

Modelo normalizado para actividades de Formación del Profesorado Universitario

Can you speak “real English”? Updating your communicative classroom language

PROGRAMA AL QUE PERTENECE EL CURSO

Programa de formación del profesorado adscrito al Plan de Plurilingüismo

DIRECTOR/A ACADÉMICO/A DEL CURSO

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PROFESORADO QUE IMPARTE EL CURSO

Nombre y apellidos: María Luisa Pérez Cañado
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NÚMERO DE CRÉDITOS / HORAS (*Indicar número de horas presenciales y/o virtuales*)

10 h. presenciales

PRECIO DE MATRÍCULA (15 € / crédito)

15 €

CALENDARIO Y HORARIO

4, 5 y 6 de junio de 2024. 17:00 a 20:30.

Lugar de Celebración: Facultad Medicina y Enfermería. Edificio Sur. Seminario 9.

PLAZO DE PREINSCRIPCIÓN / MATRICULACIÓN

Periodo de Preinscripción: Del 18 de enero al 15 de mayo de 2024.

Periodo de matriculación: Del 16 de mayo al 22 de mayo de 2024.

La preinscripción se solicita a través de la aplicación informática habilitada para ello (<https://www.uco.es/servicios/fpu/solicitud-cursos/>). Una vez finalizado el plazo de preinscripción se comunicará por correo electrónico si ha sido admitido/a al curso y el

Nº PLAZAS Y CRITERIOS DE ADMISIÓN

Número máximo de alumnos: 20

Abierto a todo el profesorado de la UCO. Los profesores pertenecientes al Plan de Plurilingüismo de la UCO tendrán prioridad y el resto de plazas se otorgarán por estricto orden de preinscripción. De no formar parte del Plan, el solicitante habrá que acreditar un nivel B2 en inglés.

BREVE JUSTIFICACIÓN (Máximo 250 palabras)

The chief objective of this workshop is to underscore the importance of mastering “real English” for adequate communication in the bilingual classroom. After framing the topic against the broader backdrop of CLIL, EMI, and teacher training needs for bilingual education, the bulk of the sessions will be devoted to familiarizing participants with the concept of “real English”: updated, relevant language chunks which can be directly applied in the bilingual classroom in order to foster successful communicative interaction and basic interpersonal communication skills in both teachers and students. The workshop will begin by explaining *what* is understood by “real English”. It will then flesh out the most outstanding reasons *why* we should be learning to speak “real English” and expound on *who* should be learning it, and will finally capitalize on *how* to identify, keep up-to-date with, and use these “real English” expressions. A batch of originally designed and tried-and-tested activities will then be carried out to work on “real English” for the CLIL classroom. An eminently hands-on approach will be followed in proceeding from the identification to the practice and, ultimately, to the production of these “real English” expressions. The ultimate aim is to encourage participants to become “English watchers” (Swan 2005: 6) and to familiarize them with the chief means to continue being up-to-date with the lexicon which is really used at present in English-speaking countries and which will enhance their fluency and communicative potential in the bilingual classroom.

OBJETIVOS EXPRESADOS EN TÉRMINOS DE LAS COMPETENCIAS QUE EL ALUMNADO DEBE ALCANZAR

1. To understand the concept of “real English” and the importance of staying up-to-date with the latest goings-on in the English language
2. To become familiar with the main reasons underlying the need to speak updated English
3. To be aware of the chief ways to identify and keep up-to-date with “real English” expressions
4. To master the main types of “real English” expressions
5. To be capable of receptively identifying and productively using an important batch of these expressions for the bilingual classroom

CONTENIDOS

The specific contents are fleshed out below:

1. Introduction: Structure of the workshop

2. The theoretical backdrop

- 2.1. CLIL
- 2.2. EMI
- 2.3. Teacher training needs for bilingual education

3. The concept of “real English”

- 3.1. What is “real English”?
- 3.2. Why should we learn to speak “real English”?
- 3.3. Who should learn “real English”?
- 3.4. How to keep-up-to-date with “real English”?

4. Activities: Types of chunks

- 4.1. “Real English” sounds
- 4.2. Binomials and trinomials
- 4.4. Collocations
- 4.5. Fixed expressions
- 4.6. Phrasal verbs
- 4.7. Idiomatic expressions
- 4.8. Ellipsis

5. Activities: Functions

- 5.1. Checking for understanding
- 5.2. Asking students to be quiet
- 5.3. Eliciting students' participation, opinions and questions
- 5.4. Encouraging students to work
- 5.5. Monitoring group work
- 5.6. Praising students' work
- 5.7. Evaluating students' work

6. Activities: Levels

- 6.1. Lecturing at university
- 6.2. Putting it all into practice
- 6.3. What's your favorite? Using Twitter to stay up-to-date with "real English"
- 6.4. Identifying "real English" expressions in YouTube videos
- 6.5. Role-play: Applying "real English" to your class

7. Conclusion

METODOLOGÍA

An eminently hands-on approach will be followed in proceeding from the identification to the practice and, ultimately, to the production of these "real English" expressions. By providing practical examples, fostering interactive discussion, and using clips and excerpts from YouTube, the course will guide the participants through the what's, why's, who's, and how's of "real English". Participants will be provided with individual information packages comprising all the materials which will be used as the basis for the sessions.

EVALUACIÓN

In addition to attendance, participation, and active involvement in the discussion sessions and the development of the activities, participants will be asked to put into practice all the knowledge acquired in this course via a final task. Individually or with a classmate, they will prepare a five-minute excerpt of a sample lecture (it can be conducted interactively if carried out in pairs) they would realistically give in one of their subjects, incorporating, in a natural way, a minimum of fifteen "real English" expressions seen in this subject.

REFERENCIAS BÁSICAS

Pérez Cañado, M. L. 2009. Reengineering English language teaching: Making the shift towards 'real' English. *English Language Teaching* 2(3): 3-10.

Pérez Cañado, M. L. & Ojeda Pinar, B. 2018. *Communicative classroom language for bilingual education: Teaching "real English" for CLIL*. Frankfurt am Main: Peter Lang.

Lewis, M. 1993. *The Lexical Approach. The state of ELT and a way forward*. Hove: Language Teaching Publications.

Lewis, M. 1997a. Pedagogical implications of the Lexical Approach. In *Second language vocabulary acquisition. A rationale for pedagogy*, Coady, J. & Huckin, T. (eds.), 255-270. Cambridge: Cambridge University Press.

Lewis, M. 1997b. *Implementing the Lexical Approach. Putting theory into practice*. Hove: Language Teaching Publications.

Lewis, M. 2000. *Teaching collocation. Further developments in the Lexical Approach*. Hove: Language Teaching Publications.

Dirigir (a través de Registro) a:

Formación del Profesorado Universitario

Vicerrectorado de Estudios de Postgrado y Formación Continua

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Rectorado