

**THE COLLEGE OF TEACHERS CERTIFICATE OF EDUCATIONAL STUDIES
IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

Who is this course for?

The overall aim of this intensive certificate course is to provide a good introduction to current methodology and trends in language teaching. The course can also be conceived as a refresher course to those practicing teachers who would like to appraise their practice in light of newer methods, approaches and attitudes in language teaching.

A subsidiary aim of this course is for teachers to network with other professionals, exchange ideas and build up their repertoire of resources and teaching techniques.

The course is divided into twelve practical workshops plus a two-week phase in which course participants complete a written assignment. Although the language of instruction is meant to be English and some of the input pertains to the field of English Language Teaching, teachers of other languages can also benefit from taking part as the onus will be on methodological principles that can be applied to the teaching of language in general.

Qualifications

At course completion successful candidates will be awarded the **Certificate of Educational Studies in TESOL** accredited by **The College of Teachers**.

Course content

PHASE ONE – WORKSHOP-BASED:

WORKSHOP 1 – HOW LANGUAGES ARE LEARNED: AN INTRODUCTION TO SLA THEORY (90 minutes)

Appropriate language teaching methodology takes into account theories of Second Language Learning and tries to marry its findings with the practicalities of the language classroom. Language teachers need to be aware of theories of language learning so that in implementing and developing methodological approaches they can make informed decisions that are appropriate to their teaching and social contexts. This workshop aims to offer an overview of main and most relevant theories of language learning with special attention to those findings and theories that have emerged in recent years.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ How are first and second language learning different and what are the implications for instructed second language learning?
- ✓ How are natural and instructed language settings different and what may be the role of form-focused instruction in second language learning?
- ✓ What is (or can be) the role of the mother tongue in second language learning?
- ✓ What are developmental sequences and Interlanguage Theory and how do they inform syllabus design and error correction?
- ✓ How do modern psychological and sociocultural perspectives on language learning differ from past behaviourist and innatist attitudes and what are the repercussions for second language learning?

WORKSHOP 2 – INDIVIDUAL DIFFERENCES IN LANGUAGE LEARNING (90 minutes)

Effective teaching is that which, amongst other things, is sensitive to the individual needs, goals and characteristics that each learner presents. Instead of assuming that everyone learns the same way teachers should make every effort to acknowledge what every student brings with them into the classroom (different expectations, different past learning experiences, different ways of interpreting the world around them). Such diversity far from being disruptive does nothing but contribute to the learning environment in many different positive ways. This workshop looks at how different learners learn differently, how motivation can affect learning, and how we can contribute to creating more autonomous learners.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ What are the characteristics of good language learners and how can an awareness of these inform classroom practice?
- ✓ What is VAKOG and how can it assist teachers in identifying the learning styles of their students?
- ✓ What is Multiple Intelligence Theory and what are its applications in second language learning?
- ✓ What teaching techniques are available to teachers to exploit classroom materials so that they cater to a range of different learning styles?
- ✓ What is the role of motivation, attitudes and age in second language learning and teaching?
- ✓ What are some of the ways teachers can boost their students' self-sufficiency as language learners?

WORKSHOP 3- CLASSROOM MANAGEMENT SKILLS (90 minutes)

Effective teaching means to manage students in the most appropriate way in different classroom situations. Teachers need to learn what roles they need to adopt at different stages in a lesson to maximise engagement and consequently learning. This will imply grouping students in such a way that best serves the purpose of the activity, the learners' needs and the learning context. Teachers also need to learn to manage themselves. Taking care of the quality and quantity of their input is essential in creating an effective and problem-free learning environment as it is to be able to bring authenticity and interest into the classroom.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ How can teachers maximise interaction patterns in the classroom?
- ✓ What makes for quality teacher talking time (TTT)?
- ✓ How can teachers react to and prevent problem behaviour?
- ✓ What is the role of the mother tongue in the classroom?
- ✓ What different roles can teachers adopt in the classroom?
- ✓ How can teachers exploit and/or adapt activities and resources that is conducive to effective classroom management?

WORKSHOP 4- LESSON PLANNING AND SKILLS INTEGRATION (90 minutes)

Lesson planning is one aspect of teaching that starting or training teachers usually feel uncomfortable about. As they become more experienced many teachers feel there is less and less of a need for lesson planning. While it is true that with experience lesson planning becomes easier and much less time-consuming it is far from unnecessary. In this session we explore why it is still important to lesson plan and we carefully reflect upon what makes 'good' lesson planning and how skills integration comes into it.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ What different teaching models can teachers employ in modern communicative methodology?
- ✓ What is ARC and how can teachers use it as a tool for describing lessons and assessing their potential effectiveness?
- ✓ What are valid lesson and activity goals and objectives?
- ✓ What makes for logical and principled lesson organisation and sequencing?
- ✓ How can teachers integrate different language skills into the same lesson and cater to a range of different learning styles?

WORKSHOP 5- TEACHING THE RECEPTIVE SKILLS: LISTENING AND READING (90 minutes)

In order to decode and interpret aural and written messages effectively learners need to learn to interact with texts. Reading and listening are not just passive skills but much more. In this session we will look at how efficient 'readers and listeners' use different processing strategies when interacting with texts. We will also explore how texts can drive lessons where multiple skills are integrated.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ What makes for effective listening and reading?
- ✓ Schema Theory or what students bring to the reading/listening task: how can teachers make the most of it?
- ✓ How can teachers exploit materials to provide authentic and realistic listening and reading practice?
- ✓ Reading and listening lesson sequences: what makes for a good plan?

WORKSHOP 6 - TEACHING THE PRODUCTIVE SKILLS (1): SPEAKING (90 minutes)

'The ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language *on the spot*' (Harmer). The overall aim of this session is to look at several successful activity types in the second language classroom that encourage integration of skills, with a clear focus on incorporating short and longer speaking tasks. We will also look at how the teacher needs to take responsibility for adjusting tasks and topics so that they relate to learner interests and be prepared to limit expectations of what the learners as individuals and as a group can achieve.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ What are the main differences between oral and written language?
- ✓ What are the characteristics of successful speaking tasks and activities?
- ✓ How can teachers correct oral work?
- ✓ What is the role of the teacher in a speaking skills lesson?
- ✓ How can teachers integrate speaking into a grammar-based syllabus?

WORKSHOP 7 - TEACHING THE PRODUCTIVE SKILLS (2): WRITING (90 minutes)

Writing in a second or foreign language shares certain similarities with writing in the first language but it is not exactly the same. Teachers need to learn how to build on learners' pre-existing writing skills and expand them to incorporate the conventions of the target language. In doing so, teachers should reflect on the type of activities that stretch learners' writing ability and provide authentic writing practice. In this session we will explore techniques that motivate learners to write and that contribute to the development of their communicative competence.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ Why do learners generally not like to write?
- ✓ What makes for interesting and successful writing tasks?
- ✓ How can teachers influence healthy writing habits?
- ✓ What options do teachers have when correcting written work?
- ✓ Are product and process approaches to the teaching of writing skills mutually exclusive?
- ✓ What are the potential benefits of a genre approach to teaching writing skills?
- ✓ How can teachers integrate writing into a grammar-based syllabus?

WORKSHOP 8 - TEACHING PRONUNCIATION (90 minutes)

This session tackles the most fundamental aspects of the phonology of English. We will describe features of pronunciation which have an important and direct bearing on classroom methodology and reflect on their practical implications.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ What sounds make up the English Phonemic Alphabet?
- ✓ How do word and sentence stress and intonation affect the meaning of what speakers say?
- ✓ Why is English a stress-timed language and what does this mean for learners?
- ✓ What tasks or activities can teachers use to promote their learners' awareness of pronunciation features?
- ✓ How can teachers integrate pronunciation into every day classroom practice?
- ✓ How can teachers apply their knowledge of phonology to the teaching of language?

WORKSHOP 9 - VOCABULARY IN THE COMMUNICATIVE CLASSROOM (90 minutes)

In this session we look into the meaning and form of what is commonly known as words or lexis. We will also look at how a number of methodologists have argued for a lexical approach to describing and teaching vocabulary and how this compares with what we know about vocabulary acquisition (or how we store lexis in our brains). We also take some practical considerations on board such as how to present vocabulary to learners, how to record words in vocabulary books and how to help learners become more self-sufficient.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ What does it mean to learn a word?
- ✓ How can teachers present vocabulary?
- ✓ How can students practice and recycle vocabulary?
- ✓ What is a lexical approach to language teaching?
- ✓ What makes good vocabulary learners?

WORKSHOP 10 - INTEGRATING GRAMMAR INTO COMMUNICATIVE TEACHING (90 minutes)

One of the main problems for teachers is dealing with the amount of linguistic items in the Common European Framework. This session will be focused on how to present language in a challenging and participative way for the learner. We will also look at how to exploit task types to provide practice that enables the learners to personalise the language items.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ What is grammar and why teach it?
- ✓ How can teachers teach grammar from rules, examples and through texts?
- ✓ How can teachers get students to practice grammar?
- ✓ How can teachers integrate grammar into the communicative syllabus?
- ✓ What attitude should teachers have toward error and correction?

WORKSHOP 11 – TEACHING LANGUAGE WITH NEW TECHNOLOGY (90 minutes)

The advent of newer and more sophisticated technologies in education is having a major impact on the way teachers teach and has offered a new and exciting range of possibilities for teaching language in a way that's appealing, motivating and in line with modern times. While some teachers have welcomed these new possibilities with open arms, others feel apprehensive or unprepared to use them. This session aims to dissipate doubts and myths and put teachers in touch with new ways and possibilities for the language classroom.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ What new technologies are available to language teachers?
- ✓ What is CALL and how can teachers make use of it?
- ✓ How can teachers exploit the internet as yet another teaching resource?
- ✓ How can teachers use blogs, podcasts and wikis to add a new dimension to their everyday teaching?

WORKSHOP 12 – TEACHER DEVELOPEMENT AND CAREER OPTIONS (90 minutes)

Twenty years of teaching experience can become no more than two years' experience repeated ten times over (Jim Scrivener in Learning Teaching). It is any teacher's responsibility to advance in knowledge and professional expertise either as a means of advancement within their organisations or simply for personal and professional growth. This workshop aims to highlight options and choices available to teachers that will contribute to their ongoing professional development. Career paths and employment opportunities in education will be explored and debated in light of participants' experiences and goals.

In this session we aim to provide answers to the following methodological and practical questions:

- ✓ How can teachers use personal reflection as a tool for professional development?
- ✓ How can teachers network to further their knowledge and expertise?
- ✓ How can an appraisal system contribute to the professional development of a team of teachers?
- ✓ What online opportunities are there for liaising with other teachers and professional growth?
- ✓ What events (conferences, seminars ...), publications and resources do language teachers have at their disposal to further their knowledge?
- ✓ What makes for a good job interview?
- ✓ What career options do language teachers have and what employment opportunities are there worldwide?

PHASE TWO - HOMEWORK ASSIGNMENT:

As a follow-up to the onsite phase course participants are required to complete a 3000-word essay where they need to demonstrate insights into the practical application of theories and approaches covered on the course.

This takes place over the period of two weeks during which course participants stay in touch with course tutors through online, onsite or telephone tutorials. During this period participants will have access to Anglo Centre's resource centre where they can consult the recommended list of reading materials for further study and reference in completing their assignment.

How you will be evaluated ...

Your final grade will be a reflection of your participation and contribution to the workshops, and your final essay grade. There are no exams.

Grades are as follows:

A+/A = Outstanding

B+/B = Very good/Good

C+/C = Satisfactory /Pass

C- = Bare Pass

D+ = Bare Fail

E = Fail

Who can apply

If you can speak English proficiently, are dedicated to working hard, are self-motivated and have a passion for learning and helping others learn, then Anglo Centres TEFL's online TEFL Certificate course is right for you.

Candidates must be 21 or over and/or show a standard of education that would allow entry to Higher Education.

You don't even need to have any prior teaching experience or qualifications. After successfully completing our course you will have all the training you need to fully qualify you to start working immediately.

Anglo Centres TEFL adheres to an equal rights policy.

Course fees and dates

This course is delivered in two versions:

- a) An intensive weekend course
- b) A one-week course

Visit our website www.anglocentres.com/TEFL.htm or e-mail us for details on dates, prices and special offers.

Contact Anglo Centres TEFL for more ...

Anglo Centres TEFL

Lanzarote 1
43006 – Torreforta
Tarragona, SPAIN

Tel: +34 977 546 309
www.anglocentres.com/TEFL.htm
tefl@anglocentres.com



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