ACTDEC Level 5

Level 5 Course Overview

Description of Course	The Advanced Certificate in the Theory and Methodology of TESOL is a pre-service or professional development certificate level training programme. It testifies to a candidate's mastery of English, in-depth knowledge of language teaching methods and to having a broad knowledge base with reference to current and historic research and theories in the field of TESOL.
	It is aimed at TESOL practitioners with some experience teaching who wish to develop their understanding of theory and practice to benefit their own teaching. However, it can also be taken by a candidate with little or no experience of teaching English to speakers of other languages as it includes and goes beyond foundation level skills and knowledge.
	At this level, candidates delve deeper into the areas of theories of language and language learning; identifying and catering to individual learner variables; assessment theory and practice; and professionalism.
Aim of Course	The overall aim of the Advanced Certificate programme is to foster the development of professional knowledge, competence and skills by providing an in-depth exploration of theory and application in practice. Throughout, there is a focus on the implications for teaching and learning in context, catering to a range of different learners and their needs.
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	240–250 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 5 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 leaners' 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.** About major theories and research related to the structure of language. **K2.** 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. **K3.** How to research the structure and components of language continuously in order to be able to teach more effectively.	**D1.** Demonstrate your understanding of language as an integrative system and use this understanding to support language learning. **D2.** Apply knowledge of the structure and components of the language system to help learners develop oral, reading and writing skills in English. **D3.** Continue independently to add to your knowledge of the English language in order to become a more effective teacher.

Domain 1: Language

STANDARD 2: FIRST & SECOND LANGUAGE ACQUISITION AND DEVELOPMENT

Trainee teachers understand concepts and key research about first and second language acquisition.

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. 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 impact language acquisition.	**K1.** About major theories and research in second language acquisition, specifically the cognitive processes that occur as learners acquire language (e.g. developmental sequencing), 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 impact language learning. **K3.** About facets of multilingualism and the value and role of first and other languages in teaching and learning.	**D1.** Apply knowledge of current and historical theories and research on language acquisition to your teaching so as to facilitate language learning. **D2.** Provide learners with ample comprehensible input, authentic opportunities to practise and ongoing feedback on their language use. **D3.** Provide learning experiences that promote autonomy and choice, cooperation and collaboration. **D4.** Demonstrate and apply understanding of the role of individual learner factors in the process of learning English. **D5.** Demonstrate and apply awareness of the potential use and benefits of other languages in the English language classroom.

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.

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 impact effective teaching and learning, e.g. preference for individual vs. group work, willingness to volunteer, etc. **K3.** How cultural and linguistic differences can affect issues such as register and appropriate language choice. **K4.** About the role of English as a global language and the implications of this for teaching and learning.	**D1.** Recognize the extent to which effective instruction needs to be culturally appropriate and use this understanding to construct supportive learning environments for learners. **D2.** Demonstrate understanding of potential issues with cross-cultural/lingual transfer.

Domain 3: Instruction

STANDARD 1: PLANNING INSTRUCTION
Trainee teachers plan for effective instruction and assessment, fostering the language development 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. To teach learners effectively, you must be able to design supportive learning environments, and plan and implement lessons based on assessment of all learners' needs, unique backgrounds and strengths.	**K1.** How to identify learners' needs, interests and prior learning and vary instruction for different learner abilities, interests, learning styles (VAK, VARK) learning preferences and beliefs.	**D1.** Demonstrate your ability to carry out a needs analysis in order to establish learner needs, interests, learning styles, learning preferences, prior learning and beliefs and consider these to plan units and lessons.
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.	**K2.** How to develop lesson plans/unit plans to incorporate achievable and assessable objectives and opportunities for feedback.	**D2.** Plan for instruction that embeds setting learning outcomes, formative and summative assessment based on the stated learning outcomes, and feedback.
U3. Well-designed activities, tasks and assignments that use authentic language lead to the development of language skills and learning strategies.	**K3.** How to develop lessons that provide explicit instruction and modelling and give learners opportunities to move from more controlled to more open practice.	**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.
	K4. How to incorporate activities and materials that integrate listening, speaking, reading and writing for a variety of academic and social purposes.	**D4.** Plan lessons and activities to develop learners' learning strategies.
	K5. How to develop lessons that offer learners opportunities to learn personal strategies for developing their language abilities.	

Domain 3: Instruction

STANDARD 2: IMPLEMENTING INSTRUCTION

Trainee teachers provide effective instruction to learners 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 long-term, medium-term and lesson goals to your learners (e.g. through the use of WALT, WHY and WILF). **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.** How to develop criteria for using independent, pair or group work in the classroom. **K6.** How to foster an atmosphere of collaboration and engagement in the classroom through strategies and techniques for motivating and focusing different groups, e.g. age, specific purposes (EAP, business, exam focus, etc.)	**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 for a range of age groups and individual motivational factors.

Domain 3: Instruction

STANDARD 3: USING INSTRUCTIONAL RESOURCES

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

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. A key component of developing engaging and appropriate lessons is being knowledgeable about criteria for selecting, adapting, and developing English language teaching materials. **U2.** An effective teacher will maximize the use of all 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, support learners' development of language learning strategies and integrate the four skills. **K2.** How to design your own materials for specific purposes. **K3.** How to manage a range of classroom resources and technology, from very basic resources to high-tech resources.	**D1.** Design and/or 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.

U1. Different types of assessment and instruments are used for different purposes and have different attributes. **U2.** Learner assessment is used to make decisions about future planning and teaching.	**K1.** Types of assessment and their purposes: needs assessment, placement testing, ongoing formative and dynamic assessment and summative assessment, peer and self-assessment. **K2.** Why assessment is important/necessary, the distinction between Assessment of Learning and Assessment for Learning and the implications of summative assessment for the teaching/learning process (washback). **K3.** How to ensure that assessments and tests are valid and reliable and how to analyse test items and tests as a whole (i.e. item discrimination, difficulty and internal consistency). **K4.** How to evaluate the results of assessment and use them to adjust or modify future learning objectives.	**D1.** Apply your understanding of different purposes and types of assessment and how to use the ensuing results. **D2.** Demonstrate your understanding of the implications of different types of assessment and testing by designing a valid and reliable assessment/test. **D3.** Use a range of assessments to make decisions about future planning and teaching.

Domain 4: Assessment

STANDARD 2: ASSESSMENT PRACTICE
Trainee teachers assess learners' language skills and communicative ability using a variety of assessment practices.

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. 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. **K3.** How to develop learners' ability to peer and self-assess.	**D1.** Design and implement performance-based assessment tools and tasks that measure learners' language skills and communicative ability. **D2.** Analyse the strengths and weaknesses of different assessment tools. **D3.** 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.

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.** About reflective teaching tools and practices, such as action research, journals, blogs, etc. **K3.** What peer collaboration means and how to engage with this. **K4.** About Personal Learning Environments (PLEs) and Professional Learning Networks (PLNs). **K5.** Different frameworks for self-evaluating your skills (e.g. European Profiling Grid) and how to develop your own criteria for ongoing training and learning.	**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. **D3.** Critically self-evaluate your strengths and areas to develop using a range of tools and draw up a plan for future learning.

Domain 5: Professionalism

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.

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. Ethical competence is strongly linked to professional competence. **U2.** Ethics in the TESOL profession encompasses a range of topics and debates.	**K1.** Most educational environments define clear guidelines for the ethical behaviour of teachers. **K2.** Professional behaviours or competences include, for example, the extent to which a teacher values learning, personal integrity, diversity, collaboration and professionalism. **K3.** Discussion of ethics in the TESOL profession covers a wide range of topics, including, for example, accountability of teachers to learners and communities, research (informed consent and confidentiality), the bilingual education debate, assessing learners' work, identity formation related to second language teaching, digital technologies, etc.	**D1.** Understand and apply professional ethics and behaviour to your teaching and professional relationships. **D2.** Demonstrate an understanding of some areas of debate concerning issues of ethics in TESOL.