

Kanda University of International Studies

COURSE SYLLABUS Teaching EFL Reading (Specialized TESOL Methodology - 1 Unit) 19-20 December 2015

Course Description and Summary of Goals

This course will introduce and exemplify strategies and tools for planning and executing purposeful EFL reading instruction. Informed by current L2 reading research and theory, activities and materials will help teachers develop their students' L2 reading strategies, comprehension processes, and confidence. By completing assigned readings, participating in course activities, and completing the assignment, participants will be able to:

1. select and adapt appropriate reading materials;
2. design effective reading tasks, lessons, and units;
3. plan, execute, and monitor intensive and extensive reading processes;
4. integrate formative and summative assessment into reading processes.

Instructor

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Required Materials

- ☞ Hedgcock, J., & Ferris, D. (2009). *Teaching Readers of English: Students, Texts, and Contexts*. New York, NY: Routledge. ISBN: 978-0-8058-6347-5
- ☞ Digital materials packet to include recommended supplementary reading materials, sample lesson plans, and assessment instruments.

Requirements

- Prepare for our sessions by carefully reading the assigned materials in advance.
- Participate actively in our discussions and practical activities.
- Design a 45-minute **Intensive Reading Lesson Plan** based on an authentic text sample for pupils or students in your setting. Please consult *Teaching Readers of English* Chapters 04-05 for ideas, as well as one of the lesson outlines in the materials packet for guidance. Here is a checklist to help you plan and shape your Lesson Plan:
 1. **Commentary.** Compose a 500-word (maximum) commentary introducing the context for your lesson and its rationale. Briefly justify your choice of materials and procedures by referring to principles that you have learned in the course. Also include a list of your lesson objectives (SWBATs) and how they relate to your course goals.
 2. **Lesson Outline.** Follow the *pre-, while-, and post-reading* design templates in *Teaching Readers of English*, Figures 4.4 (p. 142), 4.5 (p. 143), and 5.1 (p. 163). Prepare a step-by-step lesson outline of procedures for completing each activity, task, or exercise. Use a simple table or grid like the one in Figure 4.5: In the first column, label activities and tasks, and estimated time ranges; in the second column, present your bulleted or numeric instructional *procedures* (imperatives are fine); list materials in the procedures column (perhaps in parentheses), or locate this information in another column. Aim for clarity and simplicity: All we need is one page!

3. **Appendix.** Include a complete set of all of your lesson materials (i.e., reading passage, reading guide, worksheets, and so on). Please clearly label these items and cross-reference them to your Lesson Outline.

Assessment

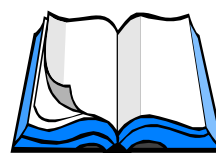
Outcomes will be reported as either **Pass** or **Fail**. A mark of **Pass** assumes thorough preparation and active participation in our sessions, as well as satisfactory evaluation of your Lesson Plan. A satisfactory Lesson Plan includes a complete, informative, and convincing Commentary; it is followed by a clear, easy-to-follow procedural outline that traces connected pre-, while, and post-reading steps. Finally, the Plan features a well-selected authentic reading passage, along with suitable scaffolding tools (see above).

Proposed Timetable

Date + Time	Topic	Reading (Complete in advance)
Saturday		
19 December		
15:00-16:00	• Overview: Reading + Learning to Read	(<i>TRE</i> Ch. 01, Recommended)
16:15-17:30	• Focus on the L2 Reader	<i>TRE</i> Ch. 02
17:45-20:00	• Focus on L2 Text	<i>TRE</i> Ch. 03
Sunday		
20 December		
09:00-10:30	• Designing Intensive Reading Instruction (1)	<i>TRE</i> Ch. 05 + pp. 139-146
10:45-12:15	• Designing Intensive Reading Instruction (2)	
13:15-14:30	• Extensive Reading in L2 Instruction	<i>TRE</i> Ch. 06; JIGSAW – Robb + Kano (2013) OR Yamashita (2013)
14:45-16:45	• Assessment of L2 Reading Skills + Strategies	<i>TRE</i> Ch. 09
16:45-17:00	• Conclusions + Resolutions	

Suggestions for Reading and Preparing for Sessions

- Try to spread your preparatory reading over a span of time, rather than attempting to read all the chapters at once.
- Before reading each chapter of *Teaching Readers of English*, read and think about the *Questions for Reflection* and even the *Chapter Summary* and *Reflection and Review* prompts at the end.
- As you read, think about what you would like to learn from our class sessions and about how your reading might help you develop a creative and engaging Lesson Plan.



Recommended References

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