



WESLI Teacher Training Program (WTTP)

Course Orientation Packet

Summer 2, 2016
July 18th – August 19th

Welcome to the WESLI Teacher Training Program!

The WTTP welcomes you to an intense, but fun learning experience that will open your eyes to different views of teaching and learning. WESLI has taught English to international adults since 1981 in Madison. Students and professionals come to WESLI from all over the world because of its reputation for effective language teaching and a positive learning environment.

In 1999, WESLI decided to pass on its teaching experience and expertise by offering a TEFL (Teaching English as a Foreign Language) training program called the Midwest Teacher Training Program. Graduates of MTTP have gone on to teach English in over 45 countries. In 2013, the name of the program was changed to the WESLI Teacher Training Program. This program will continue to grow, change and improve, always focusing on the needs of our candidates and their students. We look forward to watching you grow, change, and improve as both a learner and a teacher.

Program Mission

The mission of WTTP is to revolutionize the way our candidates look at learning and teaching through a practical, hands-on program that prepares them to teach English overseas. WTTP will accomplish this mission in an atmosphere that supports growth in the science and the art of teaching, guided by the following principles:

Collaboration: Candidates participate in the program as learners and teachers. In both roles, learning is facilitated through hands-on, experiential processes honoring the previous education and experience of all who participate in the program.

Critical Thinking: Candidates refine the ability to set goals and reflect on their growing gifts and skills as learners and teachers, planting the seeds for lifelong professional development.

Cultural Competence: Candidates cultivate an awareness of their own values and ideologies in order to understand how those affect the way they approach learning and teaching styles, and cultural differences.

Packet Contents

In this packet, you will find information about the course goals, your individual classes, practicum teaching, and other important administrative information. If you have any questions about the course, please talk to Jennifer, WESLI's Curriculum Director (Jennifer@wesli.com or LL7) or Hannah, the WTTP Administrator (wttp@wesli.com or LL2).

Overall Program Information

Overall Program Goals

The 130 hour WESLI Teacher Training Program is designed to train aspiring teachers, or current practitioners, in the fundamentals of English as a Second or Other Language (TESOL) in an environment that encourages collaboration, critical thinking and cultural competency. This goal will be achieved by a balance of theory and practice, with particular emphasis on practical, hands-on experience. The program will provide candidates with the opportunity to apply and reflect upon theoretical knowledge of language acquisition theory, ESL/EFL methodology, and assessment theory in a real ESL classroom. (Note: The curriculum is designed to meet the [*TESOL International Association ASEG Draft Short-Term Certificate Program Standards \(2014\).*](#))

Program Structure

This certificate course program is designed to have 130 contact hours over a five-week session, including: Course Instruction, Observation of experienced WESLI teachers, Practicum Teaching Experience, Peer Observation & Feedback on teaching from experienced observers. Candidates are also expected to spend additional time outside of the classroom completing required reading, research, reflections, assignments and lesson planning.

Course Hours Total = 130 hours

Core Course Hours = 100 hours

Foundations (60 hours)

Skills (20 hours)

Grammar Review (20 hours)

Practicum = 30 hours

Practice Teaching & Obs. (20 hours)

Tutoring (5 hours)

Observations (5 hours)

Summer 1 Course Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|--------------------------------|-----------------------------------|--------------------------------|-----------------------------------|
| 8:30 – 10:30 | Foundations of Learning & Teaching (w/ Sue & Jennifer) | | | | |
| 10:30 – 12:30 | Foundations: Job Search (w/ Jennifer) | Grammar Review (w/ Beth) | Practicum Teaching/Observation | Grammar Review (w/ Beth) | Practicum Teaching/Observation |
| Lunch | | | | | |
| 1:00 – 3:00 | | Language Skills (w/Judy) | Practicum Teaching/Observation | Language Skills (w/Judy) | Practicum Teaching/Observation |
| 3:00 – 5:00 | Reserve time for tutoring, WESLI class observations, lesson planning and completing assignments/readings/etc. | | | | |

Course Textbooks

There will be two textbooks used during this course – one book for Foundations of Learning & Teaching and Language Skills courses, and one book for the Grammar Review course.

- *Learning Teaching: The Essential Guide to English Language Teaching* (3rd Edition) by Jim Scrivener (MACMILLAN)
- *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* by Keith Folse (University of Michigan Press)

Course Objectives

By the end of the program, candidates will be exposed to, through demonstration, explanation, evaluation and reflection, the following key areas:

- **Language** The components of English, as a language system of communication + Historical and current theories of second language acquisition
- **Culture** The role of culture in planning, instruction and evaluation + Language and culture are inextricably intertwined
- **Instruction** Knowledge of language and culture to plan for effective instruction and assessment of learners, using appropriate materials/resources to support authentic use of language skills, which meets the needs of all learners
- **Assessment** The purpose of assessment, types of assessments and the basics of assessment theory to evaluate learners language skills and communicative ability
- **Professionalism** The importance of classroom research, professional development opportunities and professional ethics in the field of TESOL

Course Descriptions

There are three classes required for the WTPP: Foundations of Learning & Teaching, Language Skills, and Grammar Review. These courses are designed to give you a broad overview of what you need to know to become a successful English teacher in a variety of contexts. Below you will find class descriptions and learning outcomes for each of the three classes. You will also find information about the Teaching Practicum, which will be managed through your Foundations of Learning & Teaching class.

Student Learning Outcomes

Foundations of Learning & Teaching (60 hours)

This course is designed to help candidates understand the foundations of teaching and learning and how this foundation translates into successful lesson planning, teaching and evaluation. This course will expose candidates to the basics of SLA theory and ESL methodology as they relate to lesson planning, classroom management and evaluation. Candidates will also reflect upon the role of culture in language learning and teaching and their own teaching practices. In addition, this class will address issues of professionalism in the TESOL field.

This class meets for 12 hours per week and will also help students prepare for and evaluate their practicum teaching experience.

By the end of this course, students will

- Understand the basic teaching cycle (Prepare, Teach, Evaluate)
- Understand the elements of a successful ESL lesson plan
- Identify/Understand the strengths and weaknesses of common TEFL methodologies as they relate to lesson planning, classroom management and evaluation
- Understand, practice and evaluate the appropriateness of basic classroom management techniques
- Determine how to meet overall class needs and accommodate for individual students
- Critically evaluate ESL lesson plans and materials
- Appreciate the importance of reflection in the teaching process
- Understand the basics of ESL assessment theory (purposes, advantages and limitations of assessment instruments) to evaluate learners language skills and communicative ability
- Demonstrate knowledge of language and culture to plan for effective instruction and assessment of learners, using appropriate materials/resources to support authentic use of language skills, which meets the needs of all learners
- Be exposed to the historical and current theories of SLA as they are related to successful lesson planning, presentation and assessment
- Reflect upon the role of culture in planning, instruction and evaluation (language and culture are inextricably intertwined)
- Understand the importance of classroom research, self-reflection, professional development opportunities and professional ethics in the field of TESOL
- Reflect upon and evaluate one's own teaching style/role as a teacher and its effect on teaching

Practicum Teaching & Observations (30 hours: 10 hours teaching + 10 hours peer observation + 5 hours WESLI class observation + 5 hours Tutoring)

The practicum-teaching component is the cornerstone of WTPP. Candidates will practice-teach the same Conversation Class for the entire five weeks of the program. Candidates will teach one hour each Wednesday and Friday and observe their partner's teaching on the same days.

Students in the Conversation Class are from the community and WESLI. These classes will have up to 14 international adult students. Most students have the ability to hold a simple conversation in English using limited vocabulary. They are told that the classes focus on oral communication and do not have homework.

By the end of the practicum, candidates will be able to...

- Demonstrate appropriate presentation skills, language use, classroom management techniques, awareness of student needs, and flexibility to facilitate an engaging learning environment*
- Demonstrate integration of SLA theory, ESL methodology, classroom management and assessment into teaching practice*

- Reflect upon their classroom instructional experiences via self-observation and self-evaluation
- Examine own attitudes, beliefs and assumptions about teaching and learning to engage in critical reflection of teaching practice
- Demonstrate a professional and culturally sensitive demeanor appropriate to the field of TEFL in teaching practice*
- Demonstrate the ability to maintain a cohesive lesson plan while adapting to a variety of challenges and opportunities in the classroom*

*Candidates will be observed during the practicum by experienced teachers. The instructor for the Foundations of Learning & Teaching class will oversee the administration of the practicum process; however, information learned in ALL classes will be put into practice during the practicum.

Language Skills (20 hours)

This class is designed to help candidates understand the basic concepts and terminology used for describing the four language skills – reading, writing, listening and speaking. Candidates will discuss the different approaches and techniques required to teach the productive (speaking and writing) and receptive (listening and reading) skills. Candidates will also be made aware of the role grammar and lexis play in language learning. Candidates will be exposed to a variety of activities that help learners practice these skills. Candidates will also discuss appropriate methods of assessment.

By the end of this class, candidates will be able to...

- Understand basic concepts and terminology used for describing reading, writing, listening and speaking skills
- Understand the basic features (major skills and sub-skills) of each of the four skills and the components which help learners decode meaning through reading & listening and produce meaning in writing & speaking and determine tasks for targeted practice
- Identify some of the difficulties learners may face when reading, listening, speaking and writing
- Understand basic forms of assessment for the four language skills, specifically focusing on understanding multiple ways of assessing speaking
- Understand the principles and best practices associated with teaching and assessing the four skills
- Recognize the purpose and context for assessment of grammatical and lexical skills
- Critically evaluate ESL materials in terms of their ability to support the learning process for reading, writing, listening and speaking

Grammar Review (20 hours)

This class is designed to refresh candidates' knowledge of grammar and grammar terminology to be able to use it to the extent that they want to in their own teaching and so that they can locate information from outside sources as needed. Candidates will also discuss and be aware of typical grammar pitfalls for ESL learners. They will gain an awareness of what they know already to promote confidence in the classroom but also knowledge of what they may not know, or what might require more preparation. Candidates will become aware of particular recommended

resources and the range of resources available to them when they are teaching in order to facilitate ongoing self-education.

By the end of this class, candidates will be able to...

- Understand the components of English, as a system of communication
- Recognize grammatical structures and terminology used to talk about language and rules related to words, sentences, paragraphs and texts
- Critically evaluate student grammatical errors and explain how to form/when to utilize selected structures using correct terminology
- Use a range of reference material to analyze and describe language for teaching purposes

Course Assessment

Components of Assessment

To meet the assessment requirements of the WTPP, candidates are required to attend and participate in all three core classes and:

- Practice teach ten 50-minute Conversation Classes
- Peer observe ten 50-minute Conversation Classes
- Complete five hours of tutoring
- Observe five hours of classes (both WESLI classes and additional video observations) and completed five Observation Reflections as they relate to their core class work
- Maintain and submit a portfolio of all coursework, including written assignments, materials related to teaching practice, and self observation and reflections

Portfolio Components

The portfolio assessment is designed to allow candidates to keep track of their own learning process. Candidates may choose what to include in their final portfolio and should reflect their ability to understand, demonstrate and reflect upon the course goals and learning outcomes; however, they must include the following:

- Copies of all lesson plans and post-lesson reflections
- Practicum observer notes and feedback
- Peer observation notes and reflections
- Video clips of segments and/or entire lessons
- Completed written assignments as required by core class instructors
 - Foundations of Learning & Teaching
 - Language Skills
 - Grammar Review
- A final 2000 word self reflection about the practicum experience, emphasizing insights and realizations that resulted from the practicum experience
- An initial Statement of Teaching Philosophy
- Sample Cover Letter
- Updated resume

- Letters of reference (optional)

The portfolio may be maintained as a hard copy or digital format. Candidates are encouraged to utilize technological tools to maintain and submit their final portfolio. Some useful resources may be:

- | | |
|---|---------------------------|
| • Evernotes | • LaGuardia ePortfolio |
| • Wordpress/EduBlogs or other free blogging platforms | • Emaze Presentation Tool |
| • Pathbrite | • KEEP Toolkit |
| | • iWebfolio |

Your Foundations of Learning & Teaching instructor will provide you with more information regarding the Portfolio. Your completed Portfolio is not due until the end of the session; however, you are encouraged to begin to compiling materials during week one.

Course Grading Policy

TEFL Certificates will be awarded to candidates who successfully meet the above course requirements. Candidates will receive one of three grades: pass, low pass or fail in each of the course classes and as a final overall grade. Upon successful completion of the program, students will receive a TEFL certificate and may request a letter of recommendation. Final grades are kept in the WESLI database indefinitely. Transcripts may be requested at any time.

Pass = 80 – 100%

- A Pass is awarded to candidates who meet or exceed the course requirements. These candidates have demonstrated the skills and awareness necessary to work independently as a teacher.

Low Pass = 60 – 79%

- A Low Pass is awarded to candidates who meet the course requirements, but will continue to need guidance to help them develop their skills as a teacher.

Fail = 59% and below

- A Fail will be awarded to candidates who fail to meet satisfactory completion of the above components of assessment.

Grades reflect the extent to which a candidate has achieved competence in the stated goals. Candidates demonstrate competence through the classwork and homework assignments listed in the Outcome Goals. As many of the activities are carried out during class time, attendance and participation in class discussion are key parts of assessment, and thus are essential to passing individual courses and the program as a whole.

Class Grading Breakdown

You will receive more detailed information about how you will be graded for the individual classes from those instructors.

Grade Appeal & Dismissal Policy

If a candidate disagrees with a grade, he/she may appeal to the instructor who gave the grade in question. If the instructor and the candidate cannot come to an agreement, the WESLI Co-Directors will mediate and make the final decision.

A candidate may be dismissed from the program before completion due to grossly inadequate student grades, progress or unsatisfactory conduct. Candidates must show progress through not only completion of their homework, but by a pass grade given to at least 80% of their assignments by their teachers. Unsatisfactory conduct includes but is not limited to poor attendance, harassment of others and lack of cooperation with other candidates. The candidate will first be given a written warning of possible dismissal by the WTPP Administrator. If the candidate's grades, progress or conduct do not improve, the student will be dismissed by the WTPP Administrator, and the candidate will qualify for a refund under the refund policy.

If dismissal occurs, the candidate may appeal the decision to the Co-Directors of WESLI in writing. The Co-Directors of WESLI will then review the situation and make a final decision regarding dismissal or conditional reentrance. Conditions may include makeup work, progress reports, or other additional requirements. Candidates may appeal this decision by contacting the Educational Approval Board of Wisconsin.

Student Environment

WESLI believes in providing a harassment-free environment for all students and staff. We expect that students and staff will not harass other students or staff. Harassment includes, but is not limited to jokes and other verbal or physical actions relating to race, color, religion, gender, nationality, sexuality, age, or disability. These kinds of actions are harmful to a learning atmosphere. Harassment will not be tolerated at WESLI. Please talk to WESLI staff if a student or staff member is harassing you.

Complaints and Suggestions

If you have a complaint or suggestion about a class, a teacher, services, housing or anything else, you can speak with Amber (wttp@wesli.com), the WTPP Administrator, or Jennifer (Jennifer@wesli.com), WESLI's Curriculum Director. If you would rather remain anonymous, you may put a note in Amber's mailbox at the front desk.

If your complaint is related to the WESLI environment or you do not feel comfortable bringing your complaint to the WTPP Administrator, you may file your complaint with Dan Perreth (danp@wesli.com), the Co-Director of WESLI. Your comments are confidential.

You will also have the opportunity to fill out an evaluation of the program at the completion of the course. Because our evaluation of the success of our course rests in part on your response to the end-of-session evaluations, we welcome all of your comments, both positive suggestions and complaints.

If you prefer not to submit your complaint directly to the directors or staff members of WESLI, you may contact the State of Wisconsin Educational Approval Board at 30 W. Mifflin Street, 9th floor, Madison, WI 53703. PH: (608) 266-3185. You may speak to Joan Fitzgerald. You may also contact

the Commission on English Language Program Accreditation (CEA) at info@cea-accredit.org. All complaints must be filed in writing with the name, address and telephone number of the complainant on a separate page, and shall identify the specific standard(s) allegedly violated as well as a description of how the program has failed to comply with it.

For a list of the standards, visit the CEA website (<http://www.cea-accredit.org/about-cea/standards>), or refer to the PDF on the WESLI server – StudentResources folder.

Tuition & Refund Policy

The balance of your tuition must be paid in full on or before the first day of class. You can pay by cash, personal check, traveler's check, or credit card. Please make checks out to WESLI.

WESLI Teacher Training Program's refund policy is as follows:

- (a) In accordance with the Customer's Right to Cancel, any tuition (less non-refundable Application deposit) is refunded if a student withdraws within three business days of enrolling. Refunds will be made within ten business days after receiving notice of cancellation from the student.
- (b) If a student withdraws before the start of classes, any tuition (less non-refundable deposit) that has been paid is refunded.
- (c) Cancellation during the 1st week of the program will result in a 50% tuition refund (excluding Application deposit).
- (d) There will be NO refund after the 5th day of class.
- (e) The Course Application Deposit is non-refundable.
- (f) If any refunds must be paid by wire transfer, a \$50 Cancellation Fee will apply.
- (g) If a student is unable to continue the program, he/she can transfer into a course with a later start date for a Course Transfer fee of \$200.

In order to withdraw, students may inform the school verbally or in writing or not attend classes for 10 consecutive class days without providing an explanation to the school. All refunds are calculated from the last day of attendance, and are paid within 30 calendar days. Refunds need not be requested by the student.

Veterans Refund Policy The non-refundable portion of any registration fees will not exceed \$10.00. Other tuition and fees will not exceed the pro-rata portion of total charges that the length of the completed portion of the WTTP course bears to the total length of the course. This policy is in compliance with the requirements of 38 CFR 21.4255.

Facilities

WESLI Teacher Training Program is located in an historic building on the Capitol Square. There are a number of facilities, which provide a quality learning environment for the teacher candidates and the ESL students alike.

One the second floor: The WESLI and WTPP instructor offices can be found on the second floor in rooms 202, 204 and 205. There is also a WESLI teacher resource room on the second floor (room 203). This room is primarily reserved for WESLI instructors; however, you are allowed to use the copy machine and other supplies in this room. Please be considerate of this space, using its resources only when other WESLI instructors do not need them.

On the first floor: The receptionist at the front desk can direct you to information about bus routes, bicycle rentals, etc. Your Practice-Teaching classrooms are also located on the first floor in rooms 101, 102 and 103.

On the lower level: Candidates can prepare classes in LL9. There are job and teaching resources in these rooms as well. These teaching texts range from beginning to advanced levels and cover all topics.

A microwave for your use is located in the hallway near LL7, and there is a refrigerator in LL9. In addition, there are lockers and a student lounge with vending machines and a change machine. The lounge is a good place to meet international students.

In the event that a candidate is mobile handicapped or disabled, accommodations will be made to provide for the candidate, including moving WTPP classrooms to the first floor. Please let the WTPP Administrator know if adaptations are needed.

Computers

The computers in LL9 are there for your use as well as the printer. Enter your **student ID** number as both name and password. The **printer** in the hall doubles as a copier. There are additional computers in the WESLI computer lab. Please go to the front desk for the **wireless** passwords. Kristin, WESLI's Technology Director, will provide you more information during the technology orientation.

Housing

Dormitory Rooms

If you have a problem with your room, contact Ryan, the Housing Coordinator in room LL1 at WESLI or email housing.services@wesli.com.

You should contact the housing coordinator one week before you plan to move out. Prices on the application are for five weeks. There is an additional daily charge beyond the five weeks. If the Housing Coordinator has arranged a dormitory room for you, it is not possible for her to arrange new accommodations for you unless there is a serious problem. There is a security deposit required.

Homestays

The Homestay Coordinator in room LL11 (housing.services@wesli.com) arranges the homestays for WTPP candidates. The coordinator visits all of the homestay families to be sure the families are friendly, your rooms are comfortable, and the houses are clean.

The entire 5-week rent must be paid to your homestay family at the beginning of your stay unless you make other arrangements with the family. Unless there is an emergency, you are committed to living with your homestay family for the full 5 weeks. Refunds cannot be made if you decide to move out. There is a security deposit required.

Immigration

If you have questions about your immigration status, please see Macari in room LL4. Bring your passport.

The Immigration Service office is in Milwaukee. However, it is rarely necessary to go there and calling the immigration office is usually not helpful, as immigration officers are often unavailable. If you need to apply for something, do it online.

Student Visas

An F-1 (student) visa is stamped in your passport. Your visa has an "expiry date" on it, which indicates the last day you can enter the U.S. with this visa.

You can stay in the U.S. as long as you continue "in status" as a student. There is no special date when you must leave. If you have a student visa, you must:

- have a valid I-20 from WESLI / WTTP
- study full-time
- not accept employment
- not let your passport expire

Note: If all of the above is true, you are "in status" even after the expiry date on your visa.

If you go to your country after the expiry date on your visa but plan to come back to the U.S. to study again, you will have to get a new student visa in your country. Talk to Macari about the best way to get a new visa in your country.

If you're not studying full-time, you are "out of status." This is serious, because it is difficult for you to enter another school, to change your status, or to get a new visa.

After you finish studying in the WESLI Teacher Training Program, you have 60 days to leave the country. If you don't leave the country within 60 days, you will "overstay" your status.

Tourist Visas

A B-1 or B-2 visa is a "visitor" or "tourist" visa. You must leave the U.S. by the date given to you when you enter the country or apply for an extension of your visitor status before that date. If you don't, you may have serious problems in the future. If you decide that you want to study full-time, Macari can give you advice on how to change your status from "visitor" to "student".

Other Visas

Most people with other visas can study either full-time or part-time while they are in the U.S. This includes people with J-1, J-2, H-1, H-4, R-1, and K-1. Those with an F-2 visa should talk to Macari.

Parking

There is a parking ramp near WESLI called the Capitol North Ramp. It is between Mifflin, Webster and Butler Streets. The cost to park in the ramp for a full day is approximately \$10.00. Around WESLI, there is only 2-hour street parking. However, if you want to park and walk, you can park in the 1100 block of Mifflin or Dayton Streets for longer periods and walk to WESLI in 15 minutes.

Student ID Cards

As a student, you can request a WESLI student photo ID card at the front desk. Your ID number on the card and on your receipts is your computer login and password.