

## TEACHING SKILLS AND LANGUAGE Course Content

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### **Orientation Unit**

This unit will introduce you to the course structure, platform and dates. You will also find out what you can expect from us and what we expect from you.

### **Unit 1: Introductions**

In this unit you will introduce yourselves and learn to use the course platform. You will share opinions about what makes a good lesson and some beliefs about teaching skills and language, as well as your goals and questions related to the course.

### **Unit 2: Teaching Receptive Skills 1**

In this unit, you will think about how we read and listen to different texts in different ways. You will also consider ways in which listening and reading are similar and different skills. This will help you to discuss why students might find reading and listening difficult and suggest some solutions. Next you will think about the possible stages of a receptive skills lesson, and some important points to consider when doing one. This will include deciding which words we should pre-teach before students read or listen to a text.

### **Unit 3: Teaching Receptive Skills 2**

In this unit you will think about the advantages and disadvantages of using authentic texts in the classroom and what teachers need to consider when choosing a listening or reading text to use in class. Then you will assess the effectiveness of some reading tasks and think about using real-life tasks in the classroom. Next you will consider when and why we might get students to read texts aloud in class and think about the value of extensive reading and what setting up an extensive reading programme involves.

### **Unit 4: Teaching Speaking**

In this unit, you will think about the different aspects of the speaking skill and which of those a learner needs so that they can communicate effectively in English. We will look at some classroom speaking activities and think about their aims, the teacher's role during the activity and the role of correction in each activity. Then you will think about what makes a good freer speaking activity, share some successful ones and think about what is involved in doing this type of activity with your learners. Next, you will consider the role of speaking in two different teaching approaches and then share reasons why speaking activities may not be successful and offer solutions.

### **Unit 5: Teaching Writing**

In this unit, you will think about the differences between writing and speaking, and why we get students to write in class. Then you will think about the purpose and effectiveness of different writing activities in the classroom. Next, we will examine

the difference between product and process writing and think about how to correct written work. Finally we will share reasons for why students don't want to write in class and suggest possible solutions.

### **Unit 6: Teaching Grammar**

In this unit you will consider your own views on teaching grammar and compare them to those of other course participants and teachers. Then we will think about the aims and stages of a grammar lesson, and different ways we might present grammar to our learners. You are going to evaluate some coursebook grammar practice activities and one particular approach to teaching grammar. Finally we will share some ways of making learning grammar more interesting for students.

### **Unit 7: Teaching Vocabulary**

In this unit you will start by thinking about what it means to "know" a word. Then you will examine different ways to convey and check the meaning of vocabulary items. After that you are going to look at different ways of practising and helping learners to memorise vocabulary and share some activities for recycling vocabulary in class. You will think about how our learners write down new items of vocabulary that they learn in class and how to encourage them to try different ways of doing this. Finally, you will look at and share some resources for teaching and learning vocabulary, and think about how you could use them with your learners.

### **Unit 8: Course Review and Assignment Preview**

In this unit you will review the course contents, particularly in relation to your own teaching context and your students' needs. This will help you identify an area of the course that you would like to design (and possibly teach) a lesson on. You are going to find out about the two assignment options and how they are assessed. Then it will be time for the farewell party!

#### **Assignment**

##### **A choice of two assignments:**

1. Design, teach and reflect on a skills or systems lesson for a particular context and group of learners, adapted from a coursebook.
  2. Design a piece of teaching material with teacher's notes for a skills or systems lesson, using your own or authentic materials.
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