

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Teaching Chinese in Putonghua: Theory and Methodology
Course Code:	CAH5709
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	Chinese
Medium of Assessment:	Chinese
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	CTL5709 Teaching Chinese in Putonghua: Theory and Methodology
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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.	15%	x	x	
2.	Critically review the previous studies on using Putonghua as medium of instruction in Chinese language teaching in Hong Kong.	15%	x	x	
3.	Explain theories and methodologies of teaching Chinese in Putonghua.	20%		x	
4.	Generate ideas and methods of teaching Chinese in Putonghua	15%		x	
5.	Design and demonstrate a Chinese language class with an application of learnt theories and methodologies to teach Chinese in Putonghua.	35%		x	x
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

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

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
1. Attendance, participation in group discussion and other class activities.	x	x	x	x	x		15%	
2. Teaching demonstration in class. Each student in small group 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.				x	x		25%	
3. Create a written lesson plan, teaching materials and assessment materials used for the teaching demonstration.				x	x		40%	
4. Written evaluations and creative suggestions on the teaching demonstrations done by other students				x	x		20%	
Examination: 0% (duration: -)							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Attendance, participation in group discussion and other class activities	1.Preparation; 2.Contribution to Discussion; 3.Group Skills; 4.Communication Skills; 5. Attendance.	Strong evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Some evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Limited evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Marginally satisfies the basic requirements of the participation.	Does not meet minimum requirements of participation.
2. Teaching demonstration in class.	1. Knowledge of Subject Matter 2.Communication Skills/Clarity 3. Method of Presentation 4. Evidence of Preparation 5.Orderly Sequence 6. Professional Appearance and Conduct 7. Use of Audio-Visuals/ Demonstrations	Excellent and creative application of teaching theories and methodologies to teaching demonstration.	Good application of teaching theories and methodologies to teaching demonstration.	A certain degree of application of teaching theories and methodologies to teaching demonstration.	Marginal application of teaching theories and methodologies to teaching demonstration.	Does not meet minimum requirements of application of teaching theories and methodologies to teaching demonstration.
3. Create a written lesson plan, teaching materials and assessment materials used for the teaching demonstration.	1. Instructional Planning 2. Instructional Delivery 3. Classroom Management 4. Classroom Culture 5. Reflection (verbal or in writing)	Excellent creation of lesson plan, teaching and assessment materials which demonstrates high abilities in knowledge	Good creation of lesson plan, teaching and assessment materials which demonstrate good abilities in knowledge application and	Fair creation of lesson plan, teaching and assessment materials which demonstrate fair ability in knowledge application and	Marginally acceptable creation of lesson plan, teaching and assessment materials which demonstrate marginal ability in knowledge	Does not meet minimum requirements of creation of lesson plan, teaching and assessment materials which demonstrate weak ability in

		application and generation of new ideas.	generation of new ideas.	generation of new ideas.	application and generation of new ideas.	knowledge application and generation of new ideas.
4. Written evaluations and creative suggestions on the teaching demonstrations done by other students	Dimensions of Teaching to be Evaluated: <ol style="list-style-type: none"> 1. Presentation/Delivery 2. Course design 3. Use of technology in teaching 4. Advising/Mentoring of students 	Excellent evaluations and creative suggestions on the teaching demonstrations shown.	Good evaluations of teaching demonstrations shown.	Acceptable evaluations of teaching demonstrations shown.	Marginally acceptable evaluations of teaching demonstrations shown.	Does not meet minimum requirements of evaluations of teaching demonstrations shown.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

N/A

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	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。
2.	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。
3.	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。
4.	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。
5.	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
6.	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。
7.	石定栩《港式中文兩面睇》，香港：星島出版社，2006。
8.	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。
9.	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。
10.	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。
11.	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。
12.	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。
13.	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 香港教育局網頁所收有關中國語文教育的資料