



CENTER FOR
ENGLISH AS A
SECOND LANGUAGE

TEFL Basic Online Overall Course Description

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

Each program module involves three/four required readings, responses to discussion questions based on such materials, responses to peer and instructor comments concerning subject matter, a synchronous chat discussion, one application activity and a summative short-answer quiz that requires you to consider the application of modular materials and discussions to particular EFL classroom contexts. In addition, all modules also incorporate streaming video clips to illustrate relevant content. Individual assignments and coursework are discussed in more detail within relevant course syllabus sections and respective module assignment sections.

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 understand the language learning process and best exploit it for instructional purposes, every language teacher needs to be aware of the insights provided by SLA research and resultant models of language acquisition. This understanding and awareness is not simply an intellectual exercise, however. Rather, essential 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 as well as implicit needs of

the language learner. Naturally, this short module will only survey the most basic of these theoretical frameworks. Indeed, given the depth of SLA research directly relevant to language teaching, only the most immediately applicable approaches have been included in this brief unit. Nevertheless, the subsequent readings and exercises will certainly provide you with the understanding necessary to practice an informed method of language instruction.

Objectives

At the end of this course, students will be able to:

1. Identify, articulate and apply basic models of second language acquisition as they inform instructional approaches, techniques and strategies
2. Identify, articulate and apply basic models of second language acquisition as they inform development of discrete language learning tasks and activities
3. Identify, articulate & apply fundamental components of second language development (according to Terrell's 4 Stages of SLA) as they relate to specific instructional strategies

Requirements

To pass this course, each student must complete the following:

1. Read the required text selections
2. View the required video clips
3. Post at least 1 discussion board response to each of the two assigned discussion questions
4. Post at least 2 discussion board responses to classmate postings
5. Successfully complete the Module 1 application activity
6. Successfully complete the Module 1 summative quiz

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]. Rather, these qualitative judgments are scaled across a

continuum. Indeed, 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.

Objectives

At the end of this course, students will be able to:

1. Identify, articulate and apply a variety of language methodologies, strategies and techniques
2. Identify, articulate and apply communicative approaches to language instruction that are appropriate for themselves and their future students
3. Identify, articulate & apply proficiency based teaching methods

Requirements

To pass this course, each student must complete the following:

1. Read the required text selections
2. View the required video clips
3. Post at least 1 discussion board response to each of the two assigned discussion questions
4. Post at least 2 discussion board responses to classmate postings
5. Successfully complete the Module 2 application activity
6. Successfully complete the Module 2 summative quiz

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. Only by closely coordinating your instructional practices with your instructional materials will your curriculum be successful.

Objectives

At the end of this course, students will be able to:

1. Identify, articulate and apply basic models of curricular design as they inform instructional practice, materials selection and sequencing of content
2. Identify, articulate and apply tenets of instructional materials selection, adaptation and simplification
3. Identify, articulate & apply practices of materials and curriculum integration as they relate to lesson planning and needs assessment

Requirements

To pass this course, each student must complete the following:

1. Read the required text selections, powerpoint presentation and handouts
2. View the required video clips
3. Post at least 1 discussion board response to each of the two assigned discussion questions
4. Post at least 2 discussion board responses to classmate postings
5. Successfully complete the Module 3 application activity
6. Successfully complete the Module 3 summative quiz

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.

Objectives

At the end of this course, students will be able to:

1. Identify, articulate and apply basic grammatical forms and structures as well as the phonemic patterns of English

2. Identify, articulate and apply effective instructional strategies for grammatical structures based on SLA models of language learning/acquisition

Requirements

To pass this course, each student must complete the following:

1. Read the required text selections
2. Post at least 1 discussion board response to each of the two assigned discussion questions
3. Post at least 2 discussion board responses to classmate postings
4. Successfully complete the Module 4 application activity
5. Successfully complete the Module 4 summative quiz

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.

Objectives

At the end of this course, students will be able to:

1. Identify, articulate and apply basic tenets of language testing and assessment as they coordinate with instructional practices
2. Identify, articulate and apply both informal and formal assessment techniques
3. Identify, articulate & apply assessment techniques that will both inform and facilitate regular instruction

Requirements

To pass this course, each student must complete the following:

1. Read the required text selections

2. View the required video clips
3. Post at least 1 discussion board response to each of the two assigned discussion questions
4. Post at least 2 discussion board responses to classmate postings
5. Successfully complete the Module 5 application activity
6. Successfully complete the Module 5 summative quiz

MODULE 6: CLASSROOM MANAGEMENT

Description

Besides being successful with SLA theories and methods, ESL teachers should also possess effective classroom management skills that include, but not limited to, maintaining classroom discipline, creating productive classroom environment, responding in an appropriate manner to disruptions and disrespectful behavior, etc. This module will present a wide range of approaches to classroom management. There is no right or best classroom management method[ology] or approach; rather, these qualitative judgments are scaled across a continuum. Indeed, certain strategies and techniques are more effective in certain contexts than others. This module has, therefore, been designed in order to provide students with enough knowledge of classroom management so that they can make an informed decision about which methods, strategies, or approaches to use in a particular situation.

Objectives

At the end of this course, students will be able to:

1. Identify, articulate and apply rationales for classroom management in ESL/EFL contexts;
2. Identify, articulate and apply targeted techniques and approaches to issues related to classroom management.

Requirements

To pass this module, each student must complete the following:

1. Read the required text selections
2. View the required video clips
3. Post at least 1 discussion board response to TWO out of the three assigned discussion questions (students' choice)
4. Post at least 3 discussion board responses to classmates' postings

5. Participate in the module chat session OR complete ALL THREE of the assigned discussion questions
6. Successfully complete the Module 6 application activity
7. Successfully complete the Module 6 summative quiz