School of Education

EDST5325

TESOL Advanced Professional Practice

Semester 1, 2018

Contents

1. LOCATION 2
2. STAFF CONTACT DETAILS 2
3. COURSE DETAILS 2
   - Summary of Course 2
   - Important Information 3
   - Student Learning Outcomes 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH . 4
5. COURSE CONTENT AND STRUCTURE 4
6. RESOURCES 5
7. ASSESSMENT 7

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5325 TESOL Advanced Professional Practice (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Hoa Nguyen
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Availability:	By appointment

Dr Hoa Nguyen is a lecturer in the School of Education at the University of New South Wales specializing in teacher development, mentoring, and TESOL. She has experience teaching TESOL, training, and mentoring pre-service and in-service teachers in Asia and Australia. Her ongoing research interests have been in the areas of teacher education, teacher professional development, mentoring, TESOL, and sociocultural theory.

3. COURSE DETAILS

Course Name	EDST 5325 TESOL Advanced Professional Practice
Credit Points	6 units of credit (uoc)
Schedule Workshops	**Mondays**: Week 1 (26th February), week 4 (19Th March 3), Week 7 (16th April), Week 10 (7th May) 16:00-18:00, Morven Brown G3

Summary of Course

This course provides practising TESOL/ESL/EFL teachers with the opportunity to gain additional classroom practice in this specialist field. The course offers two options of advanced professional practice, including high-level teaching, observation and critical reflection in an intensive TESOL setting. This professional practice course is usually undertaken in conjunction with the completion of the co-requisite courses Advanced TESOL Methodology and Advanced TESOL Curriculum Design and Assessment.

Stream A
For candidates seeking accreditation to teach in NEAS-accredited institutions: 25 days' placement in relevant TESOL institution: 1/3 teacher fronted; 1/3 structured observation; 1/3 participation in other program activities. The course coordinator will visit all TESOL/ESL/EF people doing Stream A to see a lesson and do a pre and post lesson conference

- To qualify for Stream A, candidates need to have a 7.5 IELTS score, no less than 7.0 in R & W with 8.0 for Speaking and Listening and relevant pre-service teaching qualifications for the sector in which they are specialising.

Stream B
For candidates wishing to teach elsewhere, and wishing to carry out structured observation of TESOL teaching and TESOL classroom experience: 10 days' placement in relevant TESOL institution: 1/3

classroom assistance; 1/3 structured observation; 1/3 participation in other program activities.

Important Information

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Plan, implement and critically evaluate challenging and original lessons and units of work using a range of different strategies to meet varied TESOL student needs and interests.	1,2
2	Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in a TESOL environment.	1, 2
3	Reflect on, describe and critically evaluate one's own professional practice and take responsibility in collaboration with others to identify and address their own learning needs.	1, 2

Program Learning Outcomes

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	**Enquiry-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	1, 2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	2
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

School- based work is a critical component of effective TESOL/ESL/EFL teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice. This course provides TESOL/ESL/EFL teachers with the opportunity to gain additional classroom practice in this specialist field.at proficiency level.

TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

Thus, teaching strategies used during the course will include:

- Weekly, face-to-face contact sessions.
- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Structured occasions for students to reflect critically on and improve teaching practice;
- Plenary discussions around core methodological issues and debates
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings and other useful web links.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

5. COURSE CONTENT AND STRUCTURE

Week	DATE	Workshop Topic	Post-workshop tasks
1	**26th February 2018**	**Reflective teaching** Introduction Reflective teaching Strategies for lesson observation and ongoing self-reflection Developing awareness of classroom behaviour **Readings:** **Chapter 1 in** Borich, G. (2015). *Observation skills for effective teaching : Research-based practic*e (Seventh ed.) New York: Routledge **Chapter 1** in Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. NY: Pearson, Longman. **EAL/D Elaborations of the Australian Professional Standards for Teachers** http://www.tesol.org.au/files/files/530_60238_EALD_elaborations-Short_Version_Complete.pdf Bailey, K. M. (2012). Reflective pedagogy. In A. Burns & J. C. Richards (Eds.), The Cambridge guide to pedagogy and practice in second language teaching (Vol. 2, pp. 23-29). Cambridge Cambridge University Press	**Activity 1** What are the essential characteristics of an effective lesson? List four. Explain why they are important.
4	**19th March**	**Lenses for observation** Chapter 2 in Borich, G. (2015). *Observation*	**Activity 1** Choose three of Borich's eight personal goals for observation discussed during the

		*skills for effective teaching : Research-based practic*e (Seventh ed.) New York: Routledge Richards, J. C., & Farrell, T. S. C. (2011). *Professional development for language teachers:Strategies for teacher learning*. Cambridge: Cambridge University Press. Wajnryb, R. (1993) *Classroom Observation Tasks: A resource book for language teachers and trainers*. Cambridge: Cambridge University Press.	workshop, and explain why you believe these goals are important for your development as a teacher. **Activity 2** While you are observing in a classroom, identify a student or teacher behaviour that provides an example of each of the 8 professional frames of observation (learning climate, classroom management, lesson clarity, instructional variety, teacher's task orientation, student engagement in the learning process, student success, and higher thought processes and performance outcomes)
7	**16th April**	**Classroom Management** Strategies for program participation and enhancement of teaching **Readings:** Chapter 6 in Borich, G. (2015). *Observation skills for effective teaching : Research-based practic*e (Seventh ed.) New York: Routledge Scrivener, J. (2012). *Classroom Management Techniques*. Cambridge: Cambridge University Press.(pp.119-178)	**Activity 1** Describe ways you/the classroom teacher create a positive classroom climate. Include: • Classroom rules • Strategies to manage group work • Timing and pacing (maintaining momentum) • Creating a culturally sensitive classroom **Activity 2** Record/journal segment of lesson which shows problematic aspects of your practice
10	**7th May**	**Effective Lesson Planning** Format of a lesson plan Guidelines for lesson planning Sample lesson plans Developing learner-centred teaching **Readings:** Pang, M. (2016). Pedagogical Reasoning in EFL/ESL Teaching: Revisiting the Importance of Teaching Lesson Planning in Second Language Teacher Education. *TESOL Quarterly, 50*(1), 246-263. doi:10.1002/tesq.283 Richards, JC & D. Bohlke, (2011). *Creating Effective Language Lessons*. Cambridge: CUP Brown (2007). *Teaching by principles. An interactive approach to language pedagogy***.** **(**Chapter 10). Pearson, Longman. Scrivener, J. (2005). *Learning Teaching*. Macmillan	**Activity 1** Look at the sample lesson plan provided, and use Brown's (2007) seven guidelines for lesson planning to assess the plan. What changes do you think should be made? Share your conclusions with the rest of the class. **Activity 2** Start developing Professional Practice portfolio including detailed lesson plans.

6. RESOURCES

Required readings

Borich, G. (2015). *Observation skills for effective teaching : Research-based practic*e (Seventh ed.) New York: Routledge

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. NY: Pearson, Longman. Chapter 10

Day, C. (2004). *A passion for teaching*. London: Routledge Falmer Taylor & Francis Group. Chapters 6 & 7

Richards, J.C. & D. Bohlke, (2011). *Creating Effective Language Lessons*. Cambridge: Cambridge University Press.

Richards, J. C., & Farrell, T. S. C. (2011). *Professional development for language teachers: Strategies for teacher learning*. Cambridge: Cambridge University Press.

Scrivener, J. (2005). *Learning Teaching*. London: Macmillan

Wajnryb, R. (1993) *Classroom Observation Tasks: A resource book for language teachers and trainers*. Cambridge: Cambridge University Press.

7. ASSESSMENT

Assessment tasks are designed to provide evidence of advanced professional practice and the ability to work in an assistant/independent capacity in the TESOL classroom and TESOL context more generally.

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment 1: Professional practice An observation of a qualified TESOL teacher using Borich (2008) lens for self-improvement.	Approx. 2400 words	40%	1,2,3,4	1,3, 4	18th April .2018 5:00 PM
Assessment 2: Reflective journal Complete a narrative reflective journal outlining your developing practice as a novice teacher. Attach evidence of your development in the form of a detailed unit of work, comprehensive lesson plans, sample student worksheets	3000 words	60%	1,2,3,4	1-5	18 th May 2018 5:00 P.M

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1: Observing professional practice and using lenses for observation

You are required to observe two lessons of a qualified and experienced TESOL teacher in a TESOL setting. The aim of this exercise is for you to become aware of classroom behaviour using Borich's lens with the intension of self-improvement, i.e. What does this teacher do that makes them an advanced practitioner? What can I learn or adopt from his/her approaches to teaching and learning in the TESOL classroom?

You will be required to record the behavioural practices and processes in a form that can be retrieved and studied to assist in your own self-improvement. You can use any of the methods included in the Borich readings, including narrative reports, rating scales and a classroom coding system. Be sure to include data from at least two of these methods in your report. After collecting your data, describe how your observations and reflections can help to shape your own practice.

Consider:

1. What is influencing the quality and nature of events in the classrooms that you are observing?
2. What new instructional strategies, practices, approaches, educational ideas, solutions can help you to become a more effective language teacher?
3. What are your personal strengths and challenges as a novice TESOL teacher?
4. What areas of teacher effectiveness do I plan to work on?
5. Other ideas?

Assessment 2: A reflective journal

You are required to write a reflective journal linked with evidence of practice. It consists of two parts.

Part A
A narrative reflective journal outlining your developing practice as a novice TESOL teacher. Include links to the literature (Scrivener, Richards and so on).

Part B
Includes evidence to support your development as a TESOL teacher, referred to in your journal. The evidence should "showcase" you working towards achieving the assessment standards of this course.

Appendix
Include a professional practice log summarizing teaching, observation and other duties completed over the semester, showing that you are working towards the 25 days. Please attach as an appendix.

Possible examples of evidence:
An original unit of work consisting of 4/5 lesson plans, student task sheets, teaching resources and samples of student work
Feedback

Assessment Task	Feedback Mechanism	Feedback Date
One: Observation of two lessons	*Written*	*14th April 2017*
Two: Reflective journal	*Written*	*29th May 2017*

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5325 TESOL ADVANCED PROFESSIONAL PRACTICE

Student Name: Student No.:
Assessment Task 1: Observation of two lessons by qualified TESOL teacher

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Observation and recording of behaviour practices of two lessons by qualified and experienced TESOL teacher • Use a specific method to record data on lessons • Ability to reflect on observed lessons using a specific lens • Use reflections to identify areas of self-improvement in own teaching					
Depth of analysis and/or critique in response to the task • Demonstrate ability to reflect deeply and to build upon reflections to improve own teaching and learning (reflexivity)					
Familiarity with and relevance of professional and/or research literature used to support response • Students are encouraged to read and reflect upon set readings in the course. • Students are required to refer/use Borich's (2008) lens					
Structure and organization of response • appropriateness of overall structure of response • clarity and coherence of organization					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references					
GENERAL COMMENTS					

Lecturer **Date**
Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

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FEEDBACK SHEET
EDST5325 TESOL ADVANCED PROFESSIONAL PRACTICE

Student Name: Student No.:

Assessment Task: **A reflective log**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • demonstrate ability to crucially evaluate own teaching practices • evidence shows ability to monitor, document and report on a range of student's development • evidence includes examples of range of teaching strategies responsive to learning strengths and needs of students, program/lesson design and delivery, differentiation, assessment, review, student feedback and evaluation • evidence illustrates the use of personal reviews and feedback to inform planning/teaching					
Depth of analysis and/or critique in response to the task • A detailed narrative linked to standards and evidence • Narrative incorporates relevant literature •					
Familiarity with and relevance of professional and/or research literature used to support response • range of research and professional literature to support response					
Structure and organization of response • clearly set out – concise and easy to navigate • clearly divided into the 2 parts • part 1 is linked to part 2 and incorporates relevant literature • all evidence is clearly annotated • appropriate appendixes are included					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS					

Lecturer **Date**

Recommended: /20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**