THE CHINESE UNIVERSITY OF HONG KONG
Courseware Development Grant (2017-18)
Final Report

PART I

Project title: **Micro-modules of Cantonese for CHLT 1104 Self-Learning Elementary Chinese**

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Department / Unit **Chinese Language and Literature/Chinese Language Teaching Development Centre**

Project duration: **From March 2018 to February 2019**

Date report submitted: **8 March 2019**

1. Project objectives

Is the project on track to meet its objectives?

Have the objectives been changed as a result of the experience of working on your CDG project?

The objective of this project is to develop more comprehensive self-learning materials for students who are motivated to learn Cantonese, which has not been changed during the development of the project. Compared with the existing Cantonese learning materials of CHLT1104 (contact hour < 1 hour), the project outcomes increase the coverage of the materials, especially on vocabularies and grammar. This helps students master a wider range of Cantonese knowledge.

2. Process, outcomes or deliverables

Please specify the number of different types of deliverables produced, and the course(s) (with course codes and titles) that have used the deliverables in Part IV, and provide more detailed descriptions here.

The deliverables produced during the project includes:

1. Online text book and exercise (51 pages)
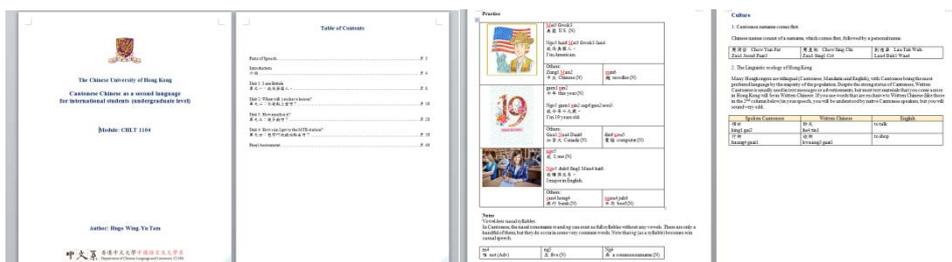
2. 5 set of teaching videos (~ 4mins each)

3. 4 set of "Oral Communication in situations" videos (~ 1.5min each)

4. 8 set of simple graphic slide by storyline/ppt with audio (~ 2 mins each)
https://drive.google.com/drive/folders/1M4TsDVyXgRVEm9aBzI7x-AlQ1RbcjpoE?usp=sharing

Note: Please open the file "story-html5.html"

Has the nature of the deliverables been changed?
The use of Go Animation in the production of "Oral Communication in situations" videos was once mentioned in the project proposal, but after considering the production effect of Go Animation, the plan was changed to live-action shooting and the use of simple graphics to help students learn the pronunciation of the words.

Have you adjusted your timeline?
The overall project progress was slightly slower than expected due to numerous revisions on the content of the textbook and the technical problems involved in a

large number of the sound files of word pronunciation. As a result, several teaching videos will be finished in the post-production process and the main teaching resources of the program will be uploaded to Blackboard of CHLT 1104 by the end of the second term of 2018/19. These self-learning resources are optional for students and will not be included in the assessment of the course.

Our project members have been in constant contact with KEEP colleagues. After collecting the feedback of the users, revisions to the contents will be conducted and the self-learning resources will be uploaded to KEEP in 2019/20 and hopefully before 2019/20.

Overall, was the project completed satisfactorily?
Overall, the project was completed satisfactorily.

3. Evaluation Plan

Have you altered your evaluation plans?
What monitoring data did you collect?
Does your evaluation indicate that you have achieved your objectives?

No. Evaluation plans (The collection of data from teachers and students) will be carried out as planned in the proposal.

No data were collected from students during the design and project construction stage.

4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.

Please provide examples of diffusion: how the project results/process/outcomes/deliverables have been used in your unit and other parts of CUHK or other institutions?

Please provide examples of impact: how the project results can be adapted to other disciplines.

The progress of the project and its major findings were presented and shared with all frontline teachers in the retreat of the Chinese Language Teaching Team of the Department on 3 August 2018.

The project was also reported at a meeting with the colleagues from the Department of Linguistics and Modern Languages and the Yale-China Chinese Language Centre on 21 August 2018. The representatives of these two units agreed to jointly develop an online self-study course on self-learning Cantonese in the future that definitely benefits the students of the above self-study courses.

With reference to the feedback from students of CHLT1104, the project team is going to refurbish the online learning modules, which will be released on KEEP in due course.

PART II

Financial data

Funds available:

Funds awarded from CDG	$	**94,340**
Funds secured from other sources	$	**0**
(please specify_____)		
Total:	$	**94,340**

Expenditure:

Item	Budget as per application	Expenditure	Balance
Development cost(ELITE)	**53,900**	**46160**	**7,740**
Junior Research Assistant(Part time)	**29,240**	**31,200**	**(1,960)**
Student helpers	**9,200**	**8,800**	**400**
General expense of the teaching content(invited speaker for lecture recording)	**2,000**	**1,800**	**200**
Total:	**94,340**	**87,960**	**6,380**

Note: The unspent balances of the Development cost will be carried forward to the Staff cost with consent from the Financial Office.

PART III

Lessons learnt from the project

Please describe your way forward.
Please describe any of the following item(s) accordingly:

- *Key success factors, if any*

It is by the concerted efforts of the team, together with the help from student helpers on proofreading and post-production work, that the project was finished to much satisfaction. Special thanks to Professor Peggy Pik Ki Mok for recruiting international students to be cast in the teaching videos of the project.

- *Difficulties encountered and remedial actions taken, if any*

During the development of the project, we found that the budget was not sufficient to hire an external computer graphic designer, while it was also hard for us to hire a student assistant with computer graphic design skills.

In an effort to encourage international students to self-learn, the team has tried recruiting international students who have achieved fluency in Cantonese for the videos. Nevertheless, after 4 rounds of promotion via the CUHK Mass Mail System, we had yet to find suitable persons for the role.

To keep up with the abilities and the needs of international students, we have made many revisions to the contents of the first draft of the course materials, such as producing new recordings for chosen vocabulary items.

The filming and post-production work of the teaching videos were highly labour-

intensive, resulting in a longer production time than anticipated. In particular, the work involves making English subtitles together with Chinese characters, both of which have to be synchronized with subtitles in romanization translation as well.

- *The role of other units in providing support, if any*

We must extend our sincere gratitude towards ELITE, for assisting the making of the videos; and to Ms. Judy Lo of ITSC, for advice during the application period of the project.

- *Suggestions to CUHK, if any*

Well equipped with language teaching experience, the team strives to ensure the quality of the course contents. Nevertheless, it could be a challenge for us to stay in line with trends when it comes to the multimedia aspects, e.g. presentation and design layouts of the modules and teaching videos. For this reason, it would be highly appreciated if the University could consider rehiring instructional designers for help in these areas.

PART IV
Information for public access

Summary information and brief write-ups of individual projects will be uploaded to a publicly accessible CUHK CDG website. Please extract from Part I the relevant information to facilitate the compilation of the publicly accessible website and reports.

1. Keywords

Please provide five keywords (in the order of relevance to your project) to describe your project.

(Most relevant)   Keyword 1: **Cantonese online courses**

                    Keyword 2: **Survival Cantonese for international students**

           Keyword 3: **Basic Cantonese vocabulary and sentence pattern**

           Keyword 4: **Basic Cantonese grammar**

(Least relevant)   Keyword 5: **self-learning of Cantonese**

2. Summary statistics

Please provide information, if any, in the following tables, <u>and provide the details in Part I</u>.

Table 1: Publicly accessible online resources (if any)
(a) **Project website:** *If a publicly accessible project website has been constructed, please provide the URL*
(b) **Webpage(s):** *If information of your project is summarized in a webpage (say a page in the department's or faculty's website), please provide the URL(s) in here*
(c) **Others (please specify):** Blackboard of CHLT 1104 (will be released on April 2019)

Table 2: Resource accessible to a target group of students (if any)
If resources (e.g. software) have been developed for a target group of students (e.g. in a course, in a department) to gain access through specific platforms (e.g. CU Learning Management System (Blackboard), facebook), please specify.

<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	**Platform**
CHLT 1104	*2018/19,Sem1&2*	*244*	*Blackboard*

Table 3: Presentation (if any)	
Please classify each of the (oral/poster) presentations into one and only one of the following categories	**Number**
(a) In workshop/retreat within your unit (e.g. department, faculty)	**1**
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	*0*
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	*0*
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	*0*
(e) In international conference	*0*

(f) Others (please specify) Meeting for another collaboration project with Department of Linguistic and Modern Languages and Yale-China Chinese Language Centre	*1*

Table 4: Publication (if any)	
Please classify each piece of publications into one and only one of the following categories	**Number**
(a) Project CD/DVD	**0**
(b) Project leaflet	**0**
(c) Project booklet	**0**
(d) A section/chapter in a booklet/book distributed to a limited group of audience	**0**
(e) Conference proceeding	**0**
(f) A chapter in a book accessible internationally	**0**
(g) A paper in refereed journal	**0**
(h) Others (please specify)	**0**

3. A one-page brief write up

Please provide a one-page brief write-up of no more than 500 words for posting on the CDG website.

The Micro-module of Cantonese is developed by the Chinese Language Teaching Development Centre of the Department of Chinese Language and Literature as an online self-study tool for CHLT 1104 "Self-Learning Elementary Chinese" for students who are motivated to learn Cantonese. The online language courses, which are different from the existing online courses of Cantonese, explain essential Cantonese grammatical and phonetic properties in user-friendly language, so that students can acquire the basic linguistic knowledge of Cantonese by self-learning with fun.

The courses consist of five modules: 「**1.**介紹」,「**2.**我係英國人」,「**3.**你幾點上堂訝」,「**4.**幾多錢呀」,「**5.**想問地鐵站點去呀」, **covering the learning needs of the international students oncampus. In each unit, there is an introductory video clip showing the key learning areas, an animation- "Oral Communication in Situations"** (情境對話) **with the topic-themed vocabularies and sentence structures, and audio files on the relevant examples. The teaching contents are supported by online teaching notes and exercises. Upon the completion of the modules, students should be equipped with the basic learning ability of Cantonese and confident enough to use Cantonese in their daily conversation on campus.**

The Micro-module of Cantonese will be uploaded to Blackboard of CHLT1104 in the second term of 2018/19. In order to allow more users to access to the Micro-module of Cantonese and to increase its influence in the public, it will be uploaded to KEEP in 2019/20.