City University of Hong Kong

Information on a Course
offered by Department of English
with effect from Semester B in 2014/ 2015

Part I

Course Title: Approaches to Language Teaching

Course Code: EN6495

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

Course Aims

This course focuses on the principles and approaches to teaching English as a Second or Foreign language (TESL//TEFL). The course examines the central issues, principles and theories relevant to the teaching of English. It provides a framework for students as they discover the issues dealt with in this course. In addition, based on this background knowledge, the course provides exposure to practical techniques for the teaching of English. Students are encouraged to try out innovative methods in the teaching of English which they may not have consider before.

Course Intended Learning Outcomes (CILOs)
Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Discover, identify and evaluate core theories related to teaching English as a second or foreign language.	
2.	Apply the theories in (1) to analyze situations/data in ESL/EFL.	
3.	Apply the theories in the application of teaching English as a Second or Foreign Language, and try out innovative methods in the classroom.	
4.	Evaluate the effectiveness of the analysis in (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)
1	Lectures about key concepts related to the teaching of English as a Second or Foreign Language	
2	Assigned reading related to the special topic	
3, 4	Workshops, discussions and practicum related to the teaching of English in which students will make discoveries about how languages are taught, and try out innovative methods.	

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
CILO 1-3	**Group oral presentation** Students will participate in group practicums in class with their classmates as participants. This will be done twice during the course.	30%	

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CILO 1	**Mid-semester quiz** Students will be given a quiz in Week 8 to check their understanding of the theoretical input from Week 1-7	30%	
CILO 4	**Individual assignment** Students will complete one individual written assignment applying their understanding of the theories of teaching English as a second or foreign language and demonstrate the practical application of this via a detailed lesson plan.	30%	
CILO 1-4	**In class discussion/workshop** Active participation in all classes is essential for a complete understanding of this course. Therefore, students will receive marks for attendance, participation in class activities and for the quality of feedback they give during the micro-teaching sessions.	10%	

Teaching and Learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs - Some TLAs may address more than one CILO.)

Please be sure to consider how the TLAs align with the desired characteristics of GE courses (c.f. explanatory note 10).

ILO No.	TLAs	Hours/week (if applicable)
CILO 1 - 4	<u>Mini-lectures (more transmission mode)</u> Each week, students will be introduced to theoretical texts in the lecture. Students will be shown (via in-class videos) demonstration of theoretical application.	1.5
CILO 2 & 3	<u>Reading discussion workshops (more interactive mode)</u> Each week students will be required to discuss the texts in tutorials. Students will learn to apply what they have learnt in the lecture and from their academic readings.	1.5
CILO 1-4	<u>Small group discussions and demonstration</u> Each week students will be required to demonstrate their theoretical understanding by discussions or teaching demonstrations.	
CILO 1-4	<u>Group presentation</u> Students will be required to demonstrate their	

	understanding of the principles of teaching by participating in micro-teaching in class using their classmates as 'students'.	
CILO 1-4	<u>Individual written assignment</u> Students will write one extended essay and provide a detailed lesson plan.	
CILO 1-4	<u>Extensive reading, especially using online resources to consolidate other aspects of learning in the course</u> Students will be introduced to various online resources and be required to contribute to knowledge building by suggesting online resources.	

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

Teaching practice (micro-teaching x2)

Marks	CILOs 1-4
20%-15%	- Demonstrates a deep understanding of theory and practice. - Clearly models the target language for the students. - Uses appropriate realia and makes use of board well. - Has a clear voice. - Engages the students in the lesson.
14%-9%	- Demonstrates an understanding of theory and practice. - Give a good models the target language for the students. - Uses realia and makes some use of board. - Has a clear voice. - Attempts to engages the students in the lesson.
8%-3%	- Demonstrates some understanding of theory and practice. - Models the target language for the students only sometimes. - Does not make use of realia or the board well. - Voice is not used well. - Does not engage the students in the lesson.
2%-1%	- Does not present evidence of understanding theory and practice. - Does not model the language for the students. - Does not use board or realia well. - Does not engage the students in the lesson.

Lesson Plan

Marks	CILOs 1-4
20%-	- Demonstrates a deep understanding of theory and practice.

15%	- Able to logically link the sections of the lesson together well. - Is sensitive to language problems students may have. - Uses clear language appropriately.
14%-9%	- Presents a good understanding of theory and practice. - Mostly able to link the sections of the lesson together, although there are some gaps. - Has some sensitivity to language problems students may have, but misses others. - Has good command of English presenting the lesson plan.
8%-3%	- Demonstrates only a limited understanding of theory and practice. - Shows only a limited ability to link the sections of the lesson together. - Has little sensitivity to the possible language problems students may encounter in the lesson. - The written presentation of the text is weak.
2%-1%	- Does not present evidence of understanding theory and practice. - Does not present a coherent lesson plan that any other teacher couple follow. - Illustrates the topic within a very limited local perspective. - Has a limited command of English when presenting the topic. It is difficult for the reader to follow the cohesion of the text.

In-class Quiz

The quiz consists of 40 short answer questions. Each question tests students' content knowledge about theoretical aspects of the course. Marks out of 40 can be achieved.

Participation and Critical Reflections

Marks	CILOs 1-4
20%-16%	Has made significant contributions to in-class group work. Is inquisitive and asks questions. Shows a great deal of self-development in end of course essay. Demonstrates that s/he has read extensively from the reading list. Is able to give critical feedback on mico-teaching.
10%-15%	Has generally been on task during the in-class group work. Has not distinguished her/himself as an active participant in the class. Shows only some areas of self-development in end of course essay. Refers to one or two references from the reading list. Is able to give only some obvious feedback on mico-teaching.
0%-9%	Has not made much or any contribution to class discussion. Shows little reflection on learning and/or had not submitted self-reflective essay. Does not demonstrate that s/he has not read anything from the reading list. Is unable to give feedback on mico-teaching.

Part III

Keyword Syllabus
Teaching English as a Second or Foreign Language; approaches and methods; language skills: listening, speaking, reading, writing; grammar; pronunciation; lesson planning; micro-teaching; classroom management.

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

- Harmer, J (1995) *The Practice of English Language Teaching*. Longman
- Nunan, D. (Ed) (2004) *Practical English Language Teaching*. McGraw Hill.
- Flowerdew, J. & Miller, L. (2005) *Second Language Listening. Theory and Practice*. CUP: New York.
- Richards, J. C. and Rogers, T. S. (2001). Approaches and Methods in Language Teaching. New York: Cambridge University Press.
- Richards, J.C. (2014) Key Issues in Language Teaching. Cambridge: CUP.

On-line Journals

- Modern Language Teacher: http://www.onlinemet.com/
- ELT Journal: http://eltj.oxfordjournals.org/
- Humanizing Language Teaching: http://www.hltmag.co.uk/

Articles

- Andersen, N. (2004) *Reading.* Reading In D. Nunan (Ed.) Practical English language Teaching. McGraw-Hill.
- Bailey, M. (2004) *Speaking*. In D. Nunan (Ed.) Practical English language Teaching. McGraw-Hill.
- Carless, D. (2002) 'Implementing task-based learning with young learners' *ELTJ* 56/4.
- Curriculum Development Council. (1999). Syllabus for English Language (Secondary 1- 5). Hong Kong: CDC publication.
- Curriculum Development Council. (2001). Learning to Learn: The Way forward in curriculum development. Hong Kong: CDC publication.

- Curriculum Development Council. (2002). Basics Education Curriculum Guide: Building on Strengths (Primary 1 – Secondary 3). Hong Kong: CDC publication.

- Hafner, C. and Miller, L. (2012). Project-based learning in a technologically-enhanced learning environment for second language learners: Students' perceptions. E-Learning and Digital Media. 9/2, 183-195.

- Helgesen, M. (2004) *Listening*. In D. Nunan (Ed.) Practical English language Teaching. McGraw-Hill.

- Larry Vandergrift (2004) Listening to Learn or Learning to Listen? Annual Review of Applied Linguistics Volume 24.

- Michael McCarthy, Anne O'Keeffe (2004) Research in the Teaching of Speaking. Annual Review of Applied Linguistics. Volume 24.

- Miller, L. (2000) *A Listening Lesson: How to make the coursebook more interesting*. Modern English Teacher, 9 (4) 25-28,

- Miller, L. (2001) *A Writing Lesson: How to make the coursebook more interesting*. Modern English Teacher, 10 (1) 34-38, 2001.

- Miller, L. (2001) *A Speaking Lesson: How to make the course book more interesting*. Modern English Teacher, 10 (2) 25-28, 2001.

- Miller, L (2014). 'English for Science and Technology'. InThe Routledge Handbook of Language and Professional Communication. V. Bhatia & S. Bremner (eds.) London: Routledge/Taylor Francis, pp304-320.

- Tony Silva, Colleen Brice (2004). Research in Teaching Writing. Annual Review of Applied Linguistics. Volume 24.

- Sokolik, M. (2004) *Writing*. In D. Nunan (Ed.) Practical English language Teaching. McGraw-Hill.

- Teacher training through video [video recording] : ESL techniques / produced by K. Lynn Savage ; a Video Guys production. Publisher White Plains, N.Y. : Longman, c1992. (Lesson Planning)

- William Grabe (2004) Research on Teaching Reading. Annual Review of Applied Linguistics. Volume 24