

Course Description

Course Aims

The overall aim of the **390 hour INTESOL Diploma in TESOL** is to provide a sound coverage of the theory and derived practice of teaching English to speakers of other languages within different and varied social contexts and with reference to modern communicative methodologies.

Eligibility

This course is targeted at practising teachers or those who wish to further their studies following the Certificate in TESOL. It includes a Teaching Practice. If you are unsure of your eligibility please email us at lyndahazelwood@intesoltesoltraining.com

Course Structure

The **390 hour Diploma in TESOL** consists of 10 units (a total of 17 modules). Included in the modules are course notes, a variety of self-check exercises and tasks for submission as part of the continual assessment. Your personal trainer marks each module as it is submitted and returns your work with comments, guidance and a module grade so you will be able to monitor your progress. There are no written examinations.

Aims, Eligibility & Course Structure as per 350 hour Diploma PLUS 40 hour online teaching practice.

Course Content

Unit 1: Being An Efficient Distance Learner

study skills – managing your time efficiently – organising your schedule – note-taking – overcoming the loneliness of the distance learner – how this course works

Unit 2: Semantics / Language Awareness

Module 1 – form and function – lexical meaning: denotation, connotation, synonyms, antonyms, hyponyms, polysemes, homonyms – the importance of collocation – time and tense – presents – past tenses – futurity – conditionals and hypothetical meaning

Module 2 – progressive and perfect aspects: form and meaning – the progressive aspect and stative verbs – form and meaning of the perfect aspect – sentence structure: units of language; sentence elements

Module 3 – negatives: types of negation – questions: question types – modality – word classes and phrases – adjectives and adverbs – determiners

Module 4 – prepositions and multi-word verbs – word formation: morphemes

Unit 3: Phonology And Phenetics

Module 1 – attitudes to pronunciation teaching – terminology in phonology and phonetics – organs of speech – phonemes – the phonemic chart – consonants: description and practical applications – vowels – cardinal vowels chart – diphthongs – place of articulation – research based project – materials evaluation

Module 2 – the syllable – consonant clusters – strong and weak syllables – word and sentence stress – the ‘schwa’ sound – marking stress – primary and secondary stress – tendencies in word stress – research based project – weak forms – English as a time-stressed language – Features of connected speech – Materials evaluation

Module 3 – spoken and written forms – intonation – tone units – the tonic syllable – pitch movement – intonation and discourse – teaching and learning intonation – research based project – pronunciation and ‘which’ English – are native speakers the best ESOL teachers? – Strategies for personal development in the teaching of pronunciation

Unit 4: Psycholinguistics

Module 1 – attitudes toward language teaching – good language learners: characteristics and strategies – the teacher’s influence on learner strategies – cognitive strategies – metacognitive strategies – communication strategies – social strategies – learner training – learner training materials evaluation – research based project – observation task

Module 2 – motivation – motivational factors – the teacher’s influence – motivational differences – learner styles – Multiple Intelligence Theory – research based project

Module 3 – first language acquisition: behaviourism, innatism, interactionism – second language acquisition: behaviourism, innatism (aka cognitivism), information processing, interactionism.

Unit 5: Discourse Analysis

Module 1 – brief history of Discourse Analysis: structuralism, sociolinguistics, post-modernist – coherence in language – cognitive interpretation of language: Schema Theory – social context of language – political context of language – approaches to encourage coherence in discourse (practical case) – discourse communicative methodology and student centredness

Module 2 – teacher talk in the ESOL class – turn-taking research – text structure: cohesive devices (lexical cohesion, tense concordance, pronoun referencing, article referencing, conjunctions, ellipsis, substitution, parallelism) – cohesive devices in the classroom: a practical case – differences between written and spoken language – discourse intonation – teaching discourse intonation in the ESOL classroom – transcribing spoken language

Unit 6: Syllabus Design

Module 1 – pros and cons of a syllabus – types of syllabus – needs analysis – planning the syllabus – action research project

Unit 7: Materials Design And Exploitation

Module 1 – evaluating course books – exploiting published materials – resources and technology – using the internet – adapting authentic materials – action research project

Unit 8: Methodology

Module 1 – Second Language Acquisition Theory – behaviourism versus cognitivism – the natural approach – the lexical approach – more recent approaches and views on the teaching-learning relationship

Unit 9: Teacher Development

Module 1 – factors that contribute to teacher demotivation – a basis for professional progress – peer training – sources of valuable feedback – meetings as a forum for sharing reflections and further development – practical ideas for moving forward as a teacher: practical case

Unit 10: English As A World Language

Module 1 – English as an international language – English in the country you wish to teach and research project – standard English and varieties of English – teaching language and culture – teaching in monolingual and multilingual classes – implications for teaching: practical cases

NB The 390 Hour Diploma is the same as the 350 Hour Diploma plus a teaching practice.