

Course Syllabus

Course Description

This course offers instruction on Teaching English as a Foreign Language. Three course options are available: 100-hours of content, 120-hours of content, or 150-hours of content. All three options offer a certificate of completion, which may be used to apply for teaching jobs abroad. Students in the 120-hour or 150-hour course will be required to select and complete two or more electives or specializations (depending on the course option chosen).

Course Length: 100-150 hours

Units: Varies from 6 to 9 depending on course option chosen

Schedule: Self-paced

Certificate: Certificate of Completion

Completion Time: One year from the date of enrollment

Certificates

Upon completion of the course, students will be issued a certificate of completion by the University of Toronto OISE. Students will receive confirmation of their completion on the following business day with a request to confirm the mailing address and name. The processing time for certificates is 1-2 weeks where thereafter a scanned copy will be sent via email and the physical copy will be sent via standard mail. Mailing times may vary according to mailing address.

Course Materials

All course materials are created in partnership with the University of Toronto OISE. All resources and course materials are included in the Learning Management System (LMS). Students may access these resources within the lessons when prompted or in the Additional References section of their course at any time. Resources include: unit summaries, unit handouts, and reflection journal questions.

No additional resources are required, unless specified. Students are encouraged to do additional research outside of the course.

Technical Support

For technical support regarding the course, please [contact Teach Away Support.](#)

Reflection Journals & Assessments

Various assessments within the course are used to test students' knowledge of what they have learned within the units as well as reflect on their own experiences and reasons for wanting to teach abroad.

Course assessments include the following:

Practice Assessments: These assessments are included within the lesson files themselves test learner knowledge of what they've learned within that lesson. These assessments may be short answer questions, multiple choice, fill in the blanks, matching or any other type of response. These assessments are not graded; however, a passing grade of 80% must be achieved in order to move onto the next lesson.

Reflection Journals: Reflection journals require students to reflect on what they've learned within the unit. Reflection Journals are due at the end of each core unit and are marked daily between 9am and 5pm EST. Students must receive a passing grade of 100% in order to continue with their learning.

Unit Assessments: Each unit includes a final assessment that requires students to reflect on what they've learned throughout the unit. All questions are pulled from practice assessments used throughout the unit. Students must receive a minimum of 70% in order to continue with their learning. After a failed attempt, assessments are locked and are unlocked every 48 hours. During this time, students are encouraged to review the materials within the unit.

Final Assessment: After the successful completion of all core units, students will be required to complete a final assessment comprised of 70 questions. All questions are pooled from assessments students will have completed earlier in the course. Students must receive a minimum of 70% in order to complete their certificate. After a failed attempt, assessments are locked and are unlocked every 48 hours. During this time, students are encouraged to review the materials within the course.

Course Breakdown

Core Units

Unit 1: An Introduction to English Language Teaching

Approximate length: 10 hours

Assignments: practice assessments, reflection journals, and a unit assessment (pass required to move on within the course)

Lesson 1: The World of English

Lesson 2: How English Works

Lesson 3: ESL & EFL

Lesson 4: Principles of Second Language Acquisition Part I

Lesson 5: Principles of Second Language Acquisition Part II

Lesson 6: Principles of Second Language Acquisition Part III

Lesson 7: Language Acquisition in the Classroom

Lesson 8: Language Teaching Methods

Unit focus: This unit discusses the function of English as a global language and the structure of the language itself. The unit will answer the following questions: Why does English function as it does? Which learning methods work best around the world?

Throughout the unit, students will learn about:

- The role of English as a global language
- Principles of second language acquisition
- Teaching methods

Units 2: Teaching Language Skills Parts 1 & 2

Approximate length: 25 hours

Assignments: practice assessments, reflection journals, and a unit assessment (pass required to move on within the course)

Teaching Language Skills Part 1

Lesson 1: Preparing the Language Learning Environment

Lesson 2: Supporting the Language Learning Environment

Lesson 3: Teaching Strategies

Lesson 4: Teaching Productive Skills

Lesson 5: Teaching Receptive Skills

Lesson 6: Assessment

Teaching Language Skills Part 2

- Lesson 1:** Defining Grammar
- Lesson 2:** Approaching Grammar
- Lesson 3:** Form-Focused Instruction
- Lesson 4:** Words
- Lesson 5:** Strategic Grammar
- Lesson 6:** Verbs: Kinds, Voice, Aspect
- Lesson 7:** Verbs and Tense
- Lesson 8:** Conditionals
- Lesson 9:** Modal Verbs
- Lesson 10:** Words and Phrases
- Lesson 11:** Clauses
- Lesson 12:** Sentences
- Lesson 13:** Common Errors

Unit focus: This unit covers the basics of teaching language skills to English Language Learners. The unit focuses on creating student-centred lesson plans, which elements of English can be difficult for students to learn, and how these difficulties can be addressed in the classroom.

Throughout the unit, students will learn about:

- The Dos and Don'ts of ESL/EFL
- Introducing activities, giving instructions, and assessing student comprehension
- Providing feedback and correcting student errors
- Teaching the six major elements of language learning: reading, writing, speaking, listening, grammar, and pronunciation

Unit 3: Adapting Subject-Specific Content

Approximate length: 10 hours

Assignments: practice assessments, reflection journals, and a unit assessment (pass required to move on within the course)

- Lesson 1:** Teaching Scenarios
- Lesson 2:** Types of Language
- Lesson 3:** Examining Subject-Specific Vocabulary
- Lesson 4:** Teaching Skills in the Content Areas

Unit focus: This unit focuses on practicing flexibility with content and identifying the situations in which lessons should be adapted. The unit will answer the following questions: How can a teacher adjust the curriculum to bridge gaps in students' abilities? How will this vary in different regions?

Throughout the unit, students will learn about:

- Ways to adapt curriculum content

- How to adjust expectations
- How to use subject content to teach English language skills

Unit 4: Structuring and Delivering Lessons

Approximate length: 20 hours

Assignments: practice assessments, reflection journals, and a unit assessment (pass required to move on within the course)

Lesson 1: Effective Lesson Planning

Lesson 2: Strategies to Use While Teaching Lessons

Lesson 3: Supporting Student Understanding

Lesson 4: Lesson Plan Building Blocks

Lesson 5: Instruction and Assessment

Lesson 6: Knowing Students and Anticipating Needs

Lesson 7: Planning Activities for Students

Lesson 8: Adult Lesson Plan

Lesson 9: Adolescent Lesson Plan

Lesson 10: Lesson Critique

Unit focus: This unit guides students through the process of developing the components of a successful lesson. Students will learn how to identify classroom themes and channel student attention into productive learning. This unit will answer the question: How can educators assess their own lessons in order to improve?

Throughout the unit, students will learn about:

- Identifying individual needs
- Defining learning objectives
- Using supplementary resources

Unit 5: Managing Your Teaching Environment

Approximate length: 25 hours

Assignments: practice assessments, reflection journals, and a unit assessment (pass required to move on within the course)

Lesson 1: Managing the Teaching / Learning Environment

Lesson 2: Multiple Intelligence Theory

Lesson 3: Before-During-After Planning Framework

Lesson 4: “Before” Teaching Tools

Lesson 5: “During” Teaching Tools

Lesson 6: “During” and “After” Teaching Tools

Lesson 7: Instructional Practice

Lesson 8: Teaching Tools in Different Contexts

Lesson 9: Instructional Components

Lesson 10: Assessment for Learning

Lesson 11: Assessment Methods and Differentiation

Lesson 12: Community Building and Classroom Management

Lesson 13: Community Building and Classroom Management Part 2

Lesson 14: Community Building and Classroom Management Part 3

Lesson 15: Creating a Safe Learning Environment

Unit focus: This unit covers classroom management and teaches how to adapt to the needs and students' different learning styles. Classroom techniques vary substantially across the world. This unit will answer the question: Which techniques remain constant in all regions?

Throughout the unit, students will learn about:

- Adapting to different learning styles
- The importance of planning
- Setting and maintaining high expectations of behaviour

Unit 6: Resources and Materials

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

Lesson 1: Selecting Materials

Lesson 2: Adapting Materials

Lesson 3: Essential Resources

Lesson 4: Authentic Materials

Lesson 5: Online Resources

Lesson 6: Ongoing Professional Development

Unit focus: This unit introduces methods of finding, adapting, and personalizing teaching materials. It answers the question: How can teachers adapt materials to meet the needs of English Language Learners?

Throughout the unit, students will learn about:

- Selecting and adapting a wide variety of text-based and digital resources
- Building a varied toolbox of teaching materials
- Engaging in basic teaching reflection and research

Elective/Specialization Units

Students in the 120-hour may choose any two of the units listed below. Students in the 150-hour course will automatically be enrolled in the following units: Digital Technology in the Classroom, Learner-Centred Classrooms, and Teaching Abroad. Students in the 150- hour course may choose any two additional elective units.

Students who did not choose their electives/specializations upon enrollment should email their selection to teflonline@teachaway.com and await a response from the Course Advisors.

Elective Unit: Teaching English to Korean Speakers

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

Lesson 1: An Introduction to Korean Speakers of English

Lesson 2: English and Korean Vowel Systems

Lesson 3: English and Korean Consonant Systems

Lesson 4: Consonant Clusters

Lesson 5: Korean and English Word Stress

Lesson 6: Short English Vowels and Korean Speakers

Lesson 7: Spelling Patterns

Lesson 8: Vocabulary

Lesson 9: Verb Complementation

Lesson 10: English and Korean Verb Tenses

Lesson 11: Knowledge in Action

Unit focus: This unit will help students become familiar with the common difficulties native Korean speakers face when they enter an English language classroom, as well as suggest activities and techniques to help students overcome these difficulties.

Throughout the unit, students will learn about:

- Recognizing common phonological errors to help improve Korean speakers' pronunciation of English vowels, diphthong, and consonants
- Counteracting the problems caused by differences in syntax and morphology between Korean and English
- Improving students' use of English tenses and verbs
- Adapting teaching styles and classroom management techniques to better suit the culture of Korean-speaking students

Elective Unit: Teaching English to Arabic Speakers

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

Lesson 1: An Introduction to Arabic Speakers of English

Lesson 2: Arabic and English Vowels

Lesson 3: Language Transfer

Lesson 4: Arabic Speakers and Consonant

Lesson 5: Word Stress and Meaning

Lesson 6: English Spelling Patterns

Lesson 7: Spelling Patterns

Lesson 8: Derivation and Spelling Patterns

Lesson 9: Syntax

Lesson 10: Knowledge in Action

Unit focus: Throughout this unit, students will become familiar with the common difficulties native Arabic speakers face when they enter an English language classroom, as well as activities and techniques to help students overcome these difficulties.

Throughout the unit, students will learn about:

- Recognizing common phonological errors to help improve Arabic speakers' pronunciation of English vowels, diphthongs and consonants
- Counteracting the problems caused by differences in syntax and morphology between Arabic and English
- Improving students' use of English tenses and verbs
- Adapting teaching style and classroom management techniques to better suit the culture of Arabic-speaking students

Elective Unit: Teaching English to Mandarin (Chinese) Speakers

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

Lesson 1: An Introduction to Mandarin Speakers of English

Lesson 2: Mandarin and English Vowels

Lesson 3: The Mandarin Consonant System

Lesson 4: Consonant Clusters

Lesson 5: Mandarin and English Word Stress

Lesson 6: Short English Vowels and Mandarin Speakers

Lesson 7: Spelling Patterns

Lesson 8: Vocabulary

Lesson 9: Verb Complementation

Lesson 10: English and Mandarin Verb Tenses

Lesson 11: Knowledge in Action

Unit focus: In this unit, students will become familiar with the common difficulties native Mandarin speakers face when they enter an English language classroom, as well as activities and techniques to help students overcome these difficulties.

Throughout the unit, students will learn about:

- Recognizing common phonological errors to help improve Mandarin speakers' pronunciation of English vowels, diphthongs and consonants
- Counteracting the problems caused by differences in syntax and morphology between Mandarin and English
- Improving students' use of English tenses and verbs
- Adapting teaching styles and classroom management techniques to better suit the culture of Mandarin-speaking students

Elective Unit: Teaching English to Young Learners

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

Lesson 1: Understanding Second-Language Development

Lesson 2: Being an Effective Teacher

Lesson 3: Lesson Design

Lesson 4: Teaching Listening and Speaking

Lesson 5: Teaching Reading and Writing

Lesson 6: Vocabulary and Grammar

Lesson 7: Engaging Learners

Lesson 8: Using ICT

Lesson 9: Assessment

Lesson 10: What If?

Unit focus: Teaching young learners presents its own set of challenges no matter the language of instruction. Traditional language learning principles are often geared toward adults. Throughout this unit, students will learn how to apply these principles with approaches that work best in young learners' classrooms.

Throughout the unit, students will learn about:

- Designing a balanced lesson aimed at young learners
- Engaging young learners through a variety of media, activities, and teaching techniques
- How to effectively teach the major language skills as well as grammar and vocabulary to young learners
- Strategies to properly incorporate technology in the classroom
- How to assess young learners

Elective Unit: Teaching Test Preparation Courses

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

Lesson 1: English Language Proficiency Tests

Lesson 2: Getting Familiar with ELPTs

Lesson 3: Planning and Organizing Test Preparation Courses

Lesson 4: Test Teaching Strategies

Lesson 5: Teaching Vocabulary for Test Preparation

Lesson 6: Preparing Students for Reading Tests

Lesson 7: Writing Skills for Tests

Lesson 8: Listening and Speaking Tests

Lesson 9: Testing in Your Classroom

Lesson 10: Teaching Test Taking Strategies

Unit focus: In this unit, students are introduced to the structure and function of English language tests worldwide. Participants are taught strategies to provide students with useful study tools for major English language tests.

Throughout the unit, students will learn about:

- Identifying and teaching key features of major proficiency tests
- Planning and organizing a test preparation course
- Preparing students for reading, writing, speaking, and listening tasks
- Teaching vocabulary and grammar in a way that meets test requirements
- Teaching successful test-taking strategies

Elective Module: Teaching Business English

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

Lesson 1: An Introduction to Business English

Lesson 2: Designing a Business English Course

Lesson 3: Using English in Business Situations

Lesson 4: Developing Oral Communication Skills

Lesson 5: Effective Communication in Business Situations

Lesson 6: Incorporating Job Interview Scenarios and Case Studies

Lesson 7: Business English Teaching Materials

Lesson 8: Cultural Differences in the Global Workplace

Lesson 9: Business Writing

Lesson 10: Evaluation and Assessment

Unit focus: This unit covers the foundations of Business English teaching. English is the language of international business. As the world grows increasingly smaller, the role of English in business grows even larger. Professionals around the world use English either as a first language or as a common second language.

Throughout the unit, students will learn about:

- Designing and implementing a Business English course
- Teaching business language and industry jargon
- Helping students practice communicating in a business environment
- Properly adapting material to be culturally appropriate
- Assisting students in writing business correspondence

Elective Unit: Digital Technology in the Classroom

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

Lesson 1: Foundations of Technology

Lesson 2: Integrating Technology Tools

Lesson 3: Learning Management Systems

Lesson 4: Digital Social Media

Lesson 5: Project-Based Learning

Lesson 6: Issues & Challenges

Unit focus: In this unit, students will explore the use of new technologies and meaningful ways in which these can be used to improve their students' learning practices.

Throughout the unit, students will learn about:

- Incorporating a wide variety of technology into the classroom to positively impact the learning process
- Using technology tools to teach reading, writing, speaking, and listening
- Using social media to teach English
- Establishing a project-based learning strategy using digital tools
- The positives and negatives of incorporating digital tools, learning management systems, and social media within the classroom

Elective Unit: Learner-Centred Classrooms

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

- Lesson 1:** Creating the Learning Environment
- Lesson 2:** Implementing the 5 Ms of Student Learning
- Lesson 3:** Behaviour Structures, Codes and Conventions
- Lesson 4:** Differentiated Instruction
- Lesson 5:** Using Student Choice Activities
- Lesson 6:** Introducing Vygotsky and Flow
- Lesson 7:** Immersion to Independence
- Lesson 8:** Cooperative and Collaborative Learning Structures
- Lesson 9:** Teaching Noticing
- Lesson 10:** Language Exploration Activities

Unit focus: In this unit, students will learn how to give students control of content and language output. This unit also covers how to teach discovery and noticing techniques to help students become more independent learners.

Throughout the unit, students will learn about:

- Creating a friendly learner-centred classroom
- Teaching behaviour structures
- Using student choice activities
- Introduce cooperative and collaborative learning structures into the classroom
- Teaching noticing skills and use language exploration activities

Elective Unit: Teaching Abroad

Approximate length: 10 hours

Assignments: practice assessments and a unit assessment (pass required to move on within the course)

Lesson 1: Teaching Abroad

Lesson 2: Cross-cultural Working & Living

Lesson 3: Finding a Job & Preparing for Life Abroad

Unit focus: This unit equips new teachers with the knowledge to research destinations, organizations, and work environments overseas. International contracts and business norms may differ vastly from those in the teacher's home country. By learning to address common difficulties and misconceptions when teaching abroad.

Throughout the unit, students will learn about:

- Researching destinations and work environments for teachers abroad
- Resume and interview preparation