

The University of Hong Kong
Faculty of Education

Master of Education (MEd)
Chinese Language Education

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This specialism provides teachers, language educators and teacher educators with theoretical knowledge and the latest research developments in Chinese linguistics and language education and enhances their pedagogical skills through research. This specialism also aims to promote research relevant to language education in Hong Kong.

Mode of study:

The specialism is available in 1-year full-time and 2-year part-time modes of study.

Outline of the four specialist courses:

Course 1: Assessment in Chinese Language Education
[中國語文教育: 評估] (6 credits)

This course introduces important concepts of assessments including norm-referenced and criterion-referenced tests, formative assessment, and summative assessment, adaptive assessment, assessment of learning, assessment for learning, and assessment as learning. Students are encouraged to adopt inquiry modes to investigate the relationship between these concepts in the field of Chinese language education. The course also provides practical modes and strategies, including constructing and evaluating Chinese language tests, interpretation and applications of test scores, peer and self-assessment, portfolio building, rubrics design, etc. This course gives practices school-based assessment and qualitative feedback system to focus more on individual students' development progress in learning Chinese language.

Course 2: Chinese Reading Comprehension Instruction: Theories and Practices [中文閱讀理解教學理論與實踐] (6 credits)

Reading comprehension is a crucial part of Chinese language and literature instruction. This course provides students' pedagogical context knowledge for enhancing Chinese students' reading comprehension ability in their classrooms. The course introduces various theories and practices on reading processes, reading motivation and reading strategies. Students also learn techniques for examining, promoting and teaching Chinese reading comprehension. In this course, students will be given the opportunity to apply reading theories to classroom context and learn how to motivate students to read and how to enhance students' higher order reading ability.

Course 3: Psycholinguistics and the Chinese Language Learning Process [心理語言學及中國語文學習過程] (6 credits)

This course aims at preparing students and professionals with the conceptual ground of psycholinguistics in understanding the acquisition, comprehension and production of Chinese language. It examines children's ability to learn language, Chinese character recognition, the processes of reading, composing processes, creativity and second language acquisition. This course combines empirical data and a synthesis of recent

research in Chinese psycholinguistics to deliver cutting-edge instructions to students. Students are encouraged to critically analyse research and theory from a psycholinguistics perspective.

Course 4: The Chinese Language Curriculum and Its School-based Application [中國語文課程與校本課程的應用] (6 credits)

This course introduces the development, implementation, dissemination and evaluation of the Chinese Language curriculum with reference to classical and new curriculum models. This course will provide case studies of school-based Chinese Language curriculum in Hong Kong primary and secondary schools to navigate the new curriculum landscape. The students will learn what it really takes to structure, align, integrate, and evaluate quality Chinese language curriculum for savvy curriculum leadership in the 21st century.

In addition to four specialist courses, students will also have to complete:

- The compulsory core course Educational Issues and Research (6 credits);
- Three elective courses (6 credits each); and
- An option of a professional portfolio (12 credits) or a research project (12 credits).