

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

Instructor: Dr. Gregory Paul Glasgow

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Course Dates

4/16 (Sun. 10:00-17:00)	5/21 (Sun. 10:00-17:00)	6/18 (Sun. 10:00-17:00)
7/9 (Sun. 10:00-17:00)	8/20 (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

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, and potential problems or issues related to these factors. Firstly, through the application of a variety of 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 own teaching through teacher journals and share their pedagogical challenges and successes with other classmates. Thirdly, through readings and other awareness-raising activities, participants will gain a deeper understanding of the sociocultural and institutional factors that may affect their effectiveness in the implementation of TESOL classroom practices. They will use this knowledge to critically reflect on the issues encountered in their own institutions as they relate to lesson planning, materials adaptation, classroom assessment, teacher talk and target language use. Lastly, drawing from the course's objectives explained above, participants will devise a teaching action plan that encourages 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.

Course Schedule

Session	Pedagogical Issues	Topics	Class Readings
1. (4/16)	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. (5/21)	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. (6/18)	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. (7/9)	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. (8/20)	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>
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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.

Evaluation: Letter Grade

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 researcher and teacher educator in the Japanese context since 1999. His current research interests are language education policy, the pedagogy of Global Englishes / English as a Lingua Franca, and multiculturalism, race, and identity in second/foreign language teacher education. 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 language policy and second language teacher education. Dr. Glasgow has previously served as an English Language Specialist for the Embassy of the United States in Tokyo, and is the consulting editor for the *JALT Journal*, the research journal of the Japan Association for Language Teaching (JALT).