Program Syllabus

<u>Promise Opens Doors 120-Hour Comprehensive TEFL Certificate Program for In-Person and Online Teaching</u>

This resource briefly describes the requirements of this program, its general educational approach, program assessment practices, as well as the layout of the program and courses that compose it.

Program Requirements

The text below describes the technical and time-based requirements of this program.

Note that technical requirements explored during the first course of the program and assistance is provided as needed.

Technical Requirement: Personal Computer
Though it is possible to complete this coursework on a smartphone or tablet, it is best to use a personal computer, such as a laptop or desktop computer.

Technical Requirement: Google Chrome
Various kinds of software accessed throughout the program are optimized for use with the latest version of Google Chrome. Other kinds of browsers may be used, but there may be some performance issues with course contents.

Technical Requirement: Webcam

As many activities and assignments call for the participants to upload videos, participants should have access to a camera and be able to upload the video to the LMS. Ideally, this would be a webcam connected to a personal computer (PC).

Technical Requirement: Microphone

As many activities and assignments call for the participants to upload audio clips, a microphone is required. Most computers and handheld devices contain an in-built microphone; however, headsets with a microphone tend to have better audio quality.

Time Requirement: 6 to 8 months
To ensure the effectiveness of training in this program, the coursework must be completed within six months; and the practicum must be completed within two months of the coursework. This means that the program overall must be completed within eight months.

Time requirement: 30 minutes a day
To ensure the effectiveness of training in this program, participants must commit at least 3.5 hours a week, averaging thirty minutes per day.

Program Approach

The text below describes the approach of the program.

Student-Centered
This program supports a student-centered approach to language teaching, which also includes the strategic use of some traditional teacher-centered procedures.

This means that the program guides participants to become skillful in identifying how their students learn best, then designing and effectively implementing activities that fit students' strengths and needs.

Participant-Centered
In extension, this program is designed to focus on the individual participant. Using interactive lessons, online resources, guided demonstrations and models, this program guides participants from simple recall-level activities through higher-order assignments.

Assignments
Program assignments call for participants to reflect on program contents in personally meaningful ways, such as evaluating specific theories and practices and creating TESOL activities and lessons according to provided standards.

Assistance
As a participant-centered program, participants are encouraged to contact the assistant instructor anytime they require assistance. To contact course instructors, participants should select "send message" in

the LMS, and in the recipient field, type the name of their course (i.e., Course 1: TESOL Foundations) and select the auto-fill option that includes "only instructor."

Program Assessment

The text below describes the assessment practices implemented in this program, including assessment of coursework and the practicum, as well as the appeals system for cases where the participant would like other instructors to review their grade.

Completion of the coursework requires successful completion of all activities.
For successful completion of the coursework, participants must complete all activities, submit all assignments, and receive a completion mark or passing grade as specified in the grading criteria for each assignment.

Assignment revisions are required in case of unsuccessful completion.
As per our "second chance" grading system, assignments which do not receive a completion mark or passing grade will be returned to the participant with requests for adjustment and resubmission.

The practicum calls for completion of all teaching hours and assignments.
Assessment of the practicum is rubric-based and calls for evidence of improvement through a reflective teaching practice through fifteen hours of teaching. The rubrics are provided during the coursework and the practicum before the participant performs the corresponding assignments.

Two final assignments in the practicum must be passed for graduation.
For participants to graduate from the program, the final lesson recording should receive a grade of at least 80% and the final reflection paper should receive a score of at least 75%. As with other assignments, participants will be given the opportunity to redo/revise the assignment and resubmit for a passing grade if needed.

There is an appeals process for participants to contest a received mark.
If at any point the participant feels that the received grade does not fit his or her performance on an assignment, the participant may initiate the appeals process by emailing the instructor who graded their assignment. If the grading party maintains the original grade, the matter will be passed to a panel of at least two other instructors who will confer and agree upon a final decision.

Program Layout

The upcoming resources describe the layout of this program, starting with the most general description of courses in the program, then progressing to a more detailed description of the common layout of the courses.

Program Overview

After this program introduction, there are four courses with lessons and assignments, followed by practicum. Each course includes about one hour of observational work, which counts towards the twenty-hour practicum.

Course 1
TESOL Foundations
This program begins with an exploration of basic tools and procedures for teaching English in person and online; many of which are put into practice throughout the program.

Course 2
Teaching Language Skills
Once participants are provided with basic procedures and tools for TESOL, they continue to the second course in which these tools are applied to activities and strategies for teaching each language skill in person or online.

Course 3
Lesson Planning and Classroom Management
In Course 3, participants are guided through the creation of two complete lessons using the tools, procedures, and strategies acquired in the previous courses, including active and passive strategies for maintaining effective classroom management.

Course 4
Your TESOL Career
The final course of the coursework prepares participants for the requirements and challenges of establishing and ensuring success in a TESOL career in person or online.

Practicum
The practicum is the participants' opportunity to put their learning into practice. They work closely with an expert master instructor for fifteen hours of teaching practice, with a group of international students online or with local students as arranged through program partners.

The practicum integrates self-evaluation by participants, student evaluations, master teacher feedback on lesson recordings, and a final reflection paper by the participant.

Common Course Layout

The resource below describes how courses are arranged throughout the program.

As mentioned previously, there are four courses leading up to the practicum. Most courses are composed of three modules, though Course 2 has four modules, and Course 4 only has two modules.

Each course follows a similar layout, as described below.

1. **Course Introduction**

Each course introduction describes the overall objectives of the course, the modules in the course, the general topics in each module and, briefly, the prompts for each module in the course assignment.

2. **Module Introduction**

Following each course introduction is the first module introduction. Each module introduction provides a detailed description of topics explored in the module and prompts to be completed in the cumulative course assignment at the end of the module.

3. **Module Chart**

Following each module introduction is a presentation of the module chart in its incomplete form, without any of the cells completed. It is explained that the chart will be provided in its complete form for download at the end of the module and in a packet at the end of the program.

4. **Topic Lessons**

Following presentation of the module chart is the lesson for the first topic of the module. As described previously, lessons are composed of interactive blocks and knowledge checks. Most modules contain six topics, though some contain less.

5. **External Resources**

Preceding and/or following each interactive lesson is a page embedded in the LMS linking to an external resource not associated with this certificate program. These external links provide exposure to online resources regarding vital topics in the program and are designed to introduce topics, provide visual demonstrations, or provide further practice.

This inclusion of external links does pose the possibility of a link going down or being temporarily unavailable, making it difficult to pass the related activity. If this or any technical issue arises, participants should immediately contact the assistant instructor following the procedures described previously.

6. **Minor Assignments**

Occasionally in some modules there are minor assignments to be completed within the LMS, such as replies in text, audio, and video. These assignments are checked briefly for completion and may receive some written feedback from the assistant instructor.

7. **Module Chart**

At the end of each module, the module chart is provided for download and should be used for assistance on the module prompts for the course assignment.

8. **Course Assignment**

After downloading the module chart and completing the final module prompts of the course assignment, the participant uploads to the LMS a link to their completed cumulative course assignment.

These assignments are assessed according to a rubric within the same document. If the assignment is marked below the minimum passing score, it will be marked pending within the LMS, and the participant should revise and resubmit the assignment.

Course Contents

Below are the module topics included in each course of this program.

Course 1: TESOL Foundations

Module 1: SLA Approaches and Methods

Module 1 explores the original underlying principles and observed procedures of the following methods, as well guidelines for using them effectively in the contemporary classroom:

the classical method of teaching Latin
the Grammar Translation Method
the Direct Method
Situational Language Teaching
Total Physical Response
the Natural Approach
Task-Based Learning
Principled Eclecticism

Module 2: TESOL Classroom Technology

Module 2 describes technology for the in-person classroom, including the following key topics:

arrangements and uses of classroom hardware, such as smartboards
advantages, drawbacks, and applications of presentation software such as Powerpoint
procedures for choosing and using an LMS
preparation and delivery of lessons with multimedia such as podcasts
procedures for performing assessment with practice and assessment tools such as Socrative
procedures for using videos and remote teaching effectively in a flipped-classroom approach

Module 3: Online Teaching Technology

Module 3 describes the following:

how to optimize internet performance at home and abroad

guidelines on choosing and using hardware such as computers, headsets, and webcam
various cloud storage providers and guidelines for use in an online TESOL career
various online whiteboards and guidelines for use in an online TESOL career
various online meeting platforms and offers guidelines for use in an online TESOL career
guidelines for identifying, resolving, and preventing common technical issues in online teaching

Course 2: Teaching Language Skills

Module 1: Teaching Receptive Language Skills

Module 1 describes the following:

common lesson formats and guidelines for teaching receptive skills
resources, procedures, and strategies for teaching reading and listening
procedures for using simple activities to scaffold receptive language tasks
guidelines for introducing and modeling simple activities

Module 2: Teaching Productive Language Skills

Module 2 describes the following:

guidelines for planning, monitoring, and providing feedback on productive tasks
strategies for optimizing student output and developing student autonomy
activities and strategies for improving speaking and writing skills
simple activities for scaffolding productive language skill development
procedures and scaffolding for each phase of the writing process
communicative activities for authentic language use

Module 3: Teaching Phonology, Vocabulary and Grammar

Module 3 describes the following:

how different kinds of consonants and vowels are formed in the vocal apparatus
classroom tools and procedures for teaching accurate and fluent pronunciation
roles and conventions of various parts of speech and spelling
common lesson formats for teaching vocabulary
functions, formations, and conventions of various verb forms
common lesson formats and strategies for teaching grammar

Module 4: Teaching Language Skills Online

Module 4 describes the following:

online resources, procedures, and guidelines for teaching language skills online
preparing, presenting, and monitoring simple activities with online students
adaptations for facilitating conversation and writing activities with online students
preparing, performing, and sharing communicative projects in the online space

Course 3: Lesson Planning and Classroom Management

Module 1: Lesson Planning and Assessment

Module 1 provides guidelines and procedures for the following:

getting to know students and basing instruction on learner characteristics
creating specific, measurable, and achievable lesson objectives based on student needs
designing assessments for effective monitoring and support of student learning
modifying general-education lesson plans for use in the TESOL classroom
designing a lesson plan to include key components, according to a variety of frameworks

Module 2: Classroom Management

Module 2 provides guidelines for classroom management procedures, including the following:

establishing, communicating, and maintaining expectations
following classroom routines for lesson planning, stages, and time management
implementing behavior management strategies for various circumstances
performing a reflective teaching process for continued professional growth

Module 3: Lesson Planning and Classroom Management for Online TESOL

Module 3 provides guidelines for lesson planning and classroom management in the online space, including the following:

modifying in-person lessons for the online classroom
identifying effective routines and expectations for online TESOL
using online tools, resources, and strategies for assessment in classes of various arrangements
implementing passive and active behavior management strategies for online TESOL

Course 4: Your TESOL Career

Module 1: Your TESOL Career Abroad

This module explores the challenges and opportunities teachers often encounter when embarking on a TESOL career abroad. It includes the following topics:

how to choose and apply for suitable positions, then succeed in the interview process
how to adapt to life overseas, including coping strategies for the process of acculturation

procedures for legally and successfully performing freelance teaching in addition to employment

strategies for recognizing and managing various kinds of workplace conflict

Module 2: Your Online TESOL Career

Module 2 prepares participants to establish and succeed in an online TESOL career, including the following key topics:

procedures for evaluating the suitability of online companies in relation to personal teaching preferences

strategies and guidelines for gaining employment with an online teaching company

guidelines for establishing a freelance online teaching career

guidelines, strategies, and tools for managing an online teaching business, including student recruitment and tax responsibilities

guidelines for supporting one's continued health and professional development as an online teacher

(End of Syllabus)