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ABSTRACT

This instructor's guide for a modular sequence in English as a second language is itself in modular format. It presents the rationale for, and the objectives and organization of, the sequence modules as well as management guidelines for the instructor, including checklist forms for each module in sequence. The objective of the entire sequence is to provide teachers with a theoretical background and with practical training in the methodology of teaching English as a second language, which can be adapted to meet the needs, interests, and capabilities of the linguistically different student.
(HMD)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

INSTRUCTOR'S GUIDE

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U.S. DEPARTMENT OF HEALTH,
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EDUCATION

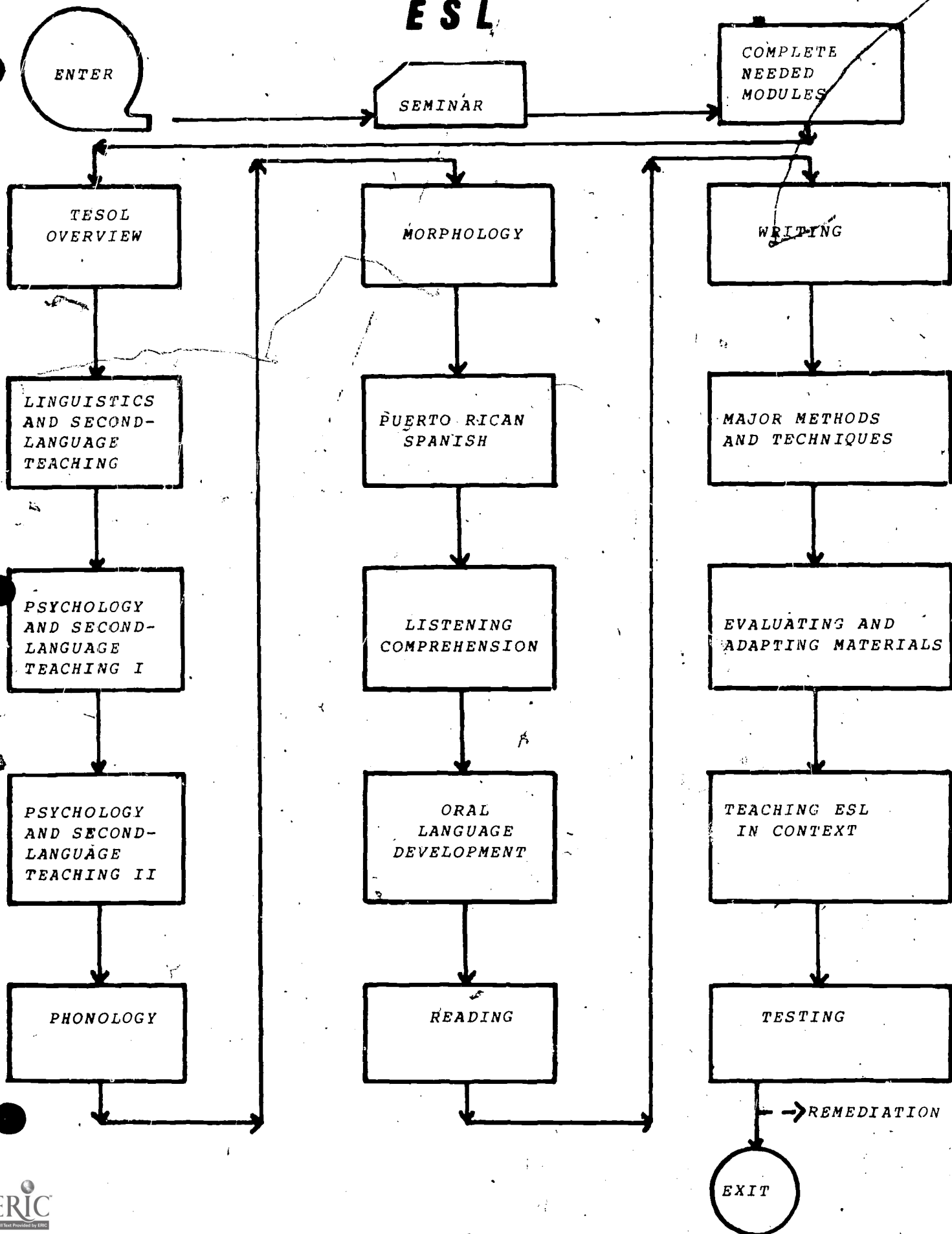
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MODULAR SEQUENCE: ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

- I. RATIONALE: In recent years an effort has been made to develop viable educational programs for teachers that focus on individual needs and specified competencies to be attained. This trend grew out of a need for evaluating and improving teaching skills, rather than judging a teacher's competence solely in terms of accumulated credits, courses, grades and degrees.
- II. OBJECTIVE: The comprehensive objective of this modular sequence is to provide teachers with a theoretical background and practical training in ESL methodology, which can, in turn, be adapted to meet the needs, interests and capabilities of linguistically-different students.
- III. PREREQUISITES: None
- IV. ORGANIZATION: The sequence is divided into the following major areas of consideration:
 1. TESOL Overview
 2. Linguistics and Second-Language Teaching
 3. Psychology and Second-Language Teaching: Behaviorist & Cognitive Approaches
 4. Psychology and Second-Language Teaching: Determining Factors of Success
 5. Teaching English Sounds to Spanish Speakers
 6. Morphology: Teaching English Structures to Spanish Speakers
 7. Puerto Rican Spanish
 8. Listening Comprehension
 9. Oral Language Development
 10. Reading
 11. Writing
 12. Major Methods and Techniques
 13. Evaluating and Adapting Materials
 14. Teaching ESL in Context
 15. Testing
- V. PROCEDURE: The participant will be able to arrive at a practical understanding of the major concepts of ESL methodology through specified readings, options to develop his/her own instructional activities, practical clinical applications, audio-visual materials, interaction with resource people and peers, and consultation of cross-reference materials.

VI. ASSESSMENT: Competency will be assessed through successful completion of the learning activities and post-assessments of each module.

VII. MANAGEMENT:

1. Instructor's Procedure: It is recommended that the Instructor schedule an initial seminar to explain the overall format for proceeding through the modular sequence. While the sequence is designed to be completed in a fifteen-week period equivalent to a traditional semester, the length of time each module requires for completion varies according to the learner's needs.
2. Activities: Although some learning activities satisfy the requirements of more than one objective, the checklists contain specific resources for enumerated objectives and corresponding items on each Post-Assessment.
3. Resources: The copies of recommended readings are included in each module for demonstration purposes only; they are not to be reproduced without permission from authors and/or publishers. It is suggested that sufficient copies of all recommended resource materials be purchased prior to students' beginning the sequence.
4. Remediation: Activities for remediation should be agreed upon by the Instructor and student in concert. While the Instructor may wish to suggest alternatives not included in the sequence, learning activities not originally selected by the student may be used for remediation.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
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Pre-Assessment

Learning Alternatives:

Objective A (Post-Assessment IIA, IIB)

IA, IB, IC, ID, IIA, IIB

Objective B (Post-Assessment IA-IF)

IA, IB, IC, ID, IIA, IIB, IIC

Objective C (Post-Assessment IIC)

IE

All Objectives

IID, IIE

Post-Assessment

REMEDICATION: State below your remediation tasks as decided
in concert with your instructor

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
<u>Objective A</u> (Post-Assessment I)		
IA, IIA	_____	_____
<u>Objective B</u> (Post-Assessment II)		
IA, IIA, IIG	_____	_____
<u>Objective C</u> (Post-Assessment IV)		
IC, ID, IIB, IIC, IID	_____	_____
<u>Objective D</u> (Post-Assessment III)		
IB, IIE, IIF	_____	_____
<u>Objective E</u> (Post-Assessment V)		
IE, IF, IIG	_____	_____
<u>All Objectives</u>		
IIH, II-I	_____	_____
Post Assessment	_____	_____

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
<u>Objective A</u> (Post-Assessment III)		
IA1, IA3	_____	_____
<u>Objective B</u> (Post-Assessment II)		
IC	_____	_____
<u>Objective C</u> (Post-Assessment I, III)		
IA2, IB, ID	_____	_____
<u>All Objectives</u>		
IIA, IIB	_____	_____
Post-Assessment	_____	_____

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
<u>Objective A</u> (Post-Assessment I)		
IB, IC, ID, IIA, IIC, IID	_____	_____
<u>Objective B</u> (Post-Assessment II)		
IA, IIA	_____	_____
<u>Objective C</u> (Post-Assessment III)		
IB, IC, IE, IF, IIC, IID	_____	_____
<u>Objective D</u> (Post-Assessment IV)		
All Activities	_____	_____
<u>All Objectives</u>		
IIC, IID, IIE, IIF	_____	_____
Post-Assessment	_____	_____

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
<u>Objective A</u> (Post-Assessment I)		
IA	_____	_____
<u>Objective B</u> (Post-Assessment II, III, IV)		
IA, IB, IIA	_____	_____
<u>Objective C</u> (Post-Assessment V)		
IA, IB, IC, IIB	_____	_____
<u>Objective D</u> (Post-Assessment VI)		
IA, IB, IC, IIB	_____	_____
<u>All Objectives</u>		
IIC, IID	_____	_____
Post-Assessment	_____	_____

REMEDATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
<u>Objective A</u> (Post-Assessment II)		
IA, IB, IIC	_____	_____
<u>Objective B</u> (Post-Assessment I)		
IB, IIA, IIC	_____	_____
<u>Objective C</u> (Post-Assessment III)		
IA, IC, IIB	_____	_____
<u>Objective D</u> (Post-Assessment IV)		
ID	_____	_____
<u>All Objectives</u>		
IID, IIE	_____	_____
Post-Assessment	_____	_____

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
<u>Objective A</u> (Post-Assessment I)		
Overview, IIA, IIB	_____	_____
<u>Objective B</u> (Post-Assessment II)	_____	_____
Overview, IA, IB, IC	_____	_____
<u>Both Objectives</u>		
IIC, IID	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
<u>Objective A</u> (Post-Assessment I)		
Overview, IIA	_____	_____
<u>Objective B</u> (Post-Assessment II)		
Overview, IIA	_____	_____
<u>Objective C</u> (Post-Assessment III)		
IB, IID	_____	_____
<u>Objective D</u> (Post-Assessment IV)		
IA, IC, ID, IIC, IID	_____	_____
<u>All Objectives</u>		
IIB, IIE	_____	_____
Post-Assessment	_____	_____

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
<u>Objective A</u> (Post-Assessment II)		
IA, IB1	_____	_____
<u>Objective B</u> (Post-Assessment III)		
IB1, IB3	_____	_____
<u>Objective C</u> (Post-Assessment I)		
IB2	_____	_____
<u>Objective D</u> (Post-Assessment IV)		
IC1, IC2, IC3, IC4, IC5	_____	_____
<u>All Objectives</u>		
IC6, IC7	_____	_____
Post-Assessment	_____	_____

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
<u>Objective A</u> (Post-Assessment I, II)		
IA	_____	_____
<u>Objective B</u> (Post-Assessment III)		
IB1a, IB2a, IB3a	_____	_____
<u>Objective C</u> (Post-Assessment IV)		
IB1b, IB2b, IB3b, IC	_____	_____
<u>Objective D</u> (Post-Assessment V)		
ID	_____	_____
<u>Objective E</u> (Post-Assessment VI)		
IE	_____	_____

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
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Pre-Assessment

Learning Alternatives:

Objective A (Post-Assessment I)

IA, IB

Objective B (Post-Assessment II)

IA1

Objective C (Post-Assessment IV)

All Activities

Objective D (Post-Assessment III)

IC1

All Objectives

IC2, IC3

Post-Assessment

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
------	------	--------------------

Pre-Assessment

Learning Alternatives:

Objective A (Post-Assessment I)

IA, IC, IF2

Objective B (Post-Assessment II)

IB, IC, ID, IE

Objective C (Post-Assessment III)

IF1

All Objectives

IF3

REMEDICATION: State below your remediation as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
------	------	--------------------

Pre-Assessment

Learning Alternatives:

Objective A (Post-Assessment I)

IA, IB

Objective B (Post-Assessment II)

IIA, IIB

Objective C (Post-Assessment III)

IC

All Objectives

ID, IIC, IID, IIE

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives		
<u>Objective A</u> (Post-Assessment III)		
IA, IB, ID, IIIC	_____	_____
<u>Objective B</u> (Post-Assessment I, II)		
IA, IB, IC, ID, IIA, IIB	_____	_____
<u>Objective C</u> (Post-Assessment IV)		
IIIA	_____	_____
<u>All objectives</u>		
IIIB, IIID	_____	_____
Post-Assessment	_____	_____

REMEDATION: State below your remediation tasks as decided in concert with your instructor.

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
------	------	--------------------

Pre-Assessment

Learning Alternatives:

Objective A

IA, IB, IC, ID, IE, IF, II, IVD

Objective B

IIIA, IIIB, IIIC, IIID, IIIE, IIIF,

IVA, IVB, IVC, V

Both Objectives

IVE, IVF

REMEDICATION: State below your remediation tasks as decided in concert with your instructor.

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ERRATA

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- "I. Recommended"
- "Rowley"
"Rowley"
"Allen & Campbell, ed."
"Rowley"
- "I. Recommended"
"grammar"?
"Allen & Campbell, eds."
Add: H. Design your own
learning activity.
I. Attend a seminar
as scheduled by your
module coordinator.
"Allen & Campbell, eds."
- "I. Recommended"
- "Allen & Campbell, eds."
"Allen & Campbell, eds."
- "I. Recommended"
"Allen & Campbell, eds."
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- "I. Recommended"
"Allen & Campbell, eds."
"et al."
- "I. Recommended"
- "make"
"beisbol"
"college"
"San Juan"

001.08	p. 3, footnote #1 p. 6, line 4 p. 10, line 1 p. 10, line 4 p. 10, line 14 p. 12, line 14 p. 14, line 2 p. 14, line 7 p. 14, line 10	<u>Teaching Foreign Language Skills</u> "jerkily" "I. Recommended" "Allen & Campbell, eds." "Croft, ed." "Allen & Campbell, eds." "Allen & Campbell, eds." "Croft, ed." "Kehoe, ed."
001.09	Flowchart p. 8, line 4	"Rivers--Interaction" "The Use of Rapid . . ."
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