

Subject Code	ENGL582
Subject Title	Second Language Teaching
Credit Value	3
Level	5
Pre- / Co-requisite / Exclusion	N/A
Objectives	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.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> demonstrate an understanding of the relationship of their teaching practice to broader policy, theoretical and philosophical contexts. critically appreciate of range of methodological approaches to the teaching of spoken and written language, with a focus on recent progressive and post-progressive pedagogical trends apply skills in techniques for classroom observation and self-reflection on practice.
Subject Synopsis/ Indicative Syllabus	The following topics will be covered: <ol style="list-style-type: none"> <u>An overview of approaches, methods, techniques:</u> <ul style="list-style-type: none"> Reviewing and critiquing the notions of ‘method’ and ‘teaching style’ Self-reflection on approaches used: The place of theory, principles, beliefs and practical considerations in what we do. <u>Classroom-based research</u> <ul style="list-style-type: none"> Introduction to classroom based research and action research Observing ourselves and others teaching <u>Teaching reading (text and image)</u> <ul style="list-style-type: none"> Integrating reading into a language program Developing critical reading skills <u>Teaching writing:</u> <ul style="list-style-type: none"> Process and product perspectives: What does it mean to develop your writing skills? Contexts for learner writing; investigating genres; writing for specific purposes <u>Teaching grammar</u>

	<ul style="list-style-type: none"> • Formal and functional grammars and their place in language teaching • How does a consideration of grammar assist us in sequencing and progression in language teaching? <p>6. <u>Teaching spoken language and interaction</u></p> <ul style="list-style-type: none"> • How can an understanding of spoken language and spoken interaction inform language teaching • Issues in teaching spoken language <p>7. <u>Reflection</u></p> <ul style="list-style-type: none"> • Where from and where to in ESL in the Hong Kong context? • Research needs and interests 				
Teaching/ Learning Methodology	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.				
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed		
			a	b	c
	1. Classroom based research focusing on the teaching of reading or writing	50%	✓	✓	✓
	2. Investigating the teaching of spoken English.	50%	✓	✓	✓
	Total	100%			
	<p>For Assignment 1, students have to collect data, reflect and critically discuss one particular area of teaching. In their discussion the students will relate pedagogic theory to practice. The discussion should be based on data collected from the classroom, reflection and recent research in the area.</p> <p>For Assignment 2, students are expected to investigate the teaching of spoken English and to critically discuss and relate theoretical perspectives to pedagogic practice in relation to their own reflections on teaching.</p>				
Student Study Effort Required	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.
Reading List and References	<p>Recommended reading</p> <p>Anderson, A. & 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>Carter, R. & 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. & 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>Eggs, 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> <p>Hedge, T . 2000. <i>Teaching and learning in the language classroom</i>. Oxford : Oxford University Press.</p> <p>Macken-Horarik, M. 2002. “Something to shoot for”: A systemic functional approach to teaching genres in secondary school science. In Johns, A. 2002. <i>Genre in the Classroom: Multiple Perspectives</i>. London: Lawrence Erlbaum Associates. 17-42</p> <p>Martin, J.R. 2000. Design and practice: enacting functional linguistics. <i>Annual Review of Applied Linguistics</i>. 20: 116-126</p> <p>McCabe, A., O’Donnell, M. & Whittaker, R. 2007. <i>Advances in Language Education</i>. London: Continuum.</p> <p>Nunan, D. 2001. <i>Language teaching methodology: a textbook for</i></p>	

	<p><i>teachers</i>. Harlow: Pearson Education.</p> <p>Nunan, D., & Bailey, K. M. (2009). <i>Exploring second language classroom research: a comprehensive guide</i>. Boston: Heinle Cengage Learning.</p> <p>Parrott, M. 1993. <i>Tasks for language teachers</i>. Cambridge: Cambridge University Press.</p> <p>Richards, J.C. & Farrell, T.S.C. 2005. <i>Professional development for language teachers: strategies for teacher learning</i>. Cambridge, UK ; New York : Cambridge University Press.</p> <p>Further reading</p> <p>Tsui, A. 2003. <i>Understanding expertise in teaching : case studies of second language teachers</i>. Cambridge ; New York : Cambridge University Press.</p> <p>Unsworth, L. (ed). 2000. <i>Researching Language in Schools and Communities: Functional Linguistic Perspectives</i>. London: Cassell.</p> <p>Unsworth, L. (Ed.). (2008). <i>New literacies and the English curriculum: Multimodal perspectives</i>. London: Continuum.</p> <p>Van Lier, L. 2004., <i>The ecology and semiotics of language learning : a sociocultural perspective</i>. Boston : Kluwer Academic Publishers.</p> <p>Wajnryb, R. 1992. <i>Classroom Observation Tasks</i>. Cambridge: Cambridge University Press.</p> <p>Wallace, C. 2003. <i>Critical reading in language education</i>. Basingstoke; New York: Palgrave Macmillan.</p> <p>Walsh, S. (2006). <i>Investigating classroom discourse</i>. London: Routledge.</p>
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