



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

| | | | |
|------------------------|--|--------------------|------------------------|
| COURSE TITLE: | Theory of Second Language Learning and Methods of Skills Development | | |
| COURSE CODE: | ECUR 391 | TERM: | 2017-2018, Fall Term 1 |
| COURSE CREDITS: | 3.0 | DELIVERY: | Online |
| COURSE SECTION: | W01 | START DATE: | September 6, 2017 |
| | | END DATE: | 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.

***Assignment #2 requires a classroom observation. Please begin to make arrangements immediately as it will take time to arrange for an opportunity to observe an ESL class.**

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) ECUR 291.3

Prerequisite(s) or Corequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.

Note: Students enrolled in the CERTESL Program may receive credit for only one of TESL 31 or ECUR 391. Students enrolled in the B.Ed. program cannot use TESL 31 for credit to meet B.Ed. degree requirements.

Course Learning Outcomes

- 1) Explain the ethical dilemmas associated with ELT and be equipped to resolve them
- 2) Summarize language lesson planning that uses the needs, learning, evaluation cycle

- 3) Incorporate task-based and content-based syllabi into lesson planning
- 4) Develop more sophisticated language lessons for the 4 skill areas (speaking, listening, reading, writing)
- 5) Construct a personally relevant network of ELT professionals and resources

Your Instructor

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

Contact Information

Here is a note from your instructor: Welcome to ECUR 391.3! I'm happy to be your instructor for this course. You are welcome to contact me by email. I will check my email daily during week days. Email messages sent over the weekend will generally be answered on Monday. I will send my email address to you through your PAWS account. If you would like to chat by phone, please email me so that we can set up a time.

Please be sure to note that any updates about the class or my availability will be sent by email to your PAWS account. If you have another email account that you check frequently, you may prefer to forward your PAWS account to that one. Please contact IT Support Services at itsupport@usask.ca or phone 1-800-966-4817 if you need assistance.

Profile

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

Required Resources

This is an academic articles-based course. All required readings are linked to the learning material. To help with time-management, an overview of the required readings is listed in the syllabus; however, more complete instructions are listed in the learning material. Not all pages of all articles may be required or some articles/links/videos may be used as samples to review as opposed to comprehensive study.

There are two chapters included in this course from the ECUR 291 Brown & Lee text; however, they also appear in the course material in electronic form. Brown & Lee (2015) is an excellent general reference for all CERTESL courses and your continuing career.

Brown, H. Douglas and Lee, Heekyeong. (2015). *Teaching by principles: An interactive approach to language pedagogy (4th ed.)*. Pearson Education. ISBN: 978-0-13-392585-2. [Textbook]

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

All readings are linked within the modules but this list provides a short-hand overview to help plan your time. You may want to mark due dates on a separate calendar. Activities for each module are due one full week after the module should have been completed.

| Week | Module | Readings and Videos | Due Dates |
|------|--------------------------------|---|--|
| 1 | Module 1: Key Staring Concepts | <p>Spada video – 35 minutes https://youtu.be/g6q5vH7F8Eg [Online]</p> <p>Richards (2006) Chapter 4 Current Trends in Communicative Language Teaching, p 22-26. [PDF in Blackboard]</p> <p>Harmer (2007), Chapter 1 Learners, p 11-22. [PDF in Blackboard]</p> <p>Baker (2012) From cultural awareness to intercultural awareness: culture in ELT, p 62-70. [PDF in Blackboard]</p> | <p>Activities for Module 1 finished by Sept. 12</p> |
| 2 | Module 2: Ethics and Agency | <p>TESL Canada Guidelines, https://www.tesl.ca/about-us/by-laws-policies-disclaimers/ethics [Online]</p> <p>Nunan video – 22 minutes, https://youtu.be/DGs-6deSf0w [Online]</p> <p>Johnson (1992), The Relationship between Teachers' Beliefs and Practices during Literacy Instruction for Non-Native Speakers of English, p 83-108. [PDF in Blackboard]</p> <p>Brown & Lee (2015) Chapter 23 Teachers for Social Responsibility, p 574-586. [PDF in Blackboard]</p> <p>Auerbach (1995) The politics of the ESL classroom: Issues of power in pedagogical choices, p 9-33. [PDF in Blackboard]</p> | <p>Activities for Module 2 finished by Sept. 19</p> |

| Week | Module | Readings and Videos | Due Dates |
|------|--|--|--|
| | | Mercer (2012), The complexity of learner agency, p 41- 59. [PDF in Blackboard] | |
| 3 | Module 3: Needs Assessment | Graves (2014) Figure 8 CLB Implementation Guide examples [PDF in Blackboard] Weddel & Van Duzer (1997) Needs Assessment Tools Chart (III Workshop Modules-Assessing learner needs in the adult ESL classroom). [PDF in Blackboard] Teaching Business English video – 5 minutes https://youtu.be/CwS-p9a0qNA [Online] West Virginia Adult Ed Prgram Appendix (2016) Section 14: Serving Adult English Language Learners (ELLs) [PDF in Blackboard] British Columbia Ministry of Ed (1999) http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/special.pdf [Online] SK Ministry of Ed Chart Yoon (2008) Uninvited Guests: The influence of teachers' roles and pedagogies on the position of English language learns in the regular classroom, p 495-522. http://search.proquest.com/docview/200444582?accountid=14739 [Online] | Activities for Module 3 finished by Sept. 26 Step 1 of Assignment #1 should be completed at the end of this module (it is not turned in) |
| 4 | Module 4: Writing Language Specific Objectives | Acevedo – Writing Objectives video – 33 minutes https://youtu.be/5tm--m63ghk [Online] Fisher & Frey (2010) Unpacking the Language Purpose: Vocabulary, Structure, and Function, p 315-337. [PDF in Blackboard] Jones (2016) Objectives Checklist [PDF in Blackboard] | Activities for Module 4 finished by Oct. 3 Step 2 of Assignment #1 – Due October 3 (focuses on Module 4) |

| Week | Module | Readings and Videos | Due Dates |
|------|----------------------------------|---|--|
| 5 | Module 5: Assessment | <p>Tuzi – Designing a Language Test video – 27 minutes https://www.youtube.com/watch?v=oRpOIEPMeol&feature=youtu.be</p> <p>[Online]</p> <p>Marshall & Hall (2013) Guide to Developing Multi-Choice – optional – 38 pages</p> <p>Pettis (2014) PBLA p 25-58. http://www.language.ca/documents/PBLA_Guide_e-version_2015.pdf [Online]</p> <p>Oladejo (1993) Error correction in ESL: Learner's preferences, p 71-89. [PDF in Blackboard]</p> | <p>Activities for Module 5 finished by Oct. 10</p> <p>Step 3 of Assignment #1 – Due Oct. 10</p> <p>(focuses on Module 5)</p> |
| 6 | Module 6: Planning for Speaking | <p>Brown & Lee (2015) Micro and Macroskills of Oral Communications, p 352. [PDF in Blackboard]</p> <p>Harmer (2007) Chapter 20: Speaking, p 343-363. [PDF in Blackboard]</p> <p>Ur (2012) Chapter 9: Speaking, p 117-132. [PDF in Blackboard]</p> <p>Nation & Newton (2009) Chapter 5: Pronunciation, p75-96. [PDF in Blackboard]</p> <p>CLB Speaking samples video http://www.language.ca/index.cfm?Voir=sections&Id=17398&M=4032&Repertoire_No=2137991327 [Online]</p> <p>Underhill – Teaching Pronunciation video – 1 hour https://youtu.be/1kAPHyHd7Lo [Online]</p> <p>Review section - ESL Speaking Activities video – 11 minutes, https://youtu.be/vCWhlgKrfM [Online]</p> | <p>Activities for Module 6 finished by Oct. 17</p> |
| 7 | Module 7: Planning for Listening | <p>Roessingh (2006) BICS-CALP: An introduction for some, a review for others, p 91-96.</p> | <p>Activities for Module 7 finished by Oct.</p> |

| Week | Module | Readings and Videos | Due Dates |
|------|---|--|---|
| | | <p>[PDF in Blackboard]</p> <p>Richards (1983) Listening comprehension: Approach, design, procedure, p 219-240. http://library.usask.ca/scripts/remote?URL=http://dx.doi.org/10.2307/3586651 [Online]</p> <p>Ur (2012) Chapter 8: Listening, p 101-115. [PDF in Blackboard]</p> <p>Gist and Detail video – 8 minutes. https://youtu.be/Ks0oxK0-BsU [Online]</p> <p>Flowerdew & Miller (2005) Chapter 11: Testing, p 198-210 and Chapter 10: Question types, p 186-194. [PDF in Blackboard]</p> <p>Optional video – Tuzi – Assessing Listening – 23 minutes. https://youtu.be/kihdmpYSrGI [Online]</p> | <p>24</p> |
| 8 | Module 8: Task Based Teaching and Learning | <p>Richards Intro to TBTL video - 5 min https://youtu.be/BJYbkDK3T-k [Online]</p> <p>Nunan (2014) Task-Based Teaching and Learning, p 455-470. [PDF in Blackboard]</p> <p>Willis & Willis (2007) Doing Task-based Teaching (Oxford Handbooks for Language Teachers), p12-30. [PDF in Blackboard]</p> <p>Sample lessons to review</p> <p>Norris How to assess TB performance video – 1 hour https://vimeo.com/91428246 [Online]</p> | <p>Activities for Module 8 finished by October 31</p> <p>Step 4 of Assignment #1 – Due November 6 (includes Modules 1-7)</p> |
| 9 | Module 9: Content Based Teaching and Learning | <p>Lyster (2011) Content-Based Second Language Teaching, p 611-625. [PDF in Blackboard]</p> <p>Capacity Buidling Series document</p> <p>Janzen (2008) Teaching English Language Learners in the Content Areas, p 1010-1038.</p> | <p>Activities for Module 9 finished by November 7</p> <p>Assignment #2 (written) – Due November 10</p> <p>Pair Work from</p> |

| Week | Module | Readings and Videos | Due Dates |
|------|---------------------------------|--|---|
| | | <p>[PDF in Blackboard]</p> <p>Acevedo video – last 5 minutes</p> <p>Baecher & Farnsworth (2014) The Challenges of of Planning Language Objectives in Content-Based Instruction, p 118-136.</p> <p>[PDF in Blackboard]</p> <p>Chamot – Learning Strategies list, p 15-17. [PDF in Blackboard]</p> <p>CALLA lesson template and sample lesson p 258-264</p> <p>SIOP Lesson samples</p> <p>SIOP Lesson video – 8 minutes</p> <p>Case (2006) How to assess language in the social studies classroom, p 41-48. [PDF in Blackboard]</p> | <p>Assignment #2 should happen this week</p> |
| 10 | Module 10: Planning for Reading | <p>Brown & Lee (2015) chart of skills</p> <p>Armbruster, Lehr & Osborn (2001) Put reading first: The research building blocks for teaching children to read (teachers guide). https://www.nichd.nih.gov/publication/s/pubs/Documents/PRFbooklet.pdf [Online]</p> <p>McCarten (2007) Teaching vocabulary: Lessons from the corpus, lessons for the classroom, p 1-30 – optional. www.cambridge.org/download_file/863468/0/ [Online]</p> <p>Peregoy & Boyle (2008) Beginning Readers: Characteristics and Strategies, p 297-327. [PDF in Blackboard]</p> <p>Guided reading video – 11 minutes https://youtu.be/7_jXuw_Knc0 [Online]</p> <p>Nation (2009) Assessment p 75-92. [PDF in Blackboard]</p> | <p>Activities for Module 10 finished by November 21</p> <p>Synchronous meeting to discuss Assignment 2 – November 23, 7:00 p.m.</p> |
| 11 | Module 11: Planning for Writing | <p>Brown & Lee (2015) chart of skills p 437</p> <p>BICS & CALP review from Alberta Teachers p 1-4</p> | <p>Activities for Module 11 finished by</p> |

| Week | Module | Readings and Videos | Due Dates |
|------|-------------------------------------|---|--|
| | | <p>Peregoy & Boyle (2008) Process Approach p 230-244. [PDF in Blackboard]</p> <p>How to teach writing process video – 8 minutes https://youtu.be/JPUh9mfSqWU [Online]</p> <p>Sample writing lessons</p> <p>DelliCarpini (2012) Success with ELLs: We are all writers! Building second language writing skills in the ELA classroom, p 97-101. http://www.jstor.org/stable/23269537?seq=1#page_scan_tab_contents [Online]</p> <p>Culham (2003) 6+1 Traits p 35-40, 51-67, 266. [PDF in Blackboard]</p> <p>6+1 Traits video – 11 minutes https://youtu.be/FCqPPXlrQsl [Online]</p> | <p>November 28</p> |
| 12 | Module 12: Professional Development | <p>Brown Chapter 22: Teacher Development, pp. 540-584. [PDF in Blackboard]</p> <p>Farrell (2012) Novice-Service Language Teacher Development: Bridging the Gap Between Preservice and In-Service Education and Development, p 435-449. [PDF in Blackboard]</p> <p>Farrell (2012) Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön, p 7-16. [PDF in Blackboard]</p> <p>Saylag (2012) Self reflection on the teaching practice of english as a second language: becoming the critically reflective teacher, p 3847-3851. [PDF in Blackboard]</p> <p>Sample Papers: Abraham (2015) Action Research p 155-165; Patten (2007) iPods p 40-44.</p> | <p>Activities for Module 12 finished by December 5</p> <p>Assignment #3 - Due December 7</p> |

Grading Scheme

| | |
|----------------------------|------|
| Assignment #1 (in 4 Steps) | 20% |
| Assignment #2 | |
| written | 15% |
| online | 10% |
| Activities Participation | 15% |
| Final Project | 40% |
| 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

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

Assignment One – Short Lesson Plan

Value: See Grading Scheme

Due Date: 3 graded components - See Class Schedule for specific dates

Purpose: To provide a formative learning experience in developing language specific lesson plans

Description: Students will submit a lesson plan in three stages (Objectives 5%, Assessment 5%, Complete Plan 10%). At each of the first two preliminary stages students will receive feedback and have the opportunity to revise toward the final lesson plan.

Instructions: Step 1 – Module 3 – Needs Assessment - Choose option A or B according to the teaching context you plan to be involved in. You will continue to work with the same

scenario throughout Assignment #1. Ultimately you will be writing a short lesson plan for this group.

You do not have to submit answers to these questions but you will use your answers to help build your lesson objectives in Step 2 of Assignment #1.

A) For the adult teaching context, watch this needs assessment interview – Needs analysis by L. Cordoba.

<https://youtu.be/7CpdsKs9hGE>

1. Based on the answers the student gives, identify three language “needs” that you would try to address for this student in their language class.
2. Watch the interview again and this time focus on the non-verbal aspects. If you were involved in this interview, what would you do to improve the exchange between the student and teacher?
3. Given the information about *needs* you were able to collect from the interview, list three different activities that you would use in your language class that would make the instruction authentic to the student’s language goals.

B) For the K-12 teaching context, watch this video – ESL Training centre Kindergarten class in Jiangyin.

<https://youtu.be/DI22Px2NwGk>

1. Based on the answers the students give, identify three language “needs” that you would try to address in your next lessons for the students of this class.
2. Watch the video again and this time focus on the non-verbal aspects. Which children are less confident with their skills? What could you do to follow up and investigate whether or not this exchange was a true reflection of their skill?
3. Since this is a group of children in an EFL context, it is more difficult to be “authentic” with activities, but what could you do to approach authenticity?

Step 2– Module 4 – Objectives - 5%

Using the scenario you chose in Step 1, choose the following goal listed as A for the adult context or B for the elementary context:

- A) CLB – Stage 1 CLB 2 Listening – Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. (Centre for Canadian Language Benchmarks, 2012).
- B) CFR - Elementary A1.2 Listening - Can understand numbers, times and other pieces of short information, if given slowly and clearly (Government of Saskatchewan Ministry of Education, 2013).

Consider the needs of your chosen group and using the goal, write a language learning objective(s) that would apply to a single lesson where this goal was being developed. It is

understood that this goal cannot be fully accomplished in a single lesson. Use the strategies discussed throughout this module to break the goal down into something manageable. Consider what might be terminal and enabling objectives.

Submit your written objective statement(s) in PAWS. Include:

- 1) the scenario you are working with
 - 2) at least one identified need of the group
 - 3) the goal you are working toward
 - 4) your objective(s) which takes into account a need (2)
-

Step 3 - Module 5 – Assessment - 5%

Using the scenario you chose in Step 1), and the objective(s) you wrote in Step 2), design an appropriate assessment plan to measure the achievement of the group against your initial objective.

- 1) Explain how you plan to assess the group using the correct terminology from this module.
- 2) Discuss the specifics of your plan and your reasoning. (Note: The actual test or rubric is not required.)
- 3) Be sure to include a revision of the needs (Step 1) and objectives (Step 2) along with the assessment.

Using the Grocery Shopping example:

The objective was “Students will be able to ask a clerk for an item and follow directions to find that item in a grocery store”, so to assess my students’ performance I will have to have my students role play a shopping scenario. This is an integrative task that involves speaking and listening, not to mention using new vocabulary. A constructed response assessment is the best fit for integrative tasks. Although I could create a selected response test to evaluate some of the basic skills like knowledge of a polite greeting and vocabulary, I think I would already have this data from observing my students during classroom activities so this is not the best use of time. I will have each student taking a turn as the clerk and the shopper. The clerk will have prompts to help them. The shopper will have to follow the directions they are given on a map of the store since creating a store in the classroom would not be possible. To evaluate my students’ performances, I will need to create a marking rubric to ensure my own focus on the key elements. Marking will only focus on the student in the shopper role. In the rubric, I think I would include descriptors for ...

Step 4 – Modules 1-7- Lesson Plan - 10%

Using the previous work completed for this assignment, write a complete lesson plan for a one-hour lesson for your chosen group of students. The plan should clearly show what *needs* you are trying to address, state language learning *objectives*, and provide *assessment* plans. Please rewrite Steps 1, 2, and 3 so that the final draft appears as one continuous lesson. Addressing the feedback given after each earlier submission will result in a better final product.

You may choose to format your lesson using any model discussed in this course (e.g. PPP, TTT, SIOP, etc.). Please include any handouts that students would receive. If you plan to show a video or use a text, please provide information that would lead to the source for your instructor to view. Textbooks may not be fully available online, but instructors can often review publisher's sample chapters to understand your intent.

Depending on the model you choose for this step, your lesson should be 3-5 pages excluding handouts.

Assignment Two – Classroom Observation

***Please begin to make arrangements immediately as it will take time to arrange for an opportunity to observe an ESL class.**

Value: See Grading Scheme

Due Date: 2 graded components - See Class Schedule for specific dates

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

Description: 1000-1400 word (4-5 pages) essay with academic citation and referencing (15%) and an online synchronous discussion of learning (10%).

Note: The synchronous meeting is part of Assignment #2. Unlike ECUR 291, it is not optional. Missing the scheduled meeting will result in a loss of 10% and it cannot be made up. The value of this meeting comes from the collected efforts of all the students and will contribute to your understanding of both the later parts of Assignment #1 and 3. Please mark the date on your calendar to ensure you attend.

**Note that you may use this observation as part of the requirement in Observation across CERTESL if you are planning to continue your TESL studies in the CERTESL program.

Instructions:

1. 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/.

Make arrangements to observe for at least 60 minutes in the classroom. While you may find it helpful to talk to the teacher for a few minutes after the lesson, a detailed interview is not required. ELTs are very busy people - please be respectful of their time.

2. The purpose of this assignment is to give you real world examples of the material in the texts. From your observation and participating teacher, you should be able to collect information on the following:
 - Details about the program/provider
 - Type of program (LINC, EAP, Immersion, Pull-Out, etc.)
 - Supporting organization (SODS, university, school board, etc.)

- Syllabus (CLBs, CFR, textbook, etc.)
 - Details about the relevant learner variables
 - overall proficiency (CFR or CLB)
 - age range, gender mix
 - previous education, prior English learning
 - approximate cultural background (country specific where possible)
 - strengths and weaknesses within the group
 - level of engagement in the lesson
 - Details about the lesson
 - Overall objective(s)
 - General sequence of the lesson
 - Activities
 - Materials used
3. **Written Project** - Using the information you collect, write a descriptive essay (800 – 1400 words or 3-5 pages) that summarizes the key characteristics of the group. And based on those details, include 3 to 5 suggestions for clearly written observable and measurable language objectives that suit the learners as you have described them. If this was your class, what would your next objectives be for this group given what you saw in the classroom?

For example: *You observed a grammar lesson for a group of intermediate adults in a LINC program. The objective was “SWBAT make suggestions and recommendations using ‘if’ and correct forms of past and future verbs”. However, as you watched the students practice, you noticed that they only used the present tense in their oral exchanges regardless of the time markers. “If I am free tomorrow, I help you with homework” or “If I am you, I say sorry for yesterday’s mistake.” Your suggestion for an objective might be “SWBAT make suggestions and recommendations using ‘if’ and in correct forms of past and future verbs, at least 80% of the time in conversational exchanges of 2-3 minutes”.*

You must connect your work 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 time in the classroom and compare how those elements fit or refute the readings for this course. (Remember to use APA citation and referencing when referring to course material.)

4. **Online Tasks** – Once you have submitted your written assignment to your instructor, your instructor will assign you a partner from the class. You will send a copy of your written essay to your partner, and receive theirs in exchange. Read your partner’s paper and observe the following:
- How did their classroom situation differ from your own?
 - Can you see any similarities between the two situations?
 - Are the suggested objectives observable and measurable?
 - If you were the substitute teacher for the teacher who wrote the objectives, would you understand the intended language learning and be able to choose a suitable activity (assuming their planning was interrupted and they neglected to provide any!)?

5. Exchange your thoughts with your partner. (You may want to connect synchronously through Facebook or Skype or use one of the meeting tools available in Blackboard.) You are NOT marking your partner's work. The intention of this component is to have you see how many different ESL situations there are and how the needs assessment/objective writing process works.
6. An online synchronous meeting will be scheduled to discuss this assignment. See the Course Schedule for specific date. Each student will be asked to share their "significant learning" from this process. To prepare to share, think about one or two ideas that really stood out to you through this process. What did you learn either in the classroom, writing the objectives, or looking at your partner's ideas?

Assignment Three – Final Project – Complete Unit and Lesson Plan

Value: See Grading Scheme

Due Date: Week 12. See Class Schedule for specific date.

Purpose: To give students the opportunity to design a unit 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: A unit plan of 3-5 lessons which includes at least one complete lesson plan (8-10 pages).

Instructions: You may plan this project for a class with whom you are currently working, or you may plan the lesson for an imagined class of students with whom you imagine that you will be teaching sometime in the future. Please plan for a minimum of 4 and no more than 20 students. This project is intended to be a practical application of your knowledge so create something you can use.

1. In essay form, write an introduction to your project that describes the institution and type of program in which the lessons will be delivered. Be sure to mention the syllabus type and any curriculum documents that are required by the institution.
2. Also in the introduction, provide a detailed description of the learner variables including countries of origin, language backgrounds, proficiency levels, ages, gender, educational backgrounds, time in language instruction, and learners' goals and needs. The more detail you can provide, the easier it is for the instructor to see how your lesson suits the group.

(Hint: If you are working with an imagined group, create a fictional life for your group as best you can. Try using one of the video lessons from the learning material and pretend that group is your class and make up details that seem to fit.)

3. Finally, in your introduction, describe a unit of study that would extend over 3-5 individual lessons. The unit could be thematically, functionally, or structurally based. The syllabus and curriculum may help you to determine your focus. You might talk about why you chose this particular topic for your unit, how it fits into the students' course of study, or any other factors that brought you to choose this idea.
4. Determine your objective(s) for the whole unit and record it in SWBAT form. Ensure that the overall unit objective(s) is observable and measurable, and related to the required

curriculum. If you are working from a syllabus or curriculum, please cite the source and quote the outcome or goal your unit is based on.

5. In chart form, briefly map the progress of the unit over the course of 3-5 lessons. Each lesson should have clear objective statements that relate to the overall unit. Intended lesson activities and assessment plans should be noted but the entire lesson does not need to be presented in the chart.

Lesson length will vary depending on the group and institution you are working with. Children might receive lessons in 30 minute to one hour blocks, two or three times per week. Adults might have three-hour lessons daily Monday through Friday. Plan the unit for what works in your case. The introduction should explain the teaching scenario.

If you are still unsure about appropriate timing, plan the unit around one hour blocks of language instruction time.

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Objectives Terminal: Enabling: | Objectives Terminal: Enabling: | Objectives Terminal: Enabling: | Objectives Terminal: Enabling: |
| Activities | Activities | Activities | Activities |
| Assessment | Assessment | Assessment | Assessment |

This step is intended to help you think about how individual language points and lessons contribute to integrated language learning.

6. Choose one lesson from the unit that you will plan completely. Your lesson plan should include:
 - a needs assessment or a description of a needs assessment that was done in a previous lesson that lead to this lesson
 - specific language lesson objectives (terminal and enabling)
 - a sequence for the lesson using one of the lesson models discussed in this course (PPP, TTT, SIOP, etc.)
 - detailed descriptions of lesson activities (imagine writing instructions so that a substitute teacher could carry out the lesson in your place)
 - a description of how the activities of the lesson might be differentiated for multi-level groups
 - necessary handouts with references to their sources
 - a plan for assessing whether the lesson’s objectives have been met (formative, summative, informal feedback, rubrics, etc.)
7. In essay form, write a justification for your lesson. Why is this lesson the best language lesson? What components from this course did you purposely include to improve the students’ experience? What were you thinking about as you created the sequence or activity? The purpose of this section is to have you think about why you did what you did and synthesize what you have learned throughout the whole course.

Hint: If you can’t think of good reason for why something is, then there is probably

something you could do to improve it.

8. Finally, write a summative commentary describing what you have learned from completing this project.

The written project should be 8-10 pages long double-spaced not including lesson handouts.

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.

Instructions: 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. Some of the activities focus your attention on simple definitions or 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 see how ideas might apply to other contexts.

Weekly activities must be posted on or before the Friday of the following week. For example, a comment for Module 2 will be due on the Friday of Week 3, and so on. Dates are provided on the class schedule. Discussions will be locked and will not be reviewed after the deadline.

A Learning Journal has been provided in Blackboard to help manage ideas that may be relevant to later sections. Some activities suggest that you record thoughts in your Learning Journal. Generally, these are thoughts that you may want to review for discussion or later assignments. Only items the Discussion Forum will be marked. The Journal is for your own use.

Each mark-able activity will be evaluated 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.

Your Activities Participation will be calculated from your earned marks collected on the 0-3 scale over a total possible of 36 marks (12 modules x 1 mark-able activity per module earning up to 3 marks each). If you collect 36 or more marks over the whole course, you will receive the

maximum of 15% for Participation. If you earn less than 36, your participation mark will be prorated on the same scale. Please note that several weeks have more than one mark-able activity so it is possible to collect more than 36 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.

Activities Eligible for Participation Marks are listed below. (Note not all activities are listed for credit.)

| | |
|---|--|
| Module 1 - Activity 1 – Defining CLT | Activity 2 – Learner Variables |
| Module 2 - Activity 2 – Social Responsibility Activity 4 – Factors in Agency | Activity 3 – Ethical Issues in Teaching |
| Module 3 - Activity 3 – Needs Assessment Tools | |
| Module 4 - Activity 4 – Writing Objectives | |
| Module 5 - Activity 2 – Writing Multi- Choice Tests | Activity 3 – Writing Rubric Descriptors |
| Module 6 - Activity 1 – Speaking Micro/macro skills | Activity 2 – Matching activities to objectives |
| Module 7 - Activity 2 - Listening Micro/macro skills | Activity 3 – Matching activities to objectives |
| Module 8 - Activity 1 – Task-based Lesson | Activity 2 – Lesson Models and Tasks |
| Module 9 - Activity 2 – Content/Lang Objectives - Activity 3 - Adv/Disadv to CALLA | Activity 4 - Adv/Disadv to SIOP |
| (Note: Only one of either Activity 3 OR 4 will be counted toward participation marks) | |
| Module 10 - Activity 1 - Reading Micro/macro skills | Activity 2 – Adapting for age group |
| Module 11 - Activity 1 – critiquing writing books | Activity 2 – writing an email |
| Module 12 - Activity 1 – PD resources | |

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.

Marking rubrics for each assignment are viewable in PAWS.

Additional Information

Criteria That Must Be Met to Pass

Students must complete and submit all assignments.

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.

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 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

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) 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

Acknowledgements

Class Author

Lisa M. Krol, M.Ed., TESL

Instructional Design and Class Development

Jordan Epp, M.Ed.