

Ref. No. 2010-12/OBE/08
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**Projects on Promoting Outcome-Based Education
2010-12
Application for OBE Funding**

PART I: General Information

1. Title

Identifying the Chinese LCR Learning Outcomes in the 4-Year Curriculum at PolyU

2. Name(s) of Applicant(s)

Project Leader

Name	Dept	Post	Groupwise	Ext.
Dr. CHAN, Wing-sat	CBS	SL	Ctwschan	7891

Team Member(s)

Name	Dept	Post	Groupwise	Ext.
Prof. CHAN, Shui-duen (as principal consultant who gives comments on the rationale, design, and implementation of the plan)	CBS	Professor, HoD	Chsdchan	7443
Dr. Tai, Sik-kwan	LMS	Assistant Professor	Igttsk	7402
Dr. Leung, Chi-kin (as external consultants to give input from their own professional points of view)	EIE	Assistant Professor	enckli	6218
Dr. Cheung, Kwan-hin	CBS	Associate Professor	ctkhcheu	7442
Dr. Wu, Dong-ying, Doreen	CBS	Associate Professor	ctdwu	7441
Dr. ZHU, Xin-hua (as internal consultants to give advice on L1 learning, sociolinguistic survey, and language testing respectively)	CBS	Associate Professor	Ctxhzhu	3840
Dr. CHAN, Chi-hing	CBS	Lecturer	Chccchan	4833
CHAN, Chi-Ing, Josef	CBS	Lecturer	Ctjchan	4423
Dr. CHOW, Kim-sin	CBS	Lecturer	Chkschow	4909
LAM, On	CBS	Lecturer	Cholam	7762

LAU, Man-choi, Karen	CBS	Lecturer	Ctmclau	7487
Dr. Yuen, Chun-wah, David	CBS	Lecturer	Ctdavid	7837
Dr. CHENG, Siu-kei, Ken	CBS	Teaching fellow	Ctkcheng	7484
YEUNG Kwan	CBS	Teaching fellow	Chyeung	7752
(They will be sub-group leaders in material development, piloting, and implementation)				
+		+		
23 Language Instructors and 7 Instructors of CLC, CBS		23 Language Instructors and 7 Instructors of CLC, CBS		
(They will be the front line teachers who will carry out the project in material development, piloting, and implementation)				

3. Total funding requested

HK\$ _____

4. Expected duration of project: _____ 12 _____ months

Proposed commencement date: June 2011

Expected completion date: June 2012

PART II: DETAILS OF PROPOSAL

1. Project objectives and significance

(What are your objectives in initiating this project? How does it align with the goals and targets of the University, your faculty/ school or your department in implementing OBE?)

1.1 The Background of Chinese LCR

The Chinese subjects in the 4-Year Curriculum are to be designed in 3 levels of training, namely (1) the Chinese language enhancement programme (CLEP 1 & 2) which includes a series of remedial courses, focusing on basic competence in written Chinese and articulation in Putonghua. This level is for those students who only reach Level 3 or below in Chinese subject of HKSED upon admission; (2) the "Fundamental of Chinese Communication", i.e. the LCR which is designed for students who have acquired satisfactory result (Level 4 upon admission) to have further training for the standard of university graduates. It is a compulsory subject to every student in 4-Year Curriculum; and (3) advanced Chinese in writing or in Putonghua which is developed for students of high competence (Level 5 in Chinese subject) upon admission. Amongst the three levels, the middle one, i.e. the LCR subject represents the Chinese competence that university students should have acquired before graduation.

1.2 Objectives of the study

The project addresses the question of what should characterise a university graduate's Chinese performance from the point of an educated person in Hong Kong community. The issue refers to an identification of components and characteristics of a mature and all-round repertoire in Chinese language at university. Such repertoire covers both oracy and literacy for effective communication in world-situated

language uses. Findings of the study will be used as major references for the development of Chinese LCR for all students in 4-Year Curriculum at PolyU.

1.3 Conceptual basis

To achieve the objectives as mentioned, the first thing to do is to separate the nature of language training in secondary education from that at university level. As Perfetti and McCutchen (1987:38-60) identify, the language training in secondary education focuses more on students' correctness of expression, paragraph development, textual structure and knowledge of communicative genres and so on. This represents a readiness to use Chinese correctly for communication, which can be recognized as a prerequisite for the training of higher level abilities to deal with world-situated language uses:

Chinese competence at secondary level		
Grammatical competence	Textual /discourse competence	Communicative competence
-Pronunciation - Lexical collocation - Sentence structure	- Information order - Coherence - Modes of thinking: Narrative Descriptive Expository Argumentative Persuasive	Communication Components: a. Roles (addresser , addressee) b Purpose (inviting, rejecting...) c Channel (mail,computer, face-to-face...) d Form (letter, speech, report...) c Language (written, spoken,,vernacular, standard language...) e Function (reporting, social relation, referential,...) 4 skills for Communicative: listening, speaking, reading , writing

In contrast, this study is concerned with the learning and teaching of Chinese at university level. In principle, the learning outcomes in question represent the university level of Chinese proficiency, an expected Chinese repertoire of an educated person, to be obtained in formal schooling (postgraduate pursuit is another story). From the point of view of language education, this level combines (1) a good mastery of the language, i.e. "to know the language well", (2) personal growth in the language, i.e. "to demonstrate high level thinking, and creativity in the language", and (3) the ability of solving real problems with the language. i.e. "task-based, problem-based and project based activities" (Miller and Seller, 1985; Lyons, 1996).

In the light of the foregoing assumptions, language training at university level differs from that of secondary education in that the former means to establish the students' community competence rather than school competence. It implies the changing of students' egocentric attitude and the enhancement of their abilities and confidence in handling matters in real-world settings properly. By the end of training, students are expected to have inherited the qualities of an educated mature person who possesses the goodness of "being responsible", "being considerate", "being appreciative", and "being able to convey clear communication". In other words, the goal of language training at university level should set its standpoint in a vision of pursuing a high-level educational value through well planned curriculum activities. Accordingly, the expected outcome of language training at university level should take a wider perspective that includes a

good sense of social awareness, efficiency in information transaction, and flexibility of conveying idea/message in wider variety of context in society (Davies, 1991:50-73; Bell, 2001) as can be shown below:

Chinese competence at university level		
Task based/ problem based project	Focuses of language training	Competence of world-situated language uses
For example: Play the role of class representative to organize a visit to an professional company: 3a write a letter to the target company 3b telephone confirmation 3c discussion of visit arrangement 3d actual visit: self introduction, exchanging idea, and say good bye etc. 3f brief report to the department on the visit (400 word) 3g write a letter to the company to say thanks	a. Distinguish kernel information/ contents from extended message / elaborated details b. The ability to express the same message in different styles of presentation: formal, neutral, casual for intended purposes c. The ability to produce clear information (logical, coherent) under stress d. Be able to show the goodness of “being responsible”, “being considerate”, and “being appreciative” in communication	A. Efficiency in handling information/messages B. Flexibility in conveying message according to situational forces/needs C. Awareness of variation of social-cultural conventions D. Maintaining the thread of meaning in information/message exchanges

The relationship of the notions mentioned above can be shown in a table as follows.

School language competence			Community language competence for world-situated language uses		
Learned in secondary school and to be handled in remedial programme in university (CLEP)			To be achieved in LCR training at university level		
Grammatical competence	Textual/ discourse competence	Communicative competence	Task based/ problem based project	Focuses of language training	Objectives of training

-Pronunciation - Lexical collocation - Sentence structure	- Information order - Coherence - Modes of thinking: Narrative Descriptive Expository Argumentative Persuasive	Communication Components: a. Roles (addresser , addressee) b Purpose (inviting, rejecting...) c Channel (mail,computer, face-to-face...) d Form (letter, speech, report...) e Language (written, spoken, vernacular, standard language...) e Function (reporting, social relation, referential,...) 4 skills for Communicative: listening, speaking, reading , writing	For example: Play the role of class representative to organize a visit to an professional company: 3a write a letter to the target company 3b telephone confirmation 3c discussion of visit arrangement 3d actual visit: self introduction, exchanging idea, and say good bye etc. 3f brief report to the department on the visit (400 word) 3g write a letter to the company to say thanks	a. Distinguish kernel information/ contents from extended message / elaborated details b. The ability to express the same message in different styles of presentation: formal, neutral, casual for intended purposes c. The ability to produce clear information (logical, coherent) under stress d. Be able to show the goodness of "being responsible", "being considerate", and "being appreciative" in communication	A Efficiency in handling information/messages B Flexibility in conveying message according to situational forces/needs C. Awareness of variation of social-cultural conventions D. Maintaining the thread of meaning in information/message exchanges
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These views will be taken as the conceptual basis of this project which investigates the expected learning outcome of Chinese LCR in the 4-Year Curriculum of PolyU.

Students' learning outcomes in LCR will be assessed in terms of formative assessment and summative assessment in course design. Learning outcomes will not be assessed by Putonghua Shuiping Kaoshi (PSK) and Shumian Hanyu Shuiping Kaoshi (SHSK) of Chinese GSLPA which will no longer be used from 2011-12.

Works cited

- Bell, Allan. 2001. "Back in style: reworking audience design". In Penelope Eckert and J. R. Rickford (eds.) *Style and Sociolinguistic Variation*. Cambridge: Cambridge University Press, 139-169.
- Davies, Alan. 1991. *The Native Speaker in Applied Linguistics*. Edinburgh: Edinburgh University Press.
- Lyons, John. 1996. "On competence and performance and related notions". In Gillian Brown, K. Malmkjaer, J. Williams (eds.) *Performance and Competence in Second Language Acquisition*. Cambridge: Cambridge University Press, 9-32.

Miller, John P., and Wayne Seller. 1985. *Curriculum, Perspectives and Practice*. New York: Longman.

Perfette, Charles A., and Deborah McChtchen. 1987. "Schooled language competence: linguistic abilities in reading and writing". In Sheldon Rosenberg (ed.) *Advances in Applied Psycholinguistics, Vol. 2: Reading, Writing, and Language Learning*. Cambridge: Cambridge University Press, 105-141.

1.4 Significance of the project

It has been an unsolved problem in Chinese education that we can not really tell the differences between secondary school training from university Chinese programmes that can equip students with what is needed for their future career in society after graduation. In most cases, if not all, Chinese programmes provided in tertiary institutions justify their position of being "higher" than that in secondary education by (1) giving remedial courses for those students who still have problems in grammar, in being muddy in expressions, in developing paragraphs, or about the format of a formal notice and the like¹; and/or (2) by adding more classical Chinese texts to the programme. The former tackles basic errors, and the latter increases the degree of difficulty by inserting ancient essays and documents. These methods give no answer to the question at hand.

In contrast, the proposed project as above described makes a big step forward in addressing the issue with two implications: (1) it aims at higher level Chinese development by linking what an university graduate should be able to perform in his/her Chinese as expected in society in general, and what has been learned from secondary school training as a continuum, and (2) it places Chinese LCR programme on the principles of Applied Linguistics, an international platform for language pedagogy, for development and improvement. This is said on the ground of that the study refers learners' linguistic competence as a basis for communication, their communicative competence to work in task-based project in sociolinguistic sense, and their ability to handle tasks of complexity, and variations, which asks for high level thinking as discussed in the field of psycholinguistics.

2. Target users

(Who are the intended users of the deliverables of the project?)

According to the language requirement to students of PolyU starting from 2012/13 and onwards, the LCR in Chinese language (together with English language) will become a compulsory subject to every student. Therefore, all PolyU students in 4-Year Curriculum are target users of the deliverables of this project. As the Chinese Language Centre (CLC) of the Department of Chinese and Bilingual Studies (CBS) will be responsible for conducting the LCR programme in PolyU-wide scale, **all teaching staffs of CLC** will be another group of target users of the findings of the study.

If the target users are students, complete the table below:

Programme/ subject code	Programme/subject title	Credit units	Mode of study	Student intake quota per year
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¹ Basic errors or problems in written Chinese and Putonghua will be handled by remedial programme similar to Chinese Language Enhancement Programme (CLEP) which will be compulsory to students whose scores of Chinese subject in HKSED are at Level 3 or lower upon admission.

Not decided yet	LCR of Chinese language	3	-Classroom contact -Blended learning -Self-learning	Over 3,000 students
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Please insert rows in the table if more space is required for additional information.

3. Outcomes and deliverables

(a) Major outcomes and deliverables

(What will be the major outcomes and deliverables of the project?)

	Learning objectives and deliverables with descriptions
(a)	The LCR subject will have 4 sections, each of which will be designed to focus on one learning objective such as: a Efficiency in handling information/messages b Flexibility in conveying message according to situational forces/needs c Awareness of variation of social-cultural conventions d Maintaining the thread of meaning in information/message exchanges
(b)	For each objective, a series of tasks within a task-based project will be designed as practical activities that may lead to the assigned learning objective.
(c)	The students' learning outcomes will be evaluated by means of criterion referenced assessment, with the use of suitable statistical models for in-depth analysis.

Please insert rows in the table if more space is required for additional information.

(b) Plan for developing and piloting / implementing the deliverables

(Detail the plan and procedures that you will adopt to develop and pilot/ implement the outcomes and deliverables. Also specify the dates of the pilot / implementation period)

The deliverables are to be developed and piloted as follows:

(1) Introducing the project to teaching staffs of CLC

The idea of this LCR Chinese project is fairly advanced to most Chinese teachers who are trained in a traditional perspective. However, the support of teachers is crucial to the success of this "transformation" in Chinese learning and teaching at university level. Most of all, consensus about the objectives and teaching approach must be obtained amongst the majority of Chinese teachers in the Centre. Therefore, the project leader should prepare to explain the rationale to the staffs and work with throughout the investigation.

(2) Development of teaching materials of each deliverable

It is anticipated that there will be quite a number of communicative tasks involved in each of the deliverables. Each task in one deliverable will be considered a small unit of the overall course structure, and each teacher will be assigned to produce the teaching materials of that particular

unit, through discussion with colleagues, including project leader. At the same time, it is better to carry out a small scale survey on the practising communicative patterns in selected companies of major sector such as business, service, and technology. The purpose of having the survey is to shorten the distance between what is given in the classroom and what is actually happening in different professional field in society.

- (3) Pilot trial run is necessary. A pilot study could be launched in Sept 2011 provided that agreement amongst the teachers could be obtained, and that the development of teaching materials could be in good progress.

There will be 4 sub-themes in the course. For each sub-theme, 10 hours classroom teaching will be conducted to observe its effectiveness in learning and teaching. The hours for piloting each sub-theme will be 40 hours (4 x 10 hours). 80 student helpers will be hired for this exercise. The calculation of hours is: 4 sub-themes x 10hrs x 20 students per class= 800 hours.

We would have in-depth discussions over the workability of the new course, upon which recursive improvements and modifications can be made. With reference to the results and observation from the pilot study, the 4 units will be combined together to form a course of 42 hours for LCR training.

- (4) By the end of 2011/12, i.e. May of 2012, an overall evaluation of the effectiveness of the new development will be conducted, and a final version of the new course should be ready for formal implementation in September, 2012/13.

Planned pilot / implementation period of the deliverables:

Start Date (dd/mm/yyyy): Pilot study will start in Sept of 2011

End Date (dd/mm/yyyy): Pilot study will end in May 2012

4. Dissemination and sharing plan

(How are you going to disseminate and share the outcomes and deliverables of your project?)

Findings of the project would be shared at 4 levels:

- (a) Within CLC and CBS in form of Staff Forum
- (b) To share the rationale of Chinese education at university level amongst departments of Faculty of Humanities at PolyU
- (c) To share the finding and experience by attending international conferences and producing articles written in Chinese and English for publication respectively
- (d) To share with other tertiary institutions, both intra and internationally by organizing internationally conferences

5. Evaluation plan

(How do you plan to evaluate the effectiveness of the project, particularly its impact on the implementation of OBE in PolyU?)

****For the purpose of monitoring the quality of funded projects, an evaluation plan with clear evaluation objectives, appropriate methodologies and specific timeline must be included in the proposal.***

There will be continuous reviews on the effectiveness of the new course in the principles of OBE, with focuses on (a) the alignment between course objectives, teaching method, and students' actual performances, (b) the interaction between teacher and students in classroom contact, and the creativity in teaching and learning, and (c) methods of assessment which should obtain satisfactory validity and reliability to reflect the achievement of the students in a systematic fashion.

The timeline and methods employed for pilot are planned as follows:

- June – Dec, 2011 Pilots trial run of the new course will be carried out with focuses on (a) and (b).
All teaching materials in the trial run will be unified, and there will be a sharing of teaching experience in search of good practices in teaching methods.
- Jan – May, 2012 Based on the findings from pilot studies, and the development of (c), the focus of evaluation in this phase will be on the alignment between (a), (b), and (c).
- May - Aug 2012 The revised syllabus will be used in the full scale pilot, and the focus of observation is on the alignment between (1) the university language requirement to undergraduate students, (2) the expected learning outcomes of the training as identified in the revised version of syllabus in this study, (3) the presentation of the course which may include some IT devices such as e-Portfolio, Web discussion, Web exercises, and interaction between students and teachers through Blackboard etc., and (4) the assessment system. A second revised version of the syllabus should be prepared for further observation.
A final version of Chinese LCR syllabus should be compiled in document format for the formal implementation of 4-Year Curriculum in 2012/13, i.e Sept of 2012.

6. Impact

(How will the project contribute to the success of the implementation of OBE in PolyU/ Faculty/ School/ Department/ programme/ subject?)

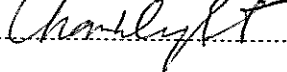
The project will set Chinese language learning outcomes of university graduates in reciprocal agreement with the social expectation of Chinese performance of an educated person. In other words, the OBE in Chinese programme at PolyU will be closely linked with social needs for training, implying the programme can be updated from time to time in line with the progress of Hong Kong society. Chinese LCR programme will be designed in the principles of Applied Linguistics, an international platform for language pedagogy development. Observations and findings of OBE in the programme can be presented for exchange of ideas or for improvement in an international respective.

***Important Notes**

1. Funding requests for equipment and/ or software will be considered only if:
 - a. the equipment / software is essential to the successful implementation of the project, AND
 - b. it is not available in the department concerned. The Project Leader has the responsibility to check this out.
2. The purchasing policies and procedures of FO must be followed for the procurement of approved items.
3. Funding request for conference attendance will not be considered.

Project Leader

Name CHAN, Wing Sat
(in block letters)

Signature: 

Dept: CBS Date: 12 Jan 2011

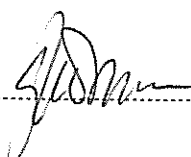
PART IV: ENDORSEMENT

Endorsement by Head of Department (Host Department of the project leader):

Comments on the proposal:

Integrating OBE with the LCR curriculum is an important move when we plan for the 4-yr curriculum.

Name: CHAN SHUI DUEN
(in block letters)

Signature: 

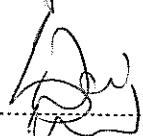
Date: 12 Jan 2011

Endorsement by Chair of F/SLTC (Host Faculty/School of the project leader):

Comments on the proposal:

The project would have considerable impact on the LCR Chinese language implementation starting in 2012/13.

Name: WINNIE CHENG
(in block letters)

Signature: 

Date: 14/1/2011

Endorsement by Dean of Faculty/ Director of School (Host Faculty/School of the project leader):

1. Comments on the proposal:

Defining learning outcomes by L1 or L2 learners and NOT by student's existing language ability is not acceptable. Major revision and re-organization is needed for this proposal to make genuine contribution to our education.

2. Priority of the proposal (if there is more than 1 submission from the Faculty/School):

2

Name: Prof. Huang Chu-ren
(in block letters)

Signature: 

Date: 14 Jan 2011

Please return this form to Miss Kevinia Cheung,
Secretary of the Working Group on Outcome-Based Education, c/o Educational Development Centre
by 14 January 2011