

The University of Hong Kong
Faculty of Education

Master of Education (MEd)
Content and Language Integrated Learning

Specialism Coordinators:

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This specialism aims to cater for more content and language in-service and pre-service teachers in Hong Kong, Mainland China, and overseas. It is designed for subject teachers who are directly involved in English medium instruction (EMI) and English language teachers who have a role to play in supporting EMI content teaching. It equips participants with the linguistic principles and knowledge of practice to develop and implement language-across-the-curriculum initiatives in schools to improve both English academic literacy and EMI content instruction.

Who would benefit from this specialism?

Content and language teachers in primary, secondary or tertiary sectors, and other educators who are directly involved in or supporting English medium content teaching. The specialism also provides an important foundation for students who would like to move on to a PhD or EdD study in the field of academic literacies, language across the curriculum, and content and language integrated learning.

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: Textual Analysis I: Academic Literacies in Science and Mathematics (6 credits)

This course focuses on raising both content teachers' and English teachers' academic language awareness. Specifically, it aims to introduce course participants to different kinds of academic genres characteristic of the disciplines of science and mathematics. The genre patterns as well as grammatical and lexical features specific to different kinds of academic genres in science and mathematics are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the disciplines of sciences and mathematics and to develop and enhance language support to better scaffold learners' understanding of academic content in English.

Course 2: Textual Analysis II: Academic Literacies in the Social Sciences and Humanities (6 credits)

This course focuses on raising both content teachers' and English teachers' academic language awareness. Specifically, it aims to introduce course participants to different kinds of academic genres characteristic of the disciplines of the social sciences and humanities. The genre patterns as well as grammatical and lexical features specific to different kinds of academic genres in the social sciences and humanities are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the

disciplines of the social sciences and humanities, and to develop and strengthen language support to better scaffold learners' understanding of academic content in English.

Course 3: Principles and Practice: Bridging Pedagogy in Content and Language Integrated Learning (6 credits)

This course focuses on introducing the principles and practice of bridging pedagogical approaches that are designed to assist ESL/EFL learners to develop the kind of academic literacies required in different subject disciplines. Specifically, it aims to introduce to both content and language teachers the principles and practice of socio-cultural scaffolding by making use of multi-media and multimodal resources and a range of linguistic bridging strategies.

Course 4: Principles and Practice: Course Design in Content and Language Integrated Learning (6 credits)

This course focuses on introducing the principles and practice of CLIL. It covers the historical development of the field by discussing the theories and practice of different related approaches including: content-based instruction (CBI) and content and language integrated learning (CLIL). Established research traditions of genre theories (e.g., the 'Genre Egg') and pedagogical theories (e.g., the 'Teaching and Learning Cycles', the 'Detailed Reading' approach) informing the work of CLIL are given emphasis. The different contexts in which these approaches have developed are also examined with a view to adapting/re-designing them to suit the local or new pedagogical contexts. Course participants are guided in expanding their capacity to adapt and design CLIL/LAC materials.

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

- A 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).