



120-HOUR ON-SITE TEFL/TESOL CERTIFICATION

COURSE CONTENT

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.

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: Word classes Sentence elements Complex sentences Verbs: tense & time Aspect & conditional Modals, phrasal's & voice Phonemics Place & manner of articulation Rhythm & stress Intonation Transcription & error analysis Connected speech	20	Grammar and phonology tests 15% total
III. Student Profile	Build rapport with a tutorial student 1. Build a profile of the student as an individual 2. Analyze errors 3. 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: Warmers and Modeling Controlled Practice Language in Context Correct Language & Comprehensible Input Interactive Blackboards Vocabulary: Context & Co text Communicative Activities Songs & Chants Listening Grammar & Errors	30	Peer teaching performance Teaching practice Performance 0% of total

		Classroom Mgmt Reading to Writing – Beginning Levels Course Book Evaluation & Adapting Texts Writing – Beginning to Advanced Pronunciation English for Academic Purposes Teaching 1 to 1 Teaching Young Learners Theater Techniques Testing Business English		
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	Trainees: 1. observe experienced teachers (3 hrs) 2. observe videos of real classrooms (3 hrs) 3. teach a shared lesson with another teacher (1 hr– observed) 4. teach prepared lessons (6 hrs- observed) 5. observe peers teaching (12 hrs) 6. prepare teaching practice documentation	3 hrs 3 hrs 1 hr 6 hrs. 12 hrs 30 hrs	1. Lesson plans 2. Self-evaluation forms 3. Tutor feedback forms & sessions 50% of total
VI. Materials Compilation Project	Trainee will complete two sets of contextualized materials to model target language and support communicative language practice	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: 1. picture cards 2. cassette tapes 3. posters 4. realia 5. maps 6. props	10	1. Materials compilation project documentation 2. Moderation interview with trainers 15% of total
VII. Local Culture	Define the major areas of the local culture including acceptable behaviors, dress, daily life and national heritage	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.	10	1. Appropriateness of teaching “contexts” 2. Discussion of “cultural discovery” activities 3. Field trips 0% of total