

Courses offered through the **Vanguard Taylor Language Institute** are offered at Vanguard College unless otherwise indicated.

**TESOL Practicum II - Teaching
TSL 416 - 2cr. hr.
Room _____
Spring 2014**

Professor (Teacher Trainer): Paul Chugg (Masters Diploma in TESOL, MA intercultural studies)
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COURSE DESCRIPTION

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

COURSE OBJECTIVES

- Students will do the following:
- 1) experience teaching an ESL class
 - 2) reflect on the experience

COURSE MATERIALS and/or COURSE TEXTS

Bell, Jill. (1991). *Teaching Multilevel Classes in ESL*. Markham: Domino Press.

Canadian Benchmarks, Citizenship and Immigration Canada, 2000.
http://www.language.ca/display_page.asp?page_id=254

COURSE MARK BREAKDOWN

1)	Text reading.....	7%
2)	Teach an English Class	
	a. Assessment, Goals, Objectives and Curriculum.....	15%
	b. Sponsor Teacher Evaluation	10%
	c. Lesson Plans & Reflections (10)	54%
	d. Summary/evaluation	7%
	e. Book review	7%

COURSE REQUIREMENTS

Extensions must be requested in writing to the course professor two weeks before an assignment is due. Requesting an extension on the due date is unacceptable. It is strongly recommended that students send a copy of the email correspondences to the VLI Administrator.

Late assignments will not be accepted unless an extension has been previously granted.

All practicum assignments are due on or before the last Friday in August.

1. Readings (7%)

July 13

The reading is intended to provide ideas and support for the teaching practicum classes. The reading must be completed by the end of the teaching practicum. Upon completion of the reading, **write a statement on the final summary report indicating that the text book reading has been completed.**

2. Teaching Experience (69% = Assessment & Curriculum 15%, Lessons 54%)

2.1

Arrange to teach an ESL class under the supervision of a sponsor teacher (total of 20 hours of teaching). Student teachers will submit an application form (see page 7) completed by the sponsor teacher. This form is to be submitted to the VLI administrator. Student teachers will fill out a log of the practicum teaching hours (see page 8) and submit it to the VLI administrator.

Please note: The class must consist of at least five adult students. Student teachers will teach under the supervision of Sponsor teachers who meet the qualifications of TESL Canada Professional Certification or with the equivalent of at least 2000 hours of experience in an adult ESL/EFL classroom.

2.2 Class Assessment and Curriculum/Overall course plan (15%)

Due: At the beginning of practicum, before the 3rd class is taught.

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.

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 the 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 3rd class.

2.3 Ten Lesson Plans and Reflections (54%)

Due: *Each lesson plan and reflection must be submitted to the teacher trainer before your next teaching class*

The student teachers will create easy-to-follow lesson plans that include what will be taught and how it will be taught. These lesson plans do not need to follow a fixed format, but should include a rationale for the activities chosen. The lessons should be clear enough and contain enough information that someone else could teach from the plan.

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.

Criteria for grading:

The teaching 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. Summary/Evaluation (7%)

At the conclusion of the teaching practicum, the student teacher will reflect on the overall experience of teaching an ESL class. Report on what learning you observed in your learners and what learning you experienced as a teacher.

4. Sponsor Teacher Evaluation (10%)

The sponsor teacher will evaluate your teaching according to the criteria on the form in Appendix VI

5. Book Review (7%)

Due: July 13

There are two kinds of books on which you can do a book review. One is resources-for-teaching book, a book that might teach a specific aspect of English such as reading or speaking or a book that might supplement a course curriculum. The second kind of book is a teacher-training book, a book that addresses current theories of teaching or a book that shows some of the issues and methodology of teaching certain aspects of English. There are two different kinds of templates for book reviews in the appendix- one is for the teacher-training book and the other is for the resource-for-teaching type of book. **You are only required to do one book review.** For a list of possible books see your professor. See Appendix VI for templates for both kinds of book reviews.

ATTENDANCE POLICY

*See Appendix I

GRADING SYSTEM

*See Appendix II

PRACTICUM II RUBRIC FOR GRADING

* See Appendix III

SPONSOR TEACHER APPLICATION FORM

*See Appendix IV

SPONSOR TEACHER EVALUATION FORM

*See Appendix V

TEMPLATE FOR BOOK REVIEW

*See Appendix VI

LOG OF PRACTICUM HOURS

*See Appendix VII

APPENDIX I



ATTENDANCE POLICY

Modular Courses

- Students missing a full day (or equivalent) of a modular course, due to an excused absence, will be assigned extra work.
- Students missing a full day (or equivalent) of a modular course, due to a non-excused absence, will fail the course.
 - Any unexcused absence will be penalized at 5% per hour.
- Students may also obtain an excused absence in the case of bereavement, family emergency, or illness (with a doctor's note provided), but there are no unexcused absences without penalty permitted.
- Professors may implement a stricter policy for their courses; however, they must/will not apply a more lenient policy.

APPENDIX II



ALPHA GRADE DESCRIPTIONS

The following chart contains the Alpha Grad Descriptions adopted as of June 2005 as the standard for marking assignments and courses at Vanguard College. Purely objective assignments and most exams will continue to be marked using percentage grades. All other assignments will be assigned a letter grade based on the following Alpha Grade Descriptions.

To interpret an assigned mark simply read the Alpha Grade Description assigned to that letter grade. Percentage conversions for calculating final marks will be based on the base number for each grade, e.g. an assignment given a B grade will be calculated at 83%.

ALPHA GRADE	GRADE POINT AVERAGE	PERCENT	ALPHA GRADE DESCRIPTION
A+	4.0	97-100	Exceptional Work- An "honourific" grade. Demonstrates a complete and comprehensive understanding of the subject matter, full mastery of all concepts and skills including interpretive, analytical, stylistic and grammatical skills, and evidences a striking intellectual initiative and originality.
A	4.0	93-96	Superior Work- A superior grasp of the subject matter. Conceptual ability and skills including interpretive, analytical, stylistic and grammatical skills are consistently at a high level. Shows intellectual initiative and originality.
A-	3.7	90-92	Very Good Work to Superior Work - A very good grasp of the subject matter. Conceptual ability and skills, including interpretive, analytical, stylistic and grammatical skills are moving toward a consistently high level. Shows some intellectual initiative and originality.
B+	3.3	87-89	Strong Work - Substantial understanding of subject matter and concepts. Good to very good interpretive and analytical skills. Stylistic and grammatical skills meet or exceed acceptable college requirements. All course objectives and requirements achieved.
B	3.0	83-86	Good Work - Substantial understanding of subject matter and concepts. Good interpretive and analytical skills. Stylistic and grammatical skills meet acceptable standards at a college level. All course requirements and objectives achieved.
B-	2.7	80-82	Average to Good Work - Average to above average understanding of subject matter and concepts. Average to above average interpretive and analytical skills. Relatively few stylistic and grammatical errors. All major course requirements and objectives achieved.
C+	2.3	77-79	Average Work - Average understanding of subject matter and concepts. Average interpretive and analytical skills. May struggle with some grammatical and stylistic skills. All major course requirements and objectives achieved.
C	2.0	73-76	Acceptable Work - A basic understanding of subject matter and concepts. Fair but not necessarily good interpretive and analytical skills. Other skills may be fair or incomplete. Some major and /or minor objectives of the course may not be complete.
C-	1.7	70-72	Minimally Acceptable Work - Some understanding of subject matter and concepts and only partial development of relevant skills. Some major and/or minor objectives of the course may not be complete.
D+	1.3	67-69	Unsatisfactory Work - Unsatisfactory understanding of subject matter and concepts. Weak skill development. May have significantly weak stylistic and grammatical skills. Major course requirements may be incomplete or poorly done*.
D	1.0	63-66	Poor Work - Weak understanding of subject matter and concepts. Marginal skill development. May have significantly weak stylistic and grammatical skills. Major course requirements may be incomplete or poorly completed*.
D-	0.7	60-62	Marginal Work - Work is marginal in all areas. Significant portions may be at a failing level. Major course requirements may be incomplete*.
F	0.0	35-59	Insufficient evidence of a minimal understanding of course matter and concepts, insufficient evidence of minimal skill development and interpretive and analytical ability. May have failed to achieve major and minor objectives of the course.

* Some professors require all major course requirements to be complete and will not assign a passing grade until all assignments or work is complete within the stated time limit

APPENDIX III



Practicum II Rubric for Grading

1- completed; 1/5 - incomplete; 0 - not included

Name: _____ **Lesson:** _____

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

Comments:

APPENDIX IV

**Vanguard Language Institute
TESOL Practicum Sponsor Teacher Application Form**

Student Information

Student Name: _____ Date: _____

Dates of Practicum: _____

Observation

Teaching

Practicum Information

Name of Practicum Sponsor: _____

Organization: _____

Phone Number (daytime): _____ E-mail: _____

How long has this individual been an ESL teacher? _____

Does this individual hold a certificate by TESL Canada?

Yes ___ No ___

If yes, what level of certificate? _____

Bachelor's Degree subject and name of University: _____

Master's Degree + name of University: _____

If the individual does not hold a certificate granted by TESL Canada:

Name and dates of TESL training program followed: _____

Please list the number of hours in which you have engaged in the following activities during your TESL studies:

a. Theory and methodology in TESL program: _____

b. Observed practicum in that TESL training program: _____

c. Supervised practicum teaching in that TESL training program: _____

Number of hours in administration of learners and period over which they extend:

For non-native speakers

Level of language proficiency (TOEFL Score): _____

For Office Use:

Approved By: _____ **Date:** _____

APPENDIX V

TESOL *Teaching* Practicum Evaluation Form
Vanguard College

Student Teacher's Name: _____

Cooperating Institution: _____

Cooperating Teacher: _____

Total Number of Hours: _____

Comments on the Student's Teaching Performance

a) **Strengths:**

In your view, what are this student teacher's strengths as a classroom ESL teacher?

b) **Areas for improvement:**

In your view, what areas should this student teacher continue to work on to improve his or her effectiveness as an ESL teacher?

c) **Overall assessment:**

What is your general assessment of this student teacher's skills and abilities as a future ESL teacher?

Signature of cooperating teacher

Date

NOTE: The evaluation checklist is on the reverse side of this sheet.

Evaluation Checklist

Instructions: For each of the six sections below, circle one letter indicating your assessment. You may add explanatory comments to the side if you wish. NOTE: "E" is reserved only for those cases in which the student showed truly outstanding abilities.

Codes:

Excellent, Very Good, Good, Satisfactory, Somewhat Weak, Poor

1. Lesson Preparation E VG G S SW P

Did the lesson show careful preparation?
Were objectives clearly thought out?
Was the lesson clearly appropriate for this group of learners?

2. Materials/Equipment E VG G S SW P

Did the student teacher use materials appropriate for the learners' age and proficiency level?
Were they well suited to the lesson?
Were they used correctly and effectively?

3. Lessons E VG G S SW P

Were the lesson goals and objectives met?
Was the ordering and variety of activities appropriate?
Was an appropriate balance of teacher-fronted, pair/group, and individual activities maintained?
Was the student teacher able to deal with unexpected questions, problems, or situations if they arose?

4. Teacher Preparation E VG G S SW P

Did the student teacher have a proper grasp of the material being taught?
Was the material presented to the students accurate?

5. Classroom Management E VG G S SW P

Were speaking volume and rate appropriate for this class?
Did the student teacher display a high level of enthusiasm and interest in the material?
Was the student teacher able to establish an appropriately relaxed classroom atmosphere?
Did learners receive individualized help when it was needed?

6. Learner Response E VG G S SW P

Did the learners respond favorably to the teacher?
Were all the learners actively involved in the lesson?

SUMMARY: Overall I would evaluate this student teacher's abilities as (please circle one):

Excellent Very Good Good Satisfactory Somewhat Weak Poor

APPENDIX VI

Teacher training book Review Template

Name _____

Title of Book Read _____

Author(s) _____

Total Number of Pages Read _____

1. Statement of the Author’s controlling purpose in writing this book.

2. Brief Survey of the Topics Covered

3. Critical Assessment (What did you find helpful? What didn’t you like?)

4. Application to TESL (What ideas are you hoping to use or remember in your teaching?)

This should be 3-4 pages, double-spaced in length

TEXTBOOK/RESOURCE EVALUATION PAPER

NAME: _____

TITLE: _____

AUTHOR: _____

NUMBER OF PAGES READ: _____

TEACHING APPROACH (Is the approach communicative, Teacher fronted, Student driven, task-based, content based, theme-based, grammar based, etc.?)

ORGANIZATION (Student level clearly marked? Time for each task? Is there an index of structure and language points? Table of contents helpful? Natural and cohesive progression in tasks? etc..)

TEACHABILITY (Is the content of the book teachable? Are the instructions for teaching clear? Do the lessons require a lot of teacher input or are they ready-made? Are the lessons and tasks appropriate and interesting? Are answers for student tasks given where needed? Are tests included where required?)

APPEARANCE (Is the text or resource attractive? Is the appearance exciting or boring?)

APPLICATION TO TESL (Do you feel the text or resource is useful? How would you use it? Is this resource supplemental for a curriculum or the main part of a curriculum? What would be the context in which it were to be used?)

This paper should be 3-4 pages double spaced.

APPENDIX VII

**Vanguard Language Institute
Log of Practicum Hours**

Student Name: _____

Practicum Class: _____

Practicum Location: _____

Sponsor Teacher: _____



Date	Size of Class	Length of Class	Teacher