Offer to:
PGDE (Full-time) and PGDE (Part-time)

Class section available in SIS:
2B – for PGDE FT & PT students only
(Note: Students will NOT be approved to take an Elective if they have (i) chosen the wrong class section; (ii) enrolled in an Elective which is full already; (iii) over-taken courses than required in the syllabus. If the enrollment no. does not meet the viable class size, the Faculty reserves the right to withdraw any course.)

Elective Title: Teaching South Asian ethnic minority students Chinese Language in Hong Kong
Lecturer: Dr CP TAI

<table>
<thead>
<tr>
<th>Course Learning Outcomes (CLOs):</th>
<th>PLO</th>
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</thead>
<tbody>
<tr>
<td>CLO</td>
<td>Descriptions</td>
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<tr>
<td>1. Identify and analyze difficulties and needs in studying Chinese Language in Hong Kong</td>
<td>✓</td>
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<tr>
<td>2. Develop strategies of character recognition, listening, speaking, reading and writing in teaching Chinese to South Asian ethnic minority students in Hong Kong</td>
<td>✓</td>
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<tr>
<td>3. Plan and implement school-based modules of Chinese language teaching with reference to the needs of South Asian ethnic minority students in Hong Kong</td>
<td>✓</td>
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<td>4. Reflect critically the teaching of Chinese language practices through self reflection</td>
<td>✓</td>
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Synopsis: According to the findings of the 2011 population by-census, 5.1% of the 7 million populations are South Asian minorities with around 12,000 students who are immigrants or second generation immigrants mainly from Pakistan, Nepal, India, Philippine, Thai and Indonesia. South Asian ethnic minority students are placed in schools to learn Chinese language under “Chinese Language Education Curriculum Framework” which is originally envisaged for local Chinese-speaking students. South Asian ethnic minority students are facing great challenges in studying Chinese Language subject due to lack of support from their families, inadequate curriculum and resources for schools to offer, lacking of teachers who are expertise in teaching Chinese to South Asian ethnic minority students in multi-lingual and multicultural context, and lacking of multi-exit examination policy in Hong Kong. Their difficulties in learning Chinese have become a serious obstacle to further their studies, career, and their immersion into Hong Kong society.

The proposed elective is designed to equip teachers to teach South Asian ethnic minority students the Chinese Language subject under “Chinese Language Education Curriculum Framework” in Hong Kong. The content of the course includes learning sequencing of Chinese from character recognition, listening and speaking to reading, writing and experiential learning for South Asian ethnic minority students, differentiated materials, curriculum and assessment, school-based Chinese curriculum development and assessment design for South Asian ethnic minority students in Hong Kong.

Pre-requisite (if any): Students are expected to be able to read and speak Chinese.

Medium of Instruction: Chinese
### School-focused Tasks:

(i) **Nature of these tasks:**
Students are required to analyze Chinese language learning outcomes of South Asian ethnic minority student(s) and design learning activities to cater difficulties and needs of South Asian ethnic minority student(s) on learning Chinese in Hong Kong.

(ii) **Time allocated to these tasks (in hours):**
2 hours.

(iii) **Ways the tasks relate to the content of the elective, and where applicable, other components of the programme:**
- by applying what they learned in the elective into analysis of learning difficulties and needs of South Asian ethnic minority students.
- by applying what they learned from the courses of Major Method // or Professional Studies to design learning materials as well as learning activities to help the NCS students to learn Chinese.

### Assessment Methods:

(i) **For PGDE students:**
(a) Reflection on teaching or lesson observation on teaching South Asian ethnic minority student(s) Chinese language. The assignment length is 1,000 characters. (30%)
(b) Students are required to apply what they learn in the elective to design one unit of teaching of Chinese Language to South Asian ethnic minority students in Hong Kong. The assignment length is 2,000 – 2,750 characters. (70%)

(ii) **For Ug students:**
(a) Reflection on teaching or lesson observation on teaching South Asian ethnic minority student(s) Chinese language. The assignment length is 1,000 characters. (20%)
(b) Students are required to apply what they learn in the elective to design one unit of teaching of Chinese Language to South Asian ethnic minority students in Hong Kong. The assignment length is 2,000 – 2,750 characters. (50%)
(c) An additional self-directed task (equivalent to 6 hours) is required. Students are required to review one unit of learning materials or textbook on teaching Chinese Language to South Asian ethnic minority students in Hong Kong. The assignment length for the review is 1,500-2,250 characters. (30%)

### Readings:

1. 謝錫金、祈永華、岑紹基 (編) (2012). 非華語學生的中文教與學 (Devising a Chinese-language curriculum for non-Chinese-speaking students in Hong Kong). 香港：香港大學出版社。

### Remarks (if any)

(e.g. special timetable)

NIL

July 2014