

### PRACTICAL IDEAS FOR TEACHING ADVANCED STUDENTS

**Course dates**

3 July - 16 July

**Course fees**

€1545

**Course location**

University of Limerick

#### Target audience

Those teaching advanced students from upper secondary age groups and above (levels B1+)

This course is NOT suitable for Primary School teachers

**You will need at least an advanced level of English (C1)**

#### Course summary

This is primarily a methodology course which also includes a substantial language improvement element.

This course will open your eyes to a wide range of exciting areas to explore with advanced students. It will provide you with fresh and motivating activities and strategies to improve both your own and your students' English.

This course also provides a large amount of English practice throughout.



#### Course content

How to create a powerful, motivated, cohesive study group

Practical classroom applications of the work of Corpus Linguistics (the differences between authentic English and English that is taught at many schools and universities)

Teaching lexis through the Lexical Approach

Having fun with English through language games, humour, poetry etc.

Using authentic materials

Blended learning and using on-line resources

Work on your own and the learners feeling for 'the Spirit of English'

Using short, challenging materials that can offer a refreshing alternative to endlessly long reading and listening texts

Language and its relation to culture and identity; spoken grammar



### Sample Programme

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

| Week 1      | Monday   | Tuesday   | Wednesday  | Thursday  | Friday  |
|-------------|--|---|--|---|---|
| 9.00-10.30  | Introductions and group bonding. Ice breakers and group formation activities | Listening exercises based on authentic sources          | Spoken v written grammar. An introduction and overview | Materials adaptation. Focus on advanced examination materials | Vocabulary workshop                             |
| 11.00-12.30 | Needs analysis and goal setting  | Grammar, syntax and phonology practice                  | Writing activities. Learner generated texts            | Vocabulary workshop   | Language play and language games                |
| 14.00-15.30 | Speaking practice. Language and identity                                     | Collocations  | Speaking and reading workshop                          | Phonology overview  | Review and feedback                             |
| Week 2      |  |   |  |   |   |
| 9.00-10.30  | Warmer: Review of weekend activities   | How culture influences language. Some specific examples | Listening practice                                     | Political correctness   | Challenging and motivating dictation activities |
| 11.00-12.30 | Grammar practise   | Phonology. Stress and intonation activities             | Language change: Youth language                        | Codes of Politeness Overview                                  | Language and humour                             |
| 14.00-15.30 | Spoken language in context   | Word building   | Native speaker "errors." An overview                   | Teaching through fine arts/ CLIL                              | Course review, evaluation and farewells         |

### Recommended reading

"The Cambridge Grammar of English" R. Carter & M. McCarthy (CUP) 2006

"Natural Grammar" S. Thornbury (OUP) 2005

"Advanced Learners" A. Maley (OUP) 2009

**Please note you don't need to buy or bring this book to the course with you.**

### Type of certification awarded

Attendance certificate detailing topics covered, course content and the number of training hours.



### Is this the right course for me?

Yes, if you want to enjoy a new and exciting journey into the English language

Yes, if you already enjoy teaching advanced students. This course will encourage you to enjoy it even more!

Yes, if teaching advanced students worries or scares you

### Contact

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