

English Language Teaching & Learning

Lecturer	Shannon Tanghe
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Teaching time	Morning

Course Description:

This course focuses on theory-to-practice relationships of language teaching and learning including principles of language education and instruction in worldwide contexts. Major topics include fundamentals of first and second language acquisition, and 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, 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 develop skills in teaching listening, speaking, reading and writing.

Materials/Text:

All students will be provided digital access to all reading materials. Readings are structured as jigsaw readings, so students will read some of the following:

Selected examples:

- Perego, S. & Boyle, O. (2021). Reading, Writing, and Learning in ESL. 8th ed. Allyn & Bacon (select excerpts including chapter 2)
- 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.
- 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.

Requirements:

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

Schedule:

Week/Dates	Topics/Activities
Day 1	<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	<ul style="list-style-type: none"> • Kachru, 3 circle model Abbreviations in ELT: What's in a name? • Exploring local education contexts
Day 3	<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	<ul style="list-style-type: none"> • Praxis presentation 1: International perspectives of education • Connections to international education models • World Englishes • Activity: Speaking with a limited repertoire, defining 'Standard English'
Day 5	<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	<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	<ul style="list-style-type: none"> • Focus on teaching speaking/listening
Day 8	<ul style="list-style-type: none"> • Focus on teaching reading/writing/vocabulary
Day 9	<ul style="list-style-type: none"> • Classroom Practices for Second Language Instruction • SIOP lesson plan
Day 10	<ul style="list-style-type: none"> • Microteaching demonstrations
Day 11	<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	<ul style="list-style-type: none"> • Praxis presentation 4: Assessments • International assessment practices • Standardized tests and alternative assessments • Reflecting on bias
Day 13	<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	<ul style="list-style-type: none"> • Praxis presentation 6: Linguistic diversity in English language learning OR • Praxis group presentation 7: Connecting to local contexts • English accents and dialects in Disney movies: Representations • Reflections on teachers as cultural workers
Day 15	<ul style="list-style-type: none"> • Showcase final choice projects • Future directions

Assignments:

Major assignments in the course include the following:

- Attendance and participation: 30% of final grade
- In- and out-of-class projects/activities: 30% of final grade
 - (English education visual, language learning questionnaire, micro-teaching lesson plan, mini-presentation, praxis presentation, reflections)
- Dialogue journal: 15% of final grade
- Final choice project: 25% of final grade

Evaluation:

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