



CENTER FOR ENGLISH AS A SECOND LANGUAGE

TEFL 50-Hour Basic Online

This 50-hour teacher training program is intended to prepare novice instructors to teach English as a Foreign Language (EFL) in minimal or short-term contexts. The Basic TEFL program will provide you with the essential foundations in language teaching methodology & theory, pedagogical grammar and English language linguistics, cutting-edge curriculum and materials development, as well both formal and informal assessment techniques. In addition, you will develop classroom competence through our video practicum components, which allow you to watch and reflect upon actual classroom teaching. You will graduate this program with the pedagogical knowledge and practical understanding necessary to be a confident and effective first-time teacher of English.

Basic TEFL Program Goals

At the end of this program, participants will understand and demonstrate:

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 capability to apply understanding of language learning and language teaching in the form of practical and sustainable lesson plans and activities in the classroom
4. The ability to locate, create and adapt language learning materials and available technology for effective instruction in concordance with an explicit curricular framework
5. Knowledge of English language grammar and linguistic features alongside effective instructional techniques intended to illustrate these features for English language learners
6. Awareness of appropriate forms of assessment for evaluation of both language proficiency as well as instructional effectiveness

Basic TEFL Program Grading Framework

The Basic TEFL program is a **pass/fail** course and is divided into six modules. Each module contains five sections that receive 200 points toward your final score. The points available for each module are distributed as follows:

- Discussion questions (2): 10 points each, 20 points total
- Responses to classmates' discussion postings: 20 points
- Online chat session participation: 10 points
- Application activity: 50 points
- Quiz: 50 points

You will also complete a final exam worth 200 points after completing all coursework for a possibility of **1400 total points** for the course. **You must receive 75 percent, or 1050 points, to receive a passing score in this class.**

MODULES

MODULE 1: SECOND LANGUAGE ACQUISITION (SLA)

Description

Second Language Acquisition (SLA) theory provides the conceptual basis for much of language pedagogy. In order to fully understand the language learning process, every language teacher needs to be aware of the insights provided by SLA research and models of language acquisition. Comprehension of SLA models allows language teachers to apply this understanding to instructional practice, infusing their teaching with an informed approach that addresses both the explicit and implicit needs of the language learner. Naturally, this short module will only survey the most basic of these theoretical frameworks; given the depth of SLA research directly relevant to language teaching, only the most immediately applicable approaches have been included.

Learning Outcomes

At the end of this course, students will be able to identify, articulate, and apply:

1. Basic models of second language acquisition as they inform instructional approaches, techniques and strategies
2. Basic models of second language acquisition as they inform development of discrete language learning tasks and activities
3. Fundamental components of second language development as they relate to specific instructional strategies

MODULE 2: METHODOLOGY

Description

Second language teaching methodology is the collection of knowledge and practices that comprise your instruction. This methodology is thus informed by SLA theory, generic models of learning, classroom management practices, and tenets of educational psychology. This module will present a wide range of language teaching methods in order to allow you to choose and even adapt the teaching method that fits your personality and the needs of your students best. There is no right or best teaching

method[ology]; certain methods, strategies and techniques are more effective in certain contexts than others. This module has therefore been designed in order to provide you with enough knowledge of instructional principles so that you can make an informed decision about which method, strategy or technique is most appropriate to your own context.

Learning Outcomes

At the end of this course, students will be able to identify, articulate, and apply:

1. A variety of language methodologies, strategies and techniques
2. Communicative approaches to language instruction that are appropriate for themselves and their future students
3. Proficiency-based teaching methods

MODULE 3: CURRICULUM AND MATERIALS DESIGN

Description

Language course curriculum is a key consideration for instruction. What, how, and when you present certain materials, activities, or tasks has a significant impact on student learning. It will be your job as a language instructor to identify the materials and sequencing for your course. This module will prepare you to succeed in that role. You will learn how to identify the components of your curriculum and sequence them according to SLA processes. In addition, you will learn how to select materials and adapt them if necessary in order to meet your instructional goals and objectives. You will learn to create a successful curriculum through the close coordination of your instructional practices with your instructional materials.

Learning Outcomes

At the end of this course, students will be able to identify, articulate, and apply:

1. Basic models of curricular design as they inform instructional practice, materials selection and sequencing of content
2. Tenets of instructional materials selection, adaptation, and simplification
3. Practices of materials and curriculum integration as they relate to lesson planning and needs assessment

MODULE 4: PEDAGOGICAL GRAMMAR & METALINGUISTIC AWARENESS

Description

In order to teach grammar and linguistic structure, it is important for teachers to develop at least a conceptual understanding of the component parts comprising the English language. In this module, you will develop a more explicit understanding of English grammar and grammar pedagogy. In addition, you will learn how to design language learning tasks that focus on such structural and formal properties of language. This module will draw heavily on preceding modules in order to frame effective pedagogical techniques for instruction in English language grammar.

Learning Outcomes

At the end of this course, students will be able to identify, articulate, and apply:

1. Basic grammatical forms and structures as well as the phonemic patterns of English
2. Effective instructional strategies for grammatical structures based on SLA models of language learning/acquisition

MODULE 5: FORMAL & INFORMAL ASSESSMENT TECHNIQUES

Description

Assessment is an important consequence of instruction. Indeed, assessment provides the opportunity to both gauge instruction as well as facilitate it. This module will introduce you to the essential characteristics of language assessment. In addition, it will demarcate traditional [formal] forms of assessment and alternative [informal] forms of assessment and provide you with the understanding to utilize each most effectively. You will learn how to both implement and evaluate a variety of discrete-point and qualitative tests that can be used to gauge overall proficiency as well as skill-specific abilities.

Learning Outcomes

At the end of this course, students will be able to identify, articulate, and apply:

1. Basic tenets of language testing and assessment as they coordinate with instructional practices
2. Informal and formal assessment techniques
3. Assessment techniques that will both inform and facilitate regular instruction

MODULE 6: CLASSROOM MANAGEMENT

Description

ESL teachers must possess effective classroom management skills that include, but are not limited to: maintaining classroom discipline, creating a productive classroom environment, and responding in an appropriate manner to disruptions and disrespectful behavior. This module will present a wide range of approaches to classroom management designed to provide assistance for teachers working in a variety of contexts. Common concerns such as learner differences, grouping students, and encouraging student participation are covered.

Learning Outcomes

At the end of this course, students will be able to identify, articulate, and apply:

1. Rationales for classroom management in ESL/EFL contexts
2. Targeted techniques and approaches to issues related to classroom management