

# THE CHINESE UNIVERSITY OF HONG KONG

## Micro-Module Courseware Development Grant

### Final Report (August 2015)

#### PART I

Project title: English Through Music  
Principal supervisor: Dr. Christelle Davis (with team members Dr. Elaine Ng and Dr. Jose Lai)  
Department / Unit: English Language Teaching Unit  
Project duration: From January 2015 to August 2015  
Date report submitted: 31 August 2015

#### **1. Project objectives**

The objective of our project was to design and create four micro-modules to complement the Independent Learning Module and features online content used in conjunction with classroom learning in ELTU 1001 and ELTU 1002. Each micro-module focuses on a musical theme and features an online mini-lecture, as well as online and in-class activities. The blended learning approach aims to engage students critically and creatively with different texts and develop their skills in listening comprehension, expand their vocabulary and enhance their phonological awareness.

Our project team has completed three micro-modules. The fundamentals of the objective have not changed, however, the budget and time constraints of this project mean that completing a mini-lecture for the fourth micro-module was not be possible. Instead, we chose to supplement the existing three micro-modules with additional online and in-class activities.

#### **2. Process, outcomes or deliverables**

The team has satisfactorily completed three micro-modules, each with three components: an online film, online activities and in-class curriculum.

Upon the successful completion of the in-class and online curriculum for each micro-module in March 2015, we used the months preceding the final deadline to conduct further reviews of the syllabi by experienced colleagues to ensure their effectiveness in the classroom. Colleagues were introduced to the micro-modules via a Professional Development presentation and encouraged to use the resources in the upcoming term.

These micro-modules are slated to be used in the subjects ELTU1001 (Foundation English for University Studies) and ELTU1002 (English Communication for University Studies).

Details of the micro-modules produced are listed below:

### **Micro Module A**

**Online film: Music Genres – Classical Music and Soul Music**

**In-class Curriculum: Subject Specific Vocabulary – Classical Music, Soul Music and Instruments**

**Online Curriculum: Cloze passages (listening activity) and online discussion forum**

### **Micro Module B**

**Online film: Pop Music and Classical Music Songwriting**

**In-class Curriculum: Poetry and Lyrics**

**Online Curriculum: Group discussion activity**

### **Micro Module C**

**Online film: The Importance of Music in Political Movements**

**In-class Curriculum: Phonological Components of Song Lyrics**

**Online Curriculum: Written comprehension and listening comprehension exercises**

## **3. Evaluation Plan**

Our evaluation plans have not been altered, however, we believe there is an opportunity for on-going evaluation once the micro-modules are implemented in the courses.

Towards the completion of Term 1 we will conduct the following:

- Web logs will be analysed to determine the frequency of student access and participation;
- Specific questions related to the micro-modules effectiveness will be added to the Post Course Questionnaires for ELTU1001 and ELTU1002;
- During the ELTU retreat in December 2015, teachers will be asked to give feedback on and contribute to the ongoing improvement and development of these materials.

#### 4. Dissemination, diffusion and impact

##### Dissemination:

##### Link to Blackboard site:

[https://elearn.cuhk.edu.hk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=21&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D537931%26url%3D](https://elearn.cuhk.edu.hk/webapps/portal/frameset.jsp?tab_tab_group_id=21&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D537931%26url%3D)

##### Workshops and conference presentations

Project member	Institution	Date	Title of presentation
Dr. Christelle Davis	Trinity College, University of Melbourne	9 <sup>th</sup> December 2015	Development of E-learning Materials
Dr. Christelle Davis	American Popular Culture Association Annual Conference	25 <sup>th</sup> March, 2016	Adaptation pedagogy.
Dr. Elaine Ng	Northeastern University, Shen Yang, China	13 <sup>th</sup> July, 2015	English through Music
Dr. Elaine Ng	ELTU Retreat The Chinese University of Hong Kong	2 <sup>nd</sup> September, 2015	English through Music

##### Diffusion

The aim is to use these micro-modules to support flipped classroom activities in the classes ELTU1001 (Foundation English for University Studies) and ELTU1002 (English Communication for University Studies) starting from Term 1 2015. For each of the three micro-modules, the students will be asked to watch a film and respond via online discussion forums and listening comprehension questions. The online component will be further supported by in class activities directly related to the social and cultural issues, literary devices, grammar points and phonological features displayed in the films.

##### Impact

The micro-modules can be adapted to be used within other ELTU courses including, but not limited to, ELTU 2407 (English Through Creative Writing) and ELTU 2003 (English Through Popular Culture). The project can also be promoted via the ELTU website and Facebook page as a creative and engaging resource for independent learning.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 84,000
Funds secured from other sources (please specify _____)	\$ 0
Total:	\$ 84,000

Expenditure:

Item	Budget as per application	Expenditure	Balance
Professional Video Taping and Editing	\$36,000	\$30,000	\$6,000
Teaching Relief for Teachers	\$43,720	\$43,720	0
Souvenirs for Guest Speakers	\$1,600	\$1592.74	\$7.26
Student Helpers to do transcription	\$2,680	\$2,640	\$40
Total:	\$84,000	\$77,952.74	\$6047.26

PART III

Lessons learnt from the project

This project was an exciting opportunity to infuse the team’s passion for music into English language learning. Moving forward, we are enthusiastic about utilising these micro-modules in the classroom in Term 1 and see the potential for their long term use in our courses. Finally, we hope that these micro-modules will inspire teachers in the ELT Unit to integrate alternative resources and e-learning philosophies into their other classes.

The main obstacle that we encountered was having such a tight deadline to source subjects, record interviews and edit the three films. We overcame this problem by working with a team of professional audio-visual technicians who helped guide us through the filming and editing process.

PART IV

Information for public access

English through Music is a series of micro modules designed for use in ELTU1001 (Foundation English for University Studies and ELTU1002 (English Communication for University Studies), which aims to increase students’ English fluency, comprehension and insight via music.

These micro modules are designed to complement each course's Independent Learning Module and feature online content used in conjunction with classroom learning. Through this blended learning approach, students will be asked to critically and creatively engage with resources such as songs, music videos and mini-lectures in order to:

- expand their vocabulary
- enhance their phonological awareness of spoken English
- develop their skills in critical analysis and listening comprehension.

## 1. Keywords

*Please provide five keywords (in the order of most relevant to your project to least relevant) to describe your micro-modules/pedagogies adopted.*

- (Most relevant)      Keyword 1: Flipped Classroom  
                                  Keyword 2: English through Music  
                                  Keyword 3: Independent Learning  
                                  Keyword 4: Communication Skills
- (Least relevant)      Keyword 5: E-Learning

## 2. Summary

*Please provide information, if any, in the following tables, and provide the details in Part I.*

<b>Table 1: Publicly accessible online resources (if any)</b>
(a) <b>Project website:</b> <i>CU-ELTU Micro-modules – English through Music</i>
(b) <b>Webpage(s):</b> <b><a href="https://elearn.cuhk.edu.hk">https://elearn.cuhk.edu.hk</a></b>
(c) <b>Others (please specify):</b>

<b>Table 2: Resource accessible to a target group of students (if any)</b>			
<i>If resources (eg. software) have been developed for a target group of students (eg. in a course, in a department) to gain access through specific platforms (eg. Blackboard, facebook), please specify.</i>			
<u>Course Code/ Target Students</u>	<u>Term &amp; Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
ELTU1001	1 <sup>st</sup> term 2015	689	Blackboard
ELTU1002	1 <sup>st</sup> term 2015	427	Blackboard

<b>Table 3: Presentation (if any)</b>	
<i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i>	<b>Number</b>
(a) In workshop/retreat within your unit (eg. department, faculty)	2
(b) In workshop/retreat organized for CUHK teachers (eg. CLEAR workshop, workshop organized by other CUHK units)	
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	
(d) In any other event held in HK (eg. UGC symposium, talks delivered to units of other institutions)	
(e) In international conference	1
(f) Others (please specify) Presentation at international university	2

<b>Table 4: Publication (if any)</b>	
<i>Please classify each piece of publications into one and only one of the following categories</i>	<b>Number</b>
(a) Project CD/DVD	
(b) Project leaflet	
(c) Project booklet	
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	
(e) Conference proceeding	
(f) A chapter in a book accessible internationally	
(g) A paper in an referred journal	

(h) Others (please specify)	
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### **3. A one-page brief write up**

English through Music is a series of micro modules designed for use in ELTU1001 (Foundation English for University Studies and ELTU1002 (English Communication for University Studies), which aims to increase students' English fluency, comprehension and insight via music.

These micro modules are designed to complement each course's Independent Learning Module and feature online content used in conjunction with classroom learning. Through this blended learning approach, students will be asked to critically and creatively engage with resources such as songs, music videos and mini-lectures in order to:

- expand their vocabulary
- enhance their phonological awareness of spoken English
- develop their skills in critical analysis and listening comprehension.

The same resources can be used in each course, with components that are easily adaptable for the courses' individual learning objectives. The micro-modules will be used from Term 1, 2015-2016 and consistently evaluated and adjusted for use in future classes.