

The University of Hong Kong
Faculty of Education

Master of Education (MEd)
Teaching Chinese as a Second Language

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This specialism is designed for pre-service or in-service Chinese language teachers in secondary schools, who want to equip themselves with knowledge and skills in teaching Chinese in international contexts. The programme connects theory and practice, focusing on issues related to pedagogy, curriculum design, assessment and classroom research for teaching Chinese as a second language. The programme aims to develop qualified TCSL teachers versed in various international curricula, with a particular focus on the (International Baccalaureate) IB curriculum. Completion of this specialism leads to the IB Certificate in Teaching and Learning.

Who would benefit from this specialism?

- Local and overseas university graduates who intend to work in Chinese language education;
- Serving and pre-serving teachers of Chinese from Asian-Pacific area and all over the world;
- Other educators and researchers who are interested in teaching Chinese as a second language and in IB Chinese curriculum.

Mode of study:

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

Outline of the four specialist courses:

Course 1: Chinese (L2) Assessment and Reporting (6 credits)

This course focuses on the integral role of assessment and reporting for L2 Chinese learning and teaching in the international/IB school context. It will provide an overview of norm and criterion-based assessment and referencing, formative and summative assessment and the relationship between reporting, feedback and improved student learning. It will also introduce a range of assessment mechanisms, tools, reporting strategies and analyse their role in promoting assessment for learning. The course aims to develop participants' theoretical and practical understanding of the principles of assessment of L2 Chinese learning, with an emphasis on assessment as a tool to promote student learning and support diverse learning needs. The course is expected to achieve the following objectives: (1) To enhance students' understanding of the integral role of assessment and reporting for L2 Chinese learning and teaching; (2) To understand the key assessment and reporting requirements of the IB Programme; (3) To keep students up to date with the latest development of assessment and reporting in the field of teaching Chinese as a second language; (4) To enable students to develop effective assessment strategies and reporting mechanisms for learners of different age groups and learning objectives.

Course 2: Chinese (L2) School-based Curriculum Design (6 credits)

This course will provides you with a systematic understanding of school curriculum design and lesson planning. In this course, we will explore IB curriculum at different programmes, and discuss the core of IB

curriculum design -- concept-based curriculum. We will also discuss the various issues related to lesson planning. The course is very hands-on, where you will work in groups with your classmates to design curriculum together and critique each other's unit and lesson design. Students are expected to (1) understand concept-based curriculum design and be able to apply the understanding to design school-based curriculum; (2) work in groups to design and critique unit and lesson design. It is expected that students will engage in collaborative learning experience through actively contributing their opinions and helping each other along the learning process. The course has the following objectives in mind: (1) To equip students with the theoretical background about curriculum design and implementation; (2) To familiarise students with current foreign language curriculum design frameworks and models; (3) To familiarise students with IB curriculums and concept-based curriculum design; (4) To engage students in discussions about issues related to curriculum design and implementation.

Course 3: Research and Teaching Practice in Second Language Classrooms (6 credits)

In order to integrate knowledge with real school experience, this course provides opportunity for students with experience in the real second language classroom aside from getting to understand the theories on second language teaching and learning. The aim is to familiarise students with day-to-day teaching practice at international schools in Hong Kong, by engaging students in actual teaching at international schools in Hong Kong, to identify and tackle students' learning difficulties. This course will be a strong theoretical and practical emphasis on the development of students' research and teaching ability on Chinese L2 teaching and learning in classrooms. During their school experience, student-teachers are required to identify their students' learning difficulty; using appropriate theories to analyze it; design and conduct a small-scale action research with the application of suitable teaching strategies to deal with the identified learning difficulties. The student-teachers will conduct classroom observation, and compile a self-directed portfolio based on data collected and experience encountered in their action research. This portfolio contains a journal, lesson plans and teaching materials developed by the student-teachers during the practicum, self-reflections on lessons taught and feedback from the students. The course aims to provide students with an understanding of research methodology, and how to use educational research to support day-to-day teaching practice of Chinese as a second language: (1) Identify major issues and problems in day-to-day teaching practice of Chinese as a second language classrooms; (2) Demonstrate the ability to write a small-scale action research proposal with theoretical basis and application of pedagogies, to resolve identified major issues and problems in teaching of Chinese as a second language classrooms; (3) Demonstrate the ability to conduct research project, self-reflective practice and to report the research findings.

Course 4: Teaching Chinese Language in International Contexts (6 credits)

The course 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. Moreover, the course provides an overview of various levels of local curriculum in Hong Kong and international standards such as ACTFL standards and CEFR frameworks, making reference to the teaching of other curriculum, such as IB, AP, GCSE curriculum, including an analysis of the curriculum design, teaching methodologies, learners and learning resources, course assessment guidelines required for those curricula. 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 how people learn 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. We will then look at language teaching specifically from aspects of learning environment design, instruction, assessment and classroom management. The course aims to provide students with an understanding of issues related to teaching Chinese in the international context through: (1) Exploring second language acquisition theories

and pedagogies; (2) Examining international curriculums such as IB, GCSE, AP; and (3) Discussing issues related to designing and managing Chinese language learning and teaching experience.

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

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 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 have a deep reflection and review on education values and beliefs.

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

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