

HERDSA

Higher Education in a Globalized World



8 JULY 2014
HONG KONG

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COLLEGE OF INTERNATIONAL EDUCATION
HONG KONG BAPTIST UNIVERSITY



**REVERSING THE TREND:
CURRICULUM DESIGN AND PEDAGOGIES
IN BOOSTING ENGLISH PROFICIENCY
IN HONG KONG**



Associate Degree & Self-funded Undergraduate Programme



2 Years **AD** + **2** Years **TOP-UP**

ROAD to an **HKBU Bachelor's Degree**

升學願景 浸大體現

ENVISION YOUR FUTURE

Medium of Instruction?



CIE, LIKE MANY OTHER
TERTIARY INSTITUTIONS, HAS
TO CONFRONT THE DECLINING
ENGLISH PROFICIENCY OF
STUDENTS.



Student Body

**address growing
diversity**

**imperative for
CIE to offer an
English
language
curriculum and
support system
that addresses
the needs of
every student**

- **The majority of our students are graduates with the Hong Kong Diploma of Secondary Education (HKDSE) --> Chinese Medium-of-Instruction (CMI)**
- **About 10% students from the Mainland including students from other countries**
- **Returnees and other qualifications**

GE Courses and Graduate Requirements

(credit bearing)



THOUGHT AND WRITING I

THOUGHT AND WRITING II

LITERARY APPRECIATION

Enrichment Courses

(non-credit bearing)



GRAMMARSHOP

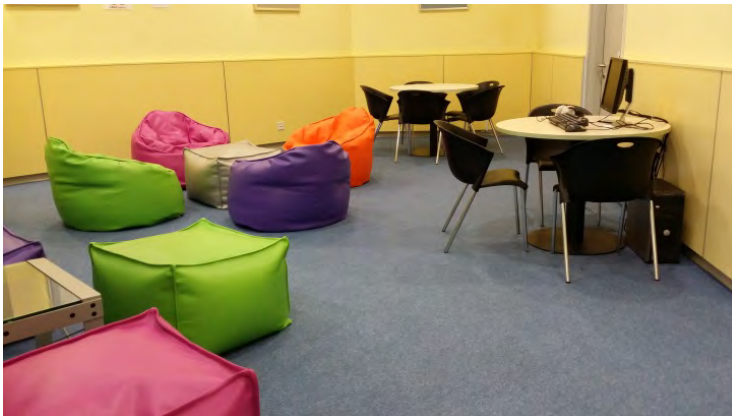
CONVO CIRCLE

- **TOPICAL ISSUES**
- **ENGLISH & MOVIES**
- **ENGLISH THROUGH DRAMA GAMES**

IELTS PREPARATION COURSES

ENHANCEMENT COURSES (FOR STUDENTS FROM THE MAINLAND)

English Support Service





Pedagogy

Feedback from students on teaching effectiveness done through ***Mid term evaluation***

Create a conducive language learning environment

- Focused group discussion
- Debate Approach
- Role play
- Presentations
- **Process writing & Peer review**
- Overseas experiential learning



Pedagogy

Peer Review

The Writing Process

1. Highlight the thesis statement in this essay. If a thesis statement is missing, make a remark on the margin of the opening paragraph
2. Are there ideas the author mentioned or hinted at, but left undeveloped or underdeveloped? i.e. suggest what kinds of examples can be used to make the point clearer. Point out paragraphs you feel need the most development and offer your suggestions.
3. What organizational structure has the writer used for this cause-and-effect essay? Has it been used correctly? Circle one of the options that your classmate has used from the list below.
 - Order of familiarity
 - Order of importance
 - Order of interest
 - No particular organizational structure

Students' Feedback

Thought and Writing 1

| | |
|-----------------------------------|-----|
| No. of sections | 28 |
| No. of questionnaires distributed | 603 |
| No. of respondents | 598 |

| | |
|---|--------------|
| No. of respondents who find that their skills in essay structure and writing strategies have improved after studying the course | 84.9% |
|---|--------------|

Thought and Writing 2

| | |
|-----------------------------------|------|
| No. of sections | 51 |
| No. of questionnaires distributed | 1014 |
| No. of respondents | 997 |

| | |
|---|--------------|
| No. of respondents who find that their skills in argumentative writing have improved after studying the course | 89.7% |
|---|--------------|



Thought
&
Writing
I & II

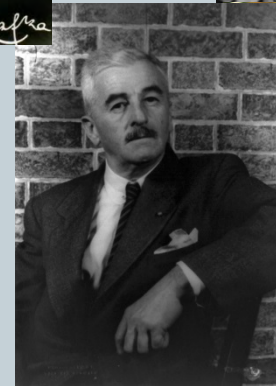
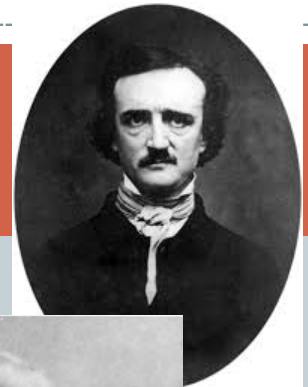
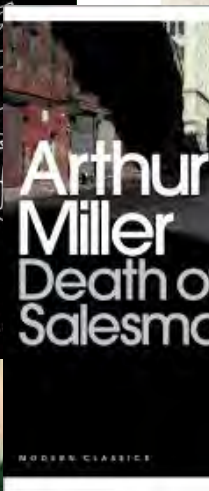
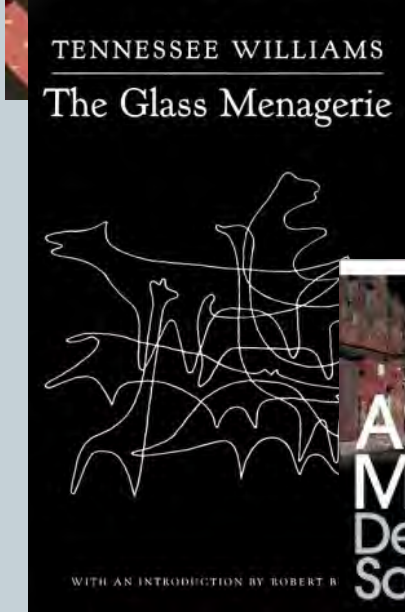
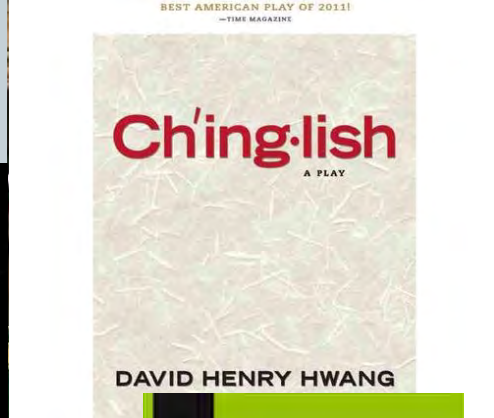
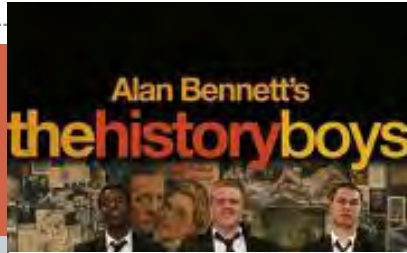
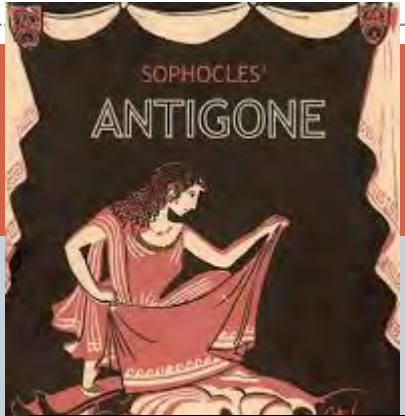
Students' comments on GE Courses

“The topic about descriptive writing interests me most as **I did not have a chance to learn this before.** The ‘**Five Senses**’ writing approach makes me a better writer in describing things”

“The ‘**Four Step refutation Strategy**’ helps me a lot in making strong refutations in my essay”

“I have become **more aware of logical fallacies** which makes me have strong logical sense in my writing”

LITERARY APPRECIATION



MODERN CLASSICS

Students' Feedback

Literary Appreciation

| | |
|--|-------|
| No. of sections | 22 |
| No. of questionnaires distributed | 603 |
| No. of respondents | 598 |
| No. of respondents who find that their English skills - vocabulary building and writing analytically - have improved after studying the course: 92% | 92% |
| No. of respondents who are more sensitive towards Language arts, aesthetic appreciation and cultural phenomena after studying the course: | 94.5% |



Literary Appreciation

Students' comments on GE Courses

“Through analyzing the texts, I can make literature **connection not only to myself but also to the texts and the real world**”

“I did learn a lot in language aspects such as vocabulary items and the language that can be used for specific and **aesthetic purposes**”

“The skills I learnt in analyzing characters, settings, and plots have definitely improved my aesthetic sense in literature and **enhanced my critical thinking**”

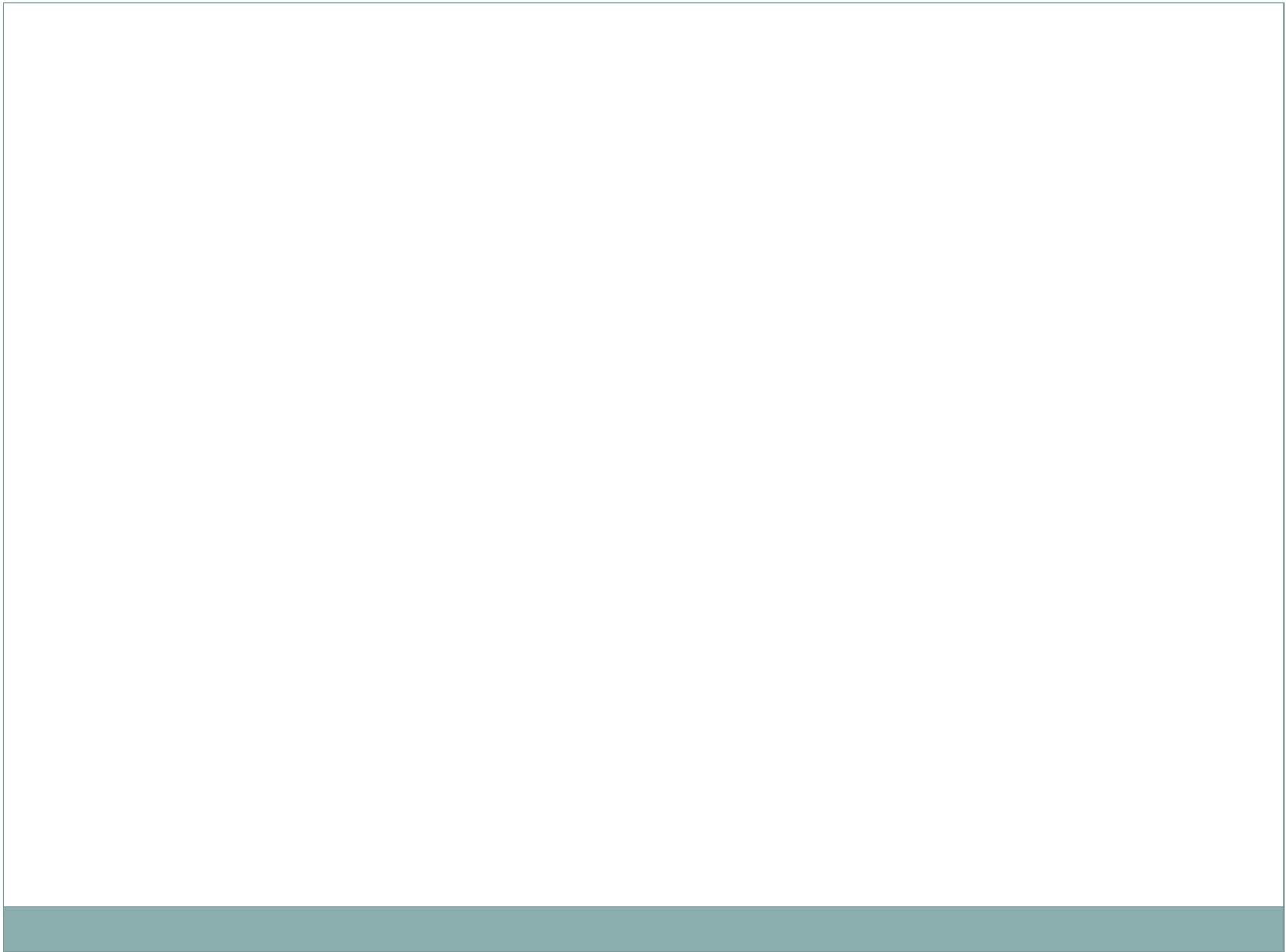


**THANK
YOU**

The End

Q & A





Slides for Q & A



**THOUGHT & WRITING I / II
LITERARY APPRECIATION
IELTS RESULTS**

STUDENTS' FEEDBACK

Thought and Writing I



| | |
|---|--------------|
| No. of sections | 28 |
| No. of questionnaires distributed | 603 |
| No. of respondents | 598 |
| No. of respondents who find that their skills in essay structure and writing strategies have improved after studying the course | 84.9% |

Comments from our Thought and Writing 1 students



“The course has been extremely helpful. I did have a clear concept of essay structure.

“I realize now thesis statement is the backbone of the whole essay.

“The topic about descriptive writing interests me most as I did not have a chance to learn this before. The ‘Five Senses’ writing approach makes me a better writer in describing things.

“I am a more effective writer now as I know how to make good use of topic sentences and transitional words to connect my thoughts.

“This course has inspired me to think about an issue from different perspectives and make me take writing more seriously.

Thought and Writing 2



| | |
|---|--------------|
| No. of sections | 51 |
| No. of questionnaires distributed | 1014 |
| No. of respondents | 997 |
| No. of respondents who find that their skills in argumentative writing have improved after studying the course | 89.7% |

Comments from our Thought and Writing 2 students



“I have become confident in doing argumentative essay. I know how to set off discussion by providing definition of the topic at the beginning of the essay.

“I learnt some good writing strategies, like Ethos, Logos and Pathos to make my writing more persuasive.

“This course gave me more opportunities to look at the current controversial issues and write in an authentic scenario.

“The ‘Four Step refutation Strategy’ helps me a lot in making strong refutations in my essay.

“I have become more aware of logical fallacies which makes me have strong logical sense in my writing.

Literary Appreciation



| | |
|--|--------------|
| No. of sections | 22 |
| No. of questionnaires distributed | 603 |
| No. of respondents | 598 |
| No. of respondents who find that their English skills - vocabulary building and writing analytically - have improved after studying the course: 92% | 92% |
| No. of respondents who are more sensitive towards Language arts, aesthetic appreciation and cultural phenomena after studying the course: | 94.5% |

Comments from our students in Literary Appreciation



“Through analyzing the texts, I can make literature connection not only to myself but also to the texts and the real world.

“I have found my strong passion in learning more about the world and different cultures after the course.

“This course makes reading an enjoyable thing. It helps foster my reading habits.

“I did learn a lot in language aspects such as vocabulary items and the language that can be used for specific and aesthetic purposes.

“The skills I learnt in analyzing characters, settings, and plots have definitely improved my aesthetic sense in literature and enhanced my critical thinking.

IELTS Workshop



| | |
|---|--------------|
| No. of sections | 8 |
| No. of questionnaires distributed | 114 |
| No. of respondents | 109 |
| Number of respondents who have achieved 6 or above 6 in IELTS exam | 60.7% |



English Support Service (ESS)

ONE-ON-ONE TUTORIALS

First Semester 2013/2014

Tutorial Users from
each level:

79.1 % AD

20.9% Top-up

0% ADF

Users' Feedback

(The percentage of students who have rated **Agree** for the following statements)

The support service is helpful: **98.3%**

The booking procedure is easy to use: **94.8%**

The number of time slots provided is enough:
87.9%

The length of appointment is appropriate:
93.1%

One-on-One Tutorials

Summary of Findings



- Users' feedback was highly positive. Over **98%** of the users found that the support service helpful and also considered the advice from the lecturers valuable.
- Over **94%** of the users considered the booking procedure of the service easy.
- About **93%** of the users thought they were given enough time in each appointment



English Support Service (ESS)

CONVO CIRCLE

First Semester 2013/2014

40 AD students have used the services in which 14 circles were conducted

Users' Feedback

(The percentage of students who have rated **Agree** for the following statements)

The support service is helpful: **92.8%**

The discussion topics are appropriate and interesting: **89.2%**

The length of the session is appropriate: **78.5%**

The frequency of the session is appropriate : **92.8%**

The teacher provides valuable advice: **96.4%**

Convo Circle

Summary of Findings



- Users' feedback was highly positive. Over **93%** of the users found the practice useful
- Over **96%** of the users agreed / strongly agreed that the lecturers gave them valuable advice on how to improve their spoken English