

Specialized TESOL Methodology: Technology in Language Teaching

Instructor: Jonathan Andreano

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

Course Dates

12/12 (Sat. 16:00-20:00)	12/19 (Sat. 16:00-20:00)	1/9 (Sat. 16:00-20:00)
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Course Description

This course provides opportunities for student-teachers to explore key issues regarding the role of technology in the language classroom. It has three main goals.

- **The first goal** is for our classroom community to develop a shared terminology for talking about educational technology and understanding of its disciplinary scope. This includes the overarching theme of Information and Communication Technologies (ICT) as well as course planning frameworks, such as Technological Pedagogical and Content Knowledge (TPACK).
- **The second goal** is to promote reflective teaching practices. Through class discussions and online self-reflections, participants will have opportunities to relate the course content to their own teaching experiences and gain awareness of shared strategies to “troubleshoot” possible technological and pedagogical challenges they may encounter.
- **The third goal** is to develop a foundation for student-teachers to create or adapt accessible technology-based solutions that respond to local teaching needs, constraints, and available resources. This includes the responsible use of generative AI as well as discussions on developing safeguards that preserve meaningful student thinking.

The main course assignment called *Pechakucha* provides student-teachers with an opportunity to research a specific technology of interest and explore implementation related challenges as well as potential solutions in their individual classroom contexts.

Course Schedule

Session	Issues	Topics
1. (12/12)	<i>When does technology meaningfully support learning?</i>	• Educational technology as a field: shared terminology and scope • Learning theory and integration frameworks: TPACK, SAMR, and RISE • Evaluating affordances, constraints, accessibility, privacy, cost, and classroom fit • Digital classroom management across face-to-face, blended, and online settings • Choosing technology, analog instruction, or a purposeful combination
2. (12/19)	<i>How can teachers use AI to solve authentic classroom problems?</i>	• Generative AI for planning, differentiation, formative assessment, feedback, and resource creation • Prompting as iterative instructional design: defining goals, constraints, quality criteria, and checks • Vibe coding and low-code/no-code approaches for simple, customized teacher and student tools

3.
(1/9)

How should educators respond to AI's impact on thinking, learning, and agency?

- Potential effects on literacy, reasoning, critical thinking, problem solving, cognitive engagement, and independent learning
- Academic integrity, authorship, equity, data ethics, and changing teacher/student roles

Required textbook

There is no required course text; the instructor will provide all materials.

Assignments and Assessment

The enrolled course is Pass / Fail.

- REFLECTION: As a formative assessment, course participants will be tasked with writing a 300-400 word reflection on the content covered each meeting session (three reflections in total). These reflections will be completed by way of a Google Form and a basic framework will be provided in-class.
- PECHAKUCHA: As a summative project, course participants will complete a modified Pechakucha ([link](#)) outlining the use of an educational technology in their individual instructional context. This can be based on a potential planned implementation or a previous instructional experience. This summary will include:
 - o A brief contextual overview
 - o Technological intervention and rationale
 - o Anticipated/realized challenges and strategies for addressing them.

Course Objectives

1. Class Sessions

Class Participants will be able to:

- Apply ICT educational concepts to the classroom in support of language learning aims
- Collaborate with classmates to develop classroom activities that utilize technology,
- Articulate challenges of implementing ICT and devise practical solutions for dealing with them.
- Evaluate different technologies for their instructional efficacy and outline potential hurdles that will need to be addressed to support implementation

2. Pechakucha Assessment

Class Participants will be able to:

- Explain the rationale for using a specific technology in their teaching context
- Describe how the technology will be explicitly used to achieve technological, pedagogical and content goals
- Evaluate the effectiveness of said technology in achieving the target lesson aims

Instructor Bio

Jonathan Andreano (MA TESOL, KUIS) is an educator, program leader, and AI implementation advisor with more than a decade of experience in bilingual and international education in Japan. He holds Japanese teaching licenses in Social Studies, Geography and History, Information Science, and English as a Foreign Language, and has served as a Vice Principal and International Baccalaureate programme coordinator. He currently works as a Senior Project Manager at Amazon Japan, with responsibilities including manager development and AI upskilling, while continuing to advise schools on practical AI implementation. His work focuses

on technology use that is pedagogically purposeful, accessible, and responsive to the realities of teachers and learners.