

<b>Subject Code</b>	ENGL582
<b>Subject Title</b>	Second Language Teaching
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre- / Co-requisite / Exclusion</b>	N/A
<b>Objectives</b>	The subject aims to provide students with theoretical frameworks and practical opportunities to investigate and critique practices in English language teaching. The subject aims to encourage students to better understand their practice as dynamically situated in an immediate school and community context, as well as an historical philosophical and theoretical one. The course will draw on the collective language teaching and learning experiences of the group to exemplify and illustrate issues raised. The students will have frequent opportunities to discuss teaching strategies which they may use in their own teaching contexts.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> <li>demonstrate an understanding of the relationship of their teaching practice to broader policy, theoretical and philosophical contexts.</li> <li>critically appreciate of range of methodological approaches to the teaching of spoken and written language, with a focus on recent pedagogical trends</li> <li>Develop a methodological understanding of classroom-based research focusing on specific aspects of teaching and learning.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	The following topics will be covered: <ol style="list-style-type: none"> <li><u>An overview of approaches, methods, techniques:</u> <ul style="list-style-type: none"> <li>Reviewing and critiquing the notions of ‘method’ and ‘teaching style’</li> <li>Self-reflection on approaches used: The place of theory, principles, beliefs and practical considerations in what we do.</li> </ul> </li> <li><u>Teaching reading (text and image)</u> <ul style="list-style-type: none"> <li>Integrating reading into a language program</li> <li>Developing critical reading skills</li> </ul> </li> <li><u>Teaching writing:</u> <ul style="list-style-type: none"> <li>Process and product perspectives: What does it mean to develop your writing skills?</li> <li>Contexts for learner writing; investigating genres; writing for specific purposes</li> </ul> </li> <li><u>Teaching grammar</u> <ul style="list-style-type: none"> <li>Formal and functional grammars and their place in language teaching</li> <li>How does a consideration of grammar assist us in sequencing and progression in language teaching?</li> </ul> </li> </ol>

	<p>5. <u>Teaching spoken language and interaction</u></p> <ul style="list-style-type: none"> <li>• How can an understanding of spoken language and spoken interaction inform language teaching</li> <li>• Issues in teaching spoken language</li> </ul> <p>6. <u>Reflection</u></p> <ul style="list-style-type: none"> <li>• Where from and where to in ESL in the Hong Kong context?</li> <li>• Research needs and interests</li> </ul>																									
<b>Teaching/ Learning Methodology</b>	<p>This subject focuses on the theories and practice of English language teaching. Teaching and learning will take the form of lecture inputs followed by interactive seminars.</p>																									
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="507 584 1390 1144"> <thead> <tr> <th data-bbox="507 584 911 797" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="911 584 1082 797" rowspan="2">% weighting</th> <th colspan="3" data-bbox="1082 584 1390 725">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="1082 725 1177 797">a</th> <th data-bbox="1177 725 1284 797">b</th> <th data-bbox="1284 725 1390 797">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="507 797 911 958">1. Assignment 1</td> <td data-bbox="911 797 1082 958">30%</td> <td data-bbox="1082 797 1177 958">✓</td> <td data-bbox="1177 797 1284 958">✓</td> <td data-bbox="1284 797 1390 958">✓</td> </tr> <tr> <td data-bbox="507 958 911 1070">2. Assignment 2</td> <td data-bbox="911 958 1082 1070">70%</td> <td data-bbox="1082 958 1177 1070">✓</td> <td data-bbox="1177 958 1284 1070">✓</td> <td data-bbox="1284 958 1390 1070">✓</td> </tr> <tr> <td data-bbox="507 1070 911 1144">Total</td> <td data-bbox="911 1070 1082 1144">100%</td> <td colspan="3" data-bbox="1082 1070 1390 1144"></td> </tr> </tbody> </table> <p data-bbox="507 1218 1390 1451"> <b>Individual Assignment 1 - Teaching Statement (30%)</b>            Students will write a teaching philosophy statement to outline and discuss the values and principles that underpin their language teaching approach. The statement is not a research paper. However, students will be expected to draw on classroom discussions, lecture notes, and assigned texts.         </p> <p data-bbox="507 1547 1390 1621"> <b>Group Assignment-2 – Lesson Plan (40%) and Reflective Essay on Teaching Practice (30%)</b> </p> <p data-bbox="507 1659 1390 1693"> <u>Part I: Lesson Plan (group work)</u> </p> <p data-bbox="507 1731 1390 1989">           The aim of this task is to give students practical experience on how to develop a lesson plan. Students will work in groups of 4-5. They will produce a full lesson plan which will include objectives of the lesson, student audience and context, methodology/ies (explaining why these have been chosen for the particular teaching context), tasks and subtasks. Students will need to develop a lesson plan for a lesson of 1.5h length.         </p>			Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			a	b	c	1. Assignment 1	30%	✓	✓	✓	2. Assignment 2	70%	✓	✓	✓	Total	100%			
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2. Assignment 2	70%	✓	✓	✓																						
Total	100%																									

	<u>Part II: Reflective Essay on Teaching Practice (individual work)</u>	
	Each student of the group will do a 15-minute teaching demonstration based on part of their lesson plan. They will receive feedback from their group members. Each student will then write an essay to reflect on their own experience of lesson planning, teaching demonstration, and offering and receiving peer feedback.	
<b>Student Study Effort Required</b>	Class contact:	
	▪ Lectures	39 Hrs.
	▪ Seminars	0 Hrs.
	Other student study effort:	
	▪ Private study	59 Hrs.
	▪ Take-home assignments	22 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p><b>Recommended reading</b></p> <p>Anderson, A. &amp; T. Lynch. 1988. <i>Listening</i>. Oxford: Oxford University Press.</p> <p>Burns, A. 1999. <i>Collaborative action research</i>. Cambridge: Cambridge University Press.</p> <p>Burns, A. and C. Coffin. 2001. <i>Analysing English in a Global Context: A reader</i>. London: Routledge.</p> <p>Burns, A. and Richards, J. (2017) (eds) <i>Second Language Learning</i>. Cambridge: Cambridge University Press.</p> <p>Carter, R. &amp; Nunan, D. (eds) 2001. <i>The Cambridge guide to teaching English to speakers of other languages</i>. Cambridge : Cambridge University Press, 2001.</p> <p>Christie, F. &amp; Martin, J.R. (eds) 2007. <i>Language, knowledge and pedagogy: functional linguistic and sociological perspectives</i>. London: Continuum.</p> <p>Christie, F. (2005). <i>Language education in the primary years</i>. Sydney, N.S.W.: UNSW Press.</p> <p>Curriculum Development Council. (2002). <i>Overview of the Curriculum Reform – Reflecting on Strengths and Getting Ready for Action</i>. Hong Kong: Printing Department.</p> <p>Eggins, S. and D. Slade. 2006. <i>Analysing casual conversation</i>. London: Equinox.</p> <p>Gibbons, P. 2002. <i>Scaffolding language, scaffolding learning : teaching second language learners in the mainstream classroom</i>. Portsmouth, N.H. : Heinemann,.</p> <p>Gibbons, P. 2006. <i>Bridging discourses in the ESL classroom: students, teachers and researchers</i> London ; New York : Continuum,</p> <p>Harmer, J. 2001. <i>The practice of English language teaching</i> Harlow : Longman,</p> <p>Harmer, J. 2004. <i>How to teach writing</i>. Essex, England : Pearson Education.</p>	

- Hedge, T . 2000. *Teaching and learning in the language classroom*. Oxford : Oxford University Press.
- Macken-Horarik, M. 2002. "Something to shoot for": A systemic functional approach to teaching genres in secondary school science. In Johns, A. 2002. *Genre in the Classroom: Multiple Perspectives*. London: Lawrence Erlbaum Associates. 17-42
- Martin, J.R. 2000. Design and practice: enacting functional linguistics. *Annual Review of Applied Linguistics*. 20: 116-126
- McCabe, A., O'Donnell, M. & Whittaker, R. 2007. *Advances in Language Education*. London: Continuum.
- Nunan, D. 2001. *Language teaching methodology: a textbook for teachers*. Harlow: Pearson Education.
- Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research: a comprehensive guide*. Boston: Heinle Cengage Learning.
- Parrott, M. 1993. *Tasks for language teachers*. Cambridge: Cambridge University Press.
- Richards, J.C. & Farrell, T.S.C. 2005. *Professional development for language teachers: strategies for teacher learning*. Cambridge, UK ; New York : Cambridge University Press.

#### **Further reading**

- Tsui, A. 2003. *Understanding expertise in teaching : case studies of second language teachers*. Cambridge ; New York : Cambridge University Press.
- Unsworth, L. (ed). 2000. *Researching Language in Schools and Communities: Functional Linguistic Perspectives*. London: Cassell.
- Unsworth, L. (Ed.). (2008). *New literacies and the English curriculum: Multimodal perspectives*. London: Continuum.
- Van Lier, L. 2004., *The ecology and semiotics of language learning : a sociocultural perspective*. Boston : Kluwer Academic Publishers.
- Wajnryb, R. 1992. *Classroom Observation Tasks*. Cambridge: Cambridge University Press.
- Wallace, C. 2003. *Critical reading in language education*. Basingstoke; New York: Palgrave Macmillan.
- Walsh, S. (2006). *Investigating classroom discourse*. London: Routledge.

Revised by Dr. Christy Xuyan Qiu as of November 2022