

The International Diploma in English Language Teaching- Online (IDELT Online™)
Online, Distance Learning TEFL Course

Course description: This is a reading and discussion-based course on effective, current methodology for teaching English to adult speakers of other languages with emphasis given to teaching in classrooms in countries where English is not the dominant language – an English as a foreign language context. While the emphasis is on methodology, other aspects of English language teaching, such applicable theories in linguistics and education, will also be addressed. At the end of the course, participants are expected to be able to produce plans and analysis which demonstrate understanding of the principles illustrated.

Prerequisites: Students in this course are required to read and write English at a level suitable for successful completion of university courses. If students cannot demonstrate this ability, they will not be able or permitted to complete the course. Students' work in papers, projects, and forums must be original, supported by cited references, and respectful of peers.

Overall Course Objectives: Throughout the course students will

- read and discuss in online forums thought-provoking material found in the text, its DVD, links to online resources, teacher's contributions, and other included materials;
- analyze the concepts found in the reading and draw inferences in their writing regarding best practices in English teaching today;
- produce projects, papers, and plans which reflect the concepts described in class materials.

Course materials: To begin the course, students are required to have the main text in its 5th edition including its accompanying DVD.

Harmer, J. (2015) *The Practice of English Language Teaching* (5th ed.), Pearson Longman ELT

This text is available at amazon.com and amazon.co.uk, and students are free to purchase copies of the text (5th edition with DVD) new or used from any source. All other material is available online. Students need reliable access to the Internet with sufficient speed to view online videos. They will also need to be able to view the DVD, which accompanies the text. Technological difficulties in accessing the course or its materials are the responsibility of the student.

Assignments: Your overall grade for the course will be based on the successful and timely completion of the following. Refer to the Assignments section for details of each.

Weekly reading comprehension quizzes	12%
Weekly written analysis and discussion	48%
Writing Assignment or Group project	16%
Final paper	24%

Grading Scale: Your final letter grade will be based on the following scale, out of 1,000 points available:

Grade %	Minimum # of points	Letter Grade
Over 89%	890 points	A
Over 79%	790 points	B
Over 69%	690 points	C
69% or under	< 690 points	Fail

Course schedule: Each week of the course begins Tuesday at 12:01 a.m. Mountain Time and ends on the following Monday at midnight. You are able to work ahead by viewing the next week's assignments,

but these will not be assessed until they are due. Quizzes, weekly analysis, and assignments will be closed after they are due.

Weekly schedule of topics and weekly objectives: Each week of the 12-week course will cover two topics. For specific weekly reading and writing assignments and their due dates, see the responsibilities pages for each unit.

Week 1, Unit 1

Topic 1) World English and the World's English Learners

Topic 2) Describing Language with Systems

By the end of Unit 1, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) English as Lingua Franca, reasons for the spread of English, the principles of discourse analysis, and ways of describing/organizing language.
- describe his/her teaching contexts (current or future) and apply concepts of World English to these contexts
- produce writing showing contrasting of levels of formality with a similar communicative purpose
- analyze these writing samples for choices of words and forms that communicate levels of formality
- describe the procedures used in the viewing assignment to communicate and practice new vocabulary
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument.

Week 2, Unit 2

Topic 3) Language Acquisition: How Do We Learn to Communicate?

Topic 4) Methodology: Balance and Structure

By the end of Unit 2, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) behaviorism, language input, focus on form, lexical chunks, scaffolding, communicative purpose, the importance of repetition, Direct Method, Audio-lingual Method, Communicative Language Teaching, and varied traditions of language learning in world cultures.
- examine Krashen's theories of language acquisition and apply those theories when designing specific instructional experiences that would encourage language acquisition.
- summarize the described western bias in communicative language teaching methodologies and apply that cultural information when discussing challenges in his/her current or potential teaching context.
- compare the limited use of teaching materials as seen in the first two viewing assignments with the use of instructional materials in his/her previous language learning and teaching experience
- create a practice activity which could logically follow the describe the presentation in this week's viewing assignment
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

Week 3, Unit 3

Topic 5) English Language Learners

Topic 6) The Role of the Teacher

By the end of Unit 3, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) describing learners through their ages, learning characteristics, levels, and affective factors and describing teachers through their classroom roles and effective interpersonal skills.
- describe how both extroverted or introverted personalities of teachers could be utilized to actively engage learners
- compare a learning experience he/she undertook after age 25 with one at a young age to analyze the needs of adult learners
- assess how a teacher's personal learning preferences could impact the techniques used in his classroom and suggest strategies to avoid this tendency
- summarize the procedures used in the viewing assignment, which uses a language from text approach, and evaluate the effectiveness of this lesson sequence
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument.

Week 4, Unit 4

Topic 7) The Learning Environment

Topic 8) Error Analysis & Correction Techniques

By the end of Unit 4, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) the setting, class size, amount of variation in levels, bilingual/monolingual approaches to teaching English, sources of students' errors, fluency vs. accuracy objectives, and providing meaningful feedback.
- summarize the strategies for effective instruction in multi-level classrooms in the readings and apply those varied strategies to appropriate instructional activities
- evaluate the effectiveness of formative assessments he/she has experienced as a teacher or learner
- differentiate between accuracy and fluency activities and describe specific situations in which the teacher should and should not provide immediate correction of student error
- compare instructional strategies for very large, mid-sized and private classes
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

Week 5, Unit 5

Topic 9) Class Management and Affective Factors

Topic 10) Appropriately Grouping Students

By the end of Unit 5, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) establishing behavioral norms, modifying problem behavior, using planning to avoid behavioral problems, grouping students through several strategies with varied purposes, and active monitoring.
- develop codes of classroom conduct and strategies for increasing student buy-in of classroom rules
- summarize the grouping strategies in the readings and apply those varied strategies to appropriate instructional activities

- compare his/her experiences of anxiety in the classroom (as a learner and a teacher) and identify strategies that could mitigate similar anxiety in his/her students
- list specific teaching techniques demonstrated within the viewing assignment and analyze their purposes
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

Week 6, Unit 6

Topic 11) High- and Low-Technology Resources

Topic 12) Helping Students Notice Language

By the end of Unit 6, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) using low and high technology resources to communicate concepts, advantages and disadvantages of textbooks, computer-aided student research, strategies for highlighting, eliciting, explaining, and practicing new language.
- describe the advantages and disadvantages of using a language textbook and suggest how to mitigate the problems (if using a text) or attain the advantages (if not using a text)
- analyze his/her artistic skills and describe how they could be implemented to communicate language concepts
- develop alternative low-tech strategies that achieve the objectives of the lesson shown in the viewing assignment that uses an electronic whiteboard
- evaluate an online learning activity according to specific standards for efficacy and appropriacy
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

Week 7, Unit 7

Topic 13) Effective Grammar Teaching

Topic 14) Effective Vocabulary Teaching

By the end of Unit 7, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) a variety of lesson sequences that effectively encourage students to notice and use new grammatical structures and vocabulary, including language from text, test-teach-test, guided discovery, and interactive and motivating forms of student-to-student practice. The meaning of vocabulary terminology, such as *lexical sets*, *collocations*, and *connotations*, is also checked.
- assess his/her current language awareness and identify possible methods to increase these skills if needed
- create contexts for various language points that encourage students to deduce the meaning of the word or structure
- summarize the techniques used in by the teacher in the viewing assignment to highlight the meaning, phonology, and form of his target vocabulary
- analyze and describe the functions of games in the presented lessons
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

Week 8, Unit 8

Topic 15) Teaching the Sound of English

Topic 16) Categorizing English as Skills

By the end of Unit 8, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) the varied sounds (accents) of English, intelligibility, phonemic symbols, intonation strategies, pronunciation teaching strategies, language skills and subskills, receptive and productive skills, and language functions and functional exponents.
- describe teaching contexts in which using phonemic symbols would benefit students' pronunciation and some in which it may not.
- produce functional exponents that demonstrate awareness of microfunctions and the impact of setting and relationships on language
- design a speaking task related to a defined topic and select key phrases and teaching strategies that would help students be successful in that task.
- analyze activities within lesson sequences for their probably objective
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

Week 9, Unit 9

Topic 17) Teaching Reading

Topic 18) Teaching Listening

By the end of Unit 9, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) extensive and intensive reading and listening, reading and listening lesson sequences, stage objectives of those sequences, and selecting appropriate authentic materials for reading and listening lessons.
- compare the objectives in extensive and intensive reading activities and assess the benefits of each
- analyze the benefits and pitfalls of student-selected authentic materials as the basis for listening and viewing and create guidelines appropriate for his/her current or future teaching context
- analyze activities within the viewing assignment of a lesson using a pop song and correlate that sequence to lesson sequences found in the readings
- describe the challenges of reading or listening in a foreign language from his/her experience and assess how teaching strategies could support learners' efforts
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

Week 10, Unit 10

Topic 19) Teaching Writing

Topic 20) Teaching Speaking

By the end of Unit 10, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) literacy issues, process and product writing lessons, genres of writing, providing meaningful feedback for writing tasks, lesson sequences for writing and speaking lessons, strategies for participation, and communication games and activities, such as *role-play*, *mingle* and *information gap*.
- summarize objectives for materials selection with low literacy English language learners and analyze which would be most appropriate and successful
- differentiate tasks that are *writing for learning* from those that are *writing for writing*

- analyze speaking activities suggested in the readings for fluency objectives and compare tasks on the basis of likelihood of encouraging authentic speech
- assess the strategies in the readings that support students who are reluctant to speak and explain which would be most effective in his/her current or future teaching context
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

Week 11, Unit 11

Topic 21) How Planning Enriches Learning

Topic 22) Assessment

By the end of Unit 11, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) common elements of lesson planning, (e.g. objectives, language focus, potential problems and solutions, and procedures) and characteristics of good tests along with types of tests and test items.
- summarize his/her experience in using portfolios as methods of assessments (as a teacher or student) and list reasons for their use or omission in language programs
- examine the probable benefits of including a teacher/student interaction patterns in planning
- analyze the viewing assignment, surmise the probable reasons for withholding error correction, and describe factors behind these teaching decisions
- assess the impact of testing on curriculum choices (*backwash effect*) and describe its positive and negative consequences
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

Week 12, Unit 12

Topic 23) Encouraging Independent Learning

Topic 24) Professional Development

By the end of Unit 12, the student will be able to

- identify concepts found in the reading and viewing assignments this week. These concepts include (but are not limited to) teaching study skills and using graphic organizers, journals, and self-access centers, encouraging reflection in teaching, action research, and peer study
- describe the characteristics of a mentor suitable for him/her, based on readings
- create a draft of an action research project based on ideas that interest him/her in his/her current or future teaching context
- assess students' desire for autonomy in varied cultures and contexts based on his/her experience as a teacher and learner and the readings
- describe self-access centers in his/ her experience as a learner and teacher and create a plan for their use in a current or future teaching context
- appraise the writing of peers on these topics and extend their analyses of this week's concepts through interaction and argument

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