

FALL 2011~2012

COURSES
&
REGISTRATION

FALL 2011~2012 REGISTRATION

Given in this handout are the fall course offerings, schedule, and instructions for how to fill in the registration card. Please read and think about all of this information carefully before you register.

FALL 2011~2012 COURSE DATES

September 10th, 2011 ~ January 8th, 2012

Classes will be offered on **Saturdays & Sundays**

See the full schedule at the end of this document

IMPORTANT NOTICE:

Registration for courses at TC Japan is carried out on-line. Paper registration cards will be used after registration period and for students registering for courses with the non-credit option.

Students will use the information given below to select their desired courses and sign up for them via the MyTC Portal.

VERY IMPORTANT:

To learn how to register using the MyTC Portal, please go to the following website and view the video instructions provided by TC: http://webconf.tc.columbia.edu/mytc_portal

The video may take some time to load on your computer; please be patient. Also, it may automatically re-size your browser window; do not be alarmed by this.

At the end of the video, you are advised that a notice about your payment will appear. This is intended only for NY students. You should ignore it. We have arranged for payments to continue through the Tokyo office and you will be sent an invoice for the courses you register for.

If you cannot view the video for some reason, please contact us at the TC Office.

As the video notes, it is very important to pay attention to the CRN (course registration number) for each course in registering, especially for courses with multiple credit options. Different CRNs are assigned to each credit value. Be careful to choose the CRN which matches the credit option you want. Also, the CRNs for courses offered in Tokyo are unique to those sections; again, be careful to choose the correct CRN so that you do not accidentally sign up for a course in NY.

REGISTRATION DATES FOR FALL 2011~2012

Registration (<u>online</u>)	August 22 ~ 30 (New York time) Note: You can add and drop online during this period.
Late Registration (<u>paper</u>)	August 31-September 2 at TC Japan Campus (Submit the registration card in person. You can also send it by postal mail, fax or in PDF file. Please get the form from TC Office.) Late registration fee: ¥3000 Outside the late registration period: ¥5000 Note: There is no late registration fee for non-credit courses.

Payment Deadline	<p>In full: on or before September 30th</p> <p>Note: Late payments must be approved by the TC Office, so please email Ms. Tamura and make sure).</p> <p>In 3 equal instalments: Due dates are September 30th, October 31st & November 30th.</p> <p>Note:</p> <p>*If you would like to take up the installment payment option, you must contact the TC Office within registration period.</p> <p>*Invoice will be sent from TC Japan Office by email attachment file after registration period, not from NY).</p>
Advisement	Available by phone/email/appointment anytime.
Tuition charges	<p>Full credit: 81,000 yen/credit Zero (0) credit: 40,000 yen Non-credit: 25,000 yen/credit</p>

Note: You cannot register for non-credit courses online. Please ask & submit paper registration form to the TC Japan Office. Also please note that non-credit students don't have access to Classweb. Contact professors to receive required readings on Classweb directly from them.

Regarding registration card, please also refer to the Registration Cards section below.

The Office of Students Accounts in New York has mandated that the following Late Payment Penalties should apply:

Failure to clear all account balances may result in two late payment penalties. An initial late payment fee of Yen 6000 will be charged on any outstanding balance after the second billing date, and a 1.33% monthly late payment penalty (16% annually) will be assessed on any outstanding balance past due thereafter.

Please note also that in some cases, failure to pay fees in a reasonably timely manner means that registration will be put on hold until all accounts are settled. The Registrar in New York has stated the following Teachers College policy regarding overdue fees:

"Students who have outstanding financial obligations are put on hold by the Office of Student Accounts. This hold will block future registrations and the release of transcripts and the diploma. Until the financial hold is clear, students are unable to register for classes and therefore do not have a valid ID card for the term. The student is also not listed as a registered student. Without a valid ID card a student does not have access to library borrowing privileges, nor can he or she maintain an e-mail account with the university [subscription to the TC-Infoweb denied]"

Requirement for methods workshops and OOP courses

If you take an OOP course for 3-credits, you can take one methods workshop for zero (0) credit. (If you take two or three three-credit courses, you can take the same number of workshops for zero credit.)

For Fall 2011~2012, you can register for the following methods workshop for zero credit: A&HT4168, A&HT4175, and A&H4180

Zero credit means that you will be required to have a 100% attendance record as well as do all the required work for the course (i.e. do the same work as those who have registered for full credit). You can then obtain a grade for the course, which will be entered onto your transcript. However the course will count as one of your required workshops, but will not contribute towards the 36 credits needed for the MA degree, (hence it is referred to as zero credit).

NOTE: the zero credit option is **NOT** available for alumni; only for current TC students.

REGISTRATION REGULATIONS - READ CAREFULLY!

- All registrations will be checked when they are forwarded to us from NY (on a weekly basis). If a problem is discovered, we will contact you to discuss it.

- **If you know beforehand** that you cannot go to all the sessions of a course this summer, please **do not enroll** in that course. Remember that full attendance in all courses is a part of the grading requirement. Please talk with the Program Director about this if you have any questions.

REGISTRATION POLICY

Please remember that there is a **strict** time limit for adding or dropping courses. You can drop a course up until:

- the end of the first meeting for a one credit course
- the end of the second meeting for a two credit course
- the end of the third meeting for a three credit course
- 3 weeks from the start of an on-line course

Add/drop a class

Additions can only be made before the first class starts. You can add and drop online within registration period.

Note: Add & Drop after registration period can be done only by paper-basis, not online.

After class starts, please communicate with your course professor first to request permission to drop a course. Then make sure that you **inform the TC office of your decision, and complete a DROP form.** Any tuition money paid by you will then be refunded later. (refund charge:500 yen).

Grade Option

If you would like to take grade option, fill out the form and ask signature of the professor, then submit half of the form to the professor and the other half to the TC Office. Submission deadline is the end of the third class. The form is available at TC lobby.

Withdraw (WD)

After the drop period has finished you may withdraw or be asked to withdraw from a course at any time (but, of course, not after the semester has finished). In the case of a withdrawal, however, there is no refund of tuition fees and your final grade for the course is WD.

Incomplete (INC)

In some cases, an INC (incomplete) may be issued by the professor. In that case, you have 12 MONTHS to make it up. If you do not, the INC stays on your transcript. **In all cases, please communicate with your course professor first about any INCs in a course.**

Cancellation

Courses may have to be canceled in the event of insufficient enrollment, as it is felt that a 'critical mass' is needed for discussion and cross-fertilization of ideas. We will let you know as soon as possible if this occurs. The same is true in the case of unavoidable schedule changes after the publication of the original dates.

REGISTRATION CARDS

(for **non-credit** options and **after registration period** use only)

Please fill in all parts of your registration form carefully in **ENGLISH**, not Japanese. Particularly important points are:

- that your **ID NUMBER** and **ADDRESS** is written correctly and clearly,
- that the **COURSE NUMBERS** and **TITLES** are precise and
- that you **SIGN** and **DATE** the form. Thank you!

TEXTBOOKS

There are two ways to get your textbooks.

1. Order directly yourself from Amazon Japan at <http://www.amazon.co.jp>. You can save on shipping costs that way. ISBN code for the book in the description would be helpful for your search. Also, you can check price and availability of books in multiple online bookstores at a useful search engine: <http://ssearch.jp/books/index.html>
2. Order through the TC Office in Tokyo. We will charge you the unit and shipping costs plus a handling fee in advance. If you choose this option we will contact you directly when they arrive.

Note: if you order a book through TC and the book is delivered to us, you are obligated to buy that book even if you subsequently drop the course. Returns will not be accepted (you can easily on-sell the book for the next course).

Please make sure to order textbooks early. It may take weeks for delivery.

Starting in Fall 2010, TC Office will not offer free copy service for students who have not received their ordered books.

TC Library Policy (excerpt)

1. Books that are not on reserve are available to be borrowed for a period of three weeks by legitimate members of the TC library community, and they can be renewed one time for another three weeks. There is no limitation on the number of books borrowed.
 2. Books are to be returned by the due date. If you are not able to return a book by the due date, please contact the librarian about your situation in advance: tclibrary@tc-japan.edu
 3. Borrowers are responsible for the replacement cost of lost or damaged books.
 4. If you are late in returning books and do not respond to email and phone requests for a period of one month, you will be asked to pay a late fine at the rate of 10 yen per day from the due date of the borrowed item.
 5. No food or drink is allowed in the library.
 6. Please limit printing to ONE copy of any document. This will help reduce paper jams and other printing problems. If additional copies are needed for class handouts, please use the copy machine for that purpose.
- For more details, please check: <http://tc-japan.edu/Library/Policy/policy.html>





TC Japan Policy (Revised in May, 2011)

1. Rooms and Equipment:

- (1) A reservation is needed if you wish to use a classroom or TC equipment.
- (2) When you use the classroom or equipment, please fill out the specified form.
- (3) If you *SPILL DRINKS* on the floor, please immediately ask for a towel from the reception desk.
- (4) When you finish using the classroom, please clean the desks and return everything including desks, chairs and other equipment to their original places.
- (5) The person who has filled out the form and borrowed any equipment is responsible for returning it.
- (6) Before you leave, make a final check with TC staff.
- (7) The refrigerator and thermos pot in the kitchen are not available to students.
- (8) The phone at TC is for staff use. A payphone is available outside the building at the convenience store.

2. If you cannot come to a class and want to take a video, please try every effort to ask your classmate to record for you. If you don't have a video camera, you can borrow from TC and later watch it at TC.

3. The TC office staff does **NOT** do the following things:

-  Make copies (including handouts for presentation and homework) for students. Please use the copy machine in the library at your own expense.
-  Exchange money for the copier or other needs.
-  Store students' luggage or other items.
-  Record classes for students.

4. TC's effort to **REDUCE GARBAGE**

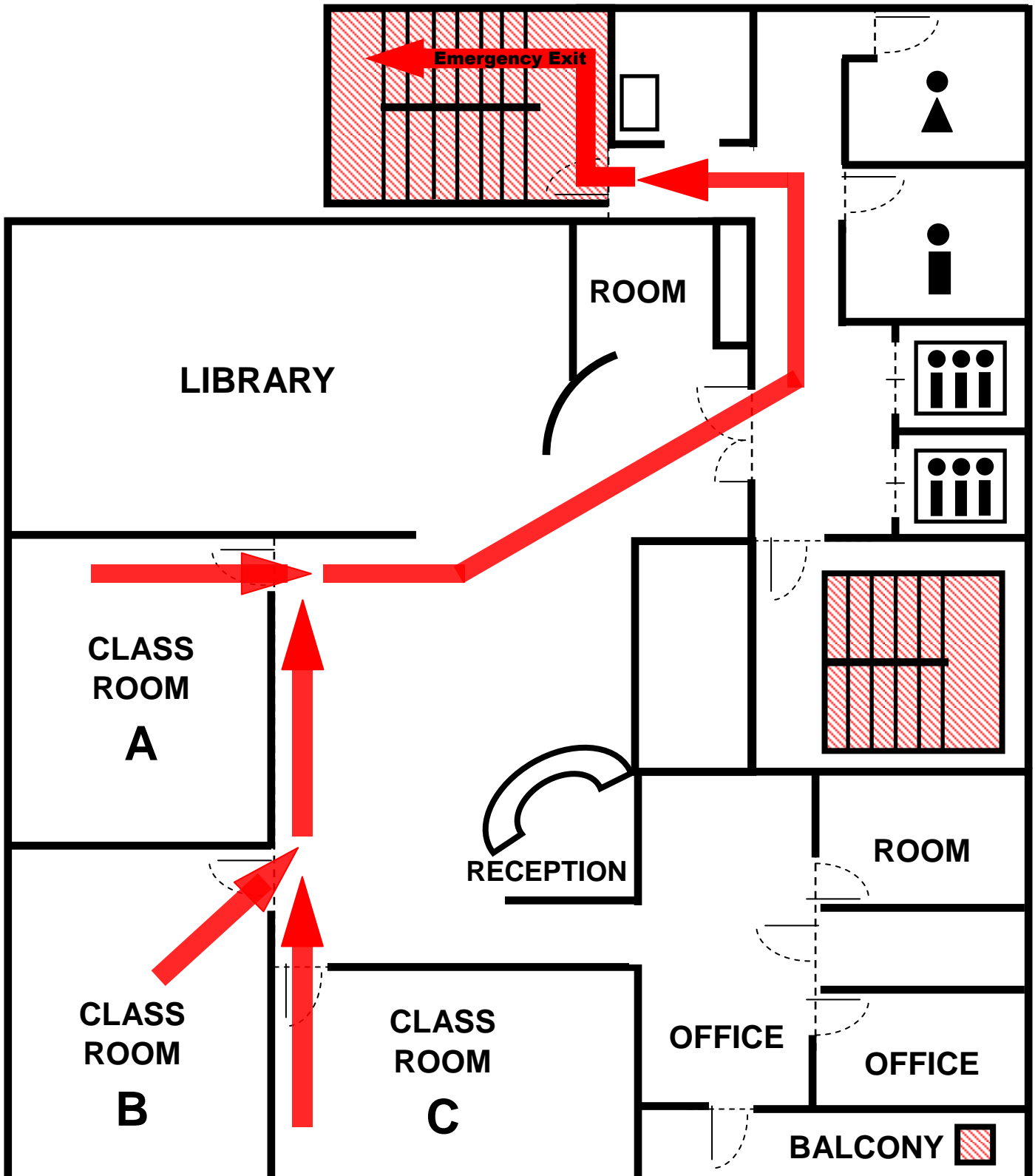
We'd like to ask your support in this effort by doing the following things:

- (1) Limit the amount of trash brought into the building. And if possible, take your own trash home with you.
- (2) Separate and dispose of combustible and incombustible trash correctly according to the trash disposing regulations: Combustible, Incombustible, Plastic bottles, and Cans.
- (3) Empty drinks and ice to the sink in the bathrooms before you throw away bottles, paper cups, plastic cups and cans.

Emergency Exit

In case of an earthquake or fire, please follow the guidance of the TC staff and evacuate by using the Emergency Exit. (There is an outside stairway). **Please follow the red arrows on this map.**

**** Don't use the elevators to evacuate the building.*** It will be out of order if the quake is over Intensity 4. If you are locked in the elevator, use the phone in the elevator and wait for help.



FALL 2011~2012 COURSE DESCRIPTION

A&HT6302- Specialized Practicum: Teaching Speaking (CRN: 32218)

***Cap has been set as 16**

Professor Chris Hale, Instructor, International Christian University

Email: chrishale.01@gmail.com

Credits	Grade	Category	Prerequisites
3	Letter (Pass/Fail Option)	II. Teaching Practica	A&HT4077 Classroom Practices (For G24&G25) A&HT5301 Integrated Skills Practicum

	Date	Time
1	September 10 (Sat.)	4:00 pm ~ 8:00 pm
2	September 24 (Sat.)	4:00 pm ~ 8:00 pm
3	October 8 (Sat.)	4:00 pm ~ 8:00 pm
4	October 22 (Sat.)	4:00 pm ~ 8:00 pm
5	December 10 (Sat.)	4:00 pm ~ 8:00 pm
6	January 8 (Sun.)	10:00 am ~ 5:00 pm

COURSE DESCRIPTION

This course will focus on introducing the practice and theory of teaching speaking methodologies. The course is aimed at developing student teachers' professional competence through introducing systematic approaches to, and reflections upon, the teaching of second language (L2) speaking. Participants will examine various techniques designed to enhance language learning, evaluate existing materials, and consider creative ways to modify those materials as well as develop original materials to enhance speaking. There will be an emphasis on noticing and improving upon one's own practice through conducting microteachings and viewing videos of themselves and peers in their real teaching contexts. Students will participate in a weekly online discussion where they will reflect upon class readings between class meetings. In addition, students will maintain an electronic reflective teaching journal where they will share ideas with their classmates and reflect upon their own teaching practice.

PRE-COURSE ASSIGNMENT

All students should create a gmail account as soon as possible (if they do not already have one) and send an email to the instructor (from their gmail address) briefly introducing themselves, and their teaching situation. Students should bring to the first class the current textbook they use in their classes along with a *simple* speaking lesson plan they have used with the text.

NOTE

As part of this practicum, students are required to provide a recent video-taped lesson of themselves by the third class meeting. It is highly encouraged that students make all the necessary arrangements for this video recording as soon as possible. If you should need an official letter from TC to facilitate permission from your institution, please contact the TC office.

BOOKS TO BUY

- 1) K. Folse *"The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom"* (ISBN: [978-0472031658](#))
- 2) Nation & Newton *"Teaching ESL/EFL Listening and Speaking (ESL & Applied Linguistics Professional Series)"* (ISBN: [978-0415989701](#))
- 3) Articles distributed electronically by the instructor

BIO-DATA

Chris Hale received his MA in TESOL from Teachers College, Tokyo, his Ed.M in Applied Linguistics from Teachers College, New York and is now a doctoral candidate in International Education at Northeastern University, Boston. He is currently teaching graduate and undergraduate courses in the College of Liberal Arts at International Christian University, Tokyo.

A&HT5301- Specialized Practicum: Integrated Skills (CRN: 32217)

*Cap has been set as 16

Professor Gordon Myskow, Toyo University

Email: gmyskow@gmail.com

Credits	Grade	Category	Prerequisites
3	Letter (Pass/Fail Option)	II. Teaching Practica	A&HT4077 Classroom Practices

	Date	Time
1	September 24 (Sat.)	4:00 pm ~ 8:00 pm
2	October 8 (Sat.)	4:00 pm ~ 8:00 pm
3	October 29 (Sat.)	4:00 pm ~ 8:00 pm
4	November 5 (Sat.)	4:00 pm ~ 8:00 pm
5	December 3 (Sat.)	4:00 pm ~ 8:00 pm
6	December 17 (Sat.)	4:00 pm ~ 8:00 pm

COURSE DESCRIPTION

This course will focus on introducing the practice and theory of integrated skills methodologies. The course is aimed at developing student teachers' professional competence through introducing systematic approaches to the teaching of second language (L2) listening/speaking and reading/writing. Participants will examine various approaches to the teaching of integrated skills as well as specific instructional techniques to enhance language learning. There will be an emphasis on noticing, reflecting and improving upon one's own practice through conducting microteachings and viewing videos of themselves and peers in their teaching contexts. Students will participate in a weekly online discussion where they will reflect upon course readings between class meetings. In addition, students will maintain an electronic reflective teaching journal where they will share ideas with their classmates and reflect upon their own teaching practice.

PRE-COURSE ASSIGNMENT

All participants should create a gmail account as soon as possible (if they do not already have one) and send an email to the instructor (from their gmail address) briefly introducing themselves, and their teaching situation. Students should bring to the first class a textbook (or sample materials) they currently use in their classes.

NOTE

As part of this practicum, participants are required to provide a recent video-taped lesson of one of their classes by the third course meeting. It is highly encouraged that those intending to take the course make all the necessary arrangements for this video recording as soon as possible. If you should need an official letter from TC to facilitate permission from your institution, please contact the TC office.

BOOKS TO BUY

NATION, I.S.P., NEWTON, J. (2009). *TEACHING ESL/EFL LISTENING AND SPEAKING (ESL & APPLIED LINGUISTICS PROFESSIONAL SERIES)*. NY: ROUTLEDGE. ISBN: 978-0-415-98970-1

NATION, I.S.P. (2009). *TEACHING ESL/EFL READING AND WRITING (ESL & APPLIED LINGUISTICS PROFESSIONAL SERIES)*. NY: ROUTLEDGE ISBN: 978-0-415-98968-8

Other supplemental readings will be provided by the instructor.

BIO-DATA

Gordon Myskow received his MA in TESOL from Teachers College, Columbia University. He is currently teaching courses on written and spoken communication, academic English, as well as content courses on modern world history at

Toyo University, Tokyo. His main research interests include second language writing, genre analysis and teacher development.

A&HL 4001 – Sociolinguistics and Education (CRN: 32216)

Gregory Paul Glasgow, PhD Candidate in Language Studies

School of Languages and Comparative Cultural Studies, The University of Queensland, Australia

Email: gglinguist@gmail.com

Class Website: <https://sites.google.com/site/sociolinguisticsandeducation/>

Credits	Grade	Category	Prerequisites
3	Letter (Pass/Fail Option)	III. Language Analysis, Acquisition and Assessment/ V. Course and Workshop Electives	None

	Date	Time
1	September 17 (Sat.)	4:00 pm ~ 8:00 pm
2	October 1 (Sat.)	4:00 pm ~ 8:00 pm
3	October 16 (Sun.)	10:00 pm ~ 5:00 pm
4	October 29 (Sat.)	4:00 pm ~ 8:00 pm
5	November 5 (Sat.)	4:00 pm ~ 8:00 pm
6	November 26 (Sat.)	4:00 pm ~ 8:00 pm
7	December 18 (Sun.)	1:00 pm ~ 5:00 pm
8	January 7 (Sat.)	4:00 pm ~ 8:00 pm

COURSE DESCRIPTION

The ultimate aim of this course is to show how concepts of sociolinguistics relate to the everyday lives of teachers and learners. This course provides an overview of issues in micro-sociolinguistics that examine the complexities of language and social interaction, with a special emphasis on classroom practices. It also covers issues in macro-sociolinguistics regarding the role of language in society and attitudes to language, especially as these issues relate to educational policy-making. Students will also be introduced to newer areas of specialization in sociolinguistics.

Topics to be covered in the course will be language choice in the classroom, classroom communicative routines, and gender, ethnicity and representation in ESL/EFL textbooks. Other topics to be presented will be language spread in the 21st century, language and identity, multilingualism in education, World Englishes, language-in-education policy and planning, and language ideologies. The course will also take a critical look at the role of English in an age of globalization and its impact on educational language planning in TESOL, taking into consideration the current policy context in Japan.

Students will be expected to cover various readings, conduct interactive presentations, communicate in online discussions and submit a final paper regarding a topic of interest.

PRE-COURSE ASSIGNMENT

1) Please read Chapter 1 of the McKay & Bokhorst-Heng (2008) text.

2) In no more than 1-2 typed pages, explore your “language contact history” by answering some of the following questions. Aside from the language that you speak at home, what language(s) have you learned through schooling or travel? What languages have you come into contact with, but didn’t learn? Why do you think that is? Have you been strongly encouraged (by parents or teachers) to speak “properly”? Are you self-conscious about the way you speak your language or a language that you have learned? What attitudes do you have towards languages other than your native language? Have those attitudes changed? You can focus on one of these issues, or several of them at the same time if you like.

BOOKS TO BUY

McKay, S., & Hornberger, N. (eds.) (2010) *Sociolinguistics and Language Education*. Multilingual Matters: ISBN: 0-521-484340

McKay, S. & Bokhorst-Heng, W. (2008). *International English in its Sociolinguistic Contexts: Towards a Socially Sensitive EIL Pedagogy*. Routledge: ISBN: 928-0-8058-6338-3.

BIO-DATA

Gregory Paul Glasgow is conducting his PhD research on senior high school English teachers’ attitudes towards recent curriculum reforms by the Japanese government. He is an adjunct professor at Teachers College Columbia University Japan, where he teaches the *Advanced Language Study: Writing* and the *Specialized Practicum: Teaching Writing* courses. Gregory is a co-founder of the TC Japan Writing Center. His research interests are language policy and planning, multilingualism in language education and nonnative speaker English teacher (NNSET) studies.

A&HL4087 – Second Language Acquisition (CRN: 32215)

Dr. Bill Snyder, Teachers College, Columbia University

Email: wes2115@columbia.edu

Credits	Grade	Category	Prerequisites
3	Letter (P/F Option)	III. Lanuguage Analysis, Acquisition and Assessment/	A&HT4077 Classroom Practices A&HL4085 Pedagogical English Grammar

	Date	Time
1	September 11 (Sun.)	10:00 am ~ 5:00 pm
2	October 9 (Sun.)	2:00 pm ~ 5:00 pm
3	October 15 (Sat.)	4:00 pm ~ 8:00 pm
4	October 30 (Sun.)	10:00 am ~ 2:00 pm
5	November 12 (Sat.)	4:00 pm ~ 8:00 pm
6	November 27 (Sun.)	2:00 pm ~ 5:00 pm
7	December 11 (Sun.)	2:00 pm ~ 5:00 pm
8	January 7 (Sat.)	4:00 pm ~ 8:00 pm

ADVISEMENT NOTE:

This course is a required (CORE) course and has A&HT4077 Classroom Practices and A&HL4085 Pedagogical English Grammar as prerequisites

COURSE DESCRIPTION:

This course provides an introduction to second language acquisition research. The goal is two-fold: (a) to enable students to develop an understanding of mechanisms driving and factors influencing second language learning, and (b) to provoke critical thinking about aspects of second language teaching in relation to what is known about second language learning. To these ends, the course will discuss linguistic, cognitive, and sociocultural approaches to second language acquisition. Broadly speaking, we will look at influences that are universal in second language acquisition: age, linguistic background, environment, and cognition, as well as those that are individual: aptitude and motivation. Particular attention will be given to questions of instructed second language learning, and implications in all areas for instructional practice will be considered.

Additional objectives include enabling students to develop: (a) an ability to read the SLA literature, (b) an ability to write a literature review, and (c) an ability to participate effectively in academic discussion

PRE-COURSE ASSIGNMENT:

Read Ortega, ch. 1 and 2

Read the Abrahamsson & Hyltestam (2009) article from the reading packet

BOOKS TO BUY:

Ortega, L. (2009). *Understanding Second Language Acquisition*. ISBN:978-0-340-90559-3

Additional readings available online.

BIO-DATA:

Bill Snyder has a PhD in linguistics, specializing in second language acquisition from Northwestern University. He was worked for many years in language teacher education in the United States, Russia, South Korea, Turkey, Armenia, and now, Japan. His current research focuses on the emotional content of learning and teaching second languages, in particular how this effects the engagement of learners in learning activities and its impact on teachers' perceptions of what they do as good work.

A&HL4085 – Pedagogical English Grammar (CRN: 32214)

Dr. Bill Snyder, Teachers College, Columbia University

Email: wes2115@columbia.edu

Credits	Grade	Category	Prerequisites
3	Letter (P/F Option)	III. Lanuguage Analysis, Acquisition and Assessment	none

	Date	Time
1	September 18 (Sun.)	10:00 am ~ 5:00 pm
2	September 24 (Sat.)	4:00 pm ~ 8:00 pm
3	October 22 (Sat.)	4:00 pm ~ 8:00 pm
4	November 6 (Sun.)	10:00 am ~ 5:00 pm
5	December 10 (Sat.)	4:00 pm ~ 8:00 pm
6	January 8 (Sun.)	10:00 am ~ 5:00 pm

ADVISEMENT NOTE (category & recommendation)

This is a Language Analysis etc. (III) course and is required for all groups from Group 17 onwards. For those in Groups 1 to 16 this course can be counted as an Applied Linguistics (IIIb) course or a TESOL (IIIA) course for degree purposes.

COURSE DESCRIPTION:

This course introduces fundamental principles of English grammar. The textbook looks at grammar from three perspectives: *structural*, *semantic*, and *functional*, which correspond to *form*, *meaning*, and *use*. We will consider these perspectives according to their utility in the general language classroom. The course aims to provide you with diagnostic tools you'll be able to use to identify, understand, and address learner errors, and to give you a solid basis for explaining grammar to your students, according to their needs and level of understanding.

The focus of the class meetings will be on the analysis of English, not on teaching practice. Nevertheless, where relevant, issues of pedagogy, acquisition, error and feedback, and the role of grammar in language instruction will be addressed.

PRE-COURSE ASSIGNMENT:

You will receive a specific list of short pre-class assignments to complete before the class meets for the first time.

BOOKS TO BUY (required):

Celce-Murcia, M., & Larsen-Freeman, D. (1999). (2nd Edition). *The Grammar Book*. Boston, MA.: Heinle & Heinle Publishers. ISBN: 0838447252

BIO-DATA:

Bill Snyder has a PhD in linguistics, specializing in second language acquisition from Northwestern University. He was worked for many years in language teacher education in the United States, Russia, South Korea, Turkey, Armenia, and now, Japan. His current research focuses on the emotional content of learning and teaching second languages, in particular how this effects the engagement of learners in learning activities and its impact on teachers' perceptions of what they do as good work.

A&HT4175- Specialized TESOL Methodology: Facilitating Autonomy in Language Learning (CRN: 1Credit-32221, 0 credit-32222)

Nanci Graves, Kobe Steel International Communication Program

(TA): Stacey Vye, Saitama University

Email: nan18413@gmail.com and stacey.vye@gmail.com

Credits	Grade	Category	Prerequisites
0-1	Pass/Fail (Letter Option)	II. Teaching Methodology/ V. Course and Workshop Electives	none

*if you take an oops course for 3 credits, you can register this course for 0 credit

	Date	Time
1	November 13 (Sun.)	10:00 am ~ 4:00 pm
2	December 4 (Sun.)	10:00 am ~ 4:00 pm
3	December 18 (Sun.)	10:00 am ~ 4:00 pm
4	January 8 (Sun.)	10:00 am ~ 4:00 pm

COURSE DESCRIPTION:

Taking as a fundamental truth that all teachers and institutions are (or should be) learners, this course will explore the concept and practice of autonomy from a number of viewpoints. Starting with the teacher, we will look at what an autonomous teacher is, how such teachers operate, and through what stages they go to become autonomous. At the same time, we will examine where autonomy already exists in our own teaching and how we can modify our instructional strategies in order to help develop it further.

Since we must also consider the overall context in which we operate, we will analyze our own situations to discover to what degree our institutions are currently demonstrating a capacity to grow and change. While the broad focus of the course will be on examining ways in which learners of all descriptions, levels and ages may increase their self-directed skills, our primary aim is to gain a deeper understanding of how to assist our students to develop autonomy within themselves and consequently to become better able, as well as more motivated, to direct their own learning.

Classes will therefore be structured to involve participants in a variety of autonomy-promoting experiential activities, with time provided to discuss these learning strategies and how to adapt them to their own contexts. Given that autonomy studies include such a wide range of instructional areas, specific topics to be covered will depend on the interests and needs of the course participants.

In addition to assigned readings from the textbook, participants are recommended to keep a reader-response journal during the course in which they reflect on other self-selected articles related to autonomous learning (this will be expected for those opting for a letter grade). For the final assignment, participants will be asked to use their reflections on these readings and our class discussions to write a summary of how their ideas about autonomous learning have developed during the course and how they intend to promote autonomy-facilitating strategies in their teaching practice in the future. An electronic version of this short (1000-1500 word) paper should be submitted within one week after the end of the course.

PRE-COURSE ASSIGNMENTS:

(1) Pre-course writing assignment:

Before the beginning of the course, participants should write a 500-1000 word essay covering the following:

- Define what you understand by the term “autonomy.”
- Explain how autonomous you believe you are in your teaching situation with reference to your teaching context and personal direction.
- Explain in what ways autonomy is present in your own classes.

Please bring a hard copy of your essay to the first class and send us an electronic copy afterwards.

(2) Pre-course reading assignment:

Before the beginning of the course, participants should survey the books on reserve in the library and select at least three

different sources of interest to them to read. These sources do not have to be whole books, of course, but can be individual articles or chapters by different authors within the books. Please take notes on these sources and be prepared to share the authors' perspectives during class discussions.

BOOKS TO BUY:

Benson, P. (2011). *Teaching and researching autonomy in language learning* (2nd Edition). London: Longman. [ISBN-10: 1408205017 | ISBN-13: 978-1408205013]

BIO-DATA:

Nanci Graves has taught at various schools in Japan over the past twenty years, including SIMUL Academy, Obirin University, and International Christian University. She is currently teaching full-time at Kobe Steel's in-house English training program. During two lengthy breaks from Japan, she completed an M.A. in Applied Linguistics at the University of Reading in the U.K. and later worked as an academic course coordinator for SUNY at Buffalo's undergraduate program in Malaysia. She started teaching workshop and practicum courses at Teachers College in 1988 (on several occasions co-teaching with Dr. John Fanselow) and served as the TC Program Coordinator from 1990 to 1993. Recently, she has pursued research in teacher and learner autonomy, reflection and motivation.

Stacey Vye has been teaching English in Japan from the very young to senior citizens for over 20 years. She is a TC graduate assisting Nanci Graves with various TC courses since 2006, as well as currently being an assistant professor at Saitama University. Stacey's research interests include reflection and learner and teacher autonomy in language education including the connections between both. In addition, since 2003, she has been volunteering on the committee of the Learner Development SIG (LD-SIG) of the Japan Association of Language Teachers (JALT).

A&HT4180– Trends in TESOL Methodologies: Teaching Pronunciation (CRN: 1Credit-32223, 0 credit-32224)

Dr. Yasushi Sekiya, Kanda University of International Studies (Kanda Gaigo University)
 Email: sekiya@kanda.kuis.ac.jp

Credits	Grade	Category	Prerequisites
0-1	Pass/Fail (Letter Option)	II. Teaching Methodology/ V. Course and Workshop Electives	A & HL4101 Phonetics & Phonology

*if you take an oops course for 3 credits, you can register this course for 0 credit

	Date	Time
1	September 17 (Sat.)	4:00 pm ~ 8:00 pm
2	September 25 (Sun.)	10:00 am ~ 5:00 pm
3	October 2 (Sun.)	10:00 am ~ 5:00 pm
4	October 8 (Sat.)	4:00 pm ~ 8:00 pm

COURSE DESCRIPTION:

The aim of this course is to provide students with pedagogical principles and techniques for teaching English pronunciation to Japanese students. Its focus is on how to help students acquire an intelligible and comprehensible pronunciation in English. The topics to be covered are: (1) factors affecting pronunciation learning; (2) factors influencing the intelligibility of students' pronunciation; (3) the relationship between pronunciation & listening; (4) pronunciation problems of Japanese students; (5) principles of pronunciation teaching; (6) practical techniques for improving students' pronunciation, focusing on vowels, consonants, syllable structure, stress, rhythm, intonation, and word linking respectively; and (7) designing pronunciation activities within a communicative framework. Students will design a pronunciation activity within a communicative framework in groups, and will demonstrate it to the class.

PRE-COURSE ASSIGNMENT

Please review the material covered in A & HL4101 Phonetics & Phonology. (Reread Celce-Murcia et al.'s Chapters 3, 4, 5, and 6.)
 Please read the following chapters of the textbook before the class meeting: Celce-Murcia et al. Chapters 1 and 2.
 Further pre-course assignments to be announced later.

BOOKS TO BUY:

CELCE-MURCIA, M., BRINTON, D. M., & GOODWIN, J.M. (2010, 2ND EDITION) *TEACHING PRONUNCIATION PAPERBACK WITH AUDIO CDS (2): A COURSE BOOK AND REFERENCE GUIDE* CAMBRIDGE UNIVERSITY PRESS. ISBN: 0521729769

Lane, L. (2010) *Tips for Teaching Pronunciation: A practical approach*. Pearson/Longman ISBN-13 978-0-13-813629-1

BOOKS ON RESERVE:

Jenkins, J (2000) *The Phonology of English as an International Language* Oxford University Press ISBN: 0 19 442164 3

BIO-DATA:

Dr. Sekiya holds an MA in linguistics from Sophia University and an M.Ed. and Ed.D. in TESOL/applied linguistics from Teachers College, Columbia University (New York), and is currently a professor at Kanda University of International Studies. His research interests include the acquisition of English phonology by Japanese L1 speakers, content-based language instruction, learner autonomy, and language acquisition in study-abroad contexts.

A&HT 4168: Specialized TESOL Methodology: Culture and Second Language Teaching (CRN: 1Credit-32219, 0 credit-32220)

Dr. Noriko Ishihara, Teachers College, Columbia University, Japan Campus

Email: ishi0029@umn.edu

Credits	Grade	Category	Prerequisites
0-1	Pass/Fail (Letter Option)	II. Teaching Methodology/ V. Course and Workshop Electives	none

*if you take an oops course for 3 credits, you can register this course for 0 credit

	Date	Time
1	September 11 (Sun.)	10:00 am ~ 4:00 pm
2	September 25 (Sun.)	10:00 am ~ 4:00 pm
3	October 9 (Sun.)	10:00 am ~ 4:00 pm
4	October 23 (Sun.)	10:00 am ~ 4:00 pm

COURSE DESCRIPTION:

Without cultural knowledge, language learners may not fully understand the meaning of a message in a second language. Similarly, even with perfect grammar, they could completely offend their interlocutors without appropriate pragmatics. While culture can be defined from various perspectives, this course focuses on *subjective* culture and considers how language teachers can address values, expectations, and appropriate behavior in the culture.

While acquiring pragmatic norms and discourse practices of a speech community can take learners many years, research has shown that the process can be facilitated through explicit instruction designed to focus on cross-cultural awareness. This seminar is designed to provide a brief overview of the theoretical underpinnings of an awareness-raising approach that has been utilized widely for pragmatics-focused instruction and to discuss how second language acquisition theories and research translate into effective classroom practices. We will explore ways to incorporate a pragmatics component into the language curriculum and consider approaches to teaching and assessing pragmatics, as well as the challenges in doing so. Resources for classroom teachers and pragmatics researchers will be shared and participants will have hands-on opportunities to develop instructional materials and tasks for their classroom.

PRE-COURSE ASSIGNMENT:

Read Introduction, Chapter 1, and Chapter 2 of the course textbook and do Activity 2.1 Part 1 in Chapter 2 (pp. 30-32, Part I only) on a sheet of paper to submit during the first course meeting.

BOOKS TO BUY:

Ishihara, N., & Cohen, A. D. (May 2010). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, UK: Pearson Longman. ISBN: 978-1-4082-0457-3

- A reading packet will be available at the TC Office.

BIO-DATA:

Noriko Ishihara, Ph.D., is associate professor of EFL/TESOL at Hosei University and leads language teachers' professional development courses in Japan and in the U.S. Her research interests include pragmatics and identity, instructional pragmatics, and language teachers' professional development. Her latest work appears in *TESOL Quarterly*, *Teaching and Learning Pragmatics* (with Cohen, Pearson/Longman), and *Communication in Context* (with Maeda, Routledge).

IND4000 - Master's Candidate (CRN: 32225)

Register for IND4000 if you are not registering for any other courses and would like to maintain your Columbia e-mail and library access for this term (JPY26250 including tax)

Dates: 9/7-12/22

Fall 2011 -2012 Calendar

Saturday 4:00 – 8:00	Classes	Sunday 10:00 – 5:00	Classes
9/10	Speaking Prac	9/11	Culture & L2T (10:00 – 4:00) SLA
9/17	Pronunciation Sociolinguistics	9/18	Ped Grammar
9/24	Int Skills Prac Speaking Prac Ped Grammar	9/25	Culture & L2T (10:00 – 4:00) Pronunciation
10/1	Sociolinguistics	10/2	Pronunciation
10/8	Int Skills Prac Speaking Prac Pronunciation	10/9	Culture & L2T (10:00 – 4:00) SLA (2:00 – 5:00)
10/15	SLA	10/16	Sociolinguistics
10/22	Speaking Prac Ped Grammar	10/23	Culture & L2T (10:00 – 4:00)
10/29	Int Skills Prac Sociolinguistics	10/30	SLA (10:00 – 2:00)
11/5	Int Skills Prac Sociolinguistics	11/6	Ped Grammar
11/12	SLA	11/13	Autonomy (10:00 – 4:00)
11/19	No Classes – JALT	11/20	No Classes - JALT
11/26	Sociolinguistics	11/27	SLA (2:00 – 5:00)
12/3	Int Skills Prac	12/4	Autonomy (10:00 – 4:00)
12/10	Speaking Prac Ped Grammar	12/11	SLA (2:00 – 5:00)
12/17	Int Skills Prac	12/18	Autonomy (10:00 – 4:00) Sociolinguistics (1:00 – 5:00)
12/24	No Classes Winter Holiday	12/25	No Classes Winter Holiday
12/31	No Classes Winter Holiday	1/1	No Classes Winter Holiday
1/7	Sociolinguistics SLA	1/8	Speaking Prac Autonomy (10:00 – 4:00) Ped Grammar