

# Quality Enhancement Grant Scheme

<b>Progress Report</b>	<b>Project No. :</b>
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Reporting Period: From July/2010 (month/year) to December/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)

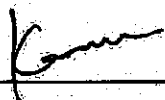
Project Period: From Aug/2009 (month/year) to Jul/2011 (month/year)

## 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 of the variations.

Signature: \_\_\_\_\_



Organization Chop: \_\_\_\_\_



Name of Authorized Ms. LAM Tsui Yee Karen

Person:

Name of Grantee Hong Kong Art School

Organization: (a division of Hong Kong Arts Centre)

Position of Authorized Academic Registrar

Person:

Date: 28 January 2011

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

**Part B**

**1. Project activities held during Jul – Dec 2010**

The Language@Art project was in the Implementation period during the reporting period (July – December 2010). The new innovative curriculum was implemented in the new academic year which started from September 2010 onwards, and there were ongoing review and evaluation of the curriculum. More effective English language teaching approaches were derived from the new curriculum, and they helped better develop the content of the Education Kit. The English Language Corner was at the same time in full operation, in which the English language and art-related materials were being updated; and tutorial groups, workshops, artist talks and student exhibitions were conducted. Students were greatly motivated to practice their presentation skills and writing skills while they were learning to organize the exhibitions, and introduce their artworks to others. Both teachers and students enjoyed using the English Language Corner for research and language learning purposes.

**2. Implementation details of Project activities during Jul – Dec 2010**

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

- Implementation of the revised curriculum and teaching approaches in the new academic year
- Review and evaluation of the adopted schemes of work
- Maintenance of the English Language Corner, in which tutorial sessions, language workshops and art-related activities are maintained
- Supplement of English language and art-related materials for students' reference

**3. Project milestones and deliverables attained until Dec 2010**

**3.1 Implementation of the revised curriculum and teaching approaches in the new academic year**

**3.1.1 Incorporation of innovative elements deriving from visual culture, drama education and aesthetic experience into the new curriculum**

The revised and modified English curriculum and teaching methods were implemented in the new Academic year, which started from September 2010.

Innovative teaching approaches were further developed to better cope with the revised/modified curriculum. Students in this reporting period were evidently benefitted from the Alternative/Innovative teaching strategies. They in general gained a higher level of competence in the four skill areas including listening, speaking, reading and writing. Tutorials and workshops were conducted to enhance students' exposure to English learning. Artist talks and gallery visits also provided students with the opportunity to develop their critical thinking skills.

Here are some details of the innovative elements adopted:

**Element 1 – Interactive Drama Education**

Students were introduced to drama education components such as Role-play, Drama Games,

Improvisation and Business Negotiation Techniques. Concurrently, students developed their task-based learning skills and their workplace/ vocational English communication techniques. Previous research indicated that students were encouraged to strengthen their skills in delivering professional presentations without using a script. In this new term, students managed to find a way to quite effectively get familiar to or memorize their presentation scripts beforehand, and they therefore, were able to deliver a well-organized presentation with more confidence. In order to further improve, students were also requested to complete a 'Self-Evaluation Form' to evaluate what they can do to improve their skills.

On the whole, students who practiced drama in their lessons made a noticeable improvement in terms of their overall performance in presentation. This also helped build up students' confidence for future job or school interviews.

Besides, students' interpersonal and interactive skills were improved, as drama education involved techniques on breathing and using voice, eye contact, and body language to better interact with people. Students also began to work in groups with role-play practice being introduced to their lessons. Through in-class drama activities, students enjoyed meeting one another more and learning more about one another. Students were also motivated to take part in interactive English learning games, conversation icebreakers and warm-up exercises.

#### **Element II – Visual Culture**

This involved the teaching of art-related vocabulary, sentences and phrases. Students were sometimes provided with learning aids such as *art-related vocabulary flashcards/ worksheets*. Art vocabulary was introduced in a more active way, for instance, via Power point presentations, watching artist interviews, reading artist statements/biographies, visiting exhibitions and meeting artists/designers in person. With the opportunities to get closer to and to get to know more about the visual culture surrounding them, students gained more confidence in expressing their thoughts with professional art and design terms, as well as relevant vocabularies.

#### **Element III – Aesthetic experience**

Aesthetic experience is a unique experience which helped students to perceive and at the same time to give meanings to their surrounding environment, and this helped them to understand and memorize vocabularies/phrases in a more effective way.

##### ***a. Visual Dictionary:***

Students were required to keep and create a '*Visual Dictionary*' of all the English words, sentences and phrases they had learnt or encountered during their studies, together with relevant images. Visual and pictorial aids were proven effective to motivate art students to learn new vocabularies and phrases, and to help them to come up with more creative ways to explore the meaning and the usage of the new vocabularies and phrases.

**b. English Learning Journals: (ELJ)**

Students were advised to create an 'English Learning Journal'. Students were able to document their art-related English language development, and keep organizing as well as exploring their own inner thoughts in relation to their creative process. Journals also enabled students to develop ideas, reflect on their thinking process and build project research. The journal served as a record for students' language learning progress and motivated students to practice their self-reflective writing skills. In terms of assessment, journals could provide clear evidence on how students were motivated and inspired. It would also be easier for educators to help monitor the learning progress of students with the journals.

**3.1.2 Integration of Art and Design context into the English language learning.**

The revised/modified English Language syllabus focused on learning English within the context of art and design, with emphasis on the following key areas:

- a) Thinking, listening, speaking, reading, writing and observation.
- b) Problem-solving, analyzing, questioning, interpreting and critical-thinking
- c) Articulation of creative ideas and expression of opinion.
- d) Conversation skills, social skills and interpersonal communication skills.
- e) Discuss, describe, write, create and present ideas.

The following serves as an example to indicate how a task-based Assignment, implemented this term, incorporated the key elements from a) to e):-

**Example: Group presentation – Art vocabulary learning game**

- 4-5 students, working in groups, brainstormed their ideas and created mind maps to design a new art-related game. Students were encouraged to discuss their thoughts, ideas and opinions using only English. Lesson worksheets were also used to encourage students to familiarize themselves with new vocabulary and phrases that were commonly used during group discussions/meetings.
- Students thought of a brand name for their game and created a poster and slogan to advertise the game. (*Alliteration, Metaphor and Analogies were taught to encourage students to develop their creative writing skills.*)
- Students wrote the instructions for how to play the game. (*Instructional writing styles may be taught, for example the Imperative style of writing can be taught to students in order for them to learn how to write for different purposes.*)
- Students wrote a proposal to describe how the game would be designed and for which target audience. (*Persuasive writing skills were developed.*)
- Students created a presentation to present their final game design.
- Students completed a 'Self-Evaluation Report' form to describe their project development and what they could do to improve their presentation skills in the future.

- To conclude, students showed great interest to complete this project and delivered their presentations to a high standard. Students involved their audience in their presentations by playing the game they had designed.

### **3.1.3 Functions of Art Experience on the students in practicing different communication skills**

As part of the students' innovative learning experience, they were given *guided tours* by different organizers in art exhibitions. Students met with the Exhibition managers/artists/curators, where students gained an insight into the art industry. Students were encouraged to ask questions and express their opinion in front of their guests and their classmates. In that situation, it was clear that their experience of using drama and role-play in the previous English lessons, prior to this meeting, prepared them for this interaction, and gave them confidence to ask the questions in a real situation. Previously, students stated that they might not have had the confidence to ask any questions in English, usually, reverting to speaking in Cantonese. These real-life art experiences, not only enhanced students' aesthetic experience, but also enabled students to meet with art and design professionals. Meetings and visits such as this also enabled students to learn more about the current trends occurring within the art & design industry.

As one of the course assignments, students wrote a '*Self-Reflection*' report to describe their English learning progress or to describe their creative process. This was a new assignment that had been introduced as part of the new syllabus. Writing self-reflection reports encouraged students to consider their own learning progress and future development. On the whole, students shared their learning experience and what they had achieved, and also expressed any difficulties they faced whilst learning English. To conclude, writing self-reflection reports provided students with an opportunity to share their progress and problem-solve any difficulties they encountered. Students reflected on their strengths and weaknesses, and how they could find a solution to any difficulties.

## **3.2 Review and evaluation of the adopted schemes of work**

### **3.2.1 The strengths and weaknesses of the adopted revised syllabus**

The main strengths of implementing the revised syllabus are that students have developed a deeper understanding of both English, and the Visual arts. The development of a well-rounded language art education has motivated students to strengthen their language skills within the context of art and design. Students have developed their English skills in specific key areas. In addition to this, students have also been able to build their confidence to communicate in English via active participation in visiting the English Corner and gallery visits, therefore strengthening their analytical and critical thinking skills. (The English Corner is also a space where students can exhibit their artwork)

Practical art and design related activities have been incorporated into the new syllabus. Students have had a better opportunity to build their English skills by learning how to use

grammar tenses in a way that relates to their interests. Students can talk about what process they went through to complete their artwork, therefore naturally learning how to incorporate grammar into a practical context. This has proven to be an efficient way for students to learn grammar. Therefore, students have been able to better articulate their ideas and convey their understanding of how to use English in different situations.

An evidence showing the effectiveness of the revised curriculum was the increment of the average mark the students obtained in the English module. It was noted that students from the same English module obtained an average mark of 59.8 in academic year 2009-10, and an average mark of 63.8 in academic year 2010-11 with the implementation of the revised curriculum.

### **3.2.2 Difficulties encountered**

During the implementation period, the main difficulties encountered have been encouraging students that have not had much exposure to learning English, prior to joining the Higher Diploma course. Some Higher Diploma students tend to lack motivation and confidence to use English, therefore, throughout this implementation period, it has, in some rare cases, been apparent that even more emphasis needs to be placed on reading, listening and speaking. In order to strengthen students' English skills, students have been able to book English tutorials. By participating in these tutorials/workshops students have been able to practice their speaking, listening and reading skills. As a result students that have had tutorials perform better in class. Tutorials are arranged in the English corner with the aim of providing students with a relaxed atmosphere, where they feel inspired to learn and communicate in English. By conducting these tutorials, students have clearly demonstrated more motivation when participating in individual or small group tutorial sessions. Therefore, it is important to further develop tutorial sessions for students and create some workshops for students requiring any further assistance. One of the difficulties for arranging workshops and tutorials is that students have stated that they have little time to attend tutorials and extra-curricular activities, as well as studying other courses. Therefore students have to make a special effort to attend tutorials and workshops. On the whole, students that have attended these tutorials have been able to gain an insight into the benefits of having tutorials.

### **3.2.3 Suggested improvement of the practice**

On the whole, students still rely heavily on their mother tongue to gain an understanding of new English words, therefore students could benefit from even more training in how to utilize both a Dictionary and a Thesaurus in order to build their vocabulary independently. The online version and the printed version could be introduced in the class to assist students to develop healthier writing skills. These somewhat simple suggestions have been well received by few students looking to gain independence to write and express their opinions in new ways. To conclude, students' writing process needs to be further developed by encouraging students to

type their written work, perhaps even during the lesson on computers, the educator could then point out the grammatical and spelling errors that occur during this process. Computer-based learning could also be used to teach spelling and grammar in an interactive method. This method has been tested this term and could be potentially used to educate students to produce writing to a higher standard. Generally, students lack the confidence to read out loud, students could be encouraged to record themselves reading from books/articles and news. Recording at the beginning and the end of the English course can evaluate their improvement.

**3.3 Maintenance of the English Language Corner (ELC), in which tutorial sessions, language workshops and art-related activities are maintained**

The English Language Corner was carrying the updated versions of relevant art-related books, language learning materials and magazines. Students were able to get access to various reading materials and make use of the books for their research, assignments, essays, proposals, reports, graduation projects and presentations. Student Exhibitions, tutorials, and workshops were also arranged at specific times facilitating students' needs. Tables 3.3.1, 3.3.2 and 3.3.3 below show some figures in association with the beneficiaries (referring to visitors/users) of the English Language Corner at the School's Main Campus and its extension at the Shau Kei Wan Campus.

**3.3.1 Estimated number of beneficiaries at ELC (Main campus, Hong Kong Arts Centre)**

	Average number of students visiting the corner for relevant activities per week	Number of weeks (from 1 July to 31 Dec 2010)	Total
Reading and self-learning	32	26	832
Borrow books	8	26	208 #

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

**3.3.2 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 1 July to 31 Dec 2010)	Total
Reading and self-learning	25	26	650

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

**3.3.3 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 July to 31 Dec 2010)	Total
8	26	208

Table 3.3.4 below shows some figures regarding the beneficiaries of the art-related workshops and activities held during the reporting period, there was altogether over 170 of participants/beneficiaries.

3.3.4 The list of workshops and activities:

	Type of workshops and activities	Title	Location	Date	No. of Participants
1	Gallery visit	Alan Chan's Gallery visit	Gallery 27	26 Jul 2010	25
2	Student Exhibition	Artspiration Exhibition	English Language Corner, 10/F, Hong Kong Arts Centre	29 Jul – 30 Sep 2010	6 participating student-artists; and 30 visitors
3	Artist Talk	Creativity brings Career – Jordy's Art and Design	Shau Kei Wan Campus of Hong Kong Art School	16 Sep 2010	50
4	Artist Talk	Billy Cowie and Liz Aggiss's Anarchic Dance	Shau Kei Wan Campus of Hong Kong Art School	13 Oct 2010	40
5	Artist Talk	Esmé Parish: Chinese Export Silver – A Legacy of Luxury	Shau Kei Wan Campus of Hong Kong Art School	15 Nov 2010	15
6	Workshop	Christmas decoration workshop	Shau Kei Wan Campus of Hong Kong Art School & English Language Corner, 10/F, Hong Kong Arts Centre	18 Dec 2010	10

3.3.5 Monthly Newsletters (from September to December 2010) were distributed to students and teachers via email and posted around the campuses to promote the upcoming activities and recap the past events of the corner. *(Please refer to the Newsletters in Annex I).*

3.4 Supplement of English language and art-related materials for students' reference

3.4.1 Audio Books, games, periodicals, magazines, newspapers and DVDS were provided to students for facilitation of their learning. For example, newspapers were read in lessons, leading students to discuss current and social issues. DVDs with artists' interviews were introduced in lessons to let students learn more about the lives and works of professional artists and designers. Teachers were also able to borrow the collected materials for other relevant teaching purposes. Self-learning material, 'Road to IELTS', was installed on computers in English Corner for students to use.



3.4.2 Self-learning audio books and text from levels 1 to level 5 for the 4 study skills (Reading, Writing, Listening and Speaking) were available for students to borrow. Students were able to book tutorials, and to receive instructional guidance on how to use the Audio learning materials. With English Language Self-learning facilities, students were able to improve their language skills at their own pace. Students were also able to borrow books on pronunciation, from elementary to Advanced level.

**4. Project Percentage**

Key tasks	Percentages of completion attained until Dec 2010
1. Implementation of the revised curriculum and teaching approaches in the new academic year (2010-11)	100%
2. Review and evaluation of the adopted schemes of work	100%
3. Maintenance of the English Language Corner, in which tutorial session, language workshops and art-related activities are maintained	100%
4. Supplement of English language and art-related materials for students' reference	100%

**Overall percentage of completion on behalf of the whole project: 75%**

**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 II)*