

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Certificate in Professional Development Programme for Teachers of English (1 week)
Programme QF Level	: 5
Course Title	: Effective use of e-resources in the English classroom
Course Code	: ENG5407
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 30
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 5

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces a wide range of e-resources and their applications in promoting effective English teaching and learning in Hong Kong primary and secondary schools. The effective evaluation of e-resources is also included. Focus will be given to using e-resources to facilitate arousing students' interest in English, integrating language skills more effectively, increasing interaction and collaboration between teachers and learners, and assisting learners in beginning to take charge of their own learning. The course includes how e-resources can be integrated with a variety of teaching approaches to tailor a school-based English curriculum suited to the needs of learners. Aims of the English curriculum, including assisting students to be more flexible, independent, motivated and engaged in their learning activities will be addressed. IT resources covered in the course include a variety of websites, software, hardware tools, apps and e-books (including e-textbooks) appropriate to the learning level of both primary and secondary students.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate an understanding of the principles, concepts and roles of e-resources in planning and delivering primary and secondary English language lessons [**PILO₁**, **PILO₂**];
- CILO₂ Demonstrate the use of a variety of e-resources, including LMSs, software, hardware (iPads/tablets) and apps, in supporting and enhancing the teaching and learning of the English curriculum [**PILO₂**, **PILO₃**, **PILO₄**]; and
- CILO₃ Evaluate teaching and learning activities, approaches and applications that involve the use of e-resources to support English language teaching and learning [**PILO₂**, **PILO₃**, **PILO₄**].

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Use spoken and written English to articulate and discuss concepts and issues related to the use and integration of e-resources in the ELT curriculum.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Introduction to the rationale, principles, concepts and roles involved in using a variety of e-resources to support the teaching and learning of English, especially innovative pedagogies enabled by IT, such as enhanced peer-to-peer	<i>CILOs 1 & 2</i> <i>CILLO₁</i>	Lectures, demonstrations, class activities, and group discussion

interactions and self-directed learning (e.g. 'flipped classroom')		
<ul style="list-style-type: none"> Learning to use and critically evaluate e-resources to enhance English language teaching and learning, including Web 2.0, Wikis, language focused WebQuests, online and software games, language learning software, electronic storybooks and textbooks, etc. 	<i>CILOs 1,2 & 3</i> <i>CILLO₁</i>	Lectures, demonstrations, class activities, and group discussion
<ul style="list-style-type: none"> Exploring blended pedagogy using e-resources to support primary and secondary school learners' English oral, reading and writing skills, integration of language skills, communicative competencies and literacy development. 	<i>CILOs 1,2 & 3</i> <i>CILLO₁</i>	Lectures, demonstrations, class activities, and group discussion

Remark: Peer learning, assignment preparation and assignment research in library will be arranged as the On-Campus Learning Activities (6 hours)

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Collaborate with a group of 3-5 classmates to develop a unit plan and teaching/learning materials suitable for use with a class of primary or secondary English students, utilizing appropriate e-resources (e.g. WebQuest, electronic storybooks, software, etc.) and evaluating the rationale for their use.	100%*	<i>CILOs 1,2 & 3</i> <i>CILLO₁</i>

*Graded on a Pass/Fail basis, with a Distinction grade possible for the most outstanding assignments.

6. Required Text(s)

Nil

7. Recommended Readings

- Bennett, R. (2004). *Using ICT in primary English teaching*. Exeter, England: Learning Matters.
- Beatty, K. (2003). *Teaching and researching Computer-Assisted Language Learning*. London: Longman.
- Christel, M. T. & Sullivan, S. (Eds.) (2010). *Lesson plans for developing digital literacies*. Urbana, Ill.: National Council of Teachers of English.

- Chu, S. (et al.). (2012). *Developing Upper Primary Students' 21st Century Skills: Inquiry Learning through Collaborative Teaching and Web 2.0 Technology*. Hong Kong: Hong Kong University Press.
- Curriculum Development Council (2004). *English Language Curriculum Guide (Primary 1 – 6)*.
- Curriculum Development Council (2002). *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)*.
- Curriculum Development Council & HKEAA (2007). *English Language Curriculum and Assessment (Secondary 4-6)*. Hong Kong: Education Bureau.
- Crane, B. E. (2012). *Using web 2.0 and social networking tools in the K-12 classroom*. Chicago, Ill.: Neal-Schuman Publishers.
- Damodar, G., Shailaja, P., & Rajeshwar, M. (Eds.) (2001). *IT revolution, globalization and the teaching of English*. New Delhi, India: Atlantic Publishers and Distributors.
- Davison, C., (Ed.). (2005). *Information Technology and Innovation in Language Education*. Hong Kong: Hong Kong University Press.
- Díaz-Vera, J. E. (Ed.) (2012). *Left to my own devices: Learner autonomy and mobile-assisted language learning*. Bingley, U.K.: Emerald.
- Education Bureau. (2014). *The Fourth Strategy on IT in Education: Realising IT Potential, Unleashing Learning Power, a Holistic Approach*. Hong Kong: Government Printing Office.
- Education Bureau. (2009). *Working Group on Textbooks and e-Learning Resources Development: Main Report*. Hong Kong: Government Printing Office.
- Firek, H. (2003). *10 easy ways to use technology in the English classroom*. Portsmouth, N.H.: Heinemann.
- Herrington, A., Hodgson, K., & Moran, C. (2009). *Teaching the new writing: Technology, change and assessment in the 21st-century classroom*. London: Teachers College Press.
- Levy, M., et al. (Eds.) (2011). *WorldCALL: International perspectives on computer-assisted language learning*. New York: Routledge.
- Medwell, J. (1998). The talking books project: Some further insights into the use of talking books to develop reading. *Reading*, 32(1), 3-8.
- Monteith, M. (2002). *Teaching Primary Literacy with ICT*. Buckingham: Open University Press.
- Roblyer, M. D. (2006). *Integrating educational technology into teaching*. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.
- Rudd, A., & Tyldesley, A. (2006). *Literacy and ICT in the primary school: A creative approach to English*. London: David Fulton Publishers.
- Spector, J. M., et al. (Eds.). (2010). *Learning and instruction in the digital age*. New York: Springer.
- Szendeffy, J. (2005). *A practical guide to using computers in language teaching*. Ann Arbor: University of Michigan Press.
- Teeler, D., & Gray, P. (2000). *How to use the Internet in ELT*. Harlow, England: Longman.
- Tribble, C., & Jones, G. (1990). *Concordances in the classroom: A resource book for teachers*. Harlow, England: Longman.
- Windeatt, S., Hardisty, D. & Eastment, D. (2000). *The Internet*. Oxford: Oxford University Press.

8. Related Web Resources

BBC CBeebies - online ebooks

<http://www.bbc.co.uk/cbeebies/stories/>

Creating a WebQuest: It's Easier Than You Think

http://www.educationworld.com/a_tech/tech/tech011.shtml

Hot Potatoes

<http://hotpot.uvic.ca/>

QuestGarden

<http://questgarden.com/>

Some thoughts about WebQuests

<http://mennta.hi.is/vefir/danska/webquest1/Some%20Thoughts%20About%20WebQuests.htm>

WebQuest.Org

<http://www.webquest.org/>

The WebQuest Page

<http://webquest.sdsu.edu/>

Webquest Taskonomy: A Taxonomy of Tasks

<http://edweb.sdsu.edu/webquest/taskonomy.html>

Why WebQuests?

http://www.internet4classrooms.com/why_webquest.htm

WordSmith Tools

<http://www.lexically.net/wordsmith/>

Zunal WebQuest Maker

<http://www.zunal.com/>

9. Related Journals

Association for the Advancement of Computing in Education (AACE) Journal

Computer-Assisted Language Learning:

<http://www.tandf.co.uk/journals/titles/09588221.asp>

Journal of Educational Multimedia and Hypermedia

Journal of Research on Computing in Education

Journal of Research on Technology in Education

Language Learning and Technology:

<http://lt.msu.edu/>

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. Others

Nil

7 May 2018