

# Quality Enhancement Grant Scheme

**Progress Report**

**Project No. :**

Reporting Period: From: February, 2010 (month/year) to July, 2010 (month/year)

## Part A

Project Title: Language Centre: a Pilot Scheme to Complement Conventional Classroom Teaching

Name of Grantee: HKCT Group Limited

Project Period: From February, 2009 (month/year) to July, 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 percentage, 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:



Name of Authorized Person: Ada Li

Organization Chop



Name of Grantee organization: HKCT Group Limited

Head, Centre of  
Position of Authorized Person: Languages and  
Communication

Date: 30 August, 2010

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

# Quality Enhancement Grant Scheme (QEGS)

## 2<sup>nd</sup> Progress Report of Language Centre: a Pilot Scheme to Complement Conventional Classroom Teaching

### 1. PROJECT SUMMARY

The Project aims to complement conventional classroom teaching in fostering post-secondary students' interest, self-confidence and improvement in languages, particularly English, by creating an atmosphere and environment conducive to their use of language. HKCT students are the target recipients in this pilot scheme and the Project aspires to extend to more post-secondary students from other similar institutes in future.

The major objectives of the Project are to promote students' interest in language learning; boost students' self-confidence in speaking English; improve students' English writing and speaking skills; and share experience of complementing classroom language teaching with the Language Centre.

The Project is delivered into 3 stages over 18 months:

- Stage 1 (4 months): Establishment of the Language Centre, i.e. physical hardware & software, setting up the Project team, and promoting the Centre to the recipients.
- Stage 2 (11 months): Provision of facilities and ongoing services, and collection of users' feedback and self-evaluation review.
- Stage 3 (3 months): Dissemination of the Centre's consolidated experience to language teaching practitioners in the relevant sector for a wider group of beneficiaries.

### 2. PROJECT MILESTONES IN THE REPORTING PERIOD

The reporting period covers Project Stage 2 from February to July, 2010.

#### Stage 2

**DELIVERABLES 100% COMPLETED:**

- ✓ 6 Chat Café sessions / week
- ✓ 1 small group workshop / week
- \* 2<sup>nd</sup> social event – study visit to Ocean Park
- \* Individual Improvement Programme in progress
- ✓ Periodic collection of users' feedback and review

Feb	Mar	Apr	May	June	July
2010					

\*A programme to be completed in October, 2010.

The Centre continues to deliver ongoing facilities and services to the recipients after the successful completion of Stage I (August – November 2009) and the first two months of Stage II (December 2009 – January 2010).

<b>Stage 2 – February 2010 to July 2010</b>		
<b>Project activities held</b>	<b>Details</b>	<b>Time frame (Status)</b>
<b>Provision of facilities</b>	<ul style="list-style-type: none"> <li>Provision of language learning materials including continuous updated books, DVDs and e-Learning programmes (<i>Annex 1 – List of books and magazines &amp; Annex 2 – List of movies and TV programmes</i>)</li> </ul>	<b>Feb – Jul 2010 (*Completed)</b>
	<ul style="list-style-type: none"> <li>Provision of e-learning programmes – Roads to IELTS and Tense Buster (<i>Annex 3 – Notice for the e-learning programmes</i>)</li> </ul>	
	<ul style="list-style-type: none"> <li>Provision of individual studios, reading and writing zone, mini-theatre and computer panels</li> </ul>	
	<ul style="list-style-type: none"> <li>Provision of comfortable seats, limited beverages and continuous English speaking TV programmes (<i>Annex 4 – TV channels in Chat Café</i>)</li> </ul>	
<b>Delivering of ongoing services</b>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> Social event – Study Visit to Ocean Park</li> </ul>	<b>18 Jun 2010 (*Completed)</b>
	<ul style="list-style-type: none"> <li>138 Chat Café sessions (6 sessions per week)</li> </ul>	<b>Feb – July 2010 (*Completed)</b>
	<ul style="list-style-type: none"> <li>125 small-group workshops (Min. 3 per week)</li> </ul>	<b>Feb - Jul 2010 (*Completed)</b>
	<ul style="list-style-type: none"> <li>Individual Improvement Programme providing tailor-made learning plan to over 50 registrants</li> </ul>	<b>Feb - Jul 2010 (*Completed)</b>
<b>Collection of users' feedback for improvement</b>	<ul style="list-style-type: none"> <li>Collection and analysis of students' feedback on the 2<sup>nd</sup> Social event (<i>please see part 3i on page 4</i>)</li> </ul>	<b>Jun 2010 (Completed)</b>
	<ul style="list-style-type: none"> <li>Collection and review of students' feedback on small group workshops (<i>please see part 3iii on page 6</i>)</li> </ul>	<b>Feb - Jul 2010 (*Completed)</b>
	<ul style="list-style-type: none"> <li>Other channels to collect periodic students' feedback (<i>please see part 3v on page 8</i>)</li> </ul>	<b>Feb - Jul 2010 (*Completed)</b>
<p>Please refer to <i>Annex 5 - Project Budget Preview</i> for the financial status</p>		

\*Services / activities will be continued till the end of Stage 2.

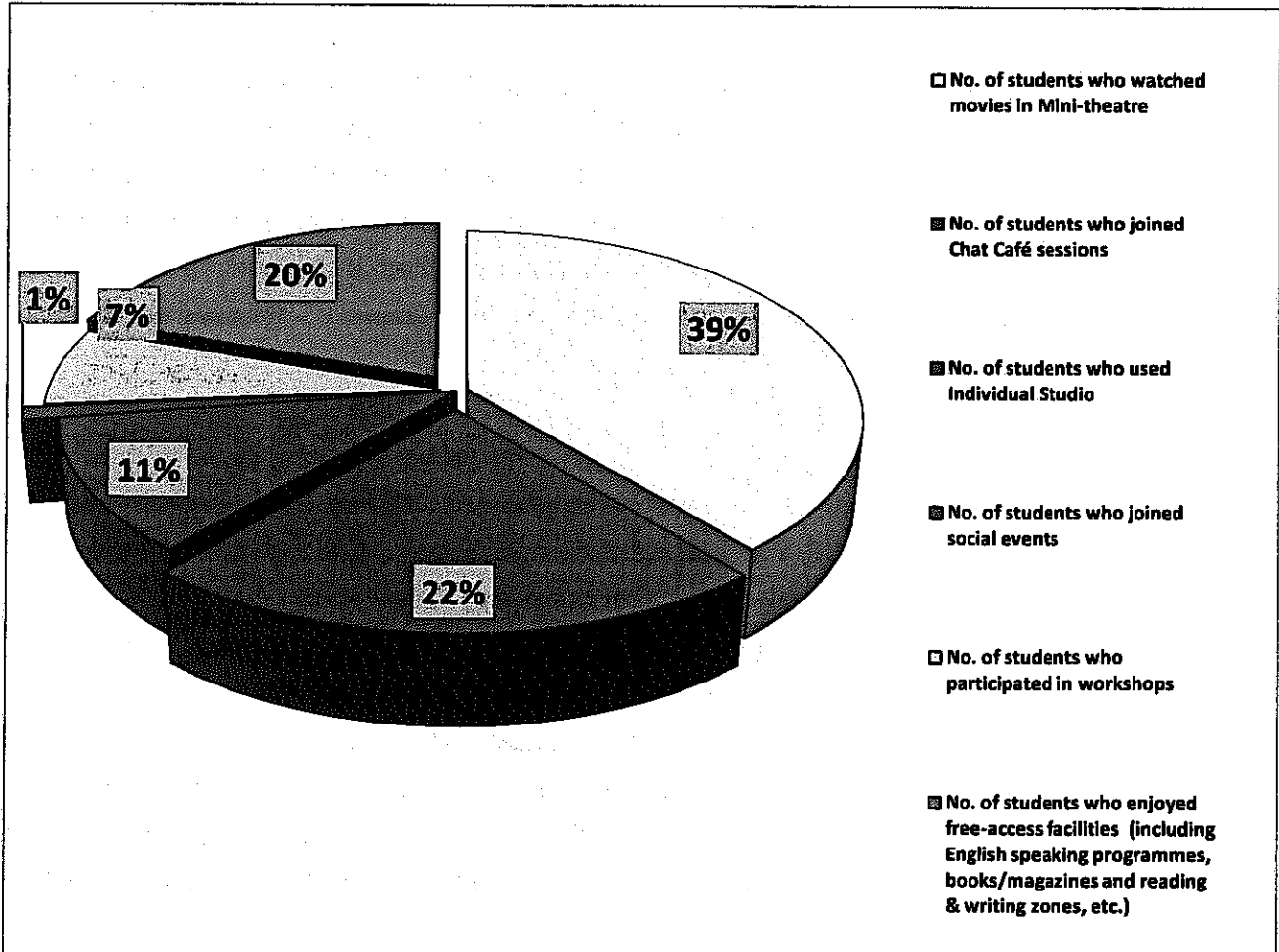
### 3. PROJECT ACTIVITIES - DETAILS AND BENEFICIARIES

#### Attendance

Language Centre opens from 0900-1900 for approximately 1600 students taking accredited post-secondary education programmes at HKCT from Mondays to Fridays. They are given a monthly activity calendar for referring to the activities and workshops organized by the Centre (*Annex 6 – Monthly Calendar*). There have been 3554 recorded student visits for the second reporting period.

Students came to the Centre for self-access learning facilities, small group workshops (especially for the students who attended HKCEE in 2010), Chat Café sessions, and movie appreciation as shown in the chart below:

Services and facilities used by the 3554 student visits in the period between Feb 2010 and July 2010:



### **i. The 2<sup>nd</sup> Social event**

Date:	18 June, 2010
Time:	0930 – 1800
Venue:	Ocean Park
No. of beneficiaries:	40 students from different programmes
Objectives:	To learn English outside classroom; immerse in the international culture in the theme park; and acquaint with vocabulary about animal caring and amusement facilities.

#### **Details**

Different from the 1<sup>st</sup> social event – Halloween Fun Day 2009, the 2<sup>nd</sup> social event – Ocean Park Study Visit, was held during semester break in summer when students did not have regular class in the Causeway Bay Campus. This event was an outing for participants to take part in a workshop and a back-of-stage visit co-organized by the Ocean Park Academy – Hong Kong. With limited sponsoring of the admission fee to participants and the concerns of manpower, there were forty participants eventually.

The whole-day programme provided an English learning environment that was uniquely refreshing and full of excitement. The visit began with a 1-hour workshop conducting in English with variety activities like short talk, group discussion and role-play. It stimulated interactions between the participants and the staff. Followed by the back-of-stage visit, the staff guided them in groups to a marine mammal training area and introduced them to the importance of taking care of animals. A 3-hour free-time after lunchtime was arranged for participants to enjoy the amusement rides and all other facilities in the park while they had to complete the guided worksheet for vocabulary learning (*Annex 7 – Pictures of the Social event – Ocean Park Study Visit*).

#### **Students' feedback**

Feedback was collected in form of questionnaire (*Annex 8 – Guided worksheet and Feedback form of Ocean Park Study Visit*) at the end of the visit. Except the horrible 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 was 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.

## ii. Chat Café Sessions

Date: 1 February, 2010 – 30 July, 2010  
(Every Mon, Tue, Thu and Fri)

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35 minutes / session:

Time: February: Mon & Tue: 13:20 - 13:55  
Thu: 16:00-16:35 & 16:40-17:15  
Fri: 13:15-13:50 & 13:55-14:30  
March to May: Mon : 14:15-14:50 & 14:55-15:30  
Tue & Thu: 13:20-13:55  
Fri: 13:15-13:50 & 13:55-14:30  
June to July: Mon: 13:15-13:50 & 13:55-14:30  
Tue & Thu : 13:20-13:55  
Fri: 13:15-13:50 & 13:55-14:30

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Venue: Chat Café in the Language Centre

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No. of beneficiaries: 785 students (in 138 sessions in total)

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Objectives: To boost students' confidence in speaking English and arouse their interest in the language

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### Details

There are 6 Chat Café sessions manned by part-time native English speakers (i.e. Chat Café Facilitators) every week. With a maximum of 15 students in each session, the facilitator chit-chat with them 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 are encouraged to express themselves and respond to others in a natural and continuous way.

### Students' feedback

Chat Café sessions were the most popular activity to the students. 92% of the sessions were full during the reporting period. The students liked the length of the activity i.e. 35 minutes per session, and they enjoyed the mini-games such as different card games led by the facilitator. However, some students commented that there have been too many participants in each Chat Café session which limited their interaction opportunities with the facilitator. They believed that they could express and practice more on their oral English if there was smaller number of participants in each session.

A lot of games were adopted and introduced by the native English facilitators such as Scrabble and Pictionary to encourage participation and arouse students' interest in speaking simple English. And it provided a relaxing and exciting environment for students.

### iii. Small group workshop

Date:	1 February, 2010 – 30 July, 2010 (min. 1 workshop / week)
Time:	1.5 hour / workshop
Venue:	Workshop World (i.e. small classrooms) in the Language Centre
No. of beneficiaries:	238 students (in 125 sessions in total)
Objectives:	To boost students' confidence in speaking English and arouse interest in the language

#### Details

The small-group workshops in the previous 6 months which aimed to provide expert advice to students and to achieve better learning outcomes in a short time have been carried on. As demand on these workshops grew bigger in semester 2 from January to May, the number of workshop increased to twice a day. Accompanied by the once-a-week workshop between June and July, 125 workshops were organized and more than 230 students in total had attended (*Annex 9 – Timetable of small-group workshops*).

#### Students' feedback

As stated in the last reporting period, all students participated in the workshops were requested to spend 5 minutes to write their comments. It was encouraging that we could always find 90% positive feedback from students in this reporting period.

Many of the participants appreciated the hands-on practice and clear content of the workshops. They believed that the workshops had increased their interests in the specific topics and they found a clearer direction on doing reading and writing exercises in future. Some of them even claimed that they could find themselves more focused while some regarded the workshops more effective to learn than their normal English class. (*Annex 10 – Extracts of students' feedback on workshops*).

#### iv. Individual Improvement Programme

Date:	1 Feb, 2010 to 30 July, 2010
Time:	1.5 hour / individual consultation session
Venue:	Individual studio / small classroom in the Language Centre
No. of beneficiaries:	57 students
Objectives:	Design tailor-made learning plan for students; and provide step by step individual instructions for ultimate small achievable goals in English study.

#### Details

Individual Improvement Programme had started from January this year. Successful registrants were selected according to teachers' recommendations and students' needs, with a higher priority accorded to students re-sitting HKCEE English examination or attempting IELTS. There were altogether 57 registrants; each of them was assigned a personal tutor and an e-learning account. Having one-to-one consultation sessions followed by e-Learning tasks target at small achievable goals, registrants have been showing progressive and gradual improvement especially in the aspect of productive skills – writing and speaking.

#### Students' performance and progress of the programme

As at July this year, all **thirty-eight** HKCEE re-sitters including some sitting for the public exam the third or fourth times, have finished their consultation sessions before the public exam. From the HKCEE 2010 result, approximately 71% of the re-sitters have shown improvement in either writing or speaking paper. More than 52% have got one grade improvement, and almost 29% have even proved the programme successful with two grades or more. Overall, half of the IIP registrants who re-sat the exam had passed this year and three of them even got level 3.

Apart from the HKCEE re-sitters, there were **ten** registrants who wanted to attempt the IELTS; three had dropped out due to their personal reasons and timetable. One had already taken the IELTS in March and got band 6. Other six are going to take the exam before October.

There were also **nine** registrants who applied for the programme because of their weak foundation. They would like to consolidate their basic English skills before taking any public exam next year. They had been improving step by step upon their individual weaknesses.

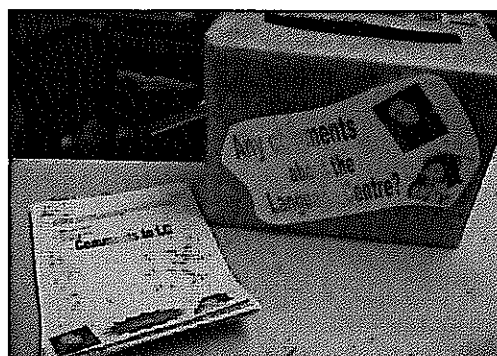


## **v. Periodic collection of users' feedback and review**

Students' feedback had been collected from different channels – comment box, focus groups and questionnaires.

### **Comment Box**

A comment box has been placed on the help desk counter inside the Language Centre since its opening. So far, we had received 12 comments from students. Most of them were positive and constructive. For example, some students requested ~~for~~ more workshops, some specific movies and books (*Annex 11 – Extracts of students' feedback in comment box*).



### **Focus Group**

In order to collect more in-depth students' comments on the Language Centre, two focus groups were done on 12<sup>th</sup> and 14<sup>th</sup> May, 2010; each lasted around two hours. The 12 subjects in two groups from different majors of Higher Diploma were invited to discuss their opinions on services and facilities provided by the Centre. The findings were very fruitful with a lot of constructive suggestions on both hardware and software.

Basically, all subjects expressed that they liked the Language Centre very much especially the comfortable environment, the updated movies and the certain extent of privacy they could enjoy the Centre. In terms of the software, students enjoyed the Individual Improvement Programme and the Chat Café sessions the most (*Annex 12 – Focus group report*).

### **Pre- and Post- Language Centre Survey**

In order to evaluate if the presence of the Language Centre make the differences of students' confidence when speaking English and their interests in English language, 77 frequent student visitors were asked to fill in two identical short questionnaires (*Annex 13 – Pre- and Post Language Centre Survey*) once in late November last year and another one in mid-July, 2010. Apart from confidence and interests, they were also asked what they liked to do in the Centre.

51% of the subjects had 1 point upgraded in a scale of 6-1 representing 'Very Confident' to 'Unconfident' when speaking English and 22% even had 2 or more points elevated. Regarding their interests in English language in the 6-1 scale referring to 'Yes, very much' to 'No, not at all', 55% of the subjects had 1 point advancement while other 17% even had

risen 2 points. Among the facilities and services, a majority of subjects liked to watch movies & TV and join the Chat Café sessions the most. Doing homework and enjoying beverages in the Centre came the second (*Annex 14 – Findings of Pre- and Post-Language Centre Survey*).

### Summary of the no. of beneficiaries

All the planned Project activities and services were delivered on scheduled and with encouraging number of beneficiaries:

<b>Project Activities</b>	<b>No. of beneficiaries (i.e. students)</b>
The 2 <sup>nd</sup> Social event – Ocean Park Study Visit	40
Chat Café Sessions	785
Small Group Workshops	238
Individual Improvement Programme	55

## 4. RECOMMENDATIONS FOR THE FUTURE PLAN

### Procurement of additional equipment and material

Depending on the budget left of the QEGS fund, there will be some additional procurement to be considered based on the actual needs of the daily operation and requests from users.

Due to an increasing demand on the use of computers in the Language Centre, some portable notebooks would be procured for students' use. As for the easier and effective arrangement of the social event and some large-scale workshops, the purchase of visualizers would also be considered.

In addition, many of the students expressed that they would be more interested in learning languages with more varieties of books and audiovisual materials such as readers, books of other languages and foreign pop song albums in the Language Centre. Therefore, a new lot of reading materials, DVDs and new TV channels would be arranged in the next reporting period.

### Review of manpower

The experience of this pilot scheme proves that two Project staff for the whole Project are far from enough, provided that their work cover all clerical, administrative, daily operation and even labor-intensive teaching, i.e. Individual Improvement Programme and small-class workshops. As significant manpower is a key to uphold Project efficiency and quality, more budget reserved for manpower would definitely be considered next time.

#### **4. PERCENTAGE OF PROJECT COMPLETION**

From February to July 2010, the on-going services had been delivering to the target students as stated in the Stage 2 of the Implementation Schedule.

Together with the 20% completed in the first reporting period, Stage 2 is about 70% completed and is expected to be fully completed in the coming October.

Overall, almost two-third of the whole Project is completed satisfactorily.