

Course Title	TCE309 Academic Speaking for Instruction		Instructor(s)	Ellen Head
			E-mail	ehead@miu.ac.jp
Class Style	Lecture		Office Hours	To be announced in class
Track	English Education		Mode of Instruction	Solo
Credits	2		Allocated Year	2 nd
Active Learning	Category 1-2: Self-Assessment Category 2-5: Peer Teaching Category 3-2: Pause for Reflection Category 4-2: Facilitated Discussions Category 4-10: Think-Pair/Group-Share		Compulsory or Elective	Compulsory
Course Overview	This course is for students wishing to be future teachers of English (or other languages). The course will focus on various approaches and methods for teaching oral communication in English and through English. Students will have the opportunity to discuss, create and present various activities to effectively teach an oral communication course in English. Students must actively participate in discussions and offer constructive opinions and peer-feedback. Students will prepare a portfolio to demonstrate their progress in linguistic performance and conceptual understanding.			
Course Objectives	By the end of the course, students will be able to demonstrate a basic understanding of oral communication; select appropriate learning materials and activities for particular language goals and learners; plan, implement and evaluate their own micro-teaching lessons, and demonstrate an understanding of when and how to make adjustments to a lesson plan in order to accommodate stronger and weaker learners.			
Prerequisite	Receive a minimum of 600 TOEIC score.			
Course Schedule	No	Contents		Homework
	1	Introduction; Using the CEFR and EPOSTL; Class Moodle Language Learning Histories		Write your language learning history and upload it to moodle
	2	Language Learning Activities and Methodologies Goals and roles; continuous assessment and portfolios		Read the CEFR descriptors and write your learning journal
	3	Approaches to language teaching CLIL, Communication Gap, Jigsaw, as Active Learning		Prepare your own jigsaw teaching activity
	4	Syllabuses, textbooks, objectives, assessment Do the jigsaw activity		Design an independent learning activity and try it out
	5	Presentation (pyramid discussion style) Explain your independent learning activity, take notes		Choose a page from textbook for JHS or SHS English, bring it
	6	Making a lesson plan for a communicative lesson		Write your learning journal Write a section of a lesson plan
	7	Teaching listening skills An interactive listening lesson		Create an interactive listening activity
	8	Teaching skills: eliciting vocabulary Using the whiteboard, setting up a pair-work activity		Write your learning journal Read about error correction
	9	Teaching skills Monitoring pair work; giving corrections or suggestions		Research activities for teaching planned speech
	10	Focus on teaching planned speech		Create an activity focusing on planned speech
11	Focus on teaching unplanned speech Discussion, debate		Create an activity focusing on unplanned speech	

	12	Peer Teaching Session	Write learning journal
	13	Giving feedback Fluency activities and “just-in-time” teaching	Record your voice and write reflection Collect papers for your portfolio
	14	Peer teaching activities and feedback Portfolio making and peer check	Write the introduction and table of contents for your portfolio
	15	Peer teaching activities and feedback Turn in your portfolio	Write reflection (in moodle) Study for final exam
Grading	<p>Grades will be determined as follows:</p> <p>Learning Journal 20%</p> <p>Portfolio 30%</p> <p>Peer teaching and materials development 25%</p> <p>Final Exam 25%</p>		
Textbooks	<p>Materials will be provided by the instructor.</p> <p>High school and junior high school textbooks (borrow from the library)</p>		
References	<p>EPOSTL - Newby, D., Allan, R., Fenner, A., Jones, B., Komorovska, H. and Soghikyan, K. (2007). European Portfolio for Student Teacher of Languages (<i>Gengo Koushi no Portfolio</i>). JACET. (2014) https://www.ecml.at/en/Resources/ECMLresources/ID/51</p> <p>CEFR - Common European Framework of Reference for Languages https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors</p> <p>The following will be referred to as a source of background knowledge: Harmer, J. (2001). <i>The Practice of English Language Teaching</i>. 3rd edition.</p> <p><i>TKT Course Modules 1, 2, and 3 - Spratt, M., Pulverness, A., & Williams, M. TKT Course CLIL Module - Bentley, K.</i></p>		
NOTES	<ul style="list-style-type: none"> • Daily Materials - Notebook, pencil, highlighter, access to Moodle • Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. • Feedback will be provided in class, via email or consultation with appointment. • You must attend a minimum of 2/3 of all lessons or you will automatically fail this course. 		