THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title : Bachelor of Education (Honours) (English Language) (Five-year Full-time) Primary
Course Title : Primary ELT Curriculum
Course Code : ENG3259
Department : Department of English Language Education (ELE)
Credit Point : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Level : 3

Part II

1. Synopsis

This course helps students to develop essential concepts of the English language curriculum, in particular primary curriculum planning using the task-based approach. It aims to enable students to develop competencies for planning and critiquing a language curriculum, in particular a task-based curriculum. This includes knowledge and skills for curriculum tailoring or school-based curriculum development.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ Identify the major aspects of curriculum planning using a task-based approach for Hong Kong primary schools pupils of diverse needs [PILO5 (SPK2) & PILO6 (SPK3)];

CILO$_2$ Demonstrate competencies of developing school-based teaching plans, materials and assessment criteria for classroom learning [PILO4 (SPK1) & PILO6 (SPK3)]; and

CILO$_3$ Demonstrate an ability to think critically when taking part in class activities and adapting existing primary textbook materials to cater for learner diversity. [PILO4 (SPK1) & PILO5 (SPK2)].

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

CILLO$_1$ Write learning objectives for unit and lesson plans in accurate and appropriate language [PILO3 (SK3)].
## 4. Content, CILOs, CILLOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs/ CILLOs</th>
<th>Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to the key features of the Hong Kong primary English language education curriculum</strong></td>
<td>CILO(_{1,2,3}) CILLO(_1)</td>
<td>Lectures, tutorials, reading, in-class and out-of-class reflective journal writing, online learning activities.</td>
</tr>
<tr>
<td>➢ Aims, Learning Targets and Objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Components of the Curriculum Framework: Strands, generic skills and values and attitudes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Central curriculum and school-based curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Approaches to learning and teaching: Life-wide learning, task-based approach teaching and learning, independent/autonomous learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Catering for learner diversity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Assessment for learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum planning using a task-based approach</strong></td>
<td>CILO(_{1,2,3}) CILLO(_1)</td>
<td>Lectures, tutorials, reading, in-class and out-of-class reflective journal writing, online learning activities, students’ group presentations.</td>
</tr>
<tr>
<td>➢ Considerations for teaching, learning and assessing in a task-based design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Characteristics of language learning tasks for primary pupils.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Aligning tasks with learning objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Resourcing and materials development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Planning of a task-based unit / module and a scheme of work and related assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum tailoring and school-based curriculum development</strong></td>
<td>CILO(_{1,2,3}) CILLO(_1)</td>
<td>Lectures, tutorials, reading, in-class and out-of-class reflective journal writing, online learning activities, students’ group presentations.</td>
</tr>
<tr>
<td>➢ Catering for learner differences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Evaluation and adaptation of ELT materials, textbooks and electronic materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Planning for a balanced school-based curriculum with due consideration for the General English Programme, Reading Workshops, Intervention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILOs/ CILLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Design a unit plan which should be made up of 4-6 lessons with relevant</td>
<td>40%</td>
<td>CILO₁,₂,₃ CILLO₁</td>
</tr>
<tr>
<td>worksheets and materials attached as appendices. To justify the design of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unit plan and the learning materials, write a discussion of about 1000 words on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ (1) How the original textbook materials have been adapted to suit the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>target pupils’ diverse needs;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ (2) How the unit plan and learning materials can facilitate learners’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning in a meaningful way;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ (3) How relevant ELT approaches inform the design. (group work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● In groups, present the unit plan &amp; learning materials to the whole class to</td>
<td>30%</td>
<td>CILO₁,₂,₃ CILLO₁</td>
</tr>
<tr>
<td>introduce what has been designed with pedagogical justification. (group work,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>but assessed individually)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Write an individual reflective essay (900 words) based on what has been</td>
<td>30%</td>
<td>CILO₁,₂,₃</td>
</tr>
<tr>
<td>learnt from the course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Required Text(s)

Curriculum Development Council. (2004). *English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1-6)*. Hong Kong: The Education and Manpower Bureau HKSAR.
(available online: [http://cd1.emb.hkedcity.net/cd/cdc/curr_guide/ele/content.pdf](http://cd1.emb.hkedcity.net/cd/cdc/curr_guide/ele/content.pdf))

7. Recommended Readings

1 – 6). Hong Kong: Government Logistics Department.

8. Related Web Resources

Hong Kong EDB English Language Education resources
HKEducationCity.net
http://www.hkedcity.net/english/
Primeteach, TeleNex
http://www.telenex.hku.hk/telec/pmain/primain.htm
BBC Teaching English
http://www.teachingenglish.org.uk/think/
IT in Education
http://resources.edb.gov.hk/~rtcpe/index0.htm
Resources for primary ESL
General ESL Resources
http://www.learnenglish.org.uk/
http://www2.scholastic.com/browse/home.jsp
http://www.sutton.lincs.sch.uk/
http://story.lg.co.kr:3000/english/story/index.jsp
http://www.teachingenglish.org.uk/
http://www.teach-nology.com/teachers/lesson_plans/
http://www.readwritethink.org/
http://englishonline.tki.org.nz/
Reading / writing
http://www.britishcouncil.org/kids-listen-read-write.htm
http://www.penguinreaders.com/
http://www.reading.org/Resources/ResourcesByTopic.aspx
Children’s literature
http://people.ucalgary.ca/~dkbrown/
Reader’s theatre
http://www.aaronshep.com/rt/index.html
http://www.readwritethink.org/lessons/lesson_view.asp?id=172
Stories
http://www.storyarts.org/classroom/usestories/
http://www.aaronshep.com/storytelling/
http://sundhagen.com/babbooks/
http://magickeys.com/books/index.html

Songs and poems
http://gardenofsong.com/kidzpage/
http://www.gardenofsong.com/
http://www.esl4kids.net/chants.html

Online Rhyming Dictionary for poetry and songwriting
http://www.writeexpress.com/online2.html

Language games
http://www.btinternet.com/~ted.power/games.htm
http://www.primarygames.com/reading.htm
http://jc-schools.net/tutorials/PPT-games/

9. Related Journals

Nil

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

This course is only offered to undergraduate students in their 3rd year of study or beyond.