

REGULATIONS FOR THE DOUBLE DEGREE OF BACHELOR OF ARTS (BA) AND BACHELOR OF EDUCATION IN LANGUAGE EDUCATION (BEd[LangEd])

These regulations apply to students admitted to the 5-year Bachelor of Arts and Bachelor of Education in Language Education (BA&BEd[LangEd]) double degree curriculum in the academic year 2012-2013 and thereafter.

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, in one of the following prescribed programmes:

1. Major in Chinese Language, Literature and Culture and Professional Core (Chinese Language Education);
 2. Major in English Language and Linguistics and Professional Core (English Language Education).
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AED1 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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AED2 Length of curriculum

The curriculum for the degrees of Bachelor of Arts and Bachelor of Education in Language Education shall normally require ten semesters of full-time study and a summer semester, extending over not fewer than five 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 eight academic years, unless otherwise permitted or required by the Board of Studies in Bachelor of Arts and Bachelor of Education in Language Education.

AED3 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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AED4 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 300 credits in the manner specified in these regulations and the syllabuses in one of the following prescribed programmes:

Major in Chinese Language, Literature and Culture and Professional Core (Chinese Language Education)

- 90 credits in Major in Chinese Language, Literature and Culture,
- 120 credits in Professional Core (Chinese Language Education), including 24 credits in capstone experience¹,
- 18 credits in language enhancement courses, including 6 credits in Core University English², 6 credits in English in the Discipline and 6 credits in Putonghua,
- 24 credits of courses in the Common Core Curriculum, including one course from each Area of Inquiry, and
- 48 credits in electives.

Major in English Language and Linguistics and Professional Core (English Language Education)

- 78 credits in Major in English Language and Linguistics,
- 120 credits in Professional Core (English Language Education), including 24 credits in capstone experience¹,
- 18 credits in language enhancement courses, including 6 credits in Core University English², 6 credits in English in the Discipline and 6 credits in Chinese language enhancement³,
- 24 credits of courses in the Common Core Curriculum, including one course from each Area of Inquiry,
- 60 credits in electives, and
- pass the English Language Proficiency Tests I, II and III administered by the Faculty of Education or their equivalent⁴.

- (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 360 credits for the normative period of study specified in the curriculum regulations, save as provided for under AED4(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 576 credits for the maximum period of registration specified in these regulations.

¹ This integrated capstone experience fulfills the requirements for both BA and BEd(LangEd) degree curricula.

² Candidates who have achieved Level 5** in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement and should take a 6-credit elective course in lieu.

³ 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 CEDU9002 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 CUND9002 Practical Chinese and Hong Kong Society or CUND9003 Cantonese for Non-Cantonese Speaking Students.

⁴ Language Proficiency Assessment for Teachers (English Language) of the Hong Kong Examinations and Assessment Authority (HKEAA).

AED5 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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AED6 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.
 - (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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AED7 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.

AED8 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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AED9 Failure in re-examination

- (a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation AED8, of Professional Core (Chinese Language Education) or Professional Core (English Language Education) 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 AED10(d).
 - (b) Candidates who have failed to satisfy the examiners at a supplementary examination, granted under Regulation AED7, shall be permitted to present themselves for re-assessment, in accordance with Regulation AED8, as directed by the Boards of Examiners.
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AED10 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
 - (d) failed to satisfy the examiners at re-assessment(s)/re-examination(s) of Professional Core (Chinese Language Education) or Professional Core (English Language Education) course(s) offered by the Faculty of Education, granted under Regulation AED8, of more than 12 credits; or
 - (e) exceeded the maximum period of registration specified in Regulation AED2.
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AED11 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 AED4.
- (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:

<u>Class of honours</u>	<u>CGPA range</u>
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 DOUBLE DEGREE OF BACHELOR OF ARTS (BA) AND BACHELOR OF EDUCATION IN LANGUAGE EDUCATION (BEd[LangEd])

Candidates are required to complete courses totaling not fewer than 300 credits in one of the following prescribed programmes:

Major in Chinese Language, Literature and Culture and Professional Core (Chinese Language Education)

- 90 credits in Major in Chinese Language, Literature and Culture,
- 120 credits in Professional Core (Chinese Language Education), including 24 credits in capstone experience,
- 18 credits in language enhancement courses, including 6 credits in Core University English¹, 6 credits in English in the Discipline and 6 credits in Putonghua,
- 24 credits of courses in the Common Core Curriculum, including one course from each Area of Inquiry, and
- 48 credits in electives.

Major in English Language and Linguistics and Professional Core (English Language Education)

- 78 credits in English Language and Linguistics (24 credits in introductory courses and 54 credits in advanced courses),
- 120 credits in Professional Core (English Language Education), including 24 credits in capstone experience,
- 18 credits in language enhancement courses, including 6 credits in Core University English¹, 6 credits in English in the Discipline and 6 credits in Chinese language enhancement²,
- 24 credits of courses in the Common Core Curriculum, including one course from each Area of Inquiry,
- 60 credits in electives, and
- pass the English Language Proficiency Tests I, II and III administered by the Faculty of Education or their equivalent³.

FIRST YEAR

Candidates, who take Major in Chinese Language, Literature and Culture, shall normally take 60 credits, comprising:

- 18 credits in the Major in Chinese Language, Literature and Culture
- 12 credits in the Professional Core (Chinese Language Education)
- A 6-credit Core University English course¹
- 18 credits of courses in the Common Core Curriculum, including not more than one course from the same Area of Inquiry
- A 6-credit elective

¹ Candidates who have achieved Level 5** in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement and should take a 6-credit elective course in lieu.

² 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 CEDU9002 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 CUND9002 Practical Chinese and Hong Kong Society or CUND9003 Cantonese for Non-Cantonese Speaking Students.

³ Language Proficiency Assessment for Teachers (English Language) of the Hong Kong Examinations and Assessment Authority (HKEAA).

Candidates, who take Major in English Language and Linguistics, shall normally take 60 credits, comprising:

- 12 credits in the Major in English Language and Linguistics
 - 12 credits in the Professional Core (English Language Education)
 - A 6-credit Core University English course¹
 - 18 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, who take Major in Chinese Language, Literature and Culture, shall normally take 60 credits, comprising:

- 18 credits in the Major in Chinese Language, Literature and Culture
- 18 credits in Professional Core (Chinese Language Education), including 6 credits in External experience in summer
- A 6-credit course in the Common Core Curriculum
- A 6-credit Putonghua course
- A 6-credit English in the Discipline course
- A 6-credit elective

Candidates, who take Major in English Language and Linguistics, shall normally take 60 credits, comprising:

- 12 credits in the Major in English Language and Linguistics
 - 18 credits in Professional Core (English Language Education), including 6 credits in External experience in summer
 - A 6-credit course in the Common Core Curriculum
 - A 6-credit English in the Discipline course
 - 18 credits in electives
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THIRD YEAR

Candidates, who take Major in Chinese Language, Literature and Culture, shall normally take 60 credits, comprising:

- 24 credits in the Major in Chinese Language, Literature and Culture
- 18 credits in Professional Core (Chinese Language Education), including 6 credits in Professional Practicum
- 18 credits in electives

Candidates, who take Major in English Language and Linguistics, shall normally take 60 credits, comprising:

- 18 credits in the Major in English Language and Linguistics
 - 18 credits in Professional Core (English Language Education), including 6 credits in Professional Practicum
 - 24 credits in electives
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FOURTH YEAR

Candidates, who take Major in Chinese Language, Literature and Culture, shall normally take 60 credits, comprising:

- 12 credits in the Major in Chinese Language, Literature and Culture
- 42 credits in Professional Core (Chinese Language Education), including 12 credits in Professional Practicum to be taken in the first semester⁴
- A 6-credit elective

Candidates, who take Major in English Language and Linguistics, shall normally take 60 credits, comprising:

- 18 credits in the Major in English Language and Linguistics
 - 42 credits in Professional Core (English Language Education), including 12 credits in Professional Practicum to be taken in the first semester⁴
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FIFTH YEAR

Candidates, who take Major in Chinese Language, Literature and Culture, shall normally take 60 credits, comprising:

- 18 credits in the Major in Chinese Language, Literature and Culture
- 30 credits in Professional Core (Chinese Language Education), including 12 credits in Professional Practicum to be taken in the second semester⁴
- 12 credits in electives

Candidates, who take Major in English Language and Linguistics, shall normally take 60 credits, comprising:

- 18 credits in the Major in English Language and Linguistics
 - 30 credits in Professional Core (English Language Education), including 12 credits in Professional Practicum to be taken in the second semester⁴
 - A 6-credit Chinese language course²
 - A 6-credit elective
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MAJOR IN CHINESE LANGUAGE, LITERATURE AND CULTURE

Candidates majoring in Chinese Language, Literature and Culture are required to complete at least 90 credits from the courses below which should include:

1. core courses (30 credits) to be completed by the end of the second year;
 2. elective courses (60 credits) with:
 - a. at least 54 credits of advanced courses;
 - b. no more than 6 credits of introductory courses; and
 - c. at least 6 credits from each of the lists of A, B and C below.
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⁴ Candidates are required to undertake teaching practice that spans over the first semester in fourth year and the second semester in fifth year, and hence, will not normally be allowed to enroll on non-Education campus-based courses during that period.

CORE COURSES (30 credits)

Candidates are required to complete the following core courses by the end of the second year:

CHIN1103	Introduction to standard works in modern Chinese literature (6 credits)
CHIN1116	General introduction to modern Chinese language (6 credits)
CHIN1117	General introduction to classical Chinese language (6 credits)
CHIN1118	Introduction to classical Chinese literature (6 credits)
CHIN1206	Introduction to Chinese thought (6 credits)

ELECTIVE COURSES (60 credits)

Candidates are required to complete at least 60 credits of elective courses from LIST A (LANGUAGE COURSES), LIST B (LITERATURE COURSES) and LIST C (CULTURE COURSES), with at least 54 credits of advanced courses and no more than 6 credits of introductory courses, including at least 6 credits from each of the three lists.

LIST A. LANGUAGE COURSES

Introductory Courses

CHIN1114	Contrastive study of Cantonese and Modern Standard Chinese (6 credits)
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Advanced Courses

CHIN2138	Chinese etymology (6 credits)
CHIN2139	Chinese phonology (6 credits)
CHIN2149	Chinese language from social perspectives (6 credits)
CHIN2150	A comprehensive survey of Chinese linguistics (6 credits)
CHIN2158	Classical Chinese grammar (6 credits)
CHIN2162	Cantonese linguistics (6 credits)
CHIN2168	Modern Chinese grammar (6 credits)
CHIN2169	Modern Chinese rhetoric (6 credits)

LIST B. LITERATURE COURSES

Introductory Courses

CHIN1107	Creative writing (6 credits)
CHIN1109	Introduction to Chinese women's literature (6 credits)
CHIN1115	Study of the Confucian canons and modern society (6 credits)
CHIN1119	Introduction to literary studies (6 credits)
CHIN2121	Prose up to the nineteenth century (6 credits)
CHIN2123	Shi poetry up to the nineteenth century (6 credits)
CHIN2125	Ci poetry up to the nineteenth century (6 credits)
CHIN2127	Classical Chinese fiction (6 credits)

Advanced Courses

CHIN2122	Prose: selected writers (6 credits)
CHIN2124	Shi poetry: selected writers (6 credits)
CHIN2126	Ci poetry: selected writers (6 credits)
CHIN2130	Modern Chinese literature (1917-1949): fiction (6 credits)
CHIN2132	Contemporary Chinese literature (since 1949): fiction (6 credits)

CHIN2136	Classical Chinese literary criticism (6 credits)
CHIN2145	Chinese theatre during the Yuan, Ming, and Qing periods (6 credits)
CHIN2146	The “sickly beauties”: gender and illness in late imperial China (6 credits)
CHIN2147	Reading of classical Chinese texts (6 credits)
CHIN2151	Gender and sexuality in Ming and Qing fiction (6 credits)
CHIN2152	Literature, modernity and nation in twentieth century China (6 credits)
CHIN2153	Sinophone literature and film (6 credits)
CHIN2154	Taiwan literature from the Japanese colonial period to the 1990s (6 credits)
CHIN2155	Topical studies of Sinophone literature (6 credits)
CHIN2156	Topical studies of literary theory (6 credits)
CHIN2157	Topical studies of ethnic minority literature from China (6 credits)
CHIN2159	Chinese documentation (6 credits)
CHIN2160	Traditional literary relationship between China, Japan and Korea (6 credits)
CHIN2164	The Analects and Chinese culture (6 credits)
CHIN2170	Study of <i>Zuo Zhuan</i> (6 credits)
CHIN2171	Women's autobiographical writing in late Imperial China (6 credits)
CHIN2172	Hong Kong Literature (6 credits)

LIST C. CULTURE COURSES

Introductory Courses

CHIN1207	Traditional Chinese culture (6 credits)
CHIN1214	Chinese and western cultures: a comparative study (6 credits)
CHIN2231	Religious Daoism and popular religions in China (6 credits)
CHIN2241	History of Chinese civilization (6 credits)

Advanced Courses

CHIN2251	Chinese philosophy I: Confucianism (6 credits)
CHIN2252	Chinese philosophy II: Daoism (6 credits)
CHIN2253	Chinese philosophy III: Buddhism (6 credits)
CHIN2254	Christianity and Chinese culture (6 credits)
CHIN2264	Chinese eroticism (6 credits)
CHIN2266	History education and Chinese culture (6 credits)
CHIN2268	History of China-West cultural exchanges (6 credits)
CHIN2272	School education in Chinese history (6 credits)
CHIN2274	History of material culture (6 credits)
CHIN2275	The culture of flower in China (6 credits)
CHIN2277	Islam and Chinese culture (6 credits)
CHIN2278	Travel and economic development in Chinese history (6 credits)
CHIN2279	Neo-Confucianism in Song-Ming periods and contemporary religions and ethics (6 credits)
CHIN2280	Publishing and culture in Chinese history (6 credits)

PROFESSIONAL CORE (CHINESE LANGUAGE EDUCATION) (120 credits) (for candidates majoring in Chinese Language, Literature and Culture)

The Professional Core (Chinese Language) aims at providing the double degree students with a solid professional training to prepare them as critically aware, responsive and responsible teachers who are both grounded in the theoretical foundations of education and curriculum and well-versed in the practical skills and strategies of teaching professionals in the Chinese language subject. All through the curriculum, a strong emphasis is placed on enabling students to make connections between theory

and practice, and between classroom issues and the larger social, cultural, economic and political contexts in which classroom practice is situated.

Candidates are required to complete a total of 120 credits in the manner specified below.

Integrated Courses (24 credits)

Becoming a Teaching Professional

Becoming a Teaching Professional is a two-year, broad-based, foundational component aims at developing and building students' identities and capacities as teaching professionals. There are two parts in the component entitled, *Education in a Globalised Society*, and *Understanding Teaching and Learning*. These courses integrate sociological, psychological and pedagogical perspectives on education to explore a range of educational issues and concepts and core pedagogical theories and practices in their major subject area. During the two-year course, students will critically explore these educational issues, concepts and practices through their own experiences and contextualized scenarios, which have been designed to foster reflection, discussion and collaborative problem solving. To engage students in a wider educational community of practice, students will learn both with peers from their major and with students from other subject majors. These courses provide the groundwork for the Years 3 – 5 pedagogy and educational studies courses.

Year 1

- BBED1101** **Becoming a Teaching Professional: Education in a Globalized Society 1** (6 credits)
BBED1102 **Becoming a Teaching Professional: Education in a Globalized Society 2** (6 credits)

These courses aim to enable students to reflect on their personal motivation to become a teacher and examine their understandings and beliefs about teaching and learning as well as teachers and learners in ever-changing multileveled contexts that range from the classroom to the global level. These courses also seek to develop students' ability to engage in critical discussion of issues and concerns arising from teaching and learning in such multileveled contexts. These issues and concerns include common ones that confront all teachers across the school curriculum as well as specific ones that challenge teachers of a particular disciplinary major. Students will be introduced to and engage with philosophical, historical and sociological theories and perspectives on schooling and society, and pedagogical theories and approaches in students' disciplinary major. These courses include experiential and contextualized learning opportunities for students through observational visits to schools and classrooms.

100% continuous assessment by coursework: there will be a variety of assessment tasks, including presentations, online critiques, response papers, group project reports.

Year 2

- BBED2101** **Becoming a Teaching Professional: Understanding Learning and Teaching 1**
(6 credits)
BBED2102 **Becoming a Teaching Professional: Understanding Learning and Teaching 2**
(6 credits)

These courses build on the understandings and awareness of educational and pedagogical issues and concerns gained in the Year 1 integrated courses and extend and links these to psychological theories and practices of learning, teaching, and child development. These theories are then further linked to

the pedagogical realms of teaching and learning, with particular reference to students' disciplinary major and classroom pedagogy. The interconnections amongst the philosophical, sociological, psychological and pedagogical realms are brought to light and critically explored through problem-solving tasks, field experiences, and critical case studies. The course aims to nurture the development of critically-aware, responsive and responsible educators for Hong Kong schools.

100% continuous assessment by coursework: there will be a variety of assessment tasks, including presentations, online critiques, response papers, group project reports.

Pedagogy Courses (24 credits)

Candidates are required to complete 24 credits of Pedagogy courses specified below.

Year 3

BBED3201 Pedagogy I: Becoming a Competent and Reflective Teacher (6 credits)

This course focuses on the teaching of Chinese Language at the Primary and Junior Secondary stages of schoolings in Hong Kong. This course gives students advanced training in lesson planning. It allows students to develop teaching and classroom management strategies, and to practice 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. Using Information Technology to engage learning community building, sharing and collaborative reflection will be introduced. Students will also be guided and encouraged to develop their own professional identities through reflective thinking in their learning and teaching.

100% continuous assessment by coursework.

Year 4

BBED4202 Pedagogy II: Teaching Chinese in Putonghua and Teaching Putonghua as a Subject (6 credits)

The course will aim at giving students training in using Putonghua as a medium of instruction and also training students in the teaching of Putonghua as a subject in the primary and junior secondary stages of schoolings in Hong Kong. It includes a number of key language classroom skills, such as explanation, questioning, giving instructions, correcting errors and closing remarks in Putonghua. It also equips students with the competency to use Putonghua to teach Chinese by introducing key concepts and updated methodologies in teaching Putonghua. This will focus on learning and teaching Hanyu Pinyin, Putonghua pronunciation and communication skills.

100% continuous assessment by coursework.

BBED4203 Pedagogy III: Becoming a Curriculum Leader (6 credits)

This course focuses on the teaching Chinese at the Senior Secondary stage of schooling in Hong Kong. Students are encouraged to consolidate their awareness of fundamental teaching skills through close examination of the process 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 literature appreciation. Meanwhile, the course widens students' vision of the curriculum, in such areas as school-based curriculum development, and curriculum adaptation. Instruction and guidance are also given in the practice of curriculum design and language assessment. Integrating Information Technology components into school-based

curriculum, as well as in Chinese Language curriculum will be introduced. Students are guided and encouraged to develop their own professional identities through innovation in their learning and teaching. The course will also equip students with the ability to conduct research in an area of Chinese language education so as to prepare them to be curriculum leaders.
100% continuous assessment by coursework.

Year 5

BBED5204 Pedagogy IV: Becoming a Teacher with Global Vision (6 credits)

This advanced course moves from the immediate concerns of classroom practice to broader issues of global education needs. Through learning to teach Chinese Elective Modules of Senior secondary learning stage, students will be guided to concern how to engage with the participatory pedagogy of global education, and how global education can work within language learning and across mainstream curricula. ICT application in promoting cross-cultural collaboration will be introduced. This course enables the students to develop the global dimension in the curriculum, and to build up a global concerns classroom through Chinese language and literature teaching.
100% continuous assessment by coursework.

Pedagogical Content Knowledge Courses (12 credits)

The Pedagogical Content Knowledge (PCK) courses, underpinned by sociocultural theories of language and learning, aim at enabling students to bridge their learning in the Chinese Language, Linguistics and Literature major with their learning the Professional Core (Chinese Language Education). The courses are aligned with the content of the Pedagogy courses in the same year and will prepare students for teaching during the Professional Practicum.

Year 4

BBED4301 PCK I: Learning and Teaching Spoken and Written Discourse (6 credits)

This course focuses on pedagogical decision-making as it relates to the content of learning. It relates the subject-matter knowledge gained in the Chinese Language, Linguistics and Literature Major to the needs of school students learning Chinese. 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. Discourse analysis approaches to language teaching will be introduced.
100% continuous assessment by coursework.

Year 5

BBED5302 PCK II: Language Learning and Teaching from Psycholinguistic and Sociolinguistic Perspectives (6 credits)

This course builds on the Year 4 Pedagogical Content Knowledge course, by consolidating students' understanding of the importance of being a 'language-aware' teacher, and extending their language awareness. In this course students will engage with psycholinguistic and sociolinguistic perspectives to understand language development in young learners. Students will also examine research in the field, and its implications for language teaching in Chinese education. The course will equip students to make decisions in relation to their handling of language content, based on a sound knowledge of

the language area, understanding of the language processing, the language use, and familiarity with different pedagogical approaches.

100% continuous assessment by coursework.

Educational Studies Core Courses (18 credits)

Year 3

BBED3001 Catering for Diverse Learning Needs (6 credits)

While there are numerous benefits, inclusive schools face many challenges in educating students with diverse learning needs. This focus on inclusive education is an international concern and one that the Hong Kong government has embraced since 1997. Particular emphasis is given to different types of disabilities, such as specific learning difficulties, intellectual disabilities, autism spectrum disorder, and ADHD in the context of inclusive schools. The impact of disability on learning will also be examined, and attention will be given to teachers' pedagogical knowledge in response to students' diverse learning needs in the classroom. Family empowerment and collaborative teamwork will be emphasized as these contribute to successful student outcomes. Current issues and trends in special education within both international and Hong Kong contexts will be explored.

100% continuous assessment by coursework: assessment tasks will include issue-based problem-solving exercises and a reflective essay on each student's topic of interest.

Year 4

BBED4001 Social and Philosophical Foundations of Education (6 credits)

This course examines educational problems from the perspectives of classic and contemporary figures in sociology and philosophy. These two disciplines play complementary roles in clarifying both the conceptual foundations and the empirical assumptions that serve as the foundation of much debate over the means and ends of education. Students will engage deeply with major texts in these two fields and apply them to problems currently facing educators in Hong Kong and the rest of the world. 100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED4002 Understanding and Guiding Whole-Person Development (6 credits)

This course reviews major theories, concepts and research on child development and behaviour, and examines ways of guiding, counselling and supporting children in their whole-person development in school settings. The course will address: (i) major theories of child 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 Hong Kong students.

100% continuous assessment by coursework.

Educational Studies Elective Courses (6 credits)

Year 5

Candidates are required to complete not fewer than 6 credits from the courses listed below in Year five. Some of the courses listed below may not be offered every year.

BBED5021 Professional Ethics in Teaching (6 credits)

This elective will enable participants to explore a range of ethical issues which confront them as teachers in teaching, assessment, and evaluation practice. It will draw on ethical theories and professional codes of conduct to enable them to develop an understanding of their professional responsibilities as teachers and identify effective strategies for dealing appropriately with commonly occurring ethical dilemmas.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED5022 Globalization and Education (6 credits)

This course is designed to introduce students to the origins and development of globalization and education. Central to the course will be the question of what do 'globalization' and 'education' mean and how this construct has changed the purpose of education for individuals, students, teachers, communities, non-governmental organizations, media, governments, and international organizations around the world. Within this context, we will focus on the lives of children and youth as they negotiate life in an increasingly globalized world.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED5023 Education Policy Analysis: International Perspectives (6 credits)

This course uses education policy analysis to explore access to learning in schools across different country contexts. The class will begin with an introduction of the factors related to educational opportunity. Then, the class will examine the process of educational policy analysis. How is education policy formed? Who formulates policy? Who and how is policy implemented? The last part of the class will bring together educational policy analysis and current issues in education. Policy efforts to address equity, quality, and efficiency in education will be examined.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED5024 Multiculturalism and Hong Kong Education (6 credits)

This course looks at Hong Kong education from a global perspective by examining the concept of multiculturalism. Students are encouraged to examine their own specialization from a multicultural and global angle. The orientation of the course is multi-disciplinary and focuses on the education system's changing relationship with the local, regional, and national environment, especially as it focuses on a new cultural integration of Hong Kong society in a globalizing world. The themes of the course are: (1) Multiculturalism -- education for Hong Kong's growing cultural diversity in a new global system, (2) Ethnic Identity -- education for the construction of Hong Kong cultural identity, and (3) Society -- education for integrating Hong Kong diverse ethnic groups, majority and minority, for global citizenship. The course uses a problem-based approach.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

External Experience (6 credits)

Year 2

BBED2501 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.

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.

Professional Practicum (30 credits)

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 2, Emerging in Year 3, Threshold in Year 4, and Qualified in Year 5. Through three 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 of Education to be threatening or harmful to school children, teachers, fellow students, or to schools and other institutions participating in the 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 foster and motivate student learning and meet diverse student needs
 - managing learning and interaction in the classroom
 - professional orientation
-

Year 3

BBED3402 Professional Practicum I – Chinese (6 credits)

Students spend three separated weeks of shadowing and practical teaching in primary and secondary schools in Year 3.

100% continuous assessment by coursework: students will be assessed through a range of tasks including lesson plans, classroom observation tasks, and self reflections.

Year 4

BBED4402 Professional Practicum II – Chinese (12 credits) (Capstone Experience)

Students spend eight weeks in a primary school carrying out supervised teaching duties in Year 4. 100% continuous assessment by coursework: students will be assessed on the planning and implementation of observed lessons together with their verbal and written reflections on the observed lessons. The development of a teaching and learning portfolio is also a hurdle requirement.

Year 5

BBED5402 Professional Practicum III – Chinese (12 credits) (Capstone Experience)

Students spend eight weeks in a secondary school carrying out supervised teaching duties in Year 5. 100% continuous assessment by coursework: students will be assessed on the planning and implementation of observed lessons together with their verbal and written reflections on the observed lessons. The development of a teaching and learning portfolio is also a hurdle requirement.

MAJOR IN ENGLISH LANGUAGE AND LINGUISTICS

Candidates, who are admitted to this Major programme, are required to complete not fewer than 78 credits in the manner specified below. Please refer to the BA syllabuses for the details of the courses.

Introductory Courses (24 credits)

Candidates are required to complete 24 credits in introductory courses by the end of second year:

LING1000 Introduction to language (6 credits) (to be taken in Year 1)

ONE introductory LING course from the following list (6 credits):

LING1004	Language structure for language learning (6 credits)
LING2004	Phonetics: Describing sounds (6 credits)
LING2009	Languages of the world (6 credits)
LING2034	Psycholinguistics (6 credits)
LING2050	Grammatical description (6 credits)
LING2056	Sociolinguistics (6 credits)

ONE introductory ENGL/LCOM course from the following list (6 credits):

ENGL1011	An introduction to the study of meaning (6 credits)
ENGL1012	Language as social action (6 credits)
ENGL1013	Exploring the modern: Reading early 20th century British writing (6 credits)
ENGL1015	Introduction to English linguistics (6 credits)
ENGL1016	Introduction to life writing (6 credits)
ENGL1017	Introduction to sociolinguistics (6 credits)

ENGL1018	Language and gender (6 credits)
ENGL1019	Literature and imitation (6 credits)
ENGL1020	Nineteenth-century literature and culture (6 credits)
ENGL1021	Periods of literary history (6 credits)
ENGL1022	Poetry past and present (6 credits)
ENGL1023	The view from nowhere: Experimental prose (6 credits)
ENGL1024	Topics in world literature (6 credits)
ENGL1025	Understanding narratives (6 credits)
ENGL1037	Persuasion (6 credits)
ENGL1044	Introduction to literary theory (6 credits)
ENGL1045	“Community” in Sociolinguistics (6 credits)
ENGL1046	Introduction to modern short fiction (6 credits)
LCOM1001	Introduction to language and communication (6 credits)
LCOM1002	Language, communication, society, field (6 credits)
LCOM1003	Theorizing communication (6 credits)
LCOM1004	Introduction to pragmatics (6 credits)
LCOM1005	Introduction to linguistic anthropology (6 credits)

ONE introductory ENGL course from the following list (6 credits):

ENGL1014	Imaginary geographies: The art of writing place (6 credits)
ENGL1026	Adaptation: From text to screen (6 credits)
ENGL1027	Analyzing discourse (6 credits)
ENGL1028	Awakenings: Exploring women’s writing (6 credits)
ENGL1029	Drama: Comedy and renewal (6 credits)
ENGL1030	Dramatic changes: Versions of Renaissance literature (6 credits)
ENGL1031	English grammar(s) (6 credits)
ENGL1032	Late Victorian Texts and Contexts (6 credits)
ENGL1033	Intercultural communication (6 credits)
ENGL1034	Language and prejudice (6 credits)
ENGL1035	Language crimes (6 credits)
ENGL1036	Meaning and metaphor (6 credits)
ENGL1038	Practice of criticism (6 credits)
ENGL1039	Realism and representation (6 credits)
ENGL1040	Rewriting and writing back (6 credits)
ENGL1041	Modernity and literary modernism (6 credits)
ENGL1042	World Englishes matters (6 credits)
ENGL1043	An introduction to 20th-century English Poetry (6 credits)
ENGL1047	The English lexicon (6 credits)
ENGL1048	Crime stories (6 credits)
ENGL1049	The pen in plaint: Early English sonnets (6 credits)
ENGL1050	An introduction to qualitative research methods in sociolinguistics online and offline (6 credits)

Advanced Courses (54 credits)

Candidates are required to complete 24 credits of core courses and 30 credits of electives in advanced courses in Years 3, 4 and 5 covering the subject knowledge recommended by the Standing Committee on Language Education and Research (SCOLAR). Unless otherwise approved, 18 credits have to be taken in Year 3, the second semester of Year 4 and the first semester of Year 5.

Core Courses (24 credits)

ENGL2002	Language in society (6 credits)
ENGL2004	English syntax (6 credits)
ENGL2007	Literary linguistics (6 credits)
ENGL2030	World Englishes (6 credits)
ENGL2031	The semantics and pragmatics of English (6 credits)
ENGL2039	Gender and discourse (6 credits)
ENGL2047	English discourse structures and strategies (6 credits)
ENGL2048	Language and jargon (6 credits)
ENGL2050	English corpus linguistics (6 credits)
ENGL2069	Form and meaning (6 credits)
ENGL2112	An introduction to the history of English (6 credits)
ENGL2115	Theories of language acquisition I (6 credits)
ENGL2117	English phonology and morphology (6 credits)
ENGL2125	English construction grammar (6 credits)
ENGL2129	English as a language of science (6 credits)
ENGL2130	Signs, language and meaning: Integrational reflections (6 credits)
ENGL2141	Doing discourse analysis (6 credits)
ENGL2146	Cognitive semantics (6 credits)
LCOM2001	Theories of language and communication (6 credits)
LCOM2008	Health communication, 'healthy' communication (6 credits)
LING2003	Semantics: meaning and grammar (6 credits)
LING2022	Pragmatics (6 credits)
LING2027	Phonology: an introduction to the study of sound systems (6 credits)

Electives (30 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)
ENGL2045	Travel writing (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)
ENGL2118	Law and literature (6 credits)

ENGL2119	English in Hong Kong: Making it your own (6 credits)
ENGL2120	Science fiction and utopia (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)
ENGL2127	Language and the law (6 credits)
ENGL2128	Modernism (6 credits)
ENGL2131	The critic as artist (6 credits)
ENGL2132	Cross-cultural issues and theories (6 credits)
ENGL2133	Topics in cross-cultural studies: Disciplinarity, methodology, and politics (6 credits)
ENGL2134	World literature (6 credits)
ENGL2135	The cosmopolitan imagination (6 credits)
ENGL2136	Cross-cultural discourses (6 credits)
ENGL2137	The profession of playwright in early modern England (6 credits)
ENGL2138	Language and globalization (6 credits)
ENGL2139	American modern (6 credits)
ENGL2140	Ideologies of language in early modernity (6 credits)
ENGL2142	Milton (6 credits)
ENGL2143	Religion and the flourishing of English: 1382-1611 (6 credits)
ENGL2144	Forms of contemporary literature (6 credits)
ENGL2145	Post-1945 English drama (6 credits)
ENGL2147	Joyce's voices (6 credits)
ENGL2149	American dreaming (6 credits)
ENGL2150	The city and modernity (6 credits)
ENGL2151	The city and postmodernity (6 credits)
ENGL2152	Theory of the novel (6 credits)
ENGL2153	Literary London (6 credits)
ENGL2154	Modernism, blitz and after (6 credits)
ENGL2155	Literature of the African city (6 credits)
ENGL2156	Eighteenth-century British literature (6 credits)
ENGL2157	Representations of justice in law and literature (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 (6 credits)
LCOM2007	Visual communication (6 credits)
LCOM2009	Language and religion (6 credits)
LCOM2010	Nonverbal communication (6 credits)
LING2001	Computational Linguistics (6 credits)
LING2011	Language and literacy in the information age (6 credits)
LING2012	Experimental phonetics (6 credits)
LING2013	Language typology: The study of linguistic diversity (6 credits)
LING2018	Lexical-functional grammar (6 credits)
LING2023	Discourse analysis (6 credits)
LING2030	Morphological theory (6 credits)
LING2032	Syntactic theory (6 credits)
LING2036	Child language (6 credits)
LING2037	Bilingualism (6 credits)
LING2040	Languages in contact (6 credits)
LING2047	Optimality theory (6 credits)
LING2048	Language and cognition (6 credits)
LING2053	Language and the brain (6 credits)
LING2055	Reading development and reading disorders (6 credits)
LING2057	Language evolution (6 credits)

LING2058	Topics in Cantonese linguistics (6 credits)
LING2059	Writing systems (6 credits)
LING2060	Languages of China (6 credits)
LING2061	Linguistic fieldwork (6 credits)
LING2062	Linguistic research methods (6 credits)
LING2064	Language in Africa (6 credits)
LING2065	Endangered languages: Issues and methods (6 credits)

PROFESSIONAL CORE (ENGLISH LANGUAGE EDUCATION) (120 credits)
(for candidates majoring in English Language and Linguistics)

The Professional Core (English Language) aims at providing the double degree students with a solid professional training to prepare them as critically aware, responsive and responsible teachers who are both grounded in the theoretical foundations of education and curriculum and well-versed in the practical skills and strategies of teaching professionals in the English language subject. All through the curriculum, a strong emphasis is placed on enabling students to make connections between theory and practice, and between classroom issues and the larger social, cultural, economic and political contexts in which classroom practice is situated. In addition, interconnections amongst the professional core and the English Language and Linguistics Major are emphasized.

Candidates are required to complete a total of 120 credits in the manner specified below.

Integrated Courses (24 credits)

Becoming a Teaching Professional

Becoming a Teaching Professional is a two-year, broad-based, foundational component aims at developing and building students' identities and capacities as teaching professionals. There are two parts in the component entitled, *Education in a Globalised Society*, and *Understanding Teaching and Learning*. These courses integrate sociological, psychological and pedagogical perspectives on education to explore a range of educational issues and concepts and core pedagogical theories and practices in their major subject area. During the two-year course, students will critically explore these educational issues, concepts and practices through their own experiences and contextualized scenarios, which have been designed to foster reflection, discussion and collaborative problem solving. To engage students in a wider educational community of practice, students will learn both with peers from their major and with students from other subject majors. These courses provide the groundwork for the Years 3 – 5 pedagogy and educational studies courses.

Year 1

- BBED1101 Becoming a Teaching Professional: Education in a Globalized Society 1 (6 credits)**
BBED1102 Becoming a Teaching Professional: Education in a Globalized Society 2 (6 credits)

These courses aim to enable students to reflect on their personal motivation to become a teacher and examine their understandings and beliefs about teaching and learning as well as teachers and learners in ever-changing multileveled contexts that range from the classroom to the global level. These courses also seek to develop students' ability to engage in critical discussion of issues and concerns arising from teaching and learning in such multileveled contexts. These issues and concerns include common ones that confront all teachers across the school curriculum as well as specific ones that challenge teachers of a particular disciplinary major. Students will be introduced to and engage with philosophical, historical and sociological theories and perspectives on schooling and society, and pedagogical theories and approaches in students' disciplinary major. These courses include

experiential and contextualized learning opportunities for students through observational visits to schools and classrooms.

100% continuous assessment by coursework: there will be a variety of assessment tasks, including presentations, online critiques, response papers, group project reports.

Year 2

BBED2101 Becoming a Teaching Professional: Understanding Learning and Teaching 1
(6 credits)

BBED2102 Becoming a Teaching Professional: Understanding Learning and Teaching 2
(6 credits)

These courses build on the understandings and awareness of educational and pedagogical issues and concerns gained in the Year 1 integrated courses and extend and links these to psychological theories and practices of learning, teaching, and child development. These theories are then further linked to the pedagogical realms of teaching and learning, with particular reference to students' disciplinary major and classroom pedagogy. The interconnections amongst the philosophical, sociological, psychological and pedagogical realms are brought to light and critically explored through problem-solving tasks, field experiences, and critical case studies. The course aims to nurture the development of critically-aware, responsive and responsible educators for Hong Kong schools.

100% continuous assessment by coursework: there will be a variety of assessment tasks, including presentations, online critiques, response papers, group project reports.

Pedagogy Courses (24 credits)

The Pedagogy courses provide students with knowledge of the interrelations between teaching, learning and assessment in the English language curriculum in Hong Kong primary and secondary schools. 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 English language classroom. The courses build upon the Years 1 and 2 pedagogy, sociology and psychology integrated courses, and connect with students' learning in the English Language and Linguistics Major. The pedagogy courses specifically prepare students for practical teaching during the Professional Practicum.

Candidates are required to complete 24 credits of Pedagogy courses specified below:

Year 3

BBED3221 Pedagogy I: Learning and Teaching English in Primary School (Oracy) (6 credits)

This course focuses on the learning, teaching and assessment of oracy in the English language curriculum in Hong Kong primary schools. The course explores the importance of speaking and listening in early years of learning English as a second language, and the processes involved communicative second language listening and speaking, including the development of phonological awareness, vocabulary and grammar. The needs of young learners in primary classrooms in learning to speak and listen in a second language are examined in relation to key concepts in the teaching of speaking and listening to young learners, such as scaffolding, a language rich environment, and the primacy of meaning and interaction. Within a task-based, integrated skills approach, the pedagogy of selecting, creating and using child-appropriate listening and speaking texts and tasks in the classroom

is examined, and formative and summative approaches to the assessment of speaking and listening are considered.

100% continuous assessment by coursework: range of assessment tasks will be used such as text analysis, materials evaluation and classroom task design.

Year 4

BBED4222 Pedagogy II: Learning and Teaching English in Primary School (Literacy) (6 credits)

This course focuses on the learning, teaching and assessment of literacy in English in Hong Kong primary schools. The concept of literacy will encompass both traditional school based literacies and ‘new literacies’ which address emerging literacy practices involving digital media and popular culture. Students will examine the social and cognitive factors that impact on learners’ second language (L2) literacy development, in the early primary years and in the upper primary years. The course explores teaching approaches to early literacy including phonics, spelling, reading strategies, and guided writing. Teaching strategies and approaches for guided and independent reading, process and genre-based writing pedagogies, and task-based reading and writing are also developed. The course examines the components of a balanced literacy approach, the development of whole-school print-rich literacy environments, and awareness of literacy across the curriculum. Formative and summative approaches to the assessment of reading and writing are considered.

100% continuous assessment by coursework: range of assessment tasks will be used such as online discussion forums, materials evaluation and lesson study.

BBED4223 Pedagogy III: Learning and Teaching English in Secondary School (Oracy) (6 credits)

This course focuses on the learning, teaching and assessment of oracy in the English language curriculum in Hong Kong secondary schools. The course explores development of speaking and listening skills in learning English as a second language, and the processes involved in communicative second language listening and speaking, including the development of vocabulary, grammar and discourse competence. The needs of adolescent learners in secondary schools classrooms in learning to speak and listen in a second language are examined in relation to key concepts in the teaching of speaking and listening, encompassing top-down and bottom-up processing, intensive and extensive approaches, accuracy and fluency, interaction, and input-output theories. Within a task-based, integrated skills approach, the pedagogy of selecting, creating and using appropriate listening and speaking texts and tasks in the secondary English classroom is examined, and formative and summative approaches to the assessment of speaking and listening are considered.

100% continuous assessment by coursework: range of assessment tasks will be used such as online discussion forums, materials evaluation and lesson study.

Year 5

BBED5224 Pedagogy IV: Learning and Teaching English in Secondary School (Literacy) (6 credits)

This course focuses on the learning, teaching and assessment of literacy in English in Hong Kong secondary schools. The concept of literacy will encompass traditional reading and writing skills, as well as language arts, popular culture literacies, and academic literacy. Students will examine the social and cognitive factors that impact on learners’ second language (L2) literacy development in the lower and senior secondary stages of schooling. The course explores the teaching of reading and writing in a second language, encompassing top-down-bottom-up processing, intensive and extensive approaches, critical reading, process and genre-based writing pedagogies, and text-based and task-

based approaches. The course will also focus on materials design and unit development, building students' awareness of recent curriculum changes in the teaching of English (the New Senior Secondary, NSS), and in assessment. Formative and summative approaches to the assessment of reading and writing are considered.

100% continuous assessment by coursework: range of teaching and learning activities and assessment tasks will be used. These may include in-class group presentations, peer appraisal of group microteaching sessions, teaching portfolios and reflective lesson study assignments.

Pedagogical Content Knowledge Courses (12 credits)

The Pedagogical Content Knowledge (PCK) courses, underpinned by sociocultural, psycho-cognitive and critical theories of language and learning, aim to enable students to bridge their learning in the English Language and Linguistics Major with their learning in the Educational Professional Core. PCK courses emphasise the importance of being a 'language-aware' teacher, and examine the impact of subject-matter knowledge on pedagogical decisions about the handling of language content. Students draw on and develop their knowledge of the systems of the English language in order to teach the language system of English effectively to learners at different stages of development and in different contexts of learning. The courses are aligned with the content of the Pedagogy courses, and prepare students for teaching during the Professional Practicum.

Year 4

BBED4321 Pedagogical Content Knowledge for Teaching English in Primary School (6 credits)

This course enables students to draw upon the subject-matter knowledge gained in the English Language and Linguistics Major to address needs of children learning English as a second language in Hong Kong primary schools. Through an exploration of structural, lexical, and functional approaches to language, students will develop skills in identifying the pronunciation, vocabulary, grammar and discourse demands of spoken and written texts and tasks in the primary English curriculum. Students will examine child-centred pedagogies for developing young children's phonemic awareness and phonics knowledge, and for enabling the processes of noticing, hypothesizing and restructuring of pronunciation, vocabulary, grammar. The course also focuses on the teaching and learning of written and spoken discourse and texts, relevant to young learners and the primary English language curriculum, and the evaluation and response to children's speaking and writing.

100% continuous assessment by coursework: range of assessment tasks will be used which may include the following: in-class presentations, participation in online discussion tasks and a reflective assignment which requires students to examine their own pedagogic content knowledge and its impact on their teaching practice.

Year 5

BBED5322 Pedagogical Content Knowledge for Teaching English in Secondary School (6 credits)

This course enables students to draw upon the subject-matter knowledge gained in the English Language and Linguistics Major to address the needs of students learning English as a second language in Hong Kong secondary schools. Through an exploration of structural, lexical, and functional approaches to language, students will develop skills in identifying the pronunciation, vocabulary, grammar and discourse demands of spoken and written texts and tasks in the lower and senior secondary English language curriculum. Students will examine effective pedagogies for enabling the processes of noticing, hypothesizing and restructuring of pronunciation, vocabulary, grammar, and for developing learners' abilities to critically analyze language in use and explore

language independently. The course also focuses on the teaching and learning of written and spoken discourse and texts, relevant to adolescent learners and the secondary English language curriculum, and the evaluation and response to students' speaking and writing.

100% continuous assessment by coursework: range of assessment tasks will be used which may include the following: in-class presentations, participation in online discussion tasks and a reflective assignment which requires students to examine their own pedagogic content knowledge and its impact on their teaching practice.

Educational Studies Core Courses (18 credits)

Year 3

BBED3001 Catering for Diverse Learning Needs (6 credits)

While there are numerous benefits, inclusive schools face many challenges in educating students with diverse learning needs. This focus on inclusive education is an international concern and one that the Hong Kong government has embraced since 1997. Particular emphasis is given to different types of disabilities, such as specific learning difficulties, intellectual disabilities, autism spectrum disorder, and ADHD in the context of inclusive schools. The impact of disability on learning will also be examined, and attention will be given to teachers' pedagogical knowledge in response to students' diverse learning needs in the classroom. Family empowerment and collaborative teamwork will be emphasized as these contribute to successful student outcomes. Current issues and trends in special education within both international and Hong Kong contexts will be explored.

100% continuous assessment by coursework: assessment tasks will include issue-based problem-solving exercises and a reflective essay on each student's topic of interest.

Year 4

BBED4001 Social and Philosophical Foundations of Education (6 credits)

This course examines educational problems from the perspectives of classic and contemporary figures in sociology and philosophy. These two disciplines play complementary roles in clarifying both the conceptual foundations and the empirical assumptions that serve as the foundation of much debate over the means and ends of education. Students will engage deeply with major texts in these two fields and apply them to problems currently facing educators in Hong Kong and the rest of the world.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED4002 Understanding and Guiding Whole-Person Development (6 credits)

This course reviews major theories, concepts and research on child development and behaviour, and examines ways of guiding, counselling and supporting children in their whole-person development in school settings. The course will address: (i) major theories of child 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 Hong Kong students.

100% continuous assessment by coursework.

Educational Studies Elective Courses (6 credits)

Year 5

Candidates are required to complete not fewer than 6 credits from the courses listed below in Year five. Some of the courses listed below may not be offered every year.

BBED5021 Professional Ethics in Teaching (6 credits)

This elective will enable participants to explore a range of ethical issues which confront them as teachers in teaching, assessment, and evaluation practice. It will draw on ethical theories and professional codes of conduct to enable them to develop an understanding of their professional responsibilities as teachers and identify effective strategies for dealing appropriately with commonly occurring ethical dilemmas.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED5022 Globalization and Education (6 credits)

This course is designed to introduce students to the origins and development of globalization and education. Central to the course will be the question of what do 'globalization' and 'education' mean and how this construct has changed the purpose of education for individuals, students, teachers, communities, non-governmental organizations, media, governments, and international organizations around the world. Within this context, we will focus on the lives of children and youth as they negotiate life in an increasingly globalized world.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED5023 Education Policy Analysis: International Perspectives (6 credits)

This course uses education policy analysis to explore access to learning in schools across different country contexts. The class will begin with an introduction of the factors related to educational opportunity. Then, the class will examine the process of educational policy analysis. How is education policy formed? Who formulates policy? Who and how is policy implemented? The last part of the class will bring together educational policy analysis and current issues in education. Policy efforts to address equity, quality, and efficiency in education will be examined.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED5024 Multiculturalism and Hong Kong Education (6 credits)

This course looks at Hong Kong education from a global perspective by examining the concept of multiculturalism. Students are encouraged to examine their own specialization from a multicultural and global angle. The orientation of the course is multi-disciplinary and focuses on the education

system's changing relationship with the local, regional, and national environment, especially as it focuses on a new cultural integration of Hong Kong society in a globalizing world. The themes of the course are: (1) Multiculturalism – education for Hong Kong's growing cultural diversity in a new global system, (2) Ethnic Identity – education for the construction of Hong Kong cultural identity, and (3) Society – education for integrating Hong Kong diverse ethnic groups, majority and minority, for global citizenship. The course uses a problem-based approach.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

External Experience (6 credits)

BBED2521 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.

Professional Practicum (30 credits)

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 2, Emerging in Year 3, Threshold in Year 4, and Qualified in Year 5. Through three 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 of Education to be threatening or harmful to school children, teachers, fellow students, or to schools and other institutions participating in the 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 foster and motivate student learning and meet diverse student needs
 - managing learning and interaction in the classroom
 - professional orientation
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BBED3422 Professional Practicum I – English (6 credits)

Students spend three separated weeks of shadowing and practical teaching in primary and secondary schools in Year 3.

100% continuous assessment by coursework: students will be assessed through a range of tasks including lesson plans, classroom observation tasks, and self reflections.

BBED4422 Professional Practicum II – English (12 credits) (Capstone Experience)

Students spend eight weeks in a primary school carrying out supervised teaching duties in Year 4.

100% continuous assessment by coursework: students will be assessed on the planning and implementation of observed lessons together with their verbal and written reflections on the observed lessons. The development of a teaching and learning portfolio is also a hurdle requirement.

BBED5422 Professional Practicum III – English (12 credits) (Capstone Experience)

Students spend eight weeks in a secondary school carrying out supervised teaching duties in Year 5.

100% continuous assessment by coursework: students will be assessed on the planning and implementation of observed lessons together with their verbal and written reflections on the observed lessons. The development of a teaching and learning portfolio is also a hurdle requirement.

Faculty English Language Proficiency Tests (non-credit-bearing)

BBED1621 Faculty English Language Proficiency Test I (Speaking) (non-credit-bearing)

BBED1622 Faculty English Language Proficiency Test II (Writing) (non-credit-bearing)

BBED2623 Faculty 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 equivalent³ 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.

ENGLISH LANGUAGE ENHANCEMENT COURSES (12 credits)

CAES1000 Core University English (6 credits)

(Candidates who have achieved Level 5** in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement and should take a 6-credit elective course in lieu.)

The Core University English (CUE) course aims to enhance first-year students' academic English language proficiency in the university context. CUE focuses on developing students' academic English language skills for the Common Core Curriculum. These include the language skills needed to understand and produce spoken and written academic texts, express academic ideas and concepts clearly and in a well-structured manner and search for and use academic sources of information in

³ Language Proficiency Assessment for Teachers (English Language) of the Hong Kong Examinations and Assessment Authority (HKEAA).

their writing and speaking. Four online-learning modules through the Moodle platform on academic speaking, academic grammar, academic vocabulary, citation and referencing skills and avoiding plagiarism will be offered to students to support their English learning. This course will help students to participate more effectively in their first-year university studies in English, thereby enriching their first-year experience.

Assessment: 65% coursework and 35% examination.

English in the Discipline Course (6 credits)

CAES9423 Academic English for Education Students (6 credits)

This one-semester, 6-credit course will provide the opportunity for Education students to develop their critical reading skills, report writing skills and oral presentation skills for disciplinary studies and academic purposes. Students are required to identify an issue relevant to the discipline of Education and undertake a small scale research project to investigate the problem issue and communicate an argument to an academic audience in writing with appropriate organizational and rhetorical skills. During the process, students need to gather data by means of an interview, perform analysis on any information they obtain, and present their findings orally and in formal report writing. This course will also teach a portfolio of language functions and skills, progressing from descriptive explanatory language to more argumentative language strategies and functions. The course will allow students to practice and apply relevant English skills in the discipline of Education.

100% continuous assessment by coursework: written report, oral presentation and reflective writing.

CHINESE LANGUAGE ENHANCEMENT COURSE (6 credits)

CEDU9002 Practical Chinese for BA&BEd(LangEd) Students (6 credits)

(for students majoring in English language and linguistics)

The course is specifically designed to enhance students' Chinese proficiency for the language teaching profession. For written Chinese, students are introduced the etymological viewpoint in the study of Chinese characters, including traditional Chinese characters and simplified Chinese characters. For practical usage, a grammatical approach is adopted to enhance students' sensitivity to the distinctive characteristics of the Chinese language. Another key objective of the course is to sharpen students' skills in writing formal official letters, notices and announcements, proposals and reports for the education sector. For spoken Chinese, presentation skills in Cantonese are emphasized. Assessment: 50% coursework and 50% examination.

CEDU9004 Putonghua for BA&BEd(LangEd) Students (6 credits)

(for students majoring in Chinese language, literature and culture)

This course is designed to prepare students to teach *Putonghua* or to use *Putonghua* as a medium of instruction in their future careers as school teachers. With a strong emphasis on the accuracy of pronunciation and the ability to describe and analyze the speech sound of *Putonghua*, this course features a thorough analysis of the phonetic system of *Putonghua* and a needs-based approach in instruction. Drilling practices are put in place to enhance students' capacity to produce the correct sounds and to identify and analyze the problematic and erroneous ones. In order to motivate the students to learn, words, phrases and sentences frequently used in the language teaching workplace are used as instructional materials.

Assessment: 60% coursework and 40% examination.

CUND9002 Practical Chinese and Hong Kong Society (6 credits)

(for students from the Mainland, and the medium of instruction is Putonghua)

This course is specifically 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. Topics addressing the rhetorical strategies for reader-oriented professional 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. The evolution of Cantonese and the lexical and phonetic systems of this dialect will be explored. The local history and culture of Hong Kong will also be considered. On-site visits are organized to deepen the students' understanding of local traditions and, more importantly, to enhance their ability to appreciate and accept cultural and regional differences.

Assessment: 50% coursework and 50% examination.

CUND9003 Cantonese for Non-Cantonese Speaking Students (6 credits)

(for students from the Mainland, and the medium of instruction is Putonghua)

Through a comparative analysis of Putonghua and Cantonese, this course enables students to learn the characteristics of Hong Kong Chinese, to discover the differences in vocabulary and expression between the Cantonese dialect and Mandarin, to strengthen their communication skills in everyday life, and to have a proper understanding of the culture, traditions and people in Hong Kong.

Assessment: 60% coursework and 40% examination.

COMMON CORE CURRICULUM (24 credits)

Candidates are required to complete 24 credits of courses in the Common Core Curriculum, including one course from each Area of Inquiry.

ELECTIVES (48-60 credits)

Candidates who take the Major in Chinese Language, Literature and Culture are required to complete 48 credits in electives whereas candidates who take the Major in English Language and Linguistics are required to complete 60 credits in electives.

Advanced Pedagogy Elective Courses for Candidates Majoring in Chinese Language, Literature and Culture

Candidate may take advanced pedagogy courses as free electives which focus on contextual knowledge in teaching Chinese Language. Not all of the courses listed below will be offered every year.

BBED6701 Strengthening the Literature Elements in Language Learning in Primary School (6 credits)

It is advocated to enrich the learning and teaching of Chinese Literature in the primary schools in the Chinese Language Curriculum Guide. This course aims at introducing students the strategies for

literature teaching in the primary school. Language Arts approach will be introduced to encourage the students to create a language-rich environment for developing primary students' language proficiency and enhancing their knowledge of the Chinese literature and culture. Moreover, the use of children literature for language teaching will nurture the ability of appreciation the Chinese literature and culture so as to develop a rounded and meaningful life for primary school pupils.
100% continuous assessment by coursework.

BBED6702 Teaching Chinese as a Second Language (6 credits)

This course is designed for students who are interested in teaching Chinese as a second language (CSL) in international schools. The course focuses on the theory and pedagogy of teaching Chinese in international contexts. It provides an overview of various levels of International Baccalaureate (IB) and IGCSE courses and an analysis of the curriculum design, teaching methodologies, learning resources, and course assessment guidelines required for those courses.
100% continuous assessment by coursework.

BBED6703 Integrating the Arts into the Teaching of Modern Chinese Literature (6 credits)

This course aims to inspire the teaching of modern Chinese literature through the integration of literature and the arts. These components are unique means of human communication that are driven by cognition, passion, and imagination. Students will be equipped with specific pedagogy for specific literary topics, genres, and writers. Based upon the reader-response theory of literature education, this course emphasizes students' active participation of interpreting literary works and the meaningful use of the arts such as drama, movie, music, and painting, the media that can deeply affect students intellectually and emotionally. The approaches of creative writing and comparative reading of Chinese and Western works are also adopted. Accordingly, students will learn not only a variety of teaching and assessment methods of the subject, but also understand the humanity, aesthetics, and cultural context of Chinese literature over the past hundred years.
100% continuous assessment by coursework.

BBED6704 Adolescent Literature in Translation and Citizenship Education (6 credits)

This course aims to equip students with the knowledge and skills of guiding adolescents to explore literature in translation and global citizenship. The learning materials are high quality multicultural literary works, particularly fiction about the growth and life of youths, which have been translated into Chinese. Through the reading of these works, educators will (1) help adolescents understand the experiences and viewpoints of their counterparts from different cultures; (2) nurture their empathy and promote critical thinking; and (3) address global issues such as poverty, disease, war, child labour, discrimination against women, and environment disasters. The teaching mode of this interdisciplinary course is diverse. It includes interactive learning, drama workshops, dialogues with guests from non-government organizations, writing literary and service journals, and participating forums. After taking this course, students can apply what they have learned to the curricula of a variety of subjects such as Chinese, English, General Studies, Liberal Studies, and Integrated Humanities, as well as the extracurricular activities of schools.
100% continuous assessment by coursework.

BBED6705 Children's Literature and Creative Writing for Children (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.

100% continuous assessment by coursework.

BBED6706 Teaching South Asian Ethnic Minority Students Chinese Language in Hong Kong (6 credits)

This course is designed to equip teachers to teach South Asian ethnic minority students the Chinese Language subject under "Chinese Language Education Curriculum Framework" in Hong Kong. The content of the course includes learning sequencing of Chinese from character recognition, listening and speaking to reading, writing and experiential learning, differentiated materials, curriculum and assessment, school-based Chinese curriculum development and assessment design for South Asian ethnic minority students in Hong Kong.

100% continuous assessment by coursework.

BBED6707 The Theory of Change (Yi), Chinese culture and education (6 credits)

Chinese know the world by studying the Yi (易, hereafter "Theory of Change"), and even elevated to the realm of Tao (道). The "Theory of Change" is a very important classical book which helps the Chinese to develop the philosophy of education, to understand the universe, for critical and logical thinking, and science. The course focuses on the "Theory of Change". It guides students to analyze and compares the traditional education of Chinese and the western educational theories by applying the "Theory of Change". By using life examples, students will be guided to find out the commonalities and differences, strengths and weaknesses between the theories of learning in the east and the west. It is expected that the students will have a better understanding on the value of the "Theory of Change", and to correct their myth that the "Theory of Change" is only attached to "Chinese medicine and fortune-telling" (醫卜星相).

100% continuous assessment by coursework.

BBED6708 Cantonese opera, Chinese culture and education (6 credits)

Ever since Cantonese Opera was inscribed onto UNESCO's Representative List of the Intangible Cultural Heritage of Humanity in 2009. Cantonese opera is a Chinese cultural treasure and thus integrating Cantonese opera into the secondary school curriculum is a significant educational development in Hong Kong. This elective course aims to enhance students' articulation and aesthetic capacity. It will also help to enrich their learning experience of culture, art performance, literature, music and arts, and so cultivate their pride in Chinese culture.

The course content includes how to integrate Cantonese opera into Chinese literature curriculum in the senior form and also in liberal studies. It will provide examples on the professional training of teachers and the development of the curriculum as well as the assessment mechanisms of Cantonese Opera in Education.

100% continuous assessment by coursework.

BBED6709 Teaching of Classical Chinese Literature (6 credits)

Classical Chinese literature has always been an essential part of the Chinese Language Education. This course is designed to help student to develop an enhanced level of pedagogical content knowledge of Chinese Literature from the pre-Qin to the Qing periods. Topics cover curriculum rationale, effective techniques for teaching classical masterpiece and assessment design. The New Senior Secondary curriculum of the Chinese Literature will be covered too.

100% continuous assessment by coursework.

BBED6710 Teaching of Classical Chinese Fiction (6 credits)

Classical fiction offers a useful medium through which classical Chinese language can be learned. The stories are interesting and understandable for junior secondary students. This course is designed to help student to develop an enhanced level of pedagogical content knowledge of Classical fiction from the pre-Qin to the Qing periods. 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), Three Words and Two Amazing Tales (三言

Topics cover curriculum rationale, effective techniques for teaching classical fiction and assessment design.

100% continuous assessment by coursework.

BBED6711 Intangible Cultural Heritage (ICH) in China and Chinese language education (6 credits)

Using the intangible cultural heritage (ICH) of China, specifically in the Hong Kong context, this course engages students in a critical inquiry in understanding Chinese culture, searching and constructing how the Chinese have lived their ways of life and survived changes over the centuries. By applying the ICH theories, students will discuss, critical reflect and inquiry on the role, value, sustainability of the following ICH in modern society: Confucianism, Kunqu, Beijing Opera, Cantonese opera, cultural festivals (e.g. "Tin Hau" festival (天后誕), "Jiao" festival of Cheung Chau (長洲太平清醮)). Students will examine the unique heritage of China, its social impact of other culture festival events on the host communities and explore how the thoughts, values and ways of life have shaped their local culture, kinship and identity, and the relationship with Chinese language education. This module will use the experiential learning mode in some topics.

100% continuous assessment by coursework.

BBED6712 Chinese Curriculum and Teaching Strategies: Comparative Perspectives (6 credits)

This course aims to improve Chinese curriculum design and classroom teaching by comparing the Chinese curriculum and instruction with those of mainland China, Singapore, Taiwan, and Hong Kong. Students will first learn the theoretical framework to critically analyze and compare the features of the various curricula. The comparison will equip prospective teachers with solid knowledge base to interpret and revise local curricula and to improve the daily curriculum design. In addition, different teaching strategies of various countries and regions will also be introduced to significantly develop the teaching skills of the students. Authentic cases will be used to illustrate abstract concepts and demonstrate teaching skills. Some issues and concerns with the Chinese curriculum and instruction will also be addressed in this course.

100% continuous assessment by coursework.

BBED6713 School-based Chinese Language Curriculum, Teaching Materials and Pedagogies for Students with Special Education Needs (6 credits)

This course will introduce the characteristics of students with special educational needs (SEN). Students will learn how to design school-based curriculum to fulfill SEN students' learning needs and interests, as well as the primary and secondary curriculum for special schools. Educational theories and pedagogies will be introduced. It is expected that students will have better understanding of special education, Chinese language curriculum, pedagogies and curriculum development. This course focuses on the integrated education in local main stream schools, and the Chinese language curriculum in special schools.

100% continuous assessment by coursework.

Pedagogy Elective Courses for Candidates Majoring in English Language and Linguistics

Pedagogy elective courses offer a range of special topics relevant to primary English and/or secondary English language teaching, and teaching and learning in primary and/or secondary school. The courses are designed to enhance and extend students' learning in the Pedagogy and Pedagogical Content Knowledge courses. Students are encouraged to undertake a range of Pedagogy Electives as free electives to meet their interests and teaching career aspirations.

Some of the following pedagogy electives will be offered in the relevant years and semesters.

BBED6721 Using Your Voice and Body Effectively in the Classroom (6 credits)

The voice and body are both instruments and 'tools of the trade' which the teacher must use every day. In order to help students understand, engage with and enjoy language of all types, the teacher must be able to use his/her voice and body effectively. This elective is designed for prospective language teachers who would like to develop understandings and practical skills in the use of their voice and body in communicating meaningfully with young people in a school setting. Students will explore voice modulation and projection for various stages of a lesson, and for various teaching tasks and strategies. In addition, use of eye contact, facial expressions, gesture and physical proximity and movement to communicate with both young and adolescent learners will be examined. Students will discuss the importance of the voice and body in learning in relation to theoretical perspectives such as those put forward by Gardner (1999). Ways of addressing the physical demands of full time classroom teaching, such as voice care, will also be addressed.

100% continuous assessment by coursework: a range of assessment tasks will be used including session-based reading aloud presentations, a reflection on the preparation and reading aloud process and critical analyses of challenging classroom scenarios.

BBED6722 Using Drama in Language Learning (6 credits)

Students will critically engage with and develop an awareness of contemporary theoretical perspectives on and practice in drama in language learning. Course sessions will integrate theory with practice and students will be led through drama sequences by the tutor and then invited to consider and discuss how such techniques can be applied to support and enhance language learning in the school context. Students will also be expected to apply their understanding of the course readings in these sequences and discussions. The module also addresses the role of drama in the development of the generic skills outlined in the Hong Kong Education Bureau's *English Curriculum and Assessment Guide* (2007) particularly collaboration, communication, creativity, critical thinking and problem-solving skills. How drama can be implemented in primary and secondary school settings to enhance

and extend students' literacy skills will be explored. This module is suitable for prospective teachers who will work in both primary and secondary school settings.

100% continuous assessment by coursework: a range of assessment tasks will be used including a reflective journal in which students critically reflect on the pedagogical impact of drama techniques in language teaching and learning and an essay.

BBED6723 Mistake Management: Handling Error Correction and Giving Quality Feedback
(6 credits)

This module aims at heightening participants' awareness and deepening their understanding of the impact and role of error-correction and feedback in managing learners' language problems in both speaking and writing tasks in English lessons and in classes conducted in an English-medium setting. Through critically evaluating different approaches to and strategy use in the treatment of written and spoken mistakes/errors, participants are expected to widen their repertoire of strategies and techniques in dealing with language problems, enhance their mistake-management skills, and learn how good mistake-management – the effective use of marking strategies, error-correction techniques, feedback and task-design – maximizes learner autonomy and trains learners to be better 'managers' of their own language production. Upon completion of the course, participants should have strengthened their confidence in managing learners' mistakes/errors and established a set of guiding principles to help them make informed decisions when correcting these mistakes/errors in different teaching/learning contexts in a tactful and appropriate, non-judgmental and sensitive, positive and constructive manner.

100% continuous assessment by coursework: a range of assessment tasks will be used such as in-class presentations, evaluation of classroom error-correction tasks, and a reflective assignment on one's feedback-giving strategies.

BBED6724 Language Learning and Interaction (6 credits)

In this course students will explore the social nature of language learning by focusing on the central role of teacher language and classroom interaction in managing and supporting language learning. Students will learn about the various functions of teacher talk and the role of teacher language not only in managing students' learning but also as the main source of language input in the primary and secondary English language classrooms. 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.

100% continuous assessment by coursework: a range of assessment tasks will be included such as teaching demonstrations, online discussion forums and a critical analysis of classroom interaction.

BBED6725 Critical Digital Media Literacies in the English Curriculum (6 credits)

Globalisation and the proliferation of mass media, popular culture and digital technologies have had a profound impact on the nature of texts and the uses of literacy in our everyday lives. Educators can no longer consider literacy as simply the decoding and comprehension of written script but must help learners critically engage with new, multimodal forms of texts and textual practices emerging in the 21st century, such as blogging, remixing, social networking and folksonomies. In this course we will explore the concept and practices of critical digital media literacies and their implications for English language teachers in Hong Kong schools. The course will include input sessions during which core principles and theories will be presented, and exploration sessions during which participants will experience new media literacies, multimodal text creation and critical social analyses. Participants will also examine, critique and adapt teaching resources for Hong Kong English language classrooms. 100% continuous assessment by coursework: a range of assessment tasks will be used such as wiki-based, multimodal text analysis, and classroom materials evaluation and design.

BBED6726 Teaching Literature and Language Arts (6 credits)

This course aims to develop an awareness and appreciation of the role of literature in the English Language/Language Arts curriculum and the issues related to using literary texts and other creative texts in the language classroom. It aims to provide students with knowledge of different literary genres and literary techniques and basic methodological strategies for teaching both literature and language through literature. Topics covered include the following: Why teach literature? Why use literary texts? Literature for study versus literature as a resource; Literature and the curriculum; Literature and experience; teaching poetry and using poetry with language learners; teaching and using prose texts; teaching film and how to use film in the classroom; using comics and fairy stories creatively, and the use of popular culture in the language classroom. The course aims at highlighting the relevance of literature and language arts in everyday life and to promote interest in the different aspects covered on the course.

100% continuous assessment by coursework: a range of teaching and learning activities and assessment tasks will be used. These may include in-class group presentations of teaching resources, formative literary portfolios and a lesson planning assignment.

BBED6727 Teaching and Learning in Small Classes (6 credits)

It has been argued that the principles of effective teaching are the same in all classes, regardless of size or subject (Galton and Pell, 2010). This course will examine the issue of whether small classes can, and do, make a difference to the teaching and learning processes in those classes. Drawing on local and international studies, this course will raise students' awareness of how and why small class size can provide teachers with the opportunities to maximize learning opportunities for their students. This course also sets out to introduce and highlight the various components of classroom language that can lead to a wider range of opportunities for learning in small classes. These components include effective teacher-talk, eliciting, giving feedback, presenting, giving instructions, explanations etc. The course will mainly include analysis of classroom discourse and episodes in ELT lessons but will also focus on the presentation of subject content in non-English language lessons. Demonstrations and microteaching will be employed for students to understand and develop the effective use of interaction in the classroom.

100% continuous assessment by coursework: a range of teaching and learning activities and assessment tasks will be used. These may include peer appraisal of microteaching presentations, a reflective journal kept during teaching practicum and a reflective assignment where students critique their own classroom language and pedagogy in lessons during teaching practicum.

BBED6728 Children's Literature and Literacies (6 credits)

Whether in the context of first or second language learning, Children's Literature is an integral element of literacy education for young learners. This elective will introduce students to the corpus of children's literature and enable students to consider how such texts contribute to literacy and language learning. This corpus includes a variety of literary genres including rhymes, poetry, picture books, post-modern picture books, traditional tales and contemporary melded tales, screen based literature and e-books. These will be considered from historical, socio-cultural and post-structural perspectives. Multicultural literature, including Hong Kong and Chinese texts (in English) for children will also be examined. The approaches to learning in this Elective will include consideration of the sort of literacies which are necessary for 21st century life as well as discussion of children's differences, interests and skills, and the significance this has for their learning. How teachers may move from using skill-oriented texts to authentic literature and literature-based whole language approaches in their own professional contexts will also be considered.

100% continuous assessment by coursework: a range of assessment tasks will be used including a reading journal, a lesson planning assignment based on a literary text for children and a rationale discussing the lesson plan.

BBED6729 Language Across the Curriculum (6 credits)

This course introduces the principles and practice of Language Across the Curriculum (LAC) with school-based examples under the fine-tuned medium of instruction policy in Hong Kong. Specifically it aims to illustrate how the English teacher can collaborate with content subject teachers to support content teaching in English in a school. The intended learning outcomes of the course include:

1. describe the principles and practice of LAC in a school-based context,
2. identify and describe the different kinds of academic genres specific to different school disciplines and the linguistic knowledge and skills (e.g. academic functions and forms) required of students to perform the learning tasks in these disciplines,
3. apply the above knowledge to design and develop language support materials to assist teachers and students to teach and learn content subjects in English,
4. describe and apply different pedagogical scaffolding approaches in different contexts for achieving LAC,
5. design school-based initiatives for implementing and evaluating LAC

100% continuous assessment by coursework: to achieve the above learning outcomes, a range of teaching and learning activities and assessment tasks will be used. These include academic text analysis, lesson task design, lesson video analysis and LAC implementation design.

BBED6730 Becoming a Critically Reflective Practitioner (6 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. 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.

100% continuous assessment by coursework: a range of teaching and learning activities and assessment tasks will be used. These include critical analysis of teaching materials, an action research proposal presentation and a critically reflective essay.

Elective Courses for Candidates Majoring in Chinese Language, Literature and Culture or Majoring in English Language and Linguistics

BBED6783 Mentoring for Social Justice and Inclusion (6 credits)

This course is designed to develop the knowledge, skills, beliefs and awareness needed to be an effective mentor and advocate of disadvantaged youth, with the aim of addressing social and educational inequality. The course will enhance student-teachers' critical understandings of the social, economic, cultural and political forces influencing education, and will develop student-teachers' self-efficacy as agents of social change through an exploration of critically inclusive pedagogies. The course integrates

regular university-based interactive seminars with an experiential learning component in which each participant mentors a secondary learner, supporting and advocating for the learner academically and socially on a regular basis across two semesters. The course readings will include literary, popular and academic texts across different media as the basis for student-teachers to reflect upon their mentoring relationships and processes, their own social and ideological positions, and their developing identities as education professionals. Participants will receive continuous support and guidance from course tutors and from peers. Resources will be provided for mentoring meetings and other excursions. 100% continuous assessment by coursework: a range of assessment tasks will be included such as autobiographic narratives, response papers, mentoring reports and critical reflections.

BBED6786 Enhancing English Language Learning in China: Collaboration with Teachers in Ningbo (6 credits)

This course will offer the chance for students to undertake an experiential learning project in Ningbo, China. By participating in this project, students will develop skills and knowledge of curriculum and professional development, while developing a greater understanding of their roles as education professionals and the need as professionals to share their knowledge and skills in the wider educational community. They will also gain a better understanding of English teaching in China and the needs of the students there. Participants will have the chance to work alongside Mainland Chinese teachers in a primary school settings and apply the knowledge and skills that they have learned on Education courses at HKU. The project is supported by the Fan Family Charitable Trust which covers flights and accommodation for students and closely supervised under the guidance of faculty members. Students' performance in the course will be evaluated through a variety of means including, continuous assessment and online reflections and an end-of-course multimedia presentation.

100% continuous assessment by coursework. This elective is for BA&BEd(LangEd) English majors in year 3-5 of the programme.

BBED6787 Ocean Park Experiential Learning Project (6 credits)

The course will offer students the chance to undertake experiential learning through extended participation with Ocean Park, Hong Kong. By engaging in this project, students will expand their understanding and practice as future education professionals beyond the formal classroom and school context. Students will be assigned to work in pairs/groups to a) identify and analyse real-life educational needs of Ocean Park, b), carry out an observation of guests' interests through needs analysis c) design pop-up narration offerings for visitors to the Park with a goal of enhancing the in-park guests' experience. The final exhibits may be placed on display for visitors and may be used by Ocean Park staff after the course finishes. Students will have the chance to work closely with Ocean Park staff from their Education team and to contribute their knowledge to the Park's focus on promoting conservation and awareness about endangered species to local school children and visitors (from HK as well as overseas and China). All students who select this course will be mentored by the Ocean Park's Education team and closely supervised under the guidance of faculty members. Students' performance in the course will be evaluated through a variety of means including reports from Ocean Park staff, online reflections, and a multi-media presentation at the end of the project. 100% continuous assessment by coursework.

BBED6788 Collaboration in Designing T&L Materials: Experiential Learning Project in India (6 credits)

This course focuses on building teachers' resilience, cross programme/ discipline collaboration in designing curriculum and teaching and learning materials, sustainability and internationalization of

experiential learning (EL) projects. The collaboration aims to provide valuable learning opportunities for student teachers to work across subject boundaries, to contribute to the development of work of our community partners (Happy Tree Social Services) and stimulate critical thinking and reflection on educational issues through sharing perspectives and experiences in an international experiential learning trip to Delhi, India.

In this course, students will exchange teaching and learning ideas concerning lesson and curriculum design with the FT teachers of our partner school in India. In this process, students will expand their understanding and practice as future education professionals beyond the formal school classroom and classroom contexts experienced in HK, and allow students to cross different ethnic boundaries. Students in this course will be mentored by the course instructors, Happy Tree Social Services (our local NGO that we have partnered with) and the teachers on site in India. Participants in this course will all go on an experiential learning trip to India for two weeks.

100% continuous assessment by coursework.

BBED6789 Innovative Pedagogies (6 credits)

This course introduces innovative pedagogies to students, engages students in a critical examination of the current education system at primary and secondary level and offers experiences for our students to practice innovative pedagogies in real, situated contexts. This course places emphasis on practice of theories in real life situations and in a practical manner. Design of this course is highly interactive and participatory; students will be actively involved in the selection of topics for further inquiries based on individual interests. On top of the core content students will also undertake inquiries through experience of working with community partners that focus on innovative pedagogies. In this course, students will learn about, study in-depth and critically examine different innovative pedagogies in both international and local contexts. In the second semester, after students will have learnt about innovative pedagogies in theory, students will implement and experiment their knowledge and understanding through a 3-month placement with community partners who are dedicated to innovating and revitalising education. Students will work with a community partner of their own choice based on their own interests and queries. In the placement, students should observe, experience and reflect on implementations of innovative pedagogies on different levels in Hong Kong. After this course, students should be able to select and design innovative pedagogies both suitable and practical for specific contexts regardless of their teaching level or teaching environment. On-going support and facilitation will be provided by the course instructor throughout the course while mentoring and guidance will be provided by community partners during the placement. Students' performance in the course will be evaluated through a variety of means including in-class presentation, reflective writing, and invention and design of T&L materials. The course will also see guest speakers invited to classes.

100% continuous assessment by coursework.

BBED6790 Developing Resilient Student Teachers by Nurturing Resilience in Vulnerable Groups in Cambodia (6 credits)

The course sets out a sustainable relationship with a rural school in Cambodia which houses children impacted by trafficking and poverty. The focus will be on co-constructing a literacy curriculum for the children there with the teachers and volunteers of the school by adopting a 'train the trainers' model of development. It is found that teachers' resilience enhances their job satisfaction and teaching effectiveness, and at the same time, allows teachers to nurture resilience in their own students to cope with the challenges of the 21st century. The current program highlights one of the key approaches that contextualizes the knowledge of teachers' resilience in working with the vulnerable group and carefully incorporates Kolb's (2015) learning cycle into the program. Student teachers learn to

integrate academic theories and actively experiment through continuous observation, trial-and-error and reflection.

100% continuous assessment by coursework.

Year 5

BBED6782 Dissertation (12 credits)

Research is central to developing knowledge and impacting upon practice in the field of education. This elective enables Education students to undertake prolonged engagement with an approved research topic in education under the supervision of a staff member from the Faculty of Education. The elective aims to develop a rich and interactive research community amongst Education majors and Faculty. The course explores the intersections between research, teaching and learning, and introduces students to research methods and strategies including identifying issues and puzzles in education, synthesising and critiquing literature, research design, data collection, data analysis, and research writing.

The elective is held across three semesters: Semester 2 of the fourth year of study (Year 4), and Semesters 1 and 2 of the fifth year of study (Year 5). In Semester 2 of Year 4, students will participate in a series of interactive workshops that engage students in a research topic of their own choosing and interest, and explores various research objectives, methods and strategies relevant to their topic. Students will receive hands on practice in collecting and analyzing data. At the end of the semester, students will develop and present their research proposal. In Year 5, students will work closely with their supervisor in refining their proposal, collecting and analyzing data, and writing the research report (dissertation). Students will receive additional ongoing support from course teachers. Students will present their project findings at an undergraduate research conference at the end of Semester Two.

100% continuous assessment by coursework: including research proposal, presentations, and final dissertation.
