ENGE 3640: English Language Teaching and Learning

Second Term 2020-2021

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Teaching mode: Mixed   **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		
2nd week	Chapter 1. Introduction [Worksheet 01]	
3rd week	Chapter 2. The nature of second language knowledge [Worksheet 02]	
4th week	Chapter 3. Interaction in the second language classroom [Worksheet 03]	
5th week	Chapter 4. Focus on form [Worksheet 04]	Micro-teaching 1
6th week	Chapter 5. The acquisition of grammar [Worksheet 05]	Micro-teaching 2
7h week	Chapter 6. The acquisition of vocabulary [Worksheet 06]	Micro-teaching 3
8th week	Chapter 7. The acquisition of pronunciation [Worksheet 07]	Micro-teaching 4
10th week	**Textbook Analysis due**	Micro-teaching 5
11th week	Chapter 8. The acquisition of pragmatics [Worksheet 08]	Micro-teaching 6
12th week	Chapter 9. Contexts of instructed second language acquisition [Worksheet 09]	Micro-teaching 7
12th week	Chapter 10. Individual differences and instructed second language acquisition [Worksheet 10]	Micro-teaching 8
13th week	**Lesson plan due**	

Teaching and Learning Activities

Most sessions will involve a combination of lectures and pair/group discussions (2 hours) and a combination of students' micro-teaching presentations and follow-up discussions (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 (5%): Regular attendance will be strictly evaluated. Each absence will result in the reduction of 1 point.

- Weekly assignment (15%): Students will have to do weekly assignment, i.e., chapter worksheets. (10 worksheets). Only paper-and-pencil assignment presented in class will count. Electronic submissions do not count.

- Micro-teaching presentation (20%): In the tutorial sessions, students will deliver a micro-teaching presentation in which they need to demonstrate their ability to apply ISLA knowledge into teaching practices.
  1. Each presentation should not exceed 20 minutes. Ideally, you may design one or two tasks that reflect ISLA understanding covered in the previous week (not mandatory).
  2. Before doing a micro-teaching, presenters should make these clear: 1) target population and 2) instructional setting.
  3. Presenters should prepare relevant teaching materials for classmates and the instructor.
  4. After each presentation, there will be a 5-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, 2) instructional setting, 3) accompanied teaching materials, 4) content, 5) overall structure, 6) tasks and activities, 7) relevance to theories into instructed SLA, and 7) 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

- Lesson plans (20%): By the end of the semester, students will submit a portfolio that consists of two 40-minute long lesson plans accompanied by related teaching materials. The portfolio should consist of following components. The two lesson plans may or may not be linked to each other. It is also allowed and recommended that you expand your micro-teaching lesson plan.
  1. Firstly, please define 1) target population, 2) setting of instruction, and 3) the target feature of the lessons. Please provide detailed explanation for each component.
  2. Next, provide ISLA theories that underlie your lesson plans (covered during class).

3. Try to integrate four language skills (speaking, listening, reading, and writing) in your lesson plan.
4. While there is no restriction on the format of your lesson plans, you should provide the related teaching materials (e.g., scripts, texts, pictures, etc.) for each lesson.
5. Your lesson plans will be evaluated in terms of its relevance to ISLA theories that have been covered in this course.

Grading Scale

Attendance:	5 points
Weekly assignments:	15 points
Micro-teaching presentation:	20 points
Reflection paper:	10 points
Textbook analysis paper:	30 points
Lesson plans:	20 points
	100 points

Nota Bene
- Each assigned reading per week must be completed BEFORE each class.
- Laptop note-taking is not allowed; only longhand note-taking is allowed (Theoretical and empirical rationale for this policy will be shared by the instructor).
- Cell-phones and electronic devices must be turned off or put into bag.
- 1 or 2 absences → A or A- not allowed
- 3 or more absences → B or B- not allowed
- Plagiarism → F (for more information, http://www.cuhk.edu.hk/policy/academichonesty/)

Course Grade Descriptors

Grade A / Excellent: Outstanding performance on ALL 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 ALMOST ALL 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): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL 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 MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD 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 COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

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

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

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW 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: ALMOST BARELY SATISFACTORY performance on VERY FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very 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.