

Course Description

MEDD6051 Teaching Chinese Language in International Contexts

Course description		
<p>The module 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.</p> <p>In this module, 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.</p> <p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>		
Course objectives		
<p>The module aims to provide students with an understanding of issues related to teaching Chinese in the international context through:</p> <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		
Assessment method	Weighting (%)	Aligned course learning outcome(s)
Class Participation	15	CLOs 1-4
Mini Lesson Demonstration	35	CLOs 1-4
Reflection on Mini Lessons	50	CLOs 1-4
Course content and topics		
<ol style="list-style-type: none">1. Teaching in the International Context2. Understanding second language learning3. Integrative teaching pedagogy I4. Integrative teaching pedagogy II5. Integrative teaching pedagogy III6. Developing Literacy Skills I		

7. Developing Literacy Skills II
8. Developing Literacy Skills III
9. Developing intercultural understanding through inquiry
10. Classroom Assessment & Differentiation

Required / recommended readings and online materials

There is no single textbook or reference that adequately covers the topics in this module. You will be provided with references in each session and will be expected to read key references in preparation for each session. The readings, along with online resources, will give you the necessary information to successfully complete the module. Below is a list of key references:

- 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