

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

English Elective Subject Methods Courses for 2025/26-2026/27

Dear all Year 1 one-TSS Route (English) participants of PT PGDE(P),

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 in deciding 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 2025/26 will commence on 25 August 2025, 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 11 July 2025 (Fri)**. **It is important for you to note that if we do not receive your reply by the deadline, we shall assume that you have no preference and agree to study the two elective courses in 2026/27, but NOT in 2025/26.**

For course enquiries, please contact the department representatives 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 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 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.
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 2025/26-2026/27
(For C2P035 Two-year Part-time PGDE(P) Programme ONLY)**

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

(Submission Deadline: 11 July 2025)

Section I	Personal Particulars (Block Letters)
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Name: English (Mr / Ms) _____ Chinese: _____

Surname _____ Other Names _____

Application No. A

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Student No.: s

 Programme Code: C2P035 Programme Year: Year 1 2025/26

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

Contact Telephone No.: _____

Section II	Preference for <u>English</u> Elective Subject Methods Courses
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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. 2025/26).

Domain	Course Code	Academic Year (Semester)	Tentative Timetable*	Preference
TSS1 E SM	ENG5214 Pedagogical Grammar	2025/26 (Sem I)	Tue 18:30-19:20 [Lecture] & 19:30-21:20 [Tutorial]	
	ENG5215 Literature and Language Arts in English	2025/26 (Sem II)	Wed 18:30-19:20 [Lecture] & 19:30-21:20 [Tutorial]	
	ENG5212 English Phonetics and Phonology for English Language Teaching	2026/27 (Sem I)	(To be confirmed)	
	ENG5210 Psycholinguistics and Second Language Acquisition	2026/27 (Sem II)	(To be confirmed)	

*Please note that the timetable is subject to change.

Signature of Participant

Date

THE EDUCATION UNIVERSITY OF HONG KONG

Brief Course Outline

Programme Title	: Postgraduate Diploma in Education (Primary)
Course Title	: Pedagogical Grammar
(Course Code)	(ENG5214)
Department	: English Language Education
Dept Representative	: Dr KOHNKE Lucas
Tel and Email	: 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"> Definition and re-definition of key concepts Functional approach 	<ul style="list-style-type: none"> Formal, traditional approach
Word classes and groups	
<ul style="list-style-type: none"> Open and closed classes Noun groups/phrases: order and functions within noun groups Verb groups/phrases: order and functions within verb groups 	
Major clause patterns	
Clause structure and processes of sentence formation in English	
<ul style="list-style-type: none"> Interrogation 	<ul style="list-style-type: none"> Negation
Complex sentences – combining messages	
<ul style="list-style-type: none"> Coordination Relativisation 	<ul style="list-style-type: none"> Subordination Ellipsis and substitution
Pedagogical implications	
<ul style="list-style-type: none"> Innovative teaching strategies which encourage a focus on meaning-making through grammatical choices; Critically evaluating student written texts, focusing on grammaticality, and identifying and explaining lexico-grammatical errors in students' writing; Creatively and effectively adapting textbook materials 	

3. Assessment

Assessment Tasks
(a) Four in-class quizzes, focusing both on systematic grammatical topics and the evaluation and adaption of textbook materials for grammar teaching
(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 courses and course offerings (including, without limitation, the contents 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 if necessary. Without limiting the generality of the University's discretion to revise the courses and course offerings, it is envisaged that changes may be required due to factors including staffing, enrolment levels, logistical arrangements, curriculum changes, and other factors caused by change of circumstances.

THE EDUCATION UNIVERSITY OF HONG KONG

Brief Course Outline

Programme Title	: Postgraduate Diploma in Education (Primary)
Course Title	: Literature and Language Arts in English
(Course Code)	(ENG5215)
Department	: English Language Education
Dept Representative	: Mr WONG Ka Ho Denis
Tel and Email	: 2948 8379 / dkh Wong@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

Course Content
• 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

Assessment Tasks
(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

Programme Title	: Postgraduate Diploma in Education (Primary)
Course Title	: English Phonetics and Phonology for English Language Teaching
(Course Code)	(ENG5212)
Department	: English Language Education
Dept Representative	: Mr WONG Ka Ho Denis
Tel and Email	: 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

Course Content
Overview of the English sound system: <ul style="list-style-type: none">• The scope of phonology as an area of linguistics• Phonemes, phones and allophones: Descriptions and classifications
Segmentals in English: <ul style="list-style-type: none">• Sounds and their alphabetic and phonemic representations• Describing English vowels and consonants
Suprasegmentals in English: <ul style="list-style-type: none">• Syllable structures and word stress• Sentence stress, weak form and rhythm in connected speech• Elision, assimilation and linking of sounds in connected speech• Grammatical, discoursal and attitudinal functions of intonation
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

Assessment Tasks
(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

Programme Title	: Postgraduate Diploma in Education (Primary)
Course Title	: Psycholinguistics and Second Language Acquisition
(Course Code)	(ENG5210)
Department	: Linguistics and Modern Language Studies
Dept Representative	: Dr LUK Pei Sui Zoe
Tel and Email	: 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"> Theories of cognitive and language development Relationship between language and thinking Language representations of cognitive processes
Language comprehension and production processes <ul style="list-style-type: none"> Producing speech Processing reading and listening The construction process in writing
Key explanatory theories of second language acquisition and their corresponding teaching approaches: <ul style="list-style-type: none"> Behaviourism (The audio-lingual approach) Innatism (The Natural Approach) Interactionism (Communicative approach; Task-based approach)
Stages, processes and knowledge of second language learning/teaching: <ul style="list-style-type: none"> learner language developmental sequences the processes of transfer, generalization, simplification and imitation declarative and procedural L2 knowledge
Learner factors which affect second language learning/teaching: <ul style="list-style-type: none"> language aptitude motivation and attitudes personality learning styles and strategies
Contextual factors that affect second language acquisition and formation of language identity <ul style="list-style-type: none"> Socio-cultural practices Educational practices

3. Assessment

Assessment Tasks
(a) 3 Moodle quizzes with multiple-choice questions (30%)
Class participation (10%)
(b) Class participation is gauged by participants' posts on web platforms (e.g., Padlet).
(c) Final Exam (60%) – Participants will be assessed on their understanding of terminology and concepts related to psycholinguistics and second language acquisition

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