



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

CLASS SYLLABUS

COURSE TITLE:	TESL Professional Project	TERM:	2017-2018 Fall, Term 1
COURSE CODE:	TESL 43	DELIVERY:	CERTESL Print-based
COURSE CREDITS:		START DATE:	September 6, 2017
COURSE SECTION:	X01	END DATE:	December 7, 2017

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 TESL 34, and one other course; OR TEFL 11, TEFL 12 and one other course.

Note: This option will not meet accreditation requirements of TESL Canada or TESL Ontario (need TESL 42 and 43), which require the completion of a practicum.

Also, 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 Assistants before permission will be given to register in TESL 43.

Course Overview

In this course you will have the opportunity for further professional development through working on an EAL-/ESD-/EFL-related professional project that is of particular interest to you.

This introductory module will outline the various components of the course. Modules 1 through 10 will guide you through the textbook material. Module 1 is particularly important in helping you identify a professional project topic that will be interesting and useful to you.

Course Objectives

- to help you direct your ongoing professional development through your Professional Project. Your Project is designed to help you participate in research, or in program, curriculum, or materials development.

- to help you relate classroom practice to some of the topics covered in the CERTESL program through course readings. The readings are designed to help you develop skills of introspection and self-assessment and to improve your teaching practice.
- to enable you to extend and deepen your knowledge in areas of professional interest relevant to teaching in the LINC context particularly if you are a candidate for TESL Ontario accreditation, or if you believe you may choose to apply for TESL Ontario accreditation,
- to enable you to extend and deepen your knowledge in areas of professional interest relevant to teaching in the K-12 context if that is your current or intended area of practice.

Your Instructor

The instructor for this class is **Ruth Epstein**.

Contact Information and Office Hours

Email is the best way to contact me. You will usually receive an email response within 24 hours. I will let you know if I am away and do not have email or phone access. I will be sending you an email with some important additional details at the beginning of the course. Please read this information carefully when it arrives and do confirm with me by email that you have received it.

The best way to contact me is by email at: ruth.epstein@usask.ca

Profile



I am the author and designer of this course. Until December 2006, I worked at the University of Saskatchewan (U of S) as an instructional designer, subject matter expert and coordinator of EAL/EFL teacher development. Currently I do contract work as a researcher, curriculum developer, and language assessor for government and nongovernment organizations and institutions.

I hold an MA in TESL from the School for International Training, Vermont as well as a postgraduate diploma in Educational Communications from the U of S.

I have taught English and done teacher training overseas and in Canada, written papers and given workshops in English language teaching and in distance education, and also participated in language reviews and programming. In 2007 Mary Ormiston (TESL 32 author) and I co-wrote a book entitled *Tools and Tips for Using ELT Materials*, published by University of Michigan Press.

I am past president of TESL Sask (formerly SCENES) and in 1994 that organization honored me with an award for outstanding service to TESL in Saskatchewan. In 2015 I received a Life Member award from TESL Canada and in 2017 I received a life member award from TESL Saskatchewan.

Required Resources

Readings/Textbooks

1. Richards, Jack C., & Lockhart, Charles. (1994). *Reflective Teaching in Second Language Classrooms*. New York: Cambridge University Press, ISBN: 978-0-521-45803-0
2. 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>

There is also one required DVD that you should purchase if you have not done so for previous CERTESL courses.

3. *TESL Live: Inside the Communicative Classroom* (2004) University of Saskatchewan. DVD ISBN: 4-000-00776-20

Textbooks are available from the University of Saskatchewan Bookstore:

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

Other Required Materials

1. Print materials package
[mailed from the Distance Education Unit]

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	Evaluation Due Date
1 & 2	1/ Getting Started	Course Notes Introduction: “Teacher Development Through Exploring Classroom Processes”, pp. 1–5. [Textbook]	
3 & 4	2/ Approaches to Investigation of Teaching	Course Notes Chapter 1, “Approaches to Classroom Investigation in Teaching,” pp. 6–28. [Textbook]	Project Proposal is due in Week 3, Friday, Sept. 22.

5	3/ Exploring Your Beliefs	<p>Course Notes</p> <p>Chapter 2, “Exploring Teachers’ Beliefs,” pp. 29–51. [Textbook]</p> <p>Nunan, David. (1990). “Action Research in the language classroom.” [Article Reprint] (located at the end of the Module)</p>	
6	4/ Looking at Learners	<p>Course Notes</p> <p>Chapter 3, “Focus on the Learner,” pp. 52–77. [Textbook]</p> <p>Brown, H. Douglas. (1994). Learner strategy training. [Article Reprint] (located at the end of the Module)</p>	
7 & 8	5/ Teacher Decisions	<p>Course Notes</p> <p>Chapter 4, “Teacher Decision Making,” pp. 78–96. [Textbook]</p>	Response Paper and Progress Report are due at the end of Week 7, Wednesday, Oct. 25
9	6/ Teacher Roles	<p>Course Notes</p> <p>Chapter 5, “The Role of the Teacher,” pp 97–112. [Textbook]</p>	
10	7/ Lesson Structure	<p>Course Notes</p> <p>Chapter 6, “The Structure of a Language Lesson,” pp. 113–137. [Textbook]</p> <p>Lesson Planning. [Article Reprint] (located at the end of the Module)</p>	
11	8/ Classroom Interaction	<p>Course Notes</p> <p>Chapter 7, “Interaction in the Second Language Classroom,” pp. 138–160. [Textbook]</p>	Professional Project due Week 11, Monday, Nov. 27.

12	9/ Language Learning Activities	Course Notes Chapter 8, “The Nature of Language Learning Activities,” pp. 161–181. [Textbook]	
13	10/ Language Use in Classrooms	Course Notes Chapter 9, “Language Use in the Classroom,” pp. 182–201. “Epilogue,” pp. 202–203. [Textbook]	Final Reflection Paper due the last day of classes, December 7, 2017

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

Professional Project Proposal	10%	Due in Week 3
Response Paper	24%	Due in Week 7
Progress Report	8%	Due in Week 7
Professional Project	45%	Due in Week 11
Final Reflection Paper	13%	Due in Week 13
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://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

Note that all assignments should be double spaced. Single-spaced assignments will not be accepted and will be sent back to you for alteration.

*** Note the Proposal Paper is due first but the description is in the next section under the Professional Paper header.**

Response Paper

You are required to read through the modules and Richards and Lockhart textbook for this course and watch your required DVD in order to help you review how the topics presented in the CERTESL program relate to classroom practice. To help you reflect on the TESL 43 readings, you are required, during this course, to submit one Response Paper that is based on one of the chapters of the Richards and Lockhart textbook. Reflections on article reprints from this course or chapters from other textbooks will **not** be accepted for this assignment. You **must** use a chapter from Richards and Lockhart.

Your Response Paper should be three to four double-spaced, typewritten pages (700-800 words) in length and should be submitted on schedule at the end of week 7 along with your project progress report. Your Response Paper should be written in two distinctly separate sections as described below:

- **Section 1: Summary.**

Write a brief **objective** summary of 350 to 400 words of the chapter content. You do not need to include the textbook appendices unless you think that they add to your summary and that you want to make comment on them in your reflection. If you do not know how to write a succinct, objective summary, consult the following website:

<https://owl.english.purdue.edu/owl/resource/563/01/>

- **Section 2: Reflection**

Write a personal reflection on the information covered in your summary. Your reflection should be about 350 to 400 words. See more instruction below.

As much as possible you should show that you are bridging theory to practice in your reflections. Feel free to use additional references, although you are not required to do so. Discuss how the content of the Richards and Lockhart chapter that you summarized would apply in your classroom context or in a classroom that you could imagine yourself teaching. For example, if you wish to talk about where an instructor stands when he or she addresses the class you might refer to the Richards and Lockhart textbook discussion on “action zone.” You may also share insights linking the chapter content to your classroom observation experiences. Cite your sources properly and consistently using APA format and proofread to ensure clarity of expression and proper grammar. Below are the criteria for grading the Response Paper.

Objective summary of chapter content	10%
Reflection on the summary	10%
Clarity of expression and mechanics	4%
Total	24%

Detailed Assignment Instructions

Please follow the step-by-step procedure **as outlined below** to ensure that you meet the requirements and complete the Professional Project by the end of the course.

Step One: Identify a Project

Identify a project, of interest to you, perhaps from your current or a past workplace. If you do not have a project in mind, go over the course materials and your returned assignments for the CERTESL courses that you have already completed. Skim tables of contents of CERTESL courses to remind yourself of areas of interest. List any areas that intrigue you or that you would like to explore further.

Select from your list one or two areas that you think would be possible to use for a Professional Project. The Study Questions and Activities in Module 1 of this course may help you do this. Remember, you can do research or work on the development of a program, curriculum, or materials. You may have other project ideas as well, which you can discuss with your instructor.

Avoid using human subjects as part of your Professional Project. This is because there is insufficient time to obtain approval from various ethics bodies (at the University of Saskatchewan, at school boards, etc.) to allow you to complete the course within the term.

Note that if you are taking this course in order to meet the academic requirements for TESL Ontario accreditation, your project must have relevance to one of the areas of adult EAL specified in TESL Ontario's rubric of skills for accreditation candidates outlined at <http://www.teslontario.net/> and that it should preferably deal with some area not handled in great depth in your earlier CERTESL courses (e.g. anti-racism in English language teaching contexts).

Contact your class instructor by email or phone to discuss your possible project topics. Your instructor, who you should also view as a supervisor and advisor for your Professional Project, will help you focus or expand your topic so that it can be completed during the time period.

Step Two: Submit the Project Proposal

Based on your topic selection and discussion with your instructor, fill in the Project Proposal (located on page 11 of this Class Syllabus) in complete form (not just a draft) for approval by your instructor *no later than the due date* during week 3. An earlier submission of your proposal is preferable to give you more time to work on your project. Please use more paper if necessary. On page 12 you will find a sample proposal, which will help you know what is expected. Read this sample carefully, and use it as a guide. If you would like to submit the Project Proposal electronically, simply retype it, ensuring that you include the major five categories and introductory information included in the form.

Below are the criteria for the Proposal.

Clear goals with appropriate and manageable objectives	5%
Logical summary that clearly demonstrates how the project will proceed	5%
Total	10%

Your instructor will either approve your project or ask you to resubmit based on his or her feedback to you. You should consider the approved Professional Project Proposal as a contract between you and the instructor to complete the work on schedule.

Be sure to get started on your Project Proposal right away. Delays in proposal submission and approval will cause you delays throughout the course.

Step Three: Work on the Project

Once the Professional Project is approved, you are advised to start working on it immediately. You are responsible for doing your own research. As previously mentioned, the Appendix to this introductory module includes a list of TESL journals that may help you. Resources can be obtained online or from a university library or through interlibrary loan. Be sure that your sources are reliable. Consult the enclosed information on library support for independent studies students.

As your supervisor and advisor for the project, the instructor is available to assist you in the selection of resources, once you have done an initial search. The instructor may also suggest community contacts and other resources that will help you.

Step Four: Submit the Required Project Progress Report

You are required to submit a Progress Report of two to three pages (500 to 600 words) by the end of week 7 along with your Response Paper. The Progress Report is an opportunity to demonstrate to your instructor that you are fulfilling the contract outlined in your Professional Project Proposal. The instructor may still make suggestions, but this is not the time to make major changes to your Project. You should inform your instructor of major changes or any difficulties that you are having **well before** the Progress Report is due. Keeping a log or journal as you do your work on the Professional Project will help you keep track of your progress and facilitate your writing of this report. Your Project Report should include the following information (grading criteria are listed on the next page):

- a copy of the Professional Project Proposal with any agreed upon revisions made between you and the instructor since the initial signing
- a brief reflection outlining your satisfaction with your progress and the usefulness or relevance of the project to date
- your progress to date, according to the timelines agreed upon by you and your instructor
- a list of at least three properly cited references that you are using to support your professional project
- tasks left to complete and anticipated submission date.

Below are the criteria for grading the progress report:

Brief outline of your satisfaction with your progress and the usefulness or relevance of the project to date	5%
Progress to date, according to the timeliness agreed upon by you and your instructor	2%
Description of tasks left to complete on the project and anticipated submission date	1%
TOTAL	8%

Step Five: Submit Your Professional Project

You are required to submit your Professional Project by the end of week 11. It is worth 40% of your grade for this course. **Be sure to include a preamble or introduction as part of your submission** so that readers will know what your Professional Project is about.

You are strongly advised to have a colleague or friend look through your Professional Project before you submit it to ensure that it is clear, succinct and as error free as possible. Your instructor will make comments on your Project that you are to use, along with any further thoughts you have, for your final reflection.

Note that a grading rubric for your Professional Project is included in this syllabus. You will only be graded on parts of the rubric that are relevant to your project.

You are strongly encouraged to submit your project online. If some of your project materials cannot be scanned and submitted online, please keep the physical dimensions of those materials reasonable (not too large) to facilitate mailing. Materials larger than 30 cm x 42 cm (12" x 17") may not be returned. Be sure your project is submitted by the due date. Below are the criteria for grading your professional project:

Introduction—project goals, justification & relevance to language teaching; guide for users of the project	12%
Completeness of Project (including properly cited references)	25%
Adherence to the Project Proposal	3%
Presentation, clarity, succinctness, and mechanics	5%
TOTAL	45%

Note that a complete grading rubric for your Professional Project is located in this syllabus following the Sample Project Proposal.

Step Six: Submit a Reflection Paper

In addition to the final project, you must submit a 2-page (500 word) final Reflection Paper outlining what you learned from doing a Professional Project. This paper should address *all* of the following questions, in addition to any additional comments that you may identify as being important. The Reflection Paper is worth 10% of your final course grade.

1. What did I learn from this project? What didn't I learn that I had hoped to?
2. What would I do the same, and what would I change if I were to have a second chance at doing an independent professional project?
3. What is my response to the feedback received on the project? Was it helpful? Do you disagree with the marker's comments? Why?
4. What was the value of contractual learning? What was frustrating about the experience?
5. What suggestions would I give to a colleague who intended to take this TESL course?
6. What is my next step in professional development in TESL?

Professional Project Proposal

Student Name: _____

Project Title: _____

Category of the Project: _____
(development of a program, curriculum, or materials; research; other)

I. Professional Project Goal(s):

II. Professional Project Objectives (breakdown of goals into manageable chunks):

III. Brief abstract or summary of the professional project (including rationale and value to the project writer and the field of EAL/ESD/EFL etc.):

IV. Schedule of Completion (Devise a monthly schedule that enables you to focus your work and guides you in efficient completion. Use additional paper if necessary.)

V. Additional Notes to Instructor:

Sample Professional Project Proposal

Student Name: Chris Teacher

Project Title: Culture and Humour Curriculum

Category of the Project: Curriculum and materials development

I. Professional Project Goal(s):

To introduce Canadian culture through its humour to language learners.

II. Professional Project Objectives (breakdown of goals into manageable chunks):

- To identify learners' cultural needs, understanding, and interests.
- To develop four lessons of 2 hours each in length related to culture and humour, based on learners' cultural needs, understanding, interests, and proficiency levels.
- To collect or develop materials, including print (comics, jokes, etc.), audio, and video resources for the lessons.
- To develop an evaluation instrument for the lessons.

III. Brief abstract or summary of the professional project:

The goal of this professional project is to introduce Canadian culture through its humour to intermediate adult and adolescent language learners. I have chosen this topic because I am interested in humour as a reflection of our culture. I see humour as an amusing way to look at ourselves and have others understand us. I hope that this curriculum will be useful to teachers in high school and adult education settings. I am interested in curriculum planning as well as materials development. I hope that this will give me further experience in both so that I will be better prepared in my future career as an EAL teacher.

IV. Schedule of Completion:

Week 3: Determine my students' cultural needs, understanding, and interests.

Weeks 4–8: Develop one or two lessons per week that are related to culture and humour, based on learners' cultural needs, understanding, interests, and proficiency levels; collect or develop materials, including print (comics, jokes, etc.), audio, and video resources for the lessons.

Weeks 4–7: Get feedback on the lessons from colleagues.

Week 8-9: Develop an evaluation instrument for the lessons.

Week 11: Submit professional project.

Week 13: Submit the Final Reflection for the course.

By the halfway point in the project, I intend to have completed the needs assessment, about four lessons, and materials for at least two lessons.

V. Additional Note to Instructor:

I would appreciate knowing of any resources that the instructor is familiar with on my topic.

Grading Rubric for TESL 43 Professional Project

Student Name:

Professional Project Title

Final Mark:

Date:

	Exceeds	Meets	Approaches
Project Design			
Purpose	Purpose(s) are clearly stated in terms of content, professional development and impact on student learning.	Provides information on audience, content and professional development.	Indicates audience and content.
Goals and objectives	Goals to be addressed are listed. Specific objectives for participants and objectives for impact on student learning are provided.	Goals to be addressed are listed. Objectives for participant learning are identified.	Objectives for participant learning are identified.
Learning theory included	Identifies participant experiences that are to be included and discusses the learning theory (adult or child learning theory) and the research supporting it. The source of the theory is included.	Activities that are to be included are identified and the learning theory that supports them is briefly mentioned.	A description of the learning theory used is described but not linked to specific elements of the professional development experience.
Use of standards and local data	Describes how standards and local data (curriculum links, needs assessment, student assessments) were used in the design of the project.	Describes any standards and information that were used in project development.	Lists ways standards have been used in the project development process.
Pedagogy used in design	Discuss, in depth, pedagogy modeled, during each of the project participant experiences.	Pedagogy to be used across the project is described.	Little effort is made to describe the pedagogical models included in the experiences of the project.
Student Learning	Clear links are made between the activities and future student learning.	Possible student outcomes referred to.	Possible student impact not identified.

	Exceeds	Meets	Approaches
Materials Used			
Teacher Knowledge	Required prior teacher knowledge identified and linked to this Project.	Prior teacher knowledge requirement mentioned.	No discussion of teacher prior knowledge required.
Activity Handouts	Complete set of activity handouts included.	Activity handouts referred to and described. Presentation of final project satisfactory	Activity handouts listed.
Assessment Tool(s)	<ul style="list-style-type: none"> • Rubric for assessing project content and project presentation • Rubric of participant learning and plans for classroom implementation 	Rubric for assessing project content and project presentation	Project evaluation not included
Personal Reflection			
Reflection on Overall Experience	Includes responses to: what parts of Project went well; which parts need revision; surprises along the way.	Overview of the project elements and participant assessment of them.	Overview of project experience.

Comments:

Submitting Assignments

Your instructor would like to receive all assignments or as many assignments as possible by email attachment.

Additional Information

- **Students must pass all of the assignments in order to pass this course.**
- **Plagiarism is a serious offense.** If you use resources (books, discussions with teachers, etc.), **you must cite your sources.** Failure to do so is plagiarism (see the following “Integrity Defined” section).
- You should do the assignments for this class **on your own**, not in groups. Students whose assignments have obviously been copied from others will be required to redo the assignment.
- Your instructor will 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.
- Marks will be deducted for grammatical errors. You may fail an assignment or the exam if your English is inadequate. Be sure to proofread your assignments carefully for mechanics! If you note typographical or grammatical errors in the course package, please take note of them and inform your instructor.

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.

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>).

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.

More about Your Professional Project

A major requirement in this course is your completion of a professional project on which you will work independently with some consultation with your instructor. You and your instructor will set up a Project Proposal to facilitate the development of your Professional Project.

Your instructor may suggest some references that will help you in your project work. You may also wish to look at academic TESL journals. The Appendix to this introductory module includes a list of TESL journals, which may help you in your project research. These can be obtained from a university library, through interlibrary loan, or online.

About Contractual Learning

Since a large portion of this course is based on contractual learning, it is important from the outset that you understand some important characteristics of a course of this nature. You should also understand the advantages and disadvantages of an approach in which a large component of the learning is self-directed. The following information has been summarized from an article by Stella Dyck entitled “Self-Directed Learning for the RN in a Baccalaureate Program,” in *The Journal of Continuing Education in Nursing*, 17 (6, Nov/Dec, 1986).

Some of the characteristics related to your role, the role of the instructor for this course, and your Project Proposal, which is like a contract with the instructor, are outlined on the following pages.

Independence on your part as a participant will facilitate the following:

- exploration and growth in areas of particular relevance to the participant
- choice of learning strategies that suit the participant
- selection of learning resources that are of interest to the participant.

Contracts between you and the instructor result in the following changed roles:

- You (as a course participant) become responsible for your learning in terms of both process and results.
- Your instructor becomes an accessible supervisor or advisor who guides the learning process, raises questions, gives feedback, and provides encouragement.

You may need to revise your Project Proposal as work on your Professional Project progresses. It is important that you consult with your course instructor on any changes to the Proposal.

Advantages and Disadvantages of Contractual Learning

You should be aware of the advantages and disadvantages of contractual learning so that you can gain the most from the course and avoid the pitfalls. The advantages for you include:

- a high degree of motivation on your part because you are working in an area of interest to you
- greater individualization of the course, but also increased responsibility for your learning
- development of your skills of identifying learning needs and resources to fulfill those needs
- becoming more reflective and achieving professional accountability, independence, and confidence
- learning self-discipline and responsibility in order to fulfill the Project Proposal, which is a contract with yourself as well as one between you and your instructor
- being judged according to your progress, not in comparison to other participants

- commitment to ongoing professional development specifically to English language teaching and to lifelong learning in general.

The advantages would make one wonder why all courses do not take this approach. However, this method is not for everyone, and there are some pitfalls of which you should be aware:

- Past educational experiences have not prepared all learners for the independence required in contractual learning.
- Participants who are unwilling to work hard or prefer knowledge to be given to them solely by “one who knows” will not fare well.
- Self-discipline is required to fulfill the proposal/contract in the time available.
- The instructor may either direct the participant too much or too little, especially in the beginning, until needs and experiences are more clearly identified.
- The instructor may direct the participant to work in an area that is not of interest to the participant. (Make sure that you tell the instructor if you do not want to pursue a suggested topic.)
- Project proposals or contracts take time to establish, and both parties must be willing to revise the proposal/contract to suit both the participant’s needs and the course requirements.

The Format of Your Project

Your project should focus on documented learner needs and can take a number of different forms, including but not limited to the following:

- curriculum or program development
- development of a theme unit
- materials development
- literature review or annotated bibliography
- research
 - interview- or focus group-based qualitative survey
 - quantitative research
 - action research
 - case study.

Because the possible types of project cover such a wide range, formats for professional project submissions will vary. For instance, it is difficult to specify a particular length, although there is an upper page limit. If you decide to do a literature review, you will be writing in fairly traditional essay form. If, on the other hand, you do field research, you will need to adapt the essay format and divide your final product into several chapters in accordance with your research process, and may need to include raw data and research instruments in appendices.

The style sheet most commonly used to carry out scholarly writing in the Education field is that of the American Psychological Association (APA). You will find a useful overview of key features

of various types of papers written using the APA style via the “2009 APA Guide” online at <http://owl.english.purdue.edu/owl/section/2/10/> APA format is required by this instructor.

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), please refer to the *Protocol for Working with the ELT Community and Observations Across CERTESL* posted on the CERTESL website at 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.

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) for assistance. Please take such a recommendation seriously. If you cannot use English effectively, you will not be able to provide the kind of language modeling your students need and deserve. If you are concerned about your ability to write correct English, don't wait for an instructor recommendation; contact the Writing Centre before you submit your first assignment.

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

Module Objectives

Module 1: Getting Started

1. Identify your goals for participating in the professional project.
2. Identify the focus area for your professional project.
3. Identify three areas in which you would like to develop as a teacher after the professional project has ended.

Module 2: Approaches to Investigation of Teaching

1. Outline six ways of approaching investigation in teaching.
2. Explain and apply proper guidelines for observing teachers and learners.

Module 3: Exploring Your Beliefs

1. Discuss how the variety of teaching behaviours can be explained by the following categories of teachers' beliefs:
 - About English
 - About language teaching and learning
 - About the program and the curriculum
 - About language teaching as a profession

Module 4: Looking at Learners

1. Explain how differing learner beliefs affect learning.
2. Outline the variety of learner cognitive styles.
3. Outline the variety of learning strategies that learners can use.
4. Identify how you can adjust your teaching to address differences in cognitive style.
5. Identify how you assist learners to enhance their learning by choosing appropriate learning strategies.

Module 5: Teacher Decisions

1. Discuss how to make planning decisions using macro- and micro-level planning.
2. Write useful lesson objectives that place student learning as the central consideration.
3. Write lesson plans that meet your stated lesson objectives.
4. Outline the components of interactive decisions.
5. Describe different ways to evaluate lessons.
6. Discuss the value of evaluative decision making to your professional growth and to better meet learner needs.

Module 6: Teacher Roles

1. Define and outline the characteristics of teacher roles.
2. Explain how your roles as a language teacher are affected by:
 - institutional factors
 - language teaching approach or method
 - personal view of teaching and learning
 - the “culture” of education
3. Identify how you view your role as a language teacher.

Module 7: Lesson Structure

1. Explain the purpose of each of the four elements of lesson structuring: opening, sequencing, pacing, and closure.
2. Structure the opening, sequencing, pacing, and closure of language lessons.

Module 8: Classroom Interaction

1. Knowing where your action zone is and taking steps to include all learners.
2. Describing the dimensions of classroom interactional behaviour and knowing what action will make rules of interaction clear to learners.
3. Explaining how learners’ interactional patterns can affect classroom interactions and beginning to explore some strategies for addressing individual differences.
4. Discussing the effects of grouping arrangements on classroom interaction and knowing how to group students to achieve optimum interaction.

Module 9: Language Learning Activities

1. Explain how language learning activities are related to the following:
 - lesson objectives
 - units of study
 - entire programs of language study
2. Describe basic activity types and the relationships among language learning activities.
3. Outline strategies to prepare for and present activities to learners.
4. Make appropriate decisions regarding choice of language learning activities.

Module 10: Language Use in Classrooms

1. Explain strategies and achieve the following in the language classroom to facilitate learners' language acquisition:
 - modify your language (use teacher talk)
 - use procedural, convergent, and divergent questions
 - offer appropriate feedback to students
2. Know what language students use when completing activities.

Instructional Design and Course Development

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Appendix: Selected Journals Related to Teaching English as a Second Language

Following is a small sampling of publications that you may wish to refer to for research purposes or continuing professional education. There are many others that you may pursue as part of your Professional Project research. We have made our best efforts to provide up-to-date and complete contact information. However, journals often move with the editors, so if a journal is not in your library or available on interlibrary loan, you may need a librarian to assist you in finding the current address for ordering purposes.

Journal Title	Contact
<i>Journal of Intensive English Studies</i>	http://miar.ub.edu/issn/0899-885X
<i>Annual Review of Applied Linguistics (ARAL)</i>	http://journals.cambridge.org/action/displayJournal?jid=APL Cambridge University Press 40 West 20th Street, New York 10011-4211
<i>Applied Psycholinguistics</i>	http://journals.cambridge.org/action/displayJournal?jid=APS
<i>CAELL Journal</i>	email: ISTE@Oregon.uoregon.edu http://www.iste.org/welcome.aspx
<i>The Canadian Modern Language Review</i>	http://www.utpjournals.com/Canadian-Modern-Language-Review.html/
<i>ELT Journal</i>	http://eltj.oxfordjournals.org/
<i>World Journal of English Language</i>	http://www.sciedu.ca/journal/index.php/wjel/index/
<i>English Today</i>	http://journals.cambridge.org/action/displayJournal?jid=ENG
<i>Foreign Language Annals</i>	http://www.actfl.org/publications/all/foreign-language-annals
<i>International Review of Applied Linguistics</i>	http://www.degruyter.com/view/j/iral
<i>Journal of Child Language</i>	http://journals.cambridge.org/action/displayMoreInfo?jid=JCL&type=ifc
<i>Canadian Journal of Linguistics</i>	https://www.cambridge.org/core/journals/canadian-journal-of-linguistics-revue-canadienne-de-linguistique#
<i>Cambridge Journal of Linguistics</i>	http://journals.cambridge.org/action/displayJournal?jid=LIN
<i>International Journal of Linguistics</i>	http://www.macrothink.org/journal/index.php/ijl/
<i>Journal of Multilingual and Multicultural Development</i>	http://www.tandfonline.com/toc/rmmm20/current
<i>Journal of Second Language Writing</i>	http://www.journals.elsevier.com/journal-of-second-language-writing/
<i>Language Teaching</i>	http://journals.cambridge.org/action/displayJournal?jid=LTA
<i>Language Testing</i>	http://ltj.sagepub.com/
<i>The Modern English Teacher</i>	http://www.onlinemet.com/
<i>The Modern Language Journal</i>	http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-4781
<i>Studies in Second Language Acquisition</i>	http://journals.cambridge.org/action/displayJournal?jid=SLA
<i>TESL Canada Journal</i>	www.teslcanadajournal.ca
<i>TESL E-J (electronic journal)</i>	http://teslejsubmissions.org/teslej/
<i>TESOL International Journal</i>	http://www.tesol-journal.com/
<i>TESOL Quarterly</i>	http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1545-7249
<i>World Englishes</i>	http://www.blackwellpublishing.com/journal.asp?ref=0883-2919