

CERTIFICATE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

COURSE SYLLABUS

THE WORLD OF TEFL/ STUDY SKILLS

- ✓ An Introduction to the world of TEFL.
- ✓ Being an efficient distance or/and onsite learner
- ✓ Professional development and career paths

LANGUAGE AWARENESS / THE GRAMMAR OF ENGLISH

- ✓ 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*)

LEARNERS, TEACHERS AND INDIVIDUAL DIFFERENCES

- ✓ 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

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

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

TEACHING THE PRODUCTIVE SKILLS (WRITING AND SPEAKING)

- ✓ 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
- ✓ Speaking and writing materials: adopting and adapting
- ✓ Lesson planning for a productive skills lesson

TEACHING THE RECEPTIVE SKILLS (READING AND LISTENING)

- ✓ 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.
- ✓ Teaching English with video, podcasts and songs
- ✓ Listening and reading materials: adopting and adapting
- ✓ Lesson planning for a receptive skills lesson

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
- ✓ Vocabulary practice materials: adopting and adapting
- ✓ Lesson planning for a vocabulary lesson

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
- ✓ Pronunciation practice materials: adopting and adapting
- ✓ Lesson planning for a pronunciation lesson

SYLLABY, COURSEBOOKS and OTHER LANGUAGE RESOURCES

- ✓ 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 books
- ✓ Creating and exploiting self-made, semi-authentic and authentic materials
- ✓ Teaching Language with new technology and other language resources (OHP, Boards and Interactive whiteboards, Internet, Dictionaries, Concordances, Realia, Visual Aids, Cuisenaire rods, CALL)

TESTING IN ELT

- ✓ 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