

EN6495: APPROACHES TO LANGUAGE TEACHING

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Approaches to Language Teaching

Subject Code

EN - English

Course Number

6495

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

None

Precursors

None

Equivalent Courses

None

Exclusive Courses

None

Part II Course Details

Abstract

This course focuses on the principles and approaches to teaching English as a Second or Foreign language (TESL//TEFL). The course examines the central issues, principles and theories relevant to the teaching of English. It provides a framework for students as they discover the issues dealt with in this course. In addition, based on this background knowledge, the course provides exposure to practical techniques for the teaching of English.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Discover, identify and evaluate core theories related to teaching English as a second or foreign language.		x	x	
2	Apply the theories in (1) to analyze situations/ data in ESL/EFL.		x	x	
3	Apply the theories in the application of teaching English as a Second or Foreign Language.				x
4	Evaluate the effectiveness of the analysis in (3)				x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	Students will participate in lectures to learn key concepts related to the teaching of English as a Second or Foreign Language	1	
2	2	Students will engage with readings related to the lecture topics.	2	
3	3	Students will participate in workshops, discussions and practicum related to the teaching of English in which they will make discoveries about how languages are taught and try out innovative methods.	3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Group teaching demonstration This assessment requires students to work collaboratively to design and deliver a short teaching demonstration in video format. The video should showcase effective teaching strategies, clear instructional objectives, and engaging delivery methods tailored to a specific learner context. Each group member should actively contribute, demonstrating pedagogical knowledge, teamwork, and communication skills.	1, 2, 3, 4	30	The assessment is the creation of a video, which functions formatively during the process and summarively upon completion. The assistance of Artificial Intelligence (AI) in producing the video is an allowed component of the task.	Yes

2	In-class test This assessment will be conducted in class and will evaluate students' understanding of key concepts, theories, and applications covered throughout the term. The test may include a combination of multiple choices, cloze, and short-answer questions. Students are expected to demonstrate their ability to apply course knowledge to real-world or theoretical scenarios. No external aids are allowed unless specified. Academic integrity must be strictly observed.	1, 2, 3, 4	30	This is a summative assessment which does not allow AI use.	No
3	Individual assignment Students will complete one individual written assignment applying their understanding of the theories of teaching English as a second or foreign language and demonstrate the practical application of this via a detailed lesson plan (see assessment one above).	1, 2, 3, 4	30	This is a summative assessment which does not allow AI use.	No

4	Participation This component assesses students' active engagement in both face-to-face and online learning environments. It includes contributions to class discussions, responsiveness in group work, and meaningful interaction in online forums or platforms. Students are expected to demonstrate preparedness, critical thinking, and respectful collaboration. Consistent participation reflects a commitment to learning and enhances the overall classroom experience.	1, 2, 3	10	This course intentionally integrates AI as a tool to develop students' critical AI literacy. The assessment strategy shifts focus from content generation to the higher-order skills of evaluating, synthesizing, and applying AI-generated information. Students remain responsible for the final intellectual product, ensuring academic rigor.	Yes
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Continuous Assessment (%)

100

Minimum Continuous Assessment Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

Group teaching demonstration

Criterion

Collaborative teaching demonstration video showcasing pedagogical strategies, instructional clarity, and group coordination. AI tools are encouraged for lesson design, content creation, and video production, but must be clearly acknowledged.

Teaching Content / Organization / Delivery / Language Use / Creativity / Use of AI Tools

Excellent

Excellent (A+, A, A-)

The video presents a highly insightful and well-structured teaching demonstration tailored to a specific learner context. It showcases excellent pedagogical strategies, clear instructional objectives, and engaging delivery. The presentation is exceptionally well-organized, delivered in fluent, accurate, and idiomatic English, and demonstrates strong group

collaboration. AI tools are used creatively and effectively to enhance lesson design, content visualization, or video production, with clear acknowledgment of their use.

Good

Good (B+, B, B-)

The video presents a clear and well-structured teaching demonstration appropriate to the learner context. It applies sound pedagogical strategies and communicates instructional objectives effectively. The presentation is well-organized, delivered in largely fluent and accurate English, and shows good group coordination. AI tools are appropriately used to support aspects of the teaching or video production, and their use is acknowledged.

Fair

Fair (C+, C, C-)

The video presents an adequate teaching demonstration with basic structure and instructional clarity. Pedagogical strategies are applied with limited effectiveness. The presentation is understandable but may lack fluency or accuracy in English. Group collaboration is uneven. AI tools are used with limited effectiveness or integration, and acknowledgment may be unclear or incomplete.

Marginal

Marginal (D)

The video presents a weak teaching demonstration with poor structure and limited instructional clarity. Pedagogical strategies are minimally applied or inappropriate. The presentation is disorganized or partially incomprehensible due to language issues. Group collaboration is minimal. AI tools are used superficially or not meaningfully, and acknowledgment is lacking.

Failure

Fail (F)

The video fails to present a coherent teaching demonstration. It lacks instructional clarity, appropriate pedagogical strategies, and organization. The presentation is largely incomprehensible due to poor delivery or language use. Group collaboration is absent or dysfunctional. AI tools are not used or are misused in a way that detracts from the quality of the presentation, with no acknowledgment provided.

Assessment Task

In-class test

Criterion

Assessment of students' comprehension and application of course concepts through multiple-choice questions, quizzes, and short-answer responses. The test evaluates accuracy, clarity, and depth of understanding under time constraints. Accuracy / Understanding / Application / Clarity / Language Use / Time Management

Excellent

Excellent (A+, A, A-)

The student answers all or nearly all multiple-choice and quiz questions correctly, demonstrating a thorough understanding of course content. Short-answer responses are insightful, clearly articulated, and show strong analytical thinking and application of concepts. Language use is fluent and accurate. Time is managed effectively, with all sections completed.

Good

Good (B+, B, B-)

The student answers most multiple-choice and quiz questions correctly, showing solid understanding of the material. Short-answer responses are relevant and reasonably well-developed, with good clarity and application. Language use is mostly accurate. Time is managed well, with most sections completed.

Fair

Fair (C+, C, C-)

The student answers some multiple-choice and quiz questions correctly, showing basic understanding. Short-answer responses are adequate but may lack depth or clarity. Language use is acceptable but may contain errors. Time management may be uneven, with some sections incomplete or rushed.

Marginal

Marginal (D)

The student answers few multiple-choice and quiz questions correctly, showing limited understanding. Short-answer responses are poorly developed or unclear. Language use is weak, with frequent errors. Time management is poor, with several sections incomplete.

Failure

Fail (F)

The student answers very few or no questions correctly. Short-answer responses are missing, irrelevant, or incoherent. Language use is inadequate. The exam is incomplete or not attempted in a meaningful way.

Assessment Task

Individual assignment

Excellent

(A+, A, A-)

- Demonstrates a deep understanding of theory and practice.
- Able to logically link the sections of the lesson together well.
- Is sensitive to language problems students may have.
- Uses clear language appropriately.

Good

(B+, B, B-)

- Presents a good understanding of theory and practice.
- Mostly able to link the sections of the lesson together, although there are some gaps.
- Has some sensitivity to language problems students may have, but misses others.
- Has good command of English presenting the lesson plan.

Fair

(C+, C, C-)

- Demonstrates only a limited understanding of theory and practice.
- Shows only a limited ability to link the sections of the lesson together.
- Has little sensitivity to the possible language problems students may encounter in the lesson.
- The written presentation of the text is weak.

Marginal

(D)

- Demonstrates very limited understanding of theory and practice.
- Shows very limited ability to link the sections of the lesson together.
- Has little sensitivity to the possible language problems students may encounter in the lesson.
- The written presentation of the text is weak.

Failure

(F)

- Does not present evidence of understanding theory and practice.
- Does not present a coherent lesson plan that any other teacher could follow.
- Illustrates the topic within a very limited local perspective.
- Has a limited command of English when presenting the topic. It is difficult for the reader to follow the cohesion of the text.

Assessment Task**Participation****Criterion**

Active engagement in class discussions, group work, and online platforms. Students are expected to contribute thoughtfully, demonstrate preparedness, and interact respectfully with peers and the instructor. Participation includes both verbal and written contributions, responsiveness, and collaboration in learning activities.

Excellent

Excellent (A+, A, A-)

The student consistently participates in class and online activities with high levels of engagement and preparedness. Contributions are thoughtful, relevant, and demonstrate critical thinking. The student actively supports group work and discussions, both in-person and online, and interacts respectfully and constructively with peers. Online posts or responses are timely, insightful, and well-articulated.

Good

Good (B+, B, B-)

The student regularly participates in class and online activities with a good level of engagement. Contributions are generally relevant and demonstrate understanding of course materials. The student collaborates well in group work and discussions, and maintains respectful interactions. Online participation is consistent and contributes meaningfully to the learning environment.

Fair

Fair (C+, C, C-)

The student participates occasionally in class and online activities, with limited engagement. Contributions may be brief or lack depth, and preparedness may vary. Group collaboration is uneven, and online participation is sporadic or superficial. The student may need encouragement to engage more actively and consistently.

Marginal

Marginal (D)

The student rarely participates in class or online activities. Contributions are minimal, off-topic, or show limited understanding of course content. Group collaboration is weak, and online engagement is infrequent or lacks substance. The student shows little initiative in contributing to the learning community.

Failure

Fail (F)

The student does not participate in class or online activities. There is no evidence of engagement, collaboration, or contribution to discussions. The student fails to meet the basic expectations for participation in the course.

Part III Other Information**Keyword Syllabus**

Teaching English as a Second or Foreign Language; approaches and methods; language skills: listening, speaking, reading, writing; grammar; pronunciation; lesson planning; micro-teaching; classroom management.

Reading List**Compulsory Readings**

Title	
1	None

Additional Readings

	Title
1	Flowerdew J & Miller L (2005) Second Language Listening Theory and Practice CUP: New York
2	Harmer J (1995) The Practice of English Language Teaching Longman
3	Nunan D (Ed) (2004) Practical English Language Teaching McGraw Hill
4	Richards J C and Rogers T S (2001) Approaches and Methods in Language Teaching New York: Cambridge University Press
5	Richards JC (2014) Key Issues in Language Teaching Cambridge: CUP
6	On-line Journals
7	Modern Language Teacher: http://www.onlinemet.com/
8	ELT Journal: http://eltj.oxfordjournals.org/
9	Humanizing Language Teaching: http://www.hltmag.co.uk/
10	Articles
11	Andersen, N. (2004) Reading. Reading In D. Nunan (Ed.) Practical English language Teaching. McGraw-Hill.
12	Bailey, M. (2004) Speaking. In D. Nunan (Ed.) Practical English language Teaching. McGraw-Hill.
13	Carless, D. (2002) 'Implementing task-based learning with young learners' ELTJ 56/4.
14	Curriculum Development Council. (1999). Syllabus for English Language (Secondary 1- 5). Hong Kong: CDC publication.
15	Curriculum Development Council. (2001). Learning to Learn: The Way forward in curriculum development. Hong Kong: CDC publication.
16	Curriculum Development Council. (2002). Basics Education Curriculum Guide: Building on Strengths (Primary 1 – Secondary 3). Hong Kong: CDC publication.
17	Hafner, C. and Miller, L. (2012). Project-based learning in a technologically-enhanced learning environment for second language learners: Students' perceptions. E-Learning and Digital Media. 9/2, 183-195.
18	Helgesen, M. (2004) Listening. In D. Nunan (Ed.) Practical English language Teaching. McGraw-Hill.
19	Larry Vandergrift (2004) Listening to Learn or Learning to Listen? Annual Review of Applied Linguistics Volume 24.
20	Michael McCarthy, Anne O'Keeffe (2004) Research in the Teaching of Speaking. Annual Review of Applied Linguistics. Volume 24.
21	Miller, L. (2000) A Listening Lesson: How to make the coursebook more interesting. Modern English Teacher, 9 (4) 25-28,
22	Miller, L. (2001) A Writing Lesson: How to make the coursebook more interesting. Modern English Teacher, 10 (1) 34-38, 2001.
23	Miller, L. (2001) A Speaking Lesson: How to make the course book more interesting. Modern English Teacher, 10 (2) 25-28, 2001.
24	Miller, L (2014). 'English for Science and Technology'. InThe Routledge Handbook of Language and Professional Communication. V. Bhatia & S. Bremner (eds.) London: Routledge/Taylor Francis, pp304-320.
25	Tony Silva, Colleen Brice (2004). Research in Teaching Writing. Annual Review of Applied Linguistics. Volume 24.
26	Sokolik, M. (2004) Writing. In D. Nunan (Ed.) Practical English language Teaching. McGraw-Hill.
27	Teacher training through video [video recording] : ESL techniques / produced by K. Lynn Savage ; a Video Guys production. Publisher White Plains, N.Y. : Longman, c1992. (Lesson Planning)
28	William Grabe (2004) Research on Teaching Reading. Annual Review of Applied Linguistics. Volume 24