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)	:	*(if applicable)*
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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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:

CILO$_1$ Use their understanding of the principles, concepts and ethically responsible roles of information technology to plan and deliver English language teaching and learning programmes;

CILO$_2$ 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:

CILLO$_1$ 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 to support the teaching and learning of English as a second language.	*CILO$_{1,2}$* *CILLO$_1$*	Lectures, class online learning activities, students' PPT presentations, 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$_1$*	Lectures, class online learning activities, students' PPT presentations, group discussion.
3. Exploring the pedagogical implications of using new technologies (such as mobile technologies) to support school learners' English oracy and literacy development.	*CILO$_{1,2}$* *CILLO$_1$*	Lectures, class online learning activities, students' PPT presentations, group discussion.

4. Introduction to the use of mobile device apps and online eResources in ELT.	$CILO_{1,2}$ $CILLO_1$	Lectures, class online learning activities, students' PPT presentations, group discussion.
5. Evaluating the roles, responsibilities and possibilities in integrating IT into English language teaching and learning.	$CILO_{1,2}$ $CILLO_1$	Lectures, class online learning activities, students' PPT presentations, group discussion.

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	$CILO_{1,2}$ $CILLO_1$
(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	$CILO_{1,2}$ $CILLO_1$
(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	$CILO_{1,2}$ $CILLO_1$

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

Beatty, K. (2010) Teaching and Researching Computer-Assisted Language Learning. New York: Longman.

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. & Levy M. (Eds.) (2006) Teacher Education in CALL. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Jarvis, H. (2013). Computer assisted language learning (CALL): Asian learners and users going beyond traditional frameworks. Asian EFL Journal, 15(1), 190-201.

Jarvis, H. & Achilleos, M. (2013) From Computer Assisted Language Learning (CALL) to Mobile Assisted Language Use (MALU). Teaching English as a Second or Foreign Language, 16(4), 1-18, available at: http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1004355

Kern, R. Ware, P. & Warschauer, M. (2008) Network-Based Language Learning. In N. Van Deusen-Scholl and N. H. Hornberger (eds), Encyclopedia of Language and Education, 2nd Edition, Volume 4: Second and Foreign Language Education, 281–292. Springer Science+Business Media LLC. Availabe at: http://www.gse.uci.edu/person/warschauer_m/docs/network-based.pdf

Lee, C., Cheung, W. K. W., Wong, K. C. K., Lee, F. S. L. (2013). Immediate Web-Based Essay Critiquing System Feedback and Teacher Follow-Up Feedback on Young Second Language Learners' Writings: An Experimental Study in a Hong Kong Secondary School. Computer Assisted Language Learning, 26(1), 39-60. Available at: http://dx.doi.org/10.1080/09588221.2011.630672

Levy, M. and Stockwell, G. (2006) CALL Dimensions: Options and Issues in Computer-Assisted Language Learning. New Jersey: Lawrence Erlbaum Associates, Inc.

Liou, H.C. (2012). The Roles of "Second Life" in a College Computer-Assisted Language Learning (CALL) Course in Taiwan, ROC. Computer Assisted Language Learning, 25(4), 365-382. Available at http://dx.doi.org/10.1080/09588221.2011.597766

Lun, S. C. (2005) An Integrated Approach to Computer-assisted Language Learning. Hong Kong: LangComp Company Ltd.

Mutlu, A. and Eroz-tuga, B. (2013). The Role of Computer-Assisted Language Learning (CALL) in Promoting Learner Autonomy. Eurasian Journal of Educational Research, Spring 2013, Issue 51, 107-122.

Son, J.B. (2004) Computer-assisted language learning: concepts, contexts, and practices. US : iUniverse.com.

Stockwell, G. (Ed.) (2012). Computer-assisted language learning: diversity in research and practice. Cambridge/New York: Cambridge University Press.

Szendeffy, J. (2005) A Practical Guide to Using Computers in Language Teaching. Michigan: The University of Michigan Press.

Yang, J. (2013). Mobile Assisted Language Learning: Review of the Recent Applications of Emerging Mobile Technologies. English Language Teaching, 6(7), 19-25. Available at: http://dx.doi.org/10.5539/elt.v6n7p19

Zhang, F. (Ed.) (2012). Computer-enhanced and mobile-assisted language learning: emerging issues and trends. Hershey, Pa.: Information Science.

8. Related Web Resources

Zunal WebQuest Maker
http://www.zunal.com/
QuestGuarden
http://questgarden.com/
Some thoughts about WebQuests
http://mennta.hi.is/vefir/danska/webquest1/Some%20Thoughts%20About%20WebQuests.htm
Webquest Taskonomy: A Taxonomy of Tasks
http://edweb.sdsu.edu/webquest/taskonomy.html
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
    Journal of Educational Multimedia and Hypermedia
    Journal of Research on Computing in Education
    Journal of Research on Technology in Education
    AACE 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.

11 August 2021