



CA INSTITUTE

TEACHER TRAINING (TEFL/TESOL) 180-Hour Certification Course Syllabus

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Teacher Training (TEFL/TESOL) 180 Hour Certification Course

Teaching English as a Foreign Language Teacher Training Certification Course

Overview

CA Institute Teacher Training (TEFL/TESOL) 180-hour certification courses are designed for individuals with a university degree who are seeking to teach English as a foreign language.

Goals

The course includes modules that prepare you to teach even under the most basic conditions from young learners to adults and all levels. This includes course methodologies and approaches, curriculum development, class lesson planning and teacher development.

Theme 1: Language Learning Environments and Contexts

- The Field of TESOL/ELT
- The EPG (The European Profiling Grid)
- Teaching Methodologies
- The Psychological Learning Environment
- L1, L2, L3 and more...
- New Ideas in Education
- R-PPP-R and Lesson Planning
- Student Levels CEFR (Common European Framework of Reference for Languages)

Theme 2: Planning and Resources

- In the Classroom
- Classroom strategies
- Boardwork
- Using Visuals and Technology
- Games in the Classroom
- The Formal Lesson Plan
- Using supplementary resources
- Writing a CV and cover letter

Theme 3: The Language Items and Language Skills

- How to teach Grammar
- How to Teach Vocabulary
- How to Teach Listening and Reading
- How to Teach Writing, Speaking and Pronunciation

Theme 4: Language Awareness and Proficiency

- Metalanguage
- History of English

Syllabus

Course duration:

Intensive 4-6 weeks

OR

1 semester – 17 weeks

180 Total Hours

(150 hours – coursework, inc.
self-study

30 hours – practicum)

CA Institute

E-Mail: info@ca-institute.com

Materials

The Language Teacher's Golden Companion:

*A Modern Approach to
Teaching English as a
Foreign Language,
inc. Activities, Tasks and
Quizzes*

TEFL/TESOL Notebook:

*A Companion Supplement for
30 Hours of Practicum*

Other resources

Film, documentaries, TV,
projector, internet,
dictionaries, special projects

Milestones

Module quizzes
Graded assignments
Mid-course Exam
Course Project
Sample lesson
Final Exam
Certificate upon completion



- Grammar Review

Theme 5: Assessment

- Assessment design

Theme 5: Professional Development

- Developing as a Language Teacher

Prerequisites

- At least B2+ level of English based on CEFR

Requirements

It is necessary to be flexible and prepared. Please complete all assignments beforehand and bring the following to class:

1. Laptop
2. Articles, textbooks, documents and homework



Topic Outline / Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

Theme 1: Language Learning Environment and Contexts

| Lesson Number | Syllabus Content | Learning Outcomes | Assignments and Assessment |
|---------------|---|---|--|
| 1.1 | Introduction to course. Course requirements and expectations Module 1: The Field of TESOL/ELT | <ol style="list-style-type: none">1. Have students gain a better insight into the course, its requirements and expectations2. Answer and settle any logistic issues3. Get to know your instructors, mentors, and colearners4. Learn the TESOL/ELT terminology | Reading: M1 Assignments: M1A1, M1A2 Practicum: Mentor Teacher Observation |
| 1.2 | Module 1: Learning styles Teacher's role in development The EPG | <ol style="list-style-type: none">1. Understand the various learning, input, and reasoning styles students may have2. Discuss the different motivation and expectations of various students3. How to develop and maintain motivation4. Become aware of the different roles teachers may adopt5. Find out where you score on the EPG and plan out how you can improve that by the end of the course | Quizzes: (Closed book) M1Q1, M1Q2 Reading: M2 Assignments: M2A1, M2A2 Practicum: Mentor Teacher Observation |
| 1.3 | Module 2: Teaching Methodologies | <ol style="list-style-type: none">1. Learn a brief history of language teaching from the past through the 1970's and beyond2. Discuss the various merits of the “designer” approaches, communicative language teaching and other post-method approaches3. Understand how the psychological learning environment effects lessons4. Demonstrate an awareness of CLIL, L1, L2, L3, Translation, and other new ideas in education. | Quizzes (Closed book) M2Q1, M2Q2 Reading M3 Assignments M3A1, M3A2 Practicum: Mentor Teacher Observation |
| 1.4 | Module 3: RPPPR Language Items Language Skills Lesson Plans | <ol style="list-style-type: none">1. Understand what learning a language involves2. Know the language items and language skills3. Become familiar with all aspects of the RPPPR4. Learn how to write a lesson plan | Quizzes: M3Q1, M3Q2 Reading: M4 Assignments: M4A1, M4A2 Practicum: Mentor Teacher Observation |
| 1.5 | Module 4: In the Classroom CEFR | <ol style="list-style-type: none">1. Understand the CEFR and what each level entails2. Become familiar with the physical classroom and the strategies to use in the classroom | Quizzes: M4Q1, M4Q2 Writing a CV and cover letter, applying for jobs HW: Write CV |



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|-------------------------------------|--|---|
| Classroom Strategies STT/TTT | <ol style="list-style-type: none">Presenting board workDiscuss STT/TTT and how students can maximize efficiency | Reading: M5 Assignments: M5A1, M5A2 Practicum: Mentor Teacher Observation |
| Module 5: Formal Lesson Planning | <ol style="list-style-type: none">Understand the principles of effective lesson planningDevise lesson plans that include<ul style="list-style-type: none">Aims/Can do statementsClass descriptionDifficulties and solutionsList of resourcesInteraction typesDescription of procedures and timingEvaluate the progress their lesson plans have taken through the course | Reading: M11 Practicum: Peer Observation/Teaching |
| Module 6: Teaching Resources | <ol style="list-style-type: none">Become familiar with various resource materials<ul style="list-style-type: none">VisualsEFL TextbooksSupplemental materialsOnline resources and technologyGamesEvaluate these resources and how they can be effective tools in the classroom | Quiz: M9Q1 Reading: M9. Assignment: M9A1. Practicum: Peer Observation/Teaching |



Theme 2: The Language Items and Language Skills

| Lesson Number | Syllabus Content | Learning Outcomes | Assignments and Assessment |
|---------------|---|--|--|
| 2.1 | <i>Module 7</i> Productive Skills: Writing | <ol style="list-style-type: none"> 1. Understand basic concepts used for writing and its use in teaching and planning 2. Identify writing sub-skills and features of written texts and make practical use of it in teaching 3. Understand literacy issues 4. Correctly use and explain punctuation and spelling 5. Learn how to provide written feedback | Teaching Writing Lesson Plan Based on Needs Analysis. Quiz: M8Q1 Reading: M8 Assignments: M8A1, M8A2, M8A3 Practicum: Peer Observation/Teaching |
| 2.2 | <i>Module 7:</i> Productive Skills: Speaking and Pronunciation | <ol style="list-style-type: none"> 1. Demonstrate a knowledge of English phonology (phonemic charts) 2. Understand features of speech <ul style="list-style-type: none"> • Minimal pairs • Linking • Intonation • Stress 3. Discuss methods of practically teaching pronunciation in the classroom 4. Discuss differences between spoken and written English 5. Apply knowledge of a wide range of language functions and their forms to practical teaching contexts | Teaching Pronunciation Lesson Plan Quiz: M8Q2. Reading: M9. Assignments: M8A4, M8A5 Practicum: Peer Observation/Teaching |
| 2.3 | <i>Module 8</i> Receptive Skills: Listening | <ol style="list-style-type: none"> 1. Understand basic concepts used for listening skills and using this in teaching 2. Understand purposes and approaches to listening texts 3. Identify difficulties learners face while listening 4. Demonstrate methods of aiding learners comprehend listening texts and improve their skills | Listening Lesson Plan. Quiz: M7Q1 Assignment: M7A2. Practicum: Peer Observation/Teaching |
| 2.4 | <i>Module 8:</i> Receptive Skills: Reading | <ol style="list-style-type: none"> 1. Understand core terminology used for reading skills and apply this to planning and teaching 2. Understand and make practical use of various purposes and approaches of reading texts 3. Text-based approach 4. Practical use in teaching of reading sub-skills <ul style="list-style-type: none"> • Meaning from context • Words vs. sentences vs. whole text | Reading Lesson Plan Quiz: M7Q2 Reading: M8. Assignment: M7A3. Practicum: Peer Observation/Teaching |



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|-----|--|---|--|
| | | <p>5. Identify difficulties learners face while reading</p> <p>6. Demonstrate methods of aiding learners comprehend reading texts and improve their skills</p> | |
| 2.5 | <p><i>Module 9</i> Vocabulary</p> | <p>1. Understand the principles of word formation and meaning</p> <ul style="list-style-type: none"> • Definition • Pronunciation • Spelling • Conative vs. denotative meaning <p>2. Review the English Vocabulary Profile (EVP)</p> <p>3. Identify lexical and spelling differences between British and American English</p> | <p>Quiz: M6Q1. Reading: M7 Assignment: M6A1, M6A2 Practicum: Peer Observation/Teaching</p> |
| 2.6 | <p><i>Module 9:</i> Vocabulary Vocabulary PPP Procedure Teaching Meaning Vocabulary Speaking Activities Vocabulary Review Activities</p> | <p>1. Learn various methods of teaching meaning</p> <p>2. Understand how to use drills (forms-oral, recall) in a lesson</p> <p>3. Effectively apply the RPPPR procedure to vocabulary</p> <p>4. Set up and manage speaking activities and vocabulary review activities</p> | <p>Teaching Vocabulary Lesson Plan. Quiz: M6Q2 Assignment: M7A1 Practicum: Peer Observation/Teaching</p> |
| 2.7 | <p><i>Module 10:</i> Teaching Grammar using a Functional Approach Types of Grammar Practice Explaining Grammar</p> | <p>1. Demonstrate a clear grasp on all previous topics</p> <p>2. Learn to present grammar functionally</p> <p>3. Review types of grammar practice</p> <p>4. Discuss various methods of explaining grammar to different student levels</p> | <p>Teaching Grammar Lesson Plan – Sample Lesson Reading: M6. Practicum: Peer Observation/Teaching</p> |



Theme 3: Language Awareness and Proficiency

| Lesson Number | Syllabus Content | Learning Outcomes | Assignments and Assessment |
|---------------|--|---|--|
| 3.1 | <i>Module 10</i> Meta-language History of English English Grammar | <ol style="list-style-type: none">1. Understand key meta-language and how to apply these terms in teaching2. Become familiar with a brief history of the English language3. Understand the rules and conventions of word order and the parts of speech4. Be able to explain the various types of verbs5. Discuss and demonstrate a working knowledge of general grammar structures and tenses6. Review the English Grammar Profile (EGP) | Take the General English Placement Exam for EFL Students. Students prepare to teach grammar topic in next lesson. Discuss Final Project and Final Presentations Assignments: M5A3, M5A4 Practicum: Mentor Teacher Observation |
| 3.2 | <i>Module 10:</i> English Grammar | <ol style="list-style-type: none">1. Be able to present and explain the following grammar topics:<ul style="list-style-type: none">• Verb patterns• Reported speech• Conditionals• Passive voice2. Show an awareness of the grammatical differences between British and American English | Review All Grammar. Prepare for Midterm exam Practicum: Peer Observation/Teaching |



Theme 4: Planning, Assessment, and Resources

| Lesson Number | Syllabus Content | Learning Outcomes | Assignments and Assessment |
|---------------|--------------------------|--|--|
| 4.2 | Module 11: Assessment | <ol style="list-style-type: none">1. Understand basic concepts of assessment2. Identify the various methods of assessment and how to use them practically in teaching contexts3. Know and distinguish the differences between several international standardized tests | Quiz: M9Q2 Reading: M10. Assignment: M9A2, M9A3. Practicum: Peer Observation/Teaching |

Theme 5: Professional Development

| Lesson Number | Syllabus Content | Learning Outcomes | Assignments and Assessment |
|---------------|---|--|---|
| 5.1 | Module 12: Developing as a Teacher. The EPG. TD-FRAM Review of Tense Forms and Grammar Metalanguage | <ol style="list-style-type: none">1. Make an honest self-appraisal of own teaching2. Assess own strengths and development needs3. Set goals for future development | Assignment: The EPG and TD-FRAM Practicum: Peer Observation/Teaching |
| 5.2 | Submit Final Projects Final Presentations End of Course Reflections | <ol style="list-style-type: none">1. Give constructive feedback of colleagues' presentations2. Respond to feedback from instructors and peers | |

**Assessment criteria and grade descriptors**

| | Grade of A | Grade of B | Grade of Pass |
|--|--|--|---|
| Lesson Planning | Candidates can effectively plan with little to no guidance. Plans are comprehensively constructed with appropriate resources and creative tasks selected for successful language development. | Candidates can plan effectively with some help. Plans are well constructed with fairly appropriate tasks and resources for successful language development. | Candidates can plan effectively with assistance. Plans are adequately constructed with tasks and resources that are chosen for successful language development. |
| Teaching and Classroom Management | Candidates give effective language lessons. They use a variety of classrooms strategies and teaching methods to keep learners thoroughly active and engaged. Instructions are clear, TTT is effective, and task transition is well timed and smooth. | Candidates give fairly effective language lessons, using a variety of classroom strategies and teaching methods to keep learners generally active and engaged. Instructions are clear, TTT is fairly effective, and task transition is generally well timed. | Candidates give adequate language lessons. They use a variety of classrooms strategies and teaching methods to keep learners suitably active and engaged. Instructions are usually clear, TTT is satisfactory, and task transition is reasonably timed. |
| Learner Awareness | Candidates demonstrate an excellent awareness of learners and responds effectively so learners can achieve maximum benefit from the lesson. | Candidates demonstrate a good awareness of learners and respond so learners can benefit from the lesson. | Candidates demonstrate some awareness of learners and usually respond so learners can achieve some benefit from the lesson. |
| Self Awareness and Development | Candidates can honestly and successfully reflect on their key strengths and weaknesses. They continually use this self-reflection in their professional development. | Candidates can successfully reflect on their key strengths and weaknesses. They generally use this self-reflection in their professional development. | Candidates can reflect on some their strengths and weaknesses. They often use this selfreflection in their professional development. |
| Overall | Outstanding in all course modules and displayed superior class management and teaching skills. | Excelled in all tasks and displayed sufficient class management and practical teaching skills. | Satisfactory performance but would benefit from additional mentoring by an experienced educator. |

* An Attendee certificate is issued to candidates who have unsatisfactorily met the criteria in any or all assessed components, but was present for the entire course.



Notes:

A 2-week study period is given to students to complete and submit their final projects. Instructors are available at given times to help students with these projects. At the end of the 2-week study period, a final exam and final presentation are conducted.

Mandatory Reading

DOSTAL E., (2018), *The Language Teacher's Golden Companion*

DOSTAL E., KEPLOVA K., (2018), *TEFL/TESOL 180 Notebook*