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EDST5325

TESOL Advanced Professional Practice

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Hoa Nguyen	hoa.nguyen@unsw.edu.au	Tuesday 10-12a.m	138 JG Building	

Lecturers

Name	Email	Availability	Location	Phone
Hoa Nguyen	hoa.nguyen@unsw.edu.au	Tuesday 10-12 a.m	138 JG building	

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

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E: education@unsw.edu.au

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course you are required to be working in the school system with the goal of working towards 25 days of school-based professional practice. The coursework and assessments are linked to the teaching experiences, observation, critical self reflection, and peer review you will be engaged in while working in schools. The course supports graduates of the program in working towards achievement of some of the National standards for a proficient teacher.

At the conclusion of this course the student will be able to

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
2. Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in a TESOL environment
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

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.

Australian Professional Graduate Teaching Standards

Standard	Description
6.1.2	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
6.2.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3.2	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice
6.4.2	Undertake professional learning programs designed to address identified student learning needs.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Professional practice observation	40%	N/A	6.1.2,6.2.2,6.3.2,6.4.2	30/08/2018 05:00 PM
Reflective journal	60%	1,2,3	6.1.2,6.2.2,6.3.2,6.4.2	24/09/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Professional practice observation

Start date:

Details: Task 1 - Observation - 2400 words Students will receive written feedback within 10 business days of submission.

Additional details:

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 (or other lens) with the intention 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?

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Reflective journal

Start date: Not Applicable

Details: Task 2 - Journal - 3000 words Students will receive written feedback within 10 business days of submission.

Additional details:

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.

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, supervising teachers’ feedback

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5325

Assessment Task: Professional practice observation

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◦ 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 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Demonstrate ability to reflect deeply and to build upon reflections to improve own teaching and learning (reflexivity) 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> ◦ Students are encouraged to read and reflect upon set readings in the course. ◦ Students are required to refer/use Borich's (2008) lens or other lens 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ appropriateness of overall structure of response ◦ clarity and coherence of organization 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references. 					
<p>General comments/recommendations for next time:</p>					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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 RUBRIC/FEEDBACK SHEET

EDST5325

Assessment Task: Reflective journal

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◦ 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 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ A detailed narrative linked to standards and evidence ◦ Narrative incorporates relevant literature 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • range of research and professional literature to support responses 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ 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 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references. 					
<p>General comments/recommendations for next time:</p>					

Specific Criteria	(-)—————>(+)

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Seminar	<p>Reflective teaching</p> <p>Introduction</p> <p>Reflective teaching</p> <p>Strategies for lesson observation</p> <p>and ongoing self-reflection</p> <p>Developing awareness of classroom behaviour</p> <p>Activity 1</p> <p>What are the essential characteristics of an effective lesson? List four. Explain why they are important.</p> <p>Activity 2</p> <p>Choose three of Borich's eight personal goals for observation discussed during the workshop, and explain why you believe these goals are important for your development as a teacher.</p> <p>Readings:</p> <p>Chapter 1 in Borich, G. (2015). <i>Observation skills for effective teaching : Research-based practice</i> (Seventh ed.) New York: Routledge</p> <p>Chapter 1 in Brown, H. D. (2007). <i>Teaching by principles: An interactive approach to language pedagogy</i>. NY: Pearson, Longman.</p> <p>EAL/D Elaborations of the Australian Professional Standards for Teachers</p> <p>http://www.tesol.org.au/files/files/530_60238_EALD_elaborations-Short_Version_Complete.pdf</p> <p>Bailey, K. M. (2012). Reflective pedagogy. In A. Burns & J. C. Richards (Eds.), <i>The Cambridge guide to pedagogy and practice in second</i></p>

		<i>language teaching</i> (Vol. 2, pp. 23-29). Cambridge Cambridge University Press
Week 2: 30 July - 5 August	Seminar	<p>Lenses for observation</p> <p>Activity 1</p> <p>Choose three of Borich's eight personal goals for observation discussed during the workshop, and explain why you believe these goals are important for your development as a teacher.</p> <p>Activity 2</p> <p>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)</p> <p>Key readings</p> <p>Chapter 2,3,4 in Borich, G. (2015). <i>Observation skills for effective teaching : Research-based practice</i> (Seventh ed.) New York: Routledge</p> <p>Richards, J. C., & Farrell, T. S. C. (2011). <i>Professional development for language teachers:Strategies for teacher learning</i>. Cambridge: Cambridge University Press.</p> <p>Wajnryb, R. (1993) <i>Classroom Observation Tasks: A resource book for language teachers and trainers</i>. Cambridge: Cambridge University Press.</p>
Week 3: 6 August - 12 August	Seminar	<p>Classroom Management</p> <p>Strategies for program participation and enhancement of teaching</p> <p>Activity 1</p> <p>Describe ways you/the classroom teacher create a positive classroom climate. Include:</p> <ul style="list-style-type: none"> • Classroom rules • Strategies to manage group work • Timing and pacing (maintaining momentum)

		<ul style="list-style-type: none"> • Creating a culturally sensitive classroom <p>Activity 2</p> <p>Record/journal segment of lesson which shows problematic aspects of your practice</p> <p>Readings:</p> <p>Chapter 6 in Borich, G. (2015). <i>Observation skills for effective teaching : Research-based practice</i> (Seventh ed.) New York: Routledge</p> <p>Scrivener, J. (2012). <i>Classroom Management Techniques</i>. Cambridge: Cambridge University Press.(pp.119-178)</p>
<p>Week 4: 13 August - 19 August</p>	<p>Seminar</p>	<p>Effective Lesson Planning</p> <p>Format of a lesson plan</p> <p>Guidelines for lesson planning</p> <p>Sample lesson plans</p> <p>Developing learner-centred teaching</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Activity 1</p> <p>Look at the sample lesson plan provided, and use Brown’s (2007) seven guidelines (or Pang’s 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.</p> <p style="text-align: center;">Activity 2</p> <p>Start developing Professional Practice portfolio including detailed lesson plans.</p> </div> <p>Readings:</p> <p>Pang, M. (2016). Pedagogical Reasoning in EFL/ESL Teaching: Revisiting the Importance of Teaching Lesson Planning in Second Language Teacher Education. <i>TESOL Quarterly</i>, 50(1), 246-263.</p>

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

Resources

Prescribed Resources

- Observation skills for effective teaching
- Teaching by principles: An interactive approach to language pedagogy
- A passion for teaching
- Creating effective language lessons
- Learning teaching
- Classroom observation tasks: A resource book for language teachers and trainers

Recommended Resources

Not available

Course Evaluation and Development

Image Credit

Synergies in Sound 2016

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