

Principles & Practices of the TESOL Classroom:

Spring 2019 Course Syllabus

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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 *Issues of Interest* Assignment provides student-teachers with an opportunity to identify several issues arising from their reflections that they wish to explore further in the program. This assignment will also provide an opportunity to develop valuable research and referencing skills that will be of use throughout the MA TESOL program.

Course Schedule*

Session	Topic	Assigned Readings**
1. Apr. 7	Principles of course design	<ul style="list-style-type: none"> ● 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. May. 19	Contextual Considerations	<ul style="list-style-type: none"> ● Yoshida (2009) <i>The New Course of Study and the Possibilities for Change in Japan's English Education</i>
3. June. 30	Managing group-work activities	<ul style="list-style-type: none"> ● Myskow, et al. (2018). <i>Fostering Collaborative Autonomy: The Roles of Cooperative and Collaborative Learning</i>
4. July. 21	Integrating language with content	<ul style="list-style-type: none"> ● Myskow (in preparation): <i>Rarifying CLIL: A Deep Integration of Content and Language</i>
5. Aug. 25	Designing and assessing tasks	<ul style="list-style-type: none"> ● 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 (Yoshida, 2009; Myskow et al., 2018; in preparation) will be provided on the first day of class.

Pre-course Reading

Chapters 1 & 14 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.

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/

Myskow, G. (in preparation) Rarifying CLIL: A deep integration of content and language.

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.

Assignments and Assessment

- Collaboration (15%)
- Jigsaw Reading Presentations (30%)
- Online Discussion (20%)
- Issues of Interest Assignment (35%)

Instructor Bio

Gordon Myskow (PhD) is Visiting Assistant Professor at Keio University, Department of Law and Politics. 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 CLIL, second language writing and functional linguistics. 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).