THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Programme Title	:	Bachelor of Education (Honours) (English Language) (Five-year Full-time) Secondary
Programme QF Level	:	5
Course Title	:	Secondary ELT Methods II: Developing Literacy Skills
Course Code	:	ENG3262
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	*(if applicable)*
Medium of Instruction	:	English
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) stipulate the attributes expected of EdUHK graduates. The learning outcomes at the course level (Course Intended Learning Outcomes), the programme level (Programme Intended Learning Outcomes) and the University level (GILOs), guide students' development towards these graduate attributes.

The Graduate Attributes for Undergraduate, Taught Postgraduate 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 assessment descriptors under these three domains are different for the three groups of students in order to guide and reflect their expected different levels of achievement of the 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 enables students to develop pedagogical content knowledge in ELT (i.e., knowledge of English language teaching skills) and the related practical skills for teaching reading and writing in the secondary classrooms in Hong Kong. Students will develop practical and innovative skills for planning, designing, implementing and evaluating the teaching of reading and writing. Students will also micro-teach to try out the skills learnt. The course also helps students to develop classroom language skills for giving clear instruction.

2. **Course Intended Learning Outcomes (CILOs)**

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

    CILO$_1$ Plan, design, implement and evaluate English language lessons to support the development of reading and writing strategies and abilities for school students at different achievement levels; and

    CILO$_2$ Demonstrate a critical understanding of how school students' reading and writing abilities develop and what factors affect the development.

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

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

    CILLO$_1$ Demonstrate knowledge of a range of text types / genres **(PO- SK1, SK3)**;

    CILLO$_2$ Demonstrate an appropriate level of proficiency in the language of instruction in LPATE Classroom Language; **(PO – SK3)**; and

    CILLO$_3$ Write clear and accurate rubrics in learning materials. **(PO – SK3)**.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
1. Genre knowledge: eight common school genres	*CILO$_{1-2}$* *CILLO$_1$*	▪ Online learning, peer assessment, assessment-as-learning activity
2. A practical exploration of the principles and practices of ELT pedagogy for the development of literacy skills for the Hong Kong secondary classrooms: ▪ Reading processes and approaches: word recognition, syntactic processing, semantic processing; bottom-up, top-down and interactive processing. ▪ Approaches and strategies for teaching reading strategies: pre-reading strategies to activate schema; while-reading strategies to support comprehension and to deal with	*CILOs$_{1-2}$* *CILLO$_1$*	▪ Workshops, teacher modelling and demonstration, critiquing sample plans and learning materials, group discussion, microteaching with peer comments, videos, reflection.

difficult vocabulary and syntax; post-reading strategies to develop in-depth critical comprehension and self-monitoring strategies; strategies for promoting reading interests and a reading habit. ▪ Writing approaches and processes: the process approach, the genre approach; the process of writing: collecting ideas, organising ideas, building a text with appropriate lexico-grammar, drafting and revising. ▪ Approaches and strategies for teaching writing strategies: the teaching-learning cycle in the genre approach: text deconstruction, text co-construction and independent construction; modelling with sample texts for text organisation and appropriate use of lexico-grammar; modelling of the writing process; and providing comments for improvement and assessing students' writing.		
3. Application of strategies for teaching reading and writing to students with diverse needs and levels of ability through: ▪ Planning English language lessons with a focus on developing students' reading and writing abilities; writing appropriate learning objectives. ▪ Designing reading and writing activities; using and adapting texts and other materials from various print and online resources; writing clear and accurate rubrics. ▪ Appropriate use of language of instruction to give clear instructions for learning activities and students' learning. ▪ Micro-teaching of reading and writing strategies.	*CILOs$_{1-2}$* *CILLOs$_{1-3}$*	

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) One on-line text analysis and deconstruction task with peer assessment (Individual work)	10%	*CILOs$_{1-2}$* *CILLO$_1$*
(b) A plan for teaching a reading text **AND** a writing task, with ready-to-use learning materials for students (Pair work)	30%	*CILOs$_{1-2}$* *CILLOs$_{1-3}$*
(c) Microteaching and reflection of teaching reading **OR** teaching writing, based on the teaching plan	40%, including 5%	*CILOs$_{1-2}$* *CILLOs$_{1-2}$*

(Group work but assessed individually)	peer assessment	
(d) A transcript (of 500 words) of an extract from the microteaching and an annotated improved script (based on the transcript), with a focus on the language of instruction (Individual work)	20%	*CILLO₂*

6. Required Text(s)

Nil

7. Recommended Readings

Alvermann, D.E. & Phelps, S.F. (2007). *Content reading and literacy: Succeeding in today's diverse classrooms.* Boston, Mass.: Allyn and Bacon.

Burke, J. (2010). *What's the big idea?: Question-driven units to motivate reading, writing, and thinking*. Portsmouth, NH: Heinemann.

Curriculum Development Council. (2017). *English language education: Key learning area curriculum guide (Primary 1 – Secondary 6).* Hong Kong: Education Bureau.

Curriculum Development Council, & Hong Kong Examinations and Assessment Authority (2005). *English language education key learning area: Proposed new senior secondary curriculum and assessment framework.* Hong Kong: Education and Manpower Bureau.

Derewianka, B. (1990). *Exploring how texts work.* Newtown: Primary English Teacher Association.

Derewianka, B. (1996). *Exploring the writing of genres.* Hertz, England: United Kingdom Reading Association.

Education Department. (1997). *Handbook on remedial teaching of English in secondary schools.* Hong Kong: The Government Printer.

Harmer, J. (2015). *The practice of English language teaching.* Harlow, England: Pearson Education Limited.

Harrison, C. (2004). *Understanding reading development.* London: Sage Publications.

Heller, M.F. (1999). *Reading-writing connections: From theory to practice.* Mahwah, N.J.: Lawrence Erlbaum Associates.

Hirvela, A. (2016). *Connecting reading and writing in second language writing instruction.* Ann Arbor, Mich.: University of Michigan Press.

Houston, G. (2004). *How writing works: Imposing organizational structure within the writing process.* Boston: Pearson Education, Inc.

Hyland, K. (2003). *Second language writing.* Cambridge: Cambridge University Press.

Hyland, K. (2004). *Genre and second language writing.* Ann Arbor, Mich.: University of Michigan Press.

Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach.* New York: Cambridge University Press.

Kong, S. (2001a). Reading to learn. In M. Evans, P. Hoare, S. Kong, S. O'Halloran & E. Walker, *Effective strategies for English medium schools: A handbook for teachers.* Hong Kong: Hong Kong Institute of Education, pp.57-77.

Kong, S. (2001b). Writing to learn. In M. Evans, P. Hoare, S. Kong, S. O'Halloran & E. Walker, *Effective strategies for English medium schools: A handbook for*

teachers. Hong Kong: Hong Kong Institute of Education, pp.99-125.

Kucer, S.B. (2014). *Dimensions of literacy: A conceptual base for teaching reading and writing in school settings.* New York: Routledge.

Lapp, D., Flood, J. & Farnan, N. (2008). *Content area reading and learning: Instructional strategies.* New York: Lawrence Erlbaum Associates.

Lipson M.Y. & Wixson, K.K. (2009). *Assessment and instruction of reading and writing difficulty: An interactive approach.* Boston, Mass.: Pearson Education.

Martin, J.R. (1989). *Factual writing: Exploring and challenging social reality.* Oxford: Oxford University Press.

Nuttall, C. (2005). *Teaching reading skills in a foreign language.* Oxford: Macmillan Education.

Olson, C.B. (2007). *The reading/writing connection: Strategies for teaching and learning in the secondary classroom.* Boston, Mass.: Pearson Allyn & Bacon.

Paterson, K. (2006). *Real life literacy: Classroom tools that promote real-world reading and writing.* Markham, Ont.: Pembroke Publishers.

Ruddell, M.P. (2008). *Teaching content reading and writing.* Hoboken, NJ: Wiley.

Wilber, D.J. (2010). *iWrite: Using blogs, wikis, and digital stories in the English classroom.* Portsmouth, N.H.: Heinemann.

8. Related Web Resources

Education Bureau: http://www.edb.gov.hk/default.aspx

Hkedcity: https://www.hkedcity.net/english/

BBC: http://www.bbc.co.uk/learning/

9. Related Journals

ELT Journal

Journal of Second Language Writing

Reading Teacher

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

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