IELTS Teacher Training Course - Outline

- **Aims of the course**

This seven-day course is designed to:

- give trainees a comprehensive understanding of the components of the IELTS test, and how they are graded
- introduce and practice teaching techniques relevant to IELTS classes across the four skills
- build awareness of how IELTS is graded, understanding the public band descriptors for the speaking and writing tests
- build confidence in assessing students' spoken and written English and giving feedback on their language in a way that improves test performance.

Course Content

Each Module consists of three hours of input with a short break between two sessions. These sessions will include trainer-led input, workshops, and micro-teaching

Module 1 - Course Overview, GTKY and Introduction to the IELTS Test

Input 1:

- Getting to know you
- Discussion of previous test-prep. teaching experience
- Discussion of the challenges of teach students preparing for IELTS
- Introduction to the IELTS Test (Reading, Listening, Speaking and Writing)

Input 2:

- Embedding the communicative approach in IELTS teaching
- Trainer demonstration to model how to make activities from IELTS course books more communicative and engaging
- Workshop examining materials from IELTS course book materials looking at opportunities for:
- developing spoken fluency through pair work and group work
- how to brainstorm
- how to run jigsaw tasks

Module 2 - Reading - Staging a Lesson, Task Types and Test-Taking Strategies

Input 1:

• IELTS Reading Demo Lesson
• Reflection on the demo lesson, exploration of task types and approaches to these used in the demo
• Staging an IELTS reading lesson

Input 2:

• Introduction to test-taking strategies for the different types of reading task
• Workshop to brainstorm how to develop reading strategies through different task types
• Trainees examine a range of task types and give short presentations to each other on the strategies the learners need to develop for these
• Strategies include:
- reading quickly for global understanding
- mapping the text
- identifying keywords in task prompts
- scanning for specific information
- recognising in-text paraphrases
- identifying distractors
- approaching 'True/False/Not Given' questions

Module 3 - Listening -Task Types, Strategies / Micro-Teaching Practice

Input 1:

• Introducing task types in the listening text
• Trainees models teaching to support completion of a typical IELTS listening task
• Trainees discuss how to stage the task, and how to give effective feedback
• Trainer models Part 3 of he listening exam with a longer lecture sample
• Trainees discuss the techniques needed to develop listening for detail in the context of IELTS tests:
• Strategies include:
-recognising intonation patterns
-anticipating keyword by predicting paraphrases / synonyms from the task prompts
-identifying discourse markers used to structure longer spoken turns

Input 2 - micro-teaching

• Trainees plan to teach a section of a class using a typical IELTS listening segment with practice tasks.
• Trainees are regrouped to teach each other
• Trainer gives feedback on how well the trainees set up and managed the activity.

Module 4 - Introduction to the Speaking Test / Understanding Spoken Competence / Rating and Giving Feedback on Speaking

Input 1:

• Brainstorming features of spoken fluency and accuracy
• Introducing the speaking text (Part 1, 2 and 3) and their purposes
• Terminology related to the four band descriptors for speaking (FC/LR/GRA and PRON)
• Modelling activities to develop spoken fluency (mini practice tests
• Analysis of the IELTS band descriptors

Input 2 - workshop:

• Setting the standard - trainer reveals the correct IELTS score for a recording of a candidate's Part 3 speaking
• Jigsaw listening task - trainees divided into four groups o listen to the spoken sample and find examples of spoken language consistent with the band rating
• Feedback from the trainer
• Applying the standard:
 - trainees listen to a new Speaking test Part 3 and rate the sample for FC, LR, GRA or PRON
-trainees are regrouped to justify their ratings to each other and agree on an overall band score
-Tutor gives feedback and reveals the correct rating
Discussion of potential focus of feedback / activities for the candidate in question (what could they work on to move to the higher band?)

Module 5 - Introducing the Writing Test, Teaching Techniques and How to Give Feedback

Input 1:

• Demo lesson - process writing lesson for Task 2 essay
• Skills covered:
-analysing task prompts
-deciding on an appropriate position
- outlining an essay
- developing a paragraph
- editing / proofreading
• Reflection on the demo lesson / analysis of lesson staging and techniques

Input 2:

• Introduction to Task 1 essay task types
• Model of a communicative activity and language focus for a Task 1 essay
• Workshop with a range of Task 1 essay prompts
• Identifying potential language focus to help with the task type

• Feedback from trainer

Module 6 - Written Corrective Feedback and Commentaries on IELTS writing plus Final Roundup

Input 1:

• Analysis of the Band descriptors for IELTS writing Task 2
• Sample essay standardisation (trainer sets the standard and trainees work in groups to identify features of the appropriate band score
• Introduction to a range of written corrective feedback techniques
• Trainee analyse a sample essay and practice giving feedback to the trainee

Input 2:

• Summary of learning points from the training - team quiz
• Further professional development opportunities in the IELTS context (becoming an IELTS speaking examiner / online Special Interest Groups / webinars / IATEFL etc.)

Module 7
Summary of the 6 Modules.