FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MASTER OF ARTS
LALS 518 SPECIAL TOPIC: REFLECTIVE PRACTICE FOR LANGUAGE TEACHERS
15 POINTS

TRIMESTER 2 2016

Key dates

Trimester dates: 11 July to 13 November 2016
Teaching dates: 11 July to 22 July 2016
Mid-trimester break: 22 August to 4 September 2016
Last assessment item due: 14 October 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.
If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Time: Monday to Friday 4.10 – 6pm
Venue: MY 103 for all days **except**:
Tuesday 19 July: AMLT 105, Wednesday 20 July: KK 203, Thursday 21 July: AM 101

Names and contact details

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Communication of additional information

Additional information about this course and information about any changes will be posted on the course site in Blackboard and emailed to course members.

Prescription

This course introduces the principles and practices associated with reflective practice for language teachers. Reflective practice is central to a language teacher's development so that they can not only improve the quality of their teaching, but also provide better opportunities for their students to learn.

Course content

Reflective practice generally means that language teachers subject their assumptions, beliefs and teaching practices to a critical analysis so that they can become more aware of their practice. Gaining teaching experience as a language teacher is not enough to provide automatic professional development, for we do not learn much from experience as much as we learn from reflecting on that experience; thus experience combined with systematic reflection can lead to professional growth so that we can become more effective language teachers. In this course we will use the *Framework for Reflecting on Practice* to explore reflective practice as a multi-dimensional activity that includes reflecting on self, practice and beyond practice.

Week beginning	Module Topic	Weekly readings
Class 1 1 July	Getting into Reflective Practice Defining Reflective Practice Contemplation & Reflection	*Farrell (2015) Ch 1& 2*
Class 2 12 July	Framework for Reflecting on Practice	*Farrell (2015) Ch 3*
Class 3 13 July	Reflecting on Philosophy I	*Farrell (2015) Ch 4*

Class 4 14 July	Reflecting on Philosophy II	*Farrell (2015) Ch 4*
Class 5 15 July	Reflecting on Principles I	*Farrell (2015) Ch 5*
Class 6 18 Aug	Reflecting on Principles II	*Farrell (2015) Ch 5*
Class 7 19 July	Reflecting on Theory	*Farrell (2015) Ch 6*
Class 8 20 July	Reflecting on Practice I	*Farrell (2015) Ch 7*
Class 9 21 July	Reflecting on Practice II Reflecting Beyond Practice	*Farrell (2015) Ch 7 & 8*
Class 10 22 July	Navigating the Framework Reflection as a Life Long Pursuit	*Farrell (2015) Ch 9*

Course learning objectives (CLOs)

Students who pass this course will be able to:

1 understand the theories behind reflective practice

2 become familiar with major research findings on reflective practice

3 be able to apply a particular framework for reflecting on practice

4 become aware of themselves as language teachers and their philosophy, principles, and theory of practice and their impact on practice and beyond practice

5 become aware of the impact of practice on students, colleagues, community and society

Teaching format

The course will be taught as face-to-face on-campus classes scheduled from 11th to 22nd July, Monday to Friday 4.10 - 6pm.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must obtain at least 40% in each piece of assessment in order to demonstrate the achievement of all CLOs in the course. Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

Workload

Course members are expected to spend 150 hours on this course. This includes attending class, doing independent reading and associated tasks, and completing assignments.

Assessment

Assessment items and workload per item (5 tasks, 1000 words each)	%	CLO(s)	Due Date
1	Reflect on Philosophy of Practice	20%	1, 2, 4	July 22
2	Reflect on Principles of Practice	20%	2, 3, 4	Aug 12
3	Reflect on Theories of Practice	20%	2, 3, 4	Sep 9
4	Reflect on Practice	20%	3, 4, 5	Sep 23
5	Reflect Beyond Practice	20%	3, 4, 5	Oct 14

Further details of each piece of assessment will be provided in class.

Submission and return of work

All course members should submit assignments through the Blackboard (BB) system. Instructions on how to use the BB assignment tool are on the BB website. Assignments are usually marked and grades and feedback provided within one to two weeks of the submission date. Feedback and a grade are provided on a grade sheet for each assignment and sometimes also in the body of the assignment. Assignment grades are all provisional until the course and course assessment has been subject to moderation by an external moderator. This usually occurs by the end of the month after all assessment is complete and prior to final grades being entered into the Victoria University grade centre.

General guidelines

- Ensure left/right margins are set to at least 2.5cm
- Set line spacing to 1.5 and font size to 12 point.
- Number the pages.
- Include an assignment title page (please use the template available in the assessment folder in the LALS 518 Blackboard site).
- Provide a word count for the assignment (the word count does not include the reference section or appendices).

Marking criteria

The MA grade scheme provides an overview of the marking criterial used to assign grades to assessable student work. This scheme is available on Blackboard.

Extensions and penalties

Extensions

If you require an extension for good reasons, ask the course coordinator ahead of the due date for handing in the assignment for an extension, providing reasons for the request.

Penalties

In line with School (LALS) policy, assignments handed in after the due date without an extension will receive one grade less (5%) per working day and comments may not be provided. After one week, no grade will be given, but the assignment can still count for mandatory course requirements if submitted by the end of the teaching period for the trimester. Note that if no work is submitted for assessment before the last three weeks of teaching, there will be nothing on which to base an aegrotat consideration.

Set text

Farrell, Thomas S, C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals.* London: Routledge.

This is available from vicbooks: *www.vicbooks.co.nz* or via on-line retailers of your choice (e.g. Book Depository http://www.bookdepository.com/).

Recommended reading

Edge, J. (2011). *The reflexive teacher educator in TESOL*. New York: Routledge.

Farrell, T.S.C. (2007). *Reflective language teaching: From research to practice.* London: Continuum Press.

Farrell, T.S.C. (2013). *Reflective writing for language teachers.* London, UK: Equinox.

Farrell, T.S.C. (2014). *Reflective practice in ESL teacher development groups: From practices to principles.* Basingstoke, UK: Palgrave Macmillan.

Farrell, T.S.C. (2016). *From trainee to teacher: Reflective practice for novice teachers.* London, UK: Equinox.

Farrell, T.S.C. (2016). The practices of encouraging TESOL teachers to engage in reflective practice: An appraisal of recent research contributions. *Language Teaching Research, 20*, 2, 223–247.

Farrell, T.S.C. & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice. *Language Teaching Research, 19*, 5, 594-610.

Freeman, D. & Richards, J. C. (1993). Conceptions of teaching and the education of second language teachers. *TESOL Quarterly, 27*, 193-216.

Palmer, P. J. (1998). *The Courage to Teach*. San Francisco: Jossey-Bass.

Richards. J.C. & Farrell, T.S.C. (2005). *Professional development for language teachers*. New York: Cambridge University Press.

Richards, J. C. & T.S.C. Farrell (2011). *Teaching practice: A reflective approach*. New York: Cambridge University Press.

Student feedback

As this is a one-off special topic course no student feedback on previous courses is available. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Class representative

A student representative for the MA programme will be elected early in the trimester. The class representative provides a useful way to communicate feedback to the teaching staff during the course.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy

- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

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