

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Teaching Chinese as a Second Language: Theory and Methodology

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**Course Code:** CAH5710

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**Course Duration:** One semester

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**Credit Units:** 3

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**Level:** P5

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**Medium of Instruction:** Chinese

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**Medium of Assessment:** Chinese

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**Prerequisites:** Nil  
*(Course Code and Title)*

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**Precursors:** Nil  
*(Course Code and Title)*

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**Equivalent Courses:** CTL5710 Teaching Chinese as a Second Language: Theory and Methodology  
*(Course Code and Title)*

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**Exclusive Courses:** Nil  
*(Course Code and Title)*

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## Part II Course Details

### 1. Abstract

This course aims to introduce students to major theories and approaches in second language acquisition as well as Chinese as a second language (CSL) pedagogy. It also aims to provide students with a practical framework in which they can creatively apply various theories and pedagogical techniques to different levels of teaching Chinese as a second language.

### 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 theoretical approaches to SLA.	15%	x		
2.	Discuss theoretical and pedagogic issues raised in CSL studies.	15%	x	x	
3.	Evaluate different CSL teaching approaches, methods, materials and assessment activities.	15%		x	
4.	Apply CSL teaching theories and methodologies to the teaching of the language system, culture and four language modalities.	30%		x	x
5.	Create CSL teaching materials and assessment tasks.	25%			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		
Readings	Textbooks chapters, articles, and supplementary materials on second language acquisition and CSL teaching and learning theories and methodologies.	x	x	x				
Lectures	Presenting, explaining, and discussing concepts related to SLA, and theories, methodologies, and previous studies of CSL language teaching.	x	x	x				
Tutorials	Class work and homework activities and assignments to help students understand, compare and contrast different approaches, theories, and models of methodology.	x	x	x				
Readings	Textbooks chapters, articles, and supplementary materials on CSL teaching methods, material design, assessment and evaluation.			x	x	x		
Lectures	Presenting, explaining, and discussing concepts and principles of CSL teaching methods, material design, assessment and evaluation.			x	x	x		
Tutorials	Class work and homework activities and assignments to help students apply SLA and CSL theories and methodologies to teaching, create CSL learning and assessment tasks, and make evaluations on CSL classes and materials.			x	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%							
Attendance to lectures and tutorials; participation in class discussion; class assignments	x	x	x	x	x		20%
Teaching demonstration in class: Students will present the learning materials they created and the class they designed at the end of the semester. 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 teach Chinese language as a second language in a teaching session. They will also answer questions raised by other students on their own presentations and offer comments on others'.			x	x	x		30% (group 10% + individual 20%)
Written lesson plan (3000 words each): A group work in which students will design a language teaching class and create learning materials (no shorter than 45 mins), with focused objectives, e.g. learning grammar, pronunciation, writing, listening etc. The written lesson plan will also include the creation of a lesson plan, teaching materials and assessment activities, and an application of the relevant theories and methodology to the material and class design.			x	x	x		30% (group 10% + individual 20%)
Language class observation and written reports (800-1000 words each): Students will observe two language teaching classes (no shorter than 45 mins each) at different levels; and write	x	x	x	x	x		20%

two reports which comment on methodology or techniques employed in each of the two observed sessions, and make creative suggestions to enhance learning.								
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.

<p>3. Create a written lesson plan, teaching materials and assessment materials used for the teaching demonstration.</p>	<p>1. Instructional Planning 2. Instructional Delivery 3. Classroom Management 4. Classroom Culture 5. Reflection (verbal or in writing)</p>	<p>Excellent creation of lesson plan, teaching and assessment materials which demonstrates high abilities in knowledge application and generation of new ideas.</p>	<p>Good creation of lesson plan, teaching and assessment materials which demonstrate good abilities in knowledge application and generation of new ideas.</p>	<p>Fair creation of lesson plan, teaching and assessment materials which demonstrate fair ability in knowledge application and generation of new ideas.</p>	<p>Marginally acceptable creation of lesson plan, teaching and assessment materials which demonstrate marginal ability in knowledge application and generation of new ideas.</p>	<p>Does not meet minimum requirements of creation of lesson plan, teaching and assessment materials which demonstrate weak ability in knowledge application and generation of new ideas.</p>
<p>4. Language class observation and written reports (800-1000 words each)</p>	<p>Dimensions of Teaching to be Evaluated: 1. Presentation/Delivery 2. Course design 3. Use of technology in teaching 4. Advising / Mentoring of students</p>	<p>Excellent evaluations and creative suggestions on the teaching demonstrations shown.</p>	<p>Good evaluations of teaching demonstrations shown.</p>	<p>Acceptable evaluations of teaching demonstrations shown.</p>	<p>Marginally acceptable evaluations of teaching demonstrations shown.</p>	<p>Does not meet minimum requirements of evaluations of teaching demonstrations shown.</p>

### 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.)*

Theories of language, language learning and SLA: Structural, Functional and Interactional theories, Linguistic, Psycholinguistic, social and cognitive approaches to SLA

Chinese as a second language: CSL pedagogy and acquisition studies

Approaches to L2 teaching: Grammar-Translation, Reading, Task-based etc..

Teaching methods: teaching the language system, culture, reading, writing, listening and speaking, classroom interaction, the roles of teachers and learners.

Material Design: Organisation, principles and evaluation

Assessment methods: Basic concepts of language testing, test techniques, formative/summative 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.	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。
2.	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。
3.	劉珣，對外漢語教育學引論，北京語言大學出版社，2006。
4.	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。
5.	溫曉虹，漢語作為外語的習得研究，北京大學出版社，2008。
6.	張凱（主編），語言測試理論及漢語測試研究，商務印書館，2006。
7.	趙金銘，漢語研究與對外漢語教學，語文出版社，1997。
8.	周小兵（主編），對外漢語教學導論，商務印書館，2007
9.	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。
10.	Larsen-Freeman, Diane. Techniques and Principles in Language Teaching, Oxford University Press, 2001.
11.	Richards, Jack and Rodgers, Theodore. Approaches and Methods in Language Teaching, Cambridge University Press, 2005.