THE BA(ED) / BSC(ED) PROGRAMME AT NIE

The BA(Ed) / BSc(Ed) programme comprises several different areas of study, including:

- **Academic Subject (AS)** courses that students take in their area of academic specialisation,
- **Curriculum Studies (CS)** courses focusing on pedagogical skills for teaching specific subjects,
- **Subject Knowledge (SK)** courses that reinforce subject content mastery for school teaching,
- **Education Studies (ES)** courses that introduce key educational concepts and principles,
- **Language Enhancement and Academic Discourse Skills (LEADS)** courses that provide a basic grounding in academic writing and communication skills,
- **General Electives (GE)** that allow for a broadening of the learning experience,
- an **Essential Course** on multicultural studies,
- **Group Endeavours in Service Learning (GESL)**, a service-learning community outreach programme of NIE designed to help students understand community needs, and
- **Practicum**, a series of school attachments where student teachers can develop their teaching competencies.

Also built into the programme are Educational Research and Academic Research components that allow students to explore an area of study under the guidance of staff mentors, and opportunities to spend a semester abroad for Overseas Student Exchange or International Practicum, at universities in countries such as the US, UK, Finland, Denmark, Sweden, Taiwan, Korea, New Zealand, and Hong Kong.

STUDYING ENGLISH LANGUAGE AT NIE

BA(Ed) / BSc(Ed) students who choose to specialise in **English Language** as their Academic Subject will join an exciting and rigorous programme of study that is designed to offer a solid foundation in the field of applied linguistics and English Language pedagogy. The degree in English Language from NIE also equips graduates with the knowledge and skills to pursue higher degrees at Masters and PhD levels.

The following pages contain information about the Academic Subject (AS), Curriculum Studies (CS), and Subject Knowledge (SK) courses offered by the English Language and Literature Academic Group to BA(Ed) / BSc(Ed) students who choose to specialise in English Language.
LIST OF COURSES

ACADEMIC SUBJECT (AS) COURSES

CORE

AAE10A  Introduction to the Study of Language
AAE10B  Language in Context
AAE10C  Exploring the Grammar of English
AAE10D  Exploring the Words and Sounds of English
AAE30A  Research Methods
AAE40A  Academic Exercise: English Language (Final year research project)

ELECTIVE

AAE23A  Narrative in Language Education
AAE23B  Perspectives on Pedagogical Grammar
AAE23C  The Social Variation of Language
AAE23D  Language Meaning and Use
AAE23E  Language Acquisition and Development
AAE23G  Understanding Reading
AAE23H  Understanding Writing
AAE23J  Using IT in the Language Classroom
AAE23K  The Role of Language in Education
AAE23L  Analysing Text
AAE23M  Language and Literacy
AAE23N  Aspects of Early Literacy
AAE23Q  Pragmatics
AAE23R  Syntax
AAE23S  The Structure of Singapore English

AAE43A  Systemic Functional Grammar
AAE43C  Second Language Academic Writing
AAE43D  Topics in Phonetics/ Phonology
AAE43E  Topics in Pragmatics
AAE43G  Lexicology and Lexicography
AAE43H  Critical Discourse Analysis
AAE43J  English in New Cultural Contexts
AAE43K  Multiliteracies and the Language Classroom
AAE43L  Bilingual Education
AAE43M  Language Testing
AAE43N  Language Across the Curriculum
AAE43P  Special Topics in Language and Education
AAE43Q  Language Curriculum Design and Development
AAE43R  Understanding Talk-in-Interaction
AAE43S  Literature in the Language Classroom
CURRICULUM STUDIES (CS) COURSES

PRIMARY TRACK

ACE20A  Teaching Reading and Writing in the Primary School (Lower Primary)
ACE30A  Teaching Reading and Writing in the Primary School (Upper Primary)
ACE40A  Teaching Oral Communication in the Primary School
ACE40B  Specialist Course in Teaching English in the Upper Primary

SECONDARY TRACK

ACE22A  Teaching of English at the Secondary Level: Reading
ACE32A  Teaching of English at the Secondary Level: Writing
ACE42A  Teaching of English at the Secondary Level: Listening and Speaking
ACE42B  Teaching Grammar at the Secondary Level

SUBJECT KNOWLEDGE (SK) COURSES

FOR PRIMARY TRACK ONLY

ASE10A  Grammar
ASE20A  Exploring Language in Texts
ASE40A  Current Trends in Language Education in the Upper Primary School
COURSE DESCRIPTIONS

ACADEMIC SUBJECT (AS) COURSES

CORE COURSES

AAE10A  Introduction to the Study of Language
This course comprises a basic introduction to the study of language, of English, and of applied linguistics. It provides an overview, with basic terminology, of the major branches of language, investigating the nature, history and structure of English, and how language relates to the mind, society, and education. It provides the basis of investigation in subsequent courses. Throughout the course, connections between the various branches are emphasised.

AAE10B  Language in Context
The major aim of this course is to make students systematic and critical observers of language as they use and encounter it in different contexts. It will examine spoken and written texts across a variety of settings and for a wide range of purposes. By providing students with a beginner’s framework and metalanguage for talking about texts, interactions and social context, the course will enable them to appreciate how language works to enable purposeful communication in context, but also to understand how it often works to cover underlying purposes and values. The course is organized around specific weekly small-scale tasks, where students apply and finetune the framework and concepts provided to texts which feature in their everyday and professional / academic life, and which, for future teachers, are likely to be relevant to their pupils.

AAE10C  Exploring the Grammar of English
This course introduces grammar as the study of the different parts of the English sentence and how these parts relate to each other. It covers the full range of units - the individual words, which combine with other words to form phrases, which, in turn, combine with other phrases to form clauses. The course draws attention to the key features of the major constituents of the English sentence, and the various functions they perform. Students are also given a brief introduction to the two main approaches to the study of grammar - the formal and the functional.

AAE10D  Exploring the Words and Sounds of English
This course will introduce student teachers to the basic concepts of English morphology and phonology, and some implications for the teaching of English. In the study of morphology, student teachers will learn the basic elements of English words: free (lexical/functional) and bound (derivational/inflectional) morphemes, and the distinction between morphs and allomorphs. Student teachers will also deepen their understanding of the main word formation processes (for example, borrowing, compounding, blending, clipping and so on). In the study of phonetics and phonology, student teachers will explore the patterns of speech sounds in English words and sentences. They will become thoroughly familiar with the IPA chart and be able to read and produce phonetic transcriptions. They will also learn key aspects of English phonology: phonemes, phone, allophones, co-articulation effects, syllable structure, intonation, word and sentence stress.

AAE30A  Research Methods
This course focuses on the various research methods employed in the study of English Language and Applied Linguistics, and covers a range of theoretical, practical, and ethical issues in language-related research. It examines principles for doing empirical research on language-related issues, introduces quantitative and qualitative methods commonly used for conducting such research, and provides hands-on experience with research designs, instruments for data collection, quantitative and qualitative methods of data analysis, evaluation of published research, and research report writing.
AAE40A  Academic Exercise: English Language (Final year research project)
This course provides an opportunity for undergraduate student teachers to do independent study and research in a topic of their choice in English Language under the guidance of an ELL staff member. Student teachers use this opportunity to explore an area of study or issue that relates to their academic and/or professional interests. The academic exercise is an excellent chance for focused reading, study, and research. Subject to the approval of the AG, student teachers will select a topic and be matched with a research mentor.

ELECTIVES

AAE23A  Narrative in Language Education
This course examines the various roles that narrative plays in language education. The course aims to equip student teachers with theoretical knowledge about narrative for an exploration and understanding of why the use of stories and storytelling is so prevalent in language teaching and learning – from early childhood to primary and secondary classroom contexts. Throughout the course student teachers will have opportunities to apply narrative concepts and tools to the analysis of oral, written and multimodal narratives and to discuss their features in relation to their uses and implications for language teaching and learning.

AAE23B  Perspectives on Pedagogical Grammar
This course combines theoretical discussion about various aspects of pedagogical grammar with skills-based learning aimed at pedagogical practice. The discussion will be informed by insights from linguistic theory and description, second language acquisition research, second language pedagogy, and participants’ own experience of learning grammar. We will examine commonly employed methods of grammar instruction in relation to methods suggested by research as most effective. This examination will be set in the context of the controversy over whether formal grammar instruction is useful in enhancing second language acquisition. Student teachers will develop a deeper understanding of past approaches of teaching grammar in the language classroom, and discuss current practice and research surrounding the relative strengths and weaknesses of these different approaches.

AAE23C  The Social Variation of Language
This course introduces students to basic concepts in sociolinguistics, including socially determined variation in style and register; language varieties reflecting social class, gender and ethnicity. Topics also include investigations of factors influencing language choice in bilingual societies, as well as related phenomena such as code-mixing and code-switching. Discussion of issues such language maintenance and language shift; the emergence of new language varieties such as pidgins and creoles, and the impact of globalization and new communicative orders on the status of languages will also be covered.

AAE23D  Language Meaning and Use
This course looks at the meanings of English and how we use meaning to represent and interact with reality and other people, from word to discourse level, and in contexts of real interaction and use. It will consider the nature of meaning, different types of meaning, relationships between meaning and form, the nature and characteristics of words, different types of word, how words are linked by different meaning relationships, how meanings and words change over time, how we use metaphor to create new meanings, the role of dictionaries, how computer corpora can provide information about meaning, words, idioms, grammar and use, how meanings function in spoken and written discourse, how we use meanings and meaning patterns to construct different kinds of text, and how we can use meanings and words conventionally and creatively, as rule and imaginative resource.
AAE23E  Language Acquisition and Development
This course examines theories and issues of language learning from both psycholinguistic and sociolinguistic perspectives. It introduces important concepts about how languages are learnt and used in society. Making links between psychological and social factors, the course considers the normal path of development for English monolinguals and bilinguals at home and in school. It highlights features of English language development in primary and secondary schools in multilingual societies such as Singapore. Such knowledge can help teachers understand key factors that influence language learning and make informed decisions about instruction.

AAE23G  Understanding Reading
This course on understanding reading will incorporate theoretical and research foundations of past years as well as new conceptualizations of reading and literacy. This requires an understanding of various models of reading and literacy processes. The concept of reading and comprehension has undergone massive change in several ways. The text is viewed as a multiple, intertextual construct. The reader is seen to play a central role in the process of constructing meaning. Context as realized by the constraints of task, purpose and situation is given an important role emphasizing the social dimension of the learning situation. Students will develop an understanding of comprehension and the processes of reading embedded within a learning framework that stresses cognitive development and the social context of learners. Aspects of language processes connected with initial encounters with print, social context and culture, the comprehension process and the role of metacognition in the development of reading will form the focus of this course.

AAE23H  Understanding Writing
Students will be introduced to significant research and theoretical perspectives on the nature of writing (composing) and the development of writing competence in school and non-school contexts. They will use the research and theoretical models to explore the nature of writing and writing tasks in local school and non-school situations. Implications for the teaching/learning of writing will be discussed.

AAE23J  Using IT in the Language Classroom
This course focuses on the use of Information Technology (IT) in the study, as well as the teaching, of English language. We explore how various themes of language and learning can meet the challenges of the Digital Age.

AAE23K  The Role of Language in Education
This course explores the centrality of language in education, where it is both the medium and the message. Through language the process of teaching and learning takes place, and one of the principal aims of education is to foster students' ability to use language. Among the key questions raised are the following: What is the relationship between language and learning, and how can teachers use language effectively to promote learning? Which language, or types of language, should be taught in school and why? Why do some students learn the language, or types of language, of schooling more readily than others?

AAE23L  Analysing Text
This course builds on earlier courses concerned with language, meaning, discourse and text, and emphasises semiosis - meaning-making - and the semiotic resources available to users. The course will explore the relationships between texts and contexts, people and contexts, and people and texts, and involve analysis of spoken, written and visual discourse, in order to understand and appreciate their characteristics, similarities and differences, the roles they play in our everyday lives, and their importance in educational contexts.
AAE23M  Language and Literacy
Literacy is a growing field within applied linguistics, education and media studies. Despite the field’s new prominence, current treatments are often weighted towards the propagation of a particular view or approach. This course strives to help students understand some of the currents of thought on literacy, be they post-modernist, cognitivist or Vygotskian. The course aims to provide a balanced, introductory account of the nature of literacy. The course is driven by a belief that (1) literacy must be examined through a balance of approaches if we are to appreciate its true nature; (2) literacy cannot be described simply as a situated, social activity; (3) literacy is the sign systems and the uses of language that foster and reflect its social existence; and last but not least, (4) literacy is a property of the mind.

AAE23N  Aspects of Early Literacy
This course introduces student teachers to the issues surrounding literacy acquisition in young children, i.e., children in kindergarten or pre-school up to Grades 2-3 (P2/P3). It will provide both a sound theoretical base and the practical teaching skills needed for early literacy classrooms. Student teachers will study the major debates in teaching reading: the phonics vs. whole language approaches; and the emphasis-on-oracy vs. emphasis-on-literacy approaches. Student teachers will acquire an understanding of specific problems encountered by children who struggle to read and write. These include the mismatch between the dominant home language and medium of instruction, and the low socio-economic status of young learners. Finally student teachers will also evaluate programs in various countries which help struggling readers. Throughout this introductory course student teachers will look at the implications for teachers who need to serve diverse roles in Singapore classrooms.

AAE23Q  Pragmatics
Pragmatics is an area of study within linguistics that explores how we communicate in particular socio-cultural contexts. Pragmatics helps us to answer questions such as why we communicate the way we do, how it is possible that we can understand one another even though we are all different individuals, and why sometimes communication breaks down in intercultural encounters. In today’s globalised world, it is increasingly important to develop awareness of how people from different cultural backgrounds communicate so that we can avoid conflicts and maintain harmony and solidarity. This course aims to provide students with an overview of pragmatics as an academic field of study and equip students with skills needed for conducting a small-scale research project in pragmatics and for analysing data on pragmatic language use.

AAE23R  Syntax
This course introduces students to modern syntactic theory within the framework of Generative Grammar. We aim to cover important concepts such as lexical categories, phrase structure rules, grammatical relations, constituency, theta roles, dependencies and movement. In this course, students will adopt the scientific method, garner analytical skills and critical thinking abilities used in the study of modern syntax, and apply them to natural language data from English and various other languages.

AAE23S  The Structure of Singapore English
This course examines the structure of Singapore English: its grammar, morphology, phonology, lexis and discourse. This is achieved by examining Singapore English as a new variety of English in its own right, and also by comparison with standard international English. Throughout the course, student teachers will carry out investigations of their own variety of (Singapore) English, and relate these to issues and practices of the use of the informal variety of Singapore English in Singapore schools.
AAE43A  Systemic Functional Grammar
This course explores the structure of English in context. It introduces key concepts from Michael Halliday's systemic functional grammar and examines in detail the interpersonal, experiential, textual, and logical organization of texts. Through hands-on activities in the analysis of texts, this course will equip participants with an understanding of the structure, meaning and function of language in social context. It will also explore how a functional approach to language can be used to guide classroom language teaching.

AAE43C  Second Language Academic Writing
The purpose of this course is to introduce student teachers to major issues in second language academic writing studies. Student teachers, through collaborative activities and group discussion, will be guided towards a better understanding of what second language academic writing entails. This course will cover some of the following topics: the nature of second language academic writing; ways to plan and teach different aspects of second language writing; the approaches to teaching academic writing interculturally; and some of the more controversial issues in second language writing assessment.

AAE43D  Topics in Phonetics/ Phonology
This course provides an in-depth description of the vowel, consonant, stress, rhythm and intonation systems of English. It will include an overview of phonological theory, including a detailed study of phoneme theory as well as an introduction to generative phonology. Students will also learn how to measure features of their own speech, and they will be required to compare their findings against existing research on Singapore English. Finally, students will investigate and report on their own intonation and other patterns of their discourse.

AAE43E  Topics in Pragmatics
A study of the ways in which meanings are generated in context. It explores the philosophical aspects of meaning in Speech Acts, Gricean Maxims, Relevance Theory, Conversational Structure and the coherence of talk, the relations between pragmatics and society, and the application of pragmatics to discourse.

AAE43G  Lexicology and Lexicography
This course focuses on the history, design and use of dictionaries, and innovations in the design of lexical resources for language learners. It explores the processes by which lexicographers compile dictionary entries and also the factors which affect the type, extent and focus of the information presented in language learning resources for language learners. A feature of the course is a hands-on review of corpus-based methods in language description for compiling dictionaries and other reference resources.

AAE43H  Critical Discourse Analysis
Critical Discourse Analysis or CDA, for short, is an approach to discourse analysis which looks at issues of power and ideology and the ways by which they are reproduced through language. This critical approach to discourse analysis will explore areas like media discourse, gender discourse and political discourse to uncover the linguistic processes that underlie the ideological construction of contemporary society. CDA's analytic method relies heavily, though not exclusively, on Halliday's functional grammar, and so students with a background knowledge of functional grammar may have an advantage.

AAE43J  English in New Cultural Contexts
This course surveys the socio-cultural and linguistic characteristics, the roles and functions of new varieties of English in societies around the world. The main objective is to increase students' understanding of the characteristics of New Englishes and the development of new meanings and structures in new cultural contexts. A range of issues related to the spread of English, such as linguistic
human rights, language death, decolonisation and the search for cultural roots in new literatures in
English will also be examined.

AAE43K  Multiliteracies and the Language Classroom
This course examines the 'what' and 'how' of language and literacy teaching in the context of our
changing communications environment, which is increasingly characterized by multiple media and
modes as well as by cultural and linguistic diversity. Specific issues discussed are: Does knowledge
remain the same when it is represented in language, image, gesture or other modes? Can image do
what writing does, or writing what image does? How do new forms of message arrangement in texts
and genres affect the processes of reading and writing? Does learning happen differently when we
generalize with knowledge through image or language, and are taught in traditional or computer-
mediated classrooms? How can we ensure that students' different cultural and linguistic backgrounds
are not barriers to language learning in school? What do effective language and literacy programmes
look like that take the cultural and linguistic diversity of its students into account? The course also
looks at examples of language classrooms which show how the increasingly complex demands of
language and literacy pedagogy in contemporary times can be effectively addressed.

AAE43L  Bilingual Education
The course includes an exploration of issues in societal bilingualism. It will include discussion on
models of bilingual education, the roles and functions of languages, e.g. official, mother tongue
languages in multilingual communities. Issues related to linguistic minorities, socio-
psychological aspects of bilingualism: attitudes to language, culture, identity & ethnicity, factors influencing
language maintenance and shift, and the politics of language policy planning will be examined.

AAE43M  Language Testing
This course provides an introduction to fundamental concepts in language test development, including
validity, reliability, washback and ethical testing. Through the creation and trialling of a language test,
students will discover the practical implications of the theoretical aspects covered in the course.

AAE43N  Language Across the Curriculum
This course emphasises the crucial role of language in learning, the important role that teachers play
in the thinking and learning processes, and progress, of their students at primary and secondary levels,
developing awareness of, and knowledge about, the language of subjects across the curriculum. The
course will explore the use of language in primary and secondary subject classrooms, the nature of
the texts and textbooks used in schools, and the ways in which theories of language and learning can
be put into practice so that teachers can address the learning needs of their student teachers more
effectively and confidently.

AAE43P  Special Topics in Language and Education
This course will focus on subjects, key texts or persons that have played an important role in the study
of language and education. Because of its specialised nature, the course will give students a chance to
explore a topic or the work of an educational linguist in greater depth. Topics vary with the instructor
and the interests of students.

AAE43Q  Language Curriculum Design and Development
This course aims to provide student teachers with a general understanding of the major approaches,
theories, and issues of language curriculum and construction. It also aims to equip the student
teachers with the ability to critically analyze, design and evaluate a language curriculum. Student
teachers will be required to apply theoretical concepts and principles in their design and development
of the language curriculum. The course provides a platform for student teachers to engage with the
process of curriculum development while considering the school, national and international contexts.
The course will address curricula in both primary and secondary environments, allowing each student
teacher to focus on the teaching context most relevant to him/her. The intention is to specifically focus on the teacher as author of curriculum construction by engaging the student teachers in critically reflecting on processes of developing / redesigning curriculum.

AAE43R Understanding Talk-in-Interaction
This course aims to provide student teachers with an understanding of what underlies our ability to talk. More specifically, the course examines what patterns, practices, methods, structures and organizations constitute our interactional competences. Through the course, student teachers will be introduced to the close and detailed observation of talk-in-interaction (including classroom interaction) and to some of the systematic patterns found in conversation. Using recordings of naturally occurring conversation and their transcripts, the course aims to develop student teachers’ ability to analyze everyday conversation and pedagogical discourse on their own. The assignments and project are designed to give student teachers hands-on experience of analyzing authentic data.

AAE43S Literature in the Language Classroom
This course introduces students to varied approaches to infusing literary texts in the English Language classroom. The reality of an increasingly interconnected world coupled with the rise of English as a global language challenges educators to consider the role of English as both a means of communication and a channel for reaching understanding with others of diverse cultures and communities. It is here that literature performs an important role in the English Language classroom in cultivating global consciousness and critical-empathetic dispositions through engagements with cultural narratives around the world. Through this course, students will be introduced to the nature of literary language, how it differs from non-literary language, and how the use of literary texts can complement non-fiction and other text types in the language classroom. Students will also be equipped to apply various methods of literary criticism to critically appreciate both literary and non-literary texts as well as to interrogate issues of power, politics, and representation in texts. At the end of the course, students will gain a broader understanding of English education having considered how engagements with literary language, texts and theories are part of the critical, cultural, political, and ethical engagements with English as a global language.

CURRICULUM STUDIES (CS) COURSES

PRIMARY TRACK

ACE20A Teaching Reading and Writing in the Primary School (Lower Primary)
On this course, student teachers will learn about the social and psychological processes involved in children’s beginning reading and writing English. They will learn how children acquire language at home and in school so that they will be able to select teaching strategies that are appropriate for lower primary multilingual classrooms. Student teachers will become familiar with some of the principles and processes of teaching and learning and the learning outcomes of the English Language Syllabus. They will also learn methods of monitoring and assessing beginning reading and writing. How to analyse, evaluate and select children’s texts as resources for teaching reading and writing will also be covered on the course.

ACE30A Teaching Reading and Writing in the Primary School (Upper Primary)
This course focuses on the theory and practice of teaching developing readers and writers of English in upper primary in the multilingual primary school. Student teachers will learn important theories and apply them as they develop their expertise in teaching children to read and write fiction, non-fiction and multimodal texts. Through analysis and evaluation, student teachers will also learn how to
select texts for classroom use. Student teachers will develop skills to teach grammar and vocabulary explicitly. Additionally, they will learn how to plan lessons that integrate grammar and vocabulary into reading and writing activities. They will become familiar with the principles and processes of teaching and learning and the relevant learning outcomes of the English Language Syllabus. The course will include strategies for monitoring and assessing the developing reading and writing of upper primary pupils.

ACE40A  Teaching Oral Communication in the Primary School
This course focuses on teaching and assessing primary schoolchildren’s oral communication skills in English. Student teachers will learn important theories and improve their abilities to reflect, analyse and synthesise as they draw on these theories to understand and plan practice. They will learn how to teach children to express themselves in individual presentations, to participate as group members, to pay attention and listen for a variety of purposes. Additionally, student teachers will learn to analyse, evaluate and select materials to teach speaking, listening and viewing. Student teachers will deepen their understanding of the principles, processes and outcomes of the English Language Syllabus, and they will learn how to plan assessment and series of lessons, using a range of resources.

ACE40B  Specialist Course in Teaching English in the Upper Primary
This course will equip student teachers with specialised knowledge and skills to teach English in the upper primary. They will study the major approaches to language education associated with literature and non-fiction. They will learn how to teach language across the curriculum through strategies to teach reading, writing and oral skills for inquiry and research. Student teachers will also learn how to teach language for literary response and expression in order to encourage children’s critical and creative thinking. In addition, student teachers will learn appropriate and alternative methods of assessment. Throughout the course, student teachers will be shown how to evaluate and select texts out of the complete range of genres and modes created for children, for use in the upper primary multicultural classroom.

SECONDARY TRACK

ACE22A  Teaching of English at the Secondary Level: Reading
This course will enable English Language student teachers to develop expertise in teaching and assessing reading skills at secondary level. Student teachers will develop an understanding of the critical role that reading plays in the language classroom, and investigate varied teaching strategies for meeting learners’ diverse abilities and needs. The course engages student teachers through collaborative learning activities that explore approaches to teaching and assessing reading, and provides guidance for developing, evaluating and adapting reading tasks and resources.

ACE32A  Teaching of English at the Secondary Level: Writing
This course is aimed at equipping English Language student teachers with the theoretical knowledge and pedagogical practices for the teaching of writing and evaluation of students’ writing at the secondary level. It adopts an integrated approach which balances theory, practice and application in the wider context of a changing and dynamic curriculum with the implementation of the Integrated programme at the secondary/post-secondary level. It is designed to provide student teachers with a broad perspective of models and approaches to writing pedagogy, and in integrating writing with the other language skills of listening/speaking, reading, grammar and vocabulary, and across the curriculum using multi-modal stimuli. It encourages exploration, critique and adaptation of teaching resources and approaches directed by current national initiatives and trends in language teaching with
the aim of developing classroom practitioners who are self-reflective, informed, innovation-conscious, and confident of themselves first as writers and second as teachers of writing.

**ACE42A  Teaching of English at the Secondary Level: Listening and Speaking**
This course develops foundational knowledge and skills to enable English Language student teachers to develop expertise in teaching and assessing listening and speaking at the secondary level. The course encourages the exploration, critique and adaptation of teaching approaches, skills, strategies and resources to meet pupils' listening and speaking needs. The course engages student teachers through collaborative learning activities and demonstrations of approaches to teaching listening and speaking, and guides them in developing, evaluating and adapting teaching tasks and resources.

**ACE42B  Teaching Grammar at the Secondary Level**
This course will enable English Language student teachers to develop expertise in teaching grammar at the secondary level. Student teachers will learn how to identify grammar in syllabus text types and current text books, and design appropriate teaching activities in the wider context of teaching the other language skills within a progressive, spiralled syllabus. The course engages student teachers through presentations and demonstrations of grammar-teaching strategies, and encourages their development, critique and adaptation of grammar-teaching tasks and resources.

**SUBJECT KNOWLEDGE (SK) COURSES**

**FOR PRIMARY TRACK ONLY**

**ASE10A  Grammar**
This course is an introduction to pedagogical grammar of English with a focus to equipping student-teachers with the knowledge of the basics of English grammar and familiarizing them with a set of metalanguage for describing the English language.

**ASE20A  Exploring Language in Texts**
In this module, students will understand how language is used in different types of texts to achieve different purposes. They will study both fiction and non-fiction texts written for children, and will learn how to analyse these text types in terms of context, purpose and audience to identify organisational structures, as well as key language features. Through tutorial activities, students will see how all these features of texts work together and are used by readers and writers to communicate and construct meaning.

**ASE40A  Current Trends in Language Education in the Upper Primary School**
This course is for student teachers who wish to specialize in teaching English in the upper primary. In the course students teachers will learn about current Ministry of Education initiatives and how they are being implemented in schools at the upper primary level. The course will consider current moves in language education towards curriculum integration, multiliteracies and multimodalities. The principles presented will be referred to in the course ACE 402 'Teaching the Language Skills in the Upper Primary (CSP/CS Upper Primary)'. By the end of the course, student teachers will have acquired subject knowledge on three main language-education components, and understand and analyse how these have relevance and currency in language education in today's classroom that must move in tandem with changing times and needs, both local and global. The three main language-learning components are: Language Across the Curriculum, Principles of Assessment, and Multiliteracies and Digital Literacy.