

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

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**Part I**

|                              |   |
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| <b>Programme Title</b>       | : Certificate in Professional Development Programme for English Teachers (Saturday Mode) (CWP004) |
| <b>Programme QF Level</b>    | : 5   |
| <b>Course Title</b>          | : English Language Teaching in the Digital Era - Practical Ideas and Strategies                   |
| <b>Course Code</b>           | : ENG5431   |
| <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

This course aims to support practicing English language teachers' continual professional development by introducing recent pedagogical practices emerging from the digital era to enable them to explore new possibilities for their application to facilitate teaching and learning in the contemporary English classroom. Within a five-day PDP course conducted on five consecutive Saturdays, each day will focus on one of the following topics: informal digital learning of English, technology-enhanced vocabulary learning, assessment and feedback in second language writing, digital storytelling and use of multimodal texts in the English classroom.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Enhance their knowledge of recent pedagogical practices emerging from the digital era [PILO<sub>1,2</sub>]; and
- CILO<sub>2</sub> Explore their application in the contemporary English language classroom to facilitate teaching and learning of English language effectively [PILO<sub>1,2,3,4</sub>].

## 3. Content, CILOs and Teaching & Learning Activities

| Course Content   | CILOs                  | Suggested Teaching & Learning Activities   |
|--|------------------------|--|
| <ul style="list-style-type: none"> <li>● Informal Digital Learning of English (IDLE):               <ul style="list-style-type: none"> <li>➤ nature and underlying principles of IDLE</li> <li>➤ IDLE and language learning outcomes</li> <li>➤ integrating IDLE into formal contexts</li> </ul> </li> </ul>   | <i>CILOs 1 &amp; 2</i> | Lecture, workshop, discussions, collaborative tasks, class blog, lesson planning, design of learning materials |
| <ul style="list-style-type: none"> <li>● Technology-enhanced vocabulary learning:               <ul style="list-style-type: none"> <li>➤ game-based vocabulary learning</li> <li>➤ multimedia-enhanced vocabulary learning</li> <li>➤ app-assisted vocabulary learning</li> <li>➤ state-of-the-art technologies for vocabulary learning (i.e., AR, VR, context-aware ubiquitous learning)</li> </ul> </li> </ul> | <i>CILOs 1 &amp; 2</i> | Lecture, workshop, discussions, collaborative tasks, class blog, lesson planning, design of learning materials |
| <ul style="list-style-type: none"> <li>● Assessment and feedback in L2 writing:</li> </ul>   | <i>CILOs 1 &amp; 2</i> | Lecture, workshop, discussions, collaborative tasks, class blog, lesson  |

|   |                        |   |
|---|------------------------|---|
| <ul style="list-style-type: none"> <li>➤ implementing formative assessment in the writing classroom</li> <li>➤ providing meaningful feedback to student writing</li> </ul>  |                        | planning, design of learning materials  |
| <ul style="list-style-type: none"> <li>● Digital storytelling: <ul style="list-style-type: none"> <li>➤ elements and types of digital storytelling</li> <li>➤ digital literacy and self-efficacy</li> <li>➤ integrating digital storytelling into the ESL/EFL classroom</li> </ul> </li> </ul>  | <i>CILOs 1 &amp; 2</i> | Lecture, workshop (making digital storytelling videos), discussions, collaborative tasks, class blog, lesson planning, design of learning materials |
| <ul style="list-style-type: none"> <li>● Using multimodal texts in the English classroom: <ul style="list-style-type: none"> <li>➤ what are multimodal texts?</li> <li>➤ changing literary practices resulting from integration of technology in the English classroom</li> <li>➤ planning effective use of multimodal texts</li> </ul> </li> </ul> | <i>CILOs 1 &amp; 2</i> | Lecture, workshop, discussions, collaborative tasks, class blog, lesson planning, design of learning materials                                      |

#### 4. Assessment

| <b>Assessment Tasks</b>  | <b>Weighting</b>         | <b>CILOs</b>           |
|--|--------------------------|------------------------|
| (a) Completion of in-class group work (e.g. group quizzes and presentations)   | 25%<br>(group work)      | <i>CILOs 1 &amp; 2</i> |
| (b) Participation in class blog  | 10%<br>(individual work) | <i>CILOs 1 &amp; 2</i> |
| (c) Design a lesson plan with appropriate learning materials which incorporates recent ELT practices in at least one of the following areas: <ul style="list-style-type: none"> <li>➤ informal digital learning of English</li> <li>➤ technology-enhanced vocabulary learning</li> <li>➤ assessment and feedback in L2 writing</li> <li>➤ digital storytelling</li> <li>➤ using multimodal texts in the English classroom</li> </ul> | 65%<br>(individual work) | <i>CILOs 1 &amp; 2</i> |

#### 5. Required Text(s)

Nil

## 6. Recommended Readings

### Latest curriculum guidelines

The Curriculum Development Council. (2017). *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*. Retrieved from [https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf)

### Informal digital learning of English

- Cole, J., & Vanderplank, R. (2016). Comparing autonomous and class-based learners in Brazil: Evidence for the present-day advantages of informal, out-of-class learning. *System*, 61, 31-42.
- Lai, C., Zhu, W., & Gong, G. (2015). Understanding the quality of out-of-class English learning. *TESOL Quarterly*, 49(2), 278-308.
- Lee, J. S. (2019). Quantity and diversity of informal digital learning of English. *Language Learning & Technology*, 23(1), 114-126.
- Sockett, G. (2013). Understanding the online informal learning of English as a complex dynamic system: an emic approach. *ReCALL*, 25(1), 48-62.
- Sundqvist, P., & Sylvén, L. K. (2016). *Extramural English in teaching and learning: From theory and research to practice*. London: Palgrave Macmillan.
- Reinders, H., & Benson, P. (2017). Research agenda: Language learning beyond the classroom. *Language Teaching*, 50(4), 561-578.

### Technology-enhanced vocabulary learning

- Chen, M., Wang, L., Zou, D., Lin, S. & Xie, H. (2019). Effects of caption and gender on junior high students' EFL learning from iMap-enhanced contextualized learning. *Computers & Education*, 140, 103602.
- Chen, M.P., Wang, L.C., Zou, D., Lin, S.Y., Xie, H., & Tsai, C.C. (2020). Effects of captions and English proficiency on learning effectiveness, motivation and attitude in augmented-reality-enhanced theme-based contextualized EFL learning. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2019.1704787>
- Kohnke, L., Zou, D. & Zhang, R. (Forthcoming). Exploring discipline-specific vocabulary retention in L2 through app design: Implications for higher education students. *RELC Journal*.
- Yang, Q.F., Chang, S.C., Hwang, G.J., & Zou, D. (2020). Balancing cognitive complexity and gaming level: Effects of a cognitive complexity-based competition game on EFL students' English vocabulary learning performance, anxiety and behaviors. *Computers & Education*, 103808.
- Zhang, R. & Zou, D. (2020). Types, purposes, and effectiveness of state-of-the-art technologies for second and foreign language learning. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2020.1744666>
- Zou, D., Huang, Y. & Xie, H. (2019). Digital game-based vocabulary learning: Where are we and where are we going?. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2019.1640745>
- Zou, D. & Xie, H. (2018). Personalized word-learning based on technique feature analysis and learning analytics. *Journal of Educational Technology & Society*, 21(2), 233-244.
- Zou, D. & Xie, H. (2018). Flipping an English class with technology-enhanced just-in-time teaching and peer instruction. *Interactive Learning Environments*.

### **Assessment and feedback in L2 writing**

- Bitchener, J., & Ferris, D. (2012). *Written Corrective Feedback in Second Language Acquisition and Writing*. New York: Routledge.
- Carless, D. (2011). *From testing to productive student learning: Implementing formative assessment in Confucian-heritage settings*. New York: Routledge.
- Lee, I. (2017). *Classroom writing assessment and feedback in L2 school contexts*. Singapore: Springer.

### **Digital Storytelling**

- Gregori-Signes, C. & Brígido-Corachán, A. M. (2014). *Appraising digital storytelling across educational contexts*. Valencia: Publicacions de la Universitat de València.
- Niemi, H., Harju, V., Vivitsou, M., Viitanen, K., Multisilta, J., & Kuokkanen, A. (2014). Digital storytelling for 21st-century skills in virtual learning environments. *Creative Education*, 2014.
- Ohler, J. B. (2013). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity*. CA, USA: Corwin Press.
- Robin, B. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory into Practice*, 47, 220-228.
- Robin, B. (2016). The power of digital storytelling to support teaching and learning. *Digital Education Review*, 30, 17-29.
- Robin, B., & McNeil, S. (2012). What educators should know about teaching digital storytelling. *Digital Education Review*, 22, 37-51.
- Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: a comprehensive study. *Smart Learning Environments*, 1(6), 1-21.
- Yoon, T. (2013). Are you digitized? Ways to provide motivation for ELLs using digital storytelling. *International Journal of Research Studies in Educational Technology*, 2(1), 1-10.

### **Using multimodal texts in the English classroom**

- Anstey, M., & Bull, G. (2010). Helping teachers to explore multimodal texts. *Curriculum and Leadership Journal*, 8(16).
- Cobb, T., & Hinkel, E. (2017). Reading and technology: What's new and what's old about reading in hyperlinked multimedia environments. *Handbook of research in second language teaching and learning*, 3, 312-327.
- Edwards-Groves, C. J. (2011). The multimodal writing process: Changing practices in contemporary classrooms. *Language and Education*, 25(1), 49-64.
- Jewitt, C. (2005). Multimodality, "reading", and "writing" for the 21st century. *Discourse: studies in the cultural politics of education*, 26(3), 315-331.
- Rowell, J., & Decoste, E. (2012). (Re) designing writing in English class: a multimodal approach to teaching writing. *Pedagogies: An International Journal*, 7(3), 246-260.
- Serafini, F. (2012). Reading multimodal texts in the 21st century. *Research in the Schools*, 19(1), 26-32.

## 7. Related Web Resources

Department of Education and Training. (2019). *Multimodal literacy*. Retrieved from <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/multimodal/Pages/default.aspx>

National literacy Trust. (2017). *Literacy Apps*. Retrieved from <http://literacyapps.literacytrust.org.uk/>

International Literacy Association. (n.d.). *Digital Literacies*. <https://www.literacyworldwide.org/blog/digital-literacies>

Stony Brook University. (2019). Digital Composition, Storytelling & Multimodal Literacy: What Is Digital Composition & Digital Literacy?. Retrieved from <http://guides.library.stonybrook.edu/c.php?g=35455&p=225204>

The Australian Centre for the Moving Image. (n.d.). *The filmmaker's toolkit*. Retrieved from <https://www.acmi.net.au/education/online-learning/film-it/#top>

University of Houston. (2020). *Educational Uses of Digital Storytelling*. Retrieved from <https://digitalstorytelling.coe.uh.edu/>

## 8. Related Journals

ELT Journal  
British Journal of Educational Technology  
Computer Assisted Language Learning  
CALICO Journal  
Language Learning & Technology  
TESOL Quarterly  
ReCALL Journal  
RELC Journal  
System

## 9. 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.

## 10. Others

Nil

6 April 2022