

# Phoenix TESOL Certificate

*Prepare to Teach Qualification for New Teachers*



## COURSE OVERVIEW

*The Phoenix TESOL Certificate course has been designed to introduce the theories and techniques for Teaching English as a Second or Foreign Language and to give candidates practical “in class” experience and observation of expert teachers.*

## MODULES OF STUDY

- 1. Language & Background to Language Learning and Teaching**
  - Describing language and language skills
  - Background to language teaching
- 2. Lesson Planning and Use of Resources for Language Teaching**
  - Planning and preparing a lesson or sequence of lessons
  - Selection and use of resources
- 3. Managing the Teaching and Learning Process**
  - Teachers’ and learners’ language in the classroom
  - Classroom management

## TKT OPTION

- Candidates are given online access to the Cambridge Teaching Knowledge Test (TKT) support material (75 hours of online study) to solidify their understanding of concepts related to language use & the background to & practise of language teaching & learning.
- Candidates have the choice of taking the TKT exam immediately after the Phoenix TESOL Certificate Course to demonstrate this knowledge and to gain the Cambridge TKT Certificate to supplement the Phoenix TESOL Certificate.



## TEACHING REAL STUDENTS

During the three-week course trainees observe expert teachers teaching real students.

Trainees must deliver one 45-minute lesson and will receive written and oral feedback from their tutor.

## TEACH OVERSEAS

The Phoenix TESOL Certificate, combined with the TKT online material and exam gives teaching candidates qualifications and the practical experience to enable them to confidently accept a position to teach English as a Second or Foreign Language in many countries.

Phoenix arranges teaching positions for its graduates in a range of countries & guarantees the work conditions & teaching experience.

» Classes for 3 weeks are delivered face to face on Mondays and Wednesdays from 5.00-9.00pm (24 hours in total)

» Access to the 75 hours online course is available before, during or after the face to face component.

## SUMMARY

Course dates 2020:

- 20 Jan - 7 Feb • 7 Oct - 23 Oct
- 6 May - 22 May • 11 Nov - 27 Nov
- 15 Jul - 31 Jul • 11 Jan - 29 Jan (2021)
- 19 Aug - 4 Sep

• **Cost:** \$600

• **Duration:** 3 weeks  
Monday & Wednesday  
5pm - 9pm

• **Hours:** 8 hours per week

• **TKT Examination date (optional):**  
Dates on application  
Examination cost: \$250

• **Entry Requirements:** 18 years of age and native like fluency in English

“ I learned so many practical teaching strategies in this course ”

## COURSE CONDITIONS

To be eligible for the Phoenix TESOL Certificate, candidates must:

- Attend all input sessions (24 hours)
- Observe and report on an observation task of at least one experienced teacher
- Successfully complete at least one 45-minute lesson with international students at Intermediate level of English

Successful completion of the assessed Teaching Practice means candidates have demonstrated:

- a good understanding of the communicative approach to English Language teaching
- a solid ability to manage a classroom of learners
- a good ability to communicate with and build rapport with students from a range of countries and cultures
- an emerging ability to teach language and communicative skills



Name: (as you would like it to appear on a certificate)

F

M

Date of Application:

Preferred Start Date:

attach  
photo  
here

### PERSONAL DETAILS

Place of Birth:

Date of Birth:

First Language:

Address:

Post Code

Telephone:

Mobile No

Email:

### EDUCATION (please attach copies of qualifications)

Secondary School:

Tertiary:

What languages other than English do you speak/read/write?  
*Please indicate your proficiency.*

### EMPLOYMENT (or attach CV)

### REASON FOR APPLICATION

(reasons for selecting the Phoenix TESOL Certificate Course, expectations and long term goals).

### APPLICATION CHECKLIST

- Application form completed
- Application task completed
- Copies of qualifications attached
- \$200 deposit included
- Read & understood the Conditions of the Cancellations & Refund Policy in this document
- Signed the declaration

### DECLARATION

I,  declare that the information supplied in this application and supporting documentation is true and complete.

I understand that Phoenix Academy reserves the right to vary or reverse any decision regarding admission or enrolment made on the basis of incorrect or incomplete information. I agree that I have read and agree to be bound by the Conditions of Enrolment, including the Cancellation and Refund Policy of Phoenix Academy.

Signature:

Date:

This task is to:

- Introduce you to some of the areas that you can expect to cover on the course;
- Help you begin to identify and clarify your ideas and expectations concerning the teaching and learning of a foreign language, particularly from the learners' viewpoint.

## 1. Pronunciation

a) Put these words into four rhyming columns: rough so row trough sew enough stuff now throw allow bow

tough	although	cough	bough

Source: Underhill, A., (1994) Sound Foundations, Heinemann

b) On the words below mark the stress (the strongest syllable) by placing a small square above the vowel in the stressed syllable.

Example:  market

father appropriate advertise advertisement politician political export (noun) export (verb)

## 2. Language Learning

Consider your own language learning experiences. Rank the following factors in order of importance 1-7.

- Listening to lots of examples of the language.
- Learning grammar rules.
- Learning vocabulary.
- Being corrected every time you make a mistake.
- Living in the target language country and speaking the language.
- Being allowed to work out grammar rules for yourself.
- Learning transactional/functional language e.g. how to buy fruit.

## 3. Language Forms

Identify the part of speech of the words underlined. e.g. words (pl. noun)

It is common **for** learners of a language to think that **their** own language is **logical** and regular whereas **the** one they are learning is stupidly irregular. This is usually because **they** very seldom **examine** their own language whereas they are **frequently** called upon to examine the language they **are learning**. They also find their own **language** easy to use **and** assume that this is because it is logical and regular. Source: Bolitho, R&B. Tomlinson. Discover English. Heinemann (1995)

Write your answers below:

for \_\_\_\_\_ their \_\_\_\_\_ logical \_\_\_\_\_ the \_\_\_\_\_  
 they \_\_\_\_\_ examine \_\_\_\_\_ frequently \_\_\_\_\_  
 are learning \_\_\_\_\_ language \_\_\_\_\_ and \_\_\_\_\_

## 4. The Characteristics of a Good Teacher

In about half a page outline what you think are the important characteristics of a good teacher and relate this to your own learning experiences where possible. Please hand write.

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