

**City University of Hong Kong**

**Information on a Course  
offered by Department of English  
with effect from Semester A in 2012/ 2013**

This form is for completion by the Course Co-ordinator. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

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**Part I**

**Course Title:** Practical Teaching for TESL

**Course Code:** EN6511

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** P6

**Medium of Instruction:** English

**Prerequisites:** Nil

**Precursors:** Nil

**Equivalent Courses:** Nil

**Exclusive Courses:** Nil

**Part II**

**1. Course Aims**

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)

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

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Critiquing approaches to teaching and learning in an 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	

## 3. Teaching and Learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

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

## 4. Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
1, 2, 3	Observation portfolio and summary assignment	30%	
1, 2, 3	Practical Teaching Lesson 1- Mid semester 1	30%	
	Practical Teaching Lesson 2- End semester 1	40%	

**5. Grading of Student Achievement:** Grading criteria for each of the assessment tasks are listed below.

**Teaching practice**

<b>Marks</b>	<b>CILOs 1-4</b>
A 25-30% (1 <sup>st</sup> ) 35-40% (2 <sup>nd</sup> )	<ul style="list-style-type: none"> <li>- Demonstrates a deep understanding of theory and practice in lesson plan</li> <li>- Able to deconstruct texts effectively</li> <li>- Classroom management and rapport excellent</li> <li>- Excellent correction and feedback for EAP skills development.</li> </ul>
B 18-24% (1 <sup>st</sup> ) 25-34% (2 <sup>nd</sup> )	<ul style="list-style-type: none"> <li>- Demonstrates a good understanding of theory and practice in lesson plan</li> <li>- Shows ability to deconstruct texts most of the time.</li> <li>- Classroom management and rapport good.</li> <li>- Good correction and feedback for language skills development.</li> </ul>
C-D 10-17% (1 <sup>st</sup> ) 18-24% (2 <sup>nd</sup> )	<ul style="list-style-type: none"> <li>- Demonstrates some understanding of theory and practice in lesson plan</li> <li>- Shows some ability to deconstruct texts.</li> <li>- Classroom management and rapport satisfactory.</li> <li>- Satisfactory correction and feedback for language skills development.</li> </ul>
F Below 10% (1 <sup>st</sup> ) Below 17% (2 <sup>nd</sup> )	<ul style="list-style-type: none"> <li>- Does not demonstrate an understanding of theory and practice in lesson plan</li> <li>- Inability to deconstruct texts</li> <li>- Poor classroom management and rapport.</li> <li>- Poor correction and feedback for EAP skills development</li> </ul>

**Individual Written Assignment (1,000 word summary of observations tracked in the observation diary).**

<b>Marks</b>	<b>CILOs 1-4</b>
A (25-30%)	<ul style="list-style-type: none"> <li>- Demonstrates a deep understanding of TESL theory and practice.</li> <li>- Able to critically analyze the issues of TESL practice and present these in a coherent and thought-provoking manner.</li> </ul>
B (18-24%)	<ul style="list-style-type: none"> <li>- Demonstrates a good understanding of TESL theory and practice.</li> <li>- Able to critically analyze the issues of TESL practice and present them well</li> </ul>
C-D (10-17%)	<ul style="list-style-type: none"> <li>- Demonstrates only a limited understanding of TESL theory and practice.</li> <li>- Able to critically analyze the issues of TESL practice some of the time</li> </ul>
F Below 10%	<ul style="list-style-type: none"> <li>- Does not present evidence of understanding TESL theory and practice.</li> <li>- Not able to critically analyze the issues of TESL practice.</li> </ul>

## Part III

### Keyword Syllabus

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.

### Course Materials

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

### Recommended Reading Text(s)

In addition to the lecture notes, students will be directed to consult the following references:

#### Books

Alexander, O., Argent, S. and Spencer, J. (2008) *EAP Essentials: a teacher's guide to principles and practice*. Redding: Garnet Education.

Bailey, K.M. and Nunan, D. (2001) *Pursuing Professional Development: Self as Source*. Heinle and Heinle.

Biggs, J. (2003) *Teaching for quality learning at university: What the student does*. Buckingham: Open University, Chapter 7, pp 120-139.

Brick, J. (2006) *Academic Culture: A student's guide to studying at university*. Sydney: National centre for English Language Teaching and Research, Macquarie university.

Hyland, K. (2006) *English for Academic Purposes: an advanced resource book*. Abingdon: Routledge

Johns, A.M. (1997) *Genre in the Classroom: Multiple Perspectives*. Mahwah, N.J.: Lawrence Erlbaum Associates.

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.

Paltridge, B. (2001) *Genre and the Language Learning Classroom*. Michigan Teacher Training.

Swales, J. (2004) *Research genres: Exploration and Analysis*. Cambridge: Cambridge University Press.

**Journal articles**

Banjeree,J. and Wall,D. (2006) Assessing and reporting performances on pre-sessional EAP courses:Developing a final assessment checklist and investigating its validity. *Journal of EAP*, 5 (1) pp50-69

Evans,S.,and Morrison, B. (2011) Meeting the challenge of English –medium higher education: The first year experience in Hong Kong. *English for Specific Purposes*. 30 pp198-208.

**Returned by**

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