<div align="center">**Course Description**

MEDD8851 Chinese L2 Pedagogy</div>

Course description
The course provides an overview of the pedagogy of teaching Chinese as a second/foreign language, with a particular focus on the fundamentals of major pedagogical approaches (e.g. task-based language teaching, project-based language teaching, etc.) and the teaching activity designs for different language skill development (e.g. reading instruction, writing instruction, Chinese character instruction, etc.). It discusses the theoretical foundations of the teaching pedagogies and the complexities of pedagogy implementation in the IB curriculum and teaching contexts. 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 major second language acquisition theories and its implication for L2 pedagogy, followed by major L2 pedagogical approaches and the pedagogical design and issues around the development of specific skills in the Chinese L2 context. We will also explore how Chinese L2 teaching could be differentiated to meet diverse learning needs.

Course objectives
The course aims to provide students with an understanding of issues related to teaching Chinese in the international context through: • Exploring second language acquisition theories and pedagogies • Discussing issues related to designing and managing Chinese language learning and teaching Experience

Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Demonstrate an understanding of second language acquisition theories and flexible integration of pedagogies	PLOs 1, 3, 4
2. Demonstrate the ability to design and conduct TCSL lessons	PLOs 1, 3
3. Demonstrate the ability to critically evaluate TCSL practices and to engage in active reflection on and informed the revision of one's teaching practice	PLOs 1, 2, 3
4. Demonstrate an understanding of the complexity of teaching TCSL in international school contexts	PLOs 1, 4

Course assessment method
• Class participation • Lesson demonstration • Essay

Course content and topics
• Understanding L2 teaching in International Context • TPR and TPRS • Establishing the concepts of Chinese characters • Scaffolding teaching in L2 classroom • Fostering language skills • Task-based and Project-based Teaching • Techniques in fostering language skills III

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: MEDD6051 Teaching Chinese Language in International Contexts]