



## Teacher Training 2012

### METHODOLOGY FOR TEACHING SPOKEN GRAMMAR AND LANGUAGE

<b>Course Dates:</b> 29 July – 11 Aug 2012	<b>Course Location:</b> The University of Kent	<b>Course Fees:</b> £970	<b>Course Codes:</b> TSG32 2 week
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#### Target Audience

- Experienced native and non-native teachers of upper secondary and above
- Please note: ***This course is not designed for lower secondary or primary teachers.***
- You will need an upper intermediate level of English or above to participate in this course

#### Course Summary

Traditional approaches to teaching grammar have been almost exclusively based on prescriptive **written** models of English. However, due in large part to the impact of Corpus Linguistics, it is now apparent that there are quite different rules, patterns and conventions for creating spoken discourse. **Spoken** grammar is now an emerging linguistic system. This course will focus on the principal differences between written and spoken grammar and how to teach the latter effectively and creatively, enabling you to motivate your students to speak English with more competence and confidence.

#### What are the key course contents?

Materials will be created for the group by the main trainer, supplemented by published materials and by work presented by the participants themselves.

#### Programme of the training activities

- The main differences between written and spoken grammar
- How English **is** rather than **should be** spoken. ("descriptive" v "prescriptive" approaches to grammar)
- An introduction to Corpus Linguistics
- The crucial role of vague language in spoken English
- The crucial role of understatement and indirectness in spoken English
- Why and how "softeners" such as "just" and "only," help to promote successful spoken interaction
- Grammar beyond the sentence – encouraging genuine spoken discourse
- Beyond verbs and tenses – the grammar of words
- Ways of making course book dialogues more authentic
- Improving your students' narrative building skills
- "Turn taking" conventions in English (including interruptions, echoing and silence)
- An examination of "Teenage English."
- Myths about spoken grammar (that it necessarily encourages lazy, substandard and undesirable English)

#### Description of training content:

##### Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

##### Objectives

The course aims to provide participants with insights into the way the English language operates in contexts. Classroom implications will be examined at length.

##### Expected results

As a result of attending this course, the participants will acquire updated knowledge of a new and fascinating branch of linguistics which will enable them to teach their students how to speak with more ease.



**Is this the right course for me?**

- Yes, if you want to participate in a course that provides you with a wide range of exciting new approaches to teaching and learning grammar and spoken language
- Yes, if you feel that "traditional" approaches to teaching grammar need to be improved through creativity, authenticity and innovation
- Yes, if you want to update and improve your own spoken English

**If this is not the right course for you, please consider one of the following:**

- **English for Teachers** if you want a more general language improvement course
- **Teaching Advanced Students** if you want to focus more specifically on a high level language improvement course

**Programme of the training activities day by day:**

Please note this is an **example** of a daily programme. Course content may often be usefully adapted to incorporate the needs of each specific group.

**Week 1**

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Group Bonding	Corpus: Teaching implications	Spoken Grammar and written Grammar	Small words that count: just	Ellipsis
11.00– 12.30	Needs analysis and Goal setting	Language as it is vs. language as it should be	Modal verbs	Small words that count: like	The concept of listenership
PM 14.00- 15.30	What is a Corpus?	What is Spoken Grammar?	Small words that count: 'well'	Reported speech	Review of week and feedback

**Week 2**

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Discourse markers	Softeners	Making course book dialogues more authentic	Deictic language	Group project
11.00– 12.30	Vague Language1	Indirectness	What do native speakers do when they use the language?	The concept of fluency	Feedback on group project
PM 14.00- 15.30	Vague Language 2	The grammar of words	Turn taking	How to teach your students to be more fluent	Final feedback and farewells

**Recommended reading: Please note it is not necessary to buy or bring these books to the course.**

- “Cambridge Grammar of English” R. Carter & M. McCarthy (CUP) 2006
- “From Corpus to Classroom” R. Carter & M. McCarthy (CUP) 2007
- “Beyond the Sentence: Introducing Discourse Analysis” S. Thornbury (Macmillan) 2005
- “Vague Language” J. Channell (OUP) 1994

**Type of certification awarded:**

Attendance certificate detailing topics covered and course content.

**Contact Details:**

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