

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language) (Five-year Full-time) Primary
Programme QF Level	: 5
Course Title	: Primary ELT Curriculum
Course Code	: ENG3259
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

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"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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 helps students to develop essential concepts of the English language curriculum, in particular primary curriculum planning using the task-based approach. It aims to enable students to develop competencies for planning and critiquing a language curriculum, in particular a task-based curriculum. This includes knowledge and skills for curriculum tailoring or school-based curriculum development.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify the major aspects of curriculum planning using a task-based approach for Hong Kong primary schools pupils of diverse needs [**PILO5 (SPK2) & PILO6 (SPK3)**];
- CILO₂ Demonstrate competencies of developing school-based teaching plans, materials and assessment criteria for classroom learning [**PILO4 (SPK1) & PILO6 (SPK3)**]; and
- CILO₃ Demonstrate an ability to think critically when taking part in class activities and adapting existing primary textbook materials to cater for learner diversity. [**PILO4 (SPK1) & PILO5 (SPK2)**].

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Write learning objectives for unit and lesson plans in accurate and appropriate language [**PILO3 (SK3)**].

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> ● Introduction to the key features of the Hong Kong primary English language education curriculum <ul style="list-style-type: none"> ➤ Aims, Learning Targets and Objectives. ➤ Components of the Curriculum Framework: Strands, generic skills and values and attitudes. ➤ Central curriculum and school-based curriculum. ➤ Approaches to learning and teaching: Life-wide learning, task-based approach teaching and learning, 	CILO _{s1,2 &3} CILLO ₁	Lectures, tutorials, reading, in-class and out-of-class reflective journal writing, online learning activities.

<p>independent/autonomous learning.</p> <ul style="list-style-type: none"> ➤ Catering for learner diversity. ➤ Assessment for learning. 		
<ul style="list-style-type: none"> ● Curriculum planning using a task-based approach <ul style="list-style-type: none"> ➤ Considerations for teaching, learning and assessing in a task-based design. ➤ Characteristics of language learning tasks for primary pupils. ➤ Aligning tasks with learning objectives. ➤ Resourcing and materials development. ➤ Planning of a task-based unit/module and a scheme of work and related assessment. 	<p><i>CILOs_{1,2 &3}</i> <i>CILLO₁</i></p>	<p>Lectures, tutorials, reading, in-class and out-of-class reflective journal writing, online learning activities, students' group presentations.</p>
<ul style="list-style-type: none"> ● Curriculum tailoring and school-based curriculum development <ul style="list-style-type: none"> ➤ Catering for learner differences. ➤ Evaluation and adaptation of ELT materials, textbooks and electronic materials. ➤ Planning for a balanced school-based curriculum with due consideration for the General English Programme, Reading Workshops, Intervention Programme and Enrichment Programme. 	<p><i>CILOs_{1,2 &3}</i> <i>CILLO₁</i></p>	<p>Lectures, tutorials, reading, in-class and out-of-class reflective journal writing, online learning activities, students' group presentations.</p>

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
<p>(a) Design a unit plan which should be made up of 4-6 lessons with relevant worksheets and materials attached as appendices. To justify the design of the unit plan and the learning materials, write a discussion of about 1000 words on</p> <ol style="list-style-type: none"> 1. How the original textbook materials have been adapted to suit the target pupils' diverse needs; 2. How the unit plan and learning materials can facilitate learners' learning in a meaningful way; 3. How relevant ELT approaches inform the 	40%	<p><i>CILOs_{1,2 &3}</i> <i>CILLO₁</i></p>

design. (group work)		
(b) In groups of up to 4, video-record a presentation of your unit plan & learning materials to introduce what has been designed with pedagogical justification. You will also watch a presentation of another group and conduct peer assessment. (10% peer evaluation, 20% individual assessment by tutor). (group work, but assessed individually)	10% peer evaluation 20% Assessed by tutor	<i>CILOS</i> _{1,2 &3} <i>CILLO</i> ₁
(c) Write an individual reflective essay (900 words) based on what has been learnt from the course.	30%	<i>CILOS</i> _{1,2 &3} <i>CILLO</i> ₁

6. Required Text(s)

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

Curriculum Development Council. (2004). *English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1-6)*. Hong Kong: The Education and Manpower Bureau HKSAR.

(also available online: http://cd1.emb.hkedcity.net/cd/cdc/curr_guide/ele/content.pdf)

7. Recommended Readings

Alderson, J. C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.

Biggs, J. (1996). *Testing: To educate or to select?* Hong Kong: Hong Kong Educational Publishing Co.

Boyle, J., & Falvey, P. (Eds.) (1994). *English language testing in Hong Kong*. Hong Kong: Chinese University Press.

Bygate, M. (2000). *Task-based learning: language teaching, language and assessment*. London: Longman.

Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford, England: Heinemann.

Curriculum Development Council. (2004). *English Language Curriculum Guide (primary 1 – 6)*. Hong Kong: Government Logistics Department.

Estaire, S., & Zanon, J. (1994). *Planning classwork: a task-based approach*. Oxford: Heinemann.

Johnson, R.K. (Ed.) (1989). *The second language curriculum*. Cambridge: Cambridge University Press.

Glazer, S.M., & Brown, C.S. (1993). *Portfolios and beyond: collaborative assessment in reading and writing*. Norwood, Ma: Christopher-Gordon Publishers.

Markee, N. (1997). *Managing curricular innovation*. New York: Cambridge University Press.

Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle & Heinle Publishers.

Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.

Weir, C.J. (1990). *Communicative language testing*. Hemel Hempstead: Prentice Hall.

White, R. (1988). *The ELT curriculum*. Oxford: Blackwell.

Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.

8. Related Web Resources

Hong Kong EDB English Language Education resources

<http://www.edb.gov.hk/index.aspx?nodeID=2402&langno=1>

HKEducationCity.net

<http://www.hkedcity.net/english/>

Primeteach, TeleNex

<http://www.telenex.hku.hk/telec/pmain/primain.htm>

BBC Teaching English

<http://www.teachingenglish.org.uk/think/>

IT in Education

<http://www.edb.gov.hk/index.aspx?nodeid=1605&langno=1>

<http://resources.edb.gov.hk/~rtcpe/index0.htm>

Resources for primary ESL

General ESL Resources

<http://www.learnenglish.org.uk/>

<http://www2.scholastic.com/browse/home.jsp>

<http://www.sutton.lincs.sch.uk/>

<http://story.lg.co.kr:3000/english/story/index.jsp>

<http://www.teachingenglish.org.uk/>

http://www.teach-nology.com/teachers/lesson_plans/

<http://www.readwritethink.org/>

<http://englishonline.tki.org.nz/>

Reading/writing

<http://www.britishcouncil.org/kids-listen-read-write.htm>

<http://www.penguinreaders.com/>

<http://www.reading.org/Resources/ResourcesByTopic.aspx>

Children's literature

<http://people.ucalgary.ca/~dkbrown/>

Reader's theatre

<http://www.aaronshp.com/rt/index.html>

http://www.readwritethink.org/lessons/lesson_view.asp?id=172

Stories

<http://www.storyarts.org/classroom/usestories/>

<http://www.aaronshp.com/storytelling/>

<http://sundhagen.com/babbooks/>

<http://magickeys.com/books/index.html>

Songs and poems

<http://gardenofsong.com/kidzpage/>

<http://www.gardenofsong.com/>

<http://www.esl-lounge.com/children-songs.shtml>

<http://www.esl4kids.net/chants.html>

Online Rhyming Dictionary for poetry and songwriting

<http://www.writeexpress.com/online2.html>

Language games

<http://www.btinternet.com/~ted.power/games.htm>

<http://www.primarygames.com/reading.htm>

<http://jc-schools.net/tutorials/PPT-games/>

9. Related Journals

Nil

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

This course is only offered to undergraduate students in their 3rd year of study or beyond.

7 May 2018