

Integrated Skills Practicum and Classroom Observation Spring 2020 Course Syllabus

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1. Course Description

The overall goal of this course is to empower participants with the tools to critically reflect on and enhance their pedagogical practices. 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 analyse the practices in their own institutions by analysing textbooks, curriculum policy, educational goals, assessment, as well as cultures of teaching and learning. At the end of the course, participants will increase their agency and view their pedagogical practices through a more holistic and critical lens.

2. Course Schedule

Class /Date	Topic(s)	Assigned Readings
1 (4/12)	Course Introduction and Expectations What is Pedagogical Practice?	Butler (2006) <i>"The implementation of communicative and task- based learning in the Asia-Pacific Region"</i> [pre-course reading]
2 (5/17)	Curriculum Planning Reflective Practice & Observation 1: Focus on Lesson Content and Objectives	Murray & Cristison (2011) Ch. 2 <i>"Planning Lesson Content"</i> Nation (2013) Ch. 14 <i>"How do you Plan a Language Course"</i>
3 (6/14)	Classroom Materials Reflective Practice & Observation 2: Focus on Materials Design / Development	Murray & Cristison (2011) Ch. 4 <i>"Selecting and Adapting Materials"</i> Gebhard (2011) Ch. 6 <i>"EFL/ESL Materials, Media and Technology"</i> **

4 (7/12)	Teacher Talk Reflective Practice & Observation 3: Focus on Classroom Instructions and Classroom Interaction	Littlewood & Yu (2011) “ <i>First Language and Target Language</i> ” Murray & Cristison (2011) Ch. 3 “ <i>Planning Activities and Managing Classroom Interaction</i> ” Nation (2013) Ch. 15 “ <i>Dealing with L1 Use in the L2 Classroom</i> ” [optional]
5 (8/30)	Classroom Interaction Reflective Practice & Observation 4: Focus on Assessing for Learning Short Talks: Pedagogical Portfolios	Murray & Cristison (2011) Ch. 12 “ <i>Formative and Alternative Assessment</i> ” Nation (2013) Ch. 12 “ <i>How do You Test Learners</i> ”

3. Assessment

Reflective Practice and Observation (30%)
 Final Project – Pedagogical Portfolio (25%)
 Student Presentations (20%)
 Online and In-Class Assignments (25%)

4. Assignments / Course Outcomes

Reflective Practice and Observation (30%)

By the end of the course, participants will:

- analyse video/audio recorded segments of their lessons, adapting them as needed to their students either on-site or asynchronously (taping or videoing their lessons for analysis)
- critically reflect on their lesson outcomes, and carefully consider how to improve those outcomes in future lessons
- critically reflect on the pedagogical activities of other classmates in an objective, supportive and constructive manner
- maintain a teaching diary/journal, writing entries about their teaching experiences on a regular basis
- contribute regularly to the “3R Discussion Stream” through (1) **Reflections** on own pedagogical successes and struggles 2) **Reactions** to other classmates’ reflections 3) **Resources** that they want to share with their classmates
- design lesson activities that have clearly articulated objectives, in response to any pedagogical challenges they are experiencing
- create lesson plans in order to gain familiarity with any pedagogical techniques learned in this course or other courses
- ensure that their lesson objectives are reflected in the activities and materials chosen

Final Project (Pedagogical Portfolio) (30%)

By the end of the course, participants will:

- submit a written portfolio that specifies and assesses the pedagogical practices that take place in their institutions. These will include:
 - **short description of teaching context**
 - **institutional mission statement** (what types of pedagogical practices are valued/promoted in the institution? Are they achievable/realistic?)
 - **English curriculum** (a description of the overall curricular goals in the level taught)
 - **sample lesson and implementation challenges** (a sample of a lesson taught and the degree to which it aligns with principles and practices in their teaching contexts)
 - **materials assessment** (an evidence-based assessment of the quality of materials used at your institution)
 - **assessment for learning**
 - **entries from teaching diary/ journal**
 - **professional development needs** (in consideration of the pedagogical challenges faced at your institution, what do teachers need in order to further develop their pedagogical knowledge?)

They will also:

- critically analyze their practices, making explicit connections between theory and everyday pedagogical practices, and identifying challenges
- accurately use APA citation and referencing practices, and demonstrate coherence and cohesion in academic writing

Student Talks & Presentations (20%)

By the end of the course, participants will:

- present one key issue with respect to pedagogical practice raised in one of the main course readings, and illustrate the key points of those readings through carefully designed classroom activities
- facilitate discussion of the course readings
- give a short talk about pedagogical practices in their institutions based on the information they collect for the Final Project
- deliver an effective presentation that is appropriate in its use of visuals, verbal and nonverbal language

Assignments (In-class and Online) (25%)

By the end of the course, participants will be able to:

- reflect meaningfully on their pedagogical practices
- classify the different types of pedagogical challenges teachers face in the implementation of curricula at various levels
- develop a more holistic understanding of “pedagogical practice” as it relates to the core practices of planning, teaching, assessing and teacher learning
- begin to develop problem-solving skills to deal with pedagogical issues in classrooms, departments and institutions
- identify sociopolitical and sociocultural influences on pedagogical practice in TESOL at national, institutional and classroom levels

5. Assigned Readings

[most of the readings will be downloadable from Google Classroom unless otherwise indicated]

Course Textbooks

Murray, D. & Cristison M. (2020). *What English teachers need to know II: Facilitating learning*. (second edition) New York: Routledge: ISBN: **978-0367225773**

Nation, P. (2013). *What should every EFL teacher know?* Compass Publishing, South Korea. ISBN: 978-1-59966-266-4. [Students who have already taken *the Principles and Practices in the TESOL Classroom* course should have this book]

Pre-course Reading

Butler, Y. (2011). The implementation of communicative and task- based learning in the Asia-Pacific Region. *Annual Review of Applied Linguistics*, 31, 36-57.
[downloadable from Google Classroom]

Other Required Readings

Gebhard, J. (2017). *Teaching English as a foreign or second language: A self-development and methodology guide* (3rd Edition). Ann Arbor, MI: University of Michigan Press.
[Chapter 6 of this will be provided to you by the professor]**

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]

Supplemental Readings (for Reference)

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). Cham, Switzerland: Springer. [downloadable from Google Classroom]

Myskow, G., Minematsu, A., Plaza, T., & Andreano, J. (2019). Varieties of integrated-skills instruction. *Accents Asia*, 11(2), 1-13. [downloadable from Google Classroom]

Richards, J. (2011). *Competence and performance in language teaching*. Cambridge: Cambridge University Press. [downloadable from Google Classroom]

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 for the past twenty years. His current research interests are teacher agency in language education policy and planning, and second language teacher education. He has published two co-edited books with Dr. Jeremie Bouchard of Hokkai Gakuen University entitled *Agency in Language Policy and Planning: Critical Inquiries* and *Researching Agency in Language Policy and Planning* (Routledge, 2019), and has also released several book chapters on a range of topics such as native-speakerism, second language teacher education 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.