

Principles & Practices of the TESOL Classroom: Spring 2020 Course Syllabus

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Course Overview

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 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), Active Learning and Task- and Project-based Learning as well as key concepts such as Learner Autonomy. **The second goal** is to promote reflective teaching practices. Through online assignments and class discussions, participants will have opportunities to relate the course content to their own teaching experiences. **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. Others important areas of focus in the course that will be of use throughout the program are presentations, library research skills, especially referencing and citation practices, educational technology abilities including Google Classroom, and most importantly, the formation of a supportive professional learning community.

Course Schedule*

Session	Topic	Assigned Readings**
1.	Principles of course design	<ul style="list-style-type: none"> ● Nation (2013) Chap. 1: <i>What should an English Teacher do?</i> ● Brown, H.D. (2007). <i>Chap. 1: Language, Learning and Teaching</i>
2.	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>
3.	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> ● Nation (2013) Chap. 16: <i>How do you control a class?</i>
4.	Integrating language with content	<ul style="list-style-type: none"> ● Ikeda, M. (2013). Does CLIL work for Japanese secondary school students? ● Myskow, G., Takada, S., & Aida, K. (in preparation). <i>Blooming Autonomy</i> ● Yamano, Y. (2013). <i>CLIL in a Japanese Primary School</i>
5.	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>

*Online work equivalent to 4 hours will be provided.

**Reading assignments are from the required course textbook (Nation, 2013). Other reading assignments will be provided by the instructor.

Course Objectives

1. Teaching Issues Paper (TIP)

Class Participants will be able to:

- Develop a detailed description of their teaching contexts.
- Describe key pedagogical issues in their contexts that they would like to explore further in the MA Program.
- Identify relevant literature that they can use as resources to explore their teaching issues further.
- Accurately use APA citation and referencing practices.

2. Jigsaw Chapter Presentations

Class Participants will be able to:

- Summarize key points from a chapter about a teaching issue/area of their choice.
- Illustrate key points with concrete examples from their own teaching contexts or learning experiences.
- Formulate conclusions about the chapter and discuss key implications for their own teaching/learning.
- Deliver an effective presentation that is appropriate in its use of visuals, verbal and nonverbal language.

3. Online and in-class work

Class Participants will be able to:

- Describe key principles of different approaches (e.g., TBLT, CLIL, Four Strands etc.) in their own words using concrete examples to illustrate them.
- Assess the extent to which different classroom practices (e.g., activities) incorporate various pedagogical principles.
- Assess the extent to which different pedagogical principles are employed in their own teaching contexts and suggest ways classroom practices can be adapted or modified.
- Identify ways classroom practices can be adapted or modified for their teaching contexts.
- Develop context-appropriate course objectives and identify practices that can be used to achieve them.
- Collaborate with classmates to work enhance the learning of others and build a supportive professional community.
- Submit assignments and access course documents and other educational resources through Google Classroom.

Assignments and Assessment

- Collaboration (20%)
- Jigsaw Reading Presentations (25%)
- Online assignments (20%)
- Teaching Issues Paper (TIP) (35%)

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

Pre-course Reading

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

Chapter 1 from Brown (2007) (can be accessed in our Google Classroom).

Required textbook

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

The following required readings will be provided by the instructor.

Brown, H.D. (2007). *Principles of language learning and teaching*. (5th Ed) White Planes: New York: Pearson Longman (pp. 1-22).

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.

Myaskow, 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/myaskow_et_al/

Myaskow, G., Takada, S., & Aida, K. (in preparation). Blooming autonomy: Reflections on the use of Bloom's taxonomy in a TESOL graduate course.

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* (pp. 387-400). Tokyo: Kaitakusha.

Instructor Bio

Gordon Myaskow (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).