

**City University of Hong Kong**

**Information on a Course**  
offered by the Department of Chinese and History  
with effect from Semester A in 2014-2015

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**Part I**

**Course Title:** Teaching Chinese in Putonghua: Theory and Methodology

**Course Code:** CAH5709

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** Putonghua

**Medium of Assessment:** Chinese

**Prerequisites:** Nil

**Precursors:** Nil

**Equivalent Courses:** CTL5709 Teaching Chinese in Putonghua: Theory and Methodology

**Exclusive Courses:** Nil

**Part II**

**Course Aims**

This course aims to introduce students to theories, methodologies and previous studies related to using Putonghua as a medium of instruction to teach the Chinese language subject in primary and secondary schools in Hong Kong. The student will be given chances to generate ideas and methods to teach the Chinese language in Putonghua.

**Course Intended Learning Outcomes (CILOs)**

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

No.	CILOs	Weighting (if applicable)
1.	Compare and contrast the advantages and disadvantages of using Putonghua and Cantonese as medium of instruction to teach Chinese in primary and secondary schools in Hong Kong.	

2.	Critically review the previous studies on using Putonghua as medium of instruction in Chinese language teaching in Hong Kong.	
3	Explain theories and methodologies of teaching Chinese in Putonghua.	
4.	Generate ideas and methods of teaching Chinese in Putonghua	
5.	Design and demonstrate a Chinese language class with an application of learnt theories and methodologies to teach Chinese in Putonghua.	

### Teaching and Learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLAs	Hours/week (if applicable)
CILO 1-3	(1) Reading: Students will be assigned to read book chapters, reports and research articles for the teaching topics included in the course. (2) Lectures: Concepts, teaching theories and methodologies will be introduced by the teacher during lectures.	
CILO 1-5	Group discussions and other class activities will be arranged in class.	
CILO 4-5	(1) Creative teaching practice and demonstration will be done by each student in class individually. (2) Teaching evaluation and creative suggestions on each teaching demonstration will be made by students and facilitated by the teacher.	

### Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks	CILOs covered
1. Attendance, participation in group discussion and other class activities.	15%		1-5
2. A critique/critiques) of research report(s) / article(s)	25%		1-4
3. Teaching demonstration in class. Each student will be required to demonstrate their ability in creatively applying the theories and methodologies they have learnt in the course to use Putonghua to teach Chinese language in a teaching session.	20%		4-5
4. Create a written lesson plan, teaching materials and assessment materials used for the teaching demonstration.	25%		4-5
5. Written evaluations and creative suggestions on the teaching demonstrations done by other students	15%		4-5

## Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading is based on student performance in written assignments and teaching demonstration. Final details will be provided to students in their first week of attendance in this course.

Grading pattern: Standard (A+, A, A...F). Grading is based on students' performance in assessment tasks/activities.

<b>Excellent</b> <b>A+ A A-</b>	<b>Good</b> <b>B+ B B-</b>	<b>Adequate</b> <b>C+ C C-</b>	<b>Marginal</b> <b>D</b>
<p>1. Excellent command of knowledge in the area of Chinese language teaching with the use of Putonghua as a medium of instruction.</p> <p>2. Excellent critical thinking ability in reviewing research report/ research articles related to teaching Chinese in Putonghua.</p> <p>3. Excellent and creative application of teaching theories and methodologies to teaching demonstration.</p> <p>4. Excellent creation of lesson plan, teaching and assessment materials which demonstrates high abilities in knowledge application and generation of new ideas.</p> <p>5. Excellent evaluations and creative suggestions on the teaching demonstrations shown.</p>	<p>1. Good command of knowledge in the area of Chinese language teaching with the use of Putonghua as a medium of instruction.</p> <p>2. Good critical thinking ability in reviewing research report/ research articles related to teaching Chinese in Putonghua.</p> <p>3. Good application of teaching theories and methodologies to teaching demonstration.</p> <p>4. Good creation of lesson plan, teaching and assessment materials which demonstrate good abilities in knowledge application and generation of new ideas.</p> <p>5. Good evaluations of teaching demonstrations shown.</p>	<p>1. Adequate command of knowledge in the area of Chinese language teaching with the use of Putonghua as a medium of instruction.</p> <p>2. Fair critical thinking ability in reviewing research report/ research articles related to teaching Chinese in Putonghua.</p> <p>3. A certain degree of application of teaching theories and methodologies to teaching demonstration.</p> <p>4. Fair creation of lesson plan, teaching and assessment materials which demonstrate fair ability in knowledge application and generation of new ideas.</p> <p>5. Acceptable evaluations of teaching demonstrations shown.</p>	<p>1. Marginal command of knowledge in the area of Chinese language teaching with the use of Putonghua as a medium of instruction.</p> <p>2. Marginal critical thinking ability in reviewing research report/ research articles related to teaching Chinese in Putonghua.</p> <p>3. Marginal application of teaching theories and methodologies to teaching demonstration.</p> <p>4. Marginally acceptable creation of lesson plan, teaching and assessment materials which demonstrate marginal ability in knowledge application and generation of new ideas.</p> <p>5. Marginally acceptable evaluations of teaching demonstrations shown.</p>

### Part III

#### Keyword Syllabus

Reviews of using Putonghua as medium of instruction in Chinese language teaching in Hong Kong, curricula of Chinese language in primary and secondary schools in Hong Kong, differences between Cantonese and Putonghua, differences between written Chinese used in HK and standard written Chinese, theories and methodologies of Chinese language teaching, teaching evaluation, language assessment

#### Recommended Reading

何偉傑 <普通話 — 作為一個學科與教學語言的發展>《教育學報》,第 24 卷第 1 期,頁 67-86, 1996。

何偉傑、林建平《普通話教育研究報告:方言或標準語—中學生的態度和取向》香港:香港中文大學普通話教育研究及發展中心,2002。

何文勝主編《語文課程革新與教學實踐》,香港:香港中文教育學會,2003。

何文勝主編,何國祥、譚邦和副主編《新世紀的中國語文教育》,香港:香港教育學院出版,2002。

何文勝執行主編《語文課程革新與教學實踐》,香港:香港中文教育學會,2003

黃顯華編《尋找課程與教學的知識基礎-香港中小學中文科課程與教學研究》香港:香港中文大學出版社,2000。

石定栩《港式中文兩面睇》,香港:星島出版社,2006。

石定栩,朱志瑜,邵敬敏《港式中文與標準中文的比較》,香港:香港教育圖書公司,2006。

香港課程發展議會中國語文教育委員會編擬《中國語文教育學習領域課程指引(小一至中三)》,香港:香港特別行政區政府教育署,2002。

香港課程發展議會中國語文教育委員會編擬《中國語文課程指引(小一至小六)》,香港:香港特別行政區政府教育署,2004。

香港課程發展議會與香港考試及評核局聯合編訂,《中國語文課程及評估指引(中四至中六)》,香港:香港特別行政區政府教育署,2007。

香港中文大學普通話教育研究及發展中心用普通話教中文試驗計劃教材編寫組《中文課堂用語一百句》,香港:香港中文大學普通話教育研究及發展中心,2000。

香港中文大學普通話教育研究及發展中心用普通話教中文試驗計劃教材編寫組《中文教學常用詞語聽說讀寫》,香港:香港中文大學普通話教育研究及發展中心,2001。

#### Online Resources

[www.edb.gov.hk/cd/chi](http://www.edb.gov.hk/cd/chi) 香港教育局網頁所收有關中國語文教育的資料