

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

*These regulations apply to students admitted to the 4-year Bachelor of Arts and Bachelor of Education in Language Education (BA&BEd[LangEd]) curriculum in the academic year 2012-13.*

*See also General Regulations and Regulations for First Degree Curricula.*

The degrees of Bachelor of Arts and Bachelor of Education in Language Education (BA&BEd[LangEd]) are awarded for the satisfactory completion, on a full-time basis, of prescribed programmes of study in English Language and Linguistics and English Language Education.

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### **AE32 Admission to the degrees**

To be eligible for admission to the degrees of Bachelor of Arts and 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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### **AE33 Length of curriculum**

The curriculum for the degrees of Bachelor of Arts and Bachelor of Education in Language Education shall normally require eight semesters of full-time study and a summer semester, 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 Studies in Bachelor of Arts and Bachelor of Education in Language Education.

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### **AE34 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 recorded on 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 Studies.
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### **AE35 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) pass the English Language Proficiency Tests I, II and III administered by the Faculty of Education or their equivalent<sup>1</sup>; and

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

- (iii) complete successfully not fewer than 240 credits in the manner specified in these regulations and the syllabuses, comprising:
- a 72-credit Major in English Language Linguistics,
  - 129 credits in Professional Core courses,
  - 6 credits in English language enhancement, 3 credits in Chinese language enhancement<sup>2</sup>,
  - 12 credits of courses in the Common Core Curriculum, including not more than one course from the same Area of Inquiry, and
  - 18 credits in electives.
- (b) Candidates shall normally be required to take not fewer than 24 credits nor more than 30 credits in any one semester (except the summer semester) unless otherwise permitted or required by the Board of Studies, or except in the last semester of study when the number of outstanding credits required to complete the curriculum requirements may be fewer than 24 credits.
- (c) Candidates may, of their own volition, take additional credits not exceeding 6 credits in each semester, and/or further credits during the summer semester, accumulating up to a maximum of 72 credits in one academic year. With the special permission of the Board of Studies, candidates may exceed the annual study load of 72 credits in a given academic year provided that the total number of credits taken does not exceed the maximum curriculum study load of 288 credits for the normative period of study specified in the curriculum regulations, save as provided for under AE35(d).
- (d) Where candidates are required to make up for failed credits, the Board of Studies may give permission for candidates to exceed the annual study load of 72 credits provided that the total number of credits taken does not exceed the maximum curriculum study load of 432 credits for the maximum period of registration specified in these regulations.
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#### **AE36      Advanced standing and credit transfer**

- (a) 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.
- (b) Candidates may, with the approval of the Board of Studies, transfer credits for courses completed at other institutions at any time during their candidature. The number of transferred credits will be recorded on the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA. The number of credits to be transferred shall not exceed half of the total credits normally required under the degree curricula of the candidates during their candidature at the University.
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#### **AE37      Assessment and grades**

- (a) Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of coursework, written examinations and/or other assessable activities. Only passed courses will earn credits. Grades shall be awarded in accordance with UG8 of the Regulations for First Degree Curricula.

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<sup>2</sup> Candidates who have not studied the Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CEDU1002 may apply for exemption and take a credit-bearing Cantonese or Putonghua language course offered by the School of Chinese (especially for international and exchange students) or take an elective in lieu. Candidates from the Mainland shall take CUND0002 Practical Chinese and Hong Kong Society or CUND0003 Cantonese for Non-Cantonese speaking students.

- (b) 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 as a second attempt or retakes 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 BA and BEd(LangEd) degrees, honours classification and whether a candidate shall be recommended for discontinuation of studies.
  - (c) Candidates shall not be permitted to repeat a course for which they have received a D grade or above for the purpose of upgrading.
  - (d) There shall be no appeal against the results of examinations and all other forms of assessment.
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#### **AE38 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 such 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.

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#### **AE39 Retaking / re-examination of failed course(s)**

- (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 (not including the summer semester),shall be required, as specified by the relevant Boards 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 BA and BEd(LangEd) degrees.
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#### **AE40 Failure in re-examination**

- (a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation AE39, of Professional Core course(s) offered by the Faculty of Education shall:
  - (i) if these courses total *not more* than 12 credits, normally 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 courses total *more* than 12 credits, be recommended for discontinuation of their studies as stipulated under Regulation AE41(d).

- (b) Candidates who have failed to satisfy the examiners at a supplementary examination, granted under Regulation AE38, shall be permitted to present themselves for re-assessment, in accordance with Regulation AE39, as directed by the Boards of Examiners.
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#### **AE41 Discontinuation**

Unless otherwise permitted by the Board of Studies, candidates shall be recommended for discontinuation of 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 (not including the summer semester); or
- (c) failed in Professional Practicum in any year or the final year dissertation; or
- (d) failed to satisfy the examiners at re-assessment(s)/re-examination(s) of Professional Core course(s) offered by the Faculty of Education, granted under Regulation AE39, of more than 12 credits; or
- (e) exceeded the maximum period of registration specified in Regulation AE33.
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#### **AE42 Award of degrees and honours classifications**

- (a) To be eligible for the award of the degrees of Bachelor of Arts and Bachelor of Education in Language Education, candidates shall have successfully completed the curriculum as stipulated under Regulation AE35.
- (b) Honours classifications for the degrees of Bachelor of Arts and 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 Boards of Examiners for the degrees in accordance with the following Cumulative GPA scores stipulated in UG9(a) of Regulations for First Degree Curricula, with all courses taken (including failed courses, but not including courses approved by the Senate graded as 'Pass', 'Fail' or 'Distinction') carrying equal weighting:

<i>Class of honours</i>	<i>CGPA range</i>
First Class Honours	3.60 – 4.30
Second Class Honours	(2.40 – 3.59)
Division One	3.00 – 3.59
Division Two	2.40 – 2.99
Third Class Honours	1.70 – 2.39
Pass	1.00 – 1.69

- (c) Honours classification may not be determined solely on the basis of a candidate's Cumulative GPA and the Boards of Examiners for the degrees may, at their absolute discretion and with justification, award a higher class of honours to a candidate deemed to have demonstrated meritorious academic achievement but whose Cumulative GPA falls below the range stipulated above of the higher classification by not more than 0.1 Grade Point.
- (d) A list of candidates who have successfully completed all degree requirements shall be posted on Faculty notice boards.
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## **SYLLABUSES FOR THE DEGREE OF BACHELOR OF ARTS (BA) IN CONJUNCTION WITH THE DEGREE OF BACHELOR OF EDUCATION IN LANGUAGE EDUCATION (BEd[LangEd])**

Candidates are required to complete courses totaling not fewer than 240 credits comprising:

- 72 credits in the English Language and Linguistics Major
- 129 credits in Professional Core courses
- 6 credits in English language enhancement courses
- 3 credits in Chinese language enhancement course<sup>1</sup>
- 12 credits of courses in the in Common Core Curriculum, including not more than one course from the same Area of Inquiry, and
- 18 credits in electives

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

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### **FIRST YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits of introductory courses for the English Language and Linguistics Major:  
LING1001. Introduction to linguistics (6 credits)  
LING1003. Language, thought, and culture (6 credits)  
One introductory ENGL course (6 credits)
  - 12 credits in Educational Studies courses
  - two 3-credit English language enhancement courses
  - 12 credits of courses in the Common Core Curriculum, including not more than one course from the same Area of Inquiry
  - 12 credits in electives
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### **SECOND YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits in English Language and Linguistics Major courses (to be taken in the first semester)
- 12 credits in Educational Studies courses
- a 6-credit Pedagogy course
- 6 credits in Professional Practicum (to be taken in the second semester)<sup>3</sup>
- 6 credits in External Experience
- a 6-credit Information Technology course for language education
- a 6-credit elective

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<sup>1</sup> Candidates who have not studied the Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CEDU1002 may apply for exemption and take a credit-bearing Cantonese or Putonghua language course offered by the School of Chinese (especially for international and exchange students) or take an elective in lieu. Candidates from the Mainland shall take CUND0002 Practical Chinese and Hong Kong Society or CUND0003 Cantonese for Non-Cantonese speaking students.

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

<sup>3</sup> Candidates are required to undertake teaching practice that spans over the second semester, and hence, will not normally be allowed to enroll on non-Education campus-based courses during that period.

## **THIRD YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits in English Language and Linguistics Major courses (to be taken in the first semester)
  - 12 credits in Educational Studies courses
  - 6 credits in a Pedagogical Content Knowledge course
  - a 9-credit Pedagogy course
  - 12 credits in Professional Practicum (to be taken in the second semester)<sup>3</sup>
  - a 3-credit Chinese language enhancement course<sup>1</sup>
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## **FOURTH YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits in English Language and Linguistics Major courses (to be taken in the first semester)
  - 6 credits in a Pedagogical Content Knowledge course
  - a 12-credit Pedagogy course
  - 12 credits in Professional Practicum (to be taken in the second semester)<sup>3</sup>
  - a 12-credit Dissertation on an approved topic
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## **MAJOR IN ENGLISH LANGUAGE AND LINGUISTICS (72 credits)**

Candidates are required to complete a total of 72 credits in the manner specified below:

- 18 credits in introductory courses
- 54 credits in advanced courses

Please refer to the BA syllabuses for the details of the courses.

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### **Introductory Courses (18 credits)**

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Candidates are required to complete the following introductory courses for the English Language and Linguistics Major:

LING1001 Introduction to linguistics (6 credits)

LING1003 Language, thought, and culture (6 credits)

One introductory ENGL course from the following list (6 credits)

- ENGL1011 An introduction to the study of meaning
- ENGL1012 Language as social action
- ENGL1013 Exploring the modern: Reading early 20th century British writing
- ENGL1014 Imaginary geographies: The art of writing place
- ENGL1015 Introduction to English linguistics
- ENGL1016 Introduction to life writing
- ENGL1017 Introduction to sociolinguistics
- ENGL1018 Language and gender
- ENGL1019 Literature and imitation
- ENGL1020 Nineteenth-century literature and culture
- ENGL1021 Periods of literary history
- ENGL1022 Poetry past and present

- ENGL1023 The view from nowhere: Experimental prose
- ENGL1024 Topics in world literature
- ENGL1025 Understanding narratives
- ENGL1026 Adaptation: From text to screen
- ENGL1027 Analyzing discourse
- ENGL1028 Awakenings: Exploring women's writing
- ENGL1029 Drama: Comedy and renewal
- ENGL1030 Dramatic changes: Versions of Renaissance literature
- ENGL1031 English grammar(s)
- ENGL1032 'High' and 'low' literature
- ENGL1033 Intercultural communication
- ENGL1034 Language and prejudice
- ENGL1035 Language crimes
- ENGL1036 Meaning and metaphor
- ENGL1037 Persuasion
- ENGL1038 Practice of criticism
- ENGL1039 Realism and representation
- ENGL1040 Rewriting and writing back
- ENGL1041 Subjectivity in literature
- ENGL1042 World Englishes matters

### **Advanced Courses (54 credits)**

Candidates are required to complete 54 credits comprising 24 credits of core courses and 30 credits of electives covering the subject knowledge recommended by the Standing Committee on Language Education and Research (SCOLAR). Unless otherwise approved, candidates have to select Arts courses listed below in each of the first semesters from their second to fourth year of study:

Second Year : 18 credits  
 Third Year : 18 credits  
 Fourth Year : 18 credits

### **Advanced Core Courses (24 credits)**

- ENGL2004 English syntax (6 credits)
- ENGL2030 World Englishes (6 credits)
- ENGL2031 The semantics and pragmatics of English (6 credits)
- ENGL2047 English discourse structures and strategies (6 credits)
- ENGL2048 Language and jargon (6 credits)
- ENGL2069 Form and meaning (6 credits)
- ENGL2112 An introduction to the history of English (6 credits)
- ENGL2117 English phonology and morphology (6 credits)
- ENGL2125 English construction grammar (6 credits)
- LING2002 Conversation analysis (6 credits)
- LING2003 Semantics: meaning and grammar (6 credits)
- LING2004 Phonetics: describing sounds (6 credits)
- LING2022 Pragmatics (6 credits)
- LING2023 Discourse analysis (6 credits)
- LING2027 Phonology: an introduction to the study of sound systems (6 credits)
- LING2033 Contrastive grammar of English and Chinese (6 credits)
- LING2050 Grammatical description (6 credits)

### Advanced Electives (30 credits)

- ENGL2002 Language in society (6 credits)
- ENGL2007 Literary linguistics (6 credits)
- ENGL2010 English novel I (6 credits)
- ENGL2011 English novel II (6 credits)
- ENGL2012 Contemporary literary theory (6 credits)
- ENGL2022 Women, feminism and writing I (6 credits)
- ENGL2035 Reading poetry (6 credits)
- ENGL2039 Gender and discourse (6 credits)
- ENGL2045 Travel writing (6 credits)
- ENGL2050 English corpus linguistics (6 credits)
- ENGL2055 American Gothic: Haunted homes (6 credits)
- ENGL2057 Text and image (6 credits)
- ENGL2074 Postcolonial readings (6 credits)
- ENGL2075 The idea of China (6 credits)
- ENGL2076 Romanticism (6 credits)
- ENGL2078 The novel today (6 credits)
- ENGL2079 Shakespeare (6 credits)
- ENGL2080 Women, feminism and writing II (6 credits)
- ENGL2085 Creative writing I (6 credits)
- ENGL2086 Creative writing II (6 credits)
- ENGL2089 Making Americans: Literature as ritual and renewal (6 credits)
- ENGL2092 Postcolonial English (6 credits)
- ENGL2093 Literary islands: English poetry and prose from the South Pacific and the Caribbean (6 credits)
- ENGL2095 The East: Asia in English writing (6 credits)
- ENGL2097 Imagining Hong Kong (6 credits)
- ENGL2099 Language, identity and Asian Americans (6 credits)
- ENGL2101 Culture and society (6 credits)
- ENGL2103 Language and new media (6 credits)
- ENGL2104 Language in the USA (6 credits)
- ENGL2109 Writing diaspora (6 credits)
- ENGL2110 Writing back (6 credits)
- ENGL2113 Conrad and others (6 credits)
- ENGL2115 Theories of language acquisition I (6 credits)
- ENGL2116 Theories of language acquisition II (6 credits)
- ENGL2118 Law and literature (6 credits)
- ENGL2121 Comedy, renewal, and cross-cultural drama (6 credits)
- ENGL2122 Victorians at home and abroad (6 credits)
- ENGL2123 Language and identity in Hong Kong (6 credits)
- ENGL2126 Law, meaning, and interpretation (6 credits)
- ENGL2128 Modernism (6 credits)
- ENGL2129 English as a language of science (6 credits)
- ENGL2130 Signs, language and meaning: Integrational reflections (6 credits)
- ENGL2131 The critic as artist (6 credits)
- LCOM2001 Theories of language and communication (6 credits)
- LCOM2002 Language in the workplace (6 credits)
- LCOM2003 Language and politeness (6 credits)
- LCOM2004 Language, communication and the media (6 credits)
- LCOM2005 Language, communication and globalization: Politics, peril, pop (6 credits)
- LCOM3001 Cultural dimensions of language and communication (6 credits)
- LING2011 Language and literacy in the Information Age (6 credits)
- LING2012 Experimental phonetics (6 credits)
- LING2034 Psycholinguistics (6 credits)



LING2036	Child language (6 credits)
LING2037	Bilingualism (6 credits)
LING2038	Historical linguistics (6 credits)
LING2039	Language variation and change (6 credits)
LING2040	Languages in contact (6 credits)
LING2044	Language and culture (6 credits)
LING2055	Reading development and reading disorders (6 credits)
LING2056	Sociolinguistics (6 credits)
LING2057	Language evolution (6 credits)

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

Candidates are required to complete 129 credits in the manner specified below:

- 36 credits in Educational Studies courses
  - 27 credits in Pedagogy courses
  - 12 credits in Pedagogical Content Knowledge courses
  - A 6-credit Information Technology course
  - A 12-credit dissertation
  - 30 credits in Professional Practicum
  - A 6-credit External Experience course
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## **Educational Studies Courses (36 credits)**

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### **First Year**

#### **EDUC1002 Hong Kong education: Systemic features and social approaches (6 credits)**

After studying the course, students will be able to identify, understand and analyse 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.

Assessment will be by 100% coursework.

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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.  
Assessment will be by 100% coursework.

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## **Second Year**

### **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 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 adolescent students.  
Assessment will be by 100% coursework.

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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.  
Assessment will be by 100% coursework.

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## **Third Year**

### **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.  
Assessment will be by 100% coursework.

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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 on education and educational practice that is integrated, consistent, and morally and practically defensible.  
Assessment will be by 100% coursework.

## **Pedagogy Courses (27 credits)**

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Pedagogy courses 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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### **Second Year**

#### **EDUC2622 Pedagogy (English) I (6 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.

Assessment will be by 100% coursework.

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### **Third Year**

#### **EDUC3606 Pedagogy (English) 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.

Assessment will be by 100% coursework.

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### **Fourth Year**

#### **EDUC4619 Pedagogy (English) III (12 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.

Assessment will be by 100% coursework.

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## **Pedagogical Content Knowledge Courses (12 credits)**

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### **Third Year**

#### **EDUC3615 Pedagogical content knowledge (English) I (6 credits)**

This course focuses on pedagogical decision-making as it relates to the content of learning, i.e. language. It relates the subject-matter knowledge gained in the English Language and Linguistics Major to the needs of school students learning English as a second language. It introduces students to the importance of being a 'language-aware' teacher, and examines the impact of subject-matter knowledge on pedagogical decisions about the handling of language content.

Assessment will be by 100% coursework.

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### **Fourth Year**

#### **EDUC4620 Pedagogical content knowledge (English) II (6 credits)**

This course builds on the Year 3 Pedagogical Content Knowledge course, by consolidating students' understanding of the importance of being a 'language-aware' teacher, and extending their language awareness. The course will equip students to make principled decisions in relation to their handling of language content, based on a sound knowledge of the language area, understanding of the language/learning needs of their pupils, and familiarity with different pedagogical approaches to the handling of content.

Assessment will be by 100% coursework.

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#### **Information Technology Course (6 credits)**

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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.

Assessment will be by 100% coursework.

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#### **Dissertation (12 credits)**

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#### **EDUC4622 Dissertation (12 credits)**

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

Assessment will be by 100% coursework.

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## **Professional Practicum (30 credits)**

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

Students spend three weeks of supervised practical teaching in a school.  
Assessment will be by 100% coursework.

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### **EDUC3614 Teaching practice II (12 credits)**

Students spend eight weeks in a school carrying out supervised teaching duties.  
Assessment will be by 100% coursework.

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### **EDUC4621 Teaching practice III (12 credits)**

Students spend eight weeks in a school carrying out supervised teaching duties.  
Assessment will be by 100% coursework.

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### **External Experience (6 credits)**

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**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; or the equivalent. 100% continuous assessment by coursework: students will be assessed through a variety of tasks set by the host institutions including texts or analyses, essays, projects and presentations.

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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 English Language Proficiency Tests I, II and III (FELPT) or their equivalent<sup>2</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.

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**Language Enhancement Courses (9 credits)**

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

This course is specifically designed to enhance the students' Chinese proficiency for the language teaching profession and aims to sharpen the students' skills of writing formal official letters, notices and announcements, proposals and reports for the education sector. Special emphasis is given to presentation skills and the pronunciation of Cantonese. There are also drilling practices to familiarize the students with the frequently used specialized terms in their simplified forms.

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

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

**CUND0002 Practical Chinese Language and Hong Kong Society (3 credits)**

This course is designed for the students from the Mainland. With Putonghua as the medium of instruction, it aims to underscore the characteristic styles and formats of practical Chinese writings in the workplace context in Hong Kong. The students are trained to write business letters, office documents, proposals, and reports. Also, topics addressing the rhetorical strategies for reader-oriented business writings are included to strengthen the students' command of the language. In the Chinese characters component, drilling practices provide ample opportunity for the students to learn to convert simplified characters into their traditional forms. Besides, this course also includes topics on Chinese language and the history of Hong Kong society and culture to deepen the students' understanding of the city.

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

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**CUND0003 Cantonese for Non-Cantonese Speaking Students (3 credits)**

This course is intended first and foremost to provide students with a proper understanding of the Cantonese dialect and with the basic skills to engage in conversations in everyday situations. Special emphasis will be placed on the correspondences between Cantonese and Putonghua, the cultural differences, the customs and conventions of Hong Kong people as well as the characteristic features of life in Hong Kong. No prior knowledge of Cantonese is required, but students must have a high level of proficiency in Putonghua and written Chinese.

Assessment will be by 100% coursework.

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**COMMON CORE CURRICULUM (12 credits)**

Candidates are required to complete 12 credits of courses in the Common Core Curriculum, including not more than one course from the same Area of Inquiry.

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**ELECTIVE COURSES (18 credits)**

Candidates are required to complete 18 credits in electives.

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