

# Quality Enhancement Grant Scheme

**Progress Report**
**Project No. : 18/QEGS/09-10**

 Reporting Period : From SEP 2010 (month/year) to FEB 2011 (month/year)

**Part A**

 Project Title : Guided English Writing Enhancement Workshops for Associate Degree and Higher Diploma Students

 Name of Grantee : HKU SPACE Po Leung Kuk Community College

 Project Period : From SEP 2010 (month/year) to AUG 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: Dr Keith Lam

 Name of Grantee: HKU SPACE Po Leung Kuk

 Organization: Community College

Position of Authorized

 Person: College Deputy Principal

 Date: 21 March 2011

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

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## 1. Project activities held/completed during the reporting period

Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project *	Number and types of participants (if applicable)
<p>Sep 2010 (Distribution)</p> <p>Oct – Nov 2010 (Analysis)</p> <p>HPCC campus</p>	<p><b>Questionnaire on learners' strategies</b></p> <p>A 25-min, 50-item questionnaire aimed at obtaining information on the learning habits/strategies in and perceptions of English writing was administered, targeting more than half (15/28 classes) of the students with a random representation of various Associate (AD) and Higher Diploma (HD) programmes. The questionnaire was administered in-class with a response rate of 100%. Results of the questionnaire were analysed according to the "Two Classes, Six Sets" learning strategy framework described in major literature and recommendations were made for the writing enhancement package and workshops. Details of the analysis and recommendation were included in the "Needs Analysis Report".</p>	<p>504 HPCC AD, HD Year 1 students taking class General English III (C1 level of Common European Framework)</p>
<p>Sep 2010 – Feb, 2011</p> <p>HPCC, HKU campus</p>	<p><b>Literature review</b></p> <p>Literature on language learning strategies, learner types, academic English, specific writing issues encountered by Chinese learners were reviewed to provide inputs into the design and analysis of the questionnaire, and into the development of the writing enhancement package and workshop. A list of references is provided in the "Needs Analysis Report."</p>	<p>Project Implementation Officer</p>
<p>Oct – Nov, 2010</p> <p>HPCC campus</p>	<p><b>Student selection</b></p> <p>Promotion of the workshop was launched and 60 students were selected as described in Schedule I of the project - 25 in a target group, 25 in a control group, and 10 for pilot testing in Phase II. Participation in the workshop is voluntary. The numbers of participants in various stages of the selection process are as follows: Indication of interest in questionnaire (402); online registration (256); submission of application form with brief writing on interests in English learning (161); invitation for interview (119); and interviewees (78). The major selection criteria are 1) students' demonstration of interest in attending the workshop (not only in IELTS attendance), 2) commitment to attending the workshop and continuing their studies at HPCC in Year 2 (selected students will attend the workshop in Year Two, and 3) the variety of academic/professional programmes the students represent, covering the discipline of business,</p>	<p>HPCC AD,HD Year 1 students</p>

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	accounting, health, hospitality, psychology, sports, social service, legal and law enforcement.	
Nov 2010 HPCC campus	<b><i>In-house assessment on language concepts<sup>+</sup></i></b> In view of the difficulties in English vocabulary and grammar reported in the questionnaire, a brief 25-min assessment (this is not a pre-test) on academic vocabulary and language concepts was administered to the students. The results confirm a lack of knowledge in academic vocabulary and pattern recognition in sentence structures are the target areas for improvement. Details were reported in "Needs Analysis Report".	49 HPCC students from the target and control group (one was unavailable for the test time)
Nov 2010 HPCC campus	<b><i>In-depth interview on learner styles and learning strategies</i></b> To complement the quantitative findings of the questionnaire, qualitative ideas/opinions were collected in an in-depth (10-item, 40-min) interview with 13 students on their learning styles/strategies, experience and difficulties. Details were reported in "Needs Analysis Report".	13 HPCC students from the target and control group (participation is voluntary)
Oct – Nov 2010 HPCC campus	<b><i>Trial sessions of the workshop<sup>+</sup></i></b> To prepare for the pilot testing of the writing package in Phase II, three trial 1.5-hour sessions with each addressing a different topic were conducted. Participation and feedback were on a voluntary basis with 16 student feedback forms collected. A student feedback score on the usefulness and difficulty of the sessions were 3.9 and 3.1, respectively (on a scale of 1-5 with 5 being the highest), indicating the appropriate approach of the writing package development.	19 HPCC students Project Implementation Officer as instructor
Oct 2010 – Feb 2011 HPCC campus	<b><i>Development of the initial draft of the writing enhancement package</i></b> An initial draft of learning materials with an instructor's guides were developed for the workshop comprising nine 1.5-hour sessions. The package addresses 10 generic and seven specific areas in English writing through interactive and communicative learning tasks with authentic reading/writing materials, featuring the findings and recommendations garnered from the questionnaire, literature review, assessment on language concepts, in-depth interviews and the trial workshop. Details of the structure of the workshop are illustrated below.	Project Implementation Officer Learning Package Developer

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		A course outline of "Guided English Writing Enhancement Workshop (QEGS)"								
		<div style="display: flex; justify-content: space-around;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 1 - Sentence Skills</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2 - Use/abuse of other resources</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 3 - Learning from reading</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 4 - Essay titles</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 5 - Charts &amp; Graphs</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 6 - Topic Sentence</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 7 - Unity</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 8 - Support</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 9 - Coherence</div> </div>								
Skill Type	Areas/Skills									
Generic	Fundamentals of English Grammar	✓	✓	✓						✓
Generic	Sentence variety & structure	✓	✓				✓			✓
Generic	Vocabulary expansion, collocation	✓			✓	✓	✓		✓	✓
Generic	Avoidance of 'Chinglish' usage	✓	✓							
Generic	Spoken versus written English grammar	✓	✓							
Generic	Formal versus informal registers	✓	✓			✓		✓	✓	✓
Generic	Use of imagery, e.g. mindmap				✓				✓	
Generic	Ideas and content generation		✓	✓	✓		✓		✓	
Generic	Reflection of learning experience & strategies	✓	✓	✓	✓	✓	✓	✓	✓	✓
Generic	Self-efficacy & inductive learning	✓	✓	✓	✓	✓	✓	✓	✓	✓
Academic	Precision & ambiguity in presenting info				✓	✓			✓	
Academic	Discourse organization (unity, cohesion)			✓			✓	✓	✓	✓
Academic	Hedging & presenting objective stance		✓						✓	✓
Academic	Paraphrasing & summarizing practices			✓	✓	✓				✓
Academic	Interpreting & presenting quantitative info			✓		✓				
Academic	Citation practices		✓							
Academic	Discussions & conclusions			✓				✓	✓	✓

Oct 2010 – Feb 2011	<p><b>Pre-test (IELTS) administration</b></p> <p>Two info sessions on IELTS, as a pre-test, were conducted with the first providing a general introduction and promotion of the test (mainly organized by the Student Development Resources Centre) and the second on the details of the registration process.</p> <p>The 50 selected students attended the test (academic module) on Jan 22, 2011. Results were illustrated in Appendix I.</p>	<p>~60 HPCC students (1<sup>st</sup> info session)</p> <p>50 HPCC students (2<sup>nd</sup> info session)</p>
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\* Evidence showing the attainment of milestones scheduled for completion during the reporting period should be attached (e.g. photos, learning materials, webpage screens, promotion leaflets / posters, relevant reports, etc.).

+ Additional activities (not outlined in Schedule I) to supplement the findings of the questionnaire and the interview.

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## 2. The percentage, in terms of key tasks, of the project completed at the end of the reporting period

Milestones scheduled for completion during the reporting period **	% attained	Remarks
<p>Needs determination on the learning strategies and perceptions of HPCC students</p> <p><u>Note: Evidence of activities conducted and milestones attained are provided in the appendices of this progress report and in the needs analysis report.</u></p> <p>Evidence: a preliminary needs analysis report with recommendations; a copy of the promotional flyer, book covers of important literature, the questionnaire worksheet, interview sheets, info session attendance sheet, feedback/evaluation form of trial lessons</p>	100%	
<p>Administration of pre-test – student attendance (50) of the IELTS test (academic module) on Jan 22, 2011.</p> <p>The 50 students are then equally divided into the control group and the experimental group for treatment (the workshop) at a subsequent stage of the project. The writing scores of the two groups were analysed using the standard independent-groups two-tailed student t-test. The difference of the two groups are not statistically significant ( t-value = 1.97, degrees of freedom = 48, p &gt; 0.05).</p> <p>Evidence: Results of the students having attended the IELTS test on Jan 22, 2010 sent by British Council (Appendix I)</p>	100%	
<p>Initial draft of the writing enhancement package with instructor's manual – 9 lessons (1.5 hours per lesson) for second phase implementation</p> <p>Evidence: a copy of the workshop lessons and corresponding instructor guide</p>	100%	
<b>Overall Project</b>	<b>25% of overall project</b>	

**\*\* Please seek prior approval from the QEGS Secretariat if the project milestones cannot be completed at the end of the reporting period.**

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3. Project variation (a separate written application should be submitted to the QEGS Secretariat for prior written approval.)

Descriptions of variations (e.g. change of the project scope or duration, deferral of completion date, relocation of an amount exceeding 10% between items of expenditure in the budget)	Date of approval sought from QEGS Secretariat
Not applicable	

4. Financial position as at the end date of the reporting period

Expenditure items	Approved budget (a)	Committed or actual expenditure (b)	Balance [(a)-(b)]
a. Manpower	1,092,000	224,000	868,000
b. Equipment / Resources	95,000	0	95,000
c. Services	35,000	0	35,000
d. General expenses			
• Printing/photocopying of package and questionnaires	32,000	0	32,000
• Miscellaneous	34,000	7,520.8	26,479.2
• IELTS application fee	150,000	75,000	75,000
<b>Total</b>	<b>1,438,000</b>	<b>306,520.8</b>	<b>1,131,479.2</b>
		<i>Project Income (if any)</i>	0
		<i>Total Balance</i>	1,131,479.2