

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

Principles & Practices of the TESOL Classroom:

Fall 2019 Course Syllabus

Instructor: Gordon Myskow (PhD)

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Course description

This course provides an opportunity for student-teachers to explore key issues in teaching and learning English. It has three main goals. **The first goal** is to promote reflective teaching practices. Through online and class discussions, participants will have opportunities to relate the course content to their own teaching experiences. Since reflective practices are developed not only through individual introspection but through social interaction, building a supportive professional community where we can share and learn from others will be essential. **The second goal** is for our classroom community to develop a shared terminology (i.e., vocabulary) for talking about teaching. Participants will gain familiarity with prominent educational approaches such as Cooperative and Collaborative Learning, Content and Language Integrated Learning (CLIL), as well as Task- and Project-based Learning. Other important concepts to be discussed include learner autonomy and the principles and components of course design. **The third goal** of the course is to develop a foundation for further learning in the MA Program. The main course assignment called *Teaching Issues Paper* provides student-teachers with an opportunity to identify issues arising from their reflections that they wish to explore further in the program. This assignment also offers an opportunity to develop research and referencing skills that will be of use throughout the MA TESOL program.

Course Schedule*

Session	Topic	Assigned Readings**
1.	Principles of course design	● Nation (2013) Chap. 1: <i>What should an English Teacher do?</i> ● Nation (2013) Chap. 14: <i>How do you plan a language course?</i>
2.	Contextual Considerations	● Yoshida (2009) <i>The New Course of Study and the Possibilities for Change in Japan's English Education</i>
3.	Managing group-work activities	● Myskow, et al. (2018). <i>Fostering Collaborative Autonomy: The Roles of Cooperative and Collaborative Learning</i>
4.	Integrating language with content	● Myskow (in preparation): <i>Rarifying CLIL: A Deep Integration of Content and Language</i>
5.	Designing and assessing tasks	● Nation (2013) Chap. 3: <i>How do you make good problem-solving speaking activities?</i>

*Online work equivalent to 4 hours will be provided.

**Reading assignments are from the required course textbook (Nation, 2013). Other reading assignments (Ikeda, 2013; Myskow et al., 2018; Yamano, 2013; Yoshida, 2009) will be provided on the first day of class.

Pre-course Reading

Chapters 1 from the course textbook (Nation, 2013).

Required textbook

Nation, P. (2013). *What should every EFL Teacher Know?* Compass Publishing, Korea (2013).

ISBN: 978-1-59966-266-4

The following required readings will be provided by the instructor.

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.

Myskow, G., Bennett, P. A., Yoshimura, H., Gruendel, K., Marutani, T., Hano, K., & Li, T. (2018). Fostering collaborative autonomy: The roles of cooperative and collaborative learning. *Relay Journal*, 1(2), 360-381. https://kuis.kandagaigo.ac.jp/relayjournal/issues/sep18/myskow_et_al/

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.

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, kyōiku no yūgō 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.

Assignments and Assessment

- Collaboration (20%)
- Jigsaw Reading Presentations (25%)
- Online Discussion (20%)
- Issues of Interest Assignment (35%)

Note: 10% will be deducted for each day an assignment is late.

Instructor Bio

Gordon Myskow (PhD) is Associate Professor and Assistant Director of the MA TESOL Program at Kanda University of International Studies. He has taught courses at the secondary school and university levels in Japan since 2000 and teacher education courses for over a decade. His current research interests are in functional linguistics and subject-matter instruction (e.g., CLIL). His work has appeared in *Journal of English for Academic Purposes*, *Journal of Second Language Writing*, *Linguistics and Education*, *ELT Journal*, *Writing & Pedagogy*, *Functions of Language* and *Functional Linguistics*. He is an advisor to the United Nations Test of English (UNATE).