

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Social Psychology of English Language Education
Course Code	: ENG4440
Department	: ELE
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: <i>N/A</i>
Medium of Instruction	: English
Course Level	: 4

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 draw areas of concern from the disciplines of psychology, sociology, and education in order to help students better understand human behaviours in education, especially in the field of English Language Education. This course will explore a wide variety of content concerns including, but not limited to, classroom instruction, language teaching educational innovations, student-teacher relationships, students' social backgrounds, and cultures and interactions. Major theories related to English language education will be introduced and examined (e.g. motivation theories, cultural and social capital, social learning theory, etc) in this course. Appropriate research methods (e.g. literature review, sample survey, social experiment, observation, etc. will also be covered to help students explore the areas of concern from a social psychological approach.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate an understanding of social psychology from the disciplines of psychology, sociology and education;
- CILO₂ Demonstrate an understanding of human behaviours in English Language education;
- CILO₃ Explore areas of concern in social psychology related to English Language education;
- CILO₄ Explore major theories to social psychology in the domain of English language education; and
- CILO₅ Explore social psychological issues in English Language education using appropriate research methods.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Demonstrate an expressive command of written English for academic English; and
- CILLO₂ Demonstrate an expressive command of spoken English for academic English.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Exploration of areas of concerns in social psychology of English Language education including classroom instruction, language teaching educational innovations, student-teacher relationships, students' social	CILO ₁ , CILO ₂ CILO ₃	Lecture, blended learning session

backgrounds, and cultures and interactions.		
Relating major social psychology theories in the context of English Language education, e.g. motivation theories, cultural and social capital, social learning theory, etc.	<i>CILO₄</i>	Lecture, blended learning session, presentation
Examining social psychology education issues in English Language education using appropriate research methods e.g. literature review, sample survey, social experiment, observation, etc	<i>CILO₅</i>	Lecture, presentation, case studies

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
1. <i>Individual work – reflective essay</i> By using social psychology theories, write a reflective essay on personal learning and/or teaching experience (1200-1500 words)	55%	<i>CILO_{1,2,3,4,5}</i> <i>CILLO₁</i>
2. <i>Group work – research report</i> By adopting an appropriate research method introduced in the course, conduct a mini-research on a chosen topic and submit a report (1000 words) Possible topics: • Teacher-student social distance • Teacher-student relationships • Roles of teachers and students • Classroom instructions and/or interaction • Student social background and English learning • Student social interaction • Classroom culture	20%	<i>CILO_{1,2,3,4,5}</i> <i>CILLO₁</i>
3. <i>Group work - presentation</i> Group presentation on assignment 2 (10-15 mins)	25%	<i>CILO_{1,2,3,4,5}</i> <i>CILLO₂</i>

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Nil

8. Recommended Readings

- Baron, R. A., Byrne, D. and Branscombe, N. R. (2006). *Social psychology*. New Delhi: Prentice-Hall India.
- Chen, J. F., Warden, C. A. and Chang, H. T. (2005) Motivators that do not motivate: the case of Chinese EFL learners and the influence of culture on motivation. *TESOL Quarterly*, 39 (4), 609-633.
- Csizér, K. & Kormos, J. (2009). Learning experiences, selves and motivated learning behaviour: A comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self*. (pp.98-119). Bristol: Multilingual Matters.
- Dörnyei, Z. & Ushioda, E. (2011). *Teaching and researching motivation*. Harlow: Pearson Education.
- Feldman, R. S. (2001). *Social psychology*. Prentice Hall
- Friedman, H. (2008). Humanistic and positive psychology: The methodological and epistemological divide. *The Humanistic Psychologist*, 36, 113–126.
- Hock, R. R. (2009). *Forty studies that changed psychology: explorations into the history of psychological research*. Pearson.
- Moscovici, S. & Markova, I. (2006). *The making of modern social psychology*. Cambridge, UK: Polity Press.
- Pickren, W. & Rutherford, A. (2010). *A history of modern psychology in context*. Wiley.
- Ryan, E. L. (2009). Ambivalence and commitment, liberation and challenge: investigating the attitudes of young Japanese people towards the learning of English. *Journal of Multilingual and Multicultural Development*, 30 (5), 405-20.
- Sakai, H. & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. *System*, 37, 57-69.
- Sternberg, R. J. & Funke, J. (2019). *The psychology of human thought: an introduction*. BoD – Books on Demand. ISBN 978-3-947732-35-7.
- Taguchi, M., Magid, M. & Papi, M. (2009) The L2 Motivational Self System among Japanese, Chinese and Iranian learners of English: A comparative study. In Z.

- Dörnyei & E. Ushioda (Eds.) *Motivation, language identity and the L2 self*. (pp.66-97). Bristol: Multilingual Matters.
- Wong, R. (2012). Linking motivation and pedagogy: The case of newly arrived Hong Kong students. *The Asia-Pacific Education Researcher*, 21(3), 636-647.
- Wong, R. (2014). An investigation of strategies for student motivation in the Chinese EFL context. *Innovation in Language Learning and Teaching*, 8 (2), 132-154.
- Wong, R. (2016). How one-year of overseas teacher education programme improved a teacher's motivation strategies. *Pedagogy, Culture & Society*, 23 (1), 107-130.

9. Related Web Resources

EDB (English Language Curriculum):
<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html>

10. Related Journals

British Journal of Social Psychology
Journal of Personality and Social Psychology
Social Psychology Quarterly
The Journal of Social Psychology

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

12. Others

Nil

15 Aug 2025