

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

*These regulations apply to students admitted to the Bachelor of Education in Language Education (BEd[LangEd]) curriculum in the academic year 2010-11 and thereafter.  
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: Primary English; Primary and Junior Secondary Chinese.

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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 Period of study**

The curriculum for the degree of Bachelor of Education in Language Education shall normally require eight semesters of full-time study, extending over not fewer than four academic years, and shall include any assessment to be held during and/or at the end of each semester. Candidates shall not in any case be permitted to extend their studies beyond the maximum period of registration of six academic years, unless otherwise permitted or required by the Board of the Faculty.

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### **Ed363 Selection of courses**

- (a) Candidates shall select their courses in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of each semester. Changes to the selection of courses may be made only during the add/drop period of the semester in which the course begins, and such changes shall not be reflected in the transcript of the candidate. Requests for changes after the designated add/drop period of the semester shall not normally be considered.
  - (b) Withdrawal from courses beyond the designated add/drop period will not be permitted, except for medical reasons approved by the Board of the Faculty.
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### **Ed364 Curriculum requirements**

- (a) To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and
  - (i) satisfy the requirements prescribed in UG5 of the Regulations for First Degree Curricula;
  - (ii) complete successfully not fewer than 240 credits in the manner specified in these regulations and the syllabuses, comprising:

- an 84-credit Major in English / Major in Chinese,
  - 129 credits in Professional Core courses (including a 42-credit Capstone Requirement which comprises the Professional Practicum (30 credits) and the final year dissertation/project (12 credits)),
  - 6 credits in English language enhancement, 3 credits in Chinese language enhancement and 12 credits in Common Core courses,
  - 6 credits in elective course(s); and
- (iii) for those in the Primary English field of study, pass the Faculty's English Language Proficiency Tests I, II and III or their equivalent<sup>1</sup>.
- (b) Candidates shall not normally take fewer than 60, nor more than 72 credits in each year of study, unless otherwise permitted or required by the Board of the Faculty.

### **Ed365 Advanced standing**

Advanced standing may be granted to candidates in recognition of studies completed successfully in an approved institution of higher education elsewhere in accordance with UG2 of the Regulations for First Degree Curricula. Credits granted for advanced standing shall not be included in the calculation of the GPA but will be recorded on the transcript of the candidate.

### **Ed366 Assessment and grades**

- (a) Grades shall be awarded in accordance with UG8(a) of the Regulations for First Degree Curricula.
- (b) Candidates shall not be permitted to repeat a course for which they have received a D grade or above for the purpose of upgrading.
- (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. All 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(LangEd) degree, honours classification and whether a candidate is discontinued from studies.

### **Ed367 Absence from examination**

Candidates who are unable, because of illness or other acceptable reason, to be present at the written examination of any course may apply for permission to present themselves at a supplementary examination of the same course to be held before the beginning of the First Semester of the following academic year. Any such application shall be made within two weeks of the first day of the candidate's absence from any examination. Any supplementary examination shall be part of that academic year's examinations, and the provisions made in these regulations for failure at the first attempt shall apply accordingly.

### **Ed368 Retaking / Re-examination of failed course(s)**

<sup>1</sup> Language Proficiency Assessment for Teachers (English Language) of the Hong Kong Examinations and Assessment Authority (HKEAA)

- (a) Candidates who have failed to satisfy the examiners in course(s), but have
- completed successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters, and
  - achieved an average Semester GPA of 1.0 or higher for two consecutive semesters,
- shall be required, as specified by the relevant Board of Examiners:
- (i) to undergo re-assessment(s)/re-examination(s) in the failed course(s) to be held no later than the end of the following semester (not including the summer semester); or
  - (ii) to re-submit failed coursework, without having to repeat the same course of instruction; or
  - (iii) to repeat the failed course(s) by undergoing instruction and satisfying the assessments; or
  - (iv) for elective course(s), to take another course *in lieu* and to satisfy the assessment requirements.
- (b) Candidates shall not be permitted to retake a failed course or present themselves for re-examination as a second attempt if they have otherwise satisfied all the requirements stipulated in these regulations for the award of the BEd(LangEd) degree.
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#### **Ed369 Failure in re-examination**

- (a) Candidates who failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulations Ed368, of Major and/or Professional Core course(s) shall normally:
- (i) if these are 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 course(s) of more than 12 credits in total, be required to discontinue their studies in accordance with Regulation Ed370(d).
- (b) Candidates who failed to satisfy the examiners at a supplementary examination, granted under Regulation Ed367, shall be permitted to present themselves for re-assessment, in accordance with Regulation Ed368, as directed by the Board of Examiners.
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#### **Ed370 Discontinuation**

Unless otherwise permitted by the Board of the Faculty, candidates shall be required to discontinue their studies if they have

- (a) failed to complete successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; or
  - (b) failed to achieve an average Semester GPA of 1.0 or higher for two consecutive semesters; or
  - (c) failed in any component of the Capstone Requirement; or
  - (d) failed to satisfy the examiners at re-assessment(s)/re-examination(s) of Major and/or Professional Core course(s), granted under Regulation Ed368, of more than 12 credits; or
  - (e) exceeded the maximum period of registration specified in Regulation Ed362.
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#### **Ed371 Award of degree**

- (a) To be eligible for the award of the degree of Bachelor of Education in Language Education, candidates shall have successfully completed the curriculum as stipulated under Regulation Ed364.

- (b) The degree of Bachelor of Education in Language Education shall be awarded in five divisions: First Class Honours, Second Class Honours Division One, Second Class Honours Division Two, Third Class Honours, and Pass. The classification of honours shall be determined by the Board of the Faculty and a list of candidates who have successfully completed all the degree requirements shall be posted on Faculty notice boards.

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

The following fields of study will be offered: Primary English, and Primary and Junior Secondary Chinese. Candidates are required to complete courses totalling not fewer than 240 credits, comprising:

- an 84-credit Major in English / Major in Chinese;
- 129 credits in Professional Core courses (including a 42-credit Capstone Requirement);
- 6 credits in English language enhancement courses;
- 3 credits in a Chinese language enhancement course<sup>1</sup>;
- two 6-credit Common Core courses from two different Areas of Inquiry (AoI); and
- 6 credits in elective course(s).

Candidates in the Primary English field of study shall also pass the Faculty's English Language Proficiency Tests I, II and III or their equivalent<sup>2</sup> before graduating.

### **Assessment**

Assessment tasks for each course will relate to the specific learning outcomes for the courses:

1. Learning outcomes that relate to knowledge retention and recall will be assessed primarily through tests and quizzes.
2. Learning outcomes that relate to understanding, analysis, synthesis and / or critique will be assessed primarily through coursework assessment tasks such as essays, projects, presentations.
3. Learning outcomes that relate to professional practice and teaching competencies will be assessed primarily through observation and evaluation of professional practicum.

Assessment will be by 100% coursework. Please refer to course outlines for details of assessment task(s) for each course.

### **For candidates in the Primary English field of study.**

### **MAJOR IN ENGLISH (84 credits)**

<sup>1</sup> Candidates who have not studied Chinese language during their secondary education may be exempted from this requirement and should take an elective course in lieu, see *UG6 of the Regulations for First Degree Curricula*.

<sup>2</sup> Language Proficiency Assessment for Teachers (English Language) of the Hong Kong Examinations and Assessment Authority (HKEAA)

Candidates are required to complete 84 credits in English courses. The courses are organized around three themes, called “strands”. These are: The Young Language Learner, Learning and Teaching the Language, and Managing Learning and Learners.

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### **The Young Language Learner (18 credits)**

The aim of this strand is to provide students with knowledge and understanding of children and their cognitive, linguistic, social, emotional and physical development from psychological and sociological perspectives, and to consider how insights into children’s development can inform effective planning to meet the diverse needs of children as language learners.

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### **EDUC1205. Child Development in Context (6 credits)**

In this course students will examine the cognitive, linguistic, social, emotional, and physical development of children in the preschool years, with a particular focus on the similarities and differences between first and subsequent language development, as well as bilingual language development, so as to provide them with insights into the learning needs and the remarkable learning potential of young children in a range of inter-related domains. The course will also consider recent work in sociocultural theory relating to the cultural nature of human development and examine the importance of context in understanding the learning needs of children.

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### **EDUC2206. Cognitive, Language and Social Development in the Early Primary Years (6 credits)**

In this course students will learn about the cognitive, linguistic, social, emotional, and physical development of children in the early years of primary school and how each of these interrelated domains need to be taken into account in planning appropriate and effective environments and activities for young language learners. Students will also consider strategies for meeting the diverse learning needs of students and to view children in complex and holistic ways that recognize the multiple contexts of their lives, leading to considerations of the importance of home-school and teacher-parent relationships in maximizing young learners’ achievements.

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### **EDUC2209. Cognitive, Language and Social Development in the Upper Primary Years (6 credits)**

In this course students will learn about the cognitive, linguistic, social, emotional, and physical development of children in the upper years of primary school, recognizing the central role and of cognitive and language development in children’s language learning in school during these years, and acknowledging the need for education to take into account the increasingly complex abilities of upper primary school children in the cognitive and linguistic domains. Students will also examine the changes and challenges entailed by the onset of adolescence and its implications for language teaching and learning in the primary classroom.

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### **Learning and Teaching the Language (48 credits)**

The aim of this strand is to provide students with the knowledge, skills and awareness of the English language in spoken, written and multimodal discourse and enables students to relate their knowledge and understandings to the practice of teaching English in primary schools. The courses in this strand build on and relate closely to courses in the strands, *The Young Language Learner*, and *Managing Learning and Learners* to prepare students for practical teaching during the *Professional Practicum*.

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**EDUC1206. Texts as Sounds, Words, Structures and Discourse** (18 credits)

This course develops students' awareness and understanding of texts and discourse, and specifically focuses on the form and function of English grammar and syntax, lexis and morphology, and phonetics and phonology in discourse. This emphasis on discourse, i.e. language in social contexts, will form the basis of teaching English to primary age children. Throughout the course, tasks and activities used to explore texts and discourse will be examined pedagogically to introduce students to the core principles and practices of English language teaching.

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**EDUC2207. Learning and Teaching the Spoken and Written Language in the Early Primary Years** (12 credits)

This course builds on Year 1 by further developing understandings of phonology, lexis, grammar, and spoken and written discourse in context, and introducing students to the concept of multimodality and the nature of new literacies and literacy practices. Students will explore and analyse language arts and everyday spoken, written and multimodal texts and discourse relevant to English language teaching in the early primary years, with an emphasis on the significance of oral language in early literacy development. The course will introduce teaching approaches to the development of vocabulary and grammar, literacy, and speaking and listening skills in the early primary years. How teachers can effectively use children's literature, language arts, ICTs, and popular culture and media texts in the language classroom will also be explored.

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**EDUC2210. Learning and Teaching the Spoken and Written Language in the Upper Primary Years** (12 credits)

This course builds on understandings of teaching and learning English in the lower primary years to examine language and literacy teaching and learning to upper primary children. Students will explore and analyse language arts and everyday spoken, written and multimodal texts and discourse for older primary children. Students will further develop teaching approaches to the development of vocabulary and grammar, literacy, and speaking and listening skills in the upper primary years. Strategies for teaching language across the curriculum will also be addressed. The course will continue to examine the practical use of children's literature, language arts, ICTs, and popular culture and media texts in the language classroom.

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**EDUC2213. Learning and Teaching Literacy** (6 credits)

This course builds on the courses in Years 1-3, to consider in depth the planning, design and implementation of a literacy programme in a primary school catering for diverse learning needs across all levels. The concept of literacy will encompass both traditional school based literacies and new literacies which address emerging literacy practices in the 21st century and the need for critical engagement with issues of power and ideology in texts and textual practices. Students will explore the social and cognitive factors that impact on learners' second language (L2) literacy development, planning and implementing reading programmes, differentiating literacy learning in the classroom, literature in English, library-classroom collaboration, evaluating resources, connecting communities through information and communication technologies (ICTs), and critical literacy pedagogy. This course will be combined with the Year 4 course 'Assessing Literacy' in the strand, *Managing Learning and Learners*.

## **Managing Learning and Learners (18 credits)**

The aim of this strand is to provide students with knowledge of the interrelations between teaching, learning and assessment in the primary curriculum. Students will explore the types of teacher knowledge and teaching strategies required for effective planning and management of language learning and effective provision of support to learners in the primary classroom. The courses in this strand build on and relate closely to courses in the strands, *The Young Language Learner*, and *Learning and Teaching the Language* to prepare students for practical teaching during the *Professional Practicum*.

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### **EDUC2208. Curriculum and Classroom Dynamics in the Early Primary Years: Planning, Assessment and Evaluation (6 credits)**

In this course students will learn about the Hong Kong curriculum for English Language Education in the early primary years (Key Stage 1) and its implementation. The course will focus on the integration of teaching, learning and assessment in the primary classroom and build on principles and practices of assessment presented in the course, 'Becoming an observer of learning'. An emphasis will be placed on the role and nature of formative assessment in the early primary years. Within this context students will study principles of planning coherent sequences of learning and assessment within and across lessons, units of work, and semesters. The role of student interaction within units of learning during the early primary years will be considered with an emphasis on providing opportunities for supporting and mediating student interactions in pair and group work activities.

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### **EDUC2211. Curriculum and Classroom Dynamics in the Upper Primary Years: Planning, Assessment and Evaluation (6 credits)**

In this course students will learn about the Hong Kong curriculum for English Language Education in the upper primary years (Key Stage 2) and its implementation. Consolidating and building on Year 2, principles of planning units of learning will be considered, including the design of intervention and enrichment programmes and the provision of cross curricular linkage. Students will critically evaluate alternative approaches to the organisation of a primary English language curriculum and their applicability to the Hong Kong context. The course will further explore the role of and nature of formative assessment in the teaching-learning cycle with a focus on the upper primary years and ways of observing learning in the language classroom. The course will examine the purpose and principles of peer and self-assessment and summative assessment in the upper primary years and students will be introduced to principles of test design.

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### **EDUC2214. Assessing Literacy (6 credits)**

This course is combined with the Year 4 course 'Teaching and Learning Literacy', in the strand *Learning and Teaching the Language*. Students will explore the key role of assessment in profiling critical progression points in primary students' second language (L2) literacy development, and in teaching for diverse literacy learning needs. The course will prepare students to undertake analyses of the L2 literacy needs of primary school children through the use of a range of literacy assessment tools and data including diagnostic assessment, school-based formative and summative assessment, and standardized tests used in Hong Kong. Integrating assessment into literacy programmes and everyday classroom teaching will be examined. Students will also explore criteria for assessing students' use and production of multimodal texts.

## **PROFESSIONAL CORE COURSES (ENGLISH) (129 credits)**

Candidates are required to complete 129 credits, comprising 93 credits in *Education and Pedagogy courses*, 30 credits in the *Professional Practicum* and 6 credits in the *External Experience*, as follows:

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### **EDUCATION AND PEDAGOGY COURSES (93 credits)**

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#### **Educational Studies (36 credits)**

Candidates are required to complete 36 credits in the *Educational Studies* strand as follows:

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#### **EDUC1002. Hong Kong Education: Systemic Features and Social Approaches (6 credits)**

After studying the course, students will be able to identify, understand and analyze major features underlying the Hong Kong educational system, their development trends and the social factors contributing to the formation of these systemic features. In particular, they are expected to be able to: master basic facts and structural features of the Hong Kong education system such as modes of educational financing; grasp the general picture of recent education and curriculum reforms in response to social change including globalization; and employ sociological perspectives to analyze and explain the complexity of selected educational issues that confront both teachers and students in their historical, cultural and contemporary contexts, such as education and socialization, equal educational opportunity and social stratification, school as social organization, school-based management, and teacher professionalism and professionalization.

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#### **EDUC2001. Psychology of Teaching and Learning (6 credits)**

This course examines a broad range of issues involved in the process of teaching and learning. It is designed to develop students' understanding about the impact of different aspects (e.g., social, cognitive, and affective) of the learning environment upon the effectiveness of classroom teaching and learning. A primary goal of this course is to equip pre-service teachers with knowledge regarding how to create a better learning environment for their own future students, both inside and outside the classroom. This course also aims to acquaint students with the most recent developments in the research area of teaching and learning. Emphasis will be given to the application of this knowledge to pre-service teachers' professional work in the Hong Kong school context. Moreover, this course helps students to develop within themselves as well as among their future students, a variety of abilities, including, but not limited to, analytical, creative, and practical ones.

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#### **EDUC2002. Understanding and Guiding Whole-Person Development (6 credits)**

This course reviews major theories, concepts and research on child and adolescent development and behaviour, and examines ways of guiding, counselling and supporting children and adolescents in their whole-person development in school settings. The course will address: (i) major theories of child and adolescent development; (ii) the interdependency of all aspects of development, i.e. physical, cognitive, academic, career and personal-social, and social relationships; (iii) basic concepts and strategies in developmental, preventive and remedial guidance; (iv) the roles of teachers in student guidance and counselling; and (v) the application of counselling skills with students.



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**EDUC2003. Catering for Diverse Learning Needs (6 credits)**

This course focuses on the foundations of special education. The historical background in Hong Kong as well as legislation and litigation related to special education in other countries are examined. Issues of definition and identification procedures for individuals with exceptional learning needs, and best practices in special education related to the nature, characteristics and needs of various exceptionalities are reviewed and discussed. This course also examines various service delivery options for students with exceptional learning needs and families. The quality of programmes that helps meet the educational, social, and/or personal goals for pupils with exceptionalities is evaluated.

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**EDUC2005. 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.

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**EDUC2212. Language Learning in Social Contexts: Historical, Social, and Political Issues (6 credits)**

In this course students will engage with critical perspectives that recognize language as a social, cultural and historical practice, with a particular focus on the relationship between economic and cultural globalization and the rapid spread of English as a global language. Students will examine the consequent need to plan for language learning not just in terms of developing children's skills, knowledge and understanding, but also in ways that recognize the issues of power and identity that comprise the cultural politics of language education.

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**Professional Development and Pedagogy (39 credits)**

The aim of this strand is for students to engage with key dimensions of being and becoming a critically reflective educational professional. As part of this process, they will be encouraged to reflect on their past, current and future personal and professional development and to consider issues relating to school development and professional relationships and services. Students will create and maintain an e-portfolio as a vehicle for this reflection and as a means of demonstrating their development as professional educators.

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**EDUC1207. Language Learning and Interaction (6 credits)**

In this course students will further explore the social nature of learning introduced in *Child Development in Context* focusing on the central role of teacher language and classroom interaction in managing and supporting children's language learning. Students will learn about the various functions of teacher talk and the role of teacher language not only in managing children's learning but also as the main source of language input in the primary English language classroom. They will learn about

the need for teachers to monitor, modify and support their language to meet the needs of their learners and to create space for learning through interaction. Students will be involved in analyzing samples of classroom discourse, focusing on teacher and student language and interactions and their impact on student learning.

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**EDUC1607. Becoming a Teacher (English) (3 credits)**

In this course, students will externalize and reflect on the understandings and beliefs about teachers and teaching encountered during their ‘apprenticeship of observation’ as school pupils, as well as their personal motivation for becoming teachers. These understandings and beliefs will be analyzed and reworked in light of the students’ ongoing encounters with practical experiences in the classroom and with theoretical perspectives in the professional literature. This course will also introduce and emphasize the collaborative nature of teaching and the need to contribute to schools and education beyond the classroom. Students will begin to develop an e-portfolio as a means of reflecting – and reflecting-on – their ongoing development during their teacher preparation programme.

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**EDUC2615. Information Technology for Language Education (6 credits)**

Being a professional primary teacher in the 21st century requires a solid foundation in 21st century literacies (e.g., visual, computer, digital media and networking literacies). The effective use of information and communication technologies (ICTs) also requires sound pedagogical knowledge: the ‘why’ as well as the ‘how’. This course will enhance students’ abilities to develop the skills required to use information and communication technologies for language learning. Students will be engaged in developing pedagogical and technical knowledge in order to assist them to become effective designers of information-rich, technology-supported, blended learning environments. Students will gain hands-on experience in the use of a wide range of technologies and be provided with opportunities to reflect on and articulate their understanding of how technology can support teaching and learning.

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**EDUC2620. Becoming an Observer of Learning (9 credits)**

This course focuses on student- teachers’ awareness of and ability to observe and describe learning and learning processes in the language classroom. It emphasizes the need for classroom pedagogic practices that are based on diagnostic evidence from the interplay between the teacher, the learner, the learning activities, and the wider school context. Students will learn to observe through the use of tools and strategies for describing and analysing classroom events. They will learn to monitor the learning of diverse learners and feed this back into planning for teaching and learning. Students will implement these approaches in their teaching practicum.

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**EDUC3611. Becoming a Critically Reflective Teacher (9 credits)**

In this course, students will examine notions of critical reflection and the critically reflective practitioner. This will involve seeing individual lessons, curriculum units, and ongoing professional development, in terms of iterative cycles of planning, acting, and reflecting. Within this context, students will recognize and reflect on issues of power and position entailed by the institutional and political situation of education as a social practice and consider the ways that societal issues and changes impact on education. Students will examine the nature and scope of action research as an appropriate and invaluable tool for the critically reflective practitioner in preparation for the classroom based research project in Year 4.

Students will also examine the ways in which their work as teachers intersects with that of other education professionals and consider strategies to establish and maintain positive and productive working relationships with parents and families. Students will begin to continue to develop their reflective e-portfolio as a means of demonstrating their ongoing development as professional teachers.

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**EDUC4610. Planning for Ongoing Professional Development (6 credits)**

In this course, students will focus on strategies employed by effective teachers to integrate subject knowledge, pedagogical content knowledge and pedagogical knowledge in both reflection-on-action and reflection-in-action. Students will examine the multiple dimensions of working in a primary school as a professional language teacher, including examining the opportunities and challenges of being an English panel member and investigating strategies for maximizing their contribution to any panel. Students will also focus on their ongoing development beyond their current degree programme and develop a professional development plan to guide subsequent development, as well as constructing a professional CV in preparation for commencing professional employment. The professional development plan and the CV will be included in their reflective e-portfolio in order to demonstrate the culmination of their development as professional pre-service teachers.

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**Teachers as Researchers (18 credits)**

This strand prepares students to conduct educational research in their teaching profession. Students are encouraged to develop good teaching based on their capacity to conduct practice-based research and to reflect critically on practice.

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**EDUC2004. Classroom Research: An Introduction (6 credits)**

This course provides a step-by-step approach on how to conduct research in the classroom. Students will learn from examples in the literature how to use qualitative, quantitative and mixed methods when collecting data. Some of the methods taught in the course include case studies, questionnaire surveys, interviews, introspective methods, interaction analysis, verbal protocols, action research, and ethnography. By the end of the course, it is expected that students will be able to design and conduct a small-scale research project in a classroom setting.

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**EDUC4615. Classroom-based Research Project (12 credits) (A Capstone Requirement)**

In their final year, students will identify a topic of interest and design and conduct a small-scale classroom-based research project. They will work with an academic supervisor and apply research methods appropriate for classroom-based research. Students will complete a project report on the conduct and outcomes of their research.

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**PROFESSIONAL PRACTICUM (30 credits) (A Capstone Requirement)**

*Professional Practicum* is a professional requirement that enables students to develop professional teaching competencies within the school environment. Students are required to integrate theory and practice in four domains - Learning and Teaching, Student Development, School Development, Professional Community - through four phases of experiential learning- Awareness in Year 1, Threshold in Year 2, Competence in Year 3, and Accomplished in Year 4. Through four years of

*Professional Practicum*, students commit themselves to six core professional values: belief that all students can learn, care for students, respect for diversity, commitment and dedication to the profession, collaboration, sharing and team spirit, passion for continuous learning and excellence.

Because this component is conducted in schools and involves direct learning relationships with school students, the student-teachers must comply with the following professional requirements: Student-teachers shall conduct themselves professionally during their studies and towards staff and students in schools or other institutions. Student-teachers who exhibit behaviour deemed by the Faculty to be threatening or harmful to school children, teachers, fellow students, or to schools and other institutions participating in the BEd in Language Education programme, may not be permitted to take, or may be withdrawn from the *Professional Practicum* courses, and hence will not be able to satisfy the programme's professional requirements.

The core aspects of student-teachers' performance in the practicum that will be assessed include but are not limited to the following:

- planning for effective teaching and learning
- knowledge of the target language and its acquisition
- teaching strategies which motivate student learning and meet diverse student needs
- managing learning and interaction in the classroom
- professional orientation

#### **EDUC1605. School Experience (English) (3 credits) (A Capstone Requirement)**

During the year students will visit primary schools, observing lessons and taking part in various school activities. Students will carry out a series of tasks involving observation and follow-up discussions with classroom teachers. Students will have opportunities to act as a classroom assistant.

#### **EDUC2611. Teaching Practice (English) I (6 credits) (A Capstone Requirement)**

Students spend four weeks of supervised practical teaching and teaching duties in a primary school. Students will teach English at Key Stage 1. Students will also observe lessons of another school subject.

#### **EDUC3608. Teaching Practice (English) II (9 credits) (A Capstone Requirement)**

Students spend six weeks in a school carrying out supervised teaching duties. Students will teach English at Key Stage 2. Students will also observe lessons of another school subject.

#### **EDUC4609. Teaching Practice (English) III (12 credits) (A Capstone Requirement)**

Students spend eight weeks in a school carrying out supervised teaching duties as English language teachers at both Key Stage 1 and Key Stage 2. Students will also observe lessons of another school subject.

#### **EXTERNAL EXPERIENCE (6 credits)**

**EDUC2617. External Experience (English) (6 credits)**

Students travel outside Hong Kong to a place where English is the mother tongue, for a mixture of courses, language immersion, cultural orientation and experience during the summer semester in Year 2; or the equivalent.

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**For candidates in the Primary and Junior Secondary Chinese field of study.****MAJOR IN CHINESE (84 credits)**

Candidates are required to complete 84 credits in Chinese courses as follows:

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**EDUC1107. Modern Chinese Language 現代漢語 (6 credits)**

This course provides an overview of the linguistic description of Standard Modern Chinese (SMC). Emphasis will be given to lexis, grammar and rhetoric. Modern Chinese bibliographies and references will be discussed. The course will also introduce basic ideas of character in traditional form as well as simplified form and phonology of SMC to pave the way for advanced studies in the upper years.

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**EDUC1108. Reading and Writing for Professional Purposes 專業閱讀與寫作 (6 credits)**

This course provides students with the opportunity to develop Chinese reading and writing skills for academic purposes. Emphasis will be given to modes of reasoning and common logical fallacies as well as communicative and collaborative learning of various reading and writing strategies.

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**EDUC1109. Literary Theory 文學理論 (6 credits)**

This course introduces students to the basic concepts and theories of literature such as functions, genres, styles, and the main currents and movements in literary history. As students study the craft of exemplary writers and engage in creative writing exercises, they will understand more about literary elements, writing styles, and formats for writing.

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**EDUC2114. Classical Chinese Language in Basic Education 古代漢語：基礎教育應用 (6 credits)**

This course provides students with an introduction to basic knowledge of classical Chinese language and equips students with the knowledge and skills to teach classical Chinese texts in basic education. Topics cover classical Chinese lexis, grammar of classical Chinese, classical Chinese bibliographies and references, idiom, and reading of classical Chinese. Emphasis will be given to the realization of classical Chinese in Standard Modern Chinese (SMC) to prepare students to teach Chinese to young learners in basic education.

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**EDUC2115. Discourse Analysis of Children's Texts and Speech 兒童話語分析 (6 credits)**

This course is an introduction to the construction and organization of spoken and written 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 adults/children writers/speakers create discourse. Special attention will be given to the characteristics of children's discourse and the relevance of these analytical tools to language teaching.

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**EDUC2116. Classical Works in Basic Education 經典研讀：基礎教育應用 (6 credits)**

This course aims at providing students with a comprehensive knowledge of Chinese classic works selected for young Chinese learners. Special attention will be given to Shi Jing (詩經), Lun Yu (論語), Meng Zi (孟子), Stories for Young Learners (幼學故事瓊林), and Family Instructions of Master Yan (顏氏家訓). Great works such as Zhuang Zi (莊子), Shi Ji (史記) and Zuo Zhuan (左傳) and other important classics will also be suggested to study. The course concentrates on distinctive thoughts and literary skills. Important commentaries on these books throughout history will also be discussed.

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**EDUC2117. Essence of Chinese Culture 中國文化要義 (6 credits)**

This course aims to prepare student to teach Chinese culture in first, second and third learning stages in Hong Kong. This course examines the essence of Chinese culture in three layers- material layer, institutional layer and value system layer. Topics cover knowledge and basic concepts in Chinese philosophy, religion, traditional customs, art, and social structure. Special attention will be given to the importance of concepts of infancy, children's growth and learning, family values, and children's art in Chinese culture and classics of enlightenment as well as different strategies of Chinese culture pedagogy in different learning stages. This course also introduces methods of studying Chinese bibliographies and references so that students can effectively explore cultural information from Chinese classics.

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**EDUC2118. Phonology and Etymology 音系學與漢字學 (6 credits)**

This course explores the analytic unit, principles of structure and historical development of Chinese syllable and character. Topics will cover articulatory and auditory aspects of human sounds, the phonology of Cantonese, linguistic differences between Cantonese and Standard Modern Chinese, components and radicals of characters, the underlying principles of historical development of character, differences between traditional form character and simplified form character, and the spoken and written dialects used in the Hong Kong context. Emphasis will be given to the implications of the study of phonology for teaching Cantonese pronunciation, and the research findings on modern Chinese characters and their implications for character recognition and identification.

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**EDUC2119. Children's Literature and Creative Writing for Children 兒童文學與創作 (6 credits)**

This course focuses on literature which appeals to the interests, needs, and reading preferences of children. Theories and the art of children's literature will be discussed. Students will read different genres of children's literature such as nursery rhymes, folklores, biographies, historical fiction, fantastic stories, fables, and realistic fiction. They will also develop their creativity and extend their children's literature experiences through writing as a mode of response.

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**EDUC2120. Classical Chinese Poetry and Prose 古代詩歌與散文 (6 credits)**

This course is designed to enhance students' ability to study poetry and prose from the pre-Qin to the Qing periods, with an emphasis on appreciation, analysis, and composition of classical Chinese poems and essays. Readings will include representative works such as Chu Ci (楚辭), poetry of Tao Qian (陶潛), Li Bai (李白), Du Fu (杜甫), and Su Shi (蘇軾), as well as prose of Han Yu (韓愈), Liu Zongyuan (柳宗元), and Ouyang Xiu (歐陽修).

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**EDUC2121. 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 written by writers such as Bing Xin (冰心), Zhu Ziqing (朱自清), Wen Yiduo (聞一多), Xu Zhimo (徐志摩), Lin Yutang (林語堂), Feng Zikai (豐子愷), Ai Qing (艾青), Zang Kejia (臧克家), Yu Qiuyu (余秋雨), Bei Dao (北島), Ya Xian (痲弦), Yu Guangzhong (余光中), Zhang Xiaofeng (張曉風), Qi Jun (琦君), and Lung Yingtai (龍應台). It also provides an analysis of selected poems and essays in their social, political, and theoretical contexts. Students will also explore how to teach modern Chinese literary works in a literature classroom.

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**EDUC2122. Language Acquisition and Development in Young Learners 兒童語言習得與發展 (6 credits)**

In this course students will engage with psycholinguistic and sociolinguistic perspectives to understand language development in young learners. Topics include mental lexicon, language production and comprehension, language acquisition and development, and social factors affecting children's language learning. Students will also examine research in the field, and its implications for language teaching in Chinese education.

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**EDUC2123. Classical Chinese Fiction and Drama 古代小說與戲曲 (6 credits)**

This course is designed to enhance students' ability to study fiction and drama from the pre-Qin to the Qing periods, with an emphasis on appreciation and analysis of classical Chinese short stories, novels, and plays. Readings will include representative works such as Romance of the Three Kingdoms (三國演義), The Water Margin (水滸傳), Journey to the West (西遊記), Dream of the Red Chamber (紅樓夢), The Scholars (儒林外史), The Tragedy of Dou E (竇娥冤), Romance of the West Chamber (西廂記), The Peony Pavilion (牡丹亭), and The Peach-blossom Fan (桃花扇).

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**EDUC2124. 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 written by writers such as Lu Xun (魯迅), Lao She (老舍), Ba Jin (巴金), Mao Dun (茅盾), Shen Congwen (沈從文), Cao Yu (曹禺), Xiao Hong (蕭紅), Zhang Ailing (張愛玲), Ah Cheng (阿城), Yu Hua (余華), Wang Anyi (王安憶), Gao Xingjian (高行健), Bai Xianyong (白先勇), Huang Chunming (黃春明), Chen Yingzhen (陳映真), Li Ang (李昂), and Zhang Dachun (張大春). It also provides an analysis of selected short stories, novels, and plays in their theoretical, social, and political contexts. Students will also explore how to teach modern Chinese literary works in a literature classroom. Drama as stage performance is important to the study of this course.

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**PROFESSIONAL CORE COURSES (CHINESE) (129 credits)**

Candidates are required to complete 129 credits, comprising 93 credits in *Education and Pedagogy courses*, 30 credits in the *Professional Practicum* and 6 credits in the *External Experience*, as follows:

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**EDUCATION AND PEDAGOGY COURSES (93 credits)**

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**Educational Studies (36 credits)**

Candidates are required to complete 36 credits in the *Educational Studies* strand as follows:

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**EDUC1002. Hong Kong Education: Systemic Features and Social Approaches (6 credits)**

After studying the course, students will be able to identify, understand and analyze major features underlying the Hong Kong educational system, their development trends and the social factors contributing to the formation of these systemic features. In particular, they are expected to be able to: master basic facts and structural features of the Hong Kong education system such as modes of educational financing; grasp the general picture of recent education and curriculum reforms in response to social change including globalization; and employ sociological perspectives to analyze and explain the complexity of selected educational issues that confront both teachers and students in their historical, cultural and contemporary contexts, such as education and socialization, equal educational opportunity and social stratification, school as social organization, school-based management, and teacher professionalism and professionalization.

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**EDUC1003. Language and Learning: From Birth to Adolescence (6 credits)**

This course explores the nature, organization and functioning of language itself, as our primary meaning-making resource. From the stages of birth to adolescence, 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 in basic education.

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**EDUC2001. Psychology of Teaching and Learning (6 credits)**

This course examines a broad range of issues involved in the process of teaching and learning. It is designed to develop students' understanding about the impact of different aspects (e.g., social, cognitive, and affective) of the learning environment upon the effectiveness of classroom teaching and learning. A primary goal of this course is to equip pre-service teachers with knowledge regarding how to create a better learning environment for their own future students, both inside and outside the classroom. This course also aims to acquaint students with the most recent developments in the research area of teaching and learning. Emphasis will be given to the application of this knowledge to pre-service teachers' professional work in the Hong Kong school context. Moreover, this course helps students to develop within themselves as well as among their future students, a variety of abilities, including, but not limited to, analytical, creative, and practical ones.

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### **EDUC2002. Understanding and Guiding Whole-Person Development (6 credits)**

This course reviews major theories, concepts and research on child and adolescent development and behaviour, and examines ways of guiding, counselling and supporting children and adolescents in their whole-person development in school settings. The course will address: (i) major theories of child and adolescent development; (ii) the interdependency of all aspects of development, i.e. physical, cognitive, academic, career and personal-social, and social relationships; (iii) basic concepts and strategies in developmental, preventive and remedial guidance; (iv) the roles of teachers in student guidance and counselling; and (v) the application of counselling skills with students.

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### **EDUC2003. Catering for Diverse Learning Needs (6 credits)**

This course focuses on the foundations of special education. The historical background in Hong Kong as well as legislation and litigation related to special education in other countries are examined. Issues of definition and identification procedures for individuals with exceptional learning needs, and best practices in special education related to the nature, characteristics and needs of various exceptionalities are reviewed and discussed. This course also examines various service delivery options for students with exceptional learning needs and families. The quality of programmes that helps meet the educational, social, and/or personal goals for pupils with exceptionalities is evaluated.

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### **EDUC2005. 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.

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### **Professional Development and Pedagogy (39 credits)**

This strand enables students to progress from being secondary school graduates to well-equipped teachers and life-long learners in the field of education. Going through four phases of learning, practice and study, covering a wide range of subjects, students gain the knowledge, skills and inspiration necessary for them to become competent teachers and curriculum leaders in the Hong Kong educational context. The curriculum starts in Year 1 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 2, 3 and 4.

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### **EDUC1606. Becoming a Teacher (Chinese) (6 credits)**

This course gives students training in basic educational concepts and classroom practice. This course will address curriculum, pedagogy and lesson planning. Special focus will be on Chinese character acquisition. The collaborative nature of teaching and the importance of contributions to schools and education beyond classroom will also be emphasized.

**EDUC2612. Becoming a Competent Teacher (6 credits)**

This course explicates the current Chinese language curriculum and methods of assessment, and gives students advanced training in lesson planning. It allows students to develop teaching and classroom management strategies, and to practise some basic approaches to the teaching of the different language skills – listening, speaking, reading, writing and thinking. It also explores effective ways to conduct small class teaching.

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**EDUC2615. Information Technology for Language Education (6 credits)**

Being a professional primary teacher in the 21st century requires a solid foundation in 21st century literacies (e.g., visual, computer, digital media and networking literacies). The effective use of information and communication technologies (ICTs) also requires sound pedagogical knowledge: the “why” as well as the “how”. This course will enhance students’ abilities to develop the skills required to use ICTs for language learning. Students will be engaged in developing pedagogical and technical knowledge in order to assist them to become effective designers of information-rich, technology-supported, blended learning environments. Students will gain hands-on experience in the use of a wide range of technologies and be provided with opportunities to reflect on and articulate their understanding of how technology can support teaching and learning.

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**EDUC3609. Becoming a Reflective Teacher (6 credits)**

This course 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 reading strategies, integrated language skills, and children’s literature. Students are guided and encouraged to develop their own professional identities through reflective thinking in their learning and teaching. Instruction and guidance is also given in the practice of curriculum design and language assessment.

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**EDUC3610. Teaching Putonghua as a Subject (3 credits)**

This course aims to train students in the teaching of Putonghua as a subject. It includes key concepts and updated methodologies in teaching Putonghua. The course will focus on learning and teaching Hanyu Pinyin, Putonghua pronunciation and communication skills.

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**EDUC4611. Using Putonghua as Medium of Instruction (6 credits)**

This course aims at giving students training in using Putonghua as a medium of instruction. It includes a number of key language classroom skills, such as explanation, questioning, giving instructions, correcting student errors and closing remarks in Putonghua. It equips students with the competency to use Putonghua to teach Chinese.

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**EDUC4617. Becoming a Curriculum Leader (6 credits)**

This course extends the potential of students to become professional teachers and educational researchers. Students are guided and encouraged to develop their own professional identities through innovation in their learning and teaching. The course widens their vision of the curriculum, in such

areas as school-based curriculum development, curriculum adaptation and the teaching of culture and literature. It explores how innovative pedagogy will enable them, as teachers, to take into account individual differences, and students' needs and interests. It also explores how project learning can best be used for collaborative learning. The course will equip students with the ability to conduct research in an area of Chinese language education so as to prepare them to be curriculum leaders.

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### **Teachers as Researchers (18 credits)**

This strand prepares students to conduct educational research in their teaching profession. Students are encouraged to develop good teaching based on their capacity to conduct practice-based research and to reflect critically on practice.

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### **EDUC2004. Classroom Research: An Introduction (6 credits)**

This course provides a step-by-step approach on how to conduct research in the classroom. Students will learn from examples in the literature how to use qualitative, quantitative and mixed methods when collecting data. Some of the methods taught in the course include case studies, questionnaire surveys, interviews, introspective methods, interaction analysis, verbal protocols, action research, and ethnography. By the end of the course, it is expected that students will be able to design and conduct a small-scale research project in a classroom setting.

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### **EDUC4613. Dissertation (Chinese) (12 credits) (A Capstone Requirement)**

In their final year, students will identify a topic of interest and design and conduct a small-scale research project. They will work with an academic supervisor and apply research methods appropriate for classroom-based or other educational research. Students will complete a dissertation to report the conduct and outcomes of their research.

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### **PROFESSIONAL PRACTICUM (30 credits) (A Capstone Requirement)**

*Professional Practicum* is a professional requirement that enables students to develop professional teaching competencies within the school environment. Students are required to integrate theory and practice in four domains- Learning and Teaching, Student Development, School Development, Professional Community- through four phases of experiential learning- Awareness in Year 1, Threshold in Year 2, Competence in Year 3, and Accomplished in Year 4. Through four years of *Professional Practicum*, students commit themselves to six core professional values: belief that all students can learn, care for students, respect for diversity, commitment and dedication to the profession, collaboration, sharing and team spirit, passion for continuous learning and excellence.

Because this component is conducted in schools and involves direct learning relationships with school students, the student-teachers must comply with the following professional requirements: Student-teachers shall conduct themselves professionally during their studies and towards staff and students in schools or other institutions. Student-teachers who exhibit behaviour deemed by the Faculty to be threatening or harmful to school children, teachers, fellow students, or to schools and other institutions participating in the BEd in Language Education programme, may not be permitted to take, or may be withdrawn from the *Professional Practicum* courses, and hence will not be able to satisfy the programme's professional requirements.

The core aspects of student-teachers' performance in the practicum that will be assessed include but

are not limited to the following:

- planning for effective teaching and learning
- knowledge of the target language and its acquisition
- teaching strategies which motivate student learning and meet diverse student needs
- managing learning and interaction in the classroom
- professional orientation

**EDUC1604. School Experience (Chinese) (3 credits) (A Capstone Requirement)**

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.

**EDUC2610. Teaching Practice (Chinese) I (6 credits) (A Capstone Requirement)**

Students spend four weeks of supervised practical teaching in a local primary school.

**EDUC3607. Teaching Practice (Chinese) II (9 credits) (A Capstone Requirement)**

Students spend six weeks in a local primary school carrying out supervised teaching duties.

**EDUC4608. Teaching Practice (Chinese) III (12 credits) (A Capstone Requirement)**

Students spend eight weeks in a local primary school or a secondary school or an international school carrying out supervised teaching duties.

**EXTERNAL EXPERIENCE (6 credits)**

**EDUC2623. External Experience (Chinese) (6 credits)**

Students travel outside Hong Kong to a place where Putonghua is the mother tongue, for a mixture of courses, language immersion, cultural orientation and experience during the summer semester in Year 2; or the equivalent.

**For candidates in both the Primary English and Primary and Junior Secondary Chinese fields of study.**

**LANGUAGE ENHANCEMENT COURSES (9 credits)**

*English Language Enhancement*

**CAES1401. 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 will be by 100% coursework.

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### **CAES1402. 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 and PowerPoint presentation.  
Assessment will be by 100% coursework.

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### ***Chinese Language Enhancement***

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**For candidates in the Primary English field of study.**

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

**Pre-requisite:** Students 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 from the Mainland shall take *CUND0002 Practical Chinese Language and Hong Kong Society* or *CUND0003 Cantonese for Non-Cantonese Speaking Students*. Students who do not meet the above pre-requisite requirement should apply for exemption and take an elective course in lieu.

### **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

Assessment will be by 50% coursework and 50% examination.

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**For candidates in the Primary and Junior Secondary Chinese field of study.**

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**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

Assessment will be by 40% coursework and 60% examination.

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**For candidates in the Primary English field of study.**

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**ENGLISH LANGUAGE PROFICIENCY TESTS (non-credit-bearing)**

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**EDUC1602. English Language Proficiency Test I (Speaking) (non-credit-bearing)**

**EDUC1603. English Language Proficiency Test II (Writing) (non-credit-bearing)**

**EDUC3616. English Language Proficiency Test III (Error Correction and Explanation) (non-credit-bearing)**

Candidates are required to reach benchmark level 3 in the Faculty's English Language Proficiency Tests I, II and III (FELPT) or their equivalent<sup>3</sup> before graduating. Tests I and II on speaking and writing will be first administered in Year 1, and Test III on error correction and explanation will be first administered in Year 2.

A pre-requisite for candidates to obtain the eligibility to present themselves for the FELPT is their satisfactory participation in a FELPT workshop. Candidates, who have not participated satisfactorily in the workshop without acceptable reasons, will not be allowed to take the FELPT.

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**For candidates in both the Primary English and Primary and Junior Secondary Chinese fields of study.**

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#### **COMMON CORE COURSES** (12 credits)

Candidates are required to take two 6-credit Common Core courses from two different Areas of Inquiry (AoI).

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#### **ELECTIVE COURSES** (6 credits)

Candidates are required to take 6 credits in elective course(s) outside this degree curriculum.

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<sup>3</sup> Language Proficiency Assessment for Teachers (English Language) of the Hong Kong Examinations and Assessment Authority (HKEAA)