

**Master of Arts TESOL Degree - Module 4**

**Module Notes:**

Make sure that you save your course-work by adding your full name to the end of the file name of this document, for example, with this module you would save it as:

ma-module4-tefl-503-yourname

**We suggest that you do this now!** as you may complete Module 4 by adding your essays to this document, as you proceed through the module. To do this, go to File, Save As, then change the name of the file by simply adding your name to the end of the existing file name and save to a folder on your computer.

On completion of the module, simply return to the web page you downloaded it from, and use the ‘drop box’ to return it to us (page link below). Marking is done on an ongoing basis, but results will not be published until the end of the course.

<http://www.thetesoluniversity.com/ma-course-download.html>

Our essay marking of course work is based on many different points. These also include; originality of essay, sentence structure, punctuation, grammar and spelling. Take your time, and get it right!

While we fully support the use of the internet for research, when you find something on the internet or from a book, that fits the question for the essay, don’t just copy and paste it, read the article fully, then put it into your own words (you will most certainly learn a lot more this way!). Google.com is an amazing tool for all students, and you are sure to learn a lot along the way. Remember, our aim is to get you ‘classroom ready’

**TEFL 503—Structure of English**



**Course Description**

In order to teach a language, it is not enough to know how to speak it – you need to have a conscious knowledge of its structure. And yet the usual courses and textbooks on “English Grammar” for native speakers of English tend to focus on social shibboleths, like when to use who vs. whom, or shall vs. will, rather than on basic descriptions of word order, articles, or other structures that pose few or no problems for native speakers. This course is intended to fill that gap. We will be examining a variety of basic and complex structures of English syntax and morphology, and comparing them to structures of other languages. Because English is a “moving target,” in constant change, it is important for ESL teachers to continuously be gathering and analyzing data on English usage in current authentic discourse, so that students will not be limited to the English in their textbooks. By the end of the term, you will have the tools to make your own investigations and analyses of other English structures, and will be familiar with the basic traditional and transformational terminology and concepts.

**Prerequisites**

TEFL-500 (Principles of Linguistics).

**Course Goals**

By the end of this course, students will be able to:

• analyze, explain and teach the English language structure.

• be familiar with the basic traditional and transformational terminology and concepts.

• apply readings from research and practice to observe and reflect on matters related to the structure of the English language.

**Required reading:**

**Textbook:**

Celce-Murcia, Marianne and Diane Larsen-Freeman (1999). The Grammar Book: An ESL/EFL Teacher’s Course, 2nd edition. Boston: Heinle & Heinle. Abbreviated GB. Available at:

<http://ar.scribd.com/doc/178620621/The-Grammar-Book-An-ESLEFL-Teacher-s-Course-Second-Edition-A4-pdf>

**Academic Integrity**

All work submitted must be your own or must be properly documented. Collaborative work and work previously submitted in another class must be approved in advance.

**Assignment Descriptions**

**PART I**

The goal of Part I of the portfolio is to become aware of differences between the grammar rules found in traditional prescriptive grammar books or ESL textbooks and the ways in which English is currently being used. There are two components to this exercise:

(1) Linguistic Analysis: Identify and collect examples of a construction in English in which there is a mismatch between prescriptive or textbook usage and authentic contemporary usage, e.g. a shibboleth or other prescriptive rule. Discuss the differences between usages, balancing the examples you find in spoken or written materials with discussions from formal grammars (e.g. Crystal, The Cambridge Encyclopedia of the English Language, or other grammars like those listed in your syllabus).

(2) Survey of Contemporary Usage: Conduct a survey of at least 5 people about this construction. Because this is a sociolinguistic and historical question, you will probably want to control for other variables, or at least identify them. For example, do you want all your subjects to be native speakers of English? (Probably, but not necessarily.) Are you comparing different social or regional dialects? Different age groups? If some of your subjects are not native English speakers, you should probably control for proficiency level and native language. You may administer a written survey, interview the speakers on their views, do a corpus study, or observe speakers’ usages in a public place without explicitly discussing your observations with them

Analyze your findings, write them up and present them, with handouts or visuals. LENGTH: 4 page report. You may also add links to any handouts or visuals within or below the report you create below.

**You may start your reports below**

(1) Linguistic Analysis:

(2) Survey of Contemporary Usage:

**PART II** The goal of Part II is to develop heightened sensitivity to grammatical usage in contemporary spoken and/or written English. For this exercise, you will: (1) Identify five (5) examples of English usage that are of linguistic interest. (2) Explain clearly and distinctly, using formal linguistic terminology where appropriate, why the example is of linguistic significance. Wherever appropriate, provide other examples that illustrate the same point.

HINTS for selecting examples: (a) avoid hackneyed examples, e.g. Everyone brought their favorite books. (b) select from varied sources, e.g. newspaper columns, cartoons, billboards, overheard conversations, television advertisements. Do NOT rely on a single source, e.g. a single newspaper article or SPAM e-mail on “Sins of English Grammar.” LENGTH: Each entry should be ½ - 1 page long, exclusive of clippings or other data, which you should attach. Therefore, the total length of Part II should be 2½ to 5 typed pages.

**You may start your journal report below**

**PART III**

The goal of Part III of the portfolio is to give you the opportunity to do research on one aspect of English structure, of your choice. As a mini research paper, this component should include: (1) a title (2) a clear statement of the issue, problem, or hypothesis (3) discussion of what other sources have had to say about the issue (4) the new ideas or information you are bringing to the discussion (5) a bibliography (Note: any consistent bibliographic and citation format is fine.) Possible topics might include a further exploration of items from Part I or Part II of your portfolio, or research into a different area, e.g.:

• abbreviations or jargon (e.g. on the Internet or e-mail)

• etymologies, folk-etymologies, or etymythologies

• differences between British and American syntax

• a grammatical construction that interests you because it is difficult to teach or hard to learn

• contemporary use of like, y’all, or other dialect features.

• teaching irregular verbs, punctuation, negation, prepositions, other special topics

• particular grammatical idioms (e.g. “That’s the way the cookie crumbles”)

• historical evolution of a grammatical construction, e.g. subjunctive, do-support, have got

LENGTH: 6 - 8 double-spaced typed pages, including bibliography. If this is an extension of material from Parts I or II of your portfolio, please also include that material, and cite it appropriately.

GENERAL GUIDELINES: Each component of your portfolio should reflect what you have been reading in the textbook. That is, your portfolio should display a level of sophistication that you did not have before this class. It should also be carefully organized and clearly written, reflecting a level of care that you would want to model for your students, or that would not embarrass you if viewed by a job interviewer. Students may consult with the TEFL University for suggestions of topics, or for comments on your drafts and experimental design. If possible, confer with both native and non-native speakers, since the two groups have different experiences in learning English grammar.

**You may start your mini research paper below**

**Evaluation**

Part I 33.3%

Part II 33.3%

Part II 33.3%

Total: 100%