



## 120-Hour Combined TEFL/TESOL Course Description

The program of the combined course is essentially the same as the one of the on-site course. The difference is that the trainees work on the theory in an on-line segment under the guidance of a tutor. They do the practical teaching and project work during a seven-day attendance in one of the centers.

### ON-LINE THEORY COMPONENT

Topics include the following:

- Lesson planning
- Classroom management
- Approaches to language learning
- A “methodical” history of language teaching
- Current methodologies
- Developing speaking, writing, reading and listening
- Teaching vocabulary, grammar and phonology
- Basic concepts in language assessment
- Practical classroom applications in assessing students
- The importance of giving feedback
- Teaching across proficiency levels
- Teaching across age levels
- Socio-cultural development
- Theater techniques
- Textbook review and evaluation
- Using songs and chants
- Using video and computer-assisted learning (CALL)

#### **How to Teach English Grammar**

Inputs cover word classes, simple sentence elements, complex sentences and clauses, verb tenses, conditionals and modals, phrasal verbs and reported speech. The course participants experience how to present grammar concepts in the EFL/ESL classroom in an interesting way while reviewing it at the same time.

#### **How to Teach Accent Reduction (phonology)**

Covering phonemics, rhythm, stress, intonation, place & manner of articulation, and connected speech. Trainees learn how to assess a student’s accent in order to design a program to reduce (or even eliminate) it.

### TEACHING PRACTICUM

Besides daily teaching of actual EFL students, the teaching practicum focuses on the project work students of the on-site program have to complete.

- **Foreign Language Learning Experience**  
The trainee will get a foreign-language instruction of an unknown language over three sessions. The purpose of this course component is to let our prospective teachers get the feeling their future students will have when they struggle with the language. Our course participants will complete a daily learning journal after the foreign language instruction. The focus is to critically reflect on the learning experience and to gain useful insights for teaching.
  
- **Student Evaluation Project**  
Trainees work with individual students on building rapport, error analysis and correction, and addressing individual student needs. They test not only the EFL student's grammatical and lexical competence but also the level of fluency by incorporating the latest techniques in student assessment into their instructional practices. The actual Student Evaluation is a one-page report about the EFL student's performance and suggestions as to how to improve his/her current proficiency.
  
- **Teaching Practice and Observation**  
All teachers have to complete:
  - 3 hours of observing experienced teachers
  - 3 hour observing professionally developed video
  - 6 hours of peer observation
  - a minimum of 6 hours of observed, individual teaching practice with EFL classes
  
- **Materials Project**  
During their teaching practice, all trainees must develop two sets of materials. Each set must be usable for multiple lesson contexts and easily portable. The materials may include visuals, realia, audio or video recordings, flash cards or class handouts. The materials may not be photocopied from published sources. The purpose of the project is to be creative in a school environment that doesn't offer resources for English instruction. The project is delivered with a report summarizing the use of the materials, how they could be improved, and how they might be used in another context.

## 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 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:
  - a) compare and contrast learning with teaching,
  - b) record observations of:
    - 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 in the following ways:

### 1. Grammar Test

A grammar test will be provided and the test will be assessed as following marking criteria.

#### Grammar Test Criteria

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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

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- 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<br>Grammar Tests<br>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.