

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18

Part I Course Overview

Course Title: Learning and Teaching Chinese as a Foreign Language

Course Code: LT5452

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English supplemented with Putonghua

Medium of Assessment: English supplemented with Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to introduce to students how Chinese is learned and taught as a foreign language in global contexts. The approaches to foreign language acquisition and teaching will be compared and contrasted. Research on learning and teaching Chinese as a foreign language will be reviewed for the purposes of enhancing Chinese learning and teaching in global contexts.

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 different approaches to foreign language acquisition.		✓	✓	
2.	Compare and contrast different theories and methodology of foreign language teaching.		✓	✓	
3.	Analyse the Chinese interlanguage produced by foreign learners.		✓	✓	✓
4.	Critically review the pedagogical implications arising from the research on acquisition of Chinese as a foreign language.		✓	✓	
5.	Apply the knowledge of foreign language acquisition and pedagogy to create Chinese learning materials and plan lessons.		✓	✓	✓
		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	
1	Readings – Book chapters, research articles, and supplementary materials concerning learning and teaching Chinese as a foreign language.	✓	✓	✓	✓	✓	
2	Lectures – Presenting, explaining, and discussing concepts and theoretical approaches related to learning and teaching Chinese as a foreign language; Discussing the research on learning and teaching Chinese as a foreign language.	✓	✓	✓	✓		
3	Tutorials – Class work or take-home assignments and activities help students compare and contrast different approaches to acquisition and teaching Chinese as a foreign language; Analyse Chinese interlanguage produced by foreign learners; Answer questions related to the readings assigned	✓	✓	✓	✓	✓	

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 %							
Tutorial or take-home short assignments: Students need to apply the knowledge they have learnt in class or gained from readings to complete the assignments.	✓	✓	✓	✓	✓	25%	
A paper on Error Analysis: Students are required to collect data or download data from an on-line corpus to do an analysis on the Chinese interlanguage produced by foreign learners. In the paper, the causes and features of the error type the students focused on are analysed. Learning activities or practices are proposed. Theories of foreign language acquisition and teaching are applied.	✓	✓	✓	✓		35%	
Semester-end project	✓	✓	✓	✓	✓	40%	30% written project 10% oral

<p>Written Part: A group work which requires students to create a learning unit (no shorter than three hours), with the objectives of learning language system, skills and culture.</p> <p>Students write a brief plan for using the learning unit they have created in a foreign language classroom.</p> <p>A written report needs to present the rationale of creating the learning unit and apply the relevant foreign language acquisition and teaching theories/approaches to the unit design.</p> <p>Oral presentation: Each group needs to present the written report and the learning unit they have created</p>										presentation
Examination: 0 % (duration: , if applicable)										
										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. Tutorial or take-home short assignments	Application of knowledge	Excellent application of knowledge to complete the assignments	Good application of knowledge to complete the assignments	Fair application of knowledge to complete the assignments	Marginal application of knowledge to complete the assignments	No application of knowledge to complete the assignments
	Understanding of the assigned readings	Thorough understanding of the assigned readings	Good understanding of the assigned readings	Fair understanding of the assigned readings	Marginal understanding of the assigned readings	Poor understanding of the assigned readings
2. A paper on Error Analysis	Critical analysis of L2 Chinese errors	Outstanding critical analysis of L2 Chinese errors	Good critical analysis of L2 Chinese errors	Fair analysis of L2 Chinese errors	Marginally acceptable analysis of L2 Chinese errors	Poor analysis of L2 Chinese errors
	Application of theories and concepts to error analysis	Excellent application of theories and concepts to error analysis	Good application of theories and concepts to error analysis	Adequate application of theories and concepts to error analysis	Little application of theories and concepts to error analysis	No application of theories and concepts to error analysis
3. Semester-end group project (Oral Presentation and Written report)	Material design	Excellent material design	Good material design	Adequate material design	Marginally acceptable material design	Poor material design
	Teaching methodology	Excellent teaching methodology	Good teaching methodology	Adequate teaching methodology	Marginally acceptable teaching methodology	Poor teaching methodology
	Oral and written presentation	Excellent oral and written presentation	Good oral and written presentation	Fair oral and written presentation	Marginally acceptable oral and written presentation	Poor oral and written presentation

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.)

Approaches to foreign language acquisition;
Research on acquisition of Chinese as a foreign language;
Error Analysis of Chinese interlanguage made by foreign language learners;
Approaches to foreign language teaching;
Teaching of Chinese characters, pronunciation and formation of words, sentence structures, four language skills and culture;
Material design for learning and teaching Chinese as a foreign language

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.)

Selected chapters/articles from:

1	Chen, J. G., Wang, Chuang & Cai, Jinfa. (Eds.) (2010). <i>Teaching and Learning Chinese: Issues and Perspective</i> . Charlotte: Information Age Publishing.
2	Duff Patricia et al. (2013). <i>Learning Chinese: Linguistic, Sociocultural, and Narrative Perspectives</i> . Boston/Berlin: De Gruyter Mouton.
3	Tsung, Linda & Cruickshank, K. (Eds.) (2011). <i>Teaching and Learning Chinese in Global Contexts</i> . London: Continuum.

2.2 Additional Readings

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

1	Ellis, Rod (1997) <i>Second Language Acquisition</i> . Oxford: Oxford University Press.
2	Ellis, Rod. (2015) <i>Understanding Second Language Acquisition</i> . Oxford: OUP.
3	Everson, M.E. & Shen, H.H.(eds.) (2010). <i>Research Among learners of Chinese as a Foreign Language</i> . National Foreign Language Resource Center, University of Hawaii.
4	Han, Z.H.(ed.) (2014) <i>Studies in Second Language Acquisition of Chinese</i> . Bristol: Multilingual Matters.
5	Larsen-Freeman, Diane. <i>Techniques and Principles in Language Teaching</i> , Oxford University Press, 2001
6	Richards, Jack and Rodgers, Theodore.(2005). <i>Approaches and Methods in Language Teaching</i> . Cambridge :Cambridge University Press.
7	Tsung, Linda & Cruickshank, K. (Eds.) (2011). <i>Teaching and Learning Chinese in Global Contexts</i> . London: Continuum.
8	崔希亮，漢語作為第二語言的習得與認知研究，北京大學出版社，2008。
9	李開，漢語語言學和對外漢語教學論，中國社會科學出版社，2002。
10	李坤珊（主編），留學生在華漢語教育初探，北京大學出版社，2008。

11	李兆麟、謝春玲、吳偉平(編著), 語言學與華語二語教學: 語用能力培養的理論與實踐, 香港:商務印書館, 2014。
12	吳偉平、李兆麟(編著), 語言學與華語二語教學, 香港大學出版社, 2009.
13	吳偉平、陳學超(編著), 語言學與華語二語教學:社會語言學的研究與實踐, 香港:商務印書館, 2012。
14	劉珣, 對外漢語教育學引論, 北京語言大學出版社, 2006。
15	王建勤, 漢語作為第二語言的習得研究, 北京語言文化大學出版社, 1997。
16	王魁京, 第二語言學習理論研究, 北京師範大學出版社, 1998.
17	溫曉虹, 漢語作為外語的習得研究, 北京大學出版社, 2008。
18	謝春玲、吳應輝、吳偉平(編著), 語言學與華語二語教學: 教學理論語與創新實踐, 香港:商務印書館, 2015。
19	張凱 (主編), 語言測試理論及漢語測試研究, 商務印書館, 2006。
20	周小兵 (主編), 對外漢語教學導論, 商務印書館, 2007。
21	周小兵、朱其智 (主編), 對外漢語教學習得研究, 北京大學出版社, 2006。
Online Resources	
22	On-line corpus of L2 Chinese written errors http://202.112.195.192:8060/hsk/login.asp
23	On-line corpus of L2 Chinese written errors http://tocfl.itc.ntnu.edu.tw/