

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language) (Five-year Full-time)
Programme QF Level	: 5
Course Title	: Content-based Second Language Learning and Teaching
Course Code	: ENG4285
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: ENG3261 Primary ELT Methods II: Developing Literacy Skills ENG3262 Secondary ELT Methods II: Developing Literacy Skills
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"):

- 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

Students will explore strategies for and theories of content-based language teaching (CBLT) for primary and secondary schools. The course will briefly review the principles of CBLT and will take content from other school subjects, cultural topics or topical themes, such as social issues, as the basis for planning and developing teaching materials and strategies to enrich and extend school students' English language learning. This course is particularly relevant to curriculum developments in both primary and secondary schools arising from the 'fine-tuning' initiative.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate understanding of the principles of content-based language learning and teaching; [PILO4 (SPK1)]; and
- CILO₂ Plan and design learning materials using content-rich English language resources as a basis for effective second language learning and teaching in Hong Kong primary or secondary schools; [PILO5 (SPK2) & PILO6 (SPK3)].

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Analyse academic / school-based texts for the purpose, text structure and language use. [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 content-based learning and teaching: <ul style="list-style-type: none"> ➤ The rationale for using content in language teaching and a language across the curriculum approach. ➤ A variety of content-based approaches. 	CILO ₁	Seminar; Workshop; Reading; Text analysis; Developing multimedia learning materials; Searching for source texts online.
<ul style="list-style-type: none"> ● Cross-curricular theme-based language learning: <ul style="list-style-type: none"> ➤ Principles and strategies in using themes, including themes from the NSS, content from other school subjects or cultures to organize language 	CILOs _{1 & 2}	Seminar; Workshop; Reading; Text analysis; Developing multimedia learning materials; Searching for source texts online.

<p>learning and teaching, with particular reference to diverse student needs in Hong Kong schools.</p> <ul style="list-style-type: none"> ➤ Design, use and evaluation of teaching materials for content based language teaching. ➤ Linking focused language and content learning objectives with task design and activity types. 		
<ul style="list-style-type: none"> ● Relationships between language and content, and linguistic and cognitive demands of school learning: <ul style="list-style-type: none"> ➤ Knowledge relationships in major school subjects and their language exponents. ➤ Text types in major school content subjects. ➤ Language use in major school subjects, including analysis of typical linguistic and cognitive demands of school learning. 	<p><i>CILO₂</i> <i>CILLO₁</i></p>	<p>Seminar; Workshop; Reading; Text analysis; Developing multimedia learning materials; Searching for source texts online.</p>
<ul style="list-style-type: none"> ● Coordinating language across the curriculum: <ul style="list-style-type: none"> ➤ Mutually supporting roles of language and content teachers. ➤ Planning language development across the curriculum. 	<p><i>CILOs 1 & 2</i></p>	<p>Seminar; Workshop; Reading; Text analysis; Developing multimedia learning materials; Searching for source texts online.</p>

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Analysis of a content-based text for the complexity of content and language.	30%	CILLO ₁
(b) A unit of teaching materials for CBLT including: <ol style="list-style-type: none"> 1. Content and language learning objectives with justifications and 2. Related learning materials 	70%	CILOs 1 & 2

6. Required Text(s)

Nil

7. Recommended Readings

- Braunger, J., Donahue, D.M., Evans, K., & Galguera, T. (2005). *Rethinking Preparation for Content Area Teaching*. San Francisco: Jossey-Bass.
- Brinton, D., Snow, M.A., & Wesche M. (2003). *Content-based second-language instruction*. Boston: Heinle & Heinle.
- Brinton, D.M., & Master, P. (Eds.) (1997). *New ways in content-based instruction*. Alexandria, Va.: Teachers of English to Speakers of Other Languages.
- Chamot, A and O'Malley, J. (1994) *The CALLA Handbook*. New York: Addison-Wesley.
- Clegg, J. (ed.) (1996). *Mainstreaming ESL*. Clevedon: Multilingual Matters.
- Coyle, D., Hood, M. and Marsh, D. (2010). *CLIL: content and language integrated learning*. Cambridge, UK .: Cambridge University Press.
- Dalton-Puffer, C., Nikula, T., and Smit, U. (Eds.) (2010). *Language use and language learning in CLIL classrooms*. Amsterdam; Philadelphia: John Benjamins.
- Echevarria, J. Vogt, M. & Short, D. (2004). *Making Content Comprehensible for English Learners*. New York: Pearson.
- Evans, M., Hoare, P., Kong, S., O'Halloran, S., & Walker, E. (2001). *Effective Strategies for English Medium Classrooms*. Hong Kong: HKIED.
- Hoare, P., Kong, S., & Evans, M. (1997). *Co-ordinating language across the curriculum: A handbook for English medium schools*. Hong Kong: Hong Kong Institute of Education.
- Hyland, K. (2004). *Genre and Second Language Writing*. Ann Arbor, Mich.: University of Michigan Press.
- Lewis, M. and Wray, D. (2000) *Literacy in the Secondary School*. London: David Fulton
- Lyster, R. (2007). *Learning and teaching languages through content. A counterbalanced approach*. Amsterdam; Philadelphia: John Benjamins.
- Manzo, A., Manzo, U. and Thomas, M. (2005). *Content Area Literacy*. Wiley/Jossey – Bass.
- Mehisto, P., Marsh, D. and Frigols, M.J. (2008). *Uncovering CLIL : Content and language integrated learning in bilingual and multilingual education*. Oxford: Macmillan Education.
- Pakenham, K. (2005). *Making Connections*. Cambridge: CUP.
- Peregoy, S & Boyle, O. (2005). *Reading, Writing and Learning in ESL*. New York: Pearson.
- Richards, J. & Rodgers. T. (2001) 'Content-Based Instruction' (Chapter 17) in *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Ruddell, M.R. (1997). *Teaching content reading and writing*. Boston: Allyn & Bacon.
- Snow, M.A., & Brinton, D.M. (Eds.) (1997). *The content-based classroom: Perspectives on integrating language and content*. White Plains, New York: Longman.
- Snow, M.A., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL Quarterly*, 23 (2), 37-53.
- Tang, G.M. (1994). Bridging Chinese-medium and English-medium content area: Instruction through cross-cultural graphic representation of knowledge structures. *Institute of Language in Education Journal*, 11, 99-118. (Copyright held by HKIED).
- Unsworth, L. (2001). *Teaching multiliteracies across the curriculum*. Berkshire: Open University Press.
- Vacca, R. and Vacca, J. (2002). *Content area reading*. Boston: Allyn and Bacon.
- Widdowson, H.G. (1980). *Concepts in use*. London: British Council.
- Wray, D. and Lewis, M. (1997). *Extending literacy*. London: Routledge.

8. Related Web Resources

<http://www.ccn-clil.eu/index.php?name=Content&nodeIDX=3488>
<http://www.carla.umn.edu/immersion/index.html>

9. Related Journals

International CLIL Research Journal (<http://www.icrj.eu/>)

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