BNU-HKBU
UNITED INTERNATIONAL COLLEGE
UNDERGRADUATE HANDBOOK
2009

Division of Humanities and Social Sciences

Teaching English as a Second Language Programme
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1. Introduction

This student handbook provides some general information about the Programme - Teaching English as a Second Language, in the Division of Humanities and Social Sciences, BNU-HKBU United International College. Students can also find specific information about the programme curriculum, structure, degree requirements, etc. in this handbook. Students should read this handbook carefully and talk to their mentor, teacher, Programme Coordinator, or the Division Dean if they have any queries. The contents of this handbook are for reference only, and are subject to change without prior notice.

2. The Division of Humanities and Social Sciences

The primary academic objective of the Division is to provide students with a number of four-year Honours Degree Programmes. Six major programmes are currently offered:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Degree</th>
<th>Years of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinema and Television</td>
<td>BA (Hons) (i)</td>
<td>4</td>
</tr>
<tr>
<td>Government and International Relations</td>
<td>BSocSc (Hons) (ii)</td>
<td>4</td>
</tr>
<tr>
<td>International Journalism</td>
<td>BA (Hons) (iii)</td>
<td>4</td>
</tr>
<tr>
<td>Public Relations and Advertising</td>
<td>BA (Hons) (iv)</td>
<td>4</td>
</tr>
<tr>
<td>Social Work and Social Administration</td>
<td>BSWSA (Hons) (v)</td>
<td>4</td>
</tr>
<tr>
<td>Teaching English as a Second Language</td>
<td>BA (Hons) (vi)</td>
<td>4</td>
</tr>
</tbody>
</table>

3. The Teaching English as a Second Language-TESL Programme

The Teaching English as a Second Language Programme at UIC is committed to quality, leading-edge education, and research. It offers the Bachelor of Arts (Honours) in Teaching English as a Second Language.

The degree will be awarded by the Hong Kong Baptist University: (i) Bachelor of Arts (Honours) in Cinema and Television; (ii) Bachelor of Social Sciences (Honours) in Government and International Relations; (iii) Bachelor of Arts (Honours) in International Journalism; (iv) Bachelor of Arts (Honours) in Public Relations and Advertising; (v) Bachelor of Social Work and Social Administration (Honours); (vi) Bachelor of Arts (Honours) in Teaching English as a Second Language.
3.1. Teaching Methods and Medium of Instruction

Teaching will be mainly by formal lectures. Tutorials and language laboratory sessions will also be organized to complement formal lectures. The most up-to-date IT tools will be used to aid teaching and learning. English is the medium of instruction for lectures, tutorials and laboratory classes.

A special feature is the Language-Teaching Practicum, which provides trainees with opportunities for actual language teaching in schools under the supervision of the academic staff, and a subject on Action Research, which encourages teachers and trainees to turn their experience in the classroom into useful and practical research findings.

The teaching of the programme takes the general format of class lectures followed by tutorials to ensure that students not only get the appropriate exposure (in lectures) to the key concepts and paradigms in the respective subjects of study, but also sufficient opportunity and encouragement (in tutorials) to discuss, examine, and assimilate these ideas.

The assigned readings in this programme are intended to broaden the students’ knowledge of the subject, and save the teacher the time and burden of having to ‘transmit’ every detail of this knowledge to the students in class, so that they can focus on what is more important, i.e. how we have arrived at the central beliefs and practices in our discipline and why we subscribe to them, and how we can constantly put them to the test and improve on them.

The programme seeks as far as possible to combine theory and practice. In the Linguistics subjects (Area 1), the acquisition of subject knowledge is balanced by the practical skills of linguistic analysis; in the Language Proficiency subject (Area 2), the emphasis is on improving the students’ proficiency and fluency through language use; in the Language Teaching subjects (Area 3), students do assignments and projects which require them to apply the knowledge they have learned to the solution of practical problems in language-teaching. Finally and most importantly, the students undergo four weeks of Teaching Practicum in their fourth year, where they put to use everything that they have learned in this programme.

3.2. Programme Aims, Objectives and Learning Outcomes

The general aim of the programme is to provide a well-rounded academic and professional education for future teachers of English in China, who are competent and up-to-date in the three main areas of the discipline, i.e. Subject Knowledge, Language Proficiency and Language-Teaching Methodology.
Specifically, the objectives of the programme are:

a) To help students acquire a comprehensive and in-depth understanding of the linguistic structure of English (including its phonology, morphology, syntax, semantics and discourse), as well as various other aspects (social, educational, cultural, etc.) of English as it is used in the world today.

b) To raise the students’ own proficiency in English to a level fitting for teachers of English as a second language, in all the four skills of speaking, listening, reading and writing, and including classroom discourse, grammatical competence and error-correction.

c) To develop the students’ understanding of the basic principles, approaches and methodologies in the teaching of English as a second language, and their ability to apply these in their own teaching of English in the local context.

Upon completion of the programme, students should be able to:

a) Teach English at primary or secondary school level, demonstrating their systematic training in up-to-date approaches and methodologies in the teaching of English as a second language.

b) Design and develop syllabuses for English subjects at primary or secondary school level, and produce appropriate learning materials, tests and teaching aids for these subjects.

c) Exhibit a level of proficiency in English appropriate for teachers of English as a second language, in all the four skills of speaking, listening, reading and writing, and be able to use the appropriate classroom discourse in English.

d) Reflect on their own teaching performance and on their students’ learning outcomes in an informed manner, and turn their experience in the classroom into useful and practical findings for the improvement of their teaching.

4. Teaching Staff

Full-time teaching staff are recruited from all over the world. Presently, Prof. Jeff Wilkinson is the Acting Dean of the Division of Humanities and Social Sciences and the Programme Coordinator is Dr. Dave Towey.
5. Programme Structure

<table>
<thead>
<tr>
<th>Subjects (科目)</th>
<th>Credits (学分)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Required Core Subjects</td>
<td>69</td>
</tr>
<tr>
<td>(专业必修科目)</td>
<td></td>
</tr>
<tr>
<td>Major Elective Subjects</td>
<td>9</td>
</tr>
<tr>
<td>(专业选修科目)</td>
<td></td>
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<tr>
<td>General Education Required Subjects</td>
<td>39</td>
</tr>
<tr>
<td>(通识教育必修科目)</td>
<td></td>
</tr>
<tr>
<td>General Education Elective Subjects</td>
<td>18</td>
</tr>
<tr>
<td>(通识教育选修科目)</td>
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</tr>
<tr>
<td>Whole Person Education Experiential</td>
<td>5</td>
</tr>
<tr>
<td>Learning Modules</td>
<td></td>
</tr>
<tr>
<td>(全人教育体验学习课程)</td>
<td></td>
</tr>
<tr>
<td>Total (合计)</td>
<td>140</td>
</tr>
</tbody>
</table>

The programme is designed to give due weight to the three major areas in the professional preparation of English teachers, namely:

a) **Subject Knowledge**: Subjects on the linguistic structure of English – including its phonological, morphological, syntactic, semantic and discourse properties — and on the literary tradition in English. In addition, electives are offered on various aspects of English as it is used today (with special relevance to the Chinese context), including bilingualism, the relationship between language and society and culture, and the development of English as a world language. Trainees are also equipped with the tools with which to analyse language, both to advance their own and their students’ understanding of English.

b) **English Proficiency**: Hand-in-hand with subject knowledge, teachers of English will need to be highly proficient in the language itself, to serve as proper linguistic ‘models’ for their students. Subjects are designed to strengthen various aspects of the trainees’ proficiency in English, on top of the four compulsory English subjects (English I-IV) which all undergraduates of UIC are required to take from the English Language Centre. Since the basic English skills are already taught by the English Language Centre, the subjects in this area will focus on specific skills at a higher level, including classroom English, grammatical competence, advanced speaking and writing skills, and error-correction.

c) **Language Teaching Methodology**: The final component of the programme focuses on the principles, approaches and methodologies of teaching English as a second language, and the applications of linguistics, communication, psychology and other disciplines to language-teaching. It provides comprehensive coverage of all the main...
components of language teaching/learning, from syllabus and materials design to language-learning theories and methodologies, and to language testing and assessment. It also takes into account the psychological, social, cultural and institutional aspects of language teaching/learning. A special feature is the Language-Teaching Practicum, which provides trainees with opportunities for actual language teaching in schools under the supervision of the academic staff, and a subject on Action Research, which encourages teachers to turn their experience in the classroom into useful and practical research findings.

In addition to the study of the three major areas, students are required to undertake a final year project in the fourth year of study. The final year project provides students with an opportunity to conduct independent research in a subject area related to those covered throughout their candidacy.

5.1. **Major Required Core/Elective Subjects**

5.1.1. Students majoring in the programme will take **78 credits** in their major discipline, which includes **69 credits** of **compulsory core subjects** (23 subjects in all) and **9 credits** of **elective subjects** (3 subjects in all).

5.1.2. In addition to the 78 credits, the students will take 4 English Language proficiency subjects from the English Language Centre, and other required General Education subjects, in common with all other UIC undergraduates. Foreign students whose native language is English, or who can demonstrate near-native competence in English, may (at the discretion of UIC) be exempted from some or all of the 4 English Language proficiency subjects, and take Chinese or other language subjects instead.

5.1.3. The major required core/elective subjects of TESL are listed as the following: Compulsory subjects are marked with an asterisk * (the unmarked ones are elective subjects).

**Area 1: Subject Knowledge (minimum 9 subjects, 27 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Chinese Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL1010</td>
<td>Introduction to the Study of Language*</td>
<td>语言学习导论*</td>
<td>3</td>
</tr>
<tr>
<td>TESL1070</td>
<td>Introduction to English Literature I*</td>
<td>英语文学导论 I*</td>
<td>3</td>
</tr>
<tr>
<td>TESL2020</td>
<td>Syntax and Morphology*</td>
<td>句法与词法*</td>
<td>3</td>
</tr>
<tr>
<td>TESL2030</td>
<td>Phonetics and Phonology*</td>
<td>语音学与音律学*</td>
<td>3</td>
</tr>
<tr>
<td>TESL2040</td>
<td>Semantics and Pragmatics*</td>
<td>语义学与语用学*</td>
<td>3</td>
</tr>
<tr>
<td>TESL2060</td>
<td>Discourse Analysis*</td>
<td>话语分析*</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Subject</td>
<td>Chinese Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>TESL3050</td>
<td>Contrastive Analysis of Chinese and English*</td>
<td>中英文对比分析*</td>
<td>3</td>
</tr>
<tr>
<td>TESL3080</td>
<td>Introduction to English Literature II*</td>
<td>英语文学导论 II*</td>
<td>3</td>
</tr>
<tr>
<td>TESL3060</td>
<td>Introduction to Psycholinguistics</td>
<td>心理语言学导论</td>
<td>3</td>
</tr>
<tr>
<td>TESL3090</td>
<td>English as a World Language</td>
<td>英语作为世界语言</td>
<td>3</td>
</tr>
<tr>
<td>TESL3100</td>
<td>Bilingualism and Bilingual Education</td>
<td>双语与双语教育</td>
<td>3</td>
</tr>
<tr>
<td>TESL3110</td>
<td>Language and Education</td>
<td>语言与教育</td>
<td>3</td>
</tr>
<tr>
<td>TESL3120</td>
<td>Language and Society</td>
<td>语言与社会</td>
<td>3</td>
</tr>
<tr>
<td>TESL3130</td>
<td>Language and Culture</td>
<td>语言与文化</td>
<td>3</td>
</tr>
<tr>
<td>TESL4010</td>
<td>Introduction to Translation and Culture</td>
<td>翻译与文化导论</td>
<td>3</td>
</tr>
<tr>
<td>TESL4140</td>
<td>Special Topics in Linguistics</td>
<td>语言学特殊专题</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area 2: English Proficiency (minimum 6 subjects, 18 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Chinese Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL2150</td>
<td>English Grammar*</td>
<td>英语语法*</td>
<td>3</td>
</tr>
<tr>
<td>TESL2200</td>
<td>Word Usage / Vocabulary in Context*</td>
<td>词的使用与语境中的词汇*</td>
<td>3</td>
</tr>
<tr>
<td>TESL3160</td>
<td>Error analysis – Language Problems of Chinese ESL Learners*</td>
<td>中国以英语作为第二语言学习者的语言问题的有关错误分析*</td>
<td>3</td>
</tr>
<tr>
<td>TESL3220</td>
<td>English Language Skills for Teachers*</td>
<td>教师英语语言技巧*</td>
<td>3</td>
</tr>
<tr>
<td>TESL4170</td>
<td>Creative Writing I*</td>
<td>创造性写作 I*</td>
<td>3</td>
</tr>
<tr>
<td>TESL2210</td>
<td>Drama Workshop/Language Arts Workshop</td>
<td>戏剧研习</td>
<td>3</td>
</tr>
<tr>
<td>TESL3190</td>
<td>English through Mass Media</td>
<td>大众传媒中的英语</td>
<td>3</td>
</tr>
<tr>
<td>TESL4180</td>
<td>Creative Writing II</td>
<td>创造性写作 II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area 3: Language Teaching Methodology (minimum 9 subjects, 27 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Chinese Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL2230</td>
<td>First and Second Language Acquisition*</td>
<td>母语与第二语言的习得*</td>
<td>3</td>
</tr>
<tr>
<td>TESL2260</td>
<td>Approaches to Second Language Teaching*</td>
<td>第二语言的教学方法*</td>
<td>3</td>
</tr>
<tr>
<td>TESL3240</td>
<td>Curriculum Development and Materials Design*</td>
<td>课程编制发展与材料分析*</td>
<td>3</td>
</tr>
<tr>
<td>TESL3250</td>
<td>Assessment and Evaluation*</td>
<td>评估与评价*</td>
<td>3</td>
</tr>
</tbody>
</table>
### Teaching English as a Second Language Programme

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Chinese Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL3271</td>
<td>Language Teaching Methodology I*</td>
<td>语言教学方法 I*</td>
<td>3</td>
</tr>
<tr>
<td>TESL3272</td>
<td>Language Teaching Methodology II*</td>
<td>语言教学方法 II*</td>
<td>3</td>
</tr>
<tr>
<td>TESL4310</td>
<td>Action Research*</td>
<td>实践研究*</td>
<td>3</td>
</tr>
<tr>
<td>TESL4350</td>
<td>Language-Teaching Practicum I*</td>
<td>语言教学实习 I*</td>
<td>3</td>
</tr>
<tr>
<td>PSY2040</td>
<td>Educational Psychology</td>
<td>教育心理学</td>
<td>3</td>
</tr>
<tr>
<td>TESL4290</td>
<td>Teaching Cross-cultural Communication</td>
<td>跨文化交流的教学</td>
<td>3</td>
</tr>
<tr>
<td>TESL4300</td>
<td>English for Specific Purposes</td>
<td>英语作为特别用途</td>
<td>3</td>
</tr>
<tr>
<td>TESL4320</td>
<td>Special Topics in Second Language Acquisition</td>
<td>第二语言习得特殊专题</td>
<td>3</td>
</tr>
<tr>
<td>TESL4330</td>
<td>Language Planning and Language Policy</td>
<td>语言计划与语言政策</td>
<td>3</td>
</tr>
<tr>
<td>TESL4340</td>
<td>Computer Assisted Language Learning</td>
<td>电子化语言学习</td>
<td>3</td>
</tr>
<tr>
<td>TESL4370</td>
<td>Language-Teaching Practicum II</td>
<td>语言教学实习 II</td>
<td>3</td>
</tr>
<tr>
<td>TESL4380</td>
<td>Internship</td>
<td>课外综合实践</td>
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</table>

**Final Year Project (6 credits)**

<table>
<thead>
<tr>
<th>Code</th>
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<th>Chinese Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL4361</td>
<td>Final Year Project I *</td>
<td>毕业论文 I*</td>
<td>3</td>
</tr>
<tr>
<td>TESL4362</td>
<td>Final Year Project II *</td>
<td>毕业论文 II*</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, all students (unless exempted under 5.1.2) are required to take 12 credits of English Language from the English Language Centre, as part of the General Education requirement.

### 5.2. General Education Required (GER) Subjects

Students should complete the required subjects under each of the following GER categories. For detailed subject offerings, please see Appendix I.

<table>
<thead>
<tr>
<th>GER Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>6</td>
</tr>
<tr>
<td>English Language</td>
<td>18</td>
</tr>
<tr>
<td>I.T. Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

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5.3. **General Education Elective (GEE) Subjects**

All students are required to take 18 GEE credits. They should complete at least one subject from the category of Chinese Culture and Society, and the remaining credits from any of the following GEE categories, preferably subjects outside their own specialization. For detailed subject offerings, please see Appendix I.

**GEE Category**
- Chinese Culture and Society
- Business and Communication
- Foreign Languages and Cultures
- Humanities
- Social Sciences
- Science and Technology

5.4. **Whole Person Education Experiential (WPE) Learning Modules**

Within the WPE structure, 8 modules are grouped into 5 sections. Each module is worth one credit unit. Students should earn at least one credit from each section in order to meet the WPE graduation requirements.

Please see Appendix II for information about the 8 WPE modules.

6. **Subject Descriptions**

6.1. **Major Required Core Subjects**

**TESL1010 INTRODUCTION TO THE STUDY OF LANGUAGE**  (3 credits)

**Pre-requisite(s):** None

**Subject Description:** This is a general introductory subject to introduce to students the various aspects of human language: its sound patterns, word structure, sentence patterns, historical changes, dialects, language families, society and language, language acquisition, writing systems, etc. It lays the groundwork for more detailed subjects on individual aspects of language, as given below.

**TESL1070 INTRODUCTION TO ENGLISH LITERATURE I**  (3 credits)

**Pre-requisite(s):** None

**Subject Description:** This subject aims to foster students’ understanding of the genres of English literature, and to develop their extensive reading habits. It focuses on the characteristic features and recognition of two primary literary genres: fiction and drama. Students are required to read and analyze a number of selected works so as to identify
the thoughts and feelings conveyed in the texts, and to compare and contrast literary texts and genres in terms of theme, technique and style.

TESL2020 SYNTAX AND MORPHOLOGY (3 credits)

Pre-requisite(s): None

Subject Description: This subject aims to introduce the fundamental concepts of word structure and sentence structure. The morphology part covers derivation, the analysis of complex words, word formation processes; the syntax part covers phrasal categories, subcategories, transformations. The focus is on English word formation rules and processes and the analysis of English sentence structure.

TESL2030 PHONETICS AND PHONOLOGY (3 credits)

Pre-requisite(s): None

Subject Description: The subject introduces students to the sounds and sound system of English, and aims to develop their ability to analyse phonological structure and phonological processes. Topics include: the description, classification and transcription of English sounds; the phonetic system of English; allophonic rules; phonological processes; syllable structure; stress and intonation.

TESL2040 SEMANTICS AND PRAGMATICS (3 credits)

Pre-requisite(s): None

Subject Description: This subject aims to develop students’ meta-linguistic knowledge of the semantic properties of English words and expressions, and to examine language use in context. Concepts and issues such as lexical semantics, semantics and meaning, contexts, schemata, cohesive devices, and the cooperative principle and politeness principle will be introduced and discussed.

TESL2060 DISCOURSE ANALYSIS (3 credits)

Pre-requisite(s): None

Subject Description: This subject aims to increase students’ understanding of how language is used in a meaningful way in different spoken and written contexts. Different approaches to discourse analysis such as speech acts, conversation analysis, ethnography of communication, and the genres of written language such as academic writing and news reporting will be studied. Differences between spoken and written language will be discussed.

TESL2150 ENGLISH GRAMMAR (3 credits)

Pre-requisite(s): None

Subject Description: Grammar has traditionally been taught prescriptively as a collection of rules to be applied. This subject takes a more modern approach, in first assuming a model of English grammar based on sound, objective and descriptive
principles, and secondly, guiding the students to discover English grammar for themselves through an inductive approach, rather than merely handing down the rules. By this means, students will not only acquire a deeper understanding of how English grammar works, but learn the skills of grammatical analysis.

TESL2200 WORD USAGE/ VOCABULARY IN CONTEXT (3 credits)
Pre-requisite(s): None
Subject Description: This subject aims to provide students with more advanced knowledge about how English is actually spoken and written. It is closely related to the contextualized use of English and enables the students to use the language naturally and effectively. It provides detailed explanations of some commonly confused or misused words and problems of word collocation through real examples.

TESL2230 FIRST AND SECOND LANGUAGE ACQUISITION (3 credits)
Pre-requisite(s): None
Subject Description: This subject aims to help students understand basic concepts and principles in language acquisition. It compares the similarities and differences between first and second language acquisition, and discusses the major factors affecting language acquisition and learning, such as age, individual differences, motivation, learning environment with special reference to Chinese speakers learning English.

TESL2260 APPROACHES TO SECOND LANGUAGE TEACHING (3 credits)
Pre-requisite(s): None
Subject Description: This subject aims to provide opportunities through lectures, guided reading, discussion and assignments for students to (a) understand more about the principles of teaching a second language, (b) learn about the history and application of various language teaching approaches, methods, techniques and strategies, (c) relate the learned knowledge and expertise to the language teaching situation in China, and (d) explore the ways of applying these approaches and strategies to language classrooms.

TESL3050 CONTRASTIVE ANALYSIS OF CHINESE AND ENGLISH (3 credits)
Pre-requisite(s): None
Subject Description: The aim of this subject is to help students understand the similarities and differences between the grammars of Chinese and English. This language awareness is very important to Chinese speakers who are learning English. The subject compares and contrasts the following grammar components of the two languages: word order, passive structure, subordinate clauses such as relative clauses, adverbial clauses, questions, negation, comparison, the tense-aspect system.
TESL3080 INTRODUCTION TO ENGLISH LITERATURE II  (3 credits)

Pre-requisite(s): TESL1070 INTRODUCTION TO ENGLISH LITERATURE I

Subject Description: This subject aims to foster a better understanding of the skills and manipulation of language in literature to achieve a variety of effects such as creativity, interconnections within and between texts; and to help students appreciate different cultures and attitudes. Introduction to English Literature II mainly explores films, humour, and speeches. Students are required to study, analyze and read aloud some set texts so as to develop awareness of the register, phonological system of English, use of rhythm and rhyme and other sound devices; and to enlarge their vocabulary.

TESL3160 ERROR ANALYSIS – LANGUAGE PROBLEMS OF CHINESE ESL LEARNERS  (3 credits)

Pre-requisite(s): None

Subject Description: This subject aims to train the students to analyze and correct learners’ errors so that their learning can be more effective and their accuracy in using English can be improved. Based on the principles of error correction, it addresses the common errors made by Chinese learners of English, identifies strategies which learners prefer in language learning, tries to find out the causes of learner errors, and to obtain information on common difficulties in language learning as an aid to teaching or in the preparation of teaching materials.

TESL3220 ENGLISH LANGUAGE SKILLS FOR TEACHERS  (3 credits)

Pre-requisite(s): None

Subject Description: This subject aims to enhance students’ communication skills and communicative competence in the language classroom by means of increasing their awareness of the communication patterns of teachers and students. Communication discourse, with particular reference to the Chinese EFL context, such as teacher-student interaction, student-student interaction, negotiation of meaning, teachers’ and students’ perceptions of classroom communication; and factors affecting comprehension and communication will be studied. Some methods to promote communication in the classroom will be discussed.

TESL3240 CURRICULUM DEVELOPMENT AND MATERIALS DESIGN  (3 credits)

Pre-requisite(s): None

Subject Description: The aims of the subject are twofold. Firstly, it introduces the concept of curriculum development, change and evaluation, the different modes and processes of curriculum design. Secondly it discusses factors affecting curriculum development and its impact on materials design; as well as the principles of instructional design. It emphasizes the relationship between curriculum and materials...
design, particularly teacher involvement in curriculum development. Students are required to analyze the English curriculum of a school they are familiar with and its teaching materials by applying the relevant concepts and principles.

TESL3250 ASSESSMENT AND EVALUATION (3 credits)

Pre-requisite(s): None

Subject Description: This subject aims to give detailed guidance on how to write, administer and score test questions, and how to avoid the pitfalls. It will outline the general principles of language assessment and evaluation, and shows how different types of test questions can be applied to different language tests. It will reflect recent developments in language testing techniques through a more comprehensive selection of sample test items from currently-existing examinations and tests administered by the major examining bodies.

TESL3271 LANGUAGE TEACHING METHODOLOGY I (3 credits)

Pre-requisite(s): TESL2230 FIRST AND SECOND LANGUAGE ACQUISITION

Subject Description: This subject focuses on methodology in the teaching of reading and writing. It introduces to students major teaching methods in the two areas and discusses ways to integrate the two skills into the curriculum. It covers practical issues such as the selection of reading materials for different levels of learners, selection of writing topics, methods to encourage student writing, and the special needs of Chinese speakers learning English.

TESL3272 LANGUAGE TEACHING METHODOLOGY II (3 credits)

Pre-requisite(s): None

Subject Description: This subject aims to familiarize students with a variety of methods, techniques and materials for the teaching of speaking and listening, and to discuss the ways to integrate the two skills into the curriculum. It examines learner strategies of listening and communication, intelligibility, interaction and production skills, and learners’ needs and problems. Activities for listening and oral practice such as information gap activities, simulations, games and drama activities will be introduced. Possible solutions for Chinese English learners’ listening and speaking problems will be discussed.

TESL4170 CREATIVE WRITING I (3 credits)

Pre-requisite(s): None

Subject Description: This subject enables students to practise writing in two primary genres: short story and drama. Students will learn to read and analyze selected stories and plays, to apply the conceptual framework derived from Introduction to English Literature I and II; to discuss, write and revise their own stories and drama scripts; and to share their writing experience. This subject leads to Creative Writing II.
TESL4310 ACTION RESEARCH (3 credits)

Pre-requisite(s): None
Subject Description: This subject aims at familiarizing students with the nature and methodology of action research in the language classroom. It deals with forming basic classroom research skills such as framing research questions, data collection, and data analysis. The subject will first focus on literature review of current action research and then provide cases for practical engagement of students. It allows students to reflect upon classroom practice, identify educational problems and work out possible solutions. Students are required to develop an action research plan in the course.

TESL4350 LANGUAGE-TEACHING PRACTICUM I (3 credits)

Pre-requisite(s): None
Subject Description: This involves a period of English teaching practice in a primary or secondary school, under the supervision of a lecturer and the guidance of a teacher in the host school. It provides opportunities for trainees to put their theories of language teaching into practice.

TESL4361 FINAL YEAR PROJECT I (3 credits)
TESL4362 FINAL YEAR PROJECT II (3 credits)

Pre-requisite(s): This can only be taken in the final year of study.
Subject Description: Students will undertake a group project under the supervision of a faculty member and gain the practical experience of independent research. The project demands careful planning and creative application of underlying theories and principles. Assessment is based on continuous assessment and an oral presentation. Final Year Project II may only be commenced upon successful completion of Final Year Project I. A thesis and oral presentation are required at the end of Final Year Project II.

6.2. Major Elective Subjects

PSY2040 EDUCATIONAL PSYCHOLOGY (3 credits)

Pre-requisite(s): None
Subject Description: This subject aims to introduce the student to the general field of Educational Psychology. It will demonstrate the several processes available to professionals in the field which may be applied in order to monitor and aid the students’ progress in the school environment.

TESL2210 DRAMA WORKSHOP/ LANGUAGE ARTS WORKSHOP (3 credits)

Pre-requisite(s): None
Subject Description: This workshop aims to foster students’ interest in literature for pleasure and appreciation. It enables students to participate in a range of language arts
activities, focusing on fiction and non-fiction for children and adolescents, such as advertisements and prose in addition to the contents of Creative Writing I and II. There will be in-class reading aloud exercises, experience sharing, group discussions and verse speaking activities to cultivate more interest in and appreciation of reading literary works. Students will select their own materials for some activities.

**TESL3060 INTRODUCTION TO PSYCHOLINGUISTICS (3 credits)**

**Pre-requisite(s):** None

**Subject Description:** This subject aims to introduce the major concepts and various areas of Psycholinguistics to students, and to introduce students to some theories related to the processes involved in comprehension and production of human language.

**TESL3090 ENGLISH AS A WORLD LANGUAGE (3 credits)**

**Pre-requisite(s):** None

**Subject Description:** This subject approaches English in the context of its development from the language of a small country into a world language spoken by more people all over the world than any other. It traces the origins and growth of English in England, and its spread to other parts of the world, first through colonization and later through its increasing currency as a global lingua franca. It also explores the linguistic features of different varieties of English in different parts of the world, and discusses issues such as language rights, language and identity, mutual intelligibility, etc. which have arisen in recent years in connection with the global spread of English.

**TESL3100 BILINGUALISM AND BILINGUAL EDUCATION (3 credits)**

**Pre-requisite(s):** None

**Subject Description:** This subject explores the situation of two languages co-existing in the same society. It will discuss the relation of bilingualism to cognitive development and cognitive style. It will deal with the social-psychological implications of bilingualism. In addition to the general perspectives, focus will be placed on the particular issues that concern people who live with two or more languages for daily use, such as the public use of “mixed” language in daily conversation or in the workplace, and the issue of medium of instruction in schools. These issues will be critically explored and evaluated through relevant theories.

**TESL3110 LANGUAGE AND EDUCATION (3 credits)**

**Pre-requisite(s):** None

**Subject Description:** This subject examines the role of language in education from both linguistic and sociolinguistic perspectives and the interplay between language and education. It offers discussion about the role of oracy and literacy in education; the relationship between home, school and society in learning; as well as learning attitudes, language policy and language education. Students are expected to identify language
problems and issues in their teaching/learning context.

TESL3120 LANGUAGE AND SOCIETY (3 credits)
Pre-requisite(s): None
Subject Description: This subject explores the interactive relationship between language and society. It aims to make the students aware that a second language cannot be learned effectively if the learning is separated from the social background of the target language. Though learning about the vocabulary and grammar of a language without learning anything at all about its society is in principle possible, social questions are harder to ignore as soon as one starts to consider the language as an object of research. The subject focuses on the societal influence on language use and the changes in language structure, with a focus on the English language.

TESL3130 LANGUAGE AND CULTURE (3 credits)
Pre-requisite(s): None
Subject Description: This subject aims to help students understand the intimate relationship between language and culture. As language is a part of a culture, it is important to integrate cultural elements with the learning of a language. Among the topics covered in this subject are the problem of defining culture, the goals of integrating culture in language classrooms, methods for designing classroom activities, techniques for teaching cultural concepts and avoiding cultural misunderstandings, and the ways to measure students’ shifts in attitude toward the target culture.

TESL3190 ENGLISH THROUGH MASS MEDIA (3 credits)
Pre-requisite(s): None
Subject Description: This subject aims to help students improve their English proficiency through mass media and at the same time teaches them how to make good use of current available resources in mass media for their self study. The subject uses the following media resources as teaching materials and for classroom activities and assignments: newspapers, magazines, TV programs, radio programs, movies, websites, English songs, commercial advertisements.

TESL4010 INTRODUCTION TO TRANSLATION AND CULTURE (3 credits)
Pre-requisite(s): TESL1070 INTRODUCTION TO ENGLISH LITERATURE I; TESL3080 INTRODUCTION TO ENGLISH LITERATURE II; TESL3050 CONTRASTIVE ANALYSIS OF CHINESE AND ENGLISH
Subject Description: The aim of this subject is to explore the relation between translation and culture in a cross-cultural context. It emphasizes the importance of being bi-cultural for bi-lingual learners in order to translate effectively between two languages.
TESL4140 SPECIAL TOPIC IN LINGUISTICS  

**Pre-requisite(s):** None  
**Subject Description:** The content of this subject depends on the interests and expertise of the lecturers involved in teaching it, and the needs and interests of the students. It provides an opportunity to explore topics of current relevance and importance.

TESL4180 CREATIVE WRITING II  

**Pre-requisite(s):** TESL4170 CREATIVE WRITING I  
**Subject Description:** This subject enables students to practise the writing of two primary genres: poems and speeches, and emphasizes the application of creative writing concepts and issues in their personal contexts. Students will learn to read and analyze selected poems and speeches; to apply the conceptual framework derived from Introduction to English Literature I and II; to discuss, write and revise their own poems and speeches; and to share their writing process and experience. Some current methods on how to do and teach creative writing will be discussed.

TESL4290 TEACHING CROSS-CULTURAL COMMUNICATION  

**Pre-requisite(s):** None  
**Subject Description:** This subject will examine different approaches and linguistic aspects of cross-cultural communication, and issues influencing successful cross-cultural communication. Research with particular emphasis on the role of language and cultural variations in the process of communication will be studied. It will also explore a variety of cross-cultural teaching methods. Students are encouraged to share their cross-cultural communication experience in seminars and group discussion activities.

TESL4300 ENGLISH FOR SPECIFIC PURPOSES  

**Pre-requisite(s):** None  
**Subject Description:** This subject introduces the principles, considerations and practices which underpin the teaching of English for Specific Purposes, with particular reference to the training of those who have a special need for English. Participants in this subject will be able to integrate what they have learned in other subjects, including Discourse Analysis, Language Teaching Methodology, and Curriculum Development and Materials Design. Participants will be introduced to the characteristics and variations of language use in professional settings. Attention will also be drawn to the use of computer concordances in language analysis and materials development for ESP.

TESL4320 SPECIAL TOPICS IN SECOND LANGUAGE ACQUISITION  

**Pre-requisite(s):** None
Subject Description: The content of this subject depends on the interests and expertise of the lecturers involved in teaching it, and the needs and interests of the students. It provides an opportunity to explore topics of current relevance and importance in the field of SLA.

TESL4330 LANGUAGE PLANNING AND LANGUAGE POLICY (3 credits)
Pre-requisite(s): None
Subject Description: The subject introduces key concepts in language planning and language policy. It reviews the government language policy in China and the special language policy in Hong Kong SAR. It also compares language policies of some countries such as Switzerland, Belgium and the United States to illustrate the range, impact and implementation of these policies.

TESL4340 COMPUTER ASSISTED LANGUAGE LEARNING (3 credits)
Pre-requisite(s): None
Subject Description: This subject aims to explore the role of CALL in language teaching and learning. It covers such topics as (a) basic concepts in CALL, (b) the role of CALL as an instructional or a supportive tool, (c) critical evaluation of CALL packages, (d) understanding of the interplay between CALL and language skills, and CALL and autonomous learning, (e) the skills and knowledge necessary for integrating CALL into the curriculum, and (f) the future directions for CALL. To ensure the practicality of the subject, apart from lectures, students are expected to participate in discussions, presentations and hands-on workshops.

TESL4370 LANGUAGE-TEACHING PRACTICUM II (3 credits)
Pre-requisite(s): TESL4350 LANGUAGE-TEACHING PRACTICUM I
Subject Description: This involves a second period of English teaching practice in a primary or secondary school, under the supervision of a lecturer and the guidance of a teacher in the host school. It provides a second opportunity for trainees to put their theories of language teaching into practice. Students choosing this option must be placed in a different level of school to that where they completed TESL 4350 Language-Teaching Practicum I (if they completed TESL 4350 in a primary school, then TESL 4370 must be in a secondary school, and vice-versa).

TESL4380 INTERNSHIP (3 credits)
Pre-requisite(s): none
Subject Description: This subject provides students with practical experience which will contribute to their career. Some possible areas for the internship include: teaching English; Teaching Assistantship; Administrative activities (especially related to teaching), etc. The details of the internship require approval from the Programme Coordinator.
6.3. General Education Subjects

See Appendix I of the Undergraduate Handbook.

6.4. Whole Person Education Experiential Learning Modules

See Appendix II of the Undergraduate Handbook.

7. Internship, Placement and Overseas Visits

In order to provide students with practical experience and broaden their minds and horizons, UIC will try to arrange internships, placements in educational institutions and overseas visits for students (for details, see the UIC website).