THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	**:**	Professional Development Programme on Innovative Approaches to English Language Teaching: Integrating Emerging Technologies and e-Resources
Programme QF Level	**:**	6
Course Title	**:**	Innovative Approaches to English Language Teaching: Integrating Emerging Technologies and e-Resources
Course Code	**:**	ENG5462
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

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 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:

$CILO_1$	Develop lesson plans that integrate emerging technologies—such as AI, VR/AR, and wearable technologies—and e-resources to support language learning in primary and secondary English classrooms;
$CILO_2$	Apply informed judgment to select, evaluate, and implement emerging technologies and e-resources that align with the English curriculum and address the diverse needs of learners;
$CILO_3$	Guide students in becoming ethical, informed users of emerging technologies and e-resources, fostering digital literacy, critical thinking, and responsible usage;
$CILO_4$	Design and implement innovative teaching strategies using emerging technologies and e-resources to enhance student engagement, support learner autonomy and self-paced learning, and facilitate the creation and interpretation of multimodal texts; and
$CILO_5$	Integrate e-assessment strategies and tools to promote assessment for learning and assessment as learning in technology-enhanced ESL/EFL classrooms.

3. Course Intended Language Learning Outcomes (CILLOs)

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

$CILLO_1$	Use spoken and written English to articulate and discuss concepts related to the integration of emerging technologies into primary and secondary ELT.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities

Introduction to emerging technologies in language teaching: Exploring AI, virtual/augmented reality, and wearable technologies that can enhance English teaching and learning in primary and secondary classrooms.	*CILO*$_{1,2}$ CILLO$_1$	• Lectures • Demonstrations • Hands-on activities/Demo • Group discussion
E-resources for language learning: Evaluating websites, apps, e-books, and software to create engaging and interactive ESL/EFL learning experiences.	*CILO*$_{1,2}$ CILLO$_1$	• Lectures • Demonstrations • Hands-on activities/Demo • Group discussion
Ethical use of emerging technologies and e-resources: Addressing data privacy, bias, digital citizenship, and broader ethical implications in educational settings.	*CILO*$_{2,3}$ CILLO$_1$	• Lectures • Demonstrations • Hands-on activities/Demo • Group discussion
Practical application in ESL/EFL lesson planning: Creating and adapting lesson plans that integrate emerging technologies and e-resources to enhance teaching effectiveness.	*CILO*$_{1,4}$ CILLO$_1$	• Lectures • Demonstrations • Hands-on activities/Demo • Group discussion
Enhancing language skills and multimodal literacy: Using emerging technologies and e-resources to support productive skills (writing and speaking) and receptive skills (listening and reading) and guide students in creating multimodal texts (e.g. videos, infographics, digital stories).	*CILO*$_{1,4}$ CILLO$_1$	• Lectures • Demonstrations • Hands-on activities/Demo • Group discussion
Contextual adaptation and implementation: Selecting and implementing technologies and e-resources that align with local curricula and address diverse learner needs in specific classroom contexts.	*CILO*$_{2,4}$ CILLO$_1$	• Lectures • Demonstrations • Hands-on activities/Demo • Group discussion
e-Assessment for Language Learning: Applying digital assessment tools (e.g., quizzes, portfolios, analytics) to support assessment for and as learning.	*CILO*$_5$ CILLO$_1$	• Lectures • Demonstrations • Hands-on activities/Demo • Group discussion

5. Assessment

Assessment Tasks	**Weighting**	**CILOs/ CILLOs**
(a) Collaborate with a group of 3-4 classmates to design a 2-3 technology-enhanced lessons for primary/secondary school learners, integrating	Group work 45%	*CILO*$_{1,2,3,4,5}$ CILLO$_1$

	multimodal texts and e-assessment strategies.		
(b)	Oral Presentation: Present and justify your lesson design, highlighting technology choices, ethical considerations, and assessment strategies.	Group work assessed individually 25%	*CILO*$_{1,2,3,4,5}$ CILLO$_1$
(c)	Reflective Blog Posts: Daily reflections on course topics, including digital tools, ethics, multimodal literacy, and assessment practices.	Individual work 30%	*CILO*$_{1,2,3,4,5}$ 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 (or as advised)

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. (2024). *Nicky Hockly's 30 essentials for using artificial intelligence.* Cambridge University Press.

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

Hockly, N. (2022). *Nicky Hockly's 50 Essentials for using learning technologies*. Cambridge University Press.

Hockly, N. (2017). ETpedia technology: 500 ideas for using technology in the English

language classroom. West Sussex: Pavilion Publishing and Media Ltd.
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
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. C*omputers 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

9. Related Web Resources

Nil (or as advised)

10. Related Journals

Computers and Education: Artificial Intelligence
Computer-Assisted Language Learning
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

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/00000000001633679892454 8BbN5). Students should familiarize themselves with the Policy.

12. Others

Nil

7 July 2025