



## **PG Diploma TEFL**

PG Diploma course is for all round development of teachers and the 280 hours course aspires to make teachers competent and more successful in their career. PG Diploma TEFL course offers its students specialization choice of either Business English Teacher Training Course or Young Learners Teachers Training Course. The Business English Teachers Training course and Young Learners Teachers course both are quite intensive courses.

### **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

#### **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

#### **PHASE 9 – Research and Self Study**

### **The Business English – Professional Skills**

#### **PHASE I - Introduction to Business English – features and components**

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

#### **PHASE II - Need Analysis**

- Need analysis - categories and modes
- Decision Making
- Communication needs

- Business needs

### **PHASE III - Course Design**

- Setting objectives
- Syllabus components
- Designing
- Implementing
- Setting up the independent ongoing learning plan
- Managing the logistics

### **PHASE IV - The Client Approach**

- Introduction - Adult, personal and professional
- Present yourself professionally -differing "roles" for the teacher – e.g. coach, consultant facilitator
- Methods of empowering learners  
Mid-term assignment

### **PHASE V - Feedback and Evaluation**

- Different types
- Assessing the trainees

### **PHASE VI - Classroom Management**

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

### **PHASE VII - Teaching Business Speaking**

- Business communication related to socialization
- Skill practice variants - the different methods

### **PHASE VIII - Teaching Business Writing**

- Technicalities of Business Writing
- The basic business writing - types and approaches to training writing

## **Young Learners Teachers Training Curriculum**

### **PHASE 1: 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: 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: 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: 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: Correction techniques**

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

#### **Evaluation techniques**

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