Erasmus Mobility Academy
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DOCUMENT Daily Programme
ISSUED 8 October 2026

DAILY PROGRAMME

English Language Course for Teachers and Education Staff

DURATION	DAILY SCHEDULE	LANGUAGE
5 days · 25 hours	09:30–15:00 Monday to Friday, with a break for lunch	English (no level required — from Pre-A1)

COURSE CENTRES	GROUP SIZE
Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.	Max 20 participants

Week at a glance

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Where you actually stand, and the map you stand on	**Spoken interaction: the corridor, the staffroom, the phone**	**Production, and the writing the job actually requires**	**Mediation: the mode that is already your job**	**The second pass, and a profile you can defend**

Day by day

Day 1

Where you actually stand, and the map you stand on

- **Icebreaker:** "Three things I can already do in English" — each participant names three, in English, however short, so the group hears that the floor is not zero before anything has been taught
- **The framework as it now stands:** the 2001 CEFR, which already organised language around four modes rather than four skills, and the Companion volume that updated it — online in 2018, final edition April 2020 — with what matters here: a defined Pre-A1 level, and descriptor scales for mediation, which the 2001 CEFR named but never measured
- **Self-placement against the descriptor scales, mode by mode:** what "can do" looks like at Pre-A1, A1 and A2 — including the honest fact that a number of scales carry no descriptors at Pre-A1 at all, which is a gap in the framework rather than in you
- **Reception in practice:** announcements, short instructions and a colleague's question — and the strategies for a sentence you only half caught, which is the position most real listening happens in
- **Second reception round:** a short announcement played twice at normal speed, with each participant writing down only what they are sure of. The difference between the two listenings is the strategy being taught, not the vocabulary

- **Output:** a first self-assessment sheet, marked per mode, sealed and kept for Friday

Day 2

Spoken interaction: the corridor, the staffroom, the phone

- **Warm-up:** “Ask me three questions” — pairs rotating every two minutes, questions only, nothing prepared
- **Why interaction is not production:** turntaking, co-operating and asking for clarification are separate skills in the framework, and the third is the one that keeps a conversation alive when vocabulary runs out
- **The exchanges that cannot be avoided:** a question caught mid-corridor, an introduction at a meeting, a call answered without warning
- **Practicum in threes:** each situation run, swapped and run again, with the observer’s job defined as precisely as the speaker’s
- **Observation round:** in each three, the participant who is not speaking marks the pair against one named descriptor scale — the first of the week's observation rounds — the Tuesday baseline that Friday compares against
- **Output:** a personal phrase set for asking for clarification and buying time — the sentences that stop a conversation ending early

Day 3

Production, and the writing the job actually requires

- **Warm-up:** “The message I never sent” — one exchange each participant avoided in English, described in a single sentence
- **Written production and written interaction:** the difference between a text you compose and a text that expects an answer, and why the framework separates them
- **Four real formats, drafted and rewritten:** a message to a parent, a reply to a partner school, a notice for a door, a short paragraph describing your school
- **Where the language comes from at this level:** adapting a model text rather than composing from nothing — how to find a usable model, and what has to change in it
- Free browser-based tools — a spellchecker, or a grammar checker that needs no account — are used here only to check a draft that has already been written, never to produce one. The difference matters at this level, where an unchecked machine sentence is one you cannot defend in the room
- **Output:** four short texts, checked by a partner, correct enough to send

Day 4

Mediation: the mode that is already your job

- **Warm-up:** “Explain it to me like I wasn’t there” — one thing from Wednesday, recounted in English to a partner who then reports it back to its owner
- **What the framework means by mediation:** mediating a text (relaying specific information, explaining, note-taking), mediating concepts (collaborating in a group, leading group work), and mediating communication (acting as an intermediary, and easing a delicate situation or disagreement — within one language as often as between two)
- **The professional case, put plainly:** a teacher relays, explains, simplifies and smooths over all day in their first language — the Council of Europe classes those as language activities in their own right, with their own scales, and the scales do not start at B1

- **Practicum:** relaying a short English text to a partner who has not read it; note-taking from a two-minute spoken briefing; then a three-way task in which two participants share no common language and the third has to make the exchange work — and where the group's own languages do not allow that, one participant takes the role of someone who understands only very simple English, which produces the same mediation load
- **Observation round, as on Tuesday:** in each group the participant who is not working marks the pair against one named mediation scale — this is the Thursday baseline that Friday compares against
- **Output:** a one-page record of which mediation scale each participant found easiest and hardest, written in the framework's own wording rather than in impressions

Day 5

The second pass, and a profile you can defend

- **Opening session — the second pass:** Tuesday's and Thursday's tasks run again in groups of four, two working and two observing against the same scales used on Tuesday and Thursday, then swapped, so everyone is both observed and observer
- Monday's sealed sheet opened and set beside Friday's observation notes: what moved, what did not, and what a truthful A1 or A2 claim looks like beside an inflated one
- **Writing the profile:** a short self-assessment for each of the four modes in the framework's wording — including what to write when the level is uneven across them, which it usually is, and what to write where the scale carries no descriptor at your level at all, which happens most in mediation
- **Selected work in plenary:** two or three participants who want to run their exchange for the whole group do so, by choice rather than by rota
- **Output:** a rewritten self-assessment across the four modes — the interaction and mediation lines backed by a peer observation, the reception and production lines by Monday's sealed sheet and Wednesday's partner check
- 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.

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COURSE PAGE

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