The University of Hong Kong  
Faculty of Education  

Master of Education (MEd) Programme  

Teaching Chinese Language and Literature in International Education  

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The specialism equips the participants with knowledge and pedagogical skills in teaching Chinese language and literature. It focuses on the International Baccalaureate (IB) Diploma Programme (DP) and other international curricula. It aims to enable participants to become effective teachers in international education, thus building their capacity to develop inquiring, knowledgeable and globally minded young people. It is a specialism requiring both coursework and a project. The course arranges teaching practicum experience in IB schools for pre-service teachers. The participants will explore theories and practices of teaching Chinese language and Chinese literature requiring critical thinking about teaching and learning.

This specialism is a course provider of the IB Certificate in Teaching and Learning (DP: Studies in Chinese Language and Literature) and IB Certificate in Teaching and Learning (DP: Chinese Language Acquisition).

Who would benefit from this specialism?
- Local and overseas university graduates with a major in Chinese or its equivalent who intend to work in Chinese language education;
- Chinese teachers who major in Chinese or its equivalent and seek for the valuable ideas concerning international education;
- Other educators and researchers who are interested in teaching Chinese language and literature in international education.

Mode of study:
The specialism is available in full-time mode of study only.

Outline of Specialist Courses:

Course 1: World literature and new textualities in international Chinese Education (6 credits)

In a new era where the world is interconnected both by globalization and technology, international education programmes are committed to fostering intercultural understanding and new literacies. For instance, the IB Chinese A course introduces students a range of texts in order to develop their social, aesthetic, and cultural literacy, as well as communication skills. This course aims to study the theories and practice of teaching translated literary works, literary genres, and new textualities to school learners who are native Chinese speakers. The course prepares students to make independent literary judgements, appreciate literary works from different cultural perspectives, and consider the role that culture plays in making sense of the literary works. With the rapidly evolving text forms, students will also be exploring the learning and teaching of graphic writing or film and literature, to create better understanding and deeper appreciation in their learners. Students will also learn how to assess readers’ deep understanding and
appreciation of world literature and new textualities in the IB Chinese A and other international Chinese curricula.

Course 2: Teaching Language and Literature in International Chinese Education (6 credits)

The course reads classical and typical Chinese texts used in the international curricula such as the International Baccalaureate Language A curriculum. It explores the theories and pedagogies of teaching Chinese language and literature to school learners who are native Chinese speakers. The course encourages students to analyze and appreciate literary works from multiple perspectives such as language-based approach, comparative reading of texts, and stylistics. The topics include (a) Introduction of the IB language A curriculum; (b) Pedagogic issues on Chinese language and literature teaching; and (c) Theories of assessing students’ learning of literature. Students will be able to acquire the skills of designing school-based curriculum which demonstrates the philosophy of IB Chinese language and literature. They are also expected to have a deep understanding of the criteria in IB assessments.

Course 3: Literature and the Art of Performance (6 credits)

This course aims to explore the dynamic relationship between literature and performance. The course covers the interaction between a conventional literary emphasis on close reading, critical discussion and writing and the practical, aesthetic and symbolic elements of performance. Students are expected to apply the knowledge they learned about Drama-in-Education (DiE) to transform literature work to performance. This course equips students with the skills to explore critically and imaginatively a range of literary texts and performance possibilities. Students will also learn how to assess readers’ deep understanding through performance.

Course 4: Theories of Pedagogy and Teaching Practice (6 credits)

This course aims to enhance students’ understanding of various theories of innovative pedagogies and strategies associated with teaching Chinese language and literature in various learning contexts, with a particular focus on IB Diploma Programme (DP) and Middle Years Programme (MYP) curriculum. Students will also discuss and practice a wide variety of strategies and techniques for teaching language and literature. It helps students to learn how to create an effective and interactive language classroom. The students are expected to develop and practice language teaching and classroom management techniques in international schools.

Specialist elective: Integrating the IB philosophy into Chinese language and literature teaching

This elective includes an in-depth exploration into how to integrate IB Diploma Programme philosophy in curriculum design, teaching and learning, assessment and research. This course provides an overview of the principles underpinning the IB’s four programmes, such as inquiry-based learning, concept-driven curriculum, disciplinary, interdisciplinary and transdisciplinary approaches to teaching and learning. Students will also be engaged in exploring various pedagogies and technological tools to integrate IB philosophy and learner profiles in language and culture instruction. Students will explore Theory of Knowledge, Creativity, Activity and Service, Extended Essay and Chinese language and literature education. Furthermore, the course will also enhance students’ understanding on how to reflect IB philosophy and learner profile in assessment design and how to design assessments that reflect IB subject matter specific assessment criteria. In this course, students will not only understand the integration of IB philosophy in various aspects of instruction, but also generate a series of research questions around the integration of IB philosophy in instruction.

In addition to these four specialist courses and the specialist elective, students will also have to complete:

- a research methods course “Methods of Research and Enquiry” (12 credits); plus
- either an option of a DISSERTATION (18 credits),
or an option of two elective courses and a PROJECT (6 credits each).