

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

Principles & Practices of the TESOL Classroom (REQ / 3 cr.)

Instructor: Dr. Gordon Myskow

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Course Dates

4/3 (Sun. 10:00-17:00)	4/24 (Sun. 10:00-17:00)	5/15 (Sun. 10:00-17:00)
6/5 (Sun. 10:00-17:00)	7/3 (Sun. 10:00-17:00)	

Note: Additional online work equivalent to **6 hours** will be provided through embedded academic writing support. In sessions 2-5, presentations and online discussions are scheduled for the morning from 10:00-12:00. The face-to-face (Zoom) component of these sessions will begin after lunch (1:00-5:00). For Session 1, the Zoom component is from 10:00-5:00.

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 for our classroom community to develop a shared terminology (i.e., vocabulary) for talking about teaching. Participants will gain familiarity with well-known educational approaches such as Cooperative and Collaborative Learning, Content and Language Integrated Learning (CLIL), Active Learning and Task-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. Other 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, and most importantly, the formation of a supportive professional learning community.

Course Schedule

Session	Issues/Problems	Topics	Assigned Readings
1. (4/3)	<i>What does a well-balanced language course look like?</i>	Principles of course design (The Four Strands)	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. (4/24)	<i>How do I design effective classroom tasks?</i>	Task-based & Task-Supported Language Learning	Nation (2013) Chap. 3: <i>How do you make good problem-solving speaking activities?</i>
3. (5/15)	<i>How do I keep students on-task during group work?</i>	Cooperative & Collaborative Learning	Myskow, et al. (2018). <i>Fostering Collaborative Autonomy...</i> Nation (2013) Chap. 16: <i>How do you control a class?</i>
4. (6/5)	<i>How do I integrate language with content?</i>	Content & Language Integrated Learning (CLIL)	Myskow, et al. (2020). <i>Blooming Autonomy</i> Yamano, Y. (2013). <i>CLIL in a Japanese Primary School</i>
5. (7/3)	<i>How do I engage students and measure their learning?</i>	Active Learning & Assessment	Nation (2013) Chap. 12: <i>How do you test learners?</i> Yoshida (2009) <i>The New Course of Study and the Possibilities...</i>

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.

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.
- Myskow, G., Takada, S., & Aida, K. (2020). Blooming autonomy: Reflections on the use of bloom's taxonomy in a TESOL graduate course. *Relay Journal*, 3(1), 5-24.
- 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, kyouiku no yuugou wo mezashite - kokusaiteki, gakusaiteki, no shiza kara* (pp. 387-400). Tokyo: Kaitakusha.

Assignments and Assessment

- Participation & Collaboration (15%)
- Jigsaw Reading Presentations (25%)
- Pre-class assignments (30%)
- Teaching Issues Paper (TIP) (30%)

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

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, and 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.
- Analyze classroom activities and 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 enhance the learning of others and build a supportive professional community.
- Submit assignments and access course documents and other educational resources through Google Classroom.

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).