

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (English Language) (Five-year Full-time) Primary
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Primary ELT Methods I: Developing Oracy Skills
<b>Course Code</b>	: ENG2256
<b>Department</b>	: Department of English Language Education (ELE)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 2

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**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 introduces students to instructional approaches and practices in oracy development and pedagogy. Students will have opportunities to learn and practice various innovative teaching strategies in oracy instruction as part of professional excellence through micro-teaching with consideration to the education implications and ethical responsibility to the English language teaching context in Hong Kong and develop their pedagogic content knowledge as future teachers.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Plan, design and implement English language lessons with a focus on developing school pupils' listening and speaking strategies and skills as a core part of professional excellence;
- CILO<sub>2</sub> Select, modify or design creative and innovative listening and speaking tasks in the light of relevant second language learning theories;
- CILO<sub>3</sub> Develop and demonstrate critical, strong pedagogical content knowledge and reflective abilities for the professional development of their skills (including the use of information technology) in the teaching of listening and speaking in accordance to ethical and social responsibility; and
- CILO<sub>4</sub> Demonstrate a sound understanding of contexts and processes of oracy development and pedagogy in English Language teaching context.

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

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

- CILLO<sub>1</sub> Demonstrate an appropriate level of proficiency in classroom language, particularly in the language of presentation and in the language of interaction.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"><li>● Theories and processes of oracy development in children:<ul style="list-style-type: none"><li>➤ Identifying the nature and processes of learning involved in oracy activities using a task-based framework of teaching.</li><li>➤ Comparing and contrasting the nature and effectiveness of different oracy activities.</li></ul></li></ul>	CILOs <sub>1-4</sub>	Lectures Seminars Group discussions Oral presentations Online learning activities

<ul style="list-style-type: none"> <li>● Strategies and techniques for teaching listening and speaking in a task-based curriculum:             <ul style="list-style-type: none"> <li>➤ Using techniques and procedures of a range of oracy development activities, including communicative practice and language arts activities.</li> <li>➤ Discussing effectiveness of oracy activities in different instructional contexts.</li> </ul> </li> <li>● Developing technological pedagogical content knowledge in oracy teaching by evaluating and using e-books, apps, software and other relevant pedagogical materials.</li> </ul>	<i>CILOs<sub>1-4</sub></i>	Lectures Group discussions Workshops Oral presentations Online learning activities
<ul style="list-style-type: none"> <li>● Preparing and using resource materials that foster oracy development of primary school learners:             <ul style="list-style-type: none"> <li>➤ Identifying the scope of resource materials for fostering oracy development of primary school learners, including authentic and AV/Internet materials.</li> <li>➤ Preparing resource materials for various oracy teaching targets.</li> <li>➤ Using materials for oracy teaching.</li> </ul> </li> </ul>	<i>CILOs<sub>1-4</sub></i>	Lectures Group discussions Workshops Oral presentations Online learning activities
<ul style="list-style-type: none"> <li>● Conducting oracy activities using effective instructional language and classroom management strategies:             <ul style="list-style-type: none"> <li>➤ Identifying functions and features of effective instructional language in oracy lessons based on lesson transcripts and/or lesson videos.</li> <li>➤ Using language of interaction to elicit, question, initiate and respond on an individual, group or whole class basis.</li> <li>➤ Applying classroom management strategies in given lesson contexts.</li> </ul> </li> </ul>	<i>CILOs<sub>1, 3-4</sub></i> <i>CILLO<sub>1</sub></i>	Lectures Group discussions Demonstrations Workshops Micro-teaching Oral presentations Online learning activities
<ul style="list-style-type: none"> <li>● Producing plans for oracy lessons</li> </ul>	<i>CILOs<sub>1-4</sub></i>	Lectures

<ul style="list-style-type: none"> <li>➤ Formulating learning objectives for oracy lessons.</li> <li>➤ Writing a unit and lesson plan</li> <li>➤ Designing materials for oracy lessons.</li> <li>➤ Writing rubrics for teaching materials.</li> </ul>	<i>CILLO<sub>1</sub></i>	Workshops Oral presentations Online learning activities
<ul style="list-style-type: none"> <li>● Assessment of oracy skills <ul style="list-style-type: none"> <li>➤ Using oracy assessment criteria.</li> <li>➤ Writing assessment rubrics for self- and peer assessment.</li> <li>➤ Self-assessing reading aloud performance.</li> </ul> </li> </ul>	<i>CILOs<sub>1</sub> &amp; 4</i> <i>CILLO<sub>1</sub></i>	Lectures Workshops Oral presentations Online learning activities

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
<p>(a) Design a unit of 3 lessons with related teaching materials with a focus on developing the listening and speaking skills of a target group of primary pupils.</p> <p>Justify the design of the three lesson plans with reference to task based framework of teaching. (900 words)</p> <p><i>Products:</i></p> <ol style="list-style-type: none"> <li>1. 3 lesson plans</li> <li>2. Sample teaching materials</li> <li>3. A 900-word justification</li> </ol>	50%	<i>CILOs 1,2,3 &amp; 4</i> <i>CILLOs 1 &amp; 2</i>
<p>(b) Part 1: Micro-teaching Micro-teaching of a listening and speaking lesson in groups with appropriate use of language of interaction</p> <p>Part 2 A 500-word written reflective report based on the feedback from your tutor and classmates.</p> <p><i>Products:</i> A microteaching experience with feedback from classmates and tutor(s)</p>	<p>40%</p> <p>10%</p>	<p><i>CILOs 1,2,3 &amp; 4</i> <i>CILLOs 1 &amp; 2</i></p> <p><i>CILOs 1,2,3 &amp; 4</i> <i>CILLOs 1 &amp; 2</i></p>

## 6. Required Text(s)

Paul, D. (2003). Teaching English to children in Asia. Hong Kong: Longman Asia ELT.

## 7. Recommended Readings

- Bygate, M. (1991). *Speaking*. Oxford: Oxford University Press.
- Education Department. (1994). *Poems, songs, and games for the primary English classroom*. Hong Kong: Hong Kong Government Printer.
- Carroll, J.A. (1994). *Poetry books: Reading, writing, listening, speaking, viewing and thinking*. Englewood: Teacher Ideas Press.
- Curriculum Development Institute, Education Department, HKSAR (2000). *Let's experience and appreciate poetry. KS 2*. Hong Kong: Government Printer.
- Curriculum Development Council. (2002). *Let's experience and appreciate drama*. Hong Kong: Government Printer.
- Curriculum Development Council. (2004). *English language curriculum guide (Primary 1-6)*. Hong Kong: Government Logistics Department.
- Curriculum Development Council. (2017). *English language education key learning area curriculum guide (Primary 1- Secondary 6)*. Hong Kong: Government Logistics Department.
- Ellis, G. & Brewster, J. (1991). *The storytelling handbook for primary teachers*. London: instruction. (2<sup>nd</sup> ed.). U.S.: Allyn & Bacon. Penguin.
- Helgesen, M. & Brown, S. (2007). *Practical English language teaching: listening*. New York: McGraw-Hill ESL/ELT
- Kennedy, P., & Falvey, P. (Eds.) (1998). *Learning language through literature in the primary school Resource book for teachers of English*. Hong Kong: Hong Kong University Press.
- Lynch, T. (2013). *Teaching Second Language Listening*. Oxford University Press.
- Nation, I., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking* (ESL and applied linguistics professional series). New York: Routledge.
- Matthews, C. (1994). *Speaking solutions: Interactions, presentation, listening and pronunciation skills*. Englewood Cliffs: Prentice Hall.
- McKay, P. (2005). *Assessing young language learner*. US: Cambridge University Press.
- Richards, J.C. & Burns, A. (2012). *Tips for teaching listening: a practical approach*. White Plains, NY : Pearson Education
- Rost, M. (1994). *Introducing listening*. London: Penguin.
- Stabb, C. (1992). *Oral language for today's classroom*. Ontario: Pippin. Publishing Limited.
- Watkins, D. (1995). *The idiom advantage: Fluency in speaking and listening*. Reading: Addison-Wesley.

## 8. Related Web Resources

*Good practices in ELT*

<http://good-practices.emb.hkedcity.net>

[http://edvideo.ied.edu.hk/VVM\\_title.php?callno=LB1731.H72\\_1989\\_v.8&prog=IED&sid=innopac](http://edvideo.ied.edu.hk/VVM_title.php?callno=LB1731.H72_1989_v.8&prog=IED&sid=innopac)

*The Curriculum Development Council, English Section*

<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html>

## **9. Related Journals**

ELT Journal  
Language Teaching  
Language Teaching Research  
Modern English Teacher

## **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.

3 April 2019