

**Master of Arts TEFL Degree - Module 3**

**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\_module3\_tefl\_502\_elt2\_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 II (ELT II)**



**Course Description**

This course expands upon the fundamental principles and theories learned in English Language Teaching I in order to extend students’’ understanding of and ability to implement current practices in English language instruction. Instructional concerns, including lesson and unit planning, are examined more closely in order to prepare students to successfully work with a diverse student population with a variety of language teaching contexts. Through readings and assignments, students will develop a practical understanding of both the “art” of teaching (i.e., the instructional, practice, including scaffolding techniques, feedback, and error correction) and the “science” of teaching (i.e. instructional planning, including unit planning, lesson design and the use of materials) within the context of communicative language teaching.

**Course Goals**

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

• Identify, reflect on, and evaluate instructional planning and practice through classroom observation, tutoring, and analysis.

• Implement a variety of instructional techniques for successfully teaching the English language.

• Apply readings, experiences, and discussions to make informed instructional choices.

• Plan for instruction by designing unit and lesson plans which demonstrate essential theories and concepts of second language acquisition and instruction.

**Required reading can be accessed at:**

**Textbook (required):**

Woodard, T. (2009). Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom. Cambridge, UK: Cambridge University Press.

Download PDF at:

<http://www.medu.ir/portal/File/ShowFile.aspx?ID=7d19a431-5195-4631-b01c-cb98aaa94cfa>

Alternative download link:

<https://drive.google.com/open?id=1AMFc7-q2WEFR9XJtiAK0TQlmwVnXBK87>

The Cambridge Guide to Teaching English to Speakers of Other Languages

Download link:

<https://drive.google.com/open?id=1yIQEwF2djtancj7cKqSS0EXaxxMsct3a>

**Articles:**

Ferraro, Joan M. (2000) Reflective Practice and Professional Development. ERIC Digest.

View article here:

<http://searcheric.org/digests/ed449120.html>

Alternatively download article here:

<https://drive.google.com/open?id=1sdkvREDr1JU__P5XqAo_tqLfHrwNNpI5>

Principles of Language learning and Teaching

<http://www.cuc.edu.ve/upc/PNFT/INGLES/Principles_of_Language_Learning_and_Teaching.pdf>

Alternatively download PDF here:

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

**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**

**Analysis of Teaching Techniques** (5%) Review the following class activities taken from Jill Sinclair Bell’s “A Sample Lesson Sequence” from her (2004) book, *Teaching Multilevel Classes* *in ESL* available at:

<http://www.nwlincs.org/mtlincs/opi/esl/Activities_for_the_Multilevel_Class.pdf>

Alternatively download PDF here:

<https://drive.google.com/open?id=176Im-xgk1vL9uOq38qPQ0e2RJJTco3ri>

Explain how the teacher uses the activities to introduce the lesson, keep the lesson moving, and bring the lesson to a close.

**You may start your report below**

**Class Observation Report** (10%) You will conduct an observation of the teaching context for which your lesson plan and unit plan for this course will be created. Ideally, you will observe a live class, but, if this is impractical, you may base your observation on a videotaped class. You should observe for approximately two hours. The observation report should include a description of the teaching context (date of observation, type of school/institution, student demographics, course focus and level, topic of the lesson, etc.) followed by a focused observation and critical analysis.

Focused observation: Using Woodward’s four‐column approach, observe what steps the teacher includes in the lesson. After you’ve observed the lesson, create the chunks and complete the assumptions columns. Finally, talk to the instructor, if possible, to determine the ‘archeology’ of why he/she teaches in that manner. You may include this as a table in your report or as a written narrative.

Critical analysis: Describe the main characteristics of the lesson structure, identifying evident connections among steps/chunks and opportunities for additional components that could enhance student learning in this lesson. Reflect on what from this observation will help you as you begin crafting lessons to teach in a similar context. \*Please note: If you are currently teaching and choose to use your own teaching context for your lesson plans, you may videotape yourself teaching and carry out the four column analysis of yourself.

**You may start your reports below**

Focused observation:

Critical analysis:

**Lesson Plan** (20%) You will create a lesson plan focused on contextualized language use, applying the principles and theories discussed in the readings and videos. The lesson plan should be designed for a minimum of one hour (60 minutes). The lesson plan may focus on oral communication or written communication, and should demonstrate instructional choices grounded in best practices for teaching ESL/EFL, such as outcomes‐based design, effective sequencing of activities and timing, key instructional language, transitions, and an evaluation of learning. The lesson should allow for a variety of learning styles and reflect careful consideration of individual, pair, and group modalities. The lesson plan will be written for the same teaching context as the one in your observation, eventually building up to the Unit Plan.

**You may create your lesson plan below**

**Tutoring/Teaching Report of Your Lesson Plan** (25%) You will teach the Lesson Plan created above in the context for which you have written it, or with a tutee if that is impossible, in order to improve your use of one or two effective techniques for English language instruction. Useful techniques include but are not limited to: using clear and level‐appropriate instructional language, promoting learner discovery, scaffolding (e.g. through the use of visuals or supporting questions), error correction, personalization, activating background knowledge, and situating learning. While the content and learning objectives of your class form the foundation of your teaching, your use of instructional techniques is the focus of this assignment. We would like you to either audio‐record or video your teaching or tutoring session for easy reference to document what you actually did and how you communicated during the lesson.

Write a summary of what actually happened in the lesson, a reflective analysis of how the technique(s) you focused on worked or didn’t work, and how you will improve the lesson plan. The report will be approximately 5 double‐spaced pages, excluding the lesson plan.

**Write your teaching summary report below and add a view or download link to your audio or video recording below it**

Teaching summary report:

Video or audio link:

**Thematic Unit Plan** (40%) Your lesson plan created for this course plus two additional lesson plans will be compiled to create a Unit Plan in which you specify a unit goal, outline performance objectives for each lesson, and describe appropriate learning activities, including effective use of a textbook or other materials. The first lesson plan can be revised for the unit plan based on feedback and the results of the teaching. A 2‐3 page rationale should accompany the unit plan. Your literature review from ELT I can be used as part of the rationale/justification for your instructional choices.

**You may add your thematic unit plan below**

**Evaluation**

Analysis of Teaching Techniques 5%

Class Observation Report 10%

Lesson Plan 20%

Tutoring/Teaching Report 25%

Thematic Lesson Plan 30%

Thematic Unit Plan 30%

Total 100%