KING'S OWN INSTITUTE*

Success in Higher Education

TSL718 TESOL PRACTICUM T326 BRIEF

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.
Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

1. General Information

1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
Graduate Certificate TESOL Graduate Diploma TESOL Master of Arts TESOL Master of Arts TESOL (Professional)	1 trimester	Postgraduate	Dr Mazin Yousif Mazin.yousif@koi.edu.au P: +61 (2) 9283 3583 L: 7-11, 11 York Street Consultation: via Moodle or by appointment

1.2 Core / Elective

This is a core subject for the above courses.

1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	GC TESOL 16; GD TESOL 32; MA TESOL 48; MATESOL PRO 64

1.4 Student Workload

Indicated below is the expected student workload per week for this subject

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload Hours/Week***
3 hours workshop at KOI and 3 hours/week of placement at a ELICOS centre during weeks 2-11 (a minimum of 15 hours of placement) under the supervision of an experienced TESOL teacher/mentor. Students will be provided with their practicum timetable and weekly tasks in week 1	7 hours/week	13 hours/week

* Total time spent per week at lectures and tutorials
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** Combination of timetable hours and personal study.

1.5 Mode of Delivery Face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

1.6 Pre-requisite TSL700 LANGUAGE TEACHING METHODOLOGIES

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1.7 General Study and Resource Requirements:

- Students are expected to attend classes with the required textbook and to read specific chapters prior to the tutorials. Students should read this material before coming to class to improve their ability to participate in the weekly activities.
- Students will require access to the internet and their KOI email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.
- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

Resource requirements specific to this subject: There are no specific resources for this subject.

1.8 Academic Advising:

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.

Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.

Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.

Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.

Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

2. Academic Details

2.1 Overview of the Subject

Building on the theoretical content of TSL700 Language Teaching Methodologies, this subject provides students with the opportunity to develop their teaching skills in an authentic TESOL teaching environment. Students need to complete a placement at an approved ELICOS college during weeks 2-11 consisting of a minimum of 15 hours (9 hours of observations and 6 hours of teaching under the supervision of a qualified TESOL teacher/mentor, including 1.5 hours of assessed teaching). Students will be provided with their practicum timetable and weekly tasks in week 1.

To provide a clear link between the practical experience and the course outcome, weekly tutorials/workshops will give students the opportunity to discuss their practicum experience, prepare for teaching and further explore and apply effective classroom management strategies and teaching techniques. Students will need to complete the assigned observation tasks prior to attending the weekly tutorial/workshop. Finally, students will develop their reflective teaching practice and identify further areas for professional development.

The course learning outcomes have been designed in line with Australian professional standards for teachers (Australian Council of TESOL Association, 2020 https://tesol.org.au/resources/#resources-0) and KOI graduate attributes.

2.2 Graduate Attributes for Postgraduate Courses

Graduates of the *Graduate Certificate of TESOL,* the *Graduate Diploma of TESOL* and the *Master of Arts (TESOL)* courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2nd edition, January 2013). Graduates at this level will be able to apply an advanced body on knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for a master's level degree are summarised below:

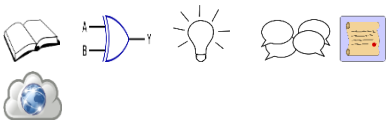
	KOI Master's Degree Graduate Attributes	**Detailed Description**
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice
	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety of audiences
	Research and Information Literacy	Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions
	Creative Problem Solving Skills	Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations in professional practice
	Ethical and Cultural Sensitivity	Appreciation and accountability for ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Leadership and Strategy	Initiative, leadership skills and ability to work professionally and collaboratively to achieve team objectives across a range of team roles Expertise in strategic thinking, developing and implementing business plans and decision making under uncertainty
	Professional Skills	High level personal autonomy, judgement, decision-making and accountability required to begin professional practice

Across the course, these skills are developed progressively at three levels:

- **Level 1 Foundation –** Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts
- **Level 2 Intermediate –** Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the application with other subjects.
- **Level 3 Advanced** – Students have a demonstrated ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course.

2.3 Subject Learning Outcomes

Listed below, are key knowledge and skills students are expected to attain by successfully completing this subject:

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Plan, implement and evaluate effective English language teaching and learning activities, approaches and materials	
b) Create and maintain a culturally and linguistically inclusive and supportive learning environment	
c) Critically evaluate and apply a range of teaching strategies suitable for a particular group of learners	
d) Evaluate and critically reflect on and monitor own teaching through reflective practice and professional engagement	
e) Implement relevant organisation and administrative requirements and engage professionally with colleagues and supervisors to improve teaching practice.	

2.4 Subject Content and Structure

Note: Students will not be given lectures on Weekly topics included in the subject. Weekly Tutorials/workshops will give students the opportunity to discuss and analyse their notes on the lesson they observed at the ELICOS centre, and prepare for their next practice teaching by participating in micro-teaching activities and receiving feedback from their lecturer and peers.

Weekly Planner:

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
Week 1 26 October	What does it mean to be an English teacher? introduction to TESOL reflective practice, professional conduct & Classroom Observations	Farrell, T.S.C., 2019. Standing on the Shoulders of Giants: Interpreting Reflective Practice in TESOL. Iranian Journal of Language Teaching Research, 7(3), pp. 1-14. doi: 10.30466/ijltr.2019.120733. To be supplied in Moodle	Tutorial activities Practicum Placement Orientation
Week 2 02 November	The ESOL Classroom: creating an inclusive learning environment.	Hellman, A.B., Wilbur, A., Harris, K.A. and Short, D., 2019. The 6 Principles for Exemplary Teaching of English Learners®: Adult Education and Workforce Development. (HWHS) Ch3 (p27-57)	Practicum Placement: 1hr observation (Observation Task 1: Professional Conduct & Creating an Inclusive Learning Environment)
Week 3 09 November	Developing learner-centred outcomes and lessons: Lesson Planning Revisited	To be supplied in Moodle	Practicum Placement: 1hr observation (Observation Task 2: Learner-Centred Lesson Planning & Activities) 0.5hr supervised teaching

Week 4 16 November	Teaching Effective Lessons: What does it mean? Classroom Communication (giving instructions & concept-checking questions, eliciting, etc.)	To be supplied in Moodle	Practicum Placement: 1hr observation (Observation task 3: Classroom Communication: Giving Instructions, eliciting and concept checking questions) 0.5hr supervised teaching
Week 5 23 November	Teaching the 4 Macro skills: Listening, Reading, Speaking & Writing	To be supplied in Moodle	Practicum Placement: 1hr observation (Observation task 4: Teaching the 4 Macro skills) 0.5 hr supervised teaching **Assessment 1 due: Observation Tasks Part 1**
Week 6 30 November	Teaching language focus areas (i.e. grammar & vocabulary)	To be supplied in Moodle	Practicum Placement: 1hr observation (Observation task 5: Teaching language focus areas) **0.5hr supervised teaching-assessed** **Supervising teacher's report due**
Week 7 07 December	TESOL Approaches and Methods in Action	To be supplied in Moodle	Practicum Placement: 1hr observation (Observation task 6: TESOL Approaches and Methods) 45mins supervised teaching
Week 8 14 December	Classroom Management: Dealing with problems & Adhering to organisation requirements	To be supplied in Moodle	Practicum Placement: 1hr observation (Observation task 7: Classroom Management) 45mins supervised teaching
Week 9 04 January	Providing effective feedback	(HWHS) Ch. 3 (p.63-70)	Practicum Placement: 1hr observation (Observation task 8: Providing feedback) 45min Supervised Teaching
Week 10 11 January	Technologies and Resources in the classroom	To be supplied in Moodle	Practicum Placement: 1hr observation (Observation task 9: Technologies & Resources) 45min supervised teaching **Assessment 1 due: Observation Tasks Part 2**
Week 11 18 January	Preparing for assessed supervised teaching	HWHS Chapter 3 (p. 57-63)	Practicum Placement: **1hr supervised teaching-assessed** **Supervising teacher's report due**

Week 12 25 January	Reflective practice re-visited & Professional Development	HWHS Chapter 3 (p. 70-76)	**Assessment 2 due: Practicum Portfolio & Reflective Journal due**
Week 13 01 February	Study review week and Final Exam Week		
Week 14 08 February	- Final Exam Week - Continuing students - enrolments for T127 open	Please see the exam timetable for the exam date, time and location	
Week 15 15 February	- Student Vacation begins - New students - enrolments for T127 open		
Week 16 22 February	• Results Released • Review of Grade Day for T326 – see Sections 2.6 and 3.2 below for relevant information. • Certification of Grades NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.		
T127 01 March 2027			
Week 1 01 March	Week 1 of classes for T127		

2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (2 hours/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (1 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

2.6 Student Assessment

Provided below is a schedule of formal assessment tasks and major examinations for the subject.

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Assessment Type	When Assessed	Weighting	Learning Outcomes Assessed
Assessment 1: Observation tasks	Part 1 Week 5 Part 2 Week 10	15% 15%	a, b & c & d
Assessment 2: Practicum Portfolio & Reflective Journal	Week 12	40% 30%	a, b, c, d & e
Assessment 3: Supervising Teacher's Report	Part 1 Week 6 Part 2 Week 11	0%- formative assessment Satisfactory/Not Satisfactory	a, b, c, d & e

Requirements to Pass the Subject:

Students must obtain passing marks in A1 & A 2 AND be assessed as Satisfactory in A3 to complete the subject successfully.

2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

Prescribed Text:

Hellman, AB, Harris, KA, Wilbur, A & Uvin, JE 2019, *The 6 principles for exemplary teaching of English learners : adult education and workforce development*, Teachers of English to Speakers of Other Languages, Alexandria, Virginia.

Farrell, T.S.C., 2019. Standing on the Shoulders of Giants: Interpreting Reflective Practice in TESOL. *Iranian Journal of Language Teaching Research*, 7(3), pp. 1-14. doi: 10.30466/ijltr.2019.120733.

Recommended Readings:

Baumgart, J., 2019. Quality of Teacher Talk in TESOL Classrooms: A Reflective Analysis of Discourse. In J. de Dios Martínez Agudo, ed. 2019. *Quality of TESOL and Teacher Education.* New York: Routledge. pp. 84-93

Bleistein, T., Lewis, M. and Smith, M.K., 2020. *Teaching Speaking, Revised*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Bonnet, A. and Siemund, P. eds., 2018. *Foreign Language Education in Multilingual Classrooms*. Amsterdam/Philadelphia: John Benjamins Publishing Company. Available through: ProQuest Ebook Central. [Accessed 1 September 2022].

Churchill, R., 2018. *Teaching: Making a Difference*. 4th ed., Melbourne: John Wiley & Sons, Incorporated. Available through: ProQuest Ebook Central. [Accessed 1 September 2022].

Crawford, W.J., 2020. *Teaching Grammar, Revised*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Faez, F. and Tavakoli, P., 2018. Task-Based Language Teaching. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Farrell, T.S.C., 2020. *Reflective Teaching, Revised*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Farrell, T.S.C. and Macapinlac, M., 2021. Professional Development Through Reflective Practice: A Framework for TESOL Teachers. *Canadian journal of applied linguistics*, 24 (1), pp. 1-25.

Farrell, T.S.C., 2019. Standing on the Shoulders of Giants: Interpreting Reflective Practice in TESOL. *Iranian Journal of Language Teaching Research*, 7(3), pp. 1-14. doi: 10.30466/ijltr.2019.120733.

Hellman, A.B., Wilbur, A., Harris, K.A. and Short, D., 2019. *The 6 Principles for Exemplary Teaching of English Learners®: Adult Education and Workforce Development*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Lennon, P., 2020. *The Foundations of Teaching English as a Foreign Language*. Routledge.

Macías, D. F., 2018. Classroom management in foreign language education: An exploratory review. *Profile*, 20 (1), pp. 153-166.

Martel, J., 2021. Implementing "enhanced rehearsals" in a practice-based TESOL methods course. *TESOL journal*, 2 (2), pp. n/a.

Mena, J., García-Valcárcel, A. and García-Peñalvo, F.J. eds., 2019. *Teachers' Professional Development in Global Contexts: Insights from Teacher Education.* Boston: BRILL. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Mott-Smith, J.A., Tomas, Z. and Kostka, I., 2020. *Teaching Writing, Revised*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Murphy, J., 2020. *Teaching Pronunciation, Revised.* Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Nemtchinova, E., 2020. *Teaching Listening, Revised*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Schmitt, N. and Rodgers, M.P.H. eds., 2019. *An Introduction to Applied Linguistics*. Milton: Taylor & Francis Group. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Vorholt, J., 2018. *New Ways in Teaching Speaking*, 2nd ed. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Useful Websites:

The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your assessments require academic peer-reviewed journal articles as sources, you need to access such sources using the Library database, EBSCOhost, or Google Scholar. Please ask in the Library if you are unsure how to access EBSCOhost s. Instructions can also be found in Moodle.

http://www.onestopenglish.com/

https://www.linguahouse.com/

https://www.teach-this.com/

https://www.linguahouse.com/

https://www.teach-this.com/

https://www.cambridgeenglish.org/learning-english/activities-for-learners/

https://www.englishcentral.com/browse/videos

https://corpus.eduhk.hk/cap/ (corpus-based language pedagogy)

Writing

https://owl.purdue.edu/owl/purdue_owl.html

Grammar

https://english.washington.edu/teaching/materials-teaching-grammar

https://www.teachingenglish.org.uk/article/planning-a-grammar-lesson

https://www.teachingideas.co.uk/subjects/grammar

https://www.education.com/activity/grammar/

Reading

https://learnenglish.britishcouncil.org/skills/reading

https://www.bbc.co.uk/learningenglish/english/course/english-you-need/unit-8/session-4

https://breakingnewsenglish.com/https://www.newsinlevels.com/

Listening

https://www.elllo.org

http://www.esl-lab.com/

http://www.englishmedialab.com/listening.html

Pronunciation

https://forvo.com/

https://www.bbc.co.uk/learningenglish/english/features/pronunciation

Vocabulary

https://www.learningchocolate.com/

Flocabulary.com

http://a4esl.org/

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