

890-531 Seminar in Language Learning and Teaching

Course Syllabus

Instructor: Dr Kristof Savski (kristof.s@psu.ac.th), Office Hours: Tuesday & Thursday, 9-12

Course objectives

At the end of this course, students will be able to:

- Identify streams of innovative practice in language education that are relevant to their own professional context.
- Critically reflect on contextual factors when determining learning objectives and selecting teaching methods.
- Connect theory, policy and practice in the development of teaching innovations.

Course outline

Week	Activity	Reading
1	Course orientation	
2	Global Englishes Language Teaching	Galloway & Rose
3	<i>No class – public holiday</i>	
4	Content-Based Instruction	Huang
5	Critical Literacy through English	Adunyarittigun
6	Content-and-Language Integrated Learning	Gallagher & Colohan
7	Building Plurilingual Competence	Galante
8	Teaching English through Literature	Sergeant & Chapman
9-14	<i>No class – work on mini-curriculum and teaching material (with consultations)</i>	
15	Presentations	

Assessment

50%	Contents of mini-curriculum and teaching material
20%	Written report on mini-curriculum and teaching material
20%	Presentation of mini-curriculum and teaching material
10%	Active participation in classroom sessions

Criteria: A=90%, B+=85%, B=80%, C+=75%, C=70%, D+=65%, D=60%, E=0-59%

Reading list

Adunyarittigun, D. (2017). Building a Culture of Peace through Critical Literacy with the Net Generation. *PASAA*, 54 (2), 235-263.

Galante, A. (in press). "The moment I realized I am plurilingual": Plurilingual tasks for creative representations in EAP at a Canadian university. *Applied Linguistics Review*.

Gallagher, F., & Colohan, G. (2017). T(w)o and fro: using the L1 as a language teaching tool in the CLIL classroom. *The Language Learning Journal*, 45 (4), 485-498.

Galloway, N., & Rose, H. (2014). Using listening journals to raise awareness of Global Englishes in ELT. *ELT Journal*, 68 (4), 386-396.

Huang, K. M. (2011). Motivating lessons: A classroom-oriented investigation of the effects of content-based instruction on EFL young learners' motivated behaviours and classroom verbal interaction. *System*, 39 (2), 186-201.

Seargeant, P., & Chapman, C. (2019). Using Shakespeare to teach English in the digital age. *ELT Journal*, 73 (1), 21-30.