THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Doctor of Education (EdD)
Programme QF Level	:	7
Course Title	:	Special Topic in English Language Education
Course Code	:	ENG8392
Department	:	Department of Linguistics and Modern Language Studies (LML)
Credit Point	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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

In this course, the student will carry out intensive reading and literature review on a topic of their own choice within the framework of English language education. The student will summarize and discuss theoretical and data-based studies on the topic and identify issues that are open to further research.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ Identify and systematically examine research literature on a specialized topic of their interest;

CILO$_2$ Summarize and critically review relevant literature, making appropriate distinctions between theoretical and data-based studies;

CILO$_3$ Identify issues for further research, based on a review of literature.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
• A topic of the student's choice: examples of relevant topics include, but are not limited to grammar instruction, communicative language teaching, language learning motivation, learning strategies, teaching English as an international language, text analysis, language assessment, etc.	*CILO$_{1, 2}$*	Literature search; Reading and tutorial, Oral presentation
• Conducting a literature review for a second language education research project.	*CILO$_{2, 3}$*	Independent inquiry, written report

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) An oral presentation outlining the student's understanding of the purpose, scope and form of literature reviews in second language education research.	30%	*CILO$_{1, 2}$*

(b) A literature review on a second language education research topic of the student's choice, covering theoretical and data-based studies and identification issues for further research. 3,000-4,000 words	70%	$CILO_{1, 2}$

5. Required Text(s)

Nil

6. Recommended Readings

Burns, A., and Richards, J. (2009). *The Cambridge guide to second language teacher education*. Cambridge: Cambridge University Press.

Burns, A., and Richards, J. (2012). *The Cambridge guide to pedagogy and practice in second language teaching*. Cambridge: Cambridge University Press.

Chapelle, C. (2013). *The encyclopedia of applied linguistics*. Chichester: Wiley-Blackwell.

Doughty, C. J., & Long M. H. (2003). *The handbook of second language acquisition*. Blackwell.

Hinkel, E. (2011). *Handbook of research in second language teaching and learning: Volume 2*. New York: Routledge.

Tafazoli, D., Gomez Parra, M. E., & Huertas-Abril, C. (2018). *Cross-Cultural Perspectives on Technology-Enhanced Language Learning* (pp. 1-403). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-5463-9

Zein, S., & Stroupe, R. (2018). *English Language Teacher Preparation in Asia: Policy, Research and Practice*. London: Routledge.

7. Related Web Resources

Nil

8. Related Journals

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

9. 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.

10. Others

Nil

26 June 2019