THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title: Bachelor of Education (Honours) (English Language) (Five-year Full-time)
Programme QF Level: 5
Course Title: Second Language Acquisition and Curriculum Design: Theory and Practice
Course Code: ENG3406
Department: Department of English Language Education (ELE)
Credit Points: 3
Contact Hours: 39
Pre-requisite(s): Nil
Medium of Instruction: English
Course Level: 3

Part II

The University’s Graduate Attributes 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 graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):
● Professional Excellence;
● Ethical Responsibility; &
● Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

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. **Course Synopsis**

This course introduces students to theories of second language learning and explores how second language development is affected by individual learner factors and social contextual factors. With the theories as the foundation, this course further helps students develop essential concepts of an English language curriculum. Particular emphasis is placed upon task-based teaching, learning and assessment, and knowledge and skills for curriculum tailoring / school-based curriculum.

2. **Course Intended Learning Outcomes (CILOs)**

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

- CILO₁ Identify the major theories that seek to explain second language acquisition [PILO5 (SPK2)];
- CILO₂ Use relevant theoretical concepts to analyse how individual learner factors and social contextual factors affect second language acquisition [PILO5 (SPK2)];
- CILO₃ Demonstrate a critical understanding of key features of the current English language curriculum framework in Hong Kong, the underlying theoretical basis and the issues concerned [PILO5(SPK2) & PILO6(SPK3)]; and
- CILO₄ Apply concepts of curriculum design to lesson and unit planning and evaluation [PILO4 (SPK1) & PILO6 (SPK3)].

3. **Course Intended Language Learning Outcomes (CILLOs)**

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

- CILLO₁ Develop and use subject-specific vocabulary in academic writing [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>
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</thead>
<tbody>
<tr>
<td>• Key explanatory theories of language acquisition:</td>
<td>CILLO₁ CILLO₁</td>
<td>Lecture, Seminar, Group work, Online learning activities</td>
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<tr>
<td>Behaviourism</td>
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<tr>
<td>Innatism</td>
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<tr>
<td>Cognitivism</td>
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<tr>
<td>• Factors affecting second language acquisition:</td>
<td>CILLO₂ CILLO₁</td>
<td>Lecture, Seminar, Group work, Online learning activities</td>
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<tr>
<td>Motivation</td>
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<td>Aptitude</td>
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<td>Personality</td>
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<td>Language identity</td>
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<td>Language attitude</td>
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1. Key features of different types of English language curriculum (ELC) reflecting different underlying language acquisition theories

| CILOs 1 & 3 | Lecture, Seminar, Group work, Online learning activities |

2. Critical analysis of ELC in Hong Kong with a special focus on Task-based approach to teaching, learning and assessment

| CILOs 2 & 3 CILO3 | Lecture, Seminar, Group work, Online learning activities |

3. Key issues and practice of curriculum design:
   - Planning
   - Resourcing
   - Teaching and learning
   - Evaluating

| CILOs 2, 3, & 4 CILO1 | Lecture, Seminar, Group work, Online learning activities |

5. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILOs/ CILLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A group project that requires students to interview a second language learner and analyse his/her learning experience using the key factors and theories.</td>
<td>30%</td>
<td>CILO1</td>
</tr>
<tr>
<td>(b) Quizzes that test students’ basic understanding of the key concepts and theories.</td>
<td>20%</td>
<td>CILO2</td>
</tr>
<tr>
<td>(c) Develop a task-based unit plan to show understanding of planning at the curriculum level and the rationale behind the design of the plan.</td>
<td>50%</td>
<td>CILOs 1, 2, 3 &amp; 4 CILO1</td>
</tr>
</tbody>
</table>

6. Required Text(s)


7. Recommended Readings


Curriculum Development Committee. (2002). *English language education key learning*
area curriculum guide (Primary 1 – Secondary 3). Hong Kong: Hong Kong Government Printer.

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
RELC
TESOL Quarterly
TESL Reporter

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**

Nil

7 May 2018