

## City University of Hong Kong

### Information on a Course offered by Department of English with effect from Semester A in 2009 / 2010

This form is for completion by the *Course Co-ordinator*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

#### Part I

<b>Course Title:</b>	Curriculum Design in ESP
<b>Course Code:</b>	EN6959
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Prerequisites:</b> ( <i>Course Code and Title</i> )	NIL
<b>Precursors:</b> ( <i>Course Code and Title</i> )	NIL
<b>Equivalent Courses:</b> ( <i>Course Code and Title</i> )	NIL
<b>Exclusive Courses:</b> ( <i>Course Code and Title</i> )	NIL

#### Part II

##### 1. Course Aims

This course is designed to examine the central issues relevant to the teaching of English as a second language in professional contexts 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 for evaluating the effectiveness of training programmes and helps them understand the planning issues involved. By the end of the course students will have a deeper understanding of the theoretical issues involved in English for Specific Purposes (ESP) and how these relate to course design.

## 2. Course Intended Learning Outcomes (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)

Upon successful completion of this course, students should be able to:

No	CILOs	Weighting (if applicable)
1	Describe the theoretical background for ESP methods in English language teaching.	
2	Critically evaluate various approaches to the delivery of ESP course development and delivery.	
3	Analyse a case study and explain the details of a syllabus related to ESP course design.	

## 3. Teaching and Learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs - Some TLAs may address more than one CILO.)

CILO No.	TLAs	Hours/week (if applicable)
1-3	Interactive Lectures. Short input sessions integrated with student based discussion tasks.	
1-3	Tutorial activities and discussions. Students are provided with more opportunities to discuss central issues about ESP course design in small tutorial groups.	
1-3	Group Project. Students work in groups of 3 or 4 to analyze a case and apply the theories they have learned in the course to their project.	

## 4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs –Some assessment tasks/activities may address more than one CILO.)

CILO	Type of Assessment Tasks/Activities	Weighting	Remarks
1	<i>In-class test</i>	30%	There will be a one-hour in-class test in week 8 of the course. This test will cover the first part of the course, from weeks 1 to 6 and will be in the form of short written answers
1-3	<i>Group Project</i>	30%	Students are required to work in groups of 3 or 4. They will be given a situation that requires them to design an ESP course for a particular group of learners.

1-3	<i>Presentation of project</i>	10%	Individually, students present the main points of their group project to other members of the class. This mini-presentation will be <i>peer-assessed</i> .
1-3	<i>Lesson Plan</i>	20%	Based on the details of the group project, each student will prepare <u>one</u> detailed lesson plan for a 90-minute lesson which is part of the designed course.
1-3	<i>Class mark</i>	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.

**5. Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Standard (A+, A, A- ...F)

**Grading Criteria**

**Individual in-class test**

Grade	CILOs 1-3
A	Demonstrates excellent understanding of the subject matter.
B	Demonstrates good understanding of the subject matter, although weak on some points.
C	Demonstrates adequate understanding of the main issues.
D	Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.
F	Has not answered enough questions to demonstrate an understanding of the main issues.

**Written group project**

Grade	CILOs 1-3
A	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.
B	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.

C	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.
D	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.
F	An unacceptable written report. Brief, not enough information to form an idea of the course, and presented poorly.

**Individual presentation of project (peer marked)**

	<b>Comprehensibility (<i>use of vocabulary, accuracy, and fluency</i>)</b>	<b>Interaction (<i>listens and handles questions from audience. Able to give additional information</i>)</b>
8% - 10%	Entire message understood. All speakers notably good.	Students are active listeners and provide thoughtful and accurate follow up responses to questions.
5% - 7%	Entire message understood. Most speakers notably good. Some weaknesses in one area of comprehensibility.	Students are able to understand most of the questions and deal with them appropriately. Some disagreement or confusion in answering questions.
3% - 4%	Message sometimes hard to understand. Speakers not notably good in most areas.	Students do not demonstrate an ability to handle questions well. After some time can give responses.
0% - 2%	Message hard to understand. Lots of breakdowns and/or hesitations in pronunciation, accuracy or vocabulary.	Students confused when asked questions. Are not able to give adequate replies to the questions.

## Written Lesson Plan

	<b>CILOs 1-3</b>
A	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.
B	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.
C	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.
D	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.
F	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.

## Attendance

<b>Marks</b>	
10%	Has attended all classes.
5%	Has missed up to 3 classes.
0%	Has missed more than 3 classes.

### **Part III**

#### **Keyword Syllabus:**

ESP course design, English Language, Approaches and Methods of Curriculum Design, Case Studies in Course Design.

#### **Required reading:**

Lecture Handouts

Recommended Reading:

Harmer, J. (2001). *The practice of English language teaching*. Third Edition. New York: Longman.

Hubbard, P., Jones, H., Thornton, B. & Wheeler, R. (1983). *A training course for TEFL*. United Kingdom: Oxford University Press.

Larsen - Freeman, D. (1986). *Techniques and principles in language teaching*. New York: Oxford University Press.

Richards, Jack C. & Theodore, S. Rodgers (2001). *Approaches and methods in language teaching*. NY: Cambridge University Press.

#### Journals

*Applied Linguistics*

*ELT Journal*

*IATEFL Issues*

*Language Learning*

*TESOL Quarterly*

#### **Returned by**

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Date: 4 August 2008