Part I

Programme Title	:	Bachelor of Education (Honours) (English Language) (Five-year Full-time)
Programme QF Level	:	5
Course Title	:	Second Language Acquisition and Curriculum Design: Theory and Practice
Course Code	:	ENG4419
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

This course introduces students to theories of second language learning and explores how second language development is affected by individual learner factors and social contextual factors. With the theories as the foundation, this course further helps students develop essential concepts of an English language curriculum from global perspectives, preparing students to demonstrate professional excellence in curriculum planning. Building upon the pedagogical content knowledge and technological pedagogical content knowledge covered in previous courses, this course focuses on learning and planning at the curricular-level, with particular emphasis placed upon critically reviewing and applying innovative task-based teaching learning and assessment, and knowledge and skills for curriculum tailoring / school-based curriculum in the context of Hong Kong. Students will also demonstrate ethical awareness of issues linked to professional judgements when planning a curriculum.

2. **Course Intended Learning Outcomes (CILOs)**

Upon completion of this course, students will be able to:

$CILO_1$	Identify the major theories that seek to explain second language acquisition;
$CILO_2$	Use relevant theoretical concepts to analyse how individual learner factors and social contextual factors affect second language acquisition;
$CILO_3$	Demonstrate professional excellence through a critical understanding of key features of the current English language curriculum framework in Hong Kong, the underlying theoretical basis, professional ethical considerations and the issues concerned; and
$CILO_4$	With local and global perspectives and ethical judgement, apply innovative concepts of curriculum design to lesson and unit planning and evaluation.

3. **Course Intended Language Learning Outcomes (CILLOs)**

Upon completion of this course, students will be able to:

$CILLO_1$	Develop and use subject-specific vocabulary to articulate knowledge and skills in academic writing.

4. **Content, CILOs, CILLOs and Teaching & Learning Activities**

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
1) Key explanatory theories of language acquisition: ➢ Behaviourism ➢ Innatism ➢ Cognitivism	*$CILO_1$* *$CILLO_1$*	Lecture, Seminar, Group work, Online learning activities
2) Factors affecting second language acquisition: ➢ Motivation	*$CILO_2$* *$CILLO_1$*	Lecture, Seminar, Group work, Online learning activities

➢ Aptitude ➢ Personality ➢ Language identity ➢ Language attitude		
3) Key features of different types of English language curriculum (ELC) reflecting different underlying language acquisition theories	*CILOs 1 & 3*	Lecture, Seminar, Group work, Online learning activities
4) Critical analysis of ELC in Hong Kong with a special focus on learning to learn 2.0+, task-based approach to teaching, learning and assessment	*CILOs 2 & 3* *CILO3*	Lecture, Seminar, Group work, Online learning activities
5) Key issues and practice of curriculum design in the Hong Kong context: ➢ Planning ➢ Resourcing ➢ Teaching and learning ➢ Evaluating ➢ Ethical issues	*CILOs 2, 3, & 4* *CILLO1*	Lecture, Seminar, Group work, Online learning activities

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) A group project that requires students to interview a second language learner and analyse his/her learning experience using the key factors and theories.	30%	*CILO1*
(b) Quizzes that test students' basic understanding of the key concepts and theories.	20%	*CILO2*
(c) Evaluate and improve a task-based unit plan to show understanding of planning at the curriculum level and relevant theories of SLA.	50%	*CILLOs 1, 2, 3 & 4* *CILLO1*

6. Required Text(s)

Nil

7. Recommended Readings

Berry, R. & Adamson, B. (Eds.) (2010). *Assessment reform in education: policy and*

practice. Dordrecht, Netherlands: Springer.

Brown, H.D. (2007). *Principles of language learning and teaching* (4th edition). White Plains, NY: Person Longman.

Block, D. (2009). Second language identities. London: Bloomsbury.

Curriculum Development Committee. (2001). *Learning to learn: Life-long learning and whole-person development*. Hong Kong: Hong Kong Government Printer.

Curriculum Development Council (2017). *English Language Education Key Learning Area Curriculum Guide: Primary 1-Secondary 6.* Hong Kong: Hong Kong Government Printer.

Curriculum Development Council (2018). *Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1-3).* Hong Kong: Hong Kong Government Printer.Dörnyei, Z. (2005). *The psychology of the language learner: individual differences in second language acquisition.* Mahwah, NJ: Lawrence Erlbaum.

Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp.229-247). Bristol: Multilingual Matters.

Doughty, C. J., & Long, M. H. (Eds.). (2008). *The handbook of second language acquisition* (Vol. 27). John Wiley & Sons.

Edwards, C. & Willis, J. (Eds) (2005). *Teachers exploring tasks in English language teaching*. New York: Palgrave Macmillan.

Ellis, R. (2014). Taking the critics to task: The case for task-based teaching. In *Proceedings of CLaSIC 2014,* 103-117.

Ellis, R. (2005). *Planning and task performance in a second language.* Philadelphia: John Benjamins Publishing Co.

English Language Education Section, Curriculum Development Institute (2005). *Task-based assessment for English language learning at secondary level.* Hong Kong: The Government Printer.

Gass, S. (2013). *Second Language Acquisition. An introductory course.* (4th edition). New York & London: Routledge.

Lightbown, P., & Spada, N. (2013). How languages are learned (4th edition). Oxford: Oxford University Press.

Littlewood, W. (2007). *Communicative and task-based language teaching in East Asian classrooms.* Language Teaching. 40(3): 234-249.

McKay, P. (2005). *Assessing young language learners*

Ma, A. (Eds) (2008). *A Practical Guide to a Task-based Curriculum: Planning, Grammar Teaching and Assessment.* Hong Kong: City University of Hong Kong Press.

Nation, I., & Macalister, J. (2010). *Language curriculum design* (ESL and applied linguistics professional series). New York ; London: Routledge.

Nunan, D., & Benson, P. (Eds.). (2005). *Learners' Stories: Difference and Diversity in Language Teaching.* Cambridge: Cambridge University Press.

Nunan, D. (2004). *Task-Based Language Teaching.* Cambridge: Cambridge University Press.

Nunan, D. (1999). *Second Language Teaching and Learning.* Boston: Heinle & Heinle Publishers.

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories.* Routledge.

Robinson, P. (2005). Aptitude and second language acquisition. *Annual Review of Applied Linguistics*, *25*, 46-73.

Skehan, P. (1991). Individual differences in second language learning. *Studies in second*

language acquisition, *13*(2), 275-298.

Skehan, P. (2002). Theorising and updating aptitude. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 69-94). Amsterdam/Philadelphia: John Benjamins.

Skehan, P. (2015). Foreign language aptitude and its relationship with grammar: A critical overview. *Applied Linguistics*, *36*(3), 367-384.

Traxler, M. J. (2012). An introduction to psycholinguistics. Boston, MA: Wiley-Blackwell.

Wong, M.L.Y. (2009). Perspectives on English Language Education of Hong Kong's New Senior Secondary (NSS) Curriculum. *Asian ELF Journal,* 35: 1-27.

8. Related Web Resources

http://www.e-c.edu.hk/
http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html

9. Related Journals

Curriculum Inquiry
Curriculum Perspectives
Innovation in Language Learning and Teaching
Language and Education
Language Culture and Curriculum
Language Learning
Language Teaching Research
RELC
TESOL Quarterly
TESL Reporter

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

Nil

2 July 2019