THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Programme Title	:	Bachelor of Education (Honours) (English Language) (Five-year Full-time) Secondary
Programme QF Level	:	5
Course Title	:	Using Language Arts and Non-language Arts in the ESL/EFL Classroom
Course Code	:	ENG2403
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	2

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"):
- **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 examines the task-based pedagogical principles underpinning the use of language arts and non-language arts in the Elective Part of the three-year New Senior Secondary (NSS) English Language Curriculum (Secondary 4–6). The course provides students with hands-on experience of using innovative strategies to create meaningful and diverse contexts for broadening and deepening learning experiences in the NSS classes. A variety of pedagogical strategies and techniques will be used to prepare NSS students for future work and study, and to foster creativity, imagination and broader cultural awareness and global perspectives through the medium of language arts and non-language arts in the secondary ESL/EFL classroom.

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

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

CILO$_1$ Conduct a critical analysis of creative and pedagogical texts in the NSS language arts and non-language arts modules that promote creative, meaningful and socially responsible use of the English language in diverse contexts;

CILO$_2$ Demonstrate thoughtful applications of relevant pedagogical principles in using language arts and non-language arts materials in the secondary classroom in pursuit of excellence in professional practices; and

CILO$_3$ Analyse the usefulness of a variety of language arts and non-language arts resources and demonstrate how different materials can be adapted for Hong Kong secondary classrooms.

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

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

CILLO$_1$ Organise a coherent oral presentation for the critical appreciation of creative and pedagogical texts in language arts or non-language arts.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
1. Review principles of task-based learning, teaching and assessment with a view to designing language arts and non-language arts activities for the Elective Part of the NSS English language curriculum;	*CILOs$_{1,2\ \&3}$* *CILLO$_1$*	Lecture, seminar, group work, student presentation, hands-on tasks.

2. Consider strategies for bridging Electives from Junior Secondary to Senior Secondary Forms.		
3. Analyze language arts texts (e.g., stories, drama, songs, poems, films, etc.) and non-language texts (e.g., debates, social issues, workplace communication, etc.), and experience hands-on activities using language arts and non-language arts materials with a view to using them in the classroom.	$CILOs_{1,2\ \&3}$ $CILLO_1$	Lecture, seminar, group work, student presentation, hands-on tasks.
4. Organize a coherent oral presentation: The structure and language of oral presentations.	$CILLO_1$	Lecture, seminar, group work, student presentation, hands-on tasks.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) A unit of work on a self-chosen non-language arts module. (a) Show the design of associated tasks and activities, and (b) learning materials while considering their suitability for the target group of secondary school students.	40% Pair work	$CILOs_{1,2\ \&\ 3}$
(b) A unit of work consisting of a series of classroom activities leading up to a main task based on a self-chosen language arts module. The learning materials should be suitable for secondary school students.	60% Individual work	$CILO_{1,2\ \&3}$ $CILLO_1$

6. Required Text(s)

Education and Manpower Bureau. (2007). *Senior secondary curriculum guide*. Hong Kong: Curriculum Development Council.

Education and Manpower Bureau. (2007). *Suggested schemes of work for the Elective part of the three-year senior secondary English language curriculum (Secondary 4 – 6)*. Hong Kong: Curriculum Development Council.

Curriculum Development Council & the Hong Kong Examinations and Assessment Authority. (2007). *English language curriculum and assessment guide (Secondary 4 - 6)*. Hong Kong: Curriculum Development Council.

7. Recommended Readings

Anstey, M. & Bull G. (2006). *Teaching and learning multiliteracies: Changing times, Changing literacies.* Newark: International Reading Association.

Beach, R., Appleman, D., Hynds, S. & Wilhelm, J. (2011). *Teaching literature to adolescents.* New Jersey: LEA.

Curriculum Development Council. (2002). *Let's experience and appreciate drama.* Hong Kong: Government Printer.

Dixon, L. (2003). *Play-Acting: A guide to theatre workshops.* London: Methuen.

Education Department. (2002). *CDC English language education key learning area curriculum guide (P1 – S3).* Hong Kong: Curriculum Development Council.

Education and Manpower Bureau. (2007). *Literature in English curriculum and assessment guide (Secondary 4 – 6).* Hong Kong: Curriculum Development Council.

Fredericks, A.D. (2008). *Building fluency with readers theatre: motivational strategies, successful lessons and dynamic scripts to develop fluency, comprehension, writing and vocabulary*. Westport Conn.: Teachers Idea Press.

Fraser, P. (2005). *Teaching music video.* London: British Film Institute.

Golden, J. (2001). *Reading in the dark: Using film as a tool in the English classroom.* Urbana, Ill.: National Council of Teachers of English.

Grover, P. (2004). *Visual texts.* Melbourne: Heineman Harcourt Ed.

Mallett, M. (2010). *Choosing and using fiction and non-fiction 3-11: a comprehensive guide for teachers and student teachers.* New York: Routledge

Mok, A., Chow, A. & Wong, W. (2006). Strengthening language arts in English language teaching in Hong Kong. In Penny McKay (ed.). *Planning and teaching creatively within a required curriculum for school age learners.* US: TESOL Curriculum Development Series.

Nunan, D. (2004). *Designing tasks for the communicative classroom.* Cambridge: Cambridge University Press.

Pirozzi, R.C., Starls-Martin, G., & Dziewisz, J.B. (2012). *Critical reading, critical thinking: focusing on contemporary issues*. New York: Longman.

Poe, E.A. (2013). *From children's literature to readers theatre*. Chicago: ALA Editions.

Rieser, M & Zapp, A. (eds.) (2002). *New screen media: Cinema/art/narrative.* London: British Film Institute.

Skehan, P. (2003). Task-based instruction. *Language Teaching* 36, 1:1 – 12.

Spiro, J. (2006). *Storybuilding*. Oxford: Oxford University Press.

Vasquez, A. Hansen, A.L & Smith, P.C. (2010). *Teaching language arts to English language learners.* New York: Routledge.

Willis, D. & Willis, J. (2007). *Doing task-based teaching*. Oxford: OUP.

Winston, J. (2012). *Second language learning through drama: practical techniques and applications*. Abingdon England: Routledge.

8. **Related Web Resources**
   British Council teaching resources
   Using films:
   https://www.britishcouncil.org/voices-magazine/how-can-film-help-you-teach-or-learn-english
   Using stories:
   https://www.teachingenglish.org.uk/article/using-stories-classroom
   Using poetry
   https://www.teachingenglish.org.uk/article/using-poetry

Using drama
https://www.teachingenglish.org.uk/article/using-drama-texts-classroom

Hong Kong Education Bureau resources
Social issues:
http://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/networking%20social%20issues_updated%20may%202012.pdf
Debating:
http://www.edb.gov.hk/en/curriculum-development/resource-support/net/using-debate-in-the-english-classroom.html
Workplace:
http://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/networking%20workplace%20com_updated%20may%202012.pdf
Sports communication:
http://www.edb.gov.hk/en/curriculum-development/resource-support/net/sportscomm.html

9. **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.

10. **Others**

Nil

15 December 2020