ACTDEC Level 2

Level 2 Course Overview

DESCRIPTION OF COURSE	The Preliminary Certificate of Educational Studies in TESOL is a foundation level pre-certificate qualification testifying to the candidate's command and awareness of English and also their understanding of language teaching methods and techniques. It is aimed at candidates with no previous experience of teaching English to speakers of other languages who are seeking an introduction to the field prior to certification as teachers and/or in order to work as Teaching Assistants in a TESOL environment.
AIM OF COURSE	The overall aim of programmes at this level is to provide a basic introduction to TESOL for those who are unfamiliar with the field. It offers a grounding in key concepts and practices for those wishing to assist in the language classroom and/or considering full certification in the future.
COURSE ENTRY REQUIREMENTS	✓ A good general education, up to the accepted level for university entrance. ✓ Applicants without formal qualifications who are proficient in English will also be considered. Proficiency is defined as being able to understand complex, extended discussion or presentations, being able to express ideas fluently and spontaneously; being able to understand a range of complex texts in some unpredictable contexts and on some unfamiliar topics; and being able to write formal and informal texts of some complexity for social, academic and professional purposes.
LENGTH OF COURSE	70–100 hours
ASSESSMENT	A range of valid and reliable assessment methods are used which determine candidate achievement of standards-based learning outcomes. A variety of formative and summative assessment tools are used (e.g., authentic, performance-based, criterion-referenced, etc.) and rubrics are used when appropriate to evaluate candidate achievement. Candidates are informed of the criteria and procedures for how they will be assessed.

Level 2 Standards & Learning Outcomes

Domain 1: Language		
STANDARD 1: LANGUAGE AS A SYSTEM OF COMMUNICATION		
Trainee teachers understand that language is a system of communication and are knowledgeable about the components of language.		
BY THE END OF THE COURSE, YOU WILL UNDERSTAND THAT …	**BY THE END OF THE COURSE, YOU WILL KNOW:**	**BY THE END OF THE COURSE YOU WILL BE ABLE TO (DO):**
U1. The components and structure of English work together as an intricately related communication system. **U2.** Components of language do not exist in isolation but depend on context. **U3.** The more you know about the English language, the better you will be able to instruct and support learners in how language works, focus learners' awareness on language structures and analyse learners' errors in order to give specific forms of feedback. This implies that your learning will not end with this course and that as a professional teacher, you will continue to expand your knowledge of the components and mechanics of English in order to better serve your learners.	**K1.** How the structure and components of language such as phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning) and pragmatics (the effect of context on language), work together as a system of communication.	**D1.** Demonstrate your understanding of language as an integrative system and use this knowledge of the structure and components of the language system to model speaking, listening, reading and writing skills in English.
STANDARD 2: FIRST & SECOND LANGUAGE ACQUISITION AND DEVELOPMENT		
Trainee teachers understand concepts and key theories about first and second language acquisition.		
U1. First and second language acquisition theories are relevant to your teaching to facilitate language learning. **U2.** Language learning takes place through both cognitive processes and social interaction. **U3.** Brain-based research has demonstrated that a variety of additional factors can affect language acquisition.	**K1.** About major theories in second language acquisition and the role of social interaction in language acquisition. **K2.** How different factors, such as age, time on task, stimulation, novelty, and learning styles and motivation can affect language learning. **K3.** About facets of multilingualism and the value and role of first and other languages in teaching and learning.	**D1.** Demonstrate knowledge of major theories of language acquisition through your understanding of the role of individual learner factors in the process of learning English and how they might influence learning.

Domain 2: Culture

STANDARD: CONNECTIONS AMONG CULTURE, LANGUAGE AND LEARNING

Trainee teachers understand what culture is, what the role of culture in instruction is, and that language and culture are inseparable.

BY THE END OF THE COURSE, YOU WILL UNDERSTAND THAT …	BY THE END OF THE COURSE, YOU WILL KNOW:	BY THE END OF THE COURSE YOU WILL BE ABLE TO (DO):
U1. Language and culture are intricately connected and affect learners' beliefs about learning. **U2.** Different world cultures, cultural identities and the role of English as an international language all have an impact on effective teaching and learning and creating a supportive learning environment. **U3.** As a teacher of people from other cultures, you have a responsibility to expand your knowledge and awareness of world cultural norms and beliefs.	**K1.** Cultural identities are diverse even within one country and can vary according to age, gender, regional origin, ethnic background and social class. **K2.** How cultural beliefs, traditions and mores may affect effective teaching and learning, e.g. preference for individual vs. group work, willingness to volunteer, etc.	**D1.** Recognize that effective instruction needs to be culturally appropriate and use this understanding to describe the implications for providing learning environments that support different (groups of) learners.

Domain 3: Instruction

STANDARD 1: PLANNING INSTRUCTION

Trainee teachers plan for effective instruction and assessment, fostering the language development of all learners.

U1. To teach learners effectively, you must be able to design supportive learning environments, and to plan and implement lessons based on assessment of learners' needs. **U2.** Planning lessons/units involves knowing in advance what you want your learners to achieve and how you will determine that they have done so. **U3.** Well-designed activities, tasks and assignments that use authentic language lead to the development of language skills.	**K1.** How to identify learner needs and interests. **K2.** How to develop lesson plans/unit plans to incorporate achievable and assessable objectives and opportunities for feedback. **K3.** How to develop lessons that provide explicit instruction and modelling and give learners opportunities to move from more controlled to more open practice. **K4.** How to incorporate activities and materials that integrate listening, speaking, reading and writing for a variety of academic and social purposes.	**D1.** Demonstrate your ability to cater to learners' needs and interests in planning learning. **D2.** Plan for instruction that embeds setting learning outcomes and providing feedback. **D3.** Plan activities, tasks and assignments that develop authentic uses of language for a variety of purposes and integrate the skills of listening, speaking, reading and writing.

Domain 3: Instruction

STANDARD 2: IMPLEMENTING INSTRUCTION

Trainee teachers provide effective instruction that fosters language development and meets the needs of all learners.

BY THE END OF THE COURSE, YOU WILL UNDERSTAND THAT …	BY THE END OF THE COURSE, YOU WILL KNOW:	BY THE END OF THE COURSE YOU WILL BE ABLE TO (DO):
U1. Effective teachers make learners aware of their path to learning and encourage them to notice their own progress. **U2.** Teachers fulfil multi-functional roles in the classroom. **U3.** Teachers rely on a range of strategies and techniques to enable more effective instruction and learning. **U4.** A supportive, collaborative and engaged atmosphere in the classroom improves the learning process.	**K1.** The importance of providing an ongoing road-map for learners and how to communicate lesson goals to learners. **K2.** About the multi-faceted roles of a teacher and how to monitor and support individual learners in real time. **K3.** How to check for knowledge, understanding of concepts and instructions, and ability and provide sensitive and useful feedback and error correction. **K4.** The importance of importance of applying techniques for teaching in the four macro language skills, including, for example, the development of activities such as using multimedia technology, giving drills, brainstorming elicitation technique, situational dialogues, drama technique, problem solving tasks, text mapping, feedback discussion, situational dialogues in classroom situations, etc. **K5.** When and how to use independent, pair or group work in the classroom to motivate and focus attention.	**D1.** Demonstrate and apply your understanding of how to involve learners in their own learning. **D2.** Manage and implement a variety of teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing. **D3.** Demonstrate your understanding of classroom management techniques and strategies and how these contribute to effective instruction.

STANDARD 3: USING INSTRUCTIONAL RESOURCES

Trainee teachers use resources that incorporate the available technology and support their learners' English language development.

U1. A key component of developing engaging and appropriate lessons is being knowledgeable about criteria for selecting and adapting English language teaching materials. **U2.** Effective teachers will maximize the use of all the materials and resources at their disposal.	**K1.** Criteria for selecting, adapting and using authentic and English language teaching materials that are relevant to the experiences and realities of the learners, stimulate interaction, provide authentic opportunities for language use and integrate the four skills. **K2.** How to manage a range of classroom resources and technology, from very basic to high-tech resources.	**D1.** Select, adapt and use culturally responsive, age-appropriate and linguistically accessible materials (i.e. print and visual materials). **D2.** Use available technology and classroom resources to enhance language learning and teaching.

Domain 4: Assessment

STANDARD 1: ASSESSMENT THEORY

Trainee teachers understand the purpose of assessment and the types of assessment instruments as they relate to the diverse strengths and needs of their learners.

BY THE END OF THE COURSE, YOU WILL **UNDERSTAND** THAT ...	BY THE END OF THE COURSE, YOU WILL **KNOW:**	BY THE END OF THE COURSE YOU WILL BE ABLE TO **(DO):**
U1. Different types of assessment and instruments are used for different purposes. **U2.** Learner assessment is used to make decisions about future planning and teaching.	**K1.** Why assessment is important/necessary. **K2.** Types of assessment and their purposes: needs assessment, placement testing, ongoing formative assessment and summative assessment.	**D1.** Demonstrate your understanding of different purposes and types of assessment and how the results can be used.

STANDARD 2: ASSESSMENT PRACTICE

Trainee teachers assess learners' language skills and communicative ability using a variety of assessment practices.

U1. Authentic, performance-based assessments need to be valid and reliable. **U2.** Well-designed assessment instruments facilitate self- and peer assessment and enable learners to think critically about their own learning.	**K1.** About performance-based assessment tools for learners (e.g. portfolios, classroom observation checklists, reading logs, projects, video evidence, etc.). **K2.** Criterion-referenced assessment and rubrics.	**D1.** Use appropriate performance-based assessment tools and tasks that measure learners' language skills and communicative ability. **D2.** Use criterion-referenced assessments and appropriate rubrics to assess learners' language skills and to enable learners to self- and peer assess their own work.

Domain 5: Professionalism

STANDARD 1: PROFESSIONAL LEARNING & GROWTH

Trainee teachers understand the importance of maximizing opportunities to continue learning and developing their knowledge and skills as new teachers in the field of TESOL.

BY THE END OF THE COURSE, YOU WILL **UNDERSTAND** THAT …	BY THE END OF THE COURSE, YOU WILL **KNOW**:	BY THE END OF THE COURSE YOU WILL BE ABLE TO (DO):
U1. All teachers, not just novice teachers, need to acquire the crucial mindset of viewing themselves as lifelong learners who invest time and effort in continuously developing their knowledge and skills. **U2.** Teachers must develop critical self-awareness of their own practice and beliefs in order to improve. **U3.** Teachers, like learners, need feedback to improve their practice. Thus, collaboration (sharing and learning) and networking with peers is essential for growth.	**K1.** Areas of activity for continuing professional development (CPD), such as developing a reflective approach to practice, expanding and enhancing your skills and updating your knowledge. **K2.** What peer collaboration means and how to engage with this.	**D1.** Set up a range of networking tools and practices to complement your ongoing learning and development. **D2.** Engage in peer collaboration for mutual learning and growth.

STANDARD 2: PROFESSIONAL ETHICS & BEHAVIOUR

Trainee teachers understand the role of professional ethics and behaviour as they relate to professionalism in the field of TESOL.

U1. Ethical competence is strongly linked to professional competence.	**K1.** Professional behaviours or competences include, for example, accountability of teachers to learners and communities, assessment of learners' work and maintaining professional relationships.	**D1.** Understand and apply professional ethics and behaviour to your teaching and professional relationships.