

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Doctor of Education (EdD)
Programme QF Level	: 7
Course Title	: Critical Literature Review on English Language Education
Course Code	: ENG7387
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 7

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 aims to equip students with a holistic understanding of the development of English language education through an extensive review of literature in the field. Students will explore the development of English language teaching and learning theories and evaluate the significance of recent theoretical and pedagogical innovations. This course also aims to enhance the critical ability of students in identifying the roles and functions of literature review in making an academic enquiry, thus enabling them to write up a relevant and contributory literature review section for their thesis.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify and describe key ideas in the development of English language education;
- CILO₂ Critically review and synthesize relevant literature; and
- CILO₃ Apply insights from theory to their own professional situations or thesis.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ analyse, compare and evaluate arguments in reading to reconstruct ideas.

4. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs / CILLOs	Suggested Teaching & Learning Activities
● The fundamental characteristics of foreign language learning.	CILO ₁	Reading and tutorial
● The developmental trends in language learning theory and practice.	CILOs _{1 & 2}	Literature search, reading and tutorial,
● Contemporary trends and future directions in language learning theory and practice.	CILOs _{2 & 3}	Independent inquiry, oral presentation, written report
● Read samples of literature review and critically evaluate its relevance and contribution to the related research report.	CILO ₂ CILLO ₁	Individual Reading, seminars, oral presentations.

5. Assessment

Assessment Tasks	Weighting	CILOs/CILLOs
(a) An oral presentation of a proposal for a critical review of academic publications on one recent	30%	CILOs _{1,2 & 3} CILLO ₁

area of development in English language education theory and practice.		
(b) A written critical review of academic publications in an area of English language education theory and practice, with a reflection on its relevance to the students' professional situation or an academic enquiry (3,000-4,000 words)	70%	<i>CILOs</i> 1,2 & 3 <i>CILLO</i> ₁

6. Required Text(s)

Nil

7. Recommended Readings

- Bygate, M., Sehan, P. & Swain, M. (2001). *Researching pedagogical tasks: Second language learning, teaching and testing*. NY: Routledge.
- Genesee, F.; Lindholm-Leary, K., Saunders, W.M., Christian, D. (Eds.) (2006). *Educating English Language Learners: A synthesis of research evidence*. Cambridge: CUP.
- Groom, N., & Littlemore, J. (2011). *Doing applied linguistics*. London: Routledge.
- Grossman, P., & McDonald, M. (2008). Back to the future: directions for research in teaching and teacher education. In *American Educational Research Journal* , 45:1, pp.184-205.
- Hall, C. J., Smith, P. H., and Wicaksono, R. (2011). *Mapping Applied Linguistics: A guide for students and practitioners*. London: Routledge.
- Hinkel, E. (Ed.) (2005). *Handbook of research in second language teaching and learning*. NY: Routledge.
- Hinkel, E. (Ed.) (2007). *Handbook of research in second language teaching and learning (Vol. II)*. NY: Routledge.
- Hinkel, E. (Ed.) (2011). *Handbook of research in second language teaching and learning (Vol. III)*. NY: Routledge.
- Jacobs, G.M. & Farrell, T.S.C. (2001). Paradigm shift: Understanding and implementing change in second language education. In *TESL-EJ*, 5: 1.
- Jesson, J.K., Matheson, L. & Lacey, F.M. (2011). *Doing your literature review: traditional and systematic techniques*. California: Sage.
- Kwan, B. (2006). The schematic structure of literature reviews in doctoral theses of applied linguistics. In *English for Specific Purposes*, 25:1, pp.30-55.
- Lantolf, J.P. (2004). *Sociocultural theory and second language learning*, Oxford: OUP.
- Schmitt, N. (2010): *An introduction to applied linguistics*. Hodder Education.
- Swales, J., and Feak, C. B. (2009). *Academic writing for graduate students: Essential tasks and skills*. Ann Arbor, MI: University of Michigan Press.

8. Related Web Resources

Nil

9. Related Journals

Applied Linguistics
Asian Journal of ELT
Asia TEFL Journal
System
TESOL Quarterly

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

24 June 2019