

## Postgraduate Diploma in Education Programme (Primary) (Two-year Part-time)

### English Elective Subject Methods Courses for 2023/24-2024/25

Dear all PT PGDE(P) Year 1 TSS English participants,

We would like to inform you that all participants taking One TSS-Route English **are required to study TWO English Elective Subject Methods courses** for the programme. To facilitate the department(s) concerned to decide whether the elective courses will be offered with a viable class size for the coming academic year, you are required to complete the Preference Form to indicate your order of preference.

The PGDE(P) programme for 2023/24 will commence on 21 August 2023 and the first elective course will be offered in Semester I. Please complete and return your Preference Form to the Programme Office via fax or email **on or before 14 July 2023 (Fri)**. **It is important for you to note that if we have not received your reply by the deadline, we shall assume that you have no preference and agree to study the two elective courses in 2024/25, but NOT in 2023/24.**

For course enquiries, please contact the department representatives shown in the course outlines. For programme enquiries, please contact Ms Au via email or phone as shown below.

Faculty of Liberal Arts and Social Sciences

Enquiry line: 2948 8036 Email Address: [pgdep@eduhk.hk](mailto:pgdep@eduhk.hk) Fax No.: 2948 7161  
Address: Rm B2-G/F-04, The Education University of Hong Kong, 10 Lo Ping Road, Tai Po, N.T.

#### **Important Notes for Elective Course Preference**

1. Before selecting your courses, please read the attached brief course outlines and consult the department representatives for guidance and advice, if needed.
2. Your course preference is indicative for the course offering department(s) to determine whether the elective courses will be offered or not. The offering of the elective courses will be subject to the final decision of the departments and the Faculty concerned.

#### **Personal Information Collection Statement**

1. The information collected from you will be used solely for considering your application. The collected data will be purged after you have successfully completed the programme.
2. Please note that it is mandatory for you to provide the personal data required, otherwise we might not process your application.
3. Your personal data captured might be transferred or shared with other unit(s) of EdUHK on a need-to-know basis but will not be transferred to outside parties.
4. You have the right to request access to and correction of information held by us about you. If you wish to access or correct your personal data, please contact the Programme Office of the Faculty of Liberal Arts and Social Sciences by email at [pgdep@eduhk.hk](mailto:pgdep@eduhk.hk).
5. For the University's Privacy Policy Statement, please visit our website below:  
<https://www.eduhk.hk/en/privacy-policy>

**Preference Form for English Elective Subject Methods Courses 2023/24-2024/25**  
**(For C2P035 Two-year Part-time PGDE(P) Programme ONLY)**

*Please read the procedures / important notes before completing this form.*

*(Submission Deadline: 14 July 2023)*

**Section I** **Personal Particulars (Block Letters)**

Name: English (Mr / Ms) \_\_\_\_\_ Chinese: \_\_\_\_\_

Surname \_\_\_\_\_ Other Names \_\_\_\_\_

Application No. A         /

Student No.: s         Programme Code: C2P035 Programme Year: Year 1 2023/24

Programme Title: Postgraduate Diploma in Education (Primary) TSS1: English

Contact Telephone No.: \_\_\_\_\_

**Section II** **Preference for English Elective Subject Methods Courses**

I understand that I have to study **TWO** Elective Subject Methods (E SM) courses for one-TSS Route English in the programme.

**Please indicate your preference by writing 1 to 4 in the preference box (i.e. 1 being your first choice and 4 being your last choice). You are highly recommended to take at least one course in your first year of study (i.e. 2023/24).**

Domain	Course Code	Academic Year (Semester)	Tentative Timetable*	Preference
TSS1 E SM	ENG5214 Pedagogical Grammar	2023/24 (Sem I)	Tue 6:30 – 9:20 pm	
	ENG5215 Literature and Language Arts in English	2023/24 (Sem II)	Tue 6:30 – 9:20 pm	
	ENG5212 English Phonetics and Phonology for English Language Teaching	2024/25 (Sem I)	(To be confirmed)	
	ENG5210 Psycholinguistics and Second Language Acquisition	2024/25 (Sem II)	(To be confirmed)	

\*Please note that the timetable is subject to change.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

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Brief Course Outline

<b>Programme Title</b>	: Postgraduate Diploma in Education (Primary)
<b>Course Title</b>	: Pedagogical Grammar
<b>(Course Code)</b>	(ENG5214)
<b>Department</b>	: English Language Education
<b>Dept Representative</b>	: Dr KOHNKE Lucas
<b>Tel and Email</b>	: 2948 7305 / lmakohnke@eduhk.hk

1. Course Synopsis

This course provides opportunities for participants to develop their grammatical knowledge of the English language, with a special focus on word classes, and the structure of phrases and simple sentences as well as processes of sentence formation and complex sentence structures. The course attempts to analyse grammar from an integrated perspective, drawing critical insights from formalist and functional approaches. Participants will also explore the pedagogical implications to link the grammar to real communicative events in the context of Hong Kong primary school classrooms.

2. Course Content

Course Content	
An overview of approaches to studying grammar	
<ul style="list-style-type: none"><li>• Definition and re-definition of key concepts</li><li>• Functional approach</li></ul>	<ul style="list-style-type: none"><li>• Formal, traditional approach</li></ul>
Word classes and groups	
<ul style="list-style-type: none"><li>• Open and closed classes</li><li>• Noun groups/phrases: order and functions within noun groups</li><li>• Verb groups/phrases: order and functions within verb groups</li></ul>	
Major clause patterns	
Clause structure and processes of sentence formation in English	
<ul style="list-style-type: none"><li>• Interrogation</li></ul>	<ul style="list-style-type: none"><li>• Negation</li></ul>
Complex sentences – combining messages	
<ul style="list-style-type: none"><li>• Coordination</li><li>• Relativisation</li></ul>	<ul style="list-style-type: none"><li>• Subordination</li><li>• Ellipsis and substitution</li></ul>
Pedagogical implications	
<ul style="list-style-type: none"><li>• Innovative teaching strategies which encourage a focus on meaning-making through grammatical choices;</li><li>• Critically evaluating student written texts, focusing on grammaticality, and identifying and explaining lexico-grammatical errors in students' writing;</li><li>• Creatively and effectively adapting textbook materials</li></ul>	

3. Assessment

Assessment Tasks
(a) Two in-class quizzes on systematic grammatical topics
(b) Final examination on detailed clause grammar including correcting and explaining errors.
(c) A 1000- word essay evaluating and adapting textbook materials for grammar teaching.

Disclaimer - Any aspect of the course and course offerings (including, without limitation, the content of the course and the manner in which the course is taught) may be subject to change at any time at the sole discretion of the University. Without limiting the right of the University to amend the course and its course offerings, it is envisaged that changes may be required due to factors such as staffing, enrolment levels, logistical arrangements, curriculum changes and other factors caused by unforeseeable circumstances.

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**Brief Course Outline**

<b>Programme Title</b>	: Postgraduate Diploma in Education (Primary)
<b>Course Title</b>	: Literature and Language Arts in English
<b>(Course Code)</b>	(ENG5215)
<b>Department</b>	: English Language Education
<b>Dept Representative</b>	: Ms BIBI Tayyaba
<b>Tel and Email</b>	: 2948 6384 / tbibi@eduhk.hk

**1. Course Synopsis**

In this course, participants will be guided towards a critical study and enjoyment of adolescent and children's literature through literary appreciation techniques and reader response theory. Participants will study a range of texts, including stories, poetry, plays and the innovative mass media, and will be asked to respond to and critique these texts considering their relative literary merits and social normative meanings with ethical responsibility. Participants are also required to consider the education implications to the English Language teaching context in Hong Kong. Participants' language proficiency will also be developed through integrated language arts activities as part of professional excellence.

**2. Course Content**

<b>Course Content</b>
• The definition and value of adolescent / children's literature
• The study of different genres of adolescent / children's literature through literary appreciation techniques and reader response theory. Fiction and non-fiction, e.g. fairy tales, legends, myths, stories, picture books and magazine articles; Poetry and verse-speaking, e.g. shape poems, ballads, acrostics, limericks, children's rhymes.
• Literary devices, e.g. metaphors, literary symbols, personification, alliteration, the narrative voice, characterisation
• Dominant themes in adolescent / children's literature
• Exploring aspects of the mass media and hypermedia

**3. Assessment**

<b>Assessment Tasks</b>
(a) Individual Essay: Explain and elaborate the possible implications of a chosen literature text to you as a teacher, your students and the English curriculum in Hong Kong? (1,800 - 2000 words)
(b) Unit Plan: In groups of 2-3, design a unit plan suitable for the target group of primary school students with at least three single lessons and ready-to-use learning and teaching materials.

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**Brief Course Outline**

<b>Programme Title</b>	: Postgraduate Diploma in Education (Primary)
<b>Course Title</b>	: English Phonetics and Phonology for English Language Teaching
<b>(Course Code)</b>	(ENG5212)
<b>Department</b>	: English Language Education
<b>Dept Representative</b>	: Mr WONG Ka Ho Denis
<b>Tel and Email</b>	: 2948 8379 / dkh Wong@eduhk.hk

**1. Course Synopsis**

This course enables participants to develop their professional knowledge of the English sound system, by examining its segmental and suprasegmental features. It aims to help participants develop knowledge of and proficiency in manipulating the English sound system for effective communication. It also aims to help participants foster awareness of how to teach pronunciation in an authentic, innovative and culturally sensitive way.

**2. Course Content**

<b>Course Content</b>
Overview of the English sound system: <ul style="list-style-type: none"><li>• The scope of phonology as an area of linguistics</li><li>• Phonemes, phones and allophones: Descriptions and classifications</li></ul>
Segmentals in English: <ul style="list-style-type: none"><li>• Sounds and their alphabetic and phonemic representations</li><li>• Describing English vowels and consonants</li></ul>
Suprasegmentals in English: <ul style="list-style-type: none"><li>• Syllable structures and word stress</li><li>• Sentence stress, weak form and rhythm in connected speech</li><li>• Elision, assimilation and linking of sounds in connected speech</li><li>• Grammatical, discursal and attitudinal functions of intonation</li></ul>
Basic contrastive features of the English and Chinese sound systems
English phonology for international communication: Issues arising from World Englishes and implications for classroom practice
Pronunciation teaching, learning and assessment: Strategies for teaching and learning of pronunciation, giving feedback on students' pronunciation performance

**3. Assessment**

<b>Assessment Tasks</b>
(a) One examination covering IPA and English phonological knowledge, including identification of phonics features, IPA transcription of written and spoken texts; description of sound articulation and recognition/explanation of phonological rules.
(b) One written assignment (1,500-2,000 words) analysing the phonological features hindering the delivery of meaning of an authentic spoken text, with suggestions for remediation / development.

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### Brief Course Outline

<b>Programme Title</b>	: Postgraduate Diploma in Education (Primary)
<b>Course Title</b>	: Psycholinguistics and Second Language Acquisition
<b>(Course Code)</b>	(ENG5210)
<b>Department</b>	: Linguistics and Modern Language Studies
<b>Dept Representative</b>	: Dr LUK Pei Sui Zoe
<b>Tel and Email</b>	: 2948 7570 / psluk@eduhk.hk

### 1. Course Synopsis

This course provides opportunities for participants to develop their understanding of how language is learnt and how it is related to thinking. It introduces participants to theories of second language learning and explores how second language development is affected by individual learner factors and social contextual factors.

### 2. Course Content

Course Content
Introduction to language and cognition <ul style="list-style-type: none"> <li>Theories of cognitive and language development</li> <li>Relationship between language and thinking</li> <li>Language representations of cognitive processes</li> </ul>
Language comprehension and production processes <ul style="list-style-type: none"> <li>Producing speech</li> <li>Processing reading and listening</li> <li>The construction process in writing</li> </ul>
Key explanatory theories of second language acquisition and their corresponding teaching approaches: <ul style="list-style-type: none"> <li>Behaviourism (The audio-lingual approach)</li> <li>Innatism (The Natural Approach)</li> <li>Interactionism (Communicative approach; Task-based approach)</li> </ul>
Stages, processes and knowledge of second language learning/teaching: <ul style="list-style-type: none"> <li>learner language</li> <li>developmental sequences</li> <li>the processes of transfer, generalization, simplification and imitation</li> <li>declarative and procedural L2 knowledge</li> </ul>
Learner factors which affect second language learning/teaching: <ul style="list-style-type: none"> <li>language aptitude</li> <li>motivation and attitudes</li> <li>personality</li> <li>learning styles and strategies</li> </ul>
Contextual factors that affect second language acquisition and formation of language identity <ul style="list-style-type: none"> <li>Socio-cultural practices</li> <li>Educational practices</li> </ul>

### 3. Assessment

Assessment Tasks
(a) Online quizzes
(b) Essay-type take-home exam (2100 words): Participants are required to write essay-type answers in response to questions regarding the course materials