

LT5412: ENGLISH LANGUAGE TEACHING

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

English Language Teaching

Subject Code

LT - Linguistics and Translation

Course Number

5412

Academic Unit

Linguistics and Translation (LT)

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

Nil

Precursors

Nil

Equivalent Courses

CTL5412 Language Teaching

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to introduce the students to major aspects of English language teaching, and to provide them with a framework in which they can apply various linguistic theories to different levels of teaching English as a second/foreign language (TESL/TEFL) so as to develop effective and innovative language pedagogy.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Discuss theories and studies in language and language learning.			x	
2	Discuss theoretical issues raised in TESL and TEFL.			x	
3	Describe and evaluate different approaches and methods in English language teaching (principles in curriculum and syllabus design, material development, and language testing)		x	x	
4	Design research in language teaching and learning.			x	x
5	Evaluate related language learning theories, teaching methods, and pedagogical materials.		x	x	x
6	Formulate English lesson plans or other instructional materials for grammar, vocabulary, the four modalities of language (reading, writing, listening, and speaking, including pronunciation).			x	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	Lectures	Presenting, explaining, and discussing concepts, theories and methodologies in English language teaching.	1, 2, 3, 4, 5, 6	
2	In-class discussion	Discussion on cases of English teaching methodologies and analysis of lesson plans.	1, 2, 3, 4, 5, 6	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Teaching demonstration/ observation: this is a group assignment and includes two parts. a) Students in groups will demonstrate a short teaching session or instead watch two full-length classes of EFL/ESL. For teaching observation, the observed classes can be conducted by a novice or an experienced teacher at any level, but should not be in format of private tutoring. b) (Self) Reflection reports should be written up after demonstration or observation. The report should demonstrate in depth critical analysis/reflection on teaching philosophy and methods based on class discussion and models introduced in readings. More detailed instructions on formats and styles will be provided and explained in class.	1, 2, 3, 5, 6	40	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

2	In-class test: An accumulative open-book test (2 hours) will be carried out at the end of the semester. It is to test students' understanding and application of theories and models discussed in class.	1, 2, 3, 4, 5, 6	60	-	No
---	--	------------------	----	---	----

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Teaching demonstration/observation

Criterion

Team collaboration; fluency and clarity in presenting, team collaboration, and creativity; clarity and depth in (self) reflection report

Excellent (A+, A, A-)

Excellent cooperation among members. Demonstration of outstanding grasp of the nature of theories and understanding of the implications to teaching and learning. Fluent, effective, and creative presentation. Excellent cooperation among members.

Good (B+, B, B-)

Good cooperation among members. Demonstration of good grasp of the nature of theories and understanding of the implications to teaching and learning. Fairly fluent, effective, and creative presentation. Good cooperation among members.

Fair (C+, C, C-)

Adequate or acceptable cooperation among members. Demonstration of good grasp of the nature of theories and demonstration of adequate grasp of the nature of theories and understanding of the implications to teaching and learning. Average fluency and clarity in presentation. Adequate cooperation among members.

Marginal (D)

Inadequate or marginal cooperation among members. Demonstration of good grasp of the nature of theories and demonstration of marginal grasp of the nature of theories and understanding of the implications to teaching and learning. Clear presentation. Marginal cooperation among members.

Failure (F)

Unable to meet most or all criterion.

Assessment Task

In-class test

Criterion

Accuracy and clarity in analysis, organization and fluency in writing

Excellent (A+, A, A-)

Demonstration of outstanding grasp of the nature of theories and understanding of the implications to teaching and learning. Fluent, clear, and in-depth analysis and discussion of issues involved.

Good (B+, B, B-)

Demonstration of good grasp of the nature of theories and understanding of the implications to teaching and learning. Fairly fluent, clear, and in-depth analysis and discussion of issues involved.

Fair (C+, C, C-)

Demonstration of average grasp of the nature of theories and understanding of the implications to teaching and learning. Average fluency and clarity in analysis and discussion of issues involved.

Marginal (D)

Demonstration of marginal grasp of the nature of theories and understanding of the implications to teaching and learning. Marginal analysis and discussion of issues involved.

Failure (F)

Unable to meet most or all criterion.

Part III Other Information

Keyword Syllabus

Theories of language and language learning: Structural, functional and interactional theories, Behaviourist, naturalistic, and cognitive theories; Approaches of language teaching: Grammar-Translation Approach, Oral-Structural-Situational Approaches and Communicative Approaches.

Syllabus design: product-oriented/process-oriented syllabuses, and analytic/ synthetic syllabuses.

Material design: text-based/ topic-based/ task-based and multi-media materials.

Teaching methods: teaching the language system, reading, writing, listening and speaking, classroom interaction, the roles of teachers and learners.

Assessment methods: Basic concepts of language testing, test techniques, assessing reading, writing, listening and oral abilities, tests of grammar, vocabulary and pronunciation; formative/summative assessment.

Evaluation and Research: Purposes and methods of evaluation, types of research, research methods.

Reading List**Compulsory Readings**

Title	
1	Larsen-Freeman, Diane. Techniques and Principles in Language Teaching Oxford University Press.
2	Lightbown Patsy M. and Spada, Nina. How languages are learned Oxford University Press.
3	Ur, Penny. A Course in Language Teaching. Cambridge: Cambridge.

Additional Readings

Title	
1	Celce-Murcia, Marianne (Ed.), Teaching English as a Second or Foreign Language, Heinle & Heinle.
2	Richards, Jack. New Ways in Teaching Grammar, Pantagraph Printing.