

Course Title	English Teaching Methodologies	Instructor(s)	Anne Howard
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Class Style	Lecture	Office Hours	MW3:30-5
Track	English Education	Mode of Instruction	Single
Credits	2	Allocated Year	3
Active Learning	1-6 Response/reaction writing 2-6 peer teaching 4-1 Interactive lecture 5-4 Student created assessment criteria	Compulsory or Elective	Compulsory for TC
Overview	<p>Goals:</p> <p>In this class, students will learn the connection between theory and method, and some basic principles in historical methods. They will gain practical experience evaluating activities, making lesson plans, and teaching using Communicative Language Teaching Methods. They will understand and be able to think critically about the Course of Study for Foreign Languages in Junior and Senior High School.</p>		
Objectives	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to explain what a language learning method is.</li> <li>• Students will be able to state basic principles of some historical methods.</li> <li>• Students will be able to explain the principles of Communicative Language Teaching, and advantages and disadvantages of the approach.</li> <li>• Students will be able to state their opinion on the best use of the first language in the language classroom.</li> <li>• Students will be able to plan and execute a brief lesson focusing on one language skill.</li> <li>• Students will use their critical thinking skills to evaluate activities and lessons.</li> </ul> <p>Students will use academic English to write a portfolio.</p>		
Prerequisite			
Course Schedule	No	Contents	Homework
	1	Introduction <ul style="list-style-type: none"> <li>• Introduce the syllabus</li> <li>• Group discussion: language beliefs and common activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read “grammar translation and yakudoku”</li> <li>• Read the Course of Study</li> </ul>
	2	Review: CLT <ul style="list-style-type: none"> <li>• Interactive lecture and discussion: Communicative Competence</li> <li>• Group activity: review language learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Watch “Language Teaching Methods: Communicative Language Teaching”</li> </ul>
	3	Making a lesson plan <ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Lesson plan activity</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ur (2000)</li> </ul>
	4	Teaching grammar communicatively <ul style="list-style-type: none"> <li>• Watch Kazuyoshi Sato: Focus on Form 5, 6, and 7</li> <li>• Interactive Lecture on grammar explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Work on grammar lesson</li> </ul>
	5	Teaching grammar communicatively <ul style="list-style-type: none"> <li>• Grammar lesson: review and revise</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse grammar lesson</li> </ul>
	6	Teaching grammar communicatively <ul style="list-style-type: none"> <li>• Teach grammar point in groups</li> </ul>	
	7	Teaching grammar communicatively:	Write self-evaluation

		<ul style="list-style-type: none"> <li>Review and feedback</li> </ul> Teaching reading <ul style="list-style-type: none"> <li>Interactive lecture: Reading skills</li> </ul>	
	8	Teaching reading <ul style="list-style-type: none"> <li>Watch video: "How to teach English"</li> <li>Class discussion</li> </ul>	Prepare reading lesson plan
	9	Reading and listening <ul style="list-style-type: none"> <li>Interactive lecture: teaching listening</li> </ul>	Read Morely (2001)
	10	Teaching listening <ul style="list-style-type: none"> <li>Class discussion</li> <li>Categorize activities according to Morely (2001)</li> </ul>	Prepare listening lesson
	11	Listening lessons: Prepare and review	Rehearse listening lessons
	12	Teach listening in groups	
	13	Using the L1 in class <ul style="list-style-type: none"> <li>Interactive lecture</li> </ul>	Read Cook (2001)
	14	Using the L1 in class <ul style="list-style-type: none"> <li>Discussion</li> </ul>	Review
	15	Review	
GRADING	Journal: 20% Final project: 20% Mini-lessons: 30% Final exam: 15% Writing assignments: 15%		
TEXTBOOKS			
REFERENCES	Cook, V. (2001). Using the first language in the classroom. <i>The Canadian Modern Language Review</i> 57 (3). 402-423. Day, R.R. (1993). <i>New ways in teaching reading</i> . Washington, D.C., USA: TESOL. Lightbown, P.M. and Spada, N. (2004). <i>How languages are learned</i> . Oxford, U.K.: Oxford University Press. Morley, J. (2001). Aural comprehension instruction: Principles and practices. In Celce-Murcia, M. (Ed.) <i>Teaching English as a second or foreign language</i> . pp. 69-87. Singapore: Heinle and Heinle. Oita-ken Kyoikucho Channel (2017). 授業まるごと！授業まるごと！中津市立緑ヶ丘中学校3年英語「電車の乗り換えについて、尋ねたり答えたりしよう」 [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=uyQnTgsJGSg">https://www.youtube.com/watch?v=uyQnTgsJGSg</a> Sato, K. (n.d.) Kazuyoshi Sato [YouTube channel]. Retrieved from: <a href="https://www.youtube.com/user/yoshisato3101">https://www.youtube.com/user/yoshisato3101</a> Ur, P. (2000). <i>A course in language teaching</i> . Cambridge: Cambridge University Press.		
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