

Course Description

MEDD6051 Teaching Chinese Language in International Contexts

Course description	
<p>The course provides a general overview of the major topics relating to second/foreign language education, focusing on the theory and pedagogy of teaching Chinese as a second/foreign language in the international contexts. It presents an overview of second language acquisition theories and second language pedagogy, and explores the issues around designing and supporting second language and culture learning experience in the classroom. Moreover, the course provides an overview of various levels of local curriculum in Hong Kong and international standards such as ACTFL standards and CEFR frameworks, making reference to the teaching of other curriculum, such as IB, AP, GCSE curriculum, including an analysis of the curriculum design, teaching methodologies, learners and learning resources, course assessment guidelines required for those curricula. It aims to help teachers make Chinese language teaching and learning maximally effective in Hong Kong and international contexts through an understanding of sound principles of language teaching and learning. In this course, we will begin with a brief overview of how people learn and how people learn a language grounded in cognitive and sociocultural approaches. Language teaching methods will be followed by focusing on specific skills such as oral and written communication modalities, as well as how to create learner-centered environments to foster independent and collaborative learning. We will then look at language teaching specifically from aspects of learning environment design, instruction, assessment and classroom management. The course aims to provide students with an understanding of issues related to teaching Chinese in the international context through: (1) Exploring second language acquisition theories and pedagogies, (2) Examining international curriculums such as IB, GCSE, AP, and (3) Discussing issues related to designing and managing Chinese language learning and teaching experience.</p>	
Course objectives	
<ul style="list-style-type: none"> Exploring second language acquisition theories and pedagogies Examining international curriculums such as IB, GCSE, AP Discussing issues related to designing and managing Chinese language learning and teaching experience 	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Demonstrate a understanding of second language acquisition theories and flexible integration of pedagogies	PLOs 1, 2, 3
2. Demonstrate the ability to design and conduct TCSL lessons	PLOs 1, 2, 3
3. Demonstrate the ability to critically evaluate TCSL practices and to engage in active reflection on and informed revision of one's teaching practice	PLOs 2, 4, 5
4. Demonstrate a understanding of the complexity of teaching CSL in different school contexts	PLOs 4, 5
Course assessment methods	
<ul style="list-style-type: none"> Class Participation Group mini Lesson Demonstration Reflection on Mini Lessons Journal on Gen AI 	
Course content and topics	
<ul style="list-style-type: none"> Teaching in the International Context Integrative teaching pedagogy Developing Literacy Skills Developing intercultural understanding through inquiry 	
Required / recommended readings and online materials	

- Lightbown, P. M. & Spada, N. (2006). How Languages are Learned (3rd edition). Oxford: University Press.
- Brown, H.D. (2007). Principles of language learning and teaching, Englewood Cliffs, N.J.: Prentice Hall Regents.
- Halliday, M.A.K. (1999). Three resources in language teaching. In Barry, R. Asker, B. Hyland, K. Lam, M. (Eds.). Language Analysis, Description and Pedagogy. Hong Kong: Hong Kong University of Science and Technology Press.
- Xing, J.Z. (2006) Teaching and learning Chinese as a Foreign Language – A Pedagogical Grammar, Hong Kong: Hong Kong University Press.
- ACTFL Standards for foreign language teaching. www.actfl.org/i4a/pages/index.cfm?pageid=3324
- Common European Framework of reference for languages. www.coe.int/t/dg4/linguistic/cadre_en.asp
- International Baccalaureate Organization (2008). Towards a continuum of international education.
- International Baccalaureate Organization (2008). DP starter pack.
- International Baccalaureate Organization (2009). A basis for practice: the diploma programme.

Other additional course information

Conducted in Putonghua

Impermissible: MEDD8851 Chinese L2 Pedagogy