The University of Hong Kong  
Faculty of Education

Master of Education programme (MEd)  
Content and Language Integrated Learning

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This is an extension of Asia’s first-of-its-kind Master of Education in Language Across the Curriculum (MEd[LAC]) programme founded in HKU in 2012, one that has been gaining increasing popularity over the years, attracting local and international participants from Mainland China, Thailand, Korea and Canada in its recent cohorts. The CLIL specialism aims to cater for more content and language in-service and pre-service teachers in Hong Kong, Mainland China as well as 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 part-time and full-time modes (for 2-year (up to 4-year) part-time study or 1-year full-time study).

Outline of the four core courses:

Course 1: Textual analysis I: Academic literacies in science and mathematics (6 credits)

This course is designed to raise 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 science 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 is also designed to raise 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 introduces participants to 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 present 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 programmes, courses and materials.

In addition to four core courses, students will have to complete:

- a research methods course "Methods of Research and Enquiry" (12 credits); plus
- either an option of one elective and a DISSERTATION (18 credits)
  or an option of three electives and a PROJECT (6 credits each).