

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

## Integrated Skills Practicum and Classroom Observation (REQ / 3 cr.)

**Instructor: Prof. Glasgow**

**Email:** glasgow-g@kanda.kuis.ac.jp

9/27 (Sun. 10:00-17:00)	10/25 (Sun. 10:00-17:00)	12/6 (Sun. 10:00-17:00)
1/17 (Sun. 10:00-17:00)	2/21 (Sun. 10:00-17:00)	

*Note:* Online work equivalent to 6 hours will be provided.

### Course Overview

The overall goal of this course is to empower participants with the tools to critically reflect on and enhance their pedagogical practices. The course builds on previous studies in the *Principles and Practices in the TESOL Classroom* course by exploring contextual factors in the implementation of TESOL principles. Firstly, through video/audio classroom observation and through frameworks of classroom observation, participants will observe others’ teaching activities in order to develop their awareness of what constitutes effective, contextually-relevant TESOL pedagogy. Secondly, they will regularly reflect on their own teaching, maintaining teacher journals and sharing their pedagogical challenges and successes with other classmates. Thirdly, through readings and other awareness-raising activities, participants will gain a deeper understanding of the institutional, sociocultural and structural factors that may affect the implementation of TESOL classroom practices. They will use this knowledge to more critically analyze the practices in their own institutions by analyzing textbooks, curriculum policy, educational goals, assessment, as well as cultures of teaching and learning. Lastly, drawing from all the knowledge garnered through the first two objectives, participants will devise a teaching action plan that encourages them to promote innovation in their context, keeping in mind the contextual factors mentioned above. By the end of this course, student-teachers will build awareness of their agency as teaching professionals and view their practice through a more critical lens.

### Course Schedule\*

Session	Assigned Readings**
1.	<p><b>Course Introduction and Expectations</b></p> <ul style="list-style-type: none"> <li>● What are Integrated Skills? What is a Curriculum?</li> <li>● Pedagogical Practice and Teacher Roles</li> <li>● Review and Discussion: Pre-Course Reading (Glasgow &amp; Paller, 2016)</li> </ul>
2.	<p><b>Lesson Planning</b></p> <ul style="list-style-type: none"> <li>● Planning Lesson Content (Murray &amp; Cristison, 2020)</li> <li>● Activity Planning and Classroom Interaction (Murray &amp; Cristison, 2020)</li> <li>● <i>Reflective Practice and Observation 1: Focus on Planning Lesson Content...</i></li> </ul>
3.	<p><b>Classroom Materials and Learning Technology</b></p> <ul style="list-style-type: none"> <li>● Selecting and Adapting Materials (Murray &amp; Cristison, 2020)</li> <li>● Digital Technologies (Murray &amp; Cristison, 2020)</li> <li>● <i>Reflective Practice and Observation 3: Assessing Materials</i></li> </ul>

4.	<p><b>Agency and Innovation in Language Teaching, Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Challenges and Change: Integrating grammar teaching and communicative work in senior high school EFL classes (Underwood, 2017)</li> <li>● Formative and Alternative Assessment (Murray &amp; Cristison, 2020)</li> <li>● Short Talks on Teaching Action Plans (TAPs)</li> </ul>
5.	<p><b>Teacher Talk and Language Use</b></p> <ul style="list-style-type: none"> <li>● First and target language use in the foreign language classroom (Littlewood &amp; Yu, 2011)</li> <li>● <i>Reflective Practice &amp; Observation 4: Focus on Teacher Talk and Classroom Interaction</i></li> <li>● Teaching Action Plan (TAP) Drafts Due</li> </ul>

*\*Online work equivalent to 4 hours will be provided.*

### **Pre-course Reading**

Glasgow & Paller (2016) (*provided by the course instructor*)

### **Required textbook**

Murray, D. & Cristison M. (2020). *What English teachers need to know II: Facilitating learning* [Second Edition]. New York: Routledge: ISBN: 978-1-0415-806411.

*The following required readings will be provided by the instructor:*

Glasgow, G.P., & Paller, D.L. (2016). English language education policy in Japan: At a crossroads. In R. Kirkpatrick (Ed.), *English language education policy in Asia* (pp. 153-180). Springer.  
[https://doi.org/10.1007/978-3-319-22464-0\\_7](https://doi.org/10.1007/978-3-319-22464-0_7) [downloadable from Google Classroom]

Littlewood, W., & Yu, B. (2011). First language and target language use in the foreign language classroom. *Language Teaching*, 44, 64-77. [downloadable from Google Classroom]

Underwood, P.R. (2017). Challenges and change: Integrating grammar teaching with communicative work in senior high school EFL classes. *SAGE Open*.  
<https://doi.org/10.1177/2158244017722185> [downloadable from Google Classroom]

### **Supplemental Course Readings**

Nation, P. (2013). *What should every EFL teacher know?* Compass Publishing.  
 [Same book as that used in *Principles and Practices in the TESOL Classroom*]

### **Assignments and Assessment**

- Pedagogical Reflection and Observation (30%)
- Final Project – Teaching Action Plan (30%)
- Pre-class Assignments / Pre-course Task (25%)
- Participation and Collaboration (15%)

**Grade Scale:** A 100-85 B 84-70 C 69-60 D 59-0

## Course Objectives

### *Pedagogical Reflection and Observation (30%)*

*By the end of the course, class participants will:*

- create and analyze **video/audio recorded or in-situ segments of their lessons**, adapting them as needed to their students either on-site or asynchronously (taping or videoing their lessons for analysis) with appropriate teaching materials
- **critically reflect on their pedagogical activities and those of other classmates** in an objective, supportive and constructive manner
- **regularly maintain a Teaching Diary**, writing entries about their teaching experiences on a regular basis

### *Final Project – Teaching Action Plan (30%)*

By the end of the course, class participants will critically analyze pedagogical practices at their institutions, making explicit connections between theory and everyday pedagogical practices by

- describing the pedagogical practices that take place in their institutions
- identifying **one issue or problem**
- **creating a long-term or short term plan** to address the issue or problems
- anticipating **possible challenges** to the implementation of their plans and **devising solutions to them.**
- **accurately use APA citation and referencing**, and demonstrate coherence and cohesion in academic writing
- **further familiarize themselves** with the academic literature in TESOL through secondary research

### *Pre-class Assignments / Pre-course task (25%)*

*Previous to and during the course, class participants will:*

- prepare for classes in advance by completing pre-class assignments to demonstrate comprehension of the reading material

### *Participation and Collaboration (15%)*

*During the course, participants will:*

- contribute regularly to the “3R Discussion Stream” through (1) **Reflections** on their own pedagogical successes and struggles 2) **Reactions** to other classmates’ reflections 3) **Resources** that they want to share with their classmates
- complete post-class survey forms on Google Forms

## **Instructor Bio**

Gregory Paul Glasgow, Ph.D. is Associate Professor in the English Department of Kanda University of International Studies. He has been a language teacher, teacher educator and researcher in the Japanese context since 1999. His current research interests are teacher agency in language education policy and planning, the pedagogy of English as an International Language, and second language teacher education and professional development. He has published two co-edited books entitled *Agency in Language Policy and Planning: Critical Inquiries* and *Researching Agency in Language Policy and Planning* (Routledge, 2019), and has also written several book chapters on a range of topics such as native-speakerism, second language teacher education and professional development and Content and Language Integrated Learning (CLIL). Dr. Glasgow has previously served as an English Language Specialist for the Embassy of the United States in Tokyo and academic coordinator at NYU School of Professional Studies. He is also the incoming editor for the *JALT Journal*, the research journal of the Japan Association for Language Teaching.