

CAH5710: TEACHING CHINESE AS A SECOND LANGUAGE: THEORY AND METHODOLOGY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Teaching Chinese as a Second Language: Theory and Methodology

Subject Code

CAH - Chinese and History

Course Number

5710

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL5710 Teaching Chinese as a Second Language: Theory and Methodology

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-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

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Readings	Students will critically engage with textbooks chapters, articles, and supplementary materials on CSL teaching methods, material design, assessment and evaluation.	1, 3, 4, 5	
2	Lectures	Students will engage in formal lectures on presenting, explaining, and discussing concepts and principles of CSL teaching methods, material design, assessment and evaluation.	3, 4, 5	

3	Tutorials	Students will engage in applying SLA and CSL theories and methodologies to teaching, create CSL learning and assessment tasks, and make evaluations on CSL classes and materials.	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Attendance to lectures and tutorials; participation in class discussion; class assignments	1, 2, 3, 4, 5	20	-	Yes
2	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'.	3, 4, 5	30	30% (group 10% + individual 20%)	No

3	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.	3, 4, 5	30	30% (group 10% + individual 20%)	No
4	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 two reports which comment on methodology or techniques employed in each of the two observed sessions, and make creative suggestions to enhance learning.	1, 2, 3, 4, 5	20	-	No

Continuous Assessment (%)

Assessment Rubrics (AR)

Assessment Task

Attendance, participation in group discussion and other class activities (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- 1.Preparation;
- 2.Contribution to Discussion;
- 3.Group Skills;
- 4.Communication Skills;
5. Attendance.

Excellent

(A+, A, A-) Strong evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.

Good

(B+, B, B-) Some evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.

Fair

(C+, C, C-) Limited evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.

Marginal

(D) Marginally satisfies the basic requirements of the participation.

Failure

(F) Does not meet minimum requirements of participation.

Assessment Task

Teaching demonstration in class. (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

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

(A+, A, A-) Excellent and creative application of teaching theories and methodologies to teaching demonstration.

Good

(B+, B, B-) Good application of teaching theories and methodologies to teaching demonstration.

Fair

(C+, C, C-) A certain degree of application of teaching theories and methodologies to teaching demonstration.

Marginal

(D) Marginal application of teaching theories and methodologies to teaching demonstration.

Failure

(F) Does not meet minimum requirements of application of teaching theories and methodologies to teaching demonstration.

Assessment Task

Create a written lesson plan, teaching materials and assessment materials used for the teaching demonstration. (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

1. Instructional Planning
2. Instructional Delivery
3. Classroom Management
4. Classroom Culture
5. Reflection (verbal or in writing)

Excellent

(A+, A, A-) Excellent creation of lesson plan, teaching and assessment materials which demonstrates high abilities in knowledge application and generation of new ideas

Good

(B+, B, B-) Good creation of lesson plan, teaching and assessment materials which demonstrate good abilities in knowledge application and generation of new ideas.

Fair

(C+, C, C-) Fair creation of lesson plan, teaching and assessment materials which demonstrate fair ability in knowledge application and generation of new ideas.

Marginal

(D) Marginally acceptable creation of lesson plan, teaching and assessment materials which demonstrate marginal ability in knowledge application and generation of new ideas.

Failure

(F) 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.

Assessment Task

Language class observation and written reports (800-1000 words each) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Dimensions of Teaching to be Evaluated:

1. Presentation/Delivery
2. Course design
3. Use of technology in teaching
4. Advising / Mentoring of students

Excellent

(A+, A, A-) Excellent evaluations and creative suggestions on the teaching demonstrations shown.

Good

(B+, B, B-) Good evaluations of teaching demonstrations shown.

Fair

(C+, C, C-) Acceptable evaluations of teaching demonstrations shown.

Marginal

(D) Marginally acceptable evaluations of teaching demonstrations shown.

Failure

(F) Does not meet minimum requirements of evaluations of teaching demonstrations shown.

Assessment Task

Attendance, participation in group discussion and other class activities (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

1. Preparation;
2. Contribution to Discussion;
3. Group Skills;
4. Communication Skills;
5. Attendance.

Excellent

(A+, A, A-) Strong evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.

Good

(B+, B) Some evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.

Marginal

(B-, C+, C) Marginally satisfies the basic requirements of the participation.

Failure

(F) Does not meet minimum requirements of participation.

Assessment Task

Teaching demonstration in class. (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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

(A+, A, A-) Excellent and creative application of teaching theories and methodologies to teaching demonstration.

Good

(B+, B) Good application of teaching theories and methodologies to teaching demonstration.

Marginal

(B-, C+, C) Marginal application of teaching theories and methodologies to teaching demonstration.

Failure

(F) Does not meet minimum requirements of application of teaching theories and methodologies to teaching demonstration.

Assessment Task

Create a written lesson plan, teaching materials and assessment materials used for the teaching demonstration. (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

1. Instructional Planning
2. Instructional Delivery
3. Classroom Management
4. Classroom Culture
5. Reflection (verbal or in writing)

Excellent

(A+, A, A-) Excellent creation of lesson plan, teaching and assessment materials which demonstrates high abilities in knowledge application and generation of new ideas.

Good

(B+, B) Good creation of lesson plan, teaching and assessment materials which demonstrate good abilities in knowledge application and generation of new ideas.

Marginal

(B-, C+, C) Marginally acceptable creation of lesson plan, teaching and assessment materials which demonstrate marginal ability in knowledge application and generation of new ideas.

Failure

(F) 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.

Assessment Task

Language class observation and written reports (800-1000 words each) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Dimensions of Teaching to be Evaluated:

1. Presentation/Delivery
2. Course design
3. Use of technology in teaching
4. Advising / Mentoring of students

Excellent

(A+, A, A-) Excellent evaluations and creative suggestions on the teaching demonstrations shown.

Good

(B+, B) Good evaluations of teaching demonstrations shown.

Marginal

(B-, C+, C) Marginally acceptable evaluations of teaching demonstrations shown.

Failure

(F) Does not meet minimum requirements of evaluations of teaching demonstrations shown.

Part III Other Information

Keyword Syllabus

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.

Reading List**Compulsory Readings**

Title	
1	N/A

Additional Readings

Title	
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.