UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	January 2004
COURSE REVISED IMPLEMENTATION DATE:	September 2010
COURSE TO BE REVIEWED:	January 2014
(four 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

TESL 333	ESL	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Teaching English as a Second Language Practicum
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This practicum component of the TESL certificate enables students to apply their studies of theory and methodology of second language teaching in an approved ESL instructional setting. Students have the opportunity to gain hands-on experience in reflective practice, informed observation, and critical evaluation of classroom teaching and learning as well as developing knowledge and skills in lesson planning and classroom management. Students are required to submit their teaching unit plans and be observed and evaluated by the sponsoring instructor and university field supervisor.

PREREQUISITES: **LING 101**
COREQUISITES: **TESL 300, TESL 310**
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **110**

STRUCTURE OF HOURS:

Lectures:	**4**	Hrs
Seminar:	**4**	Hrs
Laboratory:		Hrs
Field experience: (practicum)	**40**	Hrs
Student directed learning:	**50**	Hrs
Other (specify): consultation/review	**12**	Hrs

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

OTHER:
Maximum enrolment: **15**
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):	**Celeste-tina Binnema/Maria Bos-Chan/Cheryl Isaac**		
Department Head:	**Maria Bos-Chan**	Date approved:	**November 2009**
Supporting area consultation (Pre-UPAC)		Date of meeting:	**November 27, 2009**
Curriculum Committee chair:	**Cheryl Isaac**	Date approved:	**November 2009**
Dean/Associate VP:	**Karen Evans**	Date approved:	**January 2010**
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	**January 29, 2009**

LEARNING OUTCOMES:

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

- professionally observe an ESL class
- demonstrate an awareness of both strengths and problem areas with respect to their ability to plan for, teach, and manage an English language class
- prepare lesson plans (including practice activities) that are relevant and appropriate for student level and type
- demonstrate an ability to assess a student's English language proficiency for speaking, reading, listening, writing, and pronunciation
- work collaboratively with peers and/or supervisors in creating a supportive learning environment for students

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

- guided observation (minimum 10 hours)
- guided teaching and class management (minimum 10 hours)
- reflective writing (a component of both observation and teaching time)
- sponsor consultation, collaboration, and performance review (minimum 8 hours)
- classroom lectures and seminar (minimum 8 hours)
- practicum supervisor consultation and performance review (minimum 2 hours)
- assignments (ex. textbook work, student needs assessment tool creation, peer observation and evaluation, etc.)
- demonstrated completion of volunteer hours in an ESL setting while registered in or within 8 months of registering for TESL 333
- portfolio compilation

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): the practicum is designed to give students in the UFV TESL certificate program the opportunity to demonstrate their ability to apply the TESL pedagogy theory and information as it has been presented in the UFV TESL program courses.

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

Richards, J. (1994) ***Reflective Teaching in Second Language Classrooms***
Larsen-Freeman, D. (1986) ***Techniques and Principles in Language Teaching***

SUPPLIES / MATERIALS:

Students will be expected to supply any and all teaching materials required to complete the 10 hours of teaching as well as materials for the portfolio completion.

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

Upon completion of the course, students will receive a Credit, No Credit, or Incomplete. Students who receive a credit will have attended all of the classroom/seminar sessions (unless instructor permission was given) and successfully completed all of the practicum requirements as well as the portfolio work (which includes demonstrated completion of volunteer hours within an ESL setting). Students who receive an Incomplete will normally have up to 6 weeks after the final course date to complete either the practicum requirements or the portfolio work, or both. An incomplete will only be issued in extenuating circumstances after consultation with and agreement by the practicum supervisor. (Poor time management or an unsuccessful practicum for example, will not be considered as reasons for issuing an incomplete.)

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

Within the mandatory minimum of 20 hours of volunteer work, 10 hours of observation, 10 hours of teaching and 20 hours of classroom, seminar, consultation, collaboration, performance review time and creation of a portfolio there will be considerable variation of content from student to student given the nature of a practicum class. However, all students will complete the guided observation and teaching hours, the reflective writing assignments, the portfolio compilation, the peer observation and evaluation, and textbook and materials assignments. All students will also consult sponsors with respect to lesson planning and materials creation. In addition, they will also have their teaching performance reviewed by both their sponsors and the practicum supervisor.