

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

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**Part I**

<b>Programme Title</b>	: Certificate in Professional Development Programme on AI in the Classroom: Innovative Strategies for Enhancing English Language Teaching
<b>Programme QF Level</b>	: 6
<b>Course Title</b>	: AI in the Classroom: Innovative Strategies for Enhancing English Language Teaching
<b>Course Code</b>	: ENG5461
<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

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**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"):

- 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 is designed to enhance the digital literacy of ESL/EFL teachers at the primary and secondary levels, specifically focusing on integrating artificial intelligence (AI) into English Language teaching. Participants will explore how AI can effectively support teaching and learning in the English Language curriculum. The course will provide a thorough understanding of AI tools and their applications in the classroom, enabling teachers to tailor their instructional strategies to meet diverse student needs and align with educational objectives. Key concepts will include AI-driven personalised learning, assessment for/as learning, feedback mechanisms, and media and information literacy in the context of AI. Teachers will learn to select and implement AI tools responsibly, fostering an ethical approach to technology use among students. This course ensures that AI integration enhances teaching effectiveness and student engagement in ESL/EFL settings, preparing learners for a technologically advanced world.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Effectively incorporate AI tools into lesson planning to enhance both productive (speaking, writing) and receptive (listening, reading) language skills.
- CILO<sub>2</sub> Apply AI-driven personalization techniques to tailor instruction and support diverse learning needs within the English language curriculum.
- CILO<sub>3</sub> Use AI tools for formative and summative assessment, providing timely and constructive feedback to students to support their language development.
- CILO<sub>4</sub> Guide students in becoming ethical and informed users of AI technologies, emphasizing the importance of data privacy, accuracy, and responsible online behavior.
- CILO<sub>5</sub> Modify and adapt teaching strategies to effectively integrate AI within local educational curricula and requirements, ensuring relevance and appropriateness for their students.

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

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

- CILLO<sub>1</sub> Use spoken and written English to articulate and discuss concepts and issues related to the use and integration of AI in the primary and secondary ELT curriculum.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<b>Introduction to AI in Language Teaching:</b> Exploring the basics of AI,	CILO <sub>1,2</sub> CILLO <sub>1</sub>	<ul style="list-style-type: none"><li>• Lectures</li><li>• Demonstrations</li></ul>

its types, applications, and tools that enhance English teaching and learning in primary and secondary classrooms.		<ul style="list-style-type: none"> <li>• Hands-on activities</li> <li>• Group discussion</li> </ul>
<b>Ethical Use of AI and Intellectual Property:</b> Discussing data privacy, bias, and the broader ethical implications of using emerging technologies in education.	<i>CILO</i> <sub>2,3</sub> CILLO <sub>1</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Hands-on activities</li> <li>• Group discussion</li> </ul>
<b>Ethical and Informed Technology Usage:</b> Developing strategies to foster digital literacy and guide students in using technology responsibly, focusing on accuracy and responsible behavior.	<i>CILO</i> <sub>2,3,4</sub> CILLO <sub>1</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Hands-on activities</li> <li>• Group discussion</li> </ul>
<b>Theoretical Frameworks for AI Integration:</b> Introducing TPACK and SAMR models with practical examples, and examining SRL in language learning to identify AI tools that support self-regulated learning.	<i>CILO</i> <sub>1,4,5</sub> CILLO <sub>1</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Hands-on activities</li> <li>• Group discussion</li> </ul>
<b>Practical Application of AI in ESL/EFL Lesson Planning:</b> Creating and adapting unit and lesson plans that integrate AI tools, focusing on enhancing teaching effectiveness and personalising learning experiences.	<i>CILO</i> <sub>1,4,5</sub> CILLO <sub>1</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Hands-on activities</li> <li>• Group discussion</li> </ul>
<b>Integrating AI for Productive and Receptive Skills:</b> Exploring ways to use AI to promote productive skills (writing and speaking) and receptive skills (listening and reading), tailored to diverse learners.	<i>CILO</i> <sub>1,2</sub> CILLO <sub>1</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Hands-on activities</li> <li>• Group discussion</li> </ul>
<b>Using AI in the Hong Kong Context:</b> Identifying criteria for selecting AI tools that align with the Hong Kong curriculum and adapting emerging technologies to meet specific classroom and curriculum needs.	<i>CILO</i> <sub>2,4,5</sub> CILLO <sub>1</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Hands-on activities</li> <li>• Group discussion</li> </ul>

*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 and teaching/learning materials for primary or secondary English students utilising AI tools and providing a rationale for their use.	Group work 45%	<i>CILO</i> <sub>1,2,3,4</sub> CILLO <sub>1</sub>

(b) Orally present the unit plan and elucidate their design.	Group work assessed individually 25%	<i>CILO</i> <sub>1,2,3,4</sub> <i>CILLO</i> <sub>1</sub>
(c) Daily reflective blog posts	Individual work 30%	<i>CILO</i> <sub>1,2,3,4</sub> <i>CILLO</i> <sub>1</sub>

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

## 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

- Bender, S.M. (2024). Awareness of artificial intelligence as an essential digital literacy: ChatGPT and Gen-AI in the classroom. *Changing English*, 31(2), 161-174. <https://doi.org/10.1080/1358684X.2024.2309995>
- Chan, C.K.Y., & Colloton, T. (2024). *Generative AI in higher education: The ChatGPT effect*. Routledge.
- Curriculum Development Council. (2017). *English language curriculum guide (P1-S6)*. Hong Kong: Education Bureau.
- Curriculum Development Council & HKEAA (2007). *English Language Curriculum and Assessment (Secondary 4-6)*. Hong Kong: Education Bureau.
- Curriculum Development Council (2022). *Information literacy for Hong Kong students Learning framework*. Hong Kong: Education Bureau.
- Dressman, M., Lee, J. S., & Perrot, L. (2023). *English language learning in the digital age: Learner-driven strategies for adolescents and young adults*. Wiley-Blackwell.
- Hockly, N. (2023). Artificial Intelligence in English language teaching: The good, the bad and the ugly. *RELC Journal*, 54(2), 445-451. <https://doi.org/10.1177/00336882231168504>
- Kohnke, L., Moorhouse, B.L., Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal*, 54(2), 537-550. <https://doi.org/10.1177/00336882231162868>
- Kohnke, L., & Zou, D. (2025). Artificial Intelligence Integration in TESOL Teacher

- Education: Promoting a Critical Lens Guided by TPACK and SAMR. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3396>
- Kong, SC., Cheung, W.MY., & Tsang, O. (2023). Evaluating an artificial intelligence literacy programme for empowering and developing concepts, literacy and ethical awareness in senior secondary students. *Education Information Technologies*, 28, 4703–4724 . <https://doi.org/10.1007/s10639-022-11408-7>
- Lee, S.J. & Kwon, K. (2024). A systematic review of AI education in K-12 classrooms from 2018 to 2023: Topics, strategies, and learning outcomes. *Computers and Education: Artificial Intelligence*, 6, <https://doi.org/10.1016/j.caeai.2024.100211>
- Moorhouse, B.L., & Kohnke, L. (2024). The effect of generative AI on initial language education: The perceptions of teacher educators. *System*, 122, <https://doi.org/10.1016/j.system.2024.103290>
- Ng, D.T.K., Su, J., Leung, J.K.L., & Chu, S.K.W. (2023). Artificial intelligence (AI) literacy education in secondary schools: a review. *Interactive Learning Environment*, <https://doi.org/10.1080/10494820.2023.2255228>
- Su, J., Ng, D.T.K., & Chu, S.K.W. (2023). Artificial intelligence (AI) literacy in early childhood education: The challenges and opportunities. *Computers and Education: Artificial Intelligence*, 4, <https://doi.org/10.1016/j.caeai.2023.100124>
- Wang, M., Yu, H., Bell, Z., & Chu, X. (2022). Constructing an Edu-ecosystem: A New and innovative framework. *IEEE Transactions on Learning Technologies*, 15(6), 685-696. <https://doi.org/10.1109/TLT.2022.3210828>
- Weipeng, Y. (2022). Artificial intelligence education for young children: Why, what, and how in curriculum design and implementation. *Computers and Education: Artificial Intelligence*, 3, <https://doi.org/10.1016/j.caeai.2022.100061>
- Yeo, M. (2023). Academic integrity in the age of artificial intelligence (AI) authoring apps. *TESOL Journal*, 14(3), <https://doi.org/10.1002/tesj.716>
- Zou, D., Xie, H., & Kohnke, L. (2025). Navigating the future: Establishing a framework for educators’ pedagogic artificial intelligence competence. *European Journal of Education*, 60(2), e70117. <https://doi.org/10.1111/ejed.70117>

## 9. Related Journals

Computer-Assisted Language Learning  
Computers and Education: Artificial Intelligence  
ELT Journal  
Innovation in Language Learning and Teaching  
Journal of Research on Computing in Education  
Journal of Research on Technology in Education  
Language Learning and Technology  
SYSTEM  
TESOL Journal

## 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/uploads/docs/000000000016336798924548BbN5>). Students

should familiarize themselves with the Policy.

#### **11. Others**

Nil

7 July 2025