

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Principles & Practices of the TESOL Classroom Spring/Summer 2016

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Course Description:

Whenever someone acts as a teacher, they are making their beliefs about teaching and learning real. This class is intended to raise teachers' awareness of what their beliefs are through the exploration of the classroom as a learning environment and their teaching practices. Through readings, discussion, exploration, and reflection, we will examine the act of teaching, focusing on the four main jobs of the teacher as proposed by Paul Nation (planning, assessing, training, and teaching). The aim of this course is for teachers to become more aware of their own practices and to be able to articulate the beliefs that support these practices in a way that helps them promote greater learning in the classroom and develop professionally as teachers.

Course Objectives:

After completing this course, students will:

- understand Nation's '4 strands' approach to teaching language and be able to use this concept in reflecting on their own practice;
- be familiar with a variety of effective techniques for teaching English language skill use, understand how these techniques relate to learning, and be able to select techniques to best serve their teaching purposes;
- cultivate the habit of reflective practice as part of their professional development as teachers;
- be able to state and justify their beliefs about teaching and learning, and explain how they act on those beliefs in their practice as teachers;
- gain greater awareness of how academic texts are organized so as to be better able to read them effectively and to produce their own academic writing.

Course Structure:

We will meet only five times over the term, but these meetings are spread out over a much greater number of weeks. I am organizing the class schedule so that you are encouraged to do smaller amounts of work each week instead of doing a lot of work just before we have a

class meeting. There is a lot of reading and writing to be done outside of class to support what we will do together in our class meetings. I will provide reading guides to help you process the more difficult readings and we will spend time in class on how to write the papers you need to do.

I have assigned one class meeting to each of 'jobs' that Nation has identified as central for teachers. The initial meeting will be an overall introduction to the course, followed by meetings focusing on planning, assessing, training, and teaching in that order. Around each of the job meetings, I have designed modules with selected readings and tasks, including a final production task for the module.

Course Textbooks:

Nation, P. (2013). *What should every EFL teacher know?*. n.c.: Compass Publishing.

Course Requirements:

Language Teaching History: 10%

Reflective Journal: 15%

Participation in online discussion: 20%

Position Paper: 20%

'Ask Your Students' Paper: 25%

Book Review: 10%

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Schedule

April 3:

Discussion question 1 sent out

April 10:

Discussion question 2 sent out:

First reflective journal entry

Meeting 1: April 17

Read: Nation, chs. 1, 15 - 17; Prabhu; Underhill

Language Teaching History Due

Discussion question 3 sent out

Second reflective journal entry

April 24:

Discussion question 4 sent out

Third reflective journal entry

May 1: GOLDEN WEEK

May 8:

Discussion question 5 sent out

Fourth reflective journal entry

May 15:

Meeting 2 (Planning)

Read: Nation, chs. 13, 14; Reed & Michaud, chs. 1, 3 ; Sato

Discussion question 6 sent out

Fifth reflective journal entry

May 22:

Discussion question 7 sent out

Sixth reflective journal entry

May 29:

Discussion question 8 sent out
Seventh reflective journal entry

June 5:

Meeting 3 (Assessing)

Read: Nation, ch. 12; Reed & Michaud, ch. 6; Kindred et al; Leedham
Position Paper First Draft Due

Discussion question 9 sent out
Eighth reflective journal entry

June 12:

Discussion question 10 sent out
Ninth reflective journal entry

June 19:

Discussion question 11 sent out
Tenth reflective journal entry

June 26:

Discussion question 12 sent out
Eleventh reflective journal entry

July 3:

Meeting 4 (Training)

Read: Cohen, ch. 4; Asakawa et al; Woods
Book Review Due

Discussion question 13 sent out
Twelfth reflective journal entry

July 10:

Discussion question 14 sent out
Thirteenth reflective journal entry

July 17:

Discussion question 15 sent out
Fourteenth reflective journal entry

July 24:

Discussion question 16 sent out
Fifteenth reflective journal entry

July 31:

Meeting 5 (Teaching)

Read: Nation, chs. 2 - 11; Allwright; Underhill
'Ask Your Students' Project (Draft) Due

Discussion question 17 sent out
Sixteenth reflective journal entry

August 10

Position Paper Final Draft Due

September 11

"Ask Your Students' Final Draft Due