

Course Title	English as a Language of Instruction	Instructor(s)	Anne Howard
		E-mail	ahoward@miu.ac.jp
Class Style	Lecture	Office Hours	MW 3:30-5:00
Track	TC	Mode of Instruction	Solo
Credits	2	Allocated Year	2nd
Active Learning	2-6 Peer teaching 4-1 Interactive lectures 4-3 Free discussions	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 as measured by the TOEFL. It is a complex set of skills, not merely a list of “classroom English” vocabulary or expressions. Students will review principle of effective course design and grammar instruction, and practice performing various classroom functions in English. 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"> <li>• think critically about the MEXT Course of Study with respect to the use of English as an instructional language</li> <li>• understand the best use of English in an English classroom</li> <li>• practice classroom management techniques using English.</li> <li>• practice presenting grammar points in English</li> <li>• practice procedural language in English</li> </ul>		
Prerequisite			
Course Schedule	No	Contents	Homework
	1	Behind the MEXT Course of Study: Lecture and discussion on using English as a language of instruction	Read: MEXT, 2008; Stewart, 2011
	2	Lecture and discussion: The place of the L1 in the classroom	Read: Cook, 2001.
	3	Lecture and discussion: Explaining vocabulary in English. Practice vocabulary explanations.	Read: Ur, 1996
	4	Procedural explanations: Discussion of necessary procedural vocabulary; practice explaining an activity.	Prepare to explain an activity
	5	Procedural explanations: Practice and peer feedback	
	6	Classroom management: Discussion of using English in classroom management; Observation of a class (Oita-ken Kyoikucho Channel, 2017) and discussion of management techniques	Watch video and prepare for discussion

	7	Classroom management: Continue with discussion	Read Ur, 1996
	8	Grammar teaching: Interactive lecture and discussion on basic principles of grammar explanation in English (brevity, repetition, examples).	Read: Ur, 1996.
	9	Discussion and practice: contextualizing a grammar point, using visual aids, using comparison	
	10	Grammar teaching:	Prepare grammar presentation
	11	Engaging students in a lesson, discuss lesson plan with Anne	second draft of grammar presentation
	12	Engaging students in a lesson	Grammar presentations and feedback
	13	Building on grammar teaching: variety and sequencing of activities	Prepare for discussion: read Saito 2017
	14	Advantages and disadvantages of teaching English in English: Discussion of the class experience	Discussion of the class experience.
	15	Review	
Grading	10% Participation 15 % Quizzes 20% Homework and pop quizzes 20% Practice teaching 35% Grammar presentation and reflection paper		
Textbooks			
References			
NOTES	Students are expected to come to all classes. Students who have more than three unexcused absences may be asked to withdraw from the class. Three times late will be considered one absence. Late papers will be accepted at the instructor's discretion and may be penalized. ✧ <b>Missing an in-class teaching assignment will result in a failing grade for that assignment unless the student provides a doctor's note or other evidence that they were not able to come to class.</b> ✧ <b>If you miss a class you must complete in-class work and homework <u>BEFORE THE NEXT CLASS!</u></b>		