The Hong Kong Polytechnic University

<u>Subject Description Form</u>

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ENGL2A12
Subject Title	Confidence in Speaking English
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	The subject seeks to help students understand the principles underlying second language learning and acquisition (L2) speaking confidence. This subject is particularly suited to Science and Engineering Discipline students who, because of their interest and focus on science and maths, may struggle to use English in the workplace. The aim of this subject is to strengthen their competency in speaking English.
	The course will be based on perspectives in social, cultural, and clinical psychology and will particularly focus on evidence-based processes and mechanisms as these relate to anxiety and apprehension in L2 usage. Because L2 usage is implicitly a social activity and involves intergroup and intercultural contact, the subject will introduce students to theory and applications in social and cultural psychology. For many, L2 usage is a source of threat and anxiety, and the subject will address this by introducing evidence-based psycho-educational components, such as, stress and coping mechanisms, anxiety-reduction techniques, and reflective practices. These techniques are based on approaches that have been widely used in areas such as health and organizational psychology to enhance real world performance. The emphasis will be on the application of robust, practical exercises that are couched in a strong theoretical context.

	Students will experience speaking English in an environment that is positive and safe. Students will learn that active participation in class activities enhances skills and confidence beyond the classroom environment to natural settings. Students will reflect on their learning experiences through writing and speaking assignments. The learnings from this subject are substantial as the students will take away knowledge that will increase their ability to be positive L2 speakers and pave the way for them to become leaders in their respective fields.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students should be able to: a) Develop awareness of the cultural, cognitive, and affective components that influence L2 usage, b) Critically appraise language learning and psychological theory that explains aspects of L2 speaking confidence, c) Develop awareness of the motivations and cognitions that influence human behaviour, d) Effectively evaluate workplace and other situations where highly developed communication skills are essential for successful outcomes, e)
Subject Synopsis/ Indicative Syllabus *(Note 2)*	• The social and cultural psychology of communication • Models of learning; Conditioning • Attribution • Stress and coping • Anxiety • Willingness to communicate • Self-Determination Theory • Group dynamics • Social influence processes • Communication and culture • Linguistic identity • Nonverbal communication

Teaching/Learning Methodology *(Note 3)*	• Lectures (with required set reading for each week) • Group discussions and role-plays in seminars • Discussion forum on blackboard • Group presentations There will be several different learning stimuli. We will have some lecture content, but the students will have been provided with specific required readings to guide them through the programme of learning. Some videos will be shown to illustrate communication skills and problems. There will be break-out sessions in class to discuss issues raised.
Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	<table><tr><td>Specific assessment methods/tasks</td><td>% weighting</td><td>a</td><td>b</td><td>c</td><td>d</td><td></td></tr><tr><td>1. Participation in class - seminars</td><td>15%</td><td>☑</td><td></td><td>☑</td><td>☑</td><td></td></tr><tr><td>2. Group presentations</td><td>25%</td><td>☑</td><td>☑</td><td>☑</td><td>☑</td><td></td></tr><tr><td>3. Written assignment</td><td>20%</td><td>☑</td><td>☑</td><td>☑</td><td>☑</td><td></td></tr><tr><td>4. Multiple choice quiz</td><td>40%</td><td>☑</td><td>☑</td><td>☑</td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td></td><td></td><td></td><td></td><td></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Seminar participation involves role-plays and discussions. Role-plays in class will provide the students with active learning allowing them to practice necessary psychological and communication skills. All students must participate in these activities in order to obtain the full 15%. Each student's seminar participation will be marked off on a scoresheet for the 13 weeks. Completion of 10 seminars or more will gain the full 15%

The Group Presentations will allow students to demonstrate the application of effective psychological or communication skills to the class. Subject to timetabling, students in groups will address a selected skill from the subject and prepare an interactive presentation to highlight its key educational and practical aspects.

Concise and clear articulation of what each student has learnt throughout the subject will be achieved through the written assignment. This will be in an essay form of 1,500-2,500 words. It will comprise a) personal reflection with respect to the subject and the learnings achieved and, b) it will also include answering a question about barriers and facilitators of communication. Students must obtain a D or above on this piece of pass the assessment to subject.

The multiple choice quiz addresses the theories and models thay underpin the practical aspects of the subject. It is important in helping students to internalize the appropriate knowledge base that informs the exercises taught in the subject.

Student Study Effort Expected	Class contact:	
	• Lectures (13 x 2 hours)	26 Hrs.
	• Seminars/Tutorials (1 x 13 hours)	13 Hrs.
	Other student study effort:	
	• Individual and Group Study	26 Hrs.
	• Written Assignment	26 Hrs.
	• Private Study	26 Hrs.
	Total student study effort	117 Hrs.

Reading List and References	**Required Reading** Required readings relevant to each week's topic will be assigned by the instructor. **Further readings** Carhill-Poza, A., & Kurata, N. (Eds.) (2021). *Social networks in language learning and language teaching*. Bloomsbury Academic. Dörnyei, Z., Ryan, S., & Ebrary, Inc. (2015). *The psychology of the language learner revisited* (Second language acquisition research). New York: Routledge. Folkman, S., & Moskowitz, J. T. (2004). Coping: pitfalls and promise. *Annual Review of Psychology*, *55*, 745–774. https://doi.org/10.1146/annurev.psych.55.090902.141456 Horwitz, E. (2010). Foreign and second language anxiety. *Language Teaching, 43*(2), 154-167. doi:10.1017/S026144480999036X MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, *82*(4), 545–562. https://doi.org/10.2307/330224 MacIntyre P., Gregersen T. (2012) Affect: The Role of Language Anxiety and Other Emotions in Language Learning. In: Mercer S., Ryan S., Williams M. (Eds) Psychology for Language Learning. Palgrave Macmillan, London Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review, 92*(4), 548–573. https://doi.org/10.1037/0033-295X.92.4.548

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4:Assessment Method
This section should include the assessment method(s) to be used and its relative weighting and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.