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 Chinese as a Second Language
Lecturer: Miss Kwok-ling LAU

Course Learning Outcomes (CLOs):

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<tr>
<th>CLO</th>
<th>Descriptions</th>
<th>PLO</th>
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<td>1.</td>
<td>Demonstrate an understanding of key factors that affect second language learning</td>
<td>1</td>
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<td>2.</td>
<td>Demonstrate the ability to design and conduct TCSL lessons</td>
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<td>3.</td>
<td>Demonstrate the ability to critically evaluate TCSL practices and to engage in active reflection on one’s teaching practice</td>
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<td>4.</td>
<td>Demonstrate an understanding of the complexity of teaching CSL in different school contexts</td>
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Synopsis: This course is open to participants who wish to teach Chinese as a second language (CSL) in international schools or schools with enrolments of non-Chinese speaking (NCS) students in Hong Kong. The course focuses on the theory and pedagogy of teaching Chinese in international contexts. It introduces a variety of approaches and methodologies in the teaching of Chinese as a second and foreign language – both in practical application and underlying theory. It addresses an up-to-date account of the main concerns, problems and theoretical and practical issues raised by first and second language acquisition theory, especially teaching and learning Chinese as a second language and foreign language in a global context. The course also provides an overview of various levels of International Baccalaureate (IB) and General Certificate of Secondary Education (GCSE) courses and an analysis of the curriculum design, teaching methodologies, learning resources, and course assessment guidelines required for those courses. It aims to help participants make Chinese language teaching and learning maximally effective in international contexts through an understanding of sound principles of language teaching and learning.

Assessment: 100% coursework.

Requirements (if any):

Medium of Instruction: Mandarin

School-focused Tasks: N/A
### Assessment Methods:

**Group Presentation (30%)**

Description: You should collaboratively investigate on one of the following topics through sharing experience, reviewing literature and critical reflection. You are expected to present your thoughts in class and respond to the questions raised by your classmates.

- TPR and TPRS
- Task-based Teaching and Learning
- Differentiation in Teaching and Assessment
- Teaching Material Design and Adaptation

### Individual Project 70%

#### Option One for PT/FT PGDE: Mini-Action Research Project

Description: In this project, you should focus on one teaching issue that bothers you in class. You try to seek possible solution(s) through course readings, lectures, and discussions with fellow classmates and with instructor. You are expected to implement the solution(s) in your classroom and record the effect. In around 2,000 words, you should (1) present the problem, (2) intervention(s) suggested by literature, (3) recorded effect of the intervention(s), and (4) reflections on why the intervention(s) work or did not work.

#### Option Two for PT/FT PGDE or UG: Unit Lesson Plan

Description: You are expected to design the lesson plans for a thematic unit (at least 5 lessons) in around 2,000 words (3,500 words for UG students). You need to specify (1) the theoretical rationales that support the lesson plans, (2) the teaching background and teaching objectives, (3) learning activities with clear explanation for each lesson, (4) associated worksheet(s), task instruction(s), tool(s) and assessment(s) for the unit. You should try to integrate four skills, culture and other scopes of learning in every lesson although each lesson may have own focus.

### Readings:

*List a maximum of 4 references*

4. 吳勇毅 (2012)，對外漢語教學法，北京：商務印書館。

### Remarks (if any)

(e.g. special timetable)

July 2015