

Course Title	TCE319 Pre- and Post-Practicum	Instructor(s)	Hironori Hayase Marc Waterfield (実務経験のある教員) Mei Mukai
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Class Format	Lecture	Office Hours	Will be given in class
Track	English Education	Mode of Instruction (Solo / Omnibus)	Omnibus
Credits	2	Allocated Year	3rd year (Spring)
Active Learning	Category 1-2: Self-Assessment Category 2-5: Peer Teaching Category 3-2: Pause for Reflection Category 4-2: Facilitated Discussions Category 5-4: Student-Created Assessment	Compulsory or Elective	Compulsory
Course Overview	<p>This is a pass/fail course for students wishing to be future educators of language, particularly English. The content of this course will focus on developing lesson plans and teaching practical English to lower-level communicators and improving classroom management skills being able to reflect in-action vs. on action. Students will also develop their teaching skills and strategies for improving English communication and language assessment through feedback, team-teaching and self-reflection. The ability to demonstrate a clear understanding of the content and meet the objectives will determine your grade. The course consists of 4-45min lessons per week, where students must team-teach a minimum of once a week and participate in monthly discussions.</p> <p>As for practical preparations prior to JHS or SHS teaching practicum, students must learn its significance, mindset, and responsibilities. They also learn to be able to create a teaching plan based on National Curriculum Standards and demonstrate it. After the teaching practice at school, students will have an opportunity to reflect and share their achievements and challenges.</p>		
Course Objectives	By the end of the course, students will be able to... demonstrate a basic understanding of lesson planning; classroom management; teaching practical English and how to assess communicative gains. Furthermore, it will better prepare students to participate in the school practicum for JHS and SHS teaching certification.		
Prerequisites	Receive a minimum of 600 TOEIC score		
Course Schedule	No	Contents	Homework
	1	Introduction to teaching in the English Language Lab	Review materials
	2	Understanding the roles as a teacher/facilitator	Decide lesson content and schedule
	3	Curriculum development and lesson planning	Prepare lessons for Week 1
	4~15	Pre-practicum on-campus lessons, including feedback sessions	Reflect on the previous week and prepare lessons for the following week
	16	Midpoint Self-Reflection and Feedback Session	Summary Report
	17~18	Introduction to teaching practicum in JHS/SHS	Read Miyazaki Teacher Development Index
	19~21	Understanding how to create a teaching plan	Read National Curriculum Standards
	22	Observation practice at JHS/SHS	Consider perspectives on classroom visits
	23~24	Educational training debriefing session	Prepare reports and presentations
	25~29	Post-practicum on-campus lessons including feedback sessions	Reflect on the previous week and prepare lessons for the following week
30	Final Self-Reflection and Feedback Session	Summary Report	
Grading	Passing this course will be determined as follows: Written self-assessments; team-teaching; classroom management; and participation in feedback sessions		
Textbooks	N/A		

<p>References</p>	<p>Schoenberg, I. & Maurer, J. (2017). <i>Focus on Grammar 1 4th edition</i>. Pearson Education, Inc. 宮崎県教員育成指標＜教諭等＞ 中学校学習指導要領（平成29年告示） 中学校学習指導要領（平成29年告示）解説 外国語編 高等学校学習指導要領（平成30年告示） 高等学校学習指導要領（平成30年告示）解説 外国語編 英語編 「指導と評価の一体化」のための学習評価に関する参考資料【中学校 外国語】 「指導と評価の一体化」のための学習評価に関する参考資料【高等学校 外国語】 初期研修のための研修資料（令和7年度）宮崎県教育委員会</p>
<p>NOTES</p>	<ul style="list-style-type: none"> ☆ Students are expected to team-teach at least one lesson and observe one lesson per week. ☆ Daily feedback will be provided after each lesson. ☆ If you do not meet the weekly attendance criteria and do not attend lessons concerning the practicum preparation and the debriefing, you will be counted absent ☆ There is no final exam for this course. The exam will be supplemented with the <i>Summary Report</i> and the <i>Practicum Record Book</i>. ☆ Students with TOEIC scores below 600; must spend additional time to improve their language skills, including asking the professor(s) for assistance with learning strategies and practice.