

CIEE TEFL 150-HOUR COURSE SYLLABUS

Your course will officially unlock on the Monday of your start date at 12:05am EST and lock six months after course end date at 11:59pm EST.

*Submissions Due: unit quizzes, Final Exam (FE), Module Graded Assignments (MGA), Final Graded Assignment (FGA), Peer Review (PR) and practicum submission is always due at 11:59pm EST.

Week	Module	Units	Submissions Due*		
			Unit Quizzes & FE Sundays	MGAs & FGA Wednesdays	Peer Review(s) Sundays
Week 0	Your gateway to TEFL	0.1 Introduction to the CIEE TEFL Course 0.2 Intercultural competence in the classroom 0.3 Cultural identities and teaching English	<i>Orientation Quiz + Quizzes 0.1-0.3</i>	<i>None</i>	<i>None</i>
Week 1	The world of TEFL	1.1 The role of international educators 1.2 Looking at your learners 1.3 Exploring learning environments 1.4 How do people learn languages? 1.5 Grammar break 1 ▶ Module 1 graded assignment	<i>Quizzes 1.1-1.5</i>	<i>MGA 1</i>	<i>1 Peer Review for MGA 1</i>
Week 2	Teaching the English language	2.1 Varieties of English 2.2 Language teaching approaches and methods 2.3 Communicative approaches to TEFL ▶ Module 2 graded assignment	<i>Quizzes 2.1-2.3</i>	<i>MGA 2</i>	<i>1 Peer Review for MGA 2</i>

Week 3	Learning vocabulary	<p>3.1 Grammar break 2 3.2 What is vocabulary? 3.3 Acquiring vocabulary 3.4 Word formation 3.5 Teaching vocabulary</p> <p>▶ Module 3 graded assignment</p>	<i>Quizzes 3.1-3.5</i>	<i>MGA 3</i>	<i>1 Peer Review for MGA 3</i>
Week 4	Teaching grammar	<p>4.1 Grammar break 3 4.2 Methods of teaching grammar 4.3 Grammar in the classroom 4.4 Challenges with teaching grammar</p> <p>▶ Module 4 graded assignment</p>	<i>Quizzes 4.1-4.4</i>	<i>MGA 4</i>	<i>1 Peer Review for MGA 4</i>
Week 5	Teaching receptive skills	<p>5.1 Grammar break 4 5.2 How and why we read and listen 5.3 Developing reading skills 5.4 Developing listening skills</p> <p>▶ Module 5 graded assignment</p>	<i>Quizzes 5.1-5.4</i>	<i>MGA 5</i>	<i>1 Peer Review for MGA 5</i>
Week 6	Teaching productive skills	<p>6.1 Preparing your students to produce 6.2 Speaking and conversation activities 6.3 Giving feedback and building confidence 6.4 Perfecting pronunciation 6.5 Writing and composition</p> <p>▶ Module 6 graded assignment</p>	<i>Quizzes 6.1-6.5</i>	<i>MGA 6</i>	<i>1 Peer Review for MGA 6</i>
Week 7	Choosing your teaching materials	<p>7.1 Creating visual aids 7.2 Using video effectively 7.3 CALL activities for the classroom 7.4 Getting the right EFL textbook 7.5 Reviewing key ideas 1</p> <p>▶ Module 7 graded assignment</p>	<i>Quizzes 7.1-7.4</i>	<i>MGA 7</i>	<i>1 Peer Review for MGA 7</i>

Week 8	Planning your lessons	8.1 The pre-planning stage 8.2 Key elements of a lesson 8.3 Warm-ups, warm-downs and fillers 8.4 Teaching and assessing your lessons ▶ Final graded assignment	<i>Quizzes 8.1-8.4</i>	<i>FGA</i>	<i>3 Peer Reviews for FGA</i>
Week 9	Classroom management	9.1 Motivation and classroom dynamics 9.2 Learner assessment and teaching at different levels 9.3 Classroom organization and language 9.4 Feedback and error correction 9.5 Reviewing key ideas 2	<i>Quizzes 9.1-9.4</i>	<i>None; study for Final Exam</i>	<i>None; study for Final Exam</i>
Week 10	Getting ready to teach	10.1 What next? Getting your first job 10.2 Your intercultural heartset 10.3 Intercultural communication in context 10.4 Reviewing the course	<i>Quizzes 10.1-10.3 & Final Exam</i>	<i>None; complete Practicum</i>	<i>None; complete Practicum</i>

Please use for following guide as a self-assessment tool to monitor achieved goals. Example: "By the end of Module One, I am be able to..."

Module	Objective and desired outcomes
1	<ul style="list-style-type: none"> <input type="checkbox"/> identify a range of qualities, skills and abilities that teachers need. <input type="checkbox"/> give examples of learning characteristics of different types of students. <input type="checkbox"/> explain the 6-level system that is used to classify language levels. <input type="checkbox"/> identify and give examples of different forms of intelligence and relate this to planning lessons for your students. <input type="checkbox"/> articulate various contexts in which English teaching and learning take place and how they impact teaching. <input type="checkbox"/> identify some important concepts in SLA and relate these to teaching English. <input type="checkbox"/> explain the place grammar, and its meaning and functions, has in the English language.
2	<ul style="list-style-type: none"> <input type="checkbox"/> explain the history of the English language to your students and the implications of its position as a global language in the world today as well as its future <input type="checkbox"/> appreciate that there are different varieties of English and identify features that distinguish them from American English <input type="checkbox"/> identify a range of approaches and theories to teaching and learning languages <input type="checkbox"/> describe how the communicative method is used in the EFL/ESL classroom <input type="checkbox"/> identify some tools for incorporating other methods with the communicative approach <input type="checkbox"/> identify how English is taught in other cultures and countries and will be able to adjust the approach you take to TEFL accordingly
3	<ul style="list-style-type: none"> <input type="checkbox"/> identify various parts of speech and grammatical functions <input type="checkbox"/> understand how the language we use is formed and how this can inform the teaching-learning process <input type="checkbox"/> make informed decisions about what information to teach to help learners learn and retain vocabulary <input type="checkbox"/> make decisions about what approach and strategies to use to teach vocabulary
4	<ul style="list-style-type: none"> <input type="checkbox"/> identify the main approaches to teaching grammar <input type="checkbox"/> choose a suitable approach to teaching grammar for your students.
5	<ul style="list-style-type: none"> <input type="checkbox"/> explain the uses of various verb forms, the mood and voice of verbs, various pronouns (including relative pronouns), and various types of phrases

	<ul style="list-style-type: none"> <input type="checkbox"/> identify the different types of receptive skills and choose reading/listening materials and exercises to develop each one <input type="checkbox"/> identify problems that your students might have with reading and listening, and use appropriate teaching tools to help your students overcome them <input type="checkbox"/> use authentic reading materials in the class, and learned ways to help your students engage with them <input type="checkbox"/> use authentic listening material, such as music or radio broadcasts in the classroom
6	<ul style="list-style-type: none"> <input type="checkbox"/> prepare your students, using comprehensible input, to successfully produce English both orally and in writing <input type="checkbox"/> create activities and deliver instruction which improve and advance your students' English speaking and writing skills <input type="checkbox"/> provide appropriate feedback to your students on their speaking and writing production and progress <input type="checkbox"/> identify and address instances in which the nuances of pronunciation and spelling of the English language create difficulties for your students
7	<ul style="list-style-type: none"> <input type="checkbox"/> choose appropriate teaching materials as defined by your own criteria <input type="checkbox"/> apply different types of teaching materials to specific situations as required by the target language in classroom settings <input type="checkbox"/> create appropriate teaching materials as and when necessary.
8	<ul style="list-style-type: none"> <input type="checkbox"/> create lesson plans that improve and advance your students' English language skills and knowledge <input type="checkbox"/> reflect on lessons (your own and others') to identify strengths and weaknesses within them
9	<ul style="list-style-type: none"> <input type="checkbox"/> effectively organize a classroom - arrange the physical features of the classroom, use appropriate language and paralinguistic features to set up and manage different groupings, exploit the whiteboard, and monitor and respond to learners' behaviors. <input type="checkbox"/> carry out brief assessments to understand the levels of your learners and evaluate the appropriacy of materials and techniques for the different levels. <input type="checkbox"/> incorporate sensitive and effectual correction techniques at appropriate moments in your classes.
10	<ul style="list-style-type: none"> <input type="checkbox"/> prepare yourself for the application and interview process <input type="checkbox"/> manage your first week in your new job successfully <input type="checkbox"/> make the best use of teacher development opportunities <input type="checkbox"/> integrate knowledge about cultural differences in communication styles and your professional role in a cultural context in order to work effectively with your colleagues <input type="checkbox"/> discuss what you have learned about TEFL based on the courses' learning outcomes