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**

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Overview of Teaching English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>TESL 21</td>
</tr>
<tr>
<td>TERM:</td>
<td>Spring and Summer 2016</td>
</tr>
<tr>
<td>DELIVERY:</td>
<td>CERTESL–Computer-enhanced</td>
</tr>
<tr>
<td>COURSE SECTION:</td>
<td>W01</td>
</tr>
<tr>
<td>START DATE:</td>
<td>May 4, 2016</td>
</tr>
<tr>
<td>END DATE:</td>
<td>August 9, 2016</td>
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</tbody>
</table>

**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 a Second Language is the first course in 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 class is Laura Sheppard.

Contact Information  
Email: lauraj.sheppard@usask.ca  (don’t forget the “j”)  
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  
From 2001 – June 30, 2015, I worked 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. In summer 2015, I retired from my position as Director of Language Employment and Child Care Services. I had a wonderful fifteen years at RODS working with ESL/EAL teachers and learners in the LINC (Language Instruction for Newcomers to Canada--federally funded) and Stage One (provincially funded) programs and appreciate teaching TESL 21 as a way to have continued connection with the profession.

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 quilting, reading fiction, visiting with friends, walking, baking and a variety of other interests.

I have been instructing 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/bookstore/](http://www.usask.ca/bookstore/)

**Other Required Materials/Resources**

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

2. Access to English-language learners is required.

3. Access to a DVD player is required.

### Electronic Resources

**Some readings in this course will require access to a computer and the Internet.** Links are provided in the *Course Guide* modules and in the Class Schedule – Readings column of this syllabus. Also, some readings may be posted as PDFs online in the Blackboard learning management system. To access Blackboard, see your Class Checklist.

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

**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](http://get.adobe.com/reader)
## Class Schedule

### Spring and Summer 2016 Breaks:
- May 26, 27
- June 20 - 22
- July 15, 18

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Readings</th>
<th>Evaluation Due Date</th>
</tr>
</thead>
</table>
| 1    | Introduction: TESL, TEFL, and TELD, Providers, and Programs | Brown and Lee (2015), Chapter 8, “Cultural and Sociopolitical Considerations” pp. 156-176 [Textbook]
Ur (2012), 2nd ed, pp. 1-6 [Textbook]
Centre for Canadian Language Benchmarks (2012). Canadian Language Benchmarks: English as a second language for adults Read “Introduction,” pp. V-XIII; skim “Profiles of Ability” and “Some Features of Communication” at each of the three Stages for Listening (pp. 2, 12, 14, 24, 26, 36), Speaking (pp. 38, 48, 50, 60, 62, 72), Reading (pp. 74, 84, 86, 96, 98, 108), and Writing (pp. 110, 120, 122, 132, 134, 144). [Article Reprint]  
<table>
<thead>
<tr>
<th>Module 3</th>
<th>Learning Styles, Strategies, and Motivation</th>
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<tbody>
<tr>
<td></td>
<td>Module 3 discussion begins.</td>
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</table>

<table>
<thead>
<tr>
<th>Module 4</th>
<th>How Language Works</th>
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<tbody>
<tr>
<td></td>
<td>Module 4 discussion begins.</td>
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<tr>
<td>Module</td>
<td>Topic</td>
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<tr>
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</tr>
<tr>
<td>7</td>
<td>Teaching Pronunciation, Vocabulary, and Grammar</td>
</tr>
</tbody>
</table>

Module 5 discussion begins June 6. (Module 5 discussion ends June 23)
Module 6 discussion begins June 13; ends June 26.
Assignment One covers Modules 1, 2, and 3
Due: June 15
Module 7 discussion begins June 24. It ends July 10.
No Module discussion
Ur (2012), pp. 28-59 [Textbook]  
Ur (2012), pp. 133–146 [Textbook]  
Ur (2012), pp. 150–163 [Textbook]  
Ur (2012), pp. 185-196 [Textbook]  
Ur (2012), pp. 197-215 [Textbook]  
Ur (2012), pp. 216-226 [Textbook]  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Reprint</th>
<th>Discussion/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FINAL EXAM</td>
<td></td>
<td>Friday, August 12, 2016</td>
</tr>
</tbody>
</table>

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

**Grading Scheme**

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

The division of marks for students in the computer-enhanced section of TESL 21 is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment One</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment Two</td>
<td>30%</td>
</tr>
<tr>
<td>Online Discussions/Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Information on literal descriptors for grading at the University of Saskatchewan can be found at: [https://students.usask.ca/academics/grading/grading-system.php](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://www.usask.ca/university_secretary/council/academiccourses.php](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

DEU Writing Centre – Quality Writing Help for Free!
Anyone taking a distance class (online, independent studies, televised) administered by the Distance Education Unit 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

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: See Class 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 using the guide below. 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 ccde.usask.ca/certesl

Use the following questions as a guideline for the interview. Once you have collected the information needed, organize the material and write an essay of about 1400 – 1800 words (5-7 pages). You must connect the responses given in the interview to course content. The essay should be structured so that you spend one paragraph to introduce the essay topic, one paragraph on the teacher’s responses to each of the five categories of interview questions, and one paragraph connecting each of these responses to course content. Finally, include a conclusion to the essay. In total, your assignment should be about 12 to 14 paragraphs.

For example, when you address the “Type of Program,” you should first summarize the teacher’s responses. The next paragraph should connect those responses to theory on providers and programs presented in Module 1 as well as your written reflections on the connection between theory as presented in the course and in the practice. For instance, you may need to explain which model covered in the course the teacher is working within. Does it differ in any way from the theoretical description of the types of programs? Is it a combination of program types? In what way is it a combination and why has the combination occurred? Does it not fit into any of the models? If not, why not? You might also want to comment on the appropriateness of the curriculum to the length of the course.

Treat the other four categories in a similar fashion. You may find that some categories inform other categories, and you should reflect on that as well. For example, the students’ goals in
studying English (asked in category 2) may not match the curriculum (asked in category 1). You should make comment on such a mismatch.

In the concluding paragraph, identify what you see as the strengths of the program and comment on ways in which the teacher has adapted the program to enhance and might further enhance the teaching and learning experience. You can refer to pages 134-135 of your textbook by Brown and Lee (2015) to help you make such suggestions.

**Interview Guide**

1. **Type(s) of program:**
   - In what type of program does this teacher work?
   - How many contact hours does the teacher have?
   - What is the ratio of teachers to learners?
   - What is the length of the course?
   - What are the program goals?
   - What is the general curriculum?
   - How are the goals and curriculum implemented?
   - Is there an assistant teacher or teacher aide available?

2. **Learner demographics and characteristics:**
   - What are the ages, proficiency levels, and first language literacy levels of the students in this class?
   - If this is a multilevel class, what is the range of proficiency levels?
   - From which countries do the learners originate? If relevant, what is their cultural group (e.g., Tibetan student from China)?
   - What are the students’ backgrounds and experiences with general education?
   - What are the students’ backgrounds and experiences with second language education in English?
   - What are the students’ backgrounds and experiences with second language education in other languages?
   - Why are the students studying English? What are their goals and aims?

3. **Learning styles and teaching techniques:**
   - What types of tasks and activities do you find most useful with the majority of students? Why do you believe them to be useful?
   - What types of tasks and activities do you find not to be useful with most students? Why do you believe them to be less useful?
   - What role do student likes and dislikes play in the usefulness or otherwise of particular activities?

4. **Learning environment:**
   - How available is English input outside the classroom?
   - How available are resources in the teaching institution (e.g., ESL/EFL library, self-access room or centre, language or computer lab)?
   - How much do the students actually use the above resources?
   - How available is community and family support?
   - Ask any other relevant information about the learning conditions (e.g., classroom arrangement, access to facility).

5. **The teacher’s views:**
• What does the teacher view as the strengths and weaknesses of the program?
• What, in the teacher’s opinion, are the most challenging aspects of teaching in this program?

Assignment Two: Essay with Three Options

Value: 30% of final grade
Due Date: See Class Schedule for specific date.
Purpose: Covers Modules 1 through 9
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.

Option A: Personal Language Learning Experience

In Part One of Assignment 2, you will describe a language learning experience and relate it to course content presented in Modules 4 and 5, but you may also draw upon information presented in Modules 1 through 3.

Write a succinct essay on a personal language learning experience that you can recall clearly. If your experience is limited to taking French in high school with no real-life use of the language, you would probably be able to show more of your knowledge by choosing one of the other two assignment options.

Discuss your responses to the questions below and other significant issues in your language learning in relationship to the course concepts and your own reflections. For example, consider the workings of the target language (i.e., the language being learned) as you assess the difficulty or ease with which the language learning occurred. Also, connect aspects of the target language that are different from English in terms of the ease or difficulty of learning. Discuss language acquisition theory as well as learning styles and strategies, the in-classroom and out-of-classroom experiences in learning the language, and other approaches to teaching and learning the target language. These are just examples; there are a number of other concepts covered in the course content that you should address as you connect the theory and practical aspects of language learning.

Address the following questions and issues and any other issues that you think are relevant:

• What language did you study? In which country did you study it?
• Was it difficult or easy for you to learn the language? Why?
• Identify three aspects of that language that are particularly different from English. Provide specific, but brief examples to illustrate the differences and why they were significant to your learning or difficulty in learning.
• How successful do you think you were in learning the language? Generally, what contributed to your success or failure in learning the language?
• Describe and compare your in-classroom and out-of-classroom learning experiences. (Out-of-classroom learning includes practice with speakers of the target language, homework, self-drill and practice, travel.)
• If you were to learn a third or fourth language, would you learn it the same way or differently? What might you do differently, or why might you learn it in the same way?

Option B: Teaching Pronunciation

In Option B of Assignment 2, you will write a brief lesson plan based on students’ phonetic problems. If you are currently an ESL/EFL teacher or have experience working with second language learners, do the following:

Identify three common pronunciation problems or errors that your students regularly experience. You will be able to demonstrate more of your knowledge by selecting three different types of problem or error.

In phonetic terms, describe the problems or errors and explain the possible causes or sources of these problems or errors. (Refer to the content covered in Modules 4 and 7 for this part of the assignment. Decide, based on your teaching context, which pronunciation model you would use for a description and explanation of the problems: British, American, or Canadian.)

Devise a short plan to help your learners improve their pronunciation of English and to overcome the three problems or errors that you identified. Refer to the following pages of your Ur readings for ideas: pages 10–45 (Ur 1996 article reprint) and pages 60–71 (Ur 2012 textbook) for presentation and practice ideas; pages 128-131 (Ur 2012 textbook) for ideas specifically related to teaching pronunciation. You may also use other resources but make sure to cite your sources properly with author, date, title, page numbers, and publisher.

What have you learned from identifying student pronunciation problems and developing a plan to help students overcome these problems?

Option C: Test Development

Using the ideas from Ur’s Unit Four (pages 41–42 in the UR, 1996, The Teaching Process, in your article reprints for Mod. 6) and Brown and Lee’s (2015) practical steps (pages 488-500), design a short test for use with a group of ESL/EFL students. The test must be an original one that you developed and not one from a published source. Ur’s (1996) Stages 2 and 3 (page 41) are optional, as explained below.

1. Clearly identify the context for the testing. If you are presently teaching (or have access to a teaching group), describe that teaching situation. If you do not, then create and describe a hypothetical context. Be sure to
   • give relevant details on the characteristics of the group: age, proficiency level, etc.
   • give specific details on the course they are following and how your test relates to the overall curriculum.
2. List all of the ESL/EFL course content that you want your test to cover.
3. Write a copy of the actual test. Make sure that you include all material that is part of the test, such as a reading passage or picture prompts. If you plan to use listening or viewing materials in the test, provide a complete transcript. Do not send CDs, DVDs, or other audio-visual material. Be sure to cite your sources if you have taken material from books or articles.
4. Using the information in Ur's Box 3.2 (page 36) and her Notes (pages 44–45), explain clearly what type of test you have made.

5. Using the information in Ur's Box 3.4 (page 42) and her Notes (pages 44–45), demonstrate how your test is valid and clear.

6. Go back to the list in 2 (above), and show how you addressed everything included on it.

7. Finally, describe and analyze what you have learned during the process of developing this test. These could be changes you made during the draft stage, or some feedback you received while giving or marking the test.

Note: Since some people may not have access to a group of students to take the test, you are not required to administer the test in reality. But, if you can do so, this would provide the opportunity for the feedback mentioned in instruction 7 (above).

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 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. See the Language Requirements section of this Class 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 Class Schedule  
**Purpose:** A comprehensive examination on the material covered in all 12 modules.  
**Description:** An invigilated, closed-book, three-hour examination.

The day and time of your final examination will be listed in your PAWS account.

The location listed in PAWS for your exam is the Saskatoon location. **If you want to write your final exam at a location outside of Saskatoon, you must complete an Application for Final Examination to be available at [https://students.usask.ca/academics/exams.php#Distanceclasses](https://students.usask.ca/academics/exams.php#Distanceclasses) approximately mid-June.** Submission of this application will let us know where you would like to write your exam.

**Students who will be writing in Saskatoon do not need to complete this form.**

**Submitting Assignments**

Send your assignment as an e-mail attachment directly to your instructor, Laura Sheppard, at lauraj.sheppard@usask.ca (don't forget the “j”)

Make sure you email your assignment before or on its due date.

**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/university_secretary/council/guide_conduct.php#honesty](http://www.usask.ca/university_secretary/council/guide_conduct.php#honesty)

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 may 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 previously negotiated an extension to the due date. If you send the assignment 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 the Class Schedule.

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 instructor.

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 audio or video 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 video. Try to obtain and utilize other videos (e.g., the required video 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 Student’s Guide questions for each section of the TESL Live DVD. Answers to the questions can be found in the Facilitator’s Guide.
Essay Conventions

Title

Name

Assignment Number

Class

Date
Introduction (Double spaced)

Body (Double spaced)

(See assignment guidelines for suggested word totals.)

Conclusion (Double spaced)
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 http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.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 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 EAL Community and Observations Across CERTESL. Available electronically at 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://cantest.uottawa.ca/en/score-interpretation-requirements-and-reporting](http://cantest.uottawa.ca/en/score-interpretation-requirements-and-reporting)

You must be familiar with these bands, regardless of whether you are a native or non-native speaker, so make sure that you read this online content carefully. If you are unsure about the interpretation of the score, contact the Academic Coordinator or your instructor.

You will also be assessed on your speaking proficiency during the practicum (TESL 42). By the time you are ready for TESL 42, you will be expected to demonstrate abilities at the Band 5 level in all skill areas – listening, reading, writing and speaking. If your instructor feels that your language skills are below the expected levels, she or he will inform you and will provide suggestions for improvement. You will be required to meet this level in order to pass the course. If you are a non-native speaker of the English language, you will also be required to demonstrate this level when you apply for TESL Canada certification or TESL Ontario accreditation if you want either of these professional recognitions after completing CERTESL.

Regardless of whether you are a native or non-native speaker of English, if you have very serious weaknesses, your instructor may refer you to the DEU Writing Centre ([visit Distanceeducation.usask.ca/support/writing-centre.php](http://Distanceeducation.usask.ca/support/writing-centre.php)) for assistance. Please take such a recommendation seriously. If you cannot use English effectively, you will not be able to provide the kind of language modeling your students need and deserve. If you are concerned about your ability to write correct English, don’t wait for an instructor recommendation; contact the Writing Centre before you submit your first assignment.

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

**Additional Information**

**Students with Disabilities**
If you have a diagnosed disability (learning, medical, physical, or mental health), you are strongly encouraged to register with Disability Services for Students (DSS). In order to access DSS programs and supports, you must follow DSS policy and procedures. If you suspect you may have a disability, contact DSS for advice and referrals. For more information, see [https://students.usask.ca/health/centres/disability-services-for-students.php](https://students.usask.ca/health/centres/disability-services-for-students.php) or contact DSS at 306-966-7273 or dss@usask.ca

**Mobile Access**
Blackboard Mobile Learn™ is an app that is available on many devices including iOS® and Android™ for those occasional times when you may want mobile access. It is still recommended that you use a laptop or desktop computer for the majority of your online studies.
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: physical issues, age-related cognitive (intellectual) development, cognitive and emotional development challenges, attention span, sensory input, educational experience, affective factors, cultural learning, 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 some of the factors that must be considered in relation to gender identity and gender relations among your students.
8. 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, semi-controlled, 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 syllabi.
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**

**Course Author(s)**

Shouyuan Wang, MA, EdD
Ruth Epstein, MA (TESL)
Instructional Design and Course Development

Instructional Designer:
Ruth Epstein, BA, PGD, MA (Instructional Designer, Centre for Continuing and Distance Education, University of Saskatchewan)

Revisions:
Shannon Storey, B.A., B.Ed., PGD (TESL), MCEd.

Support Staff:
Sandra Friggstad, Perry Millar, Stan Ruecker, Karin Tate-Penna, Robb Larmer