

Course Title	English Expression as a Language of Instruction	Instructor(s)	Marc Waterfield, PhD
		E-mail	mwaterfield@miu.ac.jp
Class Style	Lecture	Office Hours	Will be announced in class
Track	Teacher Certification	Mode of Instruction	Solo
Credits	2	Allocated Year	3 rd or 4 th Year
Active Learning	1-(3) Written Paraphrases & Summaries 4-(7) Oral Paraphrases & Summaries 4-(9) Group Work on Questions	Compulsory or Elective	Compulsory
Course Overview	MEXT guidelines stipulate that English be used as a language of instruction in English classes in junior high school and high school. Using English to teach English is different from general proficiency in English. It is a complex set of skills, not merely a list of “classroom English” vocabulary or expressions. Students will review principles of effective course design, grammar instruction, and practice teaching in English within a classroom setting. In addition, they will be reflecting on using English as a language of instruction and its advantages and difficulties so that they can develop their own philosophy of using English in the classroom.		
Course Objectives	<p>Students will</p> <ul style="list-style-type: none"> • think critically about the MEXT Course of Study with respect to the use of English as an instructional language • understand teaching English through English in principle • practice classroom management techniques using English • practice English instruction • develop effective teaching strategies 		
Prerequisite			
Course Schedule	No	Contents	Homework
	1	Discussion on the theory behind the MEXT Course of Study and the reasoning behind using English as a language of instruction in the MEXT Course of Study.	Swain, 2006
	2	L1 and the target language in the classroom Discussion on the appropriateness of Japanese in an English classroom.	Prepare interactive activities
	3	Teaching methods Discussion on making classes more interactive	Reflections on past classroom experiences
	4	Classroom management Addressing various scenarios	Prepare for Practice Explaining an activity
	5	Procedural explanations Peer feedback	Read Schon, 1983
	6	Building classroom awareness through critical reflection	Note taking practice
	7	Classroom observation and stimulated recall Discussion on how to improve teaching skills	Review for Mid-term assessment, Read Tharp and Gallimore, 1989
8	Review of previous content	Prepare a lesson plan	

		Mid-term assessment	
	9	Stages within lessons Conceptualizing appropriate lesson objectives	Prepare a lesson including an ALT
	10	Working effectively with an ALT	Prepare an activity on a given topic
	11	Effective uses of constructive feedback	Prepare an activity on a given topic
	12	Pre-service teaching practice	Prepare an activity on a given topic
	13	Pre-service teaching practice	Prepare presentation
	14	Course Presentations	Reflective writing on teaching practices
	15	Review of previous content for final assessment	Review course content
Grading	Active learning: 10% Homework assignments: 20% Presentations: 30% Mid-term assessment: 20% Final assessment: 20%		
Textbooks	Instead of using a standard textbook, handouts will be given in class.		
References	Schon, D. A. (1983). <i>The reflective practitioner: How professionals think in action</i> . Basic Books. Swain, M. (2006). Languaging, agency and collaboration in advanced second language proficiency. In Byrnes H. (Ed.), <i>Advanced language learning: The contribution of Halliday and Vygotsky</i> , 95-108. Continuum. Tharp, R. G., & Gallimore, R. G. (1989). Rousing minds to life: Teaching, learning, and schooling in social context. <i>American Educator</i> , 13(2), 20-25, 46-52.		
NOTES	The schedule, policies, and procedures in this course are subject to change due to the class progress, weather conditions (e.g., typhoons), etc., and at the discretion of the instructor. A maximum of two (2.0) absences is allowed. More than two absences will automatically result in a grade of F (Fail).		