



School of Education

EDST5325

TESOL Advanced Professional Practice

Term 2 2021



## 1. LOCATION

Faculty of Arts, Design & Architecture  
School of Education  
EDST5325 TESOL Advanced Professional Practice (6 units of credit)  
Term 2 2021

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Lisa Gilanyi  
Email: [lisa.gilanyi@unsw.edu.au](mailto:lisa.gilanyi@unsw.edu.au)  
Availability: Email to arrange an appointment.





		Chapter 7 in Richards, J.C. & Farrell, T.S.C. (2011). <i>Practice teaching: a reflective approach</i> . Cambridge: Cambridge University Press.
4	<b>Monday 21 June, 5.00-6.30pm</b>  Online seminar via Moodle Blackboard Collaborate	<b>Classroom observation in practice: Creating an effective classroom learning environment</b>  <b>Required readings (please read BEFORE the tutorial)</b>  Chapter 6 in Borich, G. (2016). <i>Observation skills for effective teaching : Research-based practice</i> (Seventh ed.) New York: Routledge.
6	<b>Monday 5 July, 5.00-6.30pm</b>  Online seminar via Moodle Blackboard Collaborate	<b>Classroom observation in practice: Teaching an effective language lesson</b>  <b>Required readings (please read BEFORE the tutorial)</b>  Chapters 1 and 2 in Richards J.C. & D. Bohlke (2011). <i>Creating effective language lessons</i> . Cambridge: Cambridge University Press.  Chapter 10 in Brown, H.D. & Lee, H. (2015). <i>Teaching by principles: an interactive approach to language pedagogy</i> . 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 on the following page.**

## 7. RESOURCES

- x 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.
- x Borich, G. (2016). *Observation skills for effective teaching: Research-based practice* (Seventh ed.) New York: Routledge.
- x Brown, H.D. & Lee, H. (2015). *Teaching by principles: an interactive approach to language pedagogy*. White Plains, NY: Pearson Education.
- x Day, C. (2004). *A passion for teaching*. London: Routledge Falmer Taylor & Francis Group.
- x Farrell, T.S.C. (2018). *Reflective Language Teaching: Practical Applications for TESOL Teachers*. London, UK: Bloomsbury
- x Farrell, T.S.C. (2019). *Reflection as Action in ELT*. Alexandria, Va, USA: TESOL International publications.
- x Farrell, T.S.C. (2019). *Reflective Practice in ELT*. London, UK: Equinox
- x Farrell, T.S.C. (2020). *Reflective Teaching*, Revised Edition. Alexandria, Va, USA: TESOL International publications.
- x Macías, D. F. (2018). Classroom management in foreign language education: An exploratory review. *Profile*, 20(1), 153-166.
- x 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.
- x Richards, J. C., & Farrell, T. S. 663.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
<p><b>Assessment 1: Observing professional practice</b> 5 observations of at least two qualified TESOL teachers using a given lens for self-improvement.</p> <p><b>Assessment 2: Reflective journal</b> 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,</p> <p>e</p>	2400 words	40%	1-3	1, 3-4	30 June 2021 by 5pm Submit via Turnitin on Moodle



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: R**

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 EDST5325 TESOL ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

Assessment Task 1: **Observing professional practice**

SPECIFIC CRITERIA	(-) ————— h (+)				
<b>Understanding of the question or issue and the key concepts involved</b> x Observation and recording of 5 lessons by at least 2 qualified and experienced TESOL teachers x Use a specific method to record data on lessons x Ability to reflect on observed lessons using a specific lens x Use reflections to identify areas of self-improvement in own teaching					
<b>Depth of analysis and/or critique in response to the task</b> x Demonstrate ability to reflect deeply and to build upon reflections to improve own teaching and learning (reflexivity)					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> x Students are encouraged to read and reflect upon set readings in the course. x Students are required to refer to a given observation lens					
<b>Structure and organization of response</b> x appropriateness of overall structure of response x clarity and coherence of organization					

**Presentation of response according to appropriate academic conventions -0 0 0 0 0**

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 EDST5325 TESOL ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

Assessment Task 2: **Reflective journal**

SPECIFIC CRITERIA	(-) ————— h (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>x demonstrate ability to crucially evaluate own teaching practices</li> <li>x evidence shows ability to monitor, document and report on a range of students' development</li> <li>x 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</li> <li>x evidence illustrates the use of personal reviews and feedback to inform planning/teaching</li> </ul>					