



120-HOUR ON-SITE TEFL/TESOL CERTIFICATION

COURSE DESCRIPTION

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: Inputs cover word classes, simple sentence elements, complex sentences and clauses, verb time and tense, aspect and conditionals and modals, phrasal's and voice.
- Phonology: Covering: phonemics, rhythm, stress, intonation, place & manner of articulation and connected speech.

III. Student Profile

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. 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: co text 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
 - 12 hours of peer observation
 - 1 hours of shared teaching practice
 - 6 hours of individual teaching practice

VI. Material's Project

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.

ASSESSMENT CRITERIA


COMPONENT	OBJECTIVES	DESCRIPTION	HRS	TASK ASSESSED
I. Foreign Language Experience	Awareness of being a student Reflections for teaching	Trainees are given basic instruction in a foreign language	6	Foreign Language Journal 10% total
II. Language Awareness	Basic terminology and concepts of grammar and phonology	Class inputs and self-study materials covering: <i>Word classes</i> <i>Sentence elements</i> <i>Complex sentences</i> <i>Verbs: tense & time</i> <i>Aspect & conditional</i> <i>Modals, phrasal's & voice</i> <i>Phonemics</i> <i>Place & manner of articulation</i> <i>Rhythm & stress</i> <i>Intonation</i> <i>Transcription & error analysis</i> <i>Connected speech</i>	20	Grammar and phonology tests 15% total
III. Student Profile	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: 1. Get to know the student 2. Get language sample and go into more depth with student interests 3. Teach a lesson focused on the student's needs	14	Tape transcription Lesson plans Self-observation forms Trainer feedback 10% of total
IV. Teaching Techniques	Introduce concepts of learning Model basic teaching models and behaviors Practice these models and behavior	Input sessions focused on demonstrations of basic teaching skills, & peer teaching practice, including: <i>Warmers and Modeling</i> <i>Controlled Practice</i> <i>Language in Context</i> <i>Correct Language & Comprehensible Input</i> <i>Interactive Blackboards</i> <i>Vocabulary: Context & Co text</i> <i>Communicative Activities</i> <i>Songs & Chants</i> <i>Listening</i>	30	Peer teaching performance Teaching practice Performance 0% of total





		<p><i>Grammar & Errors</i> <i>Classroom Mgmt</i> <i>Reading to Writing – Beginning Levels</i> <i>Course Book Evaluation & Adapting Texts</i> <i>Writing – Beginning to Advanced</i> <i>Pronunciation</i> <i>English for Academic Purposes</i> <i>Teaching 1 to 1</i> <i>Teaching Young Learners</i> <i>Theater Techniques</i> <i>Testing</i> <i>Business English</i></p>		
V. Teaching Practice (TP)	Demonstrate the ability to: develop rapport 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	<p>Trainees:</p> <ol style="list-style-type: none"> observe experienced teachers (3 hrs) observe videos of real classrooms (3 hrs) teach a shared lesson with another teacher (1 hr–observed) teach prepared lessons (6 hrs-observed) observe peers teaching (12 hrs) prepare teaching practice documentation 	<p>3 hrs</p> <p>3 hrs</p> <p>1 hr</p> <p>6 hrs.</p> <p>12 hrs</p> <p>30 hrs</p>	<ol style="list-style-type: none"> Lesson plans Self-evaluation forms Tutor feedback forms & sessions <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	<ol style="list-style-type: none"> Materials compilation project documentation Moderation interview with trainers <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	<p>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.</p>	10	<ol style="list-style-type: none"> Appropriateness of teaching “contexts” Discussion of “cultural discovery” activities Field trips <p>0% of total</p>





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

1. 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.

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 do the following:
 - a) compare and contrast learning with teaching,
 - b) record observations of following:
 - I. teaching techniques,
 - II. materials used,
 - III. classroom organization;
 - c) 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, feelings 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.



2. Student Evaluation

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

1. *use appropriate evaluation techniques*
2. *provide a detailed evaluation of the student*
3. *identify good things about what the student can say in English*
4. *define what they have learned from this experience*

3. Teaching Practice Log

TP 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



4. Material's 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), and*
- *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.*

5. Language Awareness

This component of the training course is assessed by a grammar test. The test will be assessed as follows:

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.



6. Phonology Test

A phonology test will be provided and the test will be assessed according to the same criteria listed for the grammar test.

7. Application of LA Skills

Trainees must demonstrate that they can incorporate the principles of language, taught in the LA components of the course (Grammar and Phonology) into their work in the following assignment tasks:

- *Student Profile*
- *Materials Compilation Project*
- *Lesson Planning*
- *“Live” Teaching Practice*

8. Language Usage

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 as follows:

- *grammar*
- *spelling*
- *punctuation*
- *fluency of expression*



ASSESSMENT TASK WEIGHING

Each trainee will complete the following assessment tasks, for which:

- *the assessment criteria are detailed in the foregoing section, and*
- *weighing of the assessment, in the overall course grading system, is given below.*

(1) Phonology Test Grammar Tests Language Awareness Application and Language Usage	15%
(2) Foreign Language Journal	10%
(3) Student Profile	10%
(4) Materials Compilation Project	15%
(5) Teaching Practice	50%

COURSE GRADING

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

PASS

FAIL

FAIL The trainee has

- 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
- not demonstrated the necessary skills and abilities to further develop their professional teaching skills, and/or
- demonstrated personal behavior or attitudes which are inappropriate for a classroom teacher.

If the trainee fails to meet the assessment criteria in some of the areas listed under the first bullet point, he/she will be given study guidance and the opportunity to redo a test. If that proves to be insufficient, the trainee will be offered additional guidance for an extra charge in excess to the tuition.





PROFESSIONAL CONDUCT

International TEFL Training Institute expects its trainees to meet the certain standards during their attendance on the course and throughout their subsequent stay. Trainees are asked to

- observe the laws of the host country.
- practice culturally sensitive behavior.
- encourage tolerance and cross-cultural understanding in the classroom.
- act with responsibility, reliability and professionalism both in and out of the classroom.
- be aware of acceptable behavior for teaching in foreign schools. Trainees are expected to adopt the trainers' advice on social etiquette as related to their role as aspiring teachers.
- dress and act with appropriate decorum.
- adopt teaching approaches that are culturally appropriate to their students.
- develop an interest in the host country's language and culture.
- encourage their students to act in a socially responsible manner.

