

Course Description

MEDD8851 Chinese L2 Pedagogy

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. 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 module, we will explore the international education context 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.</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 • 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		
Assessment method	Weighting (%)	Aligned course learning outcome(s)
Class participation	10	CLOs 1-4
Lesson demonstration	40	CLOs 2, 3
Reflection on the L2 Pedagogical use	50	CLOs 1, 3
Course content and topics		
<p>Understanding the International Context Understanding second language learning TPR and TPRS Task-based and Project-based teaching Conceptual inductive inquiry teaching Techniques in fostering language skills I Techniques in fostering language skills II Techniques in fostering language skills III Differentiation</p>		
Required / recommended readings and online materials		
<ul style="list-style-type: none"> • Lightbown, P. M. & Spada, N. (2006). <i>How Languages are Learned</i> (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]