

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

Instructor: Dr. Gordon Myskow

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Course Dates

4/5 (Sun. 10:00-17:00)	5/10 (Sun. 10:00-17:00)	5/31 (Sun. 10:00-17:00)
6/28 (Sun. 10:00-17:00)	8/2 (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 component of these sessions will begin after lunch (1:00-5:00). For Session 1, the face-to-face segment 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 purposes. **The first** 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** 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 purpose** of the course is to develop a foundation for further learning in the MA Program. The main course assignment, called the *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.

Key Course Outcomes

Upon successful completion of this course, participants will:

1. Compose a *Teaching Issues Paper* that includes a detailed description of a real/envisioned teaching context, a reflective discussion of its pedagogical issues, and an account of relevant literature for further exploring the issues (**DP 4,10**).
2. Create a video presentation on a TESOL-related topic of the student's choice that summarizes information on the topic, illustrates key points with concrete examples, and discusses specific implications for teaching practice (**DP 2,4, 7, 10**)
3. Apply TESOL principles in class discussions to analyze, evaluate, and adapt teaching practices (**DP 2,4,10**)
4. Complete collaborative tasks to enhance the learning of all class members and nurture a positive and supportive learning environment (**DP 4,7,10**)
5. Demonstrate facility with educational technology, library research, academic style conventions, and other related areas needed for success in the MA Program (**DP 10**)

Note. DP is an abbreviation of Diploma Policy statements. TESOL Program statements (objectives) can be found [here](#). Numbers correspond to the statement(s) emphasized in each course outcome.

Course Schedule

Session	Issues	Topics	Assigned Readings
1.	<i>What does a well-balanced language course look like?</i>	Principles of course design (<i>The Four Strands</i>)	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.	<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> Shintani (2011) <i>Task-based language teaching versus traditional production-based instruction</i>
3.	<i>How do I keep students on-task during group work?</i>	Cooperative & Collaborative Learning	Nation (2013) Chap. 16: <i>How do you control a class?</i> Nation (2013) Chapter 15: <i>How do you deal with teaching problems?</i> Anderson (2019); Johnson & Johnson (2009)
4.	<i>How do I integrate language with content?</i>	CLIL, SDGs & Classroom Observation	Myskow, et al. (2020) . Blooming Autonomy Yamano, Y. (2013) . CLIL in a Japanese Primary School
5.	<i>How do I engage students and measure their learning?</i>	Active Learning and Engagement	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. ISBN-10: **1599662663**

The following required readings will be provided by the instructor:

- Anderson, J. (2019). Cooperative learning: Principles and practice. *English Teaching Professional*, 121(1), 4-6.
- Johnson, D.W., & Johnson, R.T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), pp. 365-379.
- 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.
- Shintani, N. (2011). *Task-based language teaching versus traditional production-based instruction: Do they result in different classroom processes?*. University of Sydney Papers in TESOL, 6.
- 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). Kaitakusha.

Assignments and Assessment

- Participation & Collaboration (15%)
- Jigsaw Reading Presentations (30%)
- Pre-class assignments (20%)
- Teaching Issues Paper (TIP) (35%)

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

Evaluation

Letter grade

Grade Scale

A+ 100-95 **A** 94-85 **B** 84-70 **C** 69-60 **F** 59-0

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).