

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

Integrated Skills Practicum & Classroom Observation:

Fall 2018 Course Syllabus

Instructor: Gordon Myskow (PhD)

Email: gordon@keio.jp

Course description

This is a practical course concerned not only with understanding and applying pedagogical concepts but examining and transforming our teaching practices. Its goals are 1) to continue to develop reflective teaching practices introduced in the prerequisite course (Principles & Practices of the TESOL Classroom) 2) to understand, examine and apply various methods for integrating the four skills (reading, listening, writing and speaking) and 3) to create a plan for innovation in our own teaching contexts. An emphasis of the course will be on classroom observation through microteachings and peer observation. Topics to be covered are principles and methods of classroom observation, the Japanese educational context, especially the Ministry's Course of Study, as well as various approaches to skills-integration, including Cooperative Learning (CL), Content and Language Integrated Learning (CLIL) as well as Task-based and Project-based Learning.

Required textbook

There is no course textbook. All readings are provided by the instructor.

Course Schedule*

Session	Topic	Assigned Readings*
1. Oct. 21	Principles and Methods of Classroom Observation and Skills Integration	<ul style="list-style-type: none"> ● <i>"Let's See": Contrasting Conversations about Teaching</i> (Fanselow, 1988)ⁱ ● <i>Varieties of integrated-skills instruction</i> (Myskow, et al. in preparation)ⁱⁱ
2 Nov. 18	Contextual Considerations & Teaching Innovation	<ul style="list-style-type: none"> ● <i>The New Course of Study and the Possibilities for Change in Japan's English Education</i> (Yoshida, 2009)ⁱⁱⁱ ● <i>Integrating Grammar Teaching with Communicative Work in Senior High School EFL Courses</i> (Underwood, in press)^{iv}
3 Dec. 2	Cooperative Learning Activities	<ul style="list-style-type: none"> ● <i>Fostering Autonomous Interaction: The Roles of Cooperative and Collaborative Learning</i> (Myskow, et al. in preparation)^v ● <i>Blind Spots of Reading: Switching on Lights in the University Classroom</i> (Myskow, Underwood & Waring, in press)^{vi}
4 Jan. 13	Content and Language Integrated Learning (CLIL)	<ul style="list-style-type: none"> ● <i>Does CLIL Work for Japanese Secondary School Students?</i> (Ikeda 2013)^{vii} ● <i>CLIL in a Japanese Primary School: Exploring the Potential of CLIL in a Japanese EFL Context</i> (Yamano, 2013)^{viii}
5 Feb. 3	Task and Project-based Learning	<ul style="list-style-type: none"> ● <i>Project-Based Learning Activities for Short-Term Intensive English Programs</i> (Foss, et al. 2007)^{ix}

*Online work equivalent to 4 hours will be provided.

Assignments and Assessment

- Microteachings and Peer Observation
- Reflective Journal and Online Discussion
- Teaching Innovation Plan
- Participation

Instructor Bio

Gordon Myskow (PhD, University of Birmingham, UK) is Visiting Assistant Professor at Keio University, Department of Law and Politics. He has worked as a language teacher in Japan for 15 years, teaching courses at both the secondary school and university levels. His publications include books and articles on second language writing and language-focused instruction. He previously worked as an adjunct professor at Teachers College, Columbia University and has taught teacher education courses and seminars in Japan for over a decade. His recent research is in functional linguistics and Content and Language Integrated Learning. He is an advisor to the United Nations Test of English (UNATE).

ⁱ Fanselow, J. (1988). "Let's See": Contrasting Conversations about Teaching, *TESOL Quarterly* 22(1). 113-130.

ⁱⁱ Myskow, G., Minematsu, A., Plaza, T., & Andreanno, J. (in preparation). Varieties of integrated-skills instruction.

ⁱⁱⁱ Yoshida, K. (2009). The new course of study and the possibilities for change in Japan's English education. In K. Namai & K. Yoshida (Eds.), *Gengo, bunka, kyouiku no yuugou wo mezashite - kokusaiteki, gakusaiteki, no shiza kara* [Toward the fusion of language, culture & education - From the perspectives of international and interdisciplinary research] (pp. 387-400). Tokyo: Kaitakusha.

^{iv} Underwood, P. R. (2017). Challenges and Change: Integrating Grammar Teaching with Communicative Work in Senior High School EFL Courses. *SAGE Open*. <http://journals.sagepub.com/doi/full/10.1177/2158244017722185>

^v Myskow, G., Bennett, P.A., Yoshimura, H., Gruendel, K., Marutani, T., Hano, K., & Li, T. (in preparation). Fostering autonomous interaction: the roles of cooperative and collaborative learning.

^{vi} Myskow, G., Underwood, P., & Waring, R. (in press). Blind Spots of Reading: Switching on Lights in the University Classroom. In P. Wadden & C. Hale (Eds.), *A New Handbook for Teaching English at Japanese Universities*. Routledge.

^{vii} Ikeda, M. (2013). Does CLIL Work for Japanese Secondary School Students? Potential for the 'Weak' Version of CLIL, *International CLIL Research Journal* 2(1). 31-43.

^{viii} Yamano, Y. (2013). CLIL in a Japanese Primary School: Exploring the Potential of CLIL in a Japanese EFL Context, *International CLIL Research Journal* 2(1). 19-30.

^{ix} Foss, P., Carney, N., McDonald, K., & Rooks, M. (2007). Project-Based Learning Activities for Short-Term Intensive English Programs. *Asian EFL Journal*, 23, 1-19.