



Regional Institute of English, South India
Jnanabharathi Campus, Bangalore – 560 056

30-day Online Course: Certificate in English Language Teaching (CELT)

The Regional Institute of English South India (riesielt.org) is a premier institute in India established in the year 1963 for the cause of English Language education. The Institute caters to the English language needs of its member states namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Telangana and Puducherry. The short and long-term in-service training programmes offered by the Institute to the teachers of English develop their professional skills and subject competences and also create an awareness of the issues and trends in the field in terms of curricular reforms, syllabus requirements, teaching-learning resources, integration of learning technologies, reforms in testing and evaluation, etc.

This year, we propose to conduct online courses for the professional development of teachers in member states. One such programme proposed is the 30-day Certificate in English Language Teaching (CELT).

The main objectives of the 30-day online CELT programme are as follows:

- engaging the participants in reflective practices so as to help them evaluate / improve their own classroom teaching.
- providing a vibrant platform to the participants to update their knowledge and skills in English language as well as to practice and sharpen their English language skills
- offering opportunities to the participants to acquire professional skills including those in educational technology that can be employed for classroom teaching, review, enrich and produce teaching-learning materials for the preparation and implementation of effective assessment tools and procedures.
- developing a passion for reading and to enthuse them to hone their own writing including creative writing.
- providing hands on experience in designing and planning interesting, effective and innovative ways of teaching in which learners can be engaged in a variety of activities that result in accelerated learning of English language
- creating an awareness in the understanding of teacher-learner roles and to gain an insight into the relationship between the teacher, the learner, the school and the community with all the professional and ethical implications.
- making the teacher participants realize the need to develop and the process is lifelong
- sharing online resources and technological tools available that will equip teachers with the necessary skills required to teach English in synchronous and asynchronous modes
- developing above all, the ability to communicate well for effective classroom interaction and content transaction.

Duration of the programme: 30 days

Dates: 02 November 2020 to 01 December 2020

Sessions: 4 hours per day

2 hours of input by the RIESI faculty (2.00 to 3.00 pm and 3.15 pm to 4.15 pm) from Monday to Friday + 2 hours of self-study (before or after the school hours) by the course participants

Mentoring in small groups: Saturdays

Platform: (will be informed later)

THE RIESI STAFF

Director : Mr. Gopalakrishna H N

Course Coordinator : Dr Pooja Giri , Lecturer

Faculty

- ❖ Dr. C. Ravinarayan, Professor (CRN)
- ❖ Dr. Hitesh C. Bhakat, Professor (HCB)
- ❖ Dr. Pooja Giri, Lecturer (PG)
- ❖ Dr. Uzma S. Raheel, Lecturer (UR)
- ❖ Mr. Suman Bandi, Lecturer (SB)
- ❖ Dr. S. Gururaj, Lecturer (GR)
- ❖ Mrs. Padmashree R P, Lecturer (PRP)

Administrative Officer : Ms. Padmashree . R.P.

Accounts : Ms Anitha

Library Staff : Ms. T. Manjula Librarian
Mr. Abhilash Y. G Library Assistant
Ms. Bhagyalakshmi Library Assistant

Language Laboratory : Mr. K. Raghavendra, Technical Assistant

PA to the Director cum DEO : Mr. C. Prem Kumar

Course In-charge : Ms. M V Jayanthi, FDA

Broad areas for transaction

SI No.	Topics	Details	Faculty	Assignments (10 marks each)
1	Listening and speaking	Importance of listening skill- Activities to develop listening comprehension Introduction to Phonetics – IPA symbols: Consonant sounds Vowel sounds: Pure vowels and Diphthongs Suprasegmental Features Syllabification; Word Stress Sentence stress; Intonation	UR	

2	Reading	Fundamentals of Reading – Bridging gaps Vocabulary in Context for Reading Fluency and Reading Comprehension Exploring Resources for Reading Testing Reading through Reading	SGR	
3	Grammar	Sentence types and Sentence Structures Verbs- Forms, Functions & types Tenses - Forms & Functions and Framing questions Active & Passive Voice Reported Speech	SB	
4	Writing	Writing sentences Paragraph writing Dialogue writing Writing stories Letter writing: formal and personal	PRP	
5	Classroom research	Learning Outcomes What is classroom research? Critical incidents, reflective practices and exploratory Action research Framing RQs Data collection methods Presentation of data, plan for action research – teaching during the pandemic Presentation of action plans	CRN	
6	English language pedagogy	Introduction to Second Language Teaching and Learning Recent trends in English Language Teaching Teaching of a poem (selected from High school textbook) integrating the recent trends. Understanding Learning outcomes (Level: VIII-X) and framing activities. Learner psychology (Young Adolescent Language Learners)	PG	
7	Teacher Professional Development	The concept and Needs of Teacher Professional Development, The means for Professional Development Dimensions of Professional Development and skills needed in Professional Development Areas of Professional Development and Strands of Professional Development Trainer Skills	HCB	

Some important instructions about online teaching and learning

- ✓ Familiarise yourself with all the features of the online platform. Make the best use of the online time.
- ✓ Spend two hours on self-study every day.
- ✓ There will be mentoring sessions with the faculty on every Saturday. Clarify all your doubts, share your difficulties and experiences during the mentoring sessions.
- ✓ Be always punctual in attending the online classes. Log in 10 minutes before the sessions begin. Your attendance will be monitored regularly.
- ✓ Listen to the tutors carefully, make notes of important points and raise questions relevant to the topics discussed.
- ✓ Actively participate in all the sessions and activities using different options available on the chosen platform. For example, use the Learning Management System (LMS) to post your comments, upload assignments, download course materials, use the chat window during presentation, etc.
- ✓ Be punctual in submitting all the tasks and assignments
- ✓ Prepare audio and video resources wherever necessary and learn how to upload them on the platforms suggested
- ✓ Keep the online platforms secure and safe.

Examination and Certification

- ❖ Your performance in the CELT will be assessed for 100 marks. Those who complete the course successfully are eligible to get a course completion certificate.
Break-up of marks
- ❖ The Faculty will conduct continuous assessment by giving assignments, projects and online tasks. These will be for 70 marks.
- ❖ You will be asked to read an academic article from an ELT journal and present a summary of the article. This presentation will be assessed for 10 marks.
- ❖ You will also be asked to write a lesson plan and submit a video of a lesson which will be assessed for 10 marks.
- ❖ There will also be a post-test for 10 marks.

The following grades will be awarded based on your performance in the course.

A+	-	80 and above
A	-	70 - 79
B	-	55 - 69
C	-	40 - 54
D	-	Below 40

Contact Nos:

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Wish you a happy online learning experience!

Director, Faculty and Staff

**-Sd-
DIRECTOR**