School of Education

EDST5325
TESOL Advanced Professional Practice

Term 2 2022

Contents

1. **LOCATION** **2**
2. **STAFF CONTACT DETAILS** **2**
3. **COURSE DETAILS** **2**
   STUDENT LEARNING OUTCOMES 3
   PROGRAM LEARNING OUTCOMES 3
4. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH** **3**
5. **TEACHING STRATEGIES** **3**
6. **COURSE CONTENT AND STRUCTURE** **4**
7. **RESOURCES** **5**
8. **ASSESSMENT** **6**

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 people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5325 TESOL Advanced Professional Practice (6 units of credit)
Term 2 2022

2. STAFF CONTACT DETAILS

Course Coordinator:	Associate Professor Hoa Nguyen
Email:	hoa.nguyen@unsw.edu.au
Availability:	Email to arrange an appointment.
Lecturer:	Dr Lisa Gilanyi
Email:	lisa.gilanyi@unsw.edu.au

3. COURSE DETAILS

Course Name	EDST 5325 TESOL Advanced Professional Practice
Credit Points	6 units of credit (uoc)
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST5325T2

SUMMARY OF COURSE

This course provides aspiring and/or practising EAL/ESL/EFL teachers with the opportunity to undertake advanced classroom practice in this specialist field. The course offers two options for 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 EDST5440 Advanced TESOL Methodology.

Stream A

For candidates seeking accreditation to teach or wanting to upgrade their professional knowledge and skills as a specialist ESL/EAL teacher in Australia: 25 days placement in a relevant TESOL institution: 1/3 teacher fronted; 1/3 structured observation; 1/3 participation in other program activities. The course coordinator will visit everyone doing Stream A to see a lesson and undertake 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. If candidates are currently teaching in an appropriate TESOL setting, and have a minimum of one year EFT TESOL experience, they may be permitted to undertake an unsupervised placement provided they can still observe more experienced TESOL teachers (see TESOL Professional Experience handbook), but all placements, supervised and unsupervised, must be formalised through the Faculty Work Integrated Learning (WIL) unit.

Stream B

For candidates on international study visas who will never be eligible to teach in Australia but who wish to undertake structured observation of EAL/ESL teaching and participate in TESOL programs: 25 days relevant activity, including a 10-day placement in a relevant TESOL institution and a 15-day placement an Intensive language school/ high school (1/3 classroom assistance; 1/3 structured observation; 1/3 participation in other program activities). The placement must be formalised through the Faculty Work Integrated Learning (WIL) unit.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Be more flexible with the practicum; and more online activities.

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	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	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	Demonstrate advanced critical thinking and problem-solving skills	1, 2
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	Demonstrate an understanding of international perspectives relevant to the educational field	2
6	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 EAL/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 EAL/ESL/EFL teachers with the opportunity to gain additional classroom practice in this specialist field at proficiency level.

5. 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:

- Online 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.

6. COURSE CONTENT AND STRUCTURE

See Moodle for further information

Week	DATE	Workshop Topic
1	Monday (30/5/2022)	**Reflective teaching** Introduction Reflective teaching Strategies for lesson observation and ongoing self-reflection **Required readings (please read BEFORE the tutorial)** Chapter 1 in Borich, G. (2016). *Observation skills for effective teaching: Research-based practic*e (Seventh ed.) New York: Routledge Chapter 1 in Brown, H.D. & Lee, H. (2015). *Teaching by principles: an interactive approach to language pedagogy.* White Plains, NY: Pearson Education EAL/D Elaborations of the Australian Professional Standards for Teachers, Australian Council of TESOL Associations (ACTA), 2015
2	Monday (6/6/2022)	**Lenses for observation** Instruments for observation Reflection on observation **Required readings (please read BEFORE the tutorial)** Chapter 2 and 4 in Borich, G. (2016). *Observation skills for effective teaching: Research-based practic*e (Seventh ed.) New York: Routledge. Chapter 1: Introduction in Wajnryb, R. (2012). *Classroom observation tasks: a resource book for language teachers and trainers.* Cambridge: Cambridge University Press. Chapter 7 in Richards, J.C. & Farrell, T.S.C. (2011). *Practice teaching: a reflective approach.* Cambridge: Cambridge University Press.
4	Monday (20/6/2022)	**Classroom observation in practice: Creating an effective classroom learning environment** **Required readings (please read BEFORE the tutorial)** Chapter 6 in Borich, G. (2016). *Observation skills for effective teaching: Research-based practic*e (Seventh ed.) New York: Routledge.
6	Monday (04/07/2022)	**Classroom observation in practice: Teaching an effective language lesson** **Required readings (please read BEFORE the tutorial)** Chapters 1 and 2 in Richards J.C. & D. Bohlke (2011). *Creating effective language lessons.* Cambridge: Cambridge University Press.

		Chapter 10 in Brown, H.D. & Lee, H. (2015). *Teaching by principles: an interactive approach to language pedagogy.* White Plains, NY: Pearson Education

All compulsory readings can be found in the reading list on Moodle.

Additional optional readings can be found on the reading list on Moodle or by consulting the list of resources below.

7. RESOURCES

- 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.
- Borich, G. (2016). *Observation skills for effective teaching: Research-based practic*e (Seventh ed.) New York: Routledge.
- Brown, H.D. & Lee, H. (2015). *Teaching by principles: an interactive approach to language pedagogy.* White Plains, NY: Pearson Education.
- Day, C. (2004). *A passion for teaching*. London: Routledge Falmer Taylor & Francis Group.
- Farrell, T.S.C. (2018). *Reflective Language Teaching: Practical Applications for TESOL Teachers.* London, UK: Bloomsbury.
- Farrell, T.S.C. (2019). *Reflection as Action in ELT*. Alexandria, Va, USA: TESOL International publications.
- Farrell, T.S.C. (2019). *Reflective Practice in ELT. London*, UK: Equinox.
- Farrell, T.S.C. (2020). *Reflective Teaching*, Revised Edition. Alexandria, Va, USA: TESOL International publications.
- Macías, D. F. (2018). Classroom management in foreign language education: An exploratory review. *Profile*, 20(1), 153-166.
- 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.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge: Cambridge University Press.
- Richards, J. C., & Farrell, T. S. C. (2011). *Practice teaching: a reflective approach.* Cambridge: Cambridge University Press.
- Richards, J.C. & D. Bohlke, (2011). *Creating Effective Language Lessons*. Cambridge: Cambridge University Press.
- Scrivener, J. (2005). *Learning Teaching*. London: Macmillan.
- Scrivener, J. (2012). *Classroom Management Techniques*. Cambridge: Cambridge University Press.
- Wajnryb, R. (2012) *Classroom Observation Tasks: A resource book for language teachers and trainers*. Cambridge: Cambridge University Press.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1: Observing professional practice 5 observations of at least two qualified TESOL teachers using a given lens for self-improvement.	2400 words	40%	1-3	1, 3-4	6th July 2022 by 5pm Submit via Turnitin on Moodle
Assessment 2: Reflective journal Complete a narrative reflective journal outlining your developing practice as an EAL/ESL/EFL teacher. Attach evidence of your development in the form of a detailed unit of work, comprehensive lesson plans, sample student worksheets	3000 words	60%	1-3	1-6	3rd August 2022 by 5pm Submit via Turnitin on Moodle

Submission of assessments

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. 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. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1: Observing professional practice and using lenses for observation

You are required to observe five lessons of at least 2 qualified and experienced TESOL teachers in a TESOL setting. The aim of this exercise is for you to observe what happens in the classroom with the goal of self-improvement, i.e. What does this teacher do that makes them an advanced practitioner? What can you learn or adapt from his/her approaches to teaching and learning in the TESOL classroom?

You will be required to record the 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 observational methods discussed on the course and in the course readings. 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 an even more effective language teacher?
3. What are your personal strengths and challenges as an EAL/ESL/EFL teacher?
4. What areas of teacher effectiveness do you plan to work on?
5. Other ideas?

Assessment 2: 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 an EAL/ESL/EFL teacher. Include links to the literature.

Part B

Include an original unit of work consisting of 4/5 lesson plans, student task sheets, teaching resources and samples of student work as evidence to support your development as an EAL/ESL/EFL teacher, referred to in your journal. The evidence should “showcase” how you are 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.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5325 TESOL ADVANCED PROFESSIONAL PRACTICE

Student Name: Student No.:
Assessment Task 1: **Observing professional practice**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Observation and recording of 5 lessons by at least 2 qualified and experienced TESOL teachers • 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 to a given observation 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**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5325 TESOL ADVANCED PROFESSIONAL PRACTICE

Student Name: Student No.:
Assessment Task 2: **Reflective journal**

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 students' 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 • 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: 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.**