

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

Instructor: Dr. Gregory Paul Glasgow

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Course Dates

10/6 (Sun. 10:00-17:00)	11/10 (Sun. 10:00-17:00)	12/8 (Sun. 10:00-17:00)
1/19 (Sun. 10:00-17:00)	2/9 (Sun. 10:00-17:00)	

Note: Additional online work equivalent to **6 hours** will be provided through embedded academic writing support, including 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 Description:

This course aims to empower participants with the tools to critically reflect on and enhance their pedagogical practices. It builds on previous studies in the *Principles and Practices in the TESOL Classroom* course by exploring contextual factors in implementing TESOL principles and potential problems or issues related to these factors. Firstly, by applying various theoretical and pedagogical frameworks, participants will observe and reflect on each other's teaching activities to develop an awareness of what constitutes effective and contextually relevant TESOL pedagogy. Secondly, participants will regularly reflect on their teaching through teacher journals and share their pedagogical challenges and successes with other classmates. Thirdly, through readings and other awareness-raising activities, participants will understand the sociocultural and institutional factors that may affect their effectiveness in implementing TESOL classroom practices. They will use this knowledge to critically reflect on the issues in their institutions relating to lesson planning, materials adaptation, classroom assessment, teacher talk, and target language use. Lastly, drawing from the course's objectives, participants will devise a teaching action plan encouraging them to promote innovation in their context. 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.

Key Course Outcomes

Upon successful completion of this course, participants will:

1. Compose a *Teaching Action Paper* that includes articulating a pedagogical issue in context and developing a pedagogical action plan in response to that issue **(DP 2,3,4,6,10)**.
2. Reflect on teaching practices by 1) creating and/or conducting **2 (two)** video-recorded or in-person segments of lessons, 2) reflecting on and analyzing the lesson segments of other classmates, and 3) regularly maintaining a teaching diary throughout the course **(DP 2,3,4,6,10)**
3. Relate TESOL theories on curriculum development, lesson & activity planning, language use, materials development, and classroom-based assessment to one's teaching practices **(DP 2,3,4,9,10)**
4. Complete collaborative tasks created from course readings to enhance the learning of all class members and nurture a positive and supportive learning environment **(DP#10)**
5. Further enhance facility with educational technology, library research, academic style conventions, and other related areas needed for success in the MA Program **(DP#10)**

Note. DP is an abbreviation of Diploma Policy statements. TESOL Program statements (objectives) can be found [here](#). Numbers correspond to the statement(s) emphasized in each course outcome.

Course Schedule

Session	Pedagogical Issues	Topics	Class Readings
1. (10/6)	The teacher's role in the curriculum	Pedagogical practice; curriculum design; language education policy	Pre-course reading: Glasgow & Paller (2016): <i>English language education policy in Japan: At a crossroads</i>
2. (11/10)	Lesson planning: Challenges and considerations	Lesson content; planning lesson activities; student groupings	Pre-class reading: Murray & Christison (2020): Ch. 2: <i>Planning lesson content</i> ; Ch. 3: <i>Classroom activities and classroom interaction</i>
3. (12/8)	Materials development and adaptation	Textbook analysis (Nation's 4 strands); material design, digital literacy	Pre-class reading: Murray & Christison (2020): Ch 4: <i>Selecting and adapting teaching materials</i> ; McGrath (2013): <i>Textbook Adaptation</i>
4. (1/19)	Questioning strategies for EFL/ESL teachers	Higher-order & lower-order questioning, formative assessment	Pre-class reading: Murray & Christison (2020): Part II: <i>Instructing for Learning</i> ; Ch. 11: <i>Classroom-based assessment</i>
5. (2/9)	Target Language Use in the Classroom: Issues and Viewpoints	Teacher talk, L1/L2 use in the classroom, teacher cognition, professional learning communities	Pre-class reading: Littlewood & Yu (2011): <i>First language and target language use in the foreign language classroom</i>

Pre-course Reading

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 [downloadable from Google Classroom]

Required Textbook for Pre-class Readings

Murray, D. E., & Christison, M. (2020). *What English language teachers need to know II: Facilitating learning* (2nd ed.). Routledge. ISBN 13: 978-0367225773

The following additional **required** readings will be provided by the instructor [downloadable from Google Classroom]:

- Littlewood, W., & Yu. B. (2011). First language and second language use in the foreign language classroom. *Language Teaching*, 44(1), 64–77. <https://doi.org/10.1017/S0261444809990310>
- McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: Practice and Theory*. Bloomsbury [Chapter section on textbook adaptation]

Assignments and Assessment

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

Note: Points will be deducted for each day an assignment is late.

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 teacher, teacher educator, curriculum developer and researcher in Japan since 1999. He is a critical applied linguist who researches language education policy, multilingualism, the pedagogy and politics of Global Englishes Language Teaching (GELT), language teacher identity and agency in English Language Teaching (ELT), and second language teacher education (SLTE). His most recent book, *Black teachers of English(es) in Japan: Transnational, professional and pedagogical encounters* (Multilingual Matters) is slated to be published at the end of this year. He has also published an edited volume entitled *Multiculturalism, language, and race in English education in Japan: Agency, pedagogy, and reckoning* (Candlin & Mynard ePublishing, 2023). Dr. Glasgow serves as an editorial committee member of the Japan Black Studies Association (JBSA), a consulting editor for the *JALT Journal*, the research journal of the Japan Association for Language Teaching (JALT), and a proposal reviewer for the International Academic Forum (IAFOR),