

Subject Code	ENGL4016
Subject Title	Pedagogy and Assessment in TESOL
Credit Value	3
Level	4
Pre-requisite	
Objectives	<p>This subject provides the students with essential theoretical and practical input in order that the teaching and assessment processes in educational settings can be most effectively executed through sound understanding and deliberation.</p> <p>This subject has clear affinities with other electives; specifically ENGL3013 <i>Approaches to Professional Language Training</i> and ENGL4015 <i>Designing Courses for TESOL</i>. Taken as a whole, these three subjects provide a complete exploration of all major aspects of English language teaching and training.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> display an awareness of main pedagogical approaches to teaching English to speakers of other languages (TESOL) understand basic strategies and facilitation skills for effectively managing language learners' learning process; demonstrate a fundamental knowledge of appropriate assessment techniques for the enhancement of learning; comment critically on appropriateness of uses of assessment procedures for various purposes; conduct language assessment effectively, fairly, and responsibly. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> work efficiently and effectively in both independent and team modes
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Introduction to main second language teaching approaches; • Different teaching strategies such as group problem-solving, inquiry teaching, co-operative learning, and concept teaching methods; independent learning and self-directed learning, guided discovery; • Classroom management: an overview of approaches (proactive, interactive and reactive) to classroom management, especially with reference to the congruence between students' instructional goals and their students' personal and developmental needs; • Main concepts of educational assessment; • Types and functions of assessment;

Reading List and References	<p>ed.). White Plains, NY: Pearson Education.</p> <p>Brown, H. D. (2007). <i>Teaching by principles: Interactive approach to language pedagogy</i> (3th ed). New York: Pearson Education.</p> <p>Cooper, J. M. (General Ed.) (2010). <i>Classroom teaching skills</i> (9th ed.). Belmont, CA: Wadsworth Publishing.</p> <p>Ellis, R. (2000). <i>Instructed second language acquisition: Learning in the classroom</i>. Oxford: Blackwell.</p> <p>Fulcher, Glenn. (2010). <i>Practical language testing</i>. London: Hodder Education.</p> <p>Hughes, Arthur. (2003). <i>Testing for language teachers</i> (2nd Ed.). Cambridge: Cambridge University Press.</p> <p>Larsen-Freeman, D. & Anderson, M. (2011). <i>Techniques and principles in language teaching</i>. Oxford, UK: Oxford University press.</p> <p>Nassji, H. & Fotos, S. (2011). <i>Teaching grammar in second language classrooms: Intergrating form-focused instruction in communicative context</i>. New York: Routledge.</p> <p>Richards, J. C. & Renandya, W. A. (Eds.) (2002). <i>Methodology in language teaching: An anthology of current practice</i>. Cambridge: Cambridge University Press.</p> <p>Qian, David. D. (2007). Assessing university students: Searching for an English language exit test. <i>RELC Journal</i>, 38(1), 18-37.</p> <p>Qian, David D. (2008). English language assessment in Hong Kong: Practices, recent developments and issues. <i>Language Testing</i>, 25(1), 85-110.</p> <p>Recommended journals: <i>Language Assessment Quarterly</i> <i>Language Teaching Research</i> <i>Language Testing</i> <i>Modern Language Journal</i> <i>RELC Journal</i> <i>Studies in Second Language Acquisition</i> <i>System</i> <i>TESOL Quarterly</i></p>
--	---

Revised as of August 2017