



COURSE DESCRIPTION

Intermediate English Course for Teachers (B1-B2)

Your English is good enough to get by. This week is for going further: following a talk, joining a discussion, explaining your ideas and writing with confidence — the English you need at international courses, conferences and in your own reading.

DURATION	LANGUAGE	GROUP SIZE
5 days · 25 hours	English (start around B1)	Max 20 participants
DAILY SCHEDULE	CERTIFICATE	
09:30–15:00	Attendance + Europass Mobility	
Monday to Friday, with a break for lunch		
AUDIENCE		
All school levels — teachers and education staff with intermediate English (around B1)		
Intermediate English — around B1. If you can follow a slow, clear talk on a familiar topic and write a simple email about your work, you are ready.		
COURSE CENTRES		
Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome		
Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Many teachers can get by in English. But at an international course or a conference, it is harder: a fast speaker, a lively discussion, a question you did not expect. This week is for teachers around B1 who want to feel confident in those moments. The topics are education topics, so you practise the English you will really use.

- **Monday** — understanding: following a talk or a webinar, and reading an article about education.
- **Tuesday** — discussing: giving your opinion, agreeing and disagreeing, and keeping up when several people speak.
- **Wednesday** — speaking at length: describing your own work to a group, and answering questions.
- **Thursday** — writing: professional emails and a short text about your work, with a partner's feedback.
- **Friday** — summarising: reporting a group discussion back to everyone, and explaining an article to colleagues.

You go home with a self-assessment of your English, in the European framework's words, and a practical plan to keep improving in the three months after the course.

02 Course description

Erasmus+ courses, conferences, webinars and much professional reading take place in English, and most of them expect an intermediate level. Many teachers have that level on paper — and still stay quiet in the discussion, or understand the talk only halfway.

The Council of Europe's language framework (the CEFR, updated in 2020) describes what the next step looks like. At B2, for example, a person "can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments". The same framework is honest about what stays difficult: at B2 you may still "find it difficult to participate effectively in discussion with several users of the target language who do not modify their language in any way". This week works on both — the skill, and the strategies for the moments when it is not enough yet.

Each day takes one part of a teacher's professional life in English. Monday is understanding: a talk and an article on an education topic. Tuesday is discussion. Wednesday is describing your own work to a group. Thursday is writing. Friday is mediation — summarising and passing on what others said, the job the framework describes as acting "as rapporteur in a group discussion".

One week does not change your level, and nobody will tell you it does. So the week ends with a plan: what you will practise in the next three months, how often, and how you will know it is working.

If your English is still very basic, our English Language Course for Teachers and Education Staff starts below A1 and is the better first step.

03 Learning outcomes

- 01 Follow a talk or webinar on an education topic, take useful notes, and check what you missed.
- 02 Read an article about education and tell where it gives facts and where it tries to convince you.
- 03 Take part in a discussion with several colleagues: give and defend your opinion, and use strategies when people speak fast.
- 04 Describe your own work to a group clearly and in detail, after preparing it, and answer questions about it.
- 05 Write professional emails and a short text about your work, in the right tone.
- 06 Summarise a discussion or an article for colleagues who were not there.
- 07 A self-assessment of your English in the Council of Europe's wording, and a three-month plan to keep improving.

04 Methodology

Education topics, real language	every text, talk and discussion is about education — inclusion, assessment, wellbeing, technology in class — so the vocabulary you practise is the vocabulary you will need.
Descriptors as a map	each day names the Council of Europe scales it works on, and you read the B1 and B2 rows with the trainer to see where you stand and what the next step looks like.
Small groups, lots of speaking	most work happens in groups of three or four, so everyone speaks many times a day. Speaking in front of the whole group is by choice.
Strategies, not only language	for each skill, the week also practises what to do when your English is not enough yet — asking for clarification, buying time, checking what you understood.

Day 1

Understanding: talks, webinars and articles

- **Icebreaker:** “One thing I understood, one thing I missed” — each participant remembers a talk, meeting or video in English and tells a partner one thing they understood and one thing they missed
 - **The map for the week:** the Council of Europe framework (CEFR) and its 2020 Companion volume, and the scales this week works on; the trainer reads the B1 and B2 rows with the group, and each participant notes where they stand today, on one sheet, kept for Friday
 - Listening to a short talk on an education topic: listening for the main idea first, then for details; note-taking that works when the speaker is fast
 - **Strategies for what you missed:** guessing from context, asking a precise question, checking with a colleague afterwards
 - **Reading an article about education:** finding the main argument, and — as the framework puts it at B2 — recognising “when a text provides factual information and when it seeks to convince readers of something”
 - **Output:** your notes from the talk and a five-sentence summary of the article
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Day 2

Discussing: opinions, agreement and disagreement

- **Warm-up:** “Agree, disagree, it depends” — statements about school life are read aloud, participants stand on one side of the room, the other side, or in the middle, and give one reason
 - Giving and defending an opinion — the B1 and B2 rows of Informal discussion and Formal discussion (meetings): the language of opinions, reasons and examples, and how to disagree politely
 - When several people speak fast — which, the framework notes, can still be difficult at B2: turn-taking, how to enter a discussion, how to ask someone to slow down or repeat, how to check what you understood
 - Discussion rounds in groups of four on education topics — for example homework, phones in school, marks — with a new group and a new topic each round
 - **Feedback in pairs:** one thing your partner did well, one phrase they could use next time
 - **Output:** a personal list of discussion phrases you have actually used today
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Day 3

Speaking at length: describing your work

- **Describing experience at B2:** “clear, detailed descriptions on a wide range of subjects related to their field of interest” — what makes a description clear and detailed rather than a list
- **Preparing a three-minute talk:** a lesson, project or task from your own work that went well — or did not — and what you learned from it
- **Structure and signposting:** how to begin, move between points and end, so that listeners can follow
- Talks in groups of four, with follow-up questions; a colleague gives feedback on a short sheet: what was clear, what could be more detailed
- **Answering questions you did not expect:** buying time, rephrasing the question, admitting what you do not know
- **Output:** your talk notes and your colleague's feedback sheet

Day 4

Writing: emails and a short professional text

- Professional emails — the B1 and B2 rows of Correspondence: formal and less formal tone, clear requests, polite reminders, and replies to a difficult email
- Writing a short text about your work (the scale Reports and essays) — for example a paragraph for a school newsletter or a short reflection on the course so far — with a clear structure and linking words
- **Accuracy:** the mistakes that intermediate writers make most, and how to check your own text
- **Checking tools:** a free spellchecker or grammar checker may be used to check a text you have already written, not to write it for you
- **Peer feedback:** partners swap texts, mark what is clear and what is unclear, and each writer rewrites once
- **Output:** two emails and a short text, revised after feedback

Day 5

Summarising and passing it on

- **Opening session — mediation at B2:** acting “as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary”
- **Rapporteur practice:** groups discuss one education question; one person in each group takes notes, checks them with the group and reports the group's view — the role changes in each round; reporting to the whole room is voluntary, and a group can report to one other group instead
- Explaining an article to colleagues who have not read it: the main points, in simpler words, in two minutes
- **Your self-assessment:** Monday's sheet beside the week's work — for each area of the week, where you stand now, in the framework's words
- **Your three-month plan:** what you will practise, how often, with which free materials, and how you will notice progress
- **Output:** your rewritten self-assessment and your three-month plan
- Course evaluation and feedback
- Certificate ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Your own free copy of the Companion volume, downloaded from the Council of Europe on Day 1, with a one-page map of the scales this week uses
- Short talks and articles on education topics, chosen by the trainer

- The self-assessment sheet, filled in on Monday and rewritten on Friday
- A feedback sheet for Wednesday's talks
- A three-month practice plan template
- Your own notes, talk notes and revised texts — written by you during the week

07 How to prepare

- There is nothing to study before the course. If you like, think of one lesson or project from your own work that you could talk about for three minutes — it helps on Wednesday.
- A phone is enough to download the Companion volume on Monday. A laptop or tablet is useful on Thursday if you prefer to write on a screen, but every task works on paper.
- No account has to be created and nothing needs to be installed.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide states that “The lack of language competences is one of the main barriers to participation in European education, training and youth programmes” (Erasmus+ Programme Guide 2026, Part A – Important features of the Erasmus+ Programme, Multilingualism, p. 12), and lists among the objectives of Key Action 1 mobility in school education “supporting professional development of teachers, school leaders and other school staff” and “building capacity of schools to engage in cross-border exchanges and cooperation, and carry out high quality mobility projects” (Part B – Key Action 1, Mobility for pupils and staff in school education, Objectives of the action, p. 103). Much of that exchange — training courses, conferences, webinars, professional reading — happens in English at an intermediate level or above. This week strengthens exactly that English for teachers and education staff around B1, and participants leave with a self-assessment in the Council of Europe's wording and a personal plan for the months after the course, so the gain is used at the next course, conference or webinar.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.