

## 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

<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>		
<b>BY THE END OF THE COURSE, YOU WILL UNDERSTAND THAT ...</b>	<b>BY THE END OF THE COURSE, YOU WILL KNOW:</b>	<b>BY THE END OF THE COURSE YOU WILL BE ABLE TO (DO):</b>
<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 research 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 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.**

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 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>
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## 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>
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## 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>
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## 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>
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