

# Quality Enhancement Grant Scheme

Final Evaluation Report

Project No. : 06/QEGS/09-10

## Part A

Project Title Language Enhancement Project

Name of Grantee Chu Hai College of Higher Education


Project Period From September 2010 (month/year) to August 2013 (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: Prof. C N Chang

Name of Grantee Chu Hai College of Higher  
Organization: Education

Position of Authorized Person: College President

Date: 29 November 2013

# Quality Enhancement Grant Scheme

## Preamble

This Final Evaluation Report on the *Language Enhancement Project* implemented from September 2010 through August 2013 to be presented in the following sections and paragraphs will **fully address** the four main areas of (1) **attainment of project objectives** in particular as against activities carried out and conducted in the course of the three years of the project tenure; (2) **project impact**; (3) **cost-effectiveness** in particular as against itemized expenditure for mounting and actually conducting the activities as presented in the section on (1) and other project-related expenses; and (4) **project outcomes and deliverables**, in particular in terms of dissemination of these to other institutions and other interested parties as well as the sustainability and further development of specific parts of the project programme. It must be pointed out right at the outset that since this project was a language enhancement project, not everything undertaken and conducted is quantifiable; furthermore, as language enhancement initiatives, most if not all the various activities and other sessions that actually took place in the course of these three years, were intended as first-runs and thus necessarily of an experimental nature. Indeed, the project team and the College as whole have already made it out point to sustain and further develop the spirit and selected parts of the project programme right on the expiry of the project tenure, which was September 2013 (More detail on this in Section 4).

It is therefore important to note here that the figures and data as presented below in relevant parts of this report should not be interpreted as an absolute “unit cost for any specific activity item”. Indeed, the cost-effectiveness and other such “value for money” considerations must be understood and taken **cum grano salis**, bearing in mind that the eventual impact and benefit in particular in terms of costs and outputs will only become apparent in the years to come when any useful terminal summation could then be undertaken with any accuracy and conviction.

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## 1. Attainment of Objectives

*Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.*

### Statement of Project Objectives (From the Approved Initial Application)

#### **Project Objectives**

*(please identify the needs of the target recipients and explain how the project aims to address the needs)*

1. To enhance and raise students' overall proficiency level in English and Putonghua to that as prescribed or recommended by international authorities on language teaching and learning such as the Council of Europe by running skill-specific English enhancement workshops and providing Putonghua enriching sessions offered by our *Putonghua Training and Testing Centre*;
2. To assist students in acquiring a third language, e.g. French, German, Japanese, Korean or Spanish (which are currently on offer by the College) and to promote a language learning and practice environment by providing inter alia a self-access language learning area and opportunities for interacting with exchange students from overseas partner institutions; and
3. To train Putonghua trainers and testers for the College's *Putonghua Training and Testing Centre* in accordance with guidelines from the Central Government of the People's Republic of China.

For operational purposes these three objectives may be restated and further broken down as follows:

1a) To raise students' overall English proficiency level to at least a comparable standard as demonstrated by students in sister institutions in Hong Kong as measured by internationally recognised English proficiency tests such as the IELTS and the TOEFL

1b) To raise students' overall proficiency level in Putonghua to at least a standard as reflected by the middle band in the Standard Putonghua Proficiency Test as administered by the Language Committee of the Central Government of the People's Republic of China

2a) To provide assistance and support to students in their attempt at acquiring basic working knowledge of one or more of the third languages on offer by the College (namely, French, German, Japanese, Korean and Spanish)

2b) To provide assistance and support to students in their effort in mastering English, Putonghua and any other of the languages on offer by setting up (i) language laboratory facilities in two computer labs on campus and (ii) a self-access learning centre in the College Library

3) To provide training to teachers (and in special cases, advanced learners) of Putonghua to qualify as testers and future trainers (under the auspices of the College's *Putonghua Training and Testing Centre*)

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## Attainment of the Stated Objectives

A summary of the activities carried out in the project period (September 2010 – August 2013) and the extent to which they have been instrumental in achieving Project Objectives is tabulated below for reference.

**Table 1: Attainment of Objectives**

Objective statement	Global Activities conducted to achieve the specific 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
Objective 1a	Activity Type 1: Refresher/Grammar Workshops Activity Type 2: CEPAS Workshops <sup>1</sup> Activity Type 3: Immersion Workshops Activity Type 4: Speaking Workshops Activity Type 5: Music and Film Appreciation Seminars Activity Type 6: General Education (GE) Seminars	Fully achieved	Students' attendance and feedback data ( <b>consolidated analysis data at <u>feedback data folder on a disk</u> accompanying this report</b> )	N/A
Objective 1b	Activity Type 1: Putonghua Courses Activity Type 2: Putonghua Workshops	Fully achieved	Students' attendance and feedback data ( <b>analysis data at <u>annual activity record folders on the disk</u> accompanying this report</b> )	N/A
Objective 2a	Activity Type 1: Language Learning Packages for French, German, Japanese, Korean	Fully achieved	User rates and user feedback data at <b><u>consolidated feedback data on self-access</u></b>	N/A

<sup>1</sup> CEPAS stands for UGC & EDB promoted / advocated Common English Proficiency Assessment Scheme

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	and Spanish Activity Type 2: In-house designed and produced Self-instructional Packages for all languages, as well as English and Chinese-English Translation Courses		<i>utilization and annual user rates on the disk accompanying this report</i>	
Objective 2b	Activity Type 1: Language Laboratory Facilities set up in Computer Lab 1 and Lab 2 (Rooms 204 & 205 on 2 <sup>nd</sup> floor on campus) Activity Type 2: Self-access Learning Centre set up in College Library – equipped with 6 workstations and an impressive stock of books, E-books, audio books and video programmes (DVD's, VCD's and CD's)	Fully achieved	N/A	N/A
Objective 3	Activity Type 1: Putonghua Testers Training Sessions (conducted in Beijing)	Fully achieved	N/A	N/A

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## Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants are reported as in the table below for reference.

**Table 2: Consolidated Activity List (in chronological order - September 2010 – August 2013)**

Activity Type	Brief Description <sup>2</sup>	No. of Student Participant-Sessions	Feedback from Participants <sup>3</sup>
Putonghua Courses	9.2010 – 1.2011 Running 10 Putonghua language courses in classrooms on campus	10 x 25 = 250	Highly satisfactory
CEPAS Workshops	9.2010 – 1.2011 Running 20 CEPAS workshops in classrooms on campus	20 x 30 = 600	Satisfactory
Putonghua Courses	2.- 6.2011 Running another 10 Putonghua language courses in classrooms on campus	10 x 25 = 250	Highly satisfactory
CEPAS Workshops	2.- 6.2011 Running another 20 CEPAS workshops in classrooms on campus	20 x 30 = 600	Satisfactory
First Interim Project Review	7.-8.2011 Participants' feedback data processing and analysis for improvement action	N/A	N/A
Putonghua Courses	9.2011 – 1.2012 Running 21 Putonghua language courses in classrooms on campus	21 x 25 = 525	Highly satisfactory
Putonghua Teachers Qualified as Testers by Central Government	12.2012 A team of four Putonghua teachers were sponsored by the project to take the National Putonghua Testers Qualification Examination and were awarded the Tester Qualification by the Language Committee of the Central Government of the People's Republic of China	N/A	N/A
CEPAS Workshops	9.2011 – 1.2012 Running 24 CEPAS workshops in classrooms on campus	24 x 30 = 720	Highly satisfactory
Putonghua Courses	2.- 6.2012 Running another 21 Putonghua language courses in classrooms on campus	21 x 25 = 525	Highly satisfactory

<sup>2</sup> For detailed description of all the activities please refer to respective *activity record folders* for reference.

<sup>3</sup> For a summary of the analysed feedback from session participants please see **consolidated analysis data** at *feedback data folder* (on a disk accompanying this report).

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CEPAS Workshops	2.- 6.2012 Running another 18 CEPAS workshops in classrooms on campus	28 x 30 = 540	Highly satisfactory
Immersion Workshops	2.- 6.2012 Running 12 English immersion workshops	12 x 10 = 120	Highly satisfactory
Second Interim Project Review	7.-8.2012 Participants' feedback data processing and analysis for final improvement action	N/A	N/A
Summer English Workshops	7.-8.2012 Running 20 additional CEPAS workshops for weak students in classrooms on campus	20 x 10 = 200	Highly satisfactory
Summer Staff Sharing Sessions	7.-8.2012 Running 18 staff sharing sessions for improving facilitation skills in classrooms on campus	(18 x 10 = 180 staff-sessions)	N/A
Putonghua Courses	9.2012 – 1.2013 Running 17 Putonghua language courses in classrooms on campus	17 x 25 = 425	Highly satisfactory
Putonghua Workshops	9.2012 – 1.2013 Running 10 Putonghua workshops in classrooms on campus	10 x 10 = 100	Highly satisfactory
CEPAS Workshops	9.2012 – 1.2013 Running 18 CEPAS workshops in classrooms on campus	18 x 30 = 540	Highly satisfactory
English Speaking Workshops	9.2012 – 1.2013 Running 24 English speaking workshops in classrooms on campus	24 x 40 = 960	Highly satisfactory
Immersion Workshops	9.2012 – 1.2013 Running 9 English immersion workshops in classrooms on campus	9 x 10 = 90	Highly satisfactory
Music & Film Appreciation Seminars	9.2012 – 1.2013 Running 4 music & film appreciation workshops in classrooms on campus	4 x 10 = 40	Highly satisfactory
General Education Seminars	9.2012 – 1.2013 Running 10 general education workshops in classrooms on campus	10 x 20 = 200	Highly satisfactory
Putonghua Courses	2.- 6.2013 Running another 17 Putonghua language courses in classrooms on campus	17 x 25 = 425	Highly satisfactory
Putonghua Workshops	2.- 6.2013 Running another 10 Putonghua workshops in classrooms on campus	10 x 10 = 100	Highly satisfactory
CEPAS Workshops	2.- 6.2013 Running another 18 CEPAS workshops in classrooms on campus	18 x 30 = 540	Highly satisfactory
English Speaking Workshops	2.- 6.2013 Running another 24 English speaking workshops in classrooms on campus	24 x 40 = 960	Highly satisfactory

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Immersion Workshops	2.- 6.2013 Running 9 English immersion workshops in classrooms on campus	9 x 10 = 90	Highly satisfactory
Music & Film Appreciation Seminars	2.- 6.2013 Running another 4 music & film appreciation workshops in classrooms on campus	4 x 10 = 40	Highly satisfactory
General Education Seminars	2.- 6.2013 Running another 10 general education workshops in classrooms on campus	10 x 20 = 200	Highly satisfactory
Final Project Review	7.-8.2013 Participants' feedback for the third year period plus data processing and analysis for project completion analysis in combination with data from the first two project years to arrive at the final data analysis	N/A	N/A
Project Completion and Sharing Seminar	8.2013 Seminar organized for marking project completion and sharing project outcomes and deliverables with students and staff as well as collaborators and visitors from sister institutions and overseas partners	100 (students, staff, guests and visitors)	Highly satisfactory



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## 2. Project Impact

### Overview

Overall the project on completion has made a tremendous impact on our students with reference to the following:

- 1) Their English proficiency level as reflected **both** in their day-to-day competence in the English medium communication exchanges with teachers and in their assignments and project tasks, **and** in some of their scores in ILELTS or TOEFL tests – e.g. mostly 6.5 or 7.0 for ILELTS.
- 2) Their Putonghua is now much better and some students have demonstrated excellent competence in Putonghua by scoring a very good grade in the National Putonghua Standard Tests.
- 3) Four Putonghua teachers have attained *Tester Status* in the project tenure and so students to be tested by them will automatically gain recognition by the Language Committee of the Central Government.
- 4) The fact that usually a group of (20-30) students were taking part at the same time in a project workshop or seminar session, they had a much higher chance to work together with each other, thereby leading very naturally and very usefully to a positive team work mode and team spirit; the students' friendship also grew and the College's already very positive ethos could further flourish.
- 5) The language laboratory facilities that the project has enabled the College to procure and install in computer labs have provided a lot of support to both language teachers and students, both for teaching and learning in language classes and for self-learning and practice purposes. This impact will continue and will definitely grow when the facilities are relocated and installed in our purpose-built language laboratory in the new campus.
- 6) The self-access learning centre, another facility that this project has enabled the College to set up, with its rich audio-visual resources (a significant proportion of which was also procured with project funds) has provided both the venue, equipment and opportunity to students to practice English and Putonghua on their own, as well as making it possible for some of them to pick up the basics of a third language such as French, German, Japanese, Korean and/or Spanish, since such language self-instructional packages are also available in the centre.
- 7) As a natural consequence of the College's growing international dimension, there has been an increasing number of exchange students from our partner universities overseas and from Mainland China and Taiwan, and so exchanges among local and exchange students are the order of the day, whereby English as the common language for all has been figuring very importantly on our campus and this project has just come in handy for such a purpose.
- 8) At the same time, since some local students have been so keen on "mingling" with exchange students and the Department of English also went out of its way to organise Cantonese classes for exchange students, our local students simply took advantage of the opportunity to join in and assist with the teaching and learning there.
- 9) This project has also offered and conducted general education and music and film appreciation seminars, thereby enriching students' general knowledge and in some cases specialist knowledge as

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well, and also their cultural aspects. This part of our activities has been particularly welcomed and enjoyed by some students and it is our intention to continue and further develop it. For example, in term 1 of 2013-2014 we launched the first of four series of open lectures planned to be spread over four terms (2 academic years). We are also conducting two music and film seminars this term. (For more detail please see the folder *on-going activities after project* – also available on the disk attached to this report.)

*Below please find for reference a summary of some the project's further impact by relevant heading.*

## **Broadening students' and teachers' horizons**

Overall, the majority of the project activities and services (including facilities and resources for self-access learning and language lab) achieved this aspect of their impact, in that student participants have enriched their general knowledge and acquired the ability to inter-relate various departments of knowledge, whereas academic staff through facilitating various workshops and seminars have upgraded their instructional skills and understanding of the students' learning abilities and learning styles and approaches. Furthermore, it is noteworthy that through general education and music and film appreciation seminars students have indeed expanded their knowledge base tremendously, something that is normally difficult to achieve in scheduled classes.

## **Increasing students'/teachers' sense of achievement**

The project has definitely increased and heightened both student participants' and their facilitators' (academic staff) sense of achievement, which is extremely important for the College as a whole for inducing effective teaching and learning all round. In terms of Putonghua training after going through the Putonghua training experience on various courses students are much more confident and fluent in conducting their day-to-day conversation in this medium; a similar phenomenon is also surfacing for English, which may be attributable to the fact that quite a lot of students have taken an active part in our English refresher and enhancement workshops and seminars. The feeling among students that they are now more skilled and have much more vocabulary in their command for communication permeates in their performance overall. Teachers have likewise benefited tremendously from their facilitation in the workshops and seminars, as teaching and learning processes always work both ways, a two-way communication and interaction channel.

## **Fostering students' development in their potential and specific abilities**

It is worth indicating that specific activities and tasks in the project programme have further developed student participants' learning abilities and strategies; for example, English Speaking Workshops; English Immersion Workshops; CEPAS Workshops and Putonghua Workshops. The availability of self-access learning has on the other hand enabled students to develop their self-sufficiency initiative and learning how to learn, which is absolutely crucial for university students, from day one. In a nutshell, students' educational development has been greatly enhanced and upgraded by this project in the course of the last three academic years.

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## **Training students to better meet social demands**

Indirectly by taking an active part in the various activities organized by this project students have doubtless improved their interpersonal skills and other social skills overall, because they had to interact with other students, most of whom they had not yet met in class or on their own courses, so that it was a rare opportunity for them to make good friends and working partners, thereby generating genuine team spirit. Furthermore, students' problem-solving skills have also been enhanced, as most of the tasks in workshops and seminars required them to really tax their communication skills and their intellect overall. In short, in a microcosmic sense such interaction in workshop and seminar sessions was a preparation for students to become aware of different facets of social interaction and the need to work together as well as to harmoniously live together.

## **Increasing training opportunities for teachers and enhancing their professional development**

For academic staff facilitating and even planning workshop and seminar sessions has been such a rewarding experience in that in addition to their day-to-day teaching duties involvement in project activities was a most valuable opportunity for them to grow professionally and in terms of their teaching skills and developing an indispensable care for students, since workshop and seminar sessions are "close encounters" that afforded the appropriate setting in terms of time and space for genuine staff-student interaction and mutual understanding and appreciation.

## **Improving learning atmosphere**

Needless to say, all the project activities have been so designed and conducted as to enhance students' learning and therefore generally the atmosphere in the sessions has been very friendly as students and facilitators worked intimately together to achieve specific objectives. The project has thus definitely helped advance a very positive learning atmosphere campus-wide. In fact, this is one of the intended outcomes of the project, namely, sustainability of a positive learning atmosphere and learning environment (not only in the physical sense).

## **Fostering team spirit and enhancing the overall image of the institution**

As mentioned above, a true team spirit has been generated among most student participants in the project sessions and we will endeavour to sustain such team spirit by further developing some of the more successful and rewarding project sessions as from this academic year (2013 – 2014), even though the funding has expired. At the same time, the overall image of the institution has been enhanced by this project, most significantly by a word of mouth among students and their friends, but for a more long-term impact we are making available video recordings of some of the project sessions for student viewing on our website and we believe this, in addition to a boon to our students, will enhance the image of our College overall.

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## **Inducing collaboration with other institutions / professional organizations**

In our project completion and sharing seminar conducted at the conclusion of the project in August 2013 we have invited some collaborators and other staff from sister institutions in Hong Kong and from our partner universities overseas. On that occasion we had the opportunity to inform our collaborators and friends from other institutions about what we had done up to that point and about our plans for sustaining the best part of the project programme. Some of our collaborators and friends showed a lot of interest for collaboration and we are in the process of disseminating the deliverables and outcomes of the project to relevant institutions and professional bodies (such as the Hong Kong Chapter of the UK Chartered Institute of Linguists Educational Trust).

## **Others – Enabling students to learn and do research work on their own**

The self-access learning centre set up by the project in our Library has generated a very valuable self-learning habit and inclination among the students, as reflected by the increasing user rate over the last three years (2010-2011 through 2012-2013, from some 480 in the first year total to over 700 in the 3<sup>rd</sup> year total). This is one of the fundamental aims of university education and one of the declared objectives of the project, and we believe this has been achieved very much to our satisfaction. Indeed, our effort and energy expended on planning for the centre, identifying useful resources in all formats and actually purchasing them in one way or another, all that has paid off and we are so gratified. This trend of self-learning on the part of our students now that the project has been successfully concluded will definitely continue and this is clearly one of the sustainable outcomes and deliverables of the project.

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## 3. Cost-effectiveness

Grantees are required to complete the 'Financial Status' at Table 2. Please adopt the classification of budget items in Schedule I of the Agreement.

**Table 2: Financial Status**

Budget Items (Based on Schedule I of Agreement)	Approved Budget <sup>4</sup>	Actual Expenditure	Balance
Manpower	\$825,000	\$819,468.07	\$5,531.93
Equipment and Facilities	\$330,000	\$320,150.30	\$9,849.70
Services	\$495,000	\$519,750	-\$24,750
General Expenses	\$300,000	\$280,464.96	\$19,535.04
Others (Auditor's Fee)	\$30,000	\$10,000	\$20,000
Bank Interest earned	N/A	N/A	\$2.50
Total	\$1,980,000	\$1,949,833.33	\$30,169.17

Below please find a tabulated summary of the project's cost-effectiveness by relevant heading.

### Utilization of available resources

#### College and Project Equipment and Facilities

The College's Library, classrooms, computer labs, TV studios and radio studios and other specialist venues (e.g. civil engineering and architectural workshops) have been utilized for implementing specific parts of the project programme, for example for conducting workshops and seminars; for language lab sessions; for self-access learning by students; etc. The additional equipment and facilities purchased and procured with project funds have naturally expanded our existing pool of equipment, facilities and other resources – which is actually one of the major purposes for our application for funding.

#### College Human Resources

The College has supported the implementation of this project to the full by making available for our assistance and support not only academic staff, but more importantly support by our administrative and technical colleagues, for instance on specific occasions in mounting a particular workshop or seminar that would require AV and IT support; or when at short notice a larger venue was needed, calling for organizational measures by our administrative colleagues' assistance. **A note of thanks and appreciation** must be recorded here for their timely, unremitting and most collegial assistance and support, which was always essential to the success of our sessions.

<sup>4</sup> Revised and approved budget at attachment 1 for reference

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## Unit cost for the direct beneficiaries

It is extremely difficult, if not impossible at this stage, to accurately calculate the unit cost for each and every of the sessions that have been mounted and conducted throughout these three years, for at least the following two reasons:

- 1) Not all sessions were run in a workshop or seminar, such that the unit cost for running any particular session might be calculated by the simple formula of dividing the honorarium paid to the facilitator by the number of participants in that session.
- 2) As indicated in the *Preamble* to this report right at the outset, we are of the view that the final impact of the project programme will take years to emerge and some of such impact may even take decades, and it is impossible for us to “cost” such long-term effects.

Furthermore, user rates for the self-access learning centre has been on a steady rise (for detail please refer to *attachment 2*) and this centre is still “in business” after the completion of the project tenure, and there are other aspects of this project whose impact will not be obvious or available for quantification at this stage.

On the afore-going reservation, the tentative unit cost may be worked out as follows.

- 1) Manpower expenditure incurred: \$819,468.07
- 2) Service expenditure incurred: \$519,750

Total expenditure incurred for running the sessions: 1) + 2) = \$1,339,218.07

Total number of participants in all sessions in question: 9,070

Therefore, unit cost: \$1,339,218.07 divided by 9,070 = \$147.65

## Sustainability of the learning programme and materials developed

All project learning courses and sessions together with all the materials in the form of task sheets, worksheets, and other non-print based materials developed for the project are sustainable. Actually, some of these materials are being used by our colleagues for classes and workshop sessions as from this term.

The Self-access Learning Centre set up by the project has been gaining recognition and popularity among the students. To date, as reflected by the most recent user rates, it is most encouraging to see that the audio books and video programmes that we have procured and made available for students’ learning and viewing using project funds have been extensively used and the trend continues to grow. The College will continue to furnish this Centre with resources in all formats after the completion of the project and this is we believe one of the most significant outcomes of the project, that students have learned how to go deep in their learning on their own by making use and taking advantage of our Centre stocked with such rich resources and supported by very friendly, helpful and professional staff.<sup>5</sup>

<sup>5</sup> For information on the most up-to-date resource catalogue for the Self-access Learning Centre, please see *attachment 2*.

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## **Expenditure items which require no injection of resources when the project is replicated by other schools**

These will include 1) the setup cost of the project and 2) such deliverables as the following that are ready for use by any sister institution and/or our partner universities:

- Self-instructional language packages currently placed on our intranet for student use
- Workshop and seminar task sheets and worksheets
- Video recordings of some of the workshops and seminars conducted in these three years of the project tenure, currently made available for our students' viewing on our intranet

## **Alternative approaches for equivalent benefits at less cost**

We are not aware of any such approaches, and in any case we do believe that we have achieved the **best value for money**, considering the extremely large number of sessions we have been able to mount and conduct and the equipment, facilities and resources that we have set up and procured, not to mention the time, energy and effort we have put into setting up the language lab facilities and self-access learning centre and managing, maintaining and at times trouble-shooting them.

## **Others**

We are happy to share with "fellow travelers" our insights and other related "bitter-sweet" experiences.

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## 4. Deliverables and Modes of Dissemination

### Overview

#### Statement of Project Outcomes and Deliverables (From the Approved Initial Application)

##### **Outcomes and Deliverables of Project**

This Project aims at enhancing the language and communicative abilities principally in English and Putonghua, and in a third language such as French, German, Japanese, Korean or Spanish, for all students of the College and so the number of beneficiaries (on project completion by June 2012) will be about 2,000 students. They will be benefited in the following ways:

1. Students' overall English proficiency and communicative level will be raised to at least C1 on the **Common European Framework of Reference for Languages** (for detail please click here: <http://www.goethe.de/ins/us/lp/prj/ger/cfl/enindex.htm>).
2. Students' overall Putonghua proficiency and communicative ability will be raised to the level as prescribed by the Putonghua testing authorities of the PRC Central Government.
3. Some advanced Putonghua learners will be trained to be Putonghua trainers and Putonghua testers, to be accredited by the Central Government.
4. With the establishment of the Self-Access Learning Area students will be much better equipped and facilitated for pursuing further and lifelong learning in English, Putonghua and any other third language on offer by the College and beyond, in particular by 2012 as the College moves into the new campus when the Self-Access Learning Area and the *Putonghua Training and Testing Centre* will enjoy expansion both in terms of space and facilities.

Furthermore, it is planned that the outcomes and deliverables of the Project and our experience gained in implementing the Project will be shared with all local tertiary institutions as well as our overseas collaborative partner institutions. Dissemination will make use of on-line communication channels as well as international academic conferences.

As indicated in the *Preamble*, the outcomes and deliverables of the project are more than what can be outlined below, but rather in the months and years to come intangible and unquantifiable elements that should also be taken to be substantial outcomes and deliverables of the project will gradually emerge and be made available for dissemination and sharing. As a kind of premonition and preview of such probable future outcomes and deliverables of the project and to usefully and meaningfully conclude the project, a project completion and sharing seminar was conducted in August 2013, attended by some 100 students, staff and guests (staff and students) from sister institutions and our overseas partner universities. (A pamphlet and a DVD video record of some of sessions of the project were disseminated at the seminar, a set is also attached to this report.)

The availability of the QEGS funding and the rare opportunity that it afforded us to undertake and implement the project doubtless has enabled us to realize some of our long cherished goals in language



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enhancement, and for that we are really grateful to the Education Bureau. We will therefore live up to the spirit of this funding, to sustain and further develop the good practices and well received project sessions and all other elements that contributed towards making this project a real success, as an on-going process for all on our campus and beyond.

Regarding immediate and tangible outcomes, the following may be mentioned again, as already in sections above:

- 1) In the context of students' level of English proficiency their overall communication skills, performance in class and in examinations, as well as their good scores in international English tests such as the ILELTS (6.5 – 7.0) basically point to the usefulness and effectiveness of the project programme by way of English enhancement.
- 2) Regarding students' upgraded Putonghua level, it is useful to point out that in 2013 alone, a total of 53 students applied to take the National Putonghua Shuipin Test and out of these students, 10 scored grade B1; 6 A2; 9 B2; 13 A3; 12 B3 – an impressive feat by any standard. Four Putonghua teachers were trained and examined by the Language Committee in December 2012 to qualify as Putonghua testers, which they all passed with flying colours.
- 3) Many more students are now enrolled on foreign language courses and apart from English and Chinese, some smatterings of French, German, Korean and Spanish can be heard on campus every now and then, a sure sign of third languages gaining popularity, probably spurred by part of the project programme.
- 4) Less immediate although not intangible is our continued effort to live up to the spirit of the project, namely, language enhancement. To make our hitherto successful initiatives further flourish and thrive “on soil already made fertile” by this project, we have launched in term 1 of this academic year (2013-2014) a series of *open lectures*<sup>6</sup> on topics and themes of general interest for our students, to enable them to participate in English-medium lectures and discussions in the Q&A session following each session. In addition, we are continuing with the very popular English Speaking Workshop series that was introduced in the last academic year (2012-2013). On top of that, we are also continuing with our music and film appreciation seminar series by offering this term two seminars, one on Helmut Lotti (a Belgian populariser of classical music) and another one on Leonard Bernstein. However, the most colossal of all our continued effort to sustain and make the project programme thrive, flourish and further develop is a really impressive series of some 30 self-instructional packages that are being designed and produced and will be shortly uploaded on to our intranet for student learning on their own. Other language enhancement drives and initiatives will also be launched in the near future.

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<sup>6</sup> Please refer to *on-going activities folder* (on the same disk) for information.

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*Below please find a tabulated summary of the project's deliverables and their value for dissemination by relevant heading.*

## **Deliverables that are already available for dissemination**

1. Our workshop and seminar worksheets and other related materials in all formats
2. Video recordings of specific sessions (DVD copies to be made available on request)
3. DVD version of some self-instructional packages (on request)

## **Dissemination activities conducted**

1. The feedback from our students and collaborators at the project completion and sharing seminar that took place in August 2013 proved to be very positive, and a video recording of some activities that took place at the seminar is available on request. (A copy is attached to this report for reference.)
2. We will continue to disseminate the project outcomes and make known the availability of the project deliverables by a number of channels, including at conferences. An upcoming occasion will be a seminar organized by the Hong Kong Society of the UK Chartered Institute of Linguists to be held on 16 November 2013. Prof. Thomas YH Chan, Project Coordinator and Head of the English Department, will attend the seminar and will on that occasion and at that opportunity disseminate the project outcomes and deliverables to members there, among whom are academics from both local and overseas universities.

## **Value and feasibility for the deliverables to be widely disseminated by the QEGS as well as suggested modes of dissemination**

The QESG Secretariat of the Education Bureau is more than welcomed to help us disseminate the project outcomes and deliverables, the value of which is indisputably high, as all institutions are under the EDB's care and its communication with sister institutions will be all the more effective. All the same, we for our part will continue to make an effort to step up the dissemination process.

## **Elements and experiences contributing to the success of the project and feasibility of continuing the project**

It is our ardent desire to make known and share our experiences with others in the same or a similar situation and making similar efforts in language enhancement. We are totally convinced that the project programme is sustainable and we will definitely sustain and further develop it.

# Quality Enhancement Grant Scheme

## **5. Difficulties Encountered and Solutions Adopted**

*The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.*

We are happy to report that it has been very smooth for us in executing and implementing the project programme, mounting all the workshops and seminars, etc. The only hiccup that we did experience was the fact that on two occasions we had to apply for virement of budget items, basically moving some part of the funds approved for Putonghua teaching over to equipment and facilities and services, because the demand for Putonghua was not as great as we had estimated and on the other hand the demand for English enhancement and in particular for spoken English was on a steady rise. However, "all's well ended well", and the budget was largely used according to approval and plan, which turned out in the end that the project was completed under budget (by some \$30,000) and before time, with everything done by early August 2013.