

## TALLER DE FORMACIÓN PARA PROFESORES

### Teaching and testing the English language skills By Robin Walker



English language teachers in secondary schools, vocational training colleges, and private language schools. The course is aimed primarily at teachers of teenagers and adults, but will also be useful for English teachers in upper primary, and subject teachers using English in secondary schools with CLIL (*Bilingüe*) programmes.

- ❖ **Fechas:** Del 30 de julio al 3 de Agosto
- ❖ **Horario:** De lunes a viernes de 10:00 a 13:30 (15h/semana)
- ❖ **Precio:** 80 euros. Profesores UPCT: descuento 50% (40 euros)
- ❖ **Plazo de inscripción:** abierto hasta el 16 de julio de 2018
- ❖ **Plazas:** grupo máximo 30 personas

#### Aims

- ❖ To extend or update the participants' current understanding of the cognitive and procedural processes that underlie communicative competence in each of the major language skills (reading, writing, listening, speaking, pronunciation).
- ❖ To actively explore, experience and evaluate a wide range of coursebook and classroom activities that are regularly used today to provide language learners with effective language skills practice.
- ❖ To compare and contrast the exercises, procedures and activities for skills practice employed by the course participants in their own classrooms, with those presented and tried out during the course.
- ❖ To examine the background to communicative competence and language skills assessment, and to critically explore the types of activities used in the Trinity GESE and ISE English language exams to this end.

## CONTENTS

### **Session 1 – Teaching and testing reading**

- The importance of reading. Narrative versus expository texts.
- Sub-skills and strategies for effective reading. Extensive reading.
  
- A two-level model of reading text and word reading fluency.
- Activities to practise reading (sub-)skills and strategies
- Testing reading skills

### **Session 2 – Teaching and testing writing**

- Reasons for teaching writing. Product, process and genre approaches.
- Generating contents – helping students to come up with ideas
- Writing to the reader – reader, purpose and selecting contents
- Marking drafts and dealing with errors and mistakes
- Testing writing skills.

### **Session 3 – Teaching and testing listening**

- What happens when we are listening.
- Teaching or testing listening.
- Listening for content and listening for language.
- Interactive versus independent listening.
- Testing listening.

### **Session 4 – Teaching and testing speaking**

- Conditions for speaking – language, opportunity, and motivation.
- Language – anticipating and providing topic and process language.
- Opportunities – creating varied, dynamic, and structured interactions.
- Motivation – personalization, interest, entertainment, challenge.
- Dealing with errors and mistakes during speaking activities.
- Testing speaking.

### **Session 5 – Teaching and testing pronunciation**

- Goals, models and priorities in pronunciation teaching today.
- APPs for pronunciation – awareness, perception and practice.
- IDEAS for teaching pronunciation – imitate, demonstrate, explain, associate, stimulate.
- Testing pronunciation.
- Course evaluation.

## MATRÍCULA Y MÁS INFORMACIÓN:

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