

ONLINE CERTIFICATE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

COURSE SYLLABUS AND REGULATIONS

Course Aim:

The overall aim of the course is to provide a thorough introduction to the Methodology and Practice of TESOL / TEFL. By the end of the course successful candidates should show an understanding of effective teaching methods and techniques and the ability to design appropriate and effective lesson activities and plans. Overall, this course should enable candidates to reconcile key theoretical aspects and principles of teaching English to Speakers of Other Languages with the realities of everyday classroom practice.

Course Objectives:

The general objectives of the course are for candidates to:

- Demonstrate a general understanding of, and familiarity with, the world of teaching English to Speakers of Other Languages including general terminology, the profession's qualifications, further training options and career opportunities.
- Demonstrate a good grasp and a basic understanding of the Communicative Approach to Teaching English to Speakers of Other Languages.
- Write objectives and appropriate lesson plans.

Entry requirements:

Applicants/Course participants need to be 21 years of age or over and proficient in the use of the English language. A university degree or in its defect a qualification that would allow entry to higher education are required. No previous teaching experience or teaching qualifications of any kind are necessary.

Length of course:

The Online Certificate in TEFL takes a minimum of 150 hours to complete. Since no two people work at the same pace or have identical commitments or study time, this programme may take on average between nine to fourteen weeks to complete.

Regulations:

- i. This Certificate programme is delivered via distance learning.
- ii. Candidates will be assessed according to the requirements of the course syllabus. Evaluation will be by continuous assessment regulated and moderated by Anglo Centres TEFL and subject to ACTDEC 's and The College of Teachers'code of practice.
- iii. An entry which has been made in the name of one candidate may not be transferred to another candidate.
- iv. Enrolment fees will not be refunded except in those cases outlined in the terms and conditions.
- v. In order to be awarded a Certificate candidates must achieve a minimum pass mark of 50% on all course units. Candidates may re-submit units that failed to achieve the overall pass mark of 50% once. The highest possible final grade on the certificate will be B+ for candidates who have had to re-submit one or more course units. Candidates who do not meet these criteria will not be awarded a course certificate.
- vi. Candidates may present recourse to the course's external moderator in the event of disagreement or dissatisfaction with regards to grades or/and tutoring. The course's external moderator's decision is final.
- vii. This TESOL / TEFL course is externally and internationally accredited by The College of Teachers and ACTDEC. Successful candidates registered as College of Teachers students will receive the Associateship in TESOL Certificate awarded by The College of Teachers. Successful candidates registered as ACTDEC students will receive the Certificate of Educational Studies in TESOL awarded by ACTDEC. Registration with The College of Teachers and/or ACTDEC will incur in a set registration fee. Candidates will satisfy the registration fee directly to the accreditation body, as this is not included in the course fees. Candidates who opt to enrol on the Endorsed version of the Online Certificate in TEFL will also receive the Anglo Centres Certificate in TEFL with an Endorsement in Teaching English for Business and English to Young Learners.
- viii. Candidates may opt not to register with an accreditation body, in which case on successful completion of the course they will receive the Anglo Centres Certificate in TEFL at no extra cost.
- ix. Candidates have a maximum of 18 months to complete the Online Certificate in TEFL.
- x. In order to be awarded a course certificate candidates must have passed a course to the required standard and paid the course fees in full.
- xi. Candidates must submit information and details that are true, and work that is authentic, original and dully referenced.
- xii. Anglo Centres abides by an equal opportunities and rights policy. Candidates are to be treated equally regardless of race, gender, religion, marital status or disability.

Please consult the terms and conditions for more information.

Course Syllabus:

INTRO UNIT: THE WORLD OF TESOL/ STUDY SKILLS

- ✓ An Introduction to the world of TESOL.
- ✓ Being an efficient distance learner
- ✓ Professional development and career paths

UNIT 1: LANGUAGE AWARENESS

- ✓ Basic terminology: *Affirmative, negative, interrogative, finite/non-finite verbs, clause, etc*
- ✓ Parts of speech: *Nouns, verbs, adjectives, etc*
- ✓ Present tense forms: use and form
 - Present Simple
 - Present Continuous
 - Present Perfect
- ✓ Past tense forms: use and form
- ✓ Past Simple
- ✓ Past Continuous
- ✓ Present Perfect
- ✓ Present Perfect Continuous
- ✓ Past Perfect
- ✓ Past Perfect Continuous
- ✓ Future tense forms: use and form
- ✓ Going to + verb
- ✓ Will/shall
- ✓ Present Simple
- ✓ Present Continuous
- ✓ To be + Infinitive
- ✓ Future Continuous
- ✓ Future Perfect
- ✓ Future Perfect Continuous
- ✓ Modal Auxiliary Verbs
- ✓ Conditional sentences
- ✓ Passive voice constructions
- ✓ Reported and direct speech
- ✓ Complex sentences: subordinate clauses (*finite adverbial clauses, noun clauses, defining and non-defining clauses and phrases, etc*)

UNIT 2: LEARNERS, TEACHERS AND STYLES

- ✓ Learner styles 1 : VAKOG
- ✓ Characteristics of good language learners
- ✓ Learner styles 2: Concrete, Converger, Communicative, Conformist
- ✓ Multiple Intelligence Theory
- ✓ Motivation and language learning
- ✓ Characteristics of a motivated learner
- ✓ Intrinsic vs Extrinsic motivation
- ✓ Characteristics of good teachers and their role in motivating students.
- ✓ Learner autonomy

UNIT 3: CLASSROOM MANAGEMENT SKILLS

- ✓ What is classroom management
- ✓ Identifying options and turning them into efficient actions
- ✓ Teacher roles (assessor, controller, etc)
- ✓ Teacher Talk
- ✓ Running activities efficiently
- ✓ Providing feedback
- ✓ Research into teacher talk and its effects on instruction
- ✓ The learner-centred classroom
- ✓ Elicitation techniques
- ✓ Managing interaction patterns in the classroom (pair, group work, etc)
- ✓ Problem behaviour. Dealing with conduct problems
- ✓ Maxims of effective classroom management

UNIT 4: LESSON PLANNING

- ✓ Main language learning theories: Behaviourism, Naturalism, Consciousness-raising, Humanism, Discovery Learning
- ✓ Teaching models: PPP (presentation, practice, production), TTT (test, teach, test), TBL (task-based learning), Text-based, TPR (total physical response), The Lexical Approach
- ✓ Culturally appropriate methodology
- ✓ ARC as a descriptive tool for analyzing lessons
- ✓ Planning lessons: *formulating aims and objectives, choosing appropriate activities and materials, anticipating problems, sequencing lesson stages, etc*
- ✓ Adapting and exploiting classroom and authentic materials
- ✓ Parts of a formal lesson plan
- ✓ Writing out a plan

UNIT 5: TEACHING THE PRODUCTIVE SKILLS

- ✓ Speaking vs Writing: differences and similarities
- ✓ Characteristics of successful production activities
- ✓ Teaching Writing: product vs process writing
- ✓ Features of speech: *simplification, redundancy, ellipsis, etc*
- ✓ Types of speaking activities: information-gap, role play, simulation, etc
- ✓ Error correction and feedback: Who, when, where, if, how (to correct)
- ✓ Techniques for correcting written and oral work

UNIT 6: TEACHING THE RECEPTIVE SKILLS

- ✓ How people read and listen: effective readers and listeners
- ✓ Schema theory. Setting the scene.
- ✓ Components of efficient and inefficient reading and listening
- ✓ The reading lesson: activities and sequencing
- ✓ The listening lesson: tasks and sequencing
- ✓ When/how people utilise the receptive skills in real life; implications for classroom practice.

UNIT 7: VOCABULARY

- ✓ Words and lexical items
- ✓ What it means to know a word (usage, pronunciation, collocations, etc)
- ✓ Synonymy, antonymy, hyponymy, homonymy, polysemy
- ✓ The form of lexical items: freestanding and bound morphemes
- ✓ Compound lexical items
- ✓ The lexical approach
- ✓ The mental lexicon: storing vocabulary in the brain
- ✓ Techniques for presenting vocabulary
- ✓ Pre-teaching vocabulary before text-based work; techniques
- ✓ Guessing meaning from context
- ✓ Techniques for recording vocabulary
- ✓ Characteristics of good vocabulary learners

UNIT 8: PRONUNCIATION

- ✓ Organs of speech
- ✓ Individual sounds
- ✓ Introduction to the phonemic chart
- ✓ Vowel sounds: monophthongs and diphthongs
- ✓ Consonant sounds: voiced and unvoiced sounds; place and manner of articulation
- ✓ Words in isolation:
 - ✓ The syllable
 - ✓ Word stress
 - ✓ Connected Speech
 - ✓ Sentence stress
 - ✓ Stress timing
 - ✓ Function of intonation
 - ✓ Main intonation patterns
- ✓ Features of connected speech (assimilation, elision, linkage)
- ✓ Integrating pronunciation into everyday practice

UNIT 9: SYLLABUSES AND COURSEBOOKS

- ✓ The role of the syllabus
- ✓ Main syllabus types (structural, topic-based, task-based, etc)
- ✓ Assessing course books: advantages and disadvantages of using a course book
- ✓ Criteria for assessing course books
- ✓ Adapting and supplementing course book contents

UNIT 10 – TESTING

- ✓ Reasons for using or not using tests
- ✓ Types of test: placement, achievement, etc
- ✓ Characteristics of good tests: validity, reliability, marking, etc
- ✓ Test design: elicitation techniques
- ✓ Guidelines for test design

END OF COURSE PROJECT

- ✓ Observation of experienced teachers