

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Certificate in Professional Development Programme for Teachers Using English as the Medium of Instruction in Secondary Schools (One Week)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Teaching Content Subjects in the English Medium
<b>Course Code</b>	: ENG5375
<b>Department</b>	: Department of English Language Education (ELE)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 30
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 5

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**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

The course is based on the principle that language learning is an integral part of subject learning and that language and content cannot be separated. The course will build on participants' knowledge, skills and experiences in teaching their KLAs / subjects in the English medium and aims to further promote their effectiveness in the delivery of content knowledge in the English medium. The course reflects the belief that subject teachers should be aware of the role of language in learning, should recognize the demands placed upon students in their negotiation of academic language, and should be able to draw upon a range of strategies to support the development of academic language.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Understand the background and underlying principles of teaching in the English medium;
- CILO<sub>2</sub> Understand the role of language in learning and the principles of whole-school language policies;
- CILO<sub>3</sub> Understand how language and other meaning-making systems construct meaning in their subjects;
- CILO<sub>4</sub> Scaffold students so as to optimize their learning effectiveness in the English medium;
- CILO<sub>5</sub> Demonstrate awareness and pedagogies in curriculum development and adaption to suit students' needs;
- CILO<sub>6</sub> Demonstrate awareness, knowledge and skills in evaluating and monitoring the effectiveness of teaching and learning in the English medium; and
- CILO<sub>7</sub> Design, develop and produce teaching materials for teaching their KLAs/subjects in the English medium to meet the needs of different students.

## 3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO<sub>1</sub> Use written and spoken language accurately and appropriately for the purpose of assisting secondary school students to learn content subjects in the English medium.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Introduction to the principles of whole-school language policies and language across the curriculum, including, language awareness, language awareness and lesson	CILOs 1,2,3 CILLO <sub>1</sub>	Lectures, workshops, text analysis, reading individual work, group discussion, sharing

preparation, language awareness and academic classroom language, language awareness and developing classroom interaction, language awareness for academic reading and writing.		
<ul style="list-style-type: none"> <li>Developing a pedagogical framework for implementing language across the curriculum, including integrating content and language teaching, organizing content knowledge as knowledge structures, content-language relationships, texts structures and text diagrams, text structures and language features of different subjects: science, history, maths.</li> </ul>	<i>CiLOs 3-5</i> <i>CILLO<sub>1</sub></i>	Lectures, workshops, text analysis, reading individual work, group discussion, sharing
<ul style="list-style-type: none"> <li>Planning an EMI lesson for language and content, scaffolding students' understandings, explaining new concepts, managing vocabulary, enhancing student talk, reading to learn, and writing for content learning.</li> </ul>	<i>CiLOs 4-7</i> <i>CILLO<sub>1</sub></i>	Lectures, workshops, text analysis, reading individual work, group discussion, sharing

*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
Students are required to write an explained script (50%) and a written reflection based on the transcript of the microteaching (50%).	100%	<i>CiLOs 1-7</i> <i>CILLO<sub>1</sub></i>

## 6. Required Text(s)

Nil

## 7. Recommended Readings

Adler, M. & Rougle, E. (2005). *Building literacy through classroom discussion*. New York: Scholastic.

Blachowicz, C. (2007). *Teaching vocabulary across the content areas*. Alexandria: Association for Supervision and Curriculum Development.

- Coyle, D., Hood, P., & Marsh, D. (2010). *Content and language integrated learning*. Cambridge: Cambridge University Press.
- Curtin, E. (2009). *Practical strategies for teaching English language learners*. Upper Saddle River: Merrill / Pearson.
- Egbert, J. (2010). *Access to academics: Planning instruction for K-12 classrooms with ELLs*. Boston: Pearson.
- Evans, M., Hoare, P., Kong, S., O'Halloran, S. and Walker, E. (2001) Effective strategies for English medium classrooms. The Hong Kong Institute of Education. Hong Kong.
- Freeman, Y. (2009). *Academic language for English language learners and struggling readers*. Portsmouth: Heinemann.
- Ganske, K. & Fisher, D. (2010). *Comprehension across the curriculum*. New York: Guilford.
- Gibbons, P. (2002). *Scaffolding language scaffolding learning*. Portsmouth: Heinemann.
- Hoare, P., Kong, S., Evans, M. (1997) Coordinating language across the curriculum. A Handbook for English medium schools. The Hong Kong Institute of Education. Hong Kong.
- McKay, P. (1991). *ESL framework of stages: An approach to ESL learning in schools*. Carlton: Curriculum Corporation.
- Nutta, J., Bautista, N., & Butler, M. (2011). *Teaching science to English language learners*. New York: Routledge.
- Peregoy, S. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners*. Boston: Pearson.
- Reiss, J. (2005). *Teaching content to English language learners*. White Plains: Longman.
- Spiegel, D. (2005). *Classroom discussion*. New York: Scholastic.
- Unsworth, L. (2001). *Teaching multiliteracies across the curriculum*. Berkshire: Open University press.

## 8. Related Web Resources

Nil

## 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

26 February 2019