

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language) (Five-year Full-time) Secondary
Programme QF Level	: 5
Course Title	: Secondary ELT Methods I: Developing Oracy Skills
Course Code	: ENG2257
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

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 develops students' practical skills in planning, designing and implementing English language lessons which focus on developing learners' listening and speaking abilities in the secondary classroom in Hong Kong. Students will micro-teach to try out strategies learnt. The course also helps students develop classroom language skills for effective classroom interaction.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Plan, design and implement English language lessons with a focus on developing school students' listening and speaking strategies and skills; **[PILO5 (SPK2) & PILO6 (SPK3)]**;
- CILO₂ Select, modify or design listening and speaking tasks in the light of relevant second language learning theories; **[PILO5 (SPK2)]**; and
- CILO₃ Demonstrate critical, reflective ability for the professional development of their skills in the teaching of listening and speaking. **[PILO6 (SPK3)]**.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Demonstrate an appropriate level of proficiency in classroom language, particularly in the language of interaction. **[PILO3 (SK3)]**.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Effective presentation & explanation and the language of interaction in the ESL classroom.	<i>CILLO₁</i>	Lecture, Seminar, Group work, Student presentation, Hands-on tasks.
● Planning a listening or speaking focused lesson.	<i>CILO₁</i>	Lecture, Seminar, Group work, Student presentation, Hands-on tasks.
● Understanding the nature of listening.	<i>CILO₂</i>	Lecture, Seminar, Group work, Student presentation, Hands-on tasks.
● Developing pupils' listening skills in the secondary ESL classroom in HK: Approaches, strategies and techniques.	<i>CILOs_{1 & 2}</i>	Lecture, Seminar, Group work, Student presentation, Hands-on tasks.
● Understanding the nature of speaking.	<i>CILO₂</i>	Lecture, Seminar, Group work, Student presentation,

		Hands-on tasks.
● Issues for the teaching of speaking in the secondary ESL classroom in HK: approaches, strategies and techniques.	<i>CILOS₁ & 2</i>	Lecture, Seminar, Group work, Student presentation, Hands-on tasks.
● Implementation of English language lessons which focus on developing school pupils' listening and speaking strategies and skills.	<i>CILOS_{1,2} & 3</i> <i>CILLO₁</i>	Micro-teaching.
● Introducing the role of reflection, the reflective process, and elements of quality reflection for the teaching of listening and speaking skills.	<i>CILO₃</i>	Post micro-teaching materials, reflection, self, peers' and tutors' feedback and evaluation.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Provide a written justification (about 600 words) for a lesson plan designed for the teaching of listening or speaking skills in the secondary classroom in Hong Kong.	40%	<i>CILOS₁ & 2</i>
(b) Micro-teach a lesson (40-50 minutes) which aims to develop secondary school pupils' listening or speaking skills.	60%	<i>CILO_{1,2} & 3</i> <i>CILLO₁</i>
(c) (About 900 words) Compile an e-portfolio demonstrating critical reflection on the performance in the micro-teaching lesson in light of peers' and tutor's feedback, and propose directions and strategies for improvement.	30%	<i>CILO₃</i>

6. Required Text(s)

Goh, C.C.M. (2002) *Teaching listening in the language classroom*. RELC Portfolio Series 4. SEAMEO Regional Language Centre. Singapore.

Goh, C.C.M. (2007) *Teaching speaking in the language classroom*. RELC Portfolio Series 15. SEAMEO Regional Language Centre. Singapore.

7. Recommended Readings

Anderson, A. & Lynch, T. (1988) *Listening*. Oxford. Oxford University Press.

Bailey, K.M. (2005) *Practical English language teaching (speaking)*. McGraw-Hill ESL/ELT.

Brown, H.D. (2007) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY: Pearson Education.

Bygate, M. (1987) *Speaking*. Oxford. Oxford University Press.

Celce-Murcia, M. (Ed.) (2001) *Teaching English as a Second or Foreign Language*.

- Boston, Ma.: Heinle & Heinle Publishers.
- Crookes, G. & Chaudron, C. (2001) Guidelines for language classroom instruction. In Celce-Murcia, M. (Ed.) (2001). *Teaching English as a second or a foreign language*. Boston, (3rd Ed.) pp. 29-42. Ma: Heinle & Heinle Publishers.
- Curriculum Development Council. (1999). *Syllabuses for secondary schools. English Language (Secondary 1-5)*. Hong Kong: The Government Printer.
- Emmitt, M. (2010) *Language and Learning: An Introduction for Teaching*. Melbourne: Oxford University Press.
- Farrell, T. S. C. (2006) *Succeeding with English language learners. A guide for beginning teachers*. Sage Publications Ltd. UK.
- Harmer, J. (2007) *How to Teach English*. London: Longman.
- Harmer, J. (2007) *The Practice of English Language Teaching*. (4th Ed.) Longman: Pearson Education Limited.
- Helgesen, M. & Brown, S. (2007) *Practical English language teaching (listening)*. McGraw-Hill ESL/ELT.
- Holliday, A. (2005) *The Struggle to Teach English as an International Language*. Oxford: Oxford University Press.
- Lam, W. Y. K. (2002) "Raising students' awareness of the features of real-world listening input". In Richards, J.C. & Renandya, W.A. (Eds) *Methodology in Language Teaching. An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Lam, W. Y. K. (2009) Examining the effects of metacognitive strategy instruction on ESL group discussions: A synthesis of approaches. *Language Teaching Research*, 13(2), 129-150.
- Nunan, D. (Ed.) (2003) *Practical English Language Teaching*. New York: McGraw-Hill/Contemporary.
- Thornbury, S. (2005) *How to teach speaking*. Longman. Pearson Education Ltd.
- Tsui, A.B.M. (1995). Classroom interaction and language learning; Teacher talk. *Introducing classroom interaction*. Penguin English.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- White, G. (1998). *Listening*. Oxford. Oxford University

8. Related Web Resources

Good practices in ELT

<http://good-practices.emb.hkedcity.net>

http://edvideo.ied.edu.hk/VVM_title.php?callno=LB1731.H72_1989_v.8&prog=IED&sid=innopac

The Curriculum Development Council, English Section

<http://www.cdc.org.hk/english/>

Great website for school pupils to practice the 4 language skills and grammar

<http://www.hkedcity.net/english/practise/listening/>

9. Related Journals

ELT Journal

Language Teaching

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.

7 May 2018