

Course: Teaching English as a Foreign Language Certificate
Number of Hours: 65 - 60 (in-class) - 5 (practicum observations)
Semester: Spring 2020

Short Description

Many recent graduates are looking for teaching experience. Teaching English overseas is a huge market with a lot of possibilities. This course will give participants the tools they need to be effective ESL teachers, in particular for those who wish to teach abroad. Throughout the 6 weeks, participants will be exposed to various teaching methods. In addition to the 60 course hours, students will also have a 5-hour practicum observation. Homework will be given regularly and a reflection report is due at the end of the course. Students must attend all classes to receive their certificate.

Objectives

- Explain English grammar, syntax and idiomatic language thoroughly
- Apply pedagogical best practices in the teaching of ESL
- Evaluate the progress of ESL students using accurate metrics and effective feedback
- Apply instructional strategies that target the four language skills (speaking, writing, listening and reading)
- Create course plans and didactic materials for the teaching of ESL
- Apply metacognition to all teaching and learning activities

Methodology

Students registered in the - Teaching English as a Foreign Language Certificate – are expected to attend all scheduled classes and submit their assignments on time. An online learning platform (Moodle) will be used to prepare for class, submit assignments and maintain contact with the instructor and other students. Typically, scheduled classes will begin with a recap of the content from the previous class and/or homework assignments. Thereafter, students can expect to participate in discussions revolving around TEFL topics. Students will spend the majority of in-class time working on assignments and the development of teaching materials. Students will also be asked to attend 5 hours of ESL classes held at Vanier and reflect on their observations. Students may also have the opportunity to teach real ESL students.

Evaluation

Students will be evaluated on a number of small to medium assignments as well as scheduled exams, as shown below and in the course calendar. Full details are available in the “assignments” section.

- 1) Mini-Lessons 25%
- 2) Peer Observations 20%
- 3) Grammar Cheat Sheet 10%
- 4) Practicum Observations 10%
- 5) Self-Reflection Report 15%
- 6) Grammar Exam 20%

Course Calendar (subject to change)

<u>Class</u>	<u>Hours</u>	<u>Instructor</u>	<u>Topics</u>	<u>Assignments & Assessments</u>
Class 1	6PM-9PM	Tbc	Course Information and Expectations The ESL Classroom Basic Pedagogy - Bloom Board-work Voice & Presence Teaching Grammar ESL Activities (warm-ups)	Grammar Cheat Sheet Assigned w/speaking activity Practicum Observation Scheduling
Class 2	9AM-2PM Lab Period D241	Tbc	Lesson Planning and Resources Teacher vs. Student Production Time Effective Delivery of Lessons The Ten Commandments of ESL	Mini-Lesson Plan #1 - Production Resource Research Mini-Lesson #1 (5%) - Warm-ups Peer-Observation #1 (hmk)
Class 3	6PM-9PM	Tbc	Teaching Speaking Speaking Resources Teacher vs. Student Production Time Effective Delivery of Lessons ESL Activities	Mini-Lesson Plan #2 - Production Resource Research Resource Production & Validation Pract. Obs. Scheduling
Class 4	6PM-9PM	Tbc	Teacher vs. Student Production Time Writing and Vocabulary Resources ESL Activities	Mini-Lesson #2 - Speaking (5%) Peer-Observation #2 (hmk) Pract. Obs. Scheduling

Class 5	9AM-2PM Lab Period D-241	Tbc	Student Levels Socio-demographic Awareness Heterogeneous Classrooms	Mini-Lesson Plan #3 - Production Mini-Lesson #3 - Grammar (5%) Peer-Observation #3 (hmk)
Class 6	6PM-9PM	Tbc	Phonology and Phonetics Teaching Pronunciation	NA
Class 7	9AM-2PM	Tbc	Teaching Listening Teaching Exam Preparation	NA
Class 8	6PM-9PM	Tbc	Critical thinking in ESL Teaching Reading Dictations, Pronunciation and Evaluation. Student Self-monitoring	Mini-Lesson Plan #4 - Production Resource Research & Production Self-Reflection -Assigned
Class 9	6PM-9PM	Tbc	Critical Thinking in ESL To be Aware or not? Motivation - Intrinsic vs. Extrinsic	Mini-Lesson #4 - Reading (5%) Peer-Observation #4 (hmk)
Class 10	9AM-2PM Lab Period D241	Tbc	Teaching Writing & Vocabulary Teaching Idioms	Mini-Lesson #5 - Production Resource Research and Production Mini-Lesson #5 - Writing and Vocabulary (5%) Peer-Observation #5 (hmk)
Class 11	6PM-9PM	Tbc	Teaching with Themes & Games Error Correction Techniques Teacher vs. Student Monitoring	Practicum Observation #1
Class 12	6PM-9PM	Tbc	Teaching with Technology Classroom Management	Practicum Observation #2
Class 13	9AM-2PM Lab Period D241	Tbc	Teaching Presentations Teacher Self-monitoring Student Feedback Student-Centered Classroom	Grammar Cheat Sheet Due (10%) Final Lesson Plan - Production Resource Research

Class 14	6PM-9PM	Tbc	Summative vs. Formative Feedback Teacher Typology	Practicum Observations Due (10%) Peer-Observations Due (20%)
Class 15	6PM-9PM	Tbc	Teaching Abroad and Resources Company and Country Profiles	Grammar Exam (20%)
Class 16	9AM-2PM	Tbc	Teaching Presentations Closing	Self-Reflection Due (15%)

Assignments

1) Mini-Lessons 25%

Students will be asked to develop short lesson plans and associated didactic materials, on specific learning outcomes and content as per the themes of class. Thereafter, students will “teach” using their mini-lesson plans and didactic materials. Classmates will act as “mock” ESL students and will be tasked with providing constructive feedback to the “mock” teachers. Students will compile their mini-lesson plans and associated didactic materials into a portfolio.

2) Peer Observations 20%

Students will be asked to participate in and observe mini-lesson presentations. Using guiding questions, students will be asked to write some constructive feedback which they will submit to the appropriate “mock teacher”. These observations are due 1 week after the associated presentation in order to provide the “mock teacher” with timely feedback.

3) Grammar Cheat Sheet 10%

Students will be asked to create an informative “sheet” or “booklet” which compiles important grammatical notions. This grammar “cheat sheet” is intended to be a quick reference document for future use.

4) Practicum Observations 10%

Students will be asked to attend 5 hours of official ESL classes at Vanier. Thereafter, using guiding questions, students will be asked to reflect on their experience and submit two (2) practicum observation reports.

5) Self-Reflection Report 15%

Students will be asked to reflect on their own learning throughout the course, focusing on their weaknesses and strengths as teachers and by quoting feedback from peer-observations. Using guiding questions, students will submit a self-reflection report which is meant to instill a reflective teaching practice.

6) Grammar Exam 20%

As a final exam, students will be given an instructor-level grammar exam at course's end. The exam will cover most grammatical elements of the English language.