

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

---

**Part I**

<b>Programme Title</b>	: Certificate in Professional Development Programme for Primary Teachers of English (BWP048)
<b>Programme QF Level</b>	: 6
<b>Course Title</b>	: Developing e-resources for reading across the curriculum in primary schools
<b>Course Code</b>	: ENG5442
<b>Department</b>	: Department of English Language Education (ELE)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 30
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 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 principles and practical skills in promoting reading across the curriculum in Hong Kong primary schools. Focus will be on ways to (a) incorporate reading as a whole school approach, (b) create a diversified range of texts as reading materials, (c) create e-resources that can help students understand the interplay between words, images and sounds, (d) help students to locate, evaluate, extract, organise and present information from cross-curricular texts, and (e) promote reading engagement and motivation. Reports from External School Reviews have pointed out that there is room for improvement in school holistic planning for the promotion of reading and strategies and increasing students' motivation in reading. The course will showcase effective reading approaches that have been implemented in local primary schools. A particular emphasis is on the development of self-designed eBooks to construct a school-based reading across the curriculum programme suited to the needs of diverse schools and learners. The effective evaluation of current school resources and situation will be included.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Demonstrate an understanding of the theory and principles of effective reading strategies to promote reading across the curriculum for the primary school curriculum;
- CILO<sub>2</sub> Analyse teaching approaches in reading to support reading across the curriculum;
- CILO<sub>3</sub> Apply knowledge and skills of pedagogical principles to design cross curricular eBooks and related eResource-based assessment activities for use in local primary schools; and
- CILO<sub>4</sub> Build competencies and confidence in implementing effective teaching of reading strategies in local primary schools.

## 3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO<sub>1</sub> Design an eBook and subsequent activities that appropriately use text types, language patterns and vocabulary derived from cross-curricular topics for the purposes of promoting reading across the curriculum. [PILO3 (SK3)]

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Introduction to the rationale, principles, concepts and roles of using e-resources (e.g. e-books, teacher-authored activities) to support cross-curricular	CILO <sub>1, 2, 3, 4</sub> CILLO <sub>1</sub>	<ul style="list-style-type: none"><li>● Lectures</li><li>● Demonstrations</li><li>● Class activities</li><li>● Group discussions</li></ul>

reading in primary school settings.		
Developing e-resources and reading materials (e.g. e-books, teacher-authored activities) to enhance cross-curricular reading in primary school settings	<i>CILO<sub>1, 2, 3, 4</sub></i> <i>CILLO<sub>1</sub></i>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Class activities</li> <li>• Group discussions</li> </ul>
Exploring the pedagogical implications of using e-resources (e.g. e-books, - teacher-authored activities) to promote cross-curricular reading to primary school students.	<i>CILO<sub>1, 2, 3, 4</sub></i> <i>CILLO<sub>1</sub></i>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Class activities</li> <li>• Group discussions</li> </ul>

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) A microteaching of an English lesson (of about 15 min) by integrating e-resource(s) (e.g. e-book, teacher-authored activities) to support cross-curricular reading in primary school context.	20%	CILO <sub>1, 2, 3, 4</sub>
(b) Presentation (15 min) - to explain the design and rationale of the e-resource(s) and how it can be implemented to promote cross-curricular reading in a specific primary ELT context.	30%	CILLO <sub>1, 2, 3, 4</sub>
(c) Individually develop e-resource(s) for teaching and learning materials suitable for use with a class of primary students that promote cross-curricular reading.	50%	CILO <sub>1, 2, 3, 4</sub>

## 6. Required Text(s)

Nil

## 7. Recommended Readings

Cervetti, G. N., & Hiebert, E. H. (2015). The sixth pillar of reading instruction: Knowledge development. *The Reading Teacher*, 68(7), 548-551

Clandfield, L., & Hadfield, J. (2017). *Interaction online: Creative activities for blended learning*. Cambridge: Cambridge University Press.

Cummins, S. (2012). *Close reading of informational texts: Assessment-driven instruction in grades 3-8*. Guilford Press.

Curriculum Development Council (2017). English language education key learning area curriculum guide (Primary 1 – Secondary 6). Retrieved from [https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf)

Curriculum Development Council (2018). Supplement to the English language education key learning area curriculum guide. Retrieved from

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20JS%20Supplement%202018.pdf>

- Davidson, M., & Hobbs, J. (2013). Delivering reading intervention to the poorest children: The case of Liberia and EGRA-Plus, a primary grade reading assessment and intervention. *International Journal of Educational Development*, 33, 283-293.
- Fisher, D., & Frey, N. (2014). Closely reading informational texts in the primary grades. *The Reading Teacher*, 68(3), 222-227.
- Flood, F., Heath, S. B., & Lapp, D. (2014). *Handbook of research on teaching literacy through the communicative and visual arts: A project of the international reading association* (Volume II). New York, NY: Routledge.
- Halpern, D. F. (1997). *Critical thinking across the curriculum: A brief edition of thought and knowledge*. Oxon, OX: Lawrence Erlbaum.
- Hockly, N. (2017). *ETpedia technology: 500 ideas for using technology in the English language classroom*. West Sussex: Pavilion Publishing and Media Ltd.
- January, S.-A. A., Ardoin, S. P., Christ, T. J., Eckert, T. L., White, M. J. (2016). Evaluating the interpretations and use of curriculum-based measurement in reading and word lists for universal screening in first and second grade. *School Psychology Review*, 45(3), 310-326.
- Kerry, T. (2015). *Cross-curricular teaching in the primary school: Planning and facilitating imaginative lessons*. Oxon, OX: Routledge.
- Kucirkova, N., Littleton, K., & Cremin, T. (2017). Young children's reading for pleasure with digital books: six key facets of engagement. *Cambridge Journal of Education*, 47(1), 67-84.
- Lewis, G. (2017). *Learning Technology: Into the classroom*. Oxford: Oxford University Press.
- Li, L. (2017). *New technologies and language learning*. London: Palgrave Macmillan.
- McGuinness, C., Sproule, L., Bojke, C., Trew, K., & Walsh, G. (2014). Impact of a play-based curriculum in the first two years of primary school: literacy and numeracy outcomes over seven years. *British Educational Research Journal*, 40(5), pp.772-795.
- O'Callaghan, C. M. (2011). Using children's literature across the curriculum: A handbook of instructional strategies. Boston: Pearson.
- Rose, D. (2016). Engaging and supporting all our students to read and learn from reading. *PETAA Paper*, 202. Retrieved from [http://www.petaa.edu.au/imis\\_prod/w/Teaching\\_Resources/PPs/PETAA\\_PAPER\\_202.aspx](http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/PPs/PETAA_PAPER_202.aspx).
- Roland, C. (2020). *Structuring fun for young language learners online*. West Sussex: Pavilion Publishing and Media Ltd.
- Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*. Sheffield: Equinox.
- Roessing, L., & Laminack, L. (2019). *Talking texts: A teachers' guide to book club across the curriculum*. Rowman & Littlefield Publishers
- Such, C. (2021). *The art and science of teaching primary reading*. London: Corwin Ltd.

- Vásquez, A. (2010). *Teaching language arts to English language learners*. New York, NY: Routledge.
- Vacca, R. T., & Vacca, J. A. L. (2005). *Content Area Reading: Literacy and Learning across the Curriculum*. Boston, MA: Pearson / Allyn and Bacon.
- Wilden, S. (2017). *Mobile Learning: Into the classroom*. Oxford: Oxford University Press.
- Wilfong, L. G. (2009). Textmasters: Bringing literature Circles to textbook reading across the curriculum. *Journal of Adolescent and Adult Literacy*, 53(2), 164-171.

## 8. Related Web Resources

EDB: Four key tasks – achieving learning to learn 3b reading to learn.

<https://cd.edb.gov.hk/becg/english/chapter3B.html>

Reading to learn:

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/index.html>

EDB : School Library Services

<https://www.edb.gov.hk/en/curriculum-development/resource-support/sch-lib-services/index.html>

EDB One-stop Portal for Learning & Teaching Resources

<https://www.hkedcity.net/edbosp/>

EDB: Reaping Multiple Benefits through promoting reading across the curriculum in the primary English classroom

[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/RaC%20Pri/Leaflet\\_RaC\\_Pri.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/RaC%20Pri/Leaflet_RaC_Pri.pdf)

EDB: Book list for reading across the curriculum

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/RaC/RaCBooklists.html>

## 9. Related Journals

Nil

## 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

12 April 2022