

EUROLTA

**ΕΓΧΕΙΡΙΔΙΟ ΕΚΠΑΙΔΕΥΟΜΕΝΩΝ ΚΑΘΗΓΗΤΩΝ ΕΠΙΠΕΔΟ 2-
ΔΙΠΛΩΜΑ
TRAINEE MANUAL
LEVEL 2 - DIPLOMA**



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1. GENERAL INFORMATION

1.1 INTRODUCTION TO EUROLTA

EUROLTA Level 2 (European Diploma in Language Teaching to Adults) is an internationally recognized qualification for those who wish to teach modern languages to adults, to train teachers and organise a language programme. It is recognized by all member organizations of the ICC – the International Language Association and guarantees that the holder of the qualification has acquired a high level of proficiency in teaching of a foreign / second language to adults.

The training programmes offered under the EUROLTA scheme reflect a modern approach to language teaching and teacher training. The certification process is based on the evaluation of a dossier containing samples and documentation of the teacher's work.

1.2 INFORMATION ABOUT ICC - THE INTERNATIONAL LANGUAGE ASSOCIATION

Some basic info on the ICC – the International Language Association and its partners, the Eltacs Project and the EUROLTA Scheme are going to be presented in the following chapters.

1.2.1. WHAT IS THE ICC-THE INTERNATIONAL LANGUAGE ASSOCIATION



The **ICC - International Language Association** (www.icc-languages.eu) is a not-for-profit-organisation whose aim is to promote and improve the learning and teaching of languages in adult education through joint developments and the good practice of its members. It promotes and facilitates the training of teachers as a means of improving the quality of language teaching in the member organisations in order to pool expertise in the further development of the **EUROLTA** scheme.

The **ELTACS project** (European Language Teachers Assessment and Certification Scheme) is a dissemination project funded by the European Commission as a part of the Education and Culture DG Lifelong Learning Programme. (<http://www.eltacs.eu/>)

Aims of the ELTACS Project:

- To update and disseminate the existing European Certificate in Language Teaching to Adults: EUROLTA

- To carry out needs analyses and surveys of current language teacher training
- To initiate an innovative teacher training scheme which complements the existing training model as EUROLTA certification for teacher trainers

The **EUROLTA** scheme encompasses:

- The **EUROLTA** framework: A set of curricular principles and guidelines
- The **EUROLTA** international procedures: Common standards regarding roles and responsibilities of all actors at international, national and individual course levels.

It addresses three levels of implementation:

- At an international level: principles and procedures
- At a national or institutional level: working rules and modes of delivery
- At an individual trainer level: continuous professional development and benchmark opportunities through national and international networks.

1.2.2. MEMBER ASSOCIATIONS

The ICC – the International language association has more than 40 member organizations from several European Countries collaborating with it. For the complete list of all member associations:

<http://www.icc-languages.eu/member-organisations>

Member organisations in several countries:

Country	Member Organization
	<u>Bulgaria</u> <ul style="list-style-type: none">• European Centre for Education and Training
	<u>Czech Republic</u> <ul style="list-style-type: none">• University of West Bohemia
	<u>Finland</u> <ul style="list-style-type: none">• Turku University of Applied Sciences
	<u>Germany</u> <ul style="list-style-type: none">• Deutscher Volkshochschul Verband• MONDIALE-Testing GmbH
	<u>Greece</u> <ul style="list-style-type: none">• Panhellenic Federation of Foreign Language School Owners
	<u>Morocco</u> <ul style="list-style-type: none">• Moulay Ismail University
	<u>Netherlands</u> <ul style="list-style-type: none">• TELLConsult
	<u>Norway</u> <ul style="list-style-type: none">• Folkeuniversitetet Adult Education Association
	<u>Peru</u> <ul style="list-style-type: none">• UK Vivential
	<u>Serbia</u> <ul style="list-style-type: none">• St. Nicolas School



Switzerland

- Bern University of Applied Science
- Flying Teachers
- Hotelfachschule Thun
- MIGROS Club Schools



Sweden

- Folkuniversitetet



United Kingdom

- University of Westminster



United States

- EuroCsys

The EUROLTA accredited centres:

<http://eurolta.jimdo.com/eurolta-centres/>

BULGARIA



European Centre for Education and Training (ECET)

Contact: **Mr Boian Savtchev**

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CZECH REPUBLIC



University of West Bohemia

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306 14 Plzeň
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Tel: 0042 0603949022
Email: jcepicko@ujp.zcu.cz
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www.ujp.zcu.cz/projekty

FINLAND



Turku University of Applied Sciences Language Centre

Contact: **Ms Marjo Joshi, MA**
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Lemminkäisenkatu 30, room B316
20520 Turku, Finland
Tel.: +358 40 355 0378
Email: marjo.joshi@turkuamk.fi
www.turkuamk.fi/kielikoulutuskeskus

GERMANY



Bayerischer Volkshochschulverband e.V.

Contact: **Ms Gudrun Wenzel**
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Email: Gudrun.Wenzel@vhs-bayern.de
Find out more EUROLTA Teacher Training on the [BVV EUROLTA website](#)

GREECE



Hellenic Culture Centre

Education Language and Culture

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Email: ifigenia@hcc.edu.gr

www.hcc.edu.gr

LITHUANIA



Public Service Language Centre, Lithuania

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Lietuvos Kalbu Pedagogu Asociacija, Lithuania

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LT-08303 Vilnius

Lithuania

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www.lkpa.uki.vu.lt

MEXICO & UNITED STATES



EUROCSYS

Education for Application

EuroCsys - Education for Application

Contact: **Claudia Schuhbeck**

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EuroCsys EUROLTA centre

Universidad Tecnologica Cancun

Carretera Cancún-Aeropuerto

Km. 11.5, Mz. 5, Lt 1, SM 299

77565 Cancún, Q.R., Mexiko

ROMANIA



University of Pitești

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SWITZERLAND



**Migros-Genossenschafts-Bund,
Koordination Klubschulen / Freizeitanlagen**

Contact: **Ms Margrit Stutz-Hasler**

Leiterin Ausbilderinnen/Ausbilder

Tel: 0041(0)44 277 20 34

Email: margrit.stutz@mgb.

More information about training courses can be found > [here](#)



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1.2.3. WHAT IS THE HELLENIC CULTURE CENTRE

The HCC is a non formal education organisation specialised in teaching Greek as a second and as a foreign language. It started off in 1995 on Ikaria Island, Aegean Sea, where it functioned with great success for ten years, holding one of the first International Summer Schools for Greek in Greece, with Greek courses, cultural activities and teacher training for teachers of Greek as a foreign language. In 2005 it continued its actions in Athens, where it is now based, and has also been operating in the Greek island of Lesbos (from 2005- 2013, in cooperation with the local non-profit organisation Aeolis) and abroad in Brussels, Berlin, Milan, Barcelona, Istanbul, and Larnaka, Cyprus (for the teacher training seminars).

HCC now organizes the International Summer School for Greek Language and Culture at the island of Santorini (Thira) since 2014. It also develops cultural activities and initiatives, mainly in the area of cultural tourism. Its aim is to sensitize and mobilize the citizens of Santorini towards developing and promoting the Greek language and culture worldwide, and to promote language learning and teaching.

HCC offers teacher training on Didactic Methodology, courses on Intercultural Education, and on Adult Education. Nearly all HCC's training programmes are offered **online and face to face**. The staff of the HCC are experienced and specialized teachers (philologists, linguists, translators) as well as special associates (lawyers, economists, social anthropologists, sociologists, political scientists), who work within the teaching and research field. The HCC cooperates with relevant organisations in Greece and abroad and participates in national, European and International projects as well.

HCC is an exclusive provider of high quality Greek courses and cultural activities, it helps its students, both language learners and trainee teachers, to enjoy the learning process and vouch for professional as well as personal development.

It cooperates with relevant organizations and Universities in Greece and abroad and participates in national, European and international projects like:

SuN.Com: <http://www.sun-languagecommunity.eu/>

GLOSSA 1 and Glossa 2: www.ellinikiglossa.eu

Listening to Cultures: <http://www.hcc.edu.gr/en/component/content/article/266>

Cross Cultural Friends: <http://www.hcc.edu.gr/en/component/content/article/213>

Foreign Language Trainer for Mother Tongue:
<http://www.hcc.edu.gr/en/component/content/article/210>

ORIENTATION: <http://www.intercultural-orientation.eu/>

Montessori Methodology in Language Teaching: <http://www.mmlt.eu>

Metokos: www.metoikos.eu

M-LANG: <http://www.histproject.no/node/903>

Learning to Learn by Teaching : <https://moodle.unitus.it/progetti/>



Ifigeneia Georgiadou, the founder of HCC and Myriam Fischer, EuroIta Master Trainer and ICC-International Language Association Auditor, Athens, October 2011

1.3 AIMS AND UNDERLYING CONCEPTS IN THE EUROLTA FRAMEWORK

A key element in the delivery of quality language teaching is the qualification of teachers. The ICC - International Language Association recognises that many teachers of languages engaged in the field of adult education look for opportunities to advance in their profession. They often do not have the possibility to gain certification for the tasks they are fulfilling. The ICC - International Language Association maintains a competence-based framework for language teaching, which allows teachers to plan and track their professional development in an international context. The framework also enables participating institutions to qualify and certify their teachers' proficiency using a common frame of reference, which cuts across educational sectors and national boundaries.

The **EUROLTA** Framework defines objectives and aims for teacher training as well as assessment criteria for certification at two levels. These two levels are described below. **EUROLTA** allows teachers to gain certification of their language teaching competence within one national or institutional context which is transferable to other contexts both nationally and internationally. The **EUROLTA** Framework thus sets standards for quality teacher training for language teachers.

1.4 FAQs REGARDING EUROLTA

➤ **Certificates/ Diplomas that can be obtained**

A EUROLTA Level One Certificate is the first (lower) degree of EUROLTA qualification for teachers of languages to adults. The Level One Certificate certifies the holder's ability to plan and deliver classes of a set study programme and recommended teaching resources within a certain institutional context as well as to reflect on one's performance and that of one's peers. The Level One Certificate is a Europe-wide recognized qualification in the adult language education.

The EUROLTA Level Two Diploma is the second (upper) level of competence in the teacher training programme defined in the EUROLTA framework. The Diploma is a suitable in-service qualification for teachers of languages to adults. EUROLTA Diploma level language teachers are typically those entrusted with an extended range of tasks, including, for example, the adaptation of a general course framework and materials to the needs of specific target groups. In addition, they are able to provide guidance for other, less experienced teachers within the context of her/his course. They are also familiar with common managerial tasks related to the provision of language courses.

The EUROLTA Certificate on "Online Language Teaching to Adults" is a Level 1 degree of EUROLTA qualification specialized in online learning and teaching a language to adults. The Certificate on "Online Language Teaching to Adults" certifies the holder's ability to plan and deliver online lessons of a set study programme and recommended online teaching resources within a certain institutional context as well as to reflect on one's performance and that of one's peers. The Certificate on "Online Language Teaching to Adults" is a Europe-wide recognized qualification in the adult language education.

➤ **Benefits of the certificates/ diplomas**

- EUROLTA is an international programme designed specifically for foreign language training in adult education, offering teachers ongoing professional development with benchmarking opportunities through national and international networks.
- It enables teachers to gain certification and recognition of their language teaching competence within one national or institutional context which is transferable to other contexts (national and international).
- It offers a clear advantage to those wishing to work in different national environments as the qualification is recognized by organizations operating in a number of European countries.

- EUROLTA sets standards for quality teacher training using portfolio-based assessment, learner-centered methodology in practical and flexible training/teaching contexts.

In short terms, the benefits are :

- Practical and flexible training related to the trainee's own teaching context A qualification open to teachers of all languages to adults
- Portfolio-based assessment
- Programmes that are based on the principles of the Common European Framework of Reference for Languages (Council of Europe)
- A learner-centred methodology based on reflection on one's own practice An internationally recognized and monitored qualification

➤ **How to obtain a Diploma - Level 2**

The holder of a **EUROLTA Diploma** will attend and participate actively in a **200 hour training course through the modality of blended learning.**

S/he should demonstrate the knowledge and skills necessary to develop and plan courses, selecting appropriate materials and designing programmes to cater for the specific needs of groups and individual learners. The holder of a **EUROLTA Diploma** will have considerable experience of language teaching with groups at different levels and in different context. The holders will also demonstrate the ability to critically reflect upon their own and others' teaching, enabling them to make informed choices and take decisions in the classroom and beyond.

The trainees shall submit a Certification Dossier with evidence upon which assessment and certification is based. (Check details in the chapter: EUROLTA certification).

1.5 EUROLTA AIMS AND OBJECTIVES

The aims and objectives of a EUROLTA training programme is to help trainees to become aware of the issues and processes involved in learning a foreign language in an adult education context and to gain confidence in their ability to contribute positively to these processes. In particular, trainees should

- become more aware of the system of the target language and be made familiar with the tools and know-how necessary to analyse communication and language use,
- develop awareness of current theories of language acquisition and of socio- cultural and intercultural issues involved in language learning and integrate this knowledge in their teaching,
- learn to recognise learners as individuals with their own learning styles, motivation and aims and act appropriately in their teaching,
- gain confidence and acquire skills in managing processes in the classroom,
- develop a repertoire of teaching skills and techniques and become able to make judgements as to when and how to use them,
- develop the ability to make judicious choices with regard to teaching/learning materials and to adapt or supplement them to cater for the specific needs of groups and individual adult learners,
- develop observation and analytical skills in order to evaluate what is going on in the classroom, and to become aware of their own strengths and weaknesses in different areas of knowledge and expertise,
- learn to plan ahead in the short-term as well as in the long-term,
- understand the context of their teaching and acquire a clear view of what their responsibilities towards the learners are as defined by the institution they are teaching in,
- develop a cooperative attitude both in relation to learners and colleagues,
- become aware of the help and resources available for teaching (materials, reference materials, cooperation with colleagues, professional associations, etc.) as well as the avenues and resources available for further self-development beyond the training programme.



EUROLTA teaching session of a trainee teacher 2014-2015

1.6 EUROLTA COURSE METHODOLOGY AND APPROACH – SET UP AND ORGANISATION

➤ Methodology and approach

The EUROLTA course in each member institution is set up and organised following the same methodology and approach in terms of the general pedagogical aims and strategies. However each institution depending on its specific orientation in teachers' training can modify its training course accordingly. Thus, Hellenic Culture Centre has worked in this direction integrating the EUROLTA philosophy and methodology in its training seminars for teachers of Greek as a foreign / second language and other foreign languages.

In case the candidates are not many (at least 5) in order to organise a full training programme, the HCC can organise the Level 2 Training programme on a mentoring phase: Candidates will take part in the Level 1- Certificate online course too and they will give feedback and mentoring services to the colleagues who are in Level 1. Moreover they will attend the face to face workshops (6 training days) and will write all the 5 assignments, they will observe the series of 10 lessons in one adult education class and will teach their 4 sessions for different levels of language learners. Alternatively, they can teach in a language teacher training course. One of the teaching sessions could be in a one-to-one lesson. One of their teaching sessions could be online.

The methodology and approach adopted in the training reflects the overall aims stated above. In particular, it aims to

- reflect the general ethos of the ICC – the programme training courses, which implies a "learning by doing, reflecting and sharing ideas" approach
- be characterised by a cooperative learning style, involving trainees wherever possible in the planning and shaping of the programme
- present opportunities to extend theoretical knowledge of language, learning and teaching as well as to evaluate and improve practical skills
- integrate practical exercises and the observation of teaching/learning (themselves, their own classes, others, other classes, video sequences) with subsequent analysis
- provide opportunities for self-evaluation, assessment by peers as well as offer opportunities for trainees to evaluate the training programme

Through awareness-raising tasks, experimentation, reflection, adaptation and transfer of training contents to their teaching contexts, the trainees should develop their teaching competence as well as

appropriate strategies to continue their development after the training period is over.

➤ **Core components of training programmes**

The following core components reflect the methodology envisaged.

Core components at **level one** are:

- drawing up lesson plans
- detailed preparation of particular teaching sequences or activities
- reflection on specific teaching techniques or activities
- 6 focused class-observation (live or video) with subsequent evaluation and reflection
- observation and analysis of individual learning strategies and styles
- observation and analysis of an adult learner group
- analysis of teaching / learning material
- analysis of the system of the target language to be taught
- planning a sequence of lessons to demonstrate linking and recycling material within prescribed programmes
- 4 teaching sequences conducted by the trainee and observed by a trainer with subsequent analysis

Core components at **level two** cover level one and **also include:**

- drawing up or adapting course plans for specific learner groups
- reflection on overall course plans and outcomes (i.e. reflection on challenges that teachers might be confronted with)
- focused, critical evaluation, feedback and guidance to other teachers working within a given programme
- observation and analysis of an adult learner group over a period of at least 10 lessons
- analysis of curricula
- 4 teaching sequences conducted by the trainee and observed by a trainer with subsequent analysis

➤ **Project work**

Small-scale project work is to be integrated into course activities. The projects should centre on observation and evaluation rather than theory-based research. The trainees should be encouraged to work on projects in pairs or groups. A collaborative attitude towards learning and development is a central aim of EUROLTA teacher training.

2. EUROLTA TRAINING

2.1. EUROLTA TRAINER'S PROFILE AND REQUIREMENTS

Applying for a Level Two Diploma course pre-requisites

- Euroлта Level 1 or an equivalent (e.g. CELTA)
- To be an experienced adult language teacher or an experienced language practitioner, with at least 3 full time years of teaching in a range of at least 3 different levels (or the equivalent amount of teaching hours part time, on the basis of 20 teaching hours a week)
- To be competent in the target language at C1 level
- To have access to a language organization which offers teaching practice opportunities (if this is not at all possible, the HCC may offer this possibility)
- To be an experienced language teacher, who has already adapted or produced original didactic materials for the needs of a special group of students or for language for specific purposes (if this is not at all possible, the HCC may offer this possibility)
- To be an experienced language teacher, who has helped and supported less experienced colleagues as in a mentoring programme
- To be an experienced language teacher, who has planned and developed or adapted a curriculum for a special group of students
- To have knowledge in organizing and managing a language organization or have a managerial position in a language organization
- To attend at least 80% of the course programme

Level 2 assignments and Learning Procedures

- drawing up course plans
- detailed preparation of coherent course components
- reflection on overall course plans and outcomes
- reflection on teacher performance over time
- focused, critical evaluation of other teachers working within a given programme
- observation and analysis of an adult learner group over a period of at least 10 lessons
- 4 teacher training sessions conducted by the trainee and observed by a master trainer with subsequent analysis (at least one of them should be attended by the master trainer in person, the others could be video-recorded , with two cameras, if possible)*
- analysis of course designs for a specific group of learners
- adapt didactic materials for a special group of students or for language for specific purposes

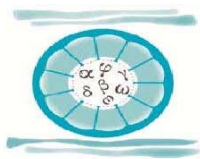
- Small-scale project work (in pairs or groups) is to be integrated into course activities. The projects should centre on observation and evaluation rather than theory-based research.
- one individual assignment focusing on the area of Language Awareness as a teacher trainer
- one individual assignment focusing on the area of Language and Culture as a teacher trainer
- one individual assignment focusing on the area of Planning and Evaluation as a teacher trainer
- one individual or group assignment focusing on the area of Language Learning Processes
- one individual assignment in a further non-core area of content beyond those listed above (i.e. ICT in training, special group of teachers).

**At least one of these lessons should be face to face with the trainer present in the classroom. This can also be a microteaching session in a teacher training. The other 3 lessons could be video-recorded, but in that case two cameras are recommended, in order to show the teacher and the reaction of the students at the same time. One of the 4 lessons can be online. One of the 4 lessons can be one-to-one.*



EUROLTA face to face training 2013-2014

2.2. EUROLTA TRAINER PERSONAL INFORMATION SHEET



Κέντρο Ελληνικού Πολιτισμού - Hellenic Culture Centre
Εκπαίδευση, Γλώσσα και Πολιτισμός - Education, Language, and Culture

www.hcc.edu.gr, e-mail: ifigenia@hcc.edu.gr

ΑΙΤΗΣΗ ΕΓΓΡΑΦΗΣ

EUROLTA Certificate (200 h, October-June, 900 euro) EUROLTA Diploma (200 h, October-June, 900 euro)

Συμπληρώστε και στείλτε την αίτηση με e-mail (Ifigenia@hcc.edu.gr) ή fax (+30 210 8836494)

Όνομα:

Επώνυμο:

Ημερομηνία Γέννησης:

Τίτλος και σύντομη περιγραφή φορέα όπου εργάζεστε:

Ιστοσελίδα του φορέα:

Ταχυδρομική διεύθυνση για αλληλογραφία:

Τηλ:

Fax:

E-mail:

Πρόσωπο και τηλέφωνο επικοινωνίας σε περίπτωση ανάγκης:

Από πού πληροφορηθήκατε για το σεμινάριο;

Τι διδακτική εμπειρία έχετε; (πού και για πόσο χρόνο έχετε διδάξει- διδάσκετε, ποια μαθήματα, κλπ)

Ποια ήταν - είναι τα βασικά χαρακτηριστικά των μαθητών σας; (ηλικία, καταγωγή, εργασία, μορφωτικό επίπεδο, κίνητρα, κλπ)

Ποια διδακτικά εγχειρίδια χρησιμοποιήσατε / χρησιμοποιείτε;

Ποια θεματική ενότητα σας ενδιαφέρει περισσότερο; Με ποιον τρόπο θα αξιοποιήσετε τα αποτελέσματα του σεμιναρίου;

Υπάρχουν ιδιαίτερες απαιτήσεις αναφορικά με τη διαμονή ή τις μετακινήσεις σας;

Υπάρχει κάποια ειδική απαίτηση για τη διατροφή σας;

Άλλα σχόλια

Καταλαβαίνω και αποδέχομαι τα εξής:

Το συνολικό κόστος του σεμιναρίου πρέπει να καταβληθεί την τελευταία ημέρα εγγραφής στο πρόγραμμα. Πληρωμές γίνονται με τραπεζικές επιταγές και μεταφορές χρημάτων στον τραπεζικό λογαριασμό. Πιστωτικές κάρτες, euromoney, προσωπικές και ταξιδιωτικές επιταγές δεν γίνονται δεκτές.

Το Κέντρο δεν ευθύνεται σε περίπτωση ατυχήματος, ασθένειας, κλοπής ή απώλειας προσωπικών αντικειμένων κατά τη διάρκεια των μαθημάτων, έξω από την τάξη και κατά τη διάρκεια των σεμιναρίων.

Ακύρωση της συμμετοχής: Επιστροφή του συνολικού ποσού των διδάκτρων είναι δυνατή με την ακύρωση της συμμετοχής πριν από την τελευταία ημερομηνία εγγραφής. Οποιαδήποτε έξοδα μεταφοράς των χρημάτων επιβαρύνουν τον εκπαιδευόμενο. Μετά την τελευταία ημερομηνία εγγραφής δεν γίνεται επιστροφή των χρημάτων, αλλά ο εκπαιδευόμενος διατηρεί για ένα έτος το δικαίωμα επανεγγραφής του στο ίδιο ή σε ανάλογα σεμινάρια εξειδίκευσης στη διδασκαλία της ελληνικής ως ξένης γλώσσας που διοργανώνει το Κέντρο Ελληνικού Πολιτισμού.

.....

ημερομηνία

.....

υπογραφή

2.3 THE EUROLTA CONTENT AREAS

The topics and issues to be explored in basic teacher training programmes are grouped into the following content areas:

1. Language awareness
2. Language and culture
3. Language learning processes
4. Language teaching
5. Planning and evaluation
6. Self-assessment

The framework recognises that language education and training takes place in a variety of contexts. Content areas covering specific domains may take the form of add-on modules or be used as the carrier content for specific target groups of trainees (i.e. they become the context within which teaching and learning methodologies are situated). Below is a list of four suggested areas. This list is merely an indication and can be added to over time as EUROLTA is used in a variety of domains.

7. Vocationally oriented language learning (VOLL)
8. Content language integrated learning (CLIL)
9. Language learning through and with ICT
10. Teaching Languages to special groups of learners

HCC training programme for teaching Greek as a foreign/ second language includes in its programme training in the topics and issues of the EUROLTA 6 content areas as well as for Level 2 the Content Area 10 (teaching languages to special groups of learners), 9 (Language and ICT) and 7 (Vocationally oriented language learning).

2.4. EUROLTA QUESTIONNAIRE TO TRAINEES

ΦΟΡΜΑ ΕΓΓΡΑΦΗΣ ΕΠΙΜΟΡΦΟΥΜΕΝΟΥ – EUROLTA TRAINING

ΟΝΟΜΑ – ΕΠΩΝΥΜΟ

ΠΡΟΣΩΠΙΚΑ ΣΤΟΙΧΕΙΑ

ΕΚΠΑΙΔΕΥΣΗ

ΕΠΙΜΟΡΦΩΣΗ

ΠΡΟΫΠΗΡΕΣΙΑ ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ

ΕΜΠΕΙΡΙΑ ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΕΝΗΛΙΚΩΝ

ΕΜΠΕΙΡΙΑ ΣΤΗΝ ΕΞ ΑΠΟΣΤΑΣΕΩΣ ΔΙΔΑΣΚΑΛΙΑ ΚΑΙ ΤΗ ΧΡΗΣΗ ΤΠΕ ΣΤΗΝ ΤΑΞΗ

ΞΕΝΕΣ ΓΛΩΣΣΕΣ (Μαθαίνετε τώρα μια ξένης γλώσσα;)

ΕΝΔΙΑΦΕΡΟΝΤΑ

ΓΡΑΨΤΕ ΜΑΣ ΛΙΓΑ ΛΟΓΙΑ ΓΙΑ ΤΗΝ ΕΜΠΕΙΡΙΑ ΣΑΣ ΩΣ ΤΩΡΑ ΩΣ ΚΑΘΗΓΗΤΗΣ ΚΑΙ ΤΙΣ ΠΡΟΣΔΟΚΙΕΣ ΣΑΣ ΑΠΟ ΤΟ ΣΕΜΙΝΑΡΙΟ ΜΑΣ

3. HCC - EUROLTA TRAINING SEMINAR

An Extended Blended learning programme : face to face sessions and online training, 200 hours in one academic year for Level Two (Diploma).

3.1 AIMS OF THE TRAINING

The overall **aim of this training programme** is to help trainees to become aware of the issues and processes involved in learning/ teaching a foreign language in an adult education context and to gain confidence in their ability to contribute positively to these processes.

After the training, trainees will:

- become familiar with pedagogical ways to give feedback and to evaluate training programmes
- develop mentoring skills in order to support less experienced colleagues
- develop organizational skills in order to develop a teacher training programme
- become more aware of the system of the target language and be made familiar with the tools and know-how necessary to analyze communication and language use,
- develop awareness of current theories of language acquisition and of socio-cultural and intercultural issues involved in language learning and integrate this knowledge in their teaching,
- learn to recognize learners as individuals with their own learning styles, motivation and aims and act appropriately in their teaching,
- gain confidence and acquire skills in managing processes in the classroom,
- develop a repertoire of teaching skills and techniques and become able to make judgments as to when and how to use them,
- develop the ability to make judicious choices with regard to teaching/learning materials and to adapt or supplement them to cater for the specific needs of groups and individual adult learners,
- develop observation and analytical skills in order to evaluate what is going on in the classroom, and to become aware of their own strengths and weaknesses in different areas of knowledge and expertise,
- learn to plan ahead in the short-term as well as in the long-term,

- understand the context of their teaching and acquire a clear view of what their responsibilities towards the learners are as defined by the institution they are teaching in and/or the partners to their contract,
- develop a cooperative attitude both in relation to learners and colleagues,
- become aware of the help and resources available for teaching (materials, reference materials, cooperation with colleagues, professional associations, etc.) as well as the avenues and resources available for further self-development beyond the training programme,
- develop strategies for further development as professionals beyond the training course, through activities such as observation, materials development projects and action research.

3.2 TIME SCHEDULE OF THE TRAINING

3.2.1. EUROLTA DIPLOMA

LEVEL 2 – 200 H (dates are indicative only)

PHASES OF THE TRAINING	DATES	HOURS	MODE	COMMENTS
PHASE 1	12/10-19/11/2015	26 H	ONLINE A 1-2	
PHASE 2	20/11-29/11/2015	10 H	MEETINGS WITH THE TRAINERS + OBSERVATION* + LESSONS CONDUCTED BY THE TRAINEES	*6 OBSERVATIONS OF EXPERIENCED TEACHERS + 4 LESSONS CONDUCTED BY THE TRAINEES + MEETINGS WITH THE TRAINERS AND SELF-EVALUATION - FEEDBACK (THE TRAINERS WHO OBSERVED LESSONS IN SANTORINI DO NOT HAVE TO REPEAT IN THIS PHASE)
PHASE 3	30/11-6/12/2015	9 H	ONLINE A 3	
PHASE 4	7/12/15-10/1/16	0-25 H	MEETINGS WITH THE TRAINERS + OBSERVATION* + LESSONS CONDUCTED BY THE TRAINERS	* IN CONTINUATION OF THE PHASE 2 FOR OBSERVATIONS AND LESSONS LEFT TO BE CONDUCTED (THE TRAINERS WHO OBSERVED LESSONS IN SANTORINI DO NOT HAVE TO REPEAT IN THIS PHASE)
PHASE 5	11/1-20/4/16	105-130 H	ONLINE B 1-2 FACE TO FACE SEMINARS 5 ASSIGNMENTS	THE TRAINEES WHO ATTENDED THE FACE TO FACE SEMINARS AND OBSERVED LESSONS IN SANTORINI DO NOT HAVE TO REPEAT IN THIS PHASE
PHASE 6	21/4-15/5/16	25 H	PREPARATION OF THE PORTFOLIO EVALUATION AND FINAL REFLEXION	

3.3. TRAINING CONTENT

3.3.1. EUROLTA DIPLOMA

200 HOURS OF TRAINING OCTOBER 2015 - JUNE 2016 (dates are indicative only)

Phase 1.1: Online A1. 12.10 – 18.10.2015 (10 hours)

The EUROLTA framework and International Procedures - Familiarization with DropBox

- Presentation of participants, presentation of the seminar programme and learning outcomes
- Presentation of the EUROLTA framework and International Procedures
- A “Learning by doing and reflecting” approach under the EUROLTA framework

EUROLTA scheme: The certification dossier

- How it is assessed (procedures and criteria)
- Obligations and assignments
- Familiarization with dropbox

Phase 1.2: Online A2. 19.10 – 18.11.2015 (16 hours)

Needs analysis of learners and planning

- Trainees’ expectations and needs: The educational contract
- Familiarization with the online context and technical issues
- The profile of our learners: locating the characteristics, cultural backgrounds, needs and expectations and adjusting this knowledge in course planning
- Design a teaching sequence that demonstrates sensitivity in terms of content (needs of our learners) delivery and learning style.
- Provision of different learners’ styles and fostering self-awareness of these learning styles
- Course/ curriculum planning for a teacher development programme. Long, medium and short term aims for a sequence of lessons or an entire course
- select, adapt and create teaching materials to suit the objectives of special groups of learners
- Assignment: Formulate recommendations regarding course design and modes of delivery to language organisations about language programmes and teacher training programmes

Phase 2: 20.11 – 29.11.2015 (10 hours: these hours may be alternatively covered in other phases of the training programme according to the personal needs and the time schedule of the trainees)

- Trainer sessions - organization of observation and teaching sessions
- Supervision - Evaluation/ self-evaluation/ feedback/ reflection

Phase 3: Online A3. 30.11 - 6.12.2015 (9 hours)

Presentation of the CEFR - Communicative teaching and learning. The CEFR levels - learners' level. How this can be utilized in language teaching. Defining the aims of a course according to the CEFR.

Phase 4: 7.12.2015-10.1-2016 (0-25 hours: these hours may be alternatively covered in other phases of the training programme according to the personal needs and the time schedule of the trainees)

Observation and teaching sessions.

- Implementation of the 10 observation and the 4 teaching sessions by the trainees under trainers' supervision (continuation of phase 2)
- Evaluation/ self-evaluation/ feedback/ reflection

Phase 5.1: 11.1-21.2.2016 (16 hours)

Evaluation, Assessment and giving feedback

- Evaluation and giving feedback
- Evaluate teaching schemes (courses/ programmes) through peer observation and reflection
- Evaluation of learning tasks and activities according to a particular group of learners
- Guiding less experienced teachers
- Use a variety of methods and tools for evaluating a teacher training

Phase 5.2: Online B1. 22.2-10.3.2016 (32 hours)

Teaching the text and vocabulary (Assignment: Simplification of a text or a full lesson plan for teaching a specific aspect of language - feedback and reflection)

Phase 5.3: Face to face A. 11.3-13.3.2016 (16 hours)

Teaching techniques and group dynamics:

- Ice-breakers and discussion on ice-breakers
- Group dynamics: the roles of the students and the roles of the teacher
- Introducing a new thematic unit/ didactic subject
- The mixed ability class as a problem and as a challenge
- Teaching techniques in mixed ability classes and classes of different cultural backgrounds
- Teaching students at an advanced level in Greek: the characteristics of advanced students
- Cultural elements in the lesson: The selection and use of cultural materials, the utilization of

inter-cultural elements, the production of new educational materials

Phase 5.4: Sessions with the trainers and writing of the assignments. 14.3-17.3.2016 (7 hours: these hours may be alternatively covered in other phases of the training programme according to the personal needs and the time schedule of the trainees)

- The trainees are guided on how to write the five assignments

Phase 5.5: Face to face B (microteaching sessions). 18.3-20.3.2016 (16 hours)

Linguistic and intercultural skills:

- Developing writing skills: Activities and ideas
- Developing listening skills: Activities and ideas
- Developing speaking skills: Activities and ideas
- Developing reading skills - working with texts: Activities and ideas
- Training of a specific group of students (Interpreters and Translators)
- Introduction to intercultural education. Teachers develop to their learners' sensitivity and tolerance of intercultural differences.

Phase 5.6: Writing the 5 assignments. 19.3-4.4.2016 (18 hours)

Writing the 5 assignments on the EUROLTA content areas of language teaching and learning and on the teaching sessions conducted by the trainees.

Phase 5.7: Online B2.

4.4-12.4.2016 (8 hours)

ICT in language teaching and learning:

- Teacher training: Evaluation, assessment, guidance, support to teachers using ICT in the language class
- A practical example for the use of an educational platform with LMS for language teaching and learning
- Which tools can be used effectively?
- Informal language learning through ICT, a research - JOYN 2.0
- Observing online language courses and online teacher training courses, live or video recorded.

13.4-20.4.2016 (8 hours)

Teaching a foreign language to special groups of students:

- Immigrants/ refugees
- Behavioral/ learning difficulties
- Students with physical impairments (deaf, blind, mobility)

Phase 6: Completion of the Certification Trainee’s Dossier and submission. 21.4-15.5.2016 (25 hours)

- Preparation of the Certification Trainee’s Dossier (portfolio) before submitting it to the ICC
- Overall evaluation and reflection on the course

3.4 FORMS OF DELIVERY

HCC - EUROLTA TRAINING SEMINAR

An Extended Blended learning programme (Face to Face – sessions and observation - and online training, 200 hours in one academic year) for Level Two - Diploma.

The training programme is offered through blended learning modality: 6 face- to-face training days into 2 weekends plus 2 online parts, before and after face- to- face workshops.

The programme offers observation and analysis of an adult learner group over a period of at least 10 lessons of experienced trainers either in a language classroom or in a teacher training programme.

Moreover there are 4 teacher training sessions conducted by the trainee in at least two different language levels or in a teacher training context and observed by a master trainer with subsequent analysis. Personal sessions of evaluation and constructive feedback follow.

Preparation: Participants will be given information on the EUROLTA certification procedures. They will also receive articles on teaching a foreign language to adults. Before the course, they will be asked to describe the institution they work for and the basic characteristics of their learners and their own professional background. Participants will also receive some information about the course group (trainers, organizers and organizing institution, other participants). Organizers will be responsible for sending all the necessary information regarding the venue. All the above will be communicated via e-mail and post.

Methodology: The course is based on the principles of participatory adult education, by embodying participants’ experiences and fostering the exchange of their ideas, proposals and materials. Its focus is not merely on the didactic aspect of teaching but also on the participants’ social and cultural knowledge gained through teaching to different target groups. During the course, the following techniques will be

implemented: working in subgroups and pairs, role play, microteaching, lectures, guided conversation, brainstorming, language and educational games and experiential activities.

In the venue there will be an exhibition of didactic textbooks and other educational materials on teaching a foreign/ second language and on intercultural education.

Participants will also be given hand-outs, original materials, and information on the ICC – the International Language Association and EUROLTA.

Follow-up: Upon completion of the course, participants will be encouraged to form a network which will function as a meeting point. Within this network, they will be able to exchange didactic materials and proposals as well as useful ideas for promoting language learning in different contexts in a closed Facebook group.



EUROLTA training 2013-14

4. TEACHING DEMONSTRATION / SIMULATION

4.1. INSTRUCTIONS HOW TO PROCEED – OBSERVED TEACHING PRACTISE

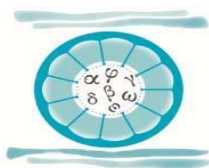
The observation is considered a crucial component of the training process. The HCC offers two kinds of observation practice.

A. 10 sessions of lesson observation in one class: trainee teachers observe 10 lessons offered by a specialised and experienced teacher. They are provided with different observation sheets, which focus on different areas. (e.g. Classroom management, different language skills etc., see the Checklists below). After the observation they meet with their teacher trainer and discuss their assessment, in order to develop their critical thinking and reflective skills. They also meet the trainer whose lesson they attended and discuss their experience. Feedback rules are a main tool for this process.

B. 4 sessions of teaching a lesson: trainee teachers will also teach themselves. They can choose the teaching context and different language levels or choose to teach in a teacher training programme. One of the teaching sessions could be online. One of the teaching sessions could be in a one-to-one lesson. One of the teaching sessions could be a microteaching in a teacher training course. They will then meet with their trainer to discuss the trainer's feedback, do a self-evaluation task and prepare their assignment.

C. During the face -to -face seminar, the trainee teachers could present one **microteaching session**. They will choose one or more subjects of the 6 proposed content areas of EUROLTA, they will be offered guidance on how to design and conduct the microteaching. They will be assessed by the trainer and will be given immediate feedback by their peer teachers.

4.2. OBSERVATION CHECKLIST



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www.hcc.edu.gr, e-mail: ifigenia@hcc.edu.gr

OBSERVATION LIST OF A LESSON

Φύλλο Παρατήρησης Μαθήματος

Πριν το μάθημα:

	ναι	όχι
Είναι οι στόχοι του σχεδίου μαθήματος ξεκάθαροι και κατάλληλοι;		
Είναι το περιεχόμενο κατάλληλο;		
Είναι η δομή του μαθήματος κατάλληλη;		
Είναι ρεαλιστικά τα χρονικά περιθώρια;		
Είναι τα υλικά επαρκή;		
Είναι οι προσχεδιασμένες δραστηριότητες ποικίλες και κατάλληλες;		
Έχουν ληφθεί υπόψη διάφορα πιθανά προβλήματα και δυσκολίες ;		

Κατά τη διάρκειά του μαθήματος:

	ναι	όχι
Έχουν επιτευχθεί οι στόχοι;		
Ήταν το περιεχόμενο κατάλληλο για τις ανάγκες των εκπαιδευόμενων;		
Ήταν καλά δομημένο το μάθημα;		
Υπήρχε σύνδεση με τα προηγούμενα και τα επόμενα μαθήματα;		
Το υλικό παρουσιάστηκε ξεκάθαρα και με σαφήνεια, συμπεριλαμβανομένης και της οπτικοακουστικής στήριξης;		
Ήταν τα υλικά ποικίλα και κατάλληλα;		
Χρησιμοποιήθηκαν τα υλικά κατάλληλα;		
Ήταν οι δραστηριότητες επαρκείς;		
Προσαρμόστηκαν κατάλληλα οι δραστηριότητες, ανάλογα με τους διαφορετικούς εκπαιδευόμενους;		
Οι δραστηριότητες ανέπτυσαν την αυτονομία και τη δημιουργικότητα του εκπαιδευόμενου;		

Ήταν επαρκή τα χρονικά περιθώρια;		
Υπήρχε αρκετή ποικιλία στη διαντίδραση μεταξύ των μελών της τάξης, συμπεριλαμβανομένου του διδάσκοντος/ της διδάσκουσας;		
Οι μαθησιακές δραστηριότητες βρίσκονταν κοντά σε περιστάσεις της πραγματικής ζωής;		
Ήταν ο διδάσκων/ η διδάσκουσα φιλικός, ενθαρρυντικοί και υποστηρικτικοί;		
Ο διδάσκων/ η διδάσκουσα επέδειξαν καλή κατοχή του αντικειμένου και του υλικού;		
Ήταν ευέλικτος ο διδάσκων/ η διδάσκουσα;		
Η γλώσσα του σώματος του διδάσκοντος/ της διδάσκουσας ήταν κατάλληλη;		
Η ατμόσφαιρα ήταν φιλική και συνεργατική;		
Οι εκπαιδευόμενοι συμμετείχαν στο μάθημα ενεργά και με προθυμία;		
Συμμετείχαν ενεργά στο μάθημα όλοι εξίσου οι εκπαιδευόμενοι;		
Ο διδάσκων/ η διδάσκουσα επέδειξε καλή γνώση των δυνατοτήτων που έχουν οι εκπαιδευόμενοι ως προσωπικότητες;		

Ονοματεπώνυμο διδάσκοντος/ διδάσκουσας

Ονοματεπώνυμο αξιολογητή / -τριας



EUROLTA training at HCC, Athens, October 2011

4.3. ASSESSMENT CRITERIA

The teacher should have

- familiarity with issues related to language teaching (e.g. awareness of language and language learning processes, of socio-cultural and intercultural issues, of the institutional and educational environment in which the training takes place)
- analytical and evaluative skills (regarding language and the learning/teaching process)
- practical skills and knowledge (in the areas of classroom dynamics and
- management, learning and teaching strategies, use of learning media, planning and evaluation, use of resources)

Assessment provides **Level Two** trainees with opportunities to demonstrate that they:

- can plan, manage and evaluate courses within a given institutional context and for specific groups of learners and can communicate coherently about issues related to language learning
- teaching and teacher training
- are able to evaluate learning and teaching processes over numerous lessons and use their analytical and reflective skills in order to give feedback to less experienced teacher colleagues and recommend improvements at an institutional level
- are able to identify and use resources to support the less experienced teachers in their further professional development

4.4. SAMPLE UNIT

Learners with special needs

ΕΝΟΤΗΤΑ ΑΤΟΜΑ ΜΕ ΑΙΣΘΗΤΗΡΙΑΚΕΣ ΑΝΑΠΗΡΙΕΣ ΚΑΙ / Η ΜΑΘΗΣΙΑΚΕΣ ΔΥΣΚΟΛΙΕΣ

ΔΡΑΣΤΗΡΙΟΤΗΤΑ 1. ΞΕΡΕΤΕ ΠΑΡΑΔΕΙΓΜΑΤΑ ΑΤΟΜΩΝ ΜΕ ΑΝΑΠΗΡΙΕΣ ΚΑΙ/Η ΜΑΘΗΣΙΑΚΙΕΣ ΔΥΣΚΟΛΙΕΣ; (ΓΝΩΣΤΑ Ή / ΚΑΙ ΑΓΝΩΣΤΑ)

ΣΤΟΧΟΙ της δραστηριότητας είναι

- Να προβληματιστούμε πόσο ορατά είναι στη ζωή μας τα άτομα με αισθητηριακές αναπηρίες και/ή μαθησιακές δυσκολίες
- Να προβληματιστούμε για τα όρια των δυνατοτήτων των ατόμων αισθητηριακές αναπηρίες και/ή μαθησιακές δυσκολίες αλλά και για την ίδια την έννοια "δυνατότητα"

ΤΙ ΠΡΕΠΕΙ ΝΑ ΚΑΝΩ;

- Μπορείτε να σκεφτείτε διάσημα άτομα με αισθητηριακές αναπηρίες και/ή μαθησιακές δυσκολίες; Ποια ιδιαιτερότητα είχαν και για ποιο λόγο έγιναν γνωστά; Μπορείτε να σκεφτείτε κάποιο άτομο αισθητηριακές αναπηρίες και/ή μαθησιακές δυσκολίες που εσείς γνωρίζετε ή ήρθατε σε επαφή; Τι στάση διαμορφώσατε; Γράψτε σχετικά στο φόρουμ.
- Διαβάστε σχετικά με το ιατρικό και το κοινωνικό μοντέλο θεώρησης της αναπηρίας και την ορολογία που προτείνει η ΕΣΑΜΕΑ. (Εθνική Συνομοσπονδία Ατόμων με Αναπηρία - > <http://www.esamea.gr/did-you-know>)
- Πιστεύετε ότι τα άτομα με αισθητηριακές αναπηρίες και/ή μαθησιακές δυσκολίες είναι εκπαιδεύσιμα; Τι προϋποθέσεις υπάρχουν και τι όρια; Γράψτε στο φόρουμ σχετικά.
- Διαβάστε τη λίστα με τις ενδεικτικές εκπαιδευτικές προτάσεις για τις τρεις κατηγορίες: μαθησιακές δυσκολίες, τυφλοί/αμβλύωπες, κωφοί.
- Διαβάστε πώς οι νέες τεχνολογίες υποστηρίζουν τους τυφλούς/ αμβλύωπες στην ανάγνωση ηλεκτρονικών κειμένων.
- Προαιρετικά διαβάστε και αντλήστε ιδέες από τα υπόλοιπα κείμενα και δείτε το έγγραφο με διαδικτυακές πηγές πληροφόρησης για διάφορες κατηγορίες ατόμων με αισθητηριακές αναπηρίες και/ή μαθησιακές δυσκολίες.

Δραστηριότητα 2: Προτεινόμενη εργασία

- Διαμορφώστε ένα σχέδιο μαθήματός σας της ελληνικής ως ξένης/δεύτερης γλώσσας έτσι ώστε να είναι κατάλληλο για μια από τις κατηγορίες ατόμων με αναπηρίες/μαθησιακές δυσκολίες που εξετάσαμε σε αυτήν την ενότητα.

See File with relevant material

5. EUROLTA CERTIFICATION

5.1 APPLICATION FOR CERTIFICATION



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ΑΙΤΗΣΗ ΓΙΑ ΠΙΣΤΟΠΟΙΗΣΗ EUROLTA

Όνομα:	
Επώνυμο:	
Πότε σκοπεύετε να ολοκληρώσετε την κατάθεση του φακέλου σας;	
Πότε ολοκληρώσατε / θα ολοκληρώσετε το σεμινάριο του HCC- Eurolta;	
Για ποιο επίπεδο θέλετε να πιστοποιηθείτε;	
Ταχυδρομική διεύθυνση για αλληλογραφία:	
Τηλ -Fax:	
E-mail:	
Υπογραφή:	

5.2 APPLICATION FOR LESSON OBSERVATION



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ΑΙΤΗΣΗ ΓΙΑ ΠΑΡΑΚΟΛΟΥΘΗΣΗ ΜΑΘΗΜΑΤΟΣ EUROLTA

Συμπληρώστε και στείλτε την αίτηση με e-mail (ifigenia@hcc.edu.gr) ή fax (+30 210 8836494)

Όνομα:	
Επώνυμο:	
Σε ποιο φορέα σκοπεύετε να κάνετε διδασκαλία;	
Περιγράψτε σύντομα το προφίλ και το επίπεδο των μαθητών	
Για ποιο επίπεδο θέλετε να πιστοποιηθείτε;	
Ταχυδρομική διεύθυνση για αλληλογραφία:	
Τηλ -Fax:	
E-mail:	
Υπογραφή:	

5.3 CONTENT OF THE CERTIFICATION DOSSIER (THE FOUR WRITTEN ASSIGNMENTS)

The trainee's Certification Dossier constitutes the evidence upon which assessment and certification is based.

It consists at a minimum of:

- a Submission Sheet for the Certification Dossier, signed by the trainee and the trainer(s)
- the documentation of at least one individual task focusing on the area of **Language Awareness**
- the documentation of at least one individual task focusing on the area of **Language and Culture**
- the documentation of at least one individual task focusing on the area of **Planning and Evaluation**
- the documentation of at least one group or individual task focusing on the area of **Language Learning Processes**
- the documentation of further non-core area of content beyond those listed above (e.g. VOLL, ICT, CLIL, see 2.3. of this Manual)
- the records of all 4 lessons and teaching sequences observed by a trainer
- the records of all 10 lessons and teaching sequences observed by the trainee
- written confirmation by the institution or trainer where the trainee has been observed teaching in at least four complete lessons at two different levels. At least one lesson should be observed live in situ. Further possible modes of observation include a combination of synchronous or recorded video as well as micro-teaching.
- All the tasks include a final evaluation and self-assessment by the trainees.
- Each trainee shall do his/ her training, observation sessions and teaching sessions and in co-operation with HCC Trainers shall produce his/her Certification Dossier, which shall be completed through continuous assessment.

Each documentation of each content area should

- be written based on the principles of the trainee's reflection and critical analysis
- analyse the following topics
- provide a detailed lesson plan and
- attach the materials used

	Page
1. Description of class and course	
2. Aims of the lesson	
3. Personal aims	
4. Procedure	
5. Conclusions	
6. Self-evaluation	
7. Lesson plan	
8. Attachments	



Athens, HCC, October 2011

5.4 ASSESSMENT CRITERIA FOR THE FOUR ASSIGNMENTS

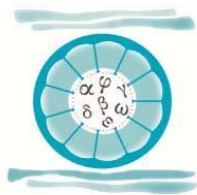
The Four Assignments are based on these four subject areas:

1. Language Analysis and Awareness (individual task)
2. Language and Culture (individual task)
3. Planning and Evaluation (individual task)
4. Language Learning Processes (individual or group task)

In the following table the general criteria of evaluation on these four assignments are mentioned based on clear evidence of the mastery of the following skills and competencies in the candidate's certification dossier.

Subject Areas	Criteria
Language Analysis and Awareness	The teacher is able to <ul style="list-style-type: none">• use correct and appropriate terminology to describe language.• formulate learning objectives clearly and comprehensibly for language lessons and parts of language lessons• analyse language and help learners to understand language structures• perceive and understand difficulties related to the structures of the target language which learners encounter and to provide appropriate didactical and methodological measures to deal with such problems provide grammatical explanations which are readily comprehensible and accessible to his/her learners
Language and Culture	The teacher is able to <ul style="list-style-type: none">• show empathy with/sensitivity to the cultural background(s) of the learners

	<ul style="list-style-type: none"> • promote sensitivity towards cultural differences whilst avoiding cultural stereotypes in his/her learners. • integrate socio- cultural and intercultural topics into the language lessons.
Planning and Evaluation	<p>The teacher has provided evidence that s/he is able to:</p> <ul style="list-style-type: none"> • state general aims and objectives for a course or a series of lessons • define aims and objectives for a lesson and integrate them in the context of a course • plan lessons, selecting appropriate learning tasks and activities to suit the aims and objectives of the lesson
Language Learning Processes	<p>In his/her planning and self-evaluation, the teacher shows that he/she is able to:</p> <ul style="list-style-type: none"> • integrate learners' previous learning experience in his/her language lessons • present learning materials in a lively and relevant manner • take into consideration the needs and interests of the learners • recognise the level of language competence of the learners • anticipate possible language problems and show evidence of envisaged solutions in his/her planning



Form for the trainee teacher

Trainee teacher's surname:

Trainee teacher's first name:

Names of the group members:

SUBJECT AREA:

"LANGUAGE ACQUISITION"

☒☒The following points should be considered in the Group Project

- Lesson description (level of the course, number of participants, any other relevant information) in which the theme of the assignment will be implemented.
- Description and purpose/goal of the assignment (please describe the lesson goals in a way that they can be verified easily).
- Action and reflection

Please demonstrate how the project was planned together with the colleagues and how the cooperation among the colleagues was designed. Please analyze, evaluate and reflect upon the cooperation in writing. What have you learned through the group work, e.g. what have you discussed or developed together? How was it like working with the others? Please include the feedback of lessons visit/observation.

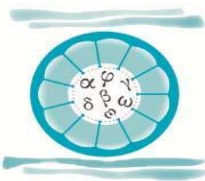
- Result (What was the outcome?)
- What conclusions can you draw concerning your teaching?
- Documents (please include your lesson plan!)
- In the documents of the project, citations, copies of textbooks (published books) and the internet should be recognizable as such and be provided with their reference (source).
- Before handing in your Group Project to your supervising EUROLTA trainer, please check whether all the above points are included and tick each item off then. Please do not forget your signature.

Date:

Trainee teacher's signature:

5.5 ASSESSMENT CHECKLIST FOR THE TRAINER

The Trainer should have in mind the criteria set in 5.4 and use the following checklists on the 4 assignments:



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Evaluation sheet for the Trainer

Surname of Trainee:

First name of Trainee:

Name of Trainer:

Subject Areas	Checklist of target skills and competences
Language Analysis and Awareness	<p>Target skills and references (Please tick the boxes if the statement is true for the person you are evaluating).</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher can describe language from a structural, functional and pragmatic aspect using appropriate terminology. <input type="checkbox"/> The teacher is completely familiar with the tools used for language analysis. <input type="checkbox"/> The teacher is able to make general comparisons between the source language of the learners and the target language. <input type="checkbox"/> The teacher is able to check his\ her knowledge of the language system and to further develop it, using relevant reference sources.
Language and Culture	<p>Target skills and references (Please tick the boxes if the statement is true for the person you are evaluating).</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher is aware of socio-cultural and intercultural aspects in language use and language production. <input type="checkbox"/> The teacher is able to sensitize learners to cultural differences. <input type="checkbox"/> The teacher is able to use this knowledge in the designing teaching sequences
Planning and evaluation	<p>Target skills and references (Please tick the boxes if the statement is true for the person you are evaluating). Ο δάσκαλος</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> is able to define learning objectives for long, medium and short term course planning. <input type="checkbox"/> is able to plan and evaluate language lessons within the context of a given curriculum/ course of studies. <input type="checkbox"/> understands the institutional context of his/ her teaching activities and formulates recommendations regarding course design to language organizations. <input type="checkbox"/> understands the European Framework of Reference and uses this knowledge in course planning <input type="checkbox"/> has knowledge on language examinations offered in the target language and is able to prepare learners to take such examinations <input type="checkbox"/> is able to use a variety of methods of course evaluation <input type="checkbox"/> is able to guide less experienced teachers-colleagues
Language Learning Processes	<p>Target skills and references (Please tick the boxes if the statement is true for the person you are evaluating). With regard to the motivation and needs of adult learners, the teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> is aware of basic concepts related to the psychology of learning and integrates these into his/ her planning and self-evaluation <input type="checkbox"/> is aware of the most important concepts related to current theories of language acquisition <input type="checkbox"/> is able to plan for different individual learning styles in a mixed ability class <input type="checkbox"/> is able to enhance motivation by taking the learners' needs and expectations into consideration

5.6 EVALUATION OF A GROUP PROJECT

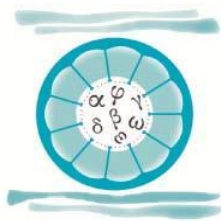
When the trainees decide to work as a group in order to carry out the 5th assignment, they should cooperate in this direction and have the support of the Trainer for the coordination of this work.

The meetings of the trainees in order to plan the Project work could take place in the HCC and the Trainer can choose to be present and help them in one or more of these meetings, so to check on the trainees' cooperation and creativity spirit and help in case of difficulty arisen.

The evaluation of the Group Project is done assessing the written assignment and the overall presence and contribution of each trainee in the Group Project.



EUROLTA teaching practice by a trainee teacher 2014-2015



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Euroлта Training Seminar

Group Project Theme “Language Acquisition”

Thematic Evaluation Criteria - Form for the Trainer

Trainee teacher’s surname:

Trainee teacher’s surname:

Trainer’s name:

This form will be sent to the organisation after the evaluation of the Group Project “Language Acquisition”(upon successful completion).

Topic: “Language Acquisition”

Target competences

The teacher (course instructor) knows basic concepts of general learning psychology in relation to the motivations and needs of adult learners, and makes use of this knowledge in planning and self-evaluation.

The course instructor is familiar with essential concepts of common theories of language acquisition, can identify developmental patterns in the target language, and is able to structure and support the learning process appropriately in the course planning.

Following competences become clear in the Group Project.

The teacher shows in his/her planning and self - evaluation the ability (please check):

- to incorporate learning experiences brought with by the students in his/her teaching
- to shape his/her teaching in a relevant, lively and motivating way
- to take into account in his/her teaching the needs and interests of the students
- to recognize the level (CEFR) of the linguistic competence of his/her students

- to recognize different learning styles as well as to convey different learning strategies and to adapt his/her teaching to those
- to correct students in a way helpful to them and with appropriate techniques

☒☒Remarks (comments are desirable):

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Global evaluation criteria – Form for the Trainer

☒☒Methodical teaching competences

The teacher shows in his/her planning and self - evaluation the ability (please check):

- to combine theoretical knowledge with practice in language teaching
- to acquire fundamental methodical skills and to assess their use concerning the appropriate type and when to use them
- to understand the various aspects and problems of modern language teaching

☒☒Ability to reflect and judge

The teacher is able (please check):

- to reflect on his/her own teaching activity with practical examples, to analyze and to draw conclusions for further development

☒☒Cooperative attitude

The teacher is able (please check):

- to learn from others

- to cooperate with others

?? Personal methodological competences

The teacher is able (please check):

- to plan a task and to evaluate the results
- to describe the goal, procedure and results in a clear and understandable way
- to document (demonstrate) an assignment in a coherent and structured way

?? Remarks (comments are desirable):

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The assignment meets the requirements Yes No

Date:

Trainer's signature:

6. FORMS AND ADDITIONAL MATERIAL

6.1 SUGGESTED READING LIST AND ONLINE RESOURCES

Teaching Greek as a foreign/ second language

Austin, J.L., How to do things with words, 1962, εκδ. Clarendon Press.

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Χαραλαμπίδης, Α., Γλωσσολογία και διδασκαλία της μητρικής γλώσσας, Γλώσσα, 9, 1985, σσ.19-53
Γιαννοπούλου, Χ., Τα κοινωνικά στερεότυπα που προβάλλονται μέσα από εγχειρίδια νέας ελληνικής για ξένους, 1993 (Αδημοσίευτη μεταπτυχιακή εργασία στο Τμήμα Ιταλικής γλώσσας και λογοτεχνίας).

Σαπιδίου, Α., Γλωσσικά παιχνίδια στο μάθημα της ξένης γλώσσας - Με παραδείγματα για τα Ελληνικά ως ξένη γλώσσα, στα Πρακτικά της Ελληνογερμανικής Ημερίδας της Εταιρίας Εφαρμοσμένης Γλωσσολογίας, Θεσσαλονίκη, Νοέμβριος 1986, 1-29.

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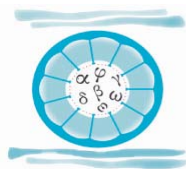
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6.2. CHECKLISTS

Some useful checklists for all the observation sessions:

6.2.1. OBSERVATION LIST ON MICROTACHING



Κέντρο Ελληνικού Πολιτισμού - Hellenic Culture Centre
Εκπαίδευση, Γλώσσα και Πολιτισμός - Education, Language, and Culture

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41 (120)

Φύλλο Παρατήρησης Μικροδιδασκαλίας

	ναι	όχι
Έγινε αφόρμηση με κατάλληλο τρόπο;		
Επιλέχθηκαν και διατυπώθηκαν οι στόχοι του σχεδίου μαθήματος κατάλληλα;		
Επετεύχθησαν οι στόχοι της μικροδιδασκαλίας;		
Επιλέχθηκαν κατάλληλα υλικά διδασκαλίας;		
Επιλέχθηκαν κατάλληλες τεχνικές και μέθοδοι διδασκαλίας;		
Τηρήθηκαν τα χρονικά περιθώρια;		
Ο διδάσκων/ η διδάσκουσα κατέχει το γνωστικό αντικείμενο σε βάθος;		
Ο διδάσκων/ η διδάσκουσα είχε κατάλληλη συμπεριφορά και παιδαγωγική στάση;		
Είχαν ληφθεί υπόψη διάφορα πιθανά προβλήματα και δυσκολίες ;		
Επιλύθηκαν με κατάλληλο τρόπο πιθανά προβλήματα και δυσκολίες ;		
Το σχέδιο της Μικροδιδασκαλίας ήταν συνολικά κατάλληλο;		
Η ατμόσφαιρα στην τάξη και η συνεργασία μεταξύ των μαθητών ήταν καλή;		

Όνοματεπώνυμο διδάσκοντος/ διδάσκουσας

Όνοματεπώνυμο αξιολογητή / -τριας

ΦΥΛΛΟ ΑΥΤΟ-ΑΞΙΟΛΟΓΗΣΗΣ (1)

ΘΕΜΑΤΑ ΠΑΡΑΤΗΡΗΣΗΣ	ΕΡΩΤΗΜΑΤΑ	ΠΑΡΑΤΗΡΗΣΕΙΣ ΚΑΘΗΓΗΤΗ
ΟΜΟΙΟΓΕΝΕΙΑ	<ul style="list-style-type: none"> - Ήταν ένα ομοιογενές τμήμα; - Αν όχι, πώς αντιμετώπισα την ανομοιογένεια; - Τι θα μπορούσαμε να κάνουμε ακόμη γι' αυτό; 	
ΡΥΘΜΟΣ ΚΑΙ ΠΟΡΕΙΑ ΣΧΕΔΙΟΥ ΜΑΘΗΜΑΤΟΣ	<ul style="list-style-type: none"> - Ήταν ένα «καλό» ή ένα «αδύνατο» τμήμα; - Πώς διαφοροποιήθηκε ο αρχικός σχεδιασμός λόγω αυτού; Τι έγινε αλλιώς; Τι δεν έγινε καθόλου; Τι προστέθηκε; 	
ΠΑΡΑΓΩΓΗ ΠΡΟΦΟΡΙΚΟΥ ΛΟΓΟΥ ΜΑΘΗΤΩΝ	<ul style="list-style-type: none"> - Μίλησαν αρκετά οι μαθητές; Όλοι; - Ποιος είχε μεγαλύτερη δυσκολία να μιλήσει; 	
ΠΑΡΑΓΩΓΗ ΠΡΟΦΟΡΙΚΟΥ ΛΟΓΟΥ ΚΑΘΗΓΗΤΗ	<ul style="list-style-type: none"> - Πού αναγκάστηκα/παρασύρθηκα να μιλάω πιο πολύ εγώ; - Πώς σκέφτομαι να αντιμετωπίσω αυτό το σημείο; 	
ΥΛΙΚΑ ΔΙΔΑΣΚΑΛΙΑΣ(1)	<ul style="list-style-type: none"> - Εφάρμοσα ασκήσεις με κάρτες-γλωσσικά παιχνίδια; - Ποια; Πόσα; - Πώς πήγαν; 	
ΥΛΙΚΑ ΔΙΔΑΣΚΑΛΙΑΣ (2)	<ul style="list-style-type: none"> - Είχα φωτογραφίες/σκίτσα/video/βιβλία/κασέτες ήχου/ασκήσεις από το τετράδιο ασκήσεων; - Τι είδους ασκήσεις και τι είδους υλικά εντόπισα ότι μας λείπουν; 	

ΜΕΘΟΔΟΣ ΔΙΔΑΣΚΑΛΙΑΣ (1)	<ul style="list-style-type: none"> - Έκανα κάτι νέο, που για πρώτη φορά το εφάρμοζα; - Πώς πήγε; 	
ΜΕΘΟΔΟΣ ΔΙΔΑΣΚΑΛΙΑΣ (2)	<ul style="list-style-type: none"> - Τι πρέπει να προσέξουμε σ' αυτό το επίπεδο; 	
ΑΝΑΤΡΟΦΟΔΟΤΗΣΗ ΑΠΟ ΜΑΘΗΤΕΣ	<ul style="list-style-type: none"> - Είχε κάποιος μαθητής μία ιδέα για το μάθημα που μου φάνηκε χρήσιμη; 	

ΦΥΛΛΟ ΑΥΤΟ-ΑΞΙΟΛΟΓΗΣΗΣ (2)

ΘΕΜΑΤΑ ΠΑΡΑΤΗΡΗΣΗΣ	ΕΡΩΤΗΜΑΤΑ	ΠΑΡΑΤΗΡΗΣΕΙΣ ΚΑΘΗΓΗΤΗ
ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ - ΑΦΟΡΜΗΣΗ	<ul style="list-style-type: none"> - Έκανα «ζέσταμα» πριν το νέο στοιχείο (κείμενο, γραμματική, κλπ); - Πώς; Πώς πήγε; 	
ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ – ‘ΝΕΟ ΣΤΟΙΧΕΙΟ’	<ul style="list-style-type: none"> - Πώς έκανα την παρουσίαση του νέου στοιχείου; 	
ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ – ‘ΠΡΑΚΤΙΚΗ ΕΞΑΣΚΗΣΗ’	<ul style="list-style-type: none"> - Πώς έκανα την πρακτική εξάσκηση; - Τι είδους ασκήσεις έγιναν; (μηχανικές ή κατευθυνόμενες ή ελεγχόμενες ή πιο ελεύθερες...;) 	
ΠΑΡΑΓΩΓΗ ΠΡΟΦΟΡΙΚΟΥ ΛΟΓΟΥ ΜΑΘΗΤΩΝ	<ul style="list-style-type: none"> - Μίλησαν οι μαθητές; Πόσο; Πού ακριβώς; - Πού τα πήγαν καλά; Πού είχαν δυσκολίες; 	
ΠΑΡΑΓΩΓΗ ΠΡΑΠΤΟΥ ΛΟΓΟΥ ΜΑΘΗΤΩΝ	<ul style="list-style-type: none"> - Έγραψαν οι μαθητές; Τι; - Πώς πήγαν; 	
ΚΑΛΛΙΕΡΓΕΙΑ ΔΕΞΙΟΤΗΤΩΝ	<ul style="list-style-type: none"> - Ποιες δεξιότητες καλλιεργήθηκαν; - Με ποιες ασκήσεις; 	
ΚΛΙΜΑ ΣΤΗΝ ΤΑΞΗ	<ul style="list-style-type: none"> - Υπήρχε χαλάρωση, «ανάσες» στο μάθημα; Πώς; 	
ΜΕΘΟΔΟΣ ΔΙΔΑΣΚΑΛΙΑΣ (1) – ΤΥΠΟΙ ΔΡΑΣΤΗΡΙΟΤΗΤΩΝ	<ul style="list-style-type: none"> - Τι τύποι ασκήσεων έγιναν; (ατομικές, σε ζευγάρια, σε ομάδες, με όλη την τάξη;) - Πώς πήγαν; 	
ΜΕΘΟΔΟΣ ΔΙΔΑΣΚΑΛΙΑΣ (2) –	<ul style="list-style-type: none"> - Υπήρχαν στο μάθημα πολιτιστικά στοιχεία; Ποια; Με ποια ευκαιρία; - Μιλήσαμε για την επικαιρότητα; Πού; 	

ΓΛΩΣΣΑ ΚΑΙ ΠΟΛΙΣΤΙΚΑ ΣΤΟΙΧΕΙΑ		
ΜΕΘΟΔΟΣ ΔΙΔΑΣΚΑΛΙΑΣ (3) – ΕΠΙΚΟΙΝΩΝΙΑΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ	- Δίδαξα επικοινωνιακό λεξιλόγιο; Για ποιες επικοινωνιακές περιστάσεις;	
ΕΛΕΓΧΟΣ - ΑΞΙΟΛΟΓΗΣΗ	- Πώς γινόταν η 'εξέταση' των ασκήσεων που είχαν για το σπίτι;	
ΕΛΕΓΧΟΣ - ΑΞΙΟΛΟΓΗΣΗ	- Πώς γινόταν η επανάληψη του λεξιλογίου; Του κειμένου; Της γραμματικής; - Τι πρέπει να κάνουμε για τις επαναλήψεις;	

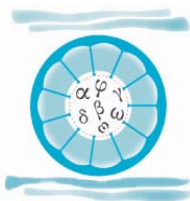
6.2.3. LESSON OBSERVATION LISTS

LESSON OBSERVATION LIST (A): CLASS MANAGEMENT

ΦΥΛΛΟ ΠΑΡΑΤΗΡΗΣΗΣ ΜΑΘΗΜΑΤΟΣ (Α) : ΔΙΑΧΕΙΡΙΣΗ ΤΗΣ ΤΑΞΗΣ

1. Η ατμόσφαιρα ήταν θετική και υπήρχε φιλική σχέση ανάμεσα στους μαθητές και στη δασκάλα μέσα στην τάξη.	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
2. Ο στόχος του μαθήματος ήταν ξεκάθαρος στους μαθητές.	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
3. Όλες οι οδηγίες ήταν ξεκάθαρες.	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
4. Κάθε μαθητής συμμετείχε ενεργά κάποια στιγμή.	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
5. Οι μαθητές έδειξαν ενδιαφέρον για το μάθημα.	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
6. Οι μαθητές συμμετείχαν ενεργά στο μάθημα.	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
7. Η δασκάλα ενέπλεξε στο μάθημα τους παθητικούς μαθητές. Αν ναι, με ποιον τρόπο;.....	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
8. Τα υλικά και οι δραστηριότητες μάθησης ήταν κατάλληλα με βάση:			
Α. το επίπεδο	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
Β. το ενδιαφέρον	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
Γ. τους στόχους			
9. Η δασκάλα όρισε αποδοτικές ομάδες μαθητών	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
10. Ο ρυθμός του μαθήματος ήταν κατάλληλος	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
11. Υπήρχε ποικιλία στο μάθημα	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
12. Ο χρόνος ομιλίας της δασκάλας ήταν σωστός	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ

13. Η διόρθωση των λαθών ήταν σωστή	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
14. Η δασκάλα έδωσε ικανοποιητική πληροφόρηση στους μαθητές για την απόδοσή τους	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
15. Υπήρχε αποδοτική επικοινωνία μέσα στην τάξη	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
16. Η δασκάλα χρησιμοποίησε θετική πίεση	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
17. Η δασκάλα έδινε διάφορες εργασίες και δραστηριότητες σχετικές με τους μαθητές	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
18. Το μάθημα προχώρησε σύμφωνα με τον σχεδιασμό.	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
19. Η δασκάλα κατάφερε να αντιμετωπίσει κάθε είδους πρόβλημα και πολιτισμικές παρεξηγήσεις (εάν αυτές υπήρχαν).	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
20. Η δασκάλα χρησιμοποίησε τον τόνο της φωνής της αποτελεσματικά.	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ
21. Γενικά, η διαχείριση της τάξης ήταν αποτελεσματική	ΝΑΙ	ΟΧΙ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ



Κέντρο Ελληνικού Πολιτισμού - Hellenic Culture Centre
Εκπαίδευση, Γλώσσα και Πολιτισμός - Education, Language, and Culture

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tel (+30) 210

ΦΥΛΛΟ ΠΑΡΑΤΗΡΗΣΗΣ ΜΑΘΗΜΑΤΟΣ (B) : ΑΝΑΠΤΥΞΗ ΔΕΞΙΟΤΗΤΩΝ

ΛΙΣΤΑ ΣΗΜΕΙΩΝ	ΠΑΡΑΤΗΡΗΣΕΙΣ
Είναι ξεκάθαροι οι γενικοί στόχοι;	
Είναι ξεκάθαρο ποιοι είναι οι πρωταρχικοί στόχοι και ποιοι οι δευτερεύοντες;	
Είναι οι στόχοι του κάθε σταδίου και της κάθε δραστηριότητας ξεκάθαροι σε εσένα και στους μαθητές;	
Έχεις επινοήσει λύσεις σε πιθανά προβλήματα;	
Υπάρχει Ποικιλία και Ισορροπία στις δραστηριότητες;	
Υπάρχει Ποικιλία και Ισορροπία στις ασκήσεις διαντίδρασης;	
Μπορείς να εντοπίσεις στοιχεία που αποδεικνύουν την ένταξη των ικανοτήτων;	
Συμφωνείς με την σειρά των δραστηριοτήτων;	
Είναι κατάλληλα τα κείμενα και ο λόγος που χρησιμοποιούνται από εσένα ή το βιβλίο;	

Είναι το υλικό κατάλληλο για τους επιλεγμένους στόχους;	
Οι δραστηριότητες που έχουν σχεδιαστεί ή επιλεχτεί, είναι κατάλληλες για την ανάπτυξη των δεξιοτήτων;	
Είναι ξεκάθαρος ο σχεδιασμός των σταδίων του μαθήματος; Το μάθημα ακολουθεί το μάθημα το σχέδιο των τριών σταδίων;	
Υπάρχει πληροφόρηση όσον αφορά τη διαχείριση των δεξιοτήτων;	
Τι πιστεύεις για την χρονική ένταση κάθε δραστηριότητας;	
Feedback στη γλώσσα & feedback στις δεξιότητες/στο περιεχόμενο	
Πώς γίνεται ο έλεγχος της μάθησης και/ή της κατανόησης;	
Είναι τα υλικά και οι δραστηριότητες κατάλληλες για ενήλικους μαθητές;	
Είναι ικανοποιητική η προσοχή που δίδεται στη διαδικασία και στο αποτέλεσμα;	
Τι νομίζεις για το ρυθμό του μαθήματος;	

6.2.4. LESSON PLAN GENERAL FORM

Form of Lesson Plan

General Lesson Plan for teaching (Greek as) a foreign language

T = teacher / S = students

Phases of learning	Activities	Social form	Media/ materials	Aim of activity	Time (min)



EUROLTA lesson observation session 2013-2014