



**The University of Southern Queensland
Faculty of Education**

Certificate in TESOL

SYNOPSIS:

The Certificate in Teaching English to Speakers of Other Languages (TESOL) is a practical 4-week program aimed at enabling second language teachers with some experience to further develop their professional skills.

The Certificate in TESOL takes an experiential approach by providing teaching demonstrations and teaching practice. Participants will develop skills in teaching speaking, listening, reading, writing, grammar and culture. In addition to these core teaching and learning skills, participants will gain experience in lesson development, classroom management skills and resource development.

Participants work closely with a teacher trainer and will receive regular feedback and practical advice, leading to confidence in classroom teaching and management. This provides participants with opportunities to reflect upon their teaching and for professional growth.

OBJECTIVES:

On completion of this course students will be able to:

- communicate using key terminology relevant to TESOL
- articulate the rules and conventions relating to words, sentences paragraphs and texts, formation and usage of grammatical features
- use techniques and resources to develop learners' awareness of language as a system and how language is connected to culture
- plan (and articulate these plans) and develop lessons in the four macroskills, vocabulary and grammar
- develop intercultural skills
- discuss teaching techniques which are sensitive toward individual learners' levels of motivation and different learning styles and strategies.
- engage in professional dialogue to evaluate their lesson plans, teaching methodology and materials
- reflect on their development as language teaching professionals.

TOPICS:

Description	Weighting (%)
1. Language awareness	10
2. Second language learning	10
3. Second language teaching (teaching speaking, listening, reading, writing, vocabulary and grammar)	25
4. Preparation and planning	20
5. Teaching observation and practice	35

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Ur, P 1991, *A Course in Language Teaching*, Cambridge University Press, Cambridge.

STUDENT WORKLOAD REQUIREMENTS:

ACTIVITY	HOURS
Assessment	25
Directed Study	100
Private Study	20

The directed study includes supervised lesson planning, teaching observation and practicum and feedback on teaching.

ASSESSMENT:

Description	Marks Out of	Wtg(%)	Required	Due Date
ESSAY ASSIGNMENT 1 750-1000 WORDS	10	10	Y	End of Week 1
ESSAY ASSIGNMENT 2 750-1000 WORDS	10	10	Y	End of Week 2
ESSAY ASSIGNMENT 3 750-1000 WORDS	10	10	Y	End of Week 3
PORTFOLIO *	25	25	Y	End of Week 4
PRACTICUM	45	45	Y	Continuing

* Portfolio of materials, lesson plans and reflections

PROGRAM OVERVIEW:

MODULE 1 – LANGUAGE AWARENESS

Participants will develop an awareness of nature of language in communication, that is, how meaning is realised in actual usage. This becomes the foundation for examining the second language learner and second language teaching.

CONTENT	OBJECTIVES
1. Conventions of language	Successful candidates will demonstrate an understanding of the following concepts by making practical use of this knowledge in a written assignment and in lesson planning and practice. <ul style="list-style-type: none">- key terminology used in TESOL- the rules and conventions relating words, sentences paragraphs and texts- formation and usage of grammatical features
2. Components of language:	<ul style="list-style-type: none">- the sounds of language (phonetics)- the sound patterns of language (phonology)- the meanings of language (morphology, semantics, pragmatics)- the sentence patterns of language (syntax)
3. Language in society - language and culture.	<ul style="list-style-type: none">- how language is connected to culture- the varieties of English and how these differ
4. Developing learners' language awareness	<ul style="list-style-type: none">- the use of techniques and resources to develop learners' knowledge of language

MODULE 2 - SECOND LANGUAGE LEARNING

Participants will take a brief look at second language acquisition through the eyes of the second language learner. Participants will explore the contexts within which language learning takes place and language learners' motivations and individual styles and strategies.

CONTENT	OBJECTIVES
1. Second language acquisition	Successful candidates will demonstrate an understanding of the following concepts by making practical use of this knowledge in a written assignment and in lesson planning and practice. <ul style="list-style-type: none">- how first language is acquired- similarities and differences in first and second language acquisition
2. The second language learner	<ul style="list-style-type: none">- the cultural and linguistic backgrounds of learners bring to the language classroom- different levels of motivation which can exist among learners- the different learning styles and strategies learners bring to the learning process- teaching techniques which are sensitive toward individual learners' levels of motivation and these different learning styles and strategies.
3. Contexts for language learning	<ul style="list-style-type: none">- the different purposes for which students undertake English language study, e.g. conversational English, General English, English for Academic purposes, English for Business Purposes- the different contexts in which language learning occurs, that is, the physical environment and the resources learners have available to them and their affects on second language learning .

MODULE 3 - SECOND LANGUAGE TEACHING

Participants will examine current methodologies in second language teaching. Through tutorials, workshops and facilitated discussion, participants will gain practice in lesson planning in the four macroskills, classroom management and resource development.

CONTENT	OBJECTIVES
1. Listening	Successful candidates will demonstrate an understanding of the following concepts by making practical use of this knowledge in a written assignment and in lesson planning and practice. <ul style="list-style-type: none">- what listening skills are and the terminology used to describe these skills- the process of listening- considerations for developing listening activities, such as purposes for listening and potential barriers to listening- techniques and activities for developing learners' listening skills
2. Speaking	<ul style="list-style-type: none">- what speaking skills are and the terminology used to describe these skills- communication strategies & routines for the classroom to maximise English use in the classroom- considerations for developing speaking activities- techniques and activities for developing learners' speaking skills
3. Reading	<ul style="list-style-type: none">- what reading skills are and the terminology used to describe these skills- considerations for developing reading activities- techniques and activities for developing learners' reading skills
4. Writing	<ul style="list-style-type: none">- what writing skills are and the terminology used to describe these skills- considerations for developing writing activities- techniques and activities for developing learners' writing skills

MODULE 4 – PREPARATION AND PLANNING

Participants will become familiar with the key considerations in developing a well-sequenced lesson, and gain practical experience in lesson design, including designing tasks, activities and materials. Participants will also become familiar with techniques enabling them to reflect upon and evaluate their lesson plans, teaching and materials. Participants will become familiar with techniques for managing the classroom environment.

CONTENT	OBJECTIVES
1. Lesson Planning	Successful candidates will demonstrate an understanding of the following concepts by making practical use of this knowledge in a written assignment and in lesson planning and practice. <ul style="list-style-type: none">- how to develop effective lesson plans including:<ul style="list-style-type: none">o logical sequencing of lessonso identifying learner needso developing a statement of aimso identifying probable difficulties and suggesting solutionso describing teaching and student interactiono timingo description of resources to be used
2. Materials and resources	<ul style="list-style-type: none">- selecting, adapting and creating learning materials to meet specific learner needs and aims of a lesson- sources of materials and resources- evaluating success/failure of using resources in a lesson
3. Classroom management	<ul style="list-style-type: none">- organisation of the physical features of the classroom- classroom presence and control- maintaining rapport and an atmosphere conducive to learning- working with learners of different levels- use of language to manage the lesson, including giving clear instructions, grading language, error correction
4. Evaluating teaching & learning	<ul style="list-style-type: none">- monitoring and evaluating the performance of second language learners- giving constructive and timely feedback to learners- evaluating teaching effectiveness

MODULE 5 – TEACHING OBSERVATION AND PRACTICE

Participants will witness first hand how these methodologies are translated successfully into practice, through observations of experienced language teachers, before putting their knowledge and skills into action. Participants will have the opportunities to consult with the trainer and receive constructive and timely feedback on their teaching practice. Participants will have opportunities to reflect on their development as professionals in the field and to engage with experienced language professionals.

CONTENT	OBJECTIVES
1. Observation of trained teachers	<p>Successful candidates will demonstrate an understanding of the following concepts by making practical use of this knowledge in a written assignment and in lesson planning and practice.</p> <ul style="list-style-type: none"> - the strengths and weaknesses of a particular lesson - techniques used by teacher at different stages of the lesson and for different skills development - how reflection can be used to improve one's own teaching performance
2. Observation of peers	<ul style="list-style-type: none"> - the strengths and weaknesses of a particular lesson - how to reflect on peers' performance with the goal of improving own teaching performance - how to give constructive feedback to peers
3. Teaching practicum	<ul style="list-style-type: none"> - responding appropriately to trainer feedback - how to incorporate feedback into future teaching practice - how to assess own strengths and weaknesses - how reflection can be used to improve teaching practice
4. Professional development	<ul style="list-style-type: none"> - where this training fits in to the wider scope of this field - where to find resources for professional development in this field, including professional organisations, magazines, journals and publications - how to set goals for future professional development - further opportunities for professional development