



**Diploma Course in English and Education
NVQ Level 5**

Tertiary and Vocational Education Commission

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Course Synopsis

6 months duration, leading to a NVQ Level 5 qualification

This course is designed to set students on the path to becoming effective teachers of English. It is based on the view that teaching is a vocation, which requires positive attitudes as well as practical skills and knowledge. Knowledge should not be confined to theory, but should include wider cognitive abilities and skills, including the capacity to conceptualize. Positive attitudes are developed through attention to soft skills including leadership and decision making ability, teamwork, propensity to consult and ability to coordinate, and commitment to understanding and resolving problems.

The course therefore presupposes training in Building Career Skills (NVQ Levels 1), Developing Career Skills (NVQ Level 2) and Advancing Career Skills (NVQ Level 3) (with the DTET English Proficiency Certificate being accepted until the NVQ Level 3 Advancing Career Skills Course has been made widely available). Students may be admitted direct to this Certificate course without those prerequisites if they have passed 3 subjects at the Advanced Level Examination and have a C for the General English Paper. The course will in any case include revision and consolidation of the prerequisites in the first few weeks

The course will consist of 5 modules;

1. Review of learning English

The course will revise the content of previous English courses, while reviewing the manner in which it was absorbed. Special attention will be paid to the soft skills elements in the course, with attention to the manner in which group work develops productive social interactions that promote effective work. It will also explore the development of thinking skills, including identifying systems and patterns, calculating systematically and checking hypotheses.

Groups will assess the manner in which they were taught, while engaging in peer teaching to ensure that all members of the group are equipped with the competencies prescribed in the foundation courses.

They will also engage in an overview of the curriculum for one of the Level 3 courses requiring proficient English that introduce the world of work.

2. Introduction to English Language

Content:

The content of the course will focus on achieving fluency as well as accuracy and will involve

- Familiarizing students with the sentence structure of English
- Ensuring correct use of the language, with particular attention to formation of tenses and connecting ideas
- Developing the ability to comprehend through understanding of sentence structure

Expected Learning Outcomes:

At the end of the course, the learner will be familiar with the sentence structure of English and will be competent in the production and understanding of passages in English, with the capacity to find particular information, give the gist of the passage, and comment intelligently on its content.

Evaluation:

In course assignments: 40 marks, End semester examination: 60 marks

Recommended Readings:

1. Wijesinha, R. (2008) *The Handbook of English Grammar*. New Delhi: Oxford University Press.
2. Oranee Jansz (2005) *Explorations: A Course in Reading, Thinking and Communication Skills*. New Delhi: Oxford University Press.

3. Advanced Communication

Content This course will promote effective communication in a range of contexts. Students will be required to work together to ensure that descriptions are comprehensive, narratives interesting, points of view convincing and interactions sensitive. They will also be expected to make individual and group presentations and respond to questions and criticism. Accuracy will be required as well as fluency and confidence. The module will include multimedia presentation, poster presentation and will involve collaborative learning to enhance people relationship skills.

Expected Learning Outcomes:

At the end of the course learners will be able to reflect on, compare and contrast and fluently describe in grammatically correct English the objects, people, and events from real life situations. They will also develop a command of the language that enables them to comfortably formulate stories out of their real life experiences and effectively relate them to different audiences. They will be able to make convincing presentations and deal with queries that arise.

Evaluation:

In course assignments: 40 marks, End semester examination: 60 marks

4. Classroom Management and Group Work

Content:

This course will introduce the basic terminology, and the scope of language pedagogy to the learner with a view to equipping him with the skills and knowledge that would help him to function efficiently in the English language classroom. The content will include Plan Teaching and Learning Activities, Develop Learning Activities including material, Organize learning environment and Develop and Conduct Appropriate Assessments 1.

Duration: 200 notional hours

Module Title and Code:	Module B: Plan Teaching and Learning Activities Time Frame: 100 Teaching Hours
Reference to NCS:	See Competency Profile of DTET (2016)
Competencies (job functions and soft skills) and descriptions:	
<p>The trainees sight the learning outcomes listed in technical curricula and develop them further into a more detailed planning phase. In doing so, they also look at the content to be included and decide what is needed to promote the envisaged competencies.</p> <p>In the process, they plan student-centered learner activities like small group work, case studies, brainstorming plus mind mapping methods, practicals, role plays, assignments and games. Moreover, the trainees schedule and plan workshop and laboratory activities, field trips and expert meetings. Consequently, they plan for large-scale simulation and project work.</p> <p>Trainees work out icebreaker and introductory as well as energizer and brainer teaser teaching situations, teacher instructions and supporting media for announcing work tasks. They plan short phases of demonstrations and lectures as well as debriefing and homework phases. Trainees come up with a positive teaching methodology for oral learner questioning and written assessments, formative (including journals and portfolios) and summative style. Altogether, they turn their planning activities into meaningful lesson sequences, summed up in complete written lesson plans and review the planning.</p>	
Typical related work situations to master:	
<ol style="list-style-type: none"> (1) The trainer gets a new competency-based curriculum and is asked to plan teaching a module in that course. (2) A group of trainers sits together and comes up with student activities and lesson plans for the training center to increase quality. (3) The trainer needs to write a lesson plan for a certain lesson. 	
These situations should be conjured up for teaching such competencies as given above!	
Important pertinent Content (knowledge):	Student-centered teaching methods Simulation and project work Formative and summative assessment Learning diaries, journal and portfolios Types Teacher questions Form of Lesson Plans Typical Phases (Sequences) of a Lesson

Potentially useful teaching methods (optional):	e. g. <ul style="list-style-type: none"> - Planning Simulation - Project Work - Task-Based Learning - Authentic planning - Self-directed learning via tutorials and manuals - Input lecture (e. g. about assessment) - Station learning (e .g about teaching methods)
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Assessment: An example could be 60 % of long-term training/lesson plans, 40 % creativity and variety of methods envisaged to use in planning.

Continuous assessment: Progress Discussions with Project Groups and Intermediate Short Status-Quo presentation.

Module Title and Code:	Module D: Develop Learning Activities, including material
	Time Frame: 45 Teaching Hours
Reference to NCS:	See Competency Profile of DTET (2016)
Competencies (job functions and soft skills) and descriptions:	
<p>The trainees understand the basics of student-centered learning via online research and plenary group discussion and that students need assignments, work-based tasks and problems to work on independently. These backdrop situations of student-centered learning need to be designed.</p> <p>As a consequence, the trainees develop guidelines and example content for:</p> <ul style="list-style-type: none"> • small group activities and large group activities • role play activities • educational game activities • brainstorming plenary and group work • technical case studies • individual assignments • independent self-study activities • work simulations in workshops • practice activities • laboratory work • field trips and exploration • learning journals, learning diaries and portfolio work • work instructions and rules for projects and simulations • etc. <p>Finally, the trainees present examples of their designed learning instructions and material via PowerPoint presentation to a CRITICAL audience.</p> <p>In the end, they exchange their new material and get a habit of cooperating and sharing.</p>	

<p>Typical related work situations to master:</p> <p>(1) The trainer designs the activities in her or his classroom/workshop. (2) Fellow teacher design work assignments and tasks together to share.</p> <p>These situations should be conjured up for teaching such competencies as given above!</p>	
<p>Important pertinent Content (knowledge):</p>	<p>Typical written teacher instructions and language used Binding character of teacher language Design of assignments Design a work-based situation in tasks, problems etc. Types of learning activities Small groups, large groups and plenary session (advantages and drawbacks of each) Exchange of learning material Criteria for good student-centered learning material</p>
<p>Potentially useful teaching methods (optional):</p>	<p>e.g .</p> <ul style="list-style-type: none"> - Simulation of Situation to create learning material and tasks for a certain technical module - Group Discussion of need of teaching instructions and learning material - Presentation via visual powerpoint of results - Exchange “bourse” of learning material, being displayed on tables (stands) and to be acquired for free

Assessment: An example could be 75 % of learning material created, according to criteria, 25 % presentation of products.

Continuous assessment: Progress Discussions of learning material-creation.

Module Title and Code:	Module E: Organize learning environment
	Time Frame: 25 Teaching Hours
Reference to NCS:	See Competency Profile of DTET (2016)
Competencies (job functions and soft skills) and descriptions:	
<p>The trainees organize their own physical arrangement of their classroom/workshop and discuss the pros and cons of certain sitting arrangement (e. g. with the teacher up front and rows of students often a bad example). Moreover, they ensure and style an esthetic, culturally and linguistically integrating and clean teaching environment, enable differentiation (arranging of facilities for learners with differing abilities) in the teaching facility, have needed resources ready and set up things so as to minimize potential teaching disturbances und interruptions (e. g. people walking in and out, calling and texting etc.). They make very alternative and open teaching settings possible (e. g. all chairs out or sitting circles) and create an appealing learning atmosphere (e. g. posters, students' products on display etc.).</p> <p>Evidently, they ensure safety in workshops, laboratories, work sites, on field trips and in classrooms and make student stick to rules being introduced that avoid accidents.</p> <p>For reflection purposes, all trainees discuss various layouts of workshops and classrooms as products of styling them.</p>	
Typical related work situations to master:	
<p>(1) An empty of plain workshop/classroom needs to be styled and properly equipped.</p> <p>(2) Trainees imagine a teaching room of their dreams and create it.</p>	
These situations should be conjured up for teaching such competencies as given above!	
Important pertinent Content (knowledge):	<p>Safety rules and regulations</p> <p>Different sitting and teaching arrangements</p> <p>Style options of workshops and classrooms</p> <p>Sense of aesthetics and cleanliness</p> <p>Avoidance of teaching disturbances</p> <p>Optimum teaching environment</p>
Potentially useful teaching methods (optional):	<p>e. g.</p> <ul style="list-style-type: none"> - Written planning and drawing of ideal workshop/classroom - Action-based styling of plain and empty workshop and classroom as team activity - Group Discussion of aesthetics in the classroom and workshop - Simulation of short teaching sequences in newly styled room - Taking pictures and group products and discussing pros and cons of different settings

Assessment: An example could be 60 % written plan and drawing, 40 % styled physical classroom.

Continuous assessment: Progress Discussions of planning and implementing “ideal setting”.

Module Title and Code:	Module G: Develop and Conduct Appropriate Assessments 1
	Time Frame: 30 Teaching Hours
Reference to NCS:	See Competency Profile of DTET (2016)
<p>Competencies (job functions and soft skills) and descriptions:</p> <p>The trainees identify the context of assessment (i. e. what is being done and learned in the module they teach), and come up with the criteria and standard solution or benchmark against which to appraise the student performance. They decide which assessment instruments and/or tools to use and design them.</p> <p>Before conducting the assessment, they arrange the facilities and have potentially needed resources ready. Then they conduct the assessment(s) and observe the process, maybe with relevant grading notes already.</p> <p>The trainees conduct potential corrections, make an unbiased, fair and transparent assessment decision, which needs to be documented according to a system of documentation.</p>	
<p>Typical related work situations to master:</p> <p>(1) The trainer needs to assess the trainees at the end of the module.</p> <p>(2) The trainer wants to council and help students via formative assessment.</p>	
Important pertinent Content (knowledge):	Fair Assessment criteria Standard and Benchmark solutions Standard Pool of Methods and Tools of Assessment Fair correction Feedback situation
Potentially useful teaching methods (optional):	e. g. <ul style="list-style-type: none"> - Simulation of Module and group of learners that needs to be assessed - Students Assignment to create assessment tools - Presentation and critical discussion of assessment tool products (e. g. via exhibition) - Simulation of Feedback Session (Micro Teaching) - Reflection Session on what constitutes a fitting and fair assessment

Assessment: An example could be 60 % finalized assessment tools, 40 % presentation of assessment tools.

Continuous assessment: Progress Discussions of assessment tool-creation.

5. Introduction to literature

Expected Learning Outcomes

This course introduces students to Literature in English. It will look at a sample of poems and short stories, that are of general interest and readily accessible to students. Some texts studied in schools will also be examined. The aim is to enable students to read with understanding of the content and the author's purpose, and assess this in terms of current perspectives as well as the context in which the work was written. Students will be required to write brief general reviews of their own about particular texts, as well as studying plot, character and message.

Poetry will include

Selections from the Romantic and Victorian poets, Sri Lankan English language poets, and First World War poets.

Short stories will look at work by Katherine Mansfield, Scott Fitzgerald, Ernest Hemingway, James Joyce, D H Lawrence, E M Forster and several Sri Lankan writers in English

Plays: Arthur Miller - Death of a Salesman; Samuel Beckett – Waiting for Godot

Following successful completion of the course and the written examinations, students will be required to teach for at least a 3 month period and present a report on their experience with particular attention to strategies used to overcome problems they faced. The Diploma will only be awarded to those who present such a report on which they will also face an oral examination