Please Note: This *Class Syllabus* is an important step in updating the format of our distance courses. If for any reason the *Class Syllabus* does not match the print *Course Guide* or online course information, the *Class Syllabus* shall be taken as correct.

CLASS SYLLABUS

COURSE TITLE: Theory and Methods of Skills Development

COURSE CODE:	TESL 31	**TERM:**	2015-2016, Term 2
COURSE CREDITS:		**DELIVERY:**	CERTESL–Computer-enhanced
COURSE SECTION:	W02	**START DATE:**	January 5, 2016
		END DATE:	April 7, 2016

Course Description

This course is designed to prepare teachers of children, adolescents, and adults to teach ESL or EFL. The focus is on developing skills for the English-language classroom. Development of a detailed lesson plan for English-language teaching is provided, as well as theory and practice in teaching, listening, speaking, reading, writing, pronunciation, vocabulary, and grammar. Assessment and evaluation are considered as well as ethical issues in the teaching of English.

***Prerequisite or co-requisite:** TESL 21**

***Note:** This course is also available in a print-based, independent study format.*

*Occasionally students register in TESL 31 concurrently with TESL 21. When this happens, the registrant should plan to read through the whole of TESL 21 during the first month of the term, and negotiate a later due date for the first assignment in TESL 31 W section.

Course Objectives

This course and its College of Education twin, ECUR 391.3, are designed to deepen your knowledge of language instruction. You will have the opportunity to explore some issues and expand the repertoire of classroom techniques and activities that you have been building in your classroom experiences and other professional development efforts.

We aim to accomplish the following in this course:

1. improve your planning and delivery of effective language instruction

2. help you apply a variety of communicative and integrated techniques and activities to your language instruction.

Course Overview

We begin the course with a major part of effective language instruction, lesson planning (Module 1). Language lessons can only be planned effectively if you teach language in an integrated and communicative way (Modules 2 and 3). We next focus on aspects of teaching each of the four language skills, listening, speaking, reading, and writing (Modules 4 through 7). We also think that it is important to address how to integrate culture into language speaking (Module 8). We then revisit the place of teaching grammar and vocabulary communicatively and in an integrated way (Module 9). Student assessment and evaluation, important parts of effective language instruction are also covered in this course (Module 10). We end with exploration of the ethical issues surrounding the teaching of the English language (Module 11).

Your Instructor

The instructor for this class is **Tim Helfrich**.

Contact Information

Tim will check the course website roughly every 48 hours. If you leave him an email in the mail section of the course, he will reply to it within 2 days. If you require a response more quickly, you can email him at tim.helfrich@usask.ca with your concern or to arrange a time when you might discuss the matter over the phone.

The course is well planned on the class calendar. Any changes to the schedule or updates will be posted in the newsroom discussion in our course site.

Profile

Tim has been working as a tutor/marker in the CERTESL program since 2004, and has been involved in the ESL profession since he was a CERTESL student in the mid–1990s. In his professional life, he has been involved in the immigrant settlement field for many years, in various areas, including ESL instruction, employment counselling, program development and administration.

Tim's approach to leading this class is based on his belief that all participants learn from each other. The best thing about taking the online courses in the CERTESL program is the discussions. It is here where we can all share our understanding of what we read, and share our experiences of trying to put that learning into practice. The secret to success in the course is to keep up with the reading and participate in the discussions. There is an obvious connection between real participation in the discussions and good marks on the assignments. Through the discussions, we understand and are better equipped to apply the material to our work.

Tim believes that this course is a step in a journey to becoming a better teacher. The course alone will not make you a great teacher. Only continuous learning and reflection will make you a great teacher.

Required Resources

Readings/Textbooks

Brown, H. Douglas. (2007). *Teaching by principles: An interactive approach to language pedagogy.* 3rd ed. White Plains, NY: Pearson Education. ISBN13: 978-0-13-612711-6. [Textbook]

The above textbook is available from the University of Saskatchewan Bookstore: http://www.usask.ca/bookstore/

The following five required textbooks are available free online. These items will serve as references in future CERTESL courses so please keep them.

1. *Canadian Language Benchmarks: English as a Second Language for Adults.* Ottawa: Citizenship and Immigration Canada, 2012. Download from the website of the Centre for Canadian Language Benchmarks: http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf

   If you already own a personal copy of the 2000 version of the Canadian Language Benchmarks, please download the new version anyway. The two documents are very closely related, but the new version has now been integrated into all LINC and other federally funded programs, and the new version is generally more user-friendly in its language and organization.

2. *Integrating CLB Assessment into your ESL Classroom* by Tara Holmes. Ottawa: Centre for Canadian Language Benchmarks, 2005. Download from bookshelf.language.ca (the resource area at the website of the Center for Canadian Language Benchmarks); to find the document, click on "Resources" and then on the *CLB Assessment* book cover.

3. *Portfolio-Based Language Assessment (PLBA): Guide for Teachers and Programs (2014)* by Joanne C. Pettis. Ottawa: Citizenship and Immigration Canada, 2014. Download from https://tutela.ca/ViewContentItem?itemId=10177   You will need to join the Tutela site to download the *PBLA Guide*.

   Tutela is a federally-funded communications network and materials repository for ESL instructors. As a teacher-in-training, you are eligible to join Tutela. Please go to https://tutela.ca and click on the big green "Sign Up" button in the top right corner. Complete the request form to join Tutela. You will need to wait for a day or two (until you are added to the group) before you will be able to download Tutela materials.

4. *A Guide to Using the CFR with Learners of EAL* pp. 1-12. Download full document at http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal

5. Richards, Jack C. and Schmidt, Richard. (2002). *Longman dictionary of language teaching and applied linguistics, (3rd ed.).* Harlow, UK: Longman.
   ISBN: 978-1-4082-0460-3. [Required reference book]
   Online at this URL:
   https://archive.org/details/DictionaryOfLanguageTeachingAndAppliedLinguistics

Other Required Materials

1. Print Course Materials package mailed from CCDE.

2. *TESL Live: Inside the Communicative Classroom.* (2004). University of Saskatchewan. ISBN: 4-000-00776-20 DVD, @ 2 hours. The package also contains a *TESL Live Facilitator's Guide* and a *TESL Live Student's Guide*.

   TESL Live will be used throughout the course to help you observe how particular aspects of language teaching proceed in the classroom. The DVD illustrates three

language teachers in their teaching situations. You may purchase a copy for a nominal fee through the University of Saskatchewan Bookstore.

Supplementary Resources

1. Azar, Betty S. and Hagen, Stacey A. (2009). *Understanding and Using English Grammar*, 4th Edition with answer key. Pearson Education.
   ISBN 0-13-233331-7; 978-0-13-233331-3
   [Note: This will be a Required Textbook for TESL 33. In TESL 31/ECUR 391.3, it serves as a useful supplemental reference for grammatical aspects of lesson planning.]

2. There is one **optional** videotape, which you may wish to view to supplement your learning in this course

   • K–8 teachers may want to borrow the optional videotape package entitled T*he Art of Teaching ESL,* 90 minute VHS, and *Leader's Guide,* (1992), Menlo Park, PA: Addison-Wesley Publishing Company. U of S Library #VT9856. This video shows (in addition to other topics) "Integrated Language Teaching" and two activities for teaching subject matter (see CALLA section and sections on "Tip Top Adventures" and "Shape People").

   You may borrow this videotape from the University of Saskatchewan Library, either directly or through Interlibrary Loan services in your area. Copies are limited; please borrow them early and return them promptly, so that they are available for other students. The University of Saskatchewan cannot guarantee that they will be able to lend materials to students outside of Canada.

Electronic Resources

Some readings in this course will require access to a computer and the Internet. Links are provided in the *Course Guide* modules and in the Class Schedule – Readings column of this syllabus. Also, some readings may be posted as PDFs online in the Blackboard learning management system. To access Blackboard, see your Class Checklist.

 Note: If any of the links don't work for you, try copying and pasting the url into your browser. If you need further assistance, please contact your instructor. Also note that an electronic version of this syllabus is available on the CERTESL web site for your convenience in accessing the links at ccde.usask.ca/certesl

Downloads
Some downloads may require Adobe Reader. To install this software, click this link and follow the download and installation instructions: http://get.adobe.com/reader

Class Schedule

Winter Term 2 Mid-term Break:
February 15 – 20, 2016

Module	Readings	Evaluation Due Date
Module 1 - Lesson Planning	Brown: Chapter 10, "Lesson Planning," pages 164 – 178 **[Textbook]** *Canadian Benchmarks 2000: A Guide to Implementation*, **[Article Reprint]** *A Guide to Using the CFR with Learners of EAL* pp. 1-12. Download full document Online at http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal Be prepared to review either the level descriptors from *Canadian Language Benchmarks: ESL for Adults* or the level descriptors between pages 19 and 45 of the CFR document in preparation for your first lesson planning assignment. You will also be looking at the CLB and CFR descriptors in the modules on teaching speaking, listening, reading and writing. <u>If you work with elementary-age students, or high school-age academic purposes students, please use the CFR</u>. <u>If you are working with adult learners or with students dealing with life language needs in a high school setting, please use the CLB.</u> If you plan to work with adult or high-school age bridging to employment learners, study the following employment-related lesson plans: "Sample one week module for FDA (Front Desk Attendants)." Online at http://www.itsessential.ca/itsessential/display_page.asp?page_id=348 Ottawa: Canadian Centre for Language Benchmarks, 2013. If you are teaching in the K-12 school system: http://esllearningbydesign.com/projects/samples/ under "details," study the sample unit plan "Endangered Gorillas." (Please use complete sentences, with observable verbs, when creating your own content/concept, learning strategies, and language objectives, however!) If you choose to join the website, which is free of charge, you will get access to additional sample plans. Also look at the following, depending on the grade level(s) of your students. For K-8 teachers: http://www.edu.gov.on.ca/eng/document/curricul/esl18.pdf	January 15th

	For 9-12 teachers: http://www.edu.gov.on.ca/eng/curriculum/secondary/esl.html	
Module 2 – Interactive Language Teaching	Brown: Chapter 11, "Techniques and Materials", pages 179-185 **[Textbook]** Brown: Chapter 12, "Technology in the Classroom," pages 196-210 **[Textbook]** Brown: Chapter 13, "Initiating Interaction," pages 211-222 **[Textbook]** Brown: Chapter 14, "Sustaining Interaction Through Group Work," pages 223-240 **[Textbook]** Echevarria, J. (1998, December). *Teaching Language Minority Students in Elementary Schools: Research Brief #1* **[Article Reprint]** Echevarria, J. & Goldenberg, C. (1999, October). Teaching Secondary Language Minority Students: Research Brief #4 **[Article Reprint]**	January 22nd
Module 3 – Integrating the Language Skills	Brown: Chapter 17, "Integrating the Four Skills," pages 284-298 **[Textbook]**	January 29th
Module 4 – Focus on Listening	Brown: Chapter 18, "Teaching Listening" pages 299-321 **[Textbook]** Canadian Language Benchmarks (CLB) pages 1-36 (skim) http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf Common Framework of Reference (CFR) listening scales on pages 20, 22, 25, 28, 31, 34, 37, 40, 43 (skim) http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal	February 5th
	Assignment 1 Due	February 21st
Module 5 – Focus on Speaking	Brown: Chapter 19, "Teaching Speaking", pages 322-356 **[Textbook]** Bassano S.K., Christison M.A., (1992). *Developing successful Conversation Groups*, **[Article Reprint]** You Tube video, *Teaching Jazz Chants*, s http://www.youtube.com/watch?v=R_nPUuPryCs Watch *TESL Live* CLB pages 37-72 (skim) http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf CFR pages 20-21, 22-23, 25-26, 28-29, 31-32, 34-35, 37-38,	February 21st

	40-41, 43-44 (skim) http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal	
Module 6 – Focus on Reading	Brown: Chapter 20, "Teaching Reading," pages 357-389 **[Textbook]** CLB pages 73-108 (skim) http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf CFR pages 21, 23, 26, 29, 32-33, 35-36, 38-39, 41-42, 44-45 (skim) http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal Williams, R. (1986). 'Top Ten' principles of teaching reading. *English Language Teaching Journal 40*(1), pp. 42–45. New York: Oxford University Press. **[Article Reprint]**	February 28th
Module 7 – Focus on Writing	Brown: Chapter 21, "Teaching Writing", pages 390-418 **[Textbook]** Ur, (1996). *Unit Four: The Process of Composition*. **[Article Reprint]** CLB pages 109-144 (skim) http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf CFR pages 21, 24, 27, 30, 33, 36, 39, 42, 45 (skim) http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal	March 6th
Module 8 – Considerations of Culture	Courchêne, R. (1996). Teaching Canadian Culture: Teacher preparation. *TESL Canada Journal*, 13 (2), pp. 1–16. **[PDF in Blackboard]** Ilieva, R. (2001). Living with ambiguity: Toward culture exploration in adult second-language classrooms. TESL Canada Journal, 19 (1), pp. 1–16. **[PDF in Blackboard]** Canadian Centre for Language Benchmarks (2012). Incorporating pragmatics in a CLB-based program. *CLB Support Kit*, pp. 71-98. http://www.language.ca/index.cfm?Voir=sections&Id=17356&M=4038&Repertoire_No=2137991327	Optional discussion for this module
	Assignment 2 Due	March 14th
Module 9 – Grammar and Vocabulary: Where Do They Fit?	Brown: Chapter 22, "Form-Focused Instruction," pages 419-441 **[Textbook]** Cummins, Jim. "Dr. Jim Cummins explains the differences between BICS and CALP." (Toronto: Teach Away Inc., 2013.) https://vimeo.com/56112120	March 18th
Module 10 – Correction,	Brown: Chapter 19 "A Model for Correction of Speech Errors,"	March 24th

Assessment, and Evaluation	pp 344-348 **[Textbook]** Brown: Chapter 24 "Classroom-Based Assessment" pages 466-484 **[Textbook]** Brown: Chapter 23 "Language Assessment Principles and Issues" pages 444-465 **[Textbook]** Brown, J. D. (1995). Testing. In The elements of language curriculum: A systematic approach to program development (pp. 108–125). Boston: Heinle & Heinle **[Article Reprint]** Pettis, Joanne. *Portfolio-Based Language Assessment (PLBA): Guide for Teachers*, pages 3-5; pages 7-54. **[Refer back to required readings]** Holmes, Tara. *Integrating CLB Assessment into your ESL Classroom,* pages 5-13; pages 15-20; pages 21-102 (read one of the four sample unit plans in depth, and skim the others); page 118. **[Refer back to required readings]** González, Jesús Ángel. "Promoting student autonomy through the use of the European Language Portfolio, " http://library.usask.ca/scripts/remote?URL=http://eltj.oxfordjournals.org/content/63/4/373.full.pdf+html	
Module 11 – English, the Language of Power: The Ethics of TESL and Learner Empowerment	Auerbach, E.R. (1995). The politics of the ESL classroom: Issues of power in pedagogical choices. In J.W. Tollefson (Ed.), *Power and inequality in language education* (pp. 9–33). New York: Cambridge University Press. **[Article Reprint]** Burnaby, B. (1987). Language for Native, ethnic, or recent immigrant groups: What's the difference? *TESL Canada Journal, 4* (2), 9–27. **[Article Reprint]**	April 1st
FINAL EXAM		**Saturday April 9, 2016**

Note: If for any reason the Class Syllabus Reading List does not match the Module Reading List or online course information, the Class Syllabus shall be taken as correct.

The references to Brown are based on a certain edition of the book. Please refer to the Module Reading List for the detailed learning activities. The above list is only a guide.

Please check the newsroom discussion forum for any updates to learning activities.

The due dates for the discussions are the deadlines for the first discussion question. Each discussion will have a follow-up question for the week following. The discussion will close two weeks after it has opened. Please refer to the class calendar for more detailed information. The class calendar will be deemed correct if there are any discrepancies between it and the list above.

Grading Scheme

There are two assignments in addition to online discussion topics for each module.

Assignment One	20%
Assignment Two	30%
Discussion Forum Participation	20%
Final Examination	30%
Total	100%

Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/current/academics/grades/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://www.usask.ca/university_secretary/council/academiccourses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Evaluation Components

CCDE Writing Centre – Quality Writing Help for Free!
Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the CCDE can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the CCDE Writing Centre at http://www.ccde.usask.ca/writing

Requirements for All Assignments

You must read carefully the instructions below so that you know what is expected of you in your presentation of each assignment. Refer to the Essay Conventions outlined in TESL 21 for details on style and format.

1. Each assignment must be written in essay form. Point form is not acceptable unless a particular assignment's instructions state otherwise.

2. Unless otherwise stated, each assignment should have a title page, an introduction, body, conclusion, and properly cited references, if applicable, with author, title, page numbers, and publisher.

3. Each assignment must be typed and double-spaced. Leave a one-inch margin on all sides to allow for instructor comments.

4. Follow the instructions for each assignment carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of

pages or words set out in the instructions and number all of the pages. Keep to the suggested length for each assignment. Instructors will not mark assignments that are too long. They will be sent back to you and you will have to rewrite in more succinct form and re-submit.

5. Marks will be deducted for grammatical errors. You may fail an assignment or the exam if your English is inadequate. Be sure to proofread your assignments carefully for mechanics! (See the heading Language Proficiency Requirements.) If you note typographical or grammatical errors in the course package, please take note of them and inform your instructor.

6. Keep a copy of the assignment for your records.

Before submitting the assignment, ask yourself the following questions:

•   Have I covered all the required points? Does the analysis display depth of knowledge? Have I included both theoretical information presented in the course as well as practical information or application to the classroom? Have I properly cited all of my sources?

•   Are the ideas and points logically and coherently organized? Are the expressions used accurately and effectively? Is the essay succinct?

•   Have I used the correct spelling, pronunciation, and grammar?

For all assignments, weighting will be approximately as follows:

Ability to connect theory to practice: 80%

Assignment presentation and organization: 20%

We strongly advise you to conduct at least one observation hour of the ten required by CERTESL while you are taking this course – the earlier, the better. The more understanding you have of what happens in real ESL classrooms, the more effectively you will learn from this course.

TESL 31 (W sections) Assignment One: Lesson Plan

Value: 20% of final grade

Purpose: The assignment is based on Modules 1 through 4 inclusive. Please note that many TESL 31/ECUR 391students, especially those without day-to-day ESL teaching experience, find this assignment one of the most difficult in the program. Do not be surprised if your grade is somewhat lower than your grades for assignments in TESL 21 or TESL 32. As long as you pay close attention to instructor feedback, you will likely achieve a better grade in your next planning assignment.

Description: Write a lesson plan that demonstrates you know how to develop a detailed lesson plan; it should also demonstrate that you understand about skills integration and the importance of teaching interactively. You may attach one to two pages of brief samples of materials to be used. The plan should cover about 60 to 90 minutes of instruction.

The lesson can be directed at any group of ESL/EFL learners and can be designed around any topic that would be relevant to those learners. For example, you can plan around a theme that you have been working on with ESL/EFL students, a language experience lesson, a co-operative learning activity, or you can base your lesson on a song or poem. Figure 3-3 might

help you integrate the skills. Note that you do not have to integrate all skills in one lesson. You may choose to focus on only two skills, although you may also choose to integrate all four skills.

As part of your lesson plan, you should do the following:

- write (in essay form) a brief introduction to your plan

- describe (in essay form) the setting and, in detail, the learners as well as their goals and needs. The qualities that should be considered in your learner description are

  -age,
  -gender,
  -proficiency level,
  -culture(s) of origin,
  -first language education levels,
  -if relevant, cognitive, physical and socialization challenges, and
  -the overall group dynamic.

  Proficiency level descriptions should reference either the Canadian Language Benchmarks (CLBs) or the Common Framework of Reference (CFR), depending on the ages and needs of the learners. (Please do NOT reference the CFR if you will be teaching adult immigrants, and please do NOT reference the CLBs for children or middle years! With high school-age learners, select your level descriptions logically given the life or academic needs your lesson will address.)

- state (in point form) EITHER

  -specific measurable enabling and terminal objectives that address the needs of the learners, OR

  -provide three tiers of objectives related to curricular, learning strategies, and language skill development needs, as modeled in Module 1 of this course.

- explain (in point form) a realistic number of learning activities that will enable you to meet the learning objectives and are interactive and integrate the skill areas. NOTE: This section is worth 60% of the total; make sure you are thorough and address both whole group and subgroup/individual skills and needs.

- describe how you will determine whether the lesson's objectives have been met (e.g., feedback and evaluation, including basic information about criteria for success)

- write (in essay form) a summative commentary or conclusion. This is **not** the concluding activity of the lesson, which should be included as your final activity. A summative commentary is a reflection on your complete plan in the light of what you have learned so far in this course.

The final version should be about **six to eight pages in length**. Please type and double space. Leave sufficient space for comments in the margins.

Criteria for marking Assignment One are as follows (check that the following elements are present or that you have proofread for them):

- introduction including description of learners
  and their goals and needs   10%

- specific and observable lesson objectives   15%

- activities (includes relationship to learner needs,   60%
  match of activities to objectives, activities that
  are interactive and integrate the skill areas)

- process for evaluating achievement of objectives   10%

- conclusion or summative commentary   5%

TESL 31 (W sections) Assignment Two: Lesson Plan

Value: 30% of final grade

You should have completed Module 8 before you do this assignment.

Purpose: Because you have now covered in more detail the teaching of listening, speaking, reading, writing, and culture, the description of your activities should be more detailed and explicit than in Assignment 1.

Description: Write a lesson plan that covers in an integrated and interactive way the skill areas from Modules 4 through 8. Assume that you are a teacher who is attending a conference that will take you away from your class for a day. Write a one-day lesson plan (three contact hours) for your class or for a student that a substitute teacher can easily follow.

You should have completed Module 8 before you do this assignment. It should be about **seven to ten pages** long (not including materials, should you choose to enclose them). The plan should cover about three hours of ESL instruction. It should cover in an integrated and interactive way the skill areas in Modules 4 through 8.

Be sure to review the readings on lesson planning in Module 1. You should include all of the elements of a lesson plan as described in the Course Notes for that module. The checklist on page 1-18 and 1-19 of Module 1 will help ensure that you have included everything that is expected.

Options: You have three options regarding those whom you are teaching. Identify which one you are using.

1. You may plan the lesson with a learner or class in which you are currently teaching. Describe the language backgrounds, proficiency levels, ages, educational backgrounds, time in language instruction, and learners' goals and needs. Also, briefly describe the nature of the institution and type of program in which the course is taught.

2. You may plan the lesson for an imagined class of students. If you do this, provide the same information as you would in Option 1 above.

3. You may plan the lesson for lower intermediate Japanese adolescents or adults who are in an English speaking country for a 6-week immersion program in English. Their goal is to improve their speaking ability. This is their third lesson, so they've already been introduced to course goals, rules, etc. Add specific details to this information in accordance with those required in Option 1 above.

Your lesson plan should include these features:

- an introduction, including type of course and institutional setting

- a description of students, including needs assessment

- lesson objectives (terminal and enabling) in point form

- techniques and activities including presentation, controlled, free, and freer practice activities in point form

- an explanation of how you will determine whether the lesson's objectives have been met (formative and summative, formal and informal feedback and evaluation)

- a summative commentary describing what you have learned from developing this lesson plan (for example, but not limited to, how to match activities to objectives, how to sequence tasks).

Follow the instructions for this assignment. Be succinct but thorough in your lesson plan. Be analytical. Give enough information to show that you have analyzed learners' needs and problems; show how your day's lesson is related to your needs assessment and how the skill areas have been addressed in an integrated and interactive way. Also, be practical.

Do not hesitate to use the organization of lesson plans provided in your course package and textbook as a model. I suggest that you discuss the lesson plan with a teacher and make adjustments according to your colleague's suggestions before you submit it.

Criteria for marking are as follows (check that the following elements are present or that you have proofread for them):

• introduction and learner description	10%
• lesson objective(s)	15%
• techniques and activities (include demonstration of relationship to learner goals and needs, and coverage of the skill areas, integration of skills, and an interactive approach)	60%
• opportunity to evaluate objectives	10%
• conclusion or summative commentary	5%

Discussion Forum Participation

The value of taking an online course is the discussions. The discussions help us to create a community where we can share ideas, and learn from each other. The discussions open and close on the dates set out in the class calendar. They are not mini-assignments where you post your response to the question and move on. It is expected that you will engage your colleagues in discussion around the learning topic and provide feedback. Only those who participate in the discussions fully, including replying to colleagues and providing comments on the follow-up discussion will get full marks for the discussions.

The discussions are marked on a basis of three marks per discussions. There are ten discussions. The discussions in total are worth 20% of your mark for the course. Please keep your posts to 300 words maximum.

Final Examination
Value: 30% of final grade

Date: See Class Schedule

Purpose: The final examination will test you on basic, factual information covered in each module. It also tests your ability to apply what you have learned by solving problems.

Description: The exam is 3 hours long, comprehensive, and invigilated. No electronic devices are allowed such as cell phones, iPods or BlackBerrys. The exam questions will require either short answers or short paragraphs (usually lesson plans or activities). There may be some case studies on the exam. The instructor will provide more examination details and preparation information about two weeks before the final exam date.

Division of marks for the final exam is as follows:

short answer	40%–50%
lesson plan analysis	20%–30%
needs assessment/lesson planning	30%–40%

The best way to prepare is by reviewing the following:

- objectives for each module

- notes that you have made from your Required Readings

- your answers to the Review Questions

- notes made from reading in learning journals

- your answers to the Summary Charts.

  - Review the insttructor's comments in the discussions

Be sure to do the Review Questions that require personal reflection. They may be addressed on the examination.

The day and time of your final examination will be listed in your PAWS account.

The location listed in PAWS for your exam is the Saskatoon location. **If you want to write your final exam at a location outside of Saskatoon, you must complete an Application for Final Examination to be available at ccde.usask.ca/forms approximately mid-February.** Submission of this application will let us know where you would like to write your exam.

Students who will be writing in Saskatoon do not need to complete this form.

Submitting Assignments

- **Send your assignment as an e-mail attachment directly to your instructor** so that only he has access to it. Make sure you post your assignment before or on its due date.

Please ensure that you include the following information when you submit your assignments:

- class name and number including the fact that it is online
- assignment number
- date submitted
- your name and student number
- your mailing address.

Additional Information

- **Note that for students taking this computer-enhanced version of TESL 31**, the Study Questions and Activities are optional, and time spent on these questions is allocated to participation in online discussions. Still, online students should feel free to use the Study Questions and Activities for review and preparation for the final exam.

- **Students must pass all of the assignments and the final examination in order to pass this course.**

- **Plagiarism is a serious offense.** If you use resources (books, discussions with teachers, etc.), **you must cite your sources**. Failure to do so is plagiarism (see the following "Integrity Defined" section).

- You should do the assignments for this class **on your own**, not in groups. Students whose assignments have obviously been copied from others will be required to redo the assignment.

- Your instructor may deduct marks if you do not follow the instructions. If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. **Instructors will deduct marks** for late assignments if you have not made alternative arrangements.

- If you want your final assignment graded and returned to you before you write the final examination for this course, be sure to submit it by the due date listed on your Class Schedule.

Students with Disabilities
If you have a diagnosed disability (learning, medical, physical, or mental health), you are strongly encouraged to register with Disability Services for Students (DSS). In order to access DSS programs and supports, you must follow DSS policy and procedures. If you suspect you may have a disability, contact DSS for advice and referrals. For more information, see http://www.students.usask.ca/disability/ or contact DSS at 306-966-7273 or dss@usask.ca.

Mobile Access
Blackboard Mobile Learn™ is an app that is available on many devices including iOS® and Android™ for those occasional times when you may want mobile access. It is still recommended that you use a laptop or desktop computer for the majority of your online studies.

Integrity Defined (from the Office of the University Secretary)

 "Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan *Guidelines for Academic Conduct.* More information is available at http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.pdf

Protocol for Community Contacts

Note: If you intend to work within the community to meet the course requirements (e.g., observations), please refer to the *Protocol for Community Working with the EAL Community and Observations Across CERTESL* posted on the CERTESL website at ccde.usask.ca/certesl

The protocol document outlines proper procedure and behavior when you contact an ESL delivery agency and want to teach or observe in classrooms or work with or interview a teacher. Be sure to read this protocol document carefully and follow the suggestions in it. If you do not follow the protocol, the ESL delivery agency may refuse to let you into a classroom to observe or do an assignment, and the teacher may refuse to do an interview with you. It's **very important** that you follow this protocol so that we maintain our good relationships with these various organizations.

The *Protocol Handbook* also includes a section titled "Contact with Learners." This section deals with the cultural awareness and sensitivity that are required on your part when you are working with learners.

Observations Across CERTESL

Students in the CERTESL program are required to complete and **document** a total of 10 hours of classroom observations **before** permission to register in TESL 42 (Supervised Practicum) or TESL 43 (Professional Project) will be granted. You will be required to submit a signature sheet totaling the 10 hours of observations, plus notes on each session you observe. The documents should be submitted to the CERTESL Program Assistants. This is to ensure that you have opportunities to observe how teachers apply language teaching theory in their classroom teaching and to experience the actual dynamics of the classroom in preparation for your practicum or project. During the practicum, you will have additional opportunities to observe teachers and peers.

You will find instructions for Observation Across CERTESL and forms that you will use to document and report on your observations in the document *Protocol for Working with the EAL Community and Observations Across CERTESL.* Available electronically at ccde.usask.ca/certesl

Language Proficiency Requirements

You have met the University of Saskatchewan requirements for entrance to CERTESL. However, as an English teacher, you are expected to be an excellent language model for your students. Therefore, your command of the English language is very important.

CERTESL has always required students to have a high standard of language skills, and we feel it is important to clearly lay out those standards to you. The English proficiency standards that we use to mark your assignments and examinations in CERTESL are based on an English language proficiency test, CanTEST, which is used for admission to several Canadian universities.

Written assignments in CERTESL are marked for content, presentation, and organization, as well as for mechanics. At this stage of your training, the level of your language on assignments must meet and should exceed the standard of 4.5 on the writing section of the CanTEST. General descriptions of the CanTEST bands are online at http://cantest.uottawa.ca/en/score-interpretation-requirements-and-reporting

You must be familiar with these bands, regardless of whether you are a native or non-native speaker, so make sure that you read this online content carefully. If you are unsure about the interpretation of the score, contact the Academic Coordinator or your instructor.

You will also be assessed on your speaking proficiency during the practicum (TESL 42). By the time you are ready for TESL 42, you will be expected to demonstrate abilities at the Band 5 level in all skill areas – listening, reading, writing and speaking. If your instructor feels that your language skills are below the expected levels, she or he will inform you and will provide suggestions for improvement. You will be required to meet this level in order to pass the course. If you are a non-native speaker of the English language, you will also be required to demonstrate this level when you apply for TESL Canada certification or TESL Ontario accreditation if you want either of these professional recognitions after completing CERTESL.

Regardless of whether you are a native or non-native speaker of English, if you have very serious weaknesses, your instructor may refer you to the CCDE Writing Centre (visit http://www.ccde.usask.ca/writing/**) for assistance.** Please take such a recommendation seriously. If you cannot use English effectively, you will not be able to provide the kind of language modeling your students need and deserve. If you are concerned about your ability to write correct English, don't wait for an instructor recommendation; contact the Writing Centre before you submit your first assignment.

If you have questions or concerns with the standards, please contact Shannon Storey, Academic Coordinator of CERTESL, at (306) 966-2085 or shannon.storey@usask.ca

Module Objectives

Module 1: Lesson Planning

Terminal Objectives:
By the end of this course, you should be able to:
1. Write well-organized, communicatively-oriented lesson plans grounded in the needs and characteristics of your students.
2. Identify and write key elements of a basic lesson plan.

Enabling Objectives:
By the end of this module you should be able to do the following:
1. Explain the value of lesson planning.
2. Select a planning model suitable for your context.
3. Be able to write effective lesson objectives based on learner needs and curricular demands.
4. Distinguish between and be able to write concrete, observable, skill-specific, outcome-focused terminal and enabling objectives.
5. Distinguish between and be able to write concrete, observable, outcome-focused content, strategies, and language objectives.
6. Distinguish between objectives (the real-life skills resulting from lessons) and the activities used during the class to achieve the objectives.
7. Incorporate into your lessons and lesson plans communicative teaching principles.
8. Incorporate into your lessons and lesson plans the cognitive, affective, and physical dimensions of learning.
9. Incorporate into lessons tools for assessing whether learners are acquiring the desired skills expressed in the objectives.
10. Write and implement the following elements of lesson plans:
    - needs assessment
    - objectives
    - introduction/presentation activities
    - controlled practice activities
    - freer and free practice activities
    - evaluation or achievement testing tools and techniques
    - feedback.

Module 2: Interactive Language Teaching

Terminal Objective:
By the end of this module, you should be able to maximize interactions between your students through appropriate planning.

Enabling Objectives:
By the end of this module you should be able to do the following:
1. Define the following terms as they are used in this course and in your textbook:
    - task
    - activity
    - procedure
    - technique.
2. For each of the following categories of techniques, list at least five activities and define them:
    - controlled
    - semi controlled
    - free.
3. Explain what teaching interactively entails.
4. Define seven principles underlying interactive teaching.
5. Explain the five roles that interactive teachers take.
6. Identify at least three advantages of teaching interactively..
7. Explain your own beliefs regarding interactive instruction.

8. Implement various classroom grouping possibilities and discuss the advantages and limitations of each.

Module 3: Integrating the Language Skills

Terminal Objective:
By the end of this module, you should be able to integrate the four skills of listening, speaking, reading and writing in your lessons in a manner appropriate to your students' needs and characteristics.

Enabling Objectives:
By the end of this module you should be able to do the following:
1. Explain what integrated language instruction is.
2. Identify at least six advantages of integrated language instruction.
3. Explain your own beliefs regarding integrated language instruction and how they apply in your classroom.
4. Explain and differentiate between the following models for skills integration:
   - content based teaching
   - theme-based teaching
   - experiential learning
   - the episode hypothesis
   - task-based teaching.
5. develop the following activities:
   - a theme unit
   - a jigsaw
   - song and poem activities
   - a cloze
   - a project.

Module 4: Focus on Listening

Terminal Objective:
By the end of this module, you should be able to address development of listening skills in your lesson planning and delivery.

Enabling Objectives:
By the end of this module you should be able to do the following: •
1. List your beliefs regarding the teaching of listening skills
2. Explain the importance of listening comprehension in language teaching.
3. Explain how the teaching of listening is an active skill that can be integrated with other skills.
4. List the processes involved in aural comprehension.
5. List the types of oral language inputs that learners must learn to comprehend.
6. Outline the difficulties oral language may cause learners.
7. List at least 15 aural microskills that you must teach to aid comprehension of conversational discourse.
8. Compare listening tasks that may typically be mastered by students at basic, intermediate and advanced levels of language acquisition.
9. Explain and design six performance categories of aural activities.

10. Explain at least six principles (underlying philosophies) involved in designing classroom listening instruction:
    - list nine types of classroom activities to help you assess learner comprehension
    - list eight types of classroom activities to help learners develop aural strategic competence
11. Distinguish between top-down and bottom-up speech processing and explain activities that address each process.
12. Outline at least three top-down and at least three bottom-up techniques for each of the three major proficiency levels: beginners, intermediate, advanced.
13. Utilize either the Canadian Language Benchmarks (CLB's) or the Common Framework of Reference (CFR) descriptors when discussing listening proficiency.

Module 5: Focus on Speaking

Terminal Objective:
By the end of this module, you should be able to address speaking effectively in your lesson planning and delivery.

Enabling Objectives:
By the end of this module you should be able to do the following:
1. List your beliefs regarding the teaching of speaking.
2. Describe at least four issues involved in the teaching and learning of oral communication.
3. Outline the difficulties oral language may cause learners.
4. List at least 15 oral microskills that you must teach to aid conversational discourse.
5. Compare skills that may be expected of basic, intermediate and advanced speakers of English.
6. Explain the interdependency of speaking and listening skills.
7. Explain when and how to correct spoken language and your personal approach to correction.
8. Describe six types of classroom speaking performance and design an activity to address each.
9. Explain at least six principles involved in designing classroom speaking instruction.
10. Explain how the teaching of speaking can be integrated with other skills.
11. Describe at least 15 techniques for teaching oral communication.
12. Implement a six-step process to facilitate successful conversation groups.
13. Define, create, and direct jazz chants.
14. Discuss how perfect you would expect your students' pronunciation to be.
15. Outline areas in which L1 might interfere with English pronunciation.
16. Generally describe the affects of English stress, intonation, and pitch on second language learning.
17. Implement at least five activities for helping learners improve their pronunciation.
18. Utilize either the Canadian Language Benchmarks (CLB's) or the Common Framework of Reference (CFR) descriptors when discussing speaking proficiency.

Module 6: Focus on Reading

Terminal Objective:
By the end of this module, you should be able to integrate reading effectively into your lesson planning and delivery.

Enabling Objectives:
By the end of this module you should be able to do the following:
1. List your beliefs regarding the teaching of reading skills.
2. Explain the scope of written genres and describe why, as a teacher, you must be aware of these various genres.
3. Outline seven characteristics of written language and the relevance of each for readers.
4. Outline at least seven microskills involved in teaching reading and describe an activity to address each.
5. Compare descriptors of reading skills that may be expected of basic, intermediate and advanced readers of English.
6. Describe and implement 10 or more strategies for teaching reading comprehension.
7. Apply sound principles when designing classroom reading activities.
8. Select appropriate written text.
9. Describe how the teaching of reading can be integrated with other skills.
10. Utilize either the Canadian Language Benchmarks (CLB's) or the Common Framework of Reference (CFR) descriptors when discussing reading proficiency.

Module 7: Focus on Writing

Terminal Objective:
By the end of this module, you should be able to address writing effectively in your lesson planning and delivery.

Enabling Objectives:
By the end of this module you should be able to do the following:
1. List your beliefs regarding the teaching of writing skills.
2. Explain three pedagogical issues related to writing pedagogy.
3. List the main genres of written language and identify which of those genres your language students need to master.
4. Outline seven characteristics of written language and the relevance of each for writers.
5. Outline at least 12 microskills involved in teaching writing and describe an activity to address each.
6. Compare types of skills that may be expected of writers at basic, intermediate and advanced stages of acquisition.
7. Describe the interdependence of reading and writing skills.
8. Describe five types of classroom writing activities and be able to implement each.
9. Apply sound principles when designing classroom writing activities.
10. Explain how the teaching of writing can be integrated with the teaching of other skills.
11. Utilize either the Canadian Language Benchmarks (CLB's) or the Common Framework of Reference (CFR) descriptors when discussing writing proficiency.

Module 8: Considerations of Culture

Terminal Objective:
By the end of this module, you should be able to address two categories of cultural learning in your planning and delivery: sociolinguistics and cultural adaptation.

Enabling Objectives:
By the end of this module you should be able to do the following:

1. Define culture and outline the role that culture plays in people's lives.
2. Discuss the role that culture plays in language teaching and learning.
3. Describe the following principles about culture and their effects on language teaching and learning:
   • subculture
   • sociolinguistics
   • cultural adaptation.
4. Put into action ways to identify cultural similarities and differences in the language classroom.
5. Implement some activities to assist language learners in adjusting to the culture of the classroom.
6. Implement activities for addressing sociolinguistics.
7. Describe how cultural exploration and sociocultural adaptation can be integrated with the teaching of other skills.
8. Discuss issues, challenges, and principles involved in cultural exploration.

Module 9: Grammar and Vocabulary: Where Do They Fit?

Terminal Objectives:
By the end of this module, you should be able to integrate grammar and vocabulary effectively into your lesson planning and delivery, in a manner that augments your students' communication skills rather than inhibiting them.

Enabling Objectives:
By the end of this module you should be able to do the following:
1. Define grammar and describe its role in communicative language instruction.
2. Discuss your beliefs regarding the following issues in the teaching of grammar communicatively:
   • the use of a deductive vs. an inductive approach
   • the use of grammatical explanations and technical terms
   • teaching grammar as a discrete skill
   • how to correct grammar.
3. Implement Brown's five guidelines for teaching grammar communicatively.
4. Explain how vocabulary expansion can be integrated into the teaching of other skills.
5. Implement some activities for expanding vocabulary and developing vocabulary development skills.

Module 10: Correction, Assessment, and Evaluation

Terminal Objective:
By the end of this module, you should be able to apply basic principles of error correction, assessment, and evaluation in your lesson planning and delivery so that students are able to learn and improve continuously and with a positive attitude.

Enabling Objectives:
By the end of this module you should be able to do the following:
Correction
1. List your beliefs regarding correction.
2. Describe when it is appropriate to correct errors and when it is appropriate to not correct.
3. Explain how the correction can be integrated into a communicative language lesson.

4. Describe activities and techniques for error correction.
5. List techniques to promote self-correction and self-monitoring.

Assessment and Evaluation
6. Describe the purposes and value of assessment and evaluation.
7. Distinguish between diagnostic, formative and summative, and informal and formal assessment and evaluation.
8. Be able to adopt, adapt, or develop appropriate instruments for student placement and evaluation.
9. Implement a variety of strategies for assessing and evaluating learning in the four skill areas as well as in the learning of grammar and vocabulary.
10. Administer assessment and evaluation tools in the language classroom.
11. Recognize and address institutional constraints related to asessment and evaluation.
12. Solicit learner feedback about your instruction and critically assess your teaching.

Module 11: English, The Language of Power: The Ethics of TESL and Learner Empowerment

Terminal Objective:
By the end of this module, you should be able to identify issues of power and ethics in your ESL, EFL or ESD classroom and address them in a manner that appropriately empowers your students.

Enabling Objectives:
By the end of this module you should be able to do the following:
1. List the advantages and disadvantages of learning English for non-English speakers.
2. Explain the global and local ethical implications involved in teaching English.
3. Examine your reasons for teaching English.
4. Describe how you can avoid the ethical pitfalls of teaching English to non-English speakers.
5. Explain the value of teaching learners in ways that will empower them.
6. Describe a model for the use of empowering language in the classroom.
7. Discuss five ethical issues involved in teaching English and how you would address each in your classroom.

Acknowledgements