THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Integrating Information Technology in the ESL/EFL Classroom
Course Code	:	ENG3435
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	*(if applicable)*
Medium of Instruction	:	English
Course Level	:	3

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 provides students with opportunities to explore the principles, concepts, roles, responsibilities and pedagogical possibilities of integrating information technology applications including artificial intelligence (AI) and generative AI (GenAI) tools, into the school English curriculum. This exploration will lead to the development of a principled framework that informs the design, development and evaluation of innovative applications of IT, AI, and GenAI to support teaching and learning of English in the context of the Hong Kong English curricula.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ Use their understanding of the principles, concepts and ethically responsible roles of information technology to plan and deliver English language teaching and learning programmes;

CILO$_2$ Develop and evaluate innovative teaching and learning activities and applications that involve the use of information technology to support English language teaching and learning.

3. Course Intended Language Learning Outcomes (CILLOs)

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

CILLO$_1$ Use spoken and written metalanguage to articulate and discuss concepts and issues related to the use and integration of IT in ELT.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
1. Introduction to the rationale, principles, concepts and roles involved in using IT (including AI and GenAI tools) and eResources to support the teaching and learning of English as a second language.	*CILO$_{1,2}$* *CILLO$_1$*	• Lectures • Demonstrations • Hands-on activities • Group discussion
2. Using IT (including AI and GenAI tools) to enhance English language teaching and learning: developing language focused WebQuests and electronic storybooks; authored activities;	*CILO$_{1,2}$* *CILLO$_1$*	• Lectures • Demonstrations • Hands-on activities • Group discussion
3. Exploring the pedagogical implications of using emerging technologies (such as AI and GenAI	*CILO$_{1,2}$* *CILLO$_1$*	• Lectures • Demonstrations • Hands-on activities

			Group discussion
tools) to support school learners' English oracy and literacy development.		•	
4. Evaluating the roles, responsibilities and possibilities in integrating IT (including AI and GenAI) into English language teaching and learning.	$CILO_{1,2}$ $CILLO_1$	• Lectures • Demonstrations • Hands-on activities • Group discussion	

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Collaborative lesson planning and Microteaching Work in groups of 3–5 to collaboratively develop a lesson plan and deliver a group microteaching session (15–20 minutes) for an English lesson. Integrate IT (including AI and GenAI) and an original resource or application into your lesson.	30%	$CILO_{1,2}$ $CILLO_1$
(b) IT Resource/Application Design and Rationale Design an IT resource or application (e.g. Individually design an IT resource or application (e.g., WebQuest, electronic storybook, or another approved resource) suitable for primary or secondary ESL/EFL students. Submit a rationale of 1,000 words (±10%, excluding references) explaining your design choices and pedagogical considerations.	40%	$CILO_{1,2}$ $CILLO_1$
(c) Infographic on Digital Literacy Development Create an infographic (accompanied by 500–600 words) that illustrates your learning and growth in developing digital literacy and integrating digital tools into English language teaching over the semester.	30%	$CILO_{1,2}$ $CILLO_1$

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

Arslan, R. & Sahin-Kizil, A. (2010, 07). How can the use of blog software facilitate the writing process of English language learners? *Computer-Assisted Language Learning*, *23*(3), 183-197. Available at: http://www.tandfonline.com/doi/abs/10.1080/09588221.2010.486575

Clandfield, L., & Hughes, J. (2017*). ETpedia Materials Writing: 500 ideas for creating English language materials*. Pavilion Publishing and Media.

Hasan, Md. M. & Hoon, T.B. (2013). Podcast Applications in Language Learning: A Review of Recent Studies. *English Language Teaching, 6*(2), 128-135. Available at: http://dx.doi.org/10.5539/elt.v6n2p128

Hubbard, P. (2023). Emerging technologies and language learning: mining the past to transform the future. *Journal of China Computer-Assisted Language Learning, 3*(2), 239-257. https://doi.org/10.1515/jccall-2023-0003

Hubbard, P. & Levy M. (Eds.) (2006) *Teacher Education in CALL.* Amsterdam/Philadelphia: John Benjamins Publishing Company.

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

Holmes, W., & Tuomi, I. (2022). State of the art and practice in AI in education. *European Journal of Education: Research, development and policy, 57*(4), 542-570. https://doi.org/10.1111/ejed.12533

Hockly, N. (2017). *ETpedia Technology: 500 ideas for using technology in the English language classroom*. Pavilion Publishing and Media.

Hwang, G. J., Xie, H., Wah, B. W., & Gašević, D. (2020). Vision, challenges, roles and research issues of artificial intelligence in education. *Computers and Education: Artificial Intelligence, 1,* 100001. https://doi.org/10.1016/j.caeai.2020.100001

Merrill, J., & Merrill, K. (2020). *The interactive class: Using technology to make learning more relevant and engaging in elementary classrooms*. Elevate Books Edu.

Fu, Q-K., Zou, D., Xie, H., & Cheng, G. (2024). A review of AWE feedback: types, learning outcomes, and implications. *Computer Assisted Language Learning, 37*(1-2), 179-221. https://doi.org/10.1080/09588221.2022.2033787

Jones, R.H., & Hafner, C.A. (2021). *Understanding digital literacies: A practical introduction*. New York: Routledge.

Kohnke, L. (2023). *Using technology to design ESL/EFL microlearning activities*. Singapore: Springer Nature

Kohnke, L., (2023). ChatGPT for language teaching and learning. *RELC Journal, 54*(2), 537-550. https://doi.org/10.1177/00336882231162868

Knobel, M., & Kalman, J. (2016). *New literacies and teacher learning: Professional development and the digital turn*. New York: Peter Lang.

Klimova, B., Pikhart, M., Polakova, P., Cerna, M., Yayilgan, S.Y., & Shaikh, S. (2023). A systematic review on the use of emerging technologies in teaching English as an

additional language at the university level. *Systems, 11*(1), https://doi.org/10.3390/systems11010042

Lee. J.S. (2022). *Informal digital learning of English: Research to practice*. New York: Routledge.

Lee, J.S. (2024). *Technology and English language teaching in a changing world: A practical guide for teachers and teacher educators*. Cham: Palgrave Macmillan.

Lewis, G. (2017). *Learning Technology: Into the classroom.* Oxford: Oxford University Press.

Leask, M., & Younie, S. (2024). *Teaching and learning with technologies in the primary school*. New York: Routledge.

Miller, L., & Wu, J.G. (2021). *Language learning with technology: Perspectives from Asia.* Singapore: Springer.

Moffat, A. (2021). *Second language use online and its integration in formal language learning: From chatroom to classroom*. Multilingual Matters.

Stockwell, G. (Ed.) (2012). *Computer-assisted language learning: diversity in research and practice*. Cambridge/New York: Cambridge University Press.

Stockwell, G. (2022). *Mobile assisted language learning: Concepts, contexts and challenges.* Cambridge: Cambridge University Press.

Stickler, U. (2022). *Technology and language teaching*. Cambridge: Cambridge University Press.

Szendeffy, J. (2005) A Practical Guide to Using Computers in Language Teaching. Michigan: The University of Michigan Press.

Pun, J.K.H., Curle, S., & Yuksel, D. (2022). *The use of technology in English medium education*. Cham: Springer.

Younie, S., & Leask, M. (2013). *Teaching with technologies: The essential guide*. New York: Open University Press.

Zhang, R., & Zou, D. (2022). Types, purposes, and effectiveness of state-of-the-art technologies for second and foreign language learning. *Computer Assisted Language Learning, 35*(4), 696-742. https://doi.org/10.1080/09588221.2020.1744666

Ziegler, N., & González-Lloret, M. (2022). *Routledge handbook of second language acquisition and technology*. New York: Routledge.

9. Related Web Resources

QuestGuarden
http://questgarden.com/
Creating a WebQuest: It's Easier Than You Think
http://www.educationworld.com/a_tech/tech/tech011.shtml
Why WebQuests?
http://www.internet4classrooms.com/why_webquest.htm
BBC CBeebies - online ebooks
http://www.bbc.co.uk/cbeebies/stories/
WordSmith Tools
http://www.lexically.net/wordsmith/
Hot Potatoes
http://hotpot.uvic.ca/

*The selection is representative only. Other recommended and required websites for course content and assignments will be given in class.

10. Related Journals

Computer Assisted Language Learning
Computers & Education: Artificial Intelligence
Journal of Educational Multimedia and Hypermedia
Journal of Research on Computing in Education
Journal of Research on Technology in Education
AACE Journal
RELC Journal

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.   Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

12. Others

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

14 August 2025