School of Education

EDST5325

TESOL Advanced Professional Practice

Term 1, 2019

Contents

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5325 TESOL Advanced Professional Practice (6 units of credit)
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Hoa Nguyen
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Phone: +61 2 9385 8349
Availability: Please email to arrange an appointment

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_T1.html

4. *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 AdvancedET 0.000008866 0 594.96 84sional practice course2P.(nc)-3(l)-6(ud8866)-7(s)-7(u

Attendance: 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%

		Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	
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

6. 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.

7. 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:
- o   Weekly, face-to-face contact sessions.
- o   Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- o   Structured occasions for students to reflect critically on and improve teaching practice;
- o   Plenary discussions around core methodological issues and debates
- o   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.
- o   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.

8. COURSE CONTENT AND STRUCTURE

Week	DATE	Workshop Topic	Post-workshop tasks
1	18/02/2019	**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_E ALD_elaborations-Short_Version_Complete.pdf	**Activity 1** What are the essential characteristics of an effective lesson? List four. Explain why they are important.

| | | (Chapter 10). Pearson, Longman.
Scrivener, J. (2005). *Learning Teaching*.
Macmillan | |

9. 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.

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

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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