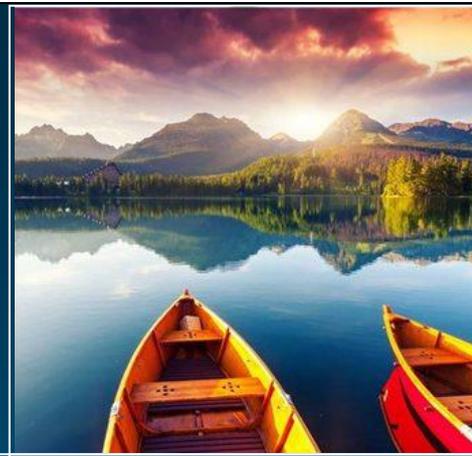


# INTESOL

WORLDWIDE LTD

350/390 HOUR  
DIPLOMA IN  
TESOL

Internationally  
recognised and  
accredited affordable,  
flexible, professional  
qualifications for  
teaching English.



# 350/390 HOUR DIPLOMA IN TESOL

## Structure & Aims

<i>Course and unit titles</i>	<i>Aims for trainees</i>
<b>350/390 Hour Diploma in TESOL</b> NB 390 hour includes Teaching Practice	
<b>Unit 1: Being An Efficient Distance Learner</b>	study skills – managing your time efficiently – organising your schedule – note-taking – overcoming the loneliness of the distance learner – how this course works
<b>Unit 2: Semantics / Language Awareness</b>	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 English – are native speakers the best ESOL teachers? – Strategies for personal development in the teaching of pronunciation
<b>Unit 3: Phonology &amp; Phonetics</b>	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’

<p><b>Unit 4: Psycholinguistics</b></p>	<p>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</p> <p>Module 2 – motivation – motivational factors – the teacher’s influence – motivational differences – learner styles – Multiple Intelligence Theory – research based project</p> <p>Module 3 – first language acquisition: behaviourism, innatism, interactionism – second language acquisition: behaviourism, innatism (aka cognitivism), information processing, interactionism.</p>
<p><b>Unit 5: Discourse Analysis</b></p>	<p>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</p> <p>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</p>
<p><b>Unit 6: Syllabus Design</b></p>	<p>Module 1 – pros and cons of a syllabus – types of syllabus – needs analysis – planning the syllabus – action research project</p>
<p><b>Unit 7: Materials Design And Exploitation</b></p>	<p>Module 1 – evaluating course books – exploiting published materials – resources and technology – using the internet – adapting authentic materials – action research project</p>
<p><b>Unit 8: Methodology</b></p>	<p>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</p>

<b>Unit 9: Teacher Development</b>	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
<b>Unit 10: English as a World Language</b>	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
<b>Teaching Practice</b> 390 hour course only	

### **Course Aims**

The overall aim of the 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. This is a high level course for those who are making a career of teaching English as a foreign language and wish to study in more depth before applying for senior positions such as Course Director.

### **Course Structure**

The 350 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.

### **Eligibility**

This course is targeted at practising teachers or those who wish to further their studies following a Certificate in TESOL. If you are unsure of your eligibility please check with your centre.

# Sample 350 Hour Certificate in TESOL + Course Transcript

**AWARDING LANGUAGE ACQUISITION  
FOR PROFESSIONALS**

**INTESOL  
WORLDWIDE**

**This is to certify that  
A. N. Other  
has been awarded  
the  
350 Hour Diploma in TESOL  
AT PASS A1 STANDARD  
Accredited by ALAP**

*This achievement includes the successful completion of the units detailed on the Course Transcript*

*Wayne Lustman*  
Member of Academic Panel

*[Signature]*  
Member of Academic Panel

  
Excellence • Quality • Success

Date awarded: NOVEMBER 2017  
Centre: INTESOL WORLDWIDE  
CHESHIRE, UNITED KINGDOM  
Learning Hours: 350

  
0000000

  
Excellence • Quality • Success

**INTESOL  
WORLDWIDE**

**Course Transcript**

A. N. Other  
*has been successful in the following components of the*

**350 HOUR DIPLOMA IN TESOL**

**Units Successfully Completed**

Unit 1	Being an Efficient Distance Learner
Unit 2 Module 1	Semantics / Language Awareness
Unit 2 Module 2	Semantics / Language Awareness
Unit 2 Module 3	Semantics / Language Awareness
Unit 2 Module 4	Semantics / Language Awareness
Unit 3 Module 1	Phonology and Phonetics
Unit 3 Module 2	Phonology and Phonetics
Unit 3 Module 3	Phonology and Phonetics
Unit 4 Module 1	Psycholinguistics
Unit 4 Module 2	Psycholinguistics
Unit 4 Module 3	Psycholinguistics
Unit 5 Module 1	Discourse Analysis
Unit 5 Module 2	Discourse Analysis
Unit 6	Syllabus Design
Unit 7	Materials Design and Exploitation
Unit 8	Methodology
Unit 9	Teacher Development
Unit 10	English as a World Language

Date Awarded: NOVEMBER 2017  
Centre: INTESOL WORLDWIDE  
Certificate No: 0000000  
Learning Hours: 350

*Wayne Lustman*  
Member of Academic Panel

## **WHY INTESOL IS CONSIDERED THE BEST**

INTESOL is proud to be working with our awarding body, ALAP (Awarding Language Acquisition for Professionals).

Head of Accreditation at ALAP, Paul Rogers:

“The world of education is often marred by questionable certification of academic courses. In order to differentiate between genuine, professional qualifications and those that are produced for commercial gain, it is essential that education companies provide accredited certification. Accreditation is the recognition by an external body that a course and/or training provider has met a certain set of standards and best practice. I am delighted to be associated with INTESOL as the company is an outstanding example of this best practice.”

**Dr Paul Rogers MSc, PhD, FCoT, FIFL, FInstLM, FRSA**  
**Head of Accreditation – ALAP**

Accredited by



Excellence • Quality • Success