Bachelor of Arts and Bachelor of Education in Language Education

(Chinese 2021-2022)

BBED 4202 Pedagogy II: Teaching Chinese in Putonghua

and Teaching Putonghua as a Subject

Course Teacher:	Dr. Chin-Hsi Lin: MW 615, 3917 1512, chinhsi@hku.hk
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Time & Venue	Tuesday: 10:30-12:20, RM203
	Thursday: 10:30-12:20, RM204

Course Description:

The course will aim at giving students training in using Putonghua as a medium of instruction and also training students in the teaching of Putonghua as a subject in the primary stages of schoolings in Hong Kong. It includes a number of key language classroom skills, such as explanation, questioning, giving instructions, providing corrective feedback and closing remarks in Putonghua. It also equips students with the competency to use Putonghua to teach Chinese by introducing key concepts and practicing a wide range of instructional approaches in teaching Putonghua.

Course learning outcomes (CLOs) and alignment with Programme learning outcomes (PLOs):

Upon successful completion of this course, students should be able to:

	CLOs	Alignment with PLOs
1.	Gain knowledge about the current status of teaching Putonghua in Hong Kong & teaching Putonghua as a medium of instruction (PMI) in Hong Kong	1,2,3,7,11
2.	Master basic principles of curriculum design for the subject of Putonghua & PMI	2,4,7,
3.	Apply basic principles to analyze curriculum design and classroom instruction of current subject of teaching Putonghua	2,5,6
4.	Master effective instructional strategies for teaching Putonghua & PMI	3,5,6
5.	Reflect and improve classroom language	1,5,6

Course teaching and learning activities (TLAs)

Course teaching and learning activities (TLAs)	Teacher-Student Face-to Face Contact (CT) hours	Study Load (SL) hours (estimates)	Alignment with CLOs
Interactive Lecture (Lecture interwoven with interactive tasks/activities), including the following: e.g., small group discussion, fishbowl discussion, student group presentation, micro teaching, interactive workshop, … etc)	24	70	1,2,3,4,5
Self-study: e.g., reading, drafting, library research, data collection and analysis, writing, etc. for course assigned tasks		60	2,3,4,5
Written assignment		20	1,2,3,4,5
Total	24	150	

Course schedule

Date	Topic	Instructors
Aug 31	課程簡介 微格教學簡介 教學目標撰寫	Dr. Lin
Sep 02	聆聽教學策略 口語教學策略 高階思維教學：循環塗鴉及角色扮演	Dr. Lin
Sep 07	Making Thinking Visible 理念介紹 高階思維教學：拼圖式合作學習	Dr. Lin
Sep 09	微格教學（1）	Dr. Lin
Sep 14	微格教學（2）	Dr. Lin & Dr. Hui
Sep 16	微格教學（3）	Dr. Lin & Dr. Hui
Sep 21	微格教學（4）	Dr. Lin & Dr. Hui
Sep 23	微格教學（5）	Dr. Lin
Sep 28	微格教學（6）	Dr. Lin
Sep 30	微格教學（7）	Dr. Lin
Oct 05	微格教學（8）	Dr. Lin & Dr. Hui
Oct 07	課堂管理策略與總結	Dr. Lin

Assessment Tasks/Activities

Type of Assessment Tasks/ Activities	Weighting in final course grade (%)	Alignment with CLOs
Microteaching (individual + group)	70	1,2,3,4,5
Peer review and reflection	10	1,2,3,4,5
Individual written assignment	20	1,2,3,4,5

Assessment Scheme

1 Peer review and reflection (10%)

Students are expected to provide feedback on microteaching, reflect on your microteaching performance, and propose plans for improvement.

2 Micro-teaching (70%)

Students will perform two micro-teaching and demonstrate the capabilities of teaching Chinese Language Arts using Putonghua as the medium of instruction. The micro-teaching will be evaluated based on student lesson plan, teaching performance, and the reflection.

3 Comprehensive paper (20%)

Individual written work: A student can do a reflective report on Putonghua classroom observation during his/her TP, or a short essay with critical analysis how Putonghua teaching can be improved in Hong Kong. (You do not need to emphasize the pros and cons of Putonghua classes.)

Length: 2,000 words

Submission date: **11:55 PM, December 17, 2021(Friday)**

Key References and Resources

* 張本楠、賴春 (編)（2013）。經驗與挑戰：香港普通話教中文論文集。香港：香港大學教育學院香港普通話培訓測試中心。

*何國祥等（2005）《香港普通話科教學 : 理論與實踐》。香港 : 三聯。

*唐秀玲等（2006）《普通話教學法: 新世紀的思考和實踐》。香港: 教育圖書。

何國祥（主編）（2002）。《用普通話教中文的問與答》。香港：香港教育學院。

語常會（2008）。《在香港中、小學以普通話教授中國語文科所需之條件》。

Cazden, Courtney B. (1988). *Classroom Discourse: the Language of Teaching and Learning. Portsmouth*, NH: Heinemann.

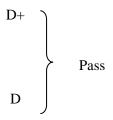Farrell, T.S.C. (2004). *Reflecting on Classroom Communication in Asia.* USA.: Pearson Education South Asia Pte Ltd.

Course grade descriptors
BEd and BEd(LangEd) Generic Grading Descriptors

Grade	Standard	Grade Point	General Expectations of Student Performance
A+		4.3	**An excellent result.** A performance that demonstrates full coverage of the topic, and which meets all basic and higher order goals. There is ample evidence of familiarity with relevant reading and research, and concepts are clearly understood. Arguments presented are always logical, and the assignment demonstrates exceptionally astute analysis, application, evaluation and critical interpretation of texts/issues/course content. Use of language (spoken/written) is consistently accurate, highly appropriate in style, syntax and lexical expressions. Communication of ideas is highly effective. Referencing and presentational requirements are fully met.
A	Excellent	4.0	
A-		3.7	
B+		3.3	**Good to very good result.** A performance that demonstrates a good coverage of the topic, and which meets all basic as well as some higher order goals. There is evidence that the student is well aware of relevant reading and research, and concepts are clearly understood. Arguments presented are generally logical, and the assignment demonstrates a logical structure and development including effective organizational skills. Use of language (spoken/written) is mostly accurate and appropriate in style, syntax and lexical expressions. Communication of ideas is mostly effective. Referencing and presentational requirements are nearly always met. *** Average competent answer (B-): the average, competent answer that has identified the major issues and dealt with them satisfactorily should be awarded a B-**
B	Good	3.0	
B-		2.7	
C+		2.3	**Satisfactory.** A performance that demonstrates a satisfactory coverage of the topic, and which meets all basic goals. There is evidence that the student has a sound awareness of relevant reading and research, and concepts are understood. A satisfactory level of skills including interpretation, application, analysis and evaluation are shown. Logic of argument is satisfactory despite some minor weaknesses with structure and development of the assignment, and there is evidence of reflective understanding. The language (spoken/written) is sometimes inaccurate, and inappropriate in style, syntax and lexical expressions, even though the overall meaning is still intelligible. Referencing and presentational requirements are mostly met.
C	Satisfactory	2.0	
C-		1.7	

D+		1.3	**Borderline pass.** A pass that that demonstrates only a limited coverage of the topic, and which meets only some basic goals. There is evidence that the student has some awareness of relevant reading and research, and a basic understanding of concepts but reflection is limited. There is a basic level of skills shown, including interpretation, application, analysis and evaluation. Logic of argument may be weak but can be followed, and there may be some problems with structure or development of the assignment. Communication of ideas is sometimes impeded due to inaccurate use of language (spoken/written), and inappropriate style, grammar and lexical expressions. Referencing and presentational requirements are partially met.
	Pass		
D		1.0	
Fail	Fail	0	**Fail.** An unsatisfactory performance that demonstrates possible misunderstanding of the task. Key aspects of the task may be neglected with basic goals not met. There is little or no evidence of relevant reading and research, and many concepts are not understood. Basic skills are not demonstrated and the assignment may ramble and lack structure. There is illogical argument and uncritical acceptance of others' views. The language (spoken/written) is frequently inaccurate, and inappropriate in style, grammar and lexical expressions, resulting in largely incomprehensible performance. Referencing and presentational requirements are mostly not met.

Referencing

You should list all sources you used for your assignments by the American Psychological Association (APA) referencing format (https://www.apastyle.apa.org/). The details and examples of APA formatting and style can be found at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. You may use endnote to create your references.

Academic Conduct

Plagiarism (https://tl.hku.hk/plagiarism/) involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.

Any student who fails due to plagiarism may be referred to the University Disciplinary Committee, which may then recommend discontinuation. Plagiarism is a serious matter. If you have any doubts about whether or not your use of sources constitutes plagiarism, ask your instructor or course coordinator.

The students are required to use the tool Turnitin to check your assignment for correct scholarly practice in citing other's work. You will be provided with a "class ID" and "password" to enable you to check your assignments via appropriate "class" in Turnitin. Further details about Turnitin and how it works are obtainable from https://turnitin.com.