# THE EDUCATION UNIVERSITY OF HONG KONG
## Course Outline

### Part I

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Bachelor of Education (Honours) (English Language) (Five-year Full-time) Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme QF Level</td>
<td>5</td>
</tr>
<tr>
<td>Course Title</td>
<td>Secondary ELT Curriculum</td>
</tr>
<tr>
<td>Course Code</td>
<td>ENG3260</td>
</tr>
<tr>
<td>Department</td>
<td>Department of English Language Education (ELE)</td>
</tr>
<tr>
<td>Credit Points</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>39</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Nil</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>English</td>
</tr>
<tr>
<td>Course Level</td>
<td>3</td>
</tr>
</tbody>
</table>

### Part II

The University’s 4Cs Learning Framework and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important attributes embodied in the 4Cs.

The 4Cs are:
- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. Synopsis

This course helps students to develop essential concepts of the English language curriculum, in particular the English secondary school curriculum, and how these can be integrated to produce a scheme of work for task-based learning and teaching. Particular emphasis is placed upon task-based teaching and learning, school-based curriculum design and enrichment programmes. Students will further discuss their roles and related strategies in generating and facilitating change in the ELT classrooms.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ Use the understanding of the current Secondary English Curriculum framework in Hong Kong to evaluate the implementation of the English curriculum in secondary schools [PILO5(SPK2) & PILO6(SPK3)]; and

CILO₂ Demonstrate a critical understanding of the issues of an English curriculum [PILO5 (SPK2) & PILO6 (SPK3)].

3. Course Intended Language Learning Outcomes (CILLOs)

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

CILLO₁ Write a coherent and logical critical review [PILO3 (SK3)].

4. Content, CILOs, CILLOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs/ CILLOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major components of an ELT curriculum framework: planning, resourcing, teaching and evaluating.</td>
<td>CILO₁ CILO₂</td>
<td>Lecture, seminar, group work, Students’ PPT presentation, hands-on tasks, online learning materials.</td>
</tr>
<tr>
<td>Introduction to the key features of the English language education key learning area curriculum framework.</td>
<td>CILO₁ CILO₂</td>
<td>Lecture, seminar, group work, Students’ PPT presentation, hands-on tasks, online learning materials.</td>
</tr>
<tr>
<td>Schemes of work planning for task-based learning for secondary students.</td>
<td>CILO₁ CILO₂</td>
<td>Lecture, seminar, group work, Students’ PPT presentation, hands-on tasks, online learning materials.</td>
</tr>
<tr>
<td>Curriculum tailoring using a task-based approach.</td>
<td>CILO₁ CILO₂</td>
<td>Lecture, seminar, group work, Students’ PPT presentation, hands-on tasks, online learning materials.</td>
</tr>
</tbody>
</table>
- Promoting a school-based curriculum. 
  | **CILO**<sub>1</sub> | **CILO**<sub>2</sub> | Lecture, seminar, group work, Students’ PPT presentation, hands-on tasks, online learning materials. 

- Curriculum enrichment: promoting independent learning. 
  | **CILO**<sub>1</sub> | **CILO**<sub>2</sub> | Lecture, seminar, group work, Students’ PPT presentation, hands-on tasks, online learning materials. 

- The senior secondary English language curriculum. 
  | **CILO**<sub>1</sub> | **CILO**<sub>2</sub> | Lecture, seminar, group work, Students’ PPT presentation, hands-on tasks, online learning materials. 

- Framing and writing a critical review. 
  | **CILO**<sub>1</sub> | Lecture, seminar, group work, Students’ PPT presentation, hands-on tasks, online learning materials. 

5. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILOs/ CILLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A critical review/response to one of the selected readings of the course.</td>
<td>25%</td>
<td>CILOs 1 &amp; 2 CILLO&lt;sub&gt;1&lt;/sub&gt;</td>
</tr>
<tr>
<td>(b) Part 1: Devise a plan for an aspect of the secondary ELT curriculum, such as:</td>
<td>40%</td>
<td>CILOS 1, 2, 3 &amp; 4 CILLO&lt;sub&gt;1&lt;/sub&gt;</td>
</tr>
<tr>
<td>➢ A unit plan / scheme of work.</td>
<td></td>
<td></td>
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<tr>
<td>➢ The junior/senior secondary curriculum of a school.</td>
<td></td>
<td></td>
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<tr>
<td>➢ The assessment practice of a school.</td>
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<tr>
<td>➢ The enrichment programme of a school.</td>
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<td></td>
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<tr>
<td>Part 2: Provide a justification for the plan’s design with reference to the critical components, processes, value and rationale relating to the principles of ELT curriculum development. (1100 words).</td>
<td>35%</td>
<td></td>
</tr>
</tbody>
</table>

6. Required Text(s)


7. Recommended Readings


English Language Education Section, CDI (2004). Promoting Assessment for Learning in English Language Education. Hong Kong: EMB.


8. Related Web Resources

http://www.e-c.edu.hk/
http://sba.hkedcity.net/introductorydvd/main.html
http://www.hkedcity.net/article/ec-tea-sba/main/
http://engres.ied.edu.hk/

9. Related Journals

Curriculum Inquiry
Curriculum Perspectives
Innovation in Language Learning and Teaching
Language and Education
Language Culture and Curriculum
Language Learning
Language Teaching Research
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.

12 June 2017