

Course Description

The course will cover research related to reading and vocabulary from psycholinguistics, cognitive and educational psychology, literacy studies, and sociocultural theory. Useful perspectives from areas such as schema theory, cognitive processing, metacognition, discourse theory, textual analysis, multiliteracies, and sociocultural theory will be integrated into the various approaches and methods for the teaching of reading and vocabulary and organising extensive reading programmes together with the diagnosis of learner needs. Course participants are expected to read the core readings to reflect on their own practices. A designated textbook and carefully selected articles from periodicals (both research-oriented and pedagogically prepared) form core readings for classroom presentation and discussion as input for extended hands-on activities.

Objectives

On completion of the course, participants will be able to:

- identify key theories and issues related to EFL reading and vocabulary instruction
- review and appraise recent contributions in the area of EFL reading and vocabulary instruction
- appraise new “trends” in reading and vocabulary instruction and their implications for EFL classrooms
- integrate and apply vocabulary acquisition theories, reading theories and instructional approaches to teaching EFL vocabulary and reading
- critique and evaluate lesson plans or unit of work intended for EFL reading classrooms
- become more confident EFL teaching professionals