

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2017 /2018**

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**Part I Course Overview**

**Course Title:** Practical Teaching for TESL

**Course Code:** EN6511

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** P6

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

This 3 credit course introduces candidates to all practical aspects of teaching and learning in a TESL (Teaching English as a Second Language) context. Candidates will apply theoretical frameworks introduced in their other MAES courses to an evaluation of classroom approaches through observations and mentoring sessions, as well as observed and assessed practical teaching sessions. Through a series of classroom observations candidates will watch skilled and experienced TESL practitioners and critically evaluate TESL classroom practice. These practitioners in turn will then team teach and observe solo lessons performed by the candidates and provide feedback and final assessments.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs   | Weighting<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---|------------------------------|---|----|----|
|     |   |                              | A1  | A2 | A3 |
| 1.  | Critiquing approaches to teaching and learning in a TESL classroom.   |                              | √   | √  | √  |
| 2.  | Applying theories from MAES courses to the practical tasks of lesson planning and adapting of TESL materials for classroom use. |                              | √   | √  | √  |
| 3.  | Critically self - evaluating TESL lessons delivered for formative assessment purposes.  |                              | √   | √  | √  |
|     |   | 100%                         |   |    |    |

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description   | CILO No. |   |   |  |  |  | Hours/week (if applicable) |
|-----|---|----------|---|---|--|--|--|----------------------------|
|     |   | 1        | 2 | 3 |  |  |  |                            |
| 1.  | Mentored and peer supported lesson planning sessions.                       |          | √ | √ |  |  |  |                            |
| 2.  | Observation workshop and criteria for diary reflection on observed classes. | √        | √ | √ |  |  |  |                            |
| 3.  | Observation of TESL classes.  | √        |   |   |  |  |  |                            |
| 4.  | Practice teaching sessions with follow up feedback session.                 |          | √ | √ |  |  |  |                            |

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities                             | CILO No. |   |   |  |  |  | Weighting | Remarks |
|---|----------|---|---|--|--|--|-----------|---------|
|   | 1        | 2 | 3 |  |  |  |           |         |
| Continuous Assessment: <u>100%</u>                      |          |   |   |  |  |  |           |         |
| Observation portfolio and summary assignment            | √        | √ | √ |  |  |  | 30%       |         |
| Practical Teaching Lesson 1- Mid semester 1             | √        | √ | √ |  |  |  | 30%       |         |
| Practical Teaching Lesson 2- End semester 1             | √        | √ | √ |  |  |  | 40%       |         |
| Examination: <u>0%</u> (duration: _____, if applicable) |          |   |   |  |  |  | 100%      |         |

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task   | Criterion | Excellent<br>(A+, A, A-)  | Good<br>(B+, B, B-)  | Fair<br>(C+, C, C-)  | Marginal<br>(D) | Failure<br>(F)  |
|---|-----------|---|--|--|-----------------|---|
| 1. Individual Written Assignment<br>(1,000 word summary of observations tracked in the observation diary) |           | 25-30%<br><br>Demonstrates a deep understanding of TESL theory and practice.<br><br>Able to critically analyze the issues of TESL practice and present these in a coherent and thought-provoking manner.  | 18-24%<br><br>Demonstrates a good understanding of TESL theory and practice.<br><br>Able to critically analyze the issues of TESL practice and present them well.  | 10-17%<br><br>Demonstrates only a limited understanding of TESL theory and practice.<br><br>Able to critically analyze the issues of TESL practice some of the time.   |                 | Below 10%<br><br>Does not present evidence of understanding TESL theory and practice.<br><br>Not able to critically analyze the issues of TESL practice.  |
| 2. Practical Teaching Lesson 1  |           | 25-30%<br><br>Demonstrates a deep understanding of theory and practice in lesson plan.<br><br>Able to deconstruct texts effectively.<br><br>Classroom management and rapport excellent.<br><br>Excellent correction and feedback for EAP skills | 18-24%<br><br>Demonstrates a good understanding of theory and practice in lesson plan.<br><br>Shows ability to deconstruct texts most of the time.<br><br>Classroom management and rapport good.<br><br>Good correction and feedback for language skills | 10-17%<br><br>Demonstrates some understanding of theory and practice in lesson plan.<br><br>Shows some ability to deconstruct texts.<br><br>Classroom management and rapport satisfactory.<br><br>Satisfactory correction and feedback for |                 | Below 10%<br><br>Does not demonstrate an understanding of theory and practice in lesson plan.<br><br>Inability to deconstruct texts.<br><br>Poor classroom management and rapport.<br><br>Poor correction and |

|                                   |  | development.  | development.   | language skills development.   | feedback for EAP skills development.  |
|-----------------------------------|--|---|--|--|---|
| 3. Practical Teaching<br>Lesson 2 |  | <p>35-40%</p> <p>Demonstrates a deep understanding of theory and practice in lesson plan.</p> <p>Able to deconstruct texts effectively.</p> <p>Classroom management and rapport excellent.</p> <p>Excellent correction and feedback for EAP skills development.</p> | <p>25-34%</p> <p>Demonstrates a good understanding of theory and practice in lesson plan.</p> <p>Shows ability to deconstruct texts most of the time.</p> <p>Classroom management and rapport good.</p> <p>Good correction and feedback for language skills development.</p> | <p>18-24%</p> <p>Demonstrates some understanding of theory and practice in lesson plan.</p> <p>Shows some ability to deconstruct texts.</p> <p>Classroom management and rapport satisfactory.</p> <p>Satisfactory correction and feedback for language skills development.</p> | <p>Below 17%</p> <p>Does not demonstrate an understanding of theory and practice in lesson plan.</p> <p>Inability to deconstruct texts.</p> <p>Poor classroom management and rapport.</p> <p>Poor correction and feedback for EAP skills development.</p> |

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

English for academic purposes practical teaching; TESL instructional design; classroom methodological approaches for the TESL classroom; TESL curriculum design and lesson planning; reflective observation of TESL classroom teaching; planning and teaching with experienced TESL practitioners; teaching practice and feedback in the TESL classroom. Assessing performance of TESL teaching.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

|    |  |
|----|--|
| 1. | Students are provided with skeleton lecture notes via Blackboard. Students must download their notes before class. Full lecture notes will not be given, therefore students have to attend each session in order to complete the notes |
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##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

|     |   |
|-----|---|
| 1.  | Alexander,O.,Argent,S. and Spencer,J. (2008) EAP Essentials: a teacher's guide to principles and practice. Redaing: Garnet Education.   |
| 2.  | Bailey,K.M. and Nunan, D. (2001) Pursuing Professional Development: Self as Source. Heinle and Heinle.  |
| 3.  | Biggs, J. (2003) Teaching for quality learning at university: What the student does.Buckingham:Open University, Chapter 7,pp 120-139.   |
| 4.  | Brick, J. (2006) Academic Culture: A student's guide to studying at university. Sydney.   |
| 5.  | National centre for English Language Teaching and Research, Macquarie university.   |
| 6.  | Hyland, K. (2006) English for Academic Purposes: an advanced resource book. Abongdon: Routledge.  |
| 7.  | Johns,A.M. (1997) Genre in the Classroom: Multiple Perspectives. Mahwah,N/J/:Lawrence Erlbaum Associates.   |
| 8.  | Johns,A. (2009) Tertiary Undergraduate EAP: Problems and Possibilities In Belcher,D. (Ed) 2009 English for Specific Purposes in Theory and Practice.The University of Michigan Press pp41-60. |
| 9.  | Paltridge, B.(2001) Genre and the Language Learning Classroom. Michigan Teacher Training.   |
| 10. | Swales,J. (2004) Research genres: Exploration and Analysis. Cambridge: Cambridge University Press.  |