

LT5452: LEARNING AND TEACHING CHINESE AS A FOREIGN LANGUAGE

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Learning and Teaching Chinese as a Foreign Language

Subject Code

LT - Linguistics and Translation

Course Number

5452

Academic Unit

Linguistics and Translation (LT)

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

Other Languages

Other Languages for Medium of Instruction

English supplemented with Putonghua

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

English supplemented with Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details**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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Compare and contrast different approaches to foreign language acquisition.		x	x	
2	Compare and contrast different theories and methodology of foreign language teaching.		x	x	
3	Analyse the Chinese interlanguage produced by foreign learners.		x	x	x
4	Critically review the pedagogical implications arising from the research on acquisition of Chinese as a foreign language.		x	x	
5	Apply the knowledge of foreign language acquisition and pedagogy to create Chinese learning materials and plan lessons.		x	x	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	1	Readings - Students will engage in reading book chapters, research articles, and supplementary materials concerning learning and teaching Chinese as a foreign language.	1, 2, 3, 4, 5	

2	2	Lectures - Students will learn concepts and theoretical approaches related to learning and teaching Chinese as a foreign language; and gain knowledge about the research on learning and teaching Chinese as a foreign language.	1, 2, 3, 4	
3	3	Class activities Students will participate in class/activities that help students compare and contrast different approaches to acquisition and teaching Chinese as a foreign language and analyse Chinese interlanguage produced by foreign learners.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Class/ take-home assignments Students need to apply the knowledge they have learnt in class or gained from readings to complete the assignments.	1, 2, 3, 4, 5	25	Students can use GenAI tools to brainstorm, gather information, solve problems, and edit language.	Yes

2	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.	1, 2, 3, 4	40	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
---	--	------------	----	---	-----

3	Semester-end project 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. Students write a brief plan for using the learning unit they have created in a foreign language classroom. 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. Oral presentation: Each group needs to present the written report and the learning unit they have created	1, 2, 3, 4	35	25% written project 10% oral presentation Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
---	---	------------	----	--	-----

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Class/take-home assignments

Criterion

Application of knowledge Understanding of the assigned readings

Excellent

(A+, A, A-) Excellent application of knowledge to complete the assignments Thorough understanding of the assigned readings

Good

(B+, B, B-) Good application of knowledge to complete the assignments Good understanding of the assigned readings

Fair

(C+, C, C-) Fair application of knowledge to complete the assignments Fair understanding of the assigned readings

Marginal

(D) Marginal application of knowledge to complete the assignments Marginal understanding of the assigned readings

Failure

(F) No application of knowledge to complete the assignments Poor understanding of the assigned readings

Assessment Task

A paper on Error Analysis

Criterion

Critical analysis of L2 Chinese errors Application of theories and concepts to error analysis

Excellent

(A+, A, A-) Outstanding critical analysis of L2 Chinese errors Excellent application of theories and concepts to error analysis

Good

(B+, B, B-) Good critical analysis of L2 Chinese errors Good application of theories and concepts to error analysis

Fair

(C+, C, C-) Fair analysis of L2 Chinese errors Adequate application of theories and concepts to error analysis

Marginal

(D) Marginally acceptable analysis of L2 Chinese errors Little application of theories and concepts to error analysis

Failure

(F) Poor analysis of L2 Chinese errors No application of theories and concepts to error analysis

Assessment Task

Semester-end group project (Oral Presentation and Written report)

Criterion

Material design Teaching methodology Oral and written presentation

Excellent

(A+, A, A-) Excellent material design Excellent teaching methodology Excellent oral and written presentation

Good

(B+, B, B-) Good material design Good teaching methodology Good oral and written presentation

Fair

(C+, C, C-) Adequate material design Adequate teaching methodology Fair oral and written presentation

Marginal

(D) Marginally acceptable material design Marginally acceptable teaching methodology Marginally acceptable oral and written presentation

Failure

(F) Poor material design Poor teaching methodology Poor oral and written presentation

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

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

Additional Readings

Title	
1	Ellis, Rod (1997) Second Language Acquisition. Oxford: Oxford University Press.
2	Ellis, Rod. (2015) Understanding Second Language Acquisition. Oxford:OUP.
3	Everson, M.E. & Shen, H.H.(eds.) (2010). Research Among learners of Chinese as a ForeignLanguage. National Foreign Language Resource Center University of Hawaii.
4	Han, Z.H.(ed.) (2014) Studies in Second Language Acquisition of Chinese. Bristol:Multilingual Matters.
5	Larsen-Freeman, Diane. Techniques and Principles in Language Teaching Oxford University Press, 2001
6	Richards, Jack and Rodgers, Theodore.(2005).Approaches and Methods in Language Teaching.Cambridge :Cambridge University Press.
7	Tsung, Linda & Cruickshank, K. (Eds.) (2011). Teaching and Learning Chinese in Global Contexts. 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。
22	Online Resources
23	On-line corpus of L2 Chinese written errors http://202.112.195.192:8060/hsk/login.asp
24	On-line corpus of L2 Chinese written errors http://tocfl.itc.ntnu.edu.tw/
25	Global Chinese text corpus http://yuyanzyuan.blcu.edu.cn/info/1066/2535.htm