

College Teaching Certificate in Second Language Pedagogy

The Chicago Center for Teaching (CCT) and the [University of Chicago Language Center](#) (CLC) host a number of activities and resources related to second language acquisition and language teaching. For those seeking to develop their teachings skills generally, and their teaching of a second language specifically, the CCT and the CLC offer the College Teaching Certificate in Second Language Pedagogy. The Second Language Pedagogy certificate contains many of the same elements of the more general College Teaching Certificate, with a few modifications aimed at addressing pedagogical issues specific to teaching a second language.

Objectives

This program aims to help PhD students and postdocs to:

1. Develop and critically reflect on their teaching practice as they take up teaching opportunities at the University of Chicago and beyond.
2. Discuss and appraise key pedagogical principles and frameworks related to second language pedagogy and implement them in the design of a new course.
3. Receive formative and constructive feedback on their teaching.
4. Articulate a meaningful, inclusive, student-centered approach to teaching second languages, expressed in a statement of teaching philosophy and demonstrated in a teaching portfolio.

Program Requirements

To register for the program, log your completion of requirements, and track your progress, you must [enroll](#) in the CTC Second Language Pedagogy Canvas site.

I. Pedagogical Training

1. Orientation

- Attend [Teaching@Chicago](#), our annual orientation event that takes place each September.

2. Reflecting on Teaching

- Complete at least 5 hours of teaching development programming. For example, you could attend at least 3 of the 4 sessions in a [Fundamentals of Teaching Series](#), participate in additional [workshops or events](#) on teaching offered by the CCT, or participate in other programming about teaching offered by the CLC, your department, etc.
- Write a 500 to 700-word reflective essay that summarizes how your approach to teaching was shaped by participating in this programming.

3. Reflect on Inclusive Pedagogy

- Complete at least 1 stand-alone workshop on [Inclusive Teaching](#) offered by the CCT.
- Upon completion of a workshop on inclusive teaching, please write a 500 to 700-word essay reflecting on the ways that inclusive pedagogical practices inform your approach to teaching.

4. Course Design

- Participate in “Language Pedagogy for the Contemporary Classroom” (CCTE 50100), offered in the Winter and Summer quarters.

II. Practice and Feedback

1. Teaching

- Teach one language course at UChicago as an independent instructor.

2. Observation and Feedback

- Participate in an [Individual Teaching Consultation \(ITC\)](#).

III. Document Your Teaching

1. Prepare a Statement of Teaching Philosophy and Teaching Portfolio

- Participate in the [Seminar and Workshop on Teaching Portfolios](#).

2. Essay on Inclusive Pedagogy

- Submit an updated draft of your reflective essay to include with your teaching portfolio. The updated version may include new thoughts on promoting an inclusive and welcoming classroom environment, an assessment of specific inclusive strategies you have been able to incorporate into your teaching, and/or a description of how considerations of inclusion and diversity shaped the materials of your teaching portfolio.

3. Submission of the Teaching Portfolio

- Once all requirements have been satisfied, please submit your final teaching portfolio via Canvas to certify your completion of the program. CCT staff will review your materials, certify that you have completed all requirements, and issue your certificate.