

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Learning Chinese Outside the Classroom****Principal supervisor and unit: Professor TANG Sze Wing, Department of Chinese Language and Literature****Project objectives**

By implementing a series of extra learning activities and digital learning tools, this project aimed to improve knowledge and skills of the Chinese language for students, to enhance students' common learning objectives, and to fulfill students' diverse learning needs and interests.

Activities, process and outcomes

i) Interactive Lectures offered a variety of workshops, language talks and learning activities related to the Chinese language to students. ii) Various eLearning resources provided students' self-learning opportunities. iii) The Literary CUHK endeavored to arouse students' interest in Chinese creative writing; iv) A series of professional development activities were organized to improved teachers' digital teaching skills.

Deliverables and evaluation

The project team organized 17 workshops, 54 language talks, 6 cultural seminars, 3 award ceremonies and 1 book club; maintained the use of 3 existing eLearning tools and developed new eLearning tools. Students' opinions on relevant activities and tools were collected via online questionnaires with an overall 90% of the satisfaction rate.

Dissemination, diffusion and sharing of good practices

The outcomes of the project were disseminated through diverse channels: i) project members presented the outcomes of the project on several academic conferences; ii) relevant works were published and promoted on the Facebook page and in one exhibition; iii) A Zoom user guide produced by the project members was distributed inside and outside the university.

Impact on teaching and learning

The activities and tools developed under the project broadened the scope of University Chinese outside the classroom and improved the learning effectiveness of the subject. Professional training activities also enhanced the eLearning application and production capabilities of the Chinese language teaching team.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: Chinese Across the Curriculum: a Pilot Project for In Dialogue with Humanity

Principal supervisor and unit: Professor TANG Sze Wing, Department of Chinese Language and Literature

Project objectives

To enhance students' academic writing skills of modern Chinese and understanding of Classical Chinese.

Activities, process and outcomes

Through the three lectures given by the lecturers of the Department, students of "In Dialogue with Humanity" enhanced their knowledge of Classical Chinese and the intellectual interactions between the major philosophical schools during the Pre-Qin period. Students also grasped the key features of genre and the style of the Analects and Zhuangzi, which facilitated their comprehension of excerpts from these two classics. Besides, through the individual consultation sessions students were provided with a good opportunity to receive constructive suggestions on their assignments from the language experts regarding the academic writing skills.

Deliverables and evaluation

99 students from one class of "In Dialogue with Humanity" benefited from the pilot project; 82 times individual consultation appointments were organized;

Positive feedback was received from both the content teacher and the students of the General Education Foundation Programme.

Dissemination, diffusion and sharing of good practices

A joint workshop on Chinese across the curriculum (hereafter "CAC") organized by the Department and the Office of University General Education will be held on 29 June 2022 to share the experiences of the pilot project, and to explore how to strengthen Chinese language teaching and learning in the General Education Foundation Programme under an approach of Chinese across the curriculum in the future.

Considering the positive feedback received from the content teacher and the students, the Department and the Office of University General Education reached agreement at two meetings in June 2022 to extend the project to all classes of "In Dialogue with Humanity" in 2022/23.

Meanwhile, the Department will also actively seek collaboration with other departments and units and provide tailor-made lectures and tutorials to support their teaching and learning.

Impact on teaching and learning

Through the pilot project, students enhanced their academic writing skills of modern Chinese and understanding of Classical Chinese, crossing knowledge boundaries. The pilot project can be deemed and seen as the foundation to develop other CAC programmes in the future.

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Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: English Across the Curriculum (EAC) – Institutional Movement at CUHK

Principal supervisor and unit: Dr. LAI CHAN Sau Hing Jose, English Language Teaching Unit

Project objectives

- a) engaging an increasing number of content teachers to collaborate with English educators through CoPs in empowering students' academic/disciplinary literacies;
- b) exploring different academic literacies and developing among both content teachers and students a heightened awareness of disciplinary literacies;
- c) supporting content teachers in implementing an assessment approach that encourages a dual attention of content and language;
- d) encouraging content teachers to take up a stronger ownership of language education;
- e) cultivating a culture of non-academic/creative writing;
- f) incorporating eLearning components in its implementation; and
- g) converting/developing CoP interventions into course-based offerings.

Activities, process and outcomes

The project establishes Community of Practice (CoP) collaborative projects with content teachers to deliver interventions to target students through a wide range of interventions, such as workshops, consultation sessions, linked courses, micro-modules, eLearning platforms, mobile apps, as well as development of learning materials and assessment rubrics. Building on the solid groundwork laid down by the first iteration of the same project (2016–2019), the EAC Team has cumulatively collaborated with 65 content teachers from eight Faculties, one College and the General Education Programme in 33 CoPs. To date, different forms of interventions delivered by ~40 English Language Teaching Unit (ELTU) language teachers have supported over 10,000 students across the University.

Dissemination of knowledge and practice

The EAC movement has been shared through the project website, conference presentations, workshops, interviews, invited talks and publications.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Peer Tutoring Scheme (PTS) – Collaborative Service Learning for Academic, Personal, and Professional Development****Principal supervisor and unit: Dr. LAI CHAN Sau Hing Jose, English Language Teaching Unit****Project objectives**

The project aims to

- (1) provide personalized language support to CUHK undergraduates and postgraduates from trained peer tutors in the use of English in general and within the disciplines especially in writing and speaking;
- (2) provide training for peer tutors in order to maximize the effectiveness of the peer tutoring scheme that will benefit both parties concerned; and
- (3) offer a positive and supportive platform for the peer tutors to grow personally and professionally by sharing knowledge and experience in English language learning and language use with fellow students.

Activities, process and outcomes

During the 2019–2022 triennium, a total of 2,426 tutoring sessions in three delivery modes, *face-to-face*, *Zoom*, and *online feedback sessions*, were offered by more than 50 trained Peer Tutors with diverse linguistic and cultural backgrounds each academic year. The scheme has been extremely well-received as indicated in its high turn-up rate of more than 98%. It has also obtained positive feedback both from the Peer Tutees and the Peer Tutors.

Key factors of success

1. *Creation of a learner-centered, stress-free collaborative learning community*: Tutoring sessions are initiated by Peer Tutees who specify their needs and requests when making appointments to facilitate the Peer Tutors' preparation. This learner-centered approach allows students to seek personalized language support from the trained Peer Tutors, speaking to their mind and heart.
2. *Recruitment and Training of Peer Tutors*: Since the first inception of PTS in 2016, ~180 Peer Tutors from about 20 different countries/regions have been recruited and trained on important topics such as peer-tutoring pedagogy, written feedback strategies, and intercultural communication skills.
3. *Alignment of University goals*: PTS has provided an informal and welcoming platform for meaningful interactions between local and non-local students, contributing to the University goals of *internationalization at home* and *inclusiveness*.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Project Chrysalis: Community Initiatives Training****Principal supervisor and unit: Mr. CHAN Man Long Johnson, English Language Teaching Unit****Project objectives**

The Project aims to develop a sustainable program using the Blended Learning approach that provides students with the necessary linguistic foundation to deliver an effective pitch, enabling them to take community initiatives.

Activities, process and outcomes

Project Chrysalis runs in multiple rounds, each round (taking place in a single academic term) consisting of 2 1.5-hour face-to-face/online workshops, 7 web modules plus an exit quiz that students work on their own time, and submission of a 3-10 minute video for a competition.

Deliverables and evaluation

- 7 web modules (5 originally anticipated)
- A total of 33 workshops were held (40 originally anticipated)
- A total of 52 participants have participated in at least 1 workshop (200 originally anticipated)
- 40.4% of the participants completed the web module exit quiz (100% originally anticipated)
- 16 student videos have been submitted; another 4 are anticipated to be received by the end of the project (30 April) (60 originally anticipated)

Dissemination, diffusion and sharing of good practices

The development of the website is crucial for easy accessibility of the web modules for our participants. The website is not password protected, so the web modules could also be available to all students at the university.

Impact on teaching and learning

Students find Blended Learning to be a suitable learning mode, particularly given the pandemic and the necessity of having Zoom lessons. Participants found the workshops to be purposeful and useful. The first workshop was useful to help orient students with the Project's learning outcomes and expectations. The second workshop helped students practice what they learnt in the web modules, with immediate oral feedback for improvement. Finally, the video competition serves as a way to consolidate participants' learning. The entire project teaches students how to conduct a pitch, a skill previously only taught to students of the Faculty of Business Administration.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Monitoring Students' English Language Proficiency using IELTS****Principal supervisor and unit: Dr. LAI CHAN Sau Hing Jose, English Language Teaching Unit****Project objectives**

This project aims to provide (1) continuous additional information about CUHK undergraduate students' language needs; and (2) to help monitor these students' English proficiency over time.

Activities, process and outcomes

During the first two cycles of the funding period, a total of 42 workshops were held and attended by 947 eligible students admitted through stratified sampling. As of April 2022, 615 participants eventually completed all the requirements in the two project cycles, including completing the online learning components, preparatory workshops, and reporting the IELTS results reports. By analyzing their IELTS results, the project team has obtained an indicative language profile of CUHK undergraduates during the project period.

Deliverables and evaluation

During the funding period, the following expected evaluation methods were implemented in each cycle to maximise the effectiveness of the project: a) profile of participants by entrance English proficiency level and by Faculty; b) analyses of IELTS results by entrance English proficiency; and c) report of possible language gain over time. Based on the results reported by the participants of the first two cycles in 2019–2020 and 2020–2021, it is observed that a) the language proficiency of CUHK Year 3 students has been enhanced compared to their entry level regardless of their entry attainment levels; and b) students are relatively stronger in Reading and Listening compared to Speaking and Writing.

Dissemination, diffusion and impact

Research outcomes have been disseminated and made good use of within the English Language Teaching Unit (ELTU) and among concerned parties in the University. Noting that students need more training in Writing and Speaking, ELTU has spared no efforts in providing additional learning opportunities for students to enhance these two modalities in creative ways. The English Across the Curriculum (EAC) project and the Peer Tutoring Scheme (PTS) have been launched to provide alternative and tailored support to students both at programme and individual levels respectively. In addition, extra efforts have also been paid to develop a more positive speaking and writing culture on campus by launching different competitions and informal learning platforms.

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Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: CLC Non-credit-bearing Chinese Language Courses in Cantonese and Putonghua to All CUHK Students

Principal supervisor and unit: Dr. LEE Siu Lun, Yale-China Chinese Language Centre

Project objectives

Based on feedback from students and considering CU's bilingual policy, non-credit-bearing courses in Putonghua and Cantonese for diverse groups of students are considered as a good addition to credit bearing language proficiency courses. The first batch of non-credit-bearing Putonghua and Cantonese courses was supported by TDLEG 2016-19. The courses are well received in the 2016-2019 triennium and the Yale-China Chinese Language Centre (CLC) continues to offer the series of non-credit-bearing courses to help all CUHK students including undergraduates and postgraduates in adjusting to Chinese speaking environment in CUHK and Hong Kong for the 2019-22 triennium. 6 courses from basic survival level to professional usage have been offered in 2016-19. After analyzing the actual enrollment data, the 6 courses have been trimmed down to 5 courses in 2019-22 to gear better to the need of students, in particular, to non-local international and Mandarin speaking students. The courses operated into the second triennium. The PI and Co-PI reviewed the courses and their operations from time to time and conducted regular meetings with the class teachers for quality assurance. Grade descriptors has been revised and approved by the Senate Committee on Language Enhancement (SCLE).

Activities, process, and outcomes

32 classes in 2019-22 triennium were opened to all CUHK students including local, non-local, undergraduates, postgraduates and exchange students. There are two levels, survival level and advanced level for both non-credit-bearing Cantonese and Putonghua courses. Survival level courses equip one for an enjoyable stay in HK and academic pursuit in CUHK. Advanced level courses equip one for making presentations in formal settings like in-depth discussion, job interview, meeting, and public speech. eLearning materials on Blackboard are reviewed and provided to students. Publicity scheme (adopted in 2016-19) will be reviewed for a better marketing mix and to strike a balance between non-credit-bearing and credit bearing course enrolment. Non-credit-bearing courses are scheduled with less time clash with students' major and minor lessons.

Deliverables and evaluation

The list of courses below is proposed to be launched in 2019-2022. CLC offers a total of 15-17 classes annually. The actual courses offered each year and the number of classes for each course as proposed here will depend on enrolment.

1. CLCC1000 *Survival Cantonese for International Students*
2. CLCC1100 *Survival Cantonese for Native Putonghua Speakers*
3. CLCC3100 *Cantonese for Real Life Communication (Formal setting)*
4. CLCP1000 *Survival Putonghua for International Students*
5. CLCP3100 *Putonghua for Real Life Communication (Formal Setting)*

In 2019-22 triennium, there were 524 students enrolled in 32 non-credit-bearing classes. Around 90% of the students has over 70% attendance rate and finished assigned language tasks in relate to their proficiency level. Students are highly satisfied with the non-credit-bearing courses (2019-22: 5.42/6, 2020-2021:5.45/6, and 2021-22: 5.66/6). A 6-point scale was used in the online course evaluation.

Dissemination, diffusion and sharing of good practices

The non-credit-bearing courses information was sent through CUHK Information Technology Services Centre (ITSC) mass mail, CLC's websites. The courses were also promoted in collaboration with Office of Student Affairs (OSA), Office of Academic Links (OAL) and Postgraduate Hall Office of CUHK. The curriculum, teaching method and outcome will be disseminated in departmental workshop and international conferences.

Impact on teaching and learning

Online synchronous teaching mode was tried out in non-credit bearing courses with students during 2019-22 with satisfactory results. Majority of the international and non-local students stayed outside Hong Kong because of the pandemic benefited from this teaching mode. Students' attendance was high. Online course evaluation was used to monitor the satisfactory level of the course. A 6-point scale was used in the online course evaluation. Students are highly satisfied with the non-credit-bearing courses (2019-2022: 5.42/6, 2020-2021:5.45/6, and 2021-0222: 5.66/6).

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: CSL Tutorial System: Peer Tutoring for CanSL Students****Principal supervisor and unit: Dr. LEE Siu Lun, Yale-China Chinese Language Centre****Project objectives**

Yale-China Chinese Language Centre (CLC) is a unit specialized in teaching Chinese as a second language (CSL). CLC offers credit-bearing Cantonese courses to international students, non-local Mandarin-speaking students, and exchange students. CLC has also offered non-credit Cantonese and Putonghua courses for students since 2017 (TDLEG 2016-19). A needs analysis (TDLEG 2016-19) conducted in 2018 indicated that students request learning supports, such as tutoring sessions and other learning aids, associated with the formal curriculum to assist their Cantonese learning. A tutorial system has been piloted (TDLEG 2016-19) for CUHK students learning Chinese (Cantonese/Putonghua) as a second language. The piloted tutorial system received positive feedback from students, peer tutors, and course teachers. To be in line with the University's vision which states the importance of "bilingual and multicultural" abilities and foster internationalization within CUHK, this project aims at maintaining and expanding the tutoring system in the 2019-22 triennium for CUHK students learning Cantonese as a second language (CanSL). The PI of this project leads a team consisting of 1 Research Assistant and student helpers to work on a peer tutoring system for CUHK international students and Mandarin-speaking students learning CanSL. This project can benefit CUHK students, including international students, Mandarin-speaking students, as well as exchange students learning CanSL.

Activities, process and outcomes

The peer tutoring system provides opportunities for CanSL students to use the target language outside classes with their peers at the university. The needs analysis (TDLEG 2016-19) indicated that CanSL students lack opportunities to use the target language with their peer group. Semi-structured peer tutorial sessions, workshops, and cultural tours in this project could foster the use of the target language among students with diverse backgrounds, enhance the language learning experience of CanSL students, eventually promote mutual help among students with different linguistic backgrounds and internationalization at home.

The implementation was affected by the outbreak of COVID-19. In Spring Term 2019-20, all teaching was changed to online synchronous teaching mode. The CanSL peer tutoring system also needed to change to an online synchronous mode. In Spring Term 2019-20 and Summer Term 2019-20, work has been done on peer tutors' training (training CUHK student helpers using zoom and online synchronous mode to run the peer tutoring sessions and workshops) and at the same time helping CUHK students who were taking CanSL courses resided in separate locations. The majority of the CanSL students are international and Mandarin-speaking students who were staying outside Hong Kong during the pandemic. Spring Term 2019-20 and Summer 2019-20 focused on training and piloting the online synchronous mode in peer tutoring. The system is stable and fully launched in Fall Term 2020-21 onward.

Deliverables and evaluation

The system is stable and fully launched in Fall Term 2020-21 onward. From Fall Term 2020-21 onward, a total of 20 CUHK students were trained as CanSL peer tutors, 63 peer tutoring groups (441 peer tutoring sessions) and 16 language and culture workshops and 25 Interactive online tours were organised. Around 500 Mandarin-speaking students and 100 international students (a total of 600 CUHK CanSL students) are participating in the Cantonese peer tutoring system. The Cantonese peer tutoring system consists of peer tutoring sessions, Cantonese language and culture workshops, as well as interactive online tours.

Dissemination, diffusion and sharing of good practices

The PI shared the experiences and outcomes of this project in departmental workshops, CUHK Teaching and Learning Innovation Expo 2021, General Education seminar, and 2 international conferences. The PI continues to disseminate good practices in international conferences. Attempts will also be made to submit for publication.

An Instagram account has been operating to disseminate information relating to this project and to set up an online Cantonese learning community.

Impact on teaching and learning

The proposed peer tutoring system can provide opportunities for CanSL students to use the target language outside classes with their peers at the university. The needs analysis (TDLEG 2016-19) indicated that CanSL students lack opportunities to use the target language with their peer group. It is observed that the peer group tends to use English to communicate with international students and Putonghua to communicate with Mandarin-speaking students. Semi-structured peer tutorial sessions, workshops and cultural tours could foster the use of the target language among students with diverse backgrounds, enhance the language learning experience of CanSL students, and eventually promote mutual help among students with different linguistic backgrounds and internationalization at home.

Online synchronous teaching mode was tried out in credit-bearing courses with students with satisfactory results. The majority of the international and non-local students who stayed outside Hong Kong because of the pandemic benefited from this teaching mode. The potential to develop this delivery mode and run the peer tutoring system, in the long run, can be further investigated.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: CSL Tutorial System (Putonghua)****Principal supervisor and unit: Dr. WONG Ho Put, Yale-China Chinese Language Centre****Project objectives**

The objective was to improve and expand the tutorial system piloted in 2018-19. Interactive sessions and workshops were to be expanded from level 1 to level 2 Chinese-as-a-Second Language courses at the University Programme Division of the Yale–China Chinese Language Centre (CLC).

Activities, process and outcomes

Due to the Covid pandemic, this tutorial system adapted to the changing situation to ensure a smooth transition from in-person to online mode. Student helpers were recruited to provide timely assistance by leading practice sessions in breakout rooms during lectures and after lectures. “Alternate Arrangements” (originally workshops) were led by teaching assistants to help students work on Chinese character and grammar.

Deliverables and evaluation

This project managed to improve the tutorial system at level 1 and expanded to level 2. Existing materials were updated and archived each term to improve the quality of teaching next term. Material updates drew from internal reflection, new course content, teachers’ requests, and most importantly, student feedback. Total number of tutorial sessions offered per school term ranged from 89 to 164, depending on number of enrollments. Overwhelmingly positive feedback has been collected from students, helpers, and CLC staff alike, at the end of each school term.

Dissemination, diffusion and sharing of good practices

The project has been shared at the CUHK Teaching and Learning Innovation Expo (2021), as well as CLC teacher training workshops, and some good practices have been adopted by another division within CLC to improve their student learning experience.

Impact on teaching and learning

Teaching has been improved as a result of strong collaboration between tutorial and lecture, and learners received personalized help in their studies of spoken Putonghua and written Chinese.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: Putonghua as a Second Language Taster Course for International Students:
With a Focus on Learning Chinese Characters

**Principal supervisor
and unit:** Professor HOYAN Hang Fung Carole, Yale-China Chinese Language
Centre

Project objectives

The main objective was to develop a taster course for international students who are interested in learning Putonghua and Chinese characters. The purpose of this taster course is to attract more students to take Putonghua courses at Yale–China Chinese Language Centre (CLC) to contribute to the University’s goal of internationalization at home.

Activities, process and outcomes

A list of Chinese characters and signs to be used was compiled, the characters were researched in-depth, English explanations for the characters and for the animations’ storyline were recorded by native English speakers, hand-drawn animations were created for the explanations for the Chinese characters, animation videos were created for the English storyline using the cloud-based software Animaker, and the final videos were compiled through sound and video editing. Furthermore, online exercises, character stroke order videos, and handwriting practice sheets were also created.

Deliverables and evaluation

6 micro-modules were created and the total duration of the micro-modules is approximately 200 minutes. All project objectives have been achieved and the project kept in line with the indicated University themes of curriculum design and internationalization at home, as well as the University’s strategic plans, priorities, and goals.

Dissemination, diffusion and sharing of good practices

The taster course is advertised on CLC’s website, displayed in the course catalogue on CUSIS, and is currently live on KEEP.

Impact on teaching and learning

Student feedback has been positive, with some reporting that the videos are interesting, detailed yet not overwhelming, and straightforward.

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Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: Cantonese as a Second Language Taster Courses for CUHK Students

Principal supervisor and unit: Professor Hoyan Hang Fung Carole, Yale-China Chinese Language Centre

Project objectives

Yale-China Chinese Language Centre (CLC) offers credit-bearing and non-credit-bearing Cantonese as a second language courses to CUHK international students and Mandarin-speaking students. All credit-bearing and non-credit bearing Cantonese courses have asynchronous micro-module to enhance Cantonese learning outside language classroom. The needs analysis (TDLEG 2016-19 project: CSL Initiatives: Needs analysis and Tutorial System) conducted in 2018 and surveys done by CUHK indicate that there is a growing need of an asynchronous online course offering to these 2 groups of CUHK students and students can learn Cantonese at their own pace. This project fills this gap and provide more choices for CUHK students. The project develops 2 asynchronous online Cantonese courses to CUHK international students and Mandarin-speaking students.

Activities, process, and outcomes

Two Cantonese taster courses have been created in KEEP and are being offered to CUHK students.

1. CLCC1001 *Cantonese Taster Course for CUHK International Students* (1 unit)

Course description:

This course is an asynchronous online course offering to CUHK International students. This taster course focuses on helping students start engaging in basic daily social interaction using Cantonese.

2. CLCC1101 *Cantonese Taster Course for CUHK Mandarin-speaking Students* (1 unit)

Course description:

This course is an asynchronous online course offering to CUHK Mandarin-speaking students. This taster course focuses on helping students start engaging in basic daily social interaction using Cantonese.

Deliverables and evaluation

A set of questionnaires has been designed and will be disseminate to enrolled students to collect feedback. A 6-point scale was used in the online course evaluation. Students showed satisfaction with the course (CLCC1001:4/6; CLCC1101: 4.33/6). Students reflected that “course content is of appropriate difficulty” (CLCC1001) and the course “shows some examples of the usage of some simple words and phrases of Cantonese” (CLCC1101).

Dissemination, diffusion and sharing of good practices

The 2 Cantonese taster courses are publicized in Yale-China Chinese Language Centre’s official website and newsletter. Collaboration has been established with Postgraduate Hall and colleges to disseminate promotional materials. Promotional materials are also disseminated via CUHK mass mail.

Impact on teaching and learning

This project supports the internationalization initiatives of the University with innovative course design and teaching methodology. This project also encourages CUHK students to learn a second/third language and promote Internationalization at Home.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Putonghua Language and Culture Micro-modules for CUHK International Students****Principal supervisor and unit: Dr. LEE Siu Lun, Yale-China Chinese Language Centre****Project objectives**

Yale-China Chinese Language Centre (CLC) offers credit-bearing and non-credit-bearing Putonghua courses to CUHK international students and Cantonese-speaking students. The needs analysis (TDLEG 2016-19 project: CSL Initiatives: Needs analysis and Tutorial System) conducted in 2018 and surveys done by CUHK indicate that international students at the University have academic and practical needs in learning Putonghua. The needs analysis (2018) indicated that using multimedia materials was another strategy which Putonghua learners were willing to adopt in addition to learning in language classroom and practising in peer tutoring sessions. In the needs analysis (2018), 60.2% (n=1010) of respondents, including international and local students, were intended to use multimedia materials to learn Putonghua, especially to improve listening comprehension skills and to arouse their cultural awareness. There is a need for multimedia Putonghua learning materials designed for international students, including students in the Centre for China Studies, to enhance their Putonghua learning. This project aims at producing and providing a series of multimedia micro-modules to be used in a number of Putonghua language courses (including 3-unit, 2-unit and 1-unit courses) and to suit the needs of CUHK international students.

Activities, process, and outcomes

15 Mandarin-speaking CUHK students are recruited as student helpers to work on 30 micro-modules. A team of 15 Mandarin-speaking students was formed and the PI leads the team to prepare and produce a series of multimedia micro-modules. This project is a pioneer project to produce short educational multimedia materials to demonstrate the use of Putonghua and introduce Chinese culture to international students. The team was trained and engaged in the curriculum design and materials preparation in language teaching. Workshops were held to train the student team and equip the team with basic techniques in making educational materials for language teaching and learning.

Deliverables and evaluation

30 micro-modules will be adopted by University Putonghua courses and tutoring sessions. Each micro-module contains pedagogical asynchronous videos and learning materials of 3-8 minutes. The micro-modules contain videos and learning materials displaying the use of Putonghua and introducing Putonghua language and culture. The content consists of pedagogical materials of Putonghua language and culture:

1. brief history of cities and provinces in China,
2. food culture,
3. geographical knowledge,
4. literature reading,
5. museums and art,
6. popular culture,
7. sights of major cities and provinces,
8. songs and television drama

Dissemination, diffusion and sharing of good practices

The deliverables and project outcomes will be presented in CUHK Teaching and Learning Innovation Expo and in international conferences.

Impact on teaching and learning

The design of the proposed micro-modules throws light on teaching materials design in the second/foreign language teaching field. The outcomes could be promoted within the Yale-China Chinese Language Centre and applied in the University Programme Section of the Centre. Collaboration and exchange could be fostered with departments and units at the university, such as the Centre for China Studies, Department of Linguistics and Modern Languages, and Department of Chinese Language and Literature.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Putonghua Taster Course for Local Students: With a Focus on Usage in Context****Principal supervisor and unit: Ms. LIU Zhenxia, Yale-China Chinese Language Centre****Project objectives**

The main project objective was to develop an asynchronous online Putonghua taster course for local students, focusing on appropriateness in usage. Course contents focus on demonstrating Putonghua used in selected scenarios at different registers, with examples drawn from a multitude of authentic multimedia sources. Upon completion of the course, students' awareness on appropriateness in usage will be increased and students will be able to continue to improve their Putonghua effectively.

Activities, process and outcomes

Video clips were used as authentic multimedia sources for the new taster course. First, the team sifted through a multitude of available materials. After gathering the desired materials, the team set out to process the videos gathered. Accompanying materials were also developed.

Deliverables and evaluation

12 micro-modules (MMs) were created (4 topics * 3 formality levels). Each MM includes various videos to show authentic examples of the formality level in the given topic, explanations and notes on usage, grammar, vocabulary, and pronunciation, various e-learning exercises, and further reference materials.

Dissemination, diffusion and sharing of good practices

The course, CLCP1101, will be advertised on CLC's website along with the other taster courses. Furthermore, it will be displayed in the course catalogue on CUSIS and on KEEP, the CUHK eLearning platform. Local students who have not taken Putonghua at CLC can sign up if they are interested.

This project will be presented at the upcoming CUHK Teaching and Learning Innovation Expo later this year.

Impact on teaching and learning

CLCP1101 will be launched in Fall 2022 and positive results are expected.

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Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: Bridging the Gaps in Cantonese as a Second Language Teaching Materials

Principal supervisor and unit: Dr. LEE Siu Lun, Yale-China Chinese Language Centre

Project objectives

This project is the “Phase 2” of a five-year plan (2019-24) to bridge the gaps of different romanizations in the field of teaching CanSL. “Phase 1” has received TDLEG 2016-19 funding and has been accomplished. A computer software has been designed and used internally. An overall five-year plan is illustrated in Table 1 below. Action plans for “Phase 2” are highlighted in the table below.

Table 1. Five-year plan (2019-2024), bridging the gaps of different romanization systems

Phases	Time frame	Proposed action plans
Phase 1	2018-2019	<ul style="list-style-type: none"> - Develop a computer software to convert between Yale-romanization and Jyutping - Hold workshops to increase teachers’ understanding of theoretical issues concerning the differences between Jyutping and Yale-romanization
Phase 2	2019 - 2021	<ul style="list-style-type: none"> - Convert major CanSL teaching materials - Convert CanSL dictionaries and other learning aids, such as e-learning materials, etc., and proofread the converted materials - Hold teacher training workshops for CanSL teachers (within the unit) to go over the pedagogical issues of using Jyutping and Yale-romanization - Set up a working group (within the unit) to proofread the converted teaching materials
Phase 3	2021-2023	<ul style="list-style-type: none"> - Pilot implementation of Jyutping and research the effectiveness and pedagogical issues aroused when using Jyutping in CanSL
Phase 4	2024-2026	<ul style="list-style-type: none"> - Implementation and evaluation

The outcomes of this five-year plan would help to alleviate the difficulties involved in choosing between these two systems, as well as assist to build up a standardized system locally and globally in the long run.

Activities, process and outcomes

8 CanSL textbooks adopted by 8-9 courses have been processed. 2 workshops (1 face-to-face and 1 online) were organized with about 12 teachers attending. Two international conferences were organized with 130 participants from overseas universities, local universities, and NGO representatives.

Deliverables and evaluation

8 CanSL textbooks adopted by 8-9 courses have been processed. 1 internal workshop (online) was organized with about 12 teachers attending. A working group (within the unit and with students as partners) was set up to proofread and evaluate the converted materials. Feedback will collect from CanSL teachers and students. Professional feedback will also be sought from CanSL experts from local universities.

Two international conferences were organised by The Chinese University of Hong Kong. The *First International Symposium on Teaching Cantonese as a Second Language* was organized in 2019 at The Chinese University of Hong Kong with more than 30 participants from overseas universities, local

universities, and NGO representatives. The *Second International Symposium on Teaching Cantonese as a Second Language* was jointly organised in by The Chinese University of Hong Kong and the University of British Columbia (Canada) in 2021 with 100 enrolled participants.

Dissemination, diffusion and sharing of good practices

The outcomes of the project have been disseminated at 2 international conferences and attempts will be made to submit for publication. The *First International Symposium on Teaching Cantonese as a Second Language* was organized in 2019 at The Chinese University of Hong Kong with more than 30 participants from overseas universities, local universities, and NGO representatives. The *Second International Symposium on Teaching Cantonese as a Second Language* was jointly organised in by The Chinese University of Hong Kong and the University of British Columbia (Canada) in 2021 with 100 enrolled participants.

Impact on teaching and learning

This project can foster interaction among different units on the faculty level, such as the Department of Linguistics and Modern Languages, the Department of Chinese Language and Literature, as well as units that are interested in CanSL. At the university level, the result and outcome of this project can promote the teaching and learning of Cantonese as a Second Language throughout the university, increase the university's reputation in the field of Teaching Cantonese as a Second Language and work in line with the university's mission of internationalization.

The outcomes of this project can be further promoted to the Education Bureau of Hong Kong (EDB) and to other universities in Hong Kong or overseas and organizations, that are interested in teaching Cantonese as a Second Language. An initial exchange and collaboration have been set up with overseas universities to promote teaching Cantonese as a second language. This project also fosters academic links between experts and researchers in different organizations and NGOs in Hong Kong society concerning teaching and learning Cantonese as a Second Language for ethnic minority groups.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: Devising Measures to Enhance the English Competence of CUHK Students through an Institution-wide Study on Success Factors for English Attainment

Principal supervisor and unit: Professor CHUN Kai Wai Cecilia, Centre for Learning Enhancement And Research (CLEAR)

Project objectives

This project aims to identify variables correlated with high attainment in English of CUHK students; to examine the English language needs within and beyond academic settings; and identify measures to nurture high level of English competence among CUHK students.

Activities, process and outcomes

1. Collected student questionnaire data (n=1277), conducted 60 individual student interviews and individual interviews with English Language Teaching Unit (ELTU) lecturers (n=3) and faculty teachers (n=2).
2. Performed Linear Regression Analysis to analyse the questionnaire data.
3. Performed Content Analysis on the student interviews and individual teacher interviews.

Deliverables and evaluation

1. A comprehensive literature review on variables that affect second language attainment
2. A student questionnaire on English language needs and English learning experiences
3. Interview protocols – student interviews focusing on students' English learning experience at both secondary school and CUHK (within and outside campus) and teacher interview focusing on approach to teaching English courses and support measures

Dissemination, diffusion and sharing of good practices

A conference presentation was delivered in 2021 at the *CUHK Teaching and Learning Innovation Expo*. A journal article will be submitted to a high impact international journal for peer-review.

Impact on teaching and learning

The findings reveal that the students' use of English for social purposes holds a longitudinal impact on their language development. English-Medium-Instruction lectures, students' L2 strategy use, and motivation also contribute to the student's English language learning. This study argues that the learners' factors and the university's English-Medium-Instruction provision play a larger role in contributing to success in L2 academic English learning.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title:	Intelligent Oral Language Learning with Teacher-made and Student-made Content for Self and Peer Learning
Principal supervisor and unit:	Professor LAM Lai Chuen Paul, Centre for Learning Enhancement And Research (CLEAR)

Project objectives

The proposed project is a further development of project funded by TDLEG in 2016-19. The previous project developed the tool called uReply Lingua which is a platform that focused on language oral practice. The project would like to take this funding opportunity to work on the important enhancement of the platform in various ways.

Activities, process and outcomes

We enhanced and further developed the platform. These new features and improvements of the system included the following 5 items: 1) **Long speech**: Strengthen the system including the AI engine to support drilling of longer speech and open-ended productions. 2) **Richer teacher functions**: Strengthen the teacher-marking interface for teachers to give richer comments on individual students' work. 3) **Self-learning functions**: Build ready-made self-learning resources on the three languages such that the system can also be self-contained learning resources. 4) **Self-oriented learning**: Build a public sharing bank to allow students to create their own learning materials for sharing. 5) **Promotion and investigation**: Actively promote the system and the learning packages to teachers and students with effort to evaluate the usages.

Deliverables and evaluation

The deliverables are below:

- 1) **Long speech (interview-mode)**: Strengthen the system including the AI engine to support drilling of longer speech and open-ended productions.
Progress: longer speech has been deployed (more than 1 min audio is now supported to upload to the system, the AI engine has been fine-tuned to check if the audio is longer than the limit)
- 2) **Richer teacher functions**: Strengthen the teacher-marking interface for teachers to give richer comments on individual students' work.
Progress: The enhancement of the marking interface has been launched in early 2021.
- 3) **Self-learning functions**: Build ready-made self-learning resources on the three languages such that the system can also be self-contained learning resources.
Progress: More than 40 Ready-made learning modules are prepared by CUHK teachers and students during summer period of 2021. Also, the content has been successfully converted into the system and ready to use.
- 4) **Self-oriented learning**: Build a public sharing bank to allow students to create their own learning materials for sharing.
Progress: The module has been deployed during the semester break in Dec 2021 to prevent service interruption and has been launched in Jan 2022.
- 5) **Promotion and investigation**: Actively promote the system and the learning packages to teachers and students with effort to evaluate the usages.
Progress: We have promoted the platform via various methods including individual teacher consultations/requests. New Guidelines for teacher and students have been created for better understanding and use of the system.

Dissemination, diffusion and sharing of good practices

The platform (Lingua) has been presented in several uReply workshops organized by the Centre for Learning Enhancement And Research (CLEAR) in 2021. Promotion has also been conducted in individual teaching eLearning consultations and now we recorded 6 CUHK teachers have been used the tool in their teaching. The supervisor and co-supervisors took effort in promoting the use of these new tools in their own departments. Team members took opportunities in various online events or seminars to disseminate the project.

Impact on teaching and learning

We have conducted several improvements (including workflow, interface, Apps) regarding the platform as well as the ready-made content via interviews with teachers and students. There are a total of 14 sessions created by 6 CUHK teachers during the project period. A student's meeting has been conducted in Jan 2022 to capture student's feedback on the use of the system for further improving the system. More impact related to the self-learning module from teachers and students will be received after the promotion period.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: Online Platform for Self-Learning Resources of Chinese Language and Culture

Principal supervisor and unit: Dr. CHAO Lip Yan Felix, Independent Learning Centre

Project objectives

This project aims to develop a trilingual (Cantonese, Mandarin and English) and biliterate online platform (English and Chinese): *Online Platform for Successful Chinese Learning (OPSCL)* with complementary supports provided by Independent Learning Center (ILC) to guide the CUHK students to find the most suitable self-learning materials for Mandarin, Cantonese, Chinese Characters, Chinese Culture and Hong Kong Culture.

Activities, process and outcomes

OPSCL was officially launched on September 2021. Student can access the platform:

<https://www.ilc.cuhk.edu.hk/Workshop/ChineseLanguageAndCulture/EN/index.aspx>

with Onepass. The high number of access rate recorded from Sep 2021 to Dec 2021 suggested that the platform was well received and able to assist student on practicing independent learning. This conclusion can be further supports by the result collected from the online survey embedded into the system.

Deliverables and evaluation

2 papers (1 in English and 1 in Chinese) have been presented in international conferences and published in the conference proceedings. 1 poster has been presented in the Teaching and Learning Innovation Expo.

Dissemination, diffusion and sharing of good practices

OPSCL has been widely promoted by ILC through ILC webpages, booklet and mass mailings. The platform was also a recommended learning platform for ILC co-curricular learning activity: Language Exchange Program (LEP) and CHLT1104 Self-Learning Elementary Chinese.

Impact on teaching and learning

Students found OPSCL useful in helping them to learn Chinese language or Chinese culture and able to enhance their learning experience, comments such as “The OPSCL platform was intuitive and easy to use” and “are helpful to my level (advanced)” have been submitted to the survey.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: **Enhancing Learning among Research Postgraduate Students (RPGs) through Strengthening Their Active Reading, Critical Thinking, and Academic Publication Skills (ARCTAPS) in English**

Principal supervisor and unit: **Dr. LOONG Yvonne C W, Independent Learning Centre**

Project objectives

In order to support our CUHK postgraduates in their pursuit and application of knowledge in their specialized fields (Graduate Attributes for Research Postgraduate Programme, CUHK), the Graduate School Office and the Centre for Learning Enhancement and Research (CLEAR) have been offering a wide range of workshops through the Improving Postgraduate Learning (IPL) series. Despite its extensive coverage, an area which has been receiving relatively less attention but is fundamental to postgraduate success across disciplines is the ability to think and evaluate critically while reading primary literature and scholarly work (Anuar & Sidhu, 2017). Coupled with our observation of the increasing pressure to publish before graduation, the **ARCTAPS** project intends to complement the current IPL series by developing two online learning series in (1) **Active Reading** and (2) **Critical Thinking** respectively, and providing our postgraduates with the opportunities to turn their drafts/ manuscripts into (3) **Academic Publications** by working intensively with writing experts. It is hoped that we can further equip our postgraduates with two most sought-after skills in the increasingly knowledge-based world in the twenty-first century, namely the *high-level* analytical thinking and *sophisticated* communication skills (Chu et al, 2017).

Activities, process and outcomes

The following activities were carried out:

- (a) Completion of the *Active Reading* series – a total of 6 online learning modules respectively on (1) Evaluate Your Active Reading Skills; (2) What to Read?; (3) Advanced Academic English; (4) Identifying and Understanding; (5) Questioning and Evaluating; and (6) Taking Valuable Notes have been developed.
- (b) Completion of the *Critical Thinking* series – a total of 5 modules respectively on (1) Introduction to Critical Thinking and Useful Metalanguage; (2) The Analyses and Formulation of Short Arguments; (3) The Analyses and Formulation of Extended Arguments; (4) How to Organise Your Paper Around an Argument; and (5) How to Detect Fallacies and Avoid Them have been developed.
- (c) Student writing conferences with the intention of helping students to turn their manuscripts into publishable journal papers are being organized for students and writing experts. A total of 4 conferencing hours are being assigned for such purpose. Feedback will be collected from both students and writing experts.

Deliverables and evaluation

PG students of the collaborative workshops between the Independent Learning Centre (ILC) and the Library have been invited to try the *Active Learning* series in April, and they have been encouraged to complete the survey at the end of each module. Link to the online learning series: <https://www.ilc.cuhk.edu.hk/workshop/ARCTAPS/AR/>

The ARCTAPS project complements the *Improving Postgraduate Learning* (IPL) series currently organized by the Graduate School Office and CLEAR in supporting CUHK postgraduates in their pursuit and application of knowledge in their specialized fields in communicating their research in writing to a wider

academic audience through publishing their results and outputs.

Dissemination, diffusion and sharing of good practices

A short video on the online learning series can be accessed via this link: <https://bit.ly/39dZ8Ff>

The project shows the fruitful collaborative experience between the ILC and the university library as both are critical in support our PG students in their academic journey in the CUHK. Relevant resources – both print and online – from both units are appropriately included in the online series to provide students with convenience in easily accessing relevant tools when researching, reading, drafting and writing academic papers.

This project also represents a successful attempt in developing online learning support for PGs, which is very rare.

The team has plans to present our experience in international conferences in near future.

Impact on teaching and learning

Pilot study results are still being collected and collated at present (project end date has been extended to 30 June 2022).

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Promote eLearning to the SEN Students in CUHK through Self-Learning Videos****Principal supervisor and unit: Dr. CHAO Lip Yan, Felix, Independent Learning Centre****Project objectives**

The project aims to enhance the effectiveness of the eLearning resources for all CUHK students and promote inclusive culture in CUHK through self-learning videos. A social enterprise: SLCO Community Resources was hired to add subtitles (captions) or create a sign language interpretation version for over hundred subject-specific videos from 4 online platforms.

Activities, process and outcomes

SLCO produced and sent the VTT and MP4 files to the Independent Learning Centre (ILC) for final editing and upload. Subtitles in traditional Chinese, simplified Chinese or English subtitles were added to the videos. The sign language interpretation video and the original video will be shown in a 3:7 ratio. Example of these videos could be viewed by the following links:

1. <https://www.ilc.cuhk.edu.hk/CH/mission.aspx>
2. <https://www.ilc.cuhk.edu.hk/EN/mission.aspx>

As the production is heavily affected by the fourth and fifth wave of the COVID-19 pandemic, only videos from 3 out of 4 online platforms (*centre's introduction and reflective Journal writing) were completed. The rest are still under process. Positive feedbacks and comments have been received from both students and colleagues for this project.

Deliverables and evaluation

The feedbacks and comments collected from a survey and review reports from student helper were very positive. Academic papers are going to be presented in international conference and published in the conference proceedings.

Dissemination, diffusion and sharing of good practices

The updated self-learning videos have already been promoted through ILC website, emails, and mass mailings. Appreciation and inquires on development process of these videos have been received from different department and units of CUHK.

Impact on teaching and learning

The project has positive impact on student's learning. This could be supported by comments, such as "It encourages me to conduct self-learning as I am in a better zone of proximal development as I am not the best in Putonghua. The subtitles allowed me the ability to comprehend the concepts being said more clearly in a more convenient way."

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title:	Developing Pronunciation and Mnemonic Techniques in Ancient Greek Learning
Principal supervisor and unit:	Professor YAM Cheuk Yin Colten, Department of Cultural and Religious Studies

Project objectives

This project targets to help students overcome two specific hurdles in acquiring a foreign, ancient language – pronunciation and vocabulary building, in the context of Ancient (Koine) Greek.

Activities, process and outcomes

In close collaboration with the CUHK Centre for eLearning Innovation and Technology (ELITE), the team conducted extensive planning, research, recording, testing, editing and after-production enhancements of multimedia materials with interactive components. These materials address essential phonological components of Koine Greek, lexical roots and vocabulary acquisition. They also demonstrate grammatical cases, genders and their morphology in carefully designed literal contexts.

Deliverables and evaluation

More than 40 video and audio clips, totaling beyond 250 minutes, are produced, in addition to an array of interactive components. A flipped-classroom strategy has transformed the long-held lecture-and-homework mode.

The materials are designed to suit students with special educational needs (SEN), a focus area in “G2: Adaptive Programme Structure and Pedagogy to Excel in the New Normal” of *CUHK 2025*. The materials have also actualized the “Effective use of mixed-mode teaching in programmes and courses”, as the KPI5 under Goal 2 of *CUHK 2025*.

Dissemination, diffusion and sharing of good practices

Best practices can be shared with other classes on ancient languages, not least in the Department of Cultural and Religious Studies and the Divinity School of Chung Chi College.

Impact on teaching and learning

The new set of multimedia learning materials and the flipped-classroom approach have been enthusiastically received by students of THEO3215/5303 “New Testament Greek I” and THEO3216/5304 “New Testament Greek II”. This is also associated with active student engagement and better grasp of concepts.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Development of a New 1-unit Elementary Japanese Language Tasting Course****Principal supervisor and unit: Professor HO Chi Ming, Department of Japanese Studies****Project objectives**

This project aims to develop a 1-unit course for elementary Japanese language. This course places emphasis on providing a first learning experience of Japanese language, in other words, a ‘tasting’ opportunity for those who have no Japanese language learning experience before.

Activities, process and outcomes

This course will be an asynchronous online course in principle (with real time online meeting sessions for tutorial and oral practice purpose). This course will cover pronunciation of Japanese alphabet ‘Kana’ (假名), basic grammar points and vocabularies which are essential in daily conversation with Japanese people.

Deliverables and evaluation

The deliverables are 7 modules. There will be an online final examination (in the format of multiple choice) as the course assessment, and online exercises (in the format of multiple choice) for revision purpose. Students will receive a ‘Pass’ or ‘Fail’ in this course without letter grade.

Dissemination, diffusion and sharing of good practices

All lecture materials (including class videos, handouts, exercise, examination, etc.) will be stored in the online KEEP (CU eLearning) platform for students to use. In order to arouse students’ learning interest, some well-selected topics which students will mostly likely have the opportunity to experience when they are visiting Japan, will be included in this course.

Impact on teaching and learning

Since there is no such ‘Tasting’ elementary Japanese language being offering by the Department of Japanese Studies and other units in CUHK, this 1-unit course will bring a brand new experience in teaching and learning of Japanese language in CUHK.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: CUHK Modern Languages Curriculum Revision Exercises

Principal supervisor and unit: Professor PAN Victor Junnan, Department of Linguistics and Modern Languages

Project objectives:

The project aims to revise the curricula and improve the pedagogical efficiency of two modern language programs at CUHK: German and Spanish. It also aims to lead students to enjoy learning modern languages with more effective teaching approaches and to bring students up to the level of expectations fixed in *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

Activities, process and outcomes

70 students from German and Spanish language programs took part in the official language tests. Two external experts, one for German and one for Spanish, thoroughly reviewed and evaluated the current curricula, course materials, assignments, exam papers, students' homework and productions in exams (both recorded oral work and written work) for all the language courses in German and Spanish programs as well as the results of the official language tests. Each of the two external experts had a meeting with the full-time teachers from each pedagogical team. External experts raised questions on the curricula design, the pedagogical materials, the organization of the teaching activities, and the activities to promote modern languages at CUHK. They shared much valuable experience with our teachers, and provided suggestions for the improvement of the current curricula. One external expert had a separate meeting with some students and had a chance to know students' need from the perspectives of learners. Then, the two external experts issued final review reports, based on which German team and Spanish team revised the current curricula for language courses.

Deliverables and evaluation

The results will be evaluated through students' performance in listening, speaking, reading and writing after taking language courses under the revised curricula.

Dissemination, diffusion and sharing of good practices

The revised curricula will be uploaded to the department website and publicly shared from September 2022.

Impact on teaching and learning

It is expected that the revised curricula will improve the pedagogical and learning efficiency in German and Spanish programs. The engagement of students in the revision of curricula is an important factor, which helps teachers know better the need of students.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title:	Introductory Spanish Courseware
Principal supervisor and unit:	Dr. VICENTE RASOAMALALA Leticia, Department of Linguistics and Modern Languages

Project objectives

The present project aimed to:

- build one courseware for Spanish beginner students.
- revamp Blackboard Spanish materials by complementing learning tools with rich media.
- integrate more gamified components for assisting learners in acquiring, consolidating and reviewing the course contents.
- enhance the language teaching and learning.
- amplify target language exposure for learners.

Activities, process and outcomes

- Surveying and identifying the students' needs.
- Adopting an "agile design process".
- Developing jointly learning micro modules with the ITSC unit including rich media.
- Integrating the supporting material learning modules in Blackboard with review and practice online activities.
- Designing video tasks, audio-visual speech integration, and animations.
- Piloting the courseware with students and teachers.
- Redeveloping the courseware after usability testing.
- Micro modules enhancing and updating supplementary practice and review online tasks.
- Overall positive feedback (99.75%) in learner surveys.

Deliverables and evaluation

- 75 online tasks designed with interactive components embedded in Blackboard (e.g., *multiple choice, fill in the blank, jumbled sentence, audio tasks and video animations*).
- 3 main practice and review modules of the SPAN 1000 course contents.
- Continuous ongoing evaluations of the developed contents by adopting one Agile Design Process.

Dissemination, diffusion and sharing of good practices

- Progress reports at a department level and the Spanish Section.
- Two online international talks and one local presentation at CUHK.

Impact on teaching and learning

- Project deliverables tested with SPAN 1000 courses.
- Learners found the modules useful for reviewing contents and improving their listening comprehension skills.
- Teachers' reflections about the potential of developing richer multimedia tasks for learners.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: **Revamping the Curriculum of HKSL I and II based on the Guidelines of the Common European Framework of Reference for Languages (CEFR)**

Principal supervisor and unit: **Professor SZE Yim Binh Felix, Department of Linguistics and Modern Languages**

Project objectives

- i) Producing 32 video recordings with a diverse range of content for learning Hong Kong Sign Language (HKSL)
- ii) Developing text-based materials or animations to supplement the present video-based materials designed to teach HKSL grammar and Deaf culture
- iii) Redesigning the interface of the e-learning platform to support students' self-learning

Activities, process and outcomes

The project team reviewed the curriculum of HKSL I and II and identified gaps with reference to the Guidelines of the Common European Framework of Reference for Languages (CEFR) for CEFR Level A1 and A2. The project team took the following actions:

- i) Design and produce 32 video materials for comprehension skills enhancement to be adopted by HKSL I and II
- ii) Prepare 8 text-based materials to supplement the current video materials for teaching Deaf culture and/or HKSL grammar for HKSL I and II
- iii) Redesign the customized learning platform with all materials, text-based in Chinese & English) & video-based materials in HKSL to support structured self-learning in the form of comprehension activities for HKSL I and II

Deliverables and evaluation

The project engaged students as partners in teaching and learning development by inviting students to comment and evaluate the deliverables via a questionnaire and a focus group interview. Students' learning experiences as reported by themselves were taken into account when the team developed new materials. Results from the questionnaire survey show that agree that learning with the new materials and redesigned eLearning platform become more effective. The students are particularly stratified with enhancements made to the grammar and deaf culture components of the new curriculum.

Dissemination, diffusion and sharing of good practices

The team recruited 12 deaf signers from the community for video production of HKSL dialogues and monologues. Some of the deaf signers are teachers of community courses organized by NGOs in HK. We foresee that participation in delivering the project products will be an inspiration for the deaf signers who have the passion to teach HKSL. In May 2022, the project team will present at the 28th Annual Conference of the International Association of Chinese Linguistics (IACL-28) with the presentation title of Revamping the Hong Kong Sign Language Curriculum based on the Guidelines of Common European Framework of Reference for Languages (CEFR).

Impact on teaching and learning

As reported in the questionnaire and focus group interviews, students are generally highly satisfied with the instructional materials. A large majority of them responded that the instructional materials help them learn effectively in and out of class to achieve course learning outcomes. Teachers reported that the enhancement to the e-learning platform provides a better user experience so their teaching is smoother when they use materials on the platform in class. They also reported that the learning materials are more self-explanatory so students are more motivated to engage in self-learning after class.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Sample Videos for Moodle Tasks and Roleplays****Principal supervisor and unit: Ms. FRÖMEL Annette Josefa Maria, Department of Linguistics and Modern Languages****Project objectives**

This project aims to improve teaching by providing sample videos to students for their own video production and in-class roleplays. Accompanied by detailed descriptions of task requirements and explanations of good performance these videos are used to supplement all German textbook-based language courses, from German I to German VI.

Activities, process and outcomes

9 sample videos of 3-5 min were produced and serve as samples for students to create their own videos and complete quizzes. These video serve the enhancement of students' different language skills and promotes the use of innovative learning activities.

Current students and Alumni served as actors, and students taking German classes have been noted to be more creative in their own video production.

Deliverables and evaluation

The project fits the university themes "engagement of students as partners in curriculum and teaching and learning development" as they participated as actors, "global citizenship and social enterprisingness"- they learned a new language and culture, "innovation and design" by creating their own videos "internationalization at home" through filming at home. Through tasks, students also enhance their listening, speaking and interactional skills.

Dissemination, diffusion and sharing of good practices

All videos are available on Moodle and Youtube under the following playlist:

<https://www.youtube.com/playlist?list=PL2e0DtFeEEi0a8a-vEdLEFXaWiPQ7Tkch>

The project was presented at the conference "Interaction in teaching German as a foreign language" (University of Marburg/Reitaku University, 2020) and will be shown at the International Conference for Teachers of German, (IDT) in Vienna in August 2022.

Impact on teaching and learning

Teachers involved in preparing the scripts have become more aware of the necessity only use vocabulary taught when communicating with students in their classes.

The sample videos are available for students of German since the first term of 2021-22. According to the result of an online survey, students were very satisfied with the new sample videos.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: Developing a 1-unit Online Course Titled Hong Kong Sign Language Taster

Principal supervisor and unit: Professor SZE Yim Binh Felix, Department of Linguistics and Modern Languages

Project objectives

1. develop a 1-unit online Hong Kong Sign Language (HKSL) course pitching at Level Pre-A1 of the Common European Framework of Reference for Languages (CEFR)
2. prepare students to continue to learn HKSL at higher levels, namely A1-B2 according to CEFR, with courses offered by the Department of Linguistics and Modern Languages.

Activities, process and outcomes

1. Develop course materials inclusive of teaching videos delivered in HKSL supplemented with written Chinese and English, exercises and assessment materials
2. Identify applicable tools on CUHK Moodle @ KEEP for designing sign language teaching activities
3. Produce learning content and trial lessons for internal review and comments
4. Finalize the course for launching in the academic year 2022-23

Deliverables and evaluation

The project team has followed the overall aims and direction as originally proposed with additional video materials produced to enhance the interactive aspect of the course. The team invited current and former students of HKSL I to VI courses to review the online course developed in the project and complete a questionnaire afterward. The overall feedback is positive and rated the course highly in terms of achievement of learning outcomes. This project contributes to Goal 10 of the 17 United Nations Sustainable Development Goals: Reduce inequalities and ensure no one is left behind. Students finishing the course will be more adapted to approaching deaf signers and offering assistance if necessary.

Dissemination, diffusion and sharing of good practices

The team will present the outcomes of this project in an invited talk at the Special Forum: Sign Language and Linguistics in Chinese Context of the 28th Annual Conference of The International Association of Chinese Linguistics held at CUHK in May 2022.

Impact on teaching and learning

The course developed in this project will become the first contact point for interested learners of HKSL at CUHK. Current and former students of HKSL I-IV who reviewed the course are highly satisfied with the course. The HKSL teachers foresee that the course can engage students in learning the language with interactive activities and innovative technology. Different from the HKSL video materials developed for HKSL I-IV, the materials of this 1-unit course have been adapted for self-learning. For example, during the interactive dialogue, there are prompts to check students' understanding. Different types of language games are included to engage students in learning in an interactive and fun way. After reviewing the online course developed in the project, teachers are motivated to explore how this new form of interactive e-learning materials can be replicated to facilitate learning of HKSL in the existing in-class teaching mode.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: SPOC – “First Step in Spanish”

Principal supervisor and unit: Dr. VICENTE RASOAMALALA Leticia, Department of Linguistics and Modern Languages

Project objectives

The present project aimed to:

- design 1 credit unit of a Spanish taster course for prospective students.
- build a self-directed learning course introducing the Spanish language and Hispanic culture.
- develop mini tasks for assisting learners in acquiring, consolidating and reviewing the course contents.
- promote learning engagement through multimedia tasks.
- foster learner autonomy and enjoyment in learning.

Activities, process and outcomes

- Surveying and identifying the students’ needs.
- Developing self-learning lesson modules and assessment tasks with rich media.
- Designing video tasks, audio-visual speech integration, and animations with the Information Technology Services Centre (ITSC).
- Piloting the courseware with students and teachers.
- Redeveloping the Small Private Online Course after usability testing.
- Moodle learning modules and assessment tool upgrading Spanish virtual teaching contents.

Deliverables and evaluation

- 4 main thematic modules covering the introduction to the target language, the Hispanic culture and one final quiz.
- Online tasks designed with interactive components embedded in Moodle (e.g., *multiple choice, fill in the blank, jumbled sentence, audio tasks and video animations*).
- Ongoing evaluations of the developed contents and pilot trial with students.

Dissemination, diffusion and sharing of good practices

- Progress report meetings at a department level and in the Spanish Section.
- One online international talk and one local presentation at CUHK.

Impact on teaching and learning

- Upgrading teachers’ knowledge of H5P contents and boosting the use and the design of innovative digital materials for online teaching.
- Potentially enlarging the offering of Spanish courses with the first online course.
- Project deliverables tested with students.
- Course potential in learners’ motivation to study more Spanish.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: SPOC – “First Steps Into German”

Principal supervisor and unit: Mr. ESCH Bernd, Department of Linguistics and Modern Languages

Project objectives

This project aims at developing and deploying a one-unit, credit-bearing online course with 13 hours of approximately 45 minutes of student engagement time each. With a focus on mobile, independent, and self-paced learning, the purpose of this course is to offer CUHK students a first experience in approaching the German language and culture. It is also intended to be a taster course for and an introduction to the course offering of the German programme in the Modern Languages section of the Department of Linguistics and Modern Languages, CUHK.

Activities, process and outcomes

- **activities carried out**
 - the general structure of the units has been developed
 - the content of units 1,2,3 (including interactive content and exercises as well as self-check quizzes) and language-related content for unit 4 has been created and implemented on the CUHK Moodle GERM1001 “First Steps in German website”.
 - four unit videos have been produced/filmed.

- **examples of process: enhanced curriculum designs, enhanced educational practices, changes in approaches to teaching**
 - enhanced curriculum design: Due to our development of the SPOC and of the teaching materials for this SPOC, the German team have now a clear view of how to design and implement self-learning/flipped classroom modules, especially with respect to which activities/tools (Moodle activities/H5P/etc.) are suitable for which goals. While producing the online modules, our team have acquired skills in video production/editing and in the production of interactive exercises. By virtue of these newly acquired skills and experience, we have been further enabled to plan, develop, and assess in a more targeted manner self-learning online modules for our current German classes on our Moodle platform.
 - enhanced educational practices, changes in approaches to teaching: By virtue of the experience gained from developing the SPOC and pertinent materials, the German team are going to identify areas in our current teaching that can be implemented as self-learning/flipped classroom modules, and we are going to work towards implementing them as self-learning modules in our current courses. Asynchronous learning for certain content will be beneficial to and motivating for our students.

- **outcomes in terms of student capabilities that have been developed, student satisfaction, or staff competencies that have been enhanced**
 - **conceptualization and implementation of educational videos, including editing videos (with Adobe Premiere Pro, Camtasia), using green screen and videoeffects**
 - conceptualization and implementation of educational audio activities, including editing audio files (with Adobe Audition, Audacity)
 - development of interactive online content using H5P/Moodle activities
 - development of interactive educational videos that contain self-checking elements (for the students, this enhances to a great extent the sense of engaging in a “real” conversational context and increases motivation to continue with the course)

Deliverables and evaluation

Deliverables

- development and deployment of 13 hours of Beginners' German SPOC (to be completed shortly)
- production of accompanying videos (all videos have been produced)
- Presentations of SPOC held at department level (more presentations planned)

Evaluation

- Student Feedback (to be requested once all modules are completely deployed)
- Peer Evaluation by external educational professional (to be requested once all modules are completely drafted/deployed)

Dissemination, diffusion and sharing of good practices

We have created the Moodle course website *First Steps in German*:
<https://moodle.cuhk.keep.edu.hk/course/view.php?id=32>

We have presented our German SPOC project structure, modules, and exercises in 2 presentations at department level. We are planning to present our project at CUHK Teaching and Learning Innovation Expo and at an international conference with colleagues in Greater China.

Impact on teaching and learning

Learning: Our project is a lighthouse project at CUHK as an introductory, asynchronous self-learning online language course that enables CUHK students to get acquainted with a new language and culture in an extraordinarily accessible way: they can study where they like; and when they like; and at their individual learning pace. CUHK students will benefit greatly from this internationalization at home (or, in fact, anywhere they take their mobile devices), since the gap between their own and a new, exciting language and culture, is bridged by actively engaging with the motivating content of the course.

Teaching: Our team have much clearer insight now into how to build online teaching materials that can be used within a self-learning approach, and how to make them as interactive as possible. As we are using Moodle as a teaching platform in our regular teaching, we are planning to implement self-learning modules for selected topics (e.g. pronunciation; test-taking strategies; test format training; and others) in our current Moodle teaching platform. Since we now have gained great experience with the available tools (H5P, Moodle quizzes and activities), we can now more effectively tailor our materials to our students' needs, especially with respect to asynchronous self-learning modules. Going forward, we are going to implement such self-learning modules in our Moodle platform environment and make these modules an integral part of our overall teaching approach.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: Development of a One-unit Online Korean Taster Course

Principal supervisor and unit: Dr. YUN Jong Sook Ellen, Department of Linguistics and Modern Languages

Project objectives

- To broaden the pool of students who have certain basic concepts of the Korean language and culture before committing themselves to an in-depth learning of the language.
- To explore the potentials of online language teaching, especially in its extent of supplementing classroom teaching for students who have different paces and styles of learning.
- To promote independent learning and enhance the effectiveness of online learning.
- To equip the teachers with the knowledge and technical know-how of developing online language courses.

Activities, process and outcomes

Since April 2021, the project goals were achieved one by one as the following table shows.

Period	Activities, Processes and Deliverables
Sep - Dec 2021	Production of videos and soundtracks
Nov 2021 - Mar 2022	Production of online exercises and quizzes
March - April 2022	Technical development with KEEP for course uploading
May - June 2022	Preparing to conduct a user test with a focus group

Deliverables and evaluation

A variety of audio-visual materials were created including 12 short videos on the four popular topics of Korean culture and society. Students will be assessed by multiple-choice questions in each module. This course will be offered through KEEP, a CUHK e-Learning platform.

Dissemination, diffusion and sharing of good practices

The project team has shared the processes of developing the taster course with other language programmes at the department level. Opportunities to share the experience of the project in the Teaching & Learning Innovation Expo in the future will be explored.

Impact on teaching and learning

The project will render a positive experience for CUHK students who have interest in exploring opportunities of learning a third language with less pressure of grading and assessment. It will promote an upward trajectory for students to commit themselves to an in-depth learning of the third language.

THE CHINESE UNIVERSITY OF HONG KONG**Language Enhancement Projects****Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium****Project title: Development of a One-unit Online French Taster Course****Principal supervisor and unit: Mr. GAUDET Benjamin Malcom Thomas, Department of Linguistics and Modern Languages****Project objectives**

The objective of this project is to design an online taster course which highlights the characteristics of French culture and the attributes of the French language for students without prior knowledge in French. Students will be able to have glimpses of the practical and cultural aspects in the French-speaking environment in a daily-life context, cultivating their interest in the subsequent and in-depth learning of the French language and culture, to foster cultural exchange and to nurture global citizenship.

Activities, process and outcomes

After the course was designed, 6 scripts for the videos were wrote, production and postproduction of 6 videos was supervised. 12-20 interactive exercises were created for the online units. Additionally, a final quiz was created for final online assessment. Uploading of the course and further enhancement of content will be made. In summer 2022, conduct a user test with a focus group for collection of feedback from students.

Deliverables and evaluation

The completion of the course development and the launching of the course on KEEP, the CUHK initiated cloud-based eLearning platform. The effective running of the course and the aforesaid components on the Internet, allowing users to gain interactive learning experience from these components. Duly changes will be made to enhance and enrich the website before it is officially launched. Enrollment figures of the online course to measure the popularity of the course and enrollment figures of students who continue to take French courses at the beginner's level to measure effectiveness of the online course in motivating students to learn French. Course and teaching evaluation to be conducted by students upon completion of the course for quality assurance and collection of feedback for improvement.

Dissemination, diffusion and sharing of good practices

The project outcomes will be disseminated in the workshops on teaching and learning or other official occasions organized by CUHK. Through the sharing, the project outcomes will be benchmarked with other similar projects and evaluated by the peers, fostering further improvements in the long run.

Impact on teaching and learning

The project enhanced the French programme team's knowledge in the implementation of H5P components and the design of the interactive activities for online teaching and learning for courses of language and culture. It fosters the development of innovative online teaching and learning resources in the future, which may become indispensable in the COVID-19 pandemic and post pandemic era. The online modules and components will also enrich the classroom teaching of the French programme in the future, as the course teachers can incorporate the online components handily in their classroom teaching. The new online taster language course promotes the learning of French and cultural exchange, nurtures global citizenship and broaden students' perspective, which has become indispensable in students' career development in the future. It provides a new option of learning to students and enriches the offerings of the University.

THE CHINESE UNIVERSITY OF HONG KONG

Language Enhancement Projects

Supported by the Teaching Development and Language Enhancement Grant for the 2019-22 Triennium

Project title: **Developing Corpus-based HKSL Samples to Support Grammar and Vocabulary Teaching for HKSL I to VI**

Principal supervisor and unit: **Professor TANG Wai Lan Gladys, Department of Linguistics and Modern Languages**

Project objectives

The project aims to extract naturalistic Hong Kong Sign Language (HKSL) samples to demonstrate how the target grammar and vocabulary items are used to convey a communicative intent, covering all 24 units of the HKSL curriculum from Level I to Level VI. It also develops text-based teaching materials to supplement the video-based naturalistic grammar samples. The project incorporates the videos and texts into the grammar section of the e-learning platform, to enrich the existing grammar explanations and teacher-constructed examples.

Activities, process and outcomes

- Extract naturalist HKSL samples from the Hong Kong Sign Language Corpus (<http://www.cslds.org/hkslcorpus/browsearchive.jsp>)
- Prepare and produce signed episodes and text-based materials to accompany the extracted samples
- Incorporate relevant materials into the grammar section of respective units on HKSL learning materials hosted in the e-learning platform (http://www.cslds.org/hksl_book/)
- Discuss with language instructors to identify an effective strategy to incorporate the materials to enhance teaching and learning
- Conduct one round of questionnaire survey with a small group of current and former students of the HKSL courses to obtain learners' feedback on the use of naturalistic signed language samples in teaching.

Deliverables and evaluation

Participants who participated in the questionnaire surveys strongly agree or agree that the three project objectives have been achieved. 156 naturalistic HKSL samples supplemented with written Chinese and English explanations. 24 sets of the naturalistic HKSL samples demonstrating how specific grammars are adopted to realize communicative intent. This project generated the first sets of naturalistic HKSL data for supporting vocabulary and grammar teaching to fill a gap in HKSL teaching that has been relying on language samples created to achieve specific pedagogical objectives.

Dissemination, diffusion and sharing of good practices

A non-government organization, SLCO Community Resources that offers various sign language courses for the community and schools has been contacted in arranging a sharing session for the project team to present the outcomes of the project. The outcomes of this project will also be reported by the HKSL teaching team in an invited talk at the Special Forum: Sign Language and Linguistics in Chinese Context of the 28th Annual Conference of The International Association of Chinese Linguistics held at CUHK in May 2022.

Impact on teaching and learning

This project will enhance the quality of teaching and learning for students of Hong Kong Sign Language I to VI. The corpus, originally constructed to support sign linguistic research, contains signed conversations between pairs of native to near-native Deaf signers. It has been adopted by the project to support teaching and learning. The naturalistic samples extracted from the corpus will supplement explicit grammar teaching and expose students to language usage beyond the teacher-constructed signing demonstrations. In questionnaires and focus group interviews of previous projects, students expressed the need to learn how to use the language naturally in conversations and to view the sign language produced by other Deaf signers. Both students and teachers would benefit from the new materials. When the teachers try out the materials in class, an impact will be created on their teaching practice.