



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 Practicum		
<b>COURSE CODE:</b>	TESL 42	<b>TERM:</b>	2017-2018, Fall Term 1
<b>COURSE CREDITS:</b>		<b>DELIVERY:</b>	CERTESL–Print-based
<b>COURSE SECTION:</b>	X01	<b>START DATE:</b>	September 6, 2017
		<b>END DATE:</b>	December 7, 2017

**Note: This course is scheduled to be completed over a full term of 13 weeks. It may be condensed into a shorter time, with instructor and host program permission. It CANNOT be completed in fewer than five weeks. Feedback between assignments is necessary.**

### 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/>

**Prerequisites:** Completion of three CERTESL courses. ECUR 291.3/TESL 21, ECUR 391.3/TESL 31 or 34, and one other course; OR TEFL 11, TEFL 12, and one other course. Prior completion of at least four courses is strongly recommended if you have no previous English-language teaching experience.

**Note:** You must have documented and submitted the signature sheet and notes from 10 hours of observations in an ESL/EFL classroom to the CERTESL Program Assistant before permission will be given to register in TESL 42.

### Course Objectives

The general goal of this course is to give you the opportunity to develop and improve your teaching practice based on what you have learned in the CERTESL program and based on an exploration of ESL/EFL classrooms. This process of exploration is important to address the uniqueness of each classroom and of each new teaching situation, and for ongoing professional development.

More specifically, this course is designed to help you do the following:

- learn through observation – this involves using observation instruments, putting into practice the proper protocol involved in observing colleagues and learners, and reporting on observations
- personalize your goals in development of your teaching skills by identifying and working on at least three specific areas of practice teaching during the practicum
- practice what you have learned in your CERTESL courses in a class setting
- take a problem-solving or research-based approach to the development of your teaching skill by participating in classroom-based action research and case study analysis
- plan and implement effective lessons
- reflect constructively and concretely on your own teaching through self-observation and analytical reporting on your teaching, and through a practicum journal
- identify long-term professional development goals and discuss how you will address those goals.

## **Course Overview**

**The focus of TESL 42 is analysis of teaching practices used during lessons that you observe and reflections on teaching of lessons that you plan and carry out.** During the course you will have opportunities to achieve the course aims and objectives by observing in classrooms, working with learners, and practicing self-reflection.

This course guide is divided into eight modules. Please skim through all of the modules at the beginning so that you can create a timetable for yourself that enables you to meet all of the course requirements and get the most benefit from the practicum experience. Also, you will find that information from earlier modules can be used to complete assignments in later modules (e.g., information from Module 3 or 4 can help you write up the case study assignment option described in Module 7). Check the Evaluation Components section for more details.

Modules 1 and 2 are particularly important in setting the stage for your work.

Modules 3 and 4 guide you through observation of macro- and micro- teaching, something we encourage you to do throughout your teaching career for purposes of professional development and collegiality. If you are working in accordance with the usual schedule, these first four modules can be completed in about the first 4 weeks of the practicum, leaving you 7 to 9 weeks to complete the remainder of the modules. If your host institution's schedule requires you to start teaching before the 5<sup>th</sup> week of the term, you should still try to do at least half of the observations first as these experiences will help you to teach more effectively.

Module 5 guides you through your practice teaching. You should spend about two-thirds of your course time on preparing, doing and reflecting on the teaching associated with this and the next two modules.

Modules 6 and 7 relate to two forms of classroom-based research: case studies and action research. They will help you learn to focus on identifying and handling particular classroom problems as part of your ongoing professional development. These two modules can be completed as you are doing your practice teaching. That is, you can incorporate the requirements of these two modules into your required teaching and lesson plans.

Finally, Module 8 helps you set up a plan for your long-term professional development.

## Your Instructor

The instructor for this class is **Karlie Butler**.

## Contact Information

Email: [karlie.butler@usask.ca](mailto:karlie.butler@usask.ca) I will check emails daily.

Telephone: 306-581-2765 (Monday and Wednesday evenings, 7:00 pm – 9:30 pm [Central Standard Time]; other times can be arranged)

If I am not available, please leave a message with details about how and when you may be contacted.

It is important to note that any announcements about the course will be sent by email to your PAWS account. Note that you have the option to forward your PAWS account to another email account that you already check regularly.

## Profile

I have been working as an ESL instructor for thirteen years, primarily at the University of Regina. During this time, I also completed a Masters of Education in Teaching English as a Second Language, via the online program at the University of Calgary.

## Required Resources

### Readings/Textbooks

1. Richards, J.C. and Schmidt, R. (2002, 3rd ed) *Longman Dictionary of Language Teaching and Applied Linguistics*. Longman. Available online at: <https://archive.org/details/DictionaryOfLanguageTeachingAndAppliedLinguistics>
2. *TESL Live: Inside the Communicative Classroom* (2004) University of Saskatchewan. DVD ISBN: 4-000-00776-20

### Other Required Materials

1. Access to one of the following formats is required: VHS, or CD-ROM/DVD, or USB memory stick.

### Supplementary Resources

There is no required textbook for this course as we expect you to concentrate the majority of your time on observation and practice teaching. However, the following very readable book is an excellent consolidation of content presented in the CERTESL program. It highlights and reviews some of the principles and practices already covered in the course, and introduces some important material that may not have been covered before. You may find the book at the University of Saskatchewan bookstore, in libraries, or through interlibrary loan.

1. Richards, Jack C., & Lockhart, Charles. (1994). *Reflective teaching in the second language classroom*. New York: Cambridge University Press. ISBN: 0-521-45803-X.

If you are planning to take TESL 43 in order to meet the requirements of TESL Ontario certification or TESL Canada Standard II certification, you will need this textbook for that course.

## 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 Requirements Schedule – Readings column

of this syllabus. Also, some readings may be posted as PDFs online in the Blackboard learning management system. For information on how to access Blackboard, see your Class Checklist.

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

**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>

**Requirements 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	Evaluation Due Date
1	1/ Practicum Framework		Practicum Plan: during the first week or as negotiated with Instructor. <b>Due: SEPT 13</b>
2	2/ Back to Basics – Defining Teaching and Learning	Wheeler, Garon. (1999). Personal knowledge and the teaching of languages. <i>TESL Canada Journal</i> 16 (2), 70–76. <b>[Article Reprint]</b>	
3	3/ General Classroom Observation	Richards, J. C. and Lockhart, C. (1996). <i>Reflective teaching in second language classrooms</i> , ch. 2 appendix 5, pages 22-23, “Guidelines for observation by student teachers.” <b>[Article Reprint]</b>	
4	4/ Specific Classroom Observation		Observation Reports and Demo of Observation Form (Regular student: 10 hours; Additional Hours student: 20 hours) <b>End of week 4, OCT 4</b> or as negotiated with Instructor

5, 6	5/ Planning and Implementing Effective Lessons	Richards, J. C. and Lockhart, C. (1996). <i>Reflective teaching in second language classrooms</i> , ch. 6, pages 113-137, “The Structure of a Language Lesson.” <b>[Article Reprint]</b>	
7, 8	6/ Conducting Classroom-Based Action Research	Tsui. A.B.M., <i>Helping Teachers to Conduct Action Research in Their Classrooms</i> <b>[Article Reprint]</b> Richards, J. C. and Lockhart, C., <i>Action Research Case Study #3</i> <b>[Article Reprint]</b> Richards, J. C. and Lockhart, C., <i>Action Research Case Study #7</i> <b>[Article Reprint]</b> Robertson, Jim, Action Research Project Report for TESL 42 <b>[Article Reprint]</b>	Teaching, Lesson Plans, Reflections (Regular student: 5 hours of plans and 2 or 3 of reflections; Additional Hours students: 10 hours of plans and 5 of reflections) <b>End of week 8, NOV 1</b> or as negotiated with Instructor First supervisor's report <b>End of week 8, NOV 1</b>
9, 10	7/ Learning from Case Studies	Davis, Libby, <i>Dealing With Students of Different Proficiency Levels</i> <b>[Article Reprint]</b> Jackson, Jane. <i>Fighting Against the Clock</i> <b>[Article Reprint]</b> Jemmott, Barbara, <i>Case Study</i> <b>[Article Reprint]</b>	
11, 12	8/ The Practicum Report, Ongoing Professional Development, and Employment	Pettis, Joanne, <i>Developing our Professional Competence: Some Reflections</i> <b>[Article Reprint]</b>	Demo of Teaching Form and rest of Lesson Plans and Reflections (Regular student: 5 hours of plans and 2 or 3 of reflections; Additional Hours student: 10 hours of plans and 5 of reflections) Video/DVD, Self-Observation, Reflection Additional Hours students: Second Supervisor's Report <b>End of week 12, NOV 29</b> or as negotiated with Instructor

13			Final Supervisor's Report and Demonstration of Teaching Form Action Research Project or Case Study Final Practicum Report <b>End of week 13, DEC 6</b> or as negotiated with Instructor
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\* NOTE: If you must diverge in any substantial way from this schedule, consult your instructor **in advance**.

**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.**

### Grading Scheme

Practicum Plan	Pass/Fail
Observations	Pass/Fail
Teaching, Lesson Plans and Reflection Papers	Pass/Fail
Action Research Report or Case Study	Pass/Fail
Final Practicum Report	Pass/Fail
Total	PASS

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

#### **Summary of Assignments**

The assignments for this course are based on these activities described further on the following pages:

1. Practicum Plan
2. Observations
3. Journals
4. Teaching, Lesson Plans and Reflection Papers
5. Action Research Report or Case Study
6. Final Practicum Report.

## Practicum Plan

Outlined in Module 1 Activities

**Due Date:** End of Week 1

**Note:** Occasionally, a practicum student cannot consult with the supervising teacher prior to the end of Week 1 and hence cannot submit a sound plan by this date. Others need to submit their plans prior to Week 1. In either case, **consult your instructor as soon as possible in order to negotiate appropriate alternative dates.**

Submit your Practicum Plan as outlined in the Module 1 activities. Your instructor may make comments, asking you to adjust or refine certain parts of the Practicum Plan before signing it. If this is the case, you will need to rewrite the plan, using another copy of the Practicum Plan. Two copies of the form are included at the end of Module 1 for this purpose.

## Observations

Outlined in Module 3 and 4 activities

**Due Date:** End of Week 4. If this schedule is not consistent with your host institution's term schedule, consult your instructor about an alternative submission schedule.

## Demonstration of Observation Form

You must demonstrate a total of 10 hours of observation (20 for Additional Hours purposes). You will do this by submitting the completed Demonstration of Observation form, Appendix C of Module 4. Be sure to have the teacher you are observing or a person in authority in the school where you are observing sign the Demonstration of Observation form every time you observe. It is a good idea to make a copy of the form for yourself in case you want to do some additional observation while your form is with your instructor. **Keep a copy of the signed Demonstration of Observation Form in case we require additional copies.**

## Submission of Observation Activities

You must also submit the following with your Demonstration of Observation form(s):

- Activities 7 and 8 from Module 3 (covering about five observation hours)
- Activity 5 from Module 4 (covering about five of your observation hours).

Submit the observation forms in the appendices to the above modules as well as your comments and reflections on each observation as outlined in the activity instructions.

Each reflection should be 1–2 pages in length (250–500 words). **However, the instructor will pay more attention to the quality rather than the strict number of words.** Be sure on every submitted observation to indicate your name, the date of the observation, the classroom teacher's name, the institution, and the name of the class (e.g., Level 20, low intermediate, English for Academic Purposes).

## Journals

While you are **not** expected to submit your journals, you are expected to keep a reflective journal in this course (see Module 1 for details). You will use what you write in your journal to inform your teaching and learning, and as a basis for the required written submissions for this course. For example, you may write out reflections on your observations and teaching which would be included in your written assignments on observation and teaching. The same is true of action research or case study assignments. You will also be expected to pull together much of what you have written in your journal for your final practicum report.

## Teaching and Lesson Plans

Outlined in Module 5 Activities

**Due Dates:** Half of the lesson plans are due at the end of Week 8; the other half at the end of Week 12 (consult with your instructor if you need to negotiate an alternative schedule). The video/dvd recording is also due at the end of Week 12.

You will need to submit the following as part of your teaching and lesson planning for this course:

- your completed Demonstration of Teaching Form (see Appendix B of Module 5)
- lesson plans representing a minimum of 10 of your teaching hours plus reflections on half of these hours, due at the end of Week 8 **(include all the elements requested in the student guide and/or in the email sent to you at the beginning of the course by the instructor).**
- Additional hours participants: you must submit lesson plans for **20 hours of teaching** plus reflections on 10 of these hours; this additional material should come in a second submission due at the end of Week 12.

You must demonstrate a total of 10 hours of teaching for regular practicum completion plus an additional 10 hours for Additional Hours participants. You will do this by submitting the completed Demonstration of Practice Teaching form, Appendix B of Module 5. Be sure to have the principal, classroom teacher, your supervisor, or another person in authority in the institution in which you are teaching sign the Demonstration of Practice Teaching Form every time you teach. This form is due at the end of Week 12. **Keep a copy of the signed Demonstration of Practice Teaching Form in case we require additional copies.**



### Lesson Plans and Teaching Reflections

You are required to submit lesson plans demonstrating 10 hours of teaching (20 hours for Additional Hours participants). For this reason, it is important that you put a time frame on your lesson plan activities. Ten hours of lesson planning will likely not translate into 10 lesson plans. More likely, it will translate into 3–6 lesson plans, depending upon how long you teach each time. You should negotiate this with your instructor so he or she knows your teaching practice schedule and how many lesson plans to expect in each of your submissions. You will submit half of your lesson plans at the end of Week 8 and the other half at the end of Week 12. Consult your Syllabus Information Sheet for exact due dates.

All of the lesson plans you submit should be formal, including the steps outlined in the activities in Module 5. After you teach each lesson, you should make notes and comments about your experiences and write out reflections and comments on the lesson in your journal. Type out reflections and comments on half of your lessons for submission. Each reflection that you submit should be 1–2 pages (250–500 words) in length and address the questions outlined in the Module 5 activities **(include all the elements requested in the student guide and/or in the email sent to you at the beginning of the course by the instructor)**.

### Video, Self-Observation Form, and Reflection

You are required to submit a 30-minute video or DVD of your teaching. You should video a portion of one lesson, probably close to the end of your practice teaching so that you have gained experience and confidence. Along with your video, you should submit the following at the end of Week 12:

1. your lesson plan including handouts (this counts towards the total number of lesson plans required)
2. a written introduction to the contents of the video for the viewer (e.g., the part(s) of the lesson plan included)
3. a completed Self-Observation form of your teaching (see Appendix A of Module 5)
4. reflections and comments on your teaching based on the following:
  - general reflections on how you think the lesson went
  - reflections and comments based on the Self-Observation form you completed
  - responses to the reflection questions.

Be sure to follow Tips for Taping in Module 5 Course Notes.

### Action Research Project Report or Case Study

**Due Date:** End of Week 13

You have an option of submitting either an action research project or a case study. You must submit **one** of these (not both).

#### Action Research Project Report

Outlined in Module 6 Activities

Carry out the steps for conducting classroom-based action research as outlined in Module 6. Submit a typewritten action research report of 3–4 pages in length (1000–1200 words). Your report should include the steps outlined in Module 6. See Module 6 Article Reprints for samples on how to conduct and write up an action research report.

### **Case Study**

Outlined in Module 7 Activities

Type up your own case study for submission. Write the case in narrative form using the class in which you are teaching or a class that you have observed. Your case should pose a teaching dilemma, problem, or issue. You should write it up using the following four subsections: context, problem and analysis, solutions and conclusions, and learnings. See Module 7 activities for details. Your case should be about 5–6 pages long (about 1200–1500 words).

### **Final Practicum Report**

Outlined in Module 8 Activities – you must submit this report

**Due Date:** End of Week 13

The final Practicum Report should be in essay form, with an introduction, body, and conclusion. The essay should be typewritten, double spaced, and 5–6 pages (1200–1500 words) in length. Include the following:

- statement on how well you fulfilled your Practicum Plan: What did you learn? Did you achieve your goals? What goals were you able to complete? What goals would you still like to achieve?
- reflections, analysis and comments on your teaching and observations: What did you learn? How well did the practicum contribute to your learning? What would you still like to learn and how can you accomplish this learning?
- comment on how well the CERTESL courses, including the practicum have contributed to your growth as an English language teacher. Be specific, listing actual examples of approaches and activities from CERTESL courses that you used and how they worked for you.
- final thoughts on how confident and well-prepared you feel to teach and your main learnings from the practicum experience.

## **Additional Information**

### **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).

### **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.

## Course Requirements

Because of the nature of assessing teaching ability, this course is graded on a pass-fail basis. The requirements for passing TESL 42 are as follows:

1. submission of a Practicum Plan that must be approved by your instructor for this requirement to be fulfilled.
2. demonstration of your observation of a minimum of four lessons totaling 10 hours in a live classroom, demonstrated through the submission of observation forms, reflection papers, and Demonstration of Observation form (Additional Hours participants: add documentation of a further 10 observation hours).
3. a minimum of 10 hours of your teaching, demonstrated through submission of a Demonstration of Teaching form signed by your practicum supervisor or an academic supervisor in the observed program, lesson plans for 10 hours and reflection papers covering at least 5 of these hours, and submission of a 30-minute video or DVD, accompanied by a self-observation form, lesson plan and reflection paper (Additional Hours participants: add a Demonstration of Teaching form and lesson plans covering an additional 10 teaching hours, with reflection papers for 5 of these additional hours.)
4. participation in two teaching sessions of about 60 minutes each in which you are observed by your approved local supervisor with whom you have a follow-up discussion; the supervisor then submits a report on each session to your CERTESL practicum instructor (Additional Hours participants: one more session of about 60 minutes at or near the end of your 20 hours will be the subject of a third supervisor report.)
5. submission of one action research project **or** submission of one case study
6. submission of a final practicum report.

You will pass the course if you adequately complete all of the following requirements during the practicum period **and** if you have demonstrated to your local practicum supervisor and instructor that you are ready for independent classroom teaching. Thus, it is very important that you take the feedback you receive seriously and inquire if you have any doubts about what you need to do to pass. Students failing the practicum must wait one year before they can take it again.

There is no final examination for this course, so it is important that you do an excellent job on the requirements. The requirements are to be completed throughout the course and are due as outlined in the Class Schedule.

You may wish to use library resources to help you complete your assignments. Please note that the University of Saskatchewan cannot guarantee that they will be able to loan materials to students outside of Canada. However, many useful materials are available via the World Wide Web, and hopefully through the program that hosts your practicum as well.

### Ontario: Practicum Additional Hours Requirements

If you plan to seek TESL Ontario accreditation, you must fill out the “Practicum Additional Hours” form found on the CERTESL website and submit it with the prescribed registration fee in order to complete the total of 30 observation and 20 practice teaching hours which TESL Ontario requires the CERTESL program to document. Your supervisor will receive an additional honorarium and must submit one additional report to your TESL 42 instructor (a total of 3 reports rather than the usual 2 reports) at the end of your 20 teaching hours. You will also submit additional lesson plans and reflections on your lessons to your CERTESL instructor.

## Guidelines for All Assignments

Please read the instructions below very carefully so that you know what is expected of you in your presentation of each assignment. While you will not receive a grade for each assignment, you still must submit all of the requirements and pass all to the satisfaction of the instructor in order to pass the course.

If you have not already done so, make sure that you start making arrangements with ESL or EFL delivery agencies **immediately** in order to complete all the requirements of this course.

Each assignment must be written in the format described in the module where the assignment is explained in detail (see assignment schedule).

Each written assignment must be typed and double-spaced. Leave sufficient room for instructor comments in the margins. Illegible assignments may be returned to you. Also, **it is the instructor's preference that you submit the assignments by email and scan any additional handouts or copies you distribute to the learners.**

Follow the instructions for each assignment carefully to ensure that you have included everything that is expected of you.

The practicum is an opportunity to display your level of English proficiency. Excellent English usage is a requirement of this course. You may fail assignments or the exam for inadequate English. Proofread your assignments to ensure proper grammar and mechanics. Also, please get into the habit of monitoring your spoken English with care. Poor English usage on your video/DVD will be grounds for failure of the practicum. We do not expect absolute perfection, but we do require that you provide an excellent overall model for your students.

If you are a non-native speaker of English, your practicum instructor will pay close attention to the quality of English used in your general communications and video-recorded lesson. If your instructor is concerned that your spoken English does not meet a standard equivalent to Band 5.0 on the CanTEST speaking test, you may be asked to have your speaking skills formally tested and if necessary to improve your skills to the required level prior to issuance of your Certificate.

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.

**If you think that any of your assignments may be late, contact your instructor well in advance of the assignment due date. Your instructor may refuse to accept late assignments.**

When you send your video/DVD, please cushion it with bubble wrap, tissue paper or some other protective material.

**Plagiarism is a serious offense.** If you use resources (books, discussions with teachers, etc.), **you must cite your sources.** Failure to do so is plagiarism.

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

## Practicum Feedback and Evaluation

The feedback you receive from your supervisor and from your instructor is intended to guide you in the development of your teaching skill and to indicate of your ability to teach. Therefore, you

should take this feedback very seriously, so that your performance improves as you attend to and implement the suggestions made by your instructor and by your supervisor. Others may also give you feedback in more or less explicit ways, including the following:

- Pay attention to the nonverbal cues that your students give you. Watch their level of interest and involvement and listen to the feedback they give you.
- If colleagues watch you, attend also to what they have to say.
- Listen to yourself; intuition is a powerful advisor in terms of letting you know how you are doing.

If you think that you are floundering in any way during this course, get help from your instructor or your supervisor immediately. Don't wait until the last few weeks of the practicum.

### **Criteria for Pass/Fail**

Your instructor will take the following criteria into account when assessing successful completion of this course:

- Has the TESL 42 student demonstrated that he or she can teach independently in an ESL or EFL class?
- Has the TESL 42 student demonstrated an ability to appropriately apply theory covered in TESL courses in his or her classroom practice? Some of the many examples of this demonstration of knowledge are listed below. By studying the observation checklists (see Modules 3 and 4), you will have a good sense of what the instructor and your supervisor will be expecting of you.
- Are lesson plans clear and complete? Are they related to ESL or EFL student needs? Are objectives clear, concrete, observable and based on communicative needs? Are there sufficient opportunities for presentation, controlled practice, free practice, evaluation, and feedback? Is evaluative activity directed at evaluating the stated objectives?
- Have affective aspects been included in lessons? Is the teacher sensitive to students' affective and linguistic needs?
- Is teaching student-centred when appropriate and teacher-centred as appropriate?
- Is teaching interactive? Is the Communicative Approach appropriately incorporated into lessons?
- Does the teacher demonstrate adequate knowledge of linguistics (grammar and phonology) and how to teach those aspects appropriately?
- Is content appropriate and relevant to students?
- Are the materials varied and well-prepared?
- Has the TESL 42 student demonstrated excellent English language speaking, comprehension, writing and reading skills in his or her assignments and in his or her teaching?

## **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/>

## **Module Objectives**

### Module 1: Practicum Framework

1. Identify your long-term teaching goals and strategies for addressing them.
2. Identify your short-term teaching goals and strategies for addressing them.
3. Select specific areas of focus for your practicum observation and practice teaching.
4. Negotiate your Draft Practicum Plan with your practicum supervisor.
5. Complete, submit, and finalize your Practicum Plan to your instructor.
6. Share your final Practicum Plan with your practicum supervisor.

### Module 2: Back to Basics – Defining Teaching and Learning

1. Define teaching and learning so that you have a sound underlying philosophy before embarking upon observation and teaching.
2. Observe a framework for how learning occurs.

### Module 3: General Classroom Observation

1. Follow proper protocol and procedures for observation of classrooms and teachers.
2. Complete at least 5 hours of general observation (10 hours for Additional Hours students) in real English language classrooms, using the forms at the end of this module to reflect upon each observed lesson.
3. Record and reflect upon general classroom observation.
4. Explain to others the value of observation as a learning tool for both novice and experienced teachers.

### Module 4: Specific Classroom Observation

1. Carry out proper protocol and procedures for your observations.
2. Complete the remainder of your required observation hours with specific observations in real English language classrooms.
3. Develop forms for guiding your observation of specific aspects of language teaching (micro teaching).
4. Record and reflect upon specific classroom observation.

5. Explain to others the difference between general and specific teaching skills, noting the contribution of observing each for your own teaching development.

#### Module 5: Planning and Implementing Effective Lessons

1. Review lesson planning information from this and previous CERTESL courses.
2. Implement the lesson planning cycle.
3. Reflect on your successes and areas for improvement in teaching and lesson plan implementation.

#### Module 6: Conducting Classroom-Based Action Research

1. Identify a practice teaching goal or a classroom teaching-learning challenge to use as the topic of an action research project
2. Reflect upon a classroom-based action research project.
3. Describe the value of action research as a professional development tool.

#### Module 7: Learning from Case Studies

1. Analyze at least three case studies.
2. Write up a case study.
3. Describe the value of case studies for developing your teaching skills.

#### Module 8: The Practicum Report, Ongoing Professional Development, and Employment

1. Complete your final practicum report.
2. List at least 10 things that you can do to contribute to your ongoing professional development.
3. Develop a plan for ongoing professional development.
4. Make a list of professional development supports and resources.
5. Ensure that you have fulfilled all of the TESL 42 course requirements.
6. Outline a plan for finding and obtaining employment in English language teaching.

### 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 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 behaviour 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.

## Video Filming Release Form

One of the requirements of TESL 42 is that you make a video or DVD of yourself teaching the ESL/EFL class with which you are working for at least half an hour. You must get permission both from the institution in which you carry out your practice teaching and from any students (or their parents, in the case of students under the age of 18) who might at any moment appear in the recording.

Please study and use the release form located in this syllabus, and make enough copies of it so that it can be signed by each student or his/her parent. Your host program should view the signed copies and then you should return them to your TESL 42 instructor with your video or DVD recording. Any student who does not provide a signed release form should be seated in a place where the camera will not record him or her (i.e. beside or behind the camera).

## Provincial Certification

Some CERTESEL students will be interested in obtaining TESL certification from their national or provincial TESL organizations. Some, though not all, Canadian employers require that you have TESL Canada or provincial TESL certification in order to be eligible for employment. As certification requirements vary between regions and sometimes change, we urge you to check with your regional organization and employers in your area regarding expectations. If you plan to teach in Canada, check academic requirements for certification with both TESL Canada and your provincial organization; you will find provincial links at the TESL Canada website, [www.tesl.ca](http://www.tesl.ca) For Ontario purposes, make sure you visit TESL Ontario at [www.teslontario.net](http://www.teslontario.net) If you plan to pursue your teaching career outside of Canada, you may find various state or national accreditation regimes which may merit research.

At this time, TESL Saskatchewan and TESL Canada recognize CERTESEL as meeting the TESL training component of their certification standards. TESL Ontario certification candidates in CERTESEL must take one additional academic course within CERTESEL as well as the Practicum Additional Hours module in order to meet TESL Ontario's standard of 250 academic hours, 30 guided classroom observation hours and 20 practice teaching hours. If you plan to teach in Ontario, please arrange with your approved practicum supervisor to carry out these additional hours if you have not already done so, as noted above in the discussion of Additional Hours.

If you intend to apply for national, provincial or state TESL accreditation, we strongly advise you to keep photocopies of all your demonstration of observation and demonstration of teaching forms for later submission to the accrediting organization.

Anyone who plans to teach ESL in Canadian K-12 provincial school systems should possess or be pursuing a Bachelor of Education degree or Postgraduate Diploma in Education. Please note that a teaching internship completed for B.Ed. or PGD Ed. purposes generally does not meet TESL Canada or TESL Ontario practicum requirements, which specify that a practicum must focus wholly on an adult ESL/EFL teaching context.

If you teach or plan to teach in Saskatchewan's K-12 Public or Catholic school systems, note that CERTESEL (if started through the College of Education's ECUR-TESL course sections) has been approved by the Board of Teacher Education and Certification as an 18-credit Integrated Program Component counting towards the 30 credit Additional Qualification Certificate (AQC). Information about AQC status can be obtained through the Saskatchewan Teachers' Federation or Saskatchewan Learning.



## Video/DVD Recording Release Form for ESL/EFL Students

### TESL 42 (Supervised Practicum) CERTESL Program, University of Saskatchewan

I, \_\_\_\_\_, a student in ESL classes at  
Name of student  
\_\_\_\_\_, agree to allow myself to  
Name of school or other agency  
be recorded on video or DVD as a requirement of the CERTESL  
teaching practicum of \_\_\_\_\_.  
Name of CERTESL practicum student

I understand that the video or DVD recording will focus mostly on the CERTESL practicum student and that it will be viewed only by the practicum student, his or her supervising teacher, and CERTESL program staff members who are responsible for evaluating the CERTESL student's teaching. I understand that the video will be kept in secure conditions for a maximum of six months in the care of the CERTESL program, and that it will then be destroyed. I also understand that the CERTESL practicum student will destroy any other copy he or she may keep within the same six-month period, and that the CERTESL practicum student will show such a copy to no-one who is not responsible for evaluating and providing feedback on his or her practicum teaching.

\_\_\_\_\_  
Signature of ESL student or parent/legal guardian if under 18 years of age

\_\_\_\_\_  
Date

## **Acknowledgements**

### **Course Author(s)**

Ruth Epstein, B.A. (Honours), PGD Educational Communications (Saskatchewan)

M.A. TESL (Vermont)

Instructional Designer, University of Saskatchewan

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## **Instructional Design and Course Development**

### **Revisions:**

Shannon Storey

B.A. (Hon.), B.Ed., MEd. (Saskatchewan), PGD TESL (McGill)

TESL Specialist

Distance Education Unit, University of Saskatchewan

### **Support Staff:**

Perry Millar, Karen Smith, Sandra Friggstad, Koreen Skjonsby, Robb Larmer