

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

Specialized TESOL Methodology: Reflective Practice

October 6-7, 2018

**Kanda University of International Studies
Graduate School, Tokyo Campus**

Meeting times	Saturday, October 6, 15:00-20:00 Sunday, October 7, 10:00-17:00pm
Instructor	Thomas. S.C. Farrell PhD Professor Department of Applied Linguistics Brock University, Canada
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Professor Thomas S. C. Farrell is an internationally renowned scholar and award-winning researcher in reflective practice and language teacher education & development. A highly sought-after speaker, Dr. Farrell has given presentations worldwide, including over 150 keynote, plenary, and conference papers. He has also published widely, authoring or editing 35 books, 41 book chapters, 87 articles in refereed journals and conference proceedings, and 50 popular articles in non-refereed publications to date. A selection of his most recent books include: *Teaching Practice: A Reflective Approach* (2011, New York: Cambridge University Press—with Jack Richards); *Reflecting on Teaching the Four Skills* (2012), Ann Arbor: The University of Michigan Press; *Reflective Practice* (TESOL, USA, 2013); *Reflective Writing for Language Teachers* (Equinox, 2013); *Reflective Practice in ESL Teacher Development Groups: From Practices To Principles* (Palgrave MacMillan, UK, 2014); *International Perspectives on English Language Teacher Education: Innovations From The Field*. Basingstoke, UK: Palgrave MacMillan (Ed, 2015), *Promoting teacher reflection in language education: a framework for TESOL professionals* (Routledge, 2015), *From Trainee to Teacher: Reflective Practice For Novice Teachers* (Equinox, 2016). *Reflecting on Critical Incidents in Language Education*. (With L. Baecher, Bloomsbury, 2017); *Research on Reflective Practice in TESOL* (Routledge, 2017). His webpage is: www.reflectiveinquiry.ca

Course Objectives

This 1-credit course aims to familiarize teachers with the concept of reflective practice. The course introduces the principles and practices associated with reflective practice for language teachers. Reflective practice is central to a language teacher's development so that they can not only improve the quality of their teaching, but also provide better opportunities for their students to learn. The primary course objectives are to:

- understand the theories & approaches behind reflective practice
- become familiar with major research findings on reflective practice
- be able to apply a particular framework for reflecting on practice
- become aware of themselves as language teachers and their philosophy, principles, and theory of practice and their impact on practice and beyond practice
- become aware of the impact of practice on students, colleagues, community and society

Course content

Reflective practice generally means that language teachers subject their assumptions, beliefs and teaching practices to a critical analysis so that they can become more aware of their practice. Gaining teaching experience as a language teacher is not enough to provide automatic professional development, for we do not learn much from experience as much as we learn from reflecting on that experience; thus experience combined with systematic reflection can lead to professional growth so that we can become more effective language teachers. In this course we will use the *Framework for Reflecting on Practice* to explore reflective practice as a multi-dimensional activity that includes reflecting on self, practice and beyond practice.

Required Text

- Farrell, Thomas S, C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. London: Routledge.
 - **Available at Amazon Japan:** https://www.amazon.co.jp/Promoting-Teacher-Reflection-Language-Education/dp/1138025046/ref=sr_1_2/355-5744202-7599330?s=english-books&ie=UTF8&qid=1534251664&sr=1-2&refinements=p_27%3AThomas+S.+C.+Farrell

Additional Readings

Recommended reading before the course: choose from among the following

- Farrell, T.S.C. (2007/2018). *Reflective language teaching*. London: Continuum Press.
- Farrell, T.S.C. (2013). *Reflective writing for language teachers*. London, UK: Equinox.
- Farrell, T.S.C. (2014). *Reflective practice in ESL teacher development groups: From practices to principles*. Basingstoke, UK: Palgrave Macmillan.
- Farrell, T.S.C. (2016). *From trainee to teacher: Reflective practice for novice teachers*. London, UK: Equinox.
- Farrell, T.S.C. (2016). The practices of encouraging TESOL teachers to engage in reflective practice: An appraisal of recent research contributions. *Language Teaching Research*, 20, 2, 223–247.
- Farrell, T.S.C. & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice. *Language Teaching Research*, 19, 5, 594-610.
- Freeman, D. & Richards, J. C. (1993). Conceptions of teaching and the education of second language teachers. *TESOL Quarterly*, 27, 193-216.

- Richards, J. C. & T.S.C. Farrell (2011). *Teaching practice: A reflective approach*. New York: Cambridge University Press.

Tentative Class Schedule

Date/Time	Topic	Readings
Saturday Oct 6 15:00-20:00	Getting into Reflective Practice Defining Reflective Practice	<i>Farrell (2015) Ch 1 & 2</i>
Saturday Oct 6 15:00-20:00	Framework for Reflecting on Practice	<i>Farrell (2015) Ch 3</i>
Saturday Oct 6 15:00-20:00	Reflecting on Philosophy	<i>Farrell (2015) Ch 4</i>
Sunday, Oct 7 10:00-17:00pm	Reflecting on Principles	<i>Farrell (2015) Ch 5</i>
Sunday, Oct 7 10:00-17:00pm	Reflecting on Theory	<i>Farrell (2015) Ch 6</i>
Sunday, Oct 7 10:00-17:00pm	Reflecting on Practice	<i>Farrell (2015) Ch 7</i>
Sunday, Oct 7 10:00-17:00pm	Reflecting Beyond Practice Navigating the Framework	<i>Farrell (2015) Ch 7, 8,9</i>

Course Assignments

Choose from only **ONE** of the following

1: Life History/Philosophy Of Practice

From the course reading you will, through contemplation and reflection, gain more self-knowledge and as such you will be better able to explore any and all influences from the past that have been significant in developing your perspective as a language teacher. Use some of the tools of reflections provided in the text (ie. The Tree of Life; Narrative Frames; Johari Window; Career Critical Incidents) to construct and Full Life History of Who You Are as a language teacher and Your Philosophy of Practice.

2: Principles Of Practice

Reflect on your Principles of Practice by closely examining your *assumptions, beliefs* and *conceptions* of teaching and learning. Give a detailed account of: Beliefs; Metaphors; Maxims & Conceptions of Teaching.

3: Theory Of Practice

Most teachers tacitly hold speculative theories to explain aspect of their practice that seems to work for them although they probably do not have any hard evidence to back up these theories. Reflect on your Theory Of Practice by detailing how you **plan** your practice.

Or

Outline **TWO specific critical incidents** that have impacted your theory of practice.

4: Your Practice

Your Teaching Frames: Give a Detailed Account (with specific rationale and references) to the following questions and design an Action Research Project:

- An aspect of my teaching I find challenging is...
- I'm not sure what to do about this. But one possibility might be for me to...
- It would also be good to get help from...
- The aim of my exploration and reflection would be to...
- A major constraint, though, might be that...

5: Beyond The Classroom

Reflecting *beyond practice* involves a process of making judgments about whether professional activity is equitable, just, and respectful of persons or not. Write a paper on your perspective on the TESOL profession and take a critically reflective stance towards the profession.

Evaluation Criteria: "Pass or Fail"