

120-Hour On-Line TEFL/TESOL Course Description

MODULE 1: Theory – Introduction

10 hours course work—2% of total marks allocated

Test date: end of first month after your start date, or before.

An introduction to teaching EFL and an overview of what makes a good teacher

MODULE 2: Theory – History of Language Teaching

10 hours course work – 3% of total marks allocated

Test date: end of second month, or before

Includes history and nature of language, variation and change; competence and performance; major models of linguistic description; formal language instruction versus unconscious language learning; first and second language acquisition; models of second language acquisition; learning strategies and styles; factors affecting language learning; the adult learner; the socio-dimension of TESOL and second language acquisition.

MODULE 3: Theory – Foundations

10 hours course work – 10% of total marks allocated

Test date: end of third month, or before

You will examine the theoretical issues in second language teaching and learning with the adult learner; four domains to be considered in adult teaching: cultural, affective, personal, and cognitive, while covering the major areas of theoretical research that have a bearing on how people learn a second language. The course also examines the student as a language learner and compares first and second language acquisition.

MODULE 4: Culture and Socio-Cultural Issues

10 hours course work – 5% of total marks

Test date: end of fourth month, or before

Module 4 includes cultural pluralism in the U.S. society; institutional and individual barriers to participation in U.S. society; culturally-determined life styles and learning styles and their effect on second language learning; acculturation; anti-racism; social-cultural factors under a variety of case studies with an emphasis on cause and effect in an ESL/EFL classroom, which covers the issues and challenges of diversity and cultural identity and factors influencing teaching and learning. Learning to communicate across culture barriers is one objective of this course and creating the inclusive, anti-racist curriculum and classroom is another.

MODULE 5: Methodology – Teaching Methods

10 hours course work – 5% of total mark

Test date: end of fifth month, or before

Course work covers the history of language teaching and develops a survey of second language teaching methods; and discusses the present “communicative approach” in detail.

MODULE 6: Methodology – Foundations

10 hours course work – 10% of total mark

Test date: end of sixth month, or before

Includes a survey of second-language teaching methods, including new technologies in TESOL; ESL literacy; classroom management; materials development; textbook evaluation; adult ESL in the U.S.; curricular guidelines; English for Academic Purposes; TEFL/English for International Students.

MODULE 7: Lesson Planning

20 hours course work – 15% of total marking scheme

Test date: end of seventh month, or before

This module includes the development of six lesson plans. One of the most important parts of becoming a teacher is learning to master curriculum and lesson plan design and implementation. This course covers lesson plans to use at all levels of teaching, from beginners through to advanced learners.

MODULE 8: Teaching the Skills

10 hours course work – 15% of total marking scheme

Test date: end of eighth month, or before

The module includes the analysis, theory and practice of teaching listening; speaking; reading; writing; pronunciation; grammar within all levels and multi-level adult ESL classroom.

MODULE 9: Language Assessment

10 hours course work – 5% of total marking scheme

Test date: end of ninth month, or before

The course work includes principles of second-language testing; techniques and interpretation of second-language assessment of student progress and proficiency, including portfolios; consideration of standardized tests; classroom test development.

MODULE 10: Pronunciation and Linguistic Systems

10 hours course work – 15% of total marking scheme

Test date: end of tenth month, or before

Module 10 includes the sound system; segmentals and suprasegmentals (stress, rhythm, intonation); phonetic transcription; the influence of the first language on the acquisition of English; morphology. Lectures on fundamental principles are given with illustrations from English and from a broad spectrum of other languages. Practice in production and recognition of speech, sounds, and elementary analytic techniques are also covered.

MODULE 11: Pedagogical Grammar

10 hours course work – 15% of total marking scheme

Test date: end of eleventh month, or before

Course work includes a comprehensive analysis of English grammar and covers the key-problematic areas for second language learners. Several grammar tests will be taken as part of your program. The lectures will explain the grammar in terms that are applicable to the adult second-language classroom, and the tutorials will be devoted to a discussion of different approaches and teaching techniques in the classroom.

Assessment Criteria

As you gradually work through the course, you will have to pass a quiz after each module to prove your knowledge in those specific areas. Those quizzes require you to have at least 70% of the answers correct. Upon completion of each quiz, you will be directed to the next module.

Modules that contain assignments to be submitted to your trainer will specifically outline that. One example is the lesson planning part. While three of the lesson plans will be non-graded ones to help you practice, get feedback and make adjustments, the rest of them will be marked according to the following evaluation criteria (rubric):

1. The lesson plans give some idea of what is to be done throughout the class. They are lacking in objectives, timing, what the student does or anticipated problems.
2. All of the sections of the lesson plans have been completed, but there may be deficiencies in objectives, details of teacher activities, student activities or problems.
3. The pictures of the lessons are complete in behavioral terms of objectives, timing, teacher or student activities and problems. Some parts may be lacking in details.
4. The lesson plans are complete in all sections, and the objectives are clearly stated in behavioral terms.
5. The lesson plans go beyond what is expected in terms of the details of the planning and the elaboration of what is to be done. These plans would serve as models for other teachers.

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

CERTIFICATE

The course results in a 120-hour TESOL certificate that is non-graded. We will keep course results on file. A number of schools require such information as part of their hiring practices.