



COURSE INFORMATION 2024

C325	Specialist Certificate in TESOL with Cambridge Teaching Knowledge (Foundation)	24 Sep 2024 – 18 Oct 2024
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(Important: This document should be read by all applicants prior to completing the application form for admission.)

Course Overview

Rationale	<p>With English becoming a global language and a widely spoken and learned language, the demand for English language teachers has been on a rise across the globe. This is especially so in Southeast Asia where English is the official language for the ASEAN member countries. Currently, there is a shortage of classroom teachers who are trained in teaching English to Speakers of Other Languages (TESOL). There are also more and more graduates and other professionals who aspire to be certified in TESOL and suitably trained in teaching English to adult learners.</p> <p>This 120-hour RELC Specialist Certificate in TESOL with Cambridge Teaching Knowledge (Foundation) is a widely respected and accepted qualification that is designed to support teachers throughout their careers – from early classroom practitioner to experienced professional. Once you are a certified TESOL teacher, you will have access to a wide range of opportunities such as working in public schools, private language schools or centres, summer schools and universities with learners of different ages and abilities, including adult learners.</p> <p>The course is designed for the following groups of applicants:</p> <p><u>For private fee-paying applicants:</u></p> <ul style="list-style-type: none"> ▪ other professionals with a bachelor degree but little or no teaching experience, and would like to consider a career change in teaching English to adult learners; and ▪ university graduates who want to teach English to Speakers of Other Languages (ESOL) abroad.
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<p>Aims and expected learning outcomes</p>	<p>The course aims to provide you with a solid foundation in the theory and practice of Teaching English to Speakers of Other Languages (TESOL). It will prepare you for serving the needs of English language learners, as well as enhance your teaching career.</p> <p>By the end of the course, you will be expected to demonstrate the following learning outcomes:</p> <ul style="list-style-type: none"> a) Understanding of English Language Learning and Teaching in the 21st century b) Awareness of, and the ability to use current language teaching approaches and frameworks c) Understanding of an effective language classroom in which learners are actively engaged and appropriately supported d) Awareness of the individuals and groups of language learners, and of the motivation of learners in various cultures and contexts e) Awareness of, and the ability to respond to, specific needs of language learners for the current and possible future contexts f) Knowledge of grammar, vocabulary and pronunciation and their use of terminology in the classroom g) Knowledge of and skills in teaching listening, viewing, reading, speaking, writing and visually representing h) Ability to draw on and extend own repertoire of approaches and techniques for developing learners' skills and learners' language i) Ability to draw up lesson plans with clear and achievable aims and specific learning objectives j) Ability to manage a class of learners and provide a conducive learning environment and learning opportunities in relation to their learning objectives k) Ability to use and adapt published material, create own teaching material, and tap other print and non-print resources that can be used to support learning in and beyond the classroom l) Awareness of, and the ability to use a variety of methods of assessment including formative assessment
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Duration	<p>This 120-hour course comprises:</p> <p><u>Phase 1: Four-week (96 hours) residential school at RELC in Singapore</u></p> <p>a) <u>3-week (72 hours) Specialist Certificate in TESOL</u></p> <ul style="list-style-type: none"> • 20 input & supervised workshop sessions x 3 hrs = 60 hrs • 4 online sessions & supervised lesson planning x 3 hrs = 12 hrs <p>b) <u>1-week (24 hours) Cambridge TKC Foundation</u></p> <ul style="list-style-type: none"> • 8 input sessions & test practice sessions x 3 hrs = 24 hrs • TKT Module 1 Test & Closing <p><u>Phase 2: In-country Lesson Observation for Formative & Summative Assessments (3 to 4 days, with 24 hrs per participant)</u></p> <ul style="list-style-type: none"> • One lesson observation with feedback for formative assessment • One lesson supervision with feedback for summative assessment, to be conducted in-country, at the course participant's secondary/high school.
Delivery	<p>The training strategies used in this course are highly interactive. They include lectures, task-based workshops, role-plays, discussions and micro-teaching sessions.</p>

Course Components

Module 1: Background to Language Teaching and Learning in the 21st Century (ELT) (4 sessions)

Background to English Learning in the 21st Century (1 session)

1. Who are today's language learners and why are they learning English?
2. What does it mean to be a proficient language learner today?
3. Engaging and motivating today's language learners
4. Language learning within and beyond the classroom

Background to English Teaching in the 21st Century (3 sessions)

1. What is English language teaching about in the 21st century?
2. What is the role of a language teacher in today's learning context?
3. Current language teaching approaches and frameworks
4. Managing differences in the classroom
5. Managing classroom language learning
6. Purposes and methods of assessment

Module 2: Teaching Grammar, Vocabulary and Pronunciation (4 sessions)

Teaching Grammar (2 sessions)

1. Understanding the role of grammar in language proficiency
2. Grammar awareness for language teachers
3. Meaning, form and use of grammatical structures
4. Strategies for teaching grammar
5. Resources and technology tools for teaching grammar
6. Designing authentic and meaningful tasks and activities to teach and assess grammar

Teaching Vocabulary (1 session)

1. Understanding the role of vocabulary in language proficiency
2. Phonology, orthography, and morphology
3. Word formation and groupings
4. Formal, informal, and colloquial language
5. Meaning, form and use of vocabulary
6. Resources and technology tools for teaching vocabulary
7. Designing authentic and meaningful tasks and activities to teach vocabulary

Teaching Pronunciation (1 session)

1. Understanding the role of pronunciation in speaking proficiency
2. Phonetics (IPA) and phonology
3. Segmentals and supra-segmentals
4. Strategies for teaching pronunciation
5. Resources and technology tools for teaching pronunciation
6. Designing authentic and meaningful tasks and activities to teach pronunciation

Module 3: Teaching Listening, Reading and Viewing (6 sessions)

Teaching Listening and Viewing (3 sessions)

1. The purposes of listening/viewing
2. Listening/viewing skills and subskills
3. Strategies for teaching listening/viewing
4. Selecting resources and technology tools for teaching listening/viewing
5. Designing authentic and meaningful tasks and activities for teaching listening/viewing
6. Planning and teaching a listening/viewing-focused lesson

Teaching Reading and Viewing (3 sessions)

1. The purposes of reading/viewing skills
2. Reading/viewing skills and subskills
3. Introduction to text types
4. Strategies for teaching reading/viewing
5. Selecting resources and technology tools for teaching reading/viewing
6. Designing authentic and meaningful tasks and activities for teaching reading/viewing
7. Planning and teaching a reading/viewing-focused lesson

Module 4: Teaching Speaking, Writing and Representing (6 sessions)

Teaching Speaking and Representing (3 sessions)

1. The purposes of speaking/representing e.g. interpersonal, transactional, performative
2. Speaking/representing and online interaction skills and sub-skills
3. Strategies for teaching speaking/representing
4. Selecting resources and technology tools for teaching speaking/representing
5. Designing authentic and meaningful tasks and activities for teaching speaking/representing
6. Planning and teaching a speaking/representing-focused lesson

Teaching Writing and Representing (3 sessions)

1. The purposes of writing/representing e.g. creative, transactional, evaluative
2. Writing/representing skills and subskills
3. Introduction to text types
4. Approaches to teaching writing/representing
5. Written corrective feedback in the teaching of writing/representing
6. Selecting resources and technology tools for writing/representing
7. Designing authentic and meaningful tasks and activities for teaching writing/representing
8. Planning and teaching a writing/representing-focused lesson

Course Requirements

To complete the course successfully, a candidate must:

- a) Satisfy class attendance requirements;
- b) Attain a satisfactory standard in required course work; and
- c) Complete all assignments including planning and delivering lessons for observation, supervision and assessment by trainer
- d) Take the TKT Module 1 test.

Course Award

The course will lead to the award of a Specialist Certificate in TESOL by SEAMEO RELC and a Cambridge Certificate for TKC Foundation by Cambridge Assessment.

Entry Requirements

The course accepts a wide range of qualifications for entry into the programme.

For private fee-paying applicants:

The requirements for admission to the course are:

- a) A bachelor's degree, preferably from an English-medium university
- b) Little or no ELT experience
- c) With a B2 (CEFR) level English language proficiency (Common European Framework of References) or its equivalent.

Note: Applicants without a B2 (CEFR) level English language proficiency may be required to take the RELC English Selection Test.

Application

Two copies of each of the following documents must be submitted:

- Application Form (completed and endorsed)
- RELC Medical Examination Form
- Copies of your certificates of degrees/diplomas, certified by your institution
- Copies of your transcripts, certified by your institution. Where a transcript is in a language other than English, it should be accompanied by a certified translation into English. (In the absence of a transcript, a certified statement on the degrees/academic qualifications achieved with a listing of subjects studied and subject examination results is required.)
- Reference letters (The two reference letters can be from an academic staff who has supervised you or a current/previous employer.)
- Copies of current/valid IELTS or official TOEFL results certified by your institution (for applicants from non-English medium education systems)