
Language for Teachers (Intermediate)

1. Introduction

The course will be held in Aixerrota on the following dates:

| Inicio | Final | Horario | Dias semana |
|----------|----------|---------------------------|----------------|
| 27/01/08 | 10/03/08 | 2.5 horas 15.30 -18.00 | Martes/ Jueves |

Total hours : 25

27/01 & 29/01, 3/02 & 5/02, 10/02 & 12/02, 17/02, 3/023 & 5/03, 10/03
(Días 19, 25 & 27 de febrero sin clase)

Held in : Aixerrota

2. Course Aim

The general aim of this course is to improve the participants' linguistic competence with special reference to fluency and pronunciation in oral production, at an (low?) intermediate level, and with reference to the contexts that teachers might need to use English in the course of their work. It is aimed principally at teachers of subjects other than English. (?) One strand of the course will cover some search and reading strategies for finding information on the internet. The course will help participants identify needs, goals, strategies and skills to ensure that they can continue to develop their communicative competence after the course finishes.

3. Specific Objectives

Participants will complete a series of communicative tasks to simulate the language demands they might face, and will focus on language they need to complete the tasks. They will become better language users both orally and in writing in these contexts:

General oral fluency: emphasis on personal narrative, discursive and descriptive language, and on pronunciation areas that typically cause problems.

Social language: establishing and maintaining contact with people in English, including basic email and telephone language.

Transactional tasks: asking for specific information (emails), and orally.

Through these tasks participants will be supported and encouraged to work on the following aspects of the language system:

Pronunciation

Sensitisation to and production of features of pronunciation; sentence stress, basic intonation patterns and voice range, weak forms, common errors in sound production.

Writing

Accurate use of typical email language for basic transactional tasks.

Speaking

Organisation and linguistic marking of ideas, (e.g. sequencers, linkers), narrative tenses, extended discourse.

Lexis

Lexis associated with social interchange, opinion giving, transactional communication, and common topics of personal interest. Participants will review their strategies for acquiring, organising and reviewing lexis.

Grammar and discourse organisation

Language review of typical areas of grammar that cause problems in accuracy in oral production at an intermediate level, e.g. narrative tenses, passives, article use, adjectives and adverbs, discourse markers, sequencers, linkers.

Receptive skills: Reading strategies for internet

Introduction to reading strategies with particular reference to coping with the internet for finding informations. Search techniques.

4. Methodology

Participants will be encouraged to use and improve their own learning strategies through:

- ❖ Doing authentic language tasks, e.g. fluency-based activities to build confidence (e.g. discussions, reaching agreement), reading and summarising information.
- ❖ Tutor-led language language focus sessions, based on the aspects of the language system arising from context and the language points and lexis isolated above.
- ❖ Pronunciation sessions; discrimination and production of relevant features of pronunciation.

5. Course Assessment

To be considered "APTA/O", participants will be required to:

- 1. Attend the course for at least 90% of the 25 hours**
- 2. Complete the tasks and assignments set.**
- 3. Participate actively on the course.**

1. Course Evaluation

Participants will be asked to complete an evaluation questionnaire on the course.

**January 2009
Teacher Development Unit,
British Council, Bilbao**