



Colorado School of English



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***TEFL/TESL Certificate Program
Teacher-in-Training Syllabus Outline***

Version 4.0

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Contents

Course Description:.....

Unit 1 – Orientation

Unit 2 – Foreign Language Lesson and Attitudes.....

Unit 3 – Becoming a Self-Aware Language Teacher

Unit 4 – Culture and Acculturation

Unit 5 – Theories of Second Language Acquisition.....

Unit 6 Classroom Management

Unit 7 – Presenting Meaning and Context in a Learner-Centered Environment.....

Unit 8 – Total Physical Response

Unit 9 – Teaching Grammar

Unit 10 – Lesson Planning

Unit 11 – Lesson Planning Practicum.....

Unit 12 – Evaluating and Using Textbooks.....

Unit 13 – Teaching Vocabulary: Student-Centered Presentation.....

Unit 14 – Using Visual Aids

Unit 15 – Teaching Speaking.....

Unit 16 – Teaching Listening

Unit 17 – Teaching Reading

Unit 18 – Teaching Writing

Unit 19 – Error Correction.....

Unit 20 – Teaching with Games

Unit 21 – Teaching with Drama

Unit 22 – Teaching Pronunciation.....

Unit 23 – Teaching with Music, Songs, and Chants

Unit 24 – Testing and Assessment

Unit 25 – Using Technology in the Classroom

Unit 26 – English for Specific Purposes.....

Unit 27 –The Job Search: Resumes, Cover letters, and Interviews.....

Appendix 1: In-Course TEFL/TESL Trainee Practicum

 In-Course Teaching Practicum: Observations and Student Teaching

 TESL/TEFL Professional Observation Form

Appendix 2: Post-Course TEFL/TESL Trainee Practicum

 Post-Course Teaching Practicum: Observations and Student Teaching

Appendix 3: Program Evaluation

 INSTRUCTOR/SCHOOL EVALUATION

Appendix 4: References

Colorado School of English

TEFL/TESL Certificate Program Syllabus – Trainee Version

Course Description: The five-week Teaching English as a Second/Foreign Language Certificate Program is worth 3 college credits (POSNI accredited) and prepares participants to begin teaching English to adults in the US and abroad. The intensive course provides in-class instruction, observation of professionally taught ESL classes, and classroom teaching experience.

Course Overview: The course provides a foundation in learning and language acquisition theories. It also includes instruction in classroom management and lesson planning, teaching specific skills such as: reading, writing, listening, speaking, pronunciation, grammar, and vocabulary. Additionally, teachers-in-training learn how to handle error correction, and how to use games, drama, music, and other activities in the classroom. Computer assisted language learning (C.A.L.L.), acculturation and career skills are also covered. Communicative methodologies, with an emphasis on learner-centered practices, are presented throughout the course and are the basis for the guided student practicum, which includes a carefully devised curriculum and trainer observation/consultation to help the teacher-in-training improve his/her teaching.

The course has four components:

- Component 1 – Classroom instructional academic
- Component 2 – In-course teaching practicum
- Component 3 – Final examination and oral interview
- Component 4 – Post-course practicum

Performance Objectives: Upon completion of the course, teachers-in-training will be able to:

- Identify language learning theories and teaching approaches and their components
- Engage students in learner-centered and communicative lessons
- Create coherent and effective lesson plans
- Apply good principles and practices of classroom management
- Teach listening, speaking, pronunciation, reading, writing, grammar and vocabulary
- Teach using games, music, drama, TPR, and C.A.L.L.
- Understand issues and strategies of acculturation for teachers and students
- Craft a targeted job search and resume
- Evaluate job offers and contracts

Upon completion of the course, teachers-in-training will have had 130 hours of instruction which includes:

- 90 hours of classroom instruction
- 20 hours of in-course practicum
 - 6 hours of supervised student teaching
 - 4.5 hours of guided lesson plan writing
 - 3 hours of peer observations
 - 6.5 hours of professional observations
- 20 hours of post-course practicum (additional certificate given upon completion)
 - Student teaching
 - Observations
 - Lesson plan writing

Grading: The course is **pass/fail**. An overall score of **80%** is required to pass the course.

- Participation and homework assignments (classroom engagement, quizzes, presentation, and/or projects): 40 %
- Lesson plans and practicum: 40%
- Final written exam: 10%
- Final oral exam/interview: 10%

Required Teacher-in-Training Texts:

TEW

Lindsay, Paul. *Teaching English Worldwide*. Alta Book Center Publishers. 2000.

Chartbook

Azar, Betty Schramper. *Chartbook A Reference Grammar: Understanding and Using English Grammar*. Pearson/Longman Publishers. 2000.

Recommended Texts:

Fun with Grammar

Woodward, Suzanne W. *Fun with Grammar: Communicative Activities for the Azar Grammar Series*. Prentice Hall Regents Publishing. 1997.

Available online: http://www.azargrammar.com/materials/FWG_TOC.html

Grammar in Use

Murphy, Raymond. *Grammar in Use Intermediate Student's Book with answers and CD-ROM: Self-study Reference and Practice for Students of North American English* (Book & CD Rom). Cambridge University Press. Third printing 2010.

Oxford Picture Dictionary

Shapiro, Norma, and Adelson-Goldstein, Jayme. *The Oxford Picture Dictionary: Monolingual*. Oxford University Press. 1998.

Additional readings and handouts will be distributed throughout the course.

Trainer Texts:

AL

Thornbury, Scott. *About Language; Tasks for teachers of English*. Cambridge Teacher Training and Development, Cambridge University Press. 3rd printing 2007.

Available online as Google Book:

<http://books.google.es/books?id=WP445j3vt3sC&printsec=frontcover&dq=%22About+Language%22#v=onepage&q&f=false>

CLT

Ur, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press. 1995.

AMLT

Richards, Jack C. and Rodgers, Theodore S. *Approaches and Methods in Language Teaching*. Cambridge University Press. Second edition 2001.

DTLL

Maley, Alan and Duff, Alan. *Drama Techniques in Language Learning*. Cambridge University Press. Third edition 2001.

HLL

Lightbown, Patsy M and, Spada, Nina. *How Languages are Learned*. Oxford University Press 2006. Third edition, 2011.

MCCEL-SIOP

Echevarria, Jana, Vogt, MaryEllen, Short, Deborah. *Making Content Comprehensible for English Learners – the SIOP Model*. Allyn & Bacon. Third edition 2007.

MIH

Richard-Amato, Patricia A. *Making It Happen: Interaction in the Second Language Classroom: From Theory to Practice*. Addison-Wesley Publishing Group: Longman/Pearson. 1995.

PEU

Swan, Michael. *Practical English Usage*. Oxford University Press. Third edition 2005.

SLTLNG

Oxford, Raquel and Oxford, Jeffrey (eds.). *Second Language Teaching and Learning in the Net Generation*. National Foreign Language Resource Center, University of Hawai'i at Manoa Press. 2009.

TE

Doff, Adrian. *Teach English: A training course for teachers: Trainer's Handbook & Teacher's Workbook*. Cambridge Teacher Training and Development, Cambridge University Press. 1988.

TEFSL

Gebhard, Jerry G. Teaching English as a Foreign or Second Language: a Self-Development and Methodology Guide. The University of Michigan Press. 2006 (second edition, 2009).

TESFL

Celce-Murcia, Marianne, ed. (Second edition 1991) Teaching English as a Second or Foreign Language. Heinle & Heinle.

TGB

Celce-Murcia, Marianne, and Larsen-Freeman, Diane. (Second edition 1998) The Grammar Book. Heinle & Heinle.

TPLT

Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. Oxford University Press. Second Edition, 2000.