

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

KUIS 2027 (1 cr.)

Meeting Dates: 2/6 (Sat) 10am-2pm, 2/20 (Sat) 10am-2pm, 3/6 (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 in order to become competent users of English as an international language. We will then examine how well current ELT practices in Japan prepare students for the future use of English and explore ways to incorporate the EIL perspective into classroom practice.

Instructor

Name: Aya Matsuda Email: aya.matsuda@asu.edu

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

Selvi, A. F., Galloway, N., & Rose, H. (2023). *Teaching English as an international language*. Cambridge University Press.

PDF copies will be provided for the following:

Hamid, O. & Roshid, M. M. (2025). World Englishes and Language Assessment. In K. Bolton (ed.), *The Wiley Blackwell Encyclopedia of World Englishes* (pp. 2085-2097). Wiley Blackwell.

Hu, G. (2012). Assessing English as an international language. In L. Alsagoff, S. L. McKay, G. Hu & W. A. Renandya (Eds.). *Principles and practices for teaching English as an international language* (pp. 123-143). New York: Routledge.

Matsuda, A. (2012). Teaching materials in EIL. In L. Alsagoff, S. L. McKay, G. Hu, & W. A. Renandya (Eds.). *Principles and practices for teaching English as an international language* (pp. 168-185). Routledge.

Matsuda, A., & Suwannamai, C. (Eds.). (2012). EIL activities and tasks for traditional English classrooms. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language* (pp. 201-237). Multilingual Matters.

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.

Schedule (Subject to change)

Date	Topic/Theme	Assignment (Due at the beginning of the class)
Feb 6	Overview of TEIL	Read: Required: Selvi, et al. Sections 3, 4.6, 5.3 Optional: Selvi, et al. Sections 1 through 5 Bring questions to ask/discuss
Feb 20	Workshop: Teaching Materials Workshop: Activity/Lesson Plan	Read: Required: Selvi, et al. Sections 5.3.7, 6.7; Matsuda; Matsuda & Suwannamai (Skim to get an idea of what the activity/lesson plan description looks like) Optional: Selvi, et al. Sections 6 and 7 Bring a textbook you are using [more details will be given in the first class]
Mar 6	Workshop: Assessment	Read: Required: Selvi, et al. Sections 5.3.11 and 6.11; Hamid & Roshid Optional: Hu 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]
Mar 13	[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: 3/6; Final Version Due: 3/13)

The write-up of your original activity should have three sections. The **Author Information** section simply lists the name of the person who created the activity (i.e., you!). The **Description of the Activity** section should be written clearly and include enough detail so that your classmates can implement it in their own classrooms if they choose to. See below for the types of information this section should include. (You may use the activities in Matsuda & Duran as a model for the format. Please note, however, that not all of the activities included in the chapter would be considered "good" EIL activities or lesson plans according to the criteria we discussed in class.) The activity description should be accompanied by a **Discussion of Rationales** section.

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.