English Language Content Enhancement

All Postgraduate Diploma in Education (PGDE) students who are training to teach English Language and/or General Paper (GP) are required by the Ministry of Education to complete a series of compulsory English Language Content Enhancement (ELCE) courses. These ELCE courses are the result of a recommendation by the MOE's English Language Curriculum and Pedagogy Review for English Language. They are designed to benefit student teachers in two ways: to equip them with the content knowledge for teaching English confidently, and to enable them to understand the processes involved in developing, as well as enacting, an English language curriculum.

Student teachers in the PGDE (Primary) and PGDE (Secondary) programmes who read English Language as a Curriculum Studies (CS) subject are required to take all three ELCE courses. Student teachers in the PGDE (Junior College) programme who read English Language and/or General Paper as their CS are required to take the first two ELCE courses but are exempt from the third.

(Those on the primary track take QUE 502, 503 and 504 and those on the secondary track take QUE 512, 513 and 514 and those taking the JC programme take QUE 512 and 513 only)

QUE502/512: Language Studies for Teachers (48 hours)

Course Description
This course introduces student teachers to essential subject content knowledge in key fields within the contemporary study of language like linguistics, applied linguistics, language acquisition, and language teaching approaches. The course provides an overview of the major branches of language study, and explains how language has been studied from a number of diverse theoretical perspectives in relation to, for example, language acquisition and development, language change, society, culture and identity, and education. Contextualised within the 21st century classroom, the course allows student teachers to explore and have a broader appreciation of the key issues and ideas in English Language pedagogy by drawing on such essential subject content knowledge. The course also offers a critical space for student teachers to consider these key issues and ideas in English Language pedagogy via a group research project.

Learning Objectives
- To build foundational content knowledge in the areas of linguistics, applied linguistics and English Language.
- To explore the key issues and ideas in English Language pedagogy in the 21st century classroom.
- To develop an awareness of a range of approaches to English Language teaching and learning.

Learning Outcomes

This course will enable student teachers to*:*

- Analyse and discuss a range of key concepts in the areas of linguistics, applied linguistics and English Language and use these to inform classroom practice.
- Have a broader appreciation of the key issues and ideas in English Language pedagogy in the 21st century classroom.
- Use their familiarity with a range of approaches to English Language teaching and learning to inform pedagogical decisions.

QUE503/513: Pedagogical Grammar of English (48 hours)

Course Description

This course introduces student teachers to an approach to English grammar that is ideally suited to English teaching and learning. Fundamental concepts in grammar are examined, such as how words combine to form phrases, clauses and sentences. Grammatical features and constituents are analysed according to meaning, form and function. These grammatical features and constituents are also analysed within different types of text.

Learning Objectives

- To understand key concepts, theories and issues related to the study of grammar.
- To analyse and articulate basic patterns of English at the word, phrase, sentence and text levels
- To understand the analysis of grammatical features of different genres
- To understand the metalanguage used in school materials, grammar references and the MOE EL syllabus

Learning Outcomes

This course will enable student teachers to:

- Evaluate language structures in relation to key concepts, theories and issues related to the study of grammar.
- Understand basic patterns of English at the word, phrase, sentence and text level.
- Analyse grammatical features typical of different genres.
- Use the metalanguage in school materials, grammar references and the MOE EL syllabus appropriately in analyzing and discussing tutorial tasks
- Use grammatical knowledge acquired to inform pedagogical decisions

QUE504/514: Understanding and Implementing an English Language Curriculum (36 hours)

Course Description

This course enables teachers to understand the processes involved in developing, as well as enacting, an English Language curriculum. It provides insights into curriculum design choices and the criteria for evaluating curriculum. It also presents teachers with the opportunity to create or adapt a curriculum. During the course, the teachers will examine knowledge and skills conceptualization related to English Language curriculum development. They will also analyse curriculum documents, for example, the English Language syllabus, school-based language programmes and plans, and language learning packages. Through the analysis they will evaluate language textbooks and language teaching-learning materials. They will then apply the principles and techniques for developing the curriculum to create or adapt an English Language curriculum.

Learning Outcomes

This course will enable the teachers to:
- identify and understand the major components that make up an EL curriculum
- understand the processes involved in planning the components of an EL curriculum
- analyse and evaluate materials and resources
- apply principles and techniques learned to the creation or adaption of an EL curriculum for their students