

...CREATING A DIALOGUE WITH THE WORLD

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The aim of the TFLI TESL Certificate Program

This program includes training in the fundamentals of teaching English as a Second Language (TESL), with the purpose of preparing its graduates to teach ESL in a variety of classroom settings both locally and internationally.

Specifically, the TFLI certificate program is designed to enable candidates to:

- develop an awareness and better understanding of the English language
- gain knowledge of current methodologies and teaching techniques, and an ability to effectively apply such knowledge
- gain a solid understanding of English language learning in a variety of educational contexts
- become confident in applying the principles and practice of effective teaching in adult, young learners, conversational English, and specialty courses
- become familiar with effective resources and materials for teaching, testing, and reference
- design and effectively use their own language teaching materials
- master the essentials of second language acquisition, classroom management, lesson planning, principles of communicative teaching, and fundamentals of English grammar
- understand the importance of developing as professionals in the field of English language teaching

This course is designed for those who:

- have switched into English Language Training from teaching other subjects
- are currently teaching ESL but have had little or no training
- are teaching ESL and would like a 'refresher' course
- would like to begin a new vocation in teaching

TFLI'S TESL certificate program has been designed, developed, and shaped by the trainers' beliefs about teaching and learning that include the following:

1. Learning is optimal when an effective, comfortable, and respectful learning atmosphere is created.

2. People learn better when individuals and their contributions, skills, needs, and interests are acknowledged and respected, and good relations are fostered.
3. Effective learning occurs when prior knowledge is activated and existing experiences are drawn from and built upon. Students are empowered when they are given opportunity to offer opinions and ideas, and to share their expertise, experiences, and insights.
4. Regular reflection and awareness-building tasks help teachers become more conscious of their understanding and beliefs about learning and teaching, and aid in their development as effective teachers.
5. Active observations (with observation tasks and post-lesson discussion) of certified teachers and of trainee colleagues are excellent learning tools that enhance awareness of alternate ways to teach as well as lesson/activity options.
6. Effective teaching involves awareness of alternatives and an ability to generate ideas and options. New teachers need solid teaching tools to work with and a supportive and constructive environment in which to develop with confidence lesson designs and evaluations.
7. Active participation in 'hands-on', practical tasks and practice teaching enhances learning and a personal discovery of different aspects of teaching and learning. The act of learning by discovery and by 'doing' followed by reflection and discussion can be invaluable to individual learning and understanding.
8. An effective teacher is competent both pedagogically and linguistically and appreciates the grounding that a solid theoretical foundation can give to teaching techniques and classroom practice.
9. Becoming an effective teacher is a process involving awareness, action, feedback, reflection and an openness to the possibility of change. A responsible teacher keeps abreast of the literature on foreign language teaching and seeks ways in which to be current and updated in the field. New teachers need tools, resources, and encouragement to pursue the process of 'learning teaching' (Scrivener, *Learning Teaching*, 1994) beyond the initial teacher training course.

Requirements for Acceptance:

The TFLI's TESL certification program has a maximum number of 12 students per session. To be accepted for study in the TFLI's TESL course:

- Student should have or should be approaching completion of a Bachelor's degree.
- The Test of English as a Foreign Language (TOEFL) is mandatory for non-native speakers of English: a total TOEFL iBT score of 85. Individual skill section scores are: reading score of 21, listening score of 21, speaking score of 21, and writing score of 22.
- Student should be prepared to devote a full-time schedule to this course.
- Students who are absent from 10% or more of the classes may continue but may not receive a certificate.
- Student must obtain a passing grade on all assignments and practice teaching sessions.
- Student should have access to a computer and e-mail at all times. You must have basic word processing skills, internet, and e-mail.
- Please check registration form for other requirements.

Requirements for Certification:

Requisites for graduation from the TFLI's 145-hour TESL certificate program include successful completion of:

- Pre-Course Observations (and accompanying tasks) of certified teachers
- Pre-Course Assignments (text readings and tasks; analyze major methods and approaches; grammar and phonology assignments)
- In-class session assignments, peer teachings, assigned projects, and readings
- Lesson planning and observed practice teaching with ESL students.

In addition, TFLI requires candidates to regularly attend classes (minimum 85% attendance), actively participate in in-class discussions, group work, and feedback sessions.

In order to graduate from this program, students must obtain a passing grade on all assignments and practice teaching sessions.

Course Structure:

TFLI's TESL certificate program includes the following key areas:

- Overview of English teaching
- Brief history of language teaching
- Basic principles of language acquisition and teaching implications
- Modern methodologies and classroom applications
- Different learning styles
- Experiencing a foreign language class as a learner
- Classroom language
- Classroom management
- Errors and corrections
- Learner-centered teaching
- Communicative teaching
- Lesson planning
- Fundamentals of English grammar
- Grammar and pronunciation in the communicative classroom
- Teaching vocabulary
- Teaching the receptive skills
- Developing the speaking skills
- Developing the writing skills
- Teaching conversation lessons
- Business English
- Teaching exam classes –TOEFL
- Teaching young learners (ELL)
- Teaching advanced classes (professionals, graduate, doctoral and post-doctoral students)
- Possible problems and solutions
- Using published materials
- Material design
- Teaching with videos
- Teaching with songs

- Using authentic materials
- Motivating students
- First lessons
- Teaching one-on-one
- Assessing students' levels – testing and evaluating
- Syllabus design
- Culture and cultural awareness
- Professional development
- Basics in teaching literacy
- Job hunting

Resources: The core text for the TFLI's TESL certificate program is *Learning Teaching, 2nd edition*, by Jim Scrivener (2005). Other authors whose works are drawn from for this course include: Avery, S. Ehrlich, R.Tanner, C. Green, Michael Lewis, J. Hill, Brown, Larsen-Freeman, Celce-Murcia, Krashen, Harmer and Pinker. Various on-line journals and language learning/teaching websites also serve as resources for this course.

The Trainers*:

The instructors are trainers who specialize in TESL training. The training staff at the TFLI has a wide variety of experience and qualifications. The TESL Director at the TFLI has an extensive amount of experience in teaching and ESL and teacher training both locally and overseas. Bios/resumes of all trainers are available upon request.

The TFLI's TESL course widely-recognized standards:

The TFLI prides itself on the quality of its TESL certificate program. The TFLI's TESL course includes at least 115 hours of in-class training, and a minimum of 10 hours of supervised practice teaching, thereby exceeding the requirements and international standards for 4-week training programs. The program is recognized as meeting the highest standards by the British Council.

Beyond these requirements, TFLI's TESL course also includes 20 hours of Pre-Course work; a minimum of 4 hours of active observations of certified teachers; access to current teaching resources – textbooks, websites, online journals; a practical resource binder of teaching ideas, activities, and lessons; and a highly-recommended core course text.

Where are the graduates from this program now?

Internationally

JET Programs, Japan

English First

Shane Schools

U.S. Peace Corps, El Salvador, Georgia, Paraguay

Caledonian School, Czech Republic

Kyungpook National University, South Korea

Others include, but are not limited to, institutes in: Costa Rica, Germany, Mexico, Russia, Spain and Thailand

Locally (incomplete list)

English Language Centers

Metro Adult ESL

Metro Refugee ESL

Nashville Adult Literacy Council (NALC)

Nashville State Community College

Somali Community Center of Nashville

Sudanese Community Center

Progreso Hispanic Community Center

Pro Lingua (Nashville)

Tennessee Foreign Language Institute (TFLI)

Woodbine Community Center

Volunteer State Community College

Vanderbilt ELS