

Quality Enhancement Grant Scheme

Final Evaluation Report

Project No. :
14/QEGS/A-08-09

Part A

Project Title: English Cultural Literacy

Name of Grantee: The Open University of Hong Kong

Project Period: From April 2009 to August 2010

Part B

Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature: _____



Organization Chop: _____



Name of Authorized Person: John LEONG Chi Yan

Name of Grantee The Open University of Hong

Organization: Kong

Position of Authorized

Person: President

Date: _____

30/11/10

* Final Evaluation Report should be signed by the head of the Grantee organization, the person-in-charge of the Project or the person who signed the Quality Enhancement Grant Scheme Agreement for acceptance of the Grant on behalf of the Grantee organization.

Quality Enhancement Grant Scheme

Part 1

1. **Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.**

Objective Statement (1)

To form a project team with the goal to improve students' English by teaching language through culture.

Activities related to Objective Statement (1)

Formation of a project team

The project team consists of an executive director, 1.5 lecturers and 2 teaching assistants.

Appointment of an Executive Director

Prof. Paul Kwok Chi Kong, who is an existing staff member of OUHK, was appointed executive director of the project, as he is Director of Full-time Programmes at OUHK and is familiar with administration of courses. Prof. Kwok's appointment began on 1st April, 2009.

Appointment of 1.5 Lecturers

(A full-time lecturer and a half-time lecturer have been appointed.)

The half-time lecturer, Ms. Garfield Lau Chi Sum, is an existing staff member of OUHK. In the year 2008-09, Ms. Lau was recruited to help launch a pilot project which offered four small classes in English Cultural Literacy. The classes were "Classic American Films", "Hitchcock Films", "British and American Short Stories", and "Modern British and American Drama". These classes demonstrated both the feasibility and effectiveness of teaching English through culture. Her experience contributed to the project as it expanded its course offerings in 2009-10. Her appointment began on 1st April, 2009.

Mr. Ma Chun Lung was appointed as the full-time lecturer, whose appointment began on 1st September, 2009.

Appointment of 2 Teaching Assistants

Selection of the 2 teaching assistants took place between April and August of 2009. Ms. Linda Yang and Ms. Fei Blauner were appointed as teaching assistants and their appointment began on 1st September, 2009.

Extent of Attainment of the Objective

Fully achieved

Evidence or Indicators of having achieved the Objective

Seven English Cultural Literacy courses have been developed with the objective of teaching English and culture at the same time.

Quality Enhancement Grant Scheme

Objective Statement (2)

To design and offer courses that cover the following areas of English cultural literacy, as stated in the QEGS proposal:

Area (1): World English(es) and cultures;

Area (2): Post-Imperial Britain and English

Area (3): English in international media;

Area (4): English in global popular culture;

Area (5): Classic American films and culture;

Area (6): Modern British and American drama and short story; and

Area (7): Asian writings in English;

Activities related to Objective Statement (2)

(A) Programme and Course Syllabi Design

Stage I

Professor Kwok-kan Tam, with the assistance of Ms. Garfield Lau, worked out the details of the courses, including their pedagogical design, course content, teaching materials, assignments and outcome assessments, before the new academic year 2009-2010 began in September 2009. The following seven courses were designed:

ENGL A102F Classic American Films

Relevant Area: Area (5)

ENGL A103F British and American Short Stories

Relevant Area: Area (6)

ENGL A104F World Englishes and Cultures

Relevant Areas: Areas (1) and (2)

ENGL A105F Hong Kong Literature in English

Relevant Area: Area (7)

ENGL A106F English in Media and Popular Culture

Relevant Areas: Areas (3) and (4)

ENGL A203F Hitchcock Films

Relevant Area: Areas (2) and (4)

Quality Enhancement Grant Scheme

ENGL A204F Modern British and American Drama

Relevant Area: Area (6)

The course syllabi were vetted and discussed in April 2009 at the 82nd School Board Meeting and the 71st Senate Meeting.

Stage II

In January 2010, two more courses were designed and planned by Ms. Garfield Lau and Mr. Ma Chun Lung for the following academic year 2010-2011 beginning in September 2010:

ENGL A107F Children's Literature in English

Relevant Area: Area (6)

ENGL A108F English and Popular Song Lyrics

Relevant Area: Area (4)

The course syllabi were approved by School Board by circulation in February 2010 and were vetted and discussed in the 77th Senate meeting in April 2010.

(B) Consultation with External Examiners

External Examiners were appointed and consulted on the design of the first seven courses offered. Their appointment began on 1st June 2009:

1. Prof. Timothy Weiss for ENGL A102F, ENGL A104F and ENGL A203F.
Prof. Weiss is Professor and Postgraduate Conference Coordinator in the Department of English, The Chinese University of Hong Kong.
2. Prof. Ching Yuet May for ENGL A103F, ENGL A105F and ENGL A204F.
Prof. Ching is Associate Professor in the Department of English, The Chinese University of Hong Kong.
3. Dr. Ki Wing Chi for ENGL A106F
Dr. Ki is Assistant Professor in Department of English Language and Literature, Hong Kong Baptist University.

Owing to their experience in the area of English Cultural Literacy, Professor Ching and Dr. Ki have been appointed as the External Examiners for ENGL A107F and ENGL A108F respectively. Their appointment began on 1st March 2010 and 1st April 2010 respectively.

Quality Enhancement Grant Scheme

(C) Offering courses in English cultural literacy

The 1st Term lasted 13 weeks from September to December 2009, while the 2nd Term also lasted 13 weeks from January to April 2010. Each of the courses consists of a lecture session (2 hours weekly) and a tutorial session (2 hours weekly). The lecture sessions of the courses are taught by two lecturers, Mr. Ma Chun Lung and Ms. Garfield Lau. The tutorial sessions are taught by the English Teaching Assistants, Ms. Linda Yang and Ms. Fei Blauner. The courses offered and the corresponding enrolment figures¹ are as follows:

Course Code	Course Title	Enrolment Number	Semester
ENGL A102F	Classic American Films	14	1 st
ENGL A103F	British and American Short Stories	63	1 st
ENGL A104F	World Englishes and Cultures	49	1 st
ENGL A105F	Hong Kong Literature in English	10	1 st
ENGL A203F	Hitchcock Films	20	1 st
ENGL A102F	Classic American Films	12	2 nd
ENGL A104F	World Englishes and Cultures	39	2 nd
ENGL A106F	English in Media and Popular Culture	35	2 nd
ENGL A203F	Hitchcock Films	12	2 nd
ENGL A204F	Modern British and American Drama	20	2 nd

Please refer to Appendix 1 for the courses report.²

total = 274

Extent of Attainment of the Objective

Fully achieved

¹As mentioned in the clarifications and justifications document of the 2nd progress report, the variations in enrolment figures are mainly caused by the difference in students' interests. Since the courses are open to all students regardless of their year of study and major field, some other reasons such as clashing of lecture and/or tutorial time also resulted in variations in enrolment figures. On the basis of the estimated number of enrolment and the capacity of the classroom, a maximum quota has been set for each of the courses before each semester begins.

² ENGL A107F and ENGL A108F are being offered in the 1st semester of 2010-2011, i.e. the 2nd year of the programme.

Quality Enhancement Grant Scheme

Evidence or Indicators of having achieved the Objective

The courses designed fit not only well into the seven listed areas; they also provide students with the basic cultural literacy for international English communication. They cover areas of knowledge and skills in cultural literacy expected of educated citizens in major English-speaking countries.

The External Examiners are of the view that students should learn the English language alongside the study of the culture(s) of its dominant varieties, as it is a key to success in language learning.

The courses have achieved satisfactory enrolment numbers. They provide an excellent opportunity for students to improve their English through learning about the corresponding cultural and literary backgrounds. Many of the full-time students have never had lessons conducted entirely in English before and they have benefited a lot from the courses.³

Objective Statement (3)

To provide relevant teaching and learning materials so as to help teachers implement the courses and students improve their English cultural literacy.

Activities related to Objective Statement (3)

Acquisition of teaching and library materials, including books, films

Teaching materials and references were selected by Professor Kwok-kan Tam, Ms. Garfield Lau and Mr. Ma Chun Lung. Purchase of materials was carried out by Stanley Ho Library, the Finance Unit and the Educational Technology and Publishing (ETP) Unit.

Extent of Attainment of the Objective

Fully achieved

Evidence or Indicators of having achieved the Objective

806 volumes of books and audio-visual materials related to English Cultural Literacy have now been placed in Stanley Ho Library. The increase in the number of these learning materials encourages a reading and learning atmosphere among students at OUHK.

Please refer to Appendix 2 for the details of these titles.

³ Comments from students taking the courses can be found in Part 2 of this report.

Quality Enhancement Grant Scheme

Objective Statement (4)

To promote an English-speaking culture among students at OUHK through various functions and activities.

Activities related to Objective Statement (4)

(A) Outing to the Hong Kong History Museum

On 19 February 2010, 9 students joined the four teaching staff on an outing to the Hong Kong History Museum. They were given a brief English tour of the second floor of the museum; after the tour, students completed a photo scavenger hunt in teams of three. The museum visit was followed by an introduction of English popular songs, in which students sang while one of the teachers played guitar.

Through this outing, students got the chance to practise English with teachers and classmates outside the classroom setting. They learned and applied specific English vocabulary in relation to Hong Kong history. They were asked to interpret English through games and competitions.

Besides, they were asked to evaluate the cultural context of three popular English songs. Their interest towards English lyrics confirmed the growing demand for relevant courses such as ENGL A108F, which was offered in the second year of the project.

The cost of the outing has been absorbed by OUHK.

(B) English Cultural Study Tour

During 11-20 May 2010, 12 students and two staff members departed for London, England on the English Cultural Study Tour. The seven-day tour was sponsored by the Hong Kong Chiu Chow Chamber of Commerce, Ltd. – Winnie Ko Student Exchange Fund.

The trip was an extension of classroom learning from the previous academic year. Therefore, hearing different varieties of British English and watching the West End adaptation of *The 39 Steps*, a Hitchcock film, reinforced their classroom studies.

Each student also had to practise their spoken English through interviewing five strangers in London. The interviews covered different topics, such as politics, customs in dating and marriage, and daily life in London. Through these interviews, students heard about London from an insider's perspective while gaining more confidence in their own speaking skills. In addition, students practised their written English by blogging their reflections on the trip over the course of the week.

Quality Enhancement Grant Scheme

The trip itinerary was filled with visits to cultural sites in London. Highlights included a tour of the Egypt rooms at The British Museum, watching Shakespeare's *A Midsummer Night's Dream* in the restored Globe Theatre, touring the backstage of the National Theatre, and creating modern art at a workshop at the Tate Modern.

Students described the trip as "an unforgettable experience of my university life" and something "that will be etched in my memory forever." The students were chosen from a pool of 26 applicants on the merit of their performance in English Cultural Literacy courses, anonymous essays and individual interviews.

Extent of Attainment of the Objective

Fully achieved

Evidence or Indicators of having achieved the Objective

The museum visit provided students with the opportunity to learn English through games. It made English learning an interesting activity, fostering an atmosphere that combined language learning with games.

The study tour served as a conclusion to the successful completion of the first year of the project. All participants were enrolled in at least one of the English cultural literacy courses with satisfactory performance. The study tour combined academic study with practical work on English language and culture.

The study tour allowed students to be totally immersed in the English language and British culture. It helped solidify their knowledge learnt in the English Cultural Literacy courses. Through everyday interactions with speakers of English in London, students had the opportunity to practise English in a natural environment.

Overall Summary

The project can be considered to have 100 percent of its objectives achieved, as the key tasks in courses offered have been carried out successfully.

Quality Enhancement Grant Scheme

Part 2

2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.

Broadening students'/teachers' horizons

Although full-time face-to-face undergraduate programmes at OUHK already have some language courses as part of the degree requirement, many of such courses are focused on linguistics. The English Cultural Literacy courses go deeper into the use of English by bringing in cultural elements.

Increasing students'/teachers' sense of achievement

Students taking the courses have a strong sense of achievement. This is reflected in their comments given at the end of the semesters:

ENGLA102F Classic American Films

"I liked the introduction of American culture through different films."

"I liked the movies chosen for this course. It's helped me understand more about American culture."

ENGLA103F British and American Short Stories

"I can understand both British and American literature by these stories. Moreover, we can also learn foreign cultures."

"Atmosphere (learning) is wonderful."

"The presentation of the lecturer is clear and very funny."

ENGLA104F World English(es) and Cultures

"The atmosphere in class is great [...] interaction between teachers and students create a nice environment for students to learn"

"I learned about different types of English and their own features."

"Lectures and tutorials are fun and interesting."

ENGLA105F Hong Kong Literature in English

"I enjoy the way the lecturer and tutor teach us. They don't dump information on us. Instead, they explain the works effectively with everyday examples."

Quality Enhancement Grant Scheme

ENGLA106F English in Media and Pop Culture

"I liked that I learned many new things regarding pop culture and English. It has been highly informative and enjoyable."

"It covers various aspects of popular culture we face every day. The lecturer and tutor are nice, well-prepared and patient."

ENGLA203F Hitchcock Films

"Discover the enjoyment from Black and White movie."

"Useful support from both lecturer and tutor even after class. They welcome us and provide kind support."

ENGLA204F Modern British and American Drama

"There were quite a few plays to read but the teachers helped by making the concepts clear."

"I liked the acting practice during tutorial."

"I liked the use of videos to explain the plays."

Fostering students' development in their potential and specific abilities

Through the courses, students have gained an understanding of how a contemporary global culture is coming into shape through the power of English, and also got a better sense of how the English language works in the globalized world. The assessments of the courses aim at developing their skills in thinking, speaking and writing about English cultures in a critically manner. They can handle issues regarding English cultural literacy, and apply their knowledge in their future professions.

Training students to better meet social demands

The courses equip students with the skills to work in an environment that demands knowledge of transnational culture in a world which is becoming more and more globalized. Such a purpose has been achieved through teaching English as a global language and introducing cultural literacy to students. Students are more able to overcome many of the difficulties they encounter in using English as a means of international communication when they have a solid grasp of the culture(s) of English.

Increasing training opportunities for teachers and enhancing their professional development

Staff members honed their leadership skills through organizing the study tour. This forms part of the staff training as they are now equipped with experience for organizing future trips, and can share their experience with other colleagues.

Improving learning atmosphere

The courses have a unique feature of providing small tutorial groups because classes teaching English language cannot be large if they want to be effective. This has enhanced the learning atmosphere as students have a closer relationship among themselves and with teachers. This arrangement also further enhances the effectiveness of the courses.

Quality Enhancement Grant Scheme

Fostering team spirit and enhancing the overall image of the school

The unique features of the courses help enhance the overall image of the university. Local tertiary institutions offering English courses often stress on developing foundations in the academic / pedagogic use of English, instead of its relevant cultural and literary aspects. The courses have been designed to meet students' needs by giving them a broad training in different areas related to the cultural use of English.

For better achievement of the learning outcomes, the contents of the courses are revised from time to time. This has further enhanced the cooperation of the team as meetings are held from time to time regarding the contents of the courses.

Inducing collaboration with other schools / professional organizations

The experience and achievements obtained during this first year of the project paves a way for future collaboration with other secondary and tertiary institutions. The project team will consider organizing seminars involving students so that insights can be obtained about students' learning experience. It is hoped that this can arouse the concern towards cultural literacy in the community.

Part 3

- 3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.**

Table 1: Financial Status as at 31 August 2010

Budget Items (Based on Schedule I of Agreement)	Approved Budget	Actual Expense	Balance
Manpower	\$1,240,000.00	\$1,110,412.65	\$129,587.35
Teaching Materials	\$200,000	\$201,424.75	-\$1,424.75
Audit Fee		\$16,500.00	-\$16,500.00
			\$111,662.60

Utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))

Owing to limited funding, the cost of the outing to the Hong Kong History Museum was absorbed by OUHK. The London study tour was also sponsored by the Hong Kong Chiu Chow Chamber of Commerce, Ltd. – Winnie Ko Student Exchange Fund. Students have benefited greatly from both tours.

Quality Enhancement Grant Scheme

Unit cost for the direct beneficiaries

An average of \$4,847.95 has been spent i.e. [(\$1,440,000.00 - \$111,662.60) divided by 274 number of student head count] on each participant of the courses.

Sustainability of the learning programme and materials developed

The courses will continue to be offered and new courses (ENGL A107F and ENGL A108F) have been added in the second year of the project. Teaching materials that have been developed will continue to be used, and renewed whenever necessary.

Most of the materials purchased (except those kept by teaching staff as references) are now placed in the Stanley Ho Library. They prove to be excellent resources that assist learning English through literature and culture.

The expenses for teaching materials are a bit over the budget as some books or DVDs are necessary for the project and therefore have to be purchased.

Expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)

If possible, course materials of the project can be shared with other institutions that have an interest in offering similar courses.

Alternative approaches for equivalent benefits at less cost

Nil

Quality Enhancement Grant Scheme

Part 4

4. Outcomes and deliverables of the Project

Description of the deliverable (e.g. type, title, quantity, etc.) and evaluation of the quality and dissemination value of the deliverable

(A) Course materials developed for the project

A total of seven courses were offered with materials developed for the first year of the project. Each course contains materials for a 13-week teaching schedule, either in the format of Power Points, handouts, activities suggestion or recommended readings.

(B) Experimenting with a new approach in teaching English proficiency and in promoting an English-speaking culture among students at OUHK

This is an intangible outcome. Students who have taken courses in the project show that they have improved their cultural awareness in language use.

The dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities

Nil

The value and feasibility for the deliverable to be widely disseminated by the OECS as well as suggested modes of dissemination (if any)

Whenever possible, project members can share their experience and materials developed with other institutions who would like to offer similar courses.

A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.

OUHK currently has about 3200 full-time face-to-face students, who all enroll for a degree. Many of these full-time students have never had an English education. The courses offered by the project fit the interests of students from various disciplines. Students have also been encouraged to take as many courses as possible in different areas.

Through activities and developing close relations with teachers, students have a strong sense of identity as English speakers among themselves. This motivates them to learn with initiative and contribute to the course through feedback and comments.

Quality Enhancement Grant Scheme

Part 5

5. Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback.

Table 2: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Offering of Courses	1 st and 2 nd semesters (2009-2010)	--	4	274 head count	--	Please refer to Part 2 for the comments from students
Outing to the Hong Kong History Museum	19 February, 2010	--	4	9	--	Some students suggested going "somewhere more exciting (not museums)," and hoped we "can find other special places to visit."
English Cultural Study Tour	11-20 May, 2010	--	2	12	--	Students described the trip as "an unforgettable experience of my university life" and something "that will be etched in my memory forever."

Part 6

6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.

Given the limited budget, it was a challenging task to build up a reference collection and a set of teaching materials for students. The expenses for teaching materials are a bit over the budget as some books or DVDs are necessary for the project for the overall benefits of students.

Staff recruitment also encountered some difficulties because the project was given a grant that would last one year and hence long-term commitment had to be made by OUHK. Fortunately the current enrolment shows encouraging signs that the programme can be continued.