



## 100-hr Full TEFL Training Program

### Curricular Design

The TEFL Certificate program curriculum is grounded firmly within contemporary learning models that emphasize critical thinking and socio-constructivist interactional paradigms. The program has been designed to not only give you the knowledge and information necessary to serve as an effective teacher of English, but also the critical insights, understanding and awareness necessary to question, articulate and employ these concepts via concrete applications. This curricular philosophy necessarily demands that you analyze and problematize material before you are able to fully understand it and thus apply such knowledge with expertise. This philosophy also recognizes the importance of interaction with others as a means of negotiating the meaning of material and identifying the boundaries of its application. The program approach cultivates holistic learning from both top-down [conceptual/informational] and well as bottom-up [application/experiential] input. It asks the learner to take an active part in this process through self-mediated analysis, synthesis and evaluation of presented material.

### Curricular Goals

*By the end of this program, participants will thoroughly understand, articulate, demonstrate, and effectively evaluate:*

1. The fundamental models of second language acquisition theory and the pedagogical methods that are most effective in exploiting such models
2. The components and purpose of language instructional techniques and strategies as well as considerations for their application within the classroom
3. The application of language learning and language teaching in the form of practical and sustainable lesson plans and activities in the classroom
4. The location, creation, and adaptation of language learning materials and available technology for effective instruction in concordance with an explicit curricular framework
5. Appropriate forms of assessment for evaluation of both language proficiency as well as instructional effectiveness
6. The successful application of the TEFL Training Program content coursework and practicum experiences to the EFL classroom

### **CONTENT AREAS**

#### **Second Language Acquisition Theory**

Second Language Acquisition (SLA) theory provides the conceptual basis for language teaching. Thus, an understanding of basic theory is essential for a future language teacher. This module will provide a

broad survey of fundamental SLA Theory. Most importantly, the course will attempt to strike a balance between theory and practical application of theory.

#### *SLA Theory Module Learning Outcomes:*

On successful completion of the **SLA theory module**, trainees will be able to:

- Identify past and present theoretical approaches to teaching second language, and elaborate how each theory shapes practice
- Label the stages of second language acquisition, and define related concepts like interlanguage, morpheme acquisition, and the critical period hypothesis
- Describe in writing different types of language learners and situations (L1, ESL, EFL, simultaneous bilingualism), and apply these differences in teaching methods and outcomes between them in practice
- Create theoretically sound lesson plans that integrate various productive and receptive skills in practice, such as a class that combines reading with speaking or writing to be assessed in observations at practica
- Develop and articulate in writing a personal philosophy of language acquisition that is informed by research in the field

#### **Instructional Methodology**

The Methodology Module is designed to provide an overall survey of recent language teaching methodologies as well as specific classroom skills and techniques. Participants will learn how to identify different methodologies used in popular textbooks and how to make language instruction more communicative and effective. Presentations and assigned reading will provide an explanation of how and why various instructional choices are made while discussions, classroom activities and homework assignments will aid in application and evaluation of these choices.

#### *Methodology Learning Outcomes:*

On successful completion of the **methodology module**, trainees will be able to:

- Identify, define, or describe common TEFL methodologies, and identify strengths and weaknesses of these methodologies in written work
- Demonstrate understanding of methods that provide oral/aural practice by applying these techniques or modeling these methods in practica
- Create methodologically sound lesson plans that integrate various productive and receptive skills in practice, such as a class that combines reading with speaking or writing to be assessed in observations at y practica

#### **Assessment**

The Assessment Module is designed to provide basic knowledge about language assessment theory and practice. The content and discussions of this module will focus on traditional and alternative assessment methods, as well as the role assessment plays in language instruction. Students will have the opportunity to practice creating different kinds of assessments (e.g. skill-based, holistic, and alternative methods). Classroom activities will also be shared to encourage collaboration, the exchange of constructive feedback, and to reinforce what has been learned.

#### *Assessment Module Learning Outcomes:*

On successful completion of the **assessment module**, trainees will be able to:

- Identify different types of tests
- Evaluate tests for their validity, reliability, practicality, and authenticity
- Design and administer different kinds of tests (e.g. diagnostic, summative tests), and understand what makes effective rubrics
- Assess the four language skills (speaking, listening, reading, writing)
- Demonstrate knowledge and understanding of standardized and teacher-made testing
- Identify forms of alternative assessment in ESL/EFL

### **Classroom Management**

This course provides an overview of classroom management as applies to various ages, and grade levels as well as teaching specific classroom skills and techniques. Presentations and assigned reading will provide an explanation of different theories of classroom management and the underlying psychology that informs them. Discussions, classroom activities and homework assignments will aid in understanding the different theories and strategies of effective classroom management.

#### *Classroom Management Module Learning Outcomes:*

On successful completion of the **classroom management module**, trainees will be able to:

- Anticipate and propose resolutions of hypothetical problem cases presenting issues related to students' strengths and weaknesses
- Analyze his/her own personal teaching style and its possible effect on his/her teaching practice in written self-reflections as appropriate
- Identify, describe, and give suggestions for the implementation of various classroom management strategies to enhance and direct individual student achievement
- Elaborate on issues pertaining to classroom management, e.g. use of space, materials, aids, and student behaviors to enhance teaching and learning goals
- Present written lesson plans that are sensitive to the culture, age, and skill and promote optimal learning conditions by utilizing community, creativity, and flexibility

### **Practicum**

The Practicum Seminar provides teachers various opportunities to explore and reflect upon their classroom instructional experiences via self-observation and self-evaluation. Instructors are encouraged to engage themselves in action-research by collecting data about their own teaching beliefs and the styles of delivery they practice. By examining their attitudes, beliefs and assumptions about teaching and learning, instructors will be able to use the information obtained via self-observation and self-reflection as a basis for critical reflection on teaching practices.

#### *Practicum Module Learning Outcomes:*

On successful completion of the **practicum module**, trainees will be able to:

- Demonstrate integration of SLA theory, ESL/EFL methodology, classroom management, and assessment modules into teaching practice
- Develop clear, written teaching goals and objectives for specific lesson plans, a minimum of three executed in the practica
- Write effective and methodologically sound lesson plans with warm-up, teaching, and closing activities for at least three levels and both productive and receptive skills that fits into an overall stated objective(s)

- Demonstrate a professional and culturally sensitive demeanor as appropriate throughout the TEFL program as observed daily and in the practicum