

Course Title	英語科教育法III English Teaching Methodologies III TCE307	Instructor(s)	Marc Waterfield, PhD
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Class Style	講義 Lecture and Discussion	Office Hours	授業で示す To be specified in class
Track	英語教育専門 Teacher Certification	Mode of Instruction	単独 Solo
Credits	2単位 2 Credits	Allocated Year	3 年春 3 rd Year Fall Semester
Active Learning	1-(3) Written Paraphrases & Summaries 2-(6) Peer Teaching 3-(1) Written Peer Review of Written Work 3-(2) Pause for Reflection 3-(3) Active Listening 3-(4) Close Reading 4-(1) Interactive Lectures 4-(2) Facilitated Discussions 4-(6) Jigsaw Activities 4-(7) Oral Paraphrases & Summaries 4-(9) Group Work on Questions	Compulsory or Elective	教員の免許状取得のための必修科目 Compulsory for TCE
Course Overview	本授業は、中学校および高等学校における外国語（英語）指導に関する知識ならびに指導および学習評価の基礎を習得することを目的とする。本科目は「英語科教育法 I～IV」シリーズの第 3 科目に位置づけられる。 本授業では、ポスト・メソッド時代における理論と実践の接続に焦点を当てる。学習指導案の作成および検討を行い、英語科指導法の基礎に基づいた模擬授業を実施する。受講者には、現行の学習指導要領を十分に理解するとともに、実践的指導力の習得に向けて主体的に授業へ参加することが求められる。 To acquire knowledge of teaching foreign languages (English) at junior high school and high school, and the basics of instruction and learning evaluation. This is the third course in the English Language Teaching Methods I-IV series. The focus of this course is connecting theory to practice within a post-method era. Lesson plans will be prepared and reviewed, mock lessons based on the fundamentals of English language teaching will be conducted. Students are expected to understand the current Courses of Study guidelines and to actively participate to acquire practical teaching skills.		
Course Objectives	受講者は、コミュニケーション・ランゲージ・ティーチングの原理を理解する。また、基本的なコミュニケーション活動を学び、それらをさまざまな授業状況に応じて応用する方法を習得する。さらに、コミュニケーション・アプローチを用いた授業運営の在り方を含め、自身の授業実践を省察・評価し、改善につなげる力を養う。 ・ 授業における英語使用の観点から、文部科学省の学習指導要領について批判的に考察する。 ・ 英語で英語を教える（Teaching English through English）という原則を理解する。 ・ 英語を用いた学級経営・授業運営の技法を実践する。 ・ 英語による授業実践を行う。 ・ 批判的省察を通して効果的な指導方略を開発する。		

	Students will understand the principles of communicative language teaching. They will learn some basic communicative activities and learn how to adapt them to different classroom settings. They will reflect on and evaluate their own teaching to further improve such things as classroom management using a communicative teaching approach. • think critically about the MEXT Course of Study with respect to the use of English as an instructional language • understand teaching English through English in principle • practice classroom management techniques using English • practice English instruction • develop effective teaching strategies through critical reflection		
Course Schedule	No	Contents	Homework
	1	Discussion on the theory behind the MEXT Course of Study and the reasoning behind using English as a language of instruction in the MEXT Course of Study.	Write a short description of your teaching beliefs
	2	L1 and the target language in the classroom Discussion on the appropriateness of Japanese in an English classroom.	Prepare interactive Activities (Swain, 2011)
	3	Teaching methods Discussion on making classes more interactive	Reflections on past classroom experiences
	4	Classroom management Addressing various scenarios	Prepare for Practice Explaining an activity
	5	Procedural explanations Peer feedback	Read Schon, 1983
	6	Building classroom awareness through critical reflection	Note taking practice
	7	Classroom observation and stimulated recall Discussion on how to improve teaching skills	Review for Mid-term assessment, Read Tharp and Gallimore, 1989
	8	Review of previous content Mid-term assessment	Prepare a lesson plan
	9	Stages within lessons Conceptualizing appropriate lesson objectives	Prepare a lesson including an ALT
	10	Working effectively with an ALT	Prepare an activity on a given topic
	11	Effective uses of constructive feedback	Prepare an activity on a given topic
	12	Pre-service teaching practice	Prepare an activity on a given topic
	13	Pre-service teaching practice	Prepare presentation
	14	Course Presentations	Reflective writing on teaching practices
	15	Review of previous content for final assessment	Review course content

Grading	学期末アセスメント(30%)、課題レポート等(30%)、模擬授業 (30%) 授業態度(授業への取り組み状況) (10%) 講義全体の三分の一以上の欠席は自動的に評価の対象外となる。 Final Assessment (30%), Assignments/Reports (30%), Mock Lessons (30%), Attitude (10%)
Textbooks	授業内でプリントを配布する。 『新学習指導要領にもとづく英語科教育法第3版』望月昭彦編 大修館書店 Handouts will be distributed in class. <i>English Language Teaching Methods Based on the New Course Guidelines, 3rd Edition,</i>” Akihiko Mochizuki (ed.), Daishukan Shoten.
References Books & Materials	Schon, D. A. (1983). <i>The reflective practitioner: How professionals think in action.</i> Basic Books. Swain, M., & Lapkin, S. (2011). Languaging as Agent and Constituent of Cognitive Change in an Older Adult: An Example. <i>Canadian Journal of Applied Linguistics</i>, 14(1), 104-117 Tharp, R. G., & Gallimore, R. G. (1989). Rousing minds to life: Teaching, learning, and schooling in social context. <i>American Educator</i>, 13(2), 20-25, 46-52.
NOTES	担当教員は、中学校・高等学校での教員としての経験を活かし、講義を行う The instructor conducts lectures by drawing on their experience as a teacher at junior high and high schools. The schedule, policies, and procedures in this course are subject to change due to the class progress, weather conditions (e.g., typhoons), etc., and at the discretion of the instructor. A maximum of two (2.0) absences is allowed. More than two absences will automatically result in a grade of F (Fail).