COURSE BROCHURE | ERASMUS+ TRAINING

In English, Please!

Strengthen spoken English, pronunciation and lexical range while designing creative, communicative activities through storytelling, drama and creative language teaching activities.

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

6-day programme. See the course page for current locations, fees, inclusions and edition dates.

Course description

English is a practical working language for international mobility, cooperation, professional growth and exchange. This course combines supported language development with creative language-teaching practice, helping non-native educators strengthen spoken fluency while exploring methods that make communication more active and meaningful.

This mobility can feature a dual-purpose design: it provides non-native educators seeking to revitalize their own English speaking fluency, vocabulary, and pronunciation with a supportive, immersive environment, while equipping language teachers with innovative, interactive techniques for classroom instruction.

Grounded in the Common European Framework of Reference for Languages (CEFR) and task-based learning principles, the program combines fluency workshops with active pedagogical strategies. Participants explore current idiomatic expressions, the Lexical Approach, drama and role-play, cooperative storytelling, literature-based identity exploration, and the effective adaptation of authentic digital and cultural resources.

Through active language practice, experiential cultural discovery educators build public speaking confidence and refine their communication skills.

For participants involved in language teaching, the course also supports the design of communicative, task-based activities and a CEFR-informed microteaching unit. Peer feedback and reflection help participants adapt the learning to their own classrooms and professional contexts.

Who the course is for

For educators

Teachers, VET professionals, trainers and education professionals who want to improve spoken English, pronunciation and communication confidence for mobility, collaboration and everyday professional communication. Also relevant for language educators seeking communicative activities based on lexical learning, pronunciation, storytelling, drama and authentic resources.

At a glance

Course level: Basic to Intermediate English Development

Prerequisites: Recommended English level: A2; participants should be able to take part in simple spoken interactions. No language-teaching qualification is required.

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

CURRICULUM FOCUS

English Fluency & Pronunciation / Language Teaching Methodologies / Lexical Approach & Communication

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 **Spoken English Fluency & Confidence** - Participate more confidently in spontaneous conversations, professional exchanges and classroom communication, using strategies to sustain interaction and manage language gaps.

02 **Pronunciation, Rhythm & Intelligibility** - Apply word stress, connected speech, rhythm and intonation strategies to improve clarity and natural spoken delivery.

03 **Lexical Range & Natural Expression** - Use collocations, phrasal verbs, common word combinations and everyday expressions more accurately in meaningful spoken and written contexts.

04 **Communicative Language Teaching & Task Design** - Design interaction-focused activities informed by communicative and task-based language-teaching principles.

05 **Storytelling, Drama & Authentic Media** - Develop language activities using storytelling, roleplay, literature, news, audio or video to stimulate purposeful communication.

06 **Culture, Identity & Intercultural Learning** - Use cultural and literary materials to explore identity, multiple perspectives and respectful intercultural communication.

07 **CEFR-Informed Microteaching & Feedback** - Plan and deliver a short communicative learning sequence with clear language aims, learner support and reflective peer feedback.

08 **European Peer Exchange & Institutional Transfer** - Compare language-learning practices with European peers and adapt relevant communication and teaching strategies 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

Communication Needs, Fluency & Lesson Goals

- Assess current communication strengths, needs and realistic development goals.
- Practise functional English for introductions, professional exchange and classroom interaction.
- Use strategies for sustaining conversation, paraphrasing and managing language gaps.
- Select a communication or teaching focus for the week's applied task.

DAY 3

Lexical Development, Storytelling & Drama

- Grammar in context: Develop collocations, phrasal verbs and useful expressions in meaningful contexts.
- Explore vocabulary acquisition strategies for lexical sets.
- Use cooperative storytelling, short scenes and roleplay to increase spontaneous speaking.
- Adapt creative tasks for different proficiency levels and learner confidence.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Literature, Identity, Cultural Heritage & Pronunciation

- Pronunciation: practise word stress, connected speech, rhythm and intonation for clearer communication.
- Use literature and cultural texts to explore voice, identity and intercultural perspective.
- Develop oral fluency through reading aloud, discussion and short presentations.

DAY 5

Media, Discussion & Communicative Lesson Design

- Adapt news, audio, video and other authentic materials for purposeful language use.
- Practise discussion, debate and public-speaking strategies with supportive feedback.
- Design a task-based activity combining lexical, pronunciation and interaction goals.
- Prepare a short CEFR-informed microteaching sequence.

DAY 6

'My Best Lesson' Showcase, Feedback & Certification

- Participant showcase: deliver the microteaching activity or professional communication task.
- Use peer and trainer feedback to refine clarity, interaction and learner support.
- Strategic planning for future European cooperation and school transfer.
- Complete course reflection, 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 Fluency & Pronunciation Workshops

Guided speaking, listening and pronunciation tasks develop spontaneity, intelligibility, interaction strategies and confidence in professional and classroom communication.

Lexical Approach, Storytelling & Drama

Participants explore collocations and useful expressions through contextual practice, cooperative storytelling, roleplay and creative rehearsal.

Authentic Materials & Microteaching Design

Literature, cultural texts and digital media are adapted into communicative learning sequences that participants test and improve through microteaching and 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 and Presenting My Best English Lesson
>
> An educator identifies a communication need, such as improving learners' spontaneous speaking or preparing for an international exchange. They identify learners' needs and CEFR-aligned objectives, select useful lexical sets and pronunciation support, adapt an authentic text or media source and design a storytelling, discussion or roleplay task. The activity is delivered as a short microteaching sequence, reviewed with European peers and refined for classroom or professional 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