

## Teaching English as a Foreign Language (TEFL) Programs for 2020 & 2021

Our TEFL offerings include one 24-unit professional certificate program and four shorter certificates:

- [TEFL Professional Certificate Program](#) (24 units)
- [TEFL Proficiency Program](#) (15 units)
- [Teaching English to the Young Learner \(TEYL\) Program](#) (12 units)
- [Teaching English Grammar \(TEG\) Program](#) (12 units)
- [Special Studies in TEFL Program](#) (12 units)

A description of all of the TEFL programs and certificates can be found in the following pages.

### TEFL PROFESSIONAL CERTIFICATE PROGRAM

UC San Diego Extension's Teaching English as a Foreign Language (TEFL) Professional Certificate program trains teachers to use differentiated teaching methods and special techniques to rapidly increase their students' proficiency and fluency. There is an emphasis on linguistics and contrastive analysis to increase the teacher's knowledge of the most advanced nuances in English grammar, usage, style, and meaning. There is also an emphasis on global English and cultural competency in international communication, to increase the English teacher's effectiveness in training students who are bound for a wide variety of professional and academic uses of English in their own countries, including English-speaking countries, and around the world. This certificate provides in-depth study and training in best practices and methodology for teaching English learners, which involves (a) teaching English to non-immigrants in a multilingual classroom, and (b) teaching English in an overseas monolingual classroom. The major goals are to provide training which results in highly advanced knowledge and skills in explaining the English language – its use both by native speakers and as a lingua franca – and to provide training which provides and increases skills in facilitating students' acquisition of English at every level: elementary, secondary, university, and adults around the world.

Students can finish the entire program in as little as six months, taking half the program in one quarter and the other half in the following quarter. We also offer a summer or winter intensive format that allows students to complete the entire program in ten weeks during the summer or winter quarters. Upon successful completion of the program, students will earn a Teaching English as a Foreign Language (TEFL) Professional Certificate. This certificate is a total of 240 hours. In order to receive the certificate, the participant must take and successfully complete 24 units.

Students can begin the program in any of the four quarters in the year. Classes do not have to be taken in any sequential order. For suggestions about which courses might be good to take first, please contact the TEFL Program Coordinator, Ms. Kim Gonzalez, at [klawgali@ucsd.edu](mailto:klawgali@ucsd.edu) or the TEFL Program Manager at [tefl@ucsd.edu](mailto:tefl@ucsd.edu) for guidance.

## TEFL PROFESSIONAL CERTIFICATE PROGRAM

The **TEFL Professional certificate** 24-unit program (24 hour) is comprised of 7 core courses and 3 units of electives:

### 7 Required Courses:

- [Advanced Analysis of English Sentence Structure I](#) (3 units)
- [Best Methods in Teaching Pronunciation and Fluency](#) (3 units)
- [Best Methods in Teaching Speaking Skills](#) (3 units)
- [Best Methods in Teaching Listening Skills](#) (3 units) (**ONLINE option**)
- [Teaching Writing for Academic and Professional Purposes](#) (3 units) (**ONLINE option**)
- [Theories and Methods of Language Teaching and Learning](#) (3 units) (**ONLINE option**)
- [Theory and Methods of Reading Instruction](#) (3 units) (**ONLINE option**)

**3 Elective Units:** can be one 3-unit class OR three 1-unit workshops.

[TEFL Practicum: Best Methods in Developing and Delivering Lesson Plans](#) is strongly recommended to satisfy the elective units.

- ❖ **\$95 certificate fee** (must be paid online)

## TEFL PROFICIENCY PROGRAM

This is a 15-unit (150 hour) program that is designed to provide a foundation in TEFL, while allowing students to choose their areas of interest.

**3 Required Courses:** Students will choose 9 units, 3 units each, from the following required areas:

- Theoretical Foundations
- Teaching Reading/Writing
- Grammar

**3 Elective Units:** Students will choose the remaining 6 units from the following areas:

- Teaching Speaking/Listening
- Teaching Pronunciation & Fluency
- Teaching English to the Young Learner (TEYL)

- ❖ **\$95 program fee** (students receive an *Award of Completion* upon successful completion)

## TEACHING ENGLISH TO THE YOUNG LEARNER (TEYL) PROGRAM

This is a 12-unit (120 hour) program that provides the opportunity for students to attain additional competencies in teaching EFL to young learners. It is comprised of 3 required courses and 3 units of electives.

### 3 Required Courses:

- [TEYL Classroom Management](#) (3 units)
- [Teaching English to the Intermediate Young Learner \(Ages 8-11\)](#) (3 units)
- [Teaching Young English Learners in the Primary Grades \(Ages 4-7\)](#) (3 units)

**3 Elective Units:** can be one 3-unit class OR three 1-unit workshops

❖ **\$95 program fee** (students receive an *Award of Completion* upon successful completion)

## TEACHING ENGLISH GRAMMAR (TEG) PROGRAM

This is a 12-unit concurrent certificate for students who are interested in further enhancing their knowledge and skills for teaching grammar to EFL students. It is comprised of 2 required courses and 6 units of electives.

### 2 Required Courses:

- [Advanced Analysis of English Sentence Structure I](#) (3 units)
- [Advanced Analysis of English Sentence Structure II](#) (3 units)

### 6 Elective Units selected from the following:

- [Advanced Grammar Seminar](#) (3 units)
- [Grammar and Editing I](#) (3 units)
- [Grammar and Editing II](#) (3 units)

❖ **\$95 program fee** (students receive an *Award of Completion* upon successful completion)

## SPECIAL STUDIES IN TEFL PROGRAM

This 12-unit program allows students to choose from certain academic areas in which they would like to enhance their skills for teacher preparation. Students must choose and enroll in a total of 12 UC San Diego Extension units, with the advice and approval of the TEFL Coordinator.

❖ **\$95 program fee** (students receive an *Award of Completion* upon successful completion)

## DESCRIPTION OF COURSES

*\*All courses and workshops are offered on a rotating basis each quarter.  
Please refer to the program matrix to see quarterly course offerings.*

### Three-unit Courses

#### **Advanced Analysis of English Sentence Structure I (3 units)**

This course explores the complexities of English structures and how and when they are used (pragmatics). Special emphasis is on areas of syntax unique to English and most troublesome to non-native speakers, both prescriptive and descriptive forms. Participants will study highly specialized features of English grammar and learn how best to teach and integrate the practice of these features in all types of EFL lessons. Syntactic variations related to gender, age, socio-economics, and other factors are examined. The important connection between syntax, morphology, and semantics will be covered in the course. Part I of this course covers selected areas of English syntax.

#### **Advanced Analysis of English Sentence Structure II (3 units)**

This course explores the complexities of English language structures and how and when they are used (pragmatics). Participants will learn how best to teach and integrate the practice of various highly specialized features in all types of EFL lessons. Syntactic variations related to gender, age, socio-economics, and other factors will be examined. This course will focus on the following structures: 1) the noun phrase in detail, quantifiers, count and noncount distinctions, and plurals: regular and irregular; 2) adjectives and adjective clauses; 3) modals and conditional clauses; 4) clauses, conjunctions, and sentence parameters; and 5) collocations and cognates.

#### **Best Methods in Teaching Listening Skills (3 units)**

Participants in this course will learn the essentials of successful listening comprehension: making sense of a stream of sounds, filtering and contextualizing, and applying discourse and cultural information. Bottom-up skills (knowledge of vocabulary, grammar, and individual sounds) will be contrasted with top-down skills (general knowledge, situational awareness, and schema). The course will expose participants to different types of listening needs and tasks, as well as the best techniques and methods for helping their EFL students become more skillful listeners in English.

#### **Best Methods in Teaching Pronunciation and Fluency (3 units)**

Features of English phonetics, phonology, stress, and intonation will be drawn on to enrich instruction in best practices for teaching and learning pronunciation in a TEFL environment. Going beyond discrete sounds, this course will focus on the suprasegmental aspects of English pronunciation: stress, rhythm, pitch and intonation patterns found in connected speech in both formal and casual situations. Specific techniques for accent reduction, plus important information on body language for clear communication in English, will be presented throughout the course. The course will emphasize the integration of pronunciation instruction and practice in all types of lessons.

### **Best Methods in Teaching Speaking Skills (3 units)**

Participants will learn best methods for getting students to speak and tasks that encourage meaningful interaction. The course addresses types and idiosyncrasies of spoken language, and micro skills of speaking that are factors in the oral code. Participants will review current issues in teaching oral communication by analyzing conversational discourse, pronunciation, and affective factors. The course will suggest fluency and accuracy activities that can be used in and out of the classroom. Participants will learn factors which hamper improved speaking skills for EFL learners including specific contexts, performance variables, colloquial language, pronunciation factors, and interaction.

### **Grammar and Editing I (3 units)**

This course is designed for advanced nonnative English speakers who depend on English grammar in written communications and thus need to refine their knowledge of grammar. Participants will review grammar points necessary in correcting the most common grammar problems in non-native writing such as knowing the correct usage of the present perfect vs. simple past, prepositions, articles, punctuation, and more. Participants will learn how to recognize and correct their own grammar errors and also learn how to find the right answers to specific, recurring grammar questions.

### **Grammar and Editing II (3 units)**

This course is designed for advanced non-native English speakers who depend on English grammar in formal written and spoken communications and thus need to refine their knowledge of grammar. Participants will review grammar points necessary in identifying and correcting the most common grammar problems in non-native writing, such as knowing the correct usage of conjunctions, prepositions, punctuation, usage and more. Participants will also choose some of the grammar points to be studied in this course. Participants will learn how to recognize and correct their grammar errors and also learn how to find the right answers to specific, recurring grammar questions. Grammar & Editing I and II can be taken in any order.

### **Introduction to Teaching English as a Foreign Language (TEFL) (3 units)**

This course is designed for prospective or novice teachers who are not yet familiar with the basic theories, methods, and basic practices of teaching English as a Foreign Language or for those experienced teachers needing a further grounding in the most current, up-to-date methods and practices to be more successful in their current teaching. This course will explore skills, language, and the learning process while introducing practical applications to the EFL classroom. The course will introduce the basic skills of listening, speaking, reading, and writing as well as issues in methodology. It will also introduce the teaching of the micro-skills of pronunciation, vocabulary, grammar, and discourse. Learning styles and strategies, learner autonomy, content-based instruction, and assessment will also be covered.

### **Introduction to Teaching Writing (3 units)**

This course will prepare prospective, novice, or experienced teachers with a foundation of writing skills in English. Students will be introduced into the discourse features which distinguish writing in English from the languages of the classroom participants so that they will understand the very different ways that English organizes information in the written form. Students in this course will learn ways to build writing instruction into their EFL classes. They will learn basic techniques of the process approach such as quick writing, brainstorming, semantic mapping, drafting, peer review, and more that will help make writing instruction easier. Students will also learn a variety of writing assessment options.

### **Oral Presentations for Language Teachers (3 units)**

This course will prepare prospective, novice, or experienced teachers with the skills necessary in speaking effectively in front of small, medium, or large classrooms, while maintaining control over student interaction in the EFL classroom. The students in this course will learn how to analyze teacher speaking and presentations as they learn how to present. There will be a focus on how to speak in front of an audience using effective voice volume, rate, pitch, and rhythm patterns. Students will also learn the skills necessary to prepare and deliver lessons to a group, focusing on body language, selection of speech content, visual aids, and delivery.

### **TEFL Practicum: Best Methods in Developing and Delivering Lesson Plans (3 units)**

Students will learn about being in control and maintaining an effective learning pace when teaching English as a foreign language. Students will review techniques of teaching the basic skills and pronunciation and grammar. Students will then apply these techniques in organizing activities and practice-teaching them to partners and groups through simulated teaching opportunities. Different methods of lesson planning will also be addressed and practiced. At the end of the course, students will feel confident and knowledgeable in developing teaching activities and lessons for the different skill areas, providing effective error correction during teaching, and applying useful classroom management skills in a simulated classroom situation.

### **TEYL Classroom Management (3 units)**

This course focuses on establishing the optimal classroom learning environment for foreign language acquisition in the young learner classroom. Participants will learn to use key teaching strategies and reflective teaching techniques to foster positive classroom dynamics that motivate young language learners socially and emotionally. Topics include designing and revising language learning activities to access various learning styles, multiple intelligences, and stages of educational development. Participants will also learn how to establish a meaning-rich learning environment by using frameworks for age-appropriate tasks and activities, by selecting materials and resources that bring the language and culture to life in the EFL classroom, and by employing effective classroom management strategies for a variety of class sizes and levels. This class also involves an on-site visit to a local elementary school.

### **Teaching English to the Intermediate Young Learner (Ages 8-11) (3 units)**

This course is designed for elementary school EFL teachers for ages 8 – 11. The course focuses on taking a young learner-centered perspective and using scaffolded instruction while balancing task demands and support. Participants will learn how to create and deliver intermediate-level lessons in speaking, listening, reading, and writing to this specific age group. Participants will learn and practice the art of storytelling as well as develop an entire themed unit by using authentic children's literature. This course will allow for self-reflection of each lesson delivered as well as professional feedback from the instructor.

### **Teaching Writing for Academic and Professional Purposes (3 units)**

This course will treat in-depth the discourse features of successful writing in English, in particular for academic and professional communication in the U.S. and around the world. The uses of reference, substitution, ellipsis, conjunction, and lexical cohesion often are not found in the same ways in the writing of other languages but are specific to good written English. The course will clearly instruct the participants on the rhetorical and formal conventions of good writing in English, and it will instruct them on the most effective ways to share that knowledge with their students in helping them develop successful writing skills and rhetoric in English. Note: This course is offered online in the Fall and Spring quarters.

### **Teaching Young English Learners in the Primary Grades (Ages 4-7) (3 units)**

This course is designed for elementary school EFL teachers for ages 4 – 7. Participants will learn the essential concepts, theories, and activities that are age appropriate and used by successful EFL teachers around the world. Young children learn best while using their hands, eyes, and ears, so all activities will incorporate activities involving the physical world with songs, stories, rhymes, games, drawing and colors, kinesthetic activities, phonics, and technology. Participants will learn how to construct a typical lesson plan with warm-ups, pre-activities, body and closing techniques. They will also learn effective assessments to evaluate learner success.

### **Theories and Methods of Language Teaching and Learning (3 units)**

This course will acquaint students with the most generally accepted theoretical and methodological models of language teaching and learning. The course is practical offering teachers pedagogical ideas to meet the specific needs of various ages, proficiency levels, purposes, skills, and contexts of specific language learners. Students will build a repertoire of classroom activities firmly embedded with well-established principles of language acquisition in a step-by-step approach to interactive language teaching, focusing on the integration of skills, learner styles and strategies and preferences, multiple intelligences, and practical steps in lesson design. Note: This course is offered online in the fall and spring quarters.

### **Theory and Methods of Reading Instruction (3 units)**

This course will provide an overview of various theoretical approaches as they apply to reading in the EFL classroom, the relevant areas of research in foreign language reading, and the connection of theory and research to the teaching and learning of reading. The course will provide the participants with a thorough understanding of the reading process and the ways in which to build and assess reading skills, particularly academic and professional material. There will be an emphasis in how to best teach vocabulary and idioms through reading in an EFL context. Note: This course is offered online in the fall and spring quarters.

## **One-unit Workshops**

### **Games for the EFL Classroom (1 unit)**

This workshop is designed to provide opportunities for English learners from all levels of proficiency to learn and practice English by interacting through a variety of games and activities. The games can be as short as two- or five- minute activities to long-term, multiple-part tasks. Specific attention is placed on increasing language practice in large classrooms, with tips for teachers who need to integrate communicative activities within a prescribed curriculum.

### **Music in the EFL Classroom (1 unit)**

This workshop is designed to provide opportunities for English learners from all levels of proficiency to learn and practice English by analyzing lyrics for useful vocabulary and idioms which are found in pop, blues, and rock music. Emphasis is given to improving pronunciation and fluency through the use of music-based activities in the language classroom. Specific attention is placed on increasing language practice in large classrooms, with tips for teachers who need to integrate communicative activities.

### **Teaching Language through Art (1 unit)**

Learn how to incorporate basic art-making techniques to instruct English learners of all ages. In this hands-on workshop, participants will explore a variety of art projects to motivate students with varying learning styles in the language learning classroom. Projects will include simple book construction, collage, illustration, dioramas, and collaborative drawing exercises, which will help build vocabulary and grammar skills, and also offer opportunities for developing critical thinking and confidence. Discussion includes materials management, designing projects to ensure student engagement and success, and strategies to use art projects as a language assessment tool.

### **Teaching TOEFL Prep Classes: Paper and Internet (1 unit)**

Participants who need to know about the format of the three TOEFL tests will benefit from this workshop. The curriculum will cover all aspects of the paper-based, computer-based, and internet-based TOEFL tests, including details on how they differ and what preparation materials and teaching techniques have proven most successful in preparing students to obtain optimal scores.

### **Visual Media in the EFL Classroom (1 unit)**

This course will give aspiring English language teachers ideas and methods on how to use print materials, such as magazines, books, newspapers, and Internet pages in EFL classroom settings. Students will also be given information on how to use media sources such as TV shows, films, and documentary programs as an enhancement to the classroom environment and the student learning experience.

### **Workplace EFL: Teaching English in International Business and Industry (1 unit)**

This workshop is designed for instructors who want to expand their employment possibilities to include the private sector. Participants will explore how to market English for Specific Purposes (ESP) to business and managers whose employees need to improve both their spoken and written communication. Practical ideas for spoken and written ESP activities will be provided, as well as useful tips on designing assessments, setting tangible and attainable learner goals, dealing with scheduling issues, and setting tuition.

*Please note that not all elective courses are offered every quarter.*