



UNSW Course Outline

EDST5325 TESOL Advanced Professional Practice - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST5325

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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 the achievement of some of the National standards for a proficient teacher.

EDST5325 TESOL Advanced Professional Practice, is a practicum class and can only be done face to face.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : 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
CLO2 : Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in a TESOL environment
CLO3 : 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

Course Learning Outcomes	Assessment Item
CLO1 : 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	<ul style="list-style-type: none">• Professional practice observation• Reflective journal
CLO2 : Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in a TESOL environment	<ul style="list-style-type: none">• Reflective journal
CLO3 : 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	<ul style="list-style-type: none">• Professional practice observation• Reflective journal

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

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.

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/Face-o-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, discussion and other useful web links.

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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Professional practice observation Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 08/03/2024 05:00 PM Post Date: 22/03/2024 05:00 AM
Reflective journal Assessment Format: Individual	60%	Start Date: Not Applicable Due Date: 26/04/2024 05:00 PM Post Date: 10/05/2024 05:00 PM

Assessment Details

Professional practice observation

Assessment Overview

Task 1 - Observation - 2400 words

Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CLO1 : 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
- CLO3 : 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

Detailed Assessment Description

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:

- What is influencing the quality and nature of events in the classrooms that you are observing?
- What new instructional strategies, practices, approaches, educational ideas, solutions can help you to become an even more effective language teacher?
- What are your personal strengths and challenges as an EAL/ESL/EFL teacher?
- What areas of teacher effectiveness do you plan to work on?
- Other ideas?

Assessment Length

2400 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5325 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Professional Practice Observation

Specific Criteria	Fail ----- > High Distinction
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 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 organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation	
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/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

Assignment submission Turnitin type

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

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due

to a late penalty and if the overall mark for the course is still greater than 50.

Reflective journal

Assessment Overview

Task 2 - Journal - 3000 words

Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CL01 : 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
- CL02 : Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in a TESOL environment
- CL03 : 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

Detailed Assessment Description

Reflective journal

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

- 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.

Assessment Length

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5325 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Reflective Journal

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <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 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 critique in response to the task <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Range of research and professional literature to support response 	
Structure and organisation of response <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 	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references 	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://unsw.edu.au/sed/policies-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 12/02/2024 5-6.30pm hybrid	Workshop	<ul style="list-style-type: none"> • Reflective teaching Introduction Reflective teaching Strategies for lesson observation and ongoing self-reflection • Read the following before the tutorial. See Moodle for further information. Chapter 1 in Borich, G. (2016). Observation skills for effective teaching: Research-based practice (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.
Week 2 19/02/2024 5-6:30pm hybrid	Workshop	<ul style="list-style-type: none"> • Lenses for observation Instruments for observation Reflection on observation • Read the following before the tutorial. See Moodle for further information. Chapter 2 and 4 in Borich, G. (2016). Observation skills for effective teaching: Research-based practice (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.
Week 4 04/03/2024 5-6:30pm hybrid	Workshop	<ul style="list-style-type: none"> • Classroom observation in practice: Creating an effective classroom learning environment • Read the following before the tutorial. See Moodle for further information. Chapter 6 in Borich, G. (2016). Observation skills for effective teaching: Research-based practice (Seventh ed.) New York: Routledge.
Week 6 18/03/2024 5-6:30pm hybrid	Workshop	<ul style="list-style-type: none"> • Classroom observation in practice: Teaching an effective language lesson • Read the following before the tutorial. See Moodle for further information. 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.

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESAs), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

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.

- 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 practice* (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. (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.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Associate Professor Hoa Nguyen		G37 Ground Floor, Morven Brown Building	+61 2 93858349	Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

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, alternative submission details will be stated

on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>