



Bridge[®]

Language & Education Abroad

INTERNATIONAL DIPLOMA IN ENGLISH LANGUAGE TEACHING (IDELT ONLINE™)

THIS IS TO CERTIFY THAT
JENNIFER MINTZER

HAS BEEN AWARDED THE GRADE OF
A

IN THE
IDELT ONLINE™

DATE OF COMPLETION: MAY 5, 2014
MODERATED BY: BRIDGETEFL, USA

CERTIFICATE NUMBER:



TO VERIFY THE AUTHENTICITY OF THIS CERTIFICATE
AND FOR MORE INFORMATION ON THE COURSE GO TO:
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LISA ROONEY, DIRECTOR BRIDGETEFL

WWW.BRIDGE.EDU



Description of IDELT Online – International Diploma in English Language Teaching

Course Description –

An e-learning reading and discussion-based course on current methodology for teaching English to adult speakers of other languages with emphasis on an English as a foreign language context.

Course Narrative –

This is an e-learning reading and discussion-based course on effective, current methodology for teaching English to adult speakers of other languages with emphasis given to teaching in classrooms in countries where English is not the dominant language – an English as a foreign language context. While the emphasis is on methodology, other aspects of English language teaching, such as applicable theories in linguistics and education, will also be addressed. In addition, we view teaching (on the text's DVD and online) and reflect on these current best practice models. By the end of the course, participants produce plans and analysis which demonstrate understanding of the principles illustrated.

Course Goals and Objectives –

Throughout the course, students

- read and discuss in online forums thought-provoking material found in the text, its DVD, links to online resources, teacher's contributions, and other included materials;
- analyze the concepts found in the reading and draw inferences in their writing regarding best practices in English teaching today;
- produce projects, papers, and plans which reflect the concepts described in class materials.

At the end of the course, participants produce plans and analysis which demonstrate understanding of the principles illustrated on effective, current methodology for teaching English to adult speakers of other languages.

Course Content (Outline) –

These topics are addressed over 12 weeks

- 1) World English and the World's English Learners
- 2) Describing Language with Systems
- 3) Language Acquisition: How Do We Learn to Communicate?
- 4) Methodology: Balance and Structure
- 5) English Language Learners
- 6) The Role of the Teacher
- 7) The Learning Environment
- 8) Providing Effective Feedback
- 9) Class Management and Affective Factors
- 10) Appropriately Grouping Students
- 11) High- and Low-Technology Resources
- 12) Approaching New Structures
- 13) Effective Grammar Teaching
- 14) Effective Vocabulary Teaching
- 15) The Sound of English
- 16) The Integration of Language Skills
- 17) Teaching Reading
- 18) Teaching Listening
- 19) Teaching Writing
- 20) Teaching Speaking
- 21) Lesson Planning
- 22) Testing and Evaluation
- 23) Encouraging Independent Learning
- 24) Professional Development

Course Requirements –

- I. Weekly assignments:
 1. Reading in text
 2. Reading of journal article
 3. Viewing of video
 4. Reading of instructor's notes
 5. Taking a reading check quiz
 6. Writing three thoughtful responses in forums
 7. Reading and responding to the work of peers

Weekly assessed writing totals around 1000 words
- II. Group project: Designing an English as a foreign language lesson based on an authentic listening selection which reflects principles in course.
- III. Final paper: Writing a brief research paper on best practices methodology and an English as a foreign language lesson related to that research which reflects course principles.

Evaluation and Grading –

Final grades for the course are determined by summing up the points from required assignments. 1000 points are available in the proportion below:

- 12%- Weekly reading and viewing comprehension quizzes
- 48%-Weekly written analysis and discussion
- 16%- Group project
- 24%- Final paper

The criteria on which all writing is assessed (88% of grade) are demonstration of *content awareness, knowledge integration, reflection and development, and structure and clarity*. Rubrics with descriptions of each characteristic are provided within the course. Letter grades are based on the following scale:

- 90% or more – 900+ points- A
- 80% or more – 800+ points- B
- 70% or more – 700+ points- C

No certificate is issued to students earning fewer than 700 points.

Required Text and Materials –

In addition to instructor generated materials on the learning platform, a text is required:
Harmer, J. (2007). *The practice of English language teaching* (4th ed. with DVD). White Plains, NY: Pearson Longman ELT.

Journal articles and instructional videos are linked or embedded in the course and form part of the curriculum. These vary but a current representative sample includes articles from

Darn, S.
Demo, D. A.
Gallup Rodriguez, A.
Heathfield, D.
Lord, U.
Mathews-Aydinli, J.
McKay, S.
Moudraia, O.
Rees, G.
Rinvoluceri, M.
Swain, M.
Van Duzer, C.
Van Horne, R.
Verster, C.

A full bibliography, including sources for instructor's notes is included in the course.