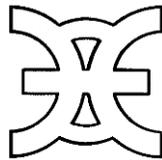
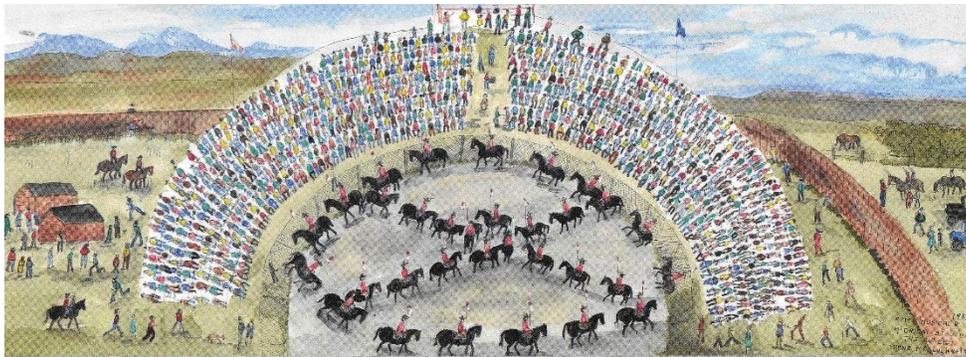


CAPE Online Course for Teaching English as a Foreign Language

CAPE Refresher Course

- ❖ Teaching English as a Lingua Franca
- ❖ Reflective Teaching Practices
- ❖ “It’s certainly been nice to see you”: Using Plays to Develop Sociolinguistic Competence
- ❖ Doing Action Research
- ❖ Grammar Teachers as Decision Makers: Part I
- ❖ Grammar Teachers as Decision Makers: Part II
- ❖ A Critical Examination of the Teaching English through English Movement in South Korea
- ❖ Improving Classroom Teaching
- ❖ Cultural Context in Language Classrooms
- ❖ Authentic Classroom Material



The Center for Asia-Pacific Exchange
Honolulu, Hawaii

Course Overview

This course equips current and potential English teachers with the knowledge needed to teach English as a foreign language. The 17 modules in this course present a wide variety of topics from information on improving teaching techniques to issues on teaching English as a foreign language.

Course Objectives

By the end of the course, you will be able to:

- Refresh your understanding of teaching English as a foreign language;
- Deepen your knowledge of teaching English as a foreign language;
- Reflect on and improve your own teaching methodology and technique with a new teaching perspective.

Design of the Course

As an online course, classes are structured around modules posted on Moodle. Each module presents the student with a required reading which they will use to answer comprehension questions. Following the comprehension questions are application tasks that will require the student to apply what they have learned in the module to a practical context.

Materials and Equipment

To interact in the course, you will need access to the following Hardware and Software:

- High-speed internet availability
- An up-to-date, networked computer with Windows operating system if you are using a PC, or MAC OSX.x if you are using a Macintosh computer
- Word processing software – preferably *Microsoft (MS) Word, Pages, or Open Office*
- An up-to-date version of Acrobat Reader – minimum 11.0
- Virus protected software for PCs – Macs are excluded
- An up-to-date Web browser that supports Java for both Windows or Mac
- Moodle User Account & Password

Modules

Module 1. Teaching English as Lingua Franca

As the use of English grows globally, it has become the language of communication between second language users of differing backgrounds. The result is English as a lingua franca.

This module looks into how teachers can better help students communicate with each other when English is not their first language. More specifically, this module looks into the criteria needed to effectively teach English as a communication tool. With a greater understanding of English as a lingua franca, students can better connect with other people all over the globe.

The module focuses on three major considerations for teaching:

- Expressions of clarification
- Common conversational expressions
- Cultural differences in speech acts

Module 2. Reflective Teaching Practices

Teachers are always making decisions about their teaching in and out of the classroom. Sometimes it is easy to forget how much these decisions can impact a student's learning experience. Reflective teaching practices remind teachers to always be thoughtful of their choices and to have specific reasoning for their choices.

In this module, we look at the foundations of reflective teaching practices as well as the characteristics of reflective teachers and the benefits of such practices.

Module 3. "It's certainly been nice to see you": Using Plays to Develop Sociolinguistic Competence

Sociolinguistic competence is one of the many important aspects of language learning. Our ability in this area allows us to judge the appropriateness of certain speech utterances such as the formality of the utterance or the right context for its use. Many ESL and EFL textbooks include lessons on sociolinguistic competence. However it is often difficult to determine the necessary amount of information that students need to gauge the appropriateness of a response.

This module explains how the use of plays can help develop students' sociolinguistic competence. With plays, teachers are able to give students examples of semi-natural conversations along with the added benefit of a defined context for the conversation. The module also describes a few classroom activities that can be used to help practice students' sociolinguistic ability.

Module 4. Doing Action Research

Doing research helps teachers to gain insights into their teaching and the learning process. However, many teachers are not able or hesitant to do research because of practical reasons or they have not been trained to do so. Action research, while still research, provides teachers with a more manageable option to help improve their teaching practices.

This module defines action research and also gives a clear step-by-step list of the procedures involved.

Module 5. Grammar Teachers as Decision Makers: Part I

Grammar is a daunting topic to study and its definitions are many and varied depending on the intended audience. The branch of pedagogical grammar is perhaps the most useful to teachers. However, it is the teacher who is best equipped to make teaching decisions. Language teachers hold a unique position in that they are familiar with grammar yet they are also sensitive to the needs of their students and the difficulties of teaching grammar.

In this module, we look at the factors influencing the decision-making process for teachers which include their beliefs towards the language learning process and the rules that teachers deem appropriate in teaching. In addition, we briefly look at the debate between grammar taught with a focus on form versus a focus on meaning and how to design a grammar lesson focused on meaning.

Module 6. Grammar Teachers as Decision Makers: Part II

As a continuation of the previous module, we consider more factors that hold influence in the planning process for grammar lessons. Particularly, we go over the decisions regarding how to teach grammar and when to teach a grammar point.

Module 7. A Critical Examination of the Teaching English through English Movement in South Korea

To ensure a country's participation in the global economy, many countries including South Korea are promoting the teaching of English at an earlier age. More and more South Korean teachers are being encouraged to teach English only through English.

This module examines the teach English through English (TETE) movement in South Korea which advocates the use of English exclusively in English classes in Korea. The module begins by explaining the theoretical justification of using English only classes and its appropriateness in the context of English classes in Korea. We then look at some existing research on the TETE movement as well as an alternative to TETE which incorporates the local context and current theories on second language acquisition.

Module 8. Improving Classroom Teaching

Much planning goes into a lesson before it is even brought into the classroom. However, a teacher can never fully prepare for all the circumstances they may encounter when carrying out their lesson plan. There is always the opportunity for reflection and improvement.

In this module we look at how lesson plans, teacher logs and journals can improve a teacher's lesson to effectively solve classroom problems. By keeping records of their actions and the events in the classroom, teachers can make better decisions to make every class more worthwhile to their students.

Module 9. Cultural Content in Language Classrooms

Culture and language are closely connected and play an important part in the language learning process. However when teaching a language do we teach using the target culture (English culture) or the source culture (culture of the students)?

This module explains some of the advantages and disadvantages of using either the target or source culture in teaching English as a foreign language.

Module 10. Authentic Classroom Material

Very few have disputed the value of "authentic" classroom materials. They provide real-world examples of language use and are believed to increase motivation as well as promote language learning. Authentic materials are often a staple of any language lesson but as our understanding of language teaching and the contexts in which languages are learned increases, we must reexamine what it means to be "authentic."

The aim of this module is to better understand what is meant by "authentic" classroom materials. We also look at several considerations that teachers must make in deciding what is authentic for their students based on the level and needs of their students.

Module 11. Source Culture or Target Culture?

The debate between the use of the source culture or the target culture is an important one. Both have their benefits and disadvantages but the choice comes down to the teacher and what they find most beneficial for their students.

This module presents testimonies of English teachers from Korea in which they explain their views on the source and target cultures. We also look at their views on the advantages and disadvantages of the use of either the target or source culture in addition to the classroom factors that guide their decisions.

Module 12. Using Korean in the English Classroom

Another strong debate in the language classroom is the role of the first language in the lessons. Currently in Korea, there is a strong emphasis on the English-only classroom but the informed use of Korean may actually provide a more efficient and constructive lesson.

In this module, we look at comments from English teachers of Korea and their views on the appropriateness of Korean in the English classroom. We will also look at their rationale for using Korean and the challenges of keeping the balance between both languages.

Module 13. Direct or Indirect Feedback in Written Correction

In teaching, feedback on assignments can prove just as important as the lesson itself. Assignment feedback give students the opportunity to reflect upon and learn from their mistakes and enrich their learning experience.

The goal of this module is to present the debate between direct and indirect feedback. While teachers often assume that indirect feedback will promote greater learner autonomy, direct feedback is not without its merits. We will also look at the factors that help in deciding the appropriate type of feedback which best suits the learning circumstances.

Module 14. Using Korean in Group Work Tasks

With the rise of the Teach English through English movement and Communicative Language Teaching in South Korea, English teachers are being encouraged to use more group work in the classroom. However, one problem with group work is that the students tend to use Korean instead of English to communicate.

This module will reexamine the use of Korean in group work as a tool for more efficient language learning. We look at some of the circumstances in which using Korean would be most productive for students of both the lower and upper levels of proficiency.

Module 15. Storytelling: A Productive Language Learning Activity

This module covers the different ways in which storytelling can be implemented in the classroom. We also take a look at the considerations that teachers must make in carrying out a storytelling lesson that matches the students' needs.

Module 16. What It Means to Know a Word: Part I

Just as we need to study grammar, the vocabulary of a language is equally important. Direct translations are often the first way we learn new vocabulary, but this is only the beginning. One word can have so many other meanings or connotations.

In this module, we look at the different aspects of knowing a word. This includes its denotational meaning, connotational meaning, and the synonyms and antonyms of a word.

Module 17. What It Means to Know a Word: Part II

In this second part we continue to look at the different aspects in knowing a word. Beginning with the relationship between words, this module also focuses on the manner in which words can differ by geographical region, profession, and level of formality.

ABOUT CAPE

THE CENTER FOR ASIA-PACIFIC EXCHANGE, a publicly supported, non-profit educational institution, was established in Honolulu, Hawaii in November 1980. Its purposes, as stated in its charter, are to promote mutual respect, understanding, and cooperation among the people of the Asia-Pacific region by providing opportunities for professional collaboration, cultural interchange, educational exchange and scholarly research. In addition, these exchanges must be offered in the context of new advances in science, technology and information.

Since its inception, the Center has hosted in its various programs over 12,000 participants from countries located in the Asia-Pacific area including Burma, Canada, China, Fiji, Indonesia, Japan, Korea, Malaysia, Micronesia, New Zealand, the Philippines, Singapore, Taiwan, Thailand, and the United States.

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