COURSE BROCHURE | ERASMUS+ TRAINING

Enhancing Communication in the English Language Classroom

Design communication-centred English lessons through task-based speaking, storytelling, drama, authentic media and practical strategies that build learner confidence.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Porto	English	On-site	6 days	€580	E10201112

€580 per participant for 6 days in Porto, Portugal. Check current editions, fee and inclusions before booking.

Course description

Language learners develop confidence when they have frequent, purposeful opportunities to understand, negotiate and express meaning. This course helps English language educators move beyond teacher-led explanation and isolated grammar practice by designing lessons in which learners actively use English to complete meaningful tasks.

Participants will explore Communicative Language Teaching and task-based learning, analyse learner needs and speaking barriers, and practise strategies for scaffolding interaction, responding to errors and supporting mixed proficiency levels. Storytelling, drama, roleplay, literature, songs, film and digital media are used as resources for purposeful listening, speaking and collaborative language production.

Through practical workshops, activity design and microteaching, participants will create a transferable communicative learning sequence for their own context. European peer exchange will support comparison of classroom practices and adaptation to different linguistic and cultural environments.

Who the course is for

For educators

English language teachers, language trainers, VET teachers and education professionals seeking to make language lessons more interactive and communication-centred. Particularly relevant for educators working with mixed proficiency levels who want to strengthen learner speaking confidence, task-based interaction, constructive feedback, storytelling, drama and authentic multimedia use.

At a glance

Course level: Basic to Intermediate Professional Literacy

Prerequisites: English level of B1 is advisable.

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

Communicative Language Teaching / Task-Based Speaking & Interaction / Storytelling, Drama & Authentic Media

View the course, current editions and fees

02 / LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Communicative Language Teaching Principles** - Apply key Communicative Language Teaching principles to create purposeful learner interaction and meaningful language use.

02 **Learner Needs & Speaking Confidence** - Identify learner communication needs and use supportive routines that encourage participation without forcing public performance.

03 **Task-Based Language Activity Design** - Design language tasks with clear communicative goals, information gaps, outcomes and appropriate learner roles.

04 **Interaction & Constructive Feedback** - Use prompts, language supports and proportionate error feedback to sustain interaction across proficiency levels.

05 **Storytelling, Drama & Roleplay** - Adapt storytelling, literature, drama and roleplay to develop speaking, listening and collaborative meaning-making.

06 **Authentic Multimedia for Language Learning** - Select and adapt songs, film, audio, images and digital resources for purposeful listening, vocabulary and communication activities.

07 **Differentiated Communicative Lesson Design** - Create and microteach a coherent communicative sequence that responds to learner needs and includes opportunities for reflection and feedback.

08 **European Peer Exchange & Institutional Transfer** - Compare English-language teaching practices with European peers and identify approaches that can be adapted to participants' own institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange
- future goals.
- Course briefing and planning.

DAY 2

Communicative Language Teaching & Learner Needs

- Review the purpose and principles of communication-centred language teaching.
- Analyse learner needs, participation patterns and barriers to speaking.
- Distinguish practice for accuracy from purposeful communication for meaning.
- Develop goals for a communicative classroom activity to be refined during the course.

DAY 3

Task-Based Interaction, Scaffolding & Feedback

- Design information-gap, problem-solving and collaborative speaking tasks.
- Use modelling, language frames, prompts and structured roles to support interaction.
- Practise active listening, turn-taking and strategies for sustaining spontaneous dialogue.
- Compare feedback and approaches that protect communication and learner confidence.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Storytelling, Drama & Roleplay

- Adapt stories and literary extracts for collaborative speaking and listening.
- Use drama, roleplay and character perspectives to create purposeful language situations.
- Plan vocabulary and language support for mixed proficiency levels.
- Develop a short narrative-based communication task.

DAY 5

Authentic Multimedia & Digital Communication

- Select songs, film, audio, images and online resources according to language goals.
- Transform authentic media into pre-, during- and post-listening or viewing activities.
- Consider copyright, accessibility, cultural representation and learner age.
- Create a multimedia-supported communicative task for classroom use.

DAY 6

Communicative Activity Design, Microteaching & Transfer

- Finalise a differentiated communicative learning sequence and microteach a selected activity.
- Use structured peer and trainer feedback to refine the design and prepare an implementation plan
- Course evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Communicative & Task-Based Language Practice

Participants experience information-gap, problem-solving and collaborative tasks that require meaningful use of English.

Storytelling, Drama & Authentic Media Feedback

Guided workshops turn stories, roleplay, songs, film and other authentic resources into structured language-learning experiences.

Activity Design, Microteaching & Feedback

Participants create and teach short activities, observe interaction and refine their designs through structured peer and trainer feedback.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing a Communication Activity for Reluctant Speakers**
>
> Imagine an English teacher designing a task for learners who understand lesson content but hesitate to speak. Participants identify the communication goal, build a supportive task with clear roles and language scaffolds, select an engaging story or media stimulus, and microteach part of the activity before refining it for classroom use.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

A clear overview of your course resources, included services, documentation and next steps.

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: None

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

Contact: learningtogether.eu@sinerconsult.pt | +351 229 418 490