

Theories and Methods of Language Teaching and Learning

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Teaching time	Morning

Course Description:

This course focuses on theories and methods of language teaching and learning, including international perspectives of language teaching, the ways the English language and other languages have been impacted by modern globalization. Major topics include fundamentals of first and second language acquisition, differences between child, adolescent, and adult language acquisition, sociocultural and sociolinguistic issues and pedagogical implications, the impact of global perspectives of English as an international language, World Englishes, global English language teaching and underlying implications of trends in international beliefs about education, digital literacies, global education, and language teaching. Students will become familiar with a variety of methods, approaches, techniques, and language programs, and will demonstrate strategies to teach language lessons focused on listening, speaking, reading and writing.

Materials/Text:

All students will be provided digital access to reading materials. Readings will be jigsaw readings, so learners will not read all of the handouts, but a selection of the following:

All:

Jenkins, J. (2018). The English Today debate, in *Global Englishes* (pp. 64-69), Routledge: New York, NY.

Peregoy, S. & Boyle, O. (2017). Reading, Writing, and Learning in ESL. 7th ed. Allyn & Bacon (select excerpts, including chapter 2)

Jigsaw Choice:

Choi. (2021). English as an important but unfair resource: university students' perception of English and English language education in South Korea. *Teaching in Higher Education*, 1–15.

<https://doi.org/10.1080/13562517.2021.1965572>

OR

Lee, G. (2022). Prospects of Compulsory English Education in South Korea: What Went Wrong and What Could Be Rectified. *Journal of Education*, 202(3), 330–338. <https://doi.org/10.1177/0022057420969429>

OR

Byean, H. (2015). English, Tracking, and Neoliberalization of Education in South Korea. *TESOL Quarterly*, 49(4), 867–882. <https://doi.org/10.1002/tesq.257>

Jigsaw Choice: Learners in each group will be given articles related to their specific topic to read (2 articles for each small group).

Requirements:

All learners are expected to attend each class session and actively participate in the daily interactive discussions and daily class activities. All learners will regularly journal in a dialogue journal that will be regularly reviewed by the instructor.

Schedule:

Day/Date	Topics/Activities
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Day 1 July 11	<ul style="list-style-type: none"> • Introductions • Visual representation: What is Education? What is English Language Teaching? • Language Learning Questionnaire • 18 statements about language learning • Syllabus explanation
Day 2 July 12	<ul style="list-style-type: none"> • Kachru, 3 circle model Abbreviations in ELT: What's in a name? • Exploring local education contexts • Kachru vs. Quirk debate: World Englishes
Day 3 July 13	<ul style="list-style-type: none"> • English language teaching in Korea and learners' local contexts • Reflections on Korea education articles • English education in Korea
Day 4 July 17	<ul style="list-style-type: none"> • Praxis presentation 1: International perspectives of education • Connections to international education models • Languages comparative analysis—classroom implications • World Englishes • Activity: Speaking with a limited repertoire, defining 'Standard English'
Day 5 July 18	<ul style="list-style-type: none"> • Praxis presentation 2: Teaching techniques and methodologies • Language teaching methodologies historical overview • Jigsaw groups on teaching techniques
Day 6 July 19	<ul style="list-style-type: none"> • Jigsaw presentations on Teaching Listening, Teaching Speaking, Teaching Reading, Teaching Writing, Teaching Grammar & Vocabulary • Rush-writing reflections
Day 7 July 20	<ul style="list-style-type: none"> • Focus on teaching speaking/listening
Day 8 July 24	<ul style="list-style-type: none"> • Focus on teaching reading/writing/vocabulary
Day 9 July 25	<ul style="list-style-type: none"> • Classroom Practices for Second Language Instruction • SIOP lesson plan
Day 10 July 26	<ul style="list-style-type: none"> • Microteaching demonstrations
Day 11 July 27	<ul style="list-style-type: none"> • Praxis presentation 3: Second Language Acquisition • Language proficiency, first and second language acquisition and communicative competence • How language relates to power, social standing, and identity • Create matrix -language learning and ages of acquisition
Day 12 July 31	<ul style="list-style-type: none"> • Praxis presentation 4: Assessments • International assessment practices • Standardized tests and alternative assessments • Reflecting on bias
Day 13 August 1	<ul style="list-style-type: none"> • Praxis presentation 5: Teacher and student identity • Motivation & Learner Strategies/Styles • NNESTs (Non-native English-Speaking Teachers) and NESTs (Native English Speaking Teachers)
Day 14 August 2	<ul style="list-style-type: none"> • Praxis presentation 6: Linguistic diversity in English language learning OR • Praxis presentation 7: Connecting to local contexts • English accents and dialects in Disney movies: Representations • Linguistic landscapes: How is English used in the community? How is English used in the classroom? • Reflections on teachers as cultural workers
Day 15 August 3	<ul style="list-style-type: none"> • Showcase final choice projects • Future directions

Assignments:

Major assignments and points in the course:

Assignment	Points
Class attendance and participation (2 points/class=total 30 points)	30% of final grade
In-class and out-of-class activities (3 points each): English education visual,	30% of final grade

language learning questionnaire, micro-teaching, lesson plan, mini-presentation, debate, language acquisition matrix, praxis presentation, linguistic landscape, reflections	
Dialogue journal (15 points)	15% of final grade
Final project (choice project, 1-page literature review, and 1-page reflection) (Choice project-15 points, literature review-5 points, reflection-5 points, total 25 points)	25% of final grade

Evaluation:

Dankook University evaluation criteria will be followed with the above listed point allocations.

A+	A	B+	B	C+	C	D+	D	F
95 - 100	90 - 94.99	85 - 89.99	80 - 84.99	75 - 79.99	70 - 74.99	65 - 69.99	60 - 64.99	0 - 59.99