



Faculty of

Bachelor of Arts and Bachelor of Education in Language Education – English (6066)

JUPAS Information Week – May 2022

Suzi Nicholson – Course Coordinator

Year 5 Students



Faculty of **Education**
The University of Hong Kong

Jim Hiu Chun, Vanessa



Wong Tak Yan, Candice



教育

Year 5 Students



Faculty of **Education**
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Ma Sai Yu, Frederick



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Today's Presentation



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The screenshot shows the top navigation bar of the Faculty of Education website. It includes the university logo and name, and links for Prospective Students, Current Students, Staff, Alumni, SUP Partners, HKU Home, and HKU Portal. Below the navigation is a main header for the 'Bachelor of Arts and Bachelor of Education in Language Education – English' program. A secondary navigation bar offers links for Programme Overview and Aims, Curriculum Structure, Admissions Requirements, Career Prospects, Sharing, and FAQ.

Programme Overview and Aims



The BA&BE(LangEd)-English has been jointly offered by the Faculty of Arts and Faculty of Education since 2005. This 5-year double degree integrates specialist studies in English language and linguistics and professional studies in English

Enquiries Information

Application & Admissions
Contact: Faculty of Education

+852 3917 2280

babedeng@hku.hk

Arts Curriculum
Contact: Faculty of Arts

+852 3917 8977

arts@hku.hk

- **Sharing: What and how do students learn on pedagogy courses?**

- **Admissions**

- **Q&A**



BABEd (English) Degree Components

Credit Units

Major in English Language and Linguistics (BA)

78

Professional Core (BEd)

120

Electives

60

Common Core courses

24

Language Enhancement courses

18

Faculty of Education's English Language Proficiency Tests

0

Total

300

https://web.edu.hku.hk/programme/babed_6066

Compulsory Pedagogy Courses



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BABEd (English) Degree Components

Credit Units:
300

Professional Core Courses (BEd)

Professional Practicum

**External Experiences:
Overseas Immersion**

120



Year 4: 10 weeks in a **primary** school



Year 5: 10 weeks in a **secondary** school

TEACHER KNOWLEDGE



KNOWLEDGE ABOUT LEARNERS AND LEARNING



Faculty of



They don't listen to me.

They're not interested in learning English.

They're lazy. They never hand in their homework.

My students can't answer my questions.

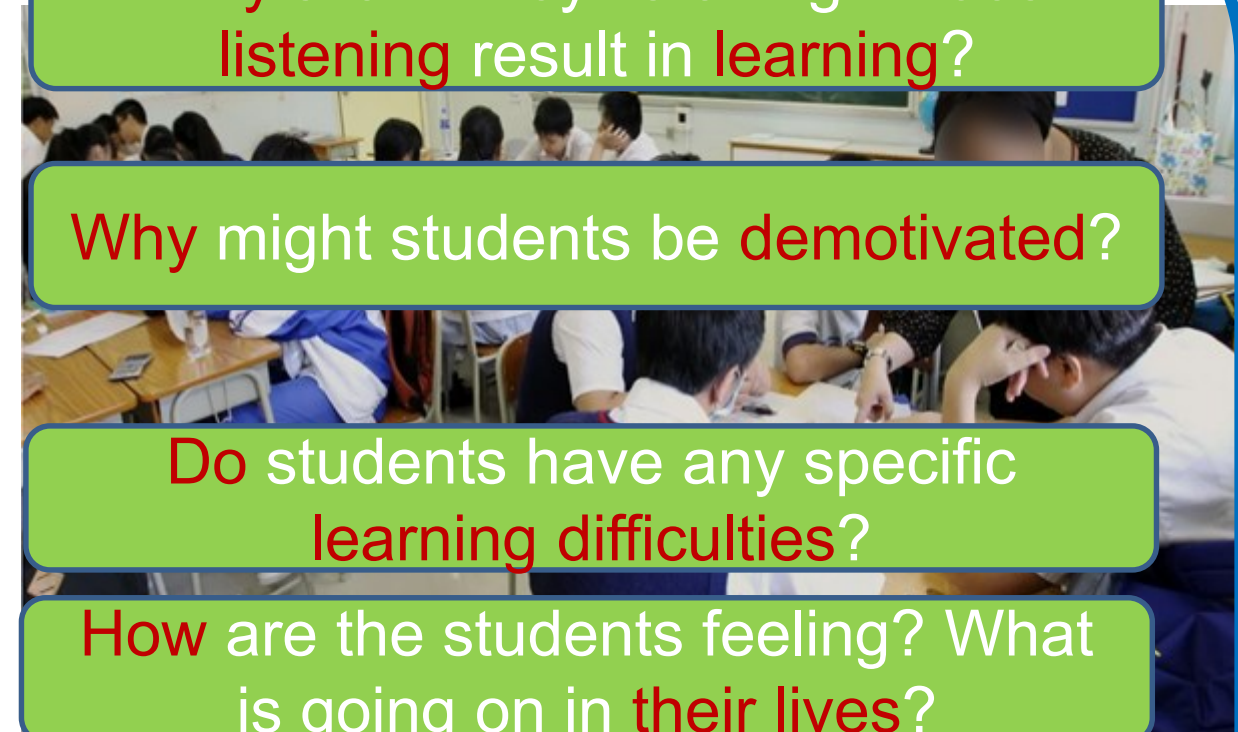
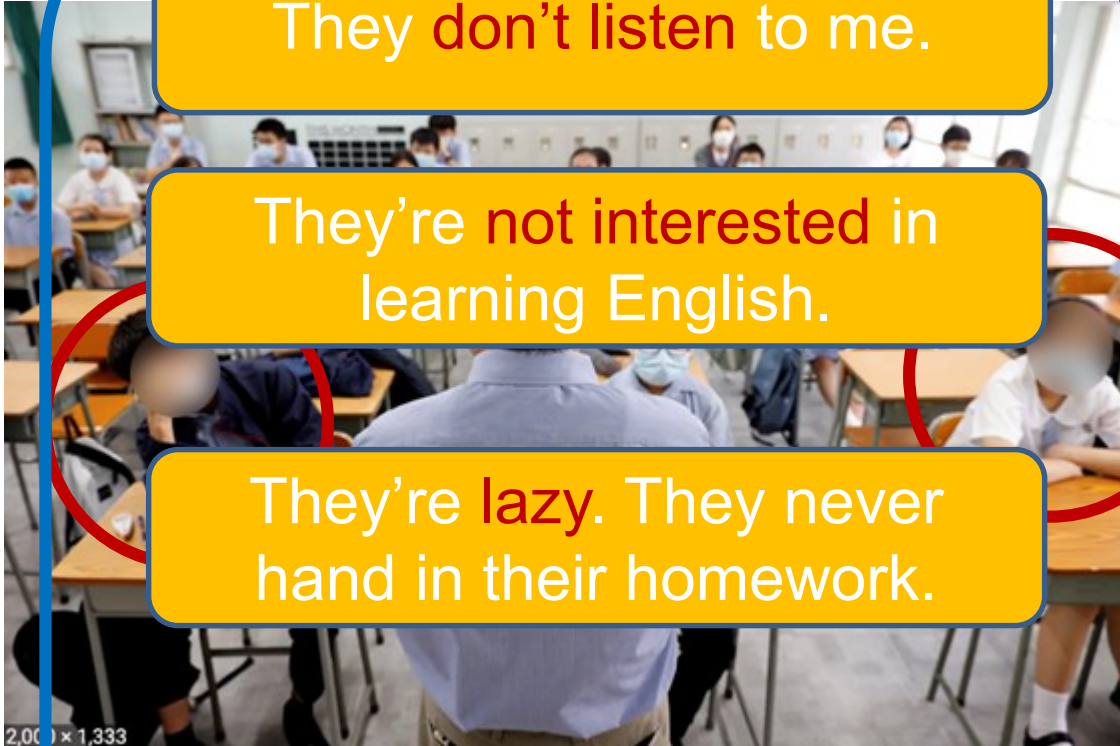
Why aren't they listening? Does listening result in learning?

Why might students be demotivated?

Do students have any specific learning difficulties?

How are the students feeling? What is going on in their lives?

What kind of questions are you asking?



Education

SUBJECT KNOWLEDGE



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SUBJECT KNOWLEDGE FOR ENGLISH TEACHING



PART A



For question 1, write about 200 words in the space provided on pages 3–5.

1. You are Chris Wong, the class teacher of 6A. You will be taking your class on a school trip next month to *sky100*, shown in the poster below.

Write a letter to parents giving them the necessary information about the trip. You may use the mindmap to help you write your letter.

Poster:

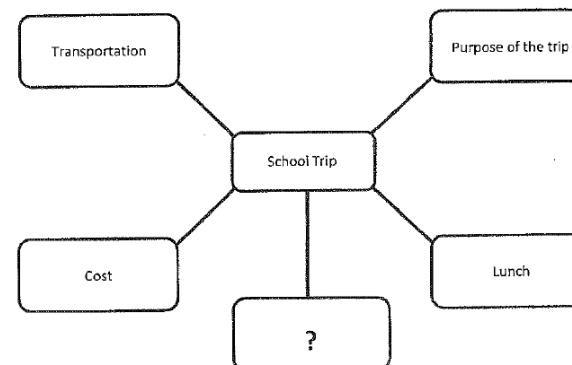
Highest indoor observation deck in the city!



sky100 Hong Kong
Observation Deck
100/F ICC
1 Austin Road
West Kowloon

Entrance fee: \$150
Opening hours: 10am-9pm

Mindmap:



SUBJECT KNOWLEDGE FOR ENGLISH TEACHING



Another reason is to create memory for 6A. This year is their last year in secondary school, this may be the last time for students to gather and have fun together. During their school days for 3 years, I would like the students to have a great time in their last year of secondary school. Here is the details of the trip. If you are interested in enquiring, feel free to contact me via email chrishong@yahoo.com.hk. Your response is highly appreciated and I am looking forward to spending the day with your kids. Thank you.

and have fun

Yours sincerely,
Chris Wong

Example 1

20

For the purpose of the trip, we would like the students to take the time off from their busy schedules and take in the sights and sounds of Hong Kong. As previously mentioned, we would like to have a trip that would help students relieve their stress and have a great time. Besides activities on stress management, we would like to learn more about Hong Kong's history and culture from the present as they are different from the past. We would like to have a tour of the sites of Hong Kong.

If you are interested in enquiring, please feel free to contact me, Chris Wong, or the school for further clarification.

Yours sincerely,
Chris Wong

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Example 2

Example 2 is better because Example 1 has more grammar and spelling errors.

SUBJECT KNOWLEDGE FOR ENGLISH TEACHING



Do the letters provide **enough information** about the trip? Will they **convince parents**?

How **appropriate** are the **ideas** and **language** in a letter to **parents**?

Analysing the use of language to communicate with others through different kinds of written texts.

How effectively do they use **vocabulary** to give

How do they **organise, sequence** their **ideas**?

How effectively do they use **vocabulary** to **convince**

How do they use language in terms of **range** and **style** and **vocabulary**?

What are the students' **strengths** ... and what do they need help with?

Example 1

Example 2

SUBJECT KNOWLEDGE ENGLISH TEACHING

Is this a good text for teaching reading with your

Which parts of the

Developing knowledge of English for language teaching purposes.

Which reading skills and linguistic knowledge did you use to understand it?

The words that change what colours we see

Depending on what language you speak, your eye perceives colours – and the world – differently than someone else.

The human eye can physically perceive millions of colours. But we don't all recognise these colours in the same way.

Some people can't see differences in colours – so called colour blindness – due to a defect or absence of the cells in the retina that are sensitive to high levels of light: the cones. But the distribution and density of these cells also varies across people with 'normal vision', causing us all to experience the same colour in slightly different ways.

Besides our individual biological make up, colour perception is less about seeing what is actually out there and more about how our brain interprets colours to create something meaningful. The perception of colour mainly occurs inside our heads and so is subjective – and prone to personal

with synaesthesia, who are able to experience the perception of colour. Synaesthesia is often described as a joining of the senses – where a person can see sounds or hear colours. But the colours they hear also differ from case to case.

Another example is the classic Adelson's checker-shadow illusion. Here, although two marked squares are exactly the same colour, our brains don't perceive them this way.

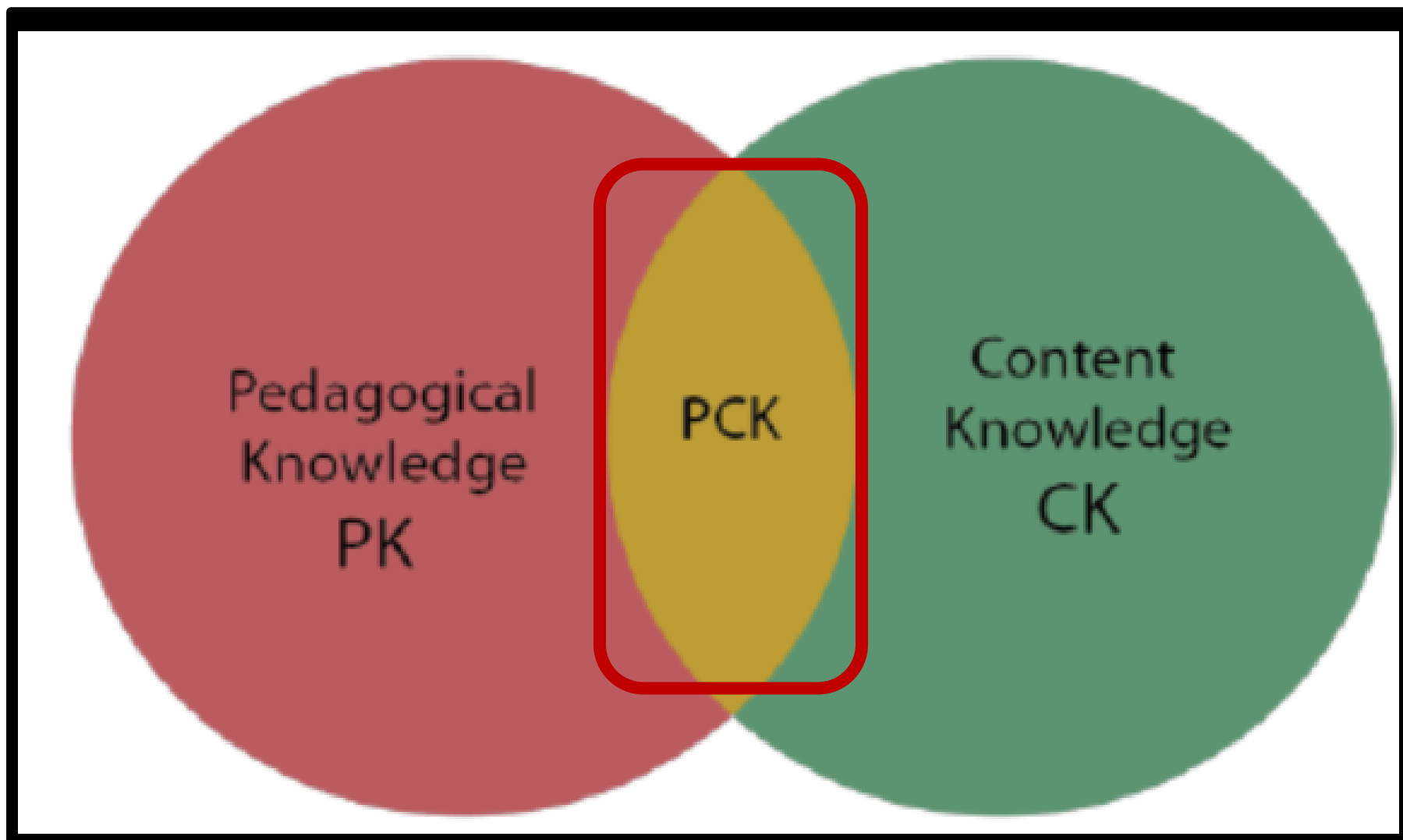
Since the day we were born we have learnt to categorise objects, colours, emotions, and pretty much everything meaningful using language. And although our eyes can perceive thousands of colours, the way we communicate by we use colour in our everyday lives – means we have to carve this into a small number of usable, meaningful categories.

People from different cultures, for example, use colour terminology to refer to and discriminate between things. All intents and purposes may all be described with one term by a non-

different cultural groups also carve up the colour spectrum differently. Some languages, like those spoken in Papua New Guinea, and Bassa, spoken in Liberia and Sierra Leone, have terms for dark and light. Dark roughly translates as cool in those languages, and light as warm. Colours like black, blue, and green are glossed as cool colours, while lighter colours like red, orange and yellow are glossed as warm colours.

The Warlpiri people living in Australia's Northern Territory don't even have a term for the word "colour". For these and other such cultural groups, what we would call "colour" is described by a rich vocabulary referring to texture, physical sensation and functional purpose.

Remarkably, most of the world's languages have five basic colour terms. Cultures as diverse as the Himba in the Namibian plains and the Berinmo in the lush rainforests of Papua New Guinea employ such five term systems. As well as dark, light, and red, these languages typically have a term for yellow, and a term that denotes both blue and green. That is, these languages do not have separate terms for "green" and "blue" but use one term to describe both colours, a sort of "grue".



KNOWLEDGE ABOUT ENGLISH LANGUAGE TEACHING AND LEARNING



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Why might this **not help** students to learn to use the **passive voice**?

Why might asking students to do this **not help** them to **develop** as **readers**?

Why might students keep making the **same errors**?

Why might students **forget** **vocabulary**?

How can we use **technology** for language teaching and learning?

KNOWLEDGE ABOUT LANGUAGE TEACHING AND LEARNING



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Why might this **not help** students to learn the passive voice?

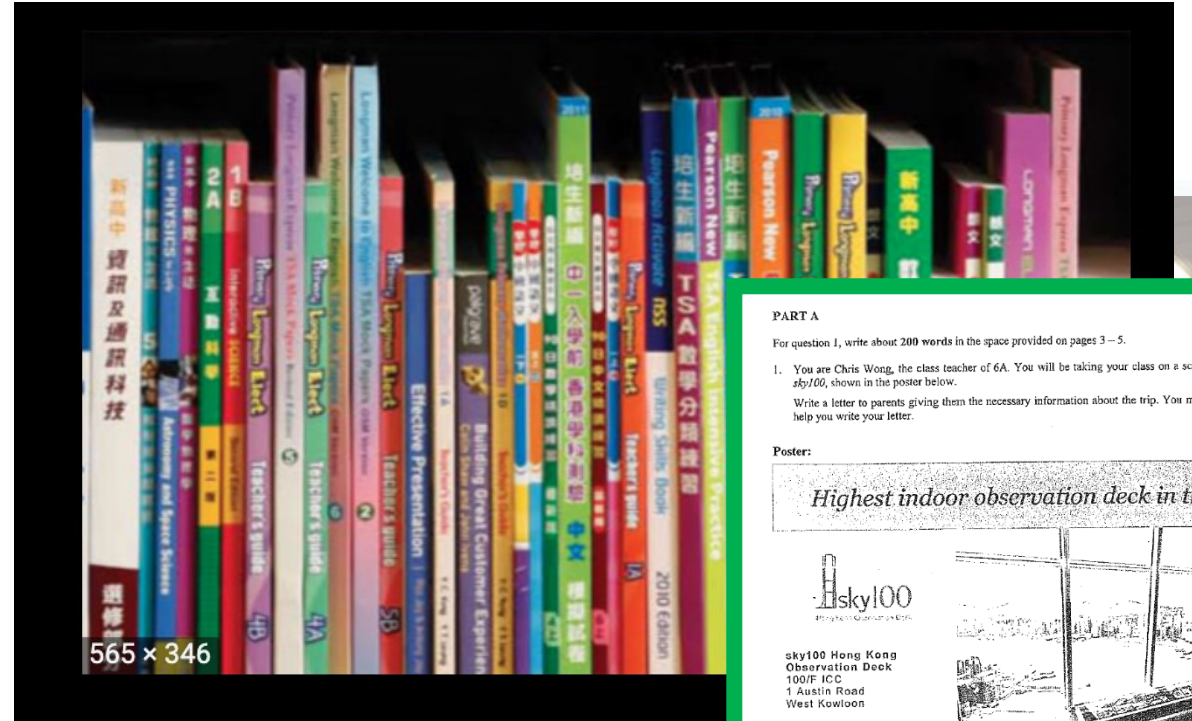
What can we do as language teachers to **create opportunities** for **all** students to learn English and to **support** their learning?

Why might students forget **vocabulary**?

KNOWLEDGE FOR TEACHING ENGLISH LANGUAGE IN PRIMARY AND SECONDARY SCHOOLS



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HKSARG
2017



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Mindmap:

Photo source from internet



HOW TO REACH YOUR FULL POTENTIAL



STUDENTS' VOICES



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Entrance Requirements



Minimum Level Required

English Language	Chinese Language	Mathematics	Liberal Studies	1st Elective Subject	2nd Elective Subject/M1/M2
3	3	2	2	3	3

Specific Elective Subjects/ Other Requirements

Candidates are strongly advised to include their personal statement in English in the "Additional Information" of their JUPAS application. Candidates are encouraged to enter details about their other learning experiences or extra curricular activities. Supporting documents should be uploaded to the appropriate sections of OEA or SLP.

Bonus point for Literature in English and/or History

GCSE in Chinese Language: Minimum Grade E / 3

With Reference to Admissions 2021

HKDSE Scoring Formula	Upper Quartile	Median	Lower Quartile
1.5 x Eng + 1.2 x LS + Best 3 Subjects	33	31	29

Holistic evaluation



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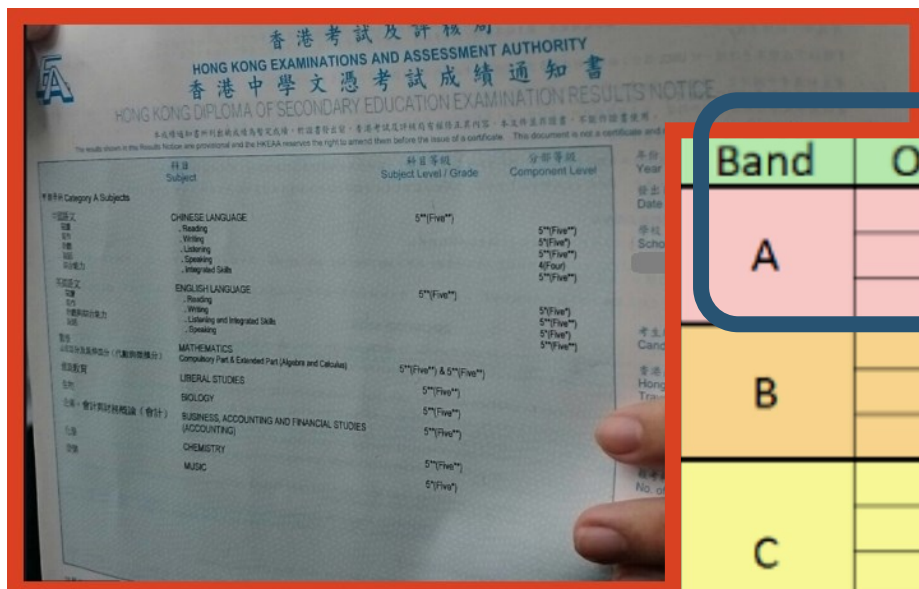
- **Academic** excellence
- **Inquiring** and **critical** minds
- Proficiency and interest in **English Language** and **Linguistics**
- Genuine interest in **Education** and **English Language Teaching**
- Your interests and experiences **beyond school**
- ...

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Our admissions process



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Band	Order
A	1
	2
	3

B	4
	5
	6
C	7
	8
	9
	10
D	11
	12
	13



Interviews on Zoom:
Late July / Early August
2022

Interviews



- **Don't** prepare and rehearse long speeches.
 - **Don't** interview the interviewers!
 - **Do** read the programme website carefully.
 - **Do** think of a question you might want to ask.
 - **Do** relax and be yourself!
- "What is the best thing about your programme?"*

Decision-making



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Some final words ...



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https://web.edu.hku.hk/programme/babed_6066



GOOD
LUCK



**THINK
CAREFULLY**



ANY
QUESTIONS?



BA&BEd(LangEd)-English

For more information



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Faculty of Education

- <https://web.edu.hku.hk>
- Telephone: 3917 2280
- Email: babedeng@hku.hk

Faculty of Arts

- <https://www.ug.arts.hku.hk/>
- Telephone: 3917 2733
- Email: arts@hku.hk

[The information contained herein is for reference only and may be revised by the University from time to time.]



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