



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

Table with 3 columns: COURSE NAME/NUMBER (TEFL 130), FACULTY/DEPARTMENT (Continuing Studies, Teaching the Four Skills), UFV CREDITS (3). COURSE DESCRIPTIVE TITLE: Teaching the Four Skills

CALENDAR DESCRIPTION

This course will familiarize students with current theories, consideration, and methodologies for the teaching of English language reading, writing, speaking, and listening

PREREQUISITES: None
COREQUISITES: None
PRE or COREQUISITES: TEFL 110 and TEFL 120

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 [X] No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) [] Yes [X] No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: [] Yes [X] No

Table with 2 columns: Course designer(s), Department Head, Supporting area consultation, Curriculum Committee chair, Dean/Associate VP, Undergraduate Program Advisory Committee approval. Includes dates for each approval.

LEARNING OUTCOMES:

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

- Demonstrate knowledge of current theories and considerations regarding English language instruction of the four skills.
- Design lessons and learning activities using effective and appropriate teaching strategies for the teaching of each skill and combination of skills for learners of different proficiency levels.

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:]*

- H. Douglas Brown (2007) *Teaching by Principles: An Interactive Approach to Language Pedagogy*
- M. Celce-Murcia Ed. (2001) *Teaching English as a Second or Foreign Language*
- D. Nunan Ed. (2005) *Practical English Language Teaching (Listening)*
Practical English Language Teaching (Speaking)
- 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
- 15% teaching portfolio or final exam
- 15% research assignment

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

- Week 1: Historical overview of EFL teaching techniques and practices
- Week 2: Current general EFL teaching techniques and practices
- Week 3: Culturally responsive teaching practices
- Week 4: Considerations regarding teaching practices
- Week 5: Tools and technologies for teaching
- Week 6: Techniques for teaching reading
- Week 7: Techniques for teaching writing
- Week 8: Techniques for teaching structure and grammar
- Week 9: Techniques for teaching speaking
- Week 10: Techniques for teaching pronunciation
- Week 11: Techniques for teaching listening
- Week 12: Techniques for teaching vocabulary
- Week 13: Techniques for teaching multi-skills
- Week 14: Assessment of skills
- Week 15: Incorporating techniques into lesson plans