



Via Lingua / SUU TESOL: Study, Travel, Teach  
A 100-plus hour on-line program

Course Syllabus

Components 1-5 and study units

Component	Themes	Study Unit
1. Linguistics and language acquisition theories	<ul style="list-style-type: none"> <li>Language learning theories</li> <li>Second language acquisition theories</li> <li>Teaching approaches, methodologies and strategies</li> <li>Cultural awareness</li> </ul>	1.1. Teaching and learning a foreign language
		1.2. Language teaching methodologies
		1.3. The cultural dimension of language teaching

Component	Themes	Study Unit
2. Classroom management	<ul style="list-style-type: none"> <li>The role of the teacher</li> <li>Managing the learning environment</li> <li>Choosing, modifying and designing teaching materials and activities</li> <li>Assessing the needs of language learners</li> </ul>	2.1. The effective teacher
		2.2. Classroom management skills
		2.3. Language teaching materials
		2.4. Lesson planning
		2.5. Responding to mistakes and errors
		2.6. Using language games in the classroom
		2.7. The assessment of language learners

Component	Themes	Study Unit
3. Language skills development	<ul style="list-style-type: none"> <li>Teaching speaking skills</li> <li>Teaching reading skills</li> <li>Teaching listening skills</li> <li>Teaching writing skills</li> </ul>	3.1. Teaching speaking skills
		3.2. Teaching reading skills
		3.3. Teaching listening skills
		3.4. Teaching writing skills

Component	Themes	Study Unit
4. Teaching specialist groups	<ul style="list-style-type: none"> <li>Teaching beginners</li> <li>Teaching children and young people</li> <li>Teaching business English</li> </ul>	4.1. Teaching beginners
		4.2. Teaching children and young people
		4.3. Teaching business English

Component	Themes	Study Unit
5. Applied language awareness	<ul style="list-style-type: none"> <li>Strategies for teaching grammar, vocabulary and pronunciation</li> <li>The English language (grammar, syntax, morphology)</li> <li>The phonological features of English (e.g. intonation, stress, spelling)</li> </ul>	5.1. Teaching pronunciation
		5.2. Teaching vocabulary
		5.3. Teaching grammar
		5.4. Word classes
		5.5. The tense system
		5.6. Understanding and teaching present, past and future tenses
		5.7. Understanding and teaching conditional Sentences
		5.8. Understanding and teaching gerunds, Infinitives and multi-word verbs
		5.9. Understanding and teaching the passive voice
		5.10. Understanding and teaching relative Clauses
		5.11. Understanding and teaching reported speech and reporting verbs
		5.12. Phonology

## Component 6 (Teaching Practicum)

Activity	Objectives	Experiential Activities
<b>6.1. Opportunities to observe experienced teachers</b>	a). To provide an opportunity for trainees to observe a variety of experienced TESOL teachers in authentic classroom situations (live or video).	a). Trainees make arrangements to view local TESOL teachers in action or are provided with a set of videos, observation guidelines and questions. The latter provide the basis for post-lesson reflection and discussion.
<b>6.2. Review of observed lessons</b>	a). To provide trainees with a framework for observing best teaching practice in action (e.g. approaches, techniques, organization)	a). Trainee teachers engage in a discussion with the mentor, based on the observation schedule.
<b>6.3. Lesson preparation</b>	a). To provide opportunities for trainees to prepare lesson plans for use in and assessed teaching practice assignments.	a). Trainee teachers prepare lessons and submit them to the mentor
<b>6.4. Teaching practice</b>	a). To guide trainees as they arrange their own teaching opportunities with authentic TESOL students. b). To enable trainees to engage in guided post-lesson reflection and discussion.	a). Trainee teachers teach groups of authentic TESOL students, submitting lesson plans and reviews and 3 x15-minute video clips for review by the mentor. b). Teaching is followed by a guided post-lesson review.
<b>6.5. Post teaching practice review</b>	a). To review lesson effectiveness and identify areas that require (e.g. approaches, techniques, organization, interaction, materials)	a). Trainee teachers engage in reflection and discussion with mentor / observer.