



Teacher of English as an International Language
Certificate & License
Teacher Training Courses

CURRICULUM



Issuing Document: **US Certificate for Teacher of English as an International Language**
License: **US Teacher License of Advance Standing**

Hours per Session: **2 hours per Session**
Total Hours: **120 credit/hours**

Minimum Requirements:

Baccalaureate (BA) Degree or Students of language institutions

Language proficiency for non-native speakers (test provided)

English level: Upper-intermediate

Criminal record verified (local police report)

Course Outline

Session 1 (6 Crdt/Hrs)

1. TTC TEIL CERTIFICATE COURSE INTRODUCTION

- 1.1. Course Assessment Criteria
 - 1.1.1. TTC grading system
 - 1.1.2. Teaching practice
 - 1.1.3. Critiquing
 - 1.1.4. Class performance
 - 1.1.5. One-to-one assignment
 - 1.1.6. Grammar
 - 1.1.7. Course Approach
- 1.2. Key concepts
 - 1.2.1. Language
 - 1.2.2. Student
 - 1.2.3. Teacher
 - 1.2.4. Classroom
 - 1.2.5. Course books
- 1.3. TTC approach to TEIL training

Session 2 (6 Crdt/Hrs)

2. LEARNING MOTIVATION AND LEARNING STYLE

- 2.1. Two Sources of Motivation
- 2.2. Division of Learning Styles
 - 2.2.1. Dynamic learners

- 2.2.2. Imaginative learners
- 2.2.3. Common sense learners
- 2.2.4. Analytic learners
- 2.2.5. Culture-bound learners
- 2.3. Learning Styles and Lessons
 - 2.3.1. Presentation (experience and analysis)
 - 2.3.2. Practice (Common sense)
 - 2.3.3. Production (dynamic)
 - 2.3.4. Interactive PPP
- 2.4. Activities for Different Learners

Session 3 (6 Crdt/Hrs)

3. LESSON PLANNING AND EXECUTION

- 3.1. The Shape of the Lesson
 - 3.1.1. Presentation
 - 3.1.2. Practice
 - 3.1.3. Production
 - 3.1.4. Interactive PPP
- 3.2. Lesson Aims
 - 3.2.1. Principles of aims
 - 3.2.2. The importance of aims
 - 3.2.3. Good and bad lessons
 - 3.2.4. Practice aims
- 3.3. Planning a Successful Lesson
 - 3.3.1. Lesson planning steps
 - 3.3.2. Items to include on the lesson plan
 - 3.3.3. How to use a lesson plan
- 3.4. Conducting Classroom Activities
 - 3.4.1. Setting the scene/context
 - 3.4.2. Giving instruction
 - 3.4.3. Modeling
 - 3.4.4. Feedback
 - 3.4.5. Conceptual questioning
 - 3.4.6. Warm-ups

Session 4 (6 Crdt/Hrs)

4. LANGUAGE SKILLS

- 4.1. Teaching Reading
 - 4.1.1. Considerations
 - 4.1.2. Choosing the presentation material
 - 4.1.3. Reading techniques
 - 4.1.4. Associative reading
 - 4.1.5. Analysis and logical thinking
 - 4.1.6. Ideas for reading lessons
 - 4.1.7. Practice activities
 - 4.1.8. Models of reading lesson

Session 5 (6 Crdt/Hrs)

- 4.2. Teaching Speaking
 - 4.2.1. Choosing the right material
 - 4.2.2. Using the scene in speaking class
 - 4.2.3. Activities to develop speaking skills
 - 4.2.4. Drama techniques in speaking lessons
 - 4.2.5. Ideas for speaking lessons
 - 4.2.5.1. Aims for a speaking lesson
 - 4.2.5.2. Production activities
 - 4.2.5.3. Speaking practice activities
 - 4.2.5.4. Models of speaking lesson

Session 6 (6 Crdt/Hrs)

- 4.3. Teaching Listening
 - 4.3.1. Considerations
 - 4.3.2. Choosing presentation materials
 - 4.3.3. Listening techniques
 - 4.3.4. Using multimedia and PC in listening classes
 - 4.3.5. Ideas for listening lessons
 - 4.3.5.1. Aims for listening lessons
 - 4.3.5.2. Production activities
 - 4.3.5.3. Listening practice activities
 - 4.3.5.4. Models of a listening lesson

Session 7 (6 Crdt/Hrs)

- 4.4. Teaching Writing
 - 4.4.1. Considerations
 - 4.4.2. Choosing presentation materials
 - 4.4.3. Writing techniques
 - 4.4.4. Steps of a writing activity
 - 4.4.5. Ideas for writing lessons
 - 4.4.5.1. Aims for a writing lesson
 - 4.4.5.2. Practice activities for writing
 - 4.4.5.3. Guide for correcting writing errors

Session 8 (6 Crdt/Hrs)

- 4.5. Teaching Grammar
 - 4.5.1. Considerations
 - 4.5.2. Choosing presentation materials
 - 4.5.3. Developing grammar awareness
 - 4.5.4. Grammar in multilingual context
 - 4.5.5. Questioning skills to concept check grammar
 - 4.5.6. Samples for concept-check questions
 - 4.5.7. Tips for a successful grammar lesson
 - 4.5.7.1. Grammar presentation
 - 4.5.7.2. Grammar production
 - 4.5.7.3. Concept checking practice
 - 4.5.7.4. Grammar in writing
 - 4.5.7.5. Exercises and definitions
 - 4.5.7.6. Grammar practice activities

Session 9 (6 Crdt/Hrs)

- 4.6. Teaching Vocabulary
 - 4.6.1. Considerations
 - 4.6.2. Alternative ways of teaching vocabulary
 - 4.6.2.1. International vocabulary
 - 4.6.2.2. Teaching phrasal and idioms
 - 4.6.2.3. Teaching synonyms and antonyms
 - 4.6.2.4. Teaching language roots
 - 4.6.2.5. Teaching word power
 - 4.6.2.6. Teaching special terminology
 - 4.6.3. Choosing presentation materials
 - 4.6.4. Steps of eliciting vocabulary
 - 4.6.4.1. Exercises for eliciting vocabulary
 - 4.6.5. Techniques to apply guess approach

Session 10 (6 Crdt/Hrs)

5. TEACHER BEHAVIOR

- 5.1. Concept Checking
 - 5.1.1. How to concept check
 - 5.1.2. Concept checking vocabulary
 - 5.1.3. Concept checking a grammar point
 - 5.1.4. Considerations
- 5.2. Teacher Language
 - 5.2.1. Teacher language complexity
 - 5.2.1.1. Teacher language in a multicultural environment
 - 5.2.1.2. Cultural attributes
 - 5.2.2. Teacher talking time
- 5.3. Error Correction
- 5.4. Classroom Management
- 5.5. Drilling
- 5.6. Board work
 - 5.6.1. Black/white board use
 - 5.6.2. Equipment use
 - 5.6.3. Computer use
 - 5.6.4. Visuals use
- 5.7. Common Teacher Behavior Problems

Session 11 (6 Crdt/Hrs)

6. BEYOND THE BASICS

- 6.1. Teaching EIL to Children
 - 6.1.1. Procedures
 - 6.1.2. Principles
- 6.2. Teaching ESP/Business English
 - 6.2.1. Teaching Business English as ESP
 - 6.2.1.1. Functional language
 - 6.2.1.2. General business vocabulary

- 6.2.1.3. Business correspondence
- 6.2.1.4. Overall analysis
- 6.2.1.5. International Business English basics
- 6.2.2. Annotation list of ESP and Business English Reading
- 6.2.3. ESP textbooks
- 6.3. Testing tasks
- 6.4. Planning Syllabus
 - 6.4.1. Considerations
 - 6.4.2. Student needs
- 6.5. Course books and Materials
 - 6.5.1. Textbooks
 - 6.5.2. Tapes
 - 6.5.3. Audio-visual presentations
 - 6.5.4. Computer-based resources
 - 6.5.5. Authentic materials
- 6.6. Theories of TEIL
 - 6.6.1. Grammar translation
 - 6.6.2. Direct method
 - 6.6.3. Audio-lingual method (ALM)
 - 6.6.4. Suggestopedia
 - 6.6.5. Total physical response
 - 6.6.6. The silent way
 - 6.6.7. The national approach
 - 6.6.8. The International approach
 - 6.6.9. Communicative language teaching/approach (CLT)
- 6.7. Well-known names in language teaching and theory

Session 12 (6 Crdt/Hrs)

7. TEACHING PRACTICE AND OBSERVATIONS

- 7.1. Requirements for a Successful Lesson
 - 7.1.1. Materials for TTC TEIL Lesson Planning
 - 7.1.2. TEIL resource (TEFL, TESOL, CELTA)
- 7.2. Teaching Practice Forms
 - 7.2.1. Questionnaire
 - 7.2.2. Critiquing Guide Checklist
 - 7.2.3. Test sheets
 - 7.2.4. Feedback sheet
 - 7.2.5. Grading and scoring systems
 - 7.2.6. Teacher software
 - 7.2.7. Teacher analysis worksheet
- 7.3. One-to-one Lessons
 - 7.3.1. Diagnostic interviews
 - 7.3.2. What to include in the assignment
 - 7.3.3. Needs and analysis
 - 7.3.4. One-to-one teaching lesson plans

Session 13 (6 Crdt/Hrs)

8. LANGUAGE ANALYSIS

- 8.1. Introduction to Language Analysis
- 8.2. Syllabi
 - 8.2.1. Beginner/Elementary
 - 8.2.2. Intermediate
 - 8.2.3. Advanced
- 8.3. Present
 - 8.3.1. Present Simple
 - 8.3.2. Present Continues
- 8.4. Past
 - 8.4.1. Past Simple
 - 8.4.2. Past Continues
- 8.5. The Perfect Aspect
 - 8.5.1. Present Perfect
 - 8.5.2. Present Perfect Continues
 - 8.5.3. Past Perfect Simple and Continues
- 8.6. Futures
 - 8.6.1. Present Continues
 - 8.6.2. Be Going to Future
 - 8.6.3. Future Simple
 - 8.6.4. Future Continues
 - 8.6.5. Future Perfect and Future Perfect Continues
 - 8.6.6. Present Simple
- 8.7. Summary of Tenses
- 8.8. Modal Auxiliary Verbs
 - 8.8.1. Teaching ideas for Modals

Session 14 (6 Crdt/Hrs)

- 8.9. Conditionals
 - 8.9.1. First Conditional
 - 8.9.2. Second Conditional
 - 8.9.3. Third Conditional
 - 8.9.4. Other conditional structures
 - 8.9.5. The Passive Voice
 - 8.9.6. Reported Speech
 - 8.9.7. Reported speech statements
 - 8.9.8. Reported speech questions
 - 8.9.9. Parts of Speech
 - 8.9.10. Countable and Uncountable Nouns
 - 8.9.11. Adjectives
 - 8.9.12. Adverbs
 - 8.9.13. Gerunds and Infinitives
 - 8.9.14. Prepositions
 - 8.9.15. Summary of basic Grammar Concepts
 - 8.9.16. Pronunciation
 - 8.9.17. Typical Student Errors

9. PRACTICE WORKSHOP

9.1. Model Lessons

Session 15 (4 Crdt/Hrs)

9.1.1. Reading

Session 16 (4 Crdt/Hrs)

9.1.2. Writing

Session 17 (4 Crdt/Hrs)

9.1.3. Speaking

Session 18 (4 Crdt/Hrs)

9.1.4. Listening

Session 19 (4 Crdt/Hrs)

- 9.2. Peer-to-peer critique
- 9.3. Feedback
- 9.4. Teacher activities
- 9.5. Testing, grading, scoring
- 9.6. Types of tests and examinations

Session 20 (2 Crdt/Hrs)

10. GLOSSARY OF TEACHING TERMS

- 10.1. Recommended Reading

Session 21 (14 Crdt/Hrs)

11. CERTIFICATE TEST

- 11.1. Test in Language Proficiency
- 11.2. Test in Grammar
- 11.3. Test in Vocabulary and Composition