City University of Hong Kong Course Syllabus

offered by Department of Linguistics and Translation with effect from Semester A 2022 / 23

Part I Course Overv	riew
Course Title:	Language Teaching
Course Code:	LT5412
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses : (Course Code and Title)	CTL5412 Language Teaching
Exclusive Courses: (Course Code and Title)	Nil

Part II Course Details

1. Abstract

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.

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	Discov	ery-en	riched
		(if	curricu	ılum re	lated
		applicable)	learnir	ig outco	omes
			(please	e tick ✓	•
			where	approp	riate)
			A1	A2	<i>A3</i>
1.	Discuss theories and studies in language and language			J	
	learning.				
2.	Discuss theoretical issues raised in TESL and TEFL.			J	
3.	Describe and evaluate different approaches and methods in		1	J	
	language teaching (principles in curriculum and syllabus				
	design, material development, and language testing)				
4.	Carry out research in language teaching and learning.			J	J
5.	Evaluate related language learning theories, teaching		1	J	1
	methods, and pedagogical materials.				
6.	Design lesson plans or other instructional materials for			J	J
	grammar, vocabulary, the four modalities of language				
	(reading, writing, listening, and speaking, including				
	pronunciation).				
	• •	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		O No.			Hours/week		
	•	1	2	3	4	5	6	(if applicable)
1	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.	✓	V	✓		✓		
2	Readings — Textbooks chapters, articles, and supplementary materials on SLA. Lectures — Presenting, explaining, and discussing concepts, theories and methodologies in SLA research. 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.				✓	✓	~	

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	5	6		
Continuous Assessment: 100%								
Teaching	✓	✓	✓	✓	✓	✓	30%	
demonstration/observation:								
group assignment to								
demonstrate a short teaching								
session or watch full-length								
classes of EFL/ESL. (Classes								
to observe can be conducted by								
a novice or an experienced								
teacher at any level. Classes								
should not be in format of								
private tutoring). (Self)								
Reflection reports should be								
written up after demonstration								
or observation								
In-class test:	✓	√	✓		√		40%	
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								

LT5412 3

of theories and models discussed in class.							
Term paper: to write a critical review of a theoretical or pedagogical issue in the field of teaching and learning English as a foreign/second language.			√	√	→	30%	
Examination: 0% (duration:	,	if app	olical	ole)			

100%

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent	Good	Marginal	Failure
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
1. Teaching	Team	Excellent cooperation	Good cooperation	Marginal	Unable to meet
demonstration/observation	collaboration;	among members.	among members.	cooperation	most or all
	fluency and	Demonstration of	Demonstration of good	among members.	criterion.
	clarity in	outstanding grasp of the	grasp of the nature of	Demonstration of	
	presenting, team	nature of theories and	theories and	marginal grasp of	
	collaboration, and	understanding of the	understanding of the	the nature of	
	creativity; clarity	implications to teaching	implications to teaching	theories and	
	and depth in (self)	and learning. Fluent,	and learning. Fairly	understanding of	
	reflection report	effective, and creative	fluent, effective, and	the implications	
		presentation. Excellent	creative presentation.	to teaching and	
		cooperation among	Good cooperation	learning. Clear	
		members.	among members.	presentation.	
				Marginal	
				cooperation	
				among members.	
2. In-class test	Accuracy and	Demonstration of	Demonstration of good	Demonstration of	Unable to meet
	clarity in analysis,	outstanding grasp of the	grasp of the nature of	marginal grasp of	most or all
	organization and	nature of theories and	theories and	the nature of	criterion.
	fluency in writing	understanding of the	understanding of the	theories and	
		implications to teaching	implications to teaching	understanding of	
		and learning. Fluent,	and learning. Fairly	the implications	
		clear, and in-depth	fluent, clear, and in-	to teaching and	
		analysis and discussion	depth analysis and	learning.	
		of issues involved.	discussion of issues	Marginal analysis	
			involved.	and discussion of	
				issues involved.	
3. Term paper	Originality,	Outstanding definition	Good definition and	Marginal	Unable to meet
	accuracy and	and discussion on	discussion on	definition and	most or all
	clarity in analysis,	theoretical issues,	theoretical issues,	discussion on	criterion.
	organization and	original, and well-	original, and well-	theoretical issues,	
	fluency in writing	supported solutions in	supported solutions in	marginal	
		practice, as well as in-	practice, as well as in-	solutions in	

	depth discussion of	depth discussion of	practice, as well	
	one's own and others'.	one's own and others'.	as marginal	
	Fluent, effective, and	Fairly fluent, effective,	discussion of	
	creative presentation.	and creative	one's own and	
	_	presentation.	others'.	

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
1. Teaching	Team collaboration;	Excellent	Good cooperation	Adequate or	Inadequate or	Unable to meet most
demonstration/observation	fluency and clarity	cooperation	among members.	acceptable	marginal cooperation	or all criterion.
	in presenting, team	among members.	Demonstration of	cooperation among	among members.	
	collaboration, and	Demonstration of	good grasp of the	members.	Demonstration of	
	creativity; clarity	outstanding grasp	nature of theories	Demonstration of	good grasp of the	
	and depth in (self)	of the nature of	and understanding	good grasp of the	nature of theories	
	reflection report	theories and	of the	nature of theories	and demonstration of	
		understanding of	implications to	and demonstration	marginal grasp of the	
		the implications	teaching and	of adequate grasp	nature of theories	
		to teaching and	learning. Fairly	of the nature of	and understanding of	
		learning. Fluent,	fluent, effective,	theories and	the implications to	
		effective, and	and creative	understanding of	teaching and	
		creative	presentation.	the implications to	learning. Clear	
		presentation.	Good cooperation	teaching and	presentation.	
		Excellent	among members.	learning. Average	Marginal cooperation	
		cooperation		fluency and clarity	among members.	
		among members.		in presentation.		
				Adequate		
				cooperation among		
2 7 1				members.		** 11
2. In-class test	Accuracy and clarity	Demonstration of	Demonstration of	Demonstration of	Demonstration of	Unable to meet most
	in analysis,	outstanding grasp	good grasp of the	average grasp of	marginal grasp of the	or all criterion.
	organization and	of the nature of	nature of theories	the nature of	nature of theories	
	fluency in writing	theories and	and understanding	theories and	and understanding of	
		understanding of	of the	understanding of	the implications to	
		the implications	implications to	the implications to	teaching and	
		to teaching and	teaching and	teaching and	learning. Marginal	
		learning. Fluent,	learning. Fairly	learning. Average	analysis and	

		clear, and in-	fluent, clear, and	fluency and clarity	discussion of issues	
		depth analysis and	in-depth analysis	in analysis and	involved.	
		discussion of	and discussion of	discussion of		
		issues involved.	issues involved	issues involved.		
3. Term paper	Originality,	Outstanding	Good definition	Adequate	Marginal definition	Unable to meet most
	accuracy and clarity	definition and	and discussion on	definition and	and discussion on	or all criterion.
	in analysis,	discussion on	theoretical issues,	discussion	theoretical issues,	
	organization and	theoretical issues,	original, and well-	definition and	marginal solutions in	
	fluency in writing	original, and well-	supported	discussion on	practice, as well as	
		supported	solutions in	theoretical issues,	marginal discussion	
		solutions in	practice, as well	original, and well-	of one's own and	
		practice, as well	as in-depth	supported solutions	others'. Marginal	
		as in-depth	discussion of	in practice, as well	cooperation among	
		discussion of	one's own and	as in-depth	members.	
		one's own and	others'. Fairly	discussion of one's		
		others'. Fluent,	fluent, effective,	own and others'.		
		effective, and	and creative	Fairly fluent,		
		creative	presentation	effective, and		
		presentation		creative		
				presentation		

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.)

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.

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.)

1.	Larsen-Freeman, Diane. Techniques and Principles in Language Teaching, Oxford					
	University Press.					
2.	Lightbown, Patsy M. and Spada, Nina. <i>How languages are learned</i> , Oxford University					
	Press.					
3.	Ur, Penny. A Course in Language Teaching. Cambridge: Cambridge.					

2.2 Additional Readings

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

1.	Celce-Murcia, Marianne (Ed.), Teaching English as a Second or Foreign Language,
	Heinle & Heinle.
2.	Richards, Jack. New Ways in Teaching Grammar, Pantagraph Printing.