

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language) (Five-year Full-time)
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)	: <i>(if applicable)</i>
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"):

- 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

This course provides students with opportunities to explore the principles, concepts, roles, responsibilities and pedagogical possibilities of integrating information technology applications 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 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:

- CILO₁ Use their understanding of the principles, concepts and ethically responsible roles of information technology to plan and deliver English language teaching and learning programmes;
- CILO₂ 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:

- CILLO₁ 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 and eResources to support the teaching and learning of English as a second language.	CILO _{1,2} CILLO ₁	<ul style="list-style-type: none">• Lectures• Demonstrations• Hands-on activities• Group discussion
2. Using IT to enhance English language teaching and learning: developing language focused WebQuests and electronic storybooks; authored activities;	CILO _{1,2} CILLO ₁	<ul style="list-style-type: none">• Lectures• Demonstrations• Hands-on activities• Group discussion
3. Exploring the pedagogical implications of using emerging technologies to support school learners' English oracy and literacy development.	CILO _{1,2} CILLO ₁	<ul style="list-style-type: none">• Lectures• Demonstrations• Hands-on activities• Group discussion

4. Evaluating the roles, responsibilities and possibilities in integrating IT into English language teaching and learning.	<i>CILO</i> _{1,2} <i>CILLO</i> ₁	<ul style="list-style-type: none"> • Lectures • Demonstrations • Hands-on activities • Group discussion
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5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Microteaching of an English lesson (of about 20 minutes) by integrating information technology and the original resource/application of a group of 3-5 students.	30%	<i>CILO</i> _{1,2} <i>CILLO</i> ₁
(b) Design an IT resource or application (e.g. WebQuest, electronic storybook, or other approved resource) that is suitable for use with a class of primary or secondary ESL/EFL students.	40%	<i>CILO</i> _{1,2} <i>CILLO</i> ₁
(c) Write an essay (1,200 words) to explain the design and rationale of the IT application and how it can be implemented in a specific ELT context (primary or secondary).	30%	<i>CILO</i> _{1,2} <i>CILLO</i> ₁

6. Required Text(s)

Nil

7. 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.

8. Related Web Resources

QuestGarden

<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.*

9. 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

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 familiarise themselves with the Policy.

11. Others

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

3 Aug 2024