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Type: **Research-oriented Oral Face-to-face presentation**

The State of Classroom Observations in Japanese Universities & How to Implement Them

Saturday 17 May 2025 13:05 (25 minutes)

TITLE

Classroom Observations in Japanese Universities & How to Implement Them

RELEVANT SIG

Teacher Development

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

observations
teacher development
reflective practice

ABSTRACT

In many university settings in Japan, English as a Foreign Language teachers are largely autonomous and dictate the pedagogical instruction in their classroom. While this autonomy is welcome, it should be supported by collegiality that allows teachers to observe best practices and acquire skills that will enhance their autonomy and benefit the students. Classroom observations are widely regarded as a valuable professional development tool across various fields and have historically played a central role in teacher training and ongoing professional growth. However, the experiences of English as a Foreign Language (EFL) teachers regarding classroom observations vary significantly, as do their attitudes toward the practice. Noting a potential decline in the prevalence of observations and a lack of robust discussion surrounding their role, this study investigates how three EFL university teachers in Japan perceive and experience classroom observations. In the second part of the presentation, practical strategies for conducting effective classroom observations will be shared, drawing on the presenters' experiences observing each other. These strategies are reviewed with an emphasis on fostering an environment that respects and enhances teacher autonomy while promoting reflective practice.

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