

Syllabus [2025Year 2 Term]

Course Information

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|------------------------|---|---|--------------|
| Course Title | Theories and Strategies of Language Learning | Credits | 2 |
| Course Code | 563220-1 | Required/Elective (For Undergraduate Courses) | |
| Department or Major | College | Language | English |
| Methods of Teaching | | Lecture Room | 금15,16,17,18 |
| Time Allotment | Lecture(2) Experiments(0) Trainging & Practice(0) P erformance(0) Designing & Planning(0) | Cyber Lectures | |
| Course Type | | | |
| Cyber Lectures Preview | <u>N/A</u> | | |

Lecturer

| | | | | | | |
|----------|----------------------|---|------|--------------------------------------|---------------------------------|-------|
| Lecturer | Name | Christopher Henry Lange | Rank | Non-tenure track Assistant Professor | Final Academic Degree | 교육학박사 |
| | Department & college | Department of British and American Humanities | | Office | Humanities Hall 616 | |
| | Office Phone Number | 031-8005-3061 | | e-mail | christopherhlange@dankook.ac.kr | |
| | Field of Interest | | | | | |

Course Summary

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| Course Description | Theories and Strategies of Language Learning (언어학습의이론과전략) is an online course that examines the theoretical foundations of language learning as they apply to both instructional and learning strategies used to improve the language-learning process. This course is designed to help students gain a broad understanding of learning and instructional theories as well as techniques that help learners more efficiently acquire a language. Throughout the semester, students will explore key concepts related to first and second language acquisition, including cognitive, affective, and sociocultural factors that influence learning outcomes. The course addresses critical topics such as the role of age, motivation, anxiety, and individual differences in language learning, as well as the importance of meaningful learning over rote memorization. Students will examine major learning strategies, connect them to learning styles, and analyze how instructional methods can be adapted to support div |
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| | erse learners. Special attention is given to the cognitive processes involved in language transfer and interference, and how these relate to broader theories of acquisition. |
| Description Related Courses | For the most part, you do not need to have prior technical knowledge of theories and strategies of language learning to participate in this course. This class will consist of more than simple, straight-forward video lectures. Although video lectures are a component of the course, they will be integrated with online discussions, activities, and assignments. I believe it is my job to help you understand the content of this class, and I will do my best to do so. If you are having any problems or feel I can help you in any way, please feel free to contact me anytime. |
| Course Goals | Through active learning, students will be able to synthesize language acquisition theory by applying it to an instructional context. Additionally, students will be able to check their understanding of new content and integrate it with existing knowledge. Such goals will be accomplished through online activities based on information delivered in the video lectures. Applying the course goals, students should be able to engage in content in ways that help them develop ideas within the field of language acquisition theory and practice. |
| Projected Results | Through video lectures, online discussions, and task-based learning activities, students will develop a comprehensive understanding of how theoretical principles translate into practical strategies that promote effective and meaningful language learning. |
| Percentage of the original language classes(%) | For the most part, this course will be taught completely in English. This class uses English as the medium of instruction (EMI), so it is expected that the students taking this class are fluent English speakers. I understand that a majority of the students are not native English speakers, so I will do my best to communicate in a clear manner. If there are any issues in understanding the lesson due to any language barriers, don't hesitate to ask me to clarify anything that may be difficult for you to understand. |
| Cyber Lectures Preview | N/A |

Syllabus

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|--|---|-------------------|--|
| 1 | Orientation and Introduction to the Course | 1. Identify key aspects of the class 2. Gain an understanding of the class structure 3. Write self-introduction on e-learning campus | 강의, 토의토론수업, 이러닝 , | Answer the self introduction questions and post your self introduction |
| 2 | Defining Language, Learning, and Teaching | 1. Identify and discuss the implications of differing variables that affect learning within a second language acquisition context 2. Develop a comprehensive working definition for language, learning, and teaching | 강의, 토의토론수업, 이러닝 , | Read all material for Week 2 |

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|---|--|-------------------|------------------------------|
| 3 | Theories of First Language Acquisition | <p>1. Discuss the need to examine first language acquisition in order to further our understanding of second language acquisition</p> <p>2. Examine various first language acquisition theories and identify ways in which they explain how humans acquire language</p> <p>3. Discuss the shortcomings of behavioral theories and whether other approaches effectively address the theoretical gap</p> | 강의, 토의토론수업, 이러닝 , | Read all material for Week 2 |
| 4 | Issues with First Language Acquisition | <p>1.Examine issues affect first language acquisition</p> <p>2. Discuss how understanding concepts of first language acquisition help us to understand the concept of second language acquisition</p> <p>3. Discuss how teaching methods can be applied to second language acquisition based on first language acquisition principles</p> | 강의, 토의토론수업, 이러닝 , | Read all material for Week 4 |
| 5 | Theories of Second Language Acquisition | <p>1.Identify various theoretical approaches to language acquisition</p> <p>2. Discuss teaching methods related to second language acquisition</p> <p>3. Integrate education theory with teaching practice associated</p> | 강의, 토의토론수업, 이러닝 , | Read all material for Week 5 |

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|--|--|-------------------|-------------------------------|
| | | iated with second l anguage learning | | |
| 6 | Age and Acquisition | 1. Identify various ways in which the affective domain plays a role in language acquisition 2. Examine the role that the affective domain plays in the formation of attitudes and identity 3. Make a connection between the role of affective domain and the age of acquisition in regards to second language learning | 강의, 토의토론수업, 이러닝 , | Read all material for Week 6 |
| 7 | Midterm Exam | Take midterm exam | N/A | Prepare for the exam |
| 8 | Cognitive Learning: Meaningful vs. Rote Learning | 1.Examine benefits of meaningful learning and identify how it is applied to the cognitive perspective in second language learning 2. Identify ways in which rote and meaningful learning differ, and identify the more effective approach | 강의, 토의토론수업, 이러닝 , | Read all material for Week 8 |
| 9 | Cognitive Learning: Transfer and Interference | 1. Discuss the role that systematic learning plays in second language acquisition 2. Identify issues of transfer and interference of the first language on the second language and connect them conceptually to the cognitive perspective | 강의, 토의토론수업, 이러닝 , | Read all material for Week 9 |
| 10 | Individual Differences: Learning Strategies | 1. Identify the distinctions between process, style, and str | 강의, 토의토론수업, 이러닝 , | Read all material for Week 10 |

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|---|---|-------------------|-------------------------------|
| | | ategy 2. Discuss ways in which varying learning, communication, avoidance, and compensatory strategies are carried out | | |
| 11 | Individual Differences: Connecting learning Strategies with Learning Styles | 1. Apply learning strategies to a foreign language context 2. Examine ways in which strategy-based instruction is effective in promoting learning strategies 3. Connect learning strategies to individual learning styles | 강의, 토의토론수업, 이러닝 , | Read all material for Week 11 |
| 12 | Affective Factors | 1. Identify various factors in the affective domain that have an impact on second language learning 2. Make a connection between affective factors and learning processes associated with second language learning | 강의, 토의토론수업, 이러닝 , | Read all material for Week 12 |
| 13 | Second Language Acquisition Motivation | 1. Identify different types of motivation associated with second language acquisition 2. Make a connection between motivation and learning strategies in second language learning | 강의, 토의토론수업, 이러닝 , | Read all material for Week 13 |
| 14 | Second Language Acquisition Anxiety | 1. Identify different types of anxiety associated with second language acquisition 2. Make a connection between anxiety and learning strategies | 강의, 토의토론수업, 이러닝 , | Read all material for Week 14 |

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|---------------|---------------------------------|-----------------|----------------------|
| | | ies in second language learning | | |
| 15 | Final Exam | Take final exam | N/A | Prepare for the exam |

Methods of Grading

| sequence | Description | Percentage | Details |
|----------|-----------------------------|------------|-------------------------------------|
| 1 | Mid-tem Exam | 30% | |
| 2 | Final-exam | 30% | |
| 3 | Pop Quizzes | 0% | |
| 4 | Assignments | 20% | |
| 5 | Reports | 0% | |
| 6 | Presentations & Discussions | 0% | |
| 7 | Attendance | 10% | |
| 8 | | 0% | |
| 9 | Others | 10% | Online discussion and participation |
| All | | 100% | |

Core of Value

| 핵심가치 | 핵심역량 | 하위역량 | 역량정의 | 역량구분 | 값 (%) |
|--------------------|---------------------------|----------------------------|--|------|-------|
| 혁신 (Discovery) | 문제해결 (Deliberation) | 분석력 창의력 종합적 사고력 | 문제상황을 명확하게 이해하고 체계적으로 분석하여 창의적으로 해결할 수 있는 능력 | | 15% |
| 혁신 (Discovery) | 전문지식 (Knowledge) | 탐구능력 논리적 사고력 전문지식/기술 | 전공분야 지식과 기술, 그리고 관련된 다양한 정보를 활용하여 논리적으로 사고하고 탐구하는 역량 | 주역량 | 30% |
| 헌신 (Dedication) | 세계시민 (Universal value) | 외국어능력 다문화 수용능력 공감능력 | 세계 각지의 다양한 언어, 문화, 역사에 대한 이해를 바탕으로 글로벌 이슈에 대응할 수 있는 능력 | | 5% |
| 헌신 (Dedication) | 협력.헌신 (Dedication) | 대인관계능력 협업 능력 | 공통의 목적과 가치를 위해 개방적인 태도와 | 부역량 | 25% |

| 핵심가치 | 핵심역량 | 하위역량 | 역량정의 | 역량구분 | 값(%) |
|----------------------------|------------------------|------------------------|--|------|------|
| | | 공동체 의식 | 균형 잡힌 시간으로 서로 돕고 헌신할 수 있는 능력 | | |
| 능동 (self-Determination) | 자기주도 (maNagement) | 독립성 성찰 능력 자기개발능력 | 자기 스스로 목표를 세우고 목표를 달성하기 위해 주체적으로 실천할 수 있는 능력 | 부역량 | 20% |
| 능동 (self-Determination) | 의사소통 (Articulation) | 표현력 이해력 조정력 | 언어 또는 다양한 매체를 활용하여 다른 사람들과 효과적으로 상호작용할 수 있는 능력 | | 5% |

Textbook(s) & References

| Description | Title | Author | Publisher |
|-------------------|-------|--------|-----------|
| Required Textbook | TBA | TBA | TBA |

Memo

The curriculum for this class is based on the textbook, but additional materials will be used as well. Although the textbook is used as a framework, we may not cover the entirety of the book page by page. Depending on the pace of this course, the semester plan is subject to change. If you miss a class, please remember to check the e-learning campus for materials and notes that were used during your absence, as they serve as a good indicator of what you will be assessed on.

Generative AI, including ChatGPT, can be used for learning, but If you copy and submit information generated by ChatGPT or any other artificial intelligence chatbot, it will be regarded as cheating (plagiarism).