

### Introducing the flipped Classroom in language education

**Course dates**  
7 July - 13 July  
14 July - 20 July

**Fees / week**  
Course €955  
Accommodation €390

**Course location**  
Segovia, Spain

#### Target Audience

English Language teachers, group leaders and trainers of all ages and teaching levels.

Trainees do not require any previous experience with the flipped classroom but must be prepared to participate actively in activities. They must have a desire to explore the potential research provides for using creative and imaginative English in the language classroom.

**You will need at least an upper intermediate level of English (B2)**

#### Course summary

The course is aimed at introducing improvisation techniques to the participants to enhance and extend the English language teacher's communication skills and to provide the teacher with the confidence to use these new skills as methodology in the English language classroom for language development and use. The participant will leave this course with a comprehensive variety of engaging and productive activities that are designed to complement language learning by encouraging the English language student with a real desire to listen, speak and write fluently, actively and creatively. This course also provides a large amount of English practice throughout.



#### Course content

- Developing an inquisitive learning environment through group dynamics and co-ordination as well as trust work
- Improvisation classroom activities, for enriching communication skills, self confidence, spontaneity and risk taking
- Developing a comprehensive tool box of general knowledge and cultural issues, as well as self practice activities
- The study of body language communication and gesture
- Improving confidence and effective interaction in class
- Developing improvisational skills
- Creating a desire to write stories, monologues and dialogues
- How to feedback and assess activities in class
- Creating a pallet of enquiry assignments, exploration and investigation activities
- How to introduce learning material for independent research and identify those best suited for individual versus small group fact finding
- Approach to studying and interpreting a variety of texts examining pronunciation, punctuation, language and rhythm through poetry and then a study of prose, monologues and dialogues including voice texts for narration, radio and television advertisements
- Presentation of a chosen text to the class as a conclusion to the course which will be assessed by peers or a presentation of drama/improvisation based activities on a theme for the language classroom

# Pilgrims

## Sample Programme

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction to the concept of the flipped classroom	Biographies as a main platform	Language acuity individual tasks	Scripting a play / sketch/ presentation	Written tasks : evidence of succes
	Use of short readers	Checking pupils' grasp of the task	Distribution of roles and rehearsal	Encouraging further research
Brainstorm of subjects and activities suitable for flipped learning	Creative writing	Fine tune expectations and supervision of self study	Performance with positive feedbacks	Questions and answers

## Recommended reading

“Impro: Improvisation and the Theatre”  
K. Johnstone (Theatre Art Books) 1981

“Improvisation for story tellers”  
K. Johnstone (Faber & Faber) 1999

“Improvisation for the theatre. Third edition”  
V. Spolin (Northwestern University Press) 1999

“Games for actors and non actors. Second edition”  
A. Boal (Taylor and Francis) 2007

“Teaching English with Drama”  
M. Almond (Modern English Publishing) 2005

## Is the course right for me?

Yes, if you are looking for more productive ways to communicate and encourage students to speak and write.



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