

TEFL/TESOL Specialization Course

TEACHING TOEFL Preparation

WHO THE COURSE IS FOR

All over the world, people wish to study at post-secondary institutions in the U.S. Pre-requisite is to have an excellent score on the TOEFL test that proves their ability to be able to follow a course of study conducted solely in English. If you as an English teacher would like to specialize in preparing students for this important test, our 60-hour online program "Teaching TOEFL Preparation" is the perfect course for you. Be aware that this course does not give you initial TEFL training input. This is done through our 120-Hour TEFL/TESOL Certification program.

THE TOEFL PREPARATION COURSE FEATURES

- Material you can photocopy for class use
- Sample TOEFL tests
- How to plan a preparation program
- How to plan individual lessons
- How to teach test-taking skills
- Sample authentic materials
- In-class activities
- Assignments for submission and grading by your tutor

COURSE CONTENT

MODULE 1: Introduction to the TOEFL Test

- Introduction
- How to prepare for the TOEFL test
- Setting up a twelve-week calendar
- Overview of the TOEFL test

MODULE 2: Test Anxiety

- Test anxiety
- Cramming
- Before the test
- How to revise successfully
- Teaching for the test
- Time management strategies
- Essays

MODULE 3: Teaching for the TOEFL

- Computer-based testing
- The listening section
- How to teach listening
- Teaching dialogues
- Listening tasks
- Strategies for building vocabulary and reading fluency
- Strategies for structure

- Tips for written expression
- Strategies for vocabulary comprehension
- Strategies for reading comprehension

ASSIGNMENTS

Assignments are given throughout the modules. They have to be sent to your course tutor. The normal method of delivery is via e-mail. Feedback can be expected within 8 days from receipt of the assignment. It can also arrive in a much shorter time.

The feedback is comprehensive and will include careful comments on a student's work together with suggestions and recommendations.

Our tutors provide full support for all students. If an assignment does not meet the expected standard, the tutor will return it with comments on its improvement. The student may then submit it a second time. It is rare that students have to resubmit it more than once.

Fifteen Assignments consist of a range of different tasks and include the following:

- Questions to summarize each module
- Designing a detailed lesson plan with phrasal verbs
- Approaches/methods to teach vocabulary and reading comprehension
- Designing a week-long sequence of lessons on Written Expression

ASSESSMENT CRITERIA

The grading system has a primary classification of A, B, C ... which has the following meaning:

DESCRIPTION			SIGNIFICANCE	
<p>The Assignments 1-11 must meet the standards of academic expression, referencing and originality.</p> <p>The final test is composed of multiple choice and questions for which you have to supply an answer.</p>			<p>These are products upon which the student's performance will be measured. The grading will be weighted at 80% for the eighteen assignments and 20% for the final test and exchanges with the tutor.</p>	
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> Shows adequate research to cover the minimal requirement Expression is acceptable Footnoting and bibliography are present if not complete Shows academic competence at minimal levels 	<ul style="list-style-type: none"> Content of research is above the basics Expression is fairly good Most footnoting and bibliography better than acceptable Above minimal academic standards 	<ul style="list-style-type: none"> Clearly above average research demonstrated Quality of written expression is uniformly good Footnoting and bibliography is complete Shows progress in academic knowledge and skills 	<ul style="list-style-type: none"> The quality and the quantity of research is well above the norm and shows careful study Written expression is concise, cohesive and always comprehensible Extra research is indicated in footnoting and bibliography Academic knowledge and skills are clearly at a higher level 	<ul style="list-style-type: none"> Exceptional quality of research and understanding of content Written expression is superior in all respects Research goes beyond what would be expected at this level Academic skills and knowledge are exceptional
DEFICIENCIES			STRENGTHS	
<ul style="list-style-type: none"> Inadequate research shown Poor understanding of the topics being explored Poor written expression in terms of sentence, paragraphing and overall written organization Lack of understanding the purpose of research Little evidence that the student is learning or open to the learning experience 			<ul style="list-style-type: none"> Extensive research demonstrated Clear understanding of the topics in question Comprehensive and comprehensible expression in transparent language Fluency with the norms of referencing Obvious development of academic skills 	

GRADING SCALE

Grade	Value	Comment
A	5	Excellent
B+	4	Very Good
B	3	Good
C+	2	Above Average
C	1	Average
F	0	Fail

