

## Specialized TESOL Methodology: Reading (ELECT / 1cr.)

**Instructor:** Dr. Gordon Myskow

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### Course Dates

4/25 (Sat. 16:00-19:00)	5/30 (Sat. 16:00-19:00)	7/4 (Sat. 16:00-19:00)
7/25 (Sat. 16:00-19:00)		

### Course Description

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. Design effective reading tasks, lessons, and units;
2. Plan, execute, and monitor intensive and extensive reading processes;
3. Integrate formative and summative assessment into classroom reading processes.

### Course Schedule

Session	Issues/Topics	Assigned Readings
	<b>Course Overview &amp; Key Concepts</b>	
1.	<ul style="list-style-type: none"> <li>• <i>What cognitive processes are involved in reading (e.g., bottom-up &amp; top-down; skills &amp; strategies)</i></li> <li>• <i>What important key issues do reading teachers face?</i></li> </ul>	Mikulecky, B. S. (2008). Macalister, J. (2014).
	<b>Extensive Reading (Focus on meaning and pleasure)</b>	
2.	<ul style="list-style-type: none"> <li>• <i>What is extensive reading?</i></li> <li>• <i>Why is extensive reading important?</i></li> <li>• <i>How is Extensive Reading implemented?</i></li> </ul>	Day, R. R. (2015). Robb, T., & Kano, M. (2013). Waring, R., & McLean, S. (2015). Yamashita, J. (2013).
	<b>Intensive Reading (Focus on language and strategies)</b>	
3.	<ul style="list-style-type: none"> <li>• <i>What is intensive reading?</i></li> <li>• <i>Why is intensive reading important?</i></li> <li>• <i>How is intensive reading implemented?</i></li> </ul>	Horibe, H. (1995) Hedgcock, J., & Ferris, D. (2018, Chap. 5).
	<b>Reading Assessment and Fluency Development</b>	
4.	<ul style="list-style-type: none"> <li>• <i>How do I assess my students' reading?</i></li> <li>• <i>What have we learned this semester?</i></li> <li>• <i>How do I complete the final course assignment?</i></li> </ul>	Hedgcock, J., & Ferris, D. (2018, Chap. 8). Tabata-Sandom, M., Banno, E., & Watanabe, T. (2023).

### Pre-course Reading

The following two pre-course readings are required: **1)** Mikulecky, 2008; **2)** Macalister, 2014 (see list of course readings below). A related assignment based on these readings will be distributed via Google Classroom and is to be completed prior to Session 1.

### Course Readings

- Day, R. R. (2015). Extending extensive reading. *Reading in a Foreign Language*, 27(2) 294–301. <https://files.eric.ed.gov/fulltext/EJ1078441.pdf>
- Hedgcock, J., & Ferris, D. (2018). *Teaching readers of English: Students, texts, and contexts* (2nd ed.). Routledge.
- Horibe, H. (1995). An inquiry into reading comprehension strategies through think-aloud protocols. *JALT Journal*, 17(2), 180–196.  
<https://jalt-publications.org/sites/default/files/pdf-article/jj-17.2-art2.pdf>

- Macalister, J. (2014). Teaching reading: Research into practice. *Language Teaching*, 47(3), 387–397. <https://doi.org/10.1017/S026144481400007X>
- Mikulecky, B. S. (Ed.). (2008). *Teaching reading in a second language*. Pearson Education.
- Myskow, G. (2019). Three interactive alternatives for developing reading fluency. *English Teaching Forum*, 51(2), 2–11. [https://americanenglish.state.gov/files/ae/resource\\_files/57\\_2\\_pg02-11.pdf](https://americanenglish.state.gov/files/ae/resource_files/57_2_pg02-11.pdf)
- Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language*, 25(2), 234-247. <https://files.eric.ed.gov/fulltext/EJ1015761.pdf>
- Tabata-Sandom, M., Banno, E., & Watanabe, T. (2023). The integrated effects of extensive reading and speed reading on L2 Japanese learners' reading fluency. *Journal of Extensive Reading*, 10(1), 1–24. <https://jalt-publications.org/content/index.php/jer/article/view/1206/112>
- Waring, R., & McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and pedagogy. *Reading in a Foreign Language*, 27(1), 160–167. <https://files.eric.ed.gov/fulltext/EJ1059751.pdf>
- Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language*, 25(2), 248-263. <https://files.eric.ed.gov/fulltext/EJ1015763.pdf>

### **Required Textbook**

*No textbook is required; the instructor will provide all materials.*

### **Assignments and Assessment**

- Participation & Collaboration 25%
- Pre-Class Assignments 25%
- Intensive Reading Lesson Plan 50%

*Note: Points will be deducted for each day an assignment is late.*

### **Evaluation**

Pass/Fail (Pass=60%)

### **Instructor Bio**

Gordon Myskow (PhD) is Associate Professor and Assistant Director of the MA TESOL Program at Kanda University of International Studies. For over twenty years, he has taught in a variety of contexts in Japan, including secondary school, and has been active in teacher education courses for over a decade. His current research interests are in functional linguistics and subject-matter instruction (e.g., CLIL). His work has appeared in a number of prominent international journals, including *Journal of English for Academic Purposes*, *English for Specific Purposes*, *Journal of Second Language Writing*, *Linguistics and Education*, *ELT Journal*, *Writing & Pedagogy*, *Functions of Language*, *Visual Communication*, *Linguistics and the Human Sciences*, and *Functional Linguistics*. He is an advisor to the United Nations Test of English (UNATE).