

# INTERNATIONAL DIPLOMA IN ENGLISH LANGUAGE TEACHING (IDELT™)

THIS IS TO CERTIFY THAT  
**GLENN SHEPPARD**

HAS BEEN AWARDED THE GRADE OF  
**Good**

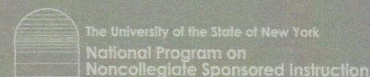
IN THE  
**IDELT™**

DATE OF COMPLETION: 12/16/2011  
LOCATION: SANTIAGO, CHILE  
MODERATED BY: BRIDGETEFL, USA  
CREDIT EQUIVALENCY: 6 GRADUATE; 9 UNDERGRADUATE

CERTIFICATE NUMBER: **F075387**

LISA ROONEY, DIRECTOR BRIDGETEFL

[WWW.BRIDGE.EDU](http://WWW.BRIDGE.EDU)





Course Description	Assessment and Grades	Description of Final Grades Awarded																
<p><b>Learning Experience</b> Bridge International Diploma in English Language Teaching™</p> <p>The Bridge IDELT™ is a four-week, 140-hour foundational learning experience for candidates who have little to no previous English Language teaching experience. The IDELT™ is also appropriate for candidates with ESL/EFL teaching experience but little to no previous ELT training. BridgeIDELT™ gives an introduction to the theory and practice of today's English Teaching best practices as well as identifying and addressing the challenges facing the teacher and learner. The following requirements are included as an integral part of the program:</p> <ul style="list-style-type: none"><li>140 contact hours among the trainee(s), the course trainer(s), peers and ESL students which involve interactive lecture sessions, guided lesson planning, feedback on teaching, peer observation and feedback, consultation/course advising sessions, minimum 6 hours teaching practice with real EFL/ESL language learners supervised and assessed by a course trainer, and directed observation of lessons taught by experienced ELT professionals.</li><li>Maintain 100% course attendance and participation in all scheduled activities and daily assignments</li><li>Written assignments on the following topics: Language analysis related tasks, teaching skills related tasks, professional development tasks</li><li>Final portfolio of assignments, lesson plans and feedback comments from trainers and fellow trainees</li></ul> <p><b>Overall Learning Objective</b> Trainees receiving a passing grade will be able to:</p> <ul style="list-style-type: none"><li>Teach English to adult learners using an appropriate range of practical skills.</li><li>Plan, prepare and execute a range of lesson types for a communicative, student-centered class using a variety of materials and techniques.</li><li>Assess learner needs in order to plan and teach lessons which take account of learners' backgrounds, learning preferences and current needs.</li><li>Develop learners' overall language competency by defining and analyzing the language systems and language skills (reading, writing, listening, speaking) as well as how they are learned.</li><li>Analyze and categorize the English language as well as design appropriate presentation, practice and production activities for lesson planning.</li><li>Demonstrate professional awareness and responsibility and teacher development by giving and receiving teaching feedback as well as working effectively with peers and trainers.</li></ul>	<p>BridgeTEFL™ employs a criteria-based assessment model. Trainees are given both on-going and final grades in five components of their work:</p> <ol style="list-style-type: none"><li>Participation in Input</li><li>Lesson Planning</li><li>Teaching Practice</li><li>Observation &amp; Feedback</li><li>Written Assignments</li></ol> <p>The grades of excellent, good, pass and fail are used for both on-going and final component grades. When awarding a final component grade, trainers take into consideration the overall performance in each grading component and overall improvement throughout the course.</p> <p><b>FINAL GRADING</b> (Percentages reflect weight in determining final grade):</p> <table><tr><th>Course Components:</th><th>Weight:</th></tr><tr><td>Participation in Input (interactive lectures &amp; workshops):</td><td>15%</td></tr><tr><td>Lesson Planning (Preparation):</td><td>15%</td></tr><tr><td>Teaching Practice (Execution of lesson):</td><td>40%</td></tr><tr><td>Observation &amp; Feedback (Self and peer observations):</td><td>10%</td></tr><tr><td>Written Assignments:</td><td>20%</td></tr><tr><td><b>Total:</b></td><td><b>100%</b></td></tr></table> <p><b>Possible Final Grades:</b></p> <p><u>Excellent</u> Awarding the grade of 'Excellent' means that the trainee excelled in meeting criteria in all assessed course components and is prepared for an entry-level ESL/EFL teacher position. The trainee consistently and convincingly showed exceptional (more than expected) understanding of the role of the learner, the role of the teacher, how to teach English (best practices), the English language systems and skills, and how to organize a learner-centered class.</p> <p><u>Good</u> Awarding the grade of 'Good' means that the trainee met all the expectations of the course and is prepared for an entry-level ESL/EFL teacher position. The trainee showed an understanding of the role of the learner, the role of the teacher, how to teach English (best practices), the English language systems and skills, and how to organize a learner-centered class.</p> <p><u>Pass</u> Awarding the grade of 'Pass' means that the trainee met criteria in assessed course components in a way that showed improvement and is prepared for an entry-level ESL/EFL teacher position, but will need further development and guidance in understanding of the role of the learner, the role of the teacher, how to teach English (best practices), the English language systems and skills, and how to organize a learner-centered class.</p>	Course Components:	Weight:	Participation in Input (interactive lectures & workshops):	15%	Lesson Planning (Preparation):	15%	Teaching Practice (Execution of lesson):	40%	Observation & Feedback (Self and peer observations):	10%	Written Assignments:	20%	<b>Total:</b>	<b>100%</b>	<p><b>Excellent</b> – Trainee fulfills course requirements and expectations on an advanced level (more than expected), convincingly and consistently meeting the following criteria:</p> <p><b>Participation in Input:</b></p> <ul style="list-style-type: none"><li>Shows preparedness and classroom readiness, i.e. maturely and thoughtfully participates in input sessions, by<ul style="list-style-type: none"><li>actively taking part in both pair and group discussions based on daily reading assignments, peer teachings and other tasks pertaining to the input sessions (i.e. homework tasks passing reading quizzes)</li><li>taking ownership for learning</li><li>maintaining 100% attendance</li></ul></li></ul> <p><b>Lesson Planning:</b></p> <ul style="list-style-type: none"><li>Writes well-structured, complete and clear lesson plans based upon material appropriate for the class level in relation to what is being presented in input sessions (i.e., lesson strategies, skills, materials, etc.) by<ul style="list-style-type: none"><li>clearly stating content objectives, pointing out objectives to the student or explaining the activities of the day and how they relate to the content objective</li><li>choosing materials, activities, teaching points which meet students' needs</li><li>showing ability to modify and adapt materials (course books, videos, Internet, etc.) depending on student levels and needs</li><li>showing an accurate and prepared knowledge of material being taught</li></ul></li></ul> <p><b>Teaching Practice:</b></p> <ul style="list-style-type: none"><li>Demonstrates understanding of teaching methods and techniques as well as language awareness through execution of teaching practice classes</li><li>Emphasizes key vocabulary by preparing a list of the key vocabulary written (e.g. on the board, handout or overhead) and highlighting the key vocabulary when it is referred to</li><li>Emphasizes key concepts by pointing out the key concepts as they are covered and writing down in some form the key concepts of the day's lesson</li><li>Explicitly links new concepts to past learning by making explicit statements during the lesson to connect new concepts with what students have already studied and asking students to make connections between new concepts and the students' background knowledge</li><li>Uses a variety of techniques to make the content concepts clear by<ul style="list-style-type: none"><li>Ensuring the classroom environment is comfortable and students are able to take risks by encouraging student participation, giving varied and graded praise for students' efforts and showing patience towards students during the learning process</li><li>Presenting every key concept visually, orally, and written</li><li>Ensuring that student participation is written and spoken for all to see and hear</li><li>Using activities such as drama, art, or movement to reinforce key concepts as well as using graphic organizers to help categorize and organize material for the students</li><li>Engaging students in meaningful activities that integrate lesson concepts with language skills</li><li>Assessing students' needs and presenting the content in a variety of ways to meet various learning styles</li><li>Modifying his/her speech when working with students (speaks slowly, clearly, level-appropriate, natural)</li><li>Creating groupings where students can work cooperatively as appropriate to lesson aims</li><li>Showing flexibility in adapting lesson plans during class, if necessary</li><li>Listening carefully to students (hears what students are trying to say, listens for mistakes, pays attention to student questions and hesitations), and accurately, appropriately and efficiently dealing with students' grammar, language and culture questions</li><li>Successfully applying consistent, appropriate, and varied error correction</li><li>Successfully verifying student's learning (CCQs, sentences or examples by students, personalization, etc.)</li></ul></li><li>Gives instructions for activities and tasks clearly by ensuring that all directions are written, spoken, and modeled, monitoring the students to make sure they understand the task, and providing an example(s) of activity/task</li><li>Uses a variety of questioning techniques, provides sufficient wait-time (3-5) seconds for students to answer, provides follow-up responses to students to encourage more elaborate answers, and incorporates a variety of ways to work collaboratively to answer questions, time to write out answers, and include more than one student when eliciting answers</li><li>Encourages a culturally relevant classroom by systematically including materials and curriculum that are relevant to the cultures represented in the classroom and creating a classroom that is a safe environment where all voices and opinions can be heard and valued</li><li>Reviews key vocabulary and key concepts in creative, relevant and meaningful ways (e.g. before the beginning of class, during a lesson at critical points, or by incorporating the key vocabulary and key concepts learned in homework assignments)</li></ul> <p><b>Good</b> – Trainee fulfills course requirements and expectations on a proficient level, usually meeting the following criteria:</p> <p><b>Pass</b> – Trainee fulfills course requirements and expectations at a minimal level and still needs improvement meeting the following criteria:</p>		
Course Components:	Weight:																	
Participation in Input (interactive lectures & workshops):	15%																	
Lesson Planning (Preparation):	15%																	
Teaching Practice (Execution of lesson):	40%																	
Observation & Feedback (Self and peer observations):	10%																	
Written Assignments:	20%																	
<b>Total:</b>	<b>100%</b>																	
		<p><b>Observation &amp; Feedback:</b></p> <ul style="list-style-type: none"><li>Demonstrates understanding of TEFL principles by<ul style="list-style-type: none"><li>observing other trainees and critically evaluating teaching practice classes, both self and peers (giving specific examples of important points and suggestions for improvement)</li><li>delivering observation feedback professionally and in a way that is helpful to the recipient using required observation forms</li></ul></li></ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"><li>Reflects on and demonstrates understanding of course content by completing a variety of written assignments</li></ul>																