



Course Overview

Teaching English as a Second Language (TEACHING) – Part 1

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UBC Land Acknowledgement

UBC's Vancouver Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Part 1 Description

Part 1 of the Teaching English as a Second Language (TEACHING) component of this program takes learners on a journey through current paradigms and core principles and concepts in English language education in ESL and EFL contexts. Throughout Part 1, learners will be guided through a series of lectures, workshops, reflective discussions, video observations, and activities that will develop their understanding of and ability to apply key concepts in language learning and teaching in their teaching context. Furthermore, teacher-learners will be required to reflect on their current paradigms of English education with the aims of promoting higher metacognitive awareness in their own L2 learning and teaching. Learners will additionally take part in practical application activities that will allow them to showcase their understanding, and ability to practically apply the key topics addressed in the course to classroom contexts. By the end of this course, teacher-learners will not only develop a new up-to-date understanding of English education but also the practical skills required to be a successful learner, teacher, and user of the language in the current age.

Course Objectives

By the end of the course, learners will have:

1. developed a deeper understanding of core principles and concepts in English education and language teaching practices.
2. developed a critical eye for how language is learned, taught, and acquired.
3. developed higher metacognitive awareness as teachers and learners of English.
4. reflected on appropriate approaches and aims for English education in their teaching context.

Course Expectations

1. Come to class with an open, positive mindset, ready to share and learn with others.
2. Actively participate in class discussions and activities.
3. Contribute ideas, efforts, and experiences to class/groups.
4. Show respect and contribute positively towards discussions, class atmosphere, peers, and instructor.
5. Submit assignments on time.
6. Professional conduct and communication with the course professor.

Required Text

There is **no required** text for this course, however, within classes and course materials, various references will be made to sources that may assist you.



Materials

All materials for this course will be posted on profgwhitehead.weebly.com for free download.

Course Outline

	Topics
Topic 1	Course introduction – Self-reflection & identity (ought-to self, feared self, ideal self)
Topic 2	Guided analysis of effective teaching (video observation & debriefing)
Topic 3	Basic principles of effective language teaching: A focus on the students (individual differences), the teacher (core competencies), and the environment (key principles for a supportive language learning environment)
Topic 4	The world of English: Examining the current situation of English and what it means for teachers and learners
Topic 5	English as an international language: Intercultural competence, intercultural communicative competence, multiculturalism, epistemological, and pedagogical racism in ELT
Topic 6	Teacher talk: Key concepts in teacher talk (demystifying comprehensibility)
Topic 7	Guided practice of effective teacher talk
	<i>Public School Classroom Visit (Secondary) -Specific date to be determined</i>
Topic 8	Compelling input: A focus on how to engage learners through compelling content and delivery
Topic 9	Motivating learners: A focus on the teacher
Topic 10	Classroom management: Introduction to techniques
Topic 11	Classroom management: Application of techniques
Topic 12	Critical incidents as a language teacher
Topic 13	Language teacher wellbeing
Topic 14	Revisiting video observations

Note* Course schedule and topics are subject to change and may vary. Each topic may span over multiple classes depending on student progress.



Course Overview

Teaching English as a Second Language (TEACHING) – Part 2**Part 2 Description**

Part 2 of the Teaching English as a Second Language (TEACHING) component of this program introduces teacher-learners to the background and key features of Content and Language Integrated Learning (CLIL) while pushing them to critically reflect on the practicality of implementation in their current teaching context. The course begins with a focus on fostering knowledge and understanding of CLIL through class lectures, discussions, and selected readings. Teacher-learners will then have a chance to experience different approaches to CLIL lessons from the students' perspective by participating in CLIL lessons demonstrated by their professor. Finally, teacher-learners will apply their new knowledge and understanding of CLIL by creating and teaching their own CLIL lesson. Through portion of the program, learners will be able to develop a deeper understanding of CLIL, as well as practical ways to utilize CLIL in their classrooms.

Course Objectives

By the end of the course, teacher-learners will have:

1. become familiar with the key principles of CLIL and what it looks like in action.
2. become comfortable and confident planning a CLIL lesson and materials.
3. developed their ability to implement CLIL lessons in their classroom.

Course Expectations

1. Come to class with an open, positive mindset, ready to share and learn with others.
2. Actively participate in class discussions and activities.
3. Contribute ideas, efforts, and experiences to class/groups.
4. Show respect and contribute positively towards discussions, class atmosphere, peers, and instructor.
5. Submit assignments on time.
6. Professional conduct and communication with the course professor.

Required Text

There is **no required** text for this course, however, within classes and course materials, various references will be made to sources that may assist you.

Recommended Texts

Ball, P., Kelly, K., & Clegg, J. (2016). *Putting CLIL into practice*. Oxford University Press.

Coyle, D., Hood, P., & Marsh, D. (2010). (C.L.I.L.) *Content and language integrated learning*. Cambridge University Press.

Materials

All materials for this course will be posted on profgwhitehead.weebly.com for free download.



Course Outline

	Topics
Topic 1	Course introduction – CLIL KWL assessment
Topic 2	What is CLIL? An overview
Topic 3	Reflecting on different CLIL lessons plans – strengths and weaknesses
Topic 4	Creating CLIL lessons from meaningful input: Drawing from a text-driven approach
Topic 5	CLIL lesson experience 1 (InSIPP)
Topic 6	Deconstructing the lesson experience (InSIPP): Reflect, learn, apply
Topic 7	CLIL lesson experience 1 (PBL & Inquiry-based learning)
Topic 8	Deconstructing the lesson experience (PBL & Inquiry-based learning): Reflect, learn, apply
	<i>Public School Classroom Visit (Elementary) -Specific date to be determined</i>
Topic 9	CLIL lesson planning: Using InSIPP, PBL, Inquiry-based frameworks
Topic 10	Assessing students in CLIL lessons: What? When? How?
Topic 11	Creating practical assessments: Workshop
Topic 12	CLIL lesson and material creations workshop
Topic 13	Final application task (2 groups will conduct their lesson in each class over the final week of the program)
Topic 14	Final feedback and reflection

Note* Course schedule and topics are subject to change and may vary. Each topic may span over multiple classes depending on student progress.



Program Assessment

Participants will be required to complete the following key assignments:

Assignment #1: Lesson plans for a one-semester course

Participants will be expected to re-design one of the courses that they teach, including developing new unit/lesson plans, homework assignments, teaching materials and instructional resources.

Assignment #2: Video recording of a 40-minute “master class”

Participants will prepare and deliver one of the re-designed lessons demonstrating mastery of relevant skills. This lesson will be videotaped and peer-reviewed.

Assignment #3: Study report

Each participant will be required to complete a study report containing the following components:

Reflection on own teaching in the context of the newly acquired knowledge.



Reflection on what has been learned in the program and how this learning can be applied to professional practice upon return to China.

Feedback on the program and suggestions for future participants on how to benefit most from the overseas study experience.

Assignment #4: Portfolio

Participants will consolidate the assignments listed above in a portfolio. They will also include in the portfolio the daily writings on their cultural experiences in Canada.