

HOW TO TEACH SPOKEN ENGLISH

Course dates

18 July – 24 July

Course fees

€770

Course location

University of Limerick

Target audience

English Language teachers and trainers of secondary ages and above and all teaching levels

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

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

Course summary

Traditional approaches to teaching spoken language and fluency have been almost exclusively based on prescriptive **written** models of English, and on the myth that (written) grammar exercises will eventually promote oral fluency.

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. **Understanding** how spoken language works is useful in teaching oral fluency.

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.



Course content

The main differences between written and spoken grammar.

Which English should we teach? The English as it's being used, or the English as it should be used?

What is fluency? Characteristics of a fluent user of English.

How do we teach fluency?

The crucial role of vague language in spoken English

The 'little' words that count.

The crucial role of Discourse Markers.

Ways of making course book dialogues more authentic

"Turn taking" conventions in English (including interruptions, echoing and silence)

An examination of "teenage English."

Myths about fluency and spoken grammar (that it necessarily encourages lazy, substandard and undesirable English)

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	Group bonding	Spoken grammar & written grammar	Fluency 1	Softeners, hedges and other politeness strategies	"Just", "so" and other little words that count
11.00-12.30	Needs analysis and Goal setting	Prescriptive v Descriptive Grammar	Fluency 2	Vague language	Making coursebook dialogues more authentic
14.00-15.30	Whose English should we teach?	What is spoken grammar?	Discourse markers	Reported speech	Review of the week and feedback

Recommended reading

"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

Please note it is not necessary to buy or bring these books 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 participate in a course that provides you with a wide range of exciting new approaches to teaching and learning fluency and spoken language

Yes, if you feel that "traditional" approaches to teaching spoken language need to be improved through creativity, authenticity and innovation

Yes, if you want to update and improve your own spoken English.

Contact

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