### Subject Code: ENGL5005

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>Language and Literacy Development for Young Learners</th>
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<tbody>
<tr>
<td>Credit Value</td>
<td>3</td>
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<tr>
<td>Level</td>
<td>5</td>
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<tr>
<td>Pre- / Co-requisite / Exclusion</td>
<td>N/A</td>
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### Objectives

In Hong Kong most children do not use English as their home language, and they often learn English as a second or foreign language in school and child care settings. English language learners experience many challenges in developing language and literacy skills in the early grades, which can have a long lasting impact on their ability to learn in later years. Recently the Education Development Bureau has introduced the new syllabus promoting critical thinking, creativity and cultural awareness through Language Arts in Primary Schools.

In this subject we focus on issues related to English language and literacy development in the early years in order to understand how teachers can introduce the new language arts syllabus in their classroom. We analyse pedagogic practices which enable critical thinking, creativity and cultural awareness. The teaching of English language and literacy development focuses on the text and the context of the classroom, specifically we focus on text types such as short stories, nursery rhymes, songs, poetry as well as other texts. In addition, in this subject we also discuss the role of home and the community in the development of English language and literacy.

### Intended Learning Outcomes

Upon completion of the subject, students will be able to:

a. be aware of current international practices which aim to develop language and literacy in the early years;

b. develop knowledge about the learning and teaching of English texts for young learners;

c. be able to conceptualise and critically review the teaching of English language and literacy development in primary schools in Hong Kong and elsewhere;

d. investigate the role of the home and community and its relationship to English language and literacy development.

### Subject Synopsis/Indicative Syllabus

This subject includes the following areas of study:

1. understanding principles and theories of language and literacy development for young learners;

2. developing a sound knowledge of classroom English Language teaching practices with young learners;
3. discussing pedagogy and support used to assist English language and literacy development in primary schools in Hong Kong and China;
4. analysing and understanding pedagogic tasks using text types such as short stories, poetry, songs and nursery rhymes in the primary classroom;
5. investigating the role of the home and community in English language and literacy development.

Teaching/ Learning Methodology

Teaching and learning will take the form of input within interactive seminars. Students will be involved in brainstorming, sharing experiences, leading seminars and presenting case studies which directly relate the theoretical points studied to the primary classroom, and even language and literacy development beyond the classroom.

Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed</th>
</tr>
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<tbody>
<tr>
<td>1. Written assessment(s) on lectures and readings</td>
<td>40%</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>2. Oral presentation</td>
<td>20%</td>
<td>a  b  c  d</td>
</tr>
<tr>
<td>3. Final Paper</td>
<td>40%</td>
<td>a  b  c  d</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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The scheme of assessment aims to help students analyse and apply the theories they have learned in both written and spoken modes.

Student Study Effort Required

Class contact:

- Lecture 39 Hrs.
- Seminar 0 Hrs.

Other student study effort:
<table>
<thead>
<tr>
<th>Weekly readings</th>
<th>59 Hrs.</th>
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<tr>
<td>Private study</td>
<td>22 Hrs.</td>
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<tr>
<td>Total student study effort</td>
<td>120 Hrs.</td>
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### Reading List and References

#### Recommended reading
- CDC 2004. *English Language Curriculum Guide (Primary 1-6)*, Hong Kong: EDB.

#### Further reading
Sylva, K., Totsika, V., Siraj-Blatchford, I., Taggart, B., (In press) Curricular quality and day-to-day learning activities in pre-school.

Useful Websites
The National Child Care Information and Technical Assistance Center, USA.
http://calendar.nccic.acf.hhs.gov/poptopics/englang-learners.html
Peers Early Education Partnership - http://www.peep.org.uk/

Revised by Kathleen Ahrens, April 2017