Course Content and Outline

This course is structured into ten modules covering a range of different facets of EFL teaching. Module one (the one you are currently reading) is not assessed but covers some key information needed to successfully complete the course. Think of this introduction module as a brief refresher course in basic study skills. Below is a brief overview of the course contents.

Course Contents:

Module One: Introduction
Frequently Asked Questions, course outline, jargon-busting and style sheet and assignment submission guidelines.

Module Two: Getting Started
Module Two covers some approaches and key points to consider when planning your first lessons with a new class or cohort of students including: running placement tests, conducting needs assessments and writing a first lesson plan.

Module Three: Methods and Approaches: An Overview
Module Three provides an overview of the key EFL teaching methodologies, from classical audiolingual and communicative approaches to more modern and innovative techniques.

Module Four: Classroom Management
Module Four discusses issues of classroom management, developing and maintaining effective teacher-student working relationships and identifying with students with behaviour problems.

Module Five: Teaching Speaking and Listening
Module Five covers some ideas and methods for developing speaking and listening skills.

Module Six: Teaching Reading and Writing
Module Six covers some ideas and methods for developing reading and writing skills.

Module Seven: Teaching Grammar
Module Seven covers some of the basic ‘need to know’ grammar and some approaches to embedding grammar teaching into communicative activities. The assignment for this module is a short online grammar exam.

Module Eight: Lesson Planning 1 - Working With Course Books and Schemes of Work
Module Eight provides a survey of some common EFL course books such as the classic Headway series and how to plan a basic scheme of work.

Module Nine: Lesson Planning 2 - Developing Materials and Resources
Module Nine looks at lesson planning in relation to working with limited resources and materials.

**Module Ten: Teaching English Abroad: A Case Study**

Module Ten contains a case study of teaching abroad and some helpful tips and advice on how to adapt to working in a foreign country. This module also contains suggestions for further reading and a list of useful online resources.

**How to Approach the Course:**

**Intro: Proactive Learning**

**Stop and Reflect**

Each module comprises text-based materials, usually in the form of an overview or discursive essay plus links to additional reading materials. From time to time, as you work your way through the materials you will encounter a Stop Reading and Reflect activity. These are spaced throughout the course to encourage you to draw connections between the materials you have been hungrily digesting and your own thoughts and life experiences. At this point you may like to make some notes of the key points and issues or jot down some related thoughts and ideas of your own.

**Mini Tasks And Activities**

Modules Two to Nine also contain short ‘mini tasks’ interspersed between the text such as the example below from Module Seven: Teaching Grammar.

**Task 7D**

Choose an irregular verb from the list below and draw up a grid (see example below) of sentences containing the twelve tenses in the first person singular.

*think, feel, make, shut, buy, drink, swim*

<table>
<thead>
<tr>
<th>To Shut</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple I shut the window</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perfect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perfect Continuous</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These tasks are designed as useful activities to prepare for the assignments at the end of each module and to reinforce and apply recently-acquired information that has been presented in the course materials. These ‘mini tasks’ are NOT assessed and you are NOT required to submit them to your online tutor. Nobody will know if you choose to skip them but it is highly recommended that you at least attempt them as they feed into the longer course assessments. They also help to break up the monotony of wading through reams and reams of reading materials.
How to Research Effectively for Assignments:

Although the course materials provide an in-depth overview of methods and approaches to teaching and lesson planning, our course tutors are always impressed by students who demonstrate a pro-active approach to their studies and assignments. Higher grades are awarded for the essay assignments where there is clear evidence of further reading and research. Local libraries usually have an English Language reference section and there is a wealth of books available of EFL teaching and grammar. However, as stated earlier, the internet has been a god send for TEFL teachers as there is an embarrassment of riches available on-line, from teaching journals and blogs, to lesson plans and resources to long established, dedicated English Language Teaching websites. If you learn to use the internet effectively there will be no need to purchase any additional books or resources. Let’s try a quick internet search for information and see if you can answer the following three questions:

1) Who is Scott Thornbury?
2) Which teaching methodology is Scott Thornbury associated with?
3) What are the titles of two of Scott Thornbury’s books on EFL teaching?

It should have taken you no longer than sixty seconds to find out the answers by typing ‘Scott Thornbury’ into an internet search engine. Imagine how much more information you could find out by doing an extensive search? However, remember to cite your sources in the form of a bibliography by copying and pasting the relevant URL’s.