

The University of Hong Kong
Faculty of Education

Master of Education (MEd)
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 professional portfolio. 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. Completion of this specialism leads to the IB Certificate in Teaching and Learning.

Who would benefit from this specialism?

- Local and overseas university graduates with a major in Chinese or its equivalent who intend to work in the field of 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 the four specialist courses:

Course 1: 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 2: Teaching Language and Literature in International Chinese Education (6 credits)

The course explores the theories and pedagogies of teaching Chinese language and literature to school learners who are native Chinese speakers. The course encourages students to analyse and appreciate both literary and non-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 good understanding of the criteria in IB assessments.

Course 3: 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 international schools in Hong Kong. Students will also discuss and practise 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 practise language teaching skills and classroom management techniques which they can apply in their teaching practicum in the international school context.

Course 4: World Literature and New Textualities in International Chinese Education (6 credits)

In a new era where the world is interconnected both by globalisation and technology, international education programmes are committed to fostering intercultural understanding and new literacies. The IBDP Chinese A course introduces students to 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 practices 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, film, network texts and literature, to build a better understanding and deeper appreciation for their learners. Students will also learn how to assess readers' perspectives of world literature and new textualities in the IBDP Chinese A and other international Chinese curricula.

Specialist elective 1: Integrating the IB Philosophy into Chinese Language and Literature Teaching (6 credits)

This course introduces the key elements of IB philosophy and guides students to integrate IB philosophy into curriculum design and instruction of teaching Chinese language and literature. This course provides an overview of the principles underpinning the IB programmes, such as learner profile, inquiry-based learning, concept-driven curriculum, interdisciplinary and transdisciplinary, approaches to teaching and learning. Moreover, students will further explore how Chinese Language and Literature can be integrated into IB Community Projects, Theory of Knowledge and Extended Essay. Students will also be engaged in exploring various pedagogies to integrate IB philosophy and learner profiles in language classrooms. They will be guided on designing and refining Chinese language and literature teaching and learning that reflects the overall IB philosophy. In this course, students will not only understand the integration of IB philosophy in various aspects of instruction, but also have a deep reflection and review on education values and beliefs.

Specialist elective 2: Chinese L2 Curriculum Design and Assessment (6 credits)

This course focuses on systematic understanding of school curriculum design and the integral role of assessment and reporting for L2 Chinese learning and teaching in the international school context. For curriculum design, an overview of the essential knowledge like concept-driven curriculum, the integration of curriculum (disciplinary, interdisciplinary and transdisciplinary) are introduced. For assessment, topics on norm and criterion-based assessment and referencing, formative and summative assessment and the relationship between reporting, feedback and improved student learning will be discussed. A range of curriculum and assessment design strategies like backward design, scaffolding, differentiated instruction, assessment mechanisms, tools, reporting strategies and analyse their role in promoting assessment for learning.

Specialist elective 3: Chinese L2 Pedagogy (6 credits)

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.

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

- The compulsory core course Educational Issues and Research (6 credits); and
- A professional portfolio (12 credits)