

TEACHING ENGLISH READING

GSE TEACHING ENGLISH READING

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Course Description

“Teaching English Reading” is designed to provide teachers-in-training with greater insight into the importance of reading development within the second language (L2) context with an emphasis on the teaching and learning of reading. The course emphasizes the practical application of reading skills and strategies via published and original lessons. Additionally, materials selection, AI-generated materials, activity planning, and micro-teaching will be created and/or performed in the class.

Materials

- ⊙ Practical English Language Teaching by Neil. J. Anderson
- ⊙ Materials from my website (above)

Assessment

Assignments 500 points

You will be required to complete several homework assignments this semester. Be sure to follow directions carefully, ask for help when you don’t understand, and do each assignment on time.

- ⊙ Letter to teacher: (1 @ 50 pts): 50 points
- ⊙ Chapter readings (5 @ 20 points): 100 points
- ⊙ Reading/Video journal: (2@25pts;1@50pts): 100 points
- ⊙ Reflection paper (2 @ 25 points): 50 points [RJ1/RJ2]
- ⊙ Literature Circles (8 @ 10 points): 80 points
- ⊙ Activity Route Map: (1 @ 50 points): 50 points
- ⊙ Microteaching (1 @ 50 points): 50 points
- ⊙ Survey (1 @ 20 points): 20 points

Attendance 150 points (15 classes x 10 points)

Out of respect for your classmates, please come to every class on time and participate actively. In the event that you are late or absent, here is how it will affect your final grade:

- ⊙ Late every 5 minutes (-2 pts)
- ⊙ Late more than 50 minutes or absent (-10 points)

Schedule	Date		Method	LC	File to use	HW due
Week 1	05MAR2026	Overview Needs analysis VST				
Week 2	12MAR2026	Strategies & PDP demo			week.2.ter.pdf	letter
Week 3	19MAR2026	Literature Circles/Reading Faster	CL		week.3.ter.pdf	Ch.1
Week 4	26MAR2026	Intensive activities 1	ExLg	LC 1	week.4-6.ter.pdf	RJ#1
Week 5	02APR2026	Intensive activities 2	ExLg	LC 2	week.4-6.ter.pdf	Ch.2
Week 6	09APR2026	Intensive activities 3	CL / GC	LC 3	week.4-6.ter.pdf	Ch. 3
Week 7	16APR2026	ARM 1 [PDP demo]		LC 4	week.7.arm.1.ter.zip	Ch. 4
Week 8	23APR2026	ARM 2 [PDP demo]		LC 5A	week.8.arm.2.ter.zip	RJ#2
Week 9	30APR2026	ARM ws	ExLg	LC 5B	week.9.arm.ws.zip	Ch. 5
Week 10	07MAY2026	Materials ws		LC 6A	week.10.matws.zip	
Week 11	14MAY2026	MT prep		LC 6B	week.11.mt.ter.zip	ARM
Week 12	21MAY2026	MT 1	PBL			
Week 13	28MAY2026	MT 2	PBL			LC files due
Week 14	04JUN2026	Graded Readers	PBL		week.14.ter	
Week 15	11JUN2026	Extensive reading 1	CL			VJ#3
Week 16	18JUN2026	Extensive reading 2	CL			Survey

Activity Route Map (homework) ARM

What do I have to do?

Create one reading activity, using the **activity_route_map_template** (website/week 6.zip) 30-75 minutes long. It can include any of the other three skills (speaking, listening, writing) but reading has to be the primary focus. To do this, download the "activity_form_blank" (website) and use Arial 9-point font to type in your detailed information and instructions. You are limited to two pages (with one or two attachments as necessary only), so also be simple, clear, and concise; don't forget to include the reading text! Follow the website examples, and check the books made available to you in class/on website for ideas and inspiration.

What level should I apply this ARM material toward?

Please note that the ARM must be at an intermediate or advanced level. I will provide feedback to you on your reading activity. If you have a HUFs teaching internship this semester, please know that this assignment is still required, as it is a part of your final grade.

Is this an individual or pair work assignment?

We'll decide on this in class; it is flexible depending on student needs and wants. See the ARM workshop (below) for more info.

Due: See schedule (p. 1)

ARM workshop 1

What is this 'workshop'?

A workshop is a group activity that follows our ARM PDP lesson demonstrations. The goal is to choose appropriate reading material for the ARM homework, discuss how best to apply PDP activities to the material, and then plan out the ARM. While the workshop may be a group process, the ARM itself can be decided by the class whether it is to be individual work or pair work. Past experience has shown smaller classes doing solo work, with larger classes usually seeing students pairing up. We may only do one workshop; it depends on the flow of the class, term, etc.

Internship?

If you have an internship this term, please contact me (proftodd110@gmail.com). Assignments that are due regardless of internship are: 1) Cornell Notes, and 2) Mini-ARM. Email me your name, student number, and the dates of your internship. These assignments can be due after your internship is finished. ☺

Literature Circles

What are Literature Circles?

Literature Circles (LCs) are an extensive reading (reading for pleasure) project. The purpose of LCs is to read and discuss about what was read. Think of LCs as a type of 'book club' for you and your classmates. For LCs, we will use [graded readers](#) and/or authentic novels over several weeks. Each week, you will complete one 'role' (Discussion Director, Literary Luminary, Connector, etc.). Your 'role' will change from week to week. More information (including videos and in-class practice) will be given in the Week 3 class. Here is an [example high school LC video](#) if you are interested in viewing it.

Literature Circle Task

What is the LC Task?

The LC Task is simply a post-reading activity that you must complete after reading a literature circle book this semester.

When is it due?

There are two LC Tasks due this term. See the class schedule (above) for due dates.

Where is a list of activities to choose from?

See our 'extensive reading activities' file. Skip any oral tasks and choose a writing task, such as: interviewing a character, write a book report, one sentence summary, getting the point, instant book report, or letter to a character. There are some examples in the 'extensive reading activities' file (website); others you may find online or the teacher may send you different graphic organizers for activities that could be completed. See the [literature circle task homework examples.pdf](#) on my website for ideas. (www.toddmatt34.com)

What are they?

A **reading journal** [25 points] is a 'reader response' log to help you organize your reading skills and ideas, thoughts or reactions about the material you've just read. A **video journal** [25 points] is a response to a video that you have watched. This video will be assigned to you by your professor in the second half of the term. The response format for a video journal is the same as the format for a reading journal, except you will be listening to a lecturer, not reading an article. We will use videos from [ERF playlists](#). You will be assigned a 10'+ video and summarize-react-reflect on it, just as you would for a reading journal. Please label the talk on your journal submission and provide the web link (see Weekly file).

What should I read?

Choose a reading-related topic and read any **academic article** (no newspapers, e-papers, etc.) related to that topic, a topic that we discuss in this class, or even academic articles that you have read outside of this class. Keep in mind that all academic articles must have a 'reading' English education relationship. Please ask me if you are uncertain about any aspect of this assignment. (There may be some flexibility for those who may be working on your thesis – please ask me!)

In general, search for an area of reading that you would like to know more about (intensive, extensive, assessment, jigsaws, lesson planning, etc.). Common journals that you may pull articles from include (but are not limited to):

- | | |
|--|--|
| <ul style="list-style-type: none"> ⊙ TESOL Quarterly ⊙ The Reading Teacher ⊙ The Journal of Adolescent & Adult Literacy ⊙ Journal of Reading ⊙ Journal of Reading Behavior ⊙ Journal of Research in Reading ⊙ Reading | <ul style="list-style-type: none"> ⊙ Reading in a Foreign Language ⊙ The Reading Matrix ⊙ Reading & Writing Quarterly ⊙ Reading Improvement ⊙ Reading Online (magazine) ⊙ Reading Research Quarterly ⊙ Reading Today (magazine) |
|--|--|

Helpful links to get you started:

<http://literacyworldwide.org/get-resources/journals> and <https://www.ebscohost.com/titleLists/afh-journals.pdf>

What should I write?

You need to do three things for each entry:

- ⊙ Summarize content [*What was it about?*]
- ⊙ React to content/research results [*How did it make you feel? Could this research work, fit, or be adapted to our Korean classroom contexts?*]
- ~~⊙ Quote a source (recent published paper) in support of your opinion in the React stage~~
- ⊕ Reflect on the process of reading [Reflect on the *process* of reading the article (What was challenging for you? (lexis, concepts, etc.?) What is getting easier about reading academic articles for you?)]
- ⊙ At the end of each RJ, please feel free to also ask me any questions - about improving reading skills recommendations for reading content (e.g. articles, journals, newspapers, etc. websites, etc.) – if you wish. :)

See the student examples on my site (www.toddmatt34.com / TER / Administrative section).

How much should I write for each one?

Try writing a medium length paragraph for each of the three parts ((1/3 summary, 1/3 reaction, and 1/3 reflection, A4 paper) – that is, one full page (at least) that includes all three parts, plus any questions you may have. ~~One quoted source (minimum) is required for each entry.~~ You're more than welcome, even encouraged, to write more than this. See below for formatting.

Where should I write them?

Typing is preferred for a digital submission (in Word and PDF formats).

When are the RJs due?

See the first page of the syllabus for due dates. These journals are due regardless of internship responsibilities.

How do I submit the RJ?

- 1) Inside the file, please write your name, student # and class abbreviation (example: Jane Doe, #123452017 - TER) in the top right-hand corner. Use Times New Roman (12-point) font, and 2.0 spacing.
- 2) Under your name, type the date and number each entry in the top right-hand corner (e.g. 03/2023 – #1), single-spaced.
- 3) Label all files and folders as: 'studentnumber_ReadingJournal#1'. For example: **201812345.RJ#1.ter**. For video journals, label this way: **201812345.VJ#3.ter**

4) Submit one Word and one PDF file of your completed journal, plus the article to: proftodd110@gmail.com, and remember to insert the file name (ex: 'student#.RJ#1.ter') into the subject bar. [25pts]

How will I be evaluated?

You must make the minimum number of entries assigned; we may modify this assignment for research purposes, also – the number of RJs due may change. I will also note the overall effort (and sources) you make to write in your journal, as well as the thought you put into writing each entry.

Points will be deducted for: 1) assignments less than the desired length and, 2) less than the desired content response. Give examples and explain your thinking clearly, providing reasons for your thinking, etc. Remember to put some effort into this assignment; you'll get better with each journal that you complete. 😊

Questions? Text or email me (proftodd110@gmail.com) or talk to me at the end of class.

Microteaching

What is microteaching?

Microteaching (MT) is intended to provide a link between the academic course work that you have studied in TER and the real world of teachers and students in a language-learning classroom, which will give you an opportunity to practically apply many of the things you learned over the past few months (i.e. to develop and practice basic teaching skills). It involves a briefing by your teacher on how and what to do (to include checklists, video demonstrations, and/or a discussion), planning and teaching a short 20-minute lesson to your classmates (lead-in > set-up and run > close), and is followed by feedback in the form of a critique from your teacher and (possibly) student observers. This sequence of brief, plan, teach, and critique requires self-reflection via video, which involves examining what you did well (most successful aspects; teach the same way again) and what you need to work on or improve (least successful aspects and challenges; teach differently next time). The microteaching, recording of microteaching, instructor feedback, the ARM and Korean lesson plan, and the two microteaching reflections (instructor and MOE reflections) are mandatory requirements set forth by the Ministry of Education (MOE).

Team Teaching mini-lesson

What is Team Teaching (TT)?

Team Teaching requires **complete sharing** of responsibilities in the classroom, including planning, assessment, teaching, etc. When team teaching is effective, both teachers have planned instruction together and work like a well-oiled wheel to present content in the classroom.

What do I do?

You and a partner will plan and teach two PRE and two DURING tasks to several peers for roughly 10-15 minutes.

How do I plan or prepare for TT?

First, there will be an in-class partner selection. Second, there will be an in-class planning workshop (choosing the text, planning the sequence of tasks, writing the ARM, etc.). After planning, prepare all materials for your group of 'students.'

What else do I have to do?

Complete several reflection questions (individual and team-centered) on the team-teaching process. Questions will be available in the TT weekly folder (see page one of this syllabus), but will be similar to those below. Remember to always include a reason and example for your answers.

1. What's a skill you have gained confidence with in teaching this mini-lesson?
2. What was the [source of that growth](#) in confidence? Was it internal or external? A shift in your mindset or actions? A combination?
3. What helped you the most as you taught? Why?
4. What was hindering or challenging for you while team-teaching? Why?
5. What would you do differently next time in a team-teaching context? Why?
6. What did your partner do well at in the lesson? Why do you think so?
7. What was challenging for your partner in the TT? Offer a suggestion to improve on this aspect.

After completing the reflection questions, label the file as: 'student#.ttrefl.ter' (ex: 202533333.ttrefl.ter), and then email the reflection paper to: proftodd110@gmail.com Be sure to insert the file label in the email subject bar. 😊

AI workshop

What is the AI workshop?

The AI workshop is an in-class collaborative learning process. We will look at several AI apps, YT videos, or other input that can show or help us implement vocabulary or some other aspect of support for student reading processes. This may also be a flipped learning task (watch video outside of class) for teachers. More details will be given in class.