

강 의 계 획 서

개설 학기	2024학년도 2학기			학과			
교과목명	영어교육론			학점		3학점	
前학기 강의평가점수						이론시수	3시간
강의평가유형	A(강의형)					설계시수	0시간
강의시간						실험 · 실습시수	0시간
강의실				면담시간			
담당교수	성 명	김선영		전 화 번 호			
	연구실			이 메 일			
교과목개요	This course is intended for teachers in training – those who intend to be teachers but who have little or no classroom experience – and for teachers who train teachers. It is centered around certain principles of language teaching and learning, focusing on serving to facilitate the comprehensibility of English teaching and learning by defining terms, concepts, and issues in the field. The goal of this course is to maintain a balance between theory and practice – between providing necessary background information and relevant research, on the one hand, and offering many classroom suggestions and resources for teachers, on the other. This course covers the areas to be critical to successful language instruction: knowledge of past and present teaching approaches, background on and techniques for teaching the language skills, various options for integrating the skills, awareness of important learner factors, and information that is useful for the classroom teachers everyday performance and professional growth.						
교육목표	To understand key concepts and principles of second language teaching and learning						
	To learn about past and present teaching approaches						
	To become familiar with current techniques for teaching the language skills						
	To develop various techniques for integrating the four language skills						
	To understand the institutional factors influencing the way in which a teacher plans a lesson						
수업운영방식	√	대면 수업			비대면 수업		혼합 수업
교과목 핵심역량 기술	√	① 창의역량		√	② 융합역량		③ 글로컬역량
		④ 실무역량		√	⑤ 협업역량		√ ⑥ 소통역량
		⑦ 인성역량			⑧ 공감역량		⑨ 윤리역량
	교과목을 통해서 달성할 수 있는 핵심역량을 모두 체크해주시시오.						
	소통역량: 글로벌시대 시민 역량을 갖추기 위한 핵심역량 중 하나인 영어를 이용한 소통역량을 향상시킬 수 있다. 창의 융합역량: 수업시간에 학습할 각 교수법을 적용하여 학습자들의 수준과 학습 목적을 기반으로 고안된 수업지도안을 바탕으로 학생들을 가르칠 수 있다. 협업역량: 모둠원들 간의 협업을 통하여 주어질 과제를 해결함으로써 협업역량을 향상시킬 수 있다.						
	★ 위의 역량 중 교과목의 주된 핵심역량 입력 (한가지만 선택)						융합역량

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강의시간							실험 · 실습시수		0시간			
강의실					면담시간							
담당교수	성 명	김선영			전화번호							
	연구실				이메일							
강의운영방법 (수강생 유의사항 및 선수교과목)	1. Attendance: Students are expected to be on time and prepared for class. Missing more than 2 classes during the semester will negatively influence your grade. 2. In-class work: This consists of class participation, preparation, and group discussions. The instructor is assuming that everyone will have a chance to talk about and work through issues for class in full class and small group discussions. 3. Assignment: All assignments should be turned in on the day they are due unless permission is granted.											
교외교육실시												
공동강의												
교재 및 참고도서	1. Teaching English as a Second or Foreign Language (4th ed.)- Applebook 2. Techniques and Principles in Language Teaching written by Diane Larsen-Freeman & Marti Anderson (3rd ed.)-TPLT 3. Teacher train thro video 4. Other readings will be found online, distributed in class, or put on LMS homepage.											
성적 평가방법 (관련 학습성과)	출석일수	20	중간점수	20	기말점수	20	과제점수	15	기타점수	25	점수합계	100
	1. In-Class participation and attendance 20% 2. Presentation 15% 3. Mid-term test 20% 4. Final test 20% 5. Quiz 10% 6. Assignments 15% --> On a regular basis, you will be asked to reflect on class readings and complete other brief written assignments. These assignments should be kept together in a folder. Most of the assignments will be no more than one page in length. They may be either hand written (neatly) or typed. The folder of papers itself will be due on the 8th week and 15th week of this semester. These assignments provide opportunities to think through the major issues of the course as you encounter them in the class readings. The reflection assignments will be evaluated according to two criteria: (1) thoroughness in responding to the topic, and (2) the quality of the ideas expressed. You should avoid superficiality. Express your thoughts clearly and honestly.											
출석인정범위	수업 시작 후 10분 까지 지각, 10분 이후는 결석으로 간주한다. 지각 3회는 결석 1회로 간주한다.					장애인 교육지원 내용		◎ 시각장애 · 청각장애 학생을 포함한 장애학생은 목포대학교 학생지원과(장애학생지원센터)에 신청하여 교수 · 학습 지원을 받을 수 있다. ◎ 교수 · 학습 지원과 함께 생활도우미, 이동도우미 서비스도 신청하여 도움을 받을 수 있다. ◎ 교수 · 학습도우미의 경우 장애학생에게 강의 대필, 시험 대필, 발표에 필요한 강의자료 제작 등의 도움을 제공한다. ◎ 수강 신청 시에도 학생지원과(장애학생지원센터)에 신청하면 별도의 강의신청 지원을 받을 수 있다.				

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	연구실		이메일				
전공역량 설정	전공역량						
	구분	전공지식탐구	영어 교수학습 운영	인성 및 자질 신장			
	증진 기여도	60	30	10			
전공역량 성취 준거	전공역량		전공역량 수행 준거				
	중점역량	전공지식탐구	영어교육 관련 전공지식을 실제 교수에 적극 활용할 수 있다.				
	부역량1	영어 교수학습 운영	수업컨설팅을 실시할 수 있다.				
	부역량2	인성 및 자질 신장	다양한 학습자의 요구를 반영한 교육환경을 조성할 수 있다.				
	부역량3						
	부역량4						
수업방법/ 역량평가 방법	수업방법	√	① 강의	√	② 토의/토론	③ 현장연계	
			④ 프로젝트기반학습(PJBL)		⑤ 문제기반학습(PBL)	⑥ 사례기반학습(CBL)	
		√	⑦ 팀기반학습(TBL)		⑧ 실험/실습/실기		
		비고					
	역량평가방법		① 포트폴리오		② 문제해결형시나리오	√	③ 서술형시험
			④ 논술형시험		⑤ 사례연구	√	⑥ 평가자질문
			⑦ 평가자 체크리스트	√	⑧ 피평가자 체크리스트	√	⑨ 일지/저널
		√	⑩ 구두발표		⑪ 작업장 평가		⑫ 학습자 자가진단
			⑬ 보고서(수시)				
		비고 현장전문가 초빙수업					

주 별 강 의 계 획

주별	강 의 내 용	강 의 목 표	수업방법 및 수업콘텐츠
제1주	Introduction and Ch. 3 Principles of Instructed Second Language Learning (Applebook) Chapter 2 takes you into a language classroom as an observer and describes the process of one period of language instruction. Ch. 3 offers a historical perspective of language teaching and a description of the current "postmethod" condition.	Students will learn what principles are needed to be kept in a teaching context.	article readings, Lecture (PPT), small group discussion
제2주	Ch 6. Second Language Listening Comprehension: Processes and Pedagogy The chapters assist teachers to acquire important theoretical perspectives about the listening processes and to consider their implications for teaching listening.	Students will learn important theoretical perspectives about the listening processes.	Lecture (PPT), small group discussion, respond to the focus questions by the instructor, article readings
제3주	ch.8 Second Language Speaking The chapters assist teachers to acquire important theoretical perspectives about the speaking processes and to consider their implications for teaching speaking.	Students will learn important theoretical perspectives about the speaking processes.	Lecture (PPT), small group discussion (jigsaw reading for each listening process), presentation, quiz, respond to the focus questions by the instructor, article readings for next class
제4주	Ch. 2 The Grammar-Translation Method (TPLT) and Ch. 3 The Direct Method (TPLT) In this class, we will learn some attributes on GTM and DM and then watch a student's microteaching using GTM and DM in an English class.	Students can design a lesson using GTM and DM in an English class.	Quiz, Lecture (PPT), microteaching using GTM and DM for second grade middle school students, peer and instructor's review on microteaching article readings
제5주	Ch. 4 The Audio-Lingual Method and Ch. 5 The Silent Way (TPLT) In this class, we will learn some attributes on ALM and Silent way and then watch a student's microteaching using ALM and SW in an English class.	Students can design a lesson using ALM and Silent Way in an English class through a group work.	Lecture (PPT), a student's microteaching using ALM and SW for second grade middle school students, peer and instructor's review of microteaching
제6주	Ch. 6 Desuggestopedia and Ch. 7 Community Language Teaching (TPLT) In this class, we will learn some attributes on Desuggestopedia and CLL and then watch a student's microteaching using Desuggestopedia and CLL in an English class.	Students can design a lesson using Desuggestopedia and Community Language Teaching in an English class through a group work.	quiz, Lecture (PPT), a student's microteaching using desuggestopedia and CLL for second grade middle school students, peer and instructor's review of microteaching
제7주	Ch. 8 Total Physical Response and Ch. 9 Community Language Teaching (TPLT) In this class, we will learn some attributes on TPR and CC and then watch a student's microteaching using Desuggestopedia and CLL in an English class.	Students can design a lesson using TPR and CLT in an English class through a group work.	video analysis, Lecture, PPT, small group discussion, presentation, quiz, a student's microteaching using TPR and CC for second grade middle school students
제8주	Review & midterm test		Lecture (Review the chapters we have studied), Midterm exam, Reflection papers due
제9주	Ch. 10 Content-based Instruction and Ch. 11 Task-based Language Teaching (TPLT) In this class, we will learn some attributes on Content-based instruction and Task-based language teaching and then watch a student's microteaching using Content-based instruction and Task-based language teaching.	Students can design a lesson using CLI and TBLT in an English class through a group work.	Lecture (PPT), a student's microteaching using CLI and TBLT for second grade middle school students, peer and instructor's review of microteaching
제10주	Ch. 9 Fluency-oriented second language teaching & Ch.11 Teaching second/foreign language literacy to school-age learners (applebook) In these chapters, we will discuss what happens when we speak a language, including how speech is processed and the conditions that can make speaking easy or difficult for learners. * 원형어문기 독감 강사: 정가희 (목포유달중학교) 내용: AI 시대, 에듀테크와 영어교육	Students will use effective activities to improve speaking fluency for teaching English speaking.	Lecture (PPT), small group discussion (discuss how to use the fluency-oriented activities in middle school students), presentation
제11주	Ch. 12 Developing Engaged Second Language Readers & Ch. 13 Teaching Reading for Academic Purposes (applebook) In ch. 12, we will learn four characteristics of engaged readers and the ways they show in reading. In ch. 13, we will identify the instructional options that can make a difference in EFL students' reading successes. The ultimate goal is that students become the readers that they need to be to succeed in academic contexts.	Students will learn the theoretical foundations and implications for teaching English reading.	Lecture (PPT), small group work (jigsaw reading), presentation
제12주	ch. 15 Considerations for teaching second language writing & ch. 16 Grammar in second language writing (applebook) In ch. 15 we will overview the skills needed for second language writing. Writing is a complex ability involving consideration of a wide range of issues and subskills, so teachers need to develop expertise in many different areas to become effective at teaching writing. In ch. 16, we will discuss grammar in writing which supports the view that L2 writers need to pay attention to form in developing writing proficiency.	Students will learn the theoretical foundations and implications for teaching English writing.	video analysis, Lecture (PPT), small group discussion (jigsaw reading), presentation, quiz
제13주	Ch. 17 Teaching grammar & ch. 18 Spoken grammar (applebook) In ch. 17 and 18, we will learn challenge for a given grammar point and discuss implications for what activities teachers need to design to teach grammar in current times.	Students will distinguish the difference between spoken and written grammar.	Lecture (PPT), small group discussion (discuss the differences between written grammar and spoken grammar), presentation
제14주	ch. 19 Teaching and learning vocabulary for second language learners & ch. 22 Tools and techniques of effective second/foreign language teaching (applebook) In these two chapters, we will discuss effective ways and strategies students can learn vocabulary and other areas of language.	Students will learn the theoretical foundations and implications for teaching English vocabulary.	Lecture (PPT), small group discussion, presentation
제15주	Final exam		Reflection papers due, Review the chapters we have studied