



# 2020

## Information Kit



Prepared by Maya Briggs  
 (MEd, DTEFL, CTEFLA)  
 At the request of ACTDEC  
 June 2020

# Contents

<b>Contact ACTDEC .....</b>	<b>3</b>
<b>About ACTDEC.....</b>	<b>4</b>
Origins.....	4
Structure.....	4
Non-profit accrediting body .....	4
Why seek accreditation? .....	4
Benefits of accreditation with ACTDEC .....	4
<b>ACTDEC Accreditation Process .....</b>	<b>6</b>
<b>New Applicant Fees.....</b>	<b>8</b>
New Applicant – Initial Course Accreditation.....	8
<b>Eligibility and Terms &amp; Conditions for Applicant Course Providers.....</b>	<b>9</b>
Eligibility Requirements.....	9
Terms & Conditions for Applicants.....	9
<b>ACTDEC Code of Practice .....</b>	<b>10</b>
Administrative/Organisational .....	10
Course Provision .....	10
<b>ACTDEC Key Performance Indicators (KPIs) .....</b>	<b>11</b>
Administrative/Organisational .....	11
Course Provision.....	13
<b>ACTDEC Qualifications and Levels Framework .....</b>	<b>16</b>
<b>Aligning your programme to ACTDEC standards &amp; learning outcomes .....</b>	<b>17</b>
The Domains of Learning in a TESOL programme .....	17
Exploring the domains through standards .....	18
ACTDEC Levels: KUD Learning Outcomes .....	18
Syllabus vs. Learning Outcomes .....	19
Organisation of Level Overviews and Learning Outcomes.....	19
<b>ACTDEC Level 2 .....</b>	<b>20</b>
Level 2 Course Overview .....	20
Level 2 Standards & Learning Outcomes.....	21
<b>ACTDEC Level 3 .....</b>	<b>26</b>
Level 2 Course Overview .....	26
Level 2 Standards & Learning Outcomes.....	27
<b>ACTDEC Level 4 .....</b>	<b>32</b>
Level 4 Course Overview .....	32
Level 4 Standards & Learning Outcomes.....	33
<b>ACTDEC Level 5 .....</b>	<b>39</b>
Level 5 Course Overview .....	39
Level 5 Standards & Learning Outcomes.....	40
<b>References &amp; Further Reading .....</b>	<b>47</b>

## Contact ACTDEC

<b>BY POST:</b>	ACTDEC 1 St Nicholas Close DINAS POWYS Vale of Glamorgan CF64 4TX UK
<b>REGISTERED OFFICE:</b>	ACTDEC 1 St Nicholas Close DINAS POWYS Vale of Glamorgan CF64 4TX UK
<b>COMPANY NUMBER:</b>	06713832
<b>ADMINISTRATOR</b>	Mr Andrew Bowdler MA (Applied Linguistics & TESOL); B.Ed (Hons)
<b>E-MAIL:</b>	<a href="mailto:info@actdec.org.uk">info@actdec.org.uk</a>
<b>WEB SITE:</b>	<a href="http://www.ACTDEC.org.uk">www.ACTDEC.org.uk</a>

## About ACTDEC

The Accreditation Council for TESOL Distance Education Courses is a non-profit independent body governed by officers and a Council, ***established to advance professionalism by maintaining and improving on standards of online programmes offering training in Teaching English to Speakers of Other Languages (TESOL)***. Organisations providing accredited courses are required to adhere to our rigorous code of practice, governing areas ranging from publicity to course structure and content, administration, course evaluation and quality assurance. ACTDEC accredited providers and their courses are regularly audited to ensure that quality expectations are being met.

### Origins

ACTDEC was founded in 1993 by a small group of TESOL distance education providers concerned about the considerable number of organisations offering dubious and often insubstantial TEFL/TESOL distance or online learning courses. The first Chair of ACTDEC – and one of its driving forces – was Dr William R. Lee, who was also responsible for its Code of Practice and accreditation procedures. The late Dr Lee, OBE, HonFTCL, MA, PhD, PGCE, HonFCoT, was a leading expert in the field of English language teaching. As a teacher, writer, examiner, 20-year editor of the ELT Journal and founding father of IATEFL and ACTDEC, Bill Lee left an indelible mark on the profession.

### Structure

Our accredited providers become members of our Council, thus ensuring and maintaining interest in keeping ACTDEC transparent and moving forward. The Chair of ACTDEC, Secretary and Treasurer are elected annually from among accredited members. Other Council members may include prominent figures in the ELT profession and members proposed by accredited providers. The Audit & Accreditation (A&A) Panel is appointed by the Council and typically consists of a two-person team – a first reviewer and a second reviewer. A&A Panel members are independent and appropriately qualified, with experience and expertise in the field of TESOL online/distance learning and training.

### Non-profit accrediting body

**ACTDEC is not in the industry to make money.** Fees paid by providers cover a minimal monthly retainer

for our Administrator and A&A Panel and are used for administrative purposes; the remainder of fees are paid to the A&A Panel on a course-by-course basis to carry out the accreditation/audit process.

In 2020, membership and accreditation/audit fees were reviewed and updated in light of the fact that they had not been increased since 2013! Our accounts, registered with Companies House in the UK, can be reviewed at <https://beta.companieshouse.gov.uk/company/06713832/filing-history>.

### Why seek accreditation?

Truly first-class TESOL course providers take pride in their provision and prove it through accreditation. Standards are essential in TESOL training and this is especially true in the case of free-standing TESOL online/distance programmes. The anonymity of cyberspace can provide ideal camouflage for unscrupulous operators offering sub-standard programmes. Such providers are not subject to regular inspection or external audit, nor do they necessarily adhere to a code of practice.

### Benefits of accreditation with ACTDEC

#### Public and professional confidence

The mere fact of going through a rigorous accreditation process and regular audits demonstrates to the public a course provider's commitment to continuous improvement and to meeting high standards.

ACTDEC is the longest-standing internationally recognised independent accreditation bodies for

TESOL distance/online courses and its regulatory function aims to benefit all who are interested in raising standards and protecting the public. With our more than 20 years of experience, members of the public – and importantly also the profession – trust it as a body backed by its sound Code of Practice and outcomes-based range of professional qualifications.

### **Accreditation and audit process, leading to development and improvement**

The expertise and recommendations from our A&A Panel and the accreditation process itself help course providers reflect on all aspects of their organisation and implement improvements on issues that they may not otherwise have considered.

### **Joint advertising and website promotion**

ACTDEC aims to have a presence at several international conferences annually and to display a series of professional awareness advertisements in prominent ELT magazines and journals. In addition, potential students can find links to our Accredited Members and applicant providers on our website.

### **Networking**

ACTDEC provides opportunities to compare notes with other ACTDEC distance providers by networking and through ACTDEC meetings.

### **Arbitration support**

ACTDEC provides independent arbitration between course providers and students in the

event that a grievance cannot be resolved through internal grievance procedures.

### **Certification**

Our Accredited Members are entitled to use the ACTDEC logo and Level Stamp on their marketing literature, website and student certificates.

### **Improved course standards and guidance**

Recently, in 2020, ACTDEC undertook a thorough review and update of its Code of Practice, Key Performance Indicators, audit and accreditation procedures and what used to be our syllabus guidelines. This review was carried out to ensure that:

- ✓ our guidance is sufficiently detailed and clearer for course providers;
- ✓ guidance is up to date and reflects current research and innovations in methodology;
- ✓ guidance reflects changing student needs.

Now, instead of offering course guidelines based on syllabus content, we provide clear and detailed Learning Outcomes, specifying what a trainee teacher should know, understand and be able to do (KUD outcomes) by the end of each course. This is in line with a general shift in education towards focusing on performance-based assessment as a means of measuring a programme's or teacher's successes and failures. Our new KUD Learning Outcomes are closely aligned to the five domains of the "Candidate Standards" provided in the TESOL International Standards for Short-Term TEFL/TESL Certificate Programs (2015).

## ACTDEC Accreditation Process

ACTDEC's initial organisational audit and accreditation procedures enable us to assess the quality of the training you provide (or aim to provide) and to ensure that your administrative support delivers a learning experience of outstanding quality. Together, the initial organisational audit and the course audit are designed to ensure that course provision meets the standards outlined in ACTDEC's Code of Practice and Key Performance Indicators.

### Step 1. Submit Accreditation Application form.

Fill in and submit the *Accreditation Application form*. This asks for basic information about your organisation and on receipt of this form we will send you our *New Applicant Information Kit*.

### Step 2. Read Information Kit

Read carefully through all the information provided in the *Kit*, and especially the *ACTDEC Code of Practice* and *Key Performance Indicators*. This will enable you to decide whether ACTDEC standards of accreditation are a good fit with your organisation's aspirations. If you have any doubts or questions at this point, do not hesitate to contact us.

### Step 3. Communicate and pay Initial Organisational Audit Fee

Email ACTDEC Administrator with your intention to proceed, stating the level of the course you wish to accredit, and provide proof of payment of the *Initial Organisational Audit Fee* (see *New Applicant Fees* in the *Information Kit*). **Please note that this payment is non-refundable.** Please ensure that you are committed to the accreditation process with ACTDEC **before** paying this fee. On receipt of this payment, we will send you a *New Applicant Folder*, as well as contact details for a member of our Audit & Accreditation Panel (A&A Panel), who will be your main point of contact moving forward.

### Step 4. Complete the forms in the New Applicant Folder

Within the *New Applicant Folder*, you will find instructions for completing two forms and their respective attachments: (1) *Initial Organisational Audit Submission*; and (2) *Course Accreditation Submission*.

As you are working through the forms, you should feel free to clarify any doubts by communicating directly with your contact from the A&A Panel. We are happy to provide advice and answer questions at this stage, but we will not review actual materials. There is no time limit for submitting these forms, so you should **take as long as you need** to ensure that you provide all the information requested. This may imply setting up new procedures and/or writing up policies that you did not have previously, as well as implementing changes to your course.

### Step 5. Submit forms and pay Accreditation Fee.

When you are ready, send an email to your A&A Panel contact and either attach the documents or share in a Dropbox folder. You may submit both forms (and respective attachments) simultaneously or submit the Initial Organisational Audit form first in order to speed up the process. In either event, the A&A panel will only begin review of the Course Accreditation Submission once (a) the organisational audit is deemed satisfactory, and (b) the Course Accreditation fee has been paid (see *New Applicant Fees* in the *Information Kit*).

### Step 6. A&A Panel Report

The Organisational Audit submission is reviewed by two A&A Panel members, the Principal Reviewer and a Secondary Reviewer, after which you will receive an audit report from the A&A Panel. We estimate that

you should receive this report within 3 weeks of the submission date. Course Accreditation may take longer, depending on the level and length of the course submitted, but we aim for the same timeframe.

The review by the A&A Panel will allocate one of three possible ratings: A) Successful; B) Subject to Required Changes/Recommendations; C) Unsuccessful.

### Step 7. A) Successful Review

If the Organisational Audit and Course Accreditation reviews meet all ACTDEC standards and Key Performance Indicators, you will have successfully passed the accreditation process. You will receive an *ACTDEC Accredited Member Certificate*, along with our *Member Information Kit*. This includes instructions on how to use our company logo and accredited level stamp in your publicity materials. Simultaneously, we will change your status on our website from “Applicant Provider” to “Accredited Member”.

### Step 7. B) Subject to Required Changes/Recommendations

Both the Audit Report and the Course Accreditation Report will provide you with constructive feedback, in the form of recommendations and/or required changes. Instructions on how to respond will be provided in the report. You may request any clarifications from your A&A Panel contact within up to two weeks of receiving the report. We recommend that you undertake this review process seriously and thoroughly to avoid any additional charges. You will have a **maximum** of three months (from the date the report is sent) to implement required changes and respond to recommendations. Changes submitted after this date or **incomplete responses** will incur an additional charge (see *New Applicant Fees* in the *Information Kit*).

The A&A Panel will emit a Second Report after reviewing to ensure that required changes have been implemented and recommendations have been satisfactorily addressed. If this is the case, your review rating will change to A) Successful (see *7A Successful Review* above). However, if the changes you have implemented are unsatisfactory, incomplete, or delayed, you will receive a notification requesting payment of an additional charge and will be required to submit to a third review.

### Step 7. C) Unsuccessful

If the A&A Panel considers that the information submitted is largely incomplete, incoherent, untrue and/or does not **attempt** to meet the ACTDEC Code of Practice or the **majority** of the Key Performance Indicators, ACTDEC reserves the right to emit an “Unsuccessful” rating on the accreditation process. In this event, an applicant may either drop out of the accreditation process, or pay the full fees again and reinstate the process. This, however, happens extremely rarely. It is almost impossible to receive an “unsuccessful” rating, provided the above steps are followed diligently and you have clarified any doubts or questions with your A&A Panel contact.

If you disagree with this rating, you have the right to present your case to a delegation from the ACTDEC Council (including accredited members), who will act as adjudicators by reviewing your submission documents and the A&A Panel report(s). Their verdict will be final.



## New Applicant Fees

Item	Fees <sup>1</sup>	Explanatory Notes
<b>Initial Organisational Audit (non-refundable) 2020</b>	£300.00	Once this fee has been paid, applicants will be sent the Initial Audit form and the Initial Course Accreditation form. This fee is non-refundable, which means that after receiving the forms, even if an applicant decides not to go ahead with the accreditation process, this sum will not be returned.
<b>Required Changes following Initial Audit submission</b>	£0.00–200.00	The ACTDEC Audit & Accreditation (A&A) Panel Report on the initial organisational audit submission may offer “Recommendations” and/or request “Required Changes”. Applicants will have up to three months to implement Required Changes and respond to Recommendations. Delayed and/or incomplete responses will incur a £100 fee. In second and subsequent reviews, delayed or incomplete responses will incur stepped fees with increments of £50.
<b>Course Accreditation Fee</b>	See below	This is payable at the time the applicant submits the information and documentation requested in the Initial Audit Form and the Course Accreditation form. The A&A Panel will begin reviewing the completed course and organisation forms once this payment has been received.
<b>Required Changes following Initial Course Accreditation submission</b>	£0.00–200.00	This works in the same way as Required Changes following Initial Audit submission.
<b>Annual Membership Fee</b>	N/A	Applicants are not required to pay an annual membership fee until they become accredited members of ACTDEC. This fee will become due one year from the date of official recognition of the applicant’s successful accreditation (see ACTDEC Member Fees on webpage).

### New Applicant – Initial Course Accreditation

Course Accreditation Levels	Fees <sup>2</sup>
<b>Level 2 (70–100 hours)</b>	£420.00
<b>Level 3 (120 hours)</b>	£480.00
<b>Level 4 (150 hours)</b>	£540.00
<b>Level 5 (240–250 hours)</b>	£660.00
<b>Level 6 (450 hours)</b>	£780.00

<sup>1</sup> Initial Audit fees will increase by 4% at the beginning of each calendar year, with a review in 2022.

<sup>2</sup> Full ACTDEC members receive a discount for any subsequent courses they may wish to accredit with ACTDEC. This is based on the idea that having once gone through the accreditation process, members will be more familiar with what ACTDEC is looking for, thus requiring less input from the A&A Panel.



## Eligibility and Terms & Conditions for Applicant Course Providers

### Eligibility Requirements

- ✓ The applicant course provider must be an online/distance TEFL or TESOL provider.
- ✓ Course(s) submitted for accreditation must offer tutor guidance and tutor-graded assignments.
- ✓ New applicants may not use an identical or very similar company name as an existing ACTDEC member. “Very similar” is understood to mean any name that may cause confusion for students; the ACTDEC Administrator is the only and final arbiter of this. ACTDEC reserves the right to ask the new applicant to either change the company name or produce an alternative trading name that does not clash with the existing member’s company name.

### Terms & Conditions for Applicants

1. To become an Accredited Member of ACTDEC, course providers must submit to a full initial organisational audit and course accreditation, providing all requested information and documents and implementing any changes required by the ACTDEC Audit & Accreditation Panel (A&A Panel) within a specified timeframe.
2. Applicants must pay a non-refundable fee to receive the initial audit submission form and course accreditation form (see [New Applicant Fees](#)). After receiving the forms, even if an applicant decides not to go ahead with the accreditation process, this sum will not be returned.
3. On submission of the completed forms, the applicant must then pay the remaining accreditation fee, depending on the level of the course to be accredited (see [New Applicant Fees](#)).
4. While an applicant may submit both the organisational audit and course accreditation forms simultaneously, the A&A Panel will begin review of the **course submission** when the organisational audit has passed review successfully and the Course Accreditation fee has been paid.
5. The review process may incur additional fees, depending on the organisation’s ability to respond fully to any changes required by the A&A Panel within the stated time period.
6. Applicants that are not yet up and running and thus do not have full documentation are required to provide all missing documentation within one year of receiving Accredited Member status.
7. Applicants are entitled to add “Applied for ACTDEC Accreditation” to publicity materials for the specific course in the process of being accredited. ACTDEC website will add applicants to their list of “Applicant Providers” as soon as both payments are received.
8. Once an applicant has successfully met ACTDEC audit requirements and at least one specific course accreditation, the organisation becomes an Accredited Member of ACTDEC, at which point ACTDEC will send out an Accreditation Certificate for the course and the organisation, and the Member Information Kit.

## ACTDEC Code of Practice

### Administrative/Organisational

#### A1 WEBSITE

All website information is user-friendly and reflects the ACTDEC provider's commitment to transparency and professionalism.

#### A2 COURSE DESCRIPTIONS

The ACTDEC provider makes every effort to ensure that pre-course information and descriptions of courses are accurate and fully informative, enabling candidates to make the best possible decisions regarding which course to choose.

#### A3 ADVERTISING, COURSE FEES & DISCOUNTS

The ACTDEC provider follows UK advertising guidelines and ensures candidates are fully informed of any conditions and their rights before buying.

#### A4 SELECTION & ADMISSION OF STUDENTS

The ACTDEC provider ensures that entry requirements are clearly specified, that only candidates with sufficient qualifications and experience to benefit fully from the course are allowed to enrol and that equal opportunities are afforded to all candidates.

#### A5 COURSE ADMINISTRATION

The ACTDEC provider's administrative procedures and communication systems are clear, highly effective and enable staff and student voices to be heard.

#### A6 STAFFING

The ACTDEC provider only recruits tutors with appropriate qualifications and experience and consistently improves the teaching offered by providing opportunities for continuing professional development.

#### A7 ORGANISATIONAL EVALUATION & QUALITY ASSURANCE

The ACTDEC provider continuously makes every effort to improve the service they offer by collating and acting on feedback from all relevant stakeholders.

### Course Provision

#### C1 STATEMENT OF PURPOSE

The ACTDEC-accredited course has a clearly defined set of achievable and assessable goals which are communicated to all stakeholders.

#### C2 COURSE STRUCTURE, SYLLABUS CONTENT & LENGTH

The ACTDEC-accredited course has been designed in line with current best practices in syllabus design and consists of a reasoned and methodical plan for teaching and learning, coherent with the goals of the course.

#### C3 COURSE PROCESS

Students are nurtured and challenged throughout the course, which incorporates appropriate, up-to-date distance and online learning methodological principles.

#### C4 PROGRESS & ASSESSMENT

There are measures in place to provide regular feedback and support and to undertake effective assessment based on appropriate and up to date formative and summative assessment principles.

#### C5 COURSE EVALUATION & QUALITY ASSURANCE

The ACTDEC provider continuously makes every effort to improve the courses they offer by collating and acting on suggestions and feedback from all relevant stakeholders.

# ACTDEC Key Performance Indicators (KPIs)

## Administrative/Organisational

### A1 WEBSITE

*All website information is user-friendly and reflects the ACTDEC provider's commitment to transparency and professionalism.*

- A1.1** The layout and organisation of the website is user-friendly, so that it is easy to navigate and find information. We recommend (as a minimum) including the following as separate tabs: \* Contact \* Courses \* Accreditation \* FAQs \* Resources
- A1.2** The Accreditation tab describes briefly ACTDEC's Code of Practice and provides a link to ACTDEC's own website. Details of any other bodies accrediting the provider are also given on this tab.
- A1.3** All cross-referencing and external links function and are up to date.
- A1.4** Care has been taken with proof-reading and spelling throughout the website.

### A2 COURSE DESCRIPTIONS

*The ACTDEC provider makes every effort to ensure that pre-course information and descriptions of courses are accurate and fully informative, enabling candidates to make the best possible decisions regarding which course to choose.*

- A2.1** Every effort is made to differentiate ACTDEC accredited courses from other unaccredited courses offered by the provider.
- A2.2** Only ACTDEC accredited courses bear the ACTDEC logo.
- A2.3** The course description refers to ACTDEC accreditation levels and the title/name of the course is similar to those provided by ACTDEC in the Level Outlines & Learning Outcomes.
- A2.4** There is adequate course documentation, describing the goals, scope, nature and procedures of the course, to enable candidates to make informed decisions about enrolment or contractual agreements.
- A2.5** The course description includes a possible timeframe for completion, and explicitly states the **maximum** amount of time allowed for a trainee to complete the course. Any additional costs for time extensions are specified.
- A2.6** Advice/guidance is provided (online and/or live) to enable candidates to choose the most appropriate course from those offered.

### A3 ADVERTISING, COURSE FEES & DISCOUNTS

*The ACTDEC provider follows UK advertising guidelines and ensures candidates are fully informed of any conditions and their rights before buying.*

- A3.1** Advertising, promotional and other publicity materials give a clear and truthful account of courses offered.
- A3.2** Any discounts offered follow (UK) ASA/CAP advertising regulation guidelines.<sup>3</sup> In addition, the provider clarifies explicitly beforehand any discounts based on a shorter completion time.

<sup>3</sup> Advertising Standards Authority Ltd, n.d. Available at: <https://www.asa.org.uk/advice-online/promotional-savings-claims.html>

- A3.3** Before enrolment, candidates are provided with clear details of course fees, including any deposits required, and their rights in the event of cancellation, curtailment or deferment.
- A3.4** Any fees paid must be fully reimbursed in the event that a candidate does not subsequently meet the Course Requirements as described.

#### A4 SELECTION & ADMISSION OF STUDENTS

*The ACTDEC provider ensures that entry requirements are clearly specified, that only candidates with sufficient qualifications and experience to benefit fully from the course are allowed to enrol and that equal opportunities are afforded to all candidates.*

- A4.1** The course has clearly stated entry requirements to ensure that candidates will be sufficiently qualified and experienced to benefit from the course and to meet the standards for qualification.
- A4.2** Required language levels for non-native speakers of English are stated in terms of the level of proficiency necessary not only to complete the course successfully, but also to be able to start a teaching career in English<sup>4</sup>.
- A4.3** There are effective procedures to assess language level requirements and to communicate these results to candidates.<sup>5</sup>
- A4.4** There are effective procedures to assess prior learning and experience in relation to entry requirements.
- A4.5** The admissions policy incorporates an equal opportunities statement.

#### A5 COURSE ADMINISTRATION

*The ACTDEC provider's administrative procedures and communication systems are clear, highly effective and enable staff and trainee voices to be heard.*

- A5.1** There are satisfactory structures and procedures to deal with course recruitment, admissions and grievances.
- A5.2** There are clear and effective two-way lines of communication between course administrators and trainees.
- A5.3** There are effective two-way lines of communication between administrative members of staff and distance tutors.

<sup>4</sup> TESOL International Association, 2014 researched various organisations' descriptions of proficiency, and we list some of these below. Providers may use their own descriptions or choose from the following:

- "A proficiency level at which teachers can speak spontaneously in the classroom, provide rich language input to allow for language acquisition, and interact with students in the target language". (American Council on the Teaching of Foreign Languages (ACTFL), 2013)
- Teachers must be able to "speak English with accuracy and fluency on a variety of topics, manage complicated social tasks, support their opinions, explain content in detail and hypothesize on topics which they are familiar". (TESOL International Association, 2008).
- Teaching candidates are required to "understand complex, extended discussion or presentations, discuss detailed complex information and opinions, understand a range of complex texts in some unpredictable contexts and on some unfamiliar topics, and write formal and informal texts of some complexity for a range of purposes." (Centre for Canadian Language Benchmarks, 2013)
- The Common European Framework describes speakers as proficient when they can *express ideas fluently and spontaneously and use language effectively for social, academic and professional purpose* (Council of Europe, 2001)

<sup>5</sup> These may include, for example, interview, requesting proof of a recognised English level exam, an online test of English, a required piece of writing and/or other procedures a provider has developed.

- A5.4** | Accurate records are maintained of trainees' progress, assessment and achievement and are available to relevant stakeholders.
- A5.5** | Certification is provided on successful completion of a course and accurate records of certificates issued are kept.

## A6 STAFFING

*The ACTDEC provider only recruits tutors with appropriate qualifications and experience and consistently improves the teaching offered by providing opportunities for continuing professional development.*

- A6.1** | All tutors have appropriate qualifications and/or experience.<sup>6</sup>
- A6.2** | There are appropriate procedures for the induction and training of new tutors, including a breakdown of how much time they should spend on administration, tutoring and marking, to ensure effective trainee management.
- A6.3** | Conditions of service for staff are fair, respect local labour agreements, include grievance and disciplinary procedures and encourage motivation, continuity and effective teaching.
- A6.4** | There is adequate provision for staff development.
- A6.5** | Staff experience and expertise are engaged in decision-making processes about course structure and procedures.

## A7 ORGANISATIONAL EVALUATION & QUALITY ASSURANCE

*The ACTDEC provider continuously makes every effort to improve the service they offer by collating and acting on feedback from all relevant stakeholders.*

- A7.1** | There are procedures in place for offering a timely response to any queries, complaints or issues raised by trainees or staff.
- A7.2** | There are robust procedures for acknowledging and following up on feedback received from trainees and staff.
- A7.3** | There is a forum for periodically discussing suggestions and feedback and deciding on appropriate actions.

## Course Provision

### C1 STATEMENT OF PURPOSE

*The ACTDEC-accredited course has a clearly defined set of achievable and assessable goals which are communicated to all stakeholders.*

- C1.1** | The course has a set of goals serving to guide its content, procedures and evaluation.
- C1.2** | The goals relate to an appropriate, specified level of achievement.
- C1.3** | The goals are consistent with statements about the course process and assessment.
- C1.4** | The goals of the course are documented and available to all relevant stakeholders, including trainees, tutors and administrative staff.

---

<sup>6</sup> We recommend a **minimum** qualification of DELTA (Diploma in English Language Teaching to Adults) or possible equivalents (for example, a university one-year Diploma in TESOL/TEFL). Alternatively, a CELTA (Certificate in English Language Teaching to Adults) or its equivalent, along with a Bachelor's degree in Education or Linguistics could be considered appropriate. In addition, a CELTA (or equivalent) with at least 5 years teaching experience, and (preferably) some training experience could also be considered.

## C2 COURSE STRUCTURE, SYLLABUS CONTENT & LENGTH

*The ACTDEC-accredited course has been designed in line with current best practices in syllabus design and consists of a reasoned and methodical plan for teaching and learning, coherent with the goals of the course.*

- C2.1** The model of course design is consistent with the goals of the course.
- C2.2** The course content is relevant to the future professional aspirations of the trainees and to the knowledge and skills with which they wish to leave the course.
- C2.3** ACTDEC Standards and Learning Outcomes are satisfactorily covered.
- C2.4** The course is informed by sound, appropriate and up to date methodological principles and current educational best practice. This includes backward-planning and setting KUD (Know, Understand and be able to Do) module objectives<sup>7</sup>, which in turn are assessable.
- C2.5** Decisions about the course study hours, workloads, etc., are consistent with the course syllabus, learning outcomes and trainee needs.
- C2.6** The various components of the course fit together to provide a coherent programme and a balance between taught input and independent learning. The course facilitates a challenging but manageable level and pace of learning for the trainees.

## C3 COURSE PROCESS

*Trainees are nurtured and challenged throughout the course, which incorporates appropriate, up-to-date distance and online learning methodological principles.*

- C3.1** The course contains a section with advice for trainees on studying online. In addition, sufficient help and proactive support are provided through tutor contact to enable trainees to complete the course successfully within the specified timeframe.
- C3.2** Trainees experience a variety of distance teaching/learning (input and output) methods, e.g. print and audio/video recorded input, reading assignments, action research tasks, activities aimed at developing analytical/critical thinking skills, various tutor-assessed activities (study file cards, assignments, online presentations, etc.).
- C3.3** There is a sensible sequence of learning including frequent review sections throughout the course.

---

<sup>7</sup> For useful input on backward course design and on setting these types of objectives, see the following sources cited in References:

- a) (Bay Area School Reform Collaborative, n.d.) <https://www.sfsu.edu/~teachers/download/Inquiryframework.pdf>
- b) (Douglas County School System, n.d.) [http://web.douglas.k12.ga.us/intranet/StaffInfoPG/ProfessionalLearning/2012\\_CDA\\_Summer\\_Work/KUD\\_CHEAT\\_SHEET\\_for\\_SS.pdf](http://web.douglas.k12.ga.us/intranet/StaffInfoPG/ProfessionalLearning/2012_CDA_Summer_Work/KUD_CHEAT_SHEET_for_SS.pdf)
- c) (Designing Learning, 2016) <https://blogs.ubc.ca/learningdesign/big-picture-planning/>
- d) (Bowen, 2017) <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#resources>
- e) (Erickson & Lanning, 2013) Chapter 1 is available at: [https://www.corwin.com/sites/default/files/upm-binaries/59552\\_Erickson\\_Chapter\\_One.pdf](https://www.corwin.com/sites/default/files/upm-binaries/59552_Erickson_Chapter_One.pdf)



## C4 PROGRESS & ASSESSMENT

*There are measures in place to provide regular constructive feedback and support to trainees and to undertake effective assessment based on appropriate and up-to-date formative and summative assessment principles.*

- C4.1** There are procedures ensuring trainees receive regular structured feedback and encouragement on their progress throughout the course, with the aim of ensuring that they continuously improve and complete the course successfully. Feedback is motivational and consists of either positive comments (praise) or constructive comments (help to improve).
- C4.2** Trainees are assisted in improving their strategies for learning and the quality of their work, e.g. through interactive online tutorials, recorded audio feedback, e-mail, etc.
- C4.3** There is a specified system for valid and reliable assessment, maintained and reviewed periodically, in line with changing goals and course design.
- C4.4** Assessment procedures are consistent with the goals of the course and module objectives and are aligned with ACTDEC standards and KUD Learning Outcomes.
- C4.5** Coursework and examinations/evaluations are linked and sequenced clearly for the trainees.
- C4.6** There is an effective appeals procedure for candidates who dispute evaluation or examination results.
- C4.7** Trainees' achievements are recognised through certification and feedback.

## C5 COURSE EVALUATION & QUALITY ASSURANCE

*The ACTDEC provider continuously makes every effort to improve the courses they offer by collating and acting on suggestions and feedback from all relevant stakeholders.*

- C5.1** There are procedures in place for monitoring and maintaining internal standards on each delivery of the course.
- C5.2** All relevant stakeholders, e.g. directors, trainees, staff, etc., are involved in both course evaluation and periodic review.
- C5.3** A range of appropriate procedures are used in course evaluation and periodic review of the course.
- C5.4** Periodic course review takes account of formative and summative evaluation data available from several previous courses.
- C5.5** Where the course is offered repeatedly, mechanisms are in place for periodic review of the course in response to changes in trainee needs, trends in teacher education and changing professional contexts.



## ACTDEC Qualifications and Levels Framework

<u>COURSE</u>	<u>HOURS</u>	<u>LEVEL</u>
<p><i>Introductory distance/online training courses leading to the</i>  <b>Preliminary Certificate of Educational Studies in TESOL</b>  <i>and the qualification Pre-Cert.(ES)TESOL</i>  <u><b>TESOL Assistant</b></u></p>	<b>70-100</b>	<b>2</b>
<p><i>Foundation distance/online training courses leading to the</i>  <b>Certificate of Educational Studies in TESOL</b>  <i>and the qualification Cert.(ES)TESOL</i>  <u><b>Associate Teacher</b></u></p>	<b>120</b>	<b>3</b>
<p><i>Foundation distance/online training courses leading to the</i>  <b>Higher Certificate of Educational Studies in TESOL</b>  <i>and the qualification H.Cert.(ES)TESOL</i>  <u><b>Associate Teacher</b></u></p>	<b>150</b>	<b>4</b>
<p><i>Advanced distance/online training courses leading to the</i>  <b>Advanced Certificate in the Theory and Methodology of TESOL</b>  <i>and the qualification Adv.Cert.(TM) TESOL</i>  <u><b>Accredited Teacher</b></u></p>	<b>240-250</b>	<b>5</b>
<p><i>Higher education distance/online training courses leading to the</i>  <b>Diploma in the Theory and Methodology of TESOL or TESP</b>  <i>and the qualification Dip.(TM)TESOL or Dip.(TM)TESP</i>  <u><b>Senior Teacher</b></u></p>	<b>450</b>	<b>6</b>

Levels have been colour-coded to facilitate finding the correct Level Overview and Learning Outcomes in the tables that follow.

## Aligning your programme to ACTDEC standards & learning outcomes

Recently, in 2020, ACTDEC reviewed all its procedures and processes, including the requirements for accreditation at the different levels. Now, instead of offering guidelines based on content (a sample syllabus), we offer clear and detailed learning outcomes specifying what a trainee teacher should know, understand and be able to do (KUD objectives) by the end of each level.

This is in line with a general move in education towards focusing on performance-based assessment as a means of measuring a programme’s or teacher’s successes and failures.<sup>8</sup> The KUD Learning Outcomes we have written are closely aligned to the five domains of the “Candidate Standards” in TESOL International Association’s (2015) Standards for Short-Term TEFL/TESL Certificate Programs,<sup>9</sup> as shown in Figure 1.

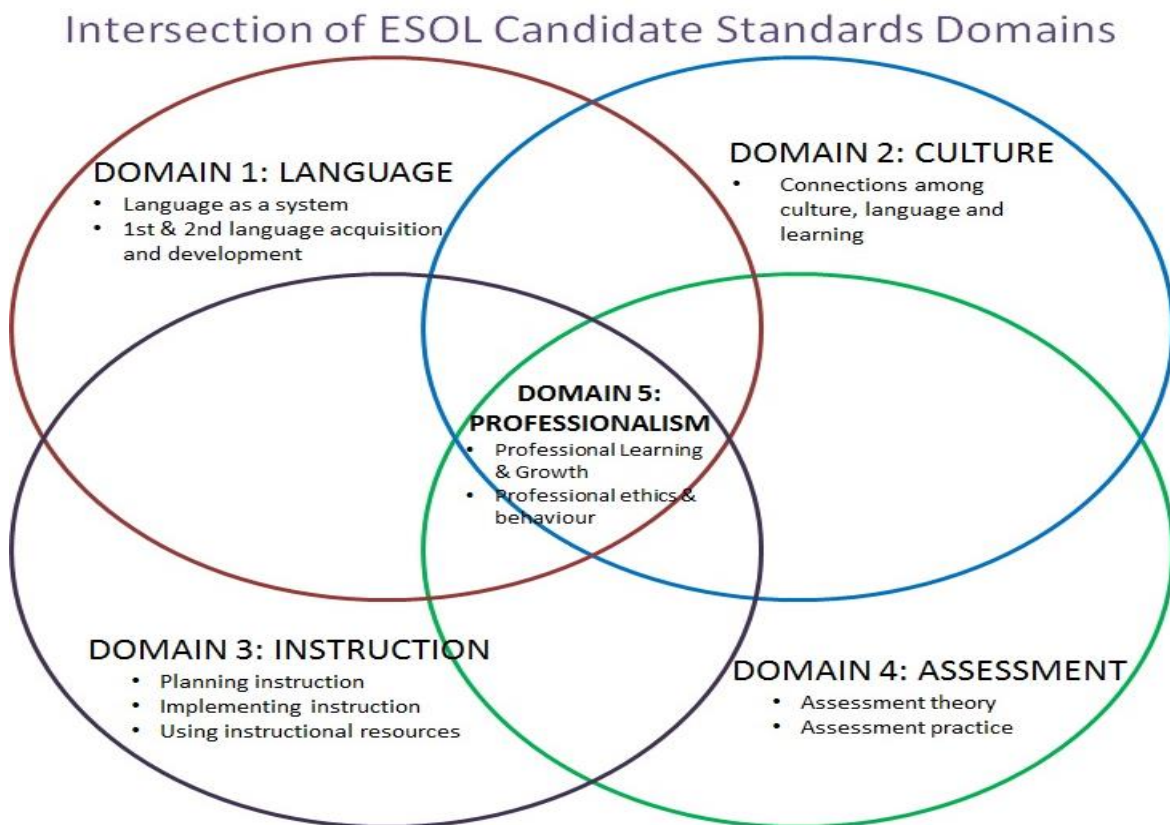


Figure 1. The five domains of Candidate Standards in the ESOL Teaching Standards (TESOL International Association, 2015)

### The Domains of Learning in a TESOL programme

As can be seen in the figure above, TESOL International (ibid.) organises learning for a TESOL certificate programme into five domains. The first four domains Language, Culture, Instruction and Assessment all overlap, demonstrating the interconnected nature of the areas covered. The fifth

<sup>8</sup> See, for example, in References & Further Reading: Darling-Hammond et al., 1988; Diez et al., 1998; Fandiño, 2013; Fernandez, 2014; Kaur et al., 2011

<sup>9</sup> (TESOL International Association, 2015)

domain, Professionalism, is at the intersection of the first four; in other words, the theme of professional growth and behaviour runs through the entire programme.

## Exploring the domains through standards

The five domains are explored through Standards as follows:

<u>DOMAIN</u>	<u>STANDARDS</u>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>(1) Trainee teachers understand that language is a system of communication and are knowledgeable about the components of language.</li> <li>(2) Trainee teachers understand concepts and key theories about first and second language acquisition.</li> </ul>
<b>CULTURE</b>	<ul style="list-style-type: none"> <li>(1) Trainee teachers understand what culture is, what the role of culture in instruction is, and that language and culture are inseparable.</li> </ul>
<b>INSTRUCTION</b>	<ul style="list-style-type: none"> <li>(1) Trainee teachers plan for effective instruction and assessment, fostering the language development of all learners.</li> <li>(2) Trainee teachers provide effective instruction that fosters language development and meets the needs of all learners.</li> <li>(3) Trainee teachers use resources that incorporate the available technology and support their learners' English language development.</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>(1) 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.</li> <li>(2) Trainee teachers assess learners' language skills and communicative ability using a variety of assessment practices.</li> </ul>
<b>PROFESSIONALISM</b>	<ul style="list-style-type: none"> <li>(1) 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.</li> <li>(2) Trainee teachers understand the role of professional ethics and behaviour as they relate to professionalism in the field of TESOL.</li> </ul>

## ACTDEC Levels: KUD Learning Outcomes

It is important to understand that for each ACTDEC level, the domains of learning and standards **remain the same**. However, each level has been carefully calibrated according to what a trainee should **understand, know** and **be able to do by the end of the course** based on the depth of learning that should take place at each level. The KUD learning outcomes are what differentiate each level, and these are what you must map into the design of your course. In order to accredit your course, you need to demonstrate that a trainee in your programme is able to achieve the KUD learning outcomes for the level they are studying.

## Syllabus vs. Learning Outcomes

Another important point to note is that your course syllabus does **NOT** have to follow the sequence of the learning domains. It is likely that the **topics** your course presents (the syllabus) will not change greatly. However, it is possible that you may have to **adjust** your **assessment and assignments** to ensure careful demonstration of the knowledge, understanding and abilities of your candidates in line with the learning outcomes.

A good start would be to read carefully through each of the KUD outcomes for the level you wish to accredit and map them onto your existing programme. The “know” and “understand” outcomes are largely based on syllabus content, so check to make sure you are not missing any vital topics. The “do” outcomes (skills and abilities) will mostly relate to performance-based assignments, which you may need to (re)design.

Bear in mind that ACTDEC is here to help. Once you start the accreditation process and have been assigned a contact from the A&A Panel, do not hesitate to get in touch with any questions or doubts you might have.

## Organisation of Level Overviews and Learning Outcomes

The tables that follow provide you with Level Overviews and Learning Outcomes for ACTDEC Levels 2 to 5.<sup>10</sup> As the tables look very similar, they have been colour coded for ease of reference:

<u>LEVEL</u>	<u>HOURS</u>	<u>COURSE</u>
<b>2</b>	<b>70-100</b>	<b>Preliminary Certificate of Educational Studies in TESOL</b>
<b>3</b>	<b>120</b>	<b>Certificate of Educational Studies in TESOL</b>
<b>4</b>	<b>150</b>	<b>Higher Certificate of Educational Studies in TESOL</b>
<b>5</b>	<b>240-250</b>	<b>Advanced Certificate in the Theory and Methodology of TESOL</b>

<sup>10</sup> If you wish to accredit a Level 6 course (Diploma), please contact us for more information.

## ACTDEC Level 2

### Level 2 Course Overview

<b>Description of Course</b>	<p>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.</p> <p>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.</p>
<b>Aim of Course</b>	<p>The overall aim of this programme 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.</p>
<b>Course entry requirements</b>	<ul style="list-style-type: none"> <li>✓ A good general education, up to the accepted level for university entrance.</li> <li>✓ 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.</li> </ul>
<b>Length of course</b>	<p>70–90 hours</p>
<b>Assessment</b>	<p>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.</p> <p>Candidates are informed of the criteria and procedures for how they will be assessed.</p>

## 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):
<p><b>U1.</b> The components and structure of English work together as an intricately related communication system.</p> <p><b>U2.</b> Components of language do not exist in isolation but depend on context.</p> <p><b>U3.</b> 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.</p>	<p><b>K1.</b> 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.</p>	<p><b>D1.</b> 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.</p>

#### STANDARD 2: FIRST & SECOND LANGUAGE ACQUISITION AND DEVELOPMENT

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

<p><b>U1.</b> First and second language acquisition theories are relevant to your teaching to facilitate language learning.</p> <p><b>U2.</b> Language learning takes place through both cognitive processes and social interaction.</p> <p><b>U3.</b> Brain-based research has demonstrated that a variety of additional factors can affect language acquisition.</p>	<p><b>K1.</b> About major theories in second language acquisition and the role of social interaction in language acquisition.</p> <p><b>K2.</b> How different factors, such as age, time on task, stimulation, novelty, and learning styles and motivation can affect language learning.</p> <p><b>K3.</b> About facets of multilingualism and the value and role of first and other languages in teaching and learning.</p>	<p><b>D1.</b> 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.</p>
--	--	--

## 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):
<p><b>U1.</b> Language and culture are intricately connected and affect learners' beliefs about learning.</p> <p><b>U2.</b> 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.</p> <p><b>U3.</b> As a teacher of people from other cultures, you have a responsibility to expand your knowledge and awareness of world cultural norms and beliefs.</p>	<p><b>K1.</b> Cultural identities are diverse even within one country and can vary according to age, gender, regional origin, ethnic background and social class.</p> <p><b>K2.</b> How cultural beliefs, traditions and mores may affect effective teaching and learning, e.g. preference for individual vs. group work, willingness to volunteer, etc.</p>	<p><b>D1.</b> 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.</p>

## Domain 3: Instruction

### STANDARD 1: PLANNING INSTRUCTION

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

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



## 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):
<p><b>U1.</b> Effective teachers make learners aware of their path to learning and encourage them to notice their own progress.</p> <p><b>U2.</b> Teachers fulfil multi-functional roles in the classroom.</p> <p><b>U3.</b> Teachers rely on a range of strategies and techniques to enable more effective instruction and learning.</p> <p><b>U4.</b> A supportive, collaborative and engaged atmosphere in the classroom improves the learning process.</p>	<p><b>K1.</b> The importance of providing an ongoing road-map for learners and how to communicate lesson goals to learners.</p> <p><b>K2.</b> About the multi-faceted roles of a teacher and how to monitor and support individual learners in real time.</p> <p><b>K3.</b> How to check for knowledge, understanding of concepts and instructions, and ability and provide sensitive and useful feedback and error correction.</p> <p><b>K4.</b> 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.</p> <p><b>K5.</b> When and how to use independent, pair or group work in the classroom to motivate and focus attention.</p>	<p><b>D1.</b> Demonstrate and apply your understanding of how to involve learners in their own learning.</p> <p><b>D2.</b> Manage and implement a variety of teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing.</p> <p><b>D3.</b> Demonstrate your understanding of classroom management techniques and strategies and how these contribute to effective instruction.</p>

### STANDARD 3: USING INSTRUCTIONAL RESOURCES

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

<p><b>U1.</b> A key component of developing engaging and appropriate lessons is being knowledgeable about criteria for selecting and adapting English language teaching materials.</p> <p><b>U2.</b> Effective teachers will maximize the use of all the materials and resources at their disposal.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> How to manage a range of classroom resources and technology, from very basic to high-tech resources.</p>	<p><b>D1.</b> Select, adapt and use culturally responsive, age-appropriate and linguistically accessible materials (i.e. print and visual materials).</p> <p><b>D2.</b> Use available technology and classroom resources to enhance language learning and teaching.</p>
---	--	---

## 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):
<p><b>U1.</b> Different types of assessment and instruments are used for different purposes.</p> <p><b>U2.</b> Learner assessment is used to make decisions about future planning and teaching.</p>	<p><b>K1.</b> Why assessment is important/necessary.</p> <p><b>K2.</b> Types of assessment and their purposes: needs assessment, placement testing, ongoing formative assessment and summative assessment.</p>	<p><b>D1.</b> Demonstrate your understanding of different purposes and types of assessment and how the results can be used.</p>

### STANDARD 2: ASSESSMENT PRACTICE

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

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

## 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):
<p><b>U1.</b> 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.</p> <p><b>U2.</b> Teachers must develop critical self-awareness of their own practice and beliefs in order to improve.</p> <p><b>U3.</b> Teachers, like learners, need feedback to improve their practice. Thus, collaboration (sharing and learning) and networking with peers is essential for growth.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> What peer collaboration means and how to engage with this.</p>	<p><b>D1.</b> Set up a range of networking tools and practices to complement your ongoing learning and development.</p> <p><b>D2.</b> Engage in peer collaboration for mutual learning and growth.</p>

### 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.**

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

## ACTDEC Level 3

### Level 2 Course Overview

<p><b>Description of Course</b></p>	<p>The Certificate of Educational Studies in TESOL is a pre-service teacher certificate level training programme. It testifies to a candidate's command and awareness of English, ability to implement language teaching and methods and to having a foundation in current research and theories in the field of ESOL.</p> <p>It is aimed at candidates with little or no experience of teaching English to speakers of other languages who are seeking to work in the field of ESL or EFL and enables them to seek employment as certified teachers of English to Speakers of Other Languages.</p> <p>The main differences in learning outcomes between a Level 3 and a Level 4 course is that Level 3 takes a slightly less in-depth look at differentiation, assessment and professionalism.</p>
<p><b>Aim of Course</b></p>	<p>The overall aim of the programme is to equip trainee teachers with the initial knowledge and skills needed to work in TESOL and to provide a foundation for reflective practice and further professional development.</p>
<p><b>Course entry requirements</b></p>	<ul style="list-style-type: none"> <li>✓ A good general education, up to the accepted level for university entrance.</li> <li>✓ 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.</li> </ul>
<p><b>Length of course</b></p>	<p>120 hours</p>
<p><b>Assessment</b></p>	<p>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.</p> <p>Candidates are informed of the criteria and procedures for how they will be assessed.</p>

## Level 2 Standards & Learning Outcomes

<b>Domain 1: Language</b>		
<b>STANDARD 1: LANGUAGE AS A SYSTEM OF COMMUNICATION</b>		
<b>Trainee teachers understand that language is a system of communication and are knowledgeable about the components of language.</b>		
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):
<p><b>U1.</b> The components and structure of English work together as an intricately related communication system.</p> <p><b>U2.</b> Components of language do not exist in isolation but depend on context.</p> <p><b>U3.</b> 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.</p>	<p><b>K1.</b> About major theories related to the structure of language.</p> <p><b>K2.</b> 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.</p> <p><b>K3.</b> How to examine the structure and components of language in use in order to be able to teach more effectively.</p>	<p><b>D1.</b> Demonstrate your understanding of language as an integrative system and use this understanding to support language learning.</p> <p><b>D2.</b> Apply knowledge of the structure and components of the language system to help learners develop speaking, listening, reading and writing skills in English.</p> <p><b>D3.</b> Demonstrate and apply awareness of the potential use and benefits of other languages in the English language classroom.</p> <p><b>D4.</b> Continue independently to add to your knowledge of the English language in order to become a more effective teacher.</p>
<b>STANDARD 2: FIRST &amp; SECOND LANGUAGE ACQUISITION AND DEVELOPMENT</b>		
<b>Trainee teachers understand concepts and key theories about first and second language acquisition.</b>		
<p><b>U1.</b> First and second language acquisition theories are relevant to your teaching to facilitate language learning.</p> <p><b>U2.</b> Language learning takes place through both cognitive processes and social interaction.</p> <p><b>U3.</b> Brain-based research has demonstrated that a variety of additional factors can affect language acquisition.</p>	<p><b>K1.</b> About major theories 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.</p> <p><b>K2.</b> How different factors, such as age, time on task, stimulation, novelty, and learning styles and motivation can affect language learning.</p> <p><b>K3.</b> About facets of multilingualism and the value and role of first and other languages in teaching and learning.</p>	<p><b>D1.</b> Apply knowledge of current theories on language acquisition to your teaching so as to facilitate language learning.</p> <p><b>D2.</b> Provide learners with ample comprehensible input, authentic opportunities to practise, and ongoing feedback on their language use.</p> <p><b>D3.</b> Provide learning experiences that promote autonomy and choice, cooperation and collaboration.</p> <p><b>D4.</b> Demonstrate and apply understanding of the role of individual learner factors in the process of learning English.</p>

## Domain 2: Culture

### STANDARD: CONNECTIONS BETWEEN 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):
<p><b>U1.</b> Language and culture are intricately connected and affect learners' beliefs about learning.</p> <p><b>U2.</b> 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.</p> <p><b>U3.</b> As a teacher of people from other cultures, you have a responsibility to expand your knowledge and awareness of world cultural norms and beliefs.</p>	<p><b>K1.</b> Cultural identities are diverse even within one country and can vary according to age, gender, regional origin, ethnic background and social class.</p> <p><b>K2.</b> How cultural beliefs, traditions and mores may affect effective teaching and learning, e.g. preference for individual vs. group work, willingness to volunteer, etc.</p> <p><b>K3.</b> About the role of English as a global language and the implications of this for teaching and learning.</p>	<p><b>D1.</b> Recognize the extent to which effective instruction needs to be culturally appropriate and use this understanding to construct supportive learning environments for learners.</p>

## Domain 3: Instruction

### STANDARD 1: PLANNING INSTRUCTION

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

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

## 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):
<p><b>U1.</b> Effective teachers make learners aware of their path to learning and encourage them to notice their own progress.</p> <p><b>U2.</b> Teachers fulfil multi-functional roles in the classroom.</p> <p><b>U3.</b> Teachers rely on a range of strategies and techniques to enable more effective instruction and learning.</p> <p><b>U4.</b> A supportive, collaborative and engaged atmosphere in the classroom improves the learning process.</p>	<p><b>K1.</b> 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).</p> <p><b>K2.</b> About the multi-faceted roles of a teacher and how to monitor and support individual learners in real time.</p> <p><b>K3.</b> How to check for knowledge, understanding of concepts and instructions and ability, and provide sensitive and useful feedback and error correction.</p> <p><b>K4.</b> The 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.</p> <p><b>K5.</b> When and how to use independent, pair or group work in the classroom to motivate and focus attention.</p>	<p><b>D1.</b> Demonstrate and apply your understanding of how to involve learners in their own learning.</p> <p><b>D2.</b> Manage and implement a variety of teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing.</p> <p><b>D3.</b> Demonstrate your understanding of classroom management techniques and strategies and how these contribute to effective instruction.</p>

### STANDARD 3: USING INSTRUCTIONAL RESOURCES

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

<p><b>U1.</b> A key component of developing engaging and appropriate lessons is being knowledgeable about criteria for selecting, adapting and developing English language teaching materials.</p> <p><b>U2.</b> Effective teachers will maximize the use of all the materials and resources at their disposal.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> How to manage a range of classroom resources and technology, from very basic to high-tech resources.</p>	<p><b>D1.</b> Select, adapt and use culturally responsive, age-appropriate and linguistically accessible materials (i.e. print and visual materials).</p> <p><b>D2.</b> Use available technology and classroom resources to enhance language learning and teaching.</p>
---	--	---



## 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):
<p><b>U1.</b> Different types of assessment and instruments are used for different purposes.</p> <p><b>U2.</b> Learner assessment is used to make decisions about future planning and teaching.</p>	<p><b>K1.</b> Why assessment is important/necessary.</p> <p><b>K2.</b> Types of assessment and their purposes: needs assessment, placement testing, ongoing formative assessment and summative assessment.</p> <p><b>K3.</b> How to evaluate the results of assessment and use them to adjust or modify future learning objectives.</p>	<p><b>D1.</b> Demonstrate your understanding of different purposes and types of assessment and how to use the ensuing results.</p> <p><b>D2.</b> Use learner performance assessments to make decisions about future planning and teaching.</p>

### STANDARD 2: ASSESSMENT PRACTICE

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

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

## 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):
<p><b>U1.</b> 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.</p> <p><b>U2.</b> Teachers must develop critical self-awareness of their own practice and beliefs in order to improve.</p> <p><b>U3.</b> Teachers, like their learners, need feedback to improve their practice. Thus, collaboration (sharing and learning) and networking with peers is essential for growth.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> What peer collaboration means and how to engage with this, e.g. setting up Personal Learning Environments (PLEs) and Professional Learning Networks (PLNs).</p>	<p><b>D1.</b> Set up a range of networking tools and practices to complement your ongoing learning and development.</p> <p><b>D2.</b> Engage in peer collaboration for mutual learning and growth.</p>

### 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.**

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

## ACTDEC Level 4

### Level 4 Course Overview

<p><b>Description of Course</b></p>	<p>The Higher Certificate of Educational Studies in TESOL is a pre-service certificate level training programme. It testifies to a trainee’s command and awareness of English, ability to manage and implement teaching and learning methods and to having a foundation in current and historic research and theories in the field of ESOL.</p> <p>It is aimed at candidates with little or no experience of teaching English to speakers of other languages who are seeking to work in the field of ESL or EFL and enables them to seek employment as certified teachers of English to Speakers of Other Languages.</p> <p>The main differences in learning outcomes between a Level 3 and a Level 4 course is that Level 4 takes a slightly more in-depth look at differentiation, assessment and professionalism.</p>
<p><b>Aim of Course</b></p>	<p>The overall aim of the programme is to equip trainee teachers with the initial knowledge and skills needed to work in TESOL, with an in-depth focus on particular aspects of teaching and learning, and to provide a grounding for reflective practice and further professional development.</p>
<p><b>Course entry requirements</b></p>	<ul style="list-style-type: none"> <li>✓ A good general education, up to the accepted level for university entrance.</li> <li>✓ 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.</li> </ul>
<p><b>Length of course</b></p>	<p>150 hours</p>
<p><b>Assessment</b></p>	<p>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.</p> <p>Candidates are informed of the criteria and procedures for how they will be assessed.</p>

## Level 4 Standards & Learning Outcomes

Domain 1: Language		
<b>STANDARD 1: LANGUAGE AS A SYSTEM OF COMMUNICATION</b>		
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):
<p><b>U1.</b> The components and structure of English work together as an intricately related communication system.</p> <p><b>U2.</b> Components of language do not exist in isolation but depend on context.</p> <p><b>U3.</b> 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.</p>	<p><b>K1.</b> About major theories related to the structure of language.</p> <p><b>K2.</b> 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.</p> <p><b>K3.</b> How to examine the structure and components of language in use in order to be able to teach more effectively.</p>	<p><b>D1.</b> Demonstrate your understanding of language as an integrative system and use this understanding to support language learning.</p> <p><b>D2.</b> Apply knowledge of the structure and components of the language system to help learners develop speaking, listening, reading and writing skills in English.</p> <p><b>D3.</b> Demonstrate and apply awareness of the potential use and benefits of other languages in the English language classroom.</p> <p><b>D4.</b> Continue independently to add to your knowledge of the English language in order to become a more effective teacher.</p>

## 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):
<p><b>U1.</b> First and second language acquisition theories are relevant to your teaching to facilitate language learning.</p> <p><b>U2.</b> Language learning takes place through both cognitive processes and social interaction.</p> <p><b>U3.</b> Brain-based research has demonstrated that a variety of additional factors can affect language acquisition.</p>	<p><b>K1.</b> About major theories 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.</p> <p><b>K2.</b> How different factors, such as age, time on task, stimulation, novelty, and learning styles and motivation can affect language learning.</p> <p><b>K3.</b> About facets of multilingualism and the value and role of first and other languages in teaching and learning.</p>	<p><b>D1.</b> Apply knowledge of current and historical theories on language acquisition to your teaching so as to facilitate language learning.</p> <p><b>D2.</b> Provide learners with ample comprehensible input, authentic opportunities to practise and ongoing feedback on their language use.</p> <p><b>D3.</b> Provide learning experiences that promote autonomy and choice, cooperation and collaboration.</p> <p><b>D4.</b> Demonstrate and apply understanding of the role of individual learner factors in the process of learning English.</p>

## 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.**

<p><b>U1.</b> Language and culture are intricately connected and affect learners' beliefs about learning.</p> <p><b>U2.</b> 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.</p> <p><b>U3.</b> As a teacher of people from other cultures, you have a responsibility to expand your knowledge and awareness of world cultural norms and beliefs.</p>	<p><b>K1.</b> Cultural identities are diverse even within one country, and can vary according to age, gender, regional origin, ethnic background and social class.</p> <p><b>K2.</b> How cultural beliefs, traditions and mores may affect effective teaching and learning, e.g. preference for individual vs. group work, willingness to volunteer, etc.</p> <p><b>K3.</b> About the role of English as a global language, and the implications of this for teaching and learning.</p>	<p><b>D1.</b> Recognize the extent to which effective instruction needs to be culturally appropriate and use this understanding to construct supportive learning environments for learners.</p>
--	---	---

## 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):
<p><b>U1.</b> 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.</p> <p><b>U2.</b> Planning lessons/units involves knowing in advance what you want your learners to achieve and how you will determine that they have done so.</p> <p><b>U3.</b> Well-designed activities, tasks and assignments that use authentic language lead to the development of language skills and learning strategies.</p>	<p><b>K1.</b> How to identify learners' needs, interests and prior learning and vary instruction for different English language learning abilities, interests, learning preferences and beliefs.</p> <p><b>K2.</b> How to develop lesson plans/unit plans to incorporate achievable and assessable objectives and opportunities for feedback.</p> <p><b>K3.</b> How to develop lessons that provide explicit instruction and modelling and give learners opportunities to move from more controlled to more open practice.</p> <p><b>K4.</b> How to incorporate activities and materials that integrate listening, speaking, reading and writing for a variety of academic and social purposes.</p> <p><b>K5.</b> How to develop lessons that offer learners opportunities to learn personal strategies for developing their language abilities.</p>	<p><b>D1.</b> Demonstrate your ability to carry out a needs analysis in order to establish learners' needs, interests and prior learning and consider these in planning.</p> <p><b>D2.</b> Plan for instruction that embeds setting learning outcomes, formative and summative assessment based on the stated learning outcomes and feedback.</p> <p><b>D3.</b> 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.</p> <p><b>D4.</b> Plan lessons and activities to develop learners' learning strategies.</p>

## Domain 3: Instruction

### STANDARD 2: IMPLEMENTING INSTRUCTION

**Trainee teachers provide effective instruction to ELLs 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):
<p><b>U1.</b> Effective teachers make learners aware of their path to learning and encourage them to notice their own progress.</p> <p><b>U2.</b> Teachers fulfil multi-functional roles in the classroom.</p> <p><b>U3.</b> Teachers rely on a range of strategies and techniques to enable more effective instruction and learning.</p> <p><b>U4.</b> A supportive, collaborative and engaged atmosphere in the classroom improves the learning process.</p>	<p><b>K1.</b> 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).</p> <p><b>K2.</b> About the multi-faceted roles of a teacher and how to monitor and support individual learners in real-time.</p> <p><b>K3.</b> How to check for knowledge, understanding of concepts and instructions and ability, and provide sensitive and useful feedback and error correction.</p> <p><b>K4.</b> 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.</p> <p><b>K5.</b> How to develop criteria for using independent, pair or group work in the classroom.</p> <p><b>K6.</b> How to foster an atmosphere of collaboration and engagement in the classroom through strategies and techniques for motivating and focusing different groups.</p>	<p><b>D1.</b> Demonstrate and apply your understanding of how to involve learners in their own learning.</p> <p><b>D2.</b> Manage and implement a variety of teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing.</p> <p><b>D3.</b> 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.</p>

### STANDARD 3: USING INSTRUCTIONAL RESOURCES

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

<p><b>U1.</b> A key component of developing engaging and appropriate lessons is being knowledgeable about criteria for selecting, adapting and developing English language teaching materials.</p> <p><b>U2.</b> Effective teachers will maximize the use of all materials and resources at their disposal.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> How to manage a range of classroom resources and technology, from very basic to high-tech resources.</p>	<p><b>D1.</b> Select, adapt, and use culturally responsive, age-appropriate and linguistically accessible materials (i.e. print and visual materials).</p> <p><b>D2.</b> Use available technology and classroom resources to enhance language learning and teaching.</p>
---	--	--



## 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):
<p><b>U1.</b> Different types of assessment and instruments are used for different purposes.</p> <p><b>U2.</b> Learner assessment is used to make decisions about future planning and teaching.</p>	<p><b>K1.</b> Why assessment is important/necessary.</p> <p><b>K2.</b> What makes assessment valid and reliable.</p> <p><b>K3.</b> Types of assessment and their purposes: needs assessment, placement testing, ongoing formative assessment and summative assessment.</p> <p><b>K4.</b> How to evaluate the results of assessment and use them to adjust or modify future learning objectives.</p>	<p><b>D1.</b> Demonstrate your understanding of different purposes and types of assessment and how to use the ensuing results.</p> <p><b>D2.</b> Use learners' performance assessments to make decisions about future planning and teaching.</p>

### STANDARD 2: ASSESSMENT PRACTICE

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

<p><b>U1.</b> Authentic, performance-based assessments need to be valid and reliable.</p> <p><b>U2.</b> Well-designed assessment instruments facilitate self- and peer assessment and enable learners to think critically about their own learning.</p>	<p><b>K1.</b> About performance based assessment tools for ELLs (e.g. portfolios, classroom observation checklists, reading logs, projects, video evidence, etc.).</p> <p><b>K2.</b> Criterion-referenced assessment and rubrics.</p>	<p><b>D1.</b> Design and implement performance-based assessment tools and tasks that measure learners' language skills and communicative ability.</p> <p><b>D2.</b> Analyse the strengths and weaknesses of different assessment tools.</p> <p><b>D3.</b> Use criterion-referenced assessments and appropriate rubrics to assess learners' language skills and to enable learners to self- and peer assess their own work.</p>
---	---	--

## 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):
<p><b>U1.</b> 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.</p> <p><b>U2.</b> Teachers must develop critical self-awareness of their own practice and beliefs in order to improve.</p> <p><b>U3.</b> Teachers, like learners, need feedback to improve their practice. Thus, collaboration (sharing and learning) and networking with peers is essential for growth.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> What peer collaboration means and how to engage with this, e.g. setting up Personal Learning Environments (PLEs) and Professional Learning Networks (PLNs).</p> <p><b>K3.</b> Different frameworks for self-evaluating your skills (e.g. European Profiling Grid) and how to develop your own criteria for ongoing training and learning.</p>	<p><b>D1.</b> Set up a range of networking tools and practices to complement your ongoing learning and development.</p> <p><b>D2.</b> Engage in peer collaboration for mutual learning and growth.</p> <p><b>D3.</b> Critically self-evaluate your strengths and areas to develop, using a range of tools and draw up a plan for future learning.</p>

### 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.**

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

## ACTDEC Level 5

### Level 5 Course Overview

<p><b>Description of Course</b></p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p><b>Aim of Course</b></p>	<p>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.</p>
<p><b>Course entry requirements</b></p>	<ul style="list-style-type: none"> <li>✓ A good general education, up to the accepted level for university entrance.</li> <li>✓ 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.</li> </ul>
<p><b>Length of course</b></p>	<p>240–250 hours</p>
<p><b>Assessment</b></p>	<p>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.</p> <p>Candidates are informed of the criteria and procedures for how they will be assessed.</p>

## Level 5 Standards & Learning Outcomes

<b>Domain 1: Language</b>		
<b>STANDARD 1: LANGUAGE AS A SYSTEM OF COMMUNICATION</b>		
<b>Trainee teachers understand that language is a system of communication and are knowledgeable about the components of language.</b>		
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):
<p><b>U1.</b> The components and structure of English work together as an intricately related communication system.</p> <p><b>U2.</b> Components of language do not exist in isolation but depend on context.</p> <p><b>U3.</b> 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.</p>	<p><b>K1.</b> About major theories and research related to the structure of language.</p> <p><b>K2.</b> 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.</p> <p><b>K3.</b> How to research the structure and components of language continuously in order to be able to teach more effectively.</p>	<p><b>D1.</b> Demonstrate your understanding of language as an integrative system and use this understanding to support language learning.</p> <p><b>D2.</b> Apply knowledge of the structure and components of the language system to help learners develop oral, reading and writing skills in English.</p> <p><b>D3.</b> Demonstrate and apply awareness of the potential use and benefits of other languages in the English language classroom.</p> <p><b>D4.</b> Continue independently to add to your knowledge of the English language in order to become a more effective teacher.</p>

## 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):
<p><b>U1.</b> First and second language acquisition theories are relevant to your teaching to facilitate language learning.</p> <p><b>U2.</b> Language learning takes place through both cognitive processes and social interaction.</p> <p><b>U3.</b> Brain-based research has demonstrated that a variety of additional factors can impact language acquisition.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> How different factors, such as age, time on task, stimulation, novelty, and learning styles and motivation can impact language learning.</p> <p><b>K3.</b> About facets of multilingualism and the value and role of first and other languages in teaching and learning.</p>	<p><b>D1.</b> Apply knowledge of current and historical theories and research on language acquisition to your teaching so as to facilitate language learning.</p> <p><b>D2.</b> Provide learners with ample comprehensible input, authentic opportunities to practise and ongoing feedback on their language use.</p> <p><b>D3.</b> Provide learning experiences that promote autonomy and choice, cooperation and collaboration.</p> <p><b>D4.</b> Demonstrate and apply understanding of the role of individual learner factors in the process of learning English.</p>

## 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.

<p><b>U1.</b> Language and culture are intricately connected and affect learners' beliefs about learning.</p> <p><b>U2.</b> 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.</p> <p><b>U3.</b> As a teacher of people from other cultures, you have a responsibility to expand your knowledge and awareness of world cultural norms and beliefs.</p>	<p><b>U1.</b> Cultural identities are diverse even within one country, and can vary according to age, gender, regional origin, ethnic background and social class.</p> <p><b>U2.</b> How cultural beliefs, traditions and mores may impact effective teaching and learning, e.g. preference for individual vs. group work, willingness to volunteer, etc.</p> <p><b>U3.</b> How cultural and linguistic differences can affect issues such as register and appropriate language choice.</p> <p><b>U4.</b> About the role of English as a global language and the implications of this for teaching and learning.</p>	<p><b>U1.</b> Recognize the extent to which effective instruction needs to be culturally appropriate and use this understanding to construct supportive learning environments for learners.</p> <p><b>U2.</b> Demonstrate understanding of potential issues with cross-cultural/lingual transfer.</p>
--	--	---

## 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):
<p><b>U1.</b> 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.</p> <p><b>U2.</b> Planning lessons/units involves knowing in advance what you want your learners to achieve and how you will determine that they have done so.</p> <p><b>U3.</b> Well-designed activities, tasks and assignments that use authentic language lead to the development of language skills and learning strategies.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> How to develop lesson plans/unit plans to incorporate achievable and assessable objectives and opportunities for feedback.</p> <p><b>K3.</b> How to develop lessons that provide explicit instruction and modelling and give learners opportunities to move from more controlled to more open practice.</p> <p><b>K4.</b> How to incorporate activities and materials that integrate listening, speaking, reading and writing for a variety of academic and social purposes.</p> <p><b>K5.</b> How to develop lessons that offer learners opportunities to learn personal strategies for developing their language abilities.</p>	<p><b>D1.</b> 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.</p> <p><b>D2.</b> Plan for instruction that embeds setting learning outcomes, formative and summative assessment based on the stated learning outcomes, and feedback.</p> <p><b>D3.</b> 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.</p> <p><b>D4.</b> Plan lessons and activities to develop learners' learning strategies.</p>

## 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):
<p><b>U1.</b> Effective teachers make learners aware of their path to learning and encourage them to notice their own progress.</p> <p><b>U2.</b> Teachers fulfil multi-functional roles in the classroom.</p> <p><b>U3.</b> Teachers rely on a range of strategies and techniques to enable more effective instruction and learning.</p> <p><b>U4.</b> A supportive, collaborative and engaged atmosphere in the classroom improves the learning process.</p>	<p><b>K1.</b> 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).</p> <p><b>K2.</b> About the multi-faceted roles of a teacher and how to monitor and support individual learners in real time.</p> <p><b>K3.</b> How to check for knowledge, understanding of concepts and instructions and ability, and provide sensitive and useful feedback and error correction.</p> <p><b>K4.</b> 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.</p> <p><b>K5.</b> How to develop criteria for using independent, pair or group work in the classroom.</p> <p><b>K6.</b> 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.)</p>	<p><b>D1.</b> Demonstrate and apply your understanding of how to involve learners in their own learning.</p> <p><b>D2.</b> Manage and implement a variety of teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing.</p> <p><b>D3.</b> 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.</p>



## 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):
<p><b>U1.</b> A key component of developing engaging and appropriate lessons is being knowledgeable about criteria for selecting, adapting, and developing English language teaching materials.</p> <p><b>U2.</b> An effective teacher will maximize the use of all materials and resources at their disposal.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> How to design your own materials for specific purposes.</p> <p><b>K3.</b> How to manage a range of classroom resources and technology, from very basic resources to high-tech resources.</p>	<p><b>D1.</b> Design and/or select, adapt, and use culturally responsive, age-appropriate and linguistically accessible materials (i.e. print and visual materials).</p> <p><b>D2.</b> Use available technology and classroom resources to enhance language learning and teaching.</p>

## 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.

<p><b>U1.</b> Different types of assessment and instruments are used for different purposes and have different attributes.</p> <p><b>U2.</b> Learner assessment is used to make decisions about future planning and teaching.</p>	<p><b>K1.</b> Types of assessment and their purposes: needs assessment, placement testing, ongoing formative and dynamic assessment and summative assessment, peer and self-assessment.</p> <p><b>K2.</b> 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).</p> <p><b>K3.</b> 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).</p> <p><b>K4.</b> How to evaluate the results of assessment and use them to adjust or modify future learning objectives.</p>	<p><b>D1.</b> Apply your understanding of different purposes and types of assessment and how to use the ensuing results.</p> <p><b>D2.</b> Demonstrate your understanding of the implications of different types of assessment and testing by designing a valid and reliable assessment/test.</p> <p><b>D3.</b> Use a range of assessments to make decisions about future planning and teaching.</p>
---	---	--

## 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):
<p><b>U1.</b> Authentic, performance-based assessments need to be valid and reliable.</p> <p><b>U2.</b> Well-designed assessment instruments facilitate self- and peer assessment and enable learners to think critically about their own learning.</p>	<p><b>K1.</b> About performance-based assessment tools for learners (e.g. portfolios, classroom observation checklists, reading logs, projects, video evidence, etc.).</p> <p><b>K2.</b> Criterion-referenced assessment and rubrics.</p> <p><b>K3.</b> How to develop learners' ability to peer and self-assess.</p>	<p><b>D1.</b> Design and implement performance-based assessment tools and tasks that measure learners' language skills and communicative ability.</p> <p><b>D2.</b> Analyse the strengths and weaknesses of different assessment tools.</p> <p><b>D3.</b> Use criterion-referenced assessments and appropriate rubrics to assess learners' language skills and to enable learners to self- and peer assess their own work.</p>

## 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.**

<p><b>U1.</b> 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.</p> <p><b>U2.</b> Teachers must develop critical self-awareness of their own practice and beliefs in order to improve.</p> <p><b>U3.</b> Teachers, like learners, need feedback to improve their practice. Thus, collaboration (sharing and learning) and networking with peers is essential for growth.</p>	<p><b>K1.</b> 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.</p> <p><b>K2.</b> About reflective teaching tools and practices, such as action research, journals, blogs, etc.</p> <p><b>K3.</b> What peer collaboration means and how to engage with this.</p> <p><b>K4.</b> About Personal Learning Environments (PLEs) and Professional Learning Networks (PLNs).</p> <p><b>K5.</b> Different frameworks for self-evaluating your skills (e.g. European Profiling Grid) and how to develop your own criteria for ongoing training and learning.</p>	<p><b>D1.</b> Set up a range of networking tools and practices to complement your ongoing learning and development.</p> <p><b>D2.</b> Engage in peer collaboration for mutual learning and growth.</p> <p><b>D3.</b> Critically self-evaluate your strengths and areas to develop using a range of tools and draw up a plan for future learning.</p>
---	---	--

## 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):
<p><b>U1.</b> Ethical competence is strongly linked to professional competence.</p> <p><b>U2.</b> Ethics in the TESOL profession encompasses a range of topics and debates.</p>	<p><b>K1.</b> Most educational environments define clear guidelines for the ethical behaviour of teachers.</p> <p><b>K2.</b> Professional behaviours or competences include, for example, the extent to which a teacher values learning, personal integrity, diversity, collaboration and professionalism.</p> <p><b>K3.</b> 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.</p>	<p><b>D1.</b> Understand and apply professional ethics and behaviour to your teaching and professional relationships.</p> <p><b>D2.</b> Demonstrate an understanding of some areas of debate concerning issues of ethics in TESOL.</p>

## References & Further Reading

- Advertising Standards Authority Ltd. (n.d.). *Promotional savings claims*. Www.Asa.Org.Uk. Retrieved 9 June 2020, from <https://www.asa.org.uk/advice-online/promotional-savings-claims.html>
- American Council on the Teaching of Foreign Languages (ACTFL). (2013). *Program Standards for the preparation of Foreign Language Teachers (For K-12 and Secondary Certification Programs)*. Council for Accreditation of Educator Preparation (CAEP). <https://www.actfl.org/sites/default/files/CAEP/ACTFLProgramStandards2013.pdf>
- Bay Area School Reform Collaborative. (n.d.). *Inquiry in Curriculum Design*. BANDL Curriculum Design Tools. <https://www.sfsu.edu/~teachers/download/Inquiryframework.pdf>
- Bowen, R. S. (2017). *Understanding by Design*. Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>
- Centre for Canadian Language Benchmarks. (2013). *Canadian language benchmarks: English as a second language for adults*. Citizenship and Immigration Canada. <https://www.deslibris.ca/ID/235626>
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge.
- Darling-Hammond, L., Diez, M. E., Moss, P., Pecheone, R., Pullin, D., Schafer, W. D., & Vickers, L. (1988). The role of standards and assessment: A dialogue. In M. E. Diez (Ed.), *Changing the practice of teacher education: Standards and assessment as a lever for change* (pp. 11–38). American Association of Colleges for Teacher Education.
- Designing Learning. (2016). *Big Picture Planning*. <https://blogs.ubc.ca/learningdesign/big-picture-planning/>
- Diez, M. E., American Association of Colleges for Teacher Education, & Teaching for Tomorrow Project (Eds.). (1998). *Changing the practice of teacher education: Standards and assessment as a lever for change*. American Association of Colleges for Teacher Education.
- Douglas County School System. (n.d.). *Social Studies KUD – Know, Understand, Do—CHEAT SHEET*. [http://web.douglas.k12.ga.us/intranet/StaffInfoPG/ProfessionalLearning/2012\\_CDA\\_Summer\\_Work/KUD\\_CHEAT\\_SHEET\\_for\\_SS.pdf](http://web.douglas.k12.ga.us/intranet/StaffInfoPG/ProfessionalLearning/2012_CDA_Summer_Work/KUD_CHEAT_SHEET_for_SS.pdf)
- Erickson, H. L., & Lanning, L. A. (2013). *Transitioning to Concept-Based Curriculum and Instruction: How to Bring Content and Process Together* (1 edition). Corwin. [https://www.corwin.com/sites/default/files/upm-binaries/59552\\_Erickson\\_Chapter\\_One.pdf](https://www.corwin.com/sites/default/files/upm-binaries/59552_Erickson_Chapter_One.pdf)
- Fandiño, Y. (2013). KNOWLEDGE BASE AND EFL TEACHER EDUCATION PROGRAMS: A COLOMBIAN PERSPECTIVE. *Íkala, Revista de Lenguaje y Cultura*, 18(1), 83–95. [http://www.scielo.org.co/scielo.php?script=sci\\_abstract&pid=S0123-34322013000100007&lng=en&nrm=iso&tlng=en](http://www.scielo.org.co/scielo.php?script=sci_abstract&pid=S0123-34322013000100007&lng=en&nrm=iso&tlng=en)
- Fernandez, C. (2014). *PEDAGOGICAL CONTENT KNOWLEDGE (PCK): SOME USEFUL MODELS AND IMPLICATIONS FOR TEACHERS' TRAINING*. 60, 22.

- 
- Kaur, G., Yuen, C., & Kaur, S. (2011). Assessing ESL teacher trainees' content, pedagogical, and professional knowledge base. *The Assessment Handbook, 4*(2), 4–15.
- TESOL International Association (Ed.). (2008). *Standards for ESL/EFL teachers of adults: Adult/community, workplace, college/university, intensive English, English as a foreign language*. TESOL International Association.
- TESOL International Association. (2014). *TESOL International Association ASEG Draft TESOL Short-Term Certificate Program Standards*. <https://www.tesol.org/docs/default-source/press-releases/tesol-short-term-certificate-standards-public-review.pdf?sfvrsn=4>
- TESOL International Association. (2015). *Standards for Short-Term TEFL/TESL Certificate Programs with Program Assessment*. Tesol Press. [www.tesol.org](http://www.tesol.org)