**Practical Teaching Methodology 2**

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| Professor | George E.K. Whitehead | Contact Information | Prof.gwhitehead@igse.ac.kr |
| Class hours | * 15 hours * Tues/Thurs 14:00~17:00 * Aug. 7 ~Aug. 21 | | |

(1) COURSE DESCRIPTION.

The Practical Teaching Methodology 2 course focuses on the understanding and application of high-leverage teaching practices suitable for Korean Secondary English classrooms. Teachers will be guided through a series of reflective discussions and guided video observations that will examine various aspects of content, lesson delivery, classroom environment, and teacher’s attitude that greatly impact the learners. Teachers will then be required to critically reflect on what they have learned throughout the ITTP course and adapt the various approaches, techniques, methods, and activities to their own contextual teaching reality.

(2) COURSE AIMS

* to develop teachers’ self-awareness and metacognition through critical observation and reflection tasks.
* to raise students’ consciousness of teaching approaches, techniques, methods, and activities, that may not fit their context.
* To foster students’ abilities to adapt decontextualized of teaching approaches, techniques, methods, and activities to their own personal teaching style and environment.

(3) RECOMMENDED READINGS

Bax, S. (1995a). Appropriate methodology: the content of teacher development activities. *System, 23*(3), 347-57. https://doi.org/10.1016/0346-251x(95)00022-c

Bax, S. (1995b). Principles for evaluating teacher development activities. *ELT Journal, 49*(3), 262-71. <https://doi.org/10.1093/elt/49.3.262>

Levis, J., & Farrell, T. S. (2007). Failing the practicum: Narrowing the gap between expectations and reality with reflective practice. *Tesol Quarterly, 41(1),* 193-201.

Hiver, P., & Whitehead, G. (2018). Teaching metacognitively: Adaptive inside-out thinking in the L2 classroom. In C. Bjørke, M. Dypedahl, & Å. Haukås (Eds.), Metacognition in Language Learning and Teaching. New York, NY: Routledge.

Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. New York, NY: Routledge.

Kumaravadivelu, B. (2008). *Cultural globalization and language education*. London, UK: Yale University Press.

Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL quarterly, 35*(4), 537-560. <https://doi.org/10.2307/3588427>

Kumaravadivelu, B. (1994). The postmethod condition:(E) merging strategies for second/foreign language teaching. *TESOL quarterly, 28*(1), 27-48. https://doi.org/10.2307/3587197

(4) TEACHING METHODS

Workshop ( √ ) Practice ( √ ) Discussion ( √ ) Presentation ( √ )

Small group activity ( √ ) Use of Computer ( )

(5) ASSIGNMENTS

Teaching practice to be scheduled on the first day.

All trainees will be required to teach for approximately 15 minutes.

Teaching preparation and practice will focus on improving lessons that they have taught in their classrooms in the past by implementing various aspects of what they have learned and developed through the ITTP course.

(6) LESSON PLANS

Class 1

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| Topic | Objectives | Activities |
| Introduction to PTM 2 | To introduce learners to the course and course requirements.  To create the teaching practice schedule.  To introduce learners to key features that will be evaluated in their teaching preparation and performance. | Class discussion  Guided discussion of ETAT criteria  Reflective discussion of practical teaching methods covered in the PTM 1 course |

Class 2

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| --- | --- | --- |
| Topic | Objectives | Activities |
| Video Observation and Reflection | To raise students awareness of high-leverage teaching practices.  To develop teachers’ self-awareness and metacognition through critical observation and reflection tasks. | Video observation  Observation tasks  Class discussion  Self-reflection |

Class 3

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| Topic | Objectives | Activities |
| Teaching Practice 1 | Assessment of students’ proficiency against provided government ETAT criteria. | Teaching Practice  Teaching Practice Feedback |

Class 4

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| Topic | Objectives | Activities |
| Teaching Practice 2 | Assessment of students’ proficiency against provided government ETAT criteria. | Teaching Practice  Teaching Practice Feedback |

Class 5

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| Topic | Objectives | Activities |
| Teaching Practice 3 | Assessment of students’ proficiency against provided government ETAT criteria. | Teaching Practice  Teaching Practice Feedback |

(7) Evaluation

1)  Classroom tasks - 10%

2)  Lesson materials - 15%

3)  Demo lesson teaching performance- 25%