Part I   **Course Overview**

Course Title:	**Corporate Training in English Language**
Course Code:	**EN2302**
Course Duration:	**One Semester**
Credit Units:	**3**
Level:	**B3**
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course is designed to examine the central issues relevant to the teaching of English as a second language and how this relates to training programmes. The course provides both the theoretical framework and pedagogical implications in the application of the framework for the corporate training in English language. It also provides students with the basis to discover and evaluating the effectiveness of training programmes and helps them understand the planning issues involved.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Understand the theoretical background for corporate training methods in English language.		X		
2.	Discover and critically evaluate various approaches to the delivery of corporate training.			X	
3.	Analyse a case study and explain the details of a syllabus related to corporate training				X
…					

* If weighting is assigned to CILOs, they should add up to 100%.   100%

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3.   Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
	Interactive Lectures. Short input sessions integrated with student based discussion tasks.	X	X	X				
	Tutorial activities and discussions. Students are provided with more opportunities to discuss central	X	X	X				

	issues about corporate training in small tutorial groups.							
	Group Project. Students work in groups of 3 or 4 to analyse a case and apply the theories they have learned in the course to the projecy.	X	X	X				
…								

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100_%								
Group Project	X	X	X				30	Students are required to work in groups of 3 or 4. You will be given a situation that requires you to design a language training programme for a particular group of learners.
Presentation of project	X	X	X				10	Individually, students present the main points of their group project to other members of the class. This mini-presentation will be *peer-assessed*.
Lesson Plan	X	X	X				20	Based on the details of the group project, each student will prepare one detailed lesson plan for a 90min training session.
Class mark	X	X	X				10	*As part of the ongoing work done in class, students are awarded a mark for their participation in class activities and attendance in class.
Examination: __% (duration, if applicable)								
The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Examination		Demonstrates excellent understanding of the subject matter.	Demonstrates good understanding of the subject matter, although weak on some points.	Demonstrates adequate understanding of the main issues.	Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.	Has not answered enough questions to demonstrate an understanding of the main issues.
2. **Written group project**		A clearly written and presented group project. All areas of syllabus design are covered and the paper contains a clear rationale and explanation of the design of the course. Excellent use of English.	A well presented and competently written document. Most of the areas of syllabus design are explained and justified. There are some questions that could still be asked about the course design. The standard of written English is very good.	An adequately presented project and fairly easy to read. There are a number of issues related to course design that have not been explained, or not explained well enough. There are recurrent language problems in the text.	A poorly written and presented report. There are several areas of course design which are not explained. There are a lot of questions that still need to be answered related to the course design. The standard of English is below what is expected in a formal piece of academic writing.	An unacceptable written report. Brief, not enough information to form an idea of the course, and presented poorly.
3. **Individual presentation of project**		Entire message understood. All speakers notably good.	Entire message understood. Most speakers notably good. Some weaknesses	Message sometimes hard to understand. Speakers not notably good in	Message hard to understand. Lots of breakdowns and/or hesitations in pronunciation,	A non-performance. Unable to grade.

4. Written Lesson Plan						
		in one area of comprehensibility.	most areas.	accuracy or vocabulary.		
4. Written Lesson Plan		The student has chosen exercises and activities which are suitable to the level of learner they are teaching. A very clearly written lesson plan, easy to follow. The reader would be able to teach from this plan with no problems. The student has identified possible problems in teaching the lesson and indicated in the plan where these problems may come and how s/he will deal with them. An illustration at the end of the plan of carefully thought out board work.	The exercises chosen for this lesson are appropriate although there may be some disconnection in the sequencing. The plan is well presented and the reader would be able to follow it if teaching this lesson. However, there are some questions that could be asked about the sequencing of activities. The student may not have anticipated all the possible problems in teaching the lesson. There are not many concept questions to check understanding. The board work looks OK but may need a little rearranging.	The exercises chosen for this lesson are appropriate although there may be some disconnection in the sequencing. There is some confusion in following this lesson plan. Several questions need to be asked in order to gain a clear idea of how to teach from it. Concept questions are missing. There may appear to be a lot of teacher talking/activity, and not so much student talking/activity. The board work could be better.	The exercises and activities do not match the level of students. The lesson would be too difficult for the identified group of students. The lesson plan is difficult to follow as there is not enough information in it for the reader to fully understand. Although the teacher's part may be worked out, it is unclear what responses are expected from the pupils. The board work is not good.	An inadequate lesson plan. The exercises and activities are unsuitable for the students. The lesson plan does not demonstrate a sequence of activities which would lead the students to an understanding and ability to use the language.

5. Attendance		Has attended all classes.	Has missed one class.	Has missed two classes.		Has missed more than two classes.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   Keyword Syllabus
   (An indication of the key topics of the course.)

Corporate Training, English Language, Approaches and Methods of Language Teaching, Case Studies in Corporate Training.

2.   Reading List
2.1   Compulsory Readings
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Harmer, J. (2012). Essential teacher knowledge : core concepts in English language teaching. Harlow: Pearson Education Ltd.

Richards, Jack C. & Theodore, S. Rodgers (2014).   Approaches and methods in language teaching. NY: Cambridge University Press.

2.2   Additional Readings
   (Additional references for students to learn to expand their knowledge about the subject.)

Various articles from the following journals, selected by the tutor:

Applied Linguistics
ELT Journal
IATEFL Issues
Language Learning
TESOL Quarterly