

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 120</b>	Continuing Studies	<b>3</b>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	TEFL Teaching Practices	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course will introduce students to a wide range of current instruction techniques, tools, and practices used in TEFL classroom instruction for students of various proficiency levels and for various skills or skill combinations.

PREREQUISITES: None  
 COREQUISITES: None  
 PRE or COREQUISITES: TEFL 110

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 20 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 25 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>Maria Bos-Chan</u>	Date approved: <u>December 2010</u>
Department Head: <u>Maria Bos-Chan</u>	Date of meeting: <u>December 10, 2010</u>
Supporting area consultation (Pre-UPAC)	Date approved: <u>December 2010</u>
Curriculum Committee chair: <u>Cheryl Issac</u>	Date approved: <u>December 2010</u>
Dean/Associate VP: <u>Karen Evans</u>	Date of meeting: <u>January 28, 2011</u>
Undergraduate Program Advisory Committee (UPAC) approval	

**LEARNING OUTCOMES:**

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

- Demonstrate knowledge of a variety of current instruction techniques for English language instruction of learners of different proficiency levels.
- Demonstrate how to incorporate these instruction techniques into effective classroom teaching.
- Design lessons and learning activities using effective and appropriate teaching strategies.

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

Lectures, presentations, practice teaching, reviews, portfolios, research tasks, observations of English language teaching.

**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:]*

- Jack C. Richards Ed.(2002) *Methodology of Language Teaching: An Anthology of Current Practice*
- M. Celce-Murcia Ed. (2001) *Teaching English as a Second or Foreign Language*
- T. S.C. Farrell (2006) *Succeeding with English Language Learners: A Guide for Beginning Teachers*
- D. Nunan Ed. (2005) *Practical English Language Teaching (Methodology)*  
*Practical English Language Teaching (Young Learners)*
- Selected historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Journal of Teaching Writing, and the English Language Teaching Journal could be included in course packs.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

- 10% weekly quizzes
- 30% reflective papers (2-3 pages)
- 10% book review and presentation
- 20% lesson simulations or demonstrations
- 10% program teaching portfolio content
- 20% research assignment

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

- Class 1: Historical overview of teaching techniques and practices
- Class 2: Current general teaching techniques and practices
- Class 3: Techniques and practices in English language teaching
- Class 4: Considerations regarding teaching practices
- Class 5: Tools and technologies for teaching
- Class 6: Teaching literacy skills (reading and writing)
- Class 7: Teaching aural skills (listening and speaking)
- Class 8: Teaching grammar and structure
- Class 9: Teaching multi-cultural and uni-cultural classes
- Class 10: Teaching learners at various levels
- Class 11: Teaching various age groups
- Class 12: Learner assessment
- Class 13: Evaluating the effectiveness of techniques and practices
- Class 14: Incorporating techniques into lesson plans cont.
- Class 15: Incorporating techniques into lesson plans cont.