American TESOL Institute and Via Lingua TESOL/TEFL Program

Arequipa (Peru) Course Dates:

•   Jan 7 - 30, 2013

•   Feb 4 - 28, 2013

•   Mar 4 - 29, 2013

•   April 1 - 26, 2013

•   May 2 - 28, 2013

•   June 3 - 28, 2012

•   July 1 - 26, 2013

•   Aug 5 - 30, 2013

•   Sept 2 - 27, 2013

•   Sept 30 - Oct 25, 2013

•   Oct 28 - Nov 22, 2013

•   Nov 25 - Dec 20, 2013

Arequipa Course Fee: US$ 1595

Accommodation: Private room and private bath in the TEFL Casona: from US$ 300 - $450

Homestay with private room and bath and 2 meals/day: from US$ 500

Apply Online – Request Information: tesol.admin@americantesol.com

1. General principles that underpin the ATI/Via Lingua TESOL/TEFL program

The ATI/Via Lingua TESOL program is unique in the field of Teaching English as a Foreign Language, in terms of both the content and the structure.

The program is underpinned by the following principles:

• We recognize the fact that individuals who attend our study programs are involved in a life-long journey of personal and professional development and that they bring to the program a variety of skills, talents, experiences, needs and objectives. We seek to support individuals as they endeavor to add to their existing repertoire of achievements.

• We also recognize the fact that one of the greatest challenges and opportunities provided by ATI/Via Lingua study program is in relation to cultural exchange. Our aim is to provide study programs that draw on the local community and actively cultivate the exchange of information, ideas, experiences, language and culture.

• In addition, we recognize that many of the qualities and skills required of a successful language teacher are transferable in nature and not restricted simply to an awareness of pedagogy and language teaching techniques. An integral part of the objectives of our study programs, therefore, is a strong focus on the development of life skills, the type of skills that will contribute not only to professional success but, more importantly, to the development of the whole person.

• Furthermore, we recognize that personal and professional development opportunities, such as ATI/Via Lingua study program, are only successful if the individual takes personal responsibility for his / her own process and makes effective use of the support and guidance which is provided as part of the study environment. An important objective of our programs is to provide a framework for individual growth and development, rather than a "one size fits all" course.

• We are very aware that individuals who take part in our study programs are often in possession of a range of talents. Our aim is to incorporate these talents into every aspect of group and individualized programs.

• Finally, we recognize the fact that both theory and practice in relation to the teaching of English as a Foreign Language are constantly changing in the light of new research data. Our intention is to ensure that ATI/Via Lingua programs, and the trainers who deliver the programs, retain their position at the cutting edge of TEFL thinking. The active involvement of our staff in action research activities allows us to contribute to this process.

2. The ATI/Via Lingua approach to training

The pedagogical approach promoted by ATI/Via Lingua is best characterized by the following criteria:

An appreciation of group dynamics

The trainer is aware of how groups work and the stages that they need to go through in order to work effectively. This is a very important factor in determining how successful individual trainees will eventually be on the course. Effective groups do not happen by chance; the style and process which are utilized by the trainer directly influence success.

Interactive learning

Training sessions are managed in such a way that you will be required to take an active part in your own education. Sessions are characterized by a high percentage of interactive activities where you will be required to consider situations / concepts / questions through performing a set of tasks. The cycle of "doing", "reflecting", "hypothesizing" and "testing" is employed in all aspects of the course. Throughout this process, you will be encouraged to make reference to the pre-course experiences of yourself and others in the group.

Academic rigor

The trainers recognize that the ideas and concepts which are explored with trainees should be firmly grounded in an awareness of established pedagogical research and practice. Reference will be made during the sessions and in recommended reading tasks to the theoretical base underpinning the content of input sessions.

Pragmatism

Trainers are fully aware of the limitations of a short intensive course and are, therefore, conscious of the need to provide you with practical guidelines, tips, strategies, materials and models which they can utilize in the classroom.

Modeling

Whenever practical, trainers model teaching approaches and activities which you will be able to replicate in the TEFL classroom. This may be in the form of instruction giving, the use of pairs and small groups, management of feed-back sessions or strategies for introducing and exploring areas of grammar.

Opportunities for practice

Many of the input sessions will provide you with the opportunity to test out new ideas and insights through peer teaching activities.

3. Course Structure

The ATI/Via Lingua TESOL course comprises five components:

•   Pedagogy theory

•   Language awareness

•   Teaching skills

•   Cultural awareness

•   Life skills

Each component comprises a set of standardized statements of competence, accompanied by indicators of success. The indicators describe the skills, knowledge and qualities associated with effective teachers of English as a Foreign Language. The standardized statements of competence are as follows:

The competent TESOL/TEFL teacher is able to ...

1. Pedagogy Theory

1.1. Describe a range of teaching methodologies, approaches and strategies

1.2. Describe the skills, knowledge and qualities which characterize an effective teacher

1.3. Describe the factors which influence the establishment of an effective learning environment

1.4. Describe a range of strategies for supporting, monitoring and assessing student progress

2. Language Awareness

2.1. Describe the purposes and nature of Communication

2.2. Describe key features in relation to the structure of the English language

2.3. Describe and explain the English tense system and other, commonly taught, grammatical features

2.4. Describe how sounds are made and modified and use phonetic symbols to describe the sounds of English

3. Teaching Skills

3.1. Design and prepare effective lessons

3.2. Prepare and manage the physical learning environment and use resources in an appropriate way

3.3. Provide innovative and flexible learning experiences for individuals and groups of students

3.4. Create learning environments that are student-centered, challenging and safe

4. Cultural Awareness

4.1. Engage in the process of learning a foreign language

4.2. Demonstrate an awareness of the issues in relation to culture and language teaching

4.3. Demonstrate a willingness to foster positive relationships with members of the local community

4.4. Demonstrate an awareness of cultural similarities and differences and our shared cultural heritage

5. Life Skills

5.1. Demonstrate effective interpersonal skills

5.2. Demonstrate effective communication skills

5.3. Demonstrate effective decision-making skills

5.4. Demonstrate effective organizational skills

5.5. Demonstrate effective financial skills

5.6. Demonstrate effective employment awareness skills

5.7. Demonstrate effective legal awareness skills

5.8. Demonstrate effective personal welfare skills

Each component of the ATI/Via Lingua program is allocated a minimum number of study hours. These study hours mainly involve:

•   Direct contact with trainers or mentors in workshop sessions, planning meetings, lesson preparation or review meetings;

•   Direct contact with students during teaching practice sessions;

•   Private study and preparation;

•   Record keeping and personal reflection linked to the maintenance of a professional portfolio.

This equates to the following calculations:

Minimum hours of theoretical study: 82

Minimum hours of observation of experienced teachers: 6

Minimum hours of guided teaching practice preparation time: 16

Minimum hours of observed and assessed teaching practice: 8

Minimum hours of post lesson discussion / feedback: 8

Total: a minimum of 120 hours

The fundamental objective of the ATI/Via Lingua program is to ensure that trainees take responsibility for their own learning. The trainers and mentors are available at all times to provide a supportive environment and a range of learning opportunities in order to facilitate growth and development. All activities and support strategies are designed to encourage the trainee to reflect on his / her needs and performance in relation to the benchmarks identified in the FPPS.

In order to be awarded the ATI/Via Lingua Certificate in Teaching English as a Foreign Language, all trainees must commit themselves to meeting the following requirements:

•   Attend all required workshop sessions

•   Complete all assignments required by the trainers

•   Successfully complete a teaching practice program

•   Demonstrate a prescribed level of competence in relation to each of the five components (pedagogy theory, language awareness, teaching skills, cultural awareness and life skills) as measured against the ATI/Via Lingua Framework for Personal and Professional Standards (FPPS)

At ATI/Via Lingua, we seek to gain an accurate picture of each trainee's skill levels, achievement levels and progress. In order to realize this objective, we have developed a range of assessment strategies and tools, all of which involve a combination of self-assessment, teacher assessment and peer assessment.

There are six formal assessment activities in which all trainees are required to participate (accompanied by an indication of weighting in relation to certification):

1.   Observed and assessed teaching practice with groups of EFL students (36%)

2.   The Individual Student Teaching Project (24%)

3.   The final test (24%)

4.   The personal and professional portfolio (8%)

5.   The Group Project (4%)

6.   Attendance (4%)

The personal and professional portfolio acts as a progress log and is a very significant element in the assessment process.

All trainees who spend time in a ATI/Via Lingua Study center are required to establish and maintain a personal and professional portfolio. The portfolio acknowledges and celebrates previously developed skills, talents and achievements, as well any additional ones developed during the stay at the center.

Through reference to the set of standardized statements, contained in the ATI/Via Lingua Framework for Personal and Professional Standards (FPPS), the portfolio enables the individual to record achievements, as well as to identify "growth points". It is the basis for each student to negotiate an appropriate study program when s/he arrives at the study center. In addition to its primary use as a record of achievement, certain sections of the portfolio may be used for assessment purposes when determining whether certification will be recommended.

All graduates who successfully complete the ATI/Via Lingua advanced CTEFL program are awarded nine credits towards a Masters Degree in English Language Teaching with Nova Southeastern University, U.S.A.

The ATI/Via Lingua TESOL program meets the requirements of the College of Teachers Associateship of the College of Teachers TESOL with Teaching Practice qualification (ACOT TESOL with Teaching Practice). This indicates that the ATI/Via Lingua program is a Level 5 course, as defined by the National Qualifications Framework for England, Wales and Northern Ireland. (Level 6 qualifications include B.A. and B.Sc. degrees and Advanced Diplomas in TESOL). The College of Teachers is a UK accredited qualifications awarding body.

Program Director:

Christian Larsen, BS.Ed, MA.Ed./TEFL

Foreign Language Center

Universidad La Salle - Peru