

## Specialized TESOL Methodology: Reading (ELECT / 1cr.)

**Instructor:** Dr. Gordon Myskow

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### Course Dates

4/13 (Sat. 16:00-19:00)	5/18 (Sat. 16:00-19:00)	7/20 (Sat. 16:00-19:00)
7/27 (Sat. 16:00-19:00)		

### Course Description

This course will introduce and exemplify strategies and tools for planning and executing purposeful EFL reading instruction. Informed by current L2 reading research and theory, activities and materials will help teachers develop their students' L2 reading strategies, comprehension processes, and confidence. By completing assigned readings, participating in course activities, and completing the assignment, participants will be able to:

1. Select, analyze, and adapt appropriate reading materials;
2. Design effective reading tasks, lessons, and units;
3. Plan, execute, and monitor intensive and extensive reading processes;
4. Integrate formative and summative assessment into classroom reading processes.

### Course Schedule

Session	Issues/Topics	Assigned Readings
1.	<ul style="list-style-type: none"> <li>• <i>What are we going to study this semester?</i></li> <li>• <i>What are the cognitive processes involved in reading?</i></li> <li>• <i>What strategies do readers use?</i></li> </ul>	<b>Chap. 1:</b> Foundations of L1 & L2 Literacy: Reading and Learning to Read <b>Chap. 2:</b> L2 Reading: Focus on the Reader
2.	<ul style="list-style-type: none"> <li>• <i>What is extensive reading?</i></li> <li>• <i>Why is extensive reading important?</i></li> <li>• <i>How is Extensive Reading implemented?</i></li> </ul>	<i>To be Determined</i>
3.	<ul style="list-style-type: none"> <li>• <i>What is intensive reading?</i></li> <li>• <i>How do I make intensive reading lessons?</i></li> <li>• <i>What are some syllabus considerations?</i></li> </ul>	<b>Chap. 3:</b> L2 Reading: Focus on the Text <b>Chap. 5:</b> Designing an Intensive Reading Lesson <b>Chap. 7:</b> Syllabus Design & Instructional Planning
4.	<ul style="list-style-type: none"> <li>• <i>How do I assess my students' reading?</i></li> <li>• <i>What have we learned this semester?</i></li> <li>• <i>How do I complete the final course assignment?</i></li> </ul>	<b>Chap. 8:</b> Classroom L2 Reading Assessment

### Pre-course Reading

Chapters 1 & 2 from the course textbook (Hedgcock & Ferris, 2018).

### Required Textbook

Hedgcock, J., & Ferris, D. (2018). *Teaching readers of English: Students, texts, and contexts* (2nd ed.). Routledge.

### Assignments and Assessment

- Participation & Collaboration 25%
- Online Discussion 25%
- Intensive Reading Lesson Plan 50%

*Note: Points will be deducted for each day an assignment is late.*

**Evaluation**

Pass/Fail

**Instructor Bio**

Gordon Myskow (PhD) is Associate Professor and Assistant Director of the MA TESOL Program at Kanda University of International Studies. For over twenty years, he has taught in a variety of contexts in Japan including secondary school and has been active in 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 a number of prominent international journals including *Journal of English for Academic Purposes*, *English for Specific Purposes*, *Journal of Second Language Writing*, *Linguistics and Education*, *ELT Journal*, *Writing & Pedagogy*, *Functions of Language*, *Visual Communication*, *Linguistics and the Human Sciences*, and *Functional Linguistics*. He is an advisor to the United Nations Test of English (UNATE).