

Course Title	English Teaching Methodologies 3 TCE307	Instructor(s)	Marc Waterfield, PhD 実務経験のある教員
		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 Year Fall Semester
Active Learning	1-(3) Written Paraphrases & Summaries 2-(6) Peer teaching 4-(1) Interactive lectures 4-(3) Free discussion 4-(7) Oral Paraphrases & Summaries 4-(9) Group Work on Questions	Compulsory or Elective	Compulsory
Course Overview	To acquire knowledge of teaching foreign languages (English) at junior high school and high school, and the basics of instruction and learning evaluation. This is the third course in the English Language Teaching Methods I-IV series. The main focus of this course is connecting theory to practice. Lesson plans will be prepared and reviewed, and mock lessons, based on the fundamentals of English language teaching, will be conducted. In particular, students are expected to understand the current Courses of Study guidelines and to actively participate to acquire practical skills.		
Course Objectives	<p>Students will understand the principles of communicative language teaching. They will learn some basic communicative activities and learn how to adapt them to different classroom settings. They will reflect on and evaluate their own teaching to further improve such things as classroom management using a communicative teaching approach.</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 through critical reflection		
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.	Write a short description of your teaching beliefs
	2	L1 and the target language in the classroom Discussion on the appropriateness of Japanese in an English classroom.	Prepare interactive Activities (Swain, 2006)
	3	Teaching methods	Reflections on past

		Discussion on making classes more interactive	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 Mid-term assessment	Prepare a lesson plan
	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% Mock Lessons: 30% Mid-term assessment: 20% Final assessment: 20%		
Textbooks	Materials provided by the professor.		
References	<p>Schon, D. A. (1983). <i>The reflective practitioner: How professionals think in action</i>. Basic Books.</p> <p>Swain, M. (2006). Linguaging, 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.</p> <p>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.</p>		
NOTES	<p>担当教員は、中学校・高等学校での教員としての経験を活かし、講義を行う</p> <p>The instructor conducts lectures by drawing on their experience as a teacher at junior high and high schools.</p> <p>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.</p>		

	A maximum of two (2.0) absences is allowed. More than two absences will automatically result in a grade of F (Fail).
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