

# Quality Enhancement Grant Scheme

**Final Evaluation Report**
**Project No. :**

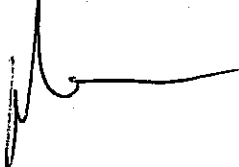

## Part A

**Project Title** : Language Centre: a Pilot Scheme to Complement Conventional Classroom Teaching
**Name of Grantee** : HKCT Group Limited
**Project Period** : From August, 2010 (month/year) to January, 2011 (month/year)

## 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:	Ada Li	Name of Grantee Organization:	HKCT Group Limited
Position of Authorized Person:	Head, Centre of Languages and Communication	Date:	30 March, 2011

## QEGS Final Evaluation Report

Thanks to the QEGS offered by EDB, the Project, 'Language Centre: a Pilot Scheme to Complement Conventional Classroom Teaching' from August 2009 to Jan 2010 was successfully completed. The evaluation of the Project will be elaborated in regard of the following respects:

1. Attainment of objectives and related activities
2. Project impacts
3. Cost effectiveness
4. Outcomes and deliverables

### 1. Attainment of Objectives and related activities

Objective statement	Facilities & Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective
<b><u>Objective 1</u></b> <i>To promote students' interest in language learning</i>	a. Physical setting and facilities equipped – a cozy, colourful and innovated setting that received an applauding patronage (recorded 7,000 visits); provision of practical and up-to-date learning resources	Fully achieved	Annex 1 – Physical setting & facilities Annex 2 – List of books & DVDs	NA
	b. E-learning platform set up and linked to our department website for students' independent learning of different languages		<a href="http://qegs.hkct.edu.hk/moodle/e-learning_resource.htm">http://qegs.hkct.edu.hk/moodle/e-learning_resource.htm</a>	
	c. Social events – fun-filled outside classroom activities provided opportunities for language immersion		Annex 3 – Images of Social events	
<b><u>Objective 2</u></b> <i>To increase students' self-confidence in speaking English</i>	a. Chat Café sessions – students chit-chat with native English speakers to practice daily life and conversational English	Fully achieved	Annex 4 – Images of Chat Café sessions	NA
	b. English-speaking environment created – students in general observed the rules as set by the Centre		Annex 5 – Dos and Don'ts in Language Centre	

<b><u>Objective 3</u></b> <i>To improve students' English Writing and speaking skills</i>	a. Individual Improvement Programme – one-on-one consultation sessions that customized students' needs after diagnosis by advisors	Fully achieved	Annex 6 – Poster and PowerPoint for promotion of the Individual Improvement Programme	NA
	b. Thematic workshops		Annex 7 – Images of Workshops	
<b><u>Objective 4</u></b> <i>To share experience of complementing classroom language teaching with Language Centre (LC)</i>	a. Grand Opening and Project-end seminar	Fully achieved	Annex 8 – Images of Grand Opening  Annex 9 – Images of Project-end Seminar	NA

## 2. Project Impact on

### Motivating passive students to be autonomous ones

With the findings from surveys in a variety of ways – focus group, comment box, pre- and post-Language Centre questionnaires and post-workshop opinion forms (Annex 10 – 13), it is delighted to find that the project works effectively and positively on students' learning motivation.

This pilot scheme has succeeded in opening students' horizons in new ways of language learning as well as different cultures. Students reflected that they enjoyed learning and started to grow their interest in languages from the Weekly workshops which delivered hands-on knowledge and Social events such as Study Visit and Japanese Cultural Festival.

#### Extracts from the 1st Progress Report regarding students' feedback after joining workshops

'I have been longing to enhance my English and I am so happy to have participated in this elementary phonetic class. It provided me technical skills to articulate English words. Finally, thanks to the enthusiastic teacher for giving me an interesting and practical lesson!'

'I've learnt some vocabulary about environmental conservation in the lesson and I will be joining next workshop!'

'As I was failed in my English examination last semester, I would like to improve my English by joining this workshop. I just want tell all the fellow classmates that this is definitely a loss if you have not yet joined the workshops here!'

### Extracts from the 2<sup>nd</sup> Progress Report regarding the feedback of the Study Visit

*Feedback was collected in form of questionnaire at the end of the visit. Except the horribly hot weather, participants' feedback was positive and constructive. They truly enjoyed both the programmed time and free hours in the park. Many of them appreciated English being adopted as the medium of instruction for the whole event as it helped them understand the importance of the language used in a multi-national workplace. Furthermore, they felt interested in learning English in a relaxing atmosphere, especially for the vocabulary related to animal caring and the amusement facilities. A majority of students agreed that it was effective to learn English outside classroom. All expressed that they would join similar events in the future.*

Apart from the workshops and social events, a co-curricular project commenced in school year of 2010 called Continuous Learning Project (CLP) was held (Annex 14 –Continuous Learning Project & English Learning Portfolio). The aims of the Project were to raise students' awareness of the provision of self-access resources and to shape their habit of becoming autonomous learners once they realised how helpful and interesting the LC was. As stipulated by the Project, students were to collect a number of stamps after visiting the LC and attending specified activities for bonus marks in coursework. This was proved to work well since a majority of students including those "passive" ones visited the Centre frequently even after they had already collected the required stamps for the Scheme. There were over 7,000 visits to the Centre since its operation. Some of them even proactively requested for more services and gave reasonable recommendations to the Centre, for example, titles of books or DVDs of their preference, topics of Workshops they needed. Mr. Billy Gibson, one of the native English facilitators showed his footprints on the Centre's cozy Chat Café where students were witnessed turning more motivated and confident in speaking English than ever.

### Boosting students' confidence and proficiency level

Individual Improvement Programme (IIP) is another crucial factor to raise students' confidence and their productive skills. It has started since early January, 2010. A selection of programme registrants was based on teachers' recommendations and students' needs, with a higher priority given to students attempting tests. Each registrant was assigned a personal tutor and an e-Learning account (Annex 15 – E-learning Account). Having one-to-one consultation sessions, followed by e-Learning tasks targeting small achievable goals, registrants have been showing progressive and gradual improvement especially in writing and speaking.

Students' productive works have shown improvement gradually since small achievable goals were set every time. After prolonged training, students' general proficiency level was raised in totality. It is encouraging to see some of them succeeding even in public language tests with flying colours.

### Sharing experience with teaching practitioners

Both the Grand Opening and the Project-end Seminar (on November 18, 2009 and January 21, 2011 respectively) in which local and overseas teaching practitioners were invited have raised

participants' awareness to our ideas on unconventional Language Centre and complementary language teaching. Many of the guests and participants showed appreciation towards both the design of the Centre's physical setting and provisions of language learning resources on our Opening.

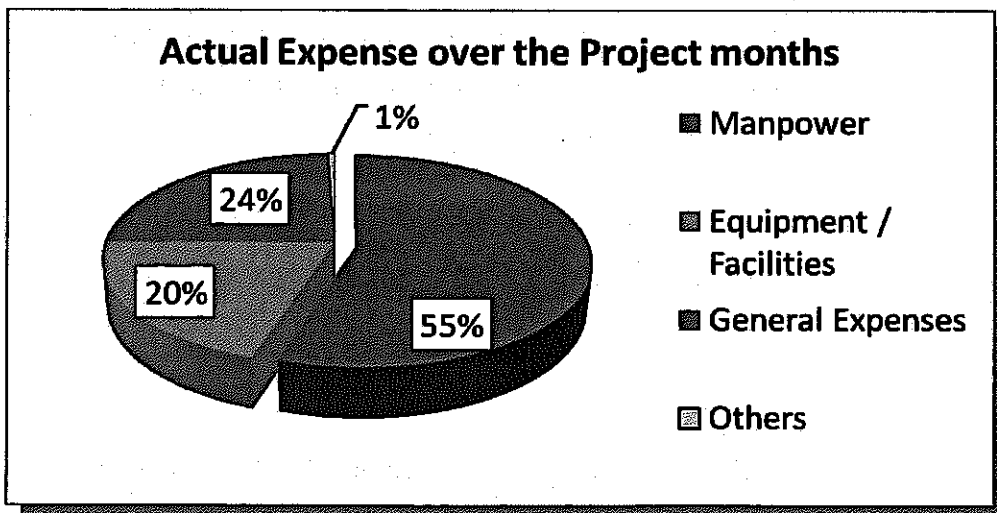
The Project-end Seminar was similarly successful with approximately 100 participants, local and overseas, coming from the sub-degree institutes, universities, secondary schools and education-related sector. There were global participants from places such as Macau, Beijing, the United Kingdom, and Singapore joining the Seminar (recorded video-conference) (Annex 16 – Attendance record of Project-end Seminar). In the Seminar, LC staff shared the project experience with the participants followed by an open-floor discussion and exchange session, which was highly supported and acknowledged by the guests and teaching fellows attended.

### 3. Cost-effectiveness

#### Financial Status

Budget Items (Based on Schedule I of Agreement)	Approved Budget	Actual Expense	Balance
Manpower	\$920,430	\$842,862	\$77,568
Equipment / Facilities	\$308,000	\$310,369	(\$2,369)
General Expenses	\$360,820	\$359,277.93	(\$1,542)
Others	\$60,750	\$8,437	\$52,313
<b>Total Expenditure</b>	<b>\$1,650,000</b>	<b>\$1,520,946</b>	<b>\$129,054</b>

#### The project's cost-effectiveness



This Project is a pilot Scheme which offered unconventional language teaching and learning experience to all HKCT students with over 7,000 number of visits during the LC operation. Unlike many local and overseas self-access language centres or multi-purpose learning labs, our Language Centre involved a great deal of labour-resources with two full-time Project staff and native English speakers as Chat Café facilitators. Human resources were required to perform multi-tasks throughout the Project especially for the full-time staff. They were responsible for manning the Help Desk in LC, dealing with administrative work including part-time staff recruitment, organizing social events and even teaching for weekly workshops and individual consultation sessions of IIP. It is the reason that over 50% of the budget dedicated to Manpower as mentioned in Schedule I of Agreement.

Budget spent on the category 'Equipment and Facilities' includes the loose furniture and audiovisual equipment for computer kiosks, Mini-theatre, Individual Studios and the Workshop Worlds which were procured based on the needs of beneficiaries and activities organised in the Project. And all hardware has been being used by all visited students on a daily basis and will be sustained in good conditions.

The 24% of the budget for 'General Expenses successfully made the Project's activities and resources known to the beneficiaries and thus more attractive and effective. It comprised language learning resources such as books of varied types, movie DVDs and subscription of multi-TV channels; creation and maintenance of the membership management system and e-Learning platform; the promotional material and necessary expenses on a variety of events and activities such as Grand Opening, social events and Project-end seminar. Owing to the huge popularity and positive feedback, two more social events were organised than that of committed in the Agreement.

As the budget has always been spent on a prudent and necessary basis, the budget for contingency was not used in the end.

#### 4. Deliverables and Modes of Dissemination

##### List of deliverables in Schedule I – Application Form for QEGS

- a. Self-access language learning resources
- b. 3 Social events over the project months
- c. 6 Chat Café sessions per week
- d. 1 small group workshop per week
- e. Membership Management system with an e-learning platform
- f. Individual Improvement Programme for 50 registrants
- g. A territory-wide seminar to share the Project experience with English teaching practitioners

##### Description and evaluation of the deliverables

###### a. Self-access language learning resources

The Language Centre (LC), divided into six zones serving different purposes as committed in the Agreement, has been put into service since its inception. As commented by the visiting guests, its state-of-the-art design and comfy environment encouraged students' patronage and facilitated students' learning (Annex 17 – Images of the six zones):

Learning resources in the six zones

<u>The six zones</u>	<u>Quantity</u>	<u>Resources</u>
Individual Studio – private rooms for practicing speaking and listening without disturbance	3	- Audiovisual and oral recording equipment (computer, headset and microphone) - Desk and chairs
Chat Café – an agreeable area with comfortable seats, English-speaking TV channels, magazines and newspapers and beverages	1	- Sofa seats and cushion - Coffee tables - Light beverages - Magazines & newspaper - Mini games (chess, Scrabble, conversation cards, Monopoly, etc.)
Mini-theatre – an enclosed area for group appreciation on the most up-to-date movies	1	- Audiovisual equipment (computer, DVDs player, TV and stereo) - Foldable table & seats
Treasure Island – a collection of language resources	1	- Books & dictionaries - TV & movie DVDs - Small TV panels
Workshop World – Small rooms in modular setting for group work and small-group workshops	3	- Desks & chairs - Glass white boards - Laptop
Reading & Writing Zone – a spacious area for practical work and internet access with e-learning resources available	1	- Desks & chairs - Computer kiosks x 3

Comments gathered from the Centre's comment box and the focus group mentioned in the 2<sup>nd</sup> Progress report, a majority of the students satisfied with the provision of the facilities and resources in the Centre. They particularly liked the up-to-date movie & TV DVDs and the diversified language tool books. All in all, the wide variety of language resources in LC successfully aroused students' interests in languages.

### b. Social events

With the successful experience in the first two Social Events – Halloween Fun Day 2009 and Study Visit, LC continued students' excitement by having three more Social events, namely, Student Orientation Programme to Language Centre, Halloween Fun Week 2010, and Japanese Cultural Festival in September, October and December 2010 respectively.

Social Event – Activity List

<u>Name of event &amp; its brief description</u>	<u>Types of events</u>	<u>No. of participants</u>	<u>Comments from Participants</u>
1. 'Halloween Fun Day 2009' – Students in teams to accomplish tasks in different checkpoints in around half an hour	Co-curricular language and cultural activity between 29 <sup>th</sup> & 30 <sup>th</sup> Oct 2009 on different floors of CWB campus	693 students in English classes + 25 teachers & Project staff	✓ Enjoyable & exciting ✓ Learned vocabulary of Halloween & more sensitive to the cultural differences
2. 'Study Visit' – Students attended the workshop conducted in English and back-of-stage visit to practice English while getting closer observation on the mammals	A day trip co-organized with Ocean Park Academy on 18 <sup>th</sup> Jun 2010	40 students + 4 teachers & Project staff	✓ Understood the importance of English in workplace ✓ Interested in learning English in a relaxing environment
3. 'Student Orientation Programme' – Students in groups participated in a treasure hunt-like game across different floors in the CWB campus (Annex 18 – Student Orientation Programme to Language Centre)	Co-curricular language learning and orientation activity between 20 <sup>th</sup> – 24 <sup>th</sup> Sep on different floors of CWB campus	870 students during their English classes + 37 teachers and Project staff	✓ Knew more about the campus and the provision of language learning resources in LC ✓ Had fun to speak in English through games



<p>4. 'Halloween Fun Week' -Students looked for monster cards and information of Halloween in different countries from the hints on different floors (Annex 19 – Game questions for Halloween Fun Week 2010 &amp; 20 – Information stickers for Halloween Fun Week 2010)</p>	<p>Co-curricular language and cultural activity between 26<sup>th</sup> &amp; 29<sup>th</sup> Oct on different floors of CWB campus</p>	<p>1,080 students during their English classes + 40 teachers and Project staff</p>	<p>✓ Enjoyed the process of learning English and Halloween culture with fun ✓ Excited to win prizes (i.e. candies and instant drinks)</p>
<p>5. 'Japanese Cultural Festival' – Students joined the activities in booths of different themes with Japanese decoration , (Annex 21 – Poster for Japanese Cultural Festival)</p>	<p>In-campus language and cultural activity between 7<sup>th</sup> &amp; 10<sup>th</sup> Dec in different floors of CWB campus</p>	<p>690 students during lunch time + 5 teachers &amp; Project staff</p>	<p>✓ Pleased to have a taste on other foreign language at school ✓ Interested to learn more Japanese daily conversation through games</p>

**c. 6 Chat Café sessions per week**

There were 6 Chat Café sessions manned by part-time native English speakers (i.e., Chat Café Facilitators) per week. With a maximum of 15 students in each session (suggested by students, maximum no. of participants was limited to 10 for more interaction commenced in September 2010), the Facilitator chit-chatted with students based on daily life topics such as music, travel and festivals.

This service aims to provide recipients with experiences in talking to foreigners and listening to English of native accent. During the sessions, they were encouraged to express themselves and respond to others in a natural and purposeful way.

**Chat Café session – Activity list**

<u>Brief description</u>	<u>Types of activities</u>	<u>No. of participants</u>	<u>Feedback from participants</u>
<p>Chat Café session – 10 to 15 students sitting around in a relaxing area to chit-chat with a Chat Café Facilitator</p>	<p>Casual oral training sessions with English native speakers  6 sessions / week (35 minutes / sessions) in Chat Café inside LC</p>	<p>1,775 students participated in total  355 sessions in total</p>	<p>✓ More confident when speaking with native speakers ✓ Practical and daily life topics ✓ Optimal duration – 35 minutes / session ✓ Happy to learn some words every time</p>

**d. 1 Small group workshop per week**

The objectives of the small-group workshops are to provide expert advice to students so as to achieve better learning outcomes in a short time. The topics were designed to meet their actual and immediate needs – consolidation of grammar use, expansion of word choice in writing and quick public exam skills.

Small group workshop – Activity list

<u>Brief description</u>	<u>Types of activities</u>	<u>No. of participants &amp; workshops</u>	<u>Feedback from participants</u>
Small group workshops – Maximum 8 students joining a 1.5-hour guided English workshop with a particular theme (Annex 22 – Details of small-group workshops)	Short and practical English workshop taught by Project staff	608 students participated in total	✓ Easier to pay attention compared to conventional English lesson
	At least 1 workshop / week in one of the Workshop Worlds inside LC	215 workshops in total	✓ Appreciate the hands-on practice and clear content

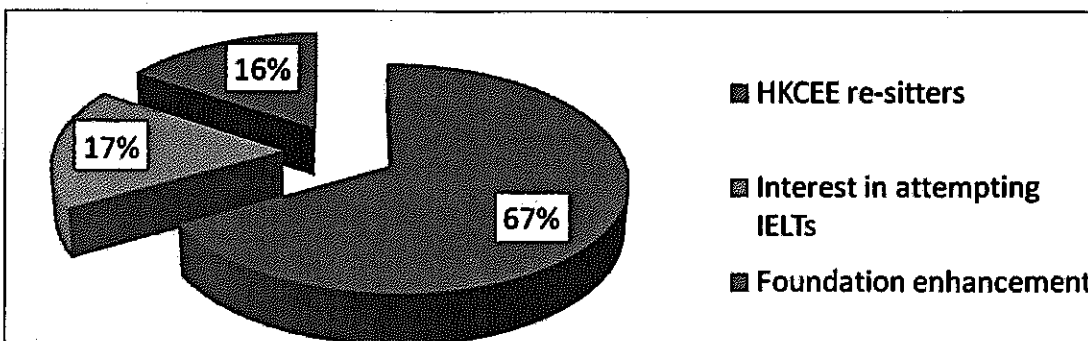
**e. Membership Management system with an e-learning platform**

As mentioned in the first Progress Report, a membership management system (Annex 23 – Membership Management System) & an e-learning platform have already been set up before late November, 2009.

Membership Management System helped ease Project staff’s administrative work to locate students’ details and promote upcoming events. The system could also let all students know about the timetable and activities to be held by LC each month by sending them a Monthly Calendar via mass mail. The e-learning platform ([http://qegs.hkct.edu.hk/moodle/e-learning\\_resource.htm](http://qegs.hkct.edu.hk/moodle/e-learning_resource.htm)) widened students’ horizon to a lot of languages, namely, English, Chinese (Putonghua), Japanese, Korean, Spanish, Italian, German and French. It displayed the most practical and user-friendly links of these languages which let all HKCT students choose and enjoy learning in their own paces.

**f. Individual Improvement Programme for 50 registrants**

Individual Improvement Programme (IIP) offered one-to-one consultation sessions, followed by e-Learning tasks targeting small achievable goals to registrants. Although the committed number of registrants for the Programme in the Schedule I of Agreement was 50, there were 92 students successfully shortlisted so far owing to the encouraging number of applications received.



Out of the 92 registrants, 57 have finished the Programme by June last year. 9 of them were quite weak in English foundation and showed gradual enhancement in the end. While 10 others were interested in the International English Language Testing System (IELTS) and have given progressive exam-oriented trainings especially on writing and speaking skills. The other 38 students were the HKCEE 2010 re-sitters whom had been given exam-oriented trainings. As mentioned in the 2<sup>nd</sup> Progress Report, over 70% of these students showed actual improvement in either Speaking or Writing paper in the result of 2010 HKCEE.

**g. A territory-wide seminar to share the Project experience with English teaching practitioners**

This Project has come to an end in January 2011 with its climax the Project-end Seminar to share the Project experience and exchange insights on independent language learning at the Lecture Theatre, HKCT Jockey Club Ma On Shan Campus on 21 January 2011. The Seminar was successful with approximately 100 participants coming from the sub-degree institutes, universities, secondary schools and education-related sector.

Global participants from Macau, Beijing, the United Kingdom, and Singapore (recorded video-conference) were also invited to join the Seminar (Annex 24 – Invitation Letter to the Project-end Seminar). To name some, Dr Kevin Flint, Senior Lecturer in Education from Nottingham Trent University, the U. K.; Professor Kim Hughes Wilhelm, Director of English Language Centre, University of Macau; Mr. Lawrence Tsui, Principal of the Millennium Secondary School, Macau; Mr. Fan Meng, Director of International Test Training Department, Beijing New Oriental School; and Mr. Kenneth Ong Keng Wee, Lecturer, Language and Communication Centre, Nanyang Technological University, Singapore, etc.

The HKCT team was pleased to share the Project experience with the participants and received overwhelmingly positive feedback on-the-scene. The open discussion session for all participants at the second part of the Seminar provided a valuable opportunity for guests and all language experts to exchange their insightful teaching and learning experience (Annex 25 – Programme of the Project-end Seminar).