

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

### **Course Dates**

4/4 (Sun. 10:00-17:00)	5/9 (Sun. 10:00-17:00)	6/6 (Sun. 10:00-17:00)
7/11 (Sun. 10:00-17:00)	8/29 (Sun. 10:00-17:00)	

*Note:* Additional online embedded academic writing support will be provided through individual, face-to-face Zoom tutorials. Each student will be entitled to a one-hour tutorial to focus on whatever writing support they request. They can schedule the tutorial with the professor at a mutually convenient time during the course.

### **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 each other's 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.

## 1. Course Schedule

Session	Date	Topics and Activities
1.	4/4	<p><b>Course Introduction and Expectations</b></p> <p>What are Integrated Skills? What is a Curriculum?</p> <p>Pedagogical Practice and Teacher Roles</p> <p>Review and Discussion: Pre-Course Reading (Glasgow &amp; Paller, 2016)</p>
2.	5/9	<p><b>Lesson Planning</b></p> <p>Ch. 2: Planning Lesson Content (Murray &amp; Cristison, 2020)</p> <p>Ch. 3: Planning Activities and Classroom Interaction (Murray &amp; Cristison, 2020)</p> <p><i>Reflective Practice and Observation 1: Focus on Planning Lesson Content and Activities</i></p>
3.	6/6	<p><b>Classroom Materials and Learning Technology</b></p> <p>Ch. 4: Selecting and Adapting Materials (Murray &amp; Christison, 2020)</p> <p><i>Reflective Practice and Observation 2: Materials Creation, Adaptation and Supplementation</i></p>
4.	7/11	<p><b>Agency and Innovation in Language Teaching, Formative Assessment</b></p> <p>Introduction to Teacher Agency</p> <p>Part II: Instructing for Learning (Chs. 5-10) (Murray &amp; Christison, 2020)</p> <p>Ch.11: Classroom-Based Assessment (Murray &amp; Christison, 2020)</p> <p>Short Talks on Teaching Action Plans (TAPs)</p> <p><i>Reflective Practice and Observation 3: Formative Assessment Practices</i></p>
5.	8/29	<p><b>Teacher Talk and Language Use</b></p> <p>First and target language use in the foreign language classroom (Littlewood &amp; Yu, 2011)</p> <p>Ch 14: Exploring One's Own Instruction (Murray &amp; Christison, 2020)</p> <p>Teaching Action Plan (TAP) Drafts Due</p> <p><i>Reflective Practice and Observation 4: Focus on Teacher Talk and Classroom Interaction</i></p>

### **Pre-course Reading/Assignment**

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]

### **Required textbook**

Murray, D. & Christison M. (2020). *What English teachers need to know II: Facilitating learning* [Second Edition]. New York: Routledge: ISBN: 978-0367225773

Additional readings will be provided by the instructor.

### **Assignments and Assessment**

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

**Grade Scale:** A+ 100-95; A 94-80; B 79-70; C 69-60; D 59-0

### **Instructor Bio**

Gregory Paul Glasgow, Ph.D. is Associate Professor in the Department of English 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 Global Englishes/ English as a Lingua Franca, 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 and second language teacher education. Dr. Glasgow has previously served as an English Language Specialist for the Embassy of the United States in Tokyo. He is the current editor-in-chief for the *JALT Journal*, the research journal of the Japan Association for Language Teaching.