



TEFL Advanced Diploma

TESOL Advanced Diploma course is best for practicing teachers or those wish to achieve a higher level of TEFL qualification. This 220 hrs Online TESOL Advanced Diploma Certification is a combination of three flagship courses. Stage one is Foundation TESOL followed by stage two of Advanced TESOL and then move to research phase which equips you with knowledge of all latest Techniques, Methodologies and designs in ESL teaching. The final specialization stage in either Business English Teaching or Young learners teaching.

Foundation Modules:

PHASE 1 - Introduction to TESOL Language Acquisition

- Second Language Acquisition
- Acquisition Vs Learning

EFL teaching

- Methodologies and Approaches

Learners

- Language Learners and their levels

PHASE 2 - The Study of English Grammar

- The structures
- Contextualizing Grammar

Phonology

- Segmental
- Supra-segmental

Teaching Vocabulary

PHASE 3 - Teaching Techniques (Language Skills)

Part I

- Teaching speaking
- Teaching Listening
- Teaching reading
- Teaching writing

Part II

- Context and Language Modeling
- Communicative ways

PHASE 4 - Classroom Management

- The components

Disaster Management

- Mixed and large groups

Advanced Modules:

PHASE 5 - Lesson Planning

- Guidelines
- Format
- Samples

PHASE 6 – Need Based language Teaching

- EAP
- ESP
- Business Communication

PHASE 7 – Teaching Young Learners

- Difference between Adults and YL
- Different orientation
- Songs, Rhymes, Stories and games

PHASE 8 – Text books and Materials

- Evaluating Text books
- Types and use of Materials

Research:

Study and Research Module

- A brief history of ELT
- Syllabus Design
- Methodology
- Assessment Methods
- Research Work

Specialized Option 1:

Option 1 – Business English Teaching

PHASE I - Introduction to Business English – features and components

- The Learner
- The teaching context
- The teacher
- The language
- Communication techniques
- Communicative Language teaching

The Business English – Professional Skills

PHASE II - Need Analysis

- Needs

- Motivation
- Adjusting expectations

PHASE III

Course Design

- Course/syllabi type
- Interpreting need analysis
- Translating needs and wishes to course content

PHASE IV - Lesson Planning

- Ingredients of the lesson plan
- Objectives to modeling to practice
- Timing and variety

PHASE V - The Client Approach

- Adult, personal and professional
- Differing “roles” for the teacher – e.g. coach, consultant facilitator
- Results orientation

PHASE VI - Feedback and Evaluation

- Different types
- Importance for motivation and accountability
- Ongoing negotiation of course content
- The Business English - Methodology

PHASE VII - Approaches to learning

- Acquisition vs. learning
- Learner-centered
- Task-based
- Self-access learning
- Input and output

PHASE VIII - Classroom Management

- Creating rapport – sensitivity to needs
- Modeling instructions
- Creating interactive activity
- Varying activities
- Being a facilitator

PHASE IX - Materials and adaptation

- The Business English material
- Adaptation of authentic materials for the classroom
- Materials development or compilation to meet clients needs
- Adaptation of existing textbooks to the client's needs
The basic business concepts and practice

PHASE X - Teaching Business Speaking

- Business communication related
- Socializing related

PHASE XI - Teaching Business Writing

- Technicalities of Business Writing
- The daily basic business writing

Specialized Option 2

Option 2 - Young Learners Teaching

PHASE 1: The Learner

Teaching ESL to children is not merely a matter of setting them loose on a plethora of authentic language tasks in the classroom. To successfully teach children a language requires specific skills and intuitions that differ from those appropriate for adult teaching.

Language learning and language acquisition

- The Hypothesis
- The Difference between learning and acquisition
- Assignment

How do children learn English

- Practical approaches to teaching children
- The levels
- Language Development and context
- Assignment

PHASE 2: The Skills

For decades English language teaching has identified the “four skills” – listening, speaking, reading and writing – of paramount importance. Listening and reading are considered to be receptive skills while speaking and writing as productive. Though at times these are taught in separate segments but there is a recent trend to integrate the skills. The language learners discover the differences and the interrelationship among these primary skills.

Teaching Listening

- The importance of listening in the classroom
- Listening activities
- Self - Assignment

Teaching Speaking

- Speaking in the classroom
- Student talk
- Introducing language
- Activities

- Self – Assignment

Teaching Reading

- Approaches to reading
- Building confidence
- Different Material
- Assignment

Teaching Writing

- Pre writing tasks
- Activities
- Some more ideas
- Assignment

PHASE 3: Actual Teaching

Actual training begins when you are in the classroom. The subject matter that the teacher teaches is only one piece of the puzzle. There is a lot more that goes on in the classroom and outside it that affects the teaching and learning process.

How to handle mixed groups

- Mixed groups
- Helpful strategies
- Group work
- Assignment

Class Management

- The teacher
- The room
- Rules
- Working in groups

- Self-Assignment – not to be submitted

Lesson Planning

- The need to plan
- Different ways of planning
- The framework
- When things go wrong
- Assignment

PHASE 4: Tools

Teacher- centered approaches fail to treat the children as ‘whole’ people. The teaching is usually rational and is primarily aimed at the children’s intellect. There is an assumption that real learning occurs when the children are serious. How wrong this is!!

Materials in the classroom

- Things to make
- Things to buy
- Assignment

Stories, games, songs, chants

- How to use stories
- Games – some ideas
- The importance of songs and chants
- Self-Assignments – not to be submitted

PHASE 5: That’s right!

Correction and evaluation are important components in the educational world. In every learning experience there comes a time to pause and take stock, to put our focal processes to their best use and to demonstrate skills and knowledge. Unfortunately students view this process of correction and evaluation with a lot of apprehension and it is up to us as teachers to make it a positive experience.

Correction techniques

- Look at error differently
- Ways of error correction
- Assignment

Evaluation techniques

- The meaning
- Purpose
- Formative assessment
- The continuous system
- Assignment