

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CBS2S05
Subject Title	Teaching Chinese as a Second Language in Local Schools
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Open only to Chinese speakers (Cantonese or Mandarin) fluent enough to teach academic Chinese speaking, reading, and writing. Exclusion: CBS3701
Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> 1. Introduce to students the concept and practice of service learning; 2. Raise students' awareness of social issues in Hong Kong and educate them on the challenges and children with special learning needs in Hong Kong; 3. Introduce students to the use of language arts as a more integrated way of learning the language through listening, speaking, reading, writing, viewing and visually representing with a focus on speech, recitation, gaming and creative writing; 4. Enhance students' sensitivity and awareness of the roles and functions of language in addressing the different needs of people from various domains; 5. Enhance students' generic competencies of innovative problem solving, communication and teamwork; 6. Nurture students' sense of social awareness, responsibility and engagement.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Link their service learning activities and experiences with the academic content of the subject; b. Apply concepts from language arts to plan, structure and deliver language services of different natures to children with special learning needs;

	<ul style="list-style-type: none"> c. Develop critical thinking skills from feedback given by community members, teachers and peers; d. Work effectively in teams to solve problems encountered in planning and delivering the service; e. Demonstrate empathy for people in need and a sense of civic responsibility and communicate effectively with clients and/or other stakeholders; f. Reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen.
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>The topics in the course syllabus cover five major areas:</p> <ol style="list-style-type: none"> 1. Concept and Practice of Service learning <ul style="list-style-type: none"> • Ethical issues in service learning; • Proper attitudes and behaviors in service delivery; • Developing a service project plan; • Reaching out to local schools, community centers or non-government organizations (NGOs); 2. Discipline-Specific Concepts and Issues <ul style="list-style-type: none"> • Understanding of theories and concepts of language arts; • Reviewing teaching methods and reference materials on the use of language arts to facilitate learning and teaching of creative writing, drama, story-telling, films, games, and songs which are of benefit to the community, students and the university; • Researching into the language learning needs of the community, with a focus on Chinese; 3. Project-Specific Strategies and Skills <ul style="list-style-type: none"> • Discussing the project with the target group; • Ascertaining their language learning needs and working with them in designing language learning materials/services; • Designing materials/ activities e.g. stories, scripts, comics, new media materials, etc. or camps, performances and workshops to address a specific need of the target group; • Giving ethical and moral considerations in the design and delivery of activity/services, e.g. fairness, integrity, privacy and respect; • Consulting peers and collaborating with schools, community centers or non-government organizations during the preparation of products/services. 4. Community Service <ul style="list-style-type: none"> • Conducting services for or piloting learning materials with relevant target groups;

	<ul style="list-style-type: none"> • Collecting feedback from participants/ and/or stakeholders on completion of the project; • Reflecting on the experiences of delivering materials/services in the form individual journals. <p>5. Reflection & Summary</p> <ul style="list-style-type: none"> • Seeking feedback from the participants, stakeholders and target groups; • Sharing their reflection with the class; • Providing a post-project summary to the target groups. • Ensuring sustainability of the learning material/service for future service learning activities (local and offshore).
<p>Teaching/Learning Methodology</p>	<p>This is a service-learning subject that teaches Chinese and the schools in Hong Kong are using Cantonese or Putonghua in teaching Chinese. Interviews may be required to guarantee students' proficiency level of Chinese.</p> <p>1. e-Learning Module</p> <p>The e-learning module is developed and delivered by the Office of Service Learning at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service learning.</p> <p>Students are required to successfully complete the e-learning module <u>within the first four weeks</u> of the semester in which they are taking the subject.</p> <p>2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops</p> <p>These lectures, seminars, tutorials and/or workshops are designed and conducted by the subject offering department to equip students with the discipline-specific knowledge and skills required for planning and conducting the service learning project.</p> <p>3. Project-Specific Seminars, Tutorials and/or Workshops</p> <p>The project-specific seminars, tutorials and/or workshops are designed to: (a) develop students' understanding of the targeted clients, as well as other issues relating to the service learning project, (b) provide training for students in generic skills in planning and delivering the service project. Experts and speakers from outside the subject-offering department (e.g. Office of Service Learning, NGOs) will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format will be used.</p> <p>Students are required to attend <u>all</u> of the discipline-specific and project-specific lectures, seminars and workshops and successfully complete <u>all</u> of the required assignments/learning tasks prior to participation in the service learning project.</p> <p>4. Service Learning Projects</p> <p>The service learning projects are designed to develop students' generic competencies of innovative problem-solving, teamwork and communication,</p>

and enhance students' sense of social awareness, responsibilities and engagement.

Students are required to:

- Visit and communicate with the designated target groups e.g. schools, community centers and NGOs to discuss details of the group projects;
- Design and deliver language arts activities in the form of any innovative solution included but not limited to creative writing workshops / performances / day camps / day tours / organized indoor or outdoor activities;
- Communicate effectively and work as a team. Every student is expected to take part in preparing the learning materials/activities, leading and delivering the language product/service.

The service project will take place in:

- The activities may take place during the day time, or in the evening, on weekdays / weekends/ public holidays, depending on the needs of the target groups;
- The teaching will normally be conducted in schools, community centers and NGOs;

5. Reflective Journals & Report and Review Sessions

Students will be required to write reflective journals and reports both during and after the service learning project to demonstrate their ability to: (a) link their service learning experiences with the academic focus/discipline-specific content of the subject, (b) reflect on their service learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities.

To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both during and after the service learning project. Experts and facilitators from outside the subject-offering department (e.g. Office of Service Learning, NGOs) may be invited to contribute to some of these sessions as appropriate.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. E-Learning module and project-specific seminars and workshops	10	✓	✓			✓	

	2. Quiz	20	✓	✓				
	3. Design of service/product (Proposal, lesson plans and presentation) (group)	20	✓	✓	✓	✓		
	4. Service teaching performance	30		✓	✓	✓	✓	
	5. Reflection journal (individual)	20	✓	✓	✓	✓	✓	✓
	Total	100 %						
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment will be divided into five categories- E-Learning module and project-specific seminars and workshops, Quiz, Design of service/product (group), Service teaching performance and Reflection journal.</p> <p>The E-Learning module and project-specific seminars, workshops and quiz will include assignments and learning tasks that are designed to assess students' ability to link service learning with the academic content of the subject, their empathy for the underprivileged community as well as their understanding of their role and responsibilities in society.</p> <p>The service/product designed by the students will show how well they are able to incorporate their ongoing teaching experiences into follow-up lessons, their awareness of the specific needs of target students, and their creativity in addressing these needs. Both the lesson plans and the presentation will be used to assess the students' abilities to solve the specific and challenging problems faced by the children with special learning needs. The service teaching performance will assess how well they execute these teaching services. The service reflection journal will measure the degree to which the students have fully understood the unique needs of target group of children, and whether or not they have meaningfully pondered their ability and their potential to use their skills to help the children with special learning needs in learning Chinese.</p>							
Student Study Effort Expected	e-Learning Module							10 Hrs
	Class contact:							
	▪ Lectures and workshops (Discipline)							12 Hrs.
	▪ Seminars(Project Specific)							12 Hrs.

	<p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Assigned Reading ▪ Delivery of service ▪ Test preparation, review and writing of reflection journal <p>Total student study effort</p>	<p>20 Hrs.</p> <p>*40 Hrs.</p> <p>20 Hrs.</p> <p>114 Hrs.</p>
	<p>* the hour of service may slightly vary from project to project. For tuition type of service, students will provide language tuition to the children at the service centres of the NGOs twice a week for 10 weeks, each time lasting for 1.5 hours. They should spend the other 20 hours preparing for the teaching materials/language exercises.</p>	
<p>Reading List and References</p>	<p>Cook, G. (2003). <i>Applied Linguistics</i>. Oxford University Press, USA.</p> <p>Everson, M. E., & Xiao, Y. (Eds.). (2008). <i>Teaching Chinese As a Foreign Language: Theories and Applications (Chinese Edition)</i> (Bilingual.). Cheng & Tsui.</p> <p>Kaplan, R. B. (Ed.). (2010). <i>The Oxford Handbook of Applied Linguistics</i> (2nd ed.). Oxford University Press, USA. (chapters 3-6)</p> <p>YUEN Chun Wah, Zeng Jie(2012) A Study of the Chinese Language Competence of Non-Chinese Primary Students in Hong Kong(香港非華語小學生中文學習評估研究) 第十一屆臺灣華語文教學年會暨國際學術研討會(ATCSL 2012) , Taiwan, Dec 28-30, 2012</p> <p><u>YUEN Chun Wah</u>, Zeng Jie (2013) “Zhao Yuanren’s Tone Markers and the Application to Mandarin and Cantonese Teaching”, <i>Developing Pedagogies for Teaching Chinese as a Foreign Language in Higher Education-Applied Chinese Language Studies IV</i>(Page165-174), ISBN 978-1-907838-36-1 First published in Great Britain by Sinolingua London Ltd.</p> <p>YUEN Chun Wah, Zeng Jie(2015) “An error analysis of Chinese composition written by Non-Chinese Speaking students in Hong Kong”, <i>Applied Chinese Languages Studies VI</i>, P117-126, ISBN: 978-1-907838-44-6 First published in Great Britain by Sinolingua London Ltd..</p>	

關之英(2008)。中文作為第二語言：教材及教法的設計理念與實踐，論文發表於「2008 亞洲太平洋地區華語文教學與發展國際學術研討會」，台北，台灣。

關之英(2012)。中文作為第二語言：教學誤區與對應教學策略之探究。中國語文通訊 第 91 卷 第 2 期。

崔希亮(2008)。《漢語作為第二語言的習得與認知研究》。北京：北京大學出版社。

袁振華、熊懷苑、區志堅(2007)。《為居港南亞及東南亞裔初中學生學習中文基礎知識、廣東話及中國文化培訓教學和編寫教材活動》（出版一套三冊的中國語文教材、廣東話教材及中國文化教材）；（優質教育基金贊助）

香港課程發展議會編訂(2008)。發展《中國語文課程補充指引（非華語學生）》諮詢文件。

Education services for non-Chinese speaking (NCS) students

<http://www.edb.gov.hk/index.aspx?nodeID=4211&langno=1>

Unison, Hong Kong (2009): Teachers' resource booklet on non-Chinese students

<http://www.unison.org.hk/DocumentDownload/teacher-training-handbook.pdf>