



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

## CLASS SYLLABUS

<b>COURSE TITLE:</b>	An Introduction to the Teaching of English as a Second Language		
<b>COURSE CODE:</b>	ECUR 291	<b>TERM:</b>	2017-2018, Fall Term 1
<b>COURSE CREDITS:</b>	3.0	<b>DELIVERY:</b>	Online
<b>COURSE SECTION:</b>	W01	<b>START DATE:</b>	September 6, 2017
		<b>END DATE:</b>	December 7, 2017

**Note: No print guide is provided for this course. If you require a print copy, you will be responsible for printing the course material that is provided within Blackboard. The course content will be available to you for one year from the start date of the course.**

**\*\*There is an invigilated final exam for this course. Students must complete and submit all assignments and must pass the final exam to pass the course.**

### Course Description

The official course description and prerequisites are in the U of S Course and Program Catalogue available at <http://www.usask.ca/calendar/coursecat/>

#### Prerequisite(s)

ENG 110 or 6 credit units from ENG 111, 112, 113, 114, and 115.

**Note:** Students enrolled in the CERTESL Program may receive credit for only one of TESL 21 or ECUR 291. Students enrolled in the B.Ed. program cannot use TESL 21 for credit to meet B.Ed. degree requirements.

### Course Learning Outcomes

1. Distinguish between the types, providers, and programs in the field.
2. Explain the various components of language learning (including learner variables) and integrate them into effective instruction.
3. Identify key characteristics of the 4 language skills (Reading, Writing, Listening, Speaking) and use them to develop practical lessons, materials, and assessments.
4. Gain access to the ELT teaching community both in the local and international contexts.

## **Course Overview**

This course is designed to introduce the field of English Language Teaching to professionals interested in working with learners of any proficiency and age in either English or non-English speaking environments. The first half of the course will focus on the theoretical aspects of how language is learned, how a learner's characteristics impact acquisition, and the most common types of programs. In the second half, students will focus on incorporating the theory into practice and using it to develop lessons, activities, and materials. Although many of the topics will be mentioned briefly, most will be expanded upon in more depth in subsequent classes. By the end of this class, students will have collected a wide range of resources, have relative confidence in working with language learners, and know how to network with the professional community.

## **Your Instructor**

**John Lingard, BA, M.Ed., RSA**

### **Contact Information**

Email: [john.lingard@usask.ca](mailto:john.lingard@usask.ca)

Telephone: (306) 477-2280

Preferred method of contact: Email (for flexibility)

John will send regular group emails via PAWS (which will go to the account you supplied when registering for the course) beginning just before the course officially starts. He can usually reply to student emails within 24 hours.

### **Office Hours**

Weekdays from 6:30-8:30 p.m.

### **Profile**

John Lingard earned his credentials in ESL education in the United Kingdom. He is an internationally experienced teacher of ESL, having taught for ten years in England, Jamaica and Papua New Guinea before immigrating to Canada. He taught immigrant, refugee and international students in Saskatoon's public high schools for over 20 years. He spent 15 years on the board of TESL Saskatchewan, the province's professional association of ESL, EAL and ESD teachers, and served on its Teacher Accreditation Committee. From 2003 until his retirement in June 2008, he coordinated programming for international students for Saskatoon Public Schools, work that took him to Asian and Latin American countries on a number of occasions. John has been involved in ESL teacher training at the University of Saskatchewan since the 1980s, within both the College of Education and the nationally recognized CERTESL Program. John's M.Ed. thesis explored the topic of Multicultural Education.

During his many years of working with high school EAL learners and their families, John's personal teaching philosophy developed from a respect for and appreciation of the drive and desire shown by the vast majority to learn the language, understand the culture and become part of the school and wider community. In addition to providing a language foundation, he often found it necessary to act as a mediator between the learners (and their families) and the subject teachers (and administration) in terms of the perceptions and expectations each may have had of and for the other. Growing out of this, John felt it appropriate at times to act as an advocate for some learners outside his classroom, and instructive on occasion to spend time in class with others explaining something important to their family, such as a letter from a government

agency. If a conflict arose between the needs (language, social or academic) of the learners and the needs of the curriculum (where one existed) then the former would win out.

## **Required Resources**

### **Readings/Textbooks**

1. Brown, H. Douglas and Lee, Heekyeong. (2015). [Fourth Edition.] *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education. ISBN: 978-0-13-392585-2. [Textbook]
2. Saville-Troike, M. and Barto K. (2017). *Introducing Second Language Acquisition (3<sup>rd</sup> Edition)*. Cambridge University Press. ISBN 978-1-316-60392-5. [Textbook]

Textbooks are available from the University of Saskatchewan Bookstore:

[www.usask.ca/bookstore/](http://www.usask.ca/bookstore/)

**Please note that previous editions of the texts will no longer be sufficient for study. You MUST obtain the stated editions.**

### **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.

### **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

October 9, 2017 – Thanksgiving, University closed

November 11, 2017 – Remembrance Day

November 13, 2017 – University closed in lieu of Remembrance Day

November 13 – 18, 2017 – Midterm Break

Week	Module	Readings	Due Dates
1	Module 1: Introduction : Types, Providers and Programs	Brown & Lee (2015) Chapter 8. <b>[Textbook]</b> TESOL Position Statement on English as a Global Language. <b>[PDF in Blackboard]</b>	Activity: Synch- ronous Meeting  <b>Thurs, Sept. 14<sup>th</sup> 7pm</b>
2	Module 2: How Language Works	Saville-Troike & Barto (2017) Chapter 1. <b>[Textbook]</b> Derderian-Aghajanian & Cong (2012). How culture affects on English Language Learners' (ELL's) Outcomes, with Chinese and Middle Eastern immigrant students. International Journal of Business and Social Science 3(5), 172-180. <b>[PDF in Blackboard]</b> Saville-Troike & Barto (2017) Chapter 2, and also the Components of Language Knowledge in Chapter 6, which review lexicon, morphology, phonology, syntax, nonverbal structures, and discourse. <b>[Textbook]</b>	Activities for Module 2 finished by  <b>Fri, Sept. 22<sup>nd</sup></b>
3	Module 3: How A Second Language is Learned	Saville-Troike & Barto (2017) Chapter 3, <i>The Linguistics of SLA</i> . (You may choose to skim or skip the section on Universal Grammar.) <b>[Textbook]</b> Saville-Troike & Barto (2017) Chapter 4, <i>The Psychology of SLA</i> , pp. 72-87. (You may choose to skim or skip the four questions on pages 75-77 and pages 81-87 which cover the theories regarding Order of Acquisition, Competition Model, Connectionist Approaches, and Complexity Theory.) <b>[Textbook]</b> Saville-Troike & Barto (2017) Chapter 5, <i>Social Contexts of SLA</i> . (You may choose to skim or skip pages 123-126. Pages 126 through the end of the chapter are part of Module 5.) <b>[Textbook]</b> Brown & Lee (2015) Chapter 2, <i>A Century of Language Teaching</i> . <b>[Textbook]</b>	Activities for Module 3 finished by  <b>Fri, Sept. 29<sup>th</sup></b>
4	Module 4: Communi- cative and Post Communi- cative	Brown & Lee (2015) pp. 28-34 and Chapter 3. <b>[Textbook]</b> Saville-Troike & Barto (2017) pp. 141-145 and pp. 158-179. <b>[Textbook]</b>	

Week	Module	Readings	Due Dates
	Language Teaching	<p>Canadian Language Benchmarks: English as a Second Language for Adults (2012) introductory pages and skimming – see Learning Material  <a href="http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf">http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf</a></p> <p>A Guide to Using the Common Framework of Reference (CFR) with Learners of English as an Additional Language (2013) introductory pages and skimming – see Learning Material  <a href="http://publications.gov.sk.ca/documents/11/82934-A-Guide-to-Using-the-CFR-with-EAL-Learners.pdf">http://publications.gov.sk.ca/documents/11/82934-A-Guide-to-Using-the-CFR-with-EAL-Learners.pdf</a></p> <p>Richards (2006) pp. 14-21 Classroom Activities in Communicative Language Teaching  <b>[PDF in Blackboard]</b></p>	<p>Activities for Module 4 finished by  <b>Fri, Oct. 6<sup>th</sup></b></p>
5	Module 5: Learner Variables: Proficiency, Purpose, Age and Other Factors	<p>Brown &amp; Lee (2015) Chapter 7, <i>Teaching Across Proficiency Levels</i>. <b>[Textbook]</b></p> <p>Saville-Troike &amp; Barto (2017) Chapter 4, pp. 87-95. <b>[Textbook]</b></p> <p>Brown &amp; Lee (2015) Chapter 6, <i>Teaching Across Age Levels</i>. <b>[Textbook]</b></p> <p>Navarrete &amp; Waston (2013) English Language Learners – The Impact of Language and Socio-Cultural Factors on Learning. <a href="http://www.council-for-learning-disabilities.org/english-language-learners-impact-of-language-and-socio-cultural-factors-on-learning">http://www.council-for-learning-disabilities.org/english-language-learners-impact-of-language-and-socio-cultural-factors-on-learning</a></p>	<p><b>Assignment #1 –</b>  <b>Fri, Oct. 6<sup>th</sup></b>                      includes Modules 1-4</p> <p>Activities for Module 5 finished by  <b>Fri, Oct. 13<sup>th</sup></b></p>
6	Module 6: Styles, Strategies, and Agency	<p>Saville-Troike &amp; Barto (2017) pp. 95-100. <b>[Textbook]</b></p> <p>Oxford, R., Holloway, M. E., &amp; Horton-Murillo, D. (1992). Language learning styles: Research and practical considerations for teaching in the multicultural tertiary classroom. <i>System</i>, 20 (4). 439-456.  <b>[PDF in Blackboard]</b></p> <p>Brown &amp; Lee (2015) Chapter 14, pp. 304-308, <i>Teachers Roles and Styles, Creating a Positive Classroom Climate</i>. <b>[Textbook]</b></p> <p>Brown &amp; Lee (2015) Chapter 5, <i>Agency in Language Learning</i>. <b>[Textbook]</b></p> <p>Oladejo, J. (1993). Error correction in ESL: Learner's preferences. <i>TESL Canada Journal</i>, 10 (2). 71-89.  <b>[PDF in Blackboard]</b></p>	<p>Activity: Synchronous Meeting  <b>Wed, Oct. 18<sup>th</sup> 7pm</b></p>

Week	Module	Readings	Due Dates
7	Module 7: The Teaching Process	Brown & Lee (2015), Chapter 10, <i>Lesson Planning</i> . <b>[Textbook]</b> Brown & Lee (2015) Chapter 20, <i>Language Assessment</i> . <b>[Textbook]</b> Brown & Lee (2015) Chapter 21, <i>Classroom-Based Assessment</i> . <b>[Textbook]</b>	Activities for Module 7 finished by <b>Fri, Oct. 27<sup>th</sup></b>
8	Module 8: Teaching Pronunciation, Vocabulary, and Grammar	Teaching Pronunciation to Adult English Language Learners. <b>[PDF in Blackboard]</b> Brown & Lee (2015), <i>Teaching Pronunciation</i> , pp. 371-379; and <i>Teaching Vocabulary</i> , pp. 480-485. <b>[Textbook]</b> Understanding Pronunciation Variations Facing ESL Students <b>[PDF in Blackboard]</b> Brown & Lee (2015) Chapter 19, <i>Teaching Grammar and Vocabulary</i> . <b>[Textbook]</b>	<b>Assignment #2 –</b> <b>Fri, Oct. 27<sup>th</sup></b> Includes Modules 5-7 Activities for Module 8 finished by <b>Fri, Nov. 3<sup>rd</sup></b>
9 -10  (2 weeks for Mod 9)	Module 9: Teaching Listening, Speaking, Reading, and Writing	Brown & Lee (2015) Chapter 16, <i>Teaching Speaking</i> . <b>[Textbook]</b> Brown & Lee (2015), Chapter 15, <i>Teaching Listening</i> , pp. 319 – 342. <b>[Textbook]</b> Brown & Lee (2015), Chapter 17, <i>Teaching Reading</i> . <b>[Textbook]</b> Brown & Lee (2015), Chapter 18, <i>Teaching Writing</i> . <b>[Textbook]</b>	<b>Assignment #3 –</b> <b>Fri, Nov 24<sup>th</sup></b> includes Modules 8-9 Activities for Module 9 finished by <b>Fri, Nov. 24<sup>th</sup></b>
11	Module 10: Syllabus / Curriculum and Materials	Brown & Lee (2015), Chapter 9, <i>Curriculum and Course Design</i> . <b>[Textbook]</b> Brown & Lee (2015), Chapter 11, <i>Techniques, Textbooks, and Materials</i> . <b>[Textbook]</b> Garinger (2002), Textbook Selection for the ESL Classroom <b>[PDF in Blackboard]</b> Ndura (2004), ESL and Cultural Bias: An Analysis of Elementary Through High School Textbooks in the Western United States of America <b>[PDF in Blackboard]</b> Brown & Lee (2015), Chapter 12, <i>Technology in Language Learning and Teaching</i> . <b>[Textbook]</b>	Activities for Module 10 finished by <b>Fri, Dec. 1<sup>st</sup></b>

Week	Module	Readings	Due Dates
		Howard & Major (2005), Guidelines for Designing Effective English Language Teaching Materials <b>[PDF in Blackboard]</b>	
12	Module 11: Classroom Management	Brown & Lee (2015), Chapter 14, <i>Classroom Management</i> . <b>[Textbook]</b> Brown & Lee (2015), Chapter 13, <i>Creating an Interactive Classroom</i> . <b>[Textbook]</b> Shaprio, S. Working with Multilingual (ESL) Students: A Tutor Training Workshop. <b>[PDF in Blackboard]</b>	Activities for Module 11 finished by <b>Thu, Dec. 7<sup>th</sup></b>
	FINAL EXAM PERIOD	Invigilated	<b>December 8 – 22, 2017 (Exact Date TBA)</b>

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

*The instructor may occasionally add articles to the reading list.*

## Grading Scheme

Assignment #1	15%
Assignment #2	20%
Assignment #3	20%
Activities Participation	15%
Final Exam	30%
Total	100%

**Students must complete and submit all assignments and must pass the final exam to pass the course.**

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://policies.usask.ca/policies/academic-affairs/academic-courses.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://teaching.usask.ca/about/policies/learning-charter.php>

## **Evaluation Components**

### **DEU Writing Centre - Quality writing help for free!**

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the DEU 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)

**\*Marking rubrics for all of the assignment should be viewable in Blackboard.**

### **Assignment One - Distinguishing between the types, providers, and programs in the field**

**Value:** See Grading Scheme

**Due Date:** End of week 5. See Class Schedule for specific date.

**Purpose:** To provide real world examples of the material in the text and help move theory into practice.

**Description:** A 1400-1800 (5-7 page) essay with academic citation and referencing.

#### ***Option A: Interview with a teacher***

Contact an ESL or an EFL teacher in your area. Be sure to follow the *Protocol for Working with the ELT Community and Observations Across CERTESL* document located on the CERTESL website at [certesl.usask.ca](http://certesl.usask.ca)

The purpose of this assignment is to give you real world examples of the material in the texts. Interview a teacher about the various aspects of ELT that interest you from Modules 1-4. (Pages 31-32 your textbook (Brown & Lee, 2015) might be helpful in planning your questions.) Maybe you are most curious about how the CLBs translate to classroom teaching or how the LINC program is designed. Maybe you are interested in whether the CLT method is really very effective. Or maybe you are looking for advice on how to start with a student who has been added to a mainstream class without access to an ESL specialist. **Make the interview relevant to you and the teacher's experience.**

Be sure to prepare your questions well, and be aware that you may need to ask follow-up questions to clarify some points. You will not likely have the opportunity to ask more questions later when you are writing, so be sure to leave with everything you need. Your instructor will expect to see some detail so be sure that you can report on more than just generalizations.

Your essay must include:

- An explanation of the type of program and the context the teacher works in
- A brief description of the learners
- An analysis of the method(s) the teacher uses



- A discussion of the teacher's opinions/advice about some aspect(s) of ELT – strengths, weaknesses, limitations, joys, etc.

Using the information you collect, write an essay of about 1400 – 1800 words (5-7 pages). **You must connect the interview to course content.** The essay should have a clear introduction with a thesis statement that states your overall impression or learning. The body of the essay should highlight various facts and details you collected from the interview and compare how those elements fit or refute the readings for this course. Finally, the essay should include a meaningful conclusion confirming your learning.

Please note that papers which do not refer directly to the readings **will not** receive passing grades. For example, when you explain the “type of program,” you should summarize the teacher's responses but also connect those responses to the theory on providers and programs presented in the Modules. For instance, you may need to explain which model covered in the course the teacher is working within. Does it differ in any way from the theoretical description of the types of programs? Is it a combination of program types? In what way is it a combination and why has the combination occurred? Does it not fit into any of the models? If not, why not? And so on. (Remember to use proper academic citation and referencing when referring to course material.)

### **Option B: Critique a Lesson**

Watch at least 30 minutes of one of the following recorded lessons:

Video a) similar proficiency adult class - Lesson Observation – McMillian  
<https://youtu.be/Niel3vqgwrU>

Video b) a multi level adult class - Observing Standards-in-Action: ESL Classroom  
<https://www.youtube.com/watch?v=aQusQWPjdMo>

Video c) a kindergarten EFL class - American English Unit 2 Primary -  
<https://youtu.be/qqaAdZ9hZhY>

The purpose of this assignment is to give you real world examples of the material in the texts. Analyze the chosen video lesson in terms of what you have learned throughout Modules 1-4. Pages 31-32 of your textbook (Brown & Lee, 2015) might be helpful to focus your thinking.

Your essay must include:

- An explanation of the type of program and the context the teacher works in from what you can observe in the video
- A brief description of the learners
- An analysis of the method(s) the teacher uses with specific examples

Using your observations, write an essay of about 1400 – 1800 words (5-7 pages). **You must connect the lesson to course content.** The essay should have a clear introduction with a thesis statement that states your overall impression or learning. The body of the essay should highlight various facts and details you collected from your observations and compare how those elements fit or refute the readings for this course. Finally, the essay should include a meaningful conclusion confirming your learning.

Please note that papers which do not refer directly to the readings **will not** receive passing grades. For example, when you explain the “type of program,” you should state what you

observe but also connect those ideas to the theory on providers and programs presented in the Modules. For instance, you may need to explain which model covered in the course the teacher is working within. Does it differ in any way from the theoretical description of the types of programs? Is it a combination of program types? In what way is it a combination and why has the combination occurred? Does it not fit into any of the models? If not, why not? And so on. (Remember to use proper academic citation and referencing when referring to course material.)

### **Option C: Compare and Contrast Lessons**

This option is for teachers with some experience teaching ESL/EFL already. Watch 15 minutes of any 2 of the following recorded lessons:

Video a) similar proficiency adult class - Lesson Observation – McMillian  
<https://youtu.be/Niel3vqgwrU>

Video b) a multi level adult class - Observing Standards-in-Action: ESL Classroom  
<https://www.youtube.com/watch?v=aQusQWPjdMo>

Video c) a kindergarten EFL class - American English Unit 2 Primary -  
<https://youtu.be/qqaAdZ9hZhY>

The purpose of this assignment is to give you real world examples of the material in the texts. Compare and contrast the chosen video lessons in terms of what you have learned throughout Modules 1-4 and compare the video lessons to your own teaching style and technique. Pages 31-32 of your textbook (Brown & Lee, 2015) might be helpful to focus your thinking.

Your essay must include:

- An explanation of the type of program and the context you have worked in, including a brief description of the learners, and how it compares to the contexts of the video lessons
- An analysis of the method(s) the video teachers use with specific examples and a comparison with what you would do in a similar lesson
- An evaluation of best practices between the videos, your own teaching and the course material

Using your observations, write an essay of about 1400 – 1800 words (5-7 pages). **You must connect the lessons to course content.** The essay should have a clear introduction with a thesis statement that states your overall impression or learning. The body of the essay should highlight various facts and details you collected from your observations and compare how those elements fit or refute the readings for this course. Finally, the essay should include a meaningful conclusion confirming your learning.

Please note that papers which do not refer directly to the readings **will not** receive passing grades. For example, when you explain the “type of program,” you should also connect those ideas to the theory on providers and programs presented in the Modules. For instance, you may need to explain which model covered in the course the teacher is working within. Does it differ in any way from the theoretical description of the types of programs? Is it a combination of program types? In what way is it a combination and why has the combination occurred? Does it not fit into any of the models? If not, why not? Is it similar to what you have done, how and why?

And so on. (Remember to use proper academic citation and referencing when referring to course material.)

## Assignment Two - The Components of Language Learning

**Value:** See Grading Scheme

**Due Date:** End of week 8. See Class Schedule for specific date.

**Purpose:** To give students the opportunity to synthesize what they have learned about language learning and apply it to the classroom context.

**Description:** A 1400-1800 (5-7 page) essay with academic citation and referencing.

### ***Option A: Critique a Lesson***

Watch the video Language Teaching Methods: Communicative Approach <https://youtu.be/3kRT-rsKxn4>

The lesson begins with an introductory activity that introduces the scenario of parents moving to live with adult children. This is the topic of the lesson. The middle part of the lesson presents the art of persuasion or how to make a case. This is the language objective of the lesson. The final part of the lesson is a role-play activity.

Analyze the lesson according to what you have learned about CLT. In your essay include:

- An explanation of why this lesson fits with the philosophies of Communicative Language Teaching methodology. Or if you think it does not fit, explain why. You may want to refer to one of the lesson sequences discussed in Module 7 (ESA or PPP).
- An explanation of how/why you think it would appeal to a specific group of students. Think about how it might address the “learner variables”.
- A brief description of how you might use what you learned here (Would you use a similar sequence in your own lesson planning? What did you like or not like about what you saw? What might you do differently? Is there anything you would add to the sequence?)

Your analysis should be presented in the form of an essay of about 1400 – 1800 words (5-7 pages). **You must connect the activity and analysis to course content.** You may write this essay with an introduction, body, and conclusion OR you may write it in subsections that address the points described.

Please note that papers which do not refer directly to the readings **will not** receive passing grades. For example, when you explain how the activity fits with “CLT,” you should refer to material in the course to define CLT. And when you describe how it may appeal to a group of students, refer to specific aspects of theory. (Remember to use proper academic citation and referencing when referring to course material.)

### ***Option B: Critique a Ready-Made ESL Lesson***

This option has been designed for teachers who are already working in the field. Although new teachers may choose this option, they may find it difficult without classroom experience.

Find a ready-made textbook ESL lesson designed to service the level of students you are teaching or the students you intend to teach (i.e. primary, high school beginners, advanced

immigrant adults, etc.). Individual textbook lessons are generally 2-8 pages depending on the skill and level.

You may choose something that you have already been working with or something that you are considering for the future. Pearson Education, a major publisher of ESL materials, has numerous sample pages of texts online at <https://www.pearsonelt.com> that may be helpful if you do not have your own resources.

Copy or scan the textbook lesson and include it with your essay. Your essay should include:

- An evaluation of the lesson based on what you have learned in Modules 5-7. (You may also include ideas from earlier Modules.) Think about:
  - whether or not the design fits with CLT methodology and why.
  - how the lesson design fits with what we have learned about the learners themselves.
  - best teaching practices.

Overall, is the text lesson a good one? Why or why not?

- Suggestions for improving the lesson referring to particular features of learning, learners, or best practices. Think about your own teaching and how you could use the text to maximum benefit in the classroom.

Your analysis should be presented in the form of an essay of about 1400 – 1800 words (5-7 pages). **You must connect the lesson and analysis to course content.** You may write this essay with an introduction, body, and conclusion OR you may write it in subsections that address the points described.

Please note that papers which do not refer directly to the readings **will not** receive passing grades. For example, when you explain how the lesson fits with “CLT,” you should refer to material in the course to define CLT. And when you describe how it may appeal to a group of students, refer to specific aspects of theory. (Remember to use proper academic citation and referencing when referring to course material.)

### Assignment Three - Lesson Planning

**Value:** See Grading Scheme

**Due Date:** End of week 11. See Class Schedule for specific date.

**Purpose:** To give students the opportunity to design a lesson using what they have learned about language learning and best practices. To provide students with feedback and expert advice on their lesson planning skills.

**Description:** An annotated lesson plan (5-7 pages).

#### ***Annotated Lesson Plan***

Choose a skill area for which you would like to plan a lesson. (Experienced teachers may choose to work with lessons that have already been created or are in use.) You may choose Speaking, Listening, Reading, or Writing. You could also choose to work with one of the sub-skills: Pronunciation, Vocabulary, or Grammar.

1. Identify the skill area and a specific language point that you will use the lesson to teach. For example, Grammar – the Present Perfect Tense, or Reading – Identifying Main Ideas, or Listening – Recording Large Numbers.
2. Identify the group for which the lesson is being designed. Be descriptive! For example, identifying the group as *CLB – 3* is not helpful. However a paragraph that begins with, *the group is made up of 10 new immigrants ranging in age from 22-45 who are studying English to obtain employment in the service industry...*, will help the instructor place your lesson in context. The description of the group should be a paragraph of 5-8 sentences.
3. List 1-4 specific language learning objectives for your lesson using Students Will Be Able To (SWBAT).
4. Write up your lesson using one of the models described in this course. (Refer to Module 7.)
5. Annotate the various points of your lesson with an explanation of why you are doing what is on your plan according to the theory discussed throughout this course. Highlight the annotations with a different colour of font – preferably blue or green for easy reading. See example:

Warmer: The teacher will place 5 picture cards of food on the board and the corresponding vocabulary words. She will ask the class if they can match any of the words to the pictures.

The warmer strategy is used to reflect Harmer's Engage, Study, Activate lesson design as discussed in Module 7 (Krol, 2016). Engaging students at the beginning of a lesson is important because....

### **You must connect the lesson to course content.**

Please note that papers which do not refer directly to the readings **will not** receive passing grades. For example, if you say that your practice activity fits with "CLT," you should refer to material in the course to define CLT and explicitly state how your activity fits with the philosophy/methodology. And when you describe how it may appeal to a multi-level group of students, refer to specific aspects of theory. (Remember to use proper academic citation and referencing when referring to course material.)

### **Activities Participation**

**Value:** See Grading Scheme

**Due Date:** Weekly

**Purpose:** To engage students in the learning process and provide opportunities for synthesis and application of theory to practice.

**Description:** A variety of short exercises.

Each module contains several activities to help consolidate learning and focus your attention on the module objectives. Most activities are designed to take 10-15 minutes of time to complete. It is recommended that you complete all the activities to best prepare yourself for the final exam and classroom teaching. Some of the activities focus your attention on simple definitions and key concepts, or ask you to apply an idea to your own experience. Other activities require a deeper level of thinking and completion of these more complex activities in the Discussion Forum will contribute to your participation mark. Participation in these more complex activities will help to consolidate your learning and show how ideas might apply to other contexts.

You must post your responses to the activities on or before the Friday of the following week for the module to which they belong. For example, a post on a Module 2 activity will be due on the Friday of Week 3, and so on. Exact dates are provided on the class schedule. Discussions will be locked at midnight on the due date and will not be reviewed after the deadline.

Some activities might produce responses that you would rather keep private; in these cases, you could make an entry in your Learning Journal. The Journal is for your own use, notes to a future self, to review at the end of the course. Only posts in the Discussion Forum will be marked.

Each mark-able activity will be marked on a scale of 0-3:

- 0 = incomplete or not addressing a relevant concept
- 1 = minimal effort or needs to reconsider course material
- 2 = meets expectation – connects to course material
- 3 = exceeds expectations – shows insight and integrates multiple concepts

**You are expected to collect at least 20 marks** over the course of the term to meet the activities participation requirement. To earn less than 20 marks on this component will be equivalent to not submitting an assignment and could result in receiving an Incomplete Failure for the course. If you collect 33 or more marks over the whole course, you will receive the maximum of 15% for activities participation. If you earn less than 33, your participation mark will be prorated. If, for example, you earned only 22/33, your score for participation would be 10%. Please note that most weeks have more than one mark-able activity so it is possible to collect more than 33 marks in total. This flexibility was purposely built in to allow you to miss one or two activities without penalty. It also allows you to do more activities to improve your mark if you did not earn the maximum on an individual post.

**Note:** Not all activities listed in the learning material are available for marks – see below.

**The synchronous (= online) meetings are the most important activities.** Two have been scheduled for this term on different days. Please make an effort to participate in at least one of the meetings. To encourage your participation, no other marked activities are available on those two weeks. The value of the meetings comes from the collected efforts of all the students. The meetings are generally rated as a high point in the class.

### **Activities Eligible for Participation Marks**

**Important note: Activities which are not listed below will not count for Activities Participation marks.**

#### **Module 1 – Synchronous Meeting – September 14 at 7:00 pm**

Module 2 – You must Post 1 and Reply to 1 which gives you two opportunities to collect marks

- Activity 1 – English only policy at home
- Activity 2 – Most interesting part of the Pinker video
- Activity 3 – Innate Capacity
- Activity 4 – The Logical Problem
- Activity 5 – Components of Acquisition

Module 3

- Activity 2 – Tamarian from Star Trek
- Activity 4 – Idea for an activity based on theory

Module 4

- Activity 1 – “Language learning will take care of itself “
- Activity 3 – Concept Map of greetings
- Activity 4 – Learning activity

Module 5

- Activity 3 – Classroom Connection from Brown and Lee

**Module 6 – Synchronous Meeting based on a Case Study – October 18 at 7:00 pm**

Module 7 - You must Submit 1 and Reply to 1 which gives you two opportunities to collect marks

- Activity 3 – Practice Activities
- Activity 4 – Critique a Lesson
- Activity 5 – Critique a Test

Module 8

- Activity 1 – Pronunciation Needs
- Activity 2 – Grammar or Vocabulary Resource

Module 9

- Activity 1 – Critique a lesson
- Activity 3 – Lesson resources

Module 10

- Activity 1 – Curriculum documents
- Activity 2 – Evaluate a textbook
- Activity 4 – Create material – email to instructor

Module 11

- Activity 1 – Physical and Interactive Classroom
- Activity 3 – Personal Teaching Style

## Final Exam

- Value:** See Grading Scheme  
**Date:** The date and time of your final exam will be listed in your PAWS Exam Schedule.  
**Length:** 3 hours  
**Purpose:** To provide an opportunity for students to synthesize the topics of study into practical application for the classroom.

**Description:** The exam is an invigilated, closed-book examination (**NOTE: The final examination is not online.**) No electronic devices are allowed.

The exam will include definitions, short essay questions, and a lesson plan. Your instructor will provide more detail about the exam and a practice exam well in advance.

**Students must pass the final exam to pass the course.**

**Please be aware that the final exam is set centrally. Changes to the exam date can only be achieved through the official deferral process. Instructors cannot give permission for individual changes to the date and time.**

The date and time of your final exam will be listed in your PAWS Exam Schedule.

Your final exam will be in Saskatoon UNLESS you reside more than 110 KM from Saskatoon. For those students who reside more than 110 KM from Saskatoon you will need to complete the *Application for Final Examination* form (<https://students.usask.ca/academics/exams.php#Distanceclasses>).

## Submitting Assignments

Assignments should be submitted within Blackboard using the assignments tool.

**If you do not have an approved extension for an assignment and it arrives late, 5% will be deducted for 1-3 days late and 10% will be deducted for 4+ days late. The instructor may not accept assignments that are more than 7 days late.**

## Students with Disabilities

If you have a diagnosed disability (learning, medical, physical, or mental health), you must register with Disability Services for Students (DSS) in order to access DSS programs and supports. <http://www.students.usask.ca/disability/> or 306-966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

For DSS exam accommodations please ensure that you fill out the DSS Exam Accommodation form within the applicable deadlines.

(<https://students.usask.ca/health/dss/accommodations.php#ExamAccommodations>).

## 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 policies and procedures on Academic Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php>) and Non-Academic Conduct (<http://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php>).

## Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at <http://www.usask.ca/copyright/>

## Protocol for Community Contacts

Note: If you intend to work within the community to meet the course requirements (e.g., observations and interviews), please refer to the *Protocol for Working with the ELT 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 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, document and report on 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 ELT 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 or the PDCEAL. 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. The same standards of English proficiency must be demonstrated by PDCEAL students taking this course.

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)

## **Acknowledgements**

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### **Instructional Design and Class Development**

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