



COURSE IMPLEMENTATION DATE: May 2010  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2016  
*(six years after UPAC approval)* *(month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

<b>TEFL 170</b>	Continuing Studies	1
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
TEFL Practicum		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

The TEFL practicum gives students who have completed all other course work for the TEFL program the opportunity to put EFL teaching theory into practice. Teaching situations for individual practicum students will vary from small group to whole class environments and may include students from a variety of linguistic, social, and educational backgrounds. Practicum students will complete a minimum of 10 hours of observation and teaching and 5 hours of preparation, consultation, and review with their teaching sponsors and the practicum supervisor.

PREREQUISITES: TEFL 110, 120, 130, and 140  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** 15  
**STRUCTURE OF HOURS:**  
 Lectures: \_\_\_\_\_ Hrs  
 Seminar: 5 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 10 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**  
 Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**  
 Maximum enrolment: 30  
 Expected frequency of course offerings: Annually  
*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**  Yes  No  
**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**  Yes  No  
**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**  Yes  No

Course designer(s): <u><b>Maria Bos-Chan</b></u>	Date approved: <u><b>December 2010</b></u>
Department Head: <u><b>Maria Bos-Chan</b></u>	Date of meeting: <u><b>December 10, 2010</b></u>
Supporting area consultation (Pre-UPAC)	Date approved: <u><b>December 2010</b></u>
Curriculum Committee chair: <u><b>Cheryl Isaac</b></u>	Date approved: <u><b>December 2010</b></u>
Dean/Associate VP: <u><b>Karen Evans</b></u>	Date approved: <u><b>December 2010</b></u>
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: <u><b>January 28, 2011</b></u>

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Demonstrate an ability to plan for and teach English language classes based on the information and theory presented in TEFL 110, 120, 130, and 140. Both planning and teaching should reflect a familiarity with and an understanding of the pedagogical considerations outlined in these previous courses, including best practices for teaching English as a foreign language.

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Observations of English language teaching, practice teaching, reflective writing, consultation, and reviews,

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort-led, intensive program to be completed in a single term.

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. An example for this course might be:]

Although the instructor may choose to use a text for this course such as Richards and Lockhart (Eds.) *Reflective Teaching in Second Language Classrooms*, (1996), given the short duration of the course and the fact that it is part of an integrated, intensive program, it is more likely that the instructor will refer to units and sections of texts used for TEFL 110-140 in this program.

**SUPPLIES / MATERIALS:**

Instructor-supplied course pack of practicum considerations, observation forms and reflective questions, lesson plan templates, and other materials for use throughout the practicum.

**STUDENT EVALUATION:**

Students will receive credit/no credit for this course based on completion of the practicum requirements which will include guided classroom observations, reflections, and practice teaching.

**COURSE CONTENT:** [Course content varies by instructor. An example of course content might be:]

A minimum of 5 hours of observation and classroom assistance, 5 hours of teaching, 3 hours sponsor and practicum supervisor consultation, and 2 hours for a class seminar and student-directed learning/reflective activities.