

TEFL International TESOL Certificate Syllabus
An Internationally Recognized TESOL Certificate Course

Course Content

- I. Foreign Language Experience.
 - The trainee will complete a daily learning journal during the foreign language experience, culminating in a 500-word conclusion. The focus is upon critical reflection on the learning experience, and useful insights for teaching.

- II. Language Awareness.
 - Grammar. (10 hours) Inputs cover word classes, simple sentence elements, complex sentences and clauses, verb time and tense, aspect and conditionals and modals, phrasals and voice.
 - Phonology. (10 hours) Covering: phonemics, rhythm, stress, intonation, place & manner of articulation and connected speech.

- III. Student Profile. (14 hours) Trainees work with individual students on rapport-building, error analysis and correction and addressing individual student needs. Three meetings with the student are required including transcription and error analysis of audio and written samples, culminating in a 60-minute session observed by a trainer.

- IV. Teaching Techniques. (30 hours) Teaching technique inputs normally cover:
 - approaches to language learning
 - warmers and modeling
 - controlled practice
 - interactive blackboards
 - lesson planning models – with peer teaching
 - appropriate language and comprehensible input
 - language in context – with peer teaching
 - vocabulary: cotext and context
 - communicative activities
 - theater techniques
 - textbook review and evaluation
 - classroom management
 - listening activities
 - pronunciation activities
 - songs and chants
 - reading activities
 - writing activities
 - teaching young learners
 - using video and CALL
 - feedback and testing

- V. Teaching Practice and Observation. Trainees complete:
 - 3 hours of observing experienced teachers
 - 1 hour observing professionally developed video
 - 20 hours of peer observation
 - 1 hours of shared teaching practice
 - 6 hours of individual teaching practice

- VI. Materials Project. (10 hours) All trainees must develop two sets of materials used during the teaching practice. Each set must be durable, capable of being used for more than one lesson context and easily portable. The materials may include visuals, audio or video tape, cue cards and class handouts, but may not be photocopied from published sources. Trainees are required to adapt from commercial sources, or develop original materials. The summation of this project is a presentation to the trainers on how the materials were used, how they could be improved and how they might be used in another context.

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Course Syllabus –

Component	Objectives	Description	Hrs	Task Assessed
I. Foreign Language Experience	<ul style="list-style-type: none"> Awareness of being a student Reflections for teaching 	Trainees are given basic instruction in a foreign language	6 hrs	Foreign Language Journal 10% total
II. Language Awareness	<ul style="list-style-type: none"> Basic terminology and concepts of grammar and phonology 	Class inputs and self-study materials covering: <ul style="list-style-type: none"> Word classes Sentence elements Complex sentences Verbs: tense & time Aspect & conditional Modals, phrasals & voice Phonemics Place & manner of articulation Rhythm & stress Intonation Transcription & error analysis Connected speech 	20 hrs	Grammar and phonology tests 15% total
III. Student Profile	<ul style="list-style-type: none"> Build rapport with a tutorial student Build a profile of the student as an individual Analyze errors Teach a focused, personalized lesson 	Trainee meets with a one-on-one student three times to: <ol style="list-style-type: none"> Get to know the student Get language sample and go into more depth with student interests Teach a lesson focused on the student's needs 	14 hrs	<ul style="list-style-type: none"> Tape transcription Lesson plans Self-observation forms Trainer feedback 10% of total
IV. Teaching Techniques	<ul style="list-style-type: none"> Introduce concepts of learning Model basic teaching models and behaviors Practice these models and behaviors 	Input sessions focused on demonstrations of basic teaching skills, & peer teaching practice, including: <ul style="list-style-type: none"> Warmers and Modeling Controlled Practice Language in Context Correct Language & Comprehensible Input Interactive Blackboards Vocabulary: Context & Cotext Communicative Activities Songs & Chants Listening Grammar & errors Classroom Mgmt Reading to Writing – Beginning Levels Coursebook Evaluation & Adapting Texts Writing – Beginning to Advanced Pronunciation English for Academic Purposes Teaching 1 to 1 Teaching Young Learners Theater Techniques Testing Business English 	30 hrs	<ul style="list-style-type: none"> Peer teaching performance Teaching practice Performance 0% of total
V. Teaching Practice (TP)	Demonstrate the ability to: <ul style="list-style-type: none"> develop rapport 	Trainees: <ol style="list-style-type: none"> observe experienced teachers (3 hrs) 	Prep	<ol style="list-style-type: none"> Lesson plans Self-evaluation forms Tutor feedback forms &

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	<ul style="list-style-type: none"> with students apply basic classroom teaching skills and concepts utilize materials to support modeling and student practice manage students in a productive and friendly manner reflect upon teaching experience in a critical and constructive fashion 	<ol style="list-style-type: none"> observe videos of real classrooms (1 hr) teach a shared lesson with another teacher (1 hr– observed) teach prepared lessons (6 hrs- observed) observe peers teaching (20 hrs) prepare teaching practice documentation 	<p>20 hrs</p> <p>TP 7 hrs</p> <p>Obs. 4 hrs</p> <p>Peer Obs. 20 hrs</p>	<p>sessions</p> <p>50% of total</p>
VI. Materials Compilation Project	Trainee will complete two sets of contextualized materials to model target language and support communicative language practice	<p>Trainees make modeling and practice materials based on their own ideas or adapted from texts to model and practice target language in a communicative way in the classroom during teaching practice. The materials may include:</p> <ol style="list-style-type: none"> picture cards cassette tapes posters realia maps props 	10 hrs	<ol style="list-style-type: none"> Materials compilation project documentation Moderation interview with trainers or external moderator <p>15% of total</p>
VII. Local Culture	Define the major areas of the local culture including acceptable behaviors, dress, daily life and national heritage	Local culture is integrated into the exploration of learners (student profile) and teaching practice in terms of the contexts that have meaning for local people and lives. Culture is also covered explicitly through discussion of professional behavior and conduct, and through “cultural discovery” activities.	10 hrs	<ol style="list-style-type: none"> Appropriateness of teaching “contexts” Discussion of “cultural discovery” activities Field trips <p>0% of total</p>

Assessment Criteria

Trainees’ assignment work on the course will be evaluated according to a specific set of assessment criteria, as listed below, all of which have also been specified on the information header sheets attached to each of the relevant assignments. The assessment criteria for the Language Awareness component of the course include the requirements for the Phonology and Grammar Tests.

Foreign Language Journal

Each trainee is required to participate enthusiastically in each FL class, to record their perceptions in the daily entries in their FL Journal (as follows), and to apply these learning experiences to other components of the course, especially in Teaching Practice.

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Assessment will be based on:

- a report from your FL Teacher, on each trainee's participation in the FL classes;
- trainee's reflections recorded in the daily entries in the FL Journal, in which trainees should:
 - compare and contrast learning with teaching,
 - record observations of:
 - teaching techniques,
 - materials used,
 - classroom organization; and
 - contrast the spoken and forms of the FL with L1 (English)
- the conclusions section of the FL Journal, showing evidence of the FL learning experiences being applied to considerations for future ESL teaching.

Foreign Language Experience Journal: Criteria

PASS

The trainee's Journal will show:

Critical reflection on their experience as a learner with special attention to the feelings and frustrations involved in this experience.

A capacity to transfer this experience to show how it will affect the teacher's understanding of his/her students in the classroom.

How the teacher will adapt his/her teaching approach to meet the needs, feeling and experience of the learner.

An awareness of the structure, lexis and phonology of the foreign language being learned

FAIL

The trainee's Journal shows:

Little or no critical reflection upon the experience of being a learner, including the feeling and frustrations involved in this process.

Insufficient capability to show how this experience transfers to the students in the teachers future classrooms.

No clear idea on how this understanding of the learner's experience will shape the teacher's classroom techniques and approaches.

A focus of critique on the foreign language teacher and method rather than a self-critical analysis of his/her self as a learner.

Inadequate awareness of the structure, lexis and phonology of the foreign language being learned

Student Profile

Trainees should show, in their written Student Profile, and in their lesson planning and teaching practice for an individual ESL student, evidence of their ability to:

- (1) effectively profile the student;
- (2) analyze the student's short- and long-term language-learning needs;
- (3) incorporate the student's short-term needs into one-to-one teaching sessions with the student; and
- (4) critically review the effectiveness of their teaching sessions, in terms of:
 - lesson plans,
 - learning objectives and outcomes,
 - teaching strategies and activities, and
 - rapport with student.

Teaching Experience Log

Assessment will be based on the trainee's ability to:

1. comprehend the elements of a good lesson, in terms of:
 - teacher's rapport with class,
 - appropriateness of lesson materials,
 - relevance and motivating factors of class activities, and
 - students' demonstrated understanding and use of TL;
2. plan a lesson appropriate for a given student or class, with:
 - clear behavioral objectives
 - relevant content
 - participatory activities
 - supportive materials, and
 - projected timing;
3. implement lessons based on a preconceived lesson plan, which demonstrates:
 - clear lesson focus,
 - relevant and interesting activities,
 - appropriate use of materials,
 - awareness of students' errors, and appropriate correction, and
 - good student-teacher rapport;
4. self-assess each lesson with reflection upon the content and process of the lesson, taking into account:
 - personality factors,
 - things that went well, and
 - things that could be improved;
5. show progress, over the course of TP, in:
 - appropriate lesson planning,
 - development of appropriate TESOL skills, and
 - self-reflection of teaching practice;
6. collaborate successfully with trainers and other trainees in:
 - lesson planning and preparation,
 - teaching practice, and
 - TP feedback;
7. compile a record of the TP experience in the TE Log, which shows the trainee has approached the TP component of the course in a professional, logical, and energetic manner

Material Compilation Project

The Materials Compilation Project is graded according to:

- the quantity and variety of the materials themselves,
- the quality of the materials (recognizing these were produced in real Teaching Practice contexts on an intensive course), with limited access to resources,
- the insight into teaching demonstrated in your presentation talk and the Written Rationale.

The following criteria will be used to assess your MCP:

1. Capacity of the materials to facilitate interesting and relevant class activities.
2. Flexibility of use with different learning levels and class situations.
3. Simplicity of design and replication.
4. Effectiveness in communicating the language or skills focus of the lesson.

Language Awareness Criteria

This component of the training course is assessed in the following ways:

1. Grammar Test
An open-book test will be provided, and the tests will be assessed according to appended marking criteria.

Grammar Test - Criteria

PASS A – 90% of the responses are correct recognizing possible areas of ambiguity

PASS B – 80% of the responses are correct recognizing possible areas of ambiguity

PASS C - 70% of the responses are correct recognizing possible areas of ambiguity

- ❖ Test shows no categorical misunderstanding of the grammar covered in the test.
- ❖ No evidence that the test subject has copied answers from another trainee, and there is evidence of originality in giving sample sentences.

FAIL

- ❖ More than 30% of the responses on the test are incorrect.
- ❖ Test shows clear deficiencies in understanding major grammatical areas.
- ❖ There is clear evidence that the test subject has copied answers from another trainee, or there is no originality in giving sample sentences.

2. Phonology Test
One open-book test will be provided, and the test will be assessed according to appended marking criteria.

3. Application of LA skills
Trainees must demonstrate that they can incorporate the principles of language, taught in the LA components of the course (Phonology and Grammar), into their work in the following assignment tasks:
 - Student Profile
 - Materials Compilation Project
 - Lesson Planning, and
 - 'live' Teaching Practice.

4. Trainees' language usage in all their written work, as well as their TP, will be assessed, and will form part of the overall assessment grade for this component of the course. This includes the trainee's skills in the use of English:
 - grammar,
 - spelling,
 - punctuation, and
 - fluency of expression.

Course Grading

Each candidate who attends the course will be awarded one of the following final grade levels:

PASS

As a minimum competency to pass the TESOL certificate course, a trainee must be a developing teacher who needs supervision and mentoring to further develop their classroom skills. This person should be assigned a “lead teacher” mentor, and should be required to attend teacher-training workshops as much as possible. A collegial partner might also be assigned to assure that the teacher receives on-going support for their efforts. This corresponds to “Recommendation III” which is contained in the following section.

FAIL

The trainee has:

- (1) failed to meet the assessment criteria in some or all of the written assessment tasks, and/or the Teaching Practice component of the course, and/or
- (2) not demonstrated the necessary skills and abilities to further develop their professional teaching skills, and/or
- (3) demonstrates personal behavior or attitudes that are inappropriate for a classroom teacher.

Ratings Scale

- I** A fully capable teacher prepared for full-time classroom responsibilities without supervision in any situation or level. This individual needs no supervision, and can continue to develop their teaching skills independently. In most cases, this will be a person who has taught before entering the course, and has made extraordinary progress in incorporating the approaches and inputs in the course into their teaching. Potentially a “lead teacher.”
- II** A capable teacher who can teach at most levels, but needs normal supervision and should continue to participate in formal teacher development sessions as possible. It is recommended that this person be involved in collegial observations and coaching to continue to focus on the teaching/learning process.
- III** A developing teacher who needs supervision and mentoring to further develop their classroom skills. This person should be assigned a “lead teacher” mentor, and should be required to attend teacher-training workshops as much as possible. A collegial partner might also be assigned to assure that the teacher receives on-going support for their efforts.
- IV** A teacher who is not yet ready for solo classroom responsibilities. This individual might be a classroom assistant under the direction of a senior teacher. A teacher development plan should be organized which provides, shared teaching, observed teaching practice, further inputs on teaching techniques and collegial observations and coaching. A probationary period is recommended to review progress.

Recommendation Scale

I. The trainee has consistently:

- (i) met the assessment criteria for all written assignments, and the teaching practice component of the course, and

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- (ii) demonstrated a high level of skills and abilities to:
 - work independently to plan for effective teaching, while also accepting guidance from tutors in a professional and collegiate manner;
 - accurately assess their own teaching practices and abilities, while openly recognizing areas where further professional development is possible or required;
 - understand what is required to continue their professional development;
 - understand communicative language learning and teaching techniques and processes, and demonstrate that they are able to incorporate these into their teaching practices;
 - collaboratively and co-operatively work with other trainees on the course, to learn from and share their knowledge and skills with them; and
 - collaboratively and co-operatively work with course tutors to develop and hone their teaching skills and practices.

The trainee who is given a **I** recommendation is considered to be capable of planning and executing ESL lessons effectively, and further developing their professional TESOL skills and abilities, independently, without supervision.

II. The trainee has shown consistent and continual progress, throughout the course, in:

- (i) being able to meet the assessment criteria, for all the written assignments and the teaching practice component of the course; and in
- (ii) demonstrating progress in acquiring the skills and abilities to:
 - work independently to plan for effective teaching, while also accepting guidance from tutors in a professional and collegiate manner;
 - accurately assess their own teaching practices and abilities, while openly recognizing areas where further professional development is possible or required;
 - understand what is required to continue their professional development;
 - understand communicative language learning and teaching techniques and processes, and demonstrate that they are able to incorporate these into their teaching practices;
 - collaboratively and co-operatively work with other trainees on the course, to learn from and share their knowledge and skills with them; and
 - collaboratively and co-operatively work with course tutors to develop and hone their teaching skills and practices.

The trainee who is given a **II** recommendation is considered to be capable of planning and executing ESL lessons effectively, and further developing their professional TESOL skills and abilities, with some guidance from supervisors.

III. The trainee has shown overall progress on the course, in:

- (iii) being able to meet the assessment criteria, for all the written assignments and the teaching practice component of the course; and in
- (iv) demonstrating progress in acquiring the skills and abilities to:
 - work independently to plan for effective teaching, while also accepting guidance from tutors in a professional and collegiate manner;
 - accurately assess their own teaching practices and abilities, while openly recognizing areas where further professional development is possible or required;
 - understand what is required to continue their professional development;
 - understand communicative language learning and teaching techniques and processes, and demonstrate that they are able to incorporate these into their teaching practices;
 - collaboratively and co-operatively work with other trainees on the course, to learn from and share their knowledge and skills with them; and
 - collaboratively and co-operatively work with course tutors to develop and hone their teaching skills and practices.

The trainee who is given a **III** recommendation is considered capable, under close supervision (such as mentoring), of planning and executing ESL lessons within the framework of a clear and detailed ESL course program and syllabus. This person will require guidance in the further development of their professional TESOL skills and abilities.

IV. Special Consideration

- (1) If a trainee is unable to complete any assignment work, or TP, due to illness or unforeseen circumstances, the Academic Course Director can grant an extension for written assignments, and arrange a suitable time for completion of TP.
- (2) If any trainee fails:
 - (1) any single test, by marking, or
 - (2) to meet the required assessment criteria in any single assessment task, or
 - (3) to achieve a pass level in their teaching practice,
- (3) If a trainee cannot attain the competency to handle full responsibilities in the classroom within the training period, but does show potential and willingness to continue learning. In this case, TEFL International will offer the trainee a certificate with the clear understanding that further teacher development is necessary before full-time solo teaching responsibilities are assumed. It will be clearly understood that the aforementioned “D” recommendation will be attached to the individuals TESOL Certificate. This recommendation may be improved by further course work with TEFL International. Details and fees to be discussed with the TEFL International’s Course Director and Academic Director.

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