

香港大學教育學院  
University of Hong Kong  
Faculty of Education

文學士及教學學士（語文教育）——中文教育  
Bachelor of Arts and Bachelor of Education in Language Education - Chinese  
2022-2023

**BBED 4202**  
**Pedagogy II: Teaching Chinese in Putonghua and Teaching Putonghua as a Subject**  
**教學法 II：以普通話教中文及普通話教學**

科目大綱 Course Outline

Course Teacher 授課導師	Dr LIN Chin-hsi 林金錫博士 辦公室：明華綜合大樓 627 室 電話：3917 1512 電郵：chinhsi@hku.hk	Dr TAI Chung-pui 戴忠沛博士 辦公室：明華綜合大樓 627 室 電話：3917 4259 電郵：cptai@hku.hk
Time 時間	上學期 教學實習前 逢星期一、星期四下午 各課節上課時間略有不同，請參考「課節安排」。	
Format 形式	除因特殊情況另有宣佈，所有課堂只會以面授形式進行，同時以 Zoom 錄影。	
Venue 地點	邵仁枚樓 203 室	
Language 語言	普通話	

**Course Description 科目介紹:**

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) 學習成果:**

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) 教學活動:**

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 課節安排:**

課節	日期	主題	科目成果
1	8月25日(四) 下午2:30至4:20(共2小時)	科目簡介 「如何寫出好教案?」教學目標撰寫 「如何教出好課堂?」微格教學實踐 「以普通話教學」注意事項	1, 2
2	8月29日(一) 下午2:00至4:50(共3小時)	「以普通話教學」的課堂對話分析 「以普通話教學」的課堂提問技巧	3, 4, 5
3	9月1日(四) 下午2:00至4:50(共3小時)	香港中小學普通話課程 「教普通話」的語音教學 「以普通話教學」的口語教學策略 結合閱讀和口語聽說的寫作教學策略	1, 2, 3
4	9月5日(一) 下午2:00至4:50(共3小時)	微格教學(一)共7位學員 *微格教學課節有可能稍為超時	3, 4, 5
5	9月8日(四) 下午2:00至4:50(共3小時)	微格教學(二)共7位學員 *微格教學課節有可能稍為超時	3, 4, 5
	9月12日(一)	(中秋節翌日公眾假期)	
6	9月15日(四) 下午2:30至4:20(共2小時)	微格教學(三)共4位學員 *微格教學課節有可能稍為超時	3, 4, 5
7	9月19日(一) 下午2:30至4:20(共2小時)	微格教學(四)共4位學員 *微格教學課節有可能稍為超時	3, 4, 5
8	9月22日(四) 下午2:30至4:20(共2小時)	微格教學(五)共3位學員 以微格教學經驗為教學實習作準備	3, 4, 5
9	9月26日(一) 下午2:30至4:20(共2小時)	教學法理念: 「Making Thinking Visible」 高階思維教學: 循環塗鴉及角色扮演 高階思維教學: 拼圖式合作學習	3, 4, 5
10	9月29日(四) 下午2:30至4:20(共2小時)	「以普通話教學」及「教普通話」的反思 課堂管理策略 展望教學實習	1, 2, 4

## Assessment Scheme 評核要求:

### 1. 微格教學 (40%)

- 一、每位學員將需要進行一次以普通話教授中國語文科的微格模擬教學，自行制定教學目標，依照選用教材，設計能讓學生充份參與的教學活動，展示課堂講解、提問及回饋的技巧。
- 二、各學員的微格教學將按照課節教案和模擬教學表現評分。
- 三、課節教案：學員須在模擬教學前提交一節 40 分鐘課堂的完整教案，內容應包括：
  - i. 教學背景資料
  - ii. 教學設計背後原理 / 教學理論 (本課程所學並據文獻支持)
  - iii. 教學目的 (請分別說明整個教案和微格課節的教學目的，各寫兩個)
  - iv. 教學目標 (請分別說明整個教案和微格課節的教學目的，各寫兩個)
  - v. 教學流程表
  - vi. 各個教節活動簡表
  - vii. 教材與教具：學習材料、評估安排、工作紙、電子裝置使用、教學軟件程式等
  - viii. 附件：教學篇章
  - ix. 教案內如果需要引用文獻，請採用 APA 格式。
- 四、模擬教學：模擬教學的時間為 10 分鐘，期間由其他學員充當模擬學生，配合模擬教學。
  - i. 模擬教學前需提交教案，模擬教學屬於課堂哪一階段，請自行擬定。
  - ii. 模擬教學必須能展示學員之示範或講解及提問技能，並能提高學生的課堂參與。
  - iii. 模擬教學不應包含過長的單向朗讀活動或做工作紙活動。
  - iv. 學員須自行印備足夠之教材或一切有關工作紙，於課上派發與同學。
  - v. 其他學員須為模擬教學的學員寫教學評分量表，供該學員課後參考。
  - vi. 模擬教學後，導師與全體學員討論學員之課堂教學技巧。
  - vii. 模擬教學將會錄影並重播作分析之用。
  - viii. 微格教學評估的關注點：
    - 甲、教學目標是否清晰/能否達成
    - 乙、教學重點是否把握恰當
    - 丙、教學活動的組織安排是否充份考慮學生背景
    - 丁、教學策略、提問與評估是否合適
    - 戊、教學指示語言是否清晰、講授語言是否生動準確
    - 己、教學教態如聲線、語速、眼神、身體動作、場地走動等是否得宜
    - 庚、教學板書字體是否端正、板書規劃是否恰當
    - 辛、教師儀表和服飾是否樸素、端莊、大方

### 2. 反思報告 (30%)

- 一、學員在完成微格教學後，請回顧自己的模擬教學錄影，參考導師和其他同學給予的評價與建議，根據個人表現，分析自己的教案設計和模擬教學的優點和缺點及其導致原因，並針對缺點提出改善建議和方法，撰寫反思報告一篇。
- 二、反思報告格式不拘，惟應條理清楚、排版整齊。報告以兩頁 A4 紙為限。
- 三、學員只需要呈交作業電子本，不需呈交紙本。學員須於微格教學後的兩星期內，將作業的 PDF 檔案上載至 Moodle 的 Turnitin 系統。例如某位學員在某星期一進行微格教學，反思報告的呈交限期即為兩星期後的星期一晚上 23:59 或以前。

### 3. 期末作業 (30%)

一、學員請根據課堂所學，從以下範圍任選其一，撰寫報告或論文一篇：

- i. 於教學實習期間，觀察一至兩節學校內的普通話科課堂，報告並反思其中的教學設計、教學和評估方法、教學成效，並提出自己的建議。
- ii. 於教學實習期間，以自己的一次「以普通話教中文」或「教普通話科」的課堂教學經歷為對象，記錄以普通話教學或教普通話的挑戰，並提出自己的解決方法。
- iii. 參考前人學術文獻，評價香港中小學的普通話教學現況，提出促進普通話教學的建議。

二、論文格式要求：

- i. 請使用 A4 紙、周邊留一吋、12 號字體、1.5 行距。
- ii. 正文字數：約 2000 字。參考文獻及附件不算進字數。
- iii. 文獻引用請採用 APA 格式。
- iv. 學員如果打算於課堂錄影、錄音、拍照，或訪問老師或學生，或收集學生作品，須提早至少一個月提交「研究道德申請」，待批准並徵得實習學校同意後方可開始收集資料。
- v. 學員只需要呈交作業電子本，不需呈交紙本。學員須於 2022 年 12 月 16 日晚上 23:59 或以前，將作業的 PDF 檔案上載至 Moodle 的 Turnitin 系統。該系統將檢測報告內容與前人作品有否雷同。遲交作業將按照學院規定處理。我們鼓勵學員儘早規劃整個學期的學習進度，提早呈交期末作業。

### Key References and Resources 參考資料:

- 陳瑞端、祝新華、劉文采、楊軍 (2012) 《中學普通話水平考試研究》。香港：中華書局。
- 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。(學員可向戴忠沛老師索取此書)
- 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**

<u>Grade</u>	<u>Standard</u>	<u>Grade Point</u>	<u>General Expectations of Student Performance</u>
A+	Excellent	4.3	<p><b>An excellent result.</b> 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.</p>
A		4.0	
A-		3.7	
B+	Good	3.3	<p><b>Good to very good result.</b> 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.</p>
B		3.0	
B-		2.7	
C+	Satisfactory	2.3	<p><b>Satisfactory.</b> 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.</p>
C		2.0	
C-		1.7	
D+	Pass	1.3	<p><b>Borderline pass.</b> 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.</p>
D		1.0	

Fail	Fail	0	<p><b>Fail.</b> 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.</p>
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## 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](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>.