

*Dear Prospective Employer,*

*We are writing this letter to recommend Stephanie Wang for the EFL teaching position available at your institution.*

*Stephanie completed a 120 hour comprehensive TEFL program, which trains and successfully prepares students for the demands of an EFL classroom. In addition to Classroom Management and Teaching Skills, the course covers areas such as Testing, Lesson Planning, Placements, Media & Technology as well as intensive modules on Grammar and Other Language components. The course completed is broken down into further details below.*

*If there are any questions regarding the above student's performance, please do not hesitate to contact us for further information. Thank you.*

**Academic Department**

**myTEFL.com**  
**A division of Footprints Language Education Ltd**  
**1.778.807.9619**  
**1.917.580.3653**  
**44. 203.318.9697**  
**admin@mytefl.com**



**Institutional Member**



#207-1425 Marine Drive  
West Vancouver, BC  
V7T 1B9, Canada

[www.mytefl.com](http://www.mytefl.com)

**A Division of Footprints  
Language Education Ltd.**

## THE COURSE INCLUDES THE FOLLOWING IN DEPTH MODULES:

**Introduction:** *Students learn about the TEFL industry, types of qualifications, types of contracts available, the international employment market, and other general information.*

**Learners:** *Students examine the different motivations that bring learners into the EFL classroom, and how it effects decisions made as a teacher. Language & Cognitive development theories are explored, including appropriate use of exposure and analysis according to the age group of learners. Other topics such as intrinsic vs. extrinsic motivation, and learning settings are also covered in this module.*

**Classroom Management:** *Students learn to create and implement effective rules, and how to develop a professional relationship with new classes. They are further coached on good habits with regards to movement, positioning, awareness, and appropriate use of voice. A section is dedicated to the art of giving clear and effective instructions in the classroom regardless of learners' English levels. Using a variety of seating styles, implementing logical lesson and energy flow, effectively monitoring and providing feedback, and developing strategies to maintain discipline are covered in this Unit.*

**Teaching Approaches:** *In this module, students learn about the inductive and deductive strategies, as well as how to effectively use the Present, Practice and Production model (PPP). Students are provided with a variety of methods to explain meaning and construction along with multiple examples and case studies. The PPP model is broken down into its individual components and examples for students to work with.*

**Teaching Speaking:** *Students learn about the development of linguistics and how this will play a role in class planning. Fluency and accuracy are presented, as well as multiple case studies and examples of effective, targeted exercises to be used in class. Strategies and tips cover a variety of situations teachers are likely to face in oral focused lessons. The module is rounded off with specific advice on providing feedback on speaking performance.*

**Teaching Listening:** *Students cover the principles of effective listening skills and sub-skills development. A variety of exercises and activities are presented, including video and electronic whiteboard based lessons.*

**Teaching Reading:** *Students start the module by learning about the various sub-skills and types of reading. Case studies and practical assignments are provided. The final section of the module covers the importance of incorporating extensive reading into an EFL program, and how to successfully do so.*

**Teaching Writing:** *Students examine the sub-skills of writing, and work to develop activities that specifically target them. The module provides a variety of examples, as well as a dedicated section on simplified essay formats and writing. The module is rounded out with a section on providing effective, and carefully thought out feedback of written text.*

**Using Coursebooks:** *Students are introduced to the different types and levels of EFL coursebooks. They are provided with a guide on common language progression within most coursebook series, and given the tools to select an appropriate set for their class(es). They learn how and when to modify coursebook material, and touch on Specific Purpose Texts at the end of the module.*

**Multimedia:** *Students are introduced to common and not so common teaching resources found in EFL classrooms around the world. They learn how to effectively incorporate technology into lessons.*

**Curriculum Planning:** *Students learn to assess program goals, student proficiency, analyze and select course materials, and how to create a teaching schedule.*

**Lesson Planning:** *Students learn the structure, layout and process of an effective lesson plan. Sequencing of plans is tied into the modules on Curriculum Planning for a comprehensive, rounded planning regime.*

**Grammar:** *Students complete intensive grammar modules that cover Parts of Speech, Tenses & Aspects, as well as Modal & Stative Verbs. Appropriate strategies to present and practice grammar prepare students for all classroom levels.*

**Further Language:** *Students cover Lexis, Functions and Phonology in depth.*

**Testing:** *In this module, students learn about the various aspects of testing and how to balance Validity, Reliability, Appropriacy and Practicality. Strategies to increase Reliability and Practicality are examined, and students are taught how to construct tests, and incorporate ongoing Assessment into their classes.*