

## EUROLTA LEVEL 1 & LEVEL 2 PREREQUISITES AND ASSIGNMENTS & LEARNING PROCEDURES

LEVEL 1 PREREQUISITES	LEVEL 1 ASSIGNMENTS & LEARNING PROCEDURES	LEVEL 2 PREREQUISITES	LEVEL 2 ASSIGNMENTS & LEARNING PROCEDURES
<ul style="list-style-type: none"> <li>• To be a language teacher or a teacher who has at least C1 level in the language that this person wants to teach or</li> <li>• to be a practitioner language teacher (with or without a formal qualification) or to be a prospective language teacher or to be an experienced language teacher without any formal qualification and certification</li> <li>• To have access to a language organization which offers teaching practice opportunities</li> <li>• To have access to a language organization which offers to them a syllabus, lesson plans and didactic materials</li> </ul>	<ul style="list-style-type: none"> <li>• drawing up lesson plans</li> <li>• detailed preparation of particular teaching sequences or activities</li> <li>• reflection on specific teaching techniques or activities</li> <li>• guided observation of a teaching sequence with subsequent evaluation</li> <li>• focused class observation (live or video) with subsequent evaluation, at least 6 lessons</li> <li>• observation and analysis of individual learning strategies and styles</li> <li>• observation and analysis of an adult learner group</li> <li>• analysis of teaching/learning material</li> <li>• analysis of the system of the target language to be taught</li> </ul>	<ul style="list-style-type: none"> <li>• To be an experienced language teacher or an experienced language practitioner, with at least 3 years of experience (or the equivalent amount of teaching hours part time, on the basis of 20 teaching hours a week) on teaching a language to adults</li> <li>• To be able to use the target language to at least C1 level</li> <li>• To have access to a language organization which offers teaching practice opportunities</li> <li>• To be an experienced language teacher, who have already produced some original didactic materials for the needs of her/ his students or has</li> </ul>	<ul style="list-style-type: none"> <li>• drawing up course plans</li> <li>• detailed preparation of coherent course components</li> <li>• reflection on overall course plans and outcomes (i.e. reflection on teacher performance over time)</li> <li>• focused, critical evaluation of other teachers working within a given programme</li> <li>• coherent feedback and guidance to other teachers working within a given programme</li> <li>• observation and analysis of an adult learner group over a period of at least 10 lessons</li> <li>• 4 teaching sequences conducted by the trainee and observed by a trainer</li> </ul>

<ul style="list-style-type: none"> <li>• To have access to a language organization where they can have chances to meet more experienced teachers</li> <li>• To attend at least 80% of the course programme</li> </ul>	<ul style="list-style-type: none"> <li>• adapting tasks for specific groups of learners</li> <li>• planning a sequence of lessons to demonstrate linking and recycling material within prescribed programmes</li> <li>• 4 teaching sequences conducted by the trainee and observed by a trainer with subsequent analysis (at least one of them should be attended by the trainer in person, the others could be video-recorded , with two cameras, if possible)*</li> <li>• 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</li> <li>• at least one individual task</li> </ul>	<p>adapted didactic materials for a special group of students or for language for specific purposes</p> <ul style="list-style-type: none"> <li>• To be an experienced language teacher, who has been supporting as a mentor less experienced colleagues or has teacher developmental experience (to have experience in guiding at least 3 teacher training or teacher mentoring programmes)</li> <li>• To be an experienced language teacher, who has developed or has adapted a curriculum / a series of lessons for a special group of students and has planned courses</li> <li>• To be an experienced language teacher who has been teaching a range of different levels (at least 3).</li> <li>• To have knowledge on organizing and managing</li> </ul>	<p>with subsequent analysis (at least one of them should be attended by the trainer in person, the others could be video-recorded , with two cameras, if possible)*</p> <ul style="list-style-type: none"> <li>• analysis of course designs</li> <li>• adapting course design for specific groups of learners</li> <li>• adapt didactic materials for a special group of students or for language for specific purposes</li> <li>• 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</li> <li>• at least one individual task focusing on the area of Language Awareness</li> </ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>focusing on the area of Language Awareness</p> <ul style="list-style-type: none"> <li>• at least one individual task focusing on the area of Language and Culture</li> <li>• at least one individual task focusing on the area of Planning and Evaluation</li> <li>• at least one group or individual task focusing on the area of Language Learning Processes</li> <li>• documentation of further non-core area of content beyond those listed above (i.e. ICT in training).</li> <li>• At least one individual task focusing on Intercultural competence</li> </ul>	<p>a language organization or have a managerial position in a language organization</p> <ul style="list-style-type: none"> <li>• To have skills and knowledge on administrative and organizational aspects of language learning and teaching</li> <li>• To attend at least 80% of the course programme</li> </ul>	<ul style="list-style-type: none"> <li>• at least one individual task focusing on the area of Language and Culture</li> <li>• at least one individual task focusing on the area of Planning and Evaluation</li> <li>• at least one group or individual task focusing on the area of Language Learning Processes</li> <li>• documentation of further non-core area of content beyond those listed above (i.e. ICT in training).</li> <li>• At least one individual task focusing on Intercultural competence</li> </ul>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

\*At least one of these lessons should be face to face with the trainer present in the classroom. The other 3 lessons could be video-recorded, but there two cameras are recommended, in order to show the teacher and the reaction of the students at the same time.