

Dear Trainee ,

We would like to thank you for having chosen the **TEFL International centre in Rome** and we are sending you useful information about the school:

**Name:** INTERLINGUE – Language System  
**Address:** Via Ennio Quirino Visconti, 20  
00193 R O M A  
**Tel.:** + 39 (0)6 32 15 740 / + 39 (0)6 3210317  
**Fax:** + 39 (0)6 32 35 709  
**E-mail:** [tefl.rome@interlingue-it.com](mailto:tefl.rome@interlingue-it.com)

Our school was founded in 1986.

Every year we have about 400 private students in groups and in ONE-TO-ONE courses and 500 students from Companies and Government Organizations.

The centre organizes courses for standard and business English, for Cambridge exams, and is an Accredited Centre **TRINITY COLLEGE, CITY & GUILDS - TOESL EXAM & ACE, LONDON CHAMBER OF COMMERCE** and it is recognised as efficient by the **Italian Department of Education (DPR 389 – 18/04/1994 and DM 5 – 13/01/09)**

The school team consists of reliable and qualified professionals , who teach with passion and creativity.

The school is well-equipped with modern facilities and is situated in the heart of the city. All the classrooms have air-conditioning and there are photocopying, video and Internet facilities available for use by trainees for teaching purposes. At the beginning of the course, trainees are given information to help them find their way around the city. We also provide them with current information on restaurants, bars, public transport, museums and other cultural attractions. Rome is a great city to take a TEFL course in no matter where you plan to work.

### **SERVICES PROVIDED:**

- **ACCOMMODATION:** single/shared room in host flats - sharing bathrooms and kitchens

Our **STANDARD flats** are located in the outskirts of Rome and are well-connected with the city centre. (**Non Standard flats** also available in the city centre)

The accommodation is from **FRIDAY before the course** to the **first SATURDAY after the course finishes**.

- **ARRIVAL:**

We offer a Free pick-up service from FIUMICINO AIRPORT to your accommodation on the FRIDAY before the beginning of the course from **11.00 a.m. to 5.00 p.m (note that if your plane arrives at say, 4:30 p.m., by the time you go through baggage and customs, we won't be able to get you!)**

The **Meeting Point** is in front of Gates A and B (international arrivals).

It is also possible to arrange a PRIVATE TAXI-TRANSFER ( *if you arrive on Saturday and Sunday*).

***For this service contact us!***

*In any case, we suggest arriving at Fiumicino because it is better linked to the centre of Rome.*

*Final Accommodation information, Pickup details, directions and map of meeting area are sent to you via e-mail approximately ten days before the beginning of your course.*

➤ **ALSO INCLUDED:**

Welcome brunch to get acquainted with fellow trainees and trainers on the first day.

➤ **HOW TO PAY FOR THE COURSE (Course balance must be paid in Euros):**

- 1) CREDIT CARD: VISA or MASTER CARD
- 2) CASH
- 3) BANK TRANSFER to: **Interlingue S.r.l**  
Roma – Via Visconti, 20  
Bank Name: SANPAOLO IMI  
Bank details: **CIN: H ABI: 01025 CAB: 03315**  
**Account Number: 074000004457**  
**IBAN: IT83 H010 2503 3150 7400 0004 457**  
**BIC: IBSPITTM**

*\*We do not accept traveller's checks or money orders as payment.*

**We look forward to receiving your CONFIRMATION as soon as possible.**

**Please do not hesitate to contact us for any enquires.**

Best regards,

*Angela Giordano*  
General Manager

*Hellen Vera Chilelli*  
Service Manager

**Prescribed by the MINISTERO PUBBLICA ISTRUZIONE DPR 389 del 18/04/94 e DM n. 5 del 13/01/99**

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**C o m m u n i c a t i o n   i s   u n d e r s t a n d i n g**



## The TEFL Course:

- **Principles of Training**
- **Course Outline (input sessions)**
  - **Teaching Skills and Classroom Management**
    - **Aims and Objectives**
    - **Content**
  - **The Grammar Component**
    - **Aims and Objectives**
    - **Content**

### **Phonology**

### **Learning a foreign language**

### **Course Outline (Teaching Practice)**

### **Assesment**

## **Principles of Training**

The TEFL Certificate Course is based on a clear set of pedagogical criteria. The pedagogical approach upon which the course is based is characterized by the following criteria:

Training sessions are managed in such a way that the trainee is required to take an active part in his / her own education. Sessions are characterized by a high percentage of interactive activities where trainees are 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, trainees are encouraged to make reference to the pre-course experiences of themselves and others in the group.

The ideas and concepts, which are explored with trainees, are firmly grounded in an awareness of established pedagogical research and practice. Trainers are fully aware of the limitations of a short intensive course and are, therefore, conscious of the need to provide trainees with practical guidelines, tips, strategies, materials and models they utilize in the classroom.

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

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

## **The Teaching Skills and Classroom Management component: Aims and objectives.**

Our aims, in relation to the teaching skills and classroom management component of the course include:

- to prepare trainees for the opportunities and challenges of the T.E.F.L. classroom.
- to develop trainee awareness of classroom management techniques.
- to develop teaching skills with trainees which will enable them to be effective classroom practitioners.

In order to achieve these aims, the course provides opportunities for trainees:

- to reflect on their own experiences as language learners.
- to observe the techniques used by trainers during the input sessions.
- to develop an awareness of theories relating to the acquisition of first and additional languages.
- to develop an awareness of current teaching approaches and methodologies.
- to gain insights into the effective management of the learning environment.
- to consider basic models for developing language skills and planning lessons / activities.
- to identify relevant activities and materials which could be used with students in the classroom.

Input sessions are facilitated in a way which promotes experiential learning and a deductive approach to the study of language teaching. Furthermore, the sessions are characterised by a pragmatic, practical and creative approach which makes them accessible even for those trainees who come to the course with little or no background knowledge of teaching.

## **Teaching Skills and Classroom Management Course Content**

1. Teaching and Learning a Foreign Language
2. The Role of the Teacher
3. Classroom Management
4. Using Published Material and Lesson Planning

5. Pair and Group Work. Instruction Giving
- 6/7. Teaching Receptive Skills
- 8/9. Teaching Vocabulary
10. Teaching Beginners
- 11/12 Teaching Grammar in Context
13. Correction Techniques
14. Language Games
15. Productive Skills: (Speaking)
16. Productive Skills (Writing)
17. English for Specific Purposes (Business English)
18. Teaching Children, Teaching in One to One Situations, Time-Lines
19. Assessing Student Progress

**The English Grammar component:  
Aims and objectives.**

Our aims, in relation to the grammar component of the course, are threefold:

- to explore the significance of grammar awareness in a language-teaching programme
- to raise the awareness of trainees in relation to the nature and key features of English grammar
- to offer strategies for the development of language awareness with students of English as a foreign language.

In order to achieve these aims, the course provides opportunities for trainees:

- to consider the relationship between grammar awareness and successful language acquisition.

- to explore techniques for presenting and exploring grammar within meaningful contexts.
- to observe the techniques used by trainers during the input sessions in relation to the analysis of language
- to study key features of English grammar as part of scheduled input sessions
- to study additional aspects of English grammar as part of the teaching-practice programme
- to identify relevant activities and materials which could be used with students in order to promote language awareness
- to develop an understanding of why students make errors and mistakes in relation to grammar
- to explore strategies for responding to student errors and mistakes

Input sessions are facilitated in a way which promotes experiential learning and a deductive approach to the study of English grammar. Furthermore, the sessions are characterised by a pragmatic, practical and creative approach which makes them accessible even for those trainees who come to the course with little background knowledge of English grammar.

In spite of popular myths to the contrary, grammar awareness sessions can be fun!

## **English Grammar Component Course content**

1/2. Introduction to English Grammar

3/4. Present Tenses

5/6. Past Tenses

7/8. Future Tenses

9. Parts of Speech

10. Modal Auxiliary Verbs, Reported Speech

11. Gerunds and Infinitives

12. Conditional Sentences

13. The Passive Voice

14. Relative Clauses, Phrasal Verbs

## **Phonology**

This area of study will provide you with information about the sounds of the English language and offer you insights and teaching ideas which support the teaching of good pronunciation.

## **Introduction to a foreign language.**

The purpose of the foreign language component is two-fold. You will probably study the local language where you are taking your course and this will help you to settle into your temporary home. However, the main purpose of learning the foreign language on the course is for you to experience how it feels to be a student rather than a teacher. During these classes, the teacher will model many of the language teaching techniques introduced in the main input sessions.

## **Teaching Practice.**

At the beginning of the course, you will observe a minimum of three lessons taught by qualified and experienced teachers.

During the first week of the course you will be required to teach at least one lesson of 45 minutes in length. Thereafter, you will be teaching lessons of between 45 and 60 minutes. In total, you will teach six lessons with groups of students from at least three different levels of competence in English.

We will advise you on the materials you will use and will offer you extensive support during guided lesson preparation time. As the course progresses, you will be expected to become less dependent on the support of our staff and to demonstrate your ability to work independently.

In addition to the classes you teach, you will also be required to work with an individual student.

All teaching practices with classes will be observed by trained and well qualified staff and you will receive group or individual feedback from them at the end of the lesson. Your work with an individual student will not be observed but you will be required to produce a comprehensive report on the sessions before the end of the course.

## **Assessment:**

Unfortunately, you are going to be assessed on the course! However, while our approach to assessment is rigorous, it is also supportive and is conducted in such a way that our judgments are based on a very broad base of evidence.

At the end of the course, you will be awarded a Cert. TEFL if you have satisfied us in each of the above areas of formal assessment. Occasionally, individuals will be awarded Distinction, Merit, High Pass or Pass if they have demonstrated a level of achievement above that which is expected.

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