City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017/18

Part I   Course Overview

Course Title: Approaches to Language Teaching

Course Code: EN6495

Course Duration: 1 semester

Credit Units   3

Level: P6

**Medium of
Instruction:**   English

**Medium of
Assessment:**   English

Prerequisites:
(Course Code and Title)   None

Precursors:
(Course Code and Title)   None

Equivalent Courses:
(Course Code and Title)   None

Exclusive Courses:
(Course Code and Title)   None

Part II   Course Details

1. **Abstract**

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 considered before.

2. **Course Intended Learning Outcomes (CILOs)**
    (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.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Discover, identify and evaluate core theories related to teaching English as a second or foreign language.		x	x	
2.	Apply the theories in (1) to analyze situations/data in ESL/EFL.		x	x	
3.	Apply the theories in the application of teaching English as a Second or Foreign Language, and try out innovative methods in the classroom.				x
4.	Evaluate the effectiveness of the analysis in (3)				x
		100%			

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1.	Lectures about key concepts related to the teaching of English as a Second or Foreign Language	x						
2.	Assigned reading related to the special topic		x					
3	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.			x	x			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: ___100%___								
Group oral presentation Students will participate in group practicums in class with their classmates as participants. This will be done twice during the course.	x	x	x	x			30%	
Mid-semester quiz Students will be given a quiz in Week 8 to check their understanding of the theoretical input from Week 1-7	x	x	x	x			30%	
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.	x	x	x	x			30%	
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.	x	x	x				10%	
Examination: ____% (duration: , if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. **Group oral presentation**		- 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.	- 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 engage the students in the lesson.	- 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.	- 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.
2. **Individual assignment**		- Demonstrates a deep understanding of theory and practice. - Able to logically link the sections of the lesson together well.	- Presents a good understanding of theory and practice. - Mostly able to link the sections of the lesson together, although	- Demonstrates only a limited understanding of theory and practice. - Shows only a limited ability to link the sections of the lesson	- Demonstrates very limited understanding of theory and practice. - Shows very limited ability to link the sections of the lesson	- Does not present evidence of understanding theory and practice. - Does not present a coherent lesson plan that any other teacher couple

			there are some gaps.	together.	together.	follow.
		- Is sensitive to language problems students may have.	- Has some sensitivity to language problems students may have, but misses others.	- Has little sensitivity to the possible language problems students may encounter in the lesson.	- Has little sensitivity to the possible language problems students may encounter in the lesson.	- Illustrates the topic within a very limited local perspective.
		- Uses clear language appropriately.	- Has good command of English presenting the lesson plan.	- The written presentation of the text is weak.	- The written presentation of the text is weak.	- Has a limited command of English when presenting the topic. It is difficult for the reader to follow the cohesion of the text.
3. **In class discussion/workshop**		- Has made significant contributions to in-class group work.	- Has generally been on task during the in-class group work.	- Has sometimes been on task during the in-class group work.	- Has generally not been on task during the in-class group work.	- Has not made much or any contribution to class discussion.
		- Is inquisitive and asks questions.	- Has not distinguished her/himself as an active participant in the class.	- Has not distinguished her/himself as an active participant in the class.	- Has only occasionally distinguished her/himself as an active participant in the class.	- Shows little reflection on learning and/or had not submitted self-reflective essay.
		- Shows a great deal of self-development in end of course essay.	- Shows only some areas of self-development in end of course essay.	- Shows only some areas of self-development in end of course essay.	- Shows little self-development in end of course essay.	- Does not demonstrate that s/he has not read anything from the reading list.
		- Demonstrates that	- Refers to one or	- Refers to one or	- Refers to one or	

		s/he has read extensively from the reading list. - Is able to give critical feedback on micro-teaching.	two references from the reading list. - Is able to give only some obvious feedback on micro-teaching.	two references from the reading list. - Is able to give only some obvious feedback on micro-teaching.	two references from the reading list.	- Is unable to give feedback on micro-teaching

Part III **Other Information** (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   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.

2. **Reading List**
2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

   None

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

   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