

Course Title	English Language Enhancement
Course Code	LUE3009
Recommended Study Year	Year 2/3/4; Students who have scored less than 60% in LUE1001 are encouraged to take the course as soon as possible.
No. of Credits/Term	3
Mode of Tuition	Sectional
Class Contact Hours	4 weekly (2x2)
Category	ELE Elective
Discipline	-
Prerequisite(s)	None. However, priority will be given to students scoring below 60 in LUE 1001
Co-requisite(s)	NIL
Exclusion(s)	LUE1003 English Enhancement
Exemption Requirement(s)	NIL

Brief Course Description

This course is designed to improve participants' English proficiency through a step-by-step, reflective approach. It is designed to enhance students' understanding of effective strategies for autonomous language improvement.

The course also recognizes that the students in question have, most likely, been exposed to many hundreds of hours of conventional classroom instruction. It therefore takes the approach of moving beyond basic language instruction to a more reflective and self-motivated approach whereby there is an explicit and centralized focus on the processes which lie behind effective language learning. Most important among these are the need for disciplined, focused and strategic self-study. These topics will be discussed and reflected on alongside a more conventional grammatical and lexical syllabus.

Aims

The course aims to help students enhance their English Language ability in two ways. Firstly, students will consider themselves as learners, and examine a number of strategies by which they can enhance their ability through autonomous action. In parallel to this, there will be a more conventional English Language Learning syllabus based around grammatical areas, receptive skills and extended speaking activities to build confidence and ability.

Learning Outcomes

On completion of the course, students will be able to:

1. evaluate the processes of language learning, synthesising effective strategies for autonomous English improvement.
2. analyse individual strengths, weaknesses, and preferences in language learning, designing personalised strategies to optimise proficiency development.
3. create advanced productive English skills (e.g., writing, speaking), critically assessing their application through strategic practice and analysis.
4. create advanced receptive English skills (e.g., reading, listening), evaluating the effectiveness of strategic analysis in enhancing comprehension.
5. synthesise reflective and self-motivated approaches to language learning, critically evaluating their impact on sustained English proficiency improvement.
6. create a repertoire of AI-assisted techniques for language improvement, evaluating their effectiveness and ethical implications in diverse learning contexts.

Indicative Content

The course is organized into topics which revolve around topics and ideas around successful language learning. The components of grammar items, vocabulary, writing, speaking, and listening that will be covered in this course are listed below.

Unit themes:

Zoltan Dornyei and the ideal self:

- The nature of motivation
- Motivation and language learning
- The theory of the “ideal self”

Carol Dweck and the Growth Mindset

- The Growth Mindset
- Growth and language learning
- Dealing with setbacks

Study Skills

- The nature of effective study skills
- Balancing ambition and realism
- Avoiding poorly designed strategies.

Vocabulary Learning:

- The nature of vocabulary
- Ways of identifying and recording vocabulary
- Ways of reinforcing vocabulary

Stephen Krashen and the Natural Approach:

- The difference between learning and acquisition
- The theory of I+1 for receptive texts

- Applications to real world learning

Online Translation (OT) as a learning aid

- The capabilities of OT;
- Using OT as a learning aid
- Substitutive vs Facilitative use of the technology.

Chat GPT as a learning aid;

- Using GenAI as a learning assistant
- Strengths and weaknesses of GenAI in language learning
- Using GenAI for coaching

Receptive Skills

- The nature of receptive skills
- The need to develop receptive skills
- Using receptive skills to develop overall competence.

Disruption

- The need for disruption
- Considering habits
- Understanding the need for change

Grammar items: Tenses; passive voice; modals; relative clauses; conditional sentences; complex sentences; cause and effect.

Vocabulary: Theme-based vocabulary items; various forms of words; collocations; word families. The lexical syllabus will be based on the Academic Word List.

Listening: Listen to check predictions; listen for the main ideas, signposting language, main and supporting points; listen for problems and solutions, definitions of new words, and phrases that support an argument.

Speaking: Speaking with clarity and confidence. Improved grammatical accuracy in speaking.

Writing: Planning and producing short argumentative essays. Organisation, linking and including basic epistemological balance.

Teaching Method

- Weekly, there will be two sessions. Over these four hours, each unit will contain the following elements. Other elements (for example, Writing) may also be included, but not every week
 - A reading text based on an idea connected to strategic language learning
 - Discussion and reflective classroom activities around how these can be applied in the students' own learning
 - Listening to texts based on the themes of the week
 - Grammatical instruction and practical, meaning-based follow-up activities
 - Extended speaking activities

Measurement of Learning Outcomes

Learning outcomes	Speaking test (25%)	Writing test (25%)	Listening test (10%)	Independent learning activities (30%)	Attendance & participation (10%)
Evaluate the processes of language learning, synthesising effective strategies for autonomous English improvement.	y	y	y	y	y
Analyse individual strengths, weaknesses, and preferences in language learning, designing personalised strategies to optimise proficiency development.	y	y		y	y
Create advanced productive English skills (e.g., writing, speaking), critically assessing their application through strategic practice and analysis.	y	y		y	y
Create advanced receptive English skills (e.g., reading, listening), evaluating the effectiveness of strategic analysis in enhancing comprehension.			y	y	y
Synthesise reflective and self-motivated approaches to language learning, critically evaluating their impact on sustained English proficiency improvement.	y	y	y	y	y

Create a repertoire of AI-assisted techniques for language improvement, evaluating their effectiveness and ethical implications in diverse learning contexts.			y	y	y
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Assessment

The assessment tasks are designed to assess the students' language abilities, as well as their understanding of effective language learning strategies.

Speaking test (25%) The test will take 8 - 10 minutes. The topic will involve an aspect of learning strategies discussed in the course. *Week 14*

Listening test (10%) Students will take a 45-minute listening test which consists of five sections *Week 7*

Writing test (25%) Students will be asked to write 2 300-word essays with a choice of four essay titles in 90 minutes. These will be on the topic of effective language learning. *Week 13*

Independent learning activities (30%). Students will complete a series of independent learning activities. These will include grammatical exercise to consolidate content taught in class, reflections on learning strategies and speaking activities (with the support of the ELSS). They will also be expected to show evidence of use of active learning strategies, for example word list or learning journals.

Throughout the 14 weeks

Attendance & participation (10%) You are expected to attend all lessons punctually. Lateness of more than 15 minutes will result in being marked absent from that hour of class. You are also expected to actively participate in class and independent learning materials. *Throughout the 14 weeks*

Required/Essential Readings

In house materials

Recommended/Supplementary Readings

Murphy, R., Craven, M., & Viney, B. (2004). English grammar in use : a self-study reference and practice book for intermediate students of English : with answers (3rd ed.). Cambridge University Press.

Williams, A. (2012). Collins Vocabulary for IELTS. HarperCollins.

Hicks, W. (2009). The basics of English usage. Routledge.

Huddleston, R. D., & Pullum, G. K. (2005). A student's introduction to English grammar. Cambridge University Press.

Jones, L. (1992). Communicative grammar practice : activities for intermediate students of English : student's book. Cambridge University Press.

Important Notes:

- (1) Students are expected to spend a total of 12 hours (i.e 4 hours of class contact and 8 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Coursework. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
- (5) Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (GAI) tools. The official documents “*Guidelines for Using GAI Tools at Lingnan University*” and “*Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments*” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.

LUE3009 Marking Criteria Speaking Test

	100 – 80 Excellent	80 - 65 Good	65 - 50 Fair	50 - 40 Pass	40 - 0 Fail
*Content (20%)	Responds mostly clearly and logically on a given topic to the demands of specific social situations, including appropriate discussion of points from different perspectives. Gives mostly relevant and meaningful information in the discussion.	Responds appropriately and sometimes clearly on a given topic to the demands of specific social situations, including discussion of points from some perspectives. Gives mostly relevant and sometimes meaningful information in the discussion.	Responds adequately and shows basic understanding on a given topic to the demands of specific social situations, including some discussion of points from few perspectives. Gives adequate and sometimes relevant information in the discussion.	Responds in a limited manner on a given topic to the demands of specific social situations, including only few discussions of points from limited perspectives. Gives limited but sometimes relevant information in the discussion.	Responds minimally and shows lack of understanding on a given topic to the demands of specific social situations, including little discussion of points from very limited perspectives. Gives mostly irrelevant information in the discussion.
*Fluency (20%)	Expresses ideas at a fairly even tempo with occasional hesitation when searching for appropriate words. Ideas are mostly easy to follow.	Expresses ideas at an adequately even tempo, but sometimes with noticeable hesitations when searching for words or phrases. Ideas are occasionally a little difficult to follow, especially when complex communication is involved.	Expresses ideas with hesitations and pauses for grammatical and lexical planning and hesitates for self-corrections. Ideas are sometimes difficult to follow.	Expresses ideas with frequent hesitations and pauses for grammatical and lexical planning and hesitates frequently for self-corrections. Ideas are difficult to follow.	Expresses ideas with very short utterances with long pauses, false starts and constant reformulation. Ideas are confusing to follow, even with simple communication.
*Use of Lexis (20%)	The speaker uses a good range of vocabulary but there may be repetition at times. There may be some errors of inappropriate word choice or errors in register that may obscure the speaker's meaning.	The speaker uses a suitable range of vocabulary, although there may be some repetition or lack of precision in selection of vocabulary. There are some errors of inappropriate word choice or errors in register which rarely obscure the speaker's meaning.	The speaker uses a suitable range of vocabulary, although there may be some repetition or lack of precision in selection of vocabulary. There are some errors of inappropriate word choice or errors in register which rarely obscure the speaker's meaning.	The speaker's range of vocabulary may be limited, mechanical and/ or repetitive. There are a number of errors of inappropriate word choice or errors in register which obscure the speaker's meaning at times.	Use of vocabulary severely limited or repetitive. Frequent word choice errors which often obscure meaning. Or, only produces isolated words or memorized utterances.
*Use of grammar (20%)	The speaker mostly uses a semi-formal tone throughout the assignment. The speaker uses language that is generally accurate and demonstrates a few complex sentence structures that may contain errors.	The speaker uses a semi-formal tone but there may be lapses in register at times. The speaker uses language that is accurate when using simple structures but may struggle with more complex language which may contain some errors.	The speaker mostly uses a semi-formal tone but there may be some lapses in register. The speaker uses language that is mostly accurate when using simple structures but may struggle with more complex language which may contain more errors.	The speaker often lapses in the use of a semi-formal tone. There is a limited range of sentence structures. Sentences contain frequent grammatical mistakes, which at times hinder comprehension.	Style may be over-formal as in written form from a report or too informal. Very limited range of sentence structures, and numerous grammatical mistakes, which often hinder comprehension

*Delivery (20%)	Maintains good interaction in the discussion. The student seems natural and engages suitably throughout the discussion.	Maintains sufficient interaction in the discussion. The student's delivery may seem unnatural at times.	Maintains adequate interaction in the discussion. The student's delivery may seem unnatural at times and may struggle to engage suitably throughout the discussion.	Shows insufficient interaction in the discussion. The student's delivery may seem unnatural most of the time and struggles to engage throughout the discussion.	Is not aware of interaction in the discussion. The student's delivery is stiff and unnatural and no attempt to engage throughout the discussion.
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LUE3009 Marking Criteria Writing Test

	100 - 80 Excellent	80 - 65 Good	65 - 50 Fair	50 - 40 Pass	40 - 0 Failure	Marks
Content (30%)	Responds the task clearly and persuasively with relevance and appropriate format. The argument is focused with effective structure and a logical flow of evidence to support the conclusion.	Addresses the question with relevant examples and development; but the development of ideas is sometimes repetitive, or some ideas are not adequately supported. The conclusion is a mere restatement of the argument.	Addresses all parts of the task although some parts may be more fully covered than others. Presents relevant main ideas but some may be inadequately developed or unclear. Relevance may be lacking. Conclusions may be lacking.	Addresses the task only partially; the format may be inappropriate in places. Presents some ideas but these are limited and not sufficiently developed; there may be irrelevant detail.	Responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate. Presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported.	
*Use of Lexis (35%)	Generally, a sufficient range of vocabulary used, which allows occasional clarity and precision in conveying the message and appropriacy in terms of register, although some lapses found. A few lexical errors found in word choice, spelling and/or word formation. Shows some awareness of style and collocation.	An adequate range of vocabulary is used to allow some clarity in conveying the message and appropriacy in terms of register,. Some lexical errors found in word choice, spelling and/or word formation. Several lapses in collocation are found. Occasional difficulties for the reader.	The range of vocabulary is usually suitable for the task, although there may be some repetition or inappropriacy. There are regular errors in word choice, spelling and/or word formation and little sense of collocation. Errors can sometimes hinder comprehension.	A limited range of vocabulary used that is minimally adequate for conveying the message clearly and appropriately in terms of register, with frequent lapses). Noticeable errors in word choice, spelling and/or word formation found. Frequent lapses in collocation. Some errors cause difficulty to the reader.	Basic vocabulary used, often repetitively and inappropriately for the task (the message is not sufficiently clear). Frequent errors in word choice, spelling and/or word formation which often hinder comprehension. No sense of collocation.	
*Use of grammar (35%)	Often demonstrates ability to use a variety of complex and simple sentence structures used in conveying the message which is mainly clear and effective in terms of register. A few errors found particularly in complex sentences, but often shows good punctuation and grammar, regularly produces error-free sentences.	A mix of complex and simple sentence structures used successfully in conveying the message quite clearly and appropriately in terms of register. Some errors found , and in punctuation but these do not hinder comprehension.	A limited range of sentence structures often used, with occasional attempts are more complex sentences but usually used inaccurately. Grammar and punctuation errors are made, and, at times, this can cause the reader difficulty.	A limited range of sentence structures used . Frequent lapses in register. Frequent grammatical and punctuation errors, which can cause some difficulty for the reader.	Mostly simple sentence structures are used. Frequent grammatical and punctuation errors which often hinder comprehension.	
	Special Instructions 100%					TOTAL MARK: ____/

LUE3009 Marking Criteria: Independent Learning Materials

Grading

Each submission will be graded on a three-point scale. The focus of the assessment is on engagement with the topic at hand.

0	No meaningful contribution- (E)
1	A contribution has been made, but lacking in substance and/or understanding (C)
2	A well thought- through and well thought-out contribution, showing engagement and understanding of the topic at hand. (A)

Note- These are not graded on language quality

LUE3009 Marking Criteria: Attendance and Participation

80-100%	Comes to scheduled classes most of the time. Always comes to class on time. Contributes significantly and consistently to class activities. Shows strong evidence of independent preparation work Usually engages in meaningful, independent learning outside class and does consultations
60-80%	Seldom misses scheduled classes (< 6 hours) Usually comes to class on time. Contributes frequently to class activities. Shows good evidence of independent preparation work
40- 60%	Misses scheduled classes sometimes (≥ 6 hours). Usually comes to class less than 15 minutes late. Contributes occasionally to class activities. Shows some evidence of independent preparation work
20-40%	Misses scheduled classes often (≥ 8 hours). Seldom comes to class on time. Contributes to class activities only at the teacher's request. Shows little evidence of independent preparation work
0-20%	Misses scheduled classes very often (≥ 12 hours). Never comes to class on time. Rarely contributes to class activities even at the teacher's request. Shows no evidence of independent preparation work

LUE3009 Marking Criteria: Listening Test

Since each test consists of short-answer and multiple-choice questions, the marking scheme is different for each test.