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## SYLLABUS

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### I. COURSE DESCRIPTION:

A TESOL practicum in which the student teacher teaches an ESOL class.

### II. COURSE OBJECTIVES:

Students will do the following:

- 1) experience teaching an ESOL class
- 2) reflect on the experience

### III. TEXTBOOKS:

Bell, Jill. Teaching Multilevel Classes in ESL. Agincourt, Dominic Press Ltd., 2002.

*Canadian Benchmarks*, Citizenship and Immigration Canada, 2000.

Pettis, Joanne, *Manitoba Adult EAL Curriculum Framework Foundations 2009*.

Manitoba Labour and Immigration, Adult Language Training Branch. 2009. (*available in PDF on Blackboard*)

### IV. COURSE REQUIREMENTS & GRADING:

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|----|--|-----|
| 1) | Attend and participate in weekly seminars and read textbook  | 5%  |
| 2) | Teach an ESL class for at least 10 - 2 hr. sessions  | 70% |
|    | • Submit an assessment - 5%  |     |
|    | • Submit a curriculum - 5%   |     |
|    | • Submit 10 2-hour lesson plans & reflections – 50 %   |     |
| 3) | Be observed by the teacher trainer once during the teaching practicum.                             | 10% |
| 4) | Be observed and receive feedback from your sponsor teacher (see attached Teacher observation form) | 5%  |
| 5) | Make a video of a class for self assessment.   | 10% |
| 6) | Submit a written summary of the video observation learning experience.                             | 10% |



The seminars and the texts are intended as support and preparation for the teaching experience. Students will be expected to attend and participate in order to ensure that they have a firm rationale for what they are doing as student teachers in their ESOL classrooms. The seminars should also be a forum for discussion of issues and questions which arise during the teaching experience.

2) Teaching Experience: Your teaching will be conducted in an adult setting with 80% of your learners age 18 or over. You must have at least five learners.

a) Class Assessment

Student teachers will assess the needs of the learners in the first of the ten lessons. This may occur as a first lesson with nine further lessons to follow, or the student teacher may arrange to interview the learners in advance, before the first lesson. The student teacher will hand in the assessment tool which was used and a description of the learners. The assessment should include an estimation of the learners' language abilities, a description of their life situation as it will impinge on the language learning experience, and information about what the students want to learn and have identified as their needs.

b) Curriculum/Overall course plan

Student teachers will prepare an overall plan of goals and objectives for the ten lessons. This plan will include topics and themes, as well as areas of linguistic, sociolinguistic, discourse, and strategic competence which are appropriate for the needs of your students. This plan may change as you begin your lessons and continue to assess what will be most beneficial, but it is important to begin with an overall framework expressed as goals and objectives. The curriculum should be handed in before you teach your 3<sup>rd</sup> class.

c) Ten Lesson Plans and Reflections

The student teachers will create easy-to-follow lesson plans so that they know where they are going and so that the teacher trainer can understand and follow what they are planning to do. These lesson plans do not need to follow a fixed format, but should include a rationale for the activities chosen.

These lesson plans will be handed in after the teaching experience, together with a written reflection on what happened in the teaching experience and what the student teacher learned from the experience. In the reflections, the student teacher will evaluate whether goals were met and continue to plan for how following sessions might meet further goals or correct perceived teaching or learning problems.

***Due:*** Each lesson plan and reflection must be handed in before your next teaching class

***Criteria for grading:***

The teacher trainer will grade the lesson plans for thoroughness of preparation, appropriateness of the lesson material to learner needs, adherence to communicative principles. A student will not lose grades for experimenting with new techniques or for trying an activity that doesn't

"work". The reflections will be graded for critical analysis and for thoroughness of reflection on the learning experience. A student will not lose grades if the teacher trainer disagrees with his/her conclusions.

3) Be observed by teacher trainer for one teaching session

The teacher trainer will accompany each student to one of their lessons. The teacher trainer will assign the grade for adequate preparation and responsible carrying out of duties. The student will not lose grades if things don't run exactly right. The student teacher will meet with the teacher trainer at an arranged time during the week of observation to debrief on the teaching experience. This is an opportunity for the student teacher to receive oral feedback, as well as discuss their overall experience in the teaching practicum and bring up any concerns or questions.

4) Self-Video one teaching session

The student teacher will be responsible for signing out the College video camera or for obtaining the use of a video camera from another source and for taping one of the lesson sessions. The student teacher will need to warn the learners in advance and get their permission for this activity.

The student teacher may 1) enlist another student teacher to watch the video, or 2) watch the video themselves, or 3) have the teacher trainer watch the video, observing for particular aspects of the teaching/learning experience. Use the **Teacher Observation Form** (attached to this syllabus) to guide your reflections. The student teacher will then be expected to write up a two or more page report about what they learned about the observation experience, evaluating the usefulness of the technique and reflecting on how they can incorporate self-observation into further professional development.

5. Observation by Sponsor Teacher

Your sponsor teacher will observe you and fill out the **Teacher Observation Form** (attached to this syllabus).

6. Summary Reflective Paper:

Submit a summary reflective paper on your practicum experience. Report on what learning you observed in your learners and on what learning you experienced as a teacher.

**Late Assignments:** Assignments must be handed in by 4:30pm on the due date listed in the syllabus unless otherwise specified in the syllabus or by the professor. If you must hand in an assignment late, submit a letter explaining the reason for the lateness and any documentation you may have for the delay. I will decide if any deductions will be taken off at that time. 5% will be taken off for every day an assignment is late.

**Lateness Policy:**

To discourage lateness, every day that you are late 1% per will be taken off your overall grade.

## **Information and Communication Technologies in the Classroom**

Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or iPods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban laptops from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.

## Teacher Observation Form

Practicum Teacher \_\_\_\_\_ Location \_\_\_\_\_ No. of Students \_\_\_\_\_

+ - Outstanding OK - Satisfactory NI - Needs Improvement NA - Not Applicable

<b>Lesson Planning</b>	
Variety of techniques/activities	
Several skills worked on	
Length of activities (15-20 min.)	
Mixture of new & familiar material	
Warm-up used	
Transitions between activities	
Overview given to each activity	
Evidence of lesson plans	
<b>Techniques Used</b>	
Amount of teacher talk/to/student talk	
Mixture of choral/group/individual work	
Small group activities included	
Use of visuals	
Target language used throughout period	
Personalization of materials	
Learning checks (comprehension & transfer)	
All students called on	
Meaning reinforced via visuals, intonation, etc.	
Correcting: cues for student self-correction	

Sponsor Teacher or Practicum Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

TESOL PRACTICUM II

**Practicum II Rubric for Grading**  
✓ - completed; ~ - incomplete; x - not included

Name: \_\_\_\_\_ Lesson: \_\_\_\_\_

- Topic/Context/Theme clearly stated
- Objectives were clear
- Task types (Hook/Book/Look/Took) included in each lesson
- Lesson steps clearly articulated (instructions clear)
- Materials and resources submitted
- Level appropriate lessons, tasks, and materials
- Summary of what actually happened (as compared to the plan)
- Reflection (why; what I might do differently; what I learned)
- Over all impression
- Punctuality (lessons should be handed in before teaching your next class)

**Comments:**