

## **REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION IN LANGUAGE EDUCATION (BEd[LangEd])**

*These regulations apply to BEd(LangEd), BA&BEd(LangEd) students admitted from the academic year 2005-06. BA&BEd students are also required to refer to the Regulations for the Degree of Bachelor of Arts (BA) in conjunction with the Degree of Bachelor of Education in Language Education.*

*(See also General Regulations and Regulations for First Degree Curricula)*

The degree of Bachelor of Education in Language Education (BEd[LangEd]) is awarded for the satisfactory completion, on a full-time basis, of a prescribed programme of study in one of the following fields: Chinese Language & Literature; English Language.

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### **Ed361 Admission to the degree**

To be eligible for admission to the degree of Bachelor of Education in Language Education, candidates shall

- (a) comply with the General Regulations;
  - (b) comply with the Regulations for First Degree Curricula; and
  - (c) satisfy all the requirements of the curriculum in accordance with these regulations and the syllabuses.
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### **Ed362 Completion of curriculum**

To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and

- (a) complete courses worth not less than 240 credits in the manner specified in the syllabuses;
  - (b) pass the IT proficiency test as specified in UG3(b) of Regulations for First Degree Curricula;
  - (c) for those in the English Language field of study (including BA&BEd [LangEd-English] students), pass the Faculty's English Language Proficiency Tests I, II and III.
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### **Ed363 Length of study**

The curriculum shall normally require eight semesters of full-time study spread over four academic years.

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### **Ed364 Progression**

Except for the provisions under Regulations Ed367, candidates who have passed at least 36 credits of courses and achieved a GPA of at least 1.00 at the end of the first year of study, or passed at least 45 of the required 60 credits and achieved a GPA of at least 1.00 at the end of each of the second, third or fourth year of study shall be allowed to progress to the next year of study.

**Ed365 Assessment and grades**

- (a) Grades shall be awarded in accordance with UG5 of the Regulations for First Degree Curricula;
- (b) Candidates shall not be permitted to repeat for upgrading purposes a course for which they have received a pass grade;
- (c) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-examined or repeats the failed course. Any failed grades shall be included in calculating the GPA and shall be taken into account for the purposes of determining eligibility for award of the BEd degree, honours classification and whether a candidate is discontinued from studies;
- (d) Candidates who have failed to satisfy the examiners in course(s), but have passed at least 36 credits of courses and achieved a GPA of at least 1.00 at the end of the first year of study, or passed at least 45 of the required 60 credits and achieved a GPA of at least 1.00 at the end of each of the second, third or fourth year of study shall be required:
  - (i) in respect of failed course(s) not offered by the Faculty of Education, to repeat the failed course(s), or select new course(s) of equivalent credits which may be accepted in lieu of the failed course(s), in the subsequent academic year(s), to satisfy the specific curriculum requirements;
  - (ii) in respect of failed course(s) offered by the Faculty of Education, to present themselves for re-examination, at the second attempt, prior to the beginning of the following academic year;
- (e) Candidates who have
  - (i) failed to pass at the first attempt at least 36 credits in the first year of study or achieved a GPA of less than 1.00 at the end of the first year; or
  - (ii) failed to pass at the first attempt at least 45 of the required 60 credits in the second, third or fourth years of study; or achieved a GPA of less than 1.00 at the end of the second, third or fourth year; or
  - (iii) achieved a GPA of less than 1.00 at the end of any subsequent year of study
 shall not be permitted to repeat the failed course(s) or present themselves for re-examination, and shall be recommended for discontinuation of studies under the provisions of General Regulation G12.

**Ed366 Examinations**

Candidates who are unable because of illness to be present for any written examinations may be permitted to present themselves for re-examination as their first attempt, prior to the beginning of the following academic year. Any application for such permission shall be made within two weeks of the first day of absence from any written examination.

**Ed367 Re-examination**

- (a) Candidates who failed to satisfy the examiners at a re-examination granted under Regulations Ed365(d)(ii) shall normally:
  - (i) if these are required course(s) of *not more* than 12 credits in total, be permitted to progress to the following year of study and to present themselves for re-examination, in any prescribed form of examination; or
  - (ii) if these are required course(s) of *more* than 12 credits in total, be required to discontinue their studies.
- (b) Candidates who failed to satisfy the examiners at a re-examination granted under Regulations Ed366 shall be permitted to present themselves for re-assessment, in accordance with Ed365(d)(i) and/or (ii), as directed by the Board of Examiners.

**Ed368 Degree classification**

The degree shall be classified in five divisions: First Class Honours; Second Class Honours Division One; Second Class Honours Division Two; Third Class Honours; Pass.

**SYLLABUSES FOR THE DEGREE OF  
BACHELOR OF EDUCATION IN LANGUAGE EDUCATION**

The following fields of study will be offered: Chinese Language and Literature, and English Language. Candidates are required to complete courses totalling not less than 240 credits, comprising 36 credits in Educational Studies courses, 84 credits in their Specialist subject courses, 27 credits in Professional Studies courses, 39 credits in School Experience, 9 credits in External Experience or equivalent, 36 credits in Broadening<sup>1</sup> or Elective courses<sup>2</sup> and a Dissertation worth 9 credits.

Candidates shall pass the IT proficiency test as specified in UG 3(b) of Regulations for First Degree Curricula.

Candidates in the English Language field of study are required to pass the Faculty's English Language Proficiency Tests I, II and III on speaking, writing and error correction before graduating.

**LANGUAGE ENHANCEMENT COURSES (9 credits)**

*English Language Enhancement*

**ECEN1401. Academic writing for education students (3 credits)**

This course provides the opportunity for students to develop their English writing skills for academic purposes. The following academic essay writing skills are taught: applying grammar, reference skills, logical development and signposting. Assessment is wholly by coursework.

**ECEN1402. General English for education students (3 credits)**

This course provides the opportunity for students to enhance their English proficiency skills for general purposes. The following skills are taught: pronunciation, vocabulary, discussion and Powerpoint presentation. Assessment is wholly by coursework.

*Chinese Language Enhancement*

**CEDU1002. Practical Chinese language course for BEd(LangEd) students (3 credits)**

For candidates in the English Language field of study. (*see Annex I*)

<sup>1</sup> Broadening courses include 6 credits in English Language Enhancement and 3 credits in Chinese Language Enhancement as required by UG 3(a)(i) and (ii) or Regulations for First Degree Curricula; 3 credits in Information Technology courses; and 6 credits in General Studies courses as required by UG 3(a)(iii) and (iv) of Regulations for First Degree Curricula.

<sup>2</sup> Electives courses can be selected from the electives offered by the Faculty, and/or Broadening courses/Inter-Faculty electives offered by the University.

**CEDU1004. Putonghua course for BEd(LangEd) students (3 credits)**

For candidates in the Chinese Language and Literature field of study. (*see Annex II*)

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**ENGLISH LANGUAGE PROFICIENCY TESTS (0 credits)**

**EDUC1602. English Language Proficiency Test I (Speaking) (0 credits)**

**EDUC1603. English Language Proficiency Test II (Writing) (0 credits)**

**EDUC3604. English Language Proficiency Test III (Error correction) (0 credits)**

Candidates in the English Language field of study are required to reach benchmark level 3 in the Faculty's English Language Proficiency Tests I, II and III before graduating. Tests I and II on speaking and writing will be first administered in Year 1, and Test III on error correction will be first administered in Year 3.

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**INFORMATION TECHNOLOGY COURSE (3 credits + proficiency test)**

**EDUC2010. Information technology for language education (3 credits)**

This course aims at developing basic competencies in information technology and familiarizing students with the various uses of information technology in education and computer-mediated communications.

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**YITC1002. Information technology proficiency test (0 credits)**

(*For details refer to the Regulations and Syllabuses for Broadening Courses*)

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**BROADENING COURSES/INTER-FACULTY ELECTIVES (6 credits)**

Candidates are required to fulfill the following requirements:

- (a) Successful completion of a 3-credit course in Science and Technology Studies; and
  - (b) Successful completion of a 3-credit course in *either* Culture and Value Studies; *or* an area of study outside those of the candidates' own degree curricula, as an elective course.
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**EDUCATIONAL STUDIES COURSES (36 credits)**

**EDUC1001. Language and learning (6 credits)**

This course considers the nature, organization and functioning of language itself, as our primary meaning-making resource. It covers language development in children, the role of language in learning, at home and in school, the challenges of mastering literacy, the linguistic component in educational knowledge, language across the curriculum, the language and genres of specific school subjects, and academic genres at tertiary level and beyond.

**EDUC1002. Hong Kong education: systemic features and social approaches** (6 credits)

After studying the course, students will be able to identify, understand and analyse the major features underlying the Hong Kong educational system, their trends of development and the social factors contributing to the formation of these systemic features.

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**EDUC2001. Psychology of teaching and learning** (6 credits)

This course explores a broad range of issues that affect teaching and learning. It is designed to provide in-service teachers with opportunities for reflecting on and understanding their own educational practice. Emphasis will be given to the impact of the interplay between personal characteristics and learning environments upon both teaching effectiveness and learning outcome. Upon completing this course, learners will achieve an enhanced ability to create learning environments that are more conducive to student learning and development.

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**EDUC3001. Children with learning difficulties** (3 credits)

This course considers the definition, the characteristics and the different strategies of helping children with learning difficulties. It addresses the origins of learning difficulties in children, in schools and in systems; referral procedures and means of identifying children with special needs; and the provision of services for these children.

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**EDUC3002. Understanding and guiding adolescent development** (6 credits)

This course reviews major theories, concepts and research on adolescent development and behaviour, and examines ways of guiding, counselling and supporting adolescents in their whole person development in school settings. Its topics include physical, cognitive and social development; social relationships; basic concepts and strategies in developmental, preventive and remedial guidance; the roles of teachers in student guidance and counselling; and the application of counselling skills with adolescent students.

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**EDUC3003. Designing small scale educational research** (3 credits)

The course is designed to help students who wish to design and conduct small scale systematic studies in their schools. Through a series of in-class activities, students will learn the qualitative and the quantitative approach to empirical investigation, the design of a questionnaire survey, the steps in conducting a literature review, the criteria of evaluating a piece of research and the methods of conducting simple data analysis using SPSS.

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**EDUC4001. Education and curriculum: values, concepts and issues** (6 credits)

This course introduces students to some of the issues and debates in education and, more specifically, curriculum, that are grounded in deeper philosophical questions and influenced by economic, political, social and cultural factors. Topics for discussion are considered in relation to their curricular implications, and are drawn from: the nature, aims and purposes of education; values and ethics in education in contemporary society; knowledge, teaching and learning; language, reasoning, rationality and critical thinking in education; and other educationally relevant concepts such as democracy, justice, equality, freedom, autonomy and community. The principal objective of the course is that students should develop a theoretical point of view informing their practice that is integrated, consistent, and morally and practically defensible.

**SPECIALIST SUBJECT COURSES: CHINESE LANGUAGE AND LITERATURE (84 credits)**

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**EDUC1101. Chinese for academic purposes 大學語文 (6 credits)**

This course provides students with the opportunity to develop Chinese reading and writing skills for academic purposes. Emphasis is placed on the communicative and collaborative learning of various reading and writing strategies.

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**EDUC1102. Putonghua 普通話 (6 credits)**

This course aims to develop students' proficiency in Putonghua and to enable them to distinguish the linguistic differences between Cantonese and Standard Modern Chinese (SMC).

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**EDUC1103. Chinese bibliography and references 工具書 (3 credits)**

This course introduces methods for studying Chinese bibliographies and references. It also introduces the basic references for teachers of Chinese subjects and demonstrates how these should be utilized.

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**EDUC1104. Modern Chinese language 現代漢語 (6 credits)**

This course provides an overview of the linguistic description of Standard Modern Chinese (SMC). It examines Standard Modern Chinese characters, the phonetics and phonology, lexis and semantics, and grammar of SMC. It also covers the definition of SMC and its relationship with the spoken and written dialects used in the Hong Kong context.

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**EDUC1105. Introduction to literature and the history of Chinese literature 文學概論與中國文學史 (6 credits)**

This course introduces students to the basic concepts of literature and the development of Chinese literary genres, through the study of selected works of poetry, prose, drama, and fiction.

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**EDUC1106. Introduction to Chinese culture 中國文化概論 (3 credits)**

This course introduces the essence of Chinese culture and focuses on its value systems. Topics include the basic concepts in Chinese philosophy, art and social structure.

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**EDUC2101. Classical Chinese language 古代漢語 (6 credits)**

This course provides students with basic knowledge of five aspects of classical Chinese language: etymology, grammar of classical Chinese (*wenyan*), Chinese phonology, semantics and discursive features of classical Chinese texts. The course explores the principles of exegesis and translation of classical Chinese texts. It also equips students with the knowledge and skills to read classical Chinese texts.

**EDUC2102. Phonetics and phonology 語音與音系學 (3 credits)**

This course provides an introduction to the articulatory and auditory aspects of human sounds, the phonology of Cantonese and the implications of the study of phonetics and phonology for teaching the pronunciation of Cantonese as a mother tongue.

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**EDUC2103. Discourse analysis: spoken and written discourse 話語分析 (6 credits)**

This is an introduction to the construction and organization of written and spoken discourse. It deals with the theories, structures and organization of different types of spoken discourse as well as the functions and organization of different types of written discourse, their production and comprehension. Students are introduced to the analytical tools used to investigate the ways in which writers and speakers create discourse. The relevance of these analyses for language teaching is examined.

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**EDUC2104. Classical works: *Shi jing*, *Lun yu*, and *Shi ji* 古籍研讀：詩經、論語、史記 (6 credits)**

This course aims at providing students with a comprehensive knowledge of *Shi jing*, *Lun yu*, and *Shi ji*. The course will focus on the literary skills, distinctive thought, and styles of the authors concerned, and also the research methodologies in this field.

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**EDUC3101. Language assessment 語文評核 (3 credits)**

This course covers general principles of assessment and the specific aims and objectives of assessing learning outcomes of students in Chinese Language. It addresses such issues as assessment for learning versus assessment of learning, assessment and the revised Chinese Language curriculum, different types of assessment mechanisms and their applications, the design and development of language assessment tools, assessment portfolios, and the interpretation of assessment outcomes.

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**EDUC3102. Poetry and prose in the Tang and Song periods 唐宋詩文 (6 credits)**

This course is designed to enhance students' ability to study poetry and prose from the Tang and Song periods, including appreciation, analysis, and composition.

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**EDUC3103. Modern Chinese poetry and prose 現代詩歌與散文 (6 credits)**

This course examines modern Chinese poetry and prose from 1917 to the present day. It also provides an analysis of selected poems and essays in their social, political, and theoretical contexts.

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**EDUC3104. Etymology 文字學 (3 credits)**

This course will focus on the historical significance and changes of Chinese characters and the essential features and principles underlying their design and development. It also covers the findings of research on modern Chinese characters and the implications such research has for studying them.

**EDUC4101. Sociolinguistics in Chinese studies 漢語社會語言學 (3 credits)**

This course provides an introduction to the basic concepts and issues in Chinese sociolinguistics. Topics include varieties of language, standard languages, language change, ethnography of speaking, languages in contact, code mixing, and language attitudes. The application of sociolinguistic concepts to Chinese Language education is also covered.

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**EDUC4102. Psycholinguistics in Chinese studies 漢語心理語言學 (3 credits)**

This course provides an introduction to fundamental topics in Chinese psycholinguistics. These include language acquisition, language production, language comprehension as well as recent developments in Chinese psycholinguistic research, related to learning and instruction.

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**EDUC4103. Selected readings in *Ci* 詞選 (3 credits)**

This course focuses on the study of *ci*, a lyrical form of Chinese poetry. It aims at enhancing students' ability to appreciate and compose *ci*.

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**EDUC4104. Modern Chinese fiction and drama 現代小說與戲劇 (6 credits)**

This course examines modern Chinese fiction and drama from 1917 to the present day. It also provides an analysis of selected short stories, novels, and plays in their theoretical, social, and political contexts.

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**SPECIALIST SUBJECT COURSES: ENGLISH LANGUAGE (84 credits)****EDUC1201. Language awareness (12 credits)**

This course aims to activate and develop students' awareness and understanding of English grammar, lexis and pronunciation, with specific reference to the Hong Kong context, whilst encouraging students to reflect on and improve their own use of English in these areas.

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**EDUC1202. Literature in English (poetry/prose) (6 credits)**

This course aims to develop students' understanding and appreciation of two literary genres: poetry and prose, from an international and Asian perspective.

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**EDUC1203. Lexis, semantics and vocabulary teaching (6 credits)**

This course provides an introduction to the study of lexis and semantics and deals with its implications for the teaching and learning of vocabulary.



**EDUC1204. Phonetics, phonology and the teaching of pronunciation** (6 credits)

This course focuses on the analysis and description of the articulatory and auditory aspects of the English speech sounds and sound system. It deals with both segmental and suprasegmental features. The relevance of these analyses and descriptions to the teaching of English pronunciation to Cantonese speakers is considered.

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**EDUC2201. The grammar of spoken and written English** (6 credits)

This course profiles the key grammatical features of spoken and written English. It explores the forms and meanings of grammatical constructions in their contexts of use and how they are used in spoken and written discourse.

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**EDUC2202. Sociolinguistics** (3 credits)

This course covers such concepts as speech community, bilingualism, diglossia, accent, dialect, language variety, languages in contact, code mixing and standard languages. Their relevance to language policy in Hong Kong is considered, with additional reference to language planning in other regions of the world.

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**EDUC2203. First and second language acquisition** (6 credits)

This course introduces students to the theories of first and second language acquisition. It considers the stages and processes of both first and second language acquisition and looks closely at the individual, situational and socio-cultural factors which affect second language acquisition. Pedagogical implications for the second language classroom are also addressed.

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**EDUC2204. Written discourse** (6 credits)

This course aims to give an understanding of some of the qualities that give written discourse its structure and coherence. It introduces different approaches to the analysis of written discourse and provides opportunities to apply them to naturally occurring texts. It considers how such an understanding of written text can help in the teaching of reading and writing.

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**EDUC3201. Language assessment** (3 credits)

This course examines general principles and methods of assessment and relates these to the specific case of students of English as a foreign language in Hong Kong. It addresses such issues as assessment for learning versus assessment of learning, and assessment and the revised English Language curriculum. It also considers the design and application of various tools for educational assessment.

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**EDUC3202. Spoken discourse** (6 credits)

This course examines different linguistic approaches to the analysis of spoken discourse, exploring a variety of genres. It considers how an understanding of these approaches can help in the teaching of listening and speaking.

**EDUC3203. Literature in English (drama)** (3 credits)

This course aims to develop students' understanding and appreciation of the genre of drama.

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**EDUC3204. Pedagogic grammar** (6 credits)

This course explores the relationship between descriptions of English grammar and the teaching of English grammar.

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**EDUC4201. Using literary and imaginative texts in the English language classroom** (6 credits)

This course aims to develop an awareness of importance of creativity in English language learning and teaching. It examines the role of a wide range of literary and imaginative texts in the English language curriculum and the issues related to both using such texts in the second language classroom and encouraging students to create their own texts.

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**EDUC4202. Language and visual communication** (3 credits)

This course focuses on functional notions of literacy in the new media age, where the dominance of the written word has been supplanted by the image. It explores relations between different modes of communication, through an examination of multimodal texts. It also examines what the new literacy involves and how this impacts on the educational context.

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**EDUC4203. Corpus linguistics** (3 credits)

This course provides an introduction to corpus linguistics and how corpora (computerised collections of spoken and written texts running into millions of words, frequently tagged for linguistic and other features) represent real-life instances of language use and the implications this has for our knowledge about language and how it is used in practice. The course explores the role of spoken and written corpora in the description of English and their place in language teaching textbook design.

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**EDUC4204. World Englishes** (3 credits)

This course surveys the rapid and extensive spread of English in the world and its current position as world lingua franca. The course further examines the use of international varieties of English, with a particular focus on the development of new Englishes in Asia and Hong Kong.

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**PROFESSIONAL STUDIES COURSES: CHINESE LANGUAGE AND LITERATURE** (27 credits)

Professional Studies enable students to progress from being secondary school graduates to well-equipped teachers and life-long learners in the field of education. Going through three phases of learning, practice and study, covering a wide range of subjects, students gain the knowledge, skills and inspiration necessary for them to become effective teachers in the Hong Kong educational context. The curriculum starts in Year 2 with foundation courses in the learning and teaching of Chinese, and the basic principles of classroom management and practice. Knowledge of and experience in learning and teaching are developed in years 3 and 4.

**EDUC2602. Professional studies (Chinese teaching) I 中國語文教學專論 I (9 credits)**

The *introductory* phase gives students training in basic educational concepts and classroom practice. It explicates the current Chinese Language curriculum and methods of assessment, and gives them training in lesson planning, developing teaching and classroom management strategies, practising some basic approaches to the teaching of the different language skills – listening, speaking, reading, writing and thinking. It also explores the use of information and communication technologies in the teaching of Chinese.

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**EDUC3602. Professional studies (Chinese teaching) II 中國語文教學專論 II (9 credits)**

This *developmental* phase consolidates students' awareness of fundamental teaching skills through close examination of the processes and strategies involved in language learning, and of the various approaches used in the teaching of Chinese, particularly in relation to the learning of the integrated language skills. Instruction and guidance is also given in the practice of project learning, language assessment and the use of information and communication technologies in the teaching and learning processes.

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**EDUC4602. Professional studies (Chinese teaching) III 中國語文教學專論 III (9 credits)**

This *advanced* course extends the potential of students to help them become professional teachers and educational researchers. Students are guided and encouraged to develop their own professional identities through reflective thinking and innovativeness in their learning and teaching. The course widens their vision of the curriculum, in such areas as school-based curriculum development, curriculum adaptation, language and culture. It offers innovative pedagogy, enabling students to take into account individual differences, students' needs and interests, and it also deals with how information and communication technologies can best be used for collaborative learning.

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**PROFESSIONAL STUDIES COURSES: ENGLISH LANGUAGE (27 credits)**

Professional Studies offer students opportunities for relating knowledge acquired from various courses to the practice of teaching. Through video-review, problem-solving tasks, student-led seminars, activity- and inquiry-based workshops, simulations and on-line discussions, students actively engage in critical evaluation and collaborative reflection, in preparation for the teaching practicum in schools. The programme systematically develops a range of perspectives on learning to teach, and exploits the synergy between professional and academic issues.

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**EDUC2603. Professional studies (English language teaching) I (9 credits)**

This *introductory* course sensitizes students to the roles of the English language teacher, considers the current English Language curriculum and methods of assessment, helps them develop skills in lesson planning, nurtures their basic classroom teaching strategies, and raises their awareness of basic approaches to the teaching of the four macro skills: listening, speaking, reading and writing, and the teaching of grammar. Through peer collaboration, students take an active part in the co-construction of lesson plans, development of teaching materials and the design of tasks, which are trialled and evaluated to enhance effectiveness.

**EDUC3603. Professional studies (English language teaching) II** (9 credits)

This *intermediate* course enables students to adopt different English language teacher roles and to identify their own teaching styles. It develops their skills in: detailed lesson planning, especially with the needs of individual learners in mind; the critical adaptation of textbook materials, and the design of tasks and activities, based on the use of authentic materials. Against the background of the classroom context and the teaching practicum, the course follows an integrated approach to the learning and teaching of the four language skills, with particular emphasis on grammar, pronunciation and vocabulary. Students are able to sharpen their classroom observation and reflective-thinking skills for professional learning.

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**EDUC4603. Professional studies (English language teaching) III** (9 credits)

This *advanced* course moves from the immediate concerns of classroom practice to broader issues of commitment to innovation and professional development across a range of learning contexts. Students become actively and progressively engaged in discussion of the curriculum: its design and evaluation, the educational setting in which it takes place, its aims and objectives, and the nature of its resource base. The course prepares students to join the teaching force as informed reflective practitioners.

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**SCHOOL EXPERIENCE COURSES** (39 credits)**EDUC1601. School experience** (3 credits)

This course consists of a series of visits made to schools throughout the year during which students will carry out a series of tasks involving observation and follow-up discussions with classroom teachers.

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**EDUC2601. Teaching practice I** (6 credits)

Students spend three weeks of supervised practical teaching in a school.

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**EDUC3601. Teaching practice II** (15 credits)

Students spend eight weeks in a school carrying out supervised teaching duties.

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**EDUC4601. Teaching practice III** (15 credits)

Students spend eight weeks in a school carrying out supervised teaching duties.

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**EDUC2604. EXTERNAL EXPERIENCE** (9 credits)

Students travel outside Hong Kong to a place where English/Putonghua is the mother tongue, for a mixture of courses, language immersion, cultural orientation and experience; or the equivalent.

**EDUC4604. DISSERTATION** (9 credits)

Candidates are required to complete a dissertation on an approved topic in their final year of study.

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**EDUC7001-EDUC7199. ELECTIVE COURSES** (18 credits)

The list of courses will be determined yearly and offered in Years 2, 3 and 4. Inter-faculty electives and/or broadening courses may also be chosen.

**CEDU1002. Practical Chinese Language Course for BEd(LangEd) Students (3 credits)**

**Pre-requisite:** Student must have native speaker proficiency in Cantonese and must have used Chinese as the written medium of their secondary education (or have similar proficiency in written Chinese).

**Alternative courses:** Students who do not meet this pre-requisite requirement should take another Arts course of at least 3 credits, preferably a language course other than Chinese or English, or a University broadening course.

**Syllabus**

1. Practical Chinese writing skills 實用中文寫作技巧
  - (a) Classical and modern Chinese 文言與白話
  - (b) The Chinese language: characteristics and usage 漢語特性和語文運用
  - (c) Basic grammar of modern Chinese 現代漢語基礎語法
2. Chinese characters 漢字
  - (a) Traditional characters 傳統漢字
  - (b) Simplified characters 簡化字
  - (c) Variant forms 異體字
3. Letter-writing 書信
  - (a) Business letter writing techniques 商務書信寫作技巧
  - (b) Official letter writing techniques 公務書信寫作技巧
4. Office documents 辦公室文書
  - (a) Notices and announcements 啟事及通告
  - (b) Minutes of meeting and reports 會議文書、報告
5. Chinese for special purposes 專業中文
  - (a) Proficiency in usage 如何文從字順
  - (b) Practical writing in school administration 學校行政文書
6. Presentation and communication techniques 表達與溝通技巧
  - (a) Presentation techniques 演示技巧
  - (b) Discussion and the art of persuasion 討論與說服技巧

**CEDU1004. Putonghua Course for BEd(LangEd) Students (3 credits)****Syllabus**Part A. Pronunciation Skills

1. The four tones
2. The initials
3. The finals
4. Tone sandhi
5. The neutral tone
6. The “er” suffix

Part B. Listening Skills

1. Listening exercise: tell syllables apart
2. Listening comprehension: phrases and sentences
3. Listening comprehension: paragraphs and short articles
  - (a) Day-to-day conversation
  - (b) Topical discussion
  - (c) News broadcasts
  - (d) Special lectures on language teaching