

Accreditation Council for TESOL Distance Education Courses

Specimen
Regulations and
Syllabus for the

Diploma in the Theory and Methodology of Teaching English to Speakers of Other Languages Dip.(TM)TESOL (ACTDEC Level 6) *Senior Teacher Status*

Name of Institution

Address

This Diploma programme leads to award of the Diploma in the Theory and Methodology of Teaching English to Speakers of Other Languages, Dip.(TM)TESOL.

Regulations

1. Applications for assessment and examination will be accepted by the Centre on the understanding that candidates will be assessed according to the requirements of the agreed syllabus and that they comply with the examination regulations.
2. The candidate's completed Dip.(TM)TESOL course application form will be accepted as formal application for continuous assessment and examination by the Centre. An entry which has been made in the name of one candidate may not be transferred to another candidate.
3. Examination of the distance training units of the course is by continuous assessment regulated and moderated by the (*name of centre*) subject to the ACTDEC Code of Practice.
4. Essay assignments, practical projects, and end of course 'take-away' proficiency papers are completed on dates arranged by the Course Director of Studies.
5. The Centre will send each candidate advance notice of the date by which assessed assignments are to be completed.
6. The pass mark in all parts of the distance-training programme is 60%. Candidates must satisfy the examiners in all 5 parts before the Diploma in the Theory and Methodology of Teaching English to Speakers of Other Languages is awarded. Candidates who have failed parts 2, 3, 4 and 5 are permitted to retake only those parts in which they have failed. If they have not passed all parts of the examination within two years of the issue of the first successful result in part of the examination, they are required to take all four parts again. Candidates who failed to achieve the overall pass

mark of 60% required in the case of part 1 may re-submit unsatisfactory assignments for regrading at the discretion of the Course Director of Studies.

7. The Dip.(TM)TESOL is a post-graduate level qualification for experienced teachers which recognises the successful completion of in-service training testifying to the candidate's command and awareness of English, understanding of teaching methods and ability. The qualification is awarded by the (*name of centre*) and validated by the Accreditation Council for TESOL Distance Education Courses.
8. Successful candidates will receive a Diploma in TESOL from the (*name of centre*). Diploma holders are entitled to use the postnominal designation Dip.(TM)TESOL.
9. All successful Dip.(TM)TESOL course participants may also receive a PDF or printed diploma from ACTDEC if they have registered with ACTDEC and paid for a PDF or printed diploma. For a list of ACTDEC registration fees please refer to Student Fees List on ACTDEC website: www.actdec.org.uk
ACTDEC registration fees cannot be refunded.

Aim of the Course

For the Diploma programme as a whole, the overall aim is to provide an advanced distance training course, for experienced teachers, in the theory and methodology of teaching English to speakers of other languages.

General Objectives

The general objectives of the course will require each student to be able to:

1. demonstrate a thorough grasp of the main phonological, lexical, syntactical and other aspects of modern communicative English, with particular reference to its rôles as a means of communication.
2. predict with reasonable accuracy the learning needs of any group of ESOL, ESL, or ESP learners and to modify and update such a needs analysis in the light of observation and testing.
3. write instructional objectives and prepare appropriate lesson plans.
4. teach English effectively at any level from beginners to advanced.
5. discuss intelligently an extensive repertoire of lesson forms
6. monitor his or her own effectiveness as a teacher of English to speakers of other languages.

Requirements

The Examination for the Diploma in the Theory and Methodology in TESOL consists of five parts.

1. **Distance-training Programme Assessment**
Candidates are required to successfully complete all the assignments contained in the units and modules of the distance-training programme.
2. **Post Mid-Course Essay**
The candidate is required to submit a post mid-course essay of about 2,000 words. A choice of topics is offered.
3. **Practical Teaching Project**
Candidates are required to submit a practical teaching project during the final phase of the course. A choice of assignments is offered.

4. **Final Assessment Paper**

At the close of the distance programme the candidate is required to complete at home, within a given period of time, a 'take-away' proficiency assessment paper.

5. **Extended Essay**

Candidates are required to submit, within four weeks of receipt of the final course module pack, an assessment essay of 3,500 words approximately. A choice of titles is offered.

Syllabus Content

The following is a select list of units and *topics* normally covered during the Diploma distance programme.

Study Skills: *planning and organising study time; short-term and long-term memory; various learning techniques; note-taking and filing; task-work and essay writing; distance-learning methodology and procedures.*

General Linguistics: *the science of language; describing language; the functions of language; the structure of language; the nature of linguistics; language change; psycholinguistics; sociolinguistics.*

Practical Phonetics and Phonology: *the function of the International Phonetic Alphabet; British English Pronunciation; transcription; articulatory phonetics; word and sentence stress; vowel sounds and the articulation of vowels and diphthongs; linkage and intonation; presenting the sounds of English to learners, presenting word and sentence stress; remediation; introducing linkage to the class; presenting intonation patterns; form and function in intonation.*

Language Awareness: *English grammar and usage; word classes, morphemes and word formation; noun, prepositional and adjective phrases; verb phrases; form and function in the English tenses; semantics and vocabulary, semantics and communication; the teaching of communicative grammar; discovery techniques; functional-notional approach.*

The Practice of TESOL: *Sources and problems of motivation at different age-levels and in different learning circumstances.*

Language-learning theories and approaches; types of ELT syllabus.

Receptive Skills: *reading and listening materials; reasons and strategies for reading; reading speed; intensive and extensive reading and listening; reading development; reasons and strategies for listening; listening practice materials and listening development; development of left-to-right reading.*

Productive Skills: *speaking and writing; reasons and opportunities for speaking; development of speaking skills; information-gap activities; discovery techniques; development of cohesion; writing skills; stages in the teaching of writing; development of handwriting.*

Practice in Communicating: importance of subject-matter; group-activity and pair-activity; language games; problem-solving activities; simulation and role-play; dramatisation; mime-based activity; relaying instructions; written communicative activities.

Vocabulary: choice of words and other lexical items; active and passive vocabulary; word formation; vocabulary expansion; lexical fields; dictionary work; context of use.

Testing and assessment: value of errors; problems of correction and remediation; scales of attainment.

Lesson Planning: instructional objectives and the teaching-learning process; writing a lesson plan; the class, the plan, stages and preparation; keeping concentration high; teacher and student activities; writing concept questions; teacher-student talking time; classroom language; class management and organisation.

Survey of Language Learning and Teaching: historical development and spread of English language teaching; grammar-translation; direct method; audiolingual method; situational language teaching; total physical response; the silent way; community language learning; the natural approach; suggestopedia; communicative approach.

Self-access Resources: the self-access centre and its advantages; classification systems; self-assessment; self-access materials production.

Length of course

The Dip.(TM)TESOL course takes a total of 450 hours to complete. Since no two people work at the same pace or have identical commitments and study time, a Diploma programme may take from six to ten months to complete.

Course entry requirement

For the Diploma programme candidates must normally hold a basic teaching qualification and have the equivalent of two years' full-time teaching experience.