THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Teaching English Literature
Course Code	:	ENG4413
Department	:	Department of English Language Education
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	N/A
Medium of Instruction	:	English
Course Level	:	4

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 focuses on of the role of literature in the English Language curriculum and the issues related to integrating literature into the language classroom in secondary school settings. It also examines different literary genres (poetry, prose and drama) and the literary techniques associated with them, as well as addresses the texts of innovative mass media, film, hypertexts and hypermedia. Stylistic techniques are used to examine the way language is used creatively in literary texts and considers appropriate pedagogies for teaching language through literature with ethnical responsibility (GA2.2 and GA 2.3) as part of professional excellence.

2. Course Intended Learning Outcomes (CILOs)

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

$CILO_1$	Demonstrate literary appreciation of literature as a core part of professional excellence and an understanding of the role of literature in the English Language Curriculum in Hong Kong.
$CILO_2$	Develop students' understanding of issues relating to teaching language through literature including the design and evaluation of innovative teaching materials, and cross-cultural issues.
$CILO_3$	Demonstrate an ability to design, evaluate, and implement (where appropriate) a teaching unit or task based on a literary text in accordance to ethical and social responsibility.

3. Course Intended Language Learning Outcomes (CILLOs)

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

$CILLO_1$	Develop students' understanding and appreciation of different literary genres (poetry, prose and drama) and the literary techniques associated with them.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
What is Literature? Why should we teach it? How should we teach it?	$CILO_{1,2}$	Lecture, seminar, group work, student presentations, hands-on tasks
Cultural and curriculum issues in using literature	$CILO_{1,2}$	Lecture, seminar, group work, student presentations, hands-on tasks
Understanding, appreciating and using stories and novels in the ESL classroom	$CILO_{1,2,3}$ $CILLO_1$	Lecture, seminar, group work, student presentations, hands-on tasks
Understanding, appreciating and using drama and drama techniques in the ESL	$CILO_{1,2,3}$ $CILLO_1$	Lecture, seminar, group work, student presentations, hands-

classroom		on tasks
Understanding, appreciating and using poetry in the ESL classroom	$CILO_{1,2,3,}$ $CILLO_1$	Lecture, seminar, group work, student presentations, hands-on tasks
Alternative approach of teaching literature: using films in the ESL classroom	$CILO_{1,2,3,}$ $CILLO_1$	Lecture, seminar, group work, student presentations, hands-on tasks
Integrating literature with popular culture: comics, cartoons and music	$CILO_{1,2,3}$	Lecture, seminar, group work, student presentations, hands-on tasks
Implementation and reflection of lessons with the use of literary texts	$CILO_{1,2,3}$	Micro-teaching, Post micro-teaching materials, reflection, self, peers' and tutors' feedback and evaluation.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Lesson Plan with Justification (individual): Examine and analyse a self-selected literary or imaginative text, such as piece of poetry, an extract from a drama, film or a prose text, and design a lesson for that text targeting secondary school students, with justifications for their selection and approach based on their readings from the course.	30%	$CILO_{1,2,3}$ $CILLO_1$
(b) Micro-teaching (group): Micro-teach a lesson (30-40 minutes) which demonstrates various techniques of using literary texts in the secondary ESL classroom in Hong Kong. The literary texts used in the micro-teaching should be different from the literary texts used in Part A of the assessment.	30%	$CILO_{1,2,3}$
(c) Reflective Report (individual): Compile an e-portfolio demonstrating critical reflection on the performance in the micro-teaching lesson in light of peers' and tutor's feedback, and propose directions and strategies for improvement.	40%	$CILO_{1,2,3}$

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)

Core Text
Showalter, E. (2003). *Teaching literature*. Oxford: Blackwell Pub

What is Literature? Why should we teach it? How should we teach it?
Adamson, B. & Tong, S.Y.A. (2011). Mind the gap: content, pedagogy and assessment in English Language Arts in Hong Kong secondary schools. In C. Zhang (Ed.), Collected essays of foreign languages and literatures (pp. 130-145). Chengdu, China: Sichuan University Press.

Carter, R. and McRae, J. (1996). Look both ways before crossing: developments in the language and literature classroom. In R. Carter and J. McRae (Eds) Language, literature and the learner (pp. 1-15). London: Longman, pages 1-15.

Cultural and curriculum issues in using literature
Carter, R. (2007). Literature and language teaching 1996-2006: a review. International Journal of Applied linguistics, 17(1), pages 1-11.

Ghosn, I. K. (2002) Four good reasons to use literature in primary schools. ELT Journal, 56(2), 172-179.

Mok Cheung, A., Chow, W. K. A., & Wong, S. Y. W. (2006). Strengthening Language Arts in English Language teaching in Hong Kong. In P. McKay (Ed.), Planning and teaching creatively within a required curriculum for school age learners, pp.59-80. Maryland: Teachers of English to Speakers to Other Languages, Inc.

Hivela, A. (1996). Reader response-theory and ELT. ELT Journal, 50(2), 127-135.

Lazar, G. (1993) Reading literature cross culturally. In G. Lazar (Ed.) Literature and language teaching (pp. 62-70). Cambridge: Cambridge University Press

Understanding, appreciating and using stories and novels in the ESL classroom
Lao, C. Y. and Krashen, S. (2000). The impact of popular literature study on literacy development in EFL: more evidence for the power of reading. System, 28, 261-270.

Parkinson, B and Reid Thomas, H. (2000). Teaching short stories. In B. Parkinson and H. Reid Thomas (Eds). Teaching literature in a second language, pp. 80-105. Edinburgh: Edinburgh University Press.

Sheu, H. C. (2008). The value of English picture story books. ELT Journal, 62(1), 47-55.

Steven, R. J., Meter, P. V., & Warcholak, N. D. (2010). The effects of explicitly teaching story structure to primary grade children. Journal of Literacy Resesarch, 42, 159-198.

Lisenbee, P. S. & Ford, C. M. (2018). Engaging students in traditional and digital storytelling to make connections between pedagogy and children's experiences. Early Childhood Education Journal, 1, 129-139.

Understanding, appreciating and using drama and drama techniques in the ESL classroom

Cremin, T et al. (2006). Connecting Drama and Writing: Seizing the moment to write. Research in Drama Education, 11(3), 273-291.

Decoursey, M. (2016). You are responsible for the whole show, every one of us: shame, pride and progressing theatrical productions in two Hong Kong secondary schools. In C. Sharma (Ed.) Drama and theatre with children: International perpsectives, pp. 158-171. London: Routledge.

Decoursey, M. & Trent, J. (2016). Stultification and the negotiation of meaning: drama for second language education in Hong Kong schools. Research in Drama Education (SSCI), 21, 524-534.

Dunn, J, Bundy, P & Woodrow N. (2015). Combining drama pedagogy with digital technologies to support the language learning needs of newly arrived refugee children: a classroom case study.   In M. Anderson, D. Cameron & P. Sutton, (Eds.). Innovation and Change in English Language Education, pp. 9-31. London: Routledge.

Winston, J. & Lin, M. C. (2015) Navigating the boundaries of cultural difference through participatory drama. Research in Drama Education: The Journal of Applied Theatre and Performance, 20 (2), 196-212.

Understanding, appreciating and using poetry in the ESL classroom

Falvey, M. (1997). Verse and Worse - Poetry and Rhyme in the EFL Primary School Clasroom. In P. Falvey and P. Kennedy (Eds). Learning language through literature: a source book, pp. 29-49.   Hong Kong: Hong Kong University Press.

Lazar, G. (1996). Using figurative language to expand students' vocabulary. ELT Journal, 50(1), 43-51.

Murphy, M. (1999). Using Asian poems in English classes: Sample lessons. In P. Kennedy and P. Falvey (Eds.) Learning language through literature: a resource book, pp.59-65.   Hong Kong: Hong Kong University Press.

Christensen, L. (2009).   The role of poetry: community builder, grammar text, and literary tutor. In L. Christensen (Eds.) Teaching for joy and justice: Re-imagining the Language Arts classroom, pp.14-22. USA: Rethinking Schools Ltd.

Alternative approach of teaching literature: using films in the ESL classroom

Arman, A., Dana, K. & Yusuf, Y. (2014). Teaching culture and identifying language interference errors through films.   English Langauge Teaching, 7(9), 49-56.

Chapple, L and Curtis, A. (2000). Content-based instruction in Hong Kong: student responses to film. System, 28, 419-433.

Eken, A. N. (2002). The third eye: critical literacy and higher order thinking skills are improved through a film studies class. Journal of Adolescent & Adult Literacy, 46(3), 220-230.

Eken, A. N. (2003). You've got mail: a film workshop. ELT Journal, 57(1), 51-59.

Wang, Z. (2015).

Integrating literature with popular culture: comics, cartoons and music

Bhuiyan, A. and Draper, M. (2014). Comics as a medium for teaching grammar to older students. In C. Decoursey (Eds.) Language Arts in Asia 2: English and Chinese through Literature, Drama and Popular Culture, pp. 51-69. UK: Cambrige Scholars.

Eastment, D. (2009). Websites for language teachers: Comics. ELT Journal 63(4): 436-437.

Lui J (2004) Effects of comic strips on L2 learners' reading comprehension. TESOL Quarterly, 38(2), 225-245.

Weiner, S. (2002). Beyond superheroes: comics get serious. Library Journal, 127 (2), 55-58

8. Recommended Readings

Beach, R. Appleman, D. & Fecho, B. (2016). Teaching literature to adolescents. New York: Routledge.

Carter, R. and Long, M. (1991). Teaching literature. London: Longman.

Falvey, P. and Kennedy, P. (1997). Learning language through literature. A source book for teacher of English in Hong Kong. Hong Kong: Hong Kong University Press.

Grundy, P. and Bassnett, S. (1993) Language through literature: Creative language teaching through literature. London: Longman.

Hall, G (2005) Literature in language education.   Basingstoke: Palgrave

Kennedy, P. and Falvey, P. (1999). Learning language through literature in secondary schools. A resource book for teachers of English. Hong Kong: Hong Kong University Press.

Koch, K. (2012). Rose, where did you get that red? Teaching great poetry to children. USA: Vintage Books.

Neelands, J. (2011) Drama as creative learning. New York: Routledge.

Paran, A (2006) Literature in language teaching and learning. Alexandra: VI. TESOL:

Parkinson, B. and Reid Thomas, H. (2000). Teaching literature in a second language. Edinburgh: Edinburgh University Press.

Short, M. (1997) Exploring the Language of Plays, Poems and Novels, London: Longman.

Simpson, P. (1997). Language through literature. London: Routledge.

Toolan, M. (1998). Language in Literature, London: Edward Arnold.

9. Related Web Resources

http://www.roalddahlmuseum.org
http://www.childrenspoetrybookshelf.co.uk/default.asp
http://www.storymuseum.org.uk
http://www.writeaway.org.uk
http://www.readingzone.com
http://msowww.anu.edu.au/~ralph/tt.html
http://www.poemhunter.com/
http://www.childrenspoetrybookshelf.co.uk/
http://www.gigglepoetry.com
http://www.poetry4kids.com/index.php
http://www.webenglishteacher.com/poetry.html
http://www.prose-n-poetry.com

10. Related Journals

Journal of English and Literature
Language and Literature
Research in Drama Education
Journal of Literacy Research
Journal of Adult and Adolescence Literacy

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 3rd year of study or beyond.

13 August 2025