

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 in 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

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: 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.

Chapter 4: 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 5: 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 6: Grammar and 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; effective methods of vocabulary instruction; challenges and approaches to teaching idiomatic expressions; effective methods of grammar instruction with example grammar activities.

Chapter 7: 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 8: 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 9: 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 10: 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.

Part 2: Textbook and Course Materials

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* by International TEFL Academy Press - <https://www.internationalteflacademy.com/textbook-orders>**

Recommended Materials

- ***Grammar Fundamentals for Teaching English as a Foreign Language: A Teacher's Reference* by International TEFL Academy Press - <https://www.internationalteflacademy.com/textbook-orders>**

Part 3: Assignments and Tasks

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.

Learner Profile

During the course, you will meet with an ESL learner to assess his/her 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 and present a Learner Profile portfolio, which will consist of the learner background analysis, language skills assessment, lesson plan analysis, and a follow-up lesson plan. The Learner Profile is worth a total of 250 points.

The Learner Profile can serve as a portfolio that you can bring to interviews and showcase to potential employers to illustrate your knowledge and experience with student needs assessment and lesson plan design.

**Students MUST complete the Learner Profile in order to pass the class. Students who do not complete the assignment will not be issued their TEFL/TESOL Certificate.*

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, course instructor and International TEFL Academy. The evaluations should only take 10 – 15 minutes. The Mid-Course and Final Course Evaluations are worth 5 points each.

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	Points
Morning Session Tasks	Multiple Intelligence Presentations	--
	Assignment 1: PPP Lesson	35
	Assignment 2: Reading Lesson	25
	Assignment 3: Video as a Teaching Tool	35
	Assignment 4: Reflective Essay	25
Daily Tense Presentations	Tense Presentations	10
Quizzes	Ch 1 Quiz	10
	Ch 2 Quiz	10
	Ch 3 Quiz	10
	Ch 4 Quiz	11
	Ch 5 Quiz	10
	Ch 6 Quizzes	25
	Ch 7 Quiz	10
	Ch 8 Quiz	14
	Ch 9 Quiz	12
	Ch 10 Quiz	10
Peer Teaching	Peer Teaching: Listening/Reading	40
	Peer Teaching: Grammar	30
	Peer Teaching: Song	30
Learner Profile	Task 1	50
	Task 2	60
	Task 3	55
	Task 4	20
	Task 5	55
	Task 6	10
Course Evaluations	Mid & Final- 5 pts each	10
Class Participation	Morning sessions- 20 pts	140
	Afternoon session- 15 pts	
TOTAL		752

Part 5: Grading Scale

Final grades assigned for this course will be based on the sum of the total points earned on tasks and assignments and are assigned as shown in the chart below. The course has a total of 752 points. Students must receive 526 or more points to pass the class.

Letter Grade	Points Possible	Percentage
A	676- 752	90 – 100%
B	601 – 675	80 – 89%
C	526– 600	70 – 79%
D	451 – 525	60 – 69%
F	0 – 450	0 – 59%

Students will receive a separate grade for their student teaching/practicum. Each teaching session will be graded by your TEFL Instructor. TEFL students will receive a grade based on the average score they received during their teaching practice. Please see below for information on Teaching Practice (TP) Tasks.

Part 6: Practicum/Student Teaching

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

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 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!

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.