

# 150 HOUR CERTIFICATE IN TESOL

## Structure & Aims

<i>Course and unit titles</i>	<i>Aims for trainees</i>
Unit 1: Study Skills (not assessed)	<ul style="list-style-type: none"> <li>• How best to organise your study time</li> <li>• Personal motivation</li> <li>• Planning and organising study time; timetabling, study periods, realistic planning</li> <li>• Study techniques; making notes, concept maps, nuclear notes, mnemonics</li> <li>• 5 step reading techniques; selection, recognition, extraction, organisation and transfer of information</li> <li>• How the course works; role of tutor, tutor assessed and self-study tasks</li> </ul>
Unit 2: The Study of English	<p><b>Module 1</b> – Deductive Analysis and use of grammars – parts of speech and grammatical terminology – the tense system, reported speech, active and passive</p> <p><b>Module 2</b> – Elements of pronunciation: intonation including rising and falling tones, sentence stress, weak forms – sounds of the language/phonology; word stress, schwa sound, phonemic chart – teaching a ‘pronunciation point’</p> <p><b>Module 3</b> – Lexis selection: frequency and appropriacy – lexis formation: synonyms and antonyms, word stems, parts of speech including prefixes and suffixes</p>
Unit 3: The Teaching and Learning of ESOL	<p><b>Module 1</b> – Overview of ESOL issues – being a caring teacher, involving students, using realistic language, keeping the students attention, teacher talking time, correction, levels in ESOL teaching, visual aids, use of mother tongue; teaching for exams: Cambridge ESOL, Professional English Examinations, TOEFL etc; the role of grammar, classroom techniques, one to one teaching</p> <p><b>Module 2</b> – Listening and Reading: skills and the textbook, different kinds of listening, available materials – reading in a foreign language; types of reading, types of texts, writing comprehension questions, stages of reading activities, designing reading activities</p> <p><b>Module 3</b> – Speaking and Writing; what it’s like speaking in a foreign language, setting up speaking activities, types of speaking activities, discreet sound teaching, issues in teaching writing, the nature of writing as a skill, organising and planning writing activities</p> <p><b>Module 4</b> – Visual Aids; study of all the audio-visual aids available – production of your own flashcards and aids to be used with a simple flannelgraph.</p> <p><b>Module 5</b> – Error – looking at authentic student errors, classifying them, using a correction code, producing remedial exercises and improving your own practice.</p>
Unit 4: Classroom Management and Assessment	<p><b>Module 1</b> – Learning and teaching; seating, name, teacher talk time, use of questions, ways of differentiating, managing interruptions, learning styles – Lesson Stages and Plans</p> <p><b>Module 2</b> – Parts and stages of a lesson – time management, group, needs analysis, writing aims and objectives, predicting problems, sample lesson plans at a range of levels</p>

### Why take the 150/190 hour course?

The materials are very similar to the materials used in the 120/140 hour course and that is a shorter course!

But the exploitation of the materials is very different. The tasks in this course make you think, give you a chance to give your opinions and to show evidence of reading. That is why the 190 hour course is a Level 5 - equivalent to the Cambridge CELTA.

Why not the 150 hour course? Because Teaching Practice is essential for a Level 5 course, and not only 6 hours as some course providers try to tell you! Those 6 hours are observed practice. Before you can be observed doing your best, you should be allowed to observe professionals, help students, introduce a topic, prepare materials – ONLY THEN can you be sure that you are going to do your best in the observed practice.

The 150 hour - if you choose that course will give you the option to add a Teaching Practice at a later date so you can upgrade to a Level 5.

**Eligibility**

No prior qualifications or experience are required. Fluent English, determination and willingness to learn are all you need.

**Award of Certificate**

Certificates are graded as follows:

A1 – Distinction

A2 – Excellent

B1 – Very Good

B2 – Good

C – Pass

**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



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