How are Work-Integrated Education (WIE) intended learning outcomes aligned with BALSP/BAESP programme intended learning outcomes in Department of English?

Winnie Cheng

3+3+4 Symposium

Enhancing and Assessing Students' Learning Outcomes for the New 4-Year Curriculum

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OBA-funded project

* Excellence in work-integrated education: evaluation evidence of achievement of learning outcomes

Alignment of ILOs

* PolyU instituional ILOs

* Academic programme ILOs

* Subject ILOs

Learning outcomes for PolyU graduates at undergraduate level (1)

1   **Competent professionals**

   ∗ Professional competence

   ∗ Teamwork and leadership

   ∗ Global outlook

   ∗ Entrepreneurship

   ∗ Lifelong learning

Learning outcomes for PolyU graduates at undergraduate level (2)

2 Creative problem solvers

* Problem solving
* Critical thinking
* Creative thinking

Learning outcomes for PolyU graduates at undergraduate level (3)

3 Effective communicators

* Communication and interpersonal skills
* Biliteracy and trilingualism

Learning outcomes for PolyU graduates at undergraduate level (4)

4　Educated global citizens

* Social and national responsibility
* Interest in local and international affairs
* Cultural appreciation
* Global outlook

BA in Language Studies for the Profession: Programme ILOs

* Category A: Professional/academic knowledge and skills

* Category B: Attributes for all-roundedness

Category A

(1) Highly valued for their **biliteracy and trilingualism** in English and Chinese

(2) A firm grounding in language studies which can be **critically and creatively** applied in a variety of professional contexts

(3) An awareness and understanding if intercultural communication in multilingual settings that enhance their **global outlook and cultural appreciation**

(4) Developed further understanding of **professional communication through WIE**

Category B

(5) Work independently and as part of a team

(6) Lifelong learning

(7) Social and national responsibility

(8) Information technology

(9) Future leaders and entrepreneurship

ENGL223 WIE learning outcomes

Category A   *Professional/academic knowledge and skills*

* demonstrate a richer understanding of the effective use of linguistic skills for communication and of the development of inter-personal/business relationships in the workplace;

* appreciate the use of language by leaders/supervisors in achieving their goals in professional contexts;

* apply with confidence language knowledge and skills to professional workplace settings.

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ENGL223 WIE learning outcomes

Category B   Attributes for all-roundedness

* demonstrate greater confidence in creative and critical thinking and in making independent judgements;

* display awareness of and appreciate cultures, both human and corporate, within the professional setting;

* identify goals for their personal and professional development in the future.

Work-integrated Education (WIE) OBA-funded project

Data for this presentation

1. Post-WIE focus-group discussion (5 students)

    * *About 80 students have been interviewed post-WIE: data being transcribed and analysed*

2. 72 students' post-WIE reports + reflections

    * Wmatrix (Paul Rayson)

    * ConcGram (Chris Greaves)

BALSP Programme Outcomes
(a) Biliteracy & trilingualism in English and Chinese

* Improved interpersonal skills from serving customers

* Handling writing tasks: improved bi-literate skills

* Working abroad: Improved English proficiency

* Working in places filled with the local, expat and Mandarin-speaking people offered chance to practice trilingual skills for communication

BALSP Programme Outcomes
(a) Biliteracy & trilingualism in English and Chinese

* Those who were assigned to an administrative job positions had their writing skills improved.

* Those who were placed in a customer-oriented jobs had their oral skills improved

* 60% (3/5) of the interviewees thought that they had improvements in their bi-literate skills

* 75% (3/4) of those whose placements were in Hong Kong had shown improvements in their trilingual skills

* The only interviewee (100%) who worked abroad in her WIE admitted to have gained better trilingual skills.

BALSP Programme Outcomes
(c) Intercultural communication & global outlook

* Learned that the work pace abroad is slow

* Learned special working practices abroad

  e.g. people have a 2-hr lunch break in India. (Her WIE employer subcontracted IT support to an Indian firm)

* Adjusted themselves to suit either local/ foreign companies' work ethics

BALSP Programme Outcomes
(c) Intercultural communication & global outlook

* All of the interviewees (5/5) agreed that they were aware of the human or corporate culture of the organization they worked in

  * especially those who worked abroad or worked in foreign-funded company

BALSP Programme Outcomes
(d) Professional communication in the modern workplace

* Became more sensitive to "supervisory language", e.g. different levels of formality in different situations: formal at meetings, causal and informal when talking to students

* Learned how to communicate with customers of different age and gender

* Learned to tailor their work for different superiors with different management styles

* Realized the importance of discipline in the workplace

BALSP Programme Outcomes
(d) Professional communication in the modern workplace

* All of the interviewees (5/5) agreed that they had developed better communication skills in the workplace, especially when dealing with superiors

* They have cultivated better work attitudes and discipline

* They became more convinced of the difference between study and work

BALSP Programme Outcomes
(e) Independent judgment & teamwork in the workplace

* Learned to take initiative at work

* Learned how to solve work problems creatively with their colleagues

* Felt gratified when they could solve problems without superior guidance

BALSP Programme Outcomes
(e) Independent judgment & teamwork in the workplace

* All (5/5) agreed that they had developed independent judgment and team spirit from the workplace

* 40% (2/5) had solved work problems without the help from their superior, e.g. how to control people flow in the mall/bank

BALSP Programme Outcomes
Value-added knowledge from WIE

* Organizational awareness

* Commercial awareness

* Global awareness

BALSP Programme Outcomes
Value-added knowledge from WIE

* All admitted to have gained organization awareness

* All admitted to have gained commercial awareness

* All admitted to have gained global awareness

How did WIE contribute to students' current jobs

* Better interpersonal skills

* Better workplace language

* Improved self-confidence

* Shed light on students' career choice

Suggestions by the students

* Longer job placement duration

* Placement on hourly instead of weekly basis

* Screen employers to assure quality of placement

* Integrate in BALSP subjects knowledge about workplace hands-on experience and strategies to handle real workplace situations

UCREL (University Centre for Computer Corpus Research on Language)

The UCREL semantic analysis system is a framework for undertaking the automatic semantic analysis of text.

http://ucrel.lancs.ac.uk/wmatrix/

UCREL Semantic Analysis System (USAS)

The semantic tagset used by USAS was originally loosely based on Tom McArthur's Longman Lexicon of Contemporary English (McArthur, 1981). It has a multi-tier structure with 21 major discourse fields which can be further subdivided.

A general and abstract terms	B the body and the individual	C arts and crafts	E emotion
F food and farming	G government and public	H architecture, housing and the home	I money and commerce in industry
K entertainment, sports and games	L life and living things	M movement, location, travel and transport	N numbers and measurement
O substances, materials, objects and equipment	P education	Q language and communication	S social actions, states and processes
T Time	W world and environment	X psychological actions, states and processes	Y science and technology
Z names and grammar			

UCREL Semantic Analysis System (USAS)

The 21 major discourse fields can be subdivided, and with the possibility of further fine-grained subdivision in certain cases.

(part of the full tagset on the right)

A GENERAL & ABSTRACT TERMS	
A1	General
A1.1.1	General actions, making etc.
A1.1.2	Damaging and destroying
A1.2	Suitability
A1.3	Caution
A1.4	Chance, luck
A1.5	Use
A1.5.1	Using
A1.5.2	Usefulness
A1.6	Physical/mental
A1.7	Constraint
A1.8	Inclusion/Exclusion
A1.9	Avoiding
A2	Affect
A2.1	Affect: Modify, change
A2.2	Affect: Cause/Connected
A3	Being
A4	Classification
A4.1	Generally kinds, groups, examples
A4.2	Particular/general; detail
A5	Evaluation
A5.1	Evaluation: Good/bad
A5.2	Evaluation: True/false
A5.3	Evaluation: Accuracy
A5.4	Evaluation: Authenticity
A6	Comparing

ENGL students

The WIE reports were collected from 72 BA students of the Department of English who completed their WIE in 2009 summer.

		No. of students	Percentage
Programme	LSP	49	68%
	ESP	23	32%

		No. of students	Percentage
Gender	Male	11	15%
	Female	61	85%

		No. of students	Percentage
Year of Study	Year 1	23	32%
	Year 2	49	68%

		No. of students	Percentage
Coutries / Cities for WIE	Hong Kong	5	7%
	Beijing	10	14%
	Shanghai	3	4%
	USA	2	3%
	Australia	34	47%
	UK	18	25%

Corpus of ENGL WIE reports

Sub-corpora	No. of words
1. Introduction	2,150
2. Expectation for the job placement	19,151
3. Brief description of the company	15,369
4. Description of job responsibilities	28,892
5. Post-placement self-evaluation	81,573
6. Personal development plan	16,118
7. Conclusion	927
Corpus of ENGL WIE reports (Total no. of words)	164,180

ILO A1: Demonstrate a richer understanding of the effective use of linguistic skills for communication and of the development of inter-personal / business relationships in the workplace

	Semantic Fields	Frequency	Percentage	Examples
1	Grammatical bin	3,830	29.91%	the, to, and, in, of, a, with
2	Pronouns etc.	1,737	13.56%	my, me, it, we, that
3	Speech etc: Communicative	379	2.96%	communication, communicate, speak, talk
4	Being	356	2.78%	is, was, are, be, were, am
5	Language, speech and grammar	293	2.29%	language, trilingual, words, linguistic, languages
6	Work and employment: Generally	208	1.62%	workplace, work, working, worked, staff, job
7	Personal names	196	1.53%	English, Hong Kong, franca, Wang
8	Education in general	193	1.51%	students, teachers, class, student
9	Definite (+modals)	171	1.34%	could, can, would, may, clear, definitely
10	Speech acts	164	1.28%	asked, instructions, ask, questions, apply
11	General actions, making etc.	159	1.24%	do, practice, made, make, doing, tasks
12	Geographical names	153	1.19%	Cantonese, Chinese, Australian, Australia, foreigners
13	Getting and giving; possession	150	1.17%	have, had, gained, give, got
14	Degree:Boosters	146	1.14%	very, more, really, so, much
15	Using	133	1.04%	use, used, using, function

ILO A2: Appreciate the use of language by leaders / supervisors in achieving their goals in professional contexts

	Semantic Fields	Frequency	Percentage	Examples
1	Grammatical bin	2,791	28.83%	the, to, and, of, in, a
2	Pronouns etc.	1,343	13.87%	I, they, my, me, their, it
3	Being	307	3.17%	is, was, are, be, were
4	Language, speech and grammar	231	2.39%	language, words, word, languages, accents, slang
5	Speech etc: Communicative	214	2.21%	speak, speaking, said, talk, talking
6	Definite (+modals)	178	1.84%	would, can, could, may, clear, clearly
7	Power, organising	166	1.71%	supervisors, supervisor, leaders, manager, boss, order
8	Using	159	1.64%	use, used, using, uses, make use of
9	General actions, making etc.	157	1.62%	do, tasks, task, make, made
10	Speech acts	147	1.52%	ask, asked, instructions, explain, questions, discussion
11	Work and employment: Generally	143	1.48%	working, work, job, workplace, staff
12	Degree: Boosters	126	1.30%	very, more, really, so, very much
13	Education in general	118	1.22%	students, school, teachers, university, taught
14	Getting and giving; possession	103	1.06%	have, had, giving, achieve, achieving
15	Comparing: Similar/different	92	0.95%	different, other, another, others, instead of

ILO A3: Apply with confidence language knowledge and skills to professional workplace settings

	Semantic Fields	Frequency	Percentage	Examples
1	Grammatical bin	3,131	27.95%	the, to, and, in, a, of
2	Pronouns etc.	1,640	14.64%	I, my, it, me, that, they
3	Being	368	3.28%	is, was, be, are, am
4	Work and employment: Generally	272	2.43%	work, working, workplace, job, staff
5	General actions, making etc.	229	2.04%	do, make, task, tasks, doing
6	Definite (+modals)	169	1.51%	can, could, would, may, sure
7	Speech etc: Communicative	149	1.33%	speaking, communicate, told, talk, speak
8	Thought, belief	146	1.30%	think, attitude, believe, feel, attitudes
9	Speech acts	146	1.30%	ask, asked, questions, apply, asking
10	Degree: Boosters	145	1.29%	very, more, really, much, so
11	Getting and giving; possession	144	1.29%	have, get, had, take, keep
12	Education in general	140	1.25%	students, school, class, taught, university
13	Negative	130	1.16%	not, nothing, no, n't, non, neither
14	Obligation and necessity	123	1.10%	have to, should, needed, need, had to, essential
15	Language, speech and grammar	118	1.05%	language, words, reading, grammar

ILO B1: demonstrate greater confidence in creative and critical thinking and in making independent judgements

	Semantic Fields	Frequency	Percentage	Examples
1	Grammatical bin	2,830	29.36%	the, to, and, in, a
2	Pronouns etc.	1,313	13.62%	I, my, me, we, it
3	Thought, belief	300	3.11%	thinking, creative, think, judgements, thought
4	General actions, making etc.	280	2.90%	make, do, tasks, making
5	Being	254	2.63%	was, is, be, were, are
6	Speech acts	183	1.90%	critical, asked, report, instructions
7	Obligation and necessity	159	1.65%	had to, should, have to, needed, need, duties
8	Education in general	144	1.49%	students, class, school, student, train
9	Definite (+modals)	126	1.31%	would, could, can, may, might
10	Degree: Boosters	125	1.30%	more, very, really, much, critically
11	Work and employment: Generally	115	1.19%	work, job, working, worked, staff
12	Getting and giving; possession	112	1.16%	have, had, give, given, gave
13	Negative	112	1.16%	not, no, neither, nor
14	Location and Direction	85	0.88%	this, face, internship, out, front, facing, back
15	Groups and affiliation	84	0.87%	independent, by myself, on my own, independently

ILO B2: Display awareness of and appreciate cultures, both human and corporate, within the professional setting

	Semantic Fields	Frequency	Percentage	Examples
1	Grammatical bin	3,619	28.47%	the, and, to, in, a
2	Pronouns etc.	1,600	12.59%	I, they, their, it, that
3	Being	449	3.53%	is, are, was, be, were
4	Work and employment: Generally	363	2.86%	work, working, staff, workplace, job
5	Degree: Boosters	245	1.93%	very, really, more, so, much
6	Education in general	223	1.75%	students, school, teachers, teaching, university
7	Geographical names	205	1.61%	Australia, Australian, UK, Hong Kong, China
8	Getting and giving; possession	194	1.53%	have, had, get, take, has
9	Definite (+modals)	179	1.41%	can, would, may, could, definitely
10	General actions, making etc.	161	1.27%	do, make, made, busy, tasks, activities
11	Comparing: Similar/different	148	1.16%	different, others, other, differences, another
12	Arts and crafts	139	1.09%	culture, cultures, photos, cultural, design
13	People	137	1.08%	people, human, children, host, guests
14	Liking	132	1.04%	appreciate, enjoy, like, appreciated, love
15	Personal names	131	1.03%	Hong Kong, English, Jo, Albert, Tsing Hua

ILO B3: Identify goals for their personal and professional development in the future

	Semantic Fields	Frequency	Percentage	Examples
	Semantic Fields	Frequency	Percentage	Examples
1	Grammatical bin	2,459	28.86%	the, to, in, and, a, of
2	Pronouns etc.	1,189	13.96%	I, my, me, that, it, myself
3	Being	282	3.31%	is, be, am, are, being
4	Work and employment: Generally	231	2.71%	working, work, job, career, jobs, workplace
5	Definite (+modals)	144	1.69%	can, would, could, clear, sure, may
6	General actions, making etc.	134	1.57%	do, make, task, tasks, doing, makes, prepare
7	Getting and giving; possession	134	1.57%	have, had, having, keep, got, gain
8	Time: General: Future	132	1.55%	future, will, going to, one day, next time
9	Degree: Boosters	128	1.50%	more, very, really, so, a lot
10	Education in general	125	1.47%	teacher, teaching, school, students, graduation
11	Location and Direction	107	1.26%	this, internship, courses, in, position, here, overseas
12	Thought, belief	106	1.24%	think, believe, feel, attitude, thinking, creative
13	Comparing: Similar/different	86	1.01%	different, others, other, another, difference
14	Obligation and necessity	85	1.00%	should, have to, need, essential, duties, must
15	Wanting; planning; choosing	84	0.99%	want, programme, wanted, required, target

Summary of semantic fields
ILO in category A

	ILO-A1	ILO-A2	ILO-A3
1	Grammatical bin	Grammatical bin	Grammatical bin
2	Pronouns etc.	Pronouns etc.	Pronouns etc.
3	Speech etc: Communicative	Being	Being
4	Being	Language, speech and grammar	Work and employment: Generally
5	Language, speech and grammar	Speech etc: Communicative	General actions, making etc.
6	Work and employment: Generally	Definite (+modals)	Definite (+modals)
7	Personal names	Power, organising	Speech etc: Communicative
8	Education in general	Using	Thought, belief
9	Definite (+modals)	General actions, making etc.	Speech acts
10	Speech acts	Speech acts	Degree: Boosters
11	General actions, making etc.	Work and employment: Generally	Getting and giving; possession
12	Geographical names	Degree: Boosters	Education in general
13	Getting and giving; possession	Education in general	Negative
14	Degree:Boosters	Getting and giving; possession	Obligation and necessity
15	Using	Comparing: Similar/different	Language, speech and grammar

Summary of semantic fields
ILO in category B

	ILO-B1	ILO-B2	ILO-B3
1	Grammatical bin	Grammatical bin	Grammatical bin
2	Pronouns etc.	Pronouns etc.	Pronouns etc.
3	Thought, belief	Being	Being
4	General actions, making etc.	Work and employment: Generally	Work and employment: Generally
5	Being	Degree: Boosters	Definite (+modals)
6	Speech acts	Education in general	General actions, making etc.
7	Obligation and necessity	Geographical names	Getting and giving; possession
8	Education in general	Getting and giving; possession	Time: General: Future
9	Definite (+modals)	Definite (+modals)	Degree: Boosters
10	Degree: Boosters	General actions, making etc.	Education in general
11	Work and employment: Generally	Comparing: Similar/different	Location and Direction
12	Getting and giving; possession	Arts and crafts	Thought, belief
13	Negative	People	Comparing: Similar/different
14	Location and Direction	Liking	Obligation and necessity
15	Groups and affiliation	Personal names	Wanting; planning; choosing

1 ones and this facilitated my work. The use of language by supervisors I discovered in my workplace is

2 working environment is sustained.   The use of language by my supervisors was always polite. They were

3   usually with a certain rhyme.   The use of language by the supervisors is not difficult to

4   in professional contexts. Another use of language used by the supervisors that I appreciate is that

5   workplace, I have noticed that the use of language by the leaders supervisors is very polite and

6   or us to do any things.   Through the use of language, I found that the supervisors in Australia are

7   ould add the word "Please". I appreciate the language use by my supervisors because I can feel the

8   chieving goals in professional contexts. The language use of my supervisors is very clear, not only for

9 supervisors at the school may mind their use of language more in order to be a good role model for the

Most frequent 2-word concgrams

Rank	A1		A2		A3	
	Origin	Word 2	Origin	Word 2	Origin	Word 2
1	English	my	language	use	my	me
2	colleagues	my	my	me	my	work
3	my	skills	my	supervisors	colleagues	my

Rank	B1		B2		B3	
	Origin	Word 2	Origin	Word 2	Origin	Word 2
1	critical	thinking	Hong	Kong	future	my
2	my	me	Hong	people	career	my
3	creative	thinking	Kong	people	my	me

Most frequent 3-word concgrams

	A1		A2		A3	
Rank	Double origin	Word 3	Double origin	Word 3	Double origin	Word 3
1	inter-personal / business	inter	my / supervisors	use	my / me	more
2	personal / business	inter	language / use	my	work / when	working
3	inter-personal / use	inter	language / use	supervisors	work / well	when

	B1		B2		B3	
Rank	Double origin	Word 3	Double origin	Word 3	Double origin	Word 3
1	critical / creative	thinking	very / working	work	my / more	me
2	my / me	thinking	Hong / Kong	people	my / me	work
3	independent / judgements	my	Hong / Kong	working	career / future	my

Thank you!