



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

<b>COURSE TITLE:</b>	TESL Approaches to Language Teaching		
<b>COURSE CODE:</b>	TESL 35	<b>TERM:</b>	2016-2017, Term 1
<b>COURSE CREDITS:</b>		<b>DELIVERY:</b>	CERTESL–Computer-Enhanced
<b>COURSE SECTION:</b>	W01	<b>START DATE:</b>	September 6, 2016
		<b>END DATE:</b>	December 8, 2016

### Course Description

This course encourages teachers to critically examine the many approaches and methods of teaching second languages through a solid understanding of the principles behind each approach. Topics include the development of materials; techniques used in the various methods; and the assessment, development, and evaluation of language skills in the ESL classroom. Teachers are encouraged to develop a personal, eclectic approach.

**Prerequisites or co-requisites:** *TESL 21/ECUR 291.3 and TESL 31/ECUR 391.3 or TESL 34 or TEFL 12*

### Course Objectives

The goal of this course is to help you define, or redefine, your personal approach to teaching language. To this end, the aims of the course are as follows:

1. Present the major approaches to language teaching and their related contexts to show you options available.
2. Expose theories and assumptions of language, language learning, and language teaching as the foundation of approaches.
3. Promote reflection regarding your beliefs and assumptions in language teaching.
4. Encourage an analysis of approaches and methods in order to be critical yet open-minded.
5. Provide a description of current issues in language teaching.
6. Encourage you to use ideas from the course in your actual or potential teaching situations.

## Course Overview

You will begin this course with a set of beliefs and assumptions about language teaching, either from a student's perspective or that of a teacher. As you work through this course, these opinions may change with new knowledge and experience. This is natural and usually desirable. We are always changing and growing to meet the needs of our students and the changing realities.

**TESL 35 will not provide you with the *ideal approach* to teaching language. Instead, you are asked to develop your own approach, suited to your style, your beliefs, and based on an understanding of current theory.** Knowledge of theories on language, language learning, and language teaching will provide you with the foundation for your approach. It is then up to you to take this knowledge, combine it with practical experience, and form your personal approach to teaching language.

Through the readings and the activities, you will learn about the approaches available and some of the theories and/or assumptions underlying them. From this, you will be asked questions to guide your development and to help you articulate your personal approach.

TESL 35 aims to provide you with tools to help you define, or redefine, your approach to teaching language.

Throughout this course, you will be introduced to various approaches and methods to teaching language in different contexts. As a teacher, an understanding of these approaches and their rationale is essential for your professional development and growth. Armed with this knowledge, you can become a more confident and informed teacher.

This course is divided into modules. Modules 1 to 7 cover approaches to language teaching; Modules 8, 9, and 10 look at current applications of Communicative Language Teaching (CLT); Module 11 offers a criticism of CLT; Module 12 looks at your approach to language teaching. The 12 modules are of varying length; therefore, you will not spend the same amount of time on each module. Each module has a topic, and some topics are more involved than others. It is strongly suggested that you go over the entire course and look at the Module Objectives and Learning Activities for each module. That way, you can estimate how much time you need to spend on each. Don't forget to look at your own schedule and allow for breaks.

You will have a print Course Guide as well as online components for this course. In the online Discussion Forums you will have the opportunity to share ideas with your instructor and other students. Discussing course content will deepen your understanding of it and also help you be more critical and analytical as you think about the course content.

## Your Instructor

The instructor for this class is **Rena DeCoursey**.

## Contact Information

Here is a note from your instructor: Welcome to TESL 35! I'm happy to be your instructor for this course. You are welcome to contact me by email. I will check my email daily during week days. Email messages sent over the weekend will generally be answered on Monday. If you prefer, you may also contact me by phone on weekday afternoons or evenings before 8:00 p.m. (C.S.T.). I will email my contact information to you through your PAWS account.

Please be sure to note that any updates about the class or my availability will be sent by email

to your PAWS account. If you have another email account that you check frequently, you may prefer to forward your PAWS account to that one. Please contact the Help Desk if you need assistance. (See the class checklist for contact information.)

## Profile

I began working as an instructor in the CERTEsl program in 1992. I have obtained a Bachelor of Music in Performance degree from the University of Toronto, a Bachelor of Education degree from McGill University, a TESL Certificate from Concordia University, and a Master of Arts in Linguistics (TESOL) degree from the University of Surrey in the U.K. My particular areas of interest include adult education and developing TESL materials.

## Required Resources

### Readings/Textbooks/DVD

1. Richards, J., & Rodgers, T. (2014). *Approaches and methods in language teaching* (3<sup>rd</sup> Ed.). New York: Cambridge University Press. ISBN: 9781107675964
2. Richards, J.C. and Schmidt, R. (2002 3<sup>rd</sup> ed) *Longman Dictionary of Language Teaching and Applied Linguistics*. Longman. Available online at: <https://archive.org/details/DictionaryOfLanguageTeachingAndAppliedLinguistics>
3. *TESL Live: Inside the communicative classroom* (2004). University of Saskatchewan. DVD, @ 2 hours. ISBN: 4-000-00776-20 [Note: This DVD is used in most CERTEsl courses.]

Textbooks are available from the University of Saskatchewan Bookstore:

<http://www.usask.ca/bookstore>

### Other Required Materials

1. Access to a DVD player is required.
2. U.S. Information Service, Ottawa, ON. (1990). *Language teaching methods 1 & 2*. DVD, 120 minutes. [Included in your course package]

### About the DVDs

Throughout the first five modules, you are asked to look at several different sections of the DVD dealing with different methods. The DVD is approximately 2 hours long and is divided into 15- to 20-minute segments. To help you find the section needed, here is the order in which the methods appear on the DVD:

- Audiolingualism
- Community Language Learning
- Total Physical Response
- Suggestopedia
- Silent Way
- Communicative Language Teaching.

The second DVD, *TESL Live: Inside the Communicative Classroom*, is approximately 2 hours long and deals with three approaches to communicative language teaching. The DVD

comes with a *Student's Guide* that contains information about the instructors and about each lesson. Read the guide before viewing the lessons to get an idea of the entire lesson plan. Remember that what you see are excerpts of longer lessons.

The purpose of these resources is to enrich your learning by showing you real-life examples of the methods and approaches discussed in this course. Seeing is believing!

You may want to use other materials to complete your assignments, such as those found in the References sections. However, the University of Saskatchewan cannot guarantee that they will be able to loan materials to students outside 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 at [usask.ca/certesl](http://usask.ca/certesl) for your convenience in accessing the links.

### 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

Midterm Break, Term 1: November 7 – 12, 2016

Stat Holidays: October 10 and November 11, 2016

Week	Module	Readings	Evaluation Due Date
1	1/ Words and Meanings	Richards and Rodgers (2014) pp. 20-43 <b>[Textbook]</b>	Introductory Discussion Forum posting <b>Due: Friday September 9</b>
2	2/ Earlier Approaches to Language Teaching: 1700 to 1940	Larsen-Freeman, D. (1986). The grammar-translation method. In <i>Techniques and principles in language teaching</i> (pp. 4–15). New York: Oxford University Press. <b>[Article Reprint]</b> Richards and Rodgers (2014), pp. 1-8 <b>[Textbook]</b>	Module One Discussion posting <b>Due: Wednesday September 14</b>

		Richards and Rodgers (2014), pp. 8-18 and 44-56 <b>[Textbook]</b> “Pedagogy” section of the Wikipedia article <b>[Online]</b> <a href="http://en.wikipedia.org/wiki/Direct_method_%28education%29">http://en.wikipedia.org/wiki/Direct_method_%28education%29</a>	
3	3/ Audiolingualism and Alternative Approaches and Methods	Richards and Rodgers (2014), pp. 58-80 <b>[Textbook]</b> DVD <i>Language Teaching Methods</i> – watch the section that deals with the Audiolingual Method (ALM) Richards and Rodgers (2014) chapters 15 (Total Physical Response), 14 (Natural Approach), 16 (Silent Way), 18 (Suggestopedia), 17 (Community Language Learning), 7 (Whole Language), 11 (Lexical Approach), 12 (Multiple Intelligences) <b>[Textbook]</b> DVD <i>Language Teaching Methods</i> – watch the sections that deal with Total Physical Response (TPR), The Silent Way, Suggestopedia, and Community Language Learning, (CLL) Riggs, Pat, 1991. “Whole Language on TESOL” <b>[Online]</b> <a href="http://www.jstor.org/stable/3586982">http://www.jstor.org/stable/3586982</a>	Module Two Discussion posting <b>Due: Wednesday September 21</b>
4	4/ Communicative Language Teaching—Beginnings	Richards and Rodgers. (2014), pp. 83-115 <b>[Textbook]</b> Richards and Rodgers. (2001), <i>Communicative Language Teaching</i> , pp. 156-157 <b>[Article Reprint]</b> <i>Canadian Language Benchmarks: English Language for Adults</i> (2012) page VIII. <b>[PDF in Blackboard]</b> (For those of you who took TESL 31/ECUR 391, this document replaces the 2000 version.) <i>TESL Live DVD</i> , lesson 1	Module Three Discussion posting <b>Due: Wednesday September 28</b>
5	5/ Communicative Language Teaching—Principles for Practice	Brown, H.D. and Lee, H. (2015). Chapter 4: Teaching by principles. From <i>Teaching by principles: An interactive approach to language pedagogy</i> . White Plains, NY: Pearson Education, pp. 66-87. <b>[Article Reprint]</b> <i>TESL Live DVD</i> , lessons 2 and 3	Module Four Discussion posting <b>Due: Wednesday October 5</b>
6	6/ Co-operative Learning	Richards & Rogers (2014) p. 244-251 <b>[Textbook]</b> Liang, X, Mohan, B., and Early, M. (1998). “Issues of cooperative learning in ESL Classes: A Literature Review.” In <i>TESL Canada Journal</i> , Vol. 15, No. 2, pp. 13-19. <b>[Article Reprint]</b>	<b>Assignment One Due: Friday October 14</b>

		<p>Meyers, M. (1993). Cooperative learning. In <i>Teaching to diversity: teaching and learning in the multi-ethnic classroom</i> (pp. 72–82). Concord, CT: Irwin.  <b>[Article Reprint]</b></p> <p>Bell, J. (1991). Group activities. In <i>Teaching multilevel classes in ESL</i> (pp. 103–116). Markham, On: Pippin.  <b>[Article Reprint]</b></p>	<p>Module Five Discussion posting <b>Due: Friday October 14</b></p>
7	7/ Content-Based Instruction	<p>Richards and Rodgers (2014) pp. 116-138 <b>[Textbook]</b></p> <p>Brown, Clara Lee. Content Based ESL curriculum and academic language proficiency. <i>The Internet TESL Journal</i>, Vol 10 no.2, February 2004. <b>[PDF in Blackboard]</b></p> <p>National Capital Language Resource Center. CALLA content and language learning strategies. 2006: Center for Applied Linguistics, Georgetown University.  <b>[PDF in Blackboard]</b></p>	<p>Module Six Discussion posting <b>Due: Friday October 21</b></p>
8	8/ Task-Based Language Teaching	<p>Richards and Rodgers (2014) pp. 174-197 <b>[Textbook]</b></p> <p>Gatbonton, E., &amp; Gu, G. (1994). Preparing and implementing a task-based ESL curriculum in an EFL setting: Implications for theory and practice. <i>TESL Canada Journal</i>, 11 (2), 9–29. <b>[Article Reprint]</b></p>	<p>Module Seven Discussion posting <b>Due: Friday October 28</b></p>
9	9/ Tools for Assessment and Placement in the Academic Context	<p>Richards &amp; Rodgers (2014) pp. 150-171 <b>[Textbook]</b></p> <p>Council of Ministers of Education, Canada (2010). Working with the Common European Framework of Reference for Languages (CEFR) in the Canadian Context: Guide for policymakers and curriculum designers, pp. 1-27. <b>[Online]</b>  <a href="http://www.cmec.ca/docs/assessment/CEFR-canadian-context.pdf">http://www.cmec.ca/docs/assessment/CEFR-canadian-context.pdf</a></p> <p>Saskatchewan Ministry of Education (2012). “A guide to using the Common Framework of Reference (CFR) with learners of English as an Additional Language.” <b>[Online]</b>  <a href="http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal">http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal</a></p> <p>Wilkinson, Jenny and North Clackamas School Board, Milwaukie, OR (2011). “Woodcock-Munoz Language Survey Revised – (WMLS-R).” <b>[Online]</b>  <a href="http://www.nclack.k12.or.us/Page/16375">http://www.nclack.k12.or.us/Page/16375</a></p>	<p><b>Assignment Two Due: Friday November 4</b></p> <p>Module Eight Discussion posting <b>Due: Friday November 4</b></p>

10	10/ Language for Living and Working in Canada – The Canadian Language Benchmarks and the Essential Skills	<p>Richards &amp; Rodgers (2014) chapter 8 pp. 150-164 <b>[Textbook]</b></p> <p>Centre for Canadian Language Benchmarks (2011). Canadian Language Benchmarks/Essential Skills in the Workplace. <b>[Online]</b></p> <ul style="list-style-type: none"> <li>• "Relating CLB to ES - A Comparative Framework" <a href="http://www.itsessential.ca/itsessential/display_page.asp?page_id=408">http://www.itsessential.ca/itsessential/display_page.asp?page_id=408</a></li> <li>• <a href="http://www.itsessential.ca/itsessential/display_page.asp?page_id=322">http://www.itsessential.ca/itsessential/display_page.asp?page_id=322</a> Click on OLA Orientation at the bottom of the page. Watch the videos behind all three doors. (requires flash player available free here: <a href="http://get.adobe.com/flashplayer/">http://get.adobe.com/flashplayer/</a>)</li> <li>• <a href="http://www.itsessential.ca/itsessential/display_page.asp?page_id=353">http://www.itsessential.ca/itsessential/display_page.asp?page_id=353</a> Study the OLA descriptors for Front Desk Attendants (FDA), and then choose two other occupations in the tourism sector and study their descriptors.</li> <li>• <a href="http://www.itsessential.ca/itsessential/display_page.asp?page_id=348">http://www.itsessential.ca/itsessential/display_page.asp?page_id=348</a> Read the "Check-In Process" section of this Module, lessons 1 to 4.</li> </ul>	Module Nine Discussion posting <b>Due:</b> <b>Friday</b> <b>November 18</b>
11	11/ A Critical Look at CLT	<p>Swan, M. (1985). A critical look at the Communicative Approach (1). <i>ELT Journal</i>, 39 (1), 2–12. <b>[Article Reprint]</b></p> <p>Swan, M. (1985). A critical look at the Communicative Approach (2). <i>ELT Journal</i>, 39 (2), 76-87. <b>[Article Reprint]</b></p> <p>Richards, Jack C. (2006). <i>Communicative Language Teaching Today</i>, chapter 4, pp. 22-26. Cambridge: Cambridge University Press. <b>[Article Reprint]</b></p>	Module 10 Discussion posting <b>Due:</b> <b>Friday</b> <b>November 25</b>
12	12/ Personalizing Your Approach	<p>Richards &amp; Rodgers (2014) Chapter 19 pp. 331-345 <b>[Textbook]</b></p> <p>H.D. Brown. (1994). Excerpts: The believing and doubting games; From theory to practice; and Intuition: The search for relevance. From <i>Principles of language learning and teaching</i> (pp. 288–294) Englewood Cliffs, NJ: Prentice Hall Regents. <b>[Article Reprint]</b></p> <p>Richards &amp; Rodgers (2014) Chapter 20, pp. 346-361 <b>[Textbook]</b></p>	Module 11 Discussion posting <b>Due:</b> <b>Friday</b> <b>December 2</b>  Module 12 Discussion Posting <b>Due:</b> <b>Friday</b> <b>December 2</b>

	FINAL EXAM		<b>Saturday, December 10, 2016</b>
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**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.**

## **Grading Scheme**

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

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/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](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](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## **Evaluation Components**

### **DEU Writing Centre – Quality Writing Help for Free!**

Anyone taking a distance class (online, independent studies, televised) administered by the Distance Education Unit 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 DEU Writing Centre at [distance.writing@usask.ca](mailto:distance.writing@usask.ca)

**There are online discussion forums, two assignments and one final examination in this course.** Consult your Class Schedule for specific due dates.

### **Online Discussion Forums**

**Value:** 20%

**Due Date:** Weekly postings online

**Description:** Your instructor will provide information online for the discussion forums.



## Assignment One: Critique of Two Approaches

- Value:** 20% of final grade  
**Due Date:** At the end of Week 5. See Class Schedule for specific date.  
**Length:** 1500–2000 words (essay format)  
**Description:** You will have read about a variety of approaches by now (the end of Module 4) and should have formed some ideas about each.

This assignment asks you to compare and contrast two of the approaches/methods discussed in this course other than the variations of Communicative Language Teaching which you have not yet explored in depth. Choose those that seem interesting to you and that you would like to know more about. For example, you might select the Direct Method and Audiolingualism, two approaches that are similar in many ways, or two that are very different (e.g., Grammar Translation and ALM). For each approach, list its features along with the theories and assumptions that underlie it.

Please be sure to avoid long direct quotations from secondary sources. It's necessary to put concepts into your own words so that your level of understanding is represented. Then, describe how the approaches are similar and different. Finally, explain which aspects of each approach you agree with and how you would incorporate these ideas in a teaching situation. Give specific examples of activities you might use.

Don't forget to justify your statements using support from your readings, other courses, and your experience. Feel free to use additional library resources or resources from reputable online sources such as academic journals.

Evaluation Criteria	Possible Marks
Presentation and Organization (introduction and conclusion)	20
Essay content (coverage of main points, depth of analysis, support for ideas)	80

## Assignment Two: Lesson Planning

- Value:** 30% of final grade  
**Due Date:** At the end of Week 9. See Class Schedule for specific date.  
**Length:** Approximately 2000 words plus materials  
**Description:** For this assignment, you should have already completed Module 8. Choose three approaches/methods reviewed in this course (for example, Grammar Translation, Direct Method, Total Physical Response). Read as much as you can about each of these approaches so that you are familiar with their characteristics. Next, design a language lesson that illustrates the features of the first approach you have chosen (see sample lesson in Appendix B, Module 2). The lesson must be original and cover 20 minutes of instruction.

Then, transform this lesson using the second approach, with the same target audience (e.g., adults, adolescents, children) and topic (e.g., grammar, pronunciation, reading). Finally, adapt it again to the third approach. You will then have three different ways of teaching the same topic.

In the end you will have created three lesson plans, each having the same language focus, but each being different in approach.

Each lesson must state specific objectives, general aims, and procedures. Of course, each lesson will have different objectives and activities. Imagine that you are writing these plans for a teacher who doesn't know your class.

The assignment should include an introduction, stating which approaches you chose and a description of your target audience. Following the introduction, attach the three lesson plans.

Finally, the conclusion should describe how you transformed each lesson to make it conform to a new approach. Explain what changes you had to make and why.

Note: For those who need more information on planning lessons, review Module 1 of TESL 31/ECUR 391 and re-read Chapter 10 on lesson planning in Brown (2007) or Brown and Lee (2015). *Teaching by principles: An interactive approach to language pedagogy*.

Evaluation Criteria	Possible Marks
Introduction	10
Lesson plans (3 X 25)	75
Conclusion	15

## Requirements for All Assignments

It is important that you read carefully the following instructions so that you know what is expected of you in your presentation of each assignment. For APA guidelines, please go to <http://library.usask.ca>

1. Each assignment must be written in essay form. Point form is not acceptable.
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 resubmit.

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?

## Final Examination

**Value:** 30% of final grade

**Date:** See Class Schedule

**Length:** 3 hours, invigilated

**Description:** The comprehensive final exam will test you on your practical and theoretical knowledge of approaches to language teaching. That means that you should be able to describe the approaches and analyze them critically. You should also be able to outline your personal approach to teaching language and how it would manifest itself in the classroom.

Breakdown of grades on the final is as follows:

Short answer	20%
Theories and application of approaches	30%
Personal approach	50%

The best way to prepare is by reviewing the following:

- Module Objectives in the Course Guide
- Consolidation Charts for the approaches
- Notes that you have made from your assigned reading
- Your answers to the Study Questions and Activities. Be sure to do the study questions that require personal reflection as 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 wish to write your final exam at a location outside of Saskatoon, you must complete an Application for Final Examination to be available approximately mid-October at <https://students.usask.ca/academics/exams.php#Distanceclasses>**

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

- **For this class, your instructor requests that you submit your assignments by email attachment to the email address of your instructor. She will send her address to your PAWS account at the start of term. Please be sure to send one**

**file only for each assignment (not separate files for cover page, references, materials, etc.)**

- **Please do not mail or fax assignments for this course.**

Make sure you email your assignment on or before its due date.

### **Additional Information**

- **Students must pass all of the assignments and the final examination in order to pass this course.**
- **Plagiarism is a serious offense.** CERTESL follows the same rulings on plagiarism as does the College of Education at the University of Saskatchewan. If you use resources (books, discussions with teachers, etc.), **you must cite your sources.** Failure to do so is plagiarism. See the Integrity Defined pages later in this 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.
- Marks will be deducted for grammatical errors and you may fail an assignment or the final exam for inadequate English. Be sure to proofread your assignments carefully for mechanics! See the heading entitled “Language Proficiency Requirements.” If you note typographical or grammatical errors in this course package, please take note of them and inform your instructor.
- CERTESL students from the United States may use Standard American English spelling, grammar, and vocabulary; British students may use British forms; Canadian students may wish to consult the *Canadian Oxford Dictionary*. Whichever dictionary is used, try to be consistent.

### **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 <https://students.usask.ca/health/centres/disability-services-for-students.php> or contact DSS at 306-966-7273 or [dss@usask.ca](mailto: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 Working with the EAL Community and Observations Across CERTESL* posted on the CERTESL website at [certesl.usask.ca](http://certesl.usask.ca)

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 relationship 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 [certesl.usask.ca](http://certesl.usask.ca)

## **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 DEU Writing Centre (visit [Distanceeducation.usask.ca/support/writing-centre.php](http://Distanceeducation.usask.ca/support/writing-centre.php)) 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](mailto:shannon.storey@usask.ca)

## Module Objectives

### Module 1: Words and Meanings

1. Describe how different authors define method and approach.
2. Explain how past methods can help present-day teaching.
3. Describe theories of language and language teaching.
4. Construct your own framework for analyzing methods.

### Module 2: Earlier Approaches to Language Teaching: 1700 to 1940

1. Describe principles and techniques of Grammar-Translation, the Direct Method, the Oral Approach, and Situational Language Teaching.
2. Describe the strengths and weaknesses of each approach.
3. Explain how and when you might use aspects of each of these methods and approaches in your teaching.

### Module 3: Audiolingualism and Alternative Approaches and Methods

1. Describe the linguistic and psychological theories underlying Audiolingualism.
2. Plan a lesson using the Audiolingual Method.

3. Explain the strengths and weaknesses of the Audiolingual Method.
4. Name each of the eight alternative methods covered in this module.
5. Describe in detail the principles underlying two alternative methods covered in this module that you believe can be useful in some contexts in your own classroom.
6. Explain in general the strengths and weaknesses of the methods you have selected.
7. Identify the elements of your two selected alternative methods that you can incorporate in your teaching.

#### Module 4: Communicative Language Teaching—The Beginnings

1. Identify the strengths and weaknesses of a notional, or functional, syllabus.
2. Explain the components of communicative competence.
3. Describe the contributions of Krashen and Chomsky to CLT.
4. Identify the aspects of CLT you agree with and could use in your teaching

#### Module 5: Communicative Language Teaching—Principles for Practice

1. Describe Brown and Lee's 8 principles of teaching.
2. Give examples of how Brown and Lee's principles can be applied in a language classroom.
3. State your own principles of second language learning and teaching.
4. Compare three lessons using the communicative approach

#### Module 6: Co-operative Learning

1. Summarize the principles of co-operative learning.
2. Describe one activity that you could use in co-operative learning.
3. Describe ways to group students.
4. Identify the strengths and weaknesses of co-operative learning.

#### Module 7: Content-Based Instruction and Content and Language Integrated Learning

1. Define BICS, CALP, and CALLA.
2. Describe Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL).
3. Explain the need for content-based approaches.
4. Describe the strengths and weaknesses of content-based approaches.
5. Illustrate how you would adapt reading material for additional language learners.

#### Module 8: Task-Based Language Teaching

1. Explain the theory and practice of task-based language teaching (TBLT).
2. Define pedagogic tasks and target tasks.
3. Describe one situation where a task-based syllabus was implemented.
4. Explain how tasks are determined within task-based language teaching.
5. Determine some tasks for various groups of students.
6. Explain how you might use TBLT.
7. Identify and explain some strengths and weaknesses of TBLT

#### Module 9: Competencies and Tools for Assessment and Placement in the Academic Context

1. Define Competency-Based Language Teaching (CBLT) and discuss it in terms of the standards movement, the Common European Framework of Reference and the Woodcock-Muñoz system of language testing.

2. Distinguish between the additional language learner of standard English who is prepared for unsupported mainstream content learning contexts and the learner who still needs supplemental language support.
3. Explain why the CEFR is an appropriate tool for adaptation to Canadian academic learning contexts.
4. Identify appropriate uses of the Common Framework of Reference (CFR) and the Woodcock-Muñoz Language Survey Revised (WMLS-R) in Canadian K-12 and in Canadian or international adult academic or professional transition contexts.
5. List the seven task types administered in the WMLS-R and identify what skill sets each task type measures.
6. Use the CFR “can-do” statements adapted by the Saskatchewan Ministry of Education for use in the Common Framework of Reference to determine the level of a learner’s English.
7. Relate the CFR “can-do” statements and the WMLS-R to BICS and CALP.

#### Module 10: Language for Living and Working in Canada - The Canadian Language Benchmarks and the Essential Skills

1. Discuss competency-based and standards-based approaches to teaching ESL and identify their connection to the CLB’s and the Essential Skills.
2. Define and describe the Essential Skills
3. List the nine Essential Skills (ES)
4. Describe the role of the Essential Skills in language development for ESL learners with adult life roles
5. Compare and contrast the purposes of the CLBs to those of the ES.
6. Describe the CLB/ES Comparative Framework
7. Identify learning contexts in which it is appropriate to mesh the CLBs and ES in planning
8. Apply the Comparative Framework to planning and teaching in adult or high school bridging contexts
9. Define Occupational Language Assessment (OLA)
10. Apply an Occupational Language Assessment (OLA) to planning and teaching in adult contexts

#### Module 11: A Critical Look at CLT

1. List some of the negative and positive aspects of CLT.
2. Compare four approaches to implementing CLT.
3. Compare different authors’ views of CLT.
4. Refine your approach to language teaching.

#### Module 12: Personalizing Your Approach

1. Explain the difference between the “believing” and “doubting” games.
2. Construct your personal approach to teaching language.

## **Acknowledgements**

### **Course Author and Instructional Designer**

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