

Schedule – course overview

1. Syllabus

- 1) Website
- 2) Contact information
- 3) Course description
- 4) Materials
- 5) Assessment criteria
- 6) Letter to teacher (example)
- 7) Semester schedule

2. Needs analysis

- ⦿ Groups

3. Vocabulary Size Test

- ⦿ Go to Vocabularysize.com and take the test. It's 140 questions, and should take about 10 minutes. Take a screenshot of your results. After, report your score to your group.
- ⦿ (A downloadable pdf version can be found [here](#), as well as an answer key).

Homework 1 – Due by Week 2

Complete a 'letter to teacher' about yourself. Be sure to include your name and student number at the end of the letter. Label the file as: **student#_letter.ter**. For example: **202155555_letter.ter.docx**. Email your letter to the teacher at proftodd110@gmail.com before class. You may send a pdf if you do not have MS Word. [25 points].

Homework 2 – Due Week 2

Bring the **week.2.ter.pdf** file (website/ter) to class. This file contains: Chapter 1 – The Student Experience: Success in College, and 'PDP Sample lesson 1'.

Homework 3 – Due Week 2

Email me the screenshot of your VST (VocabularySizeTest) to proftodd110@gmail.com
Label the file as: **student#_VST.ter.png**. For example: **202155555_VST.ter.png**

Put the file name in the 'subject bar' of the email when you send it, please.

Schedule – strategies & PDP framework

1. PDP overview [PPT]

[week.2.ter.pdf]

2. Reading Strategies 1

- ⦿ Key Concepts Chapter 1 - The Student Experience: Success in College (pp. 1-10)

3. Activity [practical application]

- ⦿ PDP sample lesson: The Silk Road (pp. 13-20)

Homework 1 – Due Week 3

Part 1: Download the **week.3.ter** folder (website/ter) and, Part 2: **read the ‘Rapunzel’ story** before our Week 3 class. This will save us valuable time for our in-class literature circles activity.

(This file includes: literature circles (LC) worksheets, LC overview, the ‘Rapunzel’ story, and **Introduction to Reading Faster**.)

Homework 2 – Due Week 3

In *PELT Reading*, read Chapter 1 (What Is Reading?) (website) and highlight the answers in your text (digital or physical printout). For the Reflection questions, write brief answers in the margins, on a post-it note, or on a separate piece of paper. Be prepared to share your answers with your classmates. [10 pts]

Questions

1. What are the two definitions of reading given (p. 2-3)
2. What is the goal of reading? Fluent reading? (p. 3) Strategic reading? (p. 3)
3. What are three reasons to establish a reading culture? (pp. 4-5)
4. What are three approaches to reading? (pp. 5-8)
5. *Goodman (p. 6) believes that teachers make learning to read difficult “by breaking down whole language into bite-sized little pieces.” Do you agree? (*in-class opinion)
6. What are the four key features of a top-down reading model? (p. 7)
7. What are two basic approaches to teaching reading? Some examples of each? (p. 8)
8. What do teachers need to provide for their students? (p. 9)
9. What combination can lead to more effective reading instruction? (p. 9)
10. What are some (six) traits of reading strategies? (p. 10)

Homework 3 – if possible before Week 3!

- ⦿ Watch [Literature Circles An Overview](#) (13’ video) before class (if time)
- ⦿ Watch [Literature Circles Made Simple Video 1](#)

Schedule – Ch.1, LC intro, reading faster

1. Discussion – Chapter 1 homework answers (groups)

[week.3.ter.pdf]

2. Literature Circles – introduction (with ‘Rapunzel’)

- ⦿ LC overview: definition & procedure/task roles
- ⦿ [Literature Circles An Overview](#) (13’)
- ⦿ [Literature Circles Made Simple Video 1](#) (10’)
- ⦿ LC: [role explanation and examples \(high school context\)](#)
- ⦿ LC: [role explanation and examples \(middle school context\)](#)
- ⦿ LC: practice (“Rapunzel”) [worksheets]
- ⦿ LC: book 1 (for Week 4)
- ⦿ LC group names! (Please name your group. For example: ‘*lc.group1.ter*’)
- ⦿ LC Week 4 books & worksheets (website/ter/literature circles section)

3. Introduction to Reading faster pdf [reading practice]

4. Homework preview (1, 2, and 3 – reading journal).

Homework 1 – Due Week 4

Download the **week.4-6.ter.pdf** file (website) and bring it to class.

Homework 2 – Due Week 4

Suggestion: Create a Kakao chat group to help with communication about LC roles, etc.

What to do:

- 1) Read the entire **literature.circles.book.1.pdf** (website/ter), averaging about 10-15 minutes a day. After reading, complete the LC task that was assigned to you: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
- 2) LC worksheets are on our website (LC resources section). You may print the worksheet or do it digitally.
- 3) Bring the file (physical or digital) to class for the LC discussion ☺
- 4) Save your worksheet as: student#.book#.role.ter. For example: ‘202560000.book1.dd.ter’. You will submit all LC worksheets at once via email in Week 12. [10 points]

Homework 3 – Due Week 4

Your first reading journal (**RJ#1**) entry is due Week 4. Follow the instructions below:

- 1) Read the syllabus (pp. 4-5) (Reading and Video Journals) for information on this task.
- 2) Review the student ‘**reading journal examples.pdf**’ (website/ter/administrative).

- 3) Read an academic article – no newspaper articles, blogs, videos, etc.). There are some suggested links in the syllabus or you may do a simple Google Scholar search on an area of interest related to reading that you may have.
- 4) Write no less than 1.5 pages, up to 2 pages (maximum). Again, see the student examples and look in the syllabus for more information.
- 5) Format your paper as: Times New Roman, 12 point, 2.0 spacing.
- 6) Label your file as: 'student#.RJ1.ter' (Example: '201812345.RJ1.ter')
- 7) Submit: the journal *and* research article (pdf) in a zip file to: proftodd110@gmail.com
- 8) Insert: "student#_RJ1.ter" into the email subject bar for the emailed documents. [25pts]

NOTE: Do this on your own – no AI summaries! We'll look at AI apps soon, but this one should be 'human only"! 😊

Schedule – activities 1 & LC 1

1. Review of Week 2 PPT: PDP framework (for intensive activities)

[week.4-6.ter.pdf]

2. Intensive Activities 1 [practical application]:

Pre-reading and Prediction:

- ⦿ Ten things to do before reading [Any level]
- ⦿ Asking the Right Questions
- ⦿ Layering
- ⦿ If You Don't Know, Ask, OK?
- ⦿ Teaching Transitions [High Beginning+]

[literature.circles.book.1.pdf]

3. Literature Circles book 1: student-share (groups)

- ⦿ Roles: begin with Discussion Director (DD), who leads the group. Proceed in this order: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
- ⦿ Time: On average, this LC process should take from 20-30 minutes per week, after which you move to the next role (see above) Make sure that you know which role to do for next week's class.
- ⦿ After finishing, go to the next book (website / book 2).

Homework 1 – Due Week 5

Bring the **week.4-6.ter.pdf** file to class for more activity work.

Homework 2 – Due Week 5

Read the entire **literature.circles.book.2** (website/ter), averaging about 10-15 minutes a day. After reading, complete the LC task sheet assigned by your group. The LC worksheets are on our website, in the 'Literature Circles resources' section. Bring the file to class. ☺ [10 points]

Homework 3 – Due Week 5

JIGSAW (pairs, 3s or 4s) Read '**chapter.2.reading.for.beginning.level.learners.pdf**' (website/readings) and answer the following questions by highlighting the answers in your book. Please be prepared to share your answers with your classmates in discussion groups for Week 6.

Questions

1. Define 'false beginner.' (p. 19)
2. What are some common characteristics of a beginning level reader? (p. 20)
3. According to the author, what is 'communication'? (p. 21)
4. How should teachers approach the development of a reading syllabus? (p. 22)

5. What is the most common framework used in reading textbooks? (p. 22) Do you have any experience with reading textbooks?
6. What is the difference between a *strategy* and a *skill*? (p. 23)
7. How does David Nunan define strategies and skills? (p. 24) Do you agree?
8. What five general principles are used to teach reading to beginning proficiency level learners? (p. 25)
9. What is Krashen's input hypothesis and "i + 1"? (p. 25)
10. Explain the relationship between 'instructional reading level' and '75%'. (p. 26)
11. What is 'frustration reading level?' (p. 26) Do you have any experience with this level?
12. What is 'capacity reading level? According to Krashen, what level is this at? (p. 26)
13. Define 'bottom-up processing' and 'top-down processing' (p. 27)
14. What should beginning level readers be exposed to, and focus on? Give an example. (pp. 28, 30)
15. What is the primary purpose of strategy instruction? (p. 29)
16. What is one caution when teaching explicit strategy instruction? (p. 29-30)
17. What four steps can be taken to ensure a proper organization of teaching vocabulary? (p. 30)
18. What is the difference between intensive reading and extensive reading?
19. What are four categories of useful tasks for beginning learners? Summarize each. (p. 32-44)
20. For beginning level readers in a language classroom, what should reading instruction focus on? (45)
21. What can teachers encourage outside the classroom?

Schedule – Ch 2, intensive activities 2, LC 2

1. Discussion – Chapter 2 (PELT) homework questions

- 1) Master groups: (AA, BB, CC, DD) – share/confirm answers
- 2) Mixed groups: (ABC/ABCD) – report to new group

[week.4-6.ter.pdf]

2. Intensive Activities 2 [practical application] (All activities from *New Ways in Teaching Reading*, 2013)

Main Ideas:

- ⊙ What's in the News? [Intermediate +] (sources: Korea Times, Korea Herald)
- ⊙ Match the Headline [Intermediate +] (source: selected newspapers, magazines)
- ⊙ Getting the Idea [Intermediate +] (source: *New Ways in Teaching Reading*)

[literature.circles.book.2.pdf]

3. Literature Circles book 2: student-share (groups)

- ⊙ Roles: begin with Discussion Director (DD), who leads the group. Proceed in this order: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
- ⊙ Time: On average, this LC process should take from 20-30 minutes per week, after which you move to the next role. Roles change each week! Make sure that you know which role to do for next week's class.
- ⊙ After finishing, go to the next book (website / book 3).

Homework 1 – Due Week 6

Read the entire **literature.circles.book.3** (website), averaging about 10-15 minutes a day. After reading, complete the LC task sheet assigned by your group. The LC worksheets are on our website, in the 'Literature Circles resources' section. Bring the file to class. ☺ [10 points]

Homework 2 – Due Week 6

In *PELT Reading*, read Chapter 3 *Reading for Intermediate Level Learners* (website) and highlight the answers in the text (digital or printout) to the following questions. For any Reflection questions, write brief answers in the margins, on a post-it note, or on a separate piece of paper. Be prepared to share your answers with your classmates. [10 pts]

Questions:

- 1) What is a common challenge for teachers teaching reading to intermediate level learners? (p. 58)
- 2) What is the "intermediate level slump"
- 3) Why is it dangerous for students? (p. 59)

- 4) What three techniques are suggested by the author to keep students reading? (p.60)
- 5) (extensive) What is one goal for effective reading instruction? (p. 69)
- 6) What are four task categories for helping intermediate readers? (p. 71).
- 7) What are some challenges to building reading fluency? (p. 76).
- 8) What are five helpful syllabus design issues? (p. 60)
- 9) What should be a goal of teachers in regard to syllabus design? (p. 60-63)
- 10) What is a challenge for teachers when teaching vocabulary and reading instruction, and what are the implications for syllabus design? (p. 63)

Schedule – AI workshop, LC 3

[week.6.ter.zip]

1. Discussion – Chapter 3 Homework questions

[week.4-6.ter.pdf]

2. Intensive Activities 3 [practical application] (All activities from *New Ways in Teaching Reading*, 2013)

Comprehension:

- ⊙ Team Comprehension Questions [Intermediate +] (source: *Q: Skills for Success*, Book 3, Unit 3 – “What does it take to be successful?”)
- ⊙ A CALL-Integrated Reading Comprehension Activity (source: TED Talks – [Matt Cutts: Try Something New for 30 Days \(TED Talk\)](#))
- ⊙ Spot the Differences

[literature.circles.book.5.pdf]

3. Literature Circles 3: student-share (groups)
 - ⊙ Roles: begin with Discussion Director (DD), who leads the group. Proceed in this order: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
 - ⊙ Time: On average, this LC process should take from 20-30 minutes per week, after which you move to the next role. Roles change each week! Make sure that you know which role to do for next week’s class.
 - ⊙ After finishing, read the next book – book 4).

Homework 1 – Due Week 7

Read the entire **literature.circles.book.4** (website/ter), averaging about 10-15 minutes a day. After reading, complete the LC task sheet assigned by your group. The LC worksheets are on our website, in the ‘Literature Circles resources’ section. Bring the file to class. 😊 [10 points]

Homework 2 – Due Week 7

In *PELT Reading*, read Chapter 4 *Reading for Advanced Level Learners* (website) and highlight the answers in the text (digital or printout) to the following questions. For any Reflection questions, write brief answers in the margins, on a post-it, or on a separate piece of paper. Be prepared to share your answers with your classmates. [10 pts]

Questions

1. What are some characteristics of advanced readers? (p. 90)

2. What are the four syllabus design questions to keep in mind when working with advanced learners? How do these design issues “work together” to help students? (p.91-94)
 3. What should teachers target when working with advanced level learners? (p.93)
 4. What are some features of advanced level materials? (p.94)
 5. What are five principles to follow when teaching reading to advanced level learners? (p.95)
 6. How is placing reading at the core of the four skills helpful to learners? (p.96)
 7. What is the General Service List (GSL) and the Academic Word List (ASL), and how can teachers use it? (p. 97)
 8. Which of the 34 content reading strategies do you feel you have mastered? Still need work on? Tick a few off, and bring this page to class for comparison with your classmates. (p.98)
 9. What is an essential point to remember about the use of strategies? And what are “strategy clusters”? (pp.98-99)
 10. What is the automaticity theory and why is it important? (p.101)
 11. What are four typical task and exercise types for advanced reading students? Give a brief example of each. (p.102)
 12. What are the steps in a ‘process approach to writing’? (p.105)
 13. How are graphic organizers useful for advanced learners? (p.111-112)
 14. Define ‘reading fluency’ (p.114)
 15. What should be a goal for every reading teacher? Why? (p.118)
- What is important to focus on when assessing advanced learners? (p.119)

GSE Teaching English Reading - Week 7 – 16APR2026

Schedule – ch.4 discussion, arm 1 demo, LC 4

1. Discussion – Chapter 4 homework questions

[week.7.arm.1.ter.zip]

2. Lesson planning 1 (PDP with a language focus)

- ⊙ PDP sample lesson 2 (“Extraordinary Coincidences”)
- ⊙ Activity Route Map (explanation)
- ⊙ Activity Route Map (blank template for homework)

[literature.circles.book.4.pdf]

3. Literature Circles 4: student-share (groups)

- ⊙ Roles: begin with Discussion Director (DD), who leads the group. Proceed in this order: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
- ⊙ Time: On average, this LC process should take from 20-30 minutes per week, after which you move to the next role. Roles change each week! Make sure that you know which role to do for next week’s class.
- ⊙ After finishing, go to the next book (website / book 5).

Homework 1 – Due Week 8

Read the first-half (5A) of **literature.circles.book.5.pdf** (website), averaging about 10-15’/day. After reading, complete the LC task sheet assigned by your group. The LC worksheets are on our website, in the ‘Literature Circles resources’ section. Bring the file to class. 😊 [10 points]

Homework 2 – Due Week 8 (by Sunday, 20APR)

Your second reading journal (**RJ#2**) entry is due Week 8. Follow the instructions below:

- 1) Read the syllabus (pp. 4-5) for information on this task.
- 2) Review student examples (website).
- 3) Read an academic article on a area of reading education that is of interest to you.
- 4) Write approximately 1.5 pages, up to 2 pages (maximum). (See the student examples).
- 5) Format your paper as: Times New Roman, 12 point, 2.0 spacing.
- 6) After completing your RJ#2, use an AI summary app to summarize the article (methods, results, conclusion). Then, add the AI summary *after* your own summary in your RJ#2; the AI summary should be about 1/2 to 1/3rd of a page. (You should have a roughly two-page RJ#2 in total).
- 6) Label your file as: ‘student#.RJ1.ter’ (Example: ‘201812345.RJ1.ter’)
- 7) Submit: the journal *and* research article (pdf) in a zip file to: proftodd110@gmail.com
- 8) Label the zip file: “student#.RJ1.ter” into the email subject bar for the emailed documents.
- 9) Insert the file name (from step #8) into the subject bar when emailing.
- 10) Bring your RJ#2 to class for a brief discussion about it and AI summarizing apps. 😊 [25pts]

Schedule – arm 2, LC 5A

[week.8.arm.2.ter.zip]

1. Lesson planning 1 (PDP with a comprehensive focus)

- ⊙ PDP sample lesson 2 (“Separated at Birth – Reunited on Facebook”)
- ⊙ Activity Route Map (explanation)
- ⊙ Activity Route Map (blank template for homework)

[literature.circles.book.5.pdf]

2. Literature Circles 5A: student-share (groups)

- ⊙ Roles: begin with Discussion Director (DD), who leads the group. Proceed in this order: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
- ⊙ Time: On average, this LC process should take from 20-30 minutes per week, after which you move to the next role. Roles change each week! Make sure that you know which role to do for next week’s class.
- ⊙ Continue reading the second-half of book 5 (website / book 5B).

Homework 1 – Due Week 9

Download or bring the **week.9.arm.ws.zip** file (website) to class (either digital or print). NOTE: This folder has seven documents within it that are needed for the ARM workshop.

Homework 2 – Due Week 9

Please read the second-half (5B) of the **literature.circles.book.5.pdf** (website). Then, complete your assigned LC role worksheet. Bring the files to class. [10 points]

Homework 3 – Due Week 9

In *PELT Reading*, read Chapter 5 *Key Concepts* (website) and highlight the answers in the text (digital or printout) to the questions below. For Reflection questions, write brief answers in the margins, on a post-it note, etc. Be prepared to share your answers with your classmates. [10 pts]

Questions: **Highlight the answers** in the text unless otherwise indicated.

First, read pages 132-136, and do the Action task on p. 136. Then, highlight the answers for the questions below.

1. What is metacognitive awareness? (p. 138-139)
2. What is the focus of the bottom-up model of reading? (p. 142)
3. What are three approaches to reading? (pp. 5-8)
4. What are two issues that arise regarding reading fluency? (p. 144)
5. What are five fluency reading activities? Define how each works. (p. 144)
6. What are six ways oral and silent reading are different in purpose and effect? (p. 146-149)
7. What are some general guidelines for teaching extensive reading? (p. 150)

Schedule – arm ws, LC 5B

1. Discussion – Chapter 5 homework questions

[week.9.arm.ws.ter]

2. ARM Workshop [practical application] > choosing and planning the ARM (solo work)

- ⦿ 0_PDP framework overview
- ⦿ 1a_student.example.1.pdp.reading.arm
- ⦿ 1b_student.example/2.pdp.reading.arm
- ⦿ 2_activity.route.map.form.reading.explanation
- ⦿ 3_activity.route.map.template
- ⦿ 4_reading.strategies.(activities)
- ⦿ 5_LINKS for online newspapers or ESL sources
 - 1. [DAILY MAIL](#)
 - 2. [DOGO NEWS](#)

3. Literature Circles 5B: student-share (groups)

- ⦿ Roles: begin with Discussion Director (DD), who leads the group. Proceed in this order: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
- ⦿ Time: On average, this LC process should take from 20-30 minutes per week, after which you move to the next role. Roles change each week! Make sure that you know which role to do for next week's class.
- ⦿ After finishing, go to the next book (website / book 6).

Homework 1 – Due Week 10

Before class, download the **week.10.matws.zip file**. Then, in the **2_tomlinson's introduction** pdf, lightly skim only the following five sections: **A1** (Impact), **A4** (Relevant and useful), **A7** (Authentic input), **A8** (Linguistic features), and **A11** (Learning styles). After reading, summarize each of these five sections in one sentence (~15-20 words). We'll review materials in class, looking specifically (and only!) at these five features using an assessment worksheet.

Homework 2 – Due Week 10

Please read the first-half (6A) of the **literature.circles.book.6.pdf** (website), averaging about 15 minutes a day (minimum). After reading, complete the LC task sheet assigned by your group. The LC worksheets are on our website, in the 'Literature Circles resources' section. ☺ [10 points]

Homework 3 – Due Week 11 (deadline is SUNDAY of Week 11)

In Week 7 and 8, we did two **activity route map (ARM)** demonstrations – one with a *language focus*, and one with a *comprehensive focus*. For this, choose a context ranging from low-intermediate to advanced level; the ARM objective can have either a language focus or a

comprehensive focus. (The latter is easier to set up and is therefore the most common ARM type task. See the [arm.support.pdp.pdf](#) file (website) for more information). This is solo work.

After choosing a reading text, **create** (*not copy from any source) **one reading activity**, 30-75 minutes long. It can include any of the other three skills (speaking, writing, listening), but reading has to be the primary focus.

To do this, use the '*3_activity route map template*' (in **week.9.arm.ws.ter** folder) (website). Use Arial 9-point font to type in your detailed information and instructions (from you as a teacher to your students). You are limited to two pages (plus one or two attachments as necessary only), so also be simple, clear, and concise. Follow the examples we did in class and see other examples on our website ('reading activity examples.pdf'). Also, look in online newspapers or magazines, and/or check these reference books (website) for inspiration:

- ⊙ [arm_ref1_eraftl.pdf](#) > "Extensive Reading Activities for Teaching Language" by Bamford & Day
- ⊙ [arm_ref2_tt21c.pdf](#) > "TED Talks 21st Century Reading" by Longshaw & Blass (Cengage)
- ⊙ [arm_ref3_ssa.pdf](#) > "Simple Reading Activities: by Hadfield and Hadfield (OUP)
- ⊙ [arm_ref4_nwtr.pdf](#) > "New Ways in Teaching Reading" by R.V. White, Ed. (New Ways in TESOL)

★**Tip:** Choose your reading text (e.g. newspaper article or short story) first. Then, sequence your second stage (easy to difficult, general to specific, concrete to abstract – main idea > details > deeper level of detail > comprehensive understanding or language focus). After that, go to the first stage and think of one or two quick tasks that will help your learners prepare to encounter the text in the second stage (e.g. brainstorming, mind-mapping, warm-up questions, visuals – pictures, predicting, vocabulary or lexis exercise or game, etc.). Next, go to the third stage to close, get feedback, and do a speaking or writing post-activity. Finally, fill in the top five boxes (from "Title" to "Materials").

When you finish this activity route map, please submit it by doing the following:

- 1) Label the file as: '**student#.arm.ter**'. For example: '202255555.arm.ter'
- 2) Email both: an MS Word and an editable PDF version to proftodd110@gmail.com.
- 3) Insert the file name ('**student#.arm.ter**') into the subject bar when emailing the file.

I will give brief feedback on the file contents, as this is a microteaching assignment; more feedback will be given after microteaching. 😊

GSE Teaching English Reading - Week 10 – 07MAY2026

Schedule – mat ws, LC 6A

0. ARM workshop: Additional time for ARM development (if necessary)

[week.10.mat.ws.ter.zip]

1. Materials Workshop [practical application] (PPT lecture) with reading (.pdf file to download)

- ⦿ 1a_Tomlinson's 16 features PPT (focus on 5 features)
- ⦿ 1b_Tomlinson's 16 features.ppt.pdf
- ⦿ 2_tomlinson's introduction text.pdf
- ⦿ 3_features of good materials worksheet
- ⦿ 4_materials workshop chapters (for materials analysis) (listed below)
- ⦿ Instructions: read text, highlight five key features, and score on 5 criteria:

Course books evaluation & SARS workshop: [folder #4]

- ⦿ "Life Changes" (*TED Talks 21st Century Reading 1* (National Geographic Learning, Cengage)
- ⦿ "It's Hard to Stop!" (*Totally True 2*, Oxford)
- ⦿ "Animals in Danger" (*Reading Explorer 3* by National Geographic Learning, Heinle Cengage)
- ⦿ "Music: Influence and Innovation" (*Active Skills for Reading 4* by Neil J. Anderson) Thomson & Heinle)
- ⦿ "How do Marketers get our Attention?" (Q: Skills for Success 4 – Reading and Writing) by OUP

Task: How would you rank and/or SARS these four textbook units? (worksheet #3)

2. Literature Circles 6A: student-share (groups)

- ⦿ Roles: begin with Discussion Director (DD), who leads the group. Proceed in this order: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
- ⦿ After finishing, the second-half of book 6.

Homework Reminder – Due Week 11

The ARM is due Week 11! (See the **Week 9** page for details).

Homework 1 – Due Week 11

If you have time (not mandatory), view one or two of the reading **microteaching videos via the links that were emailed to you** prior to class. In class, we'll watch one (or two!) and analyze the video(s).

GSE Teaching English Reading - Week 11 – 14MAY2026

Schedule – mt prep, LC 6B

[week.11.mt.ter]

1. Microteaching 1 - information

- ⊙ Overview / Objectives
- ⊙ Criteria
- ⊙ Forms
- ⊙ Time (20 minutes)
- ⊙ Procedure
- ⊙ Assessment
- ⊙ Example video(s) & analysis
- ⊙ Order (sign-up) > NOTE that the internship classmates teach last!

[literature.circles.book.6.pdf]

2. Literature Circles 6B: student-share (groups)

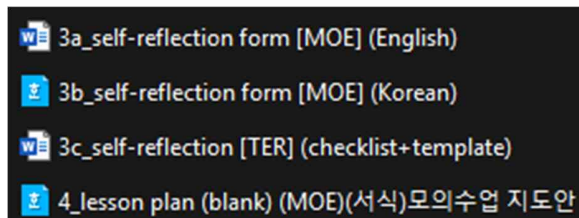
- ⊙ Roles: begin with Discussion Director (DD), who leads the group. Proceed in this order: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
- ⊙ Time: On average, this LC process should take from 20-30 minutes per week, after which you move to the next role. Roles change each week!
- ⊙ LC homework: Submit all files, labeled correctly by week 12. (see below)

Homework 1 – Due within three days (Sunday midnight) after solo microteaching

This homework has several parts:

PART 1: Thoroughly plan and prepare for your microteaching demonstration. You will teach for ~20 minutes, straight-through the lesson (no compressing or skipping of tasks). Please bring two printouts of your ARM that you will teach, and the materials (reading text and worksheets).

PART 2: After teaching, watch your MT video asap, look at my feedback sheet (emailed to you) and complete the following four papers: 3a, 3b, 3c, and 4:



After you complete the two microteaching reflection papers (#3a for MOE, #3b for TER) and the MOE lesson plan (#4 file) – simply copy your ARM data into this file! (It is an MOE requirement)

When completed, put all files (3a, 3b, 3c, and 4 (the MOE lesson plan) into a folder. Label the folder as “**student#.mt.files.ter**”_For example: ‘2026360000.mt.files.ter’

PART 3: Then, add your **MT ARM, worksheets**, labeled as usual (student#.mt.arm.ter, student#.mt.ppt.ter, etc.). Number and label all files as below:

- 1a) student#.mt.arm.ter (your ARM)
- 2a) student#.mt.ppt.ter (your PPT)
- 2b) student#.mt.worksheets.ter (your ARM worksheets)
- 3a) student#.mt.self-reflection.ter (MOE in Korean)
- 3b) student#.mt.self-reflection.ter (MOE in English)
- 3c) self-reflection [TER] checklist
- 4) MOE lesson plan (in English)

In sum, put all files into this folder.

PART 4: Finally, compress the folder into a zip folder, and send it to proftodd110@gmail.com. Label the zip file as usual: ‘student#.mt.files.ter’. For example: ‘202330000.mt.files.ter’ and put the folder name into the email subject bar as well. This folder is due within five days after you microteach! Thank you! ^^

Homework 2 – Due Week 14 (sooner is fine, too)

Submit all LC worksheets for all books. To do this, please:

- 1) Label each file that you completed as: “*book#.student number.role.ter*”. For example: “**book1.202151234.dd.ter**”, “**book2.202151234.aa.ter**”, etc. Abbreviate the role titles: Discussion Director (dd) > Artful Adventurer (aa) > Literary Luminary (ll) > Connector (con) > Comprehension & Vocabulary Master (cvm).
- 2) Send all files (in a zip file labeled as: **student#.lc.files.ter**) to: proftodd110@gmail.com Be sure to also use this zip file name in the subject bar, along with your team name/number.

This naming and collecting process will greatly aid me in sorting files upon receipt. After all files are received, I’ll note the points (10 points per LC session). If the entire class approves, all LC files can be shared at the end of the term (allowing all to have good, complete example for future teaching). Alternately, all of you could share files via Kakao or Naver. ☺

E Teaching English Reading - Week 12 – 21MAY2026
GSE Teaching English Reading - Week 13 – 28MAY2026

Schedule – Student microteaching 1

1. Student microteaching (#1-3 for Week 12; #4-6 for Week 13)

For homework, see the Week 11 section (above), “Homework 1 – Due within three days (Sunday midnight) after solo microteaching**” section for details.**

Schedule – graded readers

[week.14.gr.ter]

1. Graded Readers -

- ⦿ Graded readers summary (pdf)
- ⦿ MacMillan – A Teacher’s Guide to Using Graded Readers in the Classroom

Homework 3 – Due Week 10

Our final journal is a video response journal (VJ#3). The video will be assigned. For the video: provide a half-page for points 1-4: 1) your Summary; 2) an AI summary; 3) a Reaction, and, 4) a Reflection, and provide a full-page for point five: 5) answer several questions about the AI app that you used. In total, write no more than two (total) pages for points 1-4: the summaries, response, reaction, and reflection; and no more than one page for the essay. See the detailed steps below for more information. Do the following:

- 1) Watch the video.
- 2) If desired (not mandatory!), take notes on the video using one of the following:
 - ⦿ [How to Take Cornell Notes Properly](#) or [How to take Cornell Notes](#) or [Note-taking](#)
 - ⦿ Cornell Notes (pdf on website – download, print, and use when viewing)
 - ⦿ [Best note-taking apps for 2025](#)
3. Then, summarize the video on your own (include main research and conclusion).
4. Next, use a *different* AI summary app (different from the AI summary used for VJ#2) to summarize the video transcript. Include your summary and the AI summary on the first page of the journal.
- 5) Next, react to the video and summary points (How do you feel about this information? Does it make sense to you for our Korean context? Would it work or not?) [1/2 page]
- 6) After that, reflect on the video (Was it clear/audible? What helped you while viewing? What was distracting? Any new or difficult vocabulary?) [1/2 page]
- 7) Email me your VJ#3, labeled as ‘student#.VJ#3.ter’; for example: ‘202535555.VJ#3.ter’. Copy the file label into the subject bar when emailing. 😊
- 8) Bring your journal to our next class for group sharing; master > mixed groups. [25 points]

VIDEO LINKS for groups one, two, and four (we’ll not do #3!):

- 1) [Why extensive reading is so effective for language learning](#)
- 2) [What is intensive reading](#)
- 3) [The Implementation of Online Literature Circles](#)
- 4) [How to improve your reading comprehension](#)

GSE Teaching English Reading - Week 15 – 11JUN2026
GSE Teaching English Reading – Week 16 – 18JUN2026

Schedule – extensive reading 1 & 2

[week.15-16.ter.pdf]

1. Extensive reading activities 1: pre and post activities

- ⦿ What exactly is extensive reading? (PPT principles overview)

Activities: (PRE, for reference)

- ⦿ Reading questionnaire
- ⦿ Judging a book by its cover (any level) (*novel)(folder)
- ⦿ Tell Us About It (Beginning+) (personal choice)

Book reports: (POST, for reference / LC Tasks)

- ⦿ Writing a book report (any level)
- ⦿ Instant book report (any level, but especially lower levels)
- ⦿ The 4/3/2 technique (book report / summary)
- ⦿ *One-sentence summaries (low intermediate-advanced) – see p. 21 of pdf file*
- ⦿ *Letter to a character (low intermediate+)*
- ⦿ *Interviewing a character (intermediate+)*

Summarizing: (Post)

- ⦿ Orally Summarizing (High Beginning+)
- ⦿ Getting the Point (Intermediate+)

Increasing Reading Rate (skill training)

- ⦿ Timed Repeated Readings (Any)
- ⦿ Paced Reading (Any)
- ⦿ Pump It Up (Intermediate+)
- ⦿ Repeated Reading (Intermediate+)
- ⦿ See **week.3.ter.pdf** file (pp. 18/26) > *Introduction to Reading Faster*

All activities are from *New Ways in Teaching Reading*, Richard R. Day (ed.), TESOL, 2014, except *Introduction to Reading Faster*, by Mikulecky, B. S. & Jeffries, L., Pearson, 2004

Homework – Due by SUNDAY, 21JUN2026

Complete the google forms survey that was/will be emailed to you this week. Simply click the answers and then submit it. Thank you for all of your hard work this term. 😊