

THE HONG KONG INSTITUTE OF EDUCATION

UNIT OF ASSOCIATE DEGREE STUDIES

COURSE OUTLINE

English I

1. **Programme Title:**
Associate Degree Programmes
2. **Academic Year:**
2011/2012
3. **Programme Code(s):**
K2S003, K2S005, K2S010, K2S014
4. **Mode of Study:**
Full-time/Part-time
5. **Domain:**
General Studies
6. **Subject Area:**
Language Studies
7. **Department(s):**
UNIT OF ASSOCIATE DEGREE STUDIES
8. **Year Group:**
One
9. **Semester(s):**
One
10. **Course Title:**
English I
11. **Course Code:**
CPE0130
12. **Status:**
Core
13. **Credit Point(s):**
3
14. **Pre-requisite Course(s):**
NIL
15. **Course Co-ordinator(s):**
To be confirmed
16. **Course Synopsis:**

This course provides opportunities for students to enhance their listening and speaking abilities to meet academic and professional needs. Students will explore a variety of spoken discourse types such as presentations, discussions, and interviews. They will be given opportunity to develop the speaking skills for personal expression and interaction in educational and professional contexts. They will also have opportunities to develop

their listening skills. Content will be drawn from topics relevant to the students' academic and professional development and their learning needs.

17. Aim:

To raise students' awareness of the role of English language in their academic and professional lives and assist them in developing effective listening and speaking skills in academic and professional contexts.

18. Course Objectives:

On completion of the course, students should be able to

- a. demonstrate awareness of their language learning needs in relation to listening and speaking skills;
- b. use relevant listening strategies for processing different types of spoken discourse in particular those related to their studies and the workplace;
- c. employ suitable speaking strategies for conveying meaning in educational and work related contexts;
- d. demonstrate an ability to identify and access appropriate listening and speaking resources for language learning;
- e. improve their note-taking skills.

19. Course Content:

- a. Planning for English proficiency development:
 - Self-evaluation of listening and speaking proficiency level and strategy use in order to set goals for development;
 - Acquiring appropriate strategies for aural-oral language development.
- b. Development of listening strategies for understanding spoken discourse and note-taking skills in academic and professional contexts:
 - Listening for gist and specific information;
 - Identification of speaker's purpose, tone, attitude, and mood;
 - Recognising organisation markers;
 - Inferring the meaning of spoken discourse;
 - Coping with normal speed speech and a variety of accents.
- c. Development of speaking strategies for conveying meaning appropriately in academic and professional contexts:
 - Understanding and using conventions used in presentations, discussions and interviews;
 - Appropriate English language use in formal and informal situations;
 - Delivering longer pieces of discourse such as an argument logically and coherently; language for openings, presentation and development of ideas, and conclusions;
 - Repair strategies, including body language, for communication breakdowns;
 - Sociolinguistic aspects of appropriateness.

Total: 45 hours

20. Teaching and Learning Activities:

Seminars; workshops; simulations; group or one-to-one tutorials, multi-media (CAL/video/audio)

21. Assessment:

- | | | |
|----|---|------|
| a. | A listening test in which students are able to demonstrate comprehension of an academic spoken text (e.g. through identifying main points) | 30 % |
| b. | Individual assignment in which students have to demonstrate that they have been able to finish required class work or activities on their own | 10 % |
| c. | A speaking test in which students are assessed on their use of spoken English to answer short questions, to speak at length on a familiar topic, and also to take part in a discussion. | 30 % |
| d. | A project in which students will demonstrate their speaking skills and language use in making an oral presentation. They will also write up a self-reflection report on their learning processes in this project. | 30 % |

22. Required Text:

Harrison, L., Cushen, C., & Hutchison, S. (2005). *Achieve IELTS 2*. (Upper Intermediate - Advanced). Marshall Cavendish.

23. Recommended Reading:

Cusack, B. (2007). *Improve your IELTS : listening and speaking skills*. Oxford : Macmillan Education.

Ferrer-Hanreddy, J. (2002). *Mosaic 2*. New York : McGraw-Hill/Contemporary.

Gabler, B. (2003). *Take on listening : listening and speaking strategies* New York : McGraw-Hill Contemporary.

Jones, H. (2001). *Step ahead*. Singapore : SNP Panpac Publishing.

Richards, J. C. (2003). *Strategic reading : building effective reading skills : student's book*. Cambridge: Cambridge University Press.

Sahanaya, W. (2002). *IELTS preparation and practice : listening and speaking*. South Melbourne, Vic.: Oxford University Press.

Web-sites for listening practice:

One-minute videos for listening practice from the Discovery channel

<http://school.discovery.com/specials/theater/theaterarchive.html>

* Asian news from the BBC

<http://www.bbc.co.uk/worldservice/eastasiatoday/>

*Radio stations on the internet

<http://www.radio-on-the-internet.com/>

24. Other Information:

NIL

Last updated: Sep 2008