

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

**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\_module4\_tefl\_503\_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 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:

<https://drive.google.com/file/d/1VPjsJuVqJNO4xdL1sKkvrSUrz8QthkmB/view?usp=sharing>

**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**

**Book Review and Summary**

**Book Title:** **Changing Methodologies in TESOL**

**Book Synopsis:**

Introduces core concepts in methods and teaching approaches.

Covering core topics from vocabulary and grammar to teaching, writing speaking and listening, this textbook shows you how to link research to practice in TESOL methodology.

It emphasises how current understandings have impacted on the language classroom worldwide and investigates the meaning of 'methods' and 'methodology' and the importance of these for the teacher: as well as the underlying assumptions and beliefs teachers bring to bear in their practice. By introducing you to language teaching approaches, you will explore the way these are influenced by developments in our understanding of language, learning technologies, learners, and their socio-cultural world.

Three main areas in TESOL methods are covered: the impact of learner needs, context and culture on language, learning and teaching approaches; knowledge of language and its impact on methods, from the word to whole texts; and multiple literacies and competences for the modern world, including academic literacy and web literacy, socio-cultural and intercultural competence. The impact on teacher choices and methods of World Englishes, approaches to grammar, and learner development is also discussed. Each chapter illustrates core principles in practice using case studies of English teaching worldwide. Guided tasks, including article critique, case study analysis, and small-scale classroom research, prepare you to engage critically with research literature and use this analysis to inform your own practice.

**Student Assignment**:

We require you to download and read the following book, then write a 500 word summary on what you found. You should take notes as you read the book, especially the points you found both interesting and informative. You can use these notes to write your summary.

Book download link:

<https://drive.google.com/drive/folders/1YNVJ260C17FhbvTs7x3me9WYQXLaSbPF?usp=sharing>

**Start your book summary, directly this text:**

**Book Review and Summary**

**Book Title:** **TESOL Teacher Education in a Transnational World**

**Book Synopsis:**

TESOL Teacher Education in a Transnational World critically examines theories and practices in contemporary TESOL teacher education to shed new light on the intersection of transnationalism and language teacher education. It emphasizes the scholarship of transnational mobility of language teachers, and showcases critical research from diverse contexts.

The book fills a critical research gap by more fully examining the theory and practice of teacher education in a changing time when national identities and cross-border mobilities continue to figure prominently in scholarly discussions. Through a diverse set of epistemological, historical and theoretical perspectives along with methodological innovations, contributors of this volume not only index the dynamism of the scholarship of teacher education, but they also offer new forums for lively pedagogical debates. Featuring contributions from diverse educational and geographical contexts, including Europe, Asia, North America, and Latin America, the book moves the existing scholarship forward to more fully examine TESOL teacher education in relation to transnationalism.

This book will be of great interest to academics, scholars, post-graduate students, teacher educators, policymakers, curriculum specialists, administrators, and other stakeholders interested in language teacher education, TESOL and applied linguistics

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**Start your book summary, directly this text:**

**Evaluation**

Part I 33.3%

Part II 33.3%

Part II 33.3%

Total 100%