

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (English Language) (Five-year Full-time)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: ELT Methodology: Innovation and Change
<b>Course Code</b>	: ENG5236
<b>Department</b>	: Department of English Language Education (ELE)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 5

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**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

The course explores the principles and practices involved in innovation and change in TESOL classroom methodology and conceptual frameworks for their evaluation within these frameworks different approaches will be critically compared and evaluated. Participants will study a range of texts, including academic literature and innovative mass media and will be asked to respond to and critique these texts considering their relative pedagogical merits with regard to the English Language teaching context in Hong Kong. Participants will also explore factors in the management of pedagogical change in international contexts in which teaching and learning take place.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Demonstrate a sound and critical understanding of the principles underpinning a range of approaches to ELT methodology as a core part of professional excellence
- CILO<sub>2</sub> Critically appreciate the links between these principles and their impact on classroom practice in accordance to ethical and social responsibility.
- CILO<sub>3</sub> Apply the principles of methodological innovation in critical analysis and evaluation of current approaches to ELT methodology in their own teaching and learning contexts.
- CILO<sub>4</sub> Apply their understanding of contextual factors in methodological innovation

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

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

- CILLO<sub>1</sub> Apply effective language and terms to evaluate multi-media and print texts in both oral and written modalities
- CILLO<sub>2</sub> Use appropriate language and organization to critically analyse relevant academic literature

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Definitions and key concepts in second language acquisition and ELT methodology	CILO <sub>1,2,3</sub>	Reading, Lecture, In-class discussion, formative quizzes
Historical overview of different approaches in ELT methodology	CILO <sub>1</sub>	Reading, Lecture, In-class discussion, formative quizzes

Dominant themes and key concepts in ELT methodology	<i>CILO</i> <sub>1,2,3</sub>	Reading, Lecture, In-class discussion, formative quizzes
Theoretical underpinnings of ELT methodological approaches	<i>CILO</i> <sub>1,2,3</sub>	Reading, Lecture, In-class discussion, formative quizzes
Exploring aspects of innovation and change management	<i>CILO</i> <sub>4</sub>	Reading, Lecture, online discussion and group work, formative quizzes
Definitions and key concepts in change management	<i>CILO</i> <sub>4</sub>	Reading, Lecture, In-class discussion, formative quizzes

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Quizzes (6)	30%	<i>CILO</i> <sub>1,2,3,4</sub>
(b) Micro-teaching lesson	30%	<i>CILO</i> <sub>1,2,3,4</sub>
(c) Final Essay	40%	<i>CILO</i> <sub>1,2,3,4</sub>

## 6. Required Text(s)

Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford New York: Oxford University Press.

And *further readings as assigned via Moodle throughout the semester*

## 7. Recommended Readings

Carless, D. (2005). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38(4), 639-662.

Ellis, R. (2003). *Task-based learning and teaching*. Oxford: Oxford University Press.

Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. London New York: Routledge/Taylor & Francis Group.

Fullan, M. (2016). *The NEW meaning of educational change*. New York, NY: Teachers College Press.

Hall, D. & Hewings, A. (Eds.). (2001). *Innovation in English language teaching: A reader*.

London: Routledge.

Hall, G. (2016). *The Routledge Handbook of English language teaching*. London: Routledge, Taylor & Francis Group.

Long, M. (2015). *Second language acquisition and task-based language teaching*. Chichester, West Sussex England Malden, MA: Wiley-Blackwell.

- Long, M. & Doughty, C. (2009). *The handbook of language teaching*. Chichester, U.K. Malden, MA: Wiley-Blackwell.
- Murray, D.E. (Ed.). (2008). *Planning change, changing Plans. Innovations in second language teaching*. Michigan: University of Michigan Press.
- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.
- Reinders, H., Nunan, D. & Zou, B. (2017). *Innovation in language learning and teaching: the case of China*. London, United Kingdom: Palgrave Macmillan.
- Thornbury, S. (2017). *The new A-Z of ELT: a dictionary of terms and concepts*. London: Macmillan Education, a division of Macmillan Publishers Limited.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.

## 8. Related Web Resources

<https://www.britishcouncil.hk/en/teach/online-teaching-resources>

<https://www.tirfonline.org>

<https://www.tesol.org>

<http://www2.ncte.org/>

<https://www.iatefl.org/>

<http://www.asiatefl.org/>

## 9. Related Journals

English Language Teaching Journal  
Innovation in Language Learning and Teaching  
Journal of Educational Change  
Language Teaching  
The Modern Language Journal  
TESOL Quarterly  
TESOL Journal

## 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**

30 Dec 2018