



2014-2 Course Descriptions

DKU TESOL



INDEX

- Teaching in Multimedia
- Teaching Reading & Writing
- Colloquium
- Academic Writing
- Teaching Young Learners
- Language & Identity
- Second Language Assessment
- TESOL/ELT in Asia
- Children's Literature
- World Englishes
- TESOL Research

Teaching in Multimedia

Prof. Charles Copeland

Nowadays, in the global educational setting, we are surrounded by a plethora of multimedia tools such as the Internet, Television, DVD, Blue Ray, etc. But the problem lies within implementing these new tools. This course will have two objectives: one is to become more familiar with the multimedia class. The other is to improve the listening skills and paraphrasing skills needed in an academic environment. There will be a heavy emphasis on listening using movies or news.



Teaching Reading & Writing

Prof. Charles Copeland

This course will look at how to teach reading, writing and vocabulary. The reading section will start off with a section about what is reading in first and second language settings. It will also work on the skills that are needed for a teacher to design a reading course, write a lesson plan that includes pre, during and post reading activities and finally methods of assessment of reading in the classroom. The writing section of the course will explore the overlap between reading and writing, the organizational process, and the differences in writing genres. It will also explore how to assess writing and how to use grammar in writing. The vocabulary section of the course will look at different ways to teach vocabulary including the use of context, etymology, a dictionary, a thesaurus and the use of corpus data. This course has overlap with Teaching Reading and vocabulary. This course will attempt to teach students how to teach reading and writing in the EFL / ESL classroom. The students will learn about analyzing textbooks, writing lesson plans, using literature, different organizational tools, writing genres and assessing reading and writing. They will also learn about and practice writing pre-, during and post-reading activities. The vocabulary teaching will look at resources that can be found online, as well as various forms of literature that show different aspects of vocabulary teaching.



Colloquium

Prof. Ian Macdonald

In this class, you are going to have a series of seminars to develop basic academic skills that you need to acquire throughout the semester. This class will be an effective class for graduate students who have just started the TESOL program, who want to develop general academic skills, and who are not familiar with basic academic writing and reading strategies for their graduate courses. Basically, this will be a survival academic literacy class for students. More specifically, the following topics will be included in this course: step by step approaches to finding appropriate journal articles for your research topic, interpreting data using different frameworks, practicing coming up with your own position/perspective on a topic, writing annotated bibliographies, understanding components in empirical articles, reading strategies for academic journal articles, using quotations and referencing in APA writing style. Other topics may be covered depending on student requirements and interest.



Academic Writing

Prof. Ian Macdonald

The general approach in this course is analytical and rhetorical: students will be asked to apply their analytical skills to the discourse of their discipline and to explore how effective academic writing is achieved. The tasks and activities will be varied, ranging from small-scale language points to issues of how graduate students can best “position” themselves as junior researchers. The first part of this course will present an overview of the considerations involved in successful academic writing, with a deliberate stress on early exposure to the concept of positioning. We will then examine two overarching patterns in English expository prose: the movement from general to specific and the movement from problem to solution. Discussions of how to handle data, how to write summaries and critiques will follow. Finally, we will deal with constructing a real research paper, that is, one that makes an original contribution to knowledge.

Teaching Young Learners

Prof. Catherine Gallagher

This class is designed specifically, but not exclusively, for educators who work with young language learners. Young learners in this context are defined as 4-16 years old. Students will learn by exploring key pedagogical theories into young learners and their language acquisition and adapt them to fit their own classroom context. This combination of theory and practice will focus on how young people learn, what it is that is learned, and will question how educators must adapt to meet the needs of these unique and dynamic learners. Throughout the whole course, students will be asked to create and share resources which can be used in their own classrooms. Student led discussions and presentations will also consider the role of literacy, technology, and a wide range of teaching practices in the young language learner context.

Language & Identity

Prof. Catherine Gallagher

Shannon Tanghe

This course will explore current debates in language education that address the social construction of language and identity. Students will investigate the way language constructs and is constructed by a wide variety of social relationships, through investigating academic theories and narratives. Students will explore how gendered/raced/linguistic identities are negotiated within social relationships, and reflect on their own identities through personal narratives, and how these relate to their experiences with language and education.

Second Language Assessment

Prof. Nils Olov Fors

This course will introduce the fundamental principles of second and foreign language assessment. It is both theoretical and practical in nature. It will cover test design, construction, scoring, analysis and reporting. Assessment is the cornerstone of instructional planning for English language learners. This course aims at providing teachers of English with approaches for using authentic assessment and for applying the results of assessment to improve their instruction.

ELT/TESOL in Asia

Prof. Nils Olov Fors

This course is designed to help participants develop a better understanding of how language teaching and research are affected by public discourses. Specifically, the course examines how teachers, researchers, and other stakeholders conceptualize TESOL/ELT and English in different Asian contexts. Through readings, class discussions, and practical projects, the course encourages participants to develop critical perspectives on TESOL/ELT practice in various settings and to explore their own contexts. The course also provides opportunities for participants to collaborate with graduate students and teachers in other Asian countries.

Children's Literature

Prof. Shannon Tanghe

In this course we will study fiction and non-fiction literature intended for children. We will analyze various aspects of the literature, including some elements of structure, patterns, genre, social stereotyping and social roles of different texts and writers. Strategies for maximizing the use of children's literature in the EFL classroom will also be discussed. Participants in this class will read and interact with a variety of different types of children's literature. Students will be responsible for presenting information on texts selected from Newbery Medal winners, juvenile picture series and picture books. This course will be conducted in seminar/workshop format and lecture format as well.

World Englishes

Prof. Shannon Tanghe

This course focuses on the ways the English language has been impacted by modern globalization—on the English language itself and the ways the language is viewed, learned and taught in worldwide contexts. In this course, we will focus on what we teach and how we teach it and the impact of global perspectives of English as an international language. We will consider the local variety of English as well as global varieties of English and validate them, while questioning what “Standard English” is and what the value of it is. The course will look at an overview of World Englishes, with an emphasis on East Asian Englishes and particularly in the Korean context. A goal of the course is to determine in what way WE speaking learners and their educators alike will best be able to succeed in the multilingual society and classrooms of today.

TESOL Research

Prof. Shannon Tanghe

The purpose of this course is to help students develop skills in reading and responding to academic articles in TESOL. It will focus on a variety of skills that will be useful for students as they proceed through the TESOL program including: 1) reading academic articles in TESOL; 2) writing summaries of articles; 3) critically responding to articles in writing; 4) discussing articles; and 5) understanding specialized TESOL vocabulary. The course is intended to develop both reading and writing skills, while also providing background to the field of TESOL that will be useful in other courses and in developing future research projects.



Q&A



Thanks !