



TESOL

CATALOG



World Learning
EDUCATION | DEVELOPMENT | EXCHANGE



INTRODUCTION TO WORLD LEARNING

For 90 years, **World Learning** has worked to create a more peaceful and just world. Our **education, development, and exchange programs** help people find their voices, connect with their communities, and strengthen the institutions that form the backbone of a democratic society. With our support, these emerging leaders tackle critical global issues like poverty, conflict, and inequality.

World Learning is working to improve **global education** to ensure schools and teachers have the tools they need to support students — including English language instruction through our **TESOL** teacher training. We encourage **civic engagement** in communities around the world, and we **strengthen institutions** to better serve their constituencies. Our **youth workforce and entrepreneurship** programs help people cultivate the skills they need for the modern economy. And we offer **people-to-people exchanges** for people of all ages who seek professional and academic enrichment.

Our distinct approach to change incorporates five key elements: experiential learning, leadership development, inclusive practices, innovation, and grants management. We collaborate with local partners to find solutions that will truly work for each community. Together, we create the foundations for a better tomorrow.





HISTORY AND OVERVIEW OF THE TESOL PROGRAM

World Learning is an international leader in Teaching English to Speakers of Other Languages (TESOL) training programs dedicated to the professional development of new and experienced teachers, program administrators, and supervisors. Based on the expertise and world-wide impact of its School for International Training's Masters of Arts degree in TESOL, World Learning has offered the SIT TESOL Certificate Course for over 20 years working with teachers, schools, and ministries of education around the world. The program has since grown to offer a growing selection of courses and certificates, as well as establishing a wide network of professional TESOL trainers across the globe. Our TESOL program offers online, blended, and face-to-face courses, as well as professional consulting services in language program management.



The experiential learning cycle with evidence-based reflection and a learner-centered focus is at the heart of World Learning's educational philosophy. Through our programs, teachers around the world have gained the tools they need to flourish personally and professionally— and empower their own students to do the same. We challenge future and current teachers' perceptions of learning and encourage them to see their classes as groups of individuals with individual needs. This transformative process results in deep, sustainable changes to English language education.

Through our distinct approach, we work with teachers to **develop the abilities of English learners** through practices, curricula and materials fostering active learning, collaboration, and critical thinking. In parallel, we help teachers **pursue professional development** in a meaningful way and foster professional networking opportunities. World Learning TESOL programs support teachers and encourage the expansion of TESOL leadership ultimately leading to **improved learning** and organizational **strengthening**.



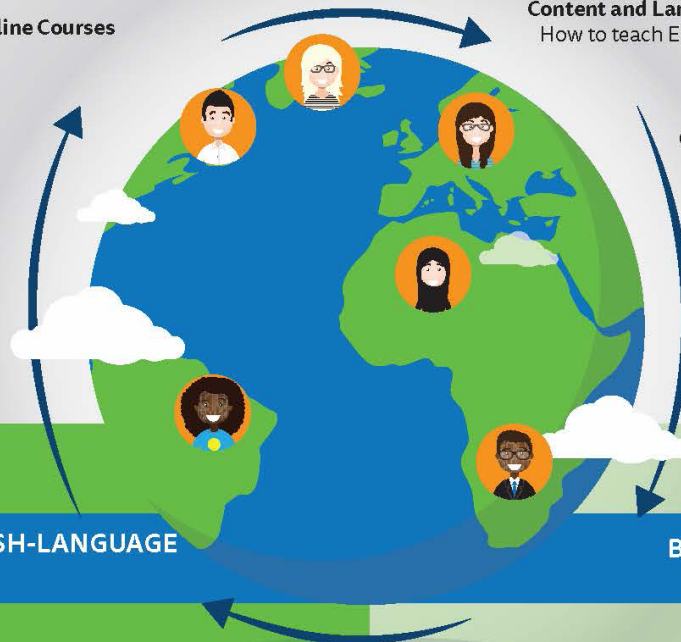
World Learning has designed, implemented, and monitored and evaluated successful English teacher training programs because of its constant innovation incorporating up-to-date technologies, methodologies, and context-specific programming, while still maintaining its core values.



TRAINING ENGLISH TEACHERS

World Learning’s School for International Training has been educating English language teachers for more than 50 years and in more than 20 countries. We offer:

-  **SIT Graduate Institute Master of Arts in TESOL**
-  **SIT TESOL Certificate**
-  **American E-Teacher Online Courses**
-  **International Teacher Exchanges**



HELPING ENGLISH TEACHERS DEVELOP THEIR CAREERS

We offer customized certificate training courses to enhance the expertise of beginning and experienced teachers. Our courses—which can be taken online, face-to-face, or blended—include:

English for Communicative Language Teaching: For English teachers looking to polish their own English skills



Teaching English as a Medium of Instruction: How to teach other subjects, like science and mathematics, in English



Content and Language Integrated Learning: How to teach English through other subjects



Technology for the Low-Resource Classroom: Creative teaching approaches for low-tech environments







Youth Programming: Teacher assistant programs and language clubs for students






STRENGTHENING ENGLISH-LANGUAGE EDUCATIONAL SYSTEMS

We work with institutions—including administrators and teachers—to strengthen their ability to provide English language training. We:

-  **License and build the capacity of TESOL training centers**
-  **Assess and advise external English language programs**
-  **Build language teacher organizations and networks**
-  **Support English language education reform in public schools and universities**

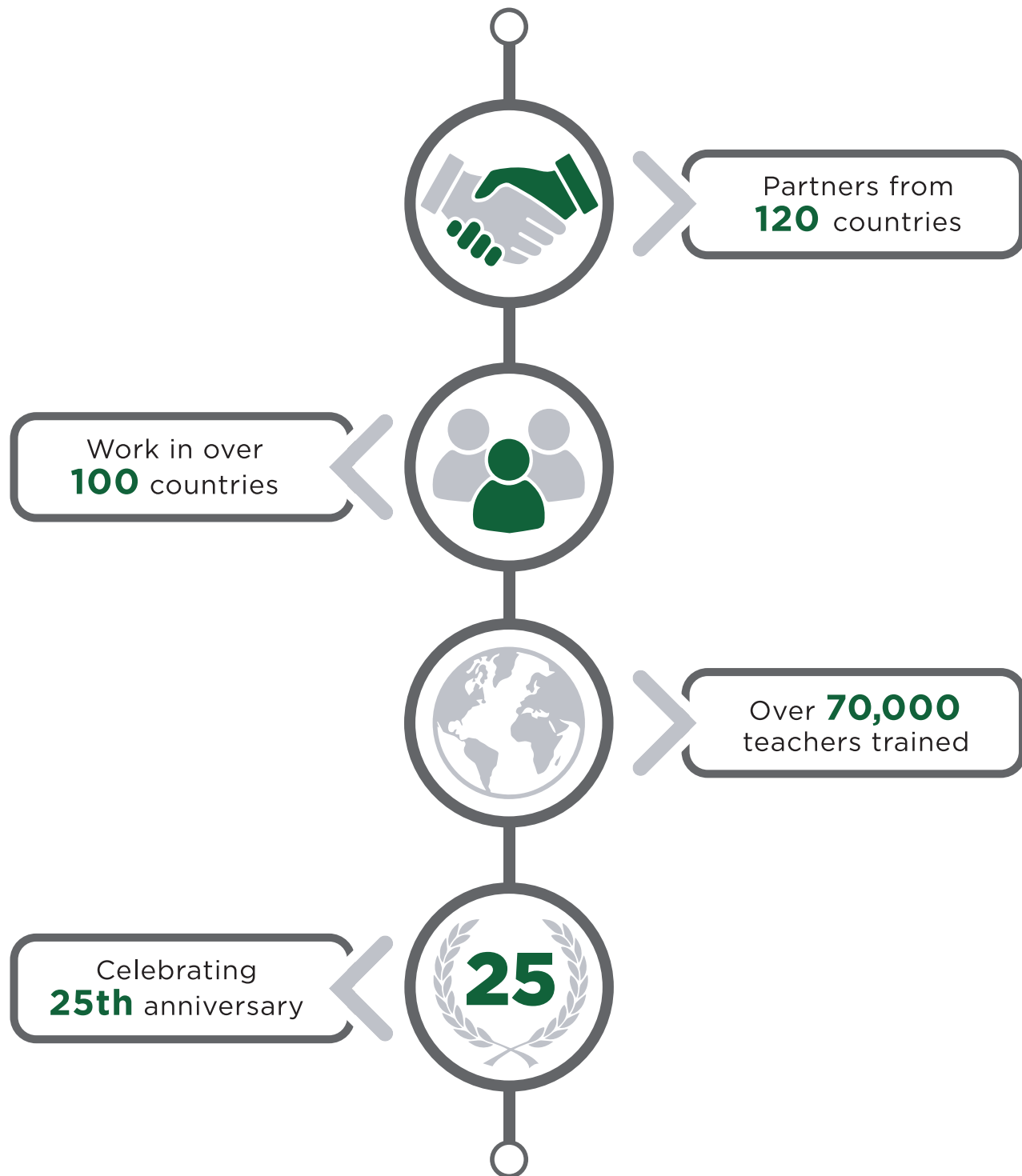
BUILDING LEADERSHIP SKILLS

Participants in our programs become leaders who continue to encourage English language training in their communities. Our face-to-face and blended course options include:

-  **Certificate courses for language program managers, language supervisors, and for the training of trainers**
-  **Mentoring programs in curriculum and materials development**
-  **English for Researchers, which helps teachers gain the English skills to get published and become thought leaders**

Our TESOL programming encourages people to engage in *lifelong* English language learning—and gives them the tools they need to do so. We help them build soft skills, too, fostering collaboration and intercultural communication in everything they do. Ultimately, our participants use their newfound language skills to open the doors to better job opportunities and better learning.

TESOL IN NUMBERS



A dense forest of tall trees with a green tint overlay. The trees are tall and thin, with a thick canopy of leaves. The overall color is a monochromatic green, with varying shades from light to dark. The text is white and stands out against the darker green background.

TESOL PROGRAMS



SECTION 1

CERTIFICATE COURSES

MASTER OF ARTS IN TESOL

SIT TESOL CERTIFICATE

**PROFESSIONAL CERTIFICATE IN
ENGLISH LANGUAGE TEACHING (PCELT)**

BEST PRACTICES: TEACHING YOUNG LEARNERS

ENGLISH FOR THE WORKPLACE

ENGLISH FOR TEACHERS

MASTER OF ARTS IN TESOL

The Master of Arts in TESOL is designed to meet the career goals of aspiring and current teachers seeking a master's degree that will prepare them to teach within the field of TESOL. This two-year, low-residency graduate degree enriches professional development by turning theoretical learning from online and on-campus coursework into practice in the real-world setting in the classroom.

Students will have a chance to experience TESOL's highly regarded graduate education that is grounded in collaborative, cohort-based experiential learning, and reflective practice while working in their current teaching jobs. Students will delve deeply into theoretical knowledge and professional competencies while exploring critical topics such as intercultural communication, practical teaching methodology, applied linguistics, curriculum design and assessment, and second language acquisition. A central feature of the program is a supervised practicum whereby an MA faculty member comes to work intensively with students one-on-one in a mentoring capacity at their work site.

Over its 50-year history, this program has had over 2,500 graduates. Graduates from this program have taken on leadership roles in the field of TESOL, with many of them teaching English around the world and working in other impactful positions, such as U.S. State Department specialists and English Fellow Specialists.

Teaching English is something that I've always wanted to do, and this course gave me a basis in theory and method that I am thrilled to take forward.

PARTICIPANT, INTERNATIONAL LANGUAGE
INSTITUTE OF MASSACHUSETTS, USA



SIT TESOL CERTIFICATE

Offered since 1997, the SIT TESOL Certificate course is a 180-hour internationally recognized and accredited course that allows aspiring and experienced teachers to improve their teaching skills and become part of a worldwide TESOL professional network. The certificate carries the guarantee of quality associated by the New England Commission of Higher Education (NECHE), World Learning's accredited higher education institution, and a global leader in TESOL for over 50 years. The course is designed for those interested in developing skills, attitudes, and awareness necessary for effective teaching. Course participants learn by engaging in, describing, and analyzing shared, thought-provoking experiences with actual students and expert trainers. Through TESOL's experiential learning approach, participants develop their confidence and skills to teach English with trainer and peer-observed teaching practice and ongoing feedback. In the program, participants learn theories, teaching methodologies, and classroom management, with opportunities to apply what they learn.

The SIT TESOL Certificate is offered domestically in cities such as New York and Northampton, as well as around the world in Costa Rica, Ecuador, Guatemala, Mexico, and Turkey. The Certificate meets all best practices for teaching, planning, and reflecting, and it has a 6:1 participant to trainer ratio to ensure that every individual gets the guidance and experience they need to succeed in the classroom. Participants who complete this course may opt to receive 5 credit hours towards a graduate degree program in TESOL. Alumni join a network of experienced educators teaching English around the world at universities, language institutes, non-profit organizations, government agencies, and the private sector. In total, over 3,200 participants have been trained in this course who are making an impact in the classroom as program managers or trainers.

PROFESSIONAL CERTIFICATE IN ENGLISH LANGUAGE TEACHING (PCELT)

The Professional Certificate in English Language Teaching (PCELT) is a 120-hour teacher training course designed to meet the growing demand for quality training in English language teaching in the Middle East and North Africa (MENA) in countries such as Kuwait, Tunisia, and Palestinian territories. Through a partnership between World Learning/SIT Graduate Institute and AMIDEAST, a leader in English language training in MENA, this program has been able to combine SIT's expertise and leadership in the field of teacher education with AMIDEAST's contextual expertise to create a course that meets the unique needs of English language teaching professionals throughout the MENA region.

PCELT is designed for current and aspiring teachers of English who are proficient English speakers but who have little or no teaching background, as well as for experienced teachers who wish to upgrade or update their knowledge and skills based on the latest language teaching methodologies and emerging trends in the field. PCELT-certified teachers gain many rewards, including a competitive edge for career advancement and increased confidence in the classroom. Since PCELT's beginning in 2011, World Learning has had over 1,200 graduates of this program and trained over 50 PCELT trainers who serve the region in collaboration with AMIDEAST.

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I benefited both from the PEER FEEDBACK and the TEACHER FEEDBACK. It was ENCOURAGING and allowed me to grow in confidence.

PCELT PARTICIPANT, MENA REGION

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BEST PRACTICES: TEACHING YOUNG LEARNERS CERTIFICATE

The Teaching Young Learners Certificate is a 120-hour course designed to help in-service English teachers develop their language for the classroom and skills for communicative language teaching, working with young learners from preschool through elementary school. Overall, the program has helped participating teachers to develop their skills in English for Communicative Language Teaching and English language teaching methodology and principles needed to expand their work in the field with best practices and international professional standards. This capacity building program is offered to teachers as a step in their professional development path, which in turn, contributes to their learners and their community. The course is offered both in face-to-face and blended modalities. Working in partnership with the Institute for Collaborative Learning, hundreds of teachers have been trained in Costa Rica and the Dominican Republic.

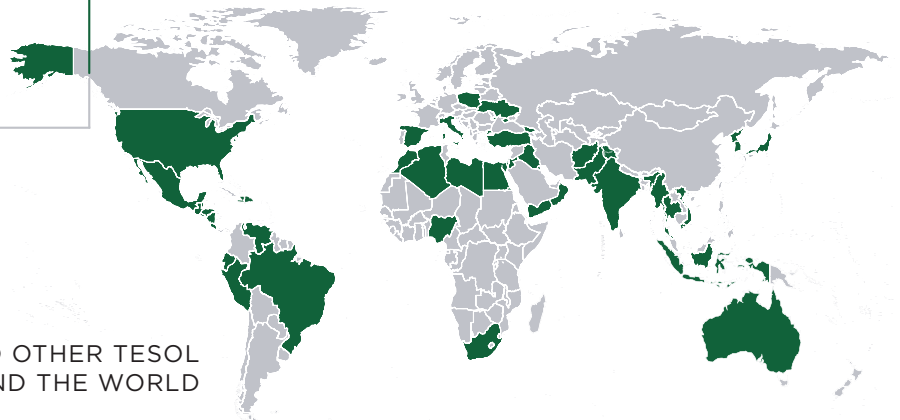
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I'm more dynamic in teaching a new topic in the classroom. Now I can say that I know more about my students, how they think, how they learn and so on... I have become more professional. This has been one of the most challenging but rewarding experiences in my career so far.

2018 PARTICIPANT, DOMINICAN REPUBLIC

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TESOL CERTIFICATE AND OTHER TESOL
PROGRAMS AROUND THE WORLD



ENGLISH FOR THE WORKPLACE

English for the Workplace is a course ranging from 60-to-150 hours of English language instruction geared towards university students in Iraq who want to further develop and utilize their English skills in the workforce. This course prepares students to become more competent in an English workplace environment and in using English for work-related purposes in an asynchronous and synchronous modality. Students in this course receive both English Language and Business English language training where they learn how to answer emails, hold meetings, prepare a CV, and conduct a job interview, along with other work-related functions in English. After the course, students build the English language and the professional skills needed to gain private sector jobs. Additionally, they gain key employability and professional networking skills, identify viable career options, and, ultimately, gain meaningful private sector jobs. With approximately three hundred and eighty students in its two years, the course has allowed students to become more confident in their ability to use English daily in a professional environment.

One of the English for the Workplace programs includes English Language Investment and Training Economic Success (ELITES), an innovative one-year mentorship program in private sector employment and entrepreneurship. The ELITES Program supports 100 Iraqi youth ages 18-25 through a variety of four advanced courses including General and Business English, Computer Skills, and Management Skills. These courses navigate a variety of topics such as time management, future goals, job search, finance, and marketing.

***My English skills have significantly improved
I wasn't expecting this course to be this much
informative or exciting.***

PARTICIPANT, ELITES

ENGLISH FOR TEACHERS

English for Teachers is a 90 to 120-hour course designed for English teachers around the world who are interested in further developing their own language proficiency in the classroom. Many English language teachers around the world still struggle and lack confidence in the classroom with their own English skills. English for Teachers provides additional support to English teachers by blending English learning and pedagogy to allow teachers to develop their language skills specifically for the classroom. By linking English language to classroom language functions, teachers feel more confident in setting up classroom activities and standing in front of students to lead activities, give instructions, and provide explanations on common English topics, such as vocabulary or grammar rules. This course has previously been active in Mexico and Guatemala, where teachers reported feeling more confident in their own English language skills and in their abilities to teach English in the classroom.

***The most important knowledge I learned is
that the English language is not only learned by
explaining grammar to the students. It is necessary
to provide different forms of entry, different
exercises that allow them to use it, manipulate it,
integrate it into the knowledge already acquired,
and that as a teacher you always have to be
willing to be creative, imaginative, and intelligent
to generate situations and learning environments
conducive to the needs of your students.***

ENGLISH FOR TEACHERS PARTICIPANT



SECTION 2

ONLINE COURSES

TRAINING FOR ONLINE TEACHING COURSE (TOETC)

**(VIRTUAL) MADRASSA ENGLISH LANGUAGE TEACHER
TRAINING PROGRAM (MELTT AND V-MELTT)**

ENGLISH FOR ACADEMIC PURPOSES

VIRTUAL EXCHANGES FOR TEACHERS



TRAINING FOR ONLINE TEACHING COURSE (TOETC)

The Training for Online Teaching course (TOETC) is designed for teachers and program coordinators to meet the educational challenges of the 21st century during the pandemic. This 60-hour course answers the current needs of English teachers who quickly had to adapt to the online teaching environment without the proper training or experience. The course addresses online language learning and teaching in both asynchronous and synchronous formats. It provides participants with the knowledge and skills to teach communicative, competency-based English language lessons which use online tools to support learning. In TOETC, teachers learn how to plan, design, and deliver lessons for an online environment.

This course includes frameworks for teaching the four skills (reading, writing, listening, and speaking) and it assesses participant progress in developing these skills. Additionally, the course introduces ways of planning for computer-mediated learning that support key principles of language learning and work within communicative lesson planning frameworks for productive, receptive, and linguistic skills. The course was delivered in Monterrey, Mexico, in partnership with IRC, where teachers felt better equipped navigating online learning and using online tools to support the learning process.

(VIRTUAL) MADRASSA ENGLISH LANGUAGE TEACHER TRAINING PROGRAM (MELTT AND V-MELTT)

The Madrasa English Language Teacher Training Program (MELTT) is a blended online and in-person teacher training program supporting Madrasa teachers in India to develop as professionals and teach English in the English language. This program aims to increase the capacity and effectiveness of Madrasa English language teachers and teacher trainers in India, support inclusive education of students and professional development of teachers, and promote interactive, learner-centered education practices. Participants in the program complete two self-paced online courses developed by National Geographic Learning: English for Teaching and Professional Knowledge for English Language Teachers. Peer Learning Hubs are used to bring participants together with their peers and a local trainer to support their self-study, motivate them to continue, and answer their questions about the curriculum. Since 2016, MELTT programs have trained 388 madrasa teachers and 104 teacher trainers.

The Virtual Madrasa English Language Teacher Training Program (V-MELTT) is the fully virtual iteration of the MELTT teacher training program supporting madrasa teachers in India. V-MELTT provides a safe means of professional development during a global pandemic. Over two iterations of V-MELTT, World Learning has supported the professional development of over 50 teacher trainers and over 200 madrasa teachers.

ENGLISH FOR ACADEMIC PURPOSES

The English for Academic Purpose is an online, 300-hour English-learning course designed for students in the Department of State Bureau of Educational and Cultural Affairs' Global Undergraduate Exchange Program (UGRAD) looking to take academic programs in the United States and in other English-speaking countries. In this course, college-aged students from countries around the world have the opportunity to improve their English skills in preparation for their semester at universities in the United States and in other English-speaking countries. This course supports students to develop their communication skills and raise their English proficiency in four major skills, which consist of reading, speaking, writing, and listening. These four skills are supplemented with tasks that university students undertake daily, such as listening to lectures, taking notes, leading presentations, reading academic texts, and writing reports using academic words.

In addition to developing these four skills, the course focuses on preparing students for their university program. Course topics focus on aspects of campus life to help students settle into their university program, such as living on campus and studying in a new culture. Students will also have the chance to participate in extracurricular activities online, such as book clubs, cultural visits, cultural discussions, and game nights to create closer connections with other program participants. This course consists of both synchronous and asynchronous instruction with the use of Canvas LMS and Zoom. Since its inception in 2020, the course has had 85 participants, and currently runs every fall semester to prepare incoming students for their transition to university.



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The most important knowledge I learned is that the English language is not only learned by explaining grammar to the students. It is necessary to provide different forms of entry, different exercises that allow them to use it, manipulate it, integrate it into the knowledge already acquired, and that as a teacher you always have to be willing to be creative, imaginative, and intelligent to generate situations and learning environments conducive to the needs of your students.

ENGLISH FOR TEACHERS PARTICIPANT

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VIRTUAL EXCHANGES FOR TEACHERS

As another way to support English educators around the world, Virtual Exchanges for Teachers offers virtual exchanges for English language professionals. This 60-hour experience brings together teachers from different countries and organizations from across the globe to interact and exchange ideas with other English language professionals. Virtual Exchanges for Teachers allows teachers to share their own ideas, practices, and experiences both inside and outside of the classroom to foster a community of learning. In this exchange, teachers are exposed to the points of view of professionals located in the United States and have the chance to learn about American culture. Program activities include sharing classroom activity designs, attending virtual webinars from US-based educators, and taking part in virtual cultural visits to different museums in the United States, such as the American History Museum, and to virtual home visits highlighting culture and diversity in the United States.

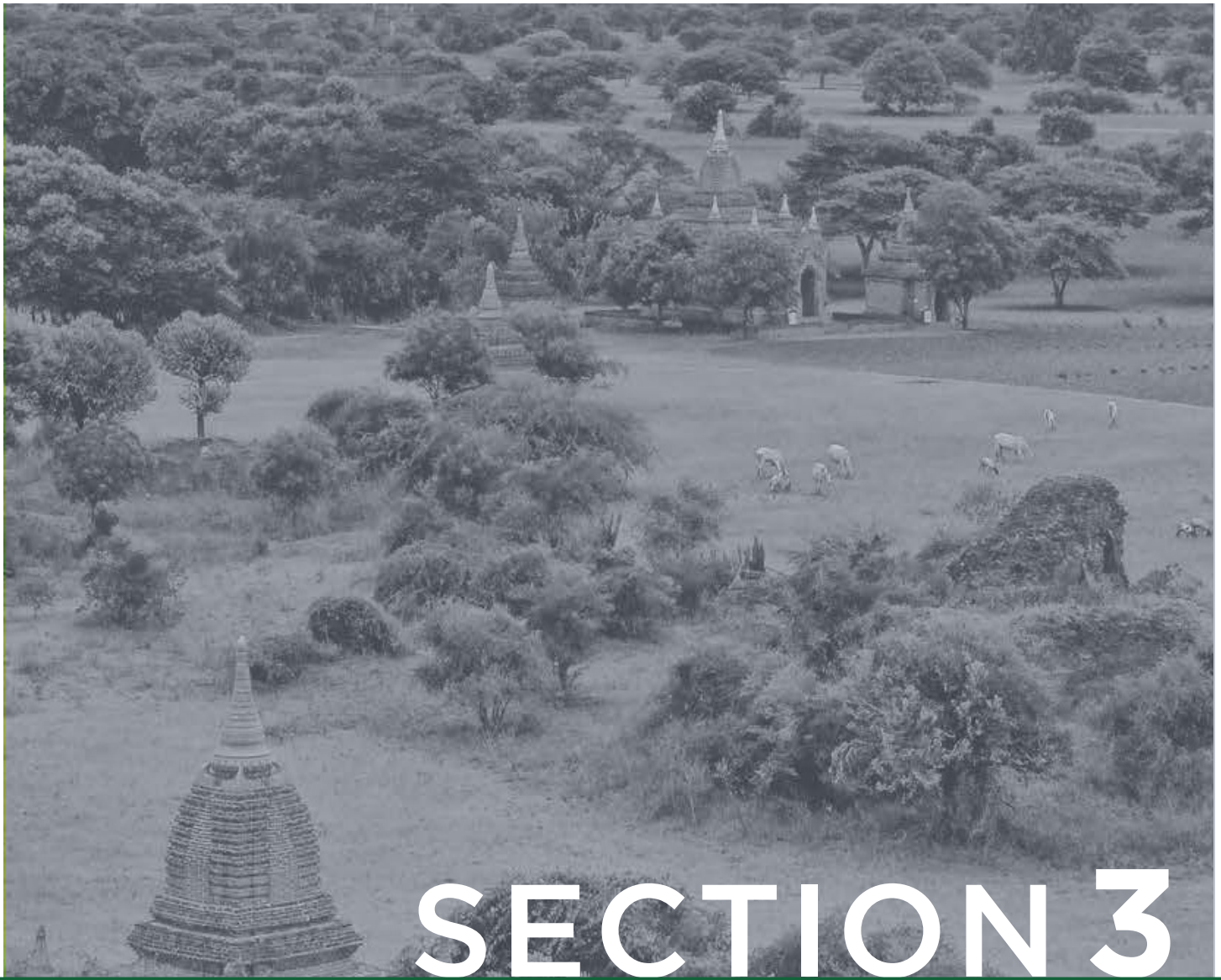
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I have read a lot of books about American culture, language, and literature but it is different to learn these things from people who have had unique experience in living and working in the U.S. The virtual home visit and field trip have broadened my understanding of the U.S. as a country, the American culture, and people. I am more aware about the importance of teaching culture to my students.

PARTICIPANT, VIRTUAL EXCHANGES FOR TEACHERS

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SECTION 3

TEACHER TRAINING, ENGLISH TEACHING LEADERSHIP, AND PROGRAM MANAGEMENT DEVELOPMENT

ITOT: INITIAL TRAINING OF TRAINERS CERTIFICATE

LANGUAGE PROGRAM MANAGEMENT (LPM)

PROGRAM QUALITY ASSESSMENT

ENGLISH LANGUAGE ASSESSMENT SERVICE

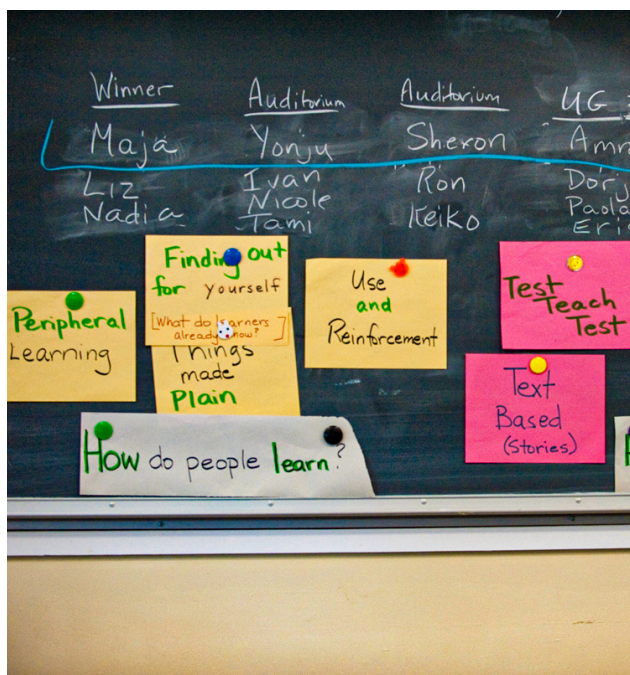
ITOT: INITIAL TRAINING OF TRAINERS CERTIFICATE

World Learning works with local teacher educators to support their capacity development to plan and deliver training programs and sessions with a focus on participant learning. World Learning incorporates its vast experience in teacher training to provide participants of this program with needed approaches and tools for teacher training including an emphasis on experiential learning. Through the ITot Program, World Learning has worked with a group of 20 local English language educators in Guatemala through a program aimed at skill building in facilitation and workshop delivery and planning. These educators had a subsequent opportunity to train teachers in-country with the support of their local offices of education delivering in-service teacher training programs. These training sessions were planned and implemented to support professional development of public sector in-service teachers, particularly in rural areas.

LANGUAGE PROGRAM MANAGEMENT (LPM)

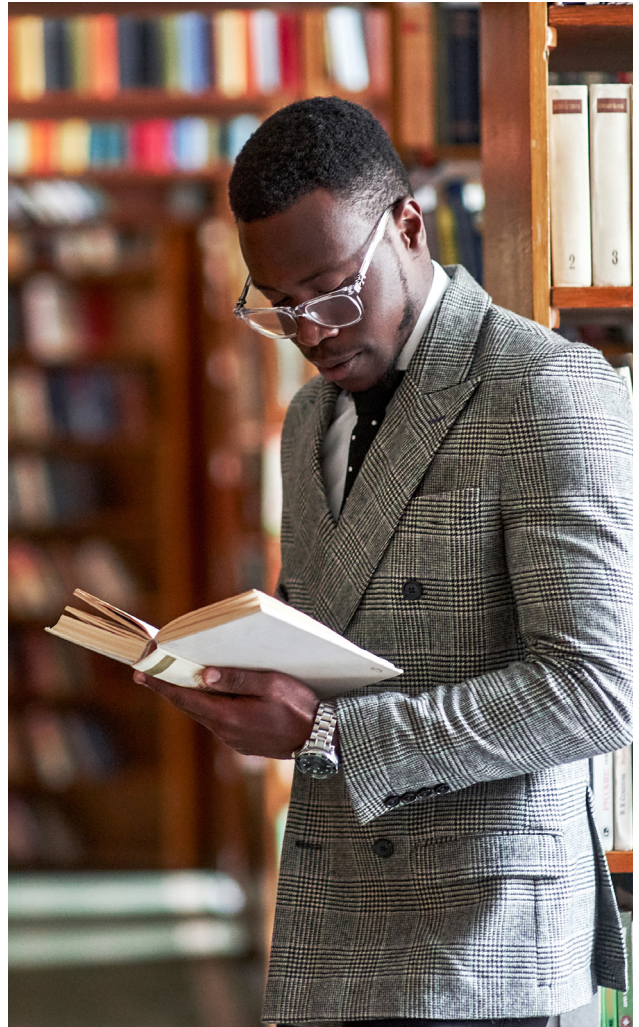
At the request of private organizations and government agencies, World Learning has the capacity to manage English-language programs in the short, intermediate, and long-term periods. In this two-to-five-year service, World Learning takes on a management role of an English language program at the local level to provide additional assistance and technical expertise to support and strengthen language programs. Through this service, World Learning assists with a variety of tasks, such as providing and managing teaching and administrative staff, offering academic quality oversight and in-service trainings, and assisting with customer service, operations, and other needed support to assist the language program to achieve its academic and financial goals. World Learning provides options for interested parties to specify how this program best suits their needs, whether that is starting a new English Language Program, requesting support or an evaluation of an existing program, or outsourcing the program to World Learning.

World Learning put together a high-quality program in Myanmar over the course of five years to improve academic quality, revenue stream, and outreach to the community, and it supported the program to become financially viable.



PROGRAM QUALITY ASSESSMENT (PQF)

Public and private institutions working in English might wish to have a diagnostic reading of the English language program's operations processes, academic standards, and outreach strategies, which will help these institutions in strategy building and decision making. The Program Quality Framework (PQF) performs English language program evaluations over a period of two to four months based on internationally established benchmarks for language and education programs, while allowing data collected to be communicated in relevant and practically applicable results. This helps program managers and staff to elaborate future strategies to improve academic quality, operational efficiency, and increase program presence and outreach to stakeholders. The PQF provides institutions with valuable suggestions to further grow and develop their language programs based on a diagnosis of current conditions vis-à-vis internationally accepted academic, administrative, and outreach practices based on the institution's context and needs.



ENGLISH LANGUAGE ASSESSMENT (ELA)

Businesses and organizations around the globe use World Learning's Proprietary English Language Assessment (ELA) for the assessment of language skills of job applicants, trainees, and existing staff. The ELA identifies language training needs, tracks employees' progress, and assists employees who are seeking promotions that require more extensive English skills. Client organizations, such as ExxonMobil, use World Learning's ELA for benchmarking purposes to set linguistic goals and assess employees' achievements against their internal criteria. Through an internationally recognized, comprehensive three-pronged approach, the ELA assesses individuals against the language proficiency benchmarks and determines the organization's hidden needs. The approach accurately rates participants against the four key language skills of reading, writing, listening, and speaking by combining both formal and informal assessment. By including both formal and informal assessment, the test contains standardized testing and open-ended questions on topics (in the speaking and writing components) that relate to the employees and trainees' lives to reflect the comprehensive and holistic knowledge of the language. World Learning's English Language Assessment can be customized and tailored to the client's context and needs to reflect the level of English proficiency.





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