



Anaheim University's TEYL Certificate Program

An Introduction and Overview



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The Course Timeline



Details and Basic Information

- The course runs for 15 weeks. There are 15 units of study in the course, so there is one unit of study per week.
- Each new unit begins on a Monday and ends on a Sunday.*
*(*Pacific time – this may be different depending on your geographic location).*
- It is important for students to stay on their weekly schedule, *neither ahead nor behind*, so that you can interact and collaborate with your classmates and instructor.
- **Note:** If you must miss time in the course, please contact your instructor or Student Services to arrange an alternative completion schedule for your work.



Weekly Responsibilities



Each week, you are expected to:

- Watch the Video Lecture, accompanied by a lecture outline
 - Expectation: watch the lecture, review the outline, take notes, and reflect upon your learning.
- Complete the background reading in the textbook
- Participate in the Online Discussion Forum
- Complete the Unit Quiz





**The
Online Discussion Forum**



Online Discussion Forum - Introduction

- In each unit of study, you must provide a minimum of **four** responses in the Online Discussion Forum.
- There are **different types** of responses that you must provide.
- There are **different deadlines** for these types of responses.





TASK responses

- In each unit of study, there are questions about the textbook reading and the video lecture available for you to answer. These are your **tasks** to complete each week.

DISCUSSION responses

- By the end of the each week, you must **discuss** the tasks with your classmates and/or the instructor.
- These responses should demonstrate your growing knowledge of the material, as well as provide clear, constructive discussion and collaboration with your peers and/or instructor.





Online Discussion Forum – TASK Response Information

- In each unit of study, there are questions about the textbook reading and the video lecture available for you to answer. These are your **task responses**.
- These responses ask you to show your knowledge and understanding of the information for the unit.
- You must choose **two** questions to answer *each week*.
- You may choose *any two* questions to answer.





Online Discussion Forum – DISCUSSION Response Information

- You may respond to any person in the Forum, including the instructor.
- Discussion responses must also reference the material for each week, such as mentioning the textbook, referring to the video lecture, and making personal connections with teaching and learning.

(More information on assessment is included in another section of this document).

- All discussion responses must be constructive. If you disagree or hold a different opinion, this is acceptable, but remember to keep your responses academic and professional.



Online Discussion Forum – Finding your Response Locations

Unit 1 – Online Discussion Forum

1. What is the relationship between Communicative Language Teaching and Task-based Language Teaching?
2. What is learner-centered instruction? What are some of the challenges to implementing learner-centered instruction? How might these be overcome?
3. Review Figure 2 (page 9). Which of these strategies might be difficult to implement? Why? Which strategies might only be feasible to introduce to more advanced learners?
4. List 3 – 4 of your own favorite teaching strategies. What do they say about your own teaching style?
5. Review the pre-tasks on page 12. Which would be suitable for beginners? Which for more advanced students? Which would be more suitable for listening/speaking and which for reading/writing?
6. Study a course book and create an inventory of pre-tasks.
7. Study the information gap task on page 13. What level of proficiency do you think that the task is designed for? What language do you imagine that the students will need to use? What language functions are the students practicing?
8. What are the aims of the reflection tasks on page 14? Study a coursebook and find examples of 3 – 4 reflection tasks. If the coursebook doesn't have reflection tasks, see whether you can design some.
9. Carry out a websearch on any of the topics, terms, principles, techniques, or tasks presented in Unit 1. Evaluate one site and share the results of your research.

**These are
task
questions**

Respond by clicking the links below the task questions.

For example, respond to task 1 by clicking “Question 1 – Student Responses and Discussions”

| | | | | | |
|--|---|-------------|---|---|---|
| Question 1 – Student Responses and Discussions |  | David Nunan | 0 | 0 | ✓ |
| Question 2 – Student Responses and Discussions |  | David Nunan | 0 | 0 | |
| Question 3 – Student Responses and Discussions |  | David Nunan | 0 | 0 | |
| Question 4 – Student Responses and Discussions |  | David Nunan | 5 | 0 | |





Online Discussion Forum – Providing your Responses.

Unit 1 – Online Discussion Forum

Display replies in nested form

Move this discussion to ... [Move](#)



Question 4 – Student Responses and Discussions

by David Nunan – Monday, 29 June 2015, 1:38 PM

List 3 – 4 of your own favorite teaching strategies. What do they say about your own teaching style?

[Delete](#) | [Reply](#)



Re: Question 4 – Student Responses and Discussions

by Guilherme Lopes – Monday, 29 June 2015, 1:38 PM

If I were to list 3 of my own favorite teaching strategies, they would be: Eliciting, in-class feedback on performance and Concept check questions.

The three strategies I listed above are directly connected one to another. Eliciting things from students, rather than spoon-feeding is of utmost importance to the good development of the lesson. A good learning environment is one in which contributions come mostly from students and one in which the teacher is not the only source of knowledge. Feedback on performance must be constant, mainly during speaking tasks and it is a good moment to share with the whole group good examples of language students might have produced. Imagine you are teaching a C1 group, students are discussing the positive and negative aspects of immigration, and one student comes up with "There are people from all walks of life living in London". The genuine use of such good idiom (all walks of life) is to be shared with the whole group, and trying to elicit from students the meaning of the expression rather than spoon-feeding them with the answers would be the most appropriate strategy to apply to this emerging language moment. Before eliciting the meaning, I would ask Ss to quickly talk to the person next to them and see if they can come up with the idea the expression conveys. Then, I would ask the whole group for contributions and finally, ask Ss concept check questions such as: "If these people are from all walks of life, does that mean they are similar or different? Does that mean they come from the same place or from different ones?" After going through these procedures, I would then give students an opportunity to put this new lexical item into practice by telling them to ask their friend: "What do you think is the most known place for having people from all walks of life?"

These strategies truly portray who I am as an English Language teacher as they all cater for the development of students` linguistic skills and help them become more autonomous, which is key to learning the language. The more often you apply these strategies to your class, the more trained your students will be to take in new content presented in class.

Respond to tasks by clicking "Reply" to Dr. Nunan.

Engage in *discussion* by clicking the "Reply" button for other students or your instructor.

[Delete](#) | [Reply](#)



Online Discussion Forum - Deadlines

- **Tasks** are due by 9:00 pm on Thursdays (PDT/PST).
- **Discussions** are due by 9:00 pm on Sundays (PDT/PST).

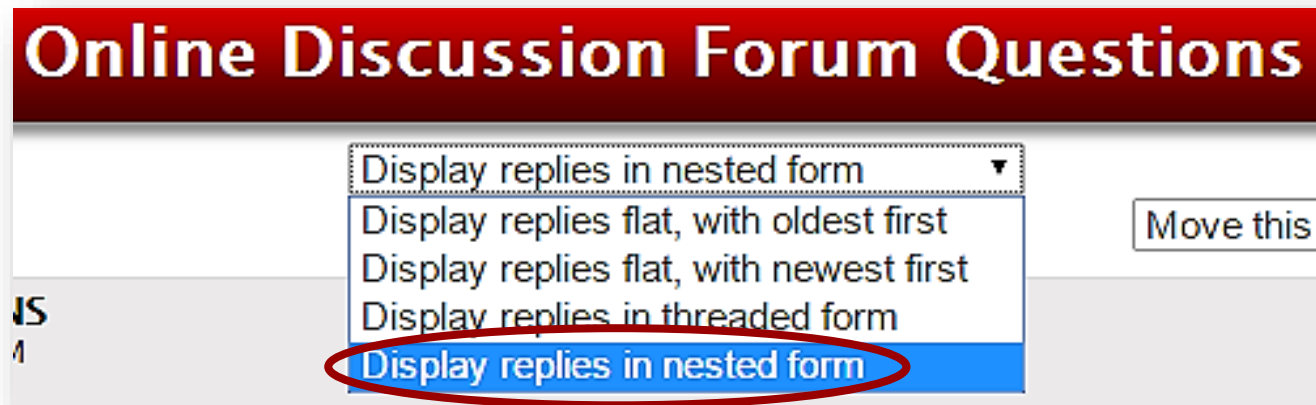
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|--------------------------------|---------|-----------|---|--------|----------|
| | Course start Unit 1 | | | Unit 1: 2 task responses due | | |
| Unit 1: 2 discussion responses due | Begin Unit 2 | | | Unit 2: 2 task responses due | | |
| Unit 2: 2 discussion responses due | Begin Unit 3 | | | Unit 3: 2 task responses due | | |
| Unit 3: 2 discussion responses due | Begin Unit 4 | | | Continue for 15 weeks | | |
| | | | | | | |
| | | | | | | |

**Note: ALL responses
are due by 9:00 pm
(PST/PDT)**



Online Discussion Forum – Additional Information

- Students are encouraged to respond to *more than* the minimum requirement for responses.
- All four responses, including task and discussion responses, must adhere to the grading criteria in order to receive full credit. (*See next section*).
- The *easiest* way to view the Discussion Forum is to select “nested form”. However, you can choose any view you prefer:





Assessment Information



Assessment – Overview

- Your course is weighted as follows:

| | |
|--------------------------------|------------|
| Online Discussion Forum | 40% |
| Unit quizzes | 40% |
| Final examination | 20% |

- This is a Pass/Fail course. A Pass is considered **80%**.
 - *All scores are calculated to the hundredths place and are not rounded up or down. For example, a score of 89.9 will not round up to 90%.*
- All discussion forum responses and quizzes submitted **past** deadlines can be considered for half credit. *Remain in contact with your instructor regarding missed work. Flexibility is an advantage of online learning.*



Assessment – Online Discussion Forum

- There are grading criteria for your responses (**both** types).

- The criteria for your responses are:
 1. Actively contributes to the Online Discussion Forum discussions
 2. Provides evidence of having completed the required reading
 3. Understands key concepts and ideas introduced in the course
 4. Relates ideas to own experience
 5. Demonstrates originality of thought

- Please ensure you are meeting *all* criteria with each response.

For more information, see the rubric below.





Assessment – Discussion Forum Grading Rubric

| Criteria | Fail | Pass |
|---|--|--|
| Actively contributes to the Online Discussion Forum discussions | Minimal contributions made. Regurgitates ideas presented in required readings or by other students. | Contributes adequately and appropriately to the discussion. Able to synthesize and link ideas presented in the readings and by other students. |
| Provides evidence of having completed required reading | Provides little or no evidence of having completed the required reading. | Summarizes the main ideas presented in the reading. |
| Understands key concepts and ideas introduced in the course | Little evidence that key concepts are understood. | Provides a reasonable summary of at least some of the key concepts and ideas presented in the course. |
| Relates ideas to own experience | No (or very limited) connections are made between the ideas introduced in the course and the student's experience. | Some connections are drawn between the ideas presented in the course and the student's own experience. |
| Demonstrates originality of thought | Little or no originality of thought. Student largely regurgitates the ideas of others | Evidence that originality is developing. The student provides his or her own ideas and goes beyond regurgitating the ideas of others. |



Assessment – Discussion Forum Grades

Your instructor will provide numerical feedback for the *required* Discussion Forum responses in each Unit.

There are four required responses, so each required response is worth 25 points.

Each Unit in the Discussion Forum is worth 100 points.

feedback for the *required*

| Score per Response | % Score | Letter Grade |
|--------------------|---------|--------------------|
| 25 | 100 | |
| 24 | 96 | A |
| 23 | 92 | |
| 22 | 88 | |
| 21 | 84 | B |
| 20 | 80 | |
| 19 | 76 | C |
| 18 | 72 | |
| 17 - below | 68 | D - failing |

NOTE: Your instructor has *two weeks* to grade each forum.

Thus, your score for Unit 1 may not be graded until the *end* of Unit 2.





Assessment – Online Quizzes

- Your quizzes are **only open for one week**. When you click on the quiz, it will tell you the information you need. For example:

Attempts allowed: 2

The quiz will not be available until Monday, 6 July 2015, 12:00 AM

This quiz will close at Sunday, 12 July 2015, 11:59 PM

Grading method: Average grade

This quiz is not currently available

- Once the quiz opens, you can take it at any point during the Unit.
- You have two attempts per quiz, and these attempts are *averaged*.
- There is *no* time limit on the quizzes, but the quiz attempt(s) must be completed by the time the quiz closes.
- **If you miss your quiz, contact your instructor.**



Assessment – Final Examination

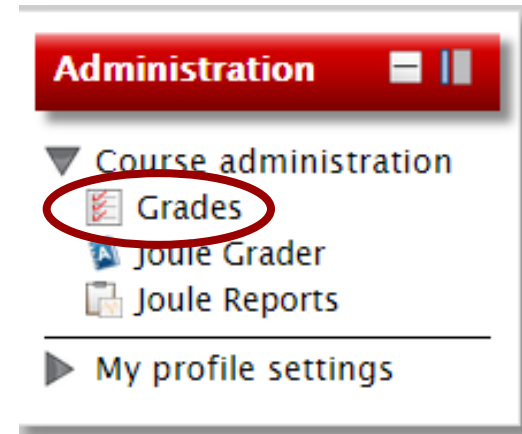
- The Final Exam is *cumulative*, and it will include questions from Units 1-15.
- The Final Exam is similar to your quizzes:
 - Once the Final opens, you can take it at any point.
 - You have two attempts, and these attempts are *averaged*.
 - There is *no* time limit on the Final, but the attempt(s) must be completed by the time the Final closes.





Assessment – Viewing your Grades

To view your grades, find the Administration panel on the left side of your course and click *Grades*.



Your scores will appear for each discussion forum and Unit quiz in the system. You may view your scores at any time.

The screenshot shows a table titled 'Online Discussion Forum'. The table has four columns. The first column lists units, the second column shows a dash, the third column shows a score range, and the fourth column shows a dash. The first row is circled in red, showing a score of 0-100 for 'Unit 1 - Online Discussion Forum Questions and Tasks'.

| Online Discussion Forum | | | |
|--|---|-------|---|
| Unit 1 - Online Discussion Forum Questions and Tasks | - | 0-100 | - |
| Unit 2 - Online Discussion Forum Questions and Tasks | - | 0-100 | - |
| Unit 3 - Online Discussion Forum Questions and Tasks | - | 0-100 | - |
| Unit 4 - Online Discussion Forum Questions and Tasks | - | 0-100 | - |
| Unit 5 - Online Discussion Forum Questions and Tasks | - | 0-100 | - |
| Unit 6 - Online Discussion Forum Question and Tasks | - | 0-100 | - |
| Unit 7 - Online Discussion Forum Questions and Tasks | - | 0-100 | - |

Your score will appear in this box.



Assessment – Calculating your Grades

- The course management system averages scores as they enter the system, but it divides this total by the expected final number.
- For example, if you have completed **5** quizzes, the system will still divide this total by the total number needed for **15** quizzes.
- The best way to calculate your current score (for either the quizzes or the discussion forum scores) is to add up all the points you have earned and divide this by the number of points needed.
- **Example:**
 - The discussion forum is 15 units x 100 points per unit = 1500 points.
 - If you have completed 5 units with 428 points, divide 428 by 500 (5 units x 100 points).
 - Multiply this (.856) with 100 to see your current percentage score = 85.6%



Other Information



Time Zone Considerations

- **All work must be completed in California time (PST/PDT), no matter where in the world you are.**

- AU suggests one of these two time zone converters to assist you:
 - [Time Zone Converter - Simple](#)
 - [Time Zone Converter - Advanced](#)

- Our course management system will automatically set itself for your time zone.
 - If you would like to change your time zone, you are free to do so by editing your profile.





Anaheim Forum Digest

- Once our course begins, you will receive an email each day titled “Anaheim-online: forum digest”.
- This email contains a complete report of all posts in your forum each day, and it is meant to be a tool to help you to keep up with our forum activities.
- You do not have to respond to or interact with these automatically-generated emails in any way.



Helpful Links and Emails

- Our course management system: online.anaheim.edu

- Your instructor, Rachel Bassett – rbassett@anaheim.edu

- Student Services – support@anaheim.edu
 - (714) 772-3330 or Toll Free at (800) 955-6040
 - Address:* Office of Admissions, Room 110
1240 S. State College Blvd., Anaheim, CA 92806

- Technical Support – techsupport@anaheim.edu
 - Experiencing difficulties?
Try our Technical Services [support request form](#).





Anaheim University

Students First, Always

