

# International TEFL Academy

## Chicago TEFL Course Syllabus



The International TEFL Academy TEFL/TESOL certification course is taught by a seasoned university-level instructor with an advanced degree in TESOL or a related field and international teaching experience.

The TEFL course is designed for students who are looking to Teach English as a Foreign Language (TEFL) internationally in a professional environment.

Throughout this course, students will learn how to create activities and lesson plans that integrate the four language skills of *listening, speaking, reading, and writing*. They will also gain an understanding of different language teaching methods that have practical classroom applications.

### Course Hours

The course is comprised of

- 180 hours of training - which includes class work, readings, tasks, lesson planning, work you complete at home, etc.
- 10 hours of practicum - which includes observation and student teaching.

### Part 1: Chapter Outline

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**Important Note:** Refer to the course calendar for specific task and assignment due dates. Course activities and tasks will be explained in detail within each corresponding learning chapter. If you have any questions, please contact your course instructor.

Your 190-Hour TEFL/TESOL Course is divided into 10 separate chapters and a course project, The Learner Profile.

#### Chapter 1: Role of the Teacher

Reading and tasks on the history of English language; expectations for teachers on their first day of class; creating your teaching persona; recognizing traits of an effective teacher; ways to build community in your classroom; examples of how to be a good role model; strategies for maintaining professional relationships; terminology and abbreviations used in the TEFL profession; introduction to language levels, and effective and ineffective teaching practices.

#### Chapter 2: Creating a Student-Centered Classroom

Reading and tasks on the student-centered approach and teacher's roles; autonomous learning, the roles of collaboration and cooperative learning; creating scaffolded activities, experiential learning with examples of useful EFL activities; individual differences.

#### Chapter 3: Methods and Approaches

Reading and tasks on the differences between approach, method, and technique; contemporary and traditional teaching methods; Communicative Language Teaching (CLT); characteristics of the Community Language Learning approach; general procedures used in a Silent Way classroom; the pillars of Suggestopedia; using Total Physical Response and Total Physical Response Storytelling in a classroom; principles of Content-Based Instruction; and ways to implement Cooperative Learning, Task-Based Learning, Project-Based Learning, and differentiation.

#### Chapter 4: Lesson Planning

Reading and tasks on the importance of lesson planning and how it relates to instruction; understanding language level distinctions, creating learning objectives for lessons, characteristics of an effective lesson plan; lesson planning for young learners, the foundation behind effective assessment methods.

## **Chapter 5: Course Design**

Reading and tasks on the basic concepts in course design: creating and delivery of needs analyses and diagnostic assessments; use of data collected via analyses; evaluating and selecting textbooks; producing a general course syllabus; creating a class contract to establish classroom standards of behavior.

## **Chapter 6: Lexis**

Reading and tasks on defining word root, prefix and suffix; common phrasal verbs and collocations; phonological, morphological, syntactic, semantic, and pragmatic understanding; selecting vocabulary words to teach in the ESL/EFL classroom

## **Chapter 7: Grammar**

Reading and tasks on effective methods of vocabulary instruction; challenges and approaches to teaching idiomatic expressions; effective methods of grammar instruction with example grammar activities.

## **Chapter 8: Listening and Reading**

Reading and tasks on how the brain processes listening output; types of listening input; types of listening materials and how to choose them for the classroom; how to tailor listening activities to student level and mental method of processing; ways to set up activities within a listening lesson and sequence of lessons; specific techniques for teaching listening skills; how the schema theory impacts ESL/EFL reading activities; common reading strategies that can be taught to ESL/EFL learners; selecting reading materials; intensive and extensive reading skills; types of pre-reading, while-reading, and post-reading activities; and ways to assess reading both formally and informally.

## **Chapter 9: Speaking and Writing**

Reading and tasks on the foundation needed for ESL/EFL students to improve their oral and written language production; commonly used classroom speaking activities; the sounds and most common pronunciation rules for English pronunciation and when to incorporate effective pronunciation techniques into ESL/EFL lessons; structuring ESL/EFL writing activities and lessons; and recommended outside resources to improve and expand teacher knowledge, methods, and materials of ESL/EFL speaking and writing.

## **Chapter 10: Visual Aids and Technology**

Reading and tasks on the several benefits of using low-tech visual aids with English language learners; general criteria to follow when choosing a visual aid; low-tech visual aids and how they can be applied to the ESL/EFL classroom; ways to use the internet effectively with ESL/EFL students; precautions to consider when assigning internet-related activities; how blogs and wikis might be used to enhance students' communication skills; recommendations for effectively integrating video into the ESL/EFL classroom; ways to use video as a teaching and learning tool, and pros and cons to learning language online.

## **Chapter 11: Cultural Sensitivity**

Reading and tasks on culture and cultural sensitivity, surface and deep culture; the five barriers to cross-cultural communication; four main cultural dimensions and their implications for the EFL classroom; and culture shock and its stages.

## **Part 2: Textbook and Course Materials**

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Each TEFL student will be required to purchase the International TEFL Academy Course Book (in paperback or PDF) in order to complete the readings and tasks for your TEFL certification course in Chicago. The required books must be purchased before your class – International TEFL Academy does not sell these books in the office. You may purchase these materials by following the links below:

### Required Materials

- Course Book – [The Fundamentals of Teaching English as a Foreign Language](#) 7th Edition by International TEFL Academy Press

## Recommended Materials

- [Grammar Fundamentals for Teaching English as a Foreign Language: A Teacher's Reference](#) by International TEFL Academy Press

## Part 3: Assignments and Tasks

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Tasks and assignments will be assigned by your course instructor throughout your TEFL Course. All tasks must be completed in order to receive your TEFL Certificate.

### Late Work Policy

Be sure to pay close attention to due dates given by your course instructor. Tasks and assignments that are turned in after the assigned due date will receive an automatic grade of "0."

### Class Participation

Each week you will receive a grade from 0 – 35 points based on your class participation for the entire week. Class participation is based on the following criteria:

- Level of involvement in group/class discussions
- Involvement in peer-to-peer feedback
- Preparedness/being on time
- Appropriateness and Relevance
- Willingness to participate

\* Students who use the internet during class hours, not including lunch, for non-related activities will lose an automatic 10 points of participation for the week.

\* Students who use cell phones during class hours will lose an automatic 10 points of participation for the week. Breaks are built into the course schedule so you have time to check and use your phones.

### Learner Profile

During the course, you will assess a learner's language background and needs. Based on your assessment and analysis, you will design and teach a lesson specific for the ESL learner. At the end of the course, each TEFL student will complete a class conversation and group discussion on your work for this project.

### Course Evaluations

Throughout your course you will be asked to complete 2 course evaluations – a Mid-Course Evaluation and a Final Course Evaluation. The evaluations cover the course material, the course instructors, and your overall experience with International TEFL Academy. The evaluations should only take 10 – 15 minutes. These are delivered via Moodle in a questionnaire format.

## Part 4: Task Outline

Below is an outline of the course tasks that are to be completed. Some tasks will be completed in class and others will be completed as homework. *Students will also be graded on the presentation of these tasks (i.e. correct spelling, grammar, punctuation, etc.)*

Category	Task
Theory Session Tasks	Lesson Planning: PPP Lesson
	Lesson Planning: Reading Lesson
	Lesson Planning: Video as a Teaching Tool
	Assignment 4: Reflective Essay
	Learner Profile Task 1
	Learner Profile Task 2
	Learner Profile Presentation
Quizzes	Ch 1 Quiz
	Ch 2 Quiz
	Ch 3 Quiz
	Ch 4 Quiz
	Ch 5 Quiz
	Ch 6 Quizzes
	Ch 7 Quiz
	Ch 8 Quiz
	Ch 9 Quiz
	Ch 10 Quiz
	Ch 11 Quiz
Peer Teaching	Peer Teaching: Listening/Reading
	Peer Teaching: Grammar
Practicum Session Tasks	Observation #1
	Observation #2
	Practicum Teaching Lesson #1
	Practicum Lesson #1 Reflection
	Practicum Teaching Lesson #2
	Practicum Lesson #2 Reflection
	Practicum Teaching Lesson #3
	Practicum Lesson #3 Reflection
	Practicum Teaching Lesson #4
	Practicum Lesson #4 Reflection
Course Evaluations	Mid & Final
Class Participation	Theory sessions
	Practicum sessions

## Part 5: Pass Fail Grading

Your overall grade in the course will be determined as follows: Students must receive a “Pass” score on all quizzes and written submissions to be eligible for a certificate.

You are given three attempts on each quiz for Chapters 1-11. You must answer all prompts correctly by your third attempt to receive a Pass for the quiz.

Written submissions (responses, lesson plans, analyses, etc.) must be submitted within the due date timeline and receive a Pass determination. If you do not receive a Pass on your submitted work, please review your instructor’s feedback to determine what improvements you need to make. Deadlines to make improvements will be arranged with your instructor but the standard is the following Sunday by 11:59 pm CT. A Fail determination for work that was not submitted by the deadline without instructor approval will not be changed.

## Part 6: Practicum/Student Teaching

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Practicum is an essential component to a teacher's training process, as it provides valuable insight and experience prior to obtaining independent teaching positions. International TEFL Academy requires that all students accumulate a minimum of 10 hours for TEFL/TESOL certification. These hours will be achieved through

observation and student teaching.

Hands-on experience with English language learners provides an opportunity for teacher trainees to apply teaching principles to real-life situations, build confidence in their skill and pedagogical style, gain exposure to various learning styles and classroom situations, and acquire valuable teaching experience. These components will assist a teacher in feeling more prepared, as well as add a competitive edge during one's job search and interview process.

## **Part 7: Attendance Policy**

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Regular attendance is vital for success as an English teacher. Students who do not adhere to International TEFL Academy's attendance policy will not be able to receive their TEFL Certification.

Students can miss up to a total of 8 hours of class, or one full day. If a student is more than 15 minutes late to class in the morning or after a break, it will count as one hour of being absent.

## **Part 8: Course Policies**

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### **Withdrawing from Your Course**

Students who are unable to complete the Chicago TEFL Certification class must write a letter to International TEFL Academy stating that they will not be able to complete the course. Please refer to your ITA Terms and Conditions for a description of the withdrawal process.

### **Commitment to Integrity**

As a student in this course you are expected to maintain high degrees of professionalism, commitment to active learning, participation, and integrity in your behavior in and out of the classroom. Cheating and Plagiarism will not be tolerated in this course.

Cheating is defined as "an act of lying, deception, fraud, trickery, imposture, or imposition. Cheating implies the breaking of rules."

Plagiarism is defined as "the wrongful appropriation, close imitation, or purloining and publication, of another author's language, thoughts, ideas, or expressions, and the representation of them as one's own original work."

Students who are caught cheating and/or plagiarizing on course assignments will receive an automatic grade of "0" on their assignment with no chance of redoing the assignment for credit. If the student continues to plagiarize he or she will be automatically withdrawn from the class. Students who get caught cheating and/or plagiarizing on the Learner Profile will receive an automatic grade of "0" on the project, but will still be required to redo the assignment in order to pass the class.

### **Questions about Course Guidelines and Policy**

If you have any questions regarding the task policies, due dates, etc. please contact your course instructor.

Continuing with the course assures International TEFL Academy that you are aware of your role as the student and what is required of you throughout this course!

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**Important Note:** This syllabus, along with course tasks and due dates, are subject to change. It is the student's responsibility to check with ITA for corrections or updates to the syllabus. Any changes will be clearly noted.

