



## TSL 417 TESOL Practicum and Observation

Spring 2019

*To develop Christ-minded leaders who make a difference in the world.*

**INSTRUCTOR:** Paul Chugg (MA Intercultural Studies; Master’s Diploma in TESOL); paul.chugg@vanguardcollege.com

**SCHEDULE:** This course generally starts after the completion of the TSL413 Applied Linguistics 2, TSL 411 Applied Linguistics 1 (phonology and morphology), TSL 412 Second Language Acquisition, and TSL 414 Methods and Materials, and it is to be complete by July 30, 2019 (upon approval by the Academic Committee, a Fall deadline is possible if a summer practicum cannot be secured).

**CREDITS:** 3

**DESCRIPTION:** This course is about observation and teaching. The learning process is structured through a set of focused classroom observation tasks which engage the observer. It is also a practicum in which the student teacher teaches an ESL class.

**NOTICE:** All students doing their practicum are required to give a **\$250 honorarium** to their practicum sponsor teacher. This amount will be charged to each VTLI practicum student as part of his or her tuition, and upon completion of his or her practicum, Vanguard College will send the honorarium to the practicum sponsor teacher.

**OBJECTIVES:**

Upon completion of this course, the student should:

1. observe classroom teaching and reflect on the experience.
2. experience teaching an ESL class and reflect on the experience.

**TEXTBOOK(S):**

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

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

[http://www.language.ca/display\\_page.asp?page\\_id=254](http://www.language.ca/display_page.asp?page_id=254)

Canadian Language Benchmarks is free of charge.

**Observation Resource Text (Not necessary to purchase)**

Wajnryb, Ruth. *Classroom Observation Tasks*. Cambridge: Cambridge University Press, 1995.

**EVALUATION:**

- |    |                             |     |
|----|-----------------------------|-----|
| 1) | Text reading .....          | 10% |
| 2) | 5 Observation Reports ..... | 20% |

- 3) Observation summary paper.....10%
- 4) Teach an English Class
  - a. Assessment, Goals, Objectives and Curriculum.....10%
  - b. Sponsor Teacher Evaluation.....10%
  - c. Lesson Plans & Reflections (5 lesson plans).....30%
  - d. Summary/evaluation.....10%

**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** (*Teaching Multilevel Classes in ESL*, by Jill Bell) (10%)

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. **Observation Tasks** (20% of final Mark)

- a. Arrange to observe an ESL class for 5 classes consisting 2 hour sessions each (total of 10 hours of observation).

Students will have the practicum sponsor teacher complete an application form (see page 9) and submit it to the VLI administrator.

Students will fill out a log of the practicum observation hours (see page 12) and submit it to the VTLI administrator.

**Please note:** The class must consist of at least five adult students. Students will observe a teacher who meets the qualifications of TESL Canada Professional Certification or with the equivalent of at least 2000 hours of experience in an adult ESL/EFL classroom.

- b. Choose one (1) of the tasks from the section assigned from *Classroom Observation Tasks*, by Ruth Wajnryb, for each two-hour observation. (Do the “during the lesson” and “after the lesson” sections in the task) Complete the observation. **There are five different observation tasks that need to be done.** Each observation task is for two hours of observation.
- c. Write up a reflection of the observation task. Use the questions in the textbook at the end of the task in the “reflection” section to guide you in your reflections. Some of the questions might refer to your current teaching. If this is the case and you have not taught yet, reflect on what you have learned that you could incorporate in future teaching situations.

- d. Submit your observation task before you observe your next class.

*Criteria:* data, interaction, critical thinking, punctuality.

**Due Date: Each task should be submitted before the next observation**

**3. Observation Summary Paper (Value: 10%)**

- a. Write a reflective paper on your observation experience. The following questions can be used as a guide in formulating your paper:

- i. What have I learned about observation as a learning tool?
- ii. What have I learned in regards to teaching and learning through observation?
- iii. How effective has this experienced been for me as an ESL or future ESL teacher?

*Criteria:* organization, insights, punctuality.

**Due Date: July 27**

**4. Teaching Experience (40% = Assessment & Curriculum 10%, Lessons 30%)**

**a. Teaching:**

- Arrange to teach an ESL class under the supervision of a sponsor teacher (total of 10 hours of teaching).
- Student teachers will submit an application form (see page 9) 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 12) 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.

**b. Class Assessment and Curriculum/Overall course plan (10%)**

Student teachers will assess the needs of the learners in the first of the five lessons. This may occur as part of the first lesson with four 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 five 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.

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

**c. Five Lesson Plans and Reflections (30%)**

**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.

**5. Teaching Summary/Evaluation (10%)**

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.

**Due: July 27**

**6. Sponsor Teacher Evaluation (10%)**

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

**ATTENDANCE POLICY:**

\*See Appendix I

\*For each unexcused late 1% will be deducted from the final grade.

\*Any attendance or late marks will be deducted once the final grade has been submitted to the Registrar.

### Grading System Taylor Seminary

<b>A</b>	<b>(94-100)</b>	<b>=</b>	<b>4.00 grade points</b>
<b>A-</b>	<b>(90-93)</b>	<b>=</b>	<b>3.70 grade points</b>
<b>B+</b>	<b>(87-89)</b>	<b>=</b>	<b>3.30 grade points</b>
<b>B</b>	<b>(83-86)</b>	<b>=</b>	<b>3.00 grade points</b>
<b>B-</b>	<b>(80-82)</b>	<b>=</b>	<b>2.70 grade points</b>
<b>C+</b>	<b>(77-79)</b>	<b>=</b>	<b>2.30 grade points</b>
<b>C</b>	<b>(73-76)</b>	<b>=</b>	<b>2.00 grade points</b>
<b>C-</b>	<b>(70-72)</b>	<b>=</b>	<b>1.70 grade points</b>
<b>D+</b>	<b>(67-69)</b>	<b>=</b>	<b>1.30 grade points</b>
<b>D</b>	<b>(60-66)</b>	<b>=</b>	<b>1.00 grade points</b>
<b>F</b>	<b>(0-59)</b>	<b>=</b>	<b>0.00 grade points</b>
<b>FA</b>	<b>Fail</b>	<b>=</b>	<b>0.00 grade points</b>
<b>P</b>	<b>Pass</b>	<b>=</b>	<b>0.00 grade points</b>

- A**      **Excellent – Thorough mastery of material and superior performance.**
- B**      **Good – Above average comprehension of material and competent performance.**
- C**      **Satisfactory – Basic understanding of material and adequate performance.**
- D**      **Poor – Weak grasp of material and unsatisfactory performance.**
- F**      **Failure – Counted in GPA.**
- FA**     **Fail – Used in Pass/Fail courses. Not counted in GPA.**
- P**      **Pass – Not counted in GPA.**
- I**      **Incomplete – Requirements of course not completed due to circumstances beyond the students’ control.**
- W**      **Withdrawal – From a course within specified period or with the authorization of the Academic Committee. Not counted in GPA.**
- AU**     **Auditor – Indicates that the student has attended at least 75% of the class sessions but has not taken the course for credit. No entry will be made on the transcript of Auditors who attend fewer than 75% of the class sessions.**

### **OBSERVATION RUBRIC FOR GRADING**

\* See Appendix III

### **TEACHING RUBRIC FOR GRADING**

\* See Appendix IV

### **SPONSOR TEACHER APPLICATION FORM**

\*See Appendix V

### **SPONSOR TEACHER EVALUATION FORM**

\*See Appendix VI

### **LOG OF PRACTICUM HOURS**

\*See Appendix VII

## **APPENDIX I**

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### **ATTENDANCE POLICY\***

*\*Taylor Seminary students enrolled in this VTLI course should also refer to the policies included in the current academic catalogue. Be sure to speak with your faculty advisor about any issues that require clarification.*

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**APPENDIX III**

**Observation Rubric for grading**

**Name:** \_\_\_\_\_

**Chapter & Task:** \_\_\_\_\_

Class Observed/ Hours Completed	<b>1</b> → less than 1 hour observed for the task	<b>2</b> → 1 hour observed for the task	<b>3</b> → 1½ hours observed for the task	<b>4</b> → 2 hours observed for the task	<b>/4</b>
During the lesson notes	<b>0</b> → not done or not handed in	<b>1</b> → done minimally or incompletely	<b>1½</b> → done adequately	<b>2</b> → done excellently	<b>/2</b>
After the lesson questions	<b>0</b> → not done or not handed in	<b>1</b> → didn't answer the majority of questions	<b>1½</b> → answered all questions briefly	<b>2</b> → answered all questions completely	<b>/2</b>
Reflection	<b>0</b> → not done or not handed in	<b>1</b> → 1 or 2 sentences written	<b>1½</b> → reflection brief &/or vague	<b>2</b> → reflection insightful & in-depth	<b>/2</b>

**TOTAL: /10**

**Comments:**

## APPENDIX IV

### Teaching Rubric for Grading

1- completed; 1/5 - incomplete; 0 - 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)
	Overall impression
	Punctuality (lessons should be handed in before teaching your next class)

**Comments:**

**APPENDIX V**

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

**Student Information**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dates of Practicum: \_\_\_\_\_

<input type="checkbox"/> Observation
<input type="checkbox"/> 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 VI**

**TESOL *Teaching* Practicum Evaluation Form**  
Vanguard Taylor Language Institute

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

