

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language) (Five-year Full-time) Primary
Programme QF Level	: 5
Course Title	: Children's Literature in the ESL/EFL Classroom
Course Code	: ENG2402
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"):

- 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

In this course students will be guided towards a critical study and enjoyment of children's literature. Students will study a wide range of texts and explore their value and use in literature-based language classrooms for the development of school students' language proficiency through integrated language arts activities. They will also explore some instructional approaches and be introduced a range of innovative strategies and ideas in teaching children's literature to digital natives in a diverse classroom. Hands-on storytelling sessions with young learners will also be provided.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Analyse critically the features (both linguistic and visual) of children's literature from a range of renowned contemporary authors and illustrators of children's literature as a core part of professional excellence; and
- CILO₂ Develop and demonstrate strong pedagogical content knowledge in using children's literature and language arts to conduct innovative literature-based lessons in the English language curriculum of an ESL/EFL context in accordance to ethical and social responsibility.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Demonstrate the ability to read aloud texts (for example, poems, extracts from plays or stories) with meaning and with correct pronunciation, stress and intonation; and
- CILLO₂ Demonstrate the ability to compose extended written text that evidences cohesive, logical development, and explains a clear point of view.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Examining the genre of children's literature and the range of sub-genre (narratives, poetry, plays, picture books); noting features and reviewing examples.	CILO _{s1,2}	Lectures, seminars, group work and discussion, readings, and online learning activities.
● Reviewing and developing examples of language arts work that promotes students' efferent and aesthetic responses.	CILO ₂ CILLO ₂	Lectures, seminars, group work and discussion, readings, and online learning activities.

● Developing technological pedagogical content knowledge in guiding children to appreciate children’s literature in the ESL/EFL classroom with e-books, apps, software and other relevant literature materials.	<i>CILO₂</i>	After school literature based lessons with primary school children.
● Tracing developments in the field of children’s literature; relating these to socio-cultural trends and perspectives, and linking with critical analysis as a reader/viewer role.	<i>CILOs_{1,2}</i>	Lectures, seminars, group work and discussion, readings, and online learning activities.
● Modelled story-telling and reading aloud, Preparing readings	<i>CILLO₁</i>	Lectures, group PPT presentations, and online learning activities.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Oral presentation: 1. Reading aloud children’s literature text/ storytelling. 2. Presenting reader’s response.	10% 30%	<i>CILO_{1,2}</i> <i>CILLO₁</i>
(b) Individual written essay: Write a critical analysis of selected literary samples, discussing their appeal to ESL/EFL children (approximately 2000 words).	60%	<i>CILO_{1,2}</i> <i>CILLO₂</i>

6. Required Text(s)

Nil

7. Recommended Readings

- Agosto, D. E. (2016). Why storytelling matters. *Children & Libraries*, 14(2), 21-26.
- Bearne, E., & Watson, V. (Eds.) (2000). *Where texts and children meet*. London: Routledge.
- Briggs, C. (2011). Orientation to a new book: more than a picture walk. *The Reading Teacher*, 62(8).
- Carpenter, H. & Prichard, M. (1999). *The Oxford Companion to Children's Literature*, Oxford University Press.
- Cousins, L. (1996) *Jack and Jill and other nursery rhymes*. London: Campbell books.
- Cullinan, B.E. (Ed.) (1992). *Invitation to read: More children's literature in the reading program*. Newark, DL.: International Reading Association.
- Curriculum Development Council. (2017). *English Language Education Key Learning*

- Area Curriculum Guide (P1-S6). Hong Kong: CDC.
- Falvey, P. & Kennedy, P. (Eds.) (1998). Learning language through literature in primary schools. Hong Kong: Hong Kong University Press.
- Hall, L. (1998). Poetry for Life: A practical guide to teaching poetry in the primary school. London: Cassell Educational Ltd.
- Hunt, P. (2001). Children's literature. Oxford: Blackwell.
- Hunt, P. & Lenz, M. (2001). Alternative Worlds in Fantasy Fiction. London: Continuum International.
- Huck, et al. (1993). Children's literature in the elementary school. Fort Worth: Harcourt Brace College Publishers.
- Lane, H. (2011). Maximizing the Effectiveness of Reading Aloud. *The Reading Teacher*, 60(7).
- Mahon, T. (Ed.) (1990). Using big books to teach English. Hong Kong: Hong Kong Institute of Education.
- Michaels, W. & Walsh, M. (1990). Up and away: Using picture books. Melbourne: Oxford University Press.
- Parker, R. & Parker, R. (1991). Real reading needs real books. In C. Brumfit, J. Moon & R. Tongue (Eds.). *Teaching English to children: From practice to principle*. London: Nelson. Pp. 178-189.
- Styles, M., Bearne, E., & Watson, V. (Eds.) (1994). *The prose and the passion*. London: Cassell.
- Tweddle, S. (1995). A curriculum for the future: A curriculum built for change. *English in Education*, 29, 2, 3-11.
- Watson, V., & Styles, M. (Eds.) (1996). *Talking pictures: Pictorial Texts and young readers*. London: Hodder & Stoughton.
- Windham, S. (1991) *The Orchard book of nursery stories*. London: Orchard Books.

8. Related Web Resources

<http://www.acs.ucalgary.ca/~dkbrown/>

The Children's Literature Web Guide. Links to many useful sites with teaching ideas.

9. Related Journals

ELTJ

The Reading Teacher

Journal of Children's Literature (on-line)

Marvels and Tales: Journal of Fairy Tale Studies

The Journal of Children's Literature Studies

The Looking Glass: New Perspectives on Children's Literature

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

This course is only offered to undergraduate students in their 3rd year of study or beyond.

14 December 2020