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

COURSE SYLLABUS

COURSE TITLE: Overview of Teaching English as a Second Language
COURSE CODE: TESL 21
TERM: Spring and Summer 2013
COURSE CREDITS: DELIVERY: CERTESL–Computer-enhanced
COURSE SECTION: START DATE: W01 May 8, 2013

Course Description
This course is designed to introduce teachers of children, adolescents, and adults to the field of teaching of English as a second language or foreign language or standard dialect. The various contexts of ESL and EFL teaching are considered. An introduction to learner variables, second language acquisition, the teaching process, and classroom management are also presented as well as an introduction to teaching the skill areas, types of curricula, and communicative language teaching.

Prerequisite(s): TESL 21 is a prerequisite to all TESL courses.

Note: This course is also available in a print-based, independent study format.

Course Objectives
You may have no or little experience in pedagogy, or you may have a great deal of experience. The main goal of this course is to teach you about pedagogy, particularly as it applies to teaching English as a Second or Foreign Language, and to provide you with an overview of the various areas of the field.

Course Overview
TESL 21: Overview of Teaching English as an Additional Language is the first course in the TESL stream of the CERTESL Program. It is also the identical twin of ECUR 291 in the University’s College of Education. This course is designed to introduce you to this exciting field through the following topics:

Module 1: Introduction: TESL vs. TEFL, Providers and Programs
Module 2: Learner Variables: Age, Proficiency Level, and Culture of Origin
Module 3: Learning Styles, Strategies, and Motivation
Module 4: How Language Works
Module 5: How a Second Language Is Learned
Module 6: The Teaching Process
Module 7: Teaching Pronunciation, Vocabulary, and Grammar
Module 8: Topics, Situations, Notions, Functions, and Communicative Language Teaching
Module 9: Teaching the Four Skills—Listening, Speaking, Reading, and Writing
Module 10: Syllabus/Curriculum and Materials
Module 11: Classroom Management
Module 12: Continuing Your Professional Development

Your Instructor

The instructor for this course is Laura Sheppard.

Contact Information
Email: laurasheppard@accesscomm.ca
Phone: 306-586-3280

Office Hours
I do not have any particular hours when I am online. You may contact me via the website or by my personal email whenever you like, and I will do my best to respond within 24 hours. Likewise, you may contact me by telephone any time as long as it is before 9:00 p.m. (Regina time). If I am not home, please leave a message and I will return your call.

Profile
Since 2001, I have worked full time at the Regina Open Door Society (RODS), which is a settlement agency for refugees and immigrants. I began work at RODS as an ESL teacher for newcomers to Canada. Currently, as English Language Services Manager, I am responsible for overseeing our LINC (Language Instruction for Newcomers to Canada—federally funded) and Stage One (provincially funded) programs.

Previous to working at RODS, I taught English for Academic Purposes at the University of Regina for 13 years. Before that, I spent some time in Asia studying Chinese and teaching English at Peking University. Both of these were fascinating and invaluable experiences. My husband and I both like traveling, and I enjoy reading fiction, visiting with friends, walking, baking and a variety of other interests.

I have been tutor-marking TESL 21 since 1998 and really enjoy the interaction with and feedback from the class participants. I have enjoyed teaching both the print and on-line versions of TESL 21 as well as teaching TESL 31 and TESL 42 in the past. Teaching TESL 21 is always a rewarding experience for me with the diversity of participants who enroll in the course, the great online discussions and the fascinating insights that participants bring forth in their papers each term.
Required Resources

Readings/Textbooks


Textbooks are available from the University of Saskatchewan Bookstore: [www.usask.ca/consumer_services/bookstore/textbooks](http://www.usask.ca/consumer_services/bookstore/textbooks)

Other Required Materials/Resources
1. Print materials package (Course Guide and Article Reprints, Student Handbook, Application for Final Examination) [mailed from CCDE]
2. Access to English-language learners is required.
3. Access to a DVD player is required.

Course Schedule

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<th>Week</th>
<th>Module</th>
<th>Readings</th>
<th>Evaluation Due Date</th>
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<td>2</td>
<td>Learner Variables: Proficiency Level, Age, Gender, and Culture of Origin</td>
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<td>Plains College, Swift Current, Sask. Revised July 2010</td>
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<td>Module 1 Appendix B: Enhanced Language Training, Tim Helfrich, Manager, ELT Programs, Saskatoon Open Door Society, January 2008.</td>
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<td>Brown (2007), Chapter 6 “Teaching across Age Levels” (100-109), Chapter 7 “Teaching across Proficiency Levels” (110-131)</td>
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<td>Ur (2012), Chapter 18, Learner differences (1): age,” pages 256-270, Chapter 19, Learner differences (2): teaching heterogeneous (mixed) classes, pp. 272-283</td>
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<td>Green, T., &amp; Borgerson, L. (1991). “Supplementary Reading on Aboriginal Learning Styles.” (Article Reprint)</td>
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<td>Centre for Canadian Language Benchmarks, 2012. <em>Canadian Language Benchmarks: English as a second language for adults.</em> “Profiles of Ability” for each of the three stages in listening (pp. 2,14, 26), speaking (pp.</td>
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<td>Module 2 begins May 20; ends June 2</td>
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<td>Module</td>
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| 3 | Learning Styles, Strategies, and Motivation | Brown (2007), Chapter 16 “Strategies Based Instruction” (257-268)  
Brown (2007), Chapter 5 “Intrinsic Motivation in the Classroom” (84-97)  
**Assignment One** covers Modules 1, 2, and 3  
**Due: June 20** |
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<td></td>
<td>Ur (2012), Module 2, pages 14-27</td>
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<td>Module 6 begins June 17; ends June 30</td>
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<td>7</td>
<td>Teaching Pronunciation, Vocabulary, and Grammar</td>
<td>Ur (2012), pp. 128-131, 60-71, 76-84</td>
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<td>Module 7 begins June 24; ends July 7</td>
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<td>8</td>
<td>Topics, Situations, Notions, Functions, and Communicative Language Teaching</td>
<td>Brown (2007), pp. 32-34 (Functional Syllabuses), 45-52 (Communicative and Task-based language teaching), and 286-292 (Models of Skills Integration)</td>
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<td>Ur (2012), pp. 28-59</td>
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<td>9</td>
<td>Teaching the Four Skills: Listening, Speaking, Reading, and Writing</td>
<td>Ur (2012), pp. 101–111</td>
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<td>Ur (2012), pp. 117–128</td>
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<td>Ur (2012), pp. 133–146</td>
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<td>Module 9 begins July 8;</td>
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**FINAL EXAM**

*Saturday, August 10, 2013*

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

**Grading Scheme**

There are two assignments and one final examination in the computer-enhanced version of this course.

The division of marks for students in the **computer-enhanced** section of TESL 21 is as follows:
Assignment One | 20%  
Assignment Two | 30%  
Online Discussions/Participation | 20%  
Final Examination | 30%  
Total | 100%  

Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/current/academics/grades/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://www.usask.ca/university_secretary/council/academiccourses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

**Evaluation Components**

Please Note: You will need to start making arrangements with an ESL/EFL delivery agency immediately in order to complete Assignment One on time.

**Assignment One: Interview with a Teacher**

**Value:** 20% of final grade  
**Due Date:** End of week 4. See Course Schedule for specific date.  
**Purpose:** Covers Modules 1 through 3  
**Description:** This assignment is an essay that you will write based on an interview with a teacher. Contact an ESL or an EFL teacher in your area. Be sure to follow the Protocol for Working with the EAL Community located on the CERTESL website at www.ccde.usask.ca/certesl  
See your online content for more information about this assignment.

**Assignment Two: Essay with Three Options**

**Value:** 25% of final grade  
**Due Date:** End of week 10. See Course Schedule for specific date.  
**Purpose:** Covers Modules 6 through 10  
**Description:** There are three options in this assignment. Be sure to do just one of the three options. The narrative part of your response should be in the form of an essay, with an introduction, body and conclusion. The entire assignment, including the narrative essay, and the lesson plan or test (if applicable) should be 4 to 5 pages (1250-1400 words) in length. See your online content for more information about this assignment.
Requirements for All Assignments

Guidelines for Assignments

Carefully read these instructions so that you know what we expect in each assignment. Use APA guidelines at http://library.usask.ca to ensure your submissions are in the proper format.

- Each assignment must be written in the format specified in the assignment. Point form is not acceptable.
- Each assignment in this course should include the following elements:
  - title page (including your mailing address)
  - an introduction describing what the assignment contains
  - a body, which includes the main part of your assignment; this assignment may be a short essay, a lesson plan, or a collection of your writing and materials as indicated in the assignment
  - a brief conclusion
  - properly cited references, if applicable, with author, title, page numbers, publication date, and place of publication, and publisher.
- Assignments, whether sent electronically or in print, must be typed and double spaced. Leave a wide margin on all sides to allow for instructor comments.
- Follow the instructions for each assignment carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions. Keep to the suggested length for each assignment. Instructors will not mark assignments that are too long. They will be sent back to you for you to rewrite in more succinct form and re-submit.
- Proofread your assignments to ensure proper grammar and mechanics. You may fail the assignments if your English is not adequate. You may wish to have a colleague, friend, or relative proofread your assignment before you submit it. See the Language Requirements section of this Course Syllabus so that you know what is expected of you in your assignments, online communication, and final examination.
- Number all pages.
- Keep a copy of the assignments for your records.

Assignment Checklist

Before submitting the assignment, ask yourself the following questions:
- Have I included a title page, introduction, body, and conclusion?
- Have I covered all the required points?
- Have I demonstrated knowledge based on the course readings?
- Have I demonstrated knowledge based on classroom practice?
- Have I properly cited all my sources?
- Are the ideas and points logically and coherently organized?
- Have I expressed myself accurately and effectively?
- Is the assignment succinct?
- Have I used correct spelling and grammar?

For all assignments, weighting will be approximately as follows:
- Ability to connect theory to practice 80%
- Assignment presentation and organization 20%
Online Discussion Forum Participation

Value: 20% of final grade
Due Date: Ongoing throughout the term
Description: Weekly discussions on topics related to the course content will take place online in your Blackboard course environment. See the online forum for details and topics of discussion.

Final Examination

Value: 30% of final grade
Due Date: See Course Schedule
Purpose: A comprehensive examination on the material covered in all 12 modules.
Description: An invigilated, closed-book, three-hour examination. A detailed exam outline will be sent to all students, both by e-mail and also as a hard copy returned with the marked Assignment 2.

Students must register to write the final examination by completing an Application Form for Final Examination by June 14, 2013. This application is part of your course materials package. Consult the Examination Regulations in your Registration Handbook for further details on examinations.

Submitting Assignments (CCDE)
Submission forms and pre-addressed envelopes are included in your course materials package. Assignments may be submitted by mail, fax, or in person. Some instructors may also accept assignments submitted electronically. Check with your instructor on the preferred mode.

Options for Submitting Assignments:

- Electronically to your instructor by e-mail or the Blackboard Learn system (check with your instructor on preferred electronic mode).
- By fax (with completed submission form) to CCDE at (306) 966-5245.
- In person (with completed submission form) to the Main Office at the Centre for Continuing and Distance Education (address below) Monday through Friday between 8:30 a.m. and 4:30 p.m. After Hours: Via the drop slot located at the top of the central stairwell, on the Fourth Floor of the Williams Building (address below).
- By mail (with completed submission form) to:

  The Centre for Continuing and Distance Education (CCDE)
  Room 464, Williams Building
  University of Saskatchewan
  221 Cumberland Avenue North
  Saskatoon, SK S7N 1M3

Please note that assignments sent by mail should be postmarked no later than the due date, and faxes should be sent prior to 4:30 p.m. Saskatchewan time on the due date. You should keep a personal copy of all assignments submitted.

Please note that at the University of Saskatchewan, 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 will find extensive information about university policies related to plagiarism at http://www.usask.ca/honesty/doingitright.shtml

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 the assignment.

Your tutor/marker may deduct marks if you do not follow the instructions. If you think that your assignment will be late, contact your tutor/marker well in advance of the assignment due date. Tutors/markers will deduct marks for late assignments if you have not previously negotiated an extension to the due date. If you hand the assignment in substantially late without having negotiated with your instructor, your instructor may give you a grade of zero. Assignments cannot be accepted after the exam date without documentation of compassionate circumstances that warrant such an extreme extension.

You must complete and submit all assignments and pass the final examination in order to pass the course.

If you want your final assignment graded and returned to you before you write the final examination for this course, be sure to submit it by the due date listed on your Syllabus Information Sheet.

You are responsible for seeing that your assignments arrive at CCDE for marking. Do not rely on other students to mail in your assignments for you. Be sure, also, to make a photocopy of your mail-in assignments in case they get lost in the mail. Assignments larger than a 9" x 12" envelope may not be returned to you.

As noted above, marks will be deducted for grammatical errors. You may fail the assignments or the exams for inadequate English, so be sure to proofread your assignments carefully for mechanics! If you note typographical or grammatical errors in this course package, please take note of them and inform your tutor/marker.

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.

Trying Out the Techniques

Although we are unable to demonstrate the various techniques in this course for you or give you feedback on your efforts to try them out, there are some steps you can take to understand the activities and evaluate your success with them:

1. Keep in contact with your instructor. Seek clarification if there is something that you don’t understand.

2. Try to apply what you are learning to the case studies and scenarios provided in this course or to an actual class if you have access to one.

3. Try out the activities and techniques in the classroom or with friends. Analyze your success with the activity or technique as soon as possible afterwards. This analysis can take several forms:
   - have a peer watch you and give feedback
   - ask for student feedback
• record your lesson on an audiotape or videotape for later review
• keep a written journal on each technique and activity as you try it out.

4. Visit educational institutions (K–Adult) for new ideas and procedures. Discuss what you have learned with other language instructors.

5. Don’t limit your classroom observations to one class or one videotape. Try to obtain and utilize other videotapes (e.g., the required videotape from TESL 35), and ask permission to observe a variety of EAL classrooms if possible.

6. Examine technique and activity books to help you become aware of the variety of teaching options.

7. Work through the Viewers’ Handbook questions for each section of the TESL Live videotape / DVD. Answers to the questions can be found in the Facilitator’s Guide.
Essay Conventions

Title

Name

Assignment Number

Course

Date
Introduction

Body

(See assignment guidelines for suggested word totals.)

Conclusion
References

Books


Chapter from a Book


Article in a Journal

Integrity Defined (from the Office of the University Secretary)

“Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.”
(Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan Guidelines for Academic Conduct. More information is available at www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Protocol for Community Contacts

Note: If you intend to work within the community to meet the course requirements (e.g., observations), please refer to the Protocol for Working with the EAL Community located on the CERTESL website. The protocol document outlines proper procedure and behavior when you contact an ESL delivery agency and want to teach or observe in classrooms or work with or interview a teacher. Be sure to read this protocol document carefully and follow the suggestions in it. If you do not follow the protocol, the ESL delivery agency may refuse to let you into a classroom to observe or do an assignment and the teacher may refuse to do an interview with you. It’s very important that you follow this protocol so that we maintain our good relationship with these various organizations.

The protocol handbook also includes a section titled “Contact with Learners.” This section deals with the cultural awareness and sensitivity that are required on your part when you are working with learners.

Observations Across CERTESL

Students in the CERTESL program are required to complete and document a total of 10 hours of classroom observation before enrolling in TESL 42 (Supervised Practicum) or TESL 43 (Professional Project). This is to ensure that you have opportunities to observe how teachers apply language teaching theory in their classroom teaching and to experience the actual dynamics of the classroom in preparation for your practicum or project. During the practicum, you will have additional opportunities to observe teachers and peers.

You will find instructions for Observation Across CERTESL and forms that you will use to document and report on your observations in the document Protocol for Working with the EAL Community and Observations Across CERTESL. Available electronically at http://www.ccde.usask.ca/certesl

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://www.cantest.uottawa.ca/score.php

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 CCDE Writing Centre (visit http://www.ccde.usask.ca/writing/) 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: Introduction: TESL, TEFL, TELD, Providers and Programs

1. Explain major differences between TESL and TEFL and discuss the implications of these differences for teaching in each context.
2. Explain the terms TESOL, TEAL, ELD, and ESD.
3. Describe major types of providers of EAL programs.
4. Describe various types of EAL programs that exist in Canada and the United States.
5. Describe types of secondary- and tertiary-level EAL programs.
6. Offer some critical opinions on the strengths and weaknesses of the existing EAL programs in Canada and the United States.

Module 2: Learner Variables: Proficiency Level, Age, Gender, and Culture of Origin

1. Discuss how age affects language acquisition and learning.
2. Describe and consider in your teaching the following factors affecting the teaching of children, adolescents, and adults: intellectual (cognitive) development, attention span, sensory input, formal educational experience, affective factors, and authentic, meaningful language.
3. Define FSI Levels, ACTFL proficiency guidelines and Canadian Language Benchmarks stages, and describe their usefulness.

4. Name and define the five communicative competencies considered to be aspects of communicative competence within the Benchmarks assessment system: linguistic competence, discourse competence, functional competence, sociolinguistic competence, and strategic competence.

5. Describe and consider in your teaching the following factors affecting the teaching of students at beginning, intermediate, and advanced levels of proficiency: learners’ cognitive learning processes, teacher’s role, teacher talk, authenticity of language, fluency and accuracy, learner creativity, techniques, listening and speaking goals, reading and writing goals, and grammar.

6. Explain how culture of origin can affect language learning

7. Explain how the aging process can affect learning from childhood to old age.

8. Explain some of the factors that must be considered in relation to gender identity and gender relations among your students.

9. Discuss problems and strategies related to multilevel classes.

Module 3: Learning Styles, Strategies, and Motivation

1. Show sensitivity to the learning styles of your learners.

2. Differentiate between learning style and learning strategy.

3. Explain the rationale for strategy training.

4. List a few ways teachers can help learners develop self-awareness of their learning styles.

5. Suggest several ways for teachers to help learners develop an awareness of their own learning strategies.

6. Describe how you can deal with mismatches between your teaching style and students’ learning styles.

7. Define motivation from integrative, instrumental, behaviorist, and cognitive perspectives.

8. Explain the difference between extrinsic and intrinsic motivation.

9. Suggest a number of strategies for making language education more intrinsically motivating for learners.

Module 4: How Language Works

1. Be able to report some basic facts about the language.

2. Distinguish between “competence” and “performance.”

3. Define some basic linguistic terms (see Key Terms and Concepts).

4. Identify the 24 consonant phonemes and 15 vowel phonemes of English.

5. Differentiate sounds according to manner of articulation, e.g., voiced or voiceless, stop or continuant.

6. List two ways to classify words into groups (morphology).

7. Demonstrate a familiarity with the following terms and concepts: sentence patterns, word order, transformation, formality, and syllables.

8. Explain why it is important for ESL/EFL teachers to know how language works.

Module 5: How A Second Language Is Learned

1. Construct learner profiles.

2. Give an account of each of the four major theoretical perspectives on second language acquisition: behaviorism, cognitive theory, creative construction theory, and interactionist view.

3. Offer a critique of the four theoretical perspectives.
4. Draw some instructional implications from the four theoretical perspectives.

Module 6: The Teaching Process

1. Explain why presentation is an important step in the teaching process.
2. Describe some guidelines for effective explanations and instructions.
3. Critique presentations using the three-step model provided by Ur (see p. 13 and the guidelines on pp. 16–17).
4. Explain the function of practice in the teaching process.
5. List the characteristics of effective language practice.
6. Plan the sequence and progression in practice by designing and sequencing a series of practice activities.
7. Explain why testing is an important step in the teaching process.
8. Describe the testing elicitation techniques listed in Ur (pp. 38–39).
9. Explain what a particular testing technique can and cannot do.
11. Administer classroom tests methodically.
12. Define the following testing terms: validity, reliability, backwash (washback), achievement test, proficiency test, diagnostic test, prognostic test, discrete-point test, integrative test, stem, option, and distracter.
13. List the elements of a lesson plan.
15. Suggest one or two teaching procedures for teaching a new lesson.
16. Produce a simple, practical lesson plan.

Module 7: Teaching Pronunciation, Vocabulary, and Grammar

1. Transcribe the speech sounds of ESL/EFL learners.
2. Identify the main elements of foreign accents.
3. Explain the major causes or sources of learners’ pronunciation errors.
4. List several techniques for improving learners’ pronunciation.
5. Explain some of the issues connected with the teaching of pronunciation.
6. Define the following terms: vocabulary, collocation, appropriateness, hyponym, and co-hyponym.
7. List several techniques for presenting the meaning of new words, and explain how each of these techniques may be used in specific teaching situations.
8. List and analyze some commonly used vocabulary testing techniques.
9. Provide some guidelines for presenting and explaining grammatical items.
10. List and discuss a number of controlled, semicontrolled, and free grammar practice activities.
11. Outline at least three ways to treat learners’ grammatical errors.
12. Discuss how to integrate grammar, vocabulary, and pronunciation instruction with the four skills: listening, speaking, reading, and writing.

Module 8: Topics, Situations, Notions, Functions, and Communicative Language Teaching

1. Define the terms topics, situations, notions, and functions, and provide examples for each.
2. Define and identify examples of five components of communicative competence: linguistic, discourse, functional, sociocultural (sociolinguistic), and strategic.
3. List at least three ideas for how to present new topics or situations.
4. Suggest at least three ways to help learners vary and extend a theme.
5. Teach chunks of language using a task-to-text approach (Ur, page 96).
6. Teach in an integrated way, by combining different types of language segments including pronunciation, vocabulary, grammar, notions, functions, situations and topics.
7. Describe the following aspects of communicative language teaching: the teaching and learning process, the goal of teachers, and the roles of teachers and students.
8. Implement the following language teaching activities: scrambled sentences, language games, picture-strip story, and role-play.

Module 9: Teaching the Four Skills – Listening, Speaking, Reading, and Writing

1. Define accuracy and fluency, and distinguish between accuracy and fluency activities.
2. Make a list of real-life listening situations and note their characteristics.
3. List the guidelines for designing listening texts and tasks proposed by Ur (pages 108–109).
4. List and describe at least five listening activities.
5. List the characteristics of a successful speaking activity.
6. Explain problems with speaking activities identified by Ur, and suggest at least three ways to help solve these concerns.
7. Describe and evaluate topic-based and task-based activities.
8. Describe and evaluate the following activities: dialogues, plays, simulations, and role-play.
9. Explain the nature of reading.
10. Show a familiarity with the guidelines for teaching beginning reading proposed by Ur (pp. 141–142).
11. List at least five reading activities.
12. List the characteristics of efficient reading and explain the instructional implications of these characteristics.
13. Classify writing activities according to whether they are used as a means, as an end, or as both means and end.
14. List and evaluate some textbook writing activities.
15. Explain the issues involved in giving feedback and how to deal with these issues.

Module 10: Syllabus / Curriculum and Materials

1. Distinguish between goals and objectives in curriculum planning.
2. Identify key factors and challenges that should be considered when planning and implementing a curriculum.
3. Describe the characteristics common to syllabuses.
4. Describe the 10 types of syllabi listed in Ur (pages 178–179).
5. Explain how each type of syllabus should be used in different teaching situations.
6. Outline the advantages and disadvantages of using a coursebook.
7. List at least 10 criteria you believe to be important for assessing coursebooks.
8. Examine the components of a specific section (unit, chapter, lesson) of a coursebook and suggest what you would need to do to make the best use of it.
9. Describe at least five different types of supplementary materials.
10. List guidelines for preparing teacher-made materials such as worksheets and workcards.
11. Analyze the possible underlying messages of course content, e.g., sexism, ageism, social orientation, and values.

Module 11: Classroom Management

1. Better manage the physical aspects of the classroom, i.e. light, seating arrangement, and equipment preparation and use.
2. Use your voice and body language appropriately when teaching.
3. Cope with midstream lesson changes.
4. Suggest some solutions to problems presented by large classes.
5. List at least five tutoring techniques.
6. Manage some common discipline problems.
7. Describe your teaching style, including comments on how to capitalize on your strengths and how to refine your style.
8. Create a positive classroom climate.

Module 12: Continuing Your Professional Development

1. Explain why continuing professional development is necessary.
2. Utilize reflection as a means of continuing professional learning.
3. Explain how to learn by sharing with colleagues and from in-house staff meetings.
4. Outline how you can carry out periodic appraisal of your own teaching.
5. Find suitable professional reading materials.
6. Explain the benefits of each of the following approaches to professional development: taking formal courses, attending conferences, and attending inservice courses.
7. Describe what you can produce to contribute to the field of TESL and TEFL and to facilitate your own professional growth.
8. Explain what “action research” is and discuss its strengths and weaknesses.

Acknowledgements

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