

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester A 2024 / 25**

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**Part I Course Overview**

**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 (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
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).			✓	✓
		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. 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	5	6	
1	<p><b>Readings</b> – Textbooks chapters, articles, and supplementary materials on language teaching.</p> <p><b>Lectures</b> – Presenting, explaining, and discussing concepts, theories and methodologies in language teaching.</p> <p><b>Tutorials</b> – Class work and homework activities and assignments to help students understand approaches and theories.</p>	✓	✓	✓		✓		
2	<p><b>Readings</b> – Textbooks chapters, articles, and supplementary materials on SLA.</p> <p><b>Lectures</b> – Presenting, explaining, and discussing concepts, theories and methodologies in SLA research.</p> <p><b>Tutorials</b> – 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>				✓	✓	✓	

### 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%								
<p><b>Teaching demonstration/observation: group assignment</b> 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. .</p>	✓	✓	✓	✓	✓	✓	30%	
<p><b>In-class test:</b> 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</p>	✓	✓	✓		✓		40%	

of theories and models discussed in class.								
<b>Term paper:</b> 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 applicable)								
							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. Teaching demonstration/observation	Team collaboration; fluency and clarity in presenting, team collaboration, and creativity; clarity and depth in (self) reflection report	Excellent cooperation among members. Demonstration of outstanding grasp of the nature of theories and understanding of the implications to teaching and learning. Fluent, effective, and creative presentation. Excellent cooperation among members.	Good cooperation among members. Demonstration of good grasp of the nature of theories and understanding of the implications to teaching and learning. Fairly fluent, effective, and creative presentation. Good cooperation among members.	Adequate or acceptable cooperation among members. Demonstration of good grasp of the nature of theories and demonstration of adequate grasp of the nature of theories and understanding of the implications to teaching and learning. Average fluency and clarity in presentation. Adequate cooperation among members.	Inadequate or marginal cooperation among members. Demonstration of good grasp of the nature of theories and demonstration of marginal grasp of the nature of theories and understanding of the implications to teaching and learning. Clear presentation. Marginal cooperation among members.	Unable to meet most or all criterion.
2. In-class test	Accuracy and clarity in analysis, organization and fluency in writing	Demonstration of outstanding grasp of the nature of theories and understanding of the implications to teaching and learning. Fluent, clear, and in-depth analysis and discussion of issues involved.	Demonstration of good grasp of the nature of theories and understanding of the implications to teaching and learning. Fairly fluent, clear, and in-depth analysis and discussion of issues involved..	Demonstration of average grasp of the nature of theories and understanding of the implications to teaching and learning. Average fluency and clarity in analysis and discussion of issues involved.	Demonstration of marginal grasp of the nature of theories and understanding of the implications to teaching and learning. Marginal analysis and discussion of issues involved.	Unable to meet most or all criterion.

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

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

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

##### 2.2 Additional Readings

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

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