

**Master of Arts TEFL Degree - Module 2**

**Module Notes**

Make sure that once downloaded to your computer, you **re-name** this module document, by **adding your full name** at the end of the file name. **For example**: if your name is Jane Turner, change the file name to:

ma\_tefl\_module2\_tefl\_501\_elt1\_Jane\_Turner

To do this, simply right-click on the file after it has been downloaded, and select ‘RENAME’, then click at the end of the existing file name to un-highlight it, then ‘backspace’ until the words ‘Student\_Name’ are removed, then add your first name, followed by an underscore, the your last name. Once done, click off the file, and it will save itself to the new file name.

**Essay Assignment Notes**

All assignment work must be completed **DIRECTLY** onto each module, below the **RED** markers (unless directed otherwise). We strongly suggest that you **SAVE** your work, as you move through each assignment.

**Essay Assignments Bibliography, and Other Info**

You should provide a list of 'resources' (bibliography) and hyperlinks, for any material (books, web pages, video's etc.), at the bottom of **EACH** essay assignment topic, but only those links that refer specifically to the topic, and only those links you used to gather information on that specific topic, should be placed below the assignment topic. This assists our grading teams, and shows where you found the exact material relevant to the specific assignment topic, whilst also providing recognition for those authors that wrote or recorded it.

Our essay grading 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!

We fully support the use of the internet for research, however, when you find something on the web or from a book, that closely answers the essay assignment, don’t just copy and paste it, read the articles fully, then put them into your own words (you will most certainly learn a lot more this way!). Google is a useful tool for student research but refining your keyword or sentence search is important in order to target exactly what you are looking for.

**Submitting your completed modules**

Once you have completed a module, you may use the link below to re-visit the course download/upload area, where you will find the **drop-box** to send your completed work back to us. Please note that grading will not commence until all modules are completed (except for module exemptions in the case of students that were awarded fast-track credits). Students may also wait until all modules have been completed, before using the drop-box to return them.

<https://www.thetefluniversity.com/ma-course-download.html>

**TEFL 501—Theory and Principles of English Language Teaching I (ELT I)**



**Course Description**

This course is an introduction to the teaching of English to speakers of other languages (TESOL) intended for those who contemplate a career in TESOL or in the teaching of foreign languages. Through a program of lectures, readings, discussions, and practical teaching exercises we will explore the educational contexts in which English is taught and learned, some methods and materials that teachers have used to teach it, and the links between what teachers and learners do in class and what applied linguistic research tells us about how second languages are learned.

Satisfactory completion of the course indicates that you have acquired a basic knowledge of the methodology of TESOL and a limited skill in putting that knowledge into practice. More advanced study and supervised teaching practice are recommended before you try out your skills in a real ESL classroom.

**Course Goals**

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

• describe essential theories and concepts of second language instruction and acquisition.

• use communicative language teaching techniques to tutor an English language learner and reflect on your experience.

• apply readings from research and practice to observe and reflect on English as a second language classes.

• write a review of recent and seminal literature on a topic of particular interest in communicative language instruction.

**Required reading can be accessed at:**

**Textbook (required):**

Teaching by Principles: An Interactive Approach to Language Pedagogy (4th edition) by H. Douglas

Brown (Pearson Longman, 2008)

Download PDF Here:

<https://drive.google.com/open?id=1c4XHQmiT6srzAckQbhMDcAOT7FapLUCp>

**Articles:**

All of these CAL digests [D] and briefs [B] are available at:

[www.cal.org/adultesl/resources/index.php](http://www.cal.org/adultesl/resources/index.php)

Bell, J. (2004). Teaching multilevel classes in ESL. Toronto: Pippin Publishing.

Burt, M., & Peyton, J. (2003). Reading and adult English language learners: The role of the first language. Washington, DC: Center for Applied Linguistics.\* [D]

Florez, M. (1998). Improving adult ESL learners' pronunciation skills. Washington, DC: Center for Applied Linguistics.\* [D]

Florez, M. (1999). Improving adult English language learners' speaking skills. Washington, DC: Center for Applied Linguistics. \* [D]

Florez, M., & Burt, M. (2001). Beginning to work with adult English language learners: Some considerations. Washington, DC: Center for Applied Linguistics.\* [D]

Florez, M., & Terrill, L. (2003). Working with literacy‐level adult English language learners. Washington, DC: Center for Applied Linguistics.\* [D]

Lightbown, P., & Spada, N. (2006). How languages are learned. Oxford: Oxford University Press.

Mathews‐Aydinli, J. (2007). Problem‐based learning and adult English language learners. Washington, DC: Center for Applied Linguistics.\* [B]

Moss, D., & Ross‐Feldman, L. (2003). Second language acquisition in adults: From research to practice. Washington, DC: Center for Applied Linguistics.\* [D]

Moss, D., & Van Duzer, C. (1998). Project‐based learning for adult English language learners. Washington, DC: Center for Applied Linguistics.\* [D]

Parrish, B., & Johnson, K. (2010). Promoting learner transitions to postsecondary education and work: Developing academic readiness skills from the beginning. Washington, DC: Center for Applied Linguistics.\* [B]

Peyton, J. (2000). Dialogue journals: Interactive writing to develop language and literacy. Washington, DC: Center for Applied Linguistics.\* [D]

Smith, C., Harris, K., & Reder, S. (2005). Applying research findings to instruction for adult English language students. Washington, DC: Center for Applied Linguistics.\* [B]

Taylor, M. (1992). The language experience approach and adult learners. Washington, DC: Center for Applied Linguistics.\* [D]

Van Duzer, C. (1997). Improving ESL learners' listening skills: At the workplace and beyond. Washington, DC: Center for Applied Linguistics.\* [D]

Van Duzer, C., & Florez, M. (1999). Critical literacy for adult English language learners. Washington, DC: Center for Applied Linguistics.\* [D]

Vinogradova, P., & Bigelow, M. (2010). Using oral language skills to build on the emerging literacy of adult English learners. Washington, DC:Center for Applied Linguistics.\* [B]

Weddel, K. (1997). Needs assessment for adult ESL learners. Washington, DC: Center for Applied Linguistics.\* [D]

All of these CAL digests [D] and briefs [B] are available at:

[www.cal.org/adultesl/resources/index.php](http://www.cal.org/adultesl/resources/index.php)

**Video Lessons:**

You may download each video using the links below each video viewing link, if you experience ‘buffering’ problems from the direct viewing links:

Teaching ESL to Adults: Classroom Approaches in Action

**Volume 1**

Lesson Planning for Life Skills

Viewing Link: <http://bcove.me/8x1ls9n3>

Download Link: <https://drive.google.com/open?id=1HMJvAfcH_v0kYahJRERc3K1SI-eLJmdk>

Betsy Lindeman Wong of Alexandria, Virginia, guides beginning level learners through highly structured to open-ended activities showing the progression of a life-skills lesson in talking on the telephone.

Building Literacy with Adult Emergent Readers

Viewing Link: <http://bcove.me/34uc5nvp>

Download Link: <https://drive.google.com/open?id=1MTlLfDCPL8DPF0Lrf-AEmHCLo_wqpdm8>

Andrea Echelberger of Saint Paul, Minnesota, works with a Whole-Part-Whole approach to teaching literacy, using a learner-generated story of a shared experience and demonstrating activities to develop beginning literacy skills.

**Volume 2**

Growing Vocabulary with Beginning Learners

Viewing Link: <http://bcove.me/4i1kmev3>

Download Link: <https://drive.google.com/open?id=1hLG5XZPV48RX-K0t7xB3ygnUXnjFeJOb>

Karli Boothe of Arlington, Virginia, demonstrates a contextualized approach to introducing and reinforcing vocabulary within a lesson. She uses a variety of vocabulary development strategies and activities to promote learners’ interaction and active engagement as they master words and concepts.

Working with a Multi-level Class

Viewing Link: <http://bcove.me/1jxr2uaa>

Download Link: <https://drive.google.com/open?id=1yMutSCPtzzwL8rWPfagVVHoeAv9i1MQJ>

Susan Watson of Prince William County, Virginia, offers techniques to deal with differing levels of language ability within one class, including use of grouping strategies, differentiated materials, and a small group project.

Developing Listening Skills with High-intermediate Learners

Viewing Link: <http://bcove.me/j9ze5uui>

Download Link: <https://drive.google.com/open?id=1sT2Il6gA8vjZIPitrsqLZyJ_GA80UKqV>

Jessica Jones of Saint Paul, Minnesota, leads her class through a lesson on the theme of cross-cultural experiences, including pre-listening activities, tasks learners complete while listening, and follow-up activities.

**Volume 3**

Teaching Grammar in Real-life Contexts

Viewing Link: <http://bcove.me/ufh7n5jq>

Download Link: <https://drive.google.com/open?id=1jxDEseCJ3-4WZK2URFRMs2535au96OYf>

Suzanne McCurdy of Saint Paul, Minnesota, uses a contextualized approach to presenting and practicing grammar with her intermediate level learners, allowing them to recognize and use the simple past and present perfect tenses in the contexts of life histories and personal experiences.

Cultivating Writing Skills at the Intermediate Level

Viewing Link: <http://bcove.me/zp8r2c07>

Download Link: <https://drive.google.com/open?id=1XxGW0sVSa-MB5Nepe0Xa3uCkvSfoAory>

Sheryl Sherwin of Washington, D.C., guides learners through a series of activities that prepare them to complete a writing assignment. She utilizes a pre-writing survey assignment, group discussion, graphic organizers, and target text models to help learners take command of the process of writing.

Developing Reading Skills for Intermediate/Advanced Learners

Viewing Link: <http://bcove.me/5p6grdyb>

Download Link: <https://drive.google.com/open?id=1pbaBqc8VdxeeaM6n_dov4tRZN6izoRSn>

George Schooley of Saint Paul, Minnesota, takes learners from pre-reading through follow-up tasks using a text about birth-order theory. He demonstrates how to make reading lessons highly interactive by connecting content to learners’ lives, using graphic organizers, and having both group and individual tasks.

**Volume 4**

These four themed videos are drawn from the raw footage of the eight core lessons.

Assessing Learning in the Adult ESL Classroom

Viewing Link: <http://bcove.me/dn3gtalv>

Download Link: <https://drive.google.com/open?id=1VXFzxbrnMvTtTiw1e9s92BhDa7qQBE2o>

Tasks to Promote Critical Thinking and Learning Skills

Viewing Link: <http://bcove.me/mricygsu>

Download Link: <https://drive.google.com/open?id=1SRHY1bAqDWypostbYdIiD61Z6W91IHIz>

Effective Grouping Strategies in the Adult ESL Classroom

Viewing Link: <http://bcove.me/5hbhfckk>

Download Link: <https://drive.google.com/open?id=1GXJI2J5hBSo86cuM-x8qeumlpKxcABvt>

Tasks to Develop Oral Skills: From Accuracy to Fluency

Viewing Link: <http://bcove.me/ezuwnvj3>

Download Link: <https://drive.google.com/open?id=1GRahSiUVRGFY4ZsSWSjONGNklXlkZWDE>

**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**

**Language learning reflection** (10%) Write a personal narrative describing some of your experiences in learning a second language (in and/or outside of a language classroom). If you have learned more than one language (after your native language), you may choose to write about your experiences learning just one language or several languages.

This must be 3-5 pages long.

**You may start your 3-5 page ‘original’ essay below**

**Tutoring Reports** (2) (10% each) Write 2 tutoring or teaching experiences with an English language learner, demonstrating applications from the readings (approximately 3 pages each).

**You may start your 2 x 3 page reports below**

Report 1

Report 2

**Class Observation Reports** (2) (10% each) After watching the New American Horizons Video series (links can be found above), write 2 ESL class observations, demonstrating applications from the readings (approximately 3 pages each).

**You may start your 2 x 3 page reports below**

Report 1

Report 2

**Literature Review** (20%) This is a written paper of 10‐15 pages on any relevant topic (research and/or practical applications) from course content (textbook, articles, video series). The goal is to conduct some in‐depth research on a topic in ELT that you find intriguing.

**You may start your 10-15 page paper below**

**ESL Video Evaluation.**  You will find and present 3 (each must be 10 minutes or longer) YouTube videos of teaching demonstrations of particular skills or techniques (or you may choose to use any of the videos listed above in the ‘Video lessons’ section). You will evaluate each of these videos, in 3 reports (each report must be at least 500 words long). These reports must contain your thoughts on the teacher, the students, the material and the effectiveness of the lesson.

**You may start your 3 video evaluation reports below**

Video 1 - YouTube Link here:

Evaluation Report 1:

Video 2 - YouTube Link here:

Evaluation Report 2:

Video 3 - YouTube Link here:

Evaluation Report 3: