

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Certificate in Professional Development Programme for English Teachers (Saturday Mode) (CWP004)
Programme QF Level	: 5
Course Title	: 21 st Century Approaches to ELT
Course Code	: ENG5408
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 30
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 5

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 aims to support practicing English language teachers' continual professional development by exploring with them the most recent ELT (English language teaching) pedagogies to enhance their knowledge and skills in the field. Within a five-day PDP course conducted on consecutive Saturdays, each day will focus on one of the 5 major ELT areas: reading, listening, speaking, writing and grammar. Integration between the 5 areas will also be explored.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Enhance their knowledge and skills in using updated approaches to English language teaching in reading, listening, speaking, writing and grammar [PILO_{1,2}]; and
- CILO₂ Design appropriate learning materials to help students develop English proficiency in reading, listening, speaking, writing and grammar [PILO_{1,2,3,4}].

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> ● Reading: <ul style="list-style-type: none"> ➢ Approaches to reading: emergent literacy; teacher-directed approaches; word recognition, speed, appreciation of rhetoric, general comprehension of meanings; ➢ Teaching of reading: crucial reading skills for a proficient reader, types of reading skills ➢ Reflection on the current practices of teaching reading in EFL classrooms. 	<i>CILOs 1 & 2</i>	Lecture, workshop, discussion, sharing, materials design
<ul style="list-style-type: none"> ● Listening: <ul style="list-style-type: none"> ➢ Promoting opportunities for out-of-class listening; ➢ Using podcasts to teach listening; ➢ Self-access and listening; ➢ Teacher autonomy and becoming a better teacher of listening; ➢ Integrated listening. 	<i>CILOs 1 & 2</i>	Lecture, workshop, discussion, sharing, materials design
<ul style="list-style-type: none"> ● Speaking: <ul style="list-style-type: none"> ➢ Common problems with getting 	<i>CILOs 1 & 2</i>	Lecture, workshop, discussion, sharing, materials

<p>students to talk in the classroom;</p> <ul style="list-style-type: none"> ➤ Developing students' oral fluency; ➤ Adopting a content-based approach to teaching speaking through the use of topic-based activities (e.g. Debates) to develop learners' ability to express themselves through speech; ➤ Designing and administering effective topic-based speaking activities. 		design
<ul style="list-style-type: none"> ● Writing: <ul style="list-style-type: none"> ➤ Using the genre approach to help students develop proficiency in writing: the teaching-learning cycle; ➤ Exploring genres such as narratives, recounts, information reports, arguments; ➤ Helping students to organize and structure different types of texts, and learn what language to use to write different types of texts. 	<i>CILOs 1 & 2</i>	Lecture, workshop, discussion, sharing, materials design
<ul style="list-style-type: none"> ● Grammar: <ul style="list-style-type: none"> ➤ Exploring the role of grammar in language teaching and learning; ➤ Understanding different kinds of grammar and how the brain learns language; ➤ Teaching grammar-in-context, grammar focusing and grammatical consciousness raising; ➤ Utilizing text-based and other contextualized grammar teaching approaches. 	<i>CILOs 1 & 2</i>	Lecture, workshop, discussion, sharing, materials design
<ul style="list-style-type: none"> ● Contextualization and integration of language use: <ul style="list-style-type: none"> ➤ Principles and practice; ➤ Designing learning materials. 	<i>CILOs 1 & 2</i>	Lecture, workshop, discussion, sharing, materials design

4. Assessment

Assessment Tasks	Weighting	CILOs
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<p>(a) Participants will design a unit of learning materials to help students develop English proficiency in one or more of the following areas:</p> <ul style="list-style-type: none"> ➤ Reading ➤ Listening ➤ Speaking ➤ Writing ➤ Grammar 	<p>100% (individual work)</p>	<p><i>CILOs 1 & 2</i></p>
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5. Required Text(s)

Nil

6. Recommended Readings

- Burke, J. (2010). *What's the big idea?: Question-driven units to motivate reading, writing, and thinking*. Portsmouth, NH: Heinemann.
- Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide: Spoken and written English grammar and usage*. Cambridge: Cambridge University Press.
- Celce-Murcia, M. (2002). Why it makes sense to teach grammar through context and through discourse. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 119–134). Mahwah, NJ: Lawrence Erlbaum.
- Curriculum Development Council (2002). *Key learning area curriculum guide (Primary 1-Secondary 3)*. Hong Kong: EDB.
- Curriculum Development Council (2004). *English language curriculum guide (Primary 1-6)*. Hong Kong: EDB.
- Derewianka, B. (2011). *A new grammar companion for teachers*. Newtown, N.S.W.: Primary English Teaching Association, 2011.
- Ellis, R. (2001). Making an impact: Teaching grammar through awareness-raising. *Guidelines*, 23(1), 4-6.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83-107.
- Goh, C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge: Cambridge University Press.
- Hyland, K. (2004). *Genre and second language writing*. Ann Arbor, Mich.: University of Michigan Press.
- Jackson, H. (2002). *Grammar and vocabulary: A resource book for students*. London: Routledge.
- McKenna, M.C. (2009). *Teaching through text: Reading and writing in the content areas*. Boston, Mass.: Allyn and Bacon.
- Nunan, D. (Ed.) (2003). *Practical English language teaching*. New York: McGraw Hill.
- Parrot, M. (2010). *Grammar for English language teachers* (2nd Edition). Cambridge: Cambridge University Press.
- Paterson, K. (2006). *Real life literacy: Classroom tools that promote real-world reading and writing*. Markham, Ont.: Pembroke Publishers.
- Ur, P. (2012). *A course in language teaching: Practice and theory*. Cambridge:

Cambridge University Press.
Wilber, D.J. (2010). *iWrite: Using blogs, wikis, and digital stories in the English classroom*. Portsmouth, N.H.: Heinemann.

7. Related Web Resources

<http://www.nclrc.org>
<http://www.teachingtreasures.com.au>
<https://www.teachervision.com>

8. Related Journals

ELT Journal

9. 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.

10. Others

Nil

7 May 2018