

Quality Enhancement Grant Scheme

Progress Report	Project No. :
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Reporting Period: From Jan/2010 (month/year) to Jun/2010 (month/year)

Part A

Project Title: Language@Art – Communication Tool Box

Name of Organization/School: Hong Kong Art School (a division of Hong Kong Arts Centre)

Project Period: From Aug/2009 (month/year) to Jul/2011 (month/year)

Part B

Please use separate A4-size sheets to report the progress with regard to the following aspects:

1. Types and brief descriptions of Project activities held/completed during the reporting period (*the information may be presented in the form of a table*).
2. The dates, time, venues and number of participants/beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used for the implementation of Project activities.
3. Project milestone(s) and deliverables attained at the end of the reporting period and evidence showing the attainment of milestones and deliverables.
4. The percentages, in terms of key tasks, of the Project completed at the end of each reporting period.
5. Project variation*, if any, during the reporting period, together with details and justifications.

Signature: _____



Organization Chop: _____



Name of Authorized Person: Ms. LAM Tsui Yee Karen

Name of Grantee Organization: Hong Kong Art School
(a division of Hong Kong Arts Centre)

Position of Authorized Person: Academic Registrar

Date: 29 July 2010

* A separate written application should be submitted to the Grant for prior written approval.

Part B

1. Project activities held during Jan – Jun 2010

The Language@Art project was in the experimental stage. Apart from daily communication among key personnel members, regular project meetings were conducted every two to four weeks among the English Language Coordinator, the administrative personnel involved and the advisory group members. The progress of the project activities was monitored and discussed during the meetings. All activities mentioned in the Project Experimental period were on the whole covered.

2. Implementation details of Project activities during Jan – Jun 2010

Items as proposed in the Experimental period have all basically been carried out at the end of the reporting period. The implementation details of the Experimental period include:

- New curriculum and teaching approaches on trial.
- Maintenance of the English language corner.
- Provision of English tutorial sessions.
- Organization of English language workshops and art-related activities.

3. Project milestones and deliverables attained until Jun 2010

3.1 New curriculum and teaching approaches on trial

In response to the previous curriculum review (*please refer to Review and Comment of the Teaching Plan in Annex I*), a number of new teaching methods, approaches and activities have been on trial between January and June 2010. The following innovative teaching approaches and methodologies have been developed during this Experimental phase of the project.

A. Drama techniques and English learning games

Alternative teaching strategies have been introduced to all English courses including: Team building activities, art-related games, Role-play, Improvisation (in pairs and groups), Negotiation skills, Art/design-related Evaluative and Critical Discussion. All of the above activities have been designed to strengthen students' interpersonal communication and problem-solving skills, in order to build confidence. During previous research, it was clear that art and design students lacked the confidence to use English to talk about their work. In addition to this, realistic work-related or social scenarios have been created within the classroom. The above activities have added energy and interest to the lessons. Students have been able to better articulate their ideas and convey their understanding of the project tasks. The positive impact of using drama techniques was made evident in the module "English Usage II": students delivered a group presentation utilizing power point and the white board to convey their ideas and problem solving skills.

Students clearly expressed their ideas and demonstrated a deeper understanding of the given task; not only did they use English to convey their message, but they also understood how to apply

non-verbal communication skills to capture the audiences' attention. This confidence, originated from their familiarity and practice of using drama and team building techniques. In conclusion, students studying English through drama and group work are able to develop their receptive skills (listening and reading) and demonstrate their productive skills (Writing and speaking).

B. Artist talks and Gallery visits

Artist talks and Gallery visits have been introduced to all English courses starting in January 2010. Artists have been invited to meet with students and introduce their work to them. Students responded positively to learning within this context, whilst meeting artists and designers. Students were able to express their opinion as well as respond to questions. In terms of assessment, this allowed the tutor to assess student's willingness to socially interact and communicate in English. It also enabled the tutor to identify any weaker students that needed to invest more time to learn English and build confidence. To conclude, this type of activity helps to stimulate students to build their confidence within a social context. Students have to use their communication skills effectively in order to be understood properly. This type of activity enhances students' perception of realistic situations where they might need to introduce themselves, express their opinion and ask questions.

C. Class Discussions & Self-reflection of other Art & Design learning

In response to other tutors' suggestions and research carried out in the first phase of this project, students lacked the necessary skills to both write and talk about their art and designs in English. Throughout the trial period, students have been encouraged to write artist statements and self-reflection reports; to express their thoughts and feelings about their progress whilst studying other modules. For example, during the course titled: 'English Communication' students talked about their progress and their work created during the module titled: "Drawing 1". They reflected on their individual progress and future direction. This helped students to learn how to find the correct vocabulary and build sentences to describe their artistic process, techniques and message. (Students can use English Grammar skills in a practical way.) Consequently, students then gave a short presentation, based on the artist statement they had written and introduced their artwork produced in "Drawing 1". This incorporated their learning progress from this lesson and helped students reflect on their work, the intended message, and how they might improve in the future. This method will also be implemented in the coming new term in September.

D. A-Z English Visual Dictionary & Visual Stimuli

Whilst conducting research on how students learn English, it is clear that students respond more positively to visual imagery placed alongside English text, rather than if students are presented with pure text. More visual images and teaching aids have been used in order to enhance and support students' English language acquisition, in order to help students recall new vocabulary and strengthen sentence structure and pattern. Students also created their own Visual

Dictionaries, which helps students recall and retain new art and design vocabulary. As a result of conducting this trial, students were able to record and illustrate their learning progress, which in turn, helped tutors assess students' individual learning progress.

E. Audio-visual & Information Technology Teaching Materials

Audio books, Internet learning platforms, DVDs and films have all been integrated within the lessons in order to engage students and allow them to respond verbally to the content. The potential to use podcasts and other information technology software will also be implemented in the new term. The acquisition of the software: 'The Road to IELTS' will also be used during lessons to introduce students to new interactive computer-based language learning methods.

F. Reading Scheme

As part of the new curriculum, students are required to keep an English Learning Journal. The journal is a way for students to record their learning progress during their studies. Students may record what action they are taking to improve their English skills, such as: reading, writing and researching. Books are recommended to students according to their reading level. English text books, Art-related books and other learning materials have been and will continue to be made available for students during their English lessons; which were previously not possible to this extent, prior to the Language@Art project.

3.2 Maintenance of the English language corner

- 3.2.1 The English Language Corner (ELC) is now in full operation and retains maintenance. ELC is now locating at Room 1004 of Hong Kong Arts Centre (Main Campus of Hong Kong Art School. It's a home-styled reading corner, with the provision of computers and self-learning software; a wide variety of English reading materials, DVDs, magazines and newspaper. *(Please refer to the Acquisition List of Books, DVDs, Magazines, Newspaper and Software in Annex II).*
- 3.2.2 All reading materials are available for students to read at the ELC or can be borrowed through the School's Library System. The English Language Coordinator is being stationed at the ELC, at specific times, to provide tutorials for students both individually and in groups. A series of energetic art-related activities, e.g. English Book & Film Club, Artist Talks, Music Jams, Art Publication Display, and Student Exhibitions have been arranged. Students have participated and responded with great enthusiasm towards this innovative approach to learning. The English Language Corner clearly helps to motivate students and make them feel more relaxed. With sufficient facilities and comfortable environment, students are now able to access various reading materials and make use of the books for their research, assignments, essays, proposals, reports, graduation projects and presentations. A Housewarming Party was held at the ELC on March 19th 2010 and the ELC facilities were introduced to students and teachers. *(Please refer to the pictures in Annex III).*

Estimated number of beneficiaries at ELC (Main campus)

	Average number of students visiting the corner for relevant activities per week	Number of weeks (from 19 th March to 30 th June)	Total
Reading and self-learning	40	15	600
Borrow books	15	15	225 #

There were around 300 transactions of book/borrowing during the said period.

- 3.2.3 An extension of ELC was established at the Shau Kei Wan Campus of the School. The comfortable learning area provides another relaxed space for students to enjoy reading books, magazines and newspaper, receive tutorials and participate in workshops. *(Please refer to the pictures in Annex IV).*

Estimated number of beneficiaries at the extension of ELC (Shau Kei Wan Campus)*

	Average number of students visiting the corner for relevant activities per week	Number of weeks (from 19 th March to 30 th June)	Total
Reading and self-learning	25	15	375

* All reading materials were supposed to be accessed on site.

3.3 Provision of English tutorial sessions

- 3.3.1 Students have been able to register for individual or group tutorials and receive assistance with assignments and course work at ELC. Between January and June 2010, students have booked tutorials for the following problems and weaknesses: Presentation skills, Job interviews & Career development, IELTS test preparation, Reading development, Study skills, Essay & Artist statements writing, Portfolio development, Curriculum vitae and Resume writing, Proposal writing and Graduation project writing.
- 3.3.2 Effectiveness and progress with examples deriving from students of Higher Diploma level and from different academic disciplines :
- A. Applied Art students required assistance to prepare and practice a presentation to describe an interior design concept. Student learnt how to research and source vocabularies to describe their design solutions.
 - B. Fine Art students would like to strengthen their English skills so that they could explain their artistic concepts. Students brought along their artwork and learnt how to compose an artist statement and talked about their work. This has proven to be a practical and tactile way to get students to look at their work and respond using English to verbalize their working process, tools and techniques.

- C. Media Art students visited the English Language Corner to prepare for a job interview. Student would like to enter an international competition and required assistance to write a biography, proposal and artist statement. (Remarks: The Student was finally be granted an award and was able to visit Japan in this connection.)
- D. For all students who applied for IELTS Examination, an English language test with international scaling, standard and recognition, they borrowed books and received IELTS Preparation tutorial(s) both in groups and on individual basis.

Estimated number of beneficiaries for tutorial sessions (both individual or group tutorials)

Average number of students receiving tutorials per week	Number of weeks (from 1 st January to 30 th June)	Total
15	26	390

3.3.3 Graduation Preparation Workshops have been conducted for Final Year Students of Higher Diploma level:

- **Workshop 1**
Exhibition preparation and presentation skills: Students have been introduced to the English Language corner and taught some professional communication techniques for delivering a professional presentation.
 - **Workshop 2**
The English tutor visited students and gave advice to help them improve their art and design work. The English tutor also suggested more effective methods to present their ideas using English.
 - **Workshop 3**
Students presented their final graduation projects by explaining their ideas and concepts for creating their final pieces. The English tutor was able to provide students with some valuable comments and career advice to help motivate students to feel more confident to write and speak in English.
- **Results:**
Students have responded well to individual tutorials/workshops. They were more confident and felt better equipped in terms of hosting their presentations in English.

3.3.4 Self-learning Audio books and text from levels 1-5, in terms of the 4 study skills (Reading, Writing, Listening and Speaking) are available for students to borrow after a simple level assessment. Students have booked tutorials, to receive some instructional guidance on how to use the Audio learning materials to improve their study skills step by step. By establishing English Language Self-learning facilities, students are able to improve their language skills at their own pace. Once the students have completed levels 1-5 they will receive an English

Language Self-learning Record of Achievement.

3.4 Organization of English language workshops and art-related activities

Series of workshops and activities have been arranged as extra-curricular activities for students to experience more about art through meeting with artists, visiting exhibitions, sharing books and films and organize mini-exhibitions.

3.4.1 The list of workshops and activities:

	Type of workshops and activities	Title	Location	Date	No. of Participants
1	Exhibition Visit	Art in Use: Sculpture Objects	Pao Galleries, 4/F & 5/F, Hong Kong Arts Centre	23, 29 Dec 2009	9
2	Exhibition Visit & Artist Talk by Sarah Lai	a place changes as we look	Agnes b.'s librairie galerie, Wanchai	11 Jan 2010	8
3	Student Exhibition	Vivid	English Language Corner, 10/F, Hong Kong Arts Centre	19 March – 30 Apr 2010	26
4	Book & Film Club	Book & Film Sharing with Olive Leung	English Language Corner, 10/F, Hong Kong Arts Centre	13 Apr 2010	4
5	Exhibition Visit & Artist Talk by Dr. Kacey Wong	New Vision New Colours	Hong Kong Museum of Art, Tsim Shau Tsui	20 Apr 2010	10
6	Exhibition Visit & Artist Talk by Zoe Coughlan	Obstinate Things	Cafe Golden in Jockey Club Creative Arts Centre (JCCAC, Shek Kip Mei)	8 May 2010	8
7	Exhibition Visit & Artist Talk by Simon Birch	Hope and Glory	ArtisTree, Taikoo Place, Quarry Bay	13 May 2010	9
8	Student Exhibition	Serendipity	English Language Corner, 10/F, Hong Kong Arts Centre	18 May – 18 June 2010	18
9	Art Fair Visit & English Guided Tour	Hong Kong International Art Fair 2010	Hong Kong International Art Fair 2010, Hong Kong Convention and Exhibition Centre (HKCEC), Wanchai	29 May 2010	12
10	Workshops	Graduation Preparation Workshops	Shau Kei Wan Campus of Hong Kong Art School	14 June 2010	25

11	Book & Film Club	Book sharing with Nelson Tam	English Language Corner, 10/F, Hong Kong Arts Centre	25 June 2010	4
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3.4.2 Monthly Newsletters (from April to June) have been distributed via email and posted around the campuses to promote the upcoming activities. *(Please refer to the Newsletters in Annex V)*

3.4.3 Trailer and Identity of the project were created to attract students to participate in the activities. *(Please refer to the Slides of the Trailer in Annex VI & the Identity in Annex VII)*

4. Project Percentage

Key tasks	Percentages of completion attained until June 2010
1. New curriculum and teaching approaches on trial.	100%
2. Maintenance of the English language corner.	100%
3. Provision of English tutorial sessions.	100%
4. Organization of English language workshops and art-related activities.	100%
5. New curriculum and teaching approaches on trial.	100%
6. Maintenance of the English language corner.	100%
Overall percentage of completion on behalf of the whole project	50%

5. Project variation, if any, during the reporting period, together with details and justifications.

The progress is basically on schedule and the expense is within the corresponding budget perimeter, there has so far been no variation.

6. Financial status

(Please refer to the financial status in Annex VIII)