

Subject Code	ENGL329
Subject Title	Approaches to Professional Language Training
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>This elective subject, taken in either semester 1 or 2, encourages enquiry into ways of carrying out effective language training in a variety of workplace settings. A range of approaches to professional workplace training is explored, and this process includes consideration of the theories that underpin the approaches explored. To facilitate this, case studies of language training in both the Hong Kong and international contexts are presented and evaluated.</p> <p>The subject enquires into the receptive and performance-related language skills demanded by particular workplaces, and how these concerns influence the approach adopted to language training. There are strong focuses on the delivery and assessment of training, which involve examining the nature and applicability of group training modes, the individual mode (including self-access language learning and mentoring), and mixed-modes of delivery. Delivery of training includes consideration of the role of IT in language training, and assessment of training involves enquiring into means of gauging the effectiveness of the teaching and learning processes adopted. After completing this subject, students will be familiar with the key concepts involved in language training approaches, and will be able to select approaches to language training appropriate to a range of professional contexts.</p> <p>This subject has clear affinities with other electives; specifically ENGL330 <i>Course Development for Professional Language Training</i> and ENGL342 <i>Materials Development for Professional Language Training</i>. Taken as a whole, these three subjects provide a complete exploration of all major aspects of professional language training.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. demonstrate a sound knowledge of current theories in professional language training; b. select approaches to language training appropriate to particular professional workplaces; c. plan for the delivery of language training in group, individual and mixed modes; d. employ a range of means to assess language training effectiveness.

	<p>Category B: Attributes for all-roundedness</p> <p>e. work critically and creatively in both independent and team modes;</p> <p>f. apply subject knowledge and training skills acquired in future professional life.</p>																																														
<p>Subject Synopsis</p>	<ol style="list-style-type: none"> 1. Analyze language training approaches through the exploration of both local and international case studies. 2. Explore the theories underpinning a range of language training approaches. 3. Select language training approaches to maximize instructional effectiveness. 4. Explore a range of modes of delivery of language training: group, individual and mixed. 5. Assess the effectiveness of training approaches. 6. Reflect critically on learning performance. 																																														
<p>Teaching/ Learning Methodology</p>	<p>This subject combines theory and practice in equal measure and will involve a great deal of student-to-student interaction e.g. participating in role-plays and simulations to try out particular training approaches. The subject also involves students in small group work to carry out a substantial number of problem-solving activities in which they attempt to match a range of approaches to particular workplace settings. Small group discussions and oral presentations add to the critical, creative and interactive nature of the teaching and learning.</p>																																														
<p>Assessment Methods</p>	<table border="1" data-bbox="483 1272 1388 1832"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Micro-teaching workshops</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Evaluation of micro-teaching</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Students will do two out of the three assessed tasks in small groups but will be assessed on an individual basis in all tasks. The first task involves writing a term paper which presents a critical analysis of a range of language training approaches. The second assessment is practical in nature and will take the form of videoed small group micro-teaching in a range of training scenarios. The third task</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Term paper	40%	✓	✓	✓	✓			2. Micro-teaching workshops	30%		✓	✓	✓	✓	✓	3. Evaluation of micro-teaching	30%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	involves producing a written group evaluation report of the micro-teaching, in which students analyze outcomes and recommend modifications to the approaches adopted in the micro-teaching scenarios.	
Student Study Effort	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Out-of-class research for and preparation of project and presentation	58 Hrs.
	▪ Homework	29 Hrs.
	Total student study effort	126 Hrs.
Reading List	<p>Recommended reading</p> <p>Arnold, W. & MacClure, L. (1995). <i>Communication training and development</i>. New York: TESOL, Inc.</p> <p>Donna, S. (2001). <i>Teach business English</i>. Cambridge: Cambridge University Press.</p> <p>Dudley-Evans, T. & St John, M. J. (1999). <i>Developments in English for Specific Purposes: a multi-disciplinary approach</i>. Cambridge: Cambridge University Press.</p> <p>Friedenberg, J., Kennedy, D., Lomperis, A., Martin, W., Westerfield, K., & van Naerssen, M. (2003). <i>Effective practices in workplace language training</i>. New York: TESOL, Inc.</p> <p>Gardner, D. & Miller, L. (1999). <i>Establishing self-access – from theory to practice</i>. Cambridge University Press.</p> <p>Gray, C. (2001). <i>Mentor development in the education of modern language teachers</i>. Buffalo, N.Y.: Multilingual Matters.</p> <p>Mirjaliisa, C. & Marschan-Piekkari, R. (2002). Language training for enhanced horizontal communication. <i>Business Communication Quarterly</i>, 65(2), 9-21.</p> <p>Norton, B. & Toohey, K. (2004). <i>Critical pedagogies and language learning</i>. New York : Cambridge University Press.</p> <p>Further reading</p> <p>Nunan, D. (1999). <i>Second language teaching and learning</i>. Boston, MA: Heinle and Heinle.</p> <p>Richards, J. & Rodgers, T. (1986). <i>Approaches and methods in language teaching</i>. Cambridge University Press.</p> <p>Sheerin, S. (1989). <i>Self-access</i>. Oxford University Press.</p> <p>Willis, J. (1996). <i>A framework for task-based learning</i>. London: Longman.</p>	

	Authentic materials produced by the English Department.
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Prepared by Chris Green; Revised by David Qian, June 2014