

# Course Overview

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You are assigned a personal tutor as soon as you enrol, who will give you help and guidance through the course as well as mark your assignments and give you personal feedback.

**By course completion, students will:**

- understand how language is acquired
- understand what constitutes errors in a language
- know the principles on which modern language teaching is based
- understand what phonetic and phonology are
- know which methodologies can be used to teach English
- know how to use materials and aids to teach English in the class
- know how to organise the class
- know how to design lesson plans

## Course Requirements

Preferably, students should have a degree-equivalent qualification. However, the most important consideration is that students must be fluent in both oral and written English.

## Certificate

On completion of your course, you will receive a Level 7 Diploma in Teaching English to Speakers of Other Languages Certificate. This course is endorsed by an OFQUAL approved awarding body, TQUK, at a level of learning equivalent to level 7.

## Course Content

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The course contains four modules. You can work at your own pace when you have time and therefore have control over how long you will take to finish the course and earn your Diploma in Teaching English to Speakers of Other Languages.

The course is complete in itself and you do not need to buy any other materials. However, many students, particularly if they are trying for high grades, chose to undertake a certain amount of further reading from the suggested booklist.

You will need approximately 45 hours to complete each module including the assignments. Each module has two assignments that you must complete and send to your tutor by e-mail or post. Your tutor will mark and grade your work. The modules also have self correcting exercises along with the answer key and accompanying notes to help you see your own progress on the course.

You can e-mail or write to your personal tutor as often as you need to. Your tutor will do his or her best to reply to you the same or following day. If your assignment needs to be improved your tutor will make helpful suggestions. You can submit each assignment up to three times without further payment. If after the third attempt your work is still below a pass grade of C a small charge will be made to cover the additional administrative cost of marking your work.

The course includes reading, setting tasks, self-correcting exercises and written assignments. There are 4 modules in this course:

## Module One

### Objectives

**By the end of this module you should:**

1. be aware of the nature of language
2. have a knowledge of the different varieties of language
3. understand what constitutes error in language
4. understand how language is acquired
5. know which methodologies can be used to teach English
6. know the principles on which modern language teaching is based

## **Contents**

**Introduction: Learners' aims; different teaching situations.**

### Section A

1. What is language?
2. What is language for? Communication, control, socialization, thought, feelings
3. Language varieties Historical, geographical and social dialect; Register: age, sex, status, role; topic, medium, style
4. Appropriateness and error Communicative competence, mistakes, errors, teaching model.

### Section B

1. Second language acquisition; Classical conditioning, creative learning, motivation
2. Second language acquisition Classical conditioning, creative learning, motivation
3. Language teaching methodologies Grammar-translation, direct methods, structural approach, audio-lingual approach, cognitive code, immersion method, lexical approach
4. Language teaching principles Selection, grading, contextualization, repetition, practice Tasks and self-correcting exercises Essays to be submitted Further reading

## **Module Two**

### **Objectives**

**By the end of this module you should:**

1. be aware of the aids available to the language teacher
2. know many of the techniques for using them
3. know what is involved in developing language skills
4. know how the aids and techniques can be used to do this

## **Contents**

### Section A

1. Aural/oral skills: General principles, receptive v. productive skills.
2. Teaching pronunciation: General points, discriminating sounds, producing sounds, stress and intonation.
3. Language drills: Contextualized drills, substitution tables.
4. Question and answer: Ten types and five levels
5. Dialogues, drama and role play
6. Extensive and intensive listening: Stories, comprehension passages, dictation
7. Flashcards and wordcards
8. Exploiting the blackboard

9. Realia
10. Pictures and charts: Magazine picture library, wall charts.
11. Songs and rhymes
12. Games and puzzles
13. Electronic aids

## Section B

1. Reading and writing skills: Different learners, reading skills, writing skills
2. Teaching the script: Phonic method, look-and-say method, pre-reading activities, reading activities, letter formation
3. Teaching spelling: Spelling and reading, sound to symbol, symbol to sound
4. Composition from guided to free: Labelling, answers to questions, substitution tables, guided composition, free composition
5. Intensive reading: Progression of reading skills, reading activities.
6. Extensive reading: Readability, graded readers, reading records.
7. Exploiting texts: Using authentic texts, simplifying texts.
8. Integrated skills: The four skills, translation.

### **Tasks and self correcting exercises**

### **Essays and work to be submitted**

### **Further reading**

## Module Three

### *Objectives*

#### **By the end of the unit you should:**

1. be aware of the factors affecting teaching aims
2. know what is involved in syllabus design
3. have a procedure for evaluating textbooks
4. understand the role of the teacher and have a basis for self-evaluation
5. be aware of the different modes of classroom interaction
6. be able to plan effective lessons
7. have a fund of ideas for planning lessons

### *Contents*

#### Section A

1. **Teaching Aims**  
Course aims, sample syllabuses, textbook evaluation.
2. **Class organisation**  
Role of the teacher, modes of interaction, class layout

#### Section B

1. **Lesson Planning**  
Preparation, presentation, practice, testing, revision
2. **Sample Lesson Plans**  
Tasks and self correcting exercises

Tasks and self correcting exercises  
Essays and work to be submitted  
Further reading

## Module Four

### *Objectives*

By the end of the module you should:

1. have a knowledge of the main concerns of linguistic theory
2. know many linguistic terms and categories
3. be able to approach linguistic texts with confidence
4. have started to relate linguistic theory to the practice of teaching
5. be thinking more clearly about the content of what you teach

### *Contents*

#### Section A

1. **Phonetics and Phonology.** The distinction between them, how sounds are made, phonemes, consonants, vowels, stress, rhythm, intonation.
2. **Morphology.** Nouns, adjectives, pronouns, verbs
3. **Vocabulary.** Words, morphemes, collocation, meaning, subordination
4. **Grammar.** Parts of speech, clause, phrase, auxiliary and modal verbs, verb classes, tense systems and uses, complex verb phrases, noun classes, determiners, adjectives, pronouns and proforms, prepositions, conjunctions, conditionals

#### Section B

1. **Applications of Linguistics** to Language Teaching Error analysis, phonology, vocabulary selection, sentence complexity

#### **Epilogue**

**Essays and work to be submitted**  
**Further reading**