

## Curriculum Development and Students' Learning Outcomes: A Case Study of Putonghua Presentation Skills

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With the increasing business opportunities and academic exchanges between Hong Kong and Mainland China, university students' presentation ability in Putonghua has become a more important language skill. The image of education in Hong Kong shows a typical "social and economic efficiency" model, which is heavily involved in providing services in a global economy therefore curriculum design considers which knowledge and skills will be most useful in an unknown future (Morris and Adamson, 2010, p. 47).

Since the introduction of the 3-3-4 new curriculum, some universities in Hong Kong have begun to offer compulsory Putonghua enhancement courses for undergraduate students studying in faculties of business, medicine, engineering, etc. (Cheung, 2010). However, little research has been done on curriculum development of Putonghua courses in vocational education. For this reason, this study examines the curriculum development, delivery and assessment of a Chinese Language module under General Education at a vocational institute.

In this presentation, we begin by looking at the aims and positioning of the module, the considerations that have been taken into the planning and designing of the syllabus, and the characteristics of the curriculum which differ from Chinese and Putonghua modules offered by other institutes or universities in Hong Kong and Mainland China (Si, 2008). Following this, we will move on to the implementation of the curriculum by examining teachers' delivery in the classroom and the assessment results of the intended learning outcomes of the presentation skill, which has obviously become an important employment skill in the Hong Kong workplace. Similar to Zhang's (2010) study, questionnaire survey conducted at the Institute showed that students of the Institute were least exposed to Putonghua on a daily basis in Hong Kong and lacked learning opportunities out of school. In addition, two video recordings of students' work will be used to demonstrate their performance and achievements in the assessment of Putonghua presentation. We will conclude our study by proposing a communicative teaching and learning approach for Putonghua presentation skills in order to foster students' interest in Putonghua and opportunities to use Putonghua in communication. It is hoped that this study can shed some light on curriculum development and delivery of Chinese including Putonghua modules in the tertiary education sector in Hong Kong and the Chinese language education in general.

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