

**Master of Arts in International Language Education (MAILE)**  
**School of Humanities and Social Science**

**COURSE SYLLABUS**

**Course Code:** MILE 6000  
**Course Title:** Supervised teaching Practicum  
**Pre-requisite:** Completion of MILE5002  
**Course Offered:** Spring 2018  
**Course Instructors:** Dr Martha LAM ([lcmartha@ust.hk](mailto:lcmartha@ust.hk)) & Dr Polung LI ([lcpolung@ust.hk](mailto:lcpolung@ust.hk))

**COURSE DESCRIPTION**

The Supervised Teaching Practicum is intended for MILE students who have not undertaken initial language teacher training. It provides students with the opportunity to apply insights gained from studying theoretical aspects of second language education in a live classroom setting. In keeping with the practical nature of the course, the teaching will involve workshop activities, observation of actual language classes, microteaching, and supervised teaching practice. The classroom observations and teaching practice will take place in the Center for Language Education. Students will be able to observe a range of English and Chinese classes, and will be attached to experienced CLE instructors, who will act as mentors throughout the Practicum.

**COURSE INTENDED LEARNING OUTCOMES**

By the end of the course, participants will be able to:

- design effective language lessons & produce lesson plans;
- conduct observations of language teaching in a systematic, informed manner; demonstrate a range of practical teaching techniques;
- evaluate their own teaching effectiveness; and
- develop and adapt teaching materials to suit the needs of particular learners.

**TENTATIVE COURSE SCHEDULE**

WEEK	TOPIC	
1	Introduction to supervised teaching practicum: Expectations, roles, outcomes and portfolio writing What makes a good lesson? (1)	
2	Observation for learning: The reflective practitioner What makes a good lesson? (2)	
3	Observation for learning: Observation skills	<b>Mentorship Scheme:</b>  Class Observations and Teaching Practices
4	Creating effective teaching materials: What, why and how?	
5	Constructing a lesson plan: Strategies, rationale and challenges	
6	Microteaching	
7	Microteaching	
8	Non-assessed Teaching Practice 1 (Individual or team-teaching)	
9	Teaching Portfolio	
10	Assessed Teaching Practice 2 (Individual)	
11	Seminar 1: Connecting the dots (1)	
12	Seminar 2: Connecting the dots (2)	
13	Forum: Reality Check	

**ASSESSMENTS**

Microteaching: 20%  
 Teaching Practice: 30%  
 Group Seminar Presentation: 20%  
 Teaching Portfolio: 30%

**SAMPLE COURSE READINGS**

Everson, M. & Xiao, Y. (2011) *Teaching Chinese as a Foreign Language: Theories and Applications*. Hong Kong: Cheng & Tsui Company  
 Gower, R., Phillips, D. and Walters, S. (1995) *Teaching Practice Handbook*. London: Macmillan Heinemann  
 Harmer, J. (2013) *The Practice of English Language Teaching*. England: Pearson  
 Ur, P. (2012) *A Course in English Language Teaching*. Cambridge: Cambridge University Press  
 Wajnryb, R. (1993) *Classroom Observation Tasks*. Cambridge: Cambridge University Press 杨晓黎  
 (2009) 《对外汉语实习教程》安徽大学出版社