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

CLASS SYLLABUS

COURSE TITLE: Overview of Teaching English as a Second Language
COURSE CODE: TESL 21
COURSE CREDITS: 
TERM: Spring and Summer 2016
DELIVERY: CERTESL–Print-based
COURSE SECTION: X01
START DATE: May 4, 2016
END DATE: August 9, 2016

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 computer-enhanced 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

April 7, 2016 slg, bg, ck, gm
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 Bula Ghosh.

Contact Information
Contact phone numbers:

Home: (306) 773-5038    Cell: (306) 774-6042

Email: bula.ghosh@usask.ca

Office Hours
Please call any day of the week and leave a message. I will call you back within 48 hours.

Emails sent on weekdays will be returned within 24 hours. It might take 48 hours to return emails sent during weekends.

Profile
I was born and raised in Kolkata, India. I taught in a secondary school in India for twelve years before I moved to Canada in 1981. Presently, I am working as ESL/Family Literacy Coordinator at Great Plains College in Swift Current, Saskatchewan. I have over fifteen years of experience in teaching ESL. I have special interest in literacy, ESL and diversity education. I believe that learning should be fun and meaningful.

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]  
Ur (2012), Chapter 18, Learner differences (1): age, pp. 256-270, Chapter 19, Learner differences (2): teaching heterogeneous (mixed) classes, pages 272-283

[Textbook]


[Article Reprint]


[Article Reprint]

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]


(NOTE: If the website asks you for money, log in at library.usask.ca using your NSID and do a search for the title. The title search will bring up the same link but without the payment request.)


[Article Reprint]
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| ** tesl 21x – overview of teaching english as a second language**
|   | **3 Learning Styles, Strategies, and Motivation**
|   | **4 How Language Works**
| Assignment One covers Modules 1, 2, and 3
| Due: June 6, 2016 |

---

Page 6 of 34
<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
Ur (2012), Module 2, pp.14-27 [Textbook]  
| 7    | Teaching Pronunciation, Vocabulary, and Grammar | Ur (2012), pp. 128-131, 60-71, 76-84. [Textbook]  
Assignment Two covers Modules 4 and 5 (as well as 1-3)  
Due: July 4, 2016 |
<table>
<thead>
<tr>
<th>Number</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Teaching the Four Skills: Listening, Speaking, Reading, and Writing</td>
<td>Ur (2012), pp. 101–111 [Textbook]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ur (2012), pp. 133–146 [Textbook]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ur (2012), pp. 150–163 [Textbook]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 2 excerpt from The Canadian Language Benchmarks: English as a Second Language for Adults.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ur (2012), pp. 185-196 [Textbook]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ur (2012), pp. 197-215 [Textbook]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ur (2012), pp. 216-226 [Textbook]</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM</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 three assignments and one final examination in the paper-based version of this course.

The division of marks for students in the paper-based 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>25%</td>
</tr>
<tr>
<td>Assignment Two</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment Three</td>
<td>25%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></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](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 or Interviews with Teacher and Student and Classroom Observation

Value: 25% of final grade
Due Date: See Class Schedule
Purpose: Covers Modules 1 through 3
Description: You have two options for your first assignment. The first option is an interview with an ESL teacher. The second is an observation and interview with a learner combined with a shorter interview with his or her teacher.

Option A: Interview with a teacher
Option A for this assignment is an essay that you will write based on an interview with a teacher, conducted using the interview guide below. Contact an ESL or an EFL teacher in your area. Be sure to follow the Protocol for Working with the EAL Community and Observations Across CERTESL document located on the CERTESL website at http://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 for Option A**

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?

Option B: Interviews with teacher and student and classroom observation

Option B allows you to base your essay on a combination of an in-class observation with special focus on one student, a preliminary interview with the student, and a post-observation interview with the teacher regarding the student on whom you focus. It may appear to be more work than Option A, but remember that you can complete one of your Observation Across CERTESL reports on the basis of the observation that you conduct as part of this option.

Contact an ESL or an EFL teacher in your area who works with teenage or adult learners at an intermediate or advanced level. Be sure to follow the Protocol for Working with the EAL Community and Observations Across CERTESL document located on the CERTESL website at ccde.usask.ca/certesl.

Ask the teacher to put you in contact with a student in his or her class who would be willing to serve as the subject of your observation and interviews. Use the questions below as a guideline for the pre-observation interview with the student, the observation itself, and the post-observation interview with the teacher. 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 your observations and the responses given in the interviews to course content. The essay should be structured so that you spend one paragraph to introduce the essay topic, one paragraph for each of the three categories of pre-observation questions to the student, one paragraph on the observation, one on teacher’s responses to the first set of post-observation questions (group demographics), and one paragraph on the teacher’s responses to the questions about the specific learner. Following each of these paragraphs, you should provide another paragraph connecting the responses or observations to course content. Finally, include a conclusion to the essay.

For example, when you address the “Class Demographics,” you should first summarize the teacher’s responses. The next paragraph should connect those responses to information and 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 program model discussed in Module 1 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?

Treat the other information you gather in a similar fashion. You may find that some responses inform other responses, and you should reflect on that as well. For example, the student’s goal in studying English (asked in the pre-observation interview) may not match the course focus (observed in class and discussed with the teacher in the second set of post-interview questions). You should comment on any such mismatches between the student’s goals and preferences and the course itself.
In the concluding paragraph, identify what you see as the strengths of the program for the particular student you have observed and interviewed, and point out ways in which the teacher has adapted the program in order to enhance, and might further enhance, the learning of this particular student. You can refer to pages 134-135 of your textbook by Brown and Lee (2015) to help you make such suggestions.

**Interview and Observation Guide for Option Two**

*Part One: Pre-observation interview with student*

1. **Context**
   - What kind of English course are you taking? What is your level?
   - Why are you enrolled in this English course? (Why do you want to improve your English?)
   - How many hours each week are you in class?
   - What is the length of the course?
   - Have you studied English in other programs (at another program in Canada, or in your home country?)
   - How many students are in your class?

2. **Learning styles and teaching techniques:**
   - What tasks and activities do you do in class that you enjoy the most? Why do you enjoy them?
   - What tasks and activities do you do in class that you do not enjoy? Why don’t you enjoy them?
   - What tasks and activities do you believe teach you the most? Why do you believe that you learn well from those activities?
   - If you have studied English in other programs, how do tasks and activities in this program compare to tasks and activities in your other program? Which do you find more useful? Why?

3. **Learning environment:**
   - How much English do you speak outside of your class?
   - Do your friends, family members or other people support you to use English outside of the class? How important are they to your learning?
   - Does anything outside of the class make learning and practice of English difficult for you?

*Part Two: Observation Data*

As you observe the student in his or her classroom, answer the following questions:

1. How does your student behave in class?
2. Does his or her behaviour change as the lesson progresses?
3. How might changes in the student’s behaviour be related to activity types?
4. What other factors might be causing changes?

*Part Three: Post-observation interview with teacher*

1. **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?

2. Observed Student:
• Is the student who is the subject of the observation typical of this demographic? In what ways is he or she typical or not typical?
• How would the teacher describe the observed student’s learning style and preferences?
• How successful overall is this student as an English learner? How do his or her learning style and preferences contribute to his or her level of success? What other factors might affect his or her overall learning?
• What does the teacher view as the strengths and weaknesses of the program with regards to the needs and preferences of this particular student?

Assignment Two: Essay about Personal or Vicarious Language Learning Experience

Value: 20% of final grade
Due Date: See Class Schedule
Purpose: Covers Modules 4 and 5, but you may also draw upon information presented in Modules 1 through 3
Description: Choose one of the following two options for this assignment. Your submission should be about 1,000 words in length (about 3–4 pages). Be sure to be succinct. Choose Option A or Option B. Discuss the responses in relationship to the theoretical concepts covered in the course and your 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 ease or difficulty with learning. You should 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.

Option A: Personal Language Learning Experience
Following the instructions above, write a short essay on a personal language learning experience that you can recall clearly (please refer to the Requirements for All Assignments). In your essay, address the following questions and issues:

• 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 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: Vicarious Language Learning Experience

If you have never studied a foreign language, write a short essay on the language learning experience of a friend, relative, or student (please refer to the Requirements for All Assignments). Ask the following questions:

• What language did the person study? In which country was the language studied?
• Was it difficult or easy for the person to learn the language? Explain in detail.
• How successful does the person think he or she was in learning the language? Generally, what contributed to his or her success or failure in learning the language?
• Ask the person to describe and compare his or her 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 this person were to learn a third or fourth language, would he or she learn it the same way or differently? What might the person do differently, or why might he or she learn it in the same way?
• Ask the person to identify three aspects of that language that are particularly different from English. Provide specific examples to illustrate the differences and why the person thought they were significant to his or her learning or difficulty in learning.

Assignment Three: Essay with Three Options

Value: 25% of final grade
Due Date: See Class Schedule
Purpose: Covers Modules 6 through 10
Description: There are three options to this assignment as described below. Check the Requirements for All Assignments to ensure that you submit as required. Assignment Three should be 1,250 to 1,400 words in length (5 pages).

Option A

If you are currently an ESL/EFL teacher or have experience working with second language learners, do the following:

1. Identify five common pronunciation problems or errors that your students regularly experience.
2. 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.)
3. Devise a plan to help your learners improve their pronunciation of English and to overcome the five 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.
4. What have you learned from identifying student pronunciation problems and developing a plan to help students overcome these problems?

Option B
If the contexts described in Option A do not apply to you, do the following:

Critique one of the lessons presented in the TESL Live DVD. Also use the print material that accompanies the DVD. Use ECUR 291.3/TESL 21 course materials to support your critique, making sure to cite your sources properly with author, date, title, page numbers, and publisher.

Please identify the section of the DVD that you are critiquing. Remember, a critique contains strengths as well as limitations. You should support any negative comments with ways that the identified aspect of the lesson could be improved. Address the following questions:

1. What was the overall aim of the lesson? What were the specific objectives of the lesson? How did these aims and objectives address learner goals and needs? What might you have added or done differently in this area?
2. How effective was the lesson in terms of presentation and practice? In what ways did the teacher’s presentation and practice activities as well as the giving of instructions succeed or fail in getting students to perceive, attend to, understand and remember the target material? What, if anything, might you have done differently? Refer to pages 5 to 8 of Ur (1996) attached as an Appendix to this syllabus, your course notes, and other relevant pages or other resources to respond to this question.
3. What aspects of the lesson do you see that you would use in your teaching? Which aspects would you not use? Why would or wouldn’t you use these aspects?
4. What have you learned from critiquing this lesson?

Option C
If you are interested in further exploring test development, do the following:

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).

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 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.

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 CD/DVD. Try to obtain and utilize others (e.g., the required DVD 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.

Requirements for All Assignments
It is important that you read carefully the instructions below so that you know what is expected of you in your presentation of each assignment. Refer to the Essay Conventions found at the end of this section for details on style and format. For APA guidelines, please go to http://library.usask.ca

Make sure that you start making arrangements with an ESL/EFL delivery agency immediately in order to complete Assignment One on time.

1. Each assignment must be written in essay form. Point form is not acceptable.

2. Unless otherwise stated, each assignment should have a title page, an introduction, body, conclusion, and properly cited references, if applicable, with author, title, page numbers, and publisher.

3. Each assignment must be typed and double-spaced. Leave a one-inch margin on all sides to allow for instructor comments.

4. 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 set out in the instructions and number all of the pages. Keep to the suggested length for each assignment. Instructors will not mark assignments that are too long. They will be sent back to you and you will have to rewrite in more succinct form and resubmit.

5. Proofread your assignments to ensure proper grammar and mechanics. You may fail the assignments or the final exam for inadequate English. (See the heading, “Language Proficiency Requirements.”)

6. Staple the pages together and keep a copy of the assignment for your records.

Before submitting the assignment, ask yourself the following questions:

- Have I covered all the required points? Does the analysis display depth of knowledge? Have I included both theoretical information presented in the course as well as practical information or application to the classroom? Have I properly cited all of my sources?
- Are the ideas and points logically and coherently organized? Are the expressions used accurately and effectively? Is the essay succinct?
- Have I used the correct spelling, pronunciation, and grammar?
- For all assignments, weighting will be approximately as follows:
Ability to connect theory to practice  80%
Assignment presentation and organization  20%

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 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 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.

You are responsible for seeing that your assignments arrive 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 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.
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

Submitting Assignments (Distance Education Unit)

Submission forms and pre-addressed envelopes are included in your course materials package.

Options for Submitting Assignments:
As per the enclosed submission envelopes, your assignments for this course should be submitted directly to:

Ms. Bula Ghosh
Great Plains College
Swift Current Campus
Box 5000, 129 – 2nd Avenue N.E.
Swift Current, SK S9H 4G3

Assignments sent by mail should be postmarked no later than the due date. You should keep a personal copy of all assignments submitted.

OR

You also have the option to send your assignment as an email attachment (Word document) directly to your instructor, Bula Ghosh, at bula.ghosh@usask.ca

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

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 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

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/writingcentre) 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 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, 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 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
Appendix: Assignment 3, Option B

**Penny Ur**
Introduction: Models of teacher learning & ‘Enriched reflection’


This material has been reproduced in accordance with the University of Saskatchewan Fair Dealing Guidelines, an interpretation of Sec. 29.4 of the Copyright Act. Resale or further copying of this material is strictly prohibited.
and learning experiences used by the teacher within the [language] teaching and learning process' (Richards, 1990: 35). Any particular methodology usually has a theoretical underpinning that should cause coherence and consistency in the choice of teaching procedures. ‘Foreign language teaching’, on the other hand, though it naturally includes methodology, has further important components such as lesson planning, classroom discipline, the provision of interest – topics which are relevant and important to teachers of all subjects. Such topics, therefore, are included in this book as well as the more conventional methodology-based ones such as ‘teaching reading’.

Models of teacher learning

Various models of teacher learning have been suggested; the three main ones, as described in Wallace (1993), are as follows:

1. The craft model
The trainee learns from the example of a ‘master teacher’, whom he/she observes and imitates. Professional action is seen as a craft, rather like shoemaking or carpentry, to be learned most effectively through an apprenticeship system and accumulated experience. This is a traditional method, still used as a substitute for postgraduate teaching courses in some countries.

2. The applied science model
The trainee studies theoretical courses in applied linguistics and other allied subjects, which are then, through the construction of an appropriate methodology, applied to classroom practice. Many university- and college-based teacher-training courses are based, explicitly or implicitly, on this idea of teacher learning.

3. The reflective model
The trainee teaches or observes lessons, or recalls past experience; then reflects, alone or in discussion with others, in order to work out theories about teaching; then tries these out again in practice. Such a cycle aims for continuous improvement and the development of personal theories of action (Schön, 1983). This model is used by teacher development groups and in some recently designed training courses.

Which is likely to be most effective? Or, perhaps a better question: how do teachers learn most effectively, and how can this learning be integrated into a formal course of study?

I have several times asked groups of teachers in different countries from what, or whom, they feel they learned their present teaching expertise and knowledge. Various possible sources were suggested, such as colleagues and ‘master teachers’, the literature, pre- or in-service courses, their own experience as teachers, their students, their own experience as learners; and teachers were asked to rate each of these in importance for professional learning. Every time the majority replied that personal teaching experience was by far the most important. (Try this yourself with teachers you know!)
This answer makes sense on an intuitive, personal level as well. I myself have done my best to read, study, discuss with colleagues, attend courses and conferences in order to improve my professional knowledge. Nevertheless, if asked, I would make the same reply as the teachers in my survey: I have learnt most through (thinking about) my own teaching experience. This does not mean that other sources of knowledge and learning processes do not contribute; but it does mean that they are probably less important.

Thus, I have chosen to base this course primarily on the ‘reflective model’ as defined at the beginning of this section.

My only reservation is that this model can tend to over-emphasize experience. Courses based on it have sometimes used the (student-) teachers themselves as almost the sole source of knowledge, with a relative neglect of external input – lectures, reading, and so on – which help to make sense of the experiences and can make a very real contribution to understanding. As I see it, the function of teacher reflection is to ensure the processing of any input, regardless of where it comes from, by the individual teacher, so that the knowledge becomes personally significant to him or her. Thus a fully effective reflective model should make room for external as well as personal input.

Perhaps we might call this model ‘enriched reflection’! It is described below.

‘Enriched reflection’

Kolb’s (1984) theory of experiential learning elaborates the idea of ‘experience + reflection’. He defines four modes of learning: concrete experience, reflective observation, abstract conceptualization and active experimentation. In order for optimal learning to take place, the knowledge acquired in any one mode needs to be followed by further processing in the next; and so on, in a recursive cycle. Thus, concrete experience (‘something happened to me in the classroom’), which involves intuitive or ‘gut’ feeling, should be followed by reflective observation (‘let me step back and look at what took place’), which involves watching and perception; this in its turn is followed by abstract conceptualization (‘what principle, or concept, can I formulate which will account for this event?’), involving intellectual thought; then comes active experimentation (‘let me try to implement this idea in practice’), involving real-time action which will entail further concrete experience ... and so on (see Box 0.1).

---

**Box 0.1: Experiential Learning**

This model, however, needs to be enriched by external sources of input. It is unrealistic and a waste of time to expect trainees to ‘reinvent the wheel’: this is like expecting physics students to discover known laws of physics through their own experiments. There is a lot to be learnt from experienced teachers (as in the craft model), from experts, from research and from reading (as in the applied science model) — provided all this can be integrated into one’s own reflection-based theories. So at each stage of Kolb’s circle let us add the external sources: experience can be vicarious (i.e. second-hand, such as observation, anecdote, video, transcripts); descriptions of other people’s observations can add to our own; theoretical concepts can come from foreign language researchers and thinkers; ideas for or descriptions of experiments from writers or other professionals. And the initial stimulus for a learning cycle of this kind can occur, of course, at any of the eight points, not just at the point of experience (see Box 0.2).

**BOX 0.2: ‘ENRICHED REFLECTION’**

Thus, sources of knowledge may be either personal experience and thought or input from outside; but in either case this knowledge should, in principle, be integrated into the trainees’ own reflective cycle in order that effective learning may take place.

To summarize: the most important basis for learning is personal professional practice; knowledge is most useful when it either derives directly from such practice, or, while deriving originally from other sources, is tested and validated through it. Hence the subtitle of this book: *Practice and Theory*, rather than the more conventional *Theory and Practice*.

**The role of the trainer**

Such a model of professional learning has, of course, implications for the role of the trainer. In the ‘craft model’, the trainer is the master teacher, providing an example to be followed. The ‘applied science’ model also gives the trainer an authoritative role, as the source of theory which the teacher is to interpret in
practice. The conventional ‘reflective model’, in contrast, casts the trainer in the role of ‘facilitator’ or ‘developer’, giving little or no information, but encouraging trainees to develop their own body of knowledge.

According to the model suggested here, the function of the trainer is neither just to ‘tell’ the trainees what they should be doing, nor – just as bad – to refuse to tell them anything in order for them to develop all their knowledge on their own. The functions of the trainer, I believe, are:

- to encourage trainees to articulate what they know and put forward new ideas of their own;
- to provide input him- or herself and to make available further sources of relevant information;
- and, above all, to get trainees to acquire the habit of processing input from either source through using their own experience and critical faculty, so that they eventually feel personal ‘ownership’ of the resulting knowledge.

What the trainee should get from the course

Teachers, as mentioned above, generally agree that they learned most from their own experience and reflection while in professional practice. Some even claim that they learned everything from experience and nothing from their pre-service course at all – this is especially true of those who took courses that were predominantly theoretical.

Pre-service courses, however good, cannot normally produce fully competent practitioners who can immediately vie with their experienced colleagues in expertise. This is probably true of training courses in all the professions. On the other hand, without an effective course incoming teachers will merely perpetuate the way they were taught or the way colleagues teach, with little opportunity to encounter new ideas, to benefit from progress made in the field by other professionals, researchers and thinkers, or to develop personal theories of action through systematic study and experiment. The primary aim, then, of such a course is to bring trainees to the point at which they can begin to function competently and thoughtfully, as a basis for further development and improvement in the course of their own professional practice. Occasionally course graduates are already well on their way to excellence, but most of us start(ed) our teaching careers at a fairly modest level of competence.

Thus, a second, important aim of the course is to lay the seeds of further development. The course should be seen as the beginning of a process, not a complete process in itself: participants should be encouraged to develop habits of learning that will carry through into later practice and continue for their entire professional lives (See Module 22: And beyond).

Finally, there is a more long-term aim: to promote a view of teachers as autonomous and creative professionals, with responsibility for the wider development of professional theory and practice. This is in clear opposition to the ‘applied science’ model of teacher learning, which carries with it the implication that there is a hierarchy of prestige and authority. In such a hierarchy, the research experts and academics take the highest place, and the classroom teachers the lowest (Schön, 1983; Bolitho, 1988). The job of the classroom teachers is merely to interpret and implement theory which is handed down to them from the universities. They (the teachers) are allowed to take