

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Current Topics in TESOL Methodology
Teaching English as an International Language in Japan
KUIS Fall 2023 (1 cr.)

Meeting Dates: 10/14 (Sat) 10am-2pm, 10/28 (Sat) 10am-2pm, 11/11 (Sat) 10am-2pm
Zoom Link: <https://asu.zoom.us/j/6393314084>

Course Description

This course provides an overview of the use of English as an international language (EIL) and its implications for English language teaching (ELT) in Japan. We will first discuss the global spread and use of English and what students need to know to in order to become competent users of English as an international language. We will then examine how well the current ELT practices in Japan prepare the students for the future use of English and explore ways to bring the EIL perspective into classroom practices.

Instructor

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Grading Scale and Breakdown

This course takes a Pass/Fail grading system. All course requirements must be completed before a grade is assigned.

Pass 61-100 pts Fail 0-60 pts

| Breakdown | Points |
|--|---------------|
| Participation | 25 pts |
| Textbook Analysis Presentation | 25 pts |
| Activity/Lesson Plan Write up & Presentation | 25 pts |
| Assessment Presentation | 25 pts |

(Details for each assignment will be provided in class.)

Required Reading (PDF copies will be provided)

[To be decided; 1-2 articles or book chapters for each class meeting (4-6 total).]

Recommended Reading

Alsagoff, L., McKay, S. L, Hu, G., and Renandya, W. A. (Eds.). (2012). *Principles and Practices for Teaching English as an International Language*. New York: Routledge.

Matsuda, A. (2012). *Principles and Practices of Teaching English as an International Language*. Bristol, UK: Multilingual Matters.

Matsuda, A., & Matsuda, P. K. (2018). Teaching English as an international language: A WE-informed paradigm for English language teaching. In E. L. Low, & A. Pakir (Eds.), *World Englishes: Re-thinking paradigms* (pp. 64-77). Abingdon, UK: Routledge.

McKay, S. L. (2002). *Teaching English as an International Language*. Oxford, UK: Oxford University Press.

Rose, H. & Galloway, N. (2019). *Global Englishes for Language Teaching*. Cambridge, UK: Cambridge University Press.

Selvi, A. F. & Yazan, B. (2013). *Teaching English as an International Language*. Alexandria, VA: TESOL International Association.

Selvi, A. F., Galloway, N. & Rose, H. (in press). *Teaching English as an International Language*. Cambridge University Press.

Schedule (Subject to change)

| Date | Topic/Theme | Assignment (Due at the beginning of the class) |
|-------------|--|---|
| Oct 14 | Overview of TEIL | Read [TBD: 1-2 articles or book chapters] Bring questions to ask/discuss |
| Oct 28 | Workshop: Teaching Materials Workshop: Activity/Lesson Plan | Read [TBD: 1-2 articles or book chapters] Bring a textbook you are using [more details will be given in the first class] |
| Nov 11 | Workshop: Assessment | Read [TBD: 1-2 articles or book chapters] Bring the activity/lesson plan write up (draft) [see below; additional details will be given in the second class] Bring an assessment tool you are using (or ideas for new assessment tools) [more details will be given in the second class] |
| Nov 18 | [NO CLASS MEETING] | Submit the final version of the activity/lesson plan write up [more details will be given in the third class] |

Guidelines for the EIL Activity/Lesson Plan Write-Up (Draft Due: 11/11; Final Version Due: 11/18)

The write up of your original activity should have three sections. *The author information* simply lists the name of the person who created the activity (i.e., You!). *The description of the activity* should be written clearly and in enough details so that your classmates who read it can implement it in their own classroom if they choose to. See below for the types of information this section should include. (You may use the activities in Matsuda & Duran as the format model. Please note, however, not all activities included in the chapter would be considered a “good” EIL activity/lesson plan using our criteria). The activity description should be accompanied by *the discussion of rationales*.

Author information

- Name of the person who created the activity (i.e., YOU!)

Activity description

- Descriptive title of the activity or lesson
- Brief summary of the activity or lesson (2-3 sentences)
- Appropriate proficiency level(s)
- Appropriate age group(s)
- Class time needed
- Objective(s) of the activity or lesson
- Required resources
- Step-by-step description of the activity or lesson

Discussion of the rationales

- Explain, in 125-250 words, in what ways the activity reflects the principles of TEIL.