

# BA(Hons) in English Language Teaching/TEFL

## Aims and Rationale of the Programme

This programme combines practical training in English language teaching with the academic study of language and communication. It is intended to open up career opportunities in the teaching of English language in the private sector, both in Greece and overseas for which there is an ever-greater demand. In order to qualify for a teaching post in the state sector in the UK, it is necessary to take a Postgraduate Certificate of Education (PGCE), after graduation. Credit is given on the PGCE programme to graduates of the BA (Hons) in English Language Teaching/TEFL. At level one, students take three broadly-based 'core' courses, and a further course chosen from a wide variety of other disciplines within the School. At level two, students follow a more specialised programme of study with three core courses and a further optional course chosen from a wide variety of other disciplines within the School. At level three, students take three 'core' courses, and a further course chosen from a wide variety of other disciplines within the School.

## Structure of the Programme

The BA in Business Administration is a 3-years full-time course, taught exclusively in the English language. Each course takes place throughout three terms (October – December, January – March and April to May) with two exam periods in May and August. All courses are delivered during the weekday mornings or evenings to accommodate the needs of working students. Each course is completed in 60 contact hours in total, or 2 hours per week for 30 weeks.

## Courses

### Level 1

- Introduction to English Language Teaching
- Foundations of Linguistics
- Foundations of Sound and Meaning
- Option chosen from subjects in another discipline

### Level 2

- Methodology and Practice of Language Teaching
- Applied Linguistics
- Linguistic Content and Interpretation
- Option chosen from subjects in another discipline

### Level 3

- Practical Teaching
- Materials Production and Course Design
- Reflections on Language Learning
- Option chosen from subjects in another discipline

## Entry Requirements

- High School Certificate
- A minimum of TOEFL score of 213 (computer based test), IELTS 6.0, or a recognized equivalent (for example, successful completion of a programme of studies at HE of FE taught in English).

## Careers

On completion of the programme the successful graduate will enjoy a wide variety of opportunities available in a range of areas such as teaching, and work in the media, publishing and administration.

## Assessment

Examinations, coursework, oral presentations and project work. Practical teaching is assessed through classroom observation and a portfolio of lesson plans and reports

# Core Course Descriptions

**Introduction to English Language Teaching:** This course is specifically concerned to introduce students to ELT. The main purpose of this introductory course is to provide students with an understanding of aspects in which language learning takes place in classrooms, and an awareness of some aspects of the structure of contemporary English and the methodology used in teaching English as a Foreign Language.

**Foundations of Linguistics:** The word 'linguistics' can appear daunting, but the reality is that the study of language and communication is fascinating and has relevance to almost any field of enquiry. The course is divided into two parts. The first part will be an introduction to topics such as language and society, pragmatics (i.e. what people mean when they say things) and discourse analysis. The second part covers morphology - the structure of words, as well as looking at grammar and syntax.

**Foundations of Sound and Meaning:** This course is intended as an introduction to sound and meaning. It is organised in two parts. The first part involves the study of phonetics, particularly in relation to English. It covers all the main areas of descriptive phonetics, including key concepts in phonetics, place and manner of articulation, and the distinction between vowels and consonants. The second part of the course is intended as an introduction to linguistic meaning. It covers all the main areas of meaning, including key concepts such as the difference between sentences and utterances, speaker's meaning, and word meaning, amongst others. The course includes both a descriptive and a practical component.

**Methodology and Practice of English Language Teaching:** This course examines current practice and developments in English language teaching, including communicative competence in language teaching and learning; teaching techniques; setting objectives; course design and mode of delivery; testing and assessment; language learners and the learning process. This course is designed to build on the introductory ideas and methods introduced at Level 1 (Introduction to ELT). When students have learnt essential techniques and methodologies in lesson planning, they will have the opportunity to observe classes, to teach classes, and finally to reflect on their experience.

**Applied Linguistics:** This course is intended to help students become familiar with some key areas in Applied Linguistics. The course is structured in three main themes: A description of language and language use; Areas of enquiry in Applied Linguistics; Four skills and assessment. After an initial orientation of the key issues of the field, this course will provide students with a substantial overview of the key concepts, issues, insights and pedagogical implications of the three main themes.

**Linguistic Content and Interpretation:** This course is intended as an introduction to linguistic content and communication. It is organised in two parts. The first part involves the study of semantics. It covers all the main areas of descriptive semantics, including key concepts in semantics, lexical meaning, sentence meaning, and utterance meaning. The second part is intended as an introduction to the study of pragmatics. It covers all the main areas of pragmatics, including key concepts in pragmatics, communication and context, explicit communication, implicit communication, and style. Both parts of the course include a theoretical and a practical component.

**Practical Teaching:** This course enables students to apply techniques and skills such as analysis of learning needs, lesson planning and class management, using a variety of teaching techniques and evaluating both learner and teacher performances. Students will write detailed accounts of observed lessons and will compile a portfolio of lesson plans and practical teaching reports.

**Materials Production and Course Design:** This course provides an opportunity to explore the theory and principles of educational attainment and to critically review language course materials and their components such as print, audio, video, computer and multi-media systems. Students will develop an understanding of the relationship between educational objectives and teaching and learning materials, they will understand the principles of course design and curriculum development and evaluate as well as produce materials to meet the learning requirements of specific groups of learners.

**Reflections on Language Learning:** The course deals with how a second language is learned. In this course several theories which have been offered as explanation of how language is learned will be considered. In many ways theories which have been developed for second language acquisition are closely related to those developed for first language acquisition.