

Course Orientation for Reading Methodology (Spring Sem 2020)



I. Self-introduction

Profile

- Dr. Ian Done D. Ramos completed Doctor of Education major in English Language Teaching (Ed.D. ELT), Master of Arts in English Major Teaching English to Speakers of Other Languages (MA TESOL), Special Education Major in Learning Disability (Sped LD), and Bachelor of Secondary Education Major in English (BSEd-English).
- He is very much interested in *Language Curriculum and Materials Development, Language Assessment and Testing, Teaching Methodology, English for Specific Purposes (ESP), Sociolinguistics, and Educational Research*. He has co-authored a book titled, "*Writing in the Discipline*". He has also presented various papers in international academic conferences and published them across the globe.
- Besides teaching, he is the Past President and Workshop Coordinator of the Seoul KOTESOL Chapter in South Korea. His monthly tasks were to evaluate materials of all native speakers who wish to do a workshop and to organize the professional event for teachers nationwide.



Published Research Papers/Book

1. 2019 / South Korea –“Developing Effective Teacher Talk: A Critical Self-examination of an ESP Syllabus Designed for In-Service Teachers” by Asian TEFL
2. 2018 / Philippines - “Writing Various Essays to Basic Research – a textbook-workbook combined” by Lacsamana Printing
3. 2016 / USA - “Analyzing Manners of Coping amongst Korean University Students in a Sociocultural Environment” by Journal of Applied Linguistics and Language Research
4. 2015 / Germany - "Expectations, Experiences, and Potentials of English Majors: Basis for Curriculum Development Training Program Toward Korea’s Globalization" (book) by LAP Lambert Academic Publishing
5. 2015 / South Korea - "International Conference: Review and Thoughts for the Future" at The English Connection by Korea TESOL TEC
6. 2015 / Australia - "Error, Register, Rhetorical-Grammatical, and Genre Analyses on Nursing Students' Case Studies and Thesis Proposals” by the Asian ESP
7. 2014 / USA - "The English Majors’ Expectations, Experiences, and Potentials: Inputs Toward Korea’s Globalization" by International Journal of English Language Education
8. 2014 / United Kingdom - "Korean University Students' Ranks of Difficulty and Frequency of Attitude on Test-taking“ by International Journal of English Language and Linguistics Research
9. 2014 / United Kingdom - "Communicative Activities: Issues on Pre, During, and Post Challenges in South Korea's English Education“ by International Journal of Education, Learning, and Development
10. 2014 / Canada - "Ranks of Difficulty and Frequency of Learning Attitude of Non-English Majors on Lecture-Discussion in a South Korean University” by International Journal of English Language Teaching
11. 2014 / Australia - "The Openness to Cultural Understanding by Using Western Films: Development of English Language Learning” by International Journal of Multimedia and Ubiquitous Engineering
12. 2013 / South Korea - "Effects on the Use of Two Textbooks for Four Types of Classes in a South Korean University“ by International Journal of Advanced Culture Technology
13. 2013 / South Korea - "Diminishing Cultural Boundaries in the English Literature and Film" by Advanced and Applied Convergence Letters

Subjects he has been teaching:

A. Graduate School

1. Advanced Writing Composition
2. Analysis for Prose and Composition
3. English Logical Statement
4. Practical English for Educators
5. Reading Methodology ~ **Spring Semester 2020**
6. Research of Educational Textbooks
7. Research on English Language Teaching (ELT) and Culture
8. Seminar in Teaching English to Speakers of Other Languages (TESOL)
9. The Basics of Educational Research Methodology
10. Theories of English Language Teaching (ELT)
11. Writing Process: From Critical Essay to Basic Research

B. Undergraduate

1. Applied Grammar for Essay to Basic Research
2. Business English
3. Debate ~ **Spring Semester 2020**
4. Elementary English Conversation
5. Elementary English Writing
6. Screen English (English Literature and Film)
7. Practical English Conversation ~ **Spring Semester 2020**
8. Public Speech/Speaking
9. Topic Discussion ~ **Spring Semester 2020**



II. Course Orientation

Description

- The *Reading Methodology* course is designed for graduate students in the pursuit of understanding the mechanics of reading when they teach their learners in developing necessary skills. The focus is on the reading process and the factors that affect its loud reading and quiet reading with reading comprehension strategies. The importance of reading in school and other venues of gaining information serve as a background for critical evaluation of the methods and materials of reading instruction. Instruction will focus on a diagnostic approach to reading with comprehension and speed that supports the needs of diverse learners and that leads to directions of writing.

Objectives

By the end of the course, students will have:

1. enunciated words and linking sounds in oral reading;
2. developed scanning, skimming, and other skills to obtain accurate comprehension;
3. mastered teaching skills for both slow and fast reading; and,
4. appreciated reading pleasure and information to better academic and personal growth.



Topics for 15 weeks

- Unit 1. Loud Reading Part 1 (The 14 Vowel Sounds, Diphthongs, Syllabics, Vowel Reduction, and Consonants)
- Unit 2. Loud Reading Part 2 (Word and Sentence Stress and Intonation)
- Unit 3. Reading Evaluation through Materials
- Unit 4. Analyzing Reading Skills (Scanning, Skimming, etc.)
- Unit 5. Reading Tests (Speed and Accuracy)
- Unit 6. Designing Reading Tests and Assessment Measurement
- Unit 7. Reading Issues
- Unit 8. Reading Theories and Models
- Unit 9. Reading Competence Development and Practice
- Unit 10. Connections of Reading and Writing

Note: References and sources are found on each ppt. unit.

Grading

- Grading is done on a curve. It means only the very top 30% of students can get an A/A+ grade, the next 40% only can get B/B+, and the lowest 30% will be awarded C grade or lower. You are competing against each other. Grade distribution: 30% - midterm exam; 30% - final exam; 15% - quiz and class participation; 25% - attendance and class behavior.

Absences

- If you miss 4 classes, it is school policy that you are given an F grade. Absences will only be excused if you can provide an authentic doctor's note or if a valid reason is given to the teacher.



Class Rules

1. If you come more than 10 minutes after start of class, you will be marked late.
2. If you are more than 30 minutes late, you will be marked absent.
3. Please turn your cell phone to vibrate during class, and PUT IT AWAY.
4. Homework must be handed in on time. Late homework will result in a lower grade.
5. All written work should be your own. Avoid PLAGIARISM.
6. Speak English only in class.
7. Sleep at home. Remember, class participation is a part of your final grade.
8. Do your best to participate and have fun.

Requirements

1. Attendance
2. Class rules
3. Midterm examination and final examination (opinions thru speaking)
4. Role play and individual oral communication
5. Level of critical thinking
6. Active and dynamic class participation



Class Schedule

- Please check the Suwon University website, www.suwon.ac.kr, or my homepage, www.suwonunivenglishian.weebly.com for your class details. If there are any changes, I will inform you ahead of time.

Important Assignment

➤ Student profile

Instructions: Go to the website and download the file to complete the tasks by type written (word file). Please email it with an attached photo on March 30, 2020.

Other information

Office phone number: 031) 220-2287

E-mail: profiandone.online@gmail.com

Office: Room 402, Humanities Building, The University of Suwon

Office Hours: Monday, 4:30 ~ 5:20PM

Tuesday, 12:30PM ~ 2:20PM

Wednesday, 1:30PM ~ 2:20PM

www.suwonunivenglishian.weebly.com

suwon univ english ian

