

TESOL Certification Program Course Syllabus

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Class Time: Tues./Thurs., 6:00 – 9:00 pm, or as arranged

Course Requirements

Regular Class Attendance & Active Participation

Teacher Observations

In-class Teaching Presentations

Practice Teaching

Ten (10) hours of documented 1-on-1 tutoring
Two (2) solo classroom lessons with instructor evaluation

Assignments:

Tutorial Reporting
Tasks: textbook analysis, materials design, lesson plan, etc.
Class Presentation
Teaching Portfolio & Résumé
Grammatical proficiency assignment
Exit examination
Résumé and cover letter

Textbooks

The following textbooks are required reading for this course. They will be provided for each trainee on the first day of classes.

How to Teach English, Jeremy Harmer (2007)
Pearson ESL, ISBN 978-1405853095

Understanding and Using English Grammar, Betty Schramper Azar (2009)
Pearson Education, ISBN 978-0132333337

Oxford Advanced Learner's Dictionary, A.S. Hornby (2005)
Oxford University Press, ISBN 978-0194001069

In addition to the theory provided through study of *How to Teach English*, trainees will be required to demonstrate familiarity with, and incorporate use of, *Understanding and Using English Grammar*, the *Oxford Advanced Learner's Dictionary* and various course-books into their lesson plans and tutorial sessions/classroom lessons throughout the course.

Assessment Policy – Certification Requirements

To attain certification, the following requirements must be fulfilled:

- at minimum, an 80% attendance record (≈13 of 16 class sessions)
- satisfactory completion of three (3) teacher observations
- satisfactory completion of all practice teaching sessions (see above)
- satisfactory completion of all assigned work
- satisfactory completion of Teaching Portfolio

Tutorial Reporting & Portfolio

Throughout this two-month course, you will be meeting with one or two tutorial subjects for a minimum total of 10 teaching hours. The purpose of these structured one-on-one sessions is to allow you to gain some experience planning lessons, instructing students, and practicing most other aspects of language instruction in the relative security of a less public setting. It will also provide you with an immediate opportunity to put into practice the theories, ideas, and methods you will read and learn about throughout this course.

There are two primary elements: the portfolio and the reports.

Tutorial Portfolio: Trainees will keep records of their lesson plans, lesson logs, and all lesson materials. These will be organized, labeled, and submitted for brief evaluation in a 3-ring binder upon the completion of the course. (However, it should be kept up to date at all times, as the instructor will monitor your progress throughout the course.)

Tutorial Reports: At the beginning of your tutorial sessions you will draw up a course plan, and will write a report on one of your tutorial courses at its conclusion. Although some self-reflection and self-evaluation is expected for each of your lessons, these special reports are intended to encourage a deeper, more academic level of self-evaluation. (See guidelines & samples for more details.)

Teacher Observations

Throughout the course, you will observe several experienced teachers' lessons and analyze aspects of their classroom interaction and teaching styles. You will focus a sympathetic yet critical eye on various facets of their instruction: student-teacher interaction, error correction methods, use of materials, pacing, and use of whiteboard, to name but a few.

Course Schedule, Reading Assignments, & Due Dates

Session 1 - Tuesday, May 4th, 2010

Teaching and Teachers: Roles and Styles

Introduction, Texts, Syllabus & Expectations

Reading: Preparation for Session 2, Harmer, Ch. 4

Session 2 - Thursday, May 6th, 2010

Learning and Learners: Roles and Styles

Authenticity, Group-/Pair-work, Purpose, Choice etc.

Reading: Preparation for Session 3, Harmer, Ch. 1 & 2

Session 3 - Tuesday, May 11th, 2010

The English Language

Teaching different language groups

Reading: Preparation for Session 4, Harmer, Ch. 6

Harmer DVD in entirety (50 mins. approx.)

Teacher Observations begin

Session 4 - Thursday, May 13th, 2010

Classroom Presentation, Board-work, Practice, & Error Correction, Lesson-Planning

Reading: Debriefing Session 3, Harmer Ch. 12

Due: Student Presentations on Selected Grammar Points

Session 5 - Tuesday, May 18th, 2010

Teaching Vocabulary

Using a Dictionary in the classroom

Reading: Preparation for Session 6, Harmer, Ch. 5 + DVD section 6
Due: Tutorial Course Plans

Tutorials begin

Session 6 - Thursday, May 20th, 2010

Teaching Pronunciation

An introduction to English Phonetics and Phonology; Using a dictionary (cont.)

Reading: Azar, Chapter 1 + preface to Teacher's Guide

Due: Student Presentations on Selected Grammar Points

Session 7 – Tuesday May 25th, 2010

Teaching Grammar

Diagnostic Grammar Test, Workshop Preparation

Reading: Preparation for Session 8, Harmer Ch. 10

Due: Student Presentations on Selected Grammar Points

Session 8 - Thursday, May 27th, 2010

Practice Teaching 1

Preparation for First Workshop

Reading: Preparation for Session 9, Harmer, Ch. 7 + DVD section 7

Session 9 – Tuesday, June 1st 2010

Practice Teaching 2

Preparation for First Workshop

Reading: Preparation for Session 10, Harmer, Ch. 8

Due: Teaching Observation Reports

Session 10 – Thursday, June 3rd, 2010

Practice Teaching 3

Preparation for Second Workshop

Reading: Preparation for Session 11, Harmer, Ch. 9 + DVD section 8

Due: Lesson Plan for First Workshop

Session 11 - Tuesday, June 8th, 2010

Practice Teaching 4

Preparation for Second Workshop

Reading: Preparation for Session 12, Harmer, Ch. 4, Appendix A + DVD section 10

Due: Student Presentations on selected section from First Workshop

Session 12 - Thursday, June 10th, 2010

Complementary media

Using complementary media and technology

Reading: Preparation for Session 13, Harmer, Ch. 11

Due: Lesson Plan for Second Workshop

Due: Student Presentations on selected section from First Workshop

Group Workshops begin

Session 13 - Tuesday, June 15th, 2010

Integrating the Four Skills & Adapting Texts

Instructional Design

Reading: Preparation for Session 14, Harmer, Ch. 3, Ch. 13, 14 + DVD sections 2-5

Due: Technology Assignment

Session 14 - Thursday, June 17th, 2010

Classroom Management & Assessment

Preparation: Career résumé and cover letter

Due: Critical review of either Azar, Advanced Learner's Dictionary or ESL textbook

Session 15 - Tuesday, June 22nd, 2010, 5.30 p.m. – 8.30 p.m.

ESL Professional Development

Round table discussion with practicing teachers and industry professionals

Career résumés and career management

Due: Tutorial Reports and Attendance Records

Session 16 – Thursday, June 24th, 2010

The various areas of ESL

Test & Exam Preparation, English for Specific Purposes

Exit Examination

Teacher Observations

Throughout the course, you will observe several experienced teachers' lessons and analyze aspects of their classroom interaction and teaching styles. You will focus a sympathetic yet critical eye on various facets of their instruction: student-teacher interaction, error correction methods, use of materials, pacing, and use of blackboard, to name but a few.

Requirements:

1. **Detailed demographics of class & students.**

Place of observation, date, time, duration, number of students, ages, L₁ backgrounds, proficiency level(s), type of program/institution, name of class, topic of lesson, skills addressed, brief description of classroom.

2. **Several predetermined foci of observation.**

Directed observation has been shown to be more unbiased, more quantifiable, and simply more helpful.

3. **Clear, understandable notes.**

An ordered list of classroom activities, complete with a few quoted examples, will allow the instructor to visualize the lesson and give more, and more helpful, feedback, comments, and suggestions.

4. **Evaluation.**

Some general evaluation is encouraged, of course, but you should base much of your evaluation on your foci of observation (see #2). Remember, you should actively seek out and describe both the positive and negative aspects of the teacher's lesson.

Observation Tips & Suggestions:

- The day before, contact the teacher to remind him/her that you're coming.
- Interview the teacher *before* class, if possible, to get demographic info. (by email?)
- Remain as non-distracting as possible. Do *not* participate in class.
- Conduct yourself in a professional manner: arrival, attire, demeanor, follow-up.
- Do *not* share your observations with the teacher you observed.
- Do *not* use student or instructor names in your report.

See Example: Joe Schmoe's teacher observation.

Tutorials & Tutorial Reports

As a way for the instructor to give feedback on your tutoring progress, you will write up formal reports for one of your tutorial courses with your tutorial subjects. Note, however, that a higher priority will be placed on thoughtful reflection than on length.

Elements to Include:

1. **Date/Time/Place** of lesson
2. **Student Demographics:** *age, L₁, nationality, proficiency level, type of student audience (adult ed., higher ed., prof. dev., primary sch. mid secondary sch.), and reason for studying English.*
3. **Tutorial Activities:** *description of what was accomplished during the lesson*
4. **Reflection:** *assess your tutoring session critically*

Submitting Your Reports:

If possible, write up your report and submit it by email to the instructor within 3 days. The longer you wait, the less thorough and accurate the reflection will be.

Look to make connections between what you are learning in class and what you are doing in your teaching. Do this both by intentionally planning lessons that incorporate the techniques and ideas you have learned and by using the language and terminology of the TESOL field in your reflections.

Your First Lesson:

Your first lesson should be focused on student needs assessment. Consider:

- proficiency assessment
- student strengths & weaknesses
- what the student *wants* to study:
 - **skills:** reading, writing, listening, speaking, vocab., gram., pronunc.
 - **topics:** asking for directions, restaurants & ordering food, etc.
 - **functions:** apologizing, interrupting, agreeing with someone, etc.
- the kind of English the student needs to succeed in the types of contexts s/he is likely to be in
- the extra linguistic discourse needs

During the first meeting with your student, you should also map out a tentative general curriculum based on his or her needs for the remaining balance of hours. **You will be required to submit a Course Plan containing this curriculum before your second meeting with your student.** You should remind the student that *some* of the lessons will have to be based around your – the tutor's – needs, as you will want to try out the various types of teaching techniques you will be learning.