



Overview and Outcomes

On this 30-hour self-access course, you will consider the four language skills: speaking, writing, reading and listening; and the language systems of grammar and vocabulary.

You will think about different aspects of these skills and language areas, what problems our learners might have with learning about or using them, and how we can help our learners with these problems and teach skills and language more effectively.

You will also look at, and critically evaluate different activities and resources for teaching skills and language.

Teaching approaches

- We make courses practical and 'hands on', with reference to relevant theory
- Our courses are participant-centred, designed to build knowledge and confidence.
- We use activities and tasks to help you apply the course content to your setting.
- Courses are broken down into individual units and activities, forming a clear structure.

Certification

- Your end-of-course NILE certificate details the areas covered on your course.

Who is this course for?

- Teachers who are new to the profession, or with limited formal ELT training.
- Participants should have a minimum language level corresponding to B1 on the Common European Framework.

Requirements and Resources

- Participants need a computer and an internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- A great range of further free resources for ELT professionals are available in the NILE Members Area.

Content

Teaching Skills and Languages covers the following areas:

- The difference between reading and listening, and speaking and writing skills
- Different frameworks and approaches to teaching English language and language skills
- Analysing tasks, activities and resources for teaching English language and language skills
- Issues and challenges in teaching and learning English language and language skills
- The role of authentic materials and real-life tasks in English language teaching
- Motivating learners to practise speaking and writing
- The role of correction in developing speaking and writing skills
- Devising a post-course action plan

This course is a 30-hour self access course. You work on the content at your own pace.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in pedagogy, materials, course design and engagement.



NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online. NILE Online programmes also adhere to the British Council's Code of Practice for Online ELT.

Schedule

This self-access course consists of 8 units. Units 1 to 7 take approximately 4 to 5 hours each, while Unit 8 takes approximately 2 hours. You can work on the content at your own pace.

Teaching Skills and Languages	
Orientation Unit	
<p>In this Unit, you will find out about your NILE Online course and the course structure. You will also find out how to navigate around the course and find answers to questions you may have.</p>	
Unit 1: Introduction	Unit 2: Teaching Receptive Skills 1
In this unit, you will begin by preparing yourself to study on this self-access online course. You will start a learning journal to track your progress and reflect on your learning. You will explore strategies for making the most of this course and identify areas of your teaching that you think will improve as a result of this course. You will also consider how to successfully manage your time to get the most out of the course. Finally, you will start to think about English language teaching by reflecting on what makes a good lesson and your beliefs about teaching.	In this unit, you will think about how we read and listen to different texts in different ways. You will also consider ways in which listening and reading are similar and different skills. This will help you to think about why students might find reading and listening difficult, and some ways to help them. Finally, you will think about the possible stages of a receptive skills lesson, and some important points to consider when doing one. This will include deciding which words we should pre-teach before students read or listen to a text.
Unit 3: Teaching Receptive Skills 2	Unit 4: Teaching Speaking
In this unit you will think about the advantages and disadvantages of using authentic texts in the classroom and what teachers need to consider when choosing a listening or reading text to use in class. Then you will assess the effectiveness of some reading tasks and think about using real-life tasks in the classroom. Finally, you will consider when and why we might get learners to read texts aloud in class.	In this unit, you will think about the different aspects of the speaking skill and which of those a learner needs so that they can communicate effectively in English. You will look at some classroom speaking activities and think about their aims, the teacher's role during the activity and the role of correction in each activity. Then you will think about what makes a good freer speaking activity, and what is involved in doing this type of activity with your learners. Finally, you will consider the role of speaking in two different teaching approaches and then consider reasons why speaking activities may not be successful and some possible solutions.
Unit 5: Teaching Writing	Unit 6: Teaching Grammar
In this unit, you will think about the differences between writing and speaking, and why we get learners to write in class. Then you will think about the purpose and effectiveness of different writing activities in the classroom. Next, you will look at the difference between product and process writing and think about how to correct written work. Finally, you will consider reasons why learners may not want to write in class and suggest possible solutions.	In this unit you will consider your own views on teaching grammar. Then you will think about the aims and stages of a grammar lesson. You are going to analyse some grammar practice activities and think about some issues in grammar practice such as drilling, controlled practice and using real-life tasks. You will then go on to review one particular approach to teaching grammar. Finally, you will think about some ways of making grammar lessons more motivating.
Unit 7: Teaching Vocabulary	Unit 8: Course Review
In this unit, you will start by thinking about what it means to "know" a word. Then you will examine different ways to convey and check the meaning of vocabulary items. After that you are going to look at different ways of practising and recycling vocabulary. Then, you will think about how our learners write down new items of vocabulary that they learn in class and how to encourage them to try different ways of doing this. Finally, you will look at some different activities to encourage learners to memorise the vocabulary you focus on in class.	This is a short unit in which you will revisit the beliefs you noted down in Unit 1 and review the course. While reviewing the course, you will identify areas that you feel you still need to work on and make an action plan for the next steps in your professional development. Finally, we'd like you to give us your valuable feedback on the course.