

授業科目名 Course Name	外国語教育学概論 Overview of Foreign Language Education	教員名 Course Instructor(s)	Anne Howard Marc Waterfield Sugene Kim Won Kim
		Eメールアドレス E-mail	ahoward@miu.ac.jp mwaterfield@miu.ac.jp skim@miu.ac.jp wkim@miu.ac.jp
授業形態 Class Format	講義 Lectures	オフィスアワー Office Hours	講義終了後 After lectures
科目番号 Course Code	LAI602	担当形態 Mode of Instruction (Solo / Omnibus / Jointly)	オムニバス Omnibus
単位数 No. of Credits	2	配当年次 Allocated Year	1年後期 Fall, 1st Year
		卒業要件 Required or Elective to Graduate	必修 Required
到達目標 Goals	1. 外国語教育における幾つかの教授法を理解している 2. 「英語を英語で教える」指導に関する理解が深まっている 3. 外国語学習者の心理 – 動機づけを理解している 1. Understand some teaching methods in foreign language education 2. Deepening understanding of instructing to "teach English in English" 3. Understand foreign language learner psychology and motivation trigger		

授業の概要 Course Overview	将来英語教育に関わる者、現在英語教育に関わっている者、などを念頭に学部教育よりは高いレベルの指導法を学ぶ。さらに外国語教育学の原理・原論や実際の授業や学習に関わる領域の理解を深める。具体的な例では、語彙、文法、リスニング、ヒアリング、ライティングの高度な指導方法、考え方を解説し、また教材の選び方や学習評価方法、あるいは授業づくりの指導法をアクティブラーニング形式で講義する。 The course is designed for those who will be involved in English language teaching in the future and for those who are currently involved in English language teaching. In addition, students will deepen their understanding of the principles and theories of foreign language pedagogy and the areas of teaching and learning in practice. For example, the course will cover advanced teaching methods and ideas for vocabulary, grammar, listening, hearing and writing, as well as how to select teaching materials, assess learning and teach lessons in an active learning format.
ディプロマ・ポリシーとの関係 Diploma Policy Objectives	DP1-1 高い語学力と高度な国際コミュニケーション分野の知識を身に付け、グローバル社会で確実なコミュニケーション力を発揮できる能力を有する。 Acquire highly proficient language skills and advanced knowledge in the field of international communication and has the ability to demonstrate reliable communication skills in a global society. DP1-2 国際コミュニケーションの観点から専門的な研究を行うために必要な学術的思考力を身に付け、国際社会の課題や諸問題を理解し、論理的かつ批判的に分析する能力や問題・課題の解決に向けて提言・実行する能力を有する。 Acquire the academic cogitative skills necessary to conduct specialized research from the perspective of international communication, understand and logically as well as critically analyze issues and topics of the international community, and has the ability to make proposals and take action to solve these issues. DP2-1 異文化の多様性を客観的に見つけ、それぞれの特徴を的確に判断 できる能力や異文化に関する知識を有する。 Acquire the ability to observe objectively at the diversity of foreign cultures and to accurately grasp the characteristics of each, and has knowledge about foreign cultures. DP2-3 英語でのプレゼンテーションやコミュニケーション力を有する。 Acquire the ability to give presentations and further communication skills in English.

履修条件・注意事項 Prerequisites /Remarks	該当なし N/A
授業計画 Course Schedule	(Anne Howard) - Sources of error: Historical review of error analyses and theories of the sources of error in second language (Students do error analysis in groups and briefly present) (エラーの原因：エラー分析の歴史的レビューと第二言語におけるエラーの原因の理論) (学生はグループでエラー分析を行い、短い発表を行う。) - Oral error correction: Ways of research in error correction; state of the profession in oral error correction (口述におけるエラーの訂正：エラー訂正の研究法、口述エラー訂正専門家の状況) - State of the profession in written error correction, and peer correction (Discussion: problems with error correction) (論述におけるエラー訂正の専門家の状況、およびピアによる訂正 (ディスカッション：エラー訂正の問題点)) (Marc Waterfield) - Teaching theories, methods, and the post-method condition (教育理論、教授法、およびポスト・メソッドの条件) - Professional discourse and critical reflective skills (プロフェッショナル・ディスコースとクリティカル・リフレクティブ・スキル) - Task-based teaching approaches, the differences between passive and active teaching approaches to facilitate more active learning conditions in the classroom (タスクベースの教授法、教室でのよりアクティブな学習状況を促進するための受動的な教授法と能動的な教授法の違い) - Academic presentations on content covered in sessions 4, 5, and 6 (セッション4、5、6で取り上げられた内容に関する学術プレゼンテーション) (Sugene Kim) - Theoretical consideration of instructing to "teach English in English" (「英語を英語で教える」指導に関する理論的考察) - Consideration of how to build and develop lessons for "teaching English in English", develop

	teaching materials for this purpose, and evaluation methods with an emphasis on communication (「英語を英語で教える」授業構築のための授業の構築や展開方法、さらにそのための教材開発、及びコミュニケーションを重視した評価方法の考察) 10. About the shift from "skill-oriented" teaching method to "content-oriented" teaching method (「スキル重視」の指導法から「内容重視」の指導法へのシフトについて) (Won Kim) 11. Perspectives on language teaching and learning: Cognitive to sociocultural (言語学習の視点：認知から社会文化へ) 12. Approaches to content and language integrated pedagogies: EAP, EMI, CLIL, CBI (内容言語統合教育法へのアプローチ：EAP、EMI、CLIL、CBI) 13. Functional linguistics to teaching EFL (EFL教育における機能言語学) 14. Language pedagogy and teacher/student identity (言語教育学と学生のアイデンティティ構築) (All Instructors) 15. End of Term Review (期末まとめ)
学生に対する 評価 Assessment Criteria	Students will write responses to essay questions regarding course material, participate in class discussion, and make presentations. These will be comprehensively evaluated. 学生はコース内容に関するエッセイ形式の問に回答、クラスのディスカッションに参加、プレゼンテーション。それらの総合評価による。
時間外の学習 について Preparation and Revision outside Class	Essay writing and preparing for final presentations. 作文およびプレゼンテーションの準備。
テキスト Textbooks	Materials will be distributed as needed. 必要に応じて資料を配布する。
参 考 書 ・ 参考資料等	De Costa, P. I., Green-Eneix, C., & Li, W. (2021). Embracing diversity, inclusion, equity and access in EMI-TNHE: Towards a social justice-centered reframing of ELT. <i>RELC Journal</i>, 52(2), 227–235.

References	Duff, P. 2015. 'Transnationalism, multilingualism, and identity.' <i>Annual Review of Applied Linguistics</i>, 35, 57–80. Ellis, R. (2010). A framework for investigating oral and written corrective feedback. <i>Studies in Second Language Acquisition</i> 31. 335-349. Flowerdew, J. (2016). <i>English for Specific Academic Purposes (ESAP) Writing</i> : Making the case. <i>Writing & Pedagogy</i>, 8(1), 5-32. Halliday, M. A. K. (1994). <i>Introduction to functional grammar</i>. Edward Arnold. Hyland, K. (2006). Disciplinary differences: Language variation in academic discourses, in: K. Hyland & M. Bondi (Eds.), <i>Academic discourse across disciplines</i> (pp. 17–45). Peter Lang. Hyland, F. & Hyland, K. (2001). Sugaring the pill: praise and criticism in written feedback. <i>Journal of Second Language Writing</i> 10. 185-212. Kemaloglu-Er, E. & Bayyurt, Y. 2018. 'ELF-awareness in teaching and teacher education: Explicit and implicit ways of integrating ELF into the English language classroom'. In N. C. Sifakis & N. Tsantila (eds.), <i>English as a lingua-Franca for EFL contexts</i> (pp. 147–163). Multilingual Matters. Lave, J., & Wenger, E. (1991). <i>Situated learning: Legitimate peripheral participation</i>. Cambridge University Press. Lucas, T., Villegas, A., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. <i>Journal of Teacher Education</i>, 59(4), 361–373. Lyster, R. & Ranta, L. (1997). Negotiation of form in communicative classrooms. <i>Studies in Second Language Acquisition</i> 20, 37-66. Martin, J. R., & White, P. R. (2003). <i>The language of evaluation (Vol. 2)</i>. Basingstoke: Palgrave Macmillan. Schon, D. A. (1983). <i>The reflective practitioner: How professionals think in action</i>. Basic Books. Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i>. Cole, M., John Steiner, V., Scribner, S. & Souberman, E. (Eds.). Harvard University Press. Yasuda, S. (2015). Exploring changes in FL writers' meaning-making choices in summary writing: A systemic functional approach. <i>Journal of Second Language Writing</i>, 27, 105-121. Yu, S. & Hu, G. (2017). Understanding university students' peer feedback practices in EFL writing: Insights from a case study. <i>Assessing Writing</i> 33. 25-35.
------------	---