

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Summer Term, 2022-2023

Course Title LING5301 Linguistics and Language Teaching
Description This course aims to highlight the relevance of linguistic studies to second language teaching. Various pedagogical issues such as the teaching of pronunciation, spelling, vocabulary, and syntax will be discussed in light of theories of general and applied linguistics. Students are encouraged to reflect upon their language teaching and learning experiences and problems and seek an explanation from the perspective of theories and issues in general and applied linguistics.

Content, highlighting fundamental concepts	
Topic	Contents/fundamental concepts
Introduction	Common assumptions about L2 acquisition and teaching, a historical review of teaching approaches and methods
Phonology in language teaching	Phonemic awareness, phonological deficit, models of pronunciation
Approaches to English spelling	Phonics vs. the whole word approach, transfer of literacy skills, types of writing systems
Vocabulary instruction	Context alone approach, strategy instruction, word frequency, prototype theory
The role of grammar in the classroom	Formulaic expressions and rule-based competence, focus on form, natural order hypothesis, input hypothesis, output hypothesis
Processes in using second languages	Memory processes, reading, listening, code-switching, communication
Learners as individuals	Motivation, attitudes, learning strategies, age, personality
Social factors in education	Social class, elaborated code, restricted code

Learning outcomes
<ol style="list-style-type: none"> 1. Students should familiarize themselves with recent research in the key areas of language teaching; 2. Students should be able to apply the knowledge covered in the course to his/her own teaching practice; 3. Students should be able to undertake mini-research in an area of their choice. 4. Students should be able to showcase their teaching skills in demo teaching and teaching portfolio.

Learning activities
<ol style="list-style-type: none"> 1. Reading 2. Test design 3. Error analysis 4. Teaching demonstration 5. Mini-research

6. Teaching portfolio

Grade descriptor	
A	Recognize almost all the important concepts about language teaching covered in the course. Describe and explain with great depth a wide range of linguistic and learner factors influencing the success of language teaching and learning. Design lessons and conduct micro-teaching with outstanding performance. Evaluate the strengths and weaknesses of language lessons with a lot of critical insights.
A-	Recognize most of the important concepts about language teaching covered in the course. Describe and explain with great depth a wide range of linguistic and learner factors influencing the success of language teaching and learning. Design lessons and conduct micro-teaching with good performance. Evaluate the strengths and weaknesses of language lessons with some critical insights.
B	Recognize some important concepts about language teaching covered in the course. Describe and explain with some depth a wide range of linguistic and learner factors influencing the success of language teaching and learning. Design lessons and conduct micro-teaching with satisfactory performance. Evaluate the strengths and weaknesses of language lessons satisfactorily.
C	Recognize relatively few important concepts about language teaching covered in the course. Describe and explain rather superficially some linguistic and learner factors influencing the success of language teaching and learning. Design lessons and conduct micro-teaching with poor performance. Evaluate the strengths and weaknesses of language lessons poorly.
D	Recognize very few important concepts about language teaching covered in the course. Describe and explain superficially a very limited number of linguistic and learner factors influencing the success of language teaching and learning. Design lessons and conduct micro-teaching with extremely poor performance. Evaluate the strengths and weaknesses of language lessons extremely poorly.

Learning resources

Baker, J., & Westrup, H. (2003). *Essential speaking skills: a handbook for English language teachers*. Continuum.

Brinton, D. M. (2022). Effective pronunciation teaching. In Hinkel (2022).

Brown, A. (1991). *Teaching English pronunciation: a book of readings*. London; New York: Routledge.

Brown, A. (1992). *Approaches to pronunciation teaching*. Modern English Publications in association with the British Council.

Brown, A. (1992). Twenty questions. In Brown (1992).

Brown, A. (2022). Teaching and learning English spelling. In Hinkel (2022).

Brown, H. D. & H. Lee. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.

Brown, J. D., and T. Hudson. (1998). The alternatives in language assessment. *TESOL quarterly* 32 (4):653-675.

Bygate, M. (2009). Teaching and testing speaking. In Long & Doughty (2009).

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. Heinle & Heinle.

Coady, J., & Huckin, T. N. (1997). *Second language vocabulary acquisition: a rationale for pedagogy*. Cambridge University Press.

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Comings, J., Garner, B., & Smith, C. (2006). *Review of adult learning and literacy*. Routledge.

Cook, V. J. (2001). *Second language learning and language teaching*. Oxford University Press.

Cook, V. J. (2004). *The English writing system*. Arnold.

Cook, V. J., & Bassetti, B. (2005). *Second language writing systems*. Multilingual Matters.

Cummins, J., & Davison, C. (2006). *International handbook of English language teaching*. Springer.

Ellis, R. (1990). *Instructed second language acquisition: learning in the classroom*. Blackwell.

Ellis, R. (2005). *Instructed second language acquisition: a literature review*. University of Auckland.

- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 1(40), 83-107.
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- Farrell, T. S. C. (2002). Lesson planning. In Richards & Renandya (2002).
- 冯胜利, & 施春宏. (2015). *三一语法·结构·功能·语境——初中级汉语语法点教学指南*. 北京大学.
- Goh, C. C., & Vandergrift, L. (2021). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Grabe, W. (2009). Teaching and testing reading. In Long & Doughty (2009).
- Gunderson, L., Odo, D. M., & D Silva, R. (2011). Second language literacy. In Hinkel (2011).
- Harmer, J. (1998). *How to teach English: an introduction to the practice of English language teaching*. Longman.
- Harmer, J. (2015). *The practice of English language teaching*. Pearson Education Limited.
- Hinkel, E. (2005). *Handbook of research in second language teaching and learning*. L. Erlbaum Associates.
- Hinkel, E. (2006). Current perspectives on teaching the four skills. *Tesol Quarterly* 40 (1):109-131.
- Hinkel, E. (2011). *Handbook of research in second language teaching and learning*. Routledge.
- Hinkel, E. (2022). *Handbook of practical second language teaching and learning*. Taylor & Francis.
- Hodgetts, J. (2020). *Pronunciation Instruction in English for Academic Purposes: An Investigation of Attitudes, Beliefs and Practices*. Springer.
- Howatt, A. P. R. (1984). *A history of English language teaching*. Oxford: Oxford University Press.
- Hu, B. (2019). Teaching Chinese Characters: What We Know and What We Can Do. In Shei, et al (2019).
- Jenkins, J. (2000). *The phonology of English as an international language: new models, new norms, new goals*. Oxford University Press.
- Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics*, 31(1), 83-103.
- Ke, C. (2018). *The Routledge handbook of Chinese second language acquisition*. Routledge.
- Kelly, C. (2020). Some principles for interactive task design: Observations from an EFL materials writer. In Lambert & Oliver (2020).
- Kenworthy, J. (1987). *Teaching English pronunciation*. London; New York: Longman.
- Kumaravadivelu, B. (2006). TESOL Methods: Changing tracks, challenging trends. *TESOL Quarterly*, 1(40), 59-81.
- Lambert, C., & Oliver, R. (2020). *Using tasks in second language teaching: Practice in diverse contexts*. Multilingual Matters.
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- Larsen-Freeman, D. (2009). Teaching and testing grammar. In Long & Doughty (2009).
- Larsen-Freeman, D. and M. Anderson (2000/2011). *Techniques and principles in language teaching*. Oxford University Press.
- Lewis, M., & Hill, J. (1985). *Practical techniques for language teaching*.
- Lewis, M. (1993). *The lexical approach*. Language Teaching Publications.
- Lewis, M. (2000). *Teaching collocation: further developments in the Lexical Approach*. Language Teaching Publications.
- Liddicoat, A. J. (2011). Language teaching and learning from an intercultural perspective. In Hinkel (2011).
- Long, M. H., & Doughty, C. (2009). *The handbook of language teaching*. Wiley-Blackwell.
- Long, M. H., and J. C. Richards. (1987). *Methodology in TESOL: a book of readings*. Newbury House Publishers.
- Nation, I. S. P. (1990). *Teaching and learning vocabulary*. Heinle & Heinle Publishers.
- Nation, I. S. P. (2005). Teaching and learning vocabulary. In Hinkel (2005).
- Nation, I. S. P. (2011). Second language speaking. In Hinkel (2011).
- Nation, P., & Chung, T. (2009). Teaching and testing vocabulary. In Long & Doughty (2009).
- Nation, P., & Newton, J. (1997). Teaching vocabulary. In Coady & Huckin (1997).
- Newton, J. M., Ferris, D. R., Goh, C. C., Grabe, W., Stoller, F. L., & Vandergrift, L. (2018). *Teaching English to second language learners in academic contexts: Reading, writing, listening, and speaking*. Routledge.
- Norris, J. M. (2009). Task-based teaching and testing. In Long & Doughty (2009).

Nunan, D. (2006). *Task-based language teaching*. Cambridge University Press.

Nunan, D. (2015). *Teaching English to speakers of other languages: an introduction*. Routledge.

O'Brien, T. (2004). Writing in a foreign language: Teaching and learning. *Language teaching* 37 (1):1-28.

Polio, C., & Williams, J. (2009). Teaching and testing writing. In Long & Doughty (2009).

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Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

Richard-Amato, P. A. (1996). *Making it happen: interaction in the second language classroom: from theory to practice*. Longman.

Rost, M. (2005). L2 listening. In Hinkel (2005).

Sawyer, D. J., & Joyce, M. T. (2006). Research in spelling: Implications for adult basic education. In Comings, et al (2006).

Scrimgeour, A. (2011). Issues and approaches to literacy development in Chinese second language classrooms. In Tsung & Cruickshank (2010).

Shei, C., Zikpi, M. E. M., & Chao, D. (2019). *The Routledge handbook of Chinese language teaching*. Routledge.

Singleton, D. M. (1999). *Exploring the second language mental lexicon*. Cambridge University Press.

Schoonen, R. (2011). How language ability is assessed. In Hinkel (2011).

Tsung, L., & Cruickshank, K. (2010). *Teaching and learning Chinese in global contexts: CFL worldwide*. Bloomsbury Publishing.

Vandergrift, L., & Goh, C. (2009). Teaching and testing listening comprehension. In Long & Doughty (2009).

Ye, Z. (2022). *The Palgrave Handbook of Chinese Language Studies*. Springer.

Yu, L. (2022). The performed culture approach. In Ye (2022).

Yu, L. (2022). New trends in teaching Chinese as a foreign language: Section Introduction. In Ye (2022).

Xing, J. Z. (2006). *Teaching and learning Chinese as a foreign language: a pedagogical grammar*. Hong Kong University Press.

Zhang, T., & Ke, C. (2018). Research on L2 Chinese character acquisition. In Ke (2018).

赵金铭. (2006). *汉语教学专题研究书系 (共22卷)*. 商务印书馆.

Feedback for evaluation

To ensure the quality of teaching and learning, students' views and comments are most valuable. Beside formal feedback in the middle and at the end of the semester, I would appreciate that students give their feedback any time during the semester so that I can act immediately to improve teaching. Suggestions can be made through oral communication or email, either individually or by a group.

Course schedule

Class/ Week	Date	Topic and Readings
Unit 1	May 16 Tuesday (YIA LT6)	Introduction Farrell (2002) Lesson Planning Yu (2022) New Trends in Teaching Chinese as a Foreign Language Hinkel (2006) Current perspectives on teaching the four skills.
Unit 2	May 19 Friday (YIA LT7)	Principles Ellis (2005) Instructed second language acquisition Kumaravadelu (2006) TESOL methods. Schoonen (2011) How language ability is assessed.
Unit 3	May 23 Tuesday (YIA LT6)	Pronunciation

		<p>Brinton (2022) Effective pronunciation teaching Wells (1991) Phonology in EFL teaching. Jenkins (2002) A Sociolinguistically based syllabus. Brown (1992) Twenty questions.</p>
Unit 4	May 30 Tuesday (YIA LT6)	<p>literacy</p> <p>Brown (2022) Teaching and learning English spelling. Sawyer & Joyce (2006) Research in spelling: Implications for adult basic education. Zhang & Ke (2018) Research on L2 Chinese character acquisition.</p>
Unit 5	June 2 Friday (YIA LT7)	<p>Culture</p> <p>Guest lecturer: 张薇 Performed Culture Approach (PCA) -Theory and Practice</p> <p>Liddicoat (2011) Language teaching and learning from an intercultural perspective Yu (2022) The performed culture approach.</p>
Unit 6	June 6 Tuesday (YIA LT6)	<p>Vocabulary</p> <p>Nation & Chung (2009). Teaching and testing vocabulary. Coady (1997) L2 vocabulary acquisition. Nation (2005) Teaching and learning vocabulary.</p>
Unit 7	June 9 Friday (YIA LT7)	<p>Task</p> <p>Guest lecturer: 王奕 Task-based Language Teaching - Theory and Practice</p> <p>Norris (2009) Task-based teaching and testing. Lambert (2020) Frameworks for using tasks in second language instruction. Kelly (2020) Some principles for interactive task design.</p>
Unit 8	June 13 Tuesday (YIA LT6)	<p>Grammar</p> <p>Larsen-Freeman (2009) Teaching and testing grammar. Ellis (2006) Current issues in the teaching of grammar: An SLA perspective.</p>
Unit 9	June 16 Friday (YIA LT7)	<p>Listening</p> <p>Vandergrift & Goh (2009) Teaching and testing listening comprehension. Rost (2005) L2 listening.</p>
Unit 10	June 20 Tuesday (YIA LT6)	<p>Speaking</p> <p>Bygate (2009) Teaching and testing speaking. Nation (2011) Second language speaking</p>
Unit 11	June 23 (YIA LT7)	<p>Reading</p> <p>Eskey (2005) Reading in a second language. Grabe (2009) Teaching and Testing Reading.</p>
Unit 12	June 27 (YIA LT6)	<p>Writing</p> <p>Polio & Williams (2009) Teaching and testing writing.</p>

		O'Brien (2004) Writing in a foreign language.
Final exam	June 30 (YIA LT7)	

Assessment scheme		
Task nature	Description	Weight
Final examination	Individual assessment	30%
Teaching portfolio	Individual assessment	70%
Assignment 10%		
Lesson plan 10%		
Literature review 10%		
Teaching demo 40%		

Instructor	
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