

City University of Hong Kong

Information on a Course
offered by Department of Linguistics and Translation
with effect from Semester A in 2014 / 2015

Part I

Course Title: Language Teaching

Course Code: LT5412

Course Duration: One semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: CTL5412 Language Teaching

Exclusive Courses: Nil

Part II

Course Aims

This course aims to introduce the students to major aspects of language teaching, and to provide them with a framework in which they can apply various linguistic theories to different levels of teaching English as a second/foreign language (TESL/TEFL) so as to develop effective and innovative language pedagogy.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting (if applicable)
1.	Discuss theories and studies in language and language learning.	
2.	Discuss theoretical issues raised in TESL and TEFL.	
3.	Describe and evaluate different approaches and methods in language teaching (principles in curriculum and syllabus design, material development, and language testing)	
4.	Carry out research in language teaching and learning.	
5.	Evaluate related language learning theories, teaching methods, and pedagogical materials.	
6	Design lesson plans or other instructional materials for grammar, vocabulary, the four modalities of language (reading, writing, listening, and speaking, including pronunciation).	

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)
1-3,5	Readings – Textbooks chapters, articles, and supplementary materials on language teaching. Lectures – Presenting, explaining, and discussing concepts, theories and methodologies in language teaching. Tutorials Class work and homework activities and assignments to help students understand approaches and theories.	

4-6	<p>Readings – Textbooks chapters, articles, and supplementary materials on SLA.</p> <p>Lectures – Presenting, explaining, and discussing concepts, theories and methodologies in SLA research.</p> <p>Tutorials Class work and homework activities and assignments to help students understand major theories and models, as well as applying linguistic theories to SLA studies.</p>	
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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
1-6	Attendance to lectures and tutorials; participation in class discussion	10%	
1-6	Teaching observation and written reports (about 500-800 words each): Students will observe language teaching classes at different levels; and in written forms report and comment on methodology or techniques employed in the observed sessions.	30%	
1-3,5	In-class test: An accumulative open-book test (2 hours) will be carried out at the end of the semester. It is to test students' understanding and application of theories and models discussed in class.	30%	
4-6	Final project: A group work in which students will design/implement a language teaching class focusing on one perspective of grammar, pronunciation, writing or etc. In addition to the final written report (about 800 words), they will present their lesson plan/results of their implementation to the class at the end of the semester. They must be prepared to answer questions on their own presentations and also offer comments on others'.	30%	

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading pattern: standard (A+, A, A-...F). Grading is based on students' performance in assessment tasks/activities.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	In general, outstanding grasp of the nature of theories and understanding of the implications to teaching and learning. In the written report of the final project, outstanding definition and discussion on theoretical issues and well-supported solutions in practice. In the oral presentation of the project as well as in tutorials, well-organized and fluent presentation of one's ideas; analytical discussion on fellow-classmates' viewpoints and presentations. Finally, excellent grades in quizzes.
B+ B B-	In general, good grasp of the nature of theories and understanding of the implications to teaching and learning. In the written report of the final project, good definition and discussion on theoretical issues and well-supported solutions in practice. In the oral presentation of the project as well as in tutorials, well-organized and fluent presentation of one's ideas; analytical discussion on fellow-classmates' viewpoints. Finally, good grades in quizzes.
C+ C C-	In general, average grasp of the nature of theories and understanding of the implications to teaching and learning. In the written report of the final project, able to give a definition and discussion on theoretical issues and solutions in practice. In the oral presentation of the project as well as in tutorials, a clear presentation of one's ideas; able to participate in discussion on fellow-classmates' viewpoints. Finally, average grades in quizzes.
D	In general, poor grasp of the nature of theories and understanding of the implications to teaching and learning. In the written report of the final project, poorly defined and discussed theoretical issues and unclear solutions in practice. In the oral presentation of the project as well as in tutorials, unclear presentation of one's ideas; unable to participate in discussion on fellow-classmates' viewpoints. Finally, passing grades in quizzes.
F	Unable to fulfil any requirements above; unable to complete or fail most or all assessments.

Part III

Keyword Syllabus

Theories of language and language learning: Structural, functional and interactional theories, Behaviourist, naturalistic, and cognitive theories; Approaches of language teaching: Grammar-Translation Approach, Oral-Structural-Situational Approaches and Communicative Approaches.

Syllabus design: product-oriented/process-oriented syllabuses, and analytic/ synthetic syllabuses.

Material design: text-based/ topic-based/ task-based and multi-media materials.

Teaching methods: teaching the language system, reading, writing, listening and speaking, classroom interaction, the roles of teachers and learners.

Assessment methods: Basic concepts of language testing, test techniques, assessing reading, writing, listening and oral abilities, tests of grammar, vocabulary and pronunciation; formative/summative assessment.

Evaluation and Research: Purposes and methods of evaluation, types of research, research methods.

Recommended Reading

Text(s)

Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*, Oxford University Press.

Richards, Jack and Rodgers, Theodore. *Approaches and Methods in Language Teaching*, Cambridge University Press.

Celce-Murcia, Marianne (Ed.), *Teaching English as a Second or Foreign Language*, Heinle & Heinle.

Richards, Jack. *New Ways in Teaching Grammar*, Pantagraph Printing.

Online Resources