

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Doctor of Education (EdD)
Programme QF Level	: 7
Course Title	: Theory in English Language Education Research
Course Code	: ENG8388
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 8

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 introduce students to a wide range of theories through a critical review of the literature on English language education in a professionally excellent, ethically responsible and innovative manner. Through an in-depth study of one theoretical framework, mutually agreed upon by the student and instructor, and its applications in a variety of English language education contexts, students will deepen their critical understanding of the application of theoretical framework to resolving research problems in their professional situations, which have educational implications for English language teaching and learning.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify and describe the major theories within which English language education research is conducted;
- CILO₂ Summarize and critically review relevant literature in English language education;
- CILO₃ Explain how theoretical frameworks can be applied to a variety of research problems in English language education; and
- CILO₄ Demonstrate an ability to generate creative, innovative and effective ideas and apply them in doing research in English language education context.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Apply effective language and terms to review the literature and understand how to apply the theories to resolving research problems in English language education; and
- CILLO₂ Use appropriate language and organization to analyse and present related literature, and write up a critical review.

4. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs/CILLOs	Suggested Teaching & Learning Activities
● Debates over the role of theory in language education research.	<i>CILOs 1 & 2</i>	Reading and tutorial.
● Selected theoretical frameworks (e.g., second language acquisition theory, sociocultural theory).	<i>CILOs 1 & 2</i>	Literature search; Reading and tutorial; Oral presentation.
● The application of theoretical frameworks to resolving research problems.	<i>CILO₃ & 4</i> <i>CILLOs 1 & 2</i>	Independent inquiry; Reading and tutorial; Written report.

5. Assessment

Assessment Tasks	Weighting	CILOs/CILLOs
(a) An oral presentation outlining the student's understanding of major theories in English language education, their origin, the phenomena explained and predicted, their components, etc.	30%	CILOs 1, 2, 3 & 4 CILLOs 1 & 2
(b) A critical evaluation of the effectiveness of application of these theories in different and specific English language education research contexts (3,000-4,000 words).	70%	CILOs 1, 2, 3 & 4 CILLOs 1 & 2

6. Required Text(s)

Nil

7. Recommended Readings

- Benson, P. (2013). Narrative writing as method: Second language identity development in study abroad. In G. Barkhuizen (Ed.), *Narrative research in applied linguistics*, (pp. 244-263). Cambridge: Cambridge University Press.
- Benson, P., Barkhuizen, G., Bodycott, P., & Brown, J. (2013). *Second language identity in Narratives of Study Abroad*. London: Palgrave Macmillan.
- Benson, P., and Cooker, L. (2013). *The applied linguistic individual: Sociocultural approaches to identity, agency and autonomy*. London: Equinox.
- Block, D. (2003). *The social turn in second language acquisition*. Edinburgh: Edinburgh University Press.
- Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005-2014: Understanding a publication surge and a changing landscape. *System*, 55, 145-157.
- Canagarajah, S. (2016). TESOL as a Professional Community: A Half-Century of Pedagogy, Research, and Theory. *TESOL Quarterly*, 50(1), 7-41.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.
- Gass, S., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). New York, NY: Routledge.
- King, K., & Mackey, A. (2016). Research Methodology in Second Language Studies: Trends, Concerns, and New Directions. *Modern Language Journal*, 100(S1), 209-227.
- Kormos, J., Csizér, K., & Iwaniec, J. (2014). A mixed-method study of language-learning motivation and intercultural contact of international students. *Journal of Multilingual and Multicultural Development*, 35(2), 151-166.
- Lantolf, P., & Thorne, S. (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.
- Larsen-Freeman, D., & Cameron, L. (2008) Research methodology on language development from a complex systems perspective. *The Modern Language Journal*, 92(2), 200-213.

- Mercer, S., & Williams, M. (Eds.) (2014). *Multiple perspectives on the self in SLA*. Bristol: Multilingual Matters.
- Ortega, L. (2005). Methodology, epistemology, and ethics in instructed SLA research: An introduction. *Modern Language Journal*, 89 (3), 317-327.
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Seedhouse, P., Walsh, S., & Jenks, C. (Eds.) (2010). *Conceptualizing learning in Applied Linguistics*. Basingstoke: Palgrave Macmillan.
- Scott, E. (2015). Sociocultural theory and a pragma-linguistic pedagogical intervention. *L2 Journal*, 7(4), 108-124.
- Stapleton, P., & Shao, Q. (2018). Research in language teaching over two decades: A retrospective of the first 20 volumes of Language Teaching Research. *Language Teaching Research*, 22(3), 350-369.
- Tarone, T. (2007). Sociolinguistic approaches to second language acquisition research-1997–2007. *The Modern Language Journal*, 91(1), 837-848.
- Van Geert, P. (2008). The dynamic systems approach in the study of L1 and L2 acquisition: An introduction. *The Modern Language Journal*, 92(2), 179-199.
- VanPatten, B., J. Williams (eds.) (2007). *Theories in second language acquisition: An introduction*. Mahwah, NJ: Erlbaum.
- Zuengler, J., & Miller, E. R. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? *TESOL Quarterly*, 40(1), 35-58.

8. Related Web Resources

Nil

9. Related Journals

Applied Linguistics
International Journal of Applied Linguistics
Modern Language Journal
TESOL Quarterly
System
Journal of Multilingual and Multicultural Development

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