

Quality Enhancement Grant Scheme

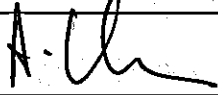
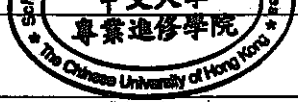
Progress Report
**Project No. 10/ QEGS/
A-08-09**
Reporting Period: From October 1, 2010 (month/year) to March 31, 2011 (month/year)

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)

Part B

Please use separate A4-size sheets to report the progress with regard to the following aspects:

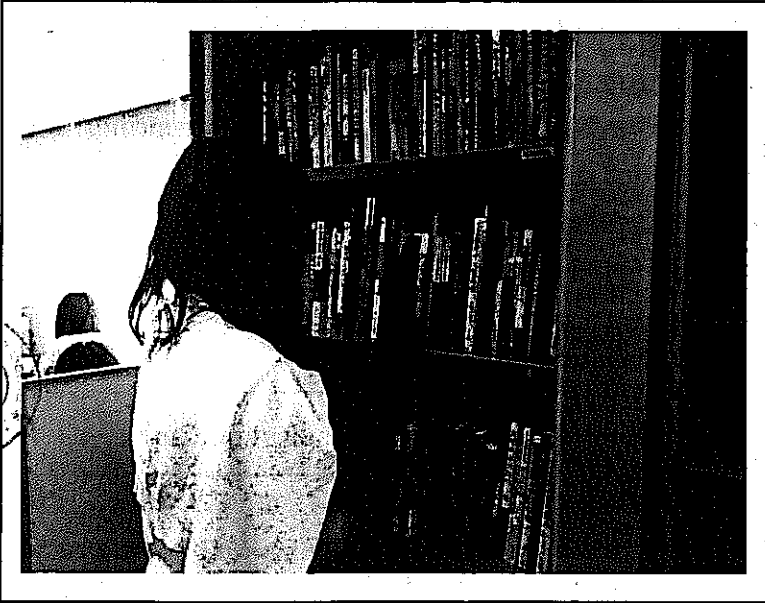
1. Types and brief descriptions of Project activities held/completed during the reporting period (*the information may be presented in the form of a table*).
2. The dates, time, venues and number of participants / beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used 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:		Organization Chop:	
Name of Authorized Person:	Annie Chen	Name of Grantee Organization:	School of Continuing and Professional Studies, the Chinese University of Hong Kong
Position of Authorized Person:	Head of Languages and Translation Division	Date:	18 April 2011

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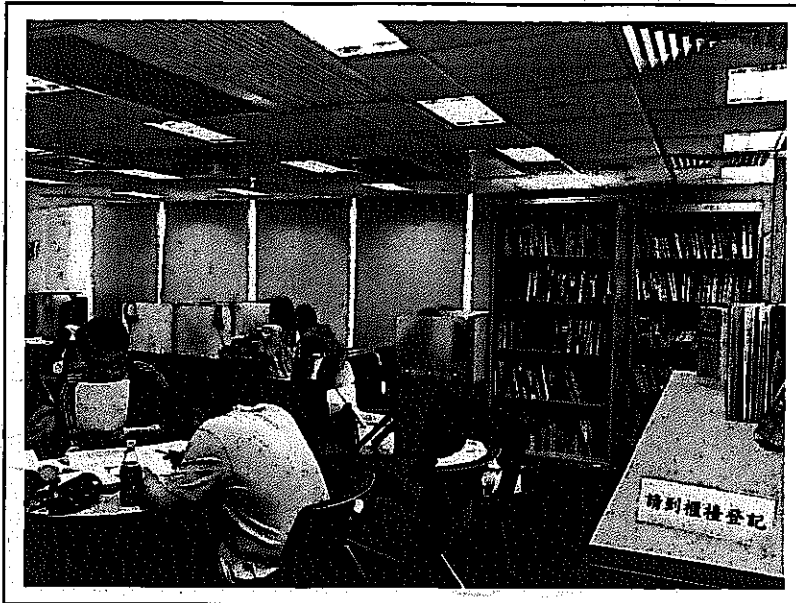
Part B

1. Project activities completed by 31 March 2011

Project activities	Details
Identification of an ideal location for LLEC	<p>The Language Learning Enhancement Centre (LLEC) is located on the 16th floor of Tower A of Mongkok Learning Centre of the School.</p> <p>The size of LLEC is about 800 square feet.</p>
Renovation work & opening	<p>The location of LLEC was announced in mid August of 2009 and the renovation work started immediately. LLEC has been open to the public since December 1, 2009.</p>
Procurement of furniture, equipment, learning materials and software licences for the LLEC	<p>1. Procurement of Furniture/Equipment</p> <p>The procurement had been completed by the time we submitted the first progress report. Due to the rapid growth of learning resources, we have, during this reporting period, further furnished LLEC with 5 tailor-made book shelves: 3 movable shelves outside the small meeting room, and two fixed ones inside the room. The shelves were delivered and installed on April 1, 2010.</p> <p>Photo 1: Learning materials are being shelved.</p>  <p>* A student helper is uploading new books to the recently-installed book shelves</p>

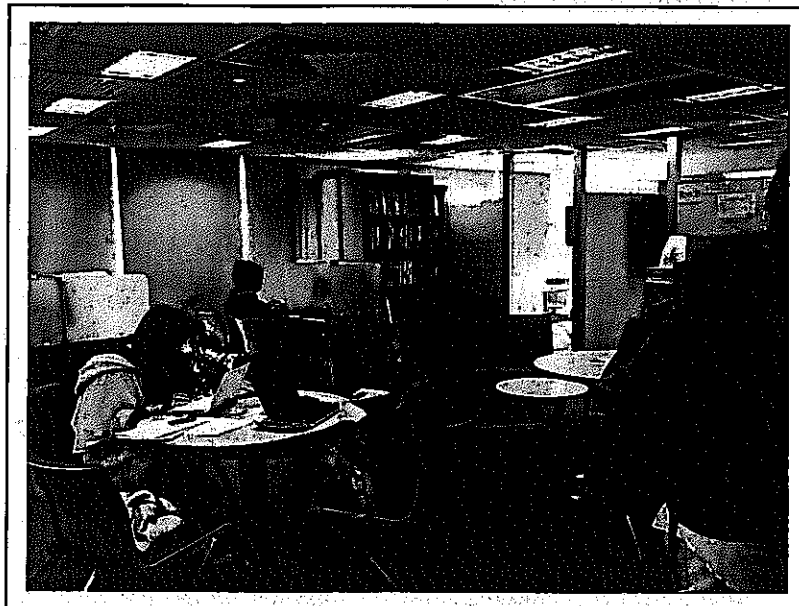
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Photo 2: View of the movable shelves from one of main entrances



* The new movable book shelves are facing one of the entrances.

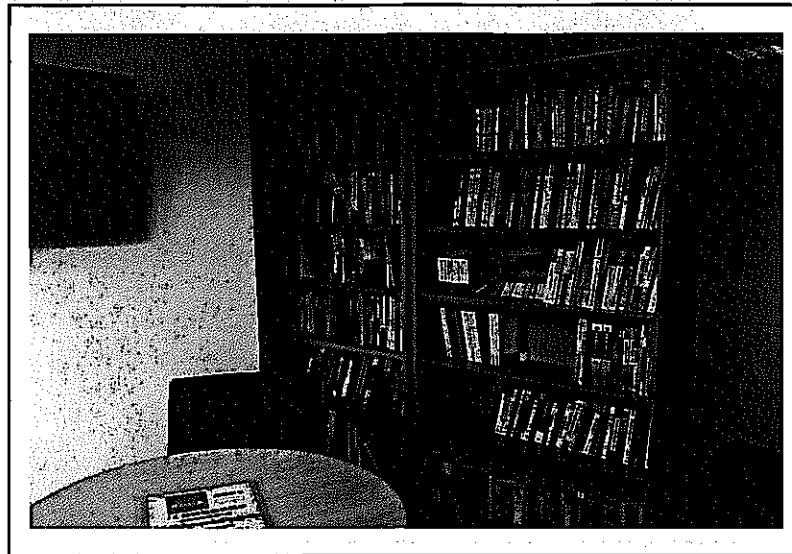
Photo 3 – Another view of the movable shelves



* The book shelves outside the small meeting room have replaced the original 'orientation' corner.

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Photo 4 - View of the fixed book shelves inside the small meeting room



* The two new fixed book shelves are located on the right wall of the small conference room.

2. Learning Materials

During the period covered by this progress report – October 1, 2010 to mid March 2011, there are 980 items purchased for LLEC. The details are as follows:

- English Learning Materials (Printed): 317 items
- Popular Magazines (Printed): 30 items
- Chinese Learning Materials (Printed): 376 items
- Chinese Language Journals (Printed): 96 items
- Japanese Learning Materials (Printed): 111 items
- Movie DVDs: 50 items

** Please refer to Appendix A for the database of the learning materials.*

Appointment of LLEC staff

- a full-time teaching staff

- Our full-time senior instructor, Dr Elza Tsang, has been appointed as the Head of LLEC since she reported duty in August 2009. (*Note: The budget of the appointment of the senior instructor is not from the grant of LLEC project.)

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<ul style="list-style-type: none"> • a full-time administrative staff • part-time student helpers 	<ul style="list-style-type: none"> • Since June 3, 2010, Hung Yee Mei is the LLEC Assistant. As an administrative staff member, she follows the instructions of the Head of LLEC to executive the administrative tasks such as managing LLEC software, promoting LLEC activities and supporting the daily jobs of LLEC. • Student helpers work at LLEC as part-timers to release the LLEC Assistant during lunch time and whenever necessary.
<p>LLEC Teaching Services</p>	<p>Since October 2009, full-time language instructors of the School have been serving LLEC by conducting a variety of workshops in English, Chinese and Putonghua. These practical workshops, which provide exam tips, learning strategies and workplace communication skills, are very popular among students. Among all the workshops, the most receptive ones are workshops teaching strategies/skills for IELTS exam skills, university admission interviews, personal statements and PSC Putonghua Proficiency Test (普通話水平測試).</p> <p>In the Fall semester of 2010-2011, LLEC has also offered translation (Chinese & English) and Japanese workshops. In addition to these two areas, LLEC will offer Korean workshops later this semester.</p> <p>Details of workshops offered during the reported period are as follows:</p> <ul style="list-style-type: none"> • October 2010 12 English workshops and 2 Chinese workshops were scheduled for October. More than 316 students participated and benefited from the workshops. • November 2010 14 English workshops, 3 Chinese workshops and 5 Putonghua workshops were conducted; 488 students participated and benefited from the activities. • December 2010 1 English workshop and 1 Putonghua workshop were conducted. 15 students participated and benefited from the workshops. • January 2011 January is the semester break; there were no workshops arranged during this period. • February 2011 6 English workshops were conducted; 79 students participated and benefited from the workshops.

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	<ul style="list-style-type: none">• March 2011 <p>14 English workshops, 1 Chinese workshop, 4 Putonghua workshops and 5 Japanese workshops were conducted; 358 students participated and benefited from the activities.</p> <p>In total, 68 workshops were conducted in the reporting period: 47 workshops in English, 6 in Chinese, 10 in Putonghua and 5 in Japanese.</p> <p><i>*Please refer to Appendix B for details of the LLEC workshops offered from October 2010 to March 2011.</i></p>
Language Advisory Service	<p>All full-time language instructors of the School participate in the LLEC Language Advisory Service (LAS). The LAS is held at Mongkok, Tsimshatsui and Admiralty Learning Centres. In other words, LLEC extends its face-to-face language advisory service to all SCS full-time students even they do not study at Mongkok Learning Centre, where LLEC is physically located. About 30 hours of Language Advisory Service are offered per week to full-time CUHK SCS students.</p>

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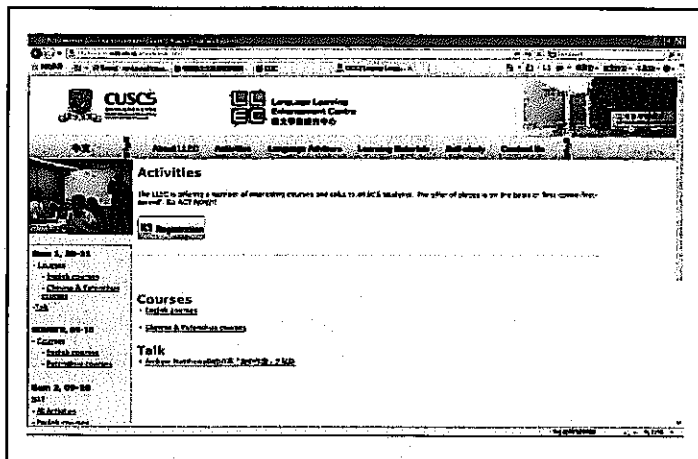
Development of the LLEC website

The link of LLEC website is: <http://www.scs.cuhk.edu.hk/LLEC>

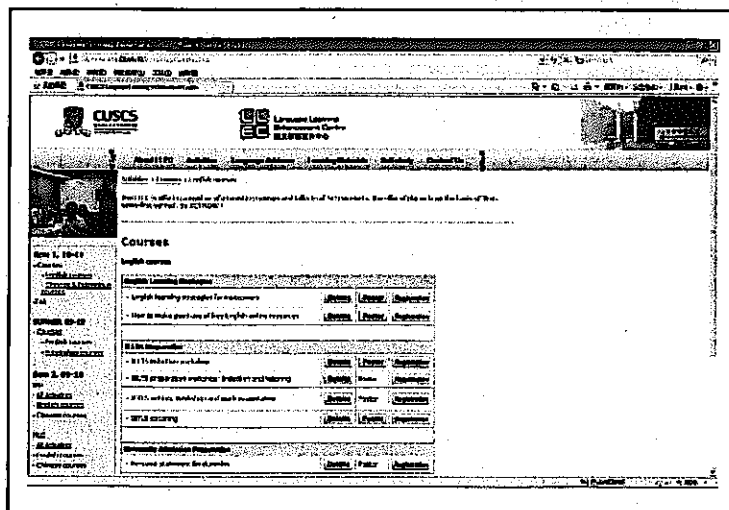
This website is updated frequently so as to provide the most useful learning resources to the HD students.

Some of the new/updated features of the LLEC website are highlighted as follows:

1. LLEC Activities



* Students can find all the updated information regarding LLEC workshops and other activities from this site.



* The page gives full details of LLEC workshops: posters, course outlines and online registration.

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2. LLEC Language Advisory Service (LAS): Advisers' information and LAS schedule

The screenshot shows the 'Advisers' page on the LLEC website. It features a header with the CUSCS logo and navigation links. The main content area is titled 'Advisers' and contains a grid of adviser profiles. Each profile includes the adviser's name, a 'Click here for photo and bio' link, office location (e.g., Office: CC 5705), telephone number, and advising hours (e.g., Mon: 17:00-18:30 @ CC 5705).

*The page shows the details of LLEC advisers' details such as their contact information, autobiographies and LAS duty hours. The site is updated this semester as we have included the information of Japanese instructors and Translation instructors.

The screenshot shows the 'Language Advisory Service at MLC (weeks 2-14, Semester A, 2010-2011)' page. It includes a title, a brief description of the service, and a table showing the schedule. The table has columns for 'Date', 'Monday', 'Tuesday', 'Wednesday', 'Thursday', and 'Friday'. The 'Date' column lists dates from 10/27/10 to 11/27/10. The 'Monday' column contains the text 'Japanese Advisory Service' and 'Page 1'. The 'Tuesday' column contains 'Japanese Advisory Service' and 'Page 2'. The 'Wednesday' column contains 'Japanese Advisory Service' and 'Page 3'. The 'Thursday' and 'Friday' columns are empty.

* The page shows the LAS timetables for different learning centre. Since the Fall semester of 2010-2011, LLEC has introduced Japanese advisory service to all HD students.

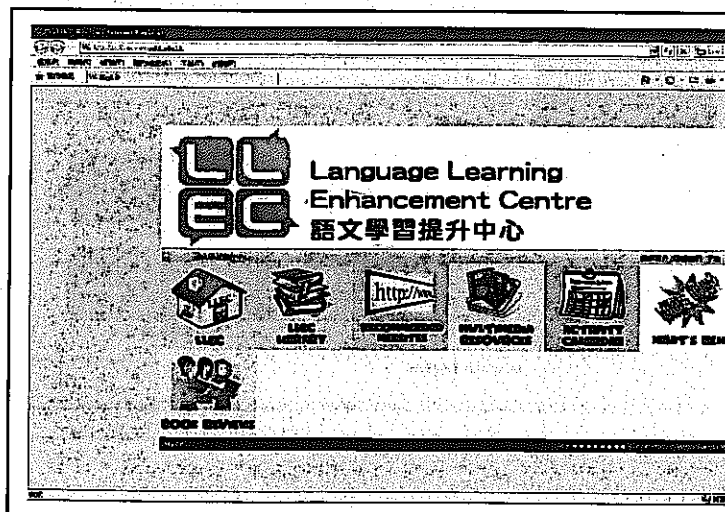
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3. Self Study: This site includes useful information such as learning strategies and website recommendations.



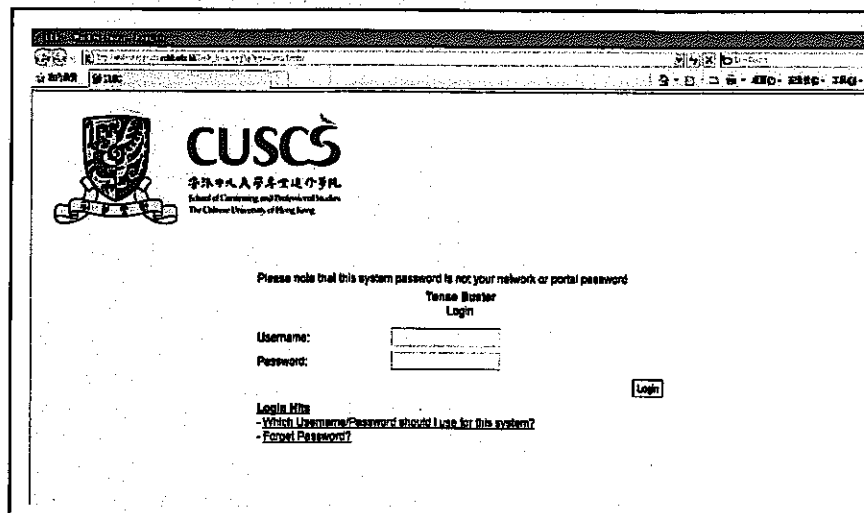
*In addition to providing learning tips and recommended websites for learning English, Chinese and Putonghua, useful information for learning Japanese and Chinese/English translation has been gradually added onto the site.

4. E-library – this is the e-database of all the learning resources of LLEC. The data are constantly updated and the library system is regularly upgraded with new features.



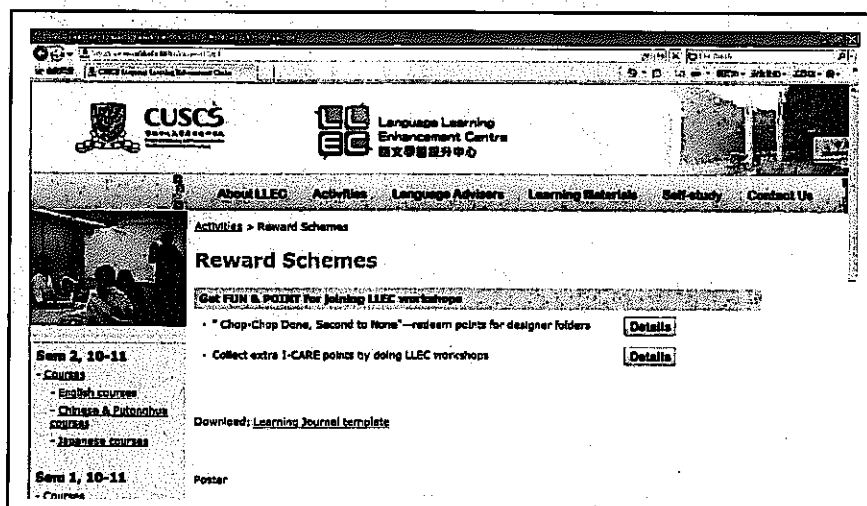
* The page shows the front page of the e-library

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* This show the new login page

6. Another NEW feature – LLEC's 'Reward Scheme'

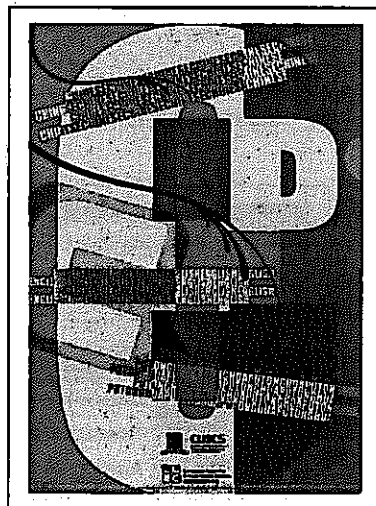
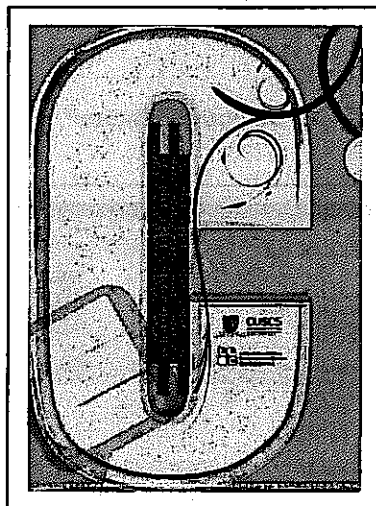
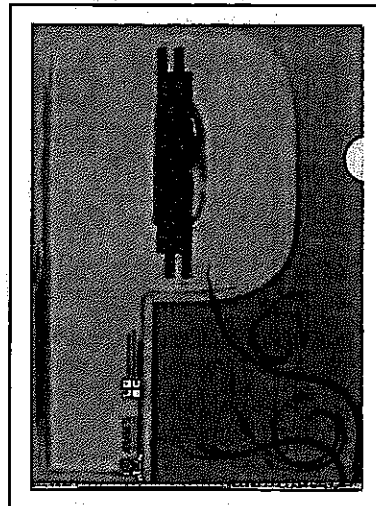
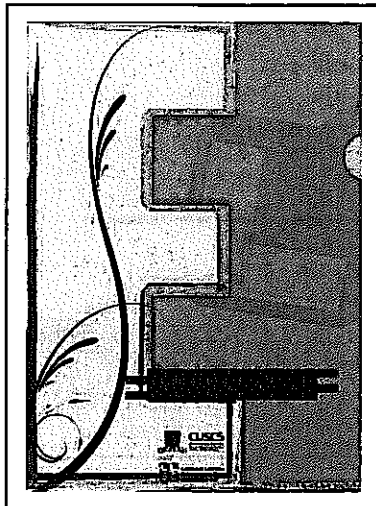


In order to encourage more students to use the learning resources of the LLEC and join the workshops, we have introduced a 'Reward Scheme' entitled CHOP CHOP DONE, BETTER THAN NONE. Students will be given a Reward Scheme Booklet the first time they attend a workshop or an activity, and they will get one chop stamped in the booklet per activity/workshop. With two chops they can collect one folder. Upon collecting the 3rd folder, they will be given the 4th folder. The four folders are different and meant to be a set – this serves to increase the incentive for collection.

Evidence shows that students are very receptive toward the reward scheme. We also feel that via the Reward Scheme, students seem to have built a stronger sense of belonging toward LLEC.

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Our 'Designer' LLEC folders for the Reward Scheme:



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2. Project milestones and deliverables attained

As stated in the document entitled “Quality Enhancement Grant Scheme (QEGS) - Schedule of Project Implementation and Release of Funds (Schedule II)”, the milestone which should be completed by March 30, 2011 is “Appointment of a full-time administrative staff”. This milestone is certainly 100% completed as since September 1, 2009 an administrative staff with a title of “LLEC Assistant” has been employed for managing the daily jobs of LLEC. Student helpers also work at LLEC as part-timers to release the LLEC Assistant during lunch time and whenever necessary.

During the reporting period, we have further installed tailor-made book shelves to maximize the space and utilization of LLEC, introduced a Reward Scheme to motivate students to particulate in LLEC activities and use the learning resources, and added Japanese and translation workshops to our course list. We have also updated a number of links on the LLEC website, making it more user-friendly; for example, we have improved the interface of the ‘E-learning’ page so the e-learning icons become more eye-catching and function-oriented.

The learning materials and software licenses purchased, as reported in the previous LLEC reports, have made LLEC a popular place for students to enhance their language skills and meet language advisers. With the balance available, we have further purchased many copies of learning materials, especially in the areas of English business communication, Chinese literature and Chinese culture. The newly addition of Japanese learning materials is also another category much welcome by students.

LLEC has been open to all full-time SCS Higher Diploma students since 1 December, 2009. The total number of visitors up to the last LLEC reporting period is 2112, cumulatively. It is encouraging to note that, solely for the period of Oct 2010 to March 2011, the number of visitors has increased significantly and struck a record of 3701. The high visiting rate indicates clearly that LLEC is a popular learning centre and meeting place for students. While the amiable environment and the abundant learning resources have attributed to a large part of the achievement, the face-to-face Language Advisory Service and LLEC workshops have also helped promote the image of LLEC as a wonderful place for learning languages.

Based on the above justifications, the percentage of achievement, in terms of key tasks completed, is considered to be about 90% as compared to the WHOLE PROJECT by the time we submit this 4th report. Thus we suggest we have completed 90 % of the project goal.

** Please refer to Appendix C for the summary of updated expenditure.*

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3. Evaluation and future plans

In order to fulfill the outstanding 10% of the project goal, there are specific plans for LLEC.

3.1 Learning Materials

In addition to English, Chinese and PTH learning materials, Japanese learning materials and popular European language materials will be purchased. The two senior instructors of the Division, namely Dr Elza Tsang and Dr Clarence Yau, will conduct an evaluation of LLEC materials in the summer term of 2010-2011, and make sure the last batch of money for material purchase will be spent most appropriately to meet the student needs.

3.2 Learning activities: more choices and student-led

We plan to involve more students in LLEC activities and reckon one of the best ways to make this happen is forming LLEC activity clubs and give students autonomy to arrange the language activities that they want. Initially we plan to arrange English Club, Chinese Club, Japanese Club and Movie Club under the umbrella of LLEC. The student-clubmembers will be led by language instructors to arrange interesting activities to enhance their language competence as well as maximizing the use of LLEC resources. LLEC will also liaise with the Korean Language and Culture Centre of SCS to arrange language activities in the future. We expect more students will benefit.

3.3 Self-access resources

While we have spent a lot of effort designing and updating the LLEC website to take it to the current shape, the LLEC team have ambitious plans to further enrich the website contents especially in the areas of providing self-access learning strategies, useful web links and appropriate ready-to-use worksheets to match the particular needs of the SCS students. The LLEC team trust that the LLEC website has great potential to become a leading platform to provide tailor-made learning strategies and materials for our HD learners, as well as other local students studying sub-degree programmes. Meanwhile, there is still much room for development to reach this goal - and this is a very important task in the remaining phase of the project.

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3.4 Conclusion

In order to complete the outstanding 10% of 'project achievement', we are working hard toward these areas in the next few months:

- Updating the LLEC website with in-house learning materials and useful web links to suit the particular needs of our students.
- Forming LLEC activity clubs to involve more students to design and arrange student-led language learning activities.
- Evaluating, exploring and purchasing printed, multimedia and e-learning language learning materials.
- Providing workshops and activities of more variety to meet the language needs of the students.
- Evaluating the effectiveness of the workshops conducted and fine-tune future activities based on the information.
- Reviewing the layout and effectiveness of LLEC furniture and equipment, and make appropriate adjustment and procurement if needed.
- Planning a summative evaluation exercise to assess the overall effectiveness of LLEC.

