

TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) PROGRAMS

Our TEFL offerings include:

- [TEFL Professional Certificate Program](#) (24 units)
- [Advanced Studies in TEFL Program](#) (12 units)

A detailed description of the TEFL programs and certificates can be found in the following pages. Below is a side-by-side comparison of the various programs we offer.

TEFL Program Overview		
	Professional Certificate	Advanced Studies in TEFL
Website	Professional	Advanced Studies
Brief Program Description	Most comprehensive and thorough training available; skills development in all areas + lesson plan & materials development.	Build-it-yourself program for those who want more refined training or have less time or \$\$\$. Still meets industry standards for TEFL training.
# of units	24	12
# of courses	7 required + 3 units of electives	4-6 classes
TUITION cost (not paid at one time; paid as you enroll in courses)	\$4,000	\$2,000
Textbook/Materials cost (for entire program)	\$500 - \$800	\$200 - \$400
Online Application	Yes	No
Program fee	\$95 *will increase to \$125 effective 5/2/25	\$95 *will increase to \$125 effective 5/2/25

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 and to provide training to develop and increase skills in facilitating students' acquisition of English at every level and age.

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. 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. 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 questions, please contact the TEFL Program Manager at iCert@ucsd.edu for guidance.

TEFL Professional certificate 24-unit program (240 hours) is comprised of 7 core courses and 3 units of electives:

7 Required Courses:

- [Advanced Analysis of English Sentence Structure I](#) (3 units)
 - [Advanced Analysis of English Sentence Structure II](#) (3 units) is a pre-approved substitution for this required course.
- [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)
- [Teaching Writing for Academic and Professional Purposes](#) (3 units)
- [Theories and Methods of Language Teaching and Learning](#) (3 units)
 - [Introduction to Teaching English as a Foreign Language](#) (3 units) is a pre-approved substitution for this required course.
- [Theory and Methods of Reading Instruction](#) (3 units)

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 for the Professional Certificate.

ADVANCED STUDIES IN TEFL PROGRAM

This 12-unit (120 hours) 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 Extended Studies units. View the course descriptions on the following pages for course options. Any TEFL course offered is applicable to this program.

DESCRIPTION OF COURSES

**All courses and workshops are offered on a rotating basis each quarter.*

Three-unit Courses	5
Advanced Analysis of English Sentence Structure I (3 units)	5
Advanced Analysis of English Sentence Structure II (3 units)	5
Best Methods in Teaching Listening Skills (3 units).....	5
Best Methods in Teaching Pronunciation and Fluency (3 units).....	5
Best Methods in Teaching Speaking Skills (3 units)	5
Grammar and Editing I (3 units).....	6
Grammar and Editing II (3 units).....	6
Introduction to Pronunciation and Fluency for Language Teachers (3 units)	6
Introduction to Teaching English as a Foreign Language (TEFL) (3 units).....	6
Introduction to Teaching Writing (3 units)	6
TEFL Practicum: Best Methods in Developing and Delivering Lesson Plans (3 units).....	7
TEYL Classroom Management (3 units).....	7
Teaching English to the Intermediate Young Learner (Ages 8-11) (3 units)	7
Teaching Writing for Academic and Professional Purposes (3 units).....	7
Teaching Young English Learners in the Primary Grades (Ages 4-7) (3 units)	7
Theories and Methods of Language Teaching and Learning (3 units).....	8
Theory and Methods of Reading Instruction (3 units).....	8
One-unit Workshops	8
Games for the EFL Classroom (1 unit).....	8
Music in the EFL Classroom (1 unit)	8
Teaching Language through Art (1 unit)	8
Teaching TOEFL Prep Classes (1 unit).....	9
Visual Media in the EFL Classroom (1 unit).....	9
Workplace EFL: Teaching English in International Business and Industry (1 unit)	9

Three-unit Courses

ADVANCED ANALYSIS OF ENGLISH SENTENCE STRUCTURE I (3 UNITS)

This course will explore the complexities of English language structures and how and when they are used (pragmatics). There will be special emphasis on those areas of syntax which are unique to English and most troublesome to non-native speakers, including both prescriptive and descriptive forms. While studying various highly specialized features of English grammar, participants will also learn how best to teach and integrate the practice of these features in all types of EFL lessons. Syntactic variations related to gender, age, sociocultural linguistics, and other factors will be examined. The important connection between syntax, morphology, and semantics will be covered throughout the course.

ADVANCED ANALYSIS OF ENGLISH SENTENCE STRUCTURE II (3 UNITS)

This course will explore the complexities of English language structures and how and when they are used (pragmatics), expanding on areas not covered in previous courses. There will be special emphasis on those areas of syntax which are unique to English and most troublesome to non-native speakers, including both prescriptive and descriptive forms. While studying various highly specialized features of English grammar, participants will also learn how best to teach and integrate the practice of these features in all types of EFL lessons. Special emphasis will be given to lesson plan and activity development for the EFL classroom. Course can be taken before or after Advanced Analysis of English Sentence Structure I.

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 clarity of pronunciation, and 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)

In this course, participants will learn the best methods for getting their students to speak by learning about the interaction between listening and speaking, and the complexity of the speaking process. The course will address in great detail types of spoken language, idiosyncrasies of spoken language, and micro skills in listening and speaking that are factors in the oral code. The course will cover both fluency and accuracy activities that can be used in and out of the classroom to encourage meaningful 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 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 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 PRONUNCIATION AND FLUENCY FOR LANGUAGE TEACHERS (3 UNITS)

This course will prepare prospective, novice, or experienced ESL/EFL teachers-in-training with a foundation in the phonetics and phonology necessary in being an effective English teacher in a non-English speaking environment. Students will learn the phonetic alphabet and phonological rules and how best to incorporate both in explaining basic pronunciation patterns in English throughout the curriculum where a precise pronunciation of an English word is required.

INTRODUCTION TO TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) (3 UNITS)

This course will introduce the basic theories, methods, and practices of teaching English as a Foreign Language. Experienced teachers needing a further grounding in the most current, up-to-date methods and practices to be more successful in their current teaching will also benefit. This course will explore skills, language, and the learning process while introducing practical applications to the EFL/ESL classroom. The course will introduce the basic skills of listening, speaking, reading, and writing as well as grammar, pronunciation, and culture. Issues in methodology, including activity and lesson design, will also be discussed to orient the participants into the field of language education.

INTRODUCTION TO TEACHING WRITING (3 UNITS)

This course will prepare prospective, novice, or experienced ESL/EFL teachers-in-training with a foundation of English writing skills. A study of English syntax, mechanics, and grammar will be reviewed as well as a detailed analysis of the fundamentals of the writing process and the various techniques for coherence and clarity in writing for different audiences and purposes. Participants will be introduced into the discourse features which distinguish writing in English in order to understand the very different ways that English organizes information in the written form.

TEFL PRACTICUM: BEST METHODS IN DEVELOPING AND DELIVERING LESSON PLANS (3 UNITS)

In this course, students will learn about being in control and maintaining an effective learning pace when teaching English as a foreign language. Participants will review and apply various techniques for teaching reading, writing, speaking, listening, pronunciation, and grammar with different methods of lesson planning. The primary focus of this course is to provide intensive and comprehensive lesson planning and micro-teaching to build confidence and gain first-hand experience with lesson execution, classroom management skills, and effective error correction. Participants will also review and provide feedback on one another's lesson plans for expanded opportunities on reflection and peer collaboration.

TEYL CLASSROOM MANAGEMENT (3 UNITS)

This course focuses on establishing the optimal classroom learning environment for foreign language acquisition in the young learner classroom (ages 4-12). Topics in the most current best practices of facilitating young learner language acquisition and effectively managing a young learner classroom will also be reviewed in detail. The course will focus on key teaching strategies and reflective teaching techniques to foster positive classroom dynamics that motivate young language learners socially and emotionally. Participants will also learn how to establish a meaning-rich learning environment by using frameworks for age-appropriate tasks and activities.

TEACHING ENGLISH TO THE INTERMEDIATE YOUNG LEARNER (AGES 8-11) (3 UNITS)

This course is designed for those who are or wish to be 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 cover the discourse features of successful writing in English for academic and professional communication in the U. S. and around the world. The uses of reference, substitution, ellipses, 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.

TEACHING YOUNG ENGLISH LEARNERS IN THE PRIMARY GRADES (AGES 4-7) (3 UNITS)

This course is designed for those who are or wish to be 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/ESL professionals from around the world. This course will encourage teachers to facilitate young student learning with their hands, eyes, and ears. This course will focus on training the teacher to improve the young learner's basic language skills (listening, speaking, reading, and writing) as well as appropriate assessments to evaluate student success.

THEORIES AND METHODS OF LANGUAGE TEACHING AND LEARNING (3 UNITS)

This course will provide a thorough review of the most generally accepted theoretical and methodological models of language teaching and learning, and how to integrate models in practical ways through designing activities and lessons. The focus of the course is practical, grounded in the most current fundamental principles of language acquisition. The course offers teachers pedagogical ideas to meet the specific needs of various ages, proficiency levels, purposes, skills, and the contexts of specific language learners.

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 for success with academic and professional material. There will be an emphasis in how to best teach vocabulary and idioms through reading in an EFL context.

One-unit Workshops

GAMES FOR THE EFL CLASSROOM (1 UNIT)

This workshop is designed to provide English language teachers ideas and methods on how to effectively use games in EFL/ESL classroom settings to promote language learning. "Games" is defined as linguistically focused and culturally relevant activities for a variety of ages and language proficiencies. Participants will review games for various language skill areas including vocabulary and grammar.

MUSIC IN THE EFL CLASSROOM (1 UNIT)

This workshop is designed to give ESL/EFL teachers techniques, ideas, and methods involving music that can be used in their own language classrooms. Participants will especially focus on how to analyze lyrics for culture as well as useful vocabulary and idioms in order to improve student pronunciation and fluency through the use of music-based activities. Specific attention is placed increasing language practice in large classrooms, with tips for teachers who need to integrate communicative activities and culture within a prescribed curriculum.

TEACHING LANGUAGE THROUGH ART (1 UNIT)

In this hands-on workshop, participants will learn how to incorporate basic art-making techniques to instruct ESL/EFL learners of all ages. Participants will explore a variety of art projects to motivate students' language learning development including vocabulary and grammar. Practical methods, techniques, and ideas will be reviewed to provide participants with strategies to extend and support the curriculum, assess students' language skills, and enhance student engagement and success.

TEACHING TOEFL PREP CLASSES (1 UNIT)

The iBT TOEFL is the internet-based TOEFL (Test of English as a Foreign Language) that is one of the most popular and most widely accepted English language proficiency exams that English language learners take to assess their language skills. This workshop will cover all aspects of the internet-based TOEFL test, including the format and scoring rubric as well as details on what preparation materials and teaching techniques have proved most successful in preparing students to obtain optimal scores. Through first-hand experience and peer teaching, participants will thoroughly review the various parts of the TOEFL test and gain confidence in creating activities for teaching the TOEFL.

VISUAL MEDIA IN THE EFL CLASSROOM (1 UNIT)

This course will give English language teachers ideas and methods on how to incorporate a variety of media sources, both print and online, to create authentic and culturally relevant materials and lessons. The source materials can include magazines, books, newspapers, videos, social media platforms, websites, TV shows, film, news, and documentaries. Participants will focus on how to enhance the ESL/EFL classroom environment and the student learning experience.

WORKPLACE EFL: TEACHING ENGLISH IN INTERNATIONAL BUSINESS AND INDUSTRY (1 UNIT)

This workshop is designed for ESL/EFL 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 businesses 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 needs assessments, setting tangible and attainable learner goals, dealing with scheduling issues, and setting rates.