



# Royal Byng College



## Program Outline

TESOL 120 Advanced

(Teaching English as a Second Language)

### PROGRAM

This program is offered in both in-class/face-to-face and online versions.

#### **In-Class Option**

##### *Description:*

The **Royal Byng College TESOL 120 Advanced Program In-Class Option** is designed for people wishing to pursue a career in teaching English as a Second Language (ESL) to non-native speakers in Canada or anywhere around the world. The program consists of 100 hours in the classroom plus a 20-hour practicum in which experienced, working ESL teachers are observed and actual English learners are taught. Trainees learn the most accepted and successful language teaching method currently in use, Communicative Language Teaching. Classes include lectures and demonstrations on topics such as presenting language forms and functions, the integration of language skills, pronunciation, lesson planning and classroom management.

However, this is not simply a lecture course, but rather a practical, hands-on teaching program in which trainees learn by doing. As well as acquiring a comprehensive understanding of ESL teaching theory and practice, trainees spend a great deal of their time preparing and presenting lessons both in groups and individually then, finally, participate in a practicum where they are able to prepare and present their own lessons to real English learners, under the mentorship of an experienced and supportive sponsor teacher.

##### *Course Hours:*

This course is a time commitment of 120 hours total (100 classroom; 20 practicum) over 4 calendar weeks.

Students are expected to do approximately two hours of homework every night during this course.

### ***In-Class Option Delivery Method:***

This program is offered in-classroom, on-site at the Royal Byng College Brighthouse Campus, Unit 301 & 305 – 6411 Buswell Street, Richmond, BC, V6X 2Y5. Class hours are 9:00 am to 12:00 pm and 1:00 pm to 4:00 pm, Monday to Friday.

### ***Attendance Policies:***

Students are expected to attend every day of class, arriving on time, returning from breaks promptly and remaining until class is dismissed for the day. Any student who misses 30% of the entire course hours will be withdrawn from the course, given a grade of Incomplete and will be required to re-take the course.

### ***In-Class Option Course Breakdown:***

#### **Week One**

- Day 1 – Methodologies Past and Present
- Day 2 – Classroom Management
- Day 3 – Lesson Planning
- Day 4 – Teaching Across Age and Proficiency Levels
- Day 5 – Techniques, Textbooks and Materials
  - Plus four hours classroom observation

#### **Week Two**

- Day 6 – Teaching Vocabulary
- Day 7 – Teaching Receptive Skills: Listening
- Day 8 – Teaching Receptive Skills: Listening
- Day 9 – Teaching Receptive Skills: Reading
- Day 10 – Teaching Receptive Skills: Reading
  - Plus six hours classroom observation

- ❖ Over four weeks, the text material covered will be chapters 1 to 23 of *Teaching by Principles, 4th Edition* by H. Douglas Brown and Heekyeong Lee.

#### **Week Three**

- Day 11 – Techniques, Textbooks and Materials
- Day 12 – Technology in Language Learning and Teaching
- Day 13 – Teaching Phonology
- Day 14 – Teaching Speaking
- Day 15 – Teaching Writing
  - Plus four hours practice teaching

#### **Week Four**

- Day 16 – Teaching Grammar
- Day 17 – Teaching Grammar
- Day 18 – Language Assessment
- Day 19 – Classroom-Based Assessment
- Day 20 – Teacher Development and Wrap-up
  - Plus six hours practice teaching

### ***Assessment:***

The Final Grade for the in-class version of the course is determined on the following basis:

Peer Teaching Assignments	6 X 10% ea. =	60%
Practicum observation Assignment	4 X 5% ea. =	20%
Practicum Teaching Assignments	4 X 5% ea. =	<u>20%</u>
	<b>TOTAL:</b>	<b>100%</b>

## **Online Option**

### ***Description:***

The **Royal Byng College TESOL 120 Advanced Program** Online Option is designed for people wishing to pursue a career in teaching English as a Second Language (ESL) to non-native speakers in Canada or anywhere around the world. The program consists of modular online work equivalent to 100 hours in the classroom plus a 20-hour practicum in which experienced, working ESL teachers are observed and actual English learners are taught. Trainees learn the most accepted and successful language teaching method currently in use, Communicative Language Teaching. Online module work covers topics such as: presenting language forms and functions, the integration of language skills, pronunciation, lesson planning and classroom management. Once finished their online course work, trainees participate in a teaching practicum where they are able to prepare and present their own lessons to real English learners under the mentorship of an experienced and supportive sponsor teacher.

### ***Course Hours:***

This course is a time commitment of 120 hours total (distance + practicum) over a maximum of six calendar months. Students unable to complete in the allotted time may apply for a three-month extension on two occasions, up to a maximum of twelve months total course time.

### ***Online Option Delivery Method:***

This program is offered online with the instructor based at the Royal Byng College Brighthouse Campus, Unit 301 & 305 – 6411 Buswell Street, Richmond, BC, V6X 2Y5.

The distance delivery for the program utilizes a range of methods. Instructors will be available by:

- Telephone contact
- Email communication
- Virtual office hours (net meeting)
- Synchronous online group discussion (audio, video and text) via net meeting

Students and teachers interact with each other via online forums, threaded discussions, and videoconferencing, as well as emails and chats. These tools serve several functions including course documentation, administration, and evaluation.

Online instructional methods include but are not limited to:

- Required course readings and online videos
- Written assignments
- Case studies
- Course-related questions on an online discussion board
- Lesson plan modeling and emulation
- Inquiry-based learning

**Online Option Course Breakdown:**

<b>Module</b>	<b>Material Covered</b>
<p><b>Module 1:</b> <b>Methodologies, Classroom Principles and Learner Agency</b> <i>(Chapters 1–5)</i> <b>15 Hours</b></p>	<ul style="list-style-type: none"> <li>• Comparing and contrasting two communicative lessons</li> <li>• History of language teaching</li> <li>• The post-method era</li> <li>• Teaching by principles</li> <li>• Learner Agency</li> <li>• Assignment #1 + Feedback</li> </ul>
<p><b>Module 2:</b> <b>Learner Variables &amp; Cultural, Sociopolitical and Institutional Contexts</b> <i>(Chapters 6-8)</i> <b>10 Hours</b></p>	<ul style="list-style-type: none"> <li>• Teaching across age levels: The characteristics of adult, teen and child learners</li> <li>• andragogy vs. pedagogy</li> <li>• Teaching across proficiency levels</li> <li>• Intercultural education and intercultural factors in the ESL classroom</li> <li>• Enhancing intercultural communication</li> <li>• Cultural, sociopolitical and institutional contexts</li> <li>• Sociolinguistics</li> <li>• Assignment #2 + Feedback</li> </ul>
<p><b>Module 3:</b> <b>Curriculum and Course Design, Lesson Planning, Techniques, Textbooks and Materials, Technology in Language Learning and Teaching</b> <i>(Chapter 9 – 12)</i> <b>15 Hours</b></p>	<ul style="list-style-type: none"> <li>• Basics of designing curriculum</li> <li>• How to plan a lesson</li> <li>• Analyzing the different components of a lesson</li> <li>• Create a lesson plan</li> <li>• Techniques and materials in the classroom</li> <li>• Taboo topics in the ESL class</li> <li>• SRAS (Supplement, Reject, Adapt and Supplement)</li> <li>• Analyzing textbooks</li> <li>• Assessing non-textbook teaching materials</li> <li>• Technology and digital resources</li> <li>• Developing digital and non-digital teaching materials</li> <li>• Assignment #3 + Feedback</li> </ul>
<p><b>Module 4:</b></p>	<ul style="list-style-type: none"> <li>• Interactive principles</li> <li>• The interactive teacher and learner</li> <li>• Questioning strategies to promote interaction</li> </ul>

<p><b>Creating an Interactive Classroom</b></p> <p><i>(Chapter 13)</i></p> <p><b>5 Hours</b></p>	<ul style="list-style-type: none"> <li>• Individual, pair and group work</li> <li>• Assignment #4 + Feedback</li> </ul>
<p><b>Module 5:</b></p> <p><b>Classroom Management</b></p> <p><i>(Chapter 14)</i></p> <p><b>5 Hours</b></p>	<ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Voice and body language</li> <li>• Unplanned teaching and teaching under adverse circumstances</li> <li>• Teacher roles and styles</li> <li>• Creating a positive classroom climate</li> <li>• Assignment #5 + Feedback</li> </ul>
<p><b>Module 6:</b></p> <p><b>Teaching Listening &amp; Reading</b></p> <p><i>(Chapters 15 &amp; 17)</i></p> <p><b>10 Hours</b></p>	<ul style="list-style-type: none"> <li>• Listening comprehension in pedagogical research</li> <li>• An interactive model of listening comprehension</li> <li>• Listening assignment</li> <li>• Micro- and Macro-skills of reading comprehension</li> <li>• Teaching reading; the three stages of a reading lesson</li> <li>• Analyzing sample reading lessons</li> <li>• Create an original reading lesson plan</li> <li>• Assignment #6 + Feedback</li> </ul>
<p><b>Module 7:</b></p> <p><b>Teaching Speaking &amp; Writing</b></p> <p><i>(Chapters 16 &amp; 18)</i></p> <p><b>10 Hours</b></p>	<ul style="list-style-type: none"> <li>• Teaching speaking</li> <li>• What makes speaking difficult</li> <li>• Analyzing sample speaking lessons</li> <li>• Discourse organization, functional language and speech</li> <li>• Conversation analysis</li> <li>• The phonological system of English</li> <li>• Segmental vs. suprasegmental aspects of English phonology</li> <li>• Connected speech</li> <li>• Teaching pronunciation</li> <li>• Organization and genres of writing</li> <li>• Teaching writing</li> <li>• Assignment #7 + Feedback</li> </ul>
<p><b>Module 8:</b></p>	

<p><b>Teaching Grammar and Vocabulary</b></p> <p><i>(Chapter 19)</i></p> <p><b>15 Hours</b></p>	<ul style="list-style-type: none"> <li>• Language organization from the lexical (vocabulary) level to the grammatical and syntactical level to the level of discourse organization</li> <li>• Form-focused instruction</li> <li>• The lexical system of English</li> <li>• Lexical morphology, word families, word classes and phrasal lexical items</li> <li>• Teaching vocabulary</li> <li>• The grammatical system of English</li> <li>• Teaching grammar</li> <li>• Analyze sample form-focused instruction lessons</li> <li>• Design 2 grammar focused lessons</li> <li>• Assignment #8 + Feedback</li> </ul>
<p><b>Module 9:</b></p> <p><b>Learner Assessment and Evaluation</b></p> <p><i>(Chapters 21–22)</i></p> <p><b>10 hours</b></p>	<ul style="list-style-type: none"> <li>• Language Assessment – principles and issues</li> <li>• Formative vs. summative assessment</li> <li>• Classroom-based assessment</li> <li>• Test and question types</li> <li>• Standardized exams and international proficiency exams</li> <li>• Validity, practicality and reliability</li> <li>• Innovative assessment models</li> <li>• Assignment #9 + Feedback</li> </ul>
<p><b>Module 10:</b></p> <p><b>Employment &amp; Professional Development</b></p> <p><i>(Chapters 22, 23, Appendix)</i></p> <p><b>5 Hours</b></p>	<ul style="list-style-type: none"> <li>• Professional development and collaboration</li> <li>• Reflective practice</li> <li>• Teachers for social responsibility</li> <li>• Making job application documents</li> <li>• Going to a job interview</li> <li>• Assignment #10 + Feedback</li> <li>• Final Review Quiz</li> </ul>
<p><b>Practicum</b></p> <p><b>20 Hours</b></p>	<ul style="list-style-type: none"> <li>• Guided observation of an experienced ESL teacher (10 hours)</li> <li>• Lesson planning for, and practice teaching of, an ESL class under the supervision of an experienced ESL teacher (10 hours)</li> </ul>

### ***Assessment:***

The Final Grade for the online version of the course is determined on the following basis:

Online Course Work Assignments	10	X	5% ea. =	50%
Observation Assignments	5	X	5% ea. =	25%
Practice Teaching Assignments	5	X	5% ea. =	<u>25%</u>
			<b>TOTAL:</b>	<b>100%</b>

Students receive a study guide for each module plus an assignment file which must be submitted to the instructor online. Each module assignment file is graded out of five.

### **In-Class and Online Options:**

#### ***Admission Requirements:***

- A. Completion of Canadian senior matriculation (Secondary School Grade 12) or equivalent
- B. All applicants must present proof of English proficiency
  - a. One of the following English proficiency standards must be met:
    - 1. IELTS: 6.5 overall with a minimum score of 6.0 in each skill area
    - 2. Royal Byng College English Proficiency Exam: Level 5 (Upper Intermediate)
    - 3. Graduation from a high school in Canada with a grade of at least 70% in English 12
    - 4. Completion of an undergraduate degree from an English-speaking university
  - o Exam scores presented as proof of English proficiency must have been earned no more than one calendar year before application to the TESOL program
  - o Original documents must be provided as proof of graduation or English proficiency.

#### ***Completion Requirements:***

In order to graduate from the Royal Byng College TESOL 120 Advanced Program, students must achieve a grade of 64%, or C+, in the course.

Graduates receive the Royal Byng College TESOL 120 Advanced Diploma.

#### ***Learning Outcomes:***

1. Describe the historical development of English as a World Language
2. Select the features of historical language teaching methodologies that are still useful today
3. Explain the differences between a teacher-fronted language class and a communicative one
4. Define Communicative Competence, its differences from Linguistic Competence, and

- why the former is important to Communicative Language Teaching
5. Plan lessons with activities catering to different Learning, Cognitive and Personality styles
  6. Be able to find, assess and apply learning materials suitable to the needs of each lesson and the need of the learners
  7. Describe why the unique aspects of adult learners make Andragogy different from Pedagogy
  8. Describe and demonstrate the elements of good classroom management
  9. Observe ten hours of classroom teaching by an experienced teacher and comment on what has been observed through observation tasks
  10. Plan and deliver ten hours of classroom teaching to an ESL class showing competent lesson planning, classroom management and technique, engagement with, moment-to-moment response to, and formative assessment of, the learners

***Textbooks and Materials:***

The required text book for the Royal Byng College TESOL 120 Advanced Program is:

*Teaching by Principles, 4<sup>th</sup> Ed.*

Pearson, 2015

by H. Douglas Brown and Heekyeong Lee

The book is supplied to you by the college free of charge.



### ***Grading:***

Royal Byng College uses the following grading system:

<b>A+</b>		<b>90 – 100%</b>
<b>A</b>	<b>(Excellent)</b>	<b>85 – 89%</b>
<b>A-</b>		<b>80 – 84%</b>
<b>B+</b>		<b>76 – 79%</b>
<b>B</b>	<b>(Good)</b>	<b>72 – 75%</b>
<b>B-</b>		<b>68 – 71%</b>
<b>C+</b>		<b>64 – 67%</b>
<b>C</b>	<b>(Average)</b>	<b>60 – 63%</b>
<b>C-</b>		<b>55 – 59%</b>
<b>D</b>		<b>50 – 54%</b>
<b>F</b>	<b>(Fail)</b>	<b>0 – 49%</b>
<b>W</b>	<b>(Withdrawal)</b>	
<b>I</b>	<b>(Incomplete)</b>	

### ***Practicum:***

The practicum component of the TESOL 120 Advanced Program consists of:

- 10 hours of directed ESL class observations of an experienced ESL instructor
  - 10 hours of observed practice teaching of a class of ESL learners
  - Lesson preparation
  - Feedback and critique of your lessons by your sponsor teacher
- ❖ Practicum lesson observation and practice teaching will be done on-site at Royal Byng College and at local private ESL schools.

### ***Course Updating***

Contents of this course outline are accurate at the time of publication. Revision and updating are performed on an ongoing basis to ensure the material remains relevant and up to date. The instructor will inform students regarding any changes.

### ***Dress Expectations***

Students are expected to dress in a professional manner, as if they are already working teachers. Jeans, running shoes and tattered clothing are discouraged.