

Final Evaluation Report**Project No. : 10/QEGS/A-08-09****Part A****Project Title** : Language Learning Enhancement Centre**Name of Grantee:** School of Continuing and Professional Studies, The Chinese University of Hong Kong**Project Period** : From April 2009 (month/year) to March 2012 (month/year)
(Extended to December 2012)**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: Ms Annie ChenName of Grantee School of Continuing and
Organization: Professional Studies, the Chinese
University of Hong Kong

Position of Authorized

Person: Head of Languages and
Translation DivisionDate: 26 March, 2013

OEGS Final Evaluation Report

Part B

1. Attainment of Objectives

In this part of the report, the following aspects will be discussed and summarized in Table 1:

- activities related to the objective
- extent of attainment of the objectives
- evidence or indicators of having achieved the objective
- reasons for not being able to achieve the objective, if applicable

Table 1: Attainment of Objectives

| Objective statement <i>(*objectives as stated in the Application Form submitted on March 6, 2009)</i> | 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, if applicable |
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| 1) LLEC aims at not only developing students' capacity to cope with academic study but also empowering them to work in the highly competitive workplace. | <p><u>(A) Workshops</u> During the project period, LLEC has held a number of language and culture workshops/courses with many of these for work purposes and for university admission purposes.</p> <p><u>(B) LLEC Website</u> The LLEC website provides access to the e-library of LLEC and e-learning materials which include a large amount of workplace language learning items. Students not only can attend workshops to boost their general language skills but also workplace skills through using the e-language materials on our websites</p> | Fully achieved | <p>In general most LLEC workshops are full indicating they are highly received by students. We don't have a counter to calculate the total number of LLEC website visitors. Informal evaluation of the e-learning materials and positive comments from the users, however, indicates that the materials are used very often, especially during non-term time.</p> <p>All participants have to fill in an evaluation form at the end of each of the LLEC workshops. The evaluation data show that students are very positive toward these activities.</p> | |
| 2) Through a variety of effective | <p><u>(A) Teacher-led Projects,</u> <u>Competitions</u></p> | Fully achieved | The participants are self-selected and | |

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| <p>language learning means and opportunities, students learn to present their ideas with confidence and communicate fluently at different situations.</p> | <p>In addition to language-oriented and workplace-related workshops, LLEC also organises competitions and teacher-led projects to enhance students' motivation and confidence in using and applying their language skills in different contexts. More importantly these activities have elements of fun and competitiveness in them and further motivate our students to use language naturally and confidently. The teacher-led projects include community services such as voluntary teaching of English, Japanese and Chinese. A well-received competition, for example, is Love Poem Competition has become a regular event. These LLEC competitions and fun activities help create a language-rich learning environment for full-time Higher Diploma students. <i>(Please refer to Appendix 2- Table 3 for the list of projects and competitions)</i></p> | | <p>enthusiastic while participating the activities. Actually some of the activities were held due to the requests of students.</p> | |
| <p>3) LLEC also targets at fostering students' interests towards language learning and creating a positive attitude in their</p> | <p><u>(A) Face-to-face language consultations</u></p> <p>During the project period, more than 200 hours of human resources have been devoted for LAS (Language Advisory Service) in which students</p> | <p>Fully achieved</p> | <p>The LAS slots are fully utilized by our full-time HD students. 'Learn English My Way!' is a new programme and the number of members is growing steadily.</p> | |

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| <p>life-long learning</p> | <p>can meet the language advisors face to face to discuss any language learning issues or practise language skills directly with the LAS advisors. Each LAS appointment is 30 minutes and during the slot student can receive feedback on the questions s/he asks or ask questions about certain language skills. Most students find LAS very useful and many of them become regular users of LAS and use it as an external motivation for self-learning English or another language.</p> <p><u>(B) Self-directed Language Learning Programme</u></p> <p>‘Learn English My Way!’ is a more structured self-directed language learning programme compared to LAS. When a student joins ‘Learn English My Way!’, s/he will have to devise a learning plan including ideas of self-learning and self-evaluation methods etc. The student also needs to meet ‘Learn English My Way!’ facilitator regularly. Upon fulfilling the requirement, a certificate will be issued.</p> <p>Apart from LAS and ‘Learn English My Way!’, LLEC promotes the concepts of self-directed learning</p> | | | |
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| | and life-long learning in as many capacities as possible, such as encouraging students to use the e-resources provided by the LLEC website. | | | |
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2. Project Impact

As shown in the report of the previous section ‘Attainment of Objectives’, it can be concluded that the project’s effects on the learning effectiveness of the HD students are positive and optimal, with regard to the following aspects which have stated as the official ‘objectives’ of LLEC on the centre website (<http://www.scs.cuhk.edu.hk/llec/en/index.html>) :

- providing a language-rich, resourceful and stimulating environment to enhance students' language standards
- fostering students' interests in language learning
- creating a positive attitude towards students' life-long learning
- promoting language learning to students through differing effective language learning methods/approaches and opportunities

The LLEC is now the icon of language learning and language development of CUSCS, with its cozy physical location at the TKO Learning Centre and rich learning resources, providing tailor-made language consultations, workshops, activities, projects and competitions to all full-time students. The LLEC, over the last few years, has successfully created an image of ‘friendliness’, ‘fun’ and ‘resourceful’ to students and teachers.

3. Cost-effectiveness

Please refer to Appendix 1, Table 2 for data of ‘Financial Status’.

The project’s cost-effectiveness is high with regard to the following aspects:

- utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))
- sustainability of the learning programme and materials developed
- 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)

The utilization of the LLEC is high, as shown in the following table:

Number of visits to LLEC

| Year | 2009-2010 | 2010-2011 | 2011-2012 | Oct 2012-Dec2012 |
|------------------|-----------|-----------|-----------|------------------|
| Number of visits | 2112 | 4498 | 4567 | 1862 |

More than 13,000 students have visited and used the facilities of LLEC. While some are novice users, many of them are ‘fans’ of LLEC who come regularly to use the learning materials of LLEC to further improve their language skills. Many of them also use the meeting rooms of LLEC to rehearse their presentations and meet language advisors.

In terms of the budget, there is only small left-over amount. Apart from the expenditure used for manpower, the income of the LLEC was mainly spent on furniture, equipments, print learning resources, e-learning resources, e-library and other sustainable resources such as production of signage, chop cards for Reward Schemes etc. The manpower money mainly went to the hiring of the LLEC assistant who has helped developed the LLEC website and established efficient systems such as the systems of e-library and e-enrollment etc. for running the LLEC smoothly. These systems can surely be replicated and ‘borrowed’ by other institutions with no injections of resources. Some of our LLEC activity materials and worksheets have been uploaded onto the website and the resources can be shared to anyone who visits our website.

All the furniture and audio/video equipment have been taken good care under the rigorous supervision of the LLEC Assistant.

4. Deliverables and Modes of Dissemination

As stated in the Application Form of the LLEC project as submitted on March 16, 2013, the outcomes of deliverables are as follows:

At LLEC level:

- 500 self-access laboratory users per year
- 800 website users per year
- 10 Language Enhancement Courses offered per year
- 200 students are enrolled in Language Enhancement Courses per year
- 100 students seek advice from Consultation Service per year

At student level:

- Students will acquire essential language skills to handle effective communication at work environment, for example, by completing the corporate tasks of industrial partners and employers.

- Students will raise language fluency, accuracy and confidence when communicating with Putonghua and English native speakers.
- Students will cultivate good speaking and presentation skills for their future workplace.
- Students will learn to tackle their language learning problems and develop self-directed learning through online resources.
- Students will be able to enhance their personal growth by joining the language immersion programmes.

Based on what has been stated in the Application Form, the 'deliverables' of the project at LLEC level have been reached successfully as the actual number of different aspects are far greater in reality than stated.

Regarding the outcomes at the 'student' level, the 'deliverables' were stated in 'qualitative' manner and it is not really possible to evaluate them in terms of quantity. However, judging from the speedy enrolments and positive evaluations of the LLEC activities, it can easily be justified that LLEC activities are seen as something very useful and well-received by the students.

Another deliverable which is worth mentioning here is the physical site of LLEC. After moving to the TKO Centre located in Tseung Kwan O, LLEC has enjoyed more space and been added a few pieces of furniture for student use (*please refer to Appendix 2 for pictures of LLEC*). It is not a hyperbole to state that LLEC has become the icon of 'language development' in the mind of CUSCS HD students.

LLEC is now quite well-known for its language-rich environment for its cozy and language-rich environment, abundant learning resources including e-resources which students can access at home, a comprehensive and user-friendly website, tailor-made workshops, and self-directed learning facilities/programmes. These facilities are hard evidence of useful 'deliverables' of the project, which benefits every single HD student of CUSCS.

5. Activity List

Particulars of activities conducted during the LLEC project period are reported in Appendix 3, Table 3.