Kanda University of International Studies

COURSE SYLLABUS
Teaching EFL Reading
(Specialized TESOL Methodology – 1 Unit)
12 February-05 March 2022

Course Description and Summary of Goals

This course will introduce and exemplify strategies and tools for planning and executing purposeful EFL reading instruction. Informed by current L2 reading research and theory, activities and materials will help teachers develop their students' L2 reading strategies, comprehension processes, and confidence. By completing assigned readings, participating in course activities, and completing the assignment, participants will be able to:

1. select, analyze, and adapt appropriate reading materials;
2. design effective reading tasks, lessons, and units;
3. plan, execute, and monitor intensive and extensive reading processes;
4. integrate formative and summative assessment into classroom reading processes.

Instructor

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Required Materials

☐ Hedgcock, J., & Ferris, D. (2018). *Teaching Readers of English: Students, Texts, and Contexts* (2nd ed.). New York, NY: Routledge. (**Please note:** Although I have assigned only selected chapters of this book, I encourage you to read the entire volume.)

☐ Digital materials packet to include recommended supplementary reading materials, sample lesson plans, and assessment instruments.

Requirements

• Prepare for our sessions by carefully reading the assigned materials **in advance**.

• Participate actively in our online discussions and practical activities.

• Design a 45- to 90-minute **Intensive Reading Lesson Plan** based on an authentic text sample for pupils or students in your setting. Please consult *Teaching Readers of English* Chapters 03-05 for ideas, as well as one of the lesson outlines in the materials packet for guidance (see *HedgcockLPReqs.pdf*). Here is a brief checklist to help you plan and shape your Lesson Plan:

   1. **Rationale**. Envisioning fellow teachers as your audience, compose a 500-word (maximum) rationale introducing the context for your lesson and aims. Explain your choice of materials and procedures by referring to principles that you have learned in the course. Also include a list of your lesson objectives (SWBATs) and how they relate to your course goals.

2. **Lesson Outline**. Follow the *pre-, while-,* and *post-reading* procedures discussed in *Teaching Readers of English* Chapter 5 and shown in Figures 5.1 and 7.6. Prepare a step-by-step lesson outline of procedures for completing each activity, task, or exercise. Use a simple table or grid like the one in Figure 7.6: In the first column, label activities and tasks, and estimated time ranges; in the second column, present your bulleted or numeric instructional *procedures* (imperatives are fine); list materials in the procedures column (perhaps in parentheses), or locate this information in another column. Aim for clarity and simplicity: All we need is one page!

3. **Appendix**. Include a complete set of all lesson materials (i.e., reading passage, reading guide, worksheets, and so on). Please clearly label these items and cross-reference them to your Lesson Outline.

Assessment

Outcomes will be reported as either **Pass** or **Fail**. A mark of **Pass** assumes thorough preparation and active participation in our sessions, as well as satisfactory evaluation of your Lesson Plan. As the *Lesson Plan Requirements* (*HedgcockLPReqs.pdf*) indicate, satisfactory Lesson Plan includes a complete, informative, and convincing Rationale; it is followed by a clear, easy-to-follow procedural outline that traces connected pre-, while, and post-reading steps. Finally, the Plan features a well-selected authentic reading passage, along with suitable scaffolding tools (see above).

Proposed Timetable

Date and Time	Topic	Reading (Complete in advance)
Session 1 Saturday 12 February 10:00-13:00	• Welcome and Introductions • Overview: Reading and Learning to Read • Focus on the L2 Reader	*TRE* Ch. 01 *TRE* Ch. 02
Session 2 Saturday 19 February 10:00-13:00	• Focus on L2 Text • Designing Intensive Reading Lessons (1)	*TRE* Ch. 03 *TRE* Ch. 05 *TRE* Ch. 07
Session 3 Saturday 26 February 10:00-13:00	• Designing Intensive Reading Lessons (2) • Extensive Reading in L2 Instruction	*TRE* Ch. 05 *TRE* Ch. 07 *TRE* Ch. 06; JIGSAW – Robb & Kano (2013) OR Yamashita (2013)
Session 4 Saturday 05 March 10:00-13:00	• Assessment of L2 Reading Skills and Strategies • Conclusions and Resolutions	*TRE* Ch. 08

Suggestions for Reading and Preparing for Sessions

- Try to spread your preparatory reading over a span of time, rather than attempting to read all the chapters at once.
- Before reading each chapter of *Teaching Readers of English,* read and think about the *Questions for Reflection* and even the *Chapter Summary* and *Reflection and Review* prompts at the end.
- As you read, think about what you would like to learn from our class sessions and about how your reading might help you develop a creative and engaging Lesson Plan.
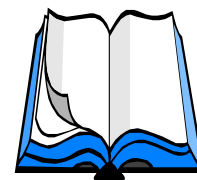
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