

# Teaching English to Speakers of Other languages

## TABLE OF CONTENTS

### TESOL Course Outline

#### Week 1

- 1. Introduction
- 2. History of English
  - 2.1 Old English
  - 2.2 Dialects of the Old English Period
  - 2.3 The Norman Conquest and Middle English
  - 2.4 William the Conqueror
  - 2.5 The Battle of Hastings in 1066
  - 2.6 Modern English
  - 2.7 England after and before the Industrial Revolution
- 3. History of Second Language Teaching

#### Week 2

- 4. Conversa Systems
  - 4.1 Values
  - 4.2 The Mission
  - 4.3 The Vision
  - 4.4 The Commitment
  - 4.5 Punctuality
    - 4.5.1 Why punctuality is important for students
    - 4.5.2 Why is lateness such a bad thing?
    - 4.5.3 Why punctuality is important for workers
    - 4.5.4 Why to have a punctuality policy?
  - 4.6 Evaluations
    - 4.6.1 The importance of evaluations
    - 4.6.2 Types of tests useful in teaching
    - 4.6.3 Values of the educational tests

#### Week 3

- 5. How to be a good teacher?
  - 5.1 What makes a good teacher?
  - 5.2 Obstacles to good teachers
  - 5.3 How should teachers talk to students?
  - 5.4 How should teachers give instructions?
  - 5.5 Who should talk in class?
  - 5.6 What are the best kinds of lessons?

#### Week 4

- 6. Neuro Linguistic Programming (NLP)
  - 6.1 Mind-body connection to behavior
  - 6.2 The T.O.T.E model
  - 6.3 Text for formal strategy elicitation
  - 6.4 Transcript of strategy elicitation

#### Week 5

- 7. English Teaching Methods
  - 7.1 Methods or methodologies?
  - 7.1.2 Grammar Translation

#### Week 6

- 7.1.3 The Direct Method
- 7.1.4 The Audio Lingual Method
- 7.1.5 The Audio Visual Method

#### Week 7

- 7.1.6 The Silent Way
- 7.1.7 Suggestopedia
- 7.1.8 Community Language Learning

#### Week 8

- 7.1.9 Superlearning
- 7.1.10 The Total Physical Response
- 7.1.11 The Communicative Approach

#### Week 9

- 7.1.12 The Conversa Method
- 7.1.13 The Conversa Methodology

#### Week 10

- 8. Useful Techniques in Teaching
  - 8.1 Attitude and Leadership
  - 8.2 Ethical behavior
  - 8.3 Drama skills
  - 8.4 Body language
  - 8.5 Use of voice
  - 8.6 Role playing
  - 8.7 Improvisation
  - 8.8. Use of extra material
    - 8.8.1 Visual aids
      - 8.8.1.1 Flashcards
      - 8.8.1.2 Flannel graphs
      - 8.8.1.3 Puzzle boards
      - 8.8.1.4 Wall charts
      - 8.8.1.5 Crafts
      - 8.8.1.6 Puppets for children
      - 8.8.1.7 Story books
      - 8.8.1.8 Time lines
      - 8.8.1.9 Maps
      - 8.8.1.10 Flip charts
      - 8.8.1.11 Realia
    - 8.8.2 Cds
    - 8.8.3 Videos
    - 8.8.4 Songs
    - 8.8.5 Magazines and newspapers
    - 8.8.6 Designing our own material
- 9. Classroom management
  - 9.1 Dynamics
    - 9.1.1 What are they?
    - 9.1.2 When must you use them?
    - 9.1.3 Whole class
    - 9.1.4 Group work and pair work
    - 9.1.5 Solo work

#### Week 11

- 8.8.2 Cds
- 8.8.3 Videos
- 8.8.4 Songs
- 8.8.5 Magazines and newspapers
- 8.8.6 Designing our own material

#### Week 12

- 10. Working on skills
  - 10.1 Writing
  - 10.2 Speaking

#### Week 13

- 10.3 Listening
- 10.4 Reading

#### Week 14

- 11. How to plan lessons
  - 11.1 What form should a plan take?
  - 11.2 What should be in a plan?
  - 11.3 What are the aims of a plan?

#### Week 15

- 12. Strategies to correct students' mistakes
  - 12.1 Kinds of corrections
    - 12.1.1 Hinder correction
    - 12.1.2 Foster correction
  - 12.2 Process to correct
    - 12.2.1 Self-correction
    - 12.2.2 Peer-correction
    - 12.2.3 Group-correction
    - 12.2.4 Teacher-correction

#### Week 16

- 13. Teaching according to necessities
  - 13.1 Understanding children
  - 13.2 Understanding teens
  - 13.3 Disability learning problems
- 14. What if...?
  - 14.1 What if students are all at different levels?
  - 14.2 What if students have different levels?
  - 14.3. What if students are uncooperative?
  - 14.4. What if students don't want to talk?
  - 14.5 What if students don't understand the listening?
  - 14.6 What if some students in groups finish before everyone else?

