

**Bachelor of Arts TEFL Degree - Module 6**

**Video Lecture Series**

Student Name:

**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:

**module\_6\_ba\_tefl\_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**

The essay assignment work must be completed **DIRECTLY** onto each module, below the **RED** markers, except for the ‘Lesson Plans’ assignment on module 4. Full instructions for the lesson plan assignments, can be found below the assignment topic on module 4. We strongly suggest that you **SAVE** your work, as you move along 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.

**Adding personal teaching experiences relating to assignment essay topics**

Since virtually all our students are full time ESL teachers, you should find the essay assignments relatable. As teachers, we experience most situations that happen in the classroom, and during our time as teachers. Adding your own experience, relating to each assignment topic, is a great way for our grading teams to see the issues you had, and how you overcame particular problems that you faced when teaching students. We suggest that any such stories can be **added to the end** of some (or all) of these assignments. We suggest that you 'highlight' these personal experiences in **BOLD** or by using a different **colour**. This way, as the grading team is assessing each assignment topic, on each of your completed modules, they can better understand the type of teacher that you are, and how you have handled yourself in the classroom. **Important: Make sure that you only add these 'personal experiences' when you have a story that closely relates to each assignment topic**.

**Special Notice: Course Materials**

While we do provide students with downloadable course materials from our university library (books, lectures, and video training courses), to help with their studies on certain modules, please note that these are for **personal use only, and must not be shared with any third party.**

**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, and the folder of ‘lesson Plans and Materials’ for the lesson plan assignments in module 4.

<http://www.thetefluniversity.com/ba-course-download.html>

**Module 6**

In Module 6, there are 11 essays for completion. Please place your essays below the RED markers.

We suggest that you save your work as you go along.

The complete word count for this module is **6000 words**

**Empowering the Language Learner**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject: 'Empowering the Language Learner'**

YouTube Link:

<http://youtu.be/Na5lzXZKEV0?list=PLXEzPHlOKSP7H9r5xN9s_E0qtRMwmRT48>

Alternative Video Download Link:

<https://drive.google.com/open?id=1gj6lqHXz0NrkNRyAA7acTJQgZ-omSdXs>

Video Synopsis:

Using a combination of lecture and experiential exercises, ESL education specialist Diane Larsen-Freeman traces the evolution of language teaching methods over the past 60 years, discussing how each evolutionary phase has contributed to a more "whole-person" view of language learners. Larsen-Freeman suggests that when educators treat language as a closed, static system, they create a critical barrier to student empowerment. When language is instead seen as the complex, dynamic system, teachers are able to help their students transform their linguistic world, not merely conform to it. Larsen-Freeman illustrates how this shift in understanding has implications for what and how teachers teach.

Dr. Diane Larsen-Freeman is a professor of education and director of the English Language Institute at the University of Michigan in Ann Arbor. She is also Distinguished Senior Faculty Fellow at the School for International Training in Brattleboro, Vermont. She has spoken and published widely on the topics of teacher education, second language acquisition, English grammar, and language teaching methodology. In 1997, Dr. Larsen-Freeman was inducted into the Vermont Academy of Arts and Sciences. In 1999, she was named an ESL pioneers by ESL Magazine. In 2000, she received a Lifetime Achievement Award from Heinle & Heinle Publishers.

**Start Your Essay On The Next Line Below:**

**Logic of English Presentation**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject: 'Logic of English Presentation'**

YouTube Link:

<http://youtu.be/4ilthoEG39M?list=PLXEzPHlOKSP7H9r5xN9s_E0qtRMwmRT48>

Alternative Video Download Link:

<https://drive.google.com/open?id=1Pg3cut-txC7TcNfVxp3tsTyOzlHkJBbU>

Video Synopsis:

In this video your understanding of English will be transformed! Award-winning author Denise Eide will reveal phonograms and spelling rules which explain 98% of English words. No longer will you need to tell your children, "that is an exception," when they misread or misspell a word. You will learn:

1) The rule which explains the two sounds for C in circus and describes more than 6,000 words!

2) Three of the nine reasons for a Silent Final E.

3) Why we drop the Silent Final E in servicing but not in serviceable.

4) Why many math and science minded kids struggle with reading and spelling.

If you have always struggled with spelling or reading, or if you have children who struggle, do not miss this revolutionary video. You will wonder why someone didn't tell you this in kindergarten.

As Dr. Robert Sweet, President of the National Right to Read Foundation, declares, "with clarity and simplicity, the solution to America's growing illiteracy problem unfolds."

**Start Your Essay On The Next Line Below:**

**Learner Language: Tools for Teachers**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject: 'Learner Language - Tools for Teachers'**

YouTube Link:

<http://youtu.be/VFcSrBJDOhw?list=PLXEzPHlOKSP7H9r5xN9s_E0qtRMwmRT48>

Alternative Video Download Link:

<https://drive.google.com/open?id=1gWjvEEhgA9ic8L6c6EIW3aUOtAXTEgJS>

Video Synopsis:

Learner language is the constantly changing ability students have to communicate as they learn a new language. It provides an index of student’s progress, allowing teachers to determine how to best educate them. By analyzing examples of learner language, students develop skills to address it when they are teaching.

Elaine Tarone is a professor in Second Language Studies and director of the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota.

Bonnie Swierzbin teaches in the TESOL-accredited ESL/K12 Licensure and MA in ESL programs at Hamline University.

**Start Your Essay On The Next Line Below:**

**Seven Ways of Looking at Grammar**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject: 'Seven Ways of Looking at Grammar'**

YouTube Link:

<http://youtu.be/lp8QSGcS0QI?list=PLXEzPHlOKSP7H9r5xN9s_E0qtRMwmRT48>

Alternative Video Download Link:

<https://drive.google.com/open?id=1NneFm08PwesBzGw5N3Kx83HzWEJjqYLI>

Video Synopsis:

What is grammar, and how is it internalized in the mind? Is it made up of symbolic code or of neural connections? Is it a sedimented trace left by previous conversations or an innate human capacity? Our answers to these questions obviously shape the way we go about teaching second languages.

In this talk, Scott Thornbury reviews some of the main models of grammar—often couched as metaphors—and looks at their implications for classroom practice. Thornbury is a faculty member in The New School MA in TESOL (Teaching English to Speakers of Other Languages) program and an author whose work has been published by Oxford University Press.

**Start Your Essay On The Next Line Below:**

**Teaching Pronunciation: Seven Essential Concepts**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject: 'Teaching Pronunciation'**

YouTube Link:

<http://youtu.be/BPmjGHdK5v8>

Alternative Video Download Link:

<https://drive.google.com/open?id=1Sm_sP2uUpDo2jiBtWNoeP2S4UBmwmWCD>

Video Synopsis:

The presenter, Judy B. Gilbert, is an internationally respected authority on teaching English pronunciation, a teacher, teacher trainer, and author. This event is co-sponsored by the Department of English Language Studies and Cambridge University Press.

**Start Your Essay On The Next Line Below:**

**Using Corpora in the Language Classroom**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject: 'Using Corpora in the Language Classroom'**

YouTube Link:

<http://youtu.be/Qf46lOnMCfs>

Alternative Video Download Link:

<https://drive.google.com/open?id=1Z0aHzJmIj0HVSNQtqg3GIRHznbCx4jgE>

Video Synopsis:

Many teachers are eager to use corpora in their classrooms but lack the training and resources to accomplish this task. In this interactive workshop, the presenter will help to demystify corpus linguistics with clear explanations, examples and hands-on activities. Participants will gain the knowledge and skills for creating classroom materials and activities, including how to create corpora to address specific class needs.

Speaker: Randi Reppen is professor of Applied Linguistics at Northern Arizona University where she teaches in the MATESOL and Ph.D. in Applied Linguistics programs. Corpus linguistics is her main area of research. Randi is particularly interested in how to use information from corpus research to inform language teaching and material development. She has authored many books on the corpus linguistics, most recently Using Corpora in the Language Classroom.

**Start Your Essay On The Next Line Below:**

**Six Big Ideas and One Little One**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject.**

YouTube Link:

<http://youtu.be/302rwg36jEk>

Alternative Video Download Link:

<https://drive.google.com/open?id=1TCv7K8tPMe5432QEnU89kHLNYVNLO5A6>

Video Synopsis:

In this talk on English language teaching (ELT), Scott Thornbury, associate professor in the New School MA TESOL program, briefly Language Studies reviews the work of six educationists whose ideas have helped shape his own practical theory of ELT. Professor Thornbury suggests that situating ELT within a broader educational context has important implications and benefits.

Scott Thornbury is a prolific writer of books and articles for teachers and students and a tireless presenter at international ELT conferences. This event is sponsored by the Department of English

**Start Your Essay On The Next Line Below:**

**Communicative Language Teaching**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject: 'Communicative Language Teaching'**

YouTube Link:

<http://youtu.be/hoUx036IN9Q>

Alternative Video Download Link:

<https://drive.google.com/open?id=1sYn5mI6Q8W0Hi02ik2oM59BzVInBel7a>

Video Synopsis:

Communicative Language Teaching: What We Have Gained (And What We Might Have Lost) - A Conversation Between Jeremy Harmer and Scott Thornbury

**Start Your Essay On The Next Line Below:**

**Teaching Speaking Fluency & Conversational English**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject: 'Teaching Speaking Fluency & Conversational English'**

YouTube Link:

<http://youtu.be/2wJgt2kurMs>

Alternative Video Download Link:

<https://drive.google.com/open?id=16H4_4yesYypSspUwbHReSsVRqX7xjpUn>

Video Synopsis:

International TEFL Academy Professor, Jan, teaches speaking fluency and conversational English to intermediate students!

**Start Your Essay On The Next Line Below:**

**How to Handle Misbehaving Students: ‘Maintaining Classroom Discipline’ (1947)**

**Essay Assignment: 500 word review of the video which may include any research you have found on the web to support the subject: 'Class Discipline & How to Handle Misbehaving Students'**

YouTube Link:

<http://youtu.be/G7bGv7LPL4Y>

Alternative Video Download Link:

<https://drive.google.com/open?id=1yItezFcBSyghoKbvP1XDIt9KbOBtI3Pp>

Video Synopsis:

"Good and bad methods of disciplining inappropriate classsroom behavior."

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitudes and discipline".Solving Discipline Problems Charles H Wolfgang and Carl D Glickman 1986 (Allyn and Bacon)

According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.Moskowitz, G., & Hayman, J. L., Jr. (1976). Success strategies of inner-city teachers: A year-long study. Journal of Educational Research, 69, 283-289. Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time that teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom.Berliner, D. C. (1988). Effective classroom management and instruction: A knowledge base for consultation. In J. L. Graden, J. E. Zins, & M. J. Curtis (Eds.), Alternative educational delivery systems: Enhancing instructional options for all students (pp. 309-325). Washington, DC: National Association of School Psychologists.Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 328-375). New York: Macmillan. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.Allen, J.D. (1986). Classroom management: students' perspectives, goals, and strategies. American Educational Research Journal, 23, 437-459.

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. According to Gootman (2008), rules give students concrete direction to ensure that our expectation becomes a reality.Gootman, Marilyn E. The caring teacher's guide to discipline : helping students learn self-control, responsibility, and respect, K-6. 2008, p.36...

They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful as a result of their own efforts.Pintrich, P.R., & De Groot E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology, 82, 33-40. By creating this type of environment, students are much more likely to want to do well. This transforms a classroom into a community of well-behaved and self-directed learners...

Assertive discipline is an approach to classroom management developed by Lee and Marlene Canter. It involves a high level of teacher control in the class. It is also called the "take-control" approach to teaching, as the teacher controls their classroom in a firm but positive manner...

**Start Your Essay On The Next Line Below:**

**ESL / EFL Training Workshop for Teaching Young Learners**

**Essay Assignment: 1000 word review of the video collection which may include any research you have found on the web to support the subject.**

In this series of 6 video's you will see a teacher training workshop for those that want to teach young learners in Japan.

Review the videos and write about what you have seen and your thoughts and ideas on how the class progressed and how it could have been improved on.

We recommend that you have a pen and notebook on hand as you watch each video, to write down useful information, on each stage of the course. In your essay, you must mention from where on the course you found the information (module number and title/number of video)

Your essay summary should include your personal thoughts on the course itself (good, bad, OK etc.), and point out any modules that you found interesting, informative, and particularly useful to an ESL teacher.

The essay can be expanded to include some research on methods and useful guidelines when teaching primary school students, typical problems and solutions in a 'young learners' classroom, knowledge retention and motivational techniques.

**Start your essay at the bottom of the page, below the red marker**

**Teach English: EFL/ESL Part 1/6**

YouTube Link:

<http://youtu.be/_barTKxikvA?list=PL1C2A814ED3360CDE>

Alternative Video Download Link:

<https://drive.google.com/open?id=1aPzdFsQTcx9JKeemHJd10RDibAU4qlvf>

Here's my beginners EFL ESL Genki English workshop for teaching English to kids in Japan or any other country.

Here we go through:

Start each lesson off with: Warm Up

\* Gets the kids genki. Says "This is fun." "This is something different".

\* Get the kids to respond quickly to your actions so you can control things if they get too genki.

\* Add in extra words each week. ( e.g. sports, musical instruments)

\* If you have less than one lesson per week get the kids to repeat what you say.

\* Review, review and review like crazy.

\* It's not "what you've done in class", it's "what the kids can actually do"

**Teach English: EFL/ESL Part 2/6**

YouTube Link:

<http://youtu.be/Gwy3zpwA1rs?list=PL1C2A814ED3360CDE>

Alternative Video Download Link:

<https://drive.google.com/open?id=1TmZYyRZhlih50pXVWFC7-XPQ3gDyBNv_>

Part 2 of 6 of my beginners teaching English to children ESL / EFL workshop.

\* Eye contact

\* Genki English rule number one "Think I can do it and you can!"

\* Get the kids doing activities amongst themselves as soon as possible.

\* What's your name? Song

\* Then if you have time, do the Lines Quiz.

\* Solves the "Hello, what's your name?" "Eh...?" ( + blank look ) problem

\* Gets the kids used to answering questions straight away.

\* Good for getting kids used to "How are you?" vs. "How old are you?"

**Teach English: EFL/ESL Part 3/6**

YouTube Link:

<http://youtu.be/7Cq5VAZGXKE?list=PL1C2A814ED3360CDE>

Alternative Video Download Link:

<https://drive.google.com/open?id=1GgqEWwwQTQPkuDZ2OW65B8aQwM2klHgP>

Part 3 of 6 of my beginners ESL EFL Teaching English to Children workshop.

\* Genki English rule number 2: Losing Just means "Try again!"

**Teach English: EFL/ESL Part 4/6**

YouTube Link:

<http://youtu.be/KbymO5B8G6o?list=PL1C2A814ED3360CDE>

Alternative Video Download Link:

<https://drive.google.com/open?id=1mJ2eRwrv8J2mno-7oqI29kdYoTnZR0lc>

Teaching new material. Part 4 of 6 of my teaching English workshop.

\* Teach Song, then Game to practice the target language

\* Go straight to using a song without any drilling of language. Saves a lot of time.

\*Always include actions, cute pictures, melody, as many senses as possible to maximize chances of remembering each word.

\* Teach what kids want to be able to say, not what you want to teach.

\* Keep the happy, funky, cool stuff for the end. End on a high note.

\* Teach one question + around 8 answers per lesson.

\* If 8 is too much, split it in two and do a mini game in between, like we did with the "I like everything game"

\* A game for a game's sake is no good. Every game is there to practice the English in a fun way.

\* Be as genki as you can when teaching the song, then get the kids doing the game as quickly as possible so you can get on with preparing the next stuff.

**Teach English: EFL/ESL Part 5/6**

YouTube Link:

<http://youtu.be/A76njbotTw4?list=PL1C2A814ED3360CDE>

Alternative Video Download Link:

<https://drive.google.com/open?id=18V5RCEAcbbiqQ_sHLmi-kj0hlmBghta1>

Introducing new material 2.

Part 5 of 6 of my beginners Genki English EFL ESL workshop.

\* Be as genki as you can when teaching the song, then get the kids doing the game as quickly as possible so you can get on with preparing the next stuff.

\* Include the previous lessons' English in the current game. No lesson is in isolation.

\* Use a stopwatch to add excitement.

\* Ask the kids if they can make the time limits or not. If they think they can, they can!

\* Finish off with a happy ending.

**Teach English: EFL/ESL Part 6/6**

YouTube Link:

<http://youtu.be/_yCCr3kA6sI?list=PL1C2A814ED3360CDE>

Alternative Video Download Link:

<https://drive.google.com/open?id=1YRFObrrWqkQt3Nw0qPzzOV67T71B-4kZ>

How to teach "How old are you?" Part 6 of 6 of my beginners ESL EFL workshop.

\*How old are you? song with ‘Mingle Game’ for lower grades.

\* The kids ask "How old are you?" and you answer with the age. They get in to groups of that number.

\* Say "I'm sorry?" several times so they ask again louder.

\*Losing doesn't mean losing, it means "try again!"

**Start Your 1000 Word Essay On The Next Line Below:**