**ENGE 3640: English Language Teaching and Learning**

**Second Term 2021-2022**

**Professor**:     Jookyoung Jung, PhD          **Office**:          Fung King Hey 302
**Course Time**: TBA                                        **Phone**:          3943-5719
**Location**:      TBA                                        **Email**:          jookyoungjung@cuhk.edu.hk
                                                                       **Office Hours**: By appointment

## Course Description
The aims of this course are to help students..
- Have robust understanding about how instruction can facilitate second language acquisition;
- Understand input-based and out-based approaches to second language teaching;
- Learn pedagogical approaches to L2 grammar and vocabulary development;
- Apply theories into second language teaching revolving around the four language skills (i.e., listening, speaking, reading, and writing); and
- Discuss how to utilize technology in language classrooms and how to evaluate L2 development.

The course will show how theory informs practice (for activities, tasks, and lesson plans), make use of experiential learning (in order to help foster a dual perspective – student and teacher), and require regular reflection on teaching.

## Learning Outcomes
By the end of this course, students are expected to be able to..
- Analyze existing language teaching resources (tasks, textbooks, lesson plans, and syllabus) based on theoretical understanding about instructed second language acquisition
- Evaluate effectiveness of a lesson, a task, and a textbook according to the theories into instructed second language acquisition; and
- Develop a syllabus that combines theoretical, methodological, and practical knowledge about second language teaching.

## Required Textbook
Loewen, S. (2015). *Introduction to instructed second language acquisition*. New York: Routledge.

**Recommended Readings**

Second language pedagogy

    Brown, D. (2014). *Principles of language learning and teaching* (6th ed). Pearson Education
        ESL.

    Brown, D. (2014). T*eaching by principles: An interactive approach to language pedagogy* (6th
        ed). Pearson Education ESL.

    Ellis, R. (2012). *Language teaching research & language pedagogy*. Wiley-Blackwell.

    Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed).
        Cambridge University Press.

    Woodward, T. (2010). *Planning lessons and courses: Designing sequences of work for the
        language classroom*. Cambridge University Press.

Teaching second language grammar

    Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisition*.
        New York: Cambridge University Press.

    Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Teaching second language vocabulary

    Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge
        University Press.

    Nation, I.S.P. (2008). *Teaching vocabulary: Strategies and techniques*. Boston: Heinle Cengage
        Learning.

Teaching second language skills

    Bailey, K. (2005). *Practice English language teaching: Speaking*. New York: McGraw-Hill.

    Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge,
        UK: Cambridge University Press.

    Han, Z., & Anderson, N. (2009). *Second language reading research and instruction: Crossing
        the boundaries*. MI: Michigan University Press.

    Helgesen, M., & Brown, S. (2007). *Practice English language teaching: Listening*. McGraw-
        Hill.

    Matsuda, P. K., Cox, M., Jordan, J., & Ortmeier-Hooper, C. (2006). *Second-language writing in
        the composition classroom: A critical sourcebook*. Boston: Bedford/St. Martin's Press;
        Urbana, IL: National Council of Teachers of English.

    Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. New York:
        McGraw-Hill.

Assessment and technology

    Brown, D. (2010). *Language assessment: Principles and classroom practices* (2nd ed). Pearson
        Education ESL.

    Vandergriff, I. (2016). *Second-language discourse in the digital world: Linguistic and social
        practices in and beyond the networked classroom*. Amsterdam: John Benjamins.

**Course Syllabus/Schedule**

| Topics | Content | Tutorial |
|---|---|---|
| 1st week | Course overview | |
| 2nd week | Chapter 1. Introduction<br>[Worksheet 01] | |
| 3rd week | Chapter 2. The nature of L2 knowledge<br>[Worksheet 02] | |
| 4th week | Chapter 3. Interaction in L2 learning<br>[Worksheet 03] | Presentation 1 |
| 5th week | Chapter 4. Focus on form<br>[Worksheet 04] | Presentation 2 |
| 6th week | Chapter 5. The acquisition of grammar<br>[Worksheet 05] | Presentation 3 |
| 7h week | Chapter 6. The acquisition of vocabulary<br>[Worksheet 06] | Presentation 4 |
| 8th week | Chapter 7. The acquisition of pronunciation<br>[Worksheet 07] | Presentation 5 |
| 10th week | Chapter 8. The acquisition of pragmatics<br>[Worksheet 08] | Presentation 6 |
| 11th week | Chapter 9. Contexts of instructed SLA<br>[Worksheet 09] | Presentation 7 |
| 12th week | Reading week | |
| 12th week | Textbook analysis due<br> Chapter 10. Individual differences<br>[Worksheet 10] | Presentation 8 |
| 13th week | Exit activity<br>Article summary due (15th week) | Presentation 9 |

**Teaching and Learning Activities**

Most sessions will involve a combination of lectures and pair/group discussions (2 hours) and students' lesson plan presentations and follow-up discussions in tutorial sessions (1 hour). In some cases, students will be asked to carry out problem-solving tasks.

**Feedback for Evaluation**

Students can contact the instructor via diverse channels, such as face-to-face mini-conferences, e-mail correspondences, office-hour meetings, to name a few. Plus, students will receive feedback on their presentation in class, and comments on their performance on the assignments.

**Assessment methods**

- **Attendance and participation (10%):** Regular attendance will be strictly recorded and reflected in your grade. Attendance will be checked for both lectures and tutorials. In addition, active and enthusiastic participation is key to this course, and thus both will be very closely monitored and evaluated.

- **Weekly assignment (10%):** Students will have to do weekly assignment and submit it to the instructor by email before each class.

- **Lesson plan presentation (10%):** In the tutorial sessions, students will deliver a lesson plan presentation in which they need to demonstrate their ability to apply ISLA knowledge into teaching practices. In the presentation, the student must describe and explain a 40-minute-long lesson in detail. The lesson plan should show how you would _make positive changes in the traditional/conventional English teaching_. Students' lesson plans must include very detailed explanation on each step, task, and sequence so that the instructor and peers can understand it without any difficulty.
    1. Please provide and explain:
        1) the target students (e.g., 10-year old elementary students with low-intermediate English proficiency),
        2) the instructional setting (e.g., English-mediated elementary classroom in Hong Kong),
        3) target English feature (e.g., frequency adverbs),
        4) the relevant ISLA theories underlying your micro-teaching (e.g., interaction approach, focus on form, negotiation of meaning, noticing, etc.),
        5) one or two tasks with related teaching materials (e.g., map, table, script, flash cards..)
    2. Each presentation should not exceed 10 minutes. The instructor will stop the presentation if it goes over 10 minutes, and thus students must practice enough at home to control the pace of presentation.
    3. After each presentation, there will be a 10-minute long feedback and discussion session.

- **Self-reflection paper (10%):** Students will write a reflection paper based on the comments and feedback collected from peers. (A4, two pages, 1-inch margin, 12-size Times New Roman font, double-space, left text-alignment, indent the first sentence of each paragraph)

- **Textbook analysis paper (30%):** Students will choose an ESL/EFL textbook and analyze it based on their understanding about ISLA.
    1. Select an ESL/EFL textbook that is commonly used in language classrooms. Then, make a scanned copy of
        1) the cover,
        2) the table of contents, and
        3) a sample unit.
    2. Analyze the textbook in terms of
        1) target population; target instructional setting,
        3) accompanied teaching materials,
        5) overall structure (e.g., how each unit is designed),

    4) content (proportion of input-based vs output-based vs integrated activities/
     proportion of reading vs writing vs listening vs speaking activities/ themes, etc.)
    7) analysis of tasks/activities based on theories of instructed SLA, and
    8) suggestions for improvement.

3. A4, 1-inch (2.54cm) margin, 12-size Times New Roman font, double-space, left text-alignment, indent the first sentence of each paragraph, length limit: 1,800-2,000 words
4. Description about the textbook (350-400 words)
   → Analysis of Content and Structure (650-700 words)
   → Theoretical discussion (550-600 words)
   → Suggestions (250-300 words)
   → References & Appendices

- **<u>Article summary (30%):</u>** This assignment is to give students to read, evaluate, and synthesize three articles (assigned by the instructor) that are related to the course content. The article summary should be 1600 words +/- 10% including the following:
  1) Introduction (200 words)
  2) Article summaries (400 words per article)
  3) Conclusion (200 words)
  4) Reference list
  - Format: A4, 1-inch (2.54cm) margin, 12-size Times New Roman font, double-space, left text-alignment, indent the first sentence of each paragraph, length limit: 1,800-2,000 words

**Nota Bene**
- Each assigned reading per week must be completed BEFORE each class.
- Weekly tutorial assignment must be done BEFORE each tutorial session.
- Cell-phones must be turned off during the class hours.
- 1 or 2 absences → A or A- not allowed (exempted absences not counted)
- 3 or more absences → B or B- not allowed
- Cheating on any of the exams → F
- Plagiarism → F (for more information, http://www.cuhk.edu.hk/policy/academichonesty/)
- <u>All submissions to VeriGuide.</u>
- <u>Your grade will be determined following the Course Grade Descriptors below.</u>

**Course Grade Descriptors**

Grade A / Excellent: Outstanding performance on <u>ALL</u> learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on <u>ALMOST ALL</u> learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): <u>HIGH</u> performance on all learning outcomes, OR <u>HIGH</u> performance on some learning outcomes which compensates <u>WELL</u> for slightly less satisfactory performance on others, resulting in overall substantial performance.  Demonstrates the ability to apply <u>WELL</u> the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level <u>WELL</u>.

Grade B / Good: <u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a <u>MORE</u> <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): <u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): <u>VERY ADEQUATE</u> performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a <u>SOMEWHAT SUSTAINED</u> manner that would meet the basic requirement at this level.

Grade C / Adequate: <u>ADEQUATE</u> performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): <u>SOMEWHAT ADEQUATE</u> performance on <u>A NUMBER OF</u> learning outcomes. Demonstrates the ability to <u>SOMEWHAT</u> apply the principles or skills learned in the course in a manner that would meet the <u>BARE</u> basic requirement at this level.

Grade D+ / Pass (Plus): <u>BARELY SATISFACTORY</u> performance on <u>A FEW</u> learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: <u>ALMOST BARELY SATISFACTORY</u> performance on <u>VERY FEW</u> learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.