

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Certificate in Professional Development Programme for Teachers of English (1 week)
Programme QF Level	: 5
Course Title	: Catering for learner diversity in ELT
Course Code	: ENG5366
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 30
Pre-requisite(s)	: Nil
Medium of Instruction	: English*
Course Level	: 5

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

** The course will be taught mainly in English while Chinese may also be used subject to specific classroom learning and teaching needs.*

1. Course Synopsis

Catering for learner diversity is an essential prerequisite of effective language teaching. The course offers teacher participants perspective on the many kinds of learner diversity, such as diverse abilities, prior learning, learning styles, schema, socio-cultural proclivities, and multiple intelligences. Through the use of a variety of teaching and learning approaches, techniques, activities, learning materials, and classroom arrangement strategies, participants will learn to enable learners to fulfill their highest potential. The course is unique in that it will provide opportunities for secondary and primary English teachers to collaborate in demonstrate their teaching in local classrooms. The aim is to foster teachers' teaching competence in catering for learner diversity.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ demonstrate an understanding of the principles, concepts and roles of differentiated instruction in catering learner diversity [PILO₁, PILO₂];
- CILO₂ design teaching and learning materials and activities to promote and encourage enhanced learning and appeal to the different learning styles, aspirations, motivations and language competencies of diverse learners [PILO₂, PILO₃, PILO₄]; and
- CILO₃ analyse their own teaching approaches, including questioning and feedback techniques, flexible class grouping, and capacity to create a trusting and motivating learning environment to encourage learners to experiment with different ways to use the English language [PILO₂, PILO₃, PILO₄]

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ develop teaching/learning materials and demonstrate differentiated instruction in classrooms taking into account different learners' interests, learning styles, aspirations, motivation and English proficiency.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Examine the concept of diversity and the various aspects of diversity, such as learning styles, multiple intelligences (MI), diverse abilities, social-cultural proclivities in order to understand the needs, interests and capacities of learners;	CILO _{1, 2} CILLO ₁	<ul style="list-style-type: none">• Lectures• Demonstrations• Class activities• Group discussions

Exercise professional judgment and review existing practices, including teaching approaches, questioning techniques and feedback strategies, and flexible class groupings to cater for learner diversity;	<i>CILO</i> 1, 2, 3 <i>CILLO</i> ₁	<ul style="list-style-type: none"> • Lectures • Demonstrations • Class activities • Group discussions
Develop teaching/learning materials and demonstrate differentiated instruction in classrooms taking into account different learners' interests, learning styles, aspirations, motivation and English proficiency.	<i>CILO</i> 1, 2, 3 <i>CILLO</i> ₁	<ul style="list-style-type: none"> • Group discussions • Teaching practicum • Presentation

Remark: Peer learning, assignment preparation and assignment research in library will be arranged as the On-Campus Learning Activities (6 hours)

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Collaborate with a group of 2-3 classmates to develop a unit plan and teaching/learning materials suitable for use with a class of primary or secondary English students, and demonstrate their teaching in local schools.	80% (Group work)	<i>CILO</i> 1, 2, 3 <i>CILLO</i> ₁
(b) Orally present their experience in providing differentiated instruction in different classrooms using the same unit plan (about 20 – 30 minutes for each group).	20% (Group work)	<i>CILO</i> 1, 2, 3 <i>CILLO</i> ₁

**Graded on a Pass/Fail basis, with a Distinction grade possible for the most outstanding assignments.*

6. Required Text(s)

Tomlinson, C. A. (2010). *Leading and managing a differentiated classroom*. Alexandria.

7. Recommended Readings

Ainslie, S. & Purcell, S. (2001). *Mixed ability teaching in language learning*. London: Centre for Information on Language Teaching and Research.

Alexander, R. J. (2008). *Essays on pedagogy*. London: Routledge.

Armstrong, T. (2009). *Multiple Intelligences in the classroom* (3rd ed.). Va: ASCD.

Baum, S. (2005). *Multiple Intelligences in the elementary classroom: A teachers' toolKit*. New York: Teachers College Press.

- Box, C. S. & Vaughn, S. (2006). *Strategies for teaching students with learning and behavior problems*. Boston: Pearson/Allyn & Bacon.
- Christel, M. & Sullivan, S. (2007). *Lesson plans for creating media-rich classrooms*. Illinois: NCTE.
- Dantonio, M. (2001). *Learning to question, questioning to learn: Developing effective teacher questioning practices*. Boston: Allyn & Bacon.
- Ehrman, M.E. (1996). *Understanding second language difficulties*. London: Sage Publications.
- Fielding, E. N. (1999). *Learning differences in the classroom*. Newark, Del.: International Reading Association.
- Gardner, T. (2008). *Designing writing assignments*. Illinois: NCTE.
- Genesee, F. (1994). *Educating second language children: the whole child, the whole curriculum, the whole community*. Cambridge: Cambridge University Press.
- Genishi, C., Dyson, A. H. (2009). *Children, language, and literacy: Diverse learners in diverse times*. New York, NY: Teachers College Press.
- Gregory, G. (2007). *Differentiated instructional strategies: One size doesn't fit all. California: Corwin Press*.
- dHeacox, D, (2002). *Differentiating instruction in the regular classroom*. Free Spirit Publishing.
- Kerry, T. (1998). *Questioning & explaining in classrooms*. London: Hodder & Stoughton Educational.
- Kerry, T. (1982). *Effective questioning*. Basingstoke: Macmillan Education.
- McLean, A. (2009). *Motivating every learner*. California: Sage.
- Mercer, N. (2007). *Dialogue and the development of children's thinking*. New York: Routledge.
- Mercer, N. & Hodgkinson, S. (2008). *Exploring talk in schools: Inspired by the work of Douglas Barnes*. California: Sage Publications.
- Messiou, K., Ainscow, M. (2015). Responding to learner diversity: Student views as a catalyst for powerful teacher development? *Teaching and Teacher Education*, 51(10), 246.
- Phillipson, S. N., & Lam, B. H. (2011). *Learning and teaching in the Chinese classroom: Responding to individual needs*. Hong Kong: Hong Kong University Press.
- Richards, G., & Armstrong, F. (2016). *Teaching and learning in diverse and inclusive classrooms*. Oxon, OX: Routledge.

8. Related Web Resources

- http://www.edb.org.hk/HKTC/download/eras/12-13/ERAS1213_R02.pdf
- <http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html>
- <http://www.newlearningonline.com/learning-by-design/learner-diversity>
- <http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies->

[for-Diverse-Learners.aspx](#)
<http://www.brighthub.com/education/k-12/articles/77371.aspx>

9. Related Journals

Nil

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

Nil

20 May 2020