

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2024/25

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: <i>(Course Code and Title)</i>	None
Precursors: <i>(Course Code and Title)</i>	None
Equivalent Courses: <i>(Course Code and Title)</i>	None
Exclusive Courses: <i>(Course Code and Title)</i>	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.

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.				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 real-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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1.	Students will participate in lectures to learn key concepts related to the teaching of English as a Second or Foreign Language	x						
2.	Students will engage with readings related to the lecture topics.		x					
3	Students will participate in workshops, discussions and practicum related to the teaching of English in which they 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/Individual written lesson plan. Students will work together on teaching materials given to them and produce 4 separate 30 min lesson plans. The lesson plans are individually marked but must illustrate continuity of ideas from the group.	x	x	x	x		30%	
Mid-semester quiz Students will complete 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 (see assessment one above).	x	x	x	x		30%	
In class discussion/workshop Students will actively participate in all classes for a complete understanding of this course. Participation in class activities and responses to online Discussion questions posted on Canvas will be assessed.	x	x	x			10%	
Examination: 0%						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 before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group/Individual written lesson plan.		<ul style="list-style-type: none"> - Demonstrates a deep understanding of theory and practice. - Clearly demonstrates an ability to plan a language lesson well. - Integrates realia and other teaching tools well in the LP. 	<ul style="list-style-type: none"> - Uses appropriate realia and other tools in the lesson plan. - Shows the teachers voice in the LP. - Illustrates how the students can be engaged the lesson. 	<ul style="list-style-type: none"> - Demonstrates an basic understanding of theory and practice. - Shows some understanding of how to prepare a lesson plan. - Uses some realia and makes some use of board. - shows some understanding of how to engage the students in the lesson. 	<ul style="list-style-type: none"> - Demonstrates some limited understanding of theory and practice. - Models the target language for the students only sometimes in the LP. - Does not make use of realia or the board well. - Does not show how students are engaged in the lesson plan. 	<ul style="list-style-type: none"> - Does not present evidence of understanding theory and practice. - Does not model the language for the students in the LP. - Does not use board or realia well. - Does not engage the students in the lesson in the LP.
2. Individual assignment		<ul style="list-style-type: none"> - Demonstrates a deep understanding of theory and practice. - Able to logically link the sections of the lesson together well. 	<ul style="list-style-type: none"> - Presents a good understanding of theory and practice. - Mostly able to link the sections of the lesson together, although 	<ul style="list-style-type: none"> - Demonstrates only a limited understanding of theory and practice. - Shows only a limited ability to link the sections of the lesson 	<ul style="list-style-type: none"> - Demonstrates very limited understanding of theory and practice. - Shows very limited ability to link the sections of the lesson 	<ul style="list-style-type: none"> - Does not present evidence of understanding theory and practice. - Does not present a coherent lesson plan that any other teacher couple

		<ul style="list-style-type: none"> - Is sensitive to language problems students may have. - Uses clear language appropriately. 	<p>there are some gaps.</p> <ul style="list-style-type: none"> - Has some sensitivity to language problems students may have, but misses others. - Has good command of English presenting the lesson plan. 	<p>together.</p> <ul style="list-style-type: none"> - Has little sensitivity to the possible language problems students may encounter in the lesson. - The written presentation of the text is weak. 	<p>together.</p> <ul style="list-style-type: none"> - Has little sensitivity to the possible language problems students may encounter in the lesson. - The written presentation of the text is weak. 	<p>follow.</p> <ul style="list-style-type: none"> - 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.
3. In class discussion/workshop		<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Has sometimes 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 	<ul style="list-style-type: none"> - Has generally not been on task during the in-class group work. - Has only occasionally distinguished her/himself as an active participant in the class. - Shows little self-development in end of course essay. - Refers to one or 	<ul style="list-style-type: none"> - 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.

		<p>s/he has read extensively from the reading list.</p> <ul style="list-style-type: none"> - Is able to give critical feedback on micro-teaching. 	<p>two references from the reading list.</p> <ul style="list-style-type: none"> - Is able to give only some obvious feedback on micro-teaching. 	<p>two references from the reading list.</p> <ul style="list-style-type: none"> - Is able to give only some obvious feedback on micro-teaching. 	<p>two references from the reading list.</p>	<ul style="list-style-type: none"> - Is unable to give feedback on micro-teaching
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Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Group/Individual written lesson plan.		<ul style="list-style-type: none"> - Demonstrates a deep understanding of theory and practice. - Clearly demonstrates an ability to plan a language lesson well. - Integrates realia and other teaching tools well in the LP. 	<ul style="list-style-type: none"> - Uses appropriate realia and other tools in the lesson plan. - Shows the teachers voice in the LP. - Illustrates how the students can be engaged the lesson. 	<ul style="list-style-type: none"> - Demonstrates a marginal understanding of theory and practice. - Shows some understanding of how to prepare a lesson plan, but there are many weaknesses in the lesson plan. - Uses some realia and makes some use of board. - Shows some understanding of how to engage the students in the lesson, but tends to ignore some obvious features of the students' needs. 	<ul style="list-style-type: none"> - Does not present evidence of understanding theory and practice. - Does not model the language for the students in the LP. - Does not use board or realia well. - Does not engage the students in the lesson in the LP.

<p>2. Individual assignment</p>		<ul style="list-style-type: none"> - Demonstrates a deep understanding of theory and practice. - Able to logically link the sections of the lesson together well. - Is sensitive to language problems students may have. - Uses clear language appropriately. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 in terms of language and structure. 	<ul style="list-style-type: none"> - 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.
<p>3. In class discussion/workshop</p>		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Has sometimes 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. 	<ul style="list-style-type: none"> - 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.

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) <i>The Practice of English Language Teaching</i> . Longman
Nunan D. (Ed) (2004) <i>Practical English Language Teaching</i> . McGraw Hill.
Flowerdew J. & Miller L. (2005) <i>Second Language Listening. Theory and Practice</i> . CUP: New York.
Richards J. C. and Rogers T. S. (2001). <i>Approaches and Methods in Language Teaching</i> . New York: Cambridge University Press.
Richards J.C. (2014) <i>Key Issues in Language Teaching</i> . 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) <i>Reading</i> . Reading In D. Nunan (Ed.) <i>Practical English language Teaching</i> . McGraw-Hill.
Bailey, M. (2004) <i>Speaking</i> . In D. Nunan (Ed.) <i>Practical English language Teaching</i> . McGraw-Hill.

Carless, D. (2002) 'Implementing task-based learning with young learners' <i>ELTJ</i> 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. <i>E-Learning and Digital Media</i> . 9/2, 183-195.
Helgesen, M. (2004) <i>Listening</i> . In D. Nunan (Ed.) <i>Practical English language Teaching</i> . McGraw-Hill.
Larry Vandergrift (2004) Listening to Learn or Learning to Listen? <i>Annual Review of Applied Linguistics</i> Volume 24.
Michael McCarthy, Anne O'Keeffe (2004) Research in the Teaching of Speaking. <i>Annual Review of Applied Linguistics</i> . Volume 24.
Miller, L. (2000) <i>A Listening Lesson: How to make the coursebook more interesting</i> . <i>Modern English Teacher</i> , 9 (4) 25-28,
Miller, L. (2001) <i>A Writing Lesson: How to make the coursebook more interesting</i> . <i>Modern English Teacher</i> , 10 (1) 34-38, 2001.
Miller, L. (2001) <i>A Speaking Lesson: How to make the course book more interesting</i> . <i>Modern English Teacher</i> , 10 (2) 25-28, 2001.
Miller, L (2014). 'English for Science and Technology'. In <i>The Routledge Handbook of Language and Professional Communication</i> . V. Bhatia & S. Bremner (eds.) London: Routledge/Taylor Francis, pp304-320.
Tony Silva, Colleen Brice (2004). Research in Teaching Writing. <i>Annual Review of Applied Linguistics</i> . Volume 24.
Sokolik, M. (2004) <i>Writing</i> . In D. Nunan (Ed.) <i>Practical English language Teaching</i> . 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. <i>Annual Review of Applied Linguistics</i> . Volume 24