

## **ENGLISH WORKSHOP FOR BEGINNER STUDENTS**

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### **1.- JUSTIFICATION**

The possibility of communicating in a foreign language constitutes a need in our society today. There is an urgent need in the framework of United Europe, but also, in the framework of travel, cultural exchanges, the communication of news and knowledge, people movements and so on.

There are several educational reasons for teaching and learning a foreign language:

- \_ The achieving of communicative competence and the knowledge of a language provide a great aid for a better comprehension of one's own language.
- \_ To enter in contact with other cultures through the channel of this channel favours the comprehension of and respect towards other ways of thinking and acting and provides a more extensive and a richer view of reality, and
- \_ In a multilingual country such as Spain, which has a great variety of language, the learning of foreign languages alongside the others, has a full sense, because different languages are not competitive, but rather they carry out essentially the same functions and they contribute to the same cognitive and communicative development.

So, organizations, such as the Council of Europe have given recommendations to the governments of the member states in order to ensure that all sections of their population have access to effective means to learning foreign languages.

The CEF, developed by the Council of Europe, encourages us to learn languages and develop our ability to communicate with people from other countries and cultures.

It has educational and social aims –closely linked- and includes the following:

- \_ To encourage the development of language skills, so that we can work together more effectively.

- \_ To encourage the development of intercultural awareness and “plurilinguism”.
- \_ To examine and define ‘what we can do’ with a language.
- \_ To encourage learner autonomy and lifelong learning.

## **2.- PARTICIPANTS**

This workshop has been designed for adult students who do not have (or not much) knowledge of English. Most of them are at the age to enter the labour market and they need to learn English in order to access to that. Others study English just for fun and put their knowledge into practice.

## **3.- SPECIFIC OBJETIVES**

- \_ To listen and to understand messages in different oral interactions related to their experiences and real life situations.
- \_ To express and to interact orally in common situations using oral and non-oral procedures adopting a respectful and cooperative attitude.
- \_ To read and understand different texts related to their interests and experiences in order to extract general and specific information according to a previous purpose.
- \_ To write different texts with different purposes based upon previous knowledge learnt in the classroom with the help of examples/models.
- \_ To learn to use with a progressive autonomy all the resources including the information and communication technologies, to obtain information and to communicate in a foreign language.
- \_ To value the foreign language, and languages in general, as a means of communication and understanding between people from different cultures and origins and as a tool of learning different contents.
- \_ To show a receptive, interested and self-confident attitude in their own ability of learning a foreign language and the use of it.
- \_ To use the previous knowledge and experience in other languages in order to acquire a foreign language in a more autonomous, effective and quick way.

## 4.- CONTENTS

### Functions

- Greetings
- Asking for and giving personal information: name, age, address, nationality,...
- Introducing people
- Asking for and giving information about family and friends.
- Asking for and giving information about lifestyle.
- Asking for and giving information about job.
- Asking for and giving information about free time.
- Asking for and giving directions.
- Permission, possibility.
- Expressing likes and dislikes.
- Asking for and giving opinions.
- Managing in different places: airport, hotel, restaurant, shops,...

### Grammar

- Verbs *be* and *have got*.
- Personal pronouns.
- Singular and plural nouns.
- Articles.
- Possessive adjectives, possessive *s*.
- Adjectives.
- Present and past simple.
- Adverbs of frequency.
- Question words.

- Can, cant.
- There is/are/was/were.
- Object pronouns.
- Like+ver *-ing*.

## **Vocabulary**

- Numbers
- Countries and nationalities.
- The alphabet.
- Classroom language.
- Small things.
- People and family.
- Colours and common adjectives.
- Common verbs.
- Food and drink.
- Jobs and places of work.
- Parts of the day, days of the week, months, seasons.
- Prepositions of place.
- Daily routines, activities.
- Irregular verbs.
- Ordinal/cardinal numbers.
- Places: airport, hotels, restaurant, shops,...
- Time.
- Weather.

## 5.- METHODOLOGY

As we know, the final objective in the teaching of a foreign language is achieving communicative competence in that language, that is, being able to use the language appropriately for different communicative purposes. In order to do so, pupils will be motivated and encouraged to use the language in class, in situations which are as natural as possible. An emphasis on significant learning, that is, on meaningful and useful stretches of language used in context, will increase pupils' motivation to study the foreign language. Suitable conditions will be provided for learning to take place, while allowing pupils to actively participate in their own learning process, and to reflect upon their own responsibility in the process. Learning-to-learn strategies must be developed, so that little by little the students may become autonomous learners, constructing their own hypotheses on the appropriate form and function of structures after observing use in context. Errors and mistakes are considered as a part of learning process, where spontaneous communication and fluency are more important than accuracy, and for this reason, students will use all linguistic an. Students must have extensive exposure and practice in both the oral and the written codes, so that they may assimilate and ultimately produce coherent and cohesive discourse using the four basic skills of listening, speaking, reading and writing, in order to communicate effectively.

Pupils will work individually, in pairs, in small groups, in order to maximise participation in class, and therefore to maximise learning.

The activities will be varied and interesting and should cover the four linguistic skills, although we would focus more on oral skills; games, songs, role-plays, use ICTs, are some of these activities.

Lessons will be taught in English as much as possible. The teacher will use Spanish whenever necessary, for reasons of efficiency or complexity

In short, it will be an active, flexible and participative methodology.

## 6.- ASSESSMENT CRITERIA

-Use the new vocabulary and structure to communicate in common situations to produce short and simple communicative oral texts and participate in simulated real life situations in pairs and groups using gestures and body language to communicate more effectively

-Listen to and understand oral texts related to the objects and situations familiar to the students and represent them with actions, showing comprehension by answering questions, etc.

-Understand simple texts and stories related to pupils' interests with help of visual aids and by using reading strategies, such as skimming, scanning, deducing meaning from the context and the use of dictionary in order to improve reading skills.

-Produce simple communicative texts.

-Value the foreign language as a means of communication through e-mail and letters to people from other countries and with different cultures

-Learn to use the different resources available, including ICT's.

-Recognise and respect different cultural aspects and value the language as a vehicle of transmission of values and positive attitudes towards differences.

-Show interest and confidence when using English to communicate, showing interest and respect towards the English language, its culture and its speakers.

## 7.- MATERIALS

\_ Printed resources: supplementary material, magazines, dictionary, textbook, maps,...

\_ Audiovisual material: computers and the Internet, foreign language websites, skype, DVDs.

## 8.- TIMING

This workshop will be developed during two academic years: 2013-2015.

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This project has been funded with support from the European Commission.

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