

**Master of Arts TEFL Degree - Module 7**

**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\_module7\_tefl\_557\_l2\_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 557—L2 Practical Teaching**



**Course Description**

This course offers a foundation in approaches, methods, and materials for the teaching of foreign languages and English as a second language from the perspectives of second language acquisition research. This course begins by reviewing the history and basic concepts pertaining to the field and ends with the writing of a teaching philosophy and a critical review of currently available teaching materials, both in light of current SLA curriculum research and theory. This course is about how to use SLA research and generalizations derived from it to inform teaching practice and materials design. We concentrate on learning the history of language teaching methods so that we can solidify our current beliefs on teaching. The main goals of this course are to teach teachers about and teach them how to apply the communicative approach and task-based language teaching in particular.

**Course Goals**

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

• Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice..

• Read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum development.

• Provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that can be used for initial textbook adoption, guidance in the use of materials, or the adaptation of materials.

• Convey to others a coherent and well-articulated, theory-based teaching philosophy grounded in empirically tested research.

**Required reading:**

Larsen-Freeman, D., & Anderson, M. (2011). Techniques & principles in language teaching. Oxford: Oxford University Press. Available for download at:

<https://cristinaghedea.files.wordpress.com/2011/11/techniques-and-principles-in-language-teaching-_diane-larsen-freeman_oup_210-pp.pdf>

Alternative download link:

<https://drive.google.com/open?id=1h2Q-ncKnAuWcwGjEmvt6Wg_0onPZxwod>

**Optional Reading:**

If you are looking for publications on portfolios and/or portfolio development, here are a few: Campbell, D. M. (1996). How to develop a professional portfolio: A manual for teachers. Boston, MA: Allyn and Bacon. Costantino, P. M., & De Lorenzo, M. N. (2002). Developing a professional teaching portfolio: A guide for success Boston, MA: Allyn and Bacon. Seldin, P. (2004). The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions. Bolton, MA: Anker Publishing. Sullivan, J. H. (2004). Identifying the best foreign language teachers: Teacher standards and professional portfolios. The Modern Language Journal, 88(3), 390-402.

**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**

**Essay 1:** Review of Excellent Teaching. You will watch the videos from the New York Times “Head of the Class” series.

In these video clips from actual classrooms around the country, Doug Lemov, founder of the charter-school network Uncommon Schools, analyzes techniques that effective teachers use to get students to pay attention and follow instructions.

Watch these five videos online at:

<http://www.nytimes.com/interactive/2010/03/07/magazine/20100307-teacher-videos.html#/highexpectations>

**Alternatively download these at the following links:**

Reading Aloud

When Hilary Lewis calls on students in her first-grade reading class, she moves quickly and unpredictably so they can't afford to tune out.

<https://drive.google.com/open?id=1u39q3jeZ42gBBsWjwiyC2nrB8x7bMBGg>

Setting High Expectations

Suzanne Vera uses a timer, encouragement and specific feedback to get her kindergarten class to redo tasks with better results.

<https://drive.google.com/open?id=1aF_pWxiWP0_gcJAI05_JNKJJn18XZwk->

Calling on Students

The students in Jesse Rector's seventh-grade math class don't raise their hands. He first asks the entire class a question, then quickly calls on a student to answer it. This technique, which Lemov calls Cold Call, requires everyone to figure out the solution.

<https://drive.google.com/open?id=1kmEFj85SLOT8ZYn7oAn7WlX_dfhsSdS2>

Correcting Behaviour with Hand Signals

When students are off task in Colleen Driggs's fifth-grade class, she doesn't stop teaching to give verbal reprimands. Instead, she uses hand gestures that can mean anything from "pay attention" to "sit up straight."

<https://drive.google.com/open?id=1BOlcDFGf83fBEOWExrzEfHz9xJ8yS3ae>

Mixing Joy and Structure

Sultana Noormuhammad uses song to keep her first-grade students focused when moving from their desks to the carpet.

<https://drive.google.com/open?id=1QVZ2MwYobWTany3eNDSr6U4PFA2vem5Q>

Also, read the related article “Building a Better Teacher.”

<http://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html>

Then, write a 2 to 3 page reflection on the videos and the article telling us what you learned from the videos and article any other general observations you made.

**You may start your essay below**

**Essay 2:** Teaching Philosophy. Your teaching philosophy should comprise 1,000 to 1,500 words, and can be no more than 1,500 words. Grading criteria include the following:

• Does the teaching philosophy clearly express beliefs and theories regarding foreign language teaching, and are these beliefs and theories illustrated by examples from teaching practice?

• Does the teaching philosophy demonstrate thorough reflection on past teaching experience and clear, feasible intentions for future teaching experience?

• Are these beliefs, theories, and practices supported by reference to current theory and/or research discussed in and beyond this course?

GUIDELINES FOR WRITING THE TEACHING PHILOSOPHY:

Teaching philosophies are not necessarily published or otherwise shared publicly, but they are frequently requested as part of the application process for a teaching position. Your teaching philosophy should follow the same format guidelines (header, font, margins, etc.) as other assignments. Also, include 3-6 references to scholarly texts.

Here are some links to information on teaching philosophies and to some TPs themselves:

<http://ftad.osu.edu/portfolio/philosophy/Philosophy.html>

<http://chronicle.com/jobs/2003/03/2003032702c.htm>

<http://www.usask.ca/gmcte/drupal/?q=node/242>

<http://www.ctl.uga.edu/teach_asst/ta_mentors/philosophy/2005phil/pittman.htm>

<http://www.ctl.uga.edu/teach_asst/ta_mentors/philosophy/2001phil/adell/Elena_philisophy.html>

<http://www.hawaii.edu/llea/german/faculty/overstrphilo.htm>

<http://www.siue.edu/~sjmcgee/teaching_phil_rev.htm>

**You may start your essay below**

**Evaluation**

Review of Excellent Teaching 35%

Teaching philosophy 65%

Total 100%