

University of CHICHESTER

英国国立 チチェスター大学

**英語教授法 DIPLOMA
MA (TESOL) 修士学位**

東京会場：日本工業大学 専門職大学院（神保町）
大阪会場：大阪大学（中之島）・リソースセンター（図書室）



募集要項

International Diploma Council

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大学の歴史

The History of The University of Chichester

The history of Chichester can trace its origins back to 1839, which marks it out as one of the older institutions of higher education in the country. In the early part of the 19th century, there was considerable debate about the role of church and state in university education.



In 1828 students were accepted for the first secular university institution in the country, which later became University College London. In response, it was felt that London needed another university institution where the role of the Church would be formally recognised. In 1829 King's College London was established, with William Otter as its first Principal.

William Otter moved on to become Bishop of Chichester in 1836 and took an earnest interest in the promotion of education. After his death, a college for training schoolmasters was established as his memorial in April 1840. Eventually, Bishop's Training College moved to new buildings on the new site in October 1850 and was named Bishop Otter College. These buildings are the historic core of the University at the Chichester campus.

In 1873 the College became a training college for women as a result of the campaign by Louisa Hubbard to encourage the acceptance of women as teachers. Male students were not introduced until 1957.



In 1942, during the Second World War, the students and staff of the College were evacuated to Stockwell College in Bromley and the RAF took over Bishop Otter College. The College Hall was used to control aircraft during the invasion of Normandy. Students and staff returned to Chichester in 1945.

The Bognor Regis College of Education was set up in 1946 as an emergency training college for men and women to meet the severe shortage of teachers after the war. It was located in a crescent of three beautiful Regency houses.

The West Sussex Institute of Higher Education was formed in 1977 as a result of the merger between the two colleges (Bishop Otter College and the Bognor Regis College of Education) it was a single institution of higher education, which allowed the two colleges to retain some of their traditions and identity. Initially, degrees were awarded by Sussex and Southampton Universities, but the Institute moved to a single degree awarding body, the Council for National Academic Awards (CNAA) and then with the demise of the Council, the Institute became an accredited college of the University of Southampton, awarding Southampton degrees.

To confirm its unitary identity and prime location, in 1995, the Institute changed its name to Chichester Institute of Higher Education.

In 1999 the Institute gained degree awarding powers in its own right and the name was changed to University College Chichester.

The title 'University of Chichester' was approved by the Privy Council on 12 October 2005.

英国の大学の学位・資格について アメリカ・日本の大学との違い

英国の大学は、日本、アメリカと比較し大学の数は、かなり少なく約100校しかありません。バッキンガム大学(1983年 RoyalCharter 獲得)を除いてすべて**国立大学**です。イギリスの高等教育機関(**大学の機能**を持った教育機関)の正式な名称は、HE Higher Education Institutions と呼ばれています。

1. University : 生徒数が多い。2~3万人 **学位授与権**を持っている。
2. University College: 生徒数が少ない。約5000人 **学位授与権**を持っている。
3. College: 学位授与権(DPA)を持っていない。
4. Institute of Higher Education : 学位授与権(DPA)を持っていない。

University College は、学位授与権を持っているが University との違いは、生徒の人数が少ない点にあります。現在は、DAP(学位授与権)を持たない高等教育機関は、DAP を持つ他大学に認証(Validate)をしてもらいその大学名で学位を発行しています。(Franchise Agreement)

QAA (Quality Assurance Agency)

Quality Assurance Agency と呼ばれる省庁は、国立大学の名において発行される学位・資格が一定基準(All degrees of Equal Value)を保てるように様々な、規制と管理のシステムを設けています。

DIPLOMA・MA のコースには、下記のような規制とチェックがあります。

1. 論文、最終審査は、外部大学の教員が実施する。(External Examiner 制度)
2. 授業内容を外部の大学講師が授業参観し報告し授業内容の品質を確認する。
3. 生徒から無記名で講義内容等についてアンケートを実施し評価表を作成する。
Programme Board:生徒委員と大学教官からなる委員会であえず講義・セミナーの品質を改善する機能が義務となっています。

英国の大学名(Chichester)で発行される資格・学位は、すべて**QAA**の審査基準(Validate)となります。受講生は、この審査基準により論文エッセイが審査され合格者に資格・学位が授与されます。

このようにプログラムの内容は、厳格に審査・規定されているため、日本の大学のように受講すれば、単位・学位が取得できるものではありません。提出されるエッセイは、すべて英国の国立大学の審査基準を満たす必要があります。

University of Chichester
MA TESOL
DIPLOMA in Practical English Teaching

国立大学の University of Chichester は、教員養成大学として英国でも評価が高く英語教授法の資格・学位を目指す方、教員として再研修・研究を希望される方に最適なコースです。

コースは、2コースありそれぞれ特徴があります。MA TESOL は、大学院レベルで教師としてアカデミックな研修・研究の場で修士レベルの資格・学位が取得できます。DIPLOMA in Practical English Teaching は、教師としてより実践的・基礎的な研修・研究の場で実技指導 Practical Teaching の研究科目も含まれます。

受講審査は、英文願書・卒業証明書・英語力で個別に審査され結果は、大学より文書で通知されます。審査は、希望コースについて審査されますが、条件付または他コースへの受講許可となる場合があります。

1 . 英語教授法 DIPLOMA コース (1 年)

University of Chichester は、教員養成大学として国内・海外からの教師のためのリフレッシュートレニング・インハウストレーニングなど教師の再研修トレーニングを数多く実施しています。

DIPLOMA コースは、英語指導上の基本理論から英語教授法を実践的に学び大学のドクターによる直接指導、教育実習をおこなうプロフェッショナルコースです。エッセイライティングの基本を学びます。

英語教授法 DIPLOMA コース (1 年) 1 2 0 時間

チュ - トリアル (6 0 時間) : 月 1 回 ・ 土曜日 午前 1 0 時 ~ 午後 5 時

夏期 ・ 冬期集中講義 (6 0 時間) : 各 5 日間

担当教授 ・ 講師 ・ ローカルチューター :



ステファンコーコラン	CHICHESTER 大学主任教授
レズリーランドル	CHICHESTER 大学教授
* アランジャクソン	神戸松蔭女子学院大学教授
ケビンラムゼン	京都外国語大学 助教授
キャサリンソートン	神田外語大学専任講師
イアンランバート	国際基督教大学専任講師

* 印 2 0 0 7 年度 文部科学省 AET 教師トレーニング担当講師

内容：授業は、すべて英語で講義を実施します。

- * モジュールは、10 科目で KeyText (ジャーナル) を読みながら各モジュールの参考書籍を利用しアサイメントのエッセイを作成します。各モジュールでは、1500ワードのエッセイを作成します。エッセイを始めて作成される方のエッセイライティングコースです。
- * エッセイの 評価・審査は、大学で第1採点者・第2採点者の平均点とコメント評価が受講生に連絡されます。エッセイの合否(基準は、35%以上です。不合格の場合は、リサブミットとして再度提出することが出来ます。(各モジュールのエッセイ再提出は、それぞれ1回可能です。)
- * 各授業は、生徒からの講義評価も行い国立大学の QAA 審査基準(授業内容の品質管理)に準拠しています。チューターとの質問は、E メール・FAX で随時可能です。

集中講義(夏季冬季)：会場(東京 神田)日工大 専門職大学院・(大阪)梅田

7月・12月に各5日間で30時間の集中セミナーを行います。

* 大学派遣のドクターと日本在住の大学講師が授業を担当します。

* 大学のドクター、講師への質問は、Eメール・FAXで随時可能です。(セミナー終了後も可) 授業でのアサイメント、課題は、すべて大学に提出し審査、評価します。

チュートリアル(毎月)：会場(東京)筑波大学大学院 東京キャンパス / 専門職大学院 神田キャンパス・(大阪)リソースセンター他 市内の大学

* University of CHICHESTER が承認した日本在住の各教科の専門分野の(外国人)大学教授・講師が、毎月1回6時間のセミナー(講義)を行います。

8月・12月の集中講義期間を除き年間10回のセミナー(講義)があります。

1日に午前・午後それぞれ3時間のセッションが2回あります。

MA TESOL 英語教授法・DIPLOMA の評価について

DIPLOMA は、国内ではあまりなじみがなく修了書として理解されていますが英国の国立大学が認定する資格です。これらは国際的に評価が高く海外の国立大学から承認されています。英国の国立大学が認定する学位・資格の中でも MA TESOL の修士学位は、公的教育機関・国立大学が英語教授資格として広く認知しており海外でも国際基準の英語教授資格として認められています。また、大学・英語教育機関、団体での英語教員採用時に必要な資格の1つとして有効です。

英語教授法 DIPLOMA 資格取得について

英国の学位・資格は、国際的に評価が高く海外の国立大学から承認されています。資格・学位は、英国の国立大学基準です。

With regard to the "**Diploma in Practical English Teaching**" programme, the table below will help show you the level of qualification that you are undertaking within the UK academic system. You will see that the **Diploma in Practical English Teaching** is rated at Level 3 or H level. It is therefore classified as a Graduate Diploma.

1. Certificate C level Certificate of Higher Education

2. Intermediate I level Foundation Degrees, Ordinary (Bachelors) Degrees,
Diplomas of Higher Education and other Higher Diplomas

3. Honours H level **Bachelors Degrees with Honours, Graduate Certificates
and Graduate Diplomas (英語教授法 DIPLOMA)**

4. Masters M level **Masters Degrees**, Postgraduate Certificates and
Postgraduate Diplomas **(MA TESOL)**

5. Doctoral D level Doctorates

Diploma in Practical English Teaching Programme

WEEKEND	HOURS	DATE	MODULE	OSAKA	TOKYO	
1	3 hours 10.00am – 1.00pm	Saturday May 7, 2011 Osaka / Saturday May 14, 2011 Kanda Tokyo	Induction to Programme	Alan Jackson / Kevin Ramsden	Katherine Thornton / Iain Lambert	S E M E S T E R 1
2	6 hours 10.00am – 17.00pm	Saturday May 21, 2011 Osaka / Saturday May 28, 2011 Kanda Tokyo	Understanding the Nature of Language – 6 hours	Kevin Ramsden	Katherine Thornton	
3	6 hours 10.00am – 17.00pm	Saturday June 18, 2011 Osaka / Saturday June 25, 2011 Kanda Tokyo	Understanding the Nature of Language – 6 hours	Kevin Ramsden	Katherine Thornton	
4	6 hours 10.00am – 17.00pm	Saturday July 16, 2011 Osaka / Saturday July 23, 2011 Kanda Tokyo	Perspectives on Grammar and Communication – 6 hours	Alan Jackson	Iain Lambert	
Osaka Intensive Phase - Wednesday July 27th – Sunday 31st July, 2011 (Osaka University & Chayamachi) Tokyo Intensive Phase Wednesday August 3rd – Sunday 7th August, 2011 (Kanda, Tokyo) Approaches and Models for Teaching Oral English - 6 hours – UoC Tutor Models in ELT Methodology – 12 hours – UoC Tutor Practical Teaching - 12 hours – UoC Tutor						
5	6 hours 10.00am – 17.00pm	Saturday September 10, 2011 Osaka Saturday September 17, 2011 Kanda Tokyo	Perspectives on Grammar and Communication – 6 hours	Alan Jackson	Iain Lambert	S E M E S T E R 2
6	6 hours 10.00am – 17.00pm	Saturday October 15, 2011 Osaka / Saturday October 22, 2011 Kanda Tokyo	Approaches and Models for Teaching Oral English - 6 hours	Alan Jackson	Katherine Thornton	
7	6 hours 10.00am – 17.00pm	Saturday November 19, 2011 Osaka / Saturday November 26, 2011 Kanda Tokyo	Models of Testing and Assessment – 6 hours	Alan Jackson	Iain Lambert	
Osaka Intensive Phase – Thursday December 1st – Monday December 5th, 2011 (Osaka University & Chayamachi) Tokyo Intensive Phase – Thursday December 8th – Monday December 12th, 2011 (Kanda, Tokyo) Practical Teaching – 12 hours – UoC Tutor Language Learning, Beliefs and Attitudes – 12 hours – UoC Tutor Tesol in the World – 6 hours – UoC Tutor						
8	6 hours 10.00am – 17.00pm	Saturday January 21, 2012 Osaka / Saturday January 28, 2012 Kanda Tokyo	Models of Testing and Assessment – 6 hours	Alan Jackson	Iain Lambert	
9	6 hours 10.00am – 17.00pm	Saturday February 18, 2012 Osaka / Saturday February 25, 2012 Kanda Tokyo	Developing and Adapting Materials for Different Age and Ability Groups – 6 hours	Kevin Ramsden	Katherine Thornton	
10	6 hours 10.00am – 17.00pm	Saturday March 17, 2012 Osaka / Saturday March 24, 2012 Kanda Tokyo	Developing and Adapting Materials for Different Age and Ability Groups – 6 hours	Kevin Ramsden	Katherine Thornton	
11	6 hours 10.00am – 17.00pm	Saturday April 7, 2012 Osaka / Saturday April 14, 2012 Kanda Tokyo	Tesol in the World – 6 hours	Kevin Ramsden	Iain Lambert	

* 2010年6月現在の予定表です。変更される場合があります。

受講会場：チュートリアル（月1回）集中講義（夏季・冬季）

東京：日本工業大学 専門職大学院（神田キャンパス）

大阪：リソースセンター *集中講義：大阪大学（中ノ島センター）とリソースセンター

Diploma in Pactical English Teaching (Dip PET) コース概要

このプログラムは、日本で英語教育に携わりながら、再研修のために、海外で学ぶことができない人、あるいは日本国内でフルタイムの研修を受けられない人のために開発されたものです。

教師の養成のためのこのプログラムは、文部科学省によって主唱された二十一世紀に向けての新しい教授細目の発議を考慮して作成されました。従って、英語を使用する観点で、日本、日本人が国際社会で果たす役割をも考慮されています。

このディプロマは、21世紀のリーダーとなる児童、青少年が、急速に進む国際化の中で、英語での基本的かつ実用的なコミュニケーション能力を得ることが極めて重要であるという信念のもとに、作成されました。さらに、日本人が国際舞台の専門的分野で活躍できるためには、十分な英語能力を身につけることが必要不可欠であるということも考慮されており、目まぐるしく変貌する世界において、教育学を意識し、かつ刺激のある教授綱要を創り、維持していくことがこのプログラムの基本です。

DIPLOMA モジュール概要 1年課程

2011年 - 2012年

- 英語教授法（参加者の英語教授の経験を考察し、最新の教授法を紹介）
- 英語教育実践と評価（試験作成の基礎となっている概念を紹介しながら、実際にカリキュラムで使用できる試験を開発する。試験の評価も学ぶ）
- 語学教師のための心理学（第二言語の学習過程に関する心理学を学ぶ）
- 第二言語習得（第二言語習得の種々の理論を検証。学習者の動機づけ、異文化要因についても考察）
- シラバス（教授細目）デザインの基本（シラバスデザインのいくつかのアプローチを理解、評価することにより、カリキュラムを作成の際の基礎を理論的に理解する。また、日本の言語教育政策を一考し、最近開発された日本のシラバスデザイン、評価、試験体制との関係も検証する）
- 英文法と音声学（参加者の英文法の知識を深める。発音とイントネーションを指導するテクニックの習得）
- 国際理解教育（さらなる国際化に向けての英語学習の必要性）
- 自発学習と自習（学習者をより効果的な学習方法に導く啓発指導）
- 教材作成（教師自身が使用してきた教材を検査し、効果を高めるための補助教材の使用についても考える。さらに、教材作成の基本と学習者のニーズと関心に見合う教材の開発を学ぶ）

英語教育実践（英語教育実践の経験をもとに参加者自身が自分の授業を評価する。）

* 2011年度以降は、モジュールの内容がさらに改定充実されます。

2 . MA (TESOL) Applied Language Studies

英語教授法修士学位コースは、初年度に3モジュール(教科)、次年度に3モジュール(教科)の合計6モジュールと修了者のみ作成できるディザテーション(修士論文)で構成させています。受講生は、希望により1年・2年・2年6ヶ月と目的により資格・学位を順番に取得することが出来ます。

Postgraduate Certificate TESOL : 1 ~ 3モジュール90時間を修了しコースを終了する者に授与されます。**Postgraduate Diploma TESOL** : 1 ~ 6モジュール180時間を修了しコースを終了する者に授与されます。**MA TESOL** : 2年間のコースを修了し修士論文を作成、審査に合格した者に**修士学位**が授与されます。各コースの修了者は、上記の資格・学位のいずれかを取得します。夏期(2週間)・春期(7日間)の集中講義です。授業時間は、年間90時間、2年間180時間です。

内容 :

モジュール(教科)では、指定された書籍とジャーナルの他に各モジュールの参考書籍を利用してエッセイを作成します。エッセイは、4000ワードです。エッセイの審査は、第1採点者・第2採点者の平均点で合否が決まります。合格基準点50%以上がMAのディザテーション修士論文作成ができる基準点です。不合格の場合は、再提出するリサブミットの機会があります。第1モジュールエッセイ提出期限 : 11月下旬・第2モジュールエッセイ提出期限 : 10月上旬(2007年度の場合)。

コースの6モジュールを修了されると個々に論文のタイトルを大学の担当教授と相談し決定します。この論文作成期間がディザテーションです。この期間中は、大学の個々の担当アドバイザー講師とメール等で直接指導を受けます。論文のアウトライン、内容について指導を受けます。ワード数は、15000ワード~18000ワードです。

受講生のステイタス

正規の University of CHICHESTER の学生として在籍登録され Photo Card 学生証明書が発行できます。MA 受講生は、ID/パスワードを利用して大学の電子図書システム「ポーシャ」を利用し TESOL ノテイスボードで担当教授からアドバイス、質問等が出来ます。またジャーナルのサイトで閲覧、ダウンロードも可能です。

2. MA (TESOL) Applied Language Studies

MA (TESOL) course consists of a total of six modules including three modules (subjects) each for the first and the second years, as well as a dissertation (master's thesis) which can only be written by those who finished their postgraduate degrees. Candidates can earn a certificate and/or degrees of 1-year, 2-year or 2 year-and-a half courses according to their wishes and purposes.

Postgraduate Certificate TESOL is awarded to those who finished a 90-hour course for one year. **Postgraduate Diploma TESOL** is awarded to those who finished a 180-hour course for two years. **MA TESOL** is awarded to those who finished a 180-hour course for two years, and then completed and defended a dissertation. Those who finished each course can earn one of the above certificate / degrees. This intensive phase is 2 weeks in summer and 6 days in march. Total course hours are 90 hours for a year and 180 hours for two years.

Content:

A 4,000-word essay should be written by using assigned books and journals as well as reference books for each module (subject). The average score of the first and the second graders judges pass or fail and a passing score of 50% or more is needed for the creation of a MA dissertation. The essay can be resubmitted in the case of a fail. Due date of the first module essay is the end of November and that of the second module essay is the beginning of October .

The title of the essay should be decided by a consultation with the professor in charge after the completion of 6 modules. The period of an essay-writing is called a dissertation. Candidates receive direct guidance of outline and content of the dissertation from their advisers via email, etc. during this period. The dissertation should be 15,000 to 18,000 words.

Status of the candidates

Each candidate is registered as a legitimate student of University of Chichester and given a union card. Student ID card can also be issued. MA candidates can access the computerized library system "Portia" using a password on the Internet.

エッセイ提出方法

D i p P E T (D I P L O M A 英語教授法)

* インターネットを利用します。

受講生は、各モジュールのエッセイを I D C 事務局にメールの添付ファイルで送ります。

I D C 事務局で書式等を確認し大学のステファンコーコラン教授に送られます。大学から担当モジュールのチューターと第 2 採点者にメールで転送されます。

採点后、大学よりコメント評価と得点がメールで連絡されます。

エッセイは、カバーシート (T o p s S h e e t) を添付し、 B i b l i o g r a p h y を最終ページに添え所定の書式で提出します。

* 各モジュールのアカデミックなご質問は、国内の大学教授・講師等が直接 E メールで指導します。 F o r m a t i v e T a s k s : エッセイの作成準備として練習課題があります。得点には関係しません。

* 事務手続等は、 I D C が担当します。

M A T E S O L (修士学位コース)

* すべてのエッセイは、大学の M A T E S O L に直接、提出期限までに郵送します。

* 事務手続き (欠席・休学・諸件届け) は、大学のアドミニストレーターが直接担当します。授業料納入・会場のご案内・説明会等のご相談は I D C が担当します。

* アカデミックな質問は、各モジュールの担当チューターが直接、 E メールで受付します。

Formative Tasks:

各モジュールでエッセイの準備として 1200 ワード程度で作成します。モジュールの得点には関係しません。エッセイの準備のための課題です。集中講義受講中の F o r m a t i v e T a s k s の提出について : U S B フラッシュメモリー又は、メールでワード添付ファイルでの提出が可能です。事務局で印刷します。(P C は、各自でご用意ください。)

MA TESOL NOTICE BOARD:

大学から受講生への連絡は、 M A T E S O L N O T I C E B O A R D に生徒宛てに連絡されます。

受講生は、 I D ・パスワードを利用してメッセージを受取ります。大学の図書・ジャーナルも専用サイトから利用できます。

MA チュートリアル : エッセイ作成のためのアドバイス

各モジュールの集中講義の最終日に設定されています。個別に問題点、不明な点、エッセイ提出についてわからない点などモジュールのドクターが直接個人的に指導します。指導時間は、 2 0 分 ~ 3 0 分程度です。

Procedures for Submitting the Essay

DipPET (DIPLOMA in Practical English Teaching)

* Candidates should send the essay of each module to IDC secretariat as an attached file via email on the Internet. IDC secretariat checks the format, etc. and then sends the essay to Professor Stephen Corcoran of University of Chichester. UOC forwards it to the tutor of each module and the second grader and then sends back comments and a score via email. Essay should be submitted in the designated format with a tops sheet and a bibliography on the back page.

* University professors or instructors in Japan directly answer the academic questions of each module via email. There are formative tasks as a preparation for the essay-writing which are not related to the score.

* IDC is in charge of paperwork, etc.

MA TESOL (Master's degree course)

* All essays should directly be mailed to MA TESOL of UOC by the due date.

* Administrators of UOC are in charge of paperwork (absence, leave of absence and other notices). IDC is in charge of the payment of tuition fees, information of each center, orientation sessions, etc.

* Tutors of each module directly receive the academic questions via email.

* Candidates should create formative tasks of about 1,200 words as a preparation for the essay-writing which are not related to the score. Formative tasks should be submitted either by USB flash memory or a 3.5 inch floppy disk. Secretariat prints them out. (Candidates should arrange PC respectively.)

MA TESOL NOTICE BOARD:

Notices from UOC are sent to the students via MA TESOL NOTICE BOARD. Candidates receive the notices by using ID and a password. Books and journals of UC are also accessible via an exclusive site.

MA tutorial: Advice for the essay-writing

This is set at the last day of the intensive phase of each module. Professor of each module directly gives advice for the individual problems, questions, etc. regarding the submission of the essay.

Guidance for each candidate is about 20 to 30 minutes.

Diploma in Practical English Teaching Programme

Programme Modules

There are ten modules in all and each has been designed following a similar structured format. There is normally an introduction to the books in the IDC Library, which we expect you to study during the module. There is a review of the topic and the key text for each module, which you will have been sent in advance. You will then study a series of sub topics, and prepare one or more formative tasks. This will be in preparation towards the assessment. At the end of the module there will be a review.

Full details of individual modules are provided, followed by course outlines of the ten modules for easy reference. The outline bibliography gives an indication of the texts which reflect the course content. Some of these texts will be available to you for reference in the IDC library.

Indicative Reading to Develop your Academic English

- | | | |
|---|--|-----------------------|
| Lowes, R,
Peters, H. &
Turner, M (2004) | The International Student's Guide | London: Sage. |
| Lynch, T. (1998) | Study Listening: Understanding Lectures and Talks in English | Cambridge |
| Porter, D. (2001) | Check Your Vocabulary for Academic English | London: Peter Collins |

MODULE DESCRIPTIONS

Module 1: Understanding the Nature of Language

Aims

In this module we will focus on your experience of language teaching and learning and examine our attitudes and beliefs about language. This first module is the foundation for this approach which underpins the modules throughout the course.

Indicative Content

We will explore our individual experiences of learning languages, teaching languages, any experience you have had overseas where you have had to use a foreign language, and your understanding of the role of English in Japan. A questionnaire will be distributed before the course as a basis for discussion.

Learning Outcomes

The module will enable you and your peers to share your beliefs about language and to discuss experience and attitudes in order to focus on principles of language teaching and learning. You will think about your understanding of a rationale for teaching English to speakers of other languages, particularly in the Japanese context. You will explore relevant concepts such as age, culture, identity, memory, motivation and learning styles.

Learning Strategies

A key text is provided which you are asked to read in advance of the first session. (You will be expected to have prepared for the topic for each of the ten modules by reading the key text or texts, and checking that you understand linguistic terms used in the description of each module.) You will also be invited to complete a pre course questionnaire for this module. The text and your responses to the questionnaire will be the basis of initial discussion. Tasks in teacher development will be used to enable reflection (e.g., life histories, development grids, reflective accounts.) Sessions will focus on discussions, led by tutors and later by individual students. Presentations will be followed by discussion by the whole group or in small groups. You should learn how to access electronic sources of articles. Your tutors will provide guidance on and practical experience of searching for articles on the Internet. Individual students may be asked to produce notes and summaries of the sessions.

Formative Assessment

Make short notes and select relevant references on **one** of the following topics:

- (i) your experience of learning English as a Foreign Language.
- (ii) your perspective on a rationale for the teaching of English in Japan.

Assessment

A reflective account of your experience of learning English as a Foreign Language and other languages, if applicable, with reference to your reading in the field of TESOL (1500 words)

Assessment Criteria

A satisfactory answer should be both descriptive, analytical and reflective. Reference should be made to your experience of learning English as a Foreign Language and other languages.

You will be assessed on your ability to:

- demonstrate relevant use of references and the ability to make sense of your own experience as a language learner;
- reflect upon your own learning experience and make sense of this;
- use appropriate register and academic conventions.

Module -	Understanding The Nature of Language
Key Text for Module	Keith Johnson 'Language as Skill' English Language Teaching Journal (ELTJ) Volume 56/2 April 2002

Essential Reading

Benson, P. &
Nunan, D. (2006)
Lightbown, P. &
Spada, N. (2005)

Learner Stories: Difference and
Diversity in Language Learning
How Languages are Learned

Cambridge
Oxford

Indicative Reading

Andrews, S. (2007)	Teacher Language Awareness	Cambridge
Appel, J. (1995)	Diary of a Language Teacher	Heinemann
James, P. (2003)	Teachers in Action	Cambridge
Johnson, K. (2001)	An Introduction to Foreign Language Learning	Longman
Norton, B. (2000)	Identity and Language Learning	Longman
Pinker, S. (1995)	The Language Instinct	Penguin Books
Scovel, T. (1998)	Psycholinguistics	Oxford
Senior, R. (2005)	The Experience of Language Teaching	Cambridge
Spratt, M. (1994)	English for the Teacher	Cambridge
Steinberg, D. (1993)	An Introduction to Psycholinguistics	Longman
Tomalin, B. & Stempleski, S. (2005)	Cultural Awareness	Oxford

Module 2: Perspectives on Grammar & Communication

Aims

You will explore the nature of grammar from different perspectives and extend your knowledge of the structure and functions of grammar. You will study English and communication and explore grammar with reference to meaning, vocabulary and discourse.

Indicative Content

A review of grammatical terms in English. Different perspectives on Grammar and Communication, especially contemporary approaches to the teaching of grammar and communication. You will focus on grammar and meaning, grammar and vocabulary and grammar and discourse. You will examine a variety of published materials and learn how to modify and supplement these for your target students. This module will emphasise practical application in the classroom.

Other topics will be negotiated to include your interests in this area, especially with regard to specific age ranges, Primary, High School or Adult learners.

Learning Outcomes

You will have the knowledge and skills to approach the teaching of grammatical items from both structural and functional perspectives. You will be able to write contextualised sentences to practise grammatical items for classroom use. You will have learned about the following topics: time and tense, form and function, vocabulary and meaning, and style, register and appropriacy.

Learning Strategies

A key text is provided which you are asked to read in advance of the first session. Sessions will be tutor-led and presentations will be followed by discussion. You will be encouraged to use web-based resources and references in the resource centre. You will examine texts and grammatical exercises to develop your knowledge of teaching grammar from different perspectives.

Formative Assessment

Make notes on the Structure and Functions of English in a given text and comment on meaning, vocabulary and discoursal features. (500 words)

Assessment

Analyse the Structure and Functions of English in a given text or texts provided by your tutor and explain your understanding of current perspectives on the teaching of grammar and communication. (1500 words)

Assessment Criteria

A satisfactory answer will include a description and analysis of a given text or texts, following a recognised model of grammar.

You will be assessed on your ability to:

- identify structures and functions with examples of both;
- demonstrate knowledge of 'hard' and 'soft' approaches to the teaching of grammar with reference to your understanding of the term "communicative grammar";
- use appropriate register and academic conventions.

Module -	Perspectives on Grammar & Communication
Key Text for Module	Jacqueline Gollin: Deductive and Inductive Language Learning ELTJ 52/1 1998

Essential Reading

Carter, R. & McCarthy, M. (2006)	Cambridge Grammar of English	Cambridge
Murphy, R. (2004)	English Grammar in Use, 3 rd Revised Edition	Cambridge

Indicative Reading

<http://www.edunet.com/english/grammar/toc>

<http://www.learnenglish.org.uk>

<http://www.englishclub.com>

<http://www.edufind.com/english/grammar>

www.webster.commnet.edu/grammar

www.dailygrammar.com

Grammar Books and Resource Books for Teachers:

Biber, D. et al. (1999)	Grammar of Spoken and Written English	Longman
Carter, R., Hughes, R. & McCarthy, M. (2000)	Exploring Grammar in Context	Cambridge
Celce-Murcia, M. & Larsen-Freeman, D. (1998)	The Grammar Book An ESL/EFL Teacher's Course	Newbury House
Gerngross, G., Puchta, H. & Thornbury, S. (2006)	Teaching Grammar Creatively	Helbing Languages
Odlin, T. (1994)	Perspectives on Pedagogical Grammar	Cambridge
Parrott, M. (2000)	Grammar For English Language Teachers	Cambridge
Swan, M. (2005)	Practical English Usage 3 rd Edition	Oxford
Swan, M. & Walter, C. (2002)	The Good Grammar Book	Oxford
Thornbury, S. (1999)	How to Teach Grammar	Longman
Thornbury, S. (2004)	Natural Grammar	Oxford

Grammar Practice

Eastwood, J. (2006)	Oxford Practice Grammar	Oxford
Fuchs, M. & Bonner, M. (2001)	Grammar Express	Longman
Ur, P. (1998)	Grammar Practice Activities	Cambridge
Vince, M. (1999)	Intermediate Language Practice	Macmillan

Module 3: Approaches & Models for Teaching Oral English

Aims

The aims of the module are to examine methodology for the teaching of Speaking skills and to study the sound system of English.

Indicative Content

This module combines techniques for teaching Speaking skills together with the teaching of pronunciation and intonation. You will develop your ability both to produce and teach the English sound system.

Learning Outcomes

You will become confident in your ability to use techniques for teaching pronunciation and intonation. You will also be made aware of discourse features in teaching Speaking. You will study different approaches and models for teaching oral English, especially Speaking skills.

In addition, this module will enable you to:

- produce a good phonemic and prosodic model of English;
- develop classroom exercises to practise segmental and prosodic features;
- examine teaching materials to practise speaking skills with a particular target group of students.

Learning Strategies

A key text is provided which you are asked to read in advance of the first session. The module will first focus on Speaking skills and how to teach these, and will link with the next module 4 on models in ELT Methodology. Teaching will be task based and you will work in small groups. Study of the sound system and phonemic transcription will be carried out in workshop format. You will be encouraged to contribute to discussion, especially regarding your experience of features of spoken English which are challenging for Japanese learners. Individual students may be asked to produce notes and summaries of the sessions.

Formative Assessment

Phonemic Transcription of a given text.

Notes of features of spoken English which are challenging for Japanese learners, with examples from your own experience.

Assessment

Phonemic Transcription of a given text and an analysis of features of spoken English which are challenging for Japanese learners, with suggestions for helping learners to deal with these. (1500 words)

Assessment Criteria

The assignment comprises two parts. A satisfactory answer will include a transcription and an analysis of the key phonemic features of a given text. Accuracy of phonemic transcription and identification of features challenging for Japanese learners of English are important criteria.

The second part will be an analysis of features of spoken English which are challenging for Japanese learners, with suggestions for helping learners to deal with these. Appropriate strategies to assist learners are important criteria. You should refer to your own experience as a learner and teacher of English.

You will be assessed on your ability to:

- demonstrate the accuracy of your phonemic transcription;

- ❑ identify features challenging for Japanese learners of English;
- ❑ demonstrate appropriate strategies to assist learners;
- ❑ use appropriate register and academic conventions.

Module -	Approaches & Models for Teaching Oral English
Key Text for Module	Robin Walker 'International Intelligibility' - English Language Teaching Professional Issue 21 October 2001

Essential Reading

Gardner, B. & Gardner, F. (2000)	Oxford Basics: Classroom English	Oxford
Kelly, G. (2000)	How to Teach Pronunciation	Longman
Thornbury, S. (2005)	How to Teach Speaking	Longman

Indicative Reading (Speaking Skills)

Bilbrough, N. (2007)	Dialogue Activities	Cambridge
Collie J. & Slater, S. (2006)	Speaking 1,2,3,4 (Pre Intermediate to Advanced)	Cambridge
Hadfield, J. & Hadfield, C. (2000)	Simple Speaking Activities	Oxford
Maggs, P. & Hird, J. (2002)	Speaking Activities: Pre-Intermediate-Advanced	Mary Glasgow Magazines

Indicative Reading (Pronunciation and Intonation)

Teachers' Resource Books:

Hewings, M. (2005)	Teaching English Pronunciation	Cambridge
Jenkins, J. (2000)	The Phonology of English as an International Language	Oxford
Roach, P. (2000)	English Phonetics & Phonology: A Practical Course, 3 rd Revised Edition	Cambridge
Wells, J.C. (2006)	English Intonation: An Introduction	Cambridge

Practice Books

Dale, P. & Poms, L. (2003)	English Pronunciation Made Simple (2nd Edition)	Pearson ESL
Gilbert, J. (2005)	Clear Speech	Cambridge

Hewings, M. (2004)	Pronunciation Practice Activities Book and Audio CD Pack: A Resource Book for Teaching English Pronunciation	Cambridge
Underhill, A. (2005)	Sound Foundations, 2 nd Edition	Macmillan ELT
Vaughan-Rees, M. (2002)	Test Your Pronunciation	Penguin/Longman

Module 4: Models in ELT Methodology

Aims

This experiential module will offer opportunities to you to consider your experience of methodology in English Language Teaching as both a learner and teacher, and to reflect on this experience. You will be introduced to current approaches in ELT and be encouraged to analyse these critically. You will study models of ELT, especially communicative language teaching and task-based learning. The module is concerned with ideas on the nature of language and language learning and how they inform classroom practice. We will also explore different learning strategies which enable your students to become more effective language learners.

Indicative Content

The module content will focus on contemporary methodology, especially Communicative Language Teaching and Task-Based Learning. Independent learning autonomy and learning strategies will also be addressed. Links will be made to the teaching of Speaking in Module 3 and the teaching of the aural and oral skills. The teaching of Reading and Writing and the teaching of Integrated skills will be explored together with the teaching of practical communication and exchanging information. The module will enable you to understand the implications of using different models and approaches in language teaching. Independent learning, autonomy and learning strategies will be addressed.

Learning Outcomes

This module will enable you to:

- ❑ isolate and present specific language items in a way that will aid pupils to understand and use them;
- ❑ understand the difference between form, meaning and use in language;
- ❑ analyse existing classroom materials in Japan and devise supplementary materials where necessary to take account of the above;
- ❑ understand the ways in which language is best learnt by pupils and be able to plan lessons to maximise pupil learning;
- ❑ understand the role played by different skills in language learning and plan lessons in order to give appropriate practice in these skills;
- ❑ understand current approaches to ELT and examine how they can be used in practice;
- ❑ be aware of current theory and practice on autonomy and enabling learners to take responsibility for their own learning;
- ❑ examine resources provision for language learning.

Learning Strategies

A key text is provided which you are asked to read in advance of the first session. You will be expected to have prepared for the topic by reading the key text and checking that you understand linguistic terms used in the description of each module.

Initial sessions will be tutor- led followed by discussion. You will examine resources, both text and electronic resources, in order to focus on different skills in language teaching and learning. You will participate in a series of tasks and you should expect to take part in pair and group work. There will be tutor-led presentations to introduce the topics and concepts in the modules. You and fellow students may be asked to produce notes and summaries of the sessions. There will be individual tutorials, especially in selecting appropriate activities for the assignment.

Formative Assessment

Select a language course book and examine the contents or 'map' of the book. Identify the different activities presented for each of the four language skills. Identify other features of interest to you. Prepare a short presentation for your group.

Assessment

Choose one of the following options:

OPTION A

- Select a language course book. Identify and analyse two activities which the book presents. With reference to your understanding of the principles of Communicative Language Teaching, explain the methods you would use to teach these activities. (1500 words)

OPTION B

- Design a plan detailing ways of introducing autonomous learning in your own teaching context with reference to the literature. (1500 words)

OPTION C

- Outline the main arguments for and against Communicative Language Teaching with reference to your own teaching and to the literature. (1500 words)

Assessment Criteria

There are three options for this assignment.

Option A

Describe an English language textbook and provide reasons for its selection together with an analysis of two activities in the book. Credit will be given for reference to methodology and how you would teach the two activities.

You will be assessed on your ability to:

- analyse activities in an English language coursebook;

- demonstrate a general understanding of key principles of the language teaching model chosen, with reference to your own teaching context and experience;
- use appropriate register and academic conventions.

Option B

Describe and explain autonomous learning with reference to the literature. You should produce a clear plan demonstrating your understanding of principles of independent learning.

You will be assessed on your ability to:

- describe and explain autonomous learning with reference to the literature, referring to your own teaching context;
- use appropriate register and academic conventions.

Option C

Provide a clear explanation of Communicative Language Teaching.

You will be assessed on your ability to:

- clearly explain Communicative Language Teaching with reference to the literature;
- present arguments for and against Communicative Language Teaching;
- demonstrate a general understanding of key principles of Communicative Language Teaching with reference to your own teaching context and experience;
- use appropriate register and academic conventions.

Module -	Models in ELT Methodology
Key Text for Module	Ian Tudor Teacher Roles in the Learner Centred Classroom ELTJ 47/1 1993

Essential Reading

Breen, M. & Littlejohn, A. (2005)	Classroom Decision Making	Cambridge
Harmer, J. (2001)	The Practice of English Language Teaching (3 rd Edition)	Longman

Indicative Reading

General

Davies, P. & Pearse, E. (2002)	Success in English Teaching	Oxford
Graves K. (ed.) (2001)	Teachers as Course Developers	Longman
Richards J.C. & Rodgers T.S. (2001)	Approaches and Methods in Language Teaching	Cambridge

Listening

Hadfield, J. & Hadfield, C. (2000) Simple Listening Activities Oxford

Rost, M. (2001) Teaching and Researching Listening Longman

White, G. (1998) Listening Oxford

Speaking

Bilbrough, N. (2007) Dialogue Activities Cambridge

Collie J. & Slater, S. (2006) Speaking 1,2,3,4 (Pre Intermediate to Advanced) Cambridge

Hadfield, J. & Hadfield, C. (2000) Simple Speaking Activities Oxford

Lynch, T. (1996) Communication in the Language Classroom Oxford

Maggs, P. & Hird, J. (2002) Speaking Activities: Pre-Intermediate-Advanced Mary Glasgow Magazines

Reading

Greenall, S. & Pye, D. (2006) Reading 1 2 3 4 (Pre Intermediate to Advanced) Cambridge

Hadfield, J. & Hadfield, C. (2000) Simple Reading Activities Oxford

Nuttall, C. (1995) Teaching Reading Skills In A Foreign Language Heinemann

Writing

Hadfield, J. & Hadfield, C. (2001) Simple Writing Activities Oxford

Hedge, T. (1992) Writing Oxford

Tribble, C. (1996) Writing Oxford

Vocabulary

Gairns, R. & Redman, S. (1986) Working With Words Cambridge

McCarthy, M. & O'Dell, F. (1998) English Vocabulary in Use Elementary Cambridge

Schmitt, N. (2000)	Vocabulary in Language Teaching	Cambridge
Thornbury, S. (2002)	How to Teach Vocabulary	Longman

Autonomous Learning

Benson, P. (2001)	Teaching and Researching Autonomy in Language Learning	Longman
Ellis, G. & Sinclair, B. (1989)	Learning to Learn English Teacher's Handbook	Cambridge
Ellis, G. & Sinclair, B. (1989)	Learning to Learn English Student's Book	Cambridge
Scharle, A. & Szabo, A. (2000)	Learner Autonomy	Cambridge

Computer Assisted Language Learning

Crystal, D. (2006)	Language and the Internet	Cambridge
Dudeny, G. (2006)	The Internet and the Language Classroom	Cambridge
Teeler, D. (2000)	How to use the Internet in ELT	Longman
Windeatt, S., Hardisty, D. & Eastment, D. (2000)	The Internet	Oxford

Websites

<http://www.learnenglish.org.uk/>
<http://www.onestopenenglish.com>
<http://www.britishcouncil.org/learnenglish>
<http://www.educationsoftware.co.uk>
<http://www.linguistic-funland.com/tesl.html>
<http://www.bbc.co.uk/worldservice/learningenglish>
<http://www.english4today.com>
www.eslcafe.com/
<http://www.pacificnet.net/~sperling/eslcafe.html>
www.toefl.org
www.channelenglish.com
www.worldskills.com/level
www.uk.cambridge.org/elt
www.nonstopenglish.com
www.english-online.org.uk
<http://www.vocabulary.com/>
<http://english.ttu.edu/uwc/owl>
<http://iteslj.org/links/TESL/Songs/>
<http://www.dialang.org>
<http://www.comenius.com>
<http://www.breakingnewsenglish.com/>

Module 5: Practical Teaching 1 (Core Principles)

Aims

i) Lesson Planning (ii) Classroom Management (iii) Observation

This module aims to develop practical skills in the language classroom and enable you to plan lessons. You will examine different ways of managing the classroom environment. You will be able to evaluate your own teaching and to be able to offer constructive suggestions to other teachers.

Indicative Content

The module will first present different types of lesson plan for study and you will then write your own lesson plans. Classroom practice will be explored through the use of video and microteaching. You will review your experience to date and discuss theory and practice. The teaching and observation will be organised through peer group micro-teaching and you will be observed teaching on two occasions. In this module, one of these lessons will be assessed.

Learning Outcomes

- By the end of the module you will be able to plan lessons and produce lesson plans.
- You will be confident in your ability to develop a range of tasks and activities.
- You will be able to put principles into practice.
- You will be able to comment on different lesson plans from an informed perspective.
- You will be able to evaluate your own lessons and collaborate with other course students to improve practice.
- You will observe other students' lessons in cooperation with the course tutors following an agreed set of aims and objectives, based on principles of participatory evaluation.

Learning Strategies

The initial session will be tutor-led in lecture style on lesson plans and classroom management. This will be followed by discussion and study of different plans and classroom arrangements. You will examine ways of evaluating lessons and produce observation instruments. Observation instruments or 'schedules' will be produced in collaboration with tutors to encourage participatory evaluation. You will observe lessons taught in different international locations on video/DVD and interviews with the teacher after the lesson, e.g., *Bampfield A Lubelska D Matthews M (1999) Looking at Language Classrooms (Cambridge)* or similar recorded lessons, for discussion.

Arrangements will be made to observe you teaching mini lessons in Tokyo or Osaka. These lessons will be about twenty minutes in length. We will set up 'micro teaching' so that you will teach your fellow students, who will take on the role of students. You will be observed teaching twice in this module. Microteaching will be followed by group discussion and suggestions for improving practice. There will be individual tutorials, especially in lesson preparation, and there will be tutor and peer student feedback, especially following mini lessons. Individual students may be asked to produce notes and summaries of the sessions.

Formative Assessment

Produce an outline lesson plan with language items to be taught, timing, group and pair work, steps, stages, age, ability, and anticipated problems.

Produce an outline observation instrument to be used when observing teaching.

Microteaching.

Prepare and present a lesson for 15/20 minutes and teach this. Your peers will act as your students. (This lesson will **not** be assessed but will be an opportunity to try out tasks and activities in practice).

Assessment

(I) Micro-teaching.

Prepare and present a lesson for 15/20 minutes and teach this. Your peers will act as your students.

This lesson will be assessed.

(The assessment of practice in language teaching will be carried out in Japan and this will be the responsibility of the University of Chichester tutor/s.)

(ii) Written assignment (1000 words)

Produce a Lesson Plan outlining the language items to be taught, timing, group and pair work activities, lesson stages, the age of the students and their ability and outline any anticipated problems.

Explain how you will arrange the classroom for optimum management.

Produce an Observation Schedule to be used when observing teaching.

Comment on your decisions, with reference to the literature.

Assessment Criteria

Teaching practice for this module will be a series of mini lessons. These will be organised as peer micro-teaching in small groups. The lessons will be observed by your tutors and peers. Mini lessons will be assessed following criteria adopted in the observation instruments constructed during the seminars. (Broadly, these will focus on personal qualities, evidence of lesson preparation and implementation, following Prodromou 2002). You will be expected to demonstrate a variety of interactive tasks and show your ability to use of audio and/or visual aids.

There will be two written assignments for this module. The first is a lesson plan, observation instrument and commentary on classroom management. A satisfactory product will show your ability to plan a lesson, following a model of your choice. You will also show your ability to design an observation instrument, following a model of your

choice. You will demonstrate knowledge of different classroom management models. You should use appropriate register and academic conventions. This assignment is to be 1000 words.

You will be assessed on your ability to:

- use references relevantly;
- plan a lesson, following a model of your choice;
- design an observation instrument, following a model of your choice;
- demonstrate knowledge of different classroom management models;
- show understanding of underlying principles of language teaching and reflective practice;
- use appropriate register and academic conventions.

Module -	Practical Teaching 1 (Core Principles)
Key Text for Module	Belinda Ho Using lesson plans as a means of Reflection ELTJ 49/1 1995

Essential Reading

Breen, M. & Littlejohn, A. (2005) Classroom Decision Making Cambridge

Nunan, D. (2006) Task based Language Teaching Cambridge

Indicative Reading

Davies, P. & Pearse, E. (2002) Success in English Teaching Oxford

Harmer, J. (2001) The Practice of English Language Teaching Longman

Harmer, J. (1998) How to Teach English Longman

Hess, N. (2004) Teaching Large Multi level Classes Cambridge

Larsen-Freeman, D. (2000) Techniques and Principles in Language Teaching Oxford

McKay, S.L. (2002) Teaching English as an International Language Oxford

Richards, J. & Rodgers, T. (2001) Approaches and Methods in Language Teaching Cambridge

Spratt, M. (1994) English for the Teacher Cambridge
Tudor, I. (2001) The Dynamics of the Language Classroom Cambridge

Wajnryb, R. (2000) Classroom Observation Tasks Cambridge

Video Packages

Bampffield, A., Looking at Language Classrooms Cambridge
Lubelska, D. &
Mathews, M. (1997)

Module 6: Practical Teaching 2 (Options for Specific Target Groups)

Aims

- To further develop lesson planning and practical skills in the language classroom.
- To focus on one specific age range and to develop practical skills in the language classroom, especially for the selected age range.
- To demonstrate understanding of the ways in which language is learnt and to be able to plan lessons to maximise learning.
- To develop confidence in classroom decision making

Indicative Content

This module will review and develop themes in Practical Teaching from Practical Teaching 1. You will design and then teach a series of lessons for Primary, High school or Adult students. The teaching and observation will be organised through peer-group microteaching and you will be observed teaching on two occasions by University of Chichester tutors.

Learning Outcomes

At the end of this module you will:

- be confident in your ability to develop a wide range of tasks and activities for a specific age range;
- be able to develop a series of lesson plans;
- be able to put language teaching principles into practice;
- collaborate with other course students to improve practice;
- observe other students' lessons in co-operation with the course tutors.

The assessment of practice in language teaching will be carried out in Japan and this will be the responsibility of the visiting Chichester tutors. Arrangements will be made for visiting tutors to observe every teacher's practice in action and we will again arrange for you to take part in microteaching in small groups, following our experience in Practical Teaching 1.

You will produce teaching files of lesson plans designed for your chosen age range and a commentary, in which you explain understanding of underlying principles of language teaching and reflective practice.

Learning Strategies

You will have decided on the age range you wish to focus on in advance of this module, in discussion with your tutors. You will work in small groups with students who have selected the same age group. The main focus will be on practising teaching, producing lesson plans and teaching a specific age range. Resources will be

available to you in your chosen age range.

The initial session will be tutor-led. We will discuss the key text which you will have read in advance of the session. Following the assignment for Practical Teaching 1, we will examine lesson plans and observation instruments. In small groups, you will discuss your thinking on lesson plans and classroom management in the light of experience. Your tutors will work alongside you as advisors and facilitators. You will then plan lessons and teach these in mini lessons. These will be about twenty minutes long. We will again set up 'micro teaching', so that you will teach your fellow students who will take on the role of students. You will be observed teaching twice in this module and both mini lessons will be assessed.

Following your experience in the first module on Practical Teaching, microteaching will be followed by group discussion and suggestions for improving practice. There will be individual tutorials, especially in lesson preparation, and there will be tutor and peer student feedback, especially following mini lessons. The written assignment for this module is twice the normal length, reflecting our view of the importance of this practical experience in teaching the age range you have selected.

Formative Assessment

- (i) Opportunity for practice in trying out tasks and activities if wished, according to demand.
- (ii) Produce a lesson plan for the age range of your choice, Primary, High School or Adult students, with language items to be taught, timing, group and pair work steps, stages, age, ability, anticipated problems.

Assessment: Practical Teaching 2

- (i) Micro-teaching in small groups.

There will be **two** assessed sessions in Practical Teaching 2 (Module 6).

Prepare and present two lessons of 15/20 minutes and teach them. Your peers will act as your students.

Both lessons will be assessed.

(The assessment of practice in language teaching will be carried out in Japan and this will be the responsibility of the University of Chichester tutor/s.)

- (ii) Written assignment (2000 words)

A portfolio or 'Teaching File' of lesson plans based on clearly defined principles and designed for the age range of your choice from Primary, High School or Adult students. A reflective commentary on the file will be included in the portfolio. The file of lessons will include aims, clearly set out stages and an introduction and conclusion. The commentary is to include clear evidence of reference to the principles of language teaching, which underpin the methodology adopted. (2000 words)

Assessment Criteria

The second written assignment is a portfolio of satisfactory lesson plans with an accompanying commentary. The lesson plans will include aims and clearly set out stages, introduction and conclusion. There should be clear evidence of reference to communicative principles, or the language teaching principles underpinning the lesson. A reflective commentary on the lessons should also be included in the portfolio. You should show your ability to use relevant references. The file of lessons should comprise at least three lessons. These should be designed for the age group of your choice from the three options listed. You should use appropriate register and academic conventions in the commentary. This assignment should be 2000 words in length.

(i) Micro-teaching/Mini lessons

You will be assessed on your ability to:

- follow criteria adopted in the observation instruments following Prodrinou 2002, which broadly speaking are:
 - o personal qualities;
 - o evidence of preparation;
 - o implementation.

(ii) A Portfolio of Lesson Plans.

You will be assessed on your ability to:

- provide a reflective commentary on the lessons to be included in the portfolio. The file of lessons should comprise at least three lessons and these will include aims and defined stages. The commentary will include an introduction and conclusion and there should be clear evidence of reference to principles;
- use appropriate register and academic conventions.

Module -	Practical Teaching 2 (Options for Specific Target Groups)
Key Text for Module	Luke Prodrinou 'In Search of a Good Lesson' - English Teaching Professional Issue 22 January 2002

The General Reading for this Module is the same as for Module 5.

Indicative Reading

Resources for Specific Age Ranges

Primary

Cameron, L. (2005)	Teaching Language to Young Learners	Cambridge
Pavlou & Ioannou-Georgiou (2005)	Assessing Young Learners	Oxford
Phillips, S. (1994)	Young Learners	Oxford

Reilly, V. & Ward, S. (1998)	Very Young Learners	Oxford
Vale, D, with Feunteun, A. (2004)	Teaching Children English	Cambridge
Primary Textbooks		
Nakamura, M. & Seino, A. (2005)	English Land series	Longman
Nakata, R. et al. (2006)	Let's Go series (3 rd Edition)	Oxford
Paul, D. (2006)	New Finding Out	Macmillan
Slattery, M. & Willis, J. (2005)	English for Primary Teachers	Oxford

Books/Resources for Primary Teachers

Ellis, G. & Penguin Brewster, J. (2002)	The Primary English Teacher's Guide	Harlow:
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JALT Teaching Children SIG website: <<http://www.tcsigjalt.org/j/index.php>>

Maley, A. (Series Editor) (1994-2004)	Primary Resource Books for Teachers	Oxford
Paul, D. (2003)	Teaching English to Children in Asia	Longman

Junior High School / High School Textbooks

Abbs, B. et al. (2005)	Postcards series (2 nd Edition)	Longman
Buckingham, A. & Hawke, P. (2006)	My First Passport	Oxford
Manin, C.G. & Artusi, A. (2006)	Engage series	Oxford
Puchta, H. et al. (2005)	English in Mind	Cambridge
Richards, J.C. (1998)	Springboard series	Oxford
Whitney, N. (2005)	Star Team series	Oxford

High School

Lindstromberg, S. (2004)	Language Activities for Teenagers	Cambridge
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Books/Resources for High School Teachers

JALT Junior Senior High School SIG website (with link to newsletter "The School

House”):

<<http://juniorseniorhighsig.org/joomla/index.php>>

Japanese Ministry of Education (MEXT) The Course of Study for Foreign Languages (for Lower Secondary School and Upper Secondary School), English website:

<<http://www.mext.go.jp/english/shotou/030301.htm>>

Adult Learners

Mackay, H. & Tom, A. (1999)	Teaching Adult Second Language Learners	Cambridge
Mc McCarthy, M. & O'Dell, F. (1998)	English Vocabulary in Use Elementary	Cambridge
Mc McCarthy, M. & O'Dell, F. (1998)	English Vocabulary in Use Upper Intermediate	Cambridge
Redman, S. (2006)	English Vocabulary in Use Pre-Intermediation & Intermediate	Cambridge

Module 7: Language Learning, Beliefs & Attitudes

Aims

This module revisits themes introduced in the first module and is related to developing independent learning (see module four) The aim of this module is to further explore themes with relation to both the nature of language, and the learning and teaching of language. This module will enable you to identify and reflect on your beliefs and attitudes about language learning and teaching, informed by your studies to date.

In this module you will study these topics in more depth and in developing these ideas you be introduced to aspects of the Psychology of Language Learning and Second Language Acquisition.

Indicative Content

A review of factors which influence language learning and teaching.

Internal factors and external factors will be identified and explored with reference to your knowledge and experience of language learning and teaching.

Learning Outcomes

By the end of this module you will be able to identify internal and external factors which influence language teaching and learning.

- You will have reflected on these factors with reference to your own classroom practice and decision-making.
- You will be equipped to identify internal factors which affect learning outcomes such as aptitude and motivation.

- ❑ You will have examined external factors which will affect learning outcomes, such as exposure to the target language and the position which the language occupies within your culture.
- ❑ You will understand the role of cross-cultural factors in language teaching and learning.

Learning Strategies

Task-based learning through group work will be the principal learning strategies. Sessions on internal and external factors will be tutor-led and followed by student-led presentations. You and your peers will also contribute to seminars by presenting your experience of language teaching and learning. Depending on your interests, we will examine aspects of independent learning, psychological factors and Second Language Acquisition (SLA).

Other topics will be negotiated to include your interests in this area, especially with regard to specific age ranges, Primary, High School or Adult learners.

Formative Assessment

A review of an article in note form, with a summary of the main points and your analysis of the argument and opinion of the article (500 words). This does not contribute to the final grade.

Assessment

A critical review of an article of your choice in the field of Language Learning, Beliefs and Attitudes. (1500 words)

Assessment Criteria

Your answer should include a summary of an article including the main points. Credit will be given for the selection of an appropriate article and for your view of the content of the article linked to your own experience. Your review should include an analysis of the argument and reference to appropriate sources. You should note that the choice of article is important and you should check with your tutor on your selection before you review the article. You will be again be expected to have prepared for the topic by reading the key text, and checking that you understand linguistic terms used in the description of each module.

There will be individual tutorials especially in lesson preparation and student feedback especially following mini lessons.

You will be assessed on your ability to:

- ❑ summarise an article;
- ❑ demonstrate your ability to be critical of the arguments in the article;
- ❑ present your own opinion of the issues;
- ❑ refer to other relevant sources;
- ❑ use appropriate register and academic conventions.

Module -	Language Learning, Beliefs & Attitudes
Key Text for Module	<p>'Motivation in Language Learning' - Marion Williams English Teaching Professional Issue 13 October 1999</p> <p>'The Road to Autonomy Learning" - Jon Taylor - English Teaching Professional Issue 24 July 2002</p>

Essential Reading

Kramersch, C. (2001) Language and Culture Oxford

Indicative Reading

Arndt, V.,
Harvey, P. &
Nuttall, J. (2002) Alive to Language Cambridge

Arnold, J. (2005) Affect in Language Learning Cambridge

Ellis, R. (1997) Understanding Second Language Acquisition
(2nd Edition) Oxford Oxford

Ellis, R. (1994) The Study of Second Language Acquisition Oxford

Lightbown, P. &
Spada, N. (2005) How Languages are learned Oxford

McDonough, S.H. (1995) Strategy and Skill in Learning a Foreign Language Arnold

Puchta, H. &
Rinvoluceri, M. (2005) Multiple Intelligences in EFL Helbing
Languages

Scharle, A. &
Szabo, A. (2000) Learner Autonomy Cambridge

Scovel, T. (1998) Psycholinguistics Oxford

Spratt, M. (1994) English for the Teacher Cambridge

Steinberg, D. (1993) An Introduction to Psycholinguistics Longman

Module 8: Models of Testing & Assessment

Aims

The module aims to introduce some important basic concepts underlying test design, and, building on this theoretical basis, develop tests for use in specific ELT curriculum contexts.

Indicative Content

The module aims to give students practice in devising and assessing tests, where there is a relationship between what is taught and what is tested.

Learning Outcomes

By the end of the module students will:

- recognise specific purposes of tests based on the four skills;
- be able to devise tests on listening, oral, reading and writing skills, either as separate or integrated tests;
- be confident in the use of layout, rubrics, scoring and marking systems;
- recognise the purpose of placement, progress, diagnostic, achievement and proficiency tests;
- be able to devise informal tests;
- be able to analyse published tests in terms of their validity, reliability, practicability and instructional value.

Learning Strategies

A key text is provided which you are asked to read in advance of the first session. You will be expected to have prepared for the topic by reading the key text and checking that you understand linguistic terms used in the description of the module.

You will participate in a series of tasks and you should expect to take part in pair and group work. There will be tutor-led presentations to introduce the topics and concepts in the modules. You should learn how to access electronic sources of articles and your tutors will provide guidance on and practical experience of searching for articles on the Internet. It would be helpful if you could bring copies of tests to the seminars, especially those with which you are familiar.

Formative Assessment

Explain key testing terms, and comment on a selected test in note form with reference to key features of testing. (500 words)

Assessment: Models of Testing & Assessment

1. Review and amend your formative task. (600 words)
2. Choose a “high stakes” test (an external proficiency test, e.g. TOEIC, TOEFL, Eiken etc. or a high school/university entrance examination) and write a critical evaluation of it with reference to the literature on language testing. (900 words)

Assessment Criteria

You will be assessed on your ability to:

- explain accurately and simply each testing term;
- produce, and comment on, a classroom test that successfully achieves its stated purpose using appropriate item types, rubrics and scoring methods;

- ❑ critically evaluate a high stakes test making reference to the literature on language testing in a way that shows a clear understanding of key issues of test design such as test practicality, validity, reliability and backwash effect, etc.;
- ❑ use English correctly with appropriate register and academic conventions.

Module -	Models of Testing & Assessment
Key Text for Module	Using TOEIC The Right Way and the Wrong Way. Childs, Marshall R - Tokyo: The Daily Yomiuri April 26th 2005 available at < http://linguanews.com/php_en_news_read.php?section=s2&dx=2356 >

Essential Reading

Brown, H.D. (2003)	Language Assessment	Longman
Hughes, A. (2003)	Testing For Language Teachers	Cambridge

Indicative Reading

Alderson, J.C. (2000)	Assessing Reading	Cambridge
Alderson, J.C., Chapman, C. & Wall, D. (1995)	Language Test Construction and Evaluation	Cambridge
Buck, G. (2001)	Assessing Listening	Cambridge
Cheng, L. (2007)	Changing Language Teaching through Language Testing: A Washback Study (Studies in Language Testing 21)	Cambridge
Cushing Weigle, S (2002)	Assessing Writing	Cambridge
Davies, A. et.al (2007)	Dictionary of Language Testing (Studies in Language Testing 7)	Cambridge
Douglas, D. (2000)	Assessing Language for Specific Purposes	Cambridge
Harris, M. & McCann, P. (1994)	Assessment	Cambridge
Luoma, S. (2004)	Assessing Speaking	Cambridge
McKay, P. (2006)	Assessing Young Language Learners	Cambridge
O'Malley, M. & Pierce, L. (1996)	Authentic Assessment for English Language Learners	Longman
Purpura, J. (2004)	Assessing Grammar	Cambridge

Read, J. (2001)	Assessing Vocabulary	Cambridge
Wall, D. (2007)	The Impact of High-Stakes Examinations on Classroom Teaching: A case study using insights from testing and innovation theory (Studies in Language Testing 22)	Cambridge
Weir, C.J. (2005)	Language Testing and Evaluation	Palgrave Macmillan

Articles:

Akiyama, T. (2003)	Assessing Speaking: Issues in school-based assessment and the introduction of speaking tests into the Japanese senior high school entrance examination	JALT Journal 25.2, 117-141
Jenkins, J. (2006)	The spread of English as an international language: A testing time for testers	ELT Journal 60.1, 42-50
Kikuchi, K. (2006)	Revisiting English entrance exams at Japanese universities after a decade	JALT Journal 28.1, 77-96
Leung, C & Lewkowicz, J. (2006)	Expanding horizons and unresolved conundrums: Language testing and assessment	TESOL Quarterly 40.1, 211-234
Taylor, L. (2006)	The changing landscape of English: Implications for language assessment	ELT Journal 60.1, 51-60

Module 9: Developing & Adapting Materials for Different Age & Ability Groups

Aims

This module will address specific age groups and thus link with Practical Teaching Module 6. You will examine materials provided for study in teaching and learning English in your own professional setting and go on to consider how other supplementary materials might be employed to improve current provision.

Indicative Content

You will explore data and material available from other sources, especially “authentic” materials, multi media and material accessed over the Internet. You will adapt existing materials for the age range of your choice, Primary, High School or Adult students, and evaluate them in practical 'hands on' workshops.

Learning Outcomes

By the end of this module you will:

- Be aware of principles of materials production;
- be able to develop appropriate materials, meeting the needs and interests of your students;
- have tried out the materials produced in your classrooms;

- be able to report back on their effectiveness and suitability.

Learning Strategies

A key text is provided which you are asked to read in advance of the first session. This module is essentially a materials development workshop and is very practical. You will select materials from various sources and explore ways of developing original and authentic material. You will access material via the Internet. You will also be encouraged to collect brochures and other materials in English set in the Japanese context for use in the language classroom.

Formative Assessment

Selection of appropriate, original and authentic material for the age range of your choice.

Make notes on why you selected this material and explain how you would adapt it for your students.

Assessment

Production of a task based on original and authentic material with an accompanying commentary on principles of materials design. The task should be devised for a specific age range of your choice, Primary, High School or Adult students. (1500 words or equivalent)

Assessment Criteria

You should include original and authentic material and a reflective commentary on principles of materials design with reference to the literature. You should have tried out the material as a formative task and you should reflect and report on the experience. You are free to select the level of the class you are creating the material for, but it is also important to note that your choice of text should reflect that decision and will play a major part in the assessment of it. This assignment will be graded in two parts: 50% for the class profile and commentary, and 50% for the production of the material itself.

The class profile should take the following into consideration:

- Number of students;
- Age;
- Level;
- Occupation;
- Length of class;
- Student interests, needs, etc

You will be assessed on:

- your ability to produce original and authentic material combined with a reflective commentary on principles of materials design with reference to the literature;
- having tried out the material as a formative task and reflected upon and reported upon the experience (or see alternative criteria below).

Commentary

After selecting the text that you are going to adapt as teaching material, you will be assessed on your ability to:

- explain your reasons for selecting the text and explain how it fits in with your chosen class profile;
- indicate which techniques you have employed in producing your worksheet(s), and the skills, functions, grammatical structures, you expect students to negotiate in completing it/them.

Production of worksheet

- 1 x **lead-in activity**
- 1 x **reading activity**
- 1 x **listening activity (tape optional)**
- 1 x **follow-up activity**

Module -	Developing & Adapting Materials for Different Age & Ability Groups
Key Text for Module	Sue Murray 'Authentic Interest' - Modern English Teacher Volume 10 No. 1 2001

Essential Reading

Tomlinson, B. (ed.) (2006) Materials Developed in Language Teaching Cambridge (ed.)

Indicative Reading

Cunningsworth, A. (1995)	Choosing Your Coursebook	Macmillan
Harmer, J. (1998)	How to Teach English	Longman
Hess, N. (2001)	Teaching Large Multilevel Classes	Cambridge
Kelly, G. (2000)	How to Teach Pronunciation	Longman
McDonough, J. & Shaw, C. (2003)	Materials and Methods in ELT	Blackwell
Prodromou, L. & Clandfield, L. (2006)	Dealing with Difficulties	Delta Publishing
Sanderson, P. (1999)	Using Newspapers in the Classroom	Cambridge
Teeler, D. (2000)	How to use the Internet in ELT	Longman
Thornbury, S. (1999)	How to Teach Grammar	Longman
Thornbury, S. (2000)	How to Teach Vocabulary	Longman

Module 10: TESOL in the World

Aims

This module links back to the first in revisiting conceptions of a rationale for teaching English in Japan. You will study the role of English in the world and explore models of English and Englishes with reference to Standard English, General American and other varieties.

The module aims to raise awareness of increasing internationalisation and globalisation in the economic, social and technological fields and the role of English and TESOL.

To consider the need to communicate in a foreign language, particularly English, given the importance of international communication.

Indicative Content

To explore the notions of “internationalisation” and “globalisation”. To consider the role of English in the Japanese socio-cultural context in which Japanese use English to function in specialist fields, and to be active at an international level. You will also examine Englishes and models of English in the language classroom.

Learning Outcomes

By the end of this module you will be able to explore these issues and reflect on them and discuss the implications for language teaching, especially in Japan. You will be able to discuss the role of English in the world. From an informed perspective, you will be able to consider English and Englishes in different social cultural contexts.

Learning Strategies

A key text is provided which you are asked to read in advance of the first session. There will be a tutor led session in the form of a lecture to introduce the key concepts of the module. There will be discussion of case studies, which you are encouraged to access in journals and on line and present in seminars. You will discuss selected readings, supported by relevant web sites, especially 'English Next'. Having identified areas of interest in TESOL in the world, you will carry out independent research.

Formative Assessment

Poster session. You will design a poster in small groups to reflect your understanding of some of the key principles discussed in the seminars. You will then be asked to explain your ideas to the whole group.

Assessment

A personal reflection on contemporary trends in teaching English as an International Language in the Japanese context and in the wider world. (1500 words)

Assessment Criteria

Credit will be given for evidence of personal engagement in this area, for example

through developing international links with schools and teachers in another country.

You will be assessed on your ability to:

- ❑ show evidence of understanding of this topic and knowledge of contemporary trends, with reference to Japan and to the wider world;
- ❑ use appropriate register and academic conventions.

Module -	TESOL in the World
Key Text for Module	Graddol, D The Future of English? (1997) The British Council English Language Teaching Professional.

Essential Reading

Block, D. & Globalisation and Language Teaching Routledge
Cameron, D. (eds) (2002)

Crystal, D. (2004) English as a Global Language. Cambridge

Indicative Reading

Crystal, D. (1995) The Cambridge Encyclopaedia of the English Language Cambridge

Freeborn, D. (1996) Varieties of English Methuen

Graddol, D & English in a changing World AILA
Meinhof, U.M. (1999)

Graddol, D. (1997) The Future of English? The British Council
Available at: <http://www.britishcouncil.org/korea-tc-tt-elt-event-calendar-english-next.htm>

Graddol, D. (2006) English Next The British Council
Available at: <http://www.britishcouncil.org/korea-tc-tt-elt-event-calendar-english-next.htm>

Jenkins, J. (2003) World Englishes Routledge

Kirkpatrick, A. (2007) World Englishes (and CD Rom) Cambridge

Kramsch, C. (2001) Language & Culture Oxford

Phillipson, R. (1992) Linguistic Imperialism Oxford

Tomalin, B. & Cultural Awareness Oxford
Stempleski, S. (1991)

Trudgill, P. & International English - A Guide to the Arnold
Hannah, J. (2002) Varieties of Standard English (4th Edition)

英国国立CHICHESTER大学英語教授法

DIPLOMA in Practical English Teaching

スクーリング年間授業日程表 (東京・大阪)

2011年5月～2012年4月

Year 2 (1年間コース)			カリキュラム概要
	月	時間	
1回	5月～10月 セメスター1 大阪：土曜日 東京：日曜日 (8月を除く)	10:00～17:00	インダクション (概要説明)
2回			Understanding the nature of Language
3回			Understanding the nature of Language
4回			Perspectives on Grammar and Communication
5回			Perspectives on Grammar and Communication
6回	11月～4月 セメスター2 大阪：土曜日 東京：土曜日 (12月を除く)	10:00～17:00	Approaches and Models for Teaching Oral English
7回			Models of Testing and Assessment
8回			Models of Testing and Assessment
9回			Developing and Adapting Materials for Different Age and Ability Groups
10回			Developing and Adapting Materials for Different Age and Ability Groups
			Tesol in the Word

夏期集中スクーリング		10:00～17:00	Approaches and Models for Teaching Oral English Models in ELT Methodology Practical Teaching
東京	8月3日(水)～ 8月7日(日)		
大阪	7月27日(水)～ 7月31日(日)		
冬期集中スクーリング		10:00～17:00	Language Learning, Beliefs and Attitudes Tesol in the Word Practical Teaching
東京	12月8日(木)～ 12月12日(月)		
大阪	12月1日(木)～ 12月5日(月)		

(2010年6月現在の予定です。上記日程は、大学の都合で変更される場合があります。)

- * DIPLOMA (Year 2) は、1年間で修了します。卒業者はMAへ進学が可能です。授業は出席の義務があります。授業を欠席される場合は、CD 講義録を希望により利用することが出来ます。チュートリアルは、ローカルチューター (国内の大学の外人教授・講師) が担当します。集中講義は、英国より講師が来日して講義を行います。途中欠席の場合は、CD で欠席された講義を補ってください。

東京会場チュートリアル(DIPLOMA) 2011年度 予定

専門職大学院(神田キャンパス)ゼミ室・講義室・PC遠隔教室 神保町駅より徒歩2分

	日 程	予定教室
1	2011年5月28日(土)午前10時~午後5時	専門職大学院
2	2011年6月25日(土)午前10時~午後5時	専門職大学院
3	2011年7月23日(土)午前10時~午後5時	専門職大学院
4	2011年9月17日(土)午前10時~午後5時	専門職大学院
5	2011年10月22日(土)午前10時~午後5時	専門職大学院
6	2011年11月26日(土)午前10時~午後5時	専門職大学院
7	2012年1月28日(土)午前10時~午後5時	専門職大学院
8	2012年2月25日(土)午前10時~午後5時	専門職大学院
9	2012年3月24日(土)午前10時~午後5時	専門職大学院
10	2012年4月14日(土)午前10時~午後5時	専門職大学院

* 会場は2010年6月現在の予定です。大学の都合により変更される場合があります。

大阪会場 チュートリアル(DIPLOMA)

前期・後期:リソースセンター 集中講義:大阪大学(中之島センター)

	日 程	予定教室
1	2011年5月21日(土)午前10時~午後5時	5階教室
2	2011年6月18日(土)午前10時~午後5時	5階教室
3	2011年7月16日(土)午前10時~午後5時	5階教室
4	2011年9月10日(土)午前10時~午後5時	5階教室
5	2011年10月15日(土)午前10時~午後5時	5階教室
6	2011年11月19日(土)午前10時~午後5時	5階教室
7	2012年1月21日(土)午前10時~午後5時	5階教室
8	2012年2月18日(土)午前10時~午後5時	5階教室
9	2012年3月17日(土)午前10時~午後5時	5階教室
10	2012年4月7日(土)午前10時~午後5時	5階教室

受講資格

DIPLOMA英語教授法

1. 短大（専門学校）卒業以上（卒業学部・専攻は問わない）
2. IELTS5.0 TOEFL500 以上・その他同等の英語力証明書可
TOEIC730 以上
3. 教師・教職経験者で再研修を希望する方
4. 教職を目指す方、指導経験のない方も受講ができます。

MA(TESOL)英語教授法

1. 大学（4年）卒業以上（卒業学部・専攻は問わない）
2. IELTS6.0 TOEFL600 以上・その他同等の英語力証明書可
教師・教職経験者（教師として経験のある方）3年以上
公立私立学校・大学教職員（退職者を含む）・英語学校・塾の講師経験者

申込方法

英文願書に必要事項を記入し卒業証明書・英語能力証明書を同封し下記に郵送又はメールで添付ファイルにてお送りください。（3ヶ月以内に大学から文書で受講許可についてお知らせします。）

郵送先：〒530-0013

大阪市北区茶屋町2-30

CHICHESTER 大学リソースセンター

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メール：ワードの英文願書に記入しお送りください。Statement は、別紙A4サイズ1枚を別に添付してください。

証明書等は、郵送でお送りください。 [info@diploma.or.jp](mailto:info@diploma.or.jp)

## 入学審査料

**20,000円** 郵便局で納入してください。（**願書送付後1週間以内**）

口座番号：記号14130 番号84929771

名義： 特定非営利法人 国際ディプロマ協会

添付書類（後日郵送可）

\* 卒業証明書 1通

\* 英語能力証明書 1通



**Tuition fee**

DIPLOMA in Practical English Teaching (1-year course)

| Content (Year-round)              | Payments (3 times a year)    | Pay month |
|-----------------------------------|------------------------------|-----------|
| Schooling (10 times a year)       | 299,250 yen including 5% tax | April     |
| Summer intensive phase (July)     | 299,250 yen including 5% tax | July      |
| Winter intensive phase (December) | 299,250 yen including 5% tax | November  |

\* Other miscellaneous expenses:

Annual membership fee: 10,500 yen including tax

\* Costs for teaching materials and photocopies: Candidates should pay the actual costs. Candidates should buy reference books used for the correspondence education and write an essay with self-responsibility.

\* \* \* \* \*

MA (TESOL) Master's Degree (New students)

| Content (Year-round)           | Payments (3 times a year)    | Pay month     |
|--------------------------------|------------------------------|---------------|
| Each module of the first year  | 346,500 yen including 5% tax | Jul, Aug, Mar |
| Each module of the second year | 346,500 yen including 5% tax | Jun, Aug, Mar |
| Dissertation                   | 199,500 yen including 5% tax | Aug           |

Required number of modules depends on desired certificate / degrees. Only desired modules can be taken.

Dissertation should be taken after finishing the course to earn MA. Period for the essay-writing is six months. (Only those who finished 6 modules are eligible.)

\* Other miscellaneous expenses:

Annual membership fee: 10,500 yen including tax

(Should be paid every year while at UOC)

\* Costs for teaching materials and photocopies: Candidates should pay the actual costs. Candidates should buy reference books used for the correspondence education and write an essay with self-responsibility.

Payment Procedures:

Above payments should be made in each pay month (3 times a year) to the following post office account.

Account number: Reference number 14130, Number 84929771

Name: International Diploma Council, Specified nonprofit services corporation

## 学費

### DIPLOMA 英語教授法 受講期間：1年

| 講義内容(年間)      | 納入費(年3回納入)                 | 納入月 |
|---------------|----------------------------|-----|
| スクーリング(年間10回) | <b>299,250円税込</b> 285,000円 | 5月  |
| 夏期集中講義(7月)    | <b>299,250円税込</b> 285,000円 | 7月  |
| 冬期集中講義(12月)   | <b>299,250円税込</b> 285,000円 | 11月 |

(年間3回納入)

分割納入ご希望の場合:(第1-第10モジュール)

99750円(5月~1月)9回分納 毎月20日

\* その他諸費用:

年会費: 10,500円税込

### MA(TESOL) 修士学位 英語教授法 受講期間：2年6ヶ月

| 講義内容(年間)      | 納入費(年3回納入)                 | 納入月    |
|---------------|----------------------------|--------|
| 2009年1~3モジュール | <b>346,500円税込</b> 330,000円 | 7月8月3月 |
| 2010年4~6モジュール | <b>346,500円税込</b> 330,000円 | 6月8月3月 |
| ディザテーション      | <b>199,500円税込</b> 190,000円 | 8月     |

(年間3回納入)

分割納入ご希望の場合:(第1モジュール)

126000円(税金・年会費を含む)納入期限:7月30日

115500円(税込)納入期限:8月25日

115500円(税込)納入期限:9月25日

(第2モジュール)

115500円(税込)納入期限:10~12月(各月25日)

\* 希望する資格・学位により必要なモジュール数が異なります。希望するモジュール数のみ受講が可能です。修士学位MAを希望される場合は、Dissertationをコース修了後に選択します。

\* その他諸費用:

年会費: 10,500円税込 (毎年)在籍者

納入方法: 郵便局で納入してください。

納入月に上記の費用を納入します。

振込先:口座番号:記号14130 番号84929771

名義:特定非営利法人 国際ディプロマ協会

## 受講会場

### 大阪第1会場：大阪大学（中之島センター）

大阪大学中之島センターの正面玄関は中之島通に面しております。10階建ての最上階がガラス張りで薄緑色に見える建物が大阪大学中之島センターです。アクセス：大阪駅から地下鉄四ツ橋線 肥後橋駅より徒歩10分 大阪市バス（53系統・75系統）大阪駅前バスターミナルから田裏橋 下車 徒歩1分 タクシーで越しの際は、大阪市立科学館 北側の 大阪大学中之島センター



### 大阪第2会場：CHICHESTER 大学リソースセンター(図書室)

聖パウロ教会ビル 5階 (\*受講人数が10名以上の場合は大阪大学で実施します。)

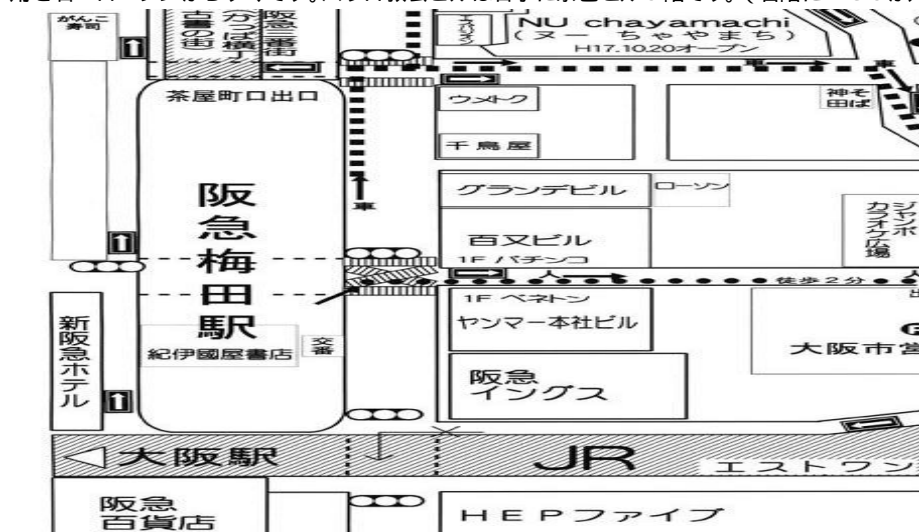
530-0013 大阪市北区茶屋町2-30号

JR大阪駅より徒歩5分・高速バスターミナルより徒歩3分・新大阪駅より車で15分

大阪空港(伊丹)よりリムジンバス(梅田)まで40分・関空より50分

大阪会場 道順について

大阪駅からヨドバシカメラ側に出て新阪急ホテルの前を通り阪急電車(梅田)茶屋町口までお越しください。茶屋町口の交差点を左に「英会話のNOVA」のサインのあるビルの1階に、ZARAと千鳥屋(和菓子)の角を右へローソンからすぐです。パウロ教会ビルは右手に茶色ビル5階です。(各階にNGOが入っています。)



東京第1会場：日本工業大学 専門職大学院（神田キャンパス）  
 集中講義・チュートリアル会場：ゼミ教室・講義室・PC遠隔教室  
 書籍棚を常設（参考書籍を貸出可能）\*入館証が必要です。



神田キャンパス 所在地 〒101-0051 千代田区神田神保町 2-5 | 神保町駅下車（東京メトロ半蔵門線、都営三田線、都営新宿線）「A1」又は「A6」出口より徒歩2分



2007年10月 DIPLOMA 第5期生 TESOL 修士学位 授与式



2008年10月 DIPLOMA 第6期生 授与式

モジュール参考書籍サイト \* \* \* \* \*

下記のサイトから各モジュールで使用する書籍・推薦書籍・ジャーナルなどが検索  
出来ます。購入も可能です。

<http://www.diploma.or.jp/chichester/cgi-bin/book/>

簡易のパスワードでモジュールの参考書籍を閲覧・書籍の注文ができます。

**ID : diploma ・ パスワード : idcbook**

\* \* \* \* \*



## DIPLOMA IN PRACTICAL ENGLISH TEACHING QUOTES FROM PAST STUDENTS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>“I have been teaching for twenty-two years but everything on this programme has been new for me.”<br/>Osaka Student Representative<br/><b>2003</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>“Many practical activities (micro-teaching), lots of presentations. Summarising and presenting and discussing which part we can use to each work was a great help.”<br/><b>2003</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>“The Diploma in Practical English Teaching course was well organised. Although it was an 'off-site' learning classes, I felt very close to the teachers and school faculty of the University of Chichester. Without hesitation I could have email contact with both UK-based tutors and local tutors”.<br/><b>2004</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>"The Diploma in Practical English Teaching programme was one of the most meaningful, significant and fulfilling experiences in English education I have had. I could learn up-to-date theories of English teaching and practical methods of Communicative Language Teaching through the modules on the programme. The Diploma in Practical English Teaching course was well organised. Although it was an "off-site" programme, I felt very close to the teachers of the University of Chichester".<br/><b>2004</b></p>                                                                                                                                                                                                                                              |
| <p>“I could learn world-wide issues, facts about language. Also could learn about Japanese education, and think about my own situation.”<br/><b>2004</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>“I didn't know the existence of Autonomous Learning. This programme helped me to see the new way to relate myself to English teaching and learning.”<br/><b>2004</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>“The most recent Japanese ELT syllabuses for lower and upper secondary school learners were carefully identified and analysed with a consideration of policy issues in Japan.”<br/><b>2005</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>“It was one of the most meaningful, significant and fulfilling experiences in the English education I have had. I am beginning to understand what the essential factors to make productive and enjoyable classes and to play an efficient role as a teacher. I could learn up-to-date theories of English teaching and practical methods of CLT through the modules of Diploma in Practical English Teaching.</p> <p>Also the Diploma in Practical English Teaching course was well organised. Although it was an 'off-site' learning classes, I felt very close to the teachers and school faculty of University College Chichester. Without hesitation I could have email contact with both UK-based tutors and local tutors”.<br/><b>2004</b></p>                 |
| <p>“I had a chance to look into real English and the Japanese English curriculum and could think about the importance of syllabus.”<br/><b>2005</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>“It was very practical as we did micro-teaching. It was very useful that we had opportunities to make lesson plans in English.”<br/><b>2005</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Thank you very much for the DipPET. I enjoyed every minute of the session and learned a lot of things. This course is exactly what I want and need for my job.<br/>I would like to inform you of my new opportunity to teach English at a cram school in Yokohama from this March. This cram school is unique because it offers "extensive reading class" for junior and senior high school students as well as "special English" only for entrance examinations of universities. I am going to be a teacher of this Extensive Reading Class! They highly evaluated that I am studying in the DipPET course when they decided to employ me. I would appreciate that you and all other teachers have provided this practical excellent programme.<br/><b>2008</b></p> |

# 英語教授法 DIPLOMA

ONLINE REQUEST FORM

(募集要項希望)

お名前

ふりがな