

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

**Current Topics in TESOL Methodology**  
**Teaching English as an International Language in Japan**  
KUIS Summer 2016 (1 cr.)

**Course Description**

This course provides an overview of the use of English as an international language (EIL) and its implications for English language teaching (ELT) in Japan. We will first discuss the global spread and use of English and what students need to know to in order to become competent users of English as an international language. We will then examine how well the current ELT practices in Japan prepare the students for the future use of English and explore ways to bring the EIL perspective into classroom practices.

**Instructor**

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**Grading Scale and Breakdown**

Assignment of letter grades is based on the points earned. All course requirements must be completed before a grade is assigned.

Pass 61-100 pts      Fail 0-60 pts

<b>Assignment</b>	<b>Points</b>
Participation	30 pts
Textbook Analysis Presentation	20 pts
Assessment Presentation	20 pts
Activity/Lesson Plan Write up & Presentation	30 pts

(Details for each assignment will be provided in class.)

**Required Reading** (PDF copies will be provided)

1. Matsuda, A. (2006). Negotiating ELT assumptions in EIL classrooms. In J. Edge (Ed.), *(Re)Locating TESOL in an age of empire* (pp. 158-170). Hampshire, UK: Palgrave MacMillan.
2. Matsuda, A. (2012). Teaching materials in EIL. In L. Alsagoff, S. L. McKay, G. Hu & W. A. Renandya (Eds.). *Principles and practices for teaching English as an international language* (pp. 168-185). New York: Routledge.
3. Matsuda, A. & Duran, C. S. (Eds.). (2012). Pedagogical ideas. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language* (pp. 201-237). Bristol, UK: Multilingual Matters.

4. Hu, G. (2012). Assessing English as an international language. In L. Alsagoff, S. L. McKay, G. Hu & W. A. Renandya (Eds.). *Principles and practices for teaching English as an international language* (pp. 123-143). New York: Routledge.

**Schedule (Subject to change)**

<b>Date</b>	<b>Topic/Theme</b>	<b>Assignment (Due at the beginning of the class)</b>
June 26 10am- 5pm	Overview of TEIL	Read Matsuda (2006) Bring questions to ask/discuss
	Workshop: Teaching Materials Workshop: Activity/Lesson Plan	Read Matsuda (2012) Read Matsuda & Duran (2012) Bring a textbook you are using
July 9 3-8pm	Workshop: Activity/Lesson Plan (cont'd)	Bring the activity/lesson plan write up
	Workshop: Assessment	Read Hu (2012) Bring an assessment tool you are using (or ideas for new assessment tools)

**Guidelines for the EIL Activity/Lesson Plan Write-Up (Due July 9)**

The write up of your original activity should have three sections. *The author information* simply lists the name of the person who created the activity (i.e., You!). *The description of the activity* should be written clearly and in enough details that your classmates who read it can implement it in their own classroom if they choose to. It should have the following information. (You may use the activities in Matsuda & Duran as the format model. Please note, however, not all activities included in the chapter would be considered a “good” EIL activity/lesson plan using our check list). The activity description should be accompanied by *the discussion of rationales*. Please bring enough copies for everyone in class.

Author information

- Name of the person who created the activity (i.e., YOU!)

Activity description

- Descriptive title of the activity or lesson
- Brief summary of the activity or lesson (2-3 sentences)
- Appropriate proficiency level(s)
- Appropriate age group(s)
- Class time needed
- Objective(s) of the activity or lesson
- Required resources
- Step-by-step description of the activity or lesson

Discussion of the rationales

- Explain, in 125-250 words, in what ways the activity reflects the principles of TEIL.