THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Programme Title	:	Certificate in Professional Development Programme on Supporting English Language Learners with Reading Difficulties
Programme QF Level	:	6
Course Title	:	Supporting English Language Learners with Reading Difficulties
Course Code	:	ENG5415
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

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

* The course will be taught mainly in English while Chinese may also be used subject to specific classroom learning and teaching needs.

1. **Course Synopsis**

Acquiring an additional language is of vital importance in today's increasingly globalised world. Some language learners, however, are put in a disadvantaged position due to their reading difficulties. This course aims to help teacher participants to develop an understanding and current knowledge of how teachers can effectively support students with reading difficulties in the language classroom. To achieve this aim, teacher participants will first need to understand the nature and possible causes of reading difficulties, which is a prerequisite for developing a positive teacher attitude and establishing a supportive learning environment. Then teacher participants will be acquainted with current knowledge regarding essential components of effective language teaching and specific up-to-date teaching approaches, techniques and strategies that can effectively meet the needs of students with reading difficulties. Lastly, teacher participants will reflect on existing practices in Hong Kong schools and draw on what they have learned to design learning and teaching activities that suit the needs of all language learners, whether with or without reading difficulties. They will also evaluate activities designed by fellow teacher participants and give suitable recommendations with a view to increasing awareness of considerations for creating supportive learning conditions for learners with reading difficulties in the regular language classroom.

2. **Course Intended Learning Outcomes (CILOs)**

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

$CILO_1$ Demonstrate an understanding of the nature and causes of reading difficulties, as well as current knowledge of essential components of effective language teaching and specific teaching approaches, techniques and strategies for meeting the needs of learners with reading difficulties;

$CILO_2$ Reflect on current practice in Hong Kong schools and apply what they have learned to design language teaching and learning activities that suit the needs of all language learners, whether with or without reading difficulties; and

$CILO_3$ Evaluate peers' teaching plan and give suitable recommendations to show an awareness of considerations necessary for creating supportive learning conditions for learners with reading difficulties in the regular language classroom

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

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

$CILLO_1$ Verbalise understanding and knowledge gained in this course in both speaking and writing precisely and coherently.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities

Understand the nature and causes of reading difficulties, as well as current knowledge regarding essential components of effective language teaching and specific teaching approaches, techniques and strategies for meeting the needs of learners with reading difficulties.	$CILO_1$	Lectures Demonstrations Class activities Group discussions
Reflect on current practice in Hong Kong schools and apply what has been learned to design teaching and learning activities that suit the needs of all learners, with or without reading difficulties.	$CILOs_{1, 2}$ $CILLO_1$	Lectures Demonstrations Class activities Group discussions
Evaluate peers' teaching plan and give suitable recommendations to show an awareness of considerations necessary for creating positive learning conditions for learners with reading difficulties in the regular language classroom	$CILOs_{1, 2, 3}$ $CILLO_1$	Group discussions Group presentation

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 3-4 classmates to develop a unit plan for use with a class of primary or secondary English language learners mixed with individuals who have reading difficulties.	60%	$CILOs_{1, 2}$, $CILLO_1$
(b) Orally present the unit plan and elucidate the rationale for its design as a group	20%	$CILOs_{1, 2, 3}$ $CILLO_1$
(c) Individually evaluate another group's unit plan in relation to its supportiveness to learners with reading difficulties and intended learning objectives/outcomes. Then provide suitable recommendations based on the evaluation made.	20%	$CILOs_{1, 3}$ $CILLO_1$

6. **Use of Generative AI in Course Assessments**
   Please select one option only that applies to this course:

   ☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

   ☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional

requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Nil

8. Recommended Readings

The 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

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

Chard, D. J., & Dickson, S. V. (1999). *Phonological awareness: Instructional and assessment guidelines*. Retrieved from: http://www.ldonline.org/article/6254

Gambrell, L. B. (2011). Seven rules of engagement: What's most important to know about motivation to read? *The Reading Teacher*, *65*(3), 172-178.

Goldfus, C. (2012). Knowledge foundations for beginning reading teachers in EFL. *Annals of dyslexia*, *62*(3), 204-221.

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning difficulties*. Clevedon: Multilingual Matters.

Mercer, C. (2002). *Accommodating Students with Dyslexia in All Classroom Settings*. Retrieved from: http://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore: The International Dyslexia Association.

Nijakowska, J. (2013). Multisensory Structured Learning Approach in Teaching Foreign Languages to Dyslexic Learners. In D. Gabrys-Barker et al. (Ed.), *Investigations in Teaching and Learning Languages* (pp. 201-215). Springer International Publishing.

Shaywitz, S. E. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.

Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Research Council.

The International Dyslexia Association. (2017). *Basic facts about dyslexia*. Retrieved from: https://dyslexiaida.org/dyslexia-basics/

Williams, J. A., & Lynch, S. A. (2010). Dyslexia: What teachers need to know? *Kappa Delta Pi Record*, *46*(2), 66-70.

9. Related Web Resources

BBC. (2016). *B is for Book* [Video file]. Retrieved from: https://youtu.be/CJ-2kVoDP0s

Nijakowska, J., Kormos, J., Hanusova, S., Jaroszewicz, B, Kálmos, B, Imrene Sarkadi, A., Smith, A. M., Szymańska-Czaplak, E., Vojtkova, N. (2013). *DysTEFL - Dyslexia for teachers of English as a foreign language*. *Self-study course*. Retrieved from: http://course.dystefl.eu/

NPR. (2016). *Unlocking dyslexia* [Radio series]. Retrieved from: http://www.npr.org/series/503544816/unlocking-dyslexi

TED-Ed. (2013, July 15). *Kelli Sandman-Hurley: What is dyslexia?* [Video file]. Retrieved from https://youtu.be/zafiGBrFkRM

Other useful online resources/ websites:
https://www.teachyourmonstertoread.com/
https://www.naturalreaders.com/online/
https://www.coursera.org/learn/dyslexia-difficulties
https://www.futurelearn.com/courses/dyslexia
http://www.readingrockets.org/helping
https://clpe.org.uk/
https://ukla.org/

10. Related Journals

Journal of Research in Reading
Literacy
Perspectives on Language and Literacy
The Reading Teacher

11. 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/uploads/docs/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

12. Others

Nil

7 July 2025