



Course Content – Syllabus Overview

[from "Syllabus and Assessment Guidelines." University of Cambridge ESOL Examinations. 2nd edition 2004]

UNIT 1: LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT

- 1.1 Cultural, linguistic and educational backgrounds
- 1.2 Motivations for learning English as an adult
- 1.3 Learning and teaching styles
- 1.4 Context for learning and teaching English
- 1.5 Varieties of English
- 1.6 Multilingualism and the role of first languages

UNIT 2: LANGUAGE AND ANALYSIS AND AWARENESS

- 2.1. Basic concepts and terminology used in ELT for describing form and meaning in language and language use
- 2.2. Grammar – Grammatical frameworks: rules and conventions relating to words, sentences, paragraphs and texts
- 2.3. Lexis: What it means to "know" a word; semantic relationships between words
- 2.4. Phonology: The formation and description of English phonemes; features of connected speech 21Q
- 2.5. The practical significance of similarities and differences between languages
- 2.6. Reference materials for language awareness
- 2.7. Key strategies and approaches for developing learners' language knowledge

UNIT 3: LANGUAGE SKILLS: READING, LISTENING, SPEAKING AND WRITING

- 3.1. Reading
 - 3.1.1. Basic concepts and terminology used for describing reading skills
 - 3.1.2. Purposes of reading
 - 3.1.3. Decoding meaning
 - 3.1.4. Potential barriers to reading
- 3.2. Listening
 - 3.2.1. Basic concepts and terminology used for describing listening skills
 - 3.2.2. Purposes for listening texts
 - 3.2.3. Features of listening texts
 - 3.2.4. Potential barriers to listening
- 3.3. Speaking
 - 3.3.1. Basic concepts and terminology used for describing speaking skills
 - 3.3.2. Features of spoken English
 - 3.3.3. Language functions
 - 3.3.4. Paralinguistic features
 - 3.3.5. Phonemic systems



- 3.4. Writing
 - 3.4.1. Basic concepts and terminology used for describing writing skills
 - 3.4.2. Sub-skills and features of written texts
 - 3.4.3. Stages of teaching writing
 - 3.4.4. Beginner literacy
 - 3.4.5. English spelling and punctuation
- 3.5. Key strategies and approaches for developing learners' receptive and productive skills

UNIT 4 – PLANNING AND RESOURCES FOR DIFFERENT TEACHING CONTEXTS

- 4.4. Principles of planning for effective teaching of adult learners of English
- 4.5. Lesson planning for the effective teaching of adult learners of English
- 4.6. Evaluation of lesson planning
- 4.7. The selection, adaptation and evaluation of materials and resources in planning (including computer and other technology based resources)
- 4.8. Knowledge of commercially produced resources and non-published materials and classroom resources for teaching English to adults

UNIT 5 - DEVELOPING TEACHING SKILLS AND PROFESSIONALISM

- 5.1 The effective organisation of the classroom
- 5.2 Classroom presence and control
- 5.3 Teacher and learner language
- 5.4 The use of teaching materials and resources
- 5.5 Practical skills for teaching at a range of levels
- 5.6 The monitoring and evaluation of adult learners
- 5.7 Evaluation of the teaching/learning process
- 5.8 Professional development: responsibilities
- 5.9 Professional development: support systems