

Quality Enhancement Grant Scheme

Final Evaluation Report	Project No. : 10/QZGS/2011
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Part A

Project Title : Language Enrichment Project for Proficiency and Motivation

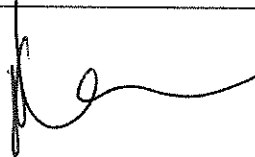

Name of Grantee : HKCT Group Limited

Project Period : From Sept, 2011 (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:	Ada Li	Name of Grantee Organization:	HKCT Group Limited
Position of Authorized Person:	Head, Division of Languages and Communication	Date:	30 October, 2013

QEGS Final Evaluation Report

Thanks to the QEGS offered by EDB, the Project, 'Language Enrichment Project for Proficiency and Motivation' from September 2011 to August 2013 was successfully completed. The evaluation of the Project will be elaborated in regard of the following aspects:

1. Attainment of objectives and related activities
2. Project impacts
3. Cost effectiveness
4. Outcomes and deliverables

1. Attainment of Objectives and related activities

Objective statement	Facilities & 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
<u>Objective 1</u> To promote students' motivation in language learning by broadening their exposure to other additional languages such as Japanese and Korean in forms of various interesting activities in 'Broader Language Learning Programme'	a. <i>Social chat sessions</i> in different languages, namely, English, Putonghua, Korean and Japanese were held on a weekly basis (in the Language Centre).	Fully achieved	Annex 1 – Timetable of Social chat sessions Annex 2 – pictures of social chat sessions	N/A
	b. 11 <i>language immersion events</i> were held to involve a larger number of students in tasting the language and culture of other countries. Within the two project years, there were 2,484 students	Fully achieved	Annex 3 – Summary of language immersion events and pictures Annex 4 – Pictures of the	

(Broader P).	in total students participated in the events.		language immersion events	
	c. <i>Language learning resources</i> including e-learning programmes, language tool books, story books, movie DVDs and subscribed TV channels of foreign languages were provided and continuously updated to arouse students' interest in tasting different languages and help them do independent learning.	Fully achieved	Annex 5 – List of language learning resources	
<p><u>Objective 2</u> To enhance students' language proficiency in English and / or Putonghua by giving them academic training and authentic test experience through 'Brighter Language Learning Programme' (Brighter P).</p>	<p>A total of 986-hour <i>training</i> workshops and tutorials were held in Brighter P. All 102 students participated were given a <i>pre-test</i> (IELTS and / or PSC) before having appropriate training based on their strengths and weaknesses.</p> <p>93 students (16% more than the no. of committed) had accomplished the Programme and sat the <i>IELTS and PSC</i> in the end.</p>	Fully achieved	<p>Annex 6 - Schedule of Brighter P training workshops and tutorials</p> <p>Annex 7 – pictures of training workshops</p>	NA

2. Project Impact

Broadened students' exposure to other foreign languages

With the findings from the focus group report on Broader P activities (Annex 8), it is delighted to find that the project works effectively and positively on students' learning motivation. Broader P has succeeded in arousing students' interests in and getting them familiarize with other foreign languages particularly in Japanese, Korean and English through weekly conversation practices with native foreign language speakers and occasional thematic language immersion events. Accompanied by the up-to-date language learning resources provided in Language Centre (funded by the previous QEGS project), students' horizon in language learning and cultural differences were widened.

Extracts from the focus group report (Annex 8)

"The subjects appreciated to have authentic opportunities to chat with the native speakers, especially in Japanese and Korean. They also felt relaxed and comfortable when chatting with the native tutor whom they interacted and communicated with in a relaxing atmosphere rather than focusing on the accuracy of speaking the language."

"Students were updated of news and trends of pop culture of the two countries in a very short time via games"

"(The subjects) were delighted with the creativity of the natives who made use of the games which successfully motivated their participation."

"(The subjects) expressed that they enjoyed it very much since they had a lot more fun than expected, and some regarded the workshops more effective than the normal language classes since it allowed more interactions between students and the teacher due to the small-class arrangement."

Apart from the social chat sessions and language immersion events, the co-curricular project, Continuous Learning Project (CLP), which had been introduced in the previous QEGS project ('Language Centre – a Pilot Scheme to Complement Conventional Classroom Teaching) to all students taking Diploma and Higher Diploma programmes in the College were reviewed and

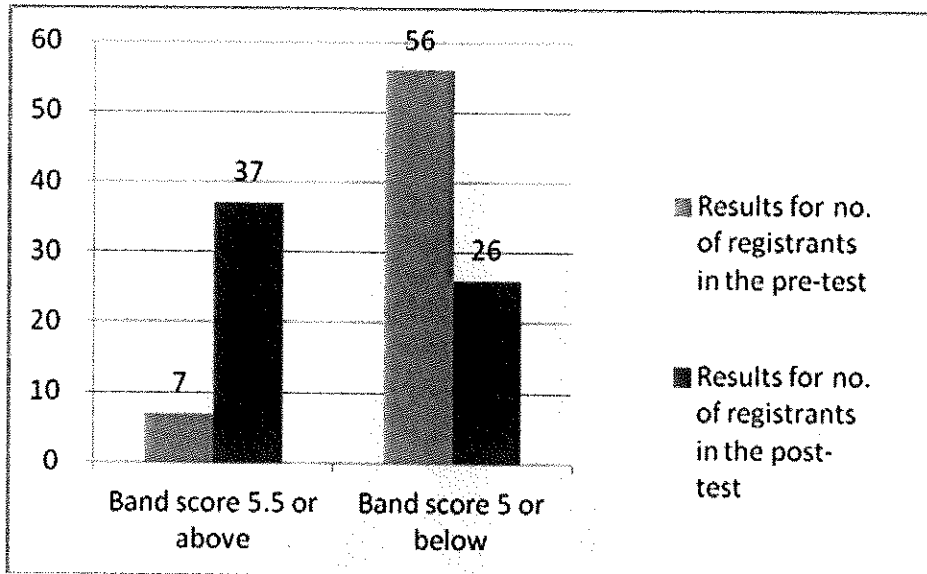
modified to meet the purpose of Broader P in the current Project (Annex 9 - Co-curricular Project 2012-13). The aims of the Project were to raise students' awareness of the provision of self-access resources and encourage their participation in the Broader P activities held in the Project. As stipulated by the CLP, students were to collect a number of stamps after participating the social chat sessions and taking part in the language immersion events for marks of their assessments. This was proven to work well since 96% of students collected the required stamps for the Scheme.

Enhanced students' language proficiency in English and / or Putonghua

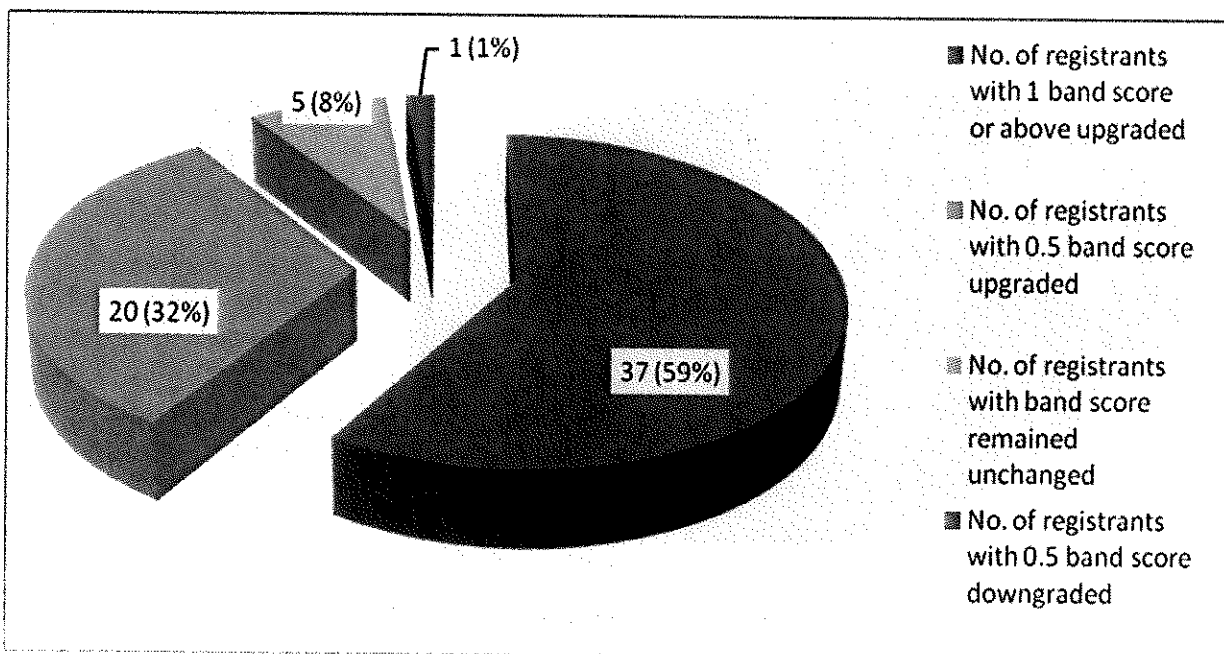
Training in preparation for the language proficiency tests, i.e., IELTS and PSC with the test reimbursement via Brighter Language Learning Programme (Brighter P) is another crucial Project element that raised students' confidence and proficiency level in the respective languages.

A selection of programme registrants was based on students' language proficiency and teachers' recommendations with a higher priority given to students who had immediate needs of attempting the tests (i.e., Year 2 and 3 students undertaking Higher Diploma who would apply for degree places). Shortlisted registrants were given a pre-test which was a full-set of papers of the respective tests. They were then given intensive training on the specific areas based on their pre-test results and areas of weaknesses. Having small class training (approximately 10-15 students per class), followed by continuous individual performance feedback from tutors, registrants have been showing progressive improvement.

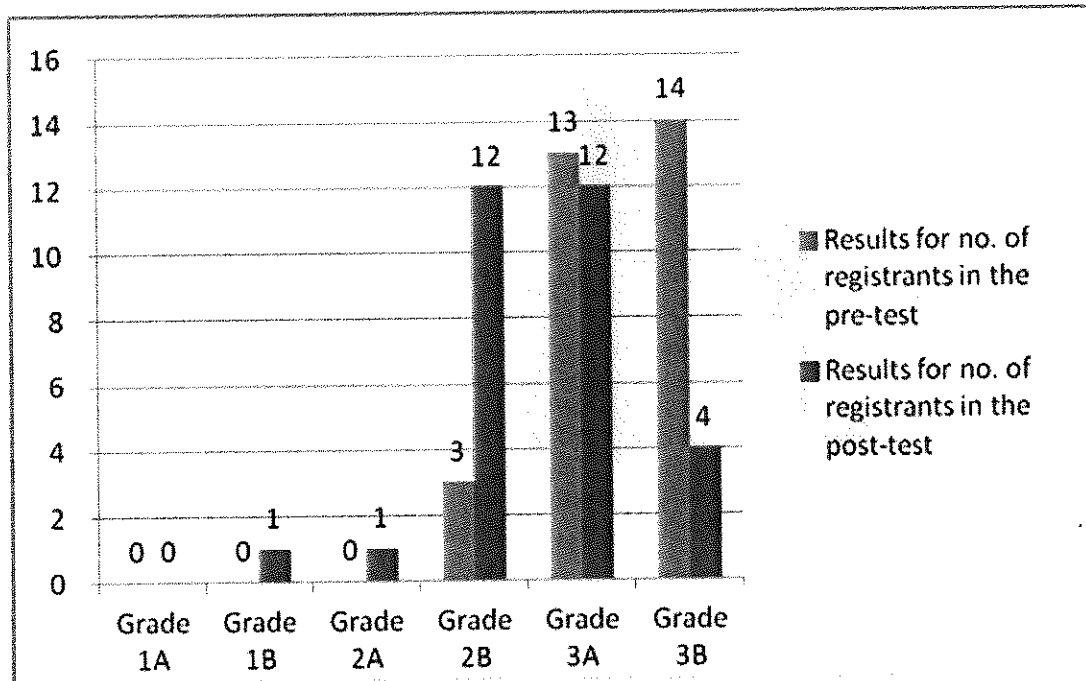
In the 9-band score system of IELTS, only 7 registrants out of 63 had had band score 5.5 or above in the pre-test result. While after the training, an 80% increase of the registrants was found with the 5.5 or above-band score in the post-test. In contrast, almost 90% of the registrants had got band score 5 or below at the beginning but about 40% only remained in the group after the Programme.



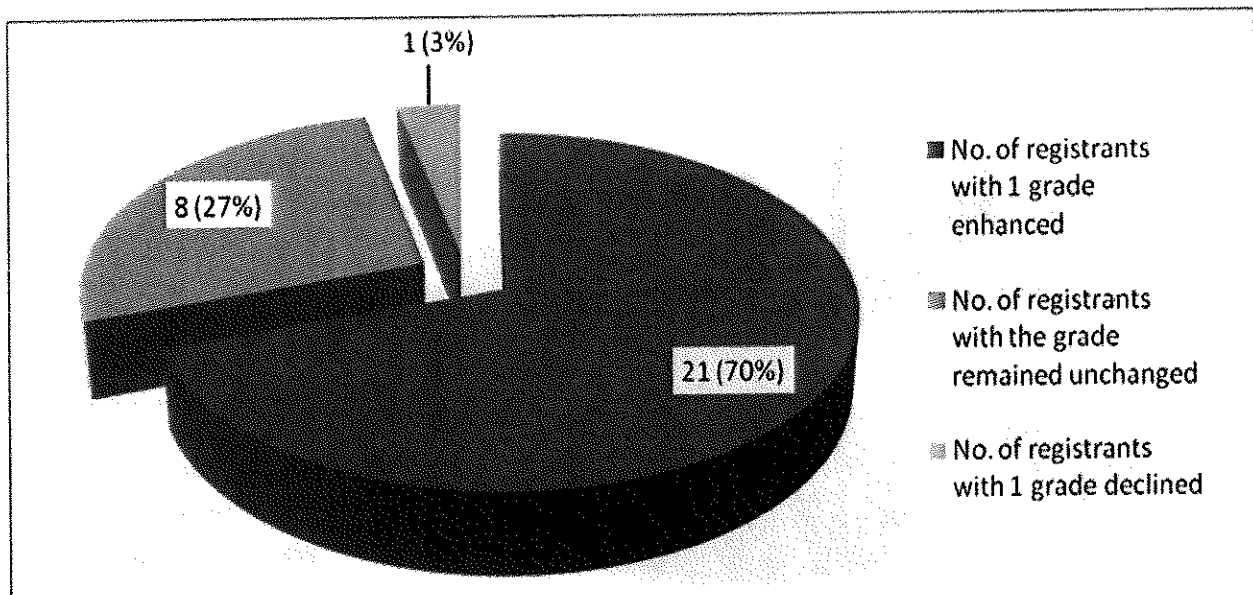
In sum, among the 63 Brighter P registrants for IELTS training, over 90% got 0.5 band score upgraded, with almost 60% of which had 1 band score enhanced after the training in the post test. There were only 5 students (8%) with their band score unchanged and 1 with 0.5 band score downgraded in the post-test.



For the 6-grade system of PSC (1A, 1B, 2A, 2B, 3A and 3B) with 1A the highest and 3B the lowest, 90% of the 30 registrants had got grade 3A and 3B in the pre-test while only 3 registrants got grade 2B. After the PSC training of the Programme, 14 registrants (47%) scored grade 2B or above in the post-test, 2 of which got grade 2A and even 1B respectively.



Among the 30 Brighter P registrants for PSC training, 70% got 1 grade enhanced in the post test while 9 students' results did not show any enhancement with 1 of which had 1-grade dropped in the post-test.



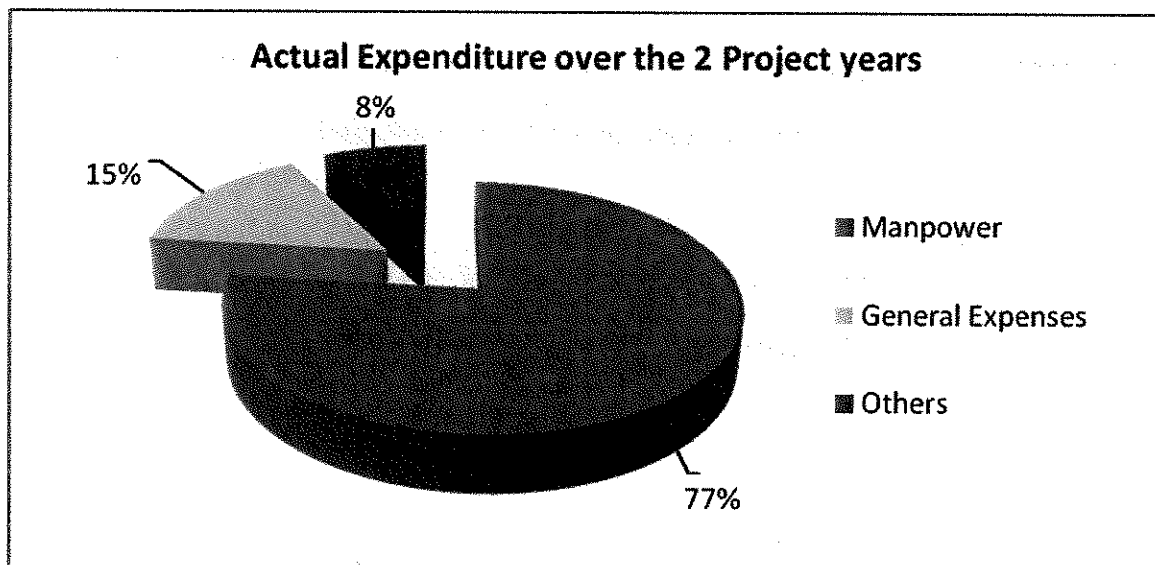
In summary, Brighter P was proven to succeed in both IELTS and PSC trainings with the majority of Programme registrants having their IELTS band score or PSC grade enhanced. The Programme is suggested to be carried out again in the coming academic year with an increase of number of registrants so that more students can be of benefit and well-equipped before they graduate from their sub-degree programmes.

3. Cost-effectiveness

Financial Status

Budget Items <i>(Based on Schedule I of Agreement)</i>	Approved Budget	Actual Expense	Balance
Manpower	\$ 1,479,000.00	\$ 1,466,222.25	\$ 12,777.75
Equipment / Facilities	n/a	n/a	n/a
General Expenses	\$ 300,300.00	\$ 298,140.14	\$ 2,159.86
Others	\$ 152,700.00	\$ 147,950.00	\$ 4,750.00
Total Expenditure	\$ 1,932,000.00	\$ 1,912,312.39	\$ 19,687.61

The project's cost-effectiveness



Since this Project aims to promote students interest and motivation in learning foreign languages; and enhance students' proficiency in English and Putonghua, qualified human resources is vitally important to the Project as a whole. Enough budget is therefore allocated to salary for qualified language tutors and student helpers who were heavily involved in all the planned language immersion activities and training workshops. It is the reason that over 70% of the budget dedicated to Manpower as mentioned in Schedule I of Agreement. This budget was spent on the employment of native speakers of foreign languages for social chat sessions and language immersion events of Broader P; oral training sessions in Brighter P for IELTS and PSC; and local English teachers for

English interest class / workshops held in Language Centre.

The 15% of the budget for 'General Expenses' successfully made the Project's activities and resources known to the beneficiaries and thus made the planned activities more attractive and effective. It comprised language learning resources such as books of varied types, movie DVDs and subscription of multi-TV channels; allowance for student ambassadors who helped in all language activities; the promotional material and necessary expenses on a variety of events and activities such as language immersion events, social chat sessions and Brighter P promotion and training.

For the 8% of the expenditure on the item 'others', auditor's fee and the IELTS and PSC test fee reimbursement to the qualified Brighter P registrants were included. Owing to the huge popularity and positive feedback, 13 more registrants than that of the committed in the Agreement were accepted with a prior written consent of budget virement from the Grantor.

All in all, the budget has always been spent on a prudent and necessary basis, there is almost \$20,000-budget left at the end of the Project.

4. Deliverables and Modes of Dissemination

4.1 List of deliverables in Schedule I – Application Form for QEGS

- a. *Workshops / tutorials* run for enhancing students' language proficiency level
- b. *Teaching materials* developed for the Project will also be reviewed for long-term use thereafter
- c. *Social chat sessions* in additional languages conducted in the Language Centre
- d. *Language immersion events* held to involve a larger number of students in tasting the language and culture of other countries
- e. *Language learning resources* provided to arouse students' interest in tasting different languages and help them on independent learning
- f. *Project experience* shared via website open to public to enhance readership and thus multiplied beneficiaries

Thanks to the funding granted under QEGS, accompanied by the experience of the 1st QEGS funded project – Language Centre a Pilot scheme to Complement Conventional Classroom Teaching, all the deliverables committed in the Service Agreement have been fully accomplished as scheduled.

4.2 Description and evaluation of the deliverables

a. Workshops / tutorials run for enhancing students' language proficiency level

As discussed in part I (Attainment of Objectives and related activities), a total of 986 hours of *training* workshops and tutorials were held for Brighter P which aimed to enhance students' language proficiency level. Among the 99 shortlisted registrants (out of 184 applications), 93 of them (16% more than the no. of committed) had accomplished the Programme and sat the IELTS and PSC eventually.

In the Project year 2011-12, 37 registrants (in which 28 for IELTS and 9 for PSC) were successfully completed the Programme. Each of the 28 registrants for IELTS training could choose, depending on their own areas of weaknesses, individual class timetable and study

plan, to take at least 17.5 hours of training which included the core module named 'IELTS Skills & Strategy', plus at least one elective module for any specific paper (listening, writing, reading and speaking). Or they could register up to 57.5 hours of training for all the 6 modules given that they can manage both the sub-degree study and the Programme.

Course structure of Brighter P (IELTS) 2011-12			
Class code	Module	Duration / lesson	Total hour
CMISS	Core – IELTS Skills & Strategy	2.5 hours (3 lessons)	7.5 hours
EMER	Elective – Effective Reading	2 hours (5 lessons)	10 hours
EMDW	Elective – Descriptive Writing	2 hours (5 lessons)	10 hours
EMCW	Elective – Commentary Writing	2 hours (5 lessons)	10 hours
EMEL	Elective – Effective Listening	2 hours (5 lessons)	10 hours
EMIST	Elective – Intensive Speaking Training	2 hours (5 lessons)	10 hours
Total hours for participants joining all modules:			57.5 hours ✓

Regarding PSC training, each of the 9 registrants should attend all 46-hour training so as to familiarize themselves with the whole set of test questions and answers, and have enough interactive speaking practices with the fellow registrants and the Putonghua tutors (Annex 6 - Schedule of Brighter P training workshops and tutorials).

With the experience of the first Project year, the constructive feedbacks from students and tutors, and the post-test results in 2011-12, the training programmes for both IELTS and PSC were reviewed and restructured for the Project year 2012-13. A total of 56 registrants (35 for IELTS and 21 for PSC) successfully accomplished 40 hours of the integrated training for the specific test (IELTS / PSC), and sat the proficiency test(s) in the end.

- b. Teaching materials developed for the Project will be reviewed for long-term use thereafter
 Teaching material for Brighter P training workshops have been developed since October 2011. They were uploaded to Blackboard, an on-line platform, so that students can get access and retrieve them before and after workshops (Annex 10 – Teaching materials on Blackboard). Some of these materials were adapted and used in the second Project year. In addition, in order

to equip registrants with authentic test experiences, training in the second Project year was targeted more on past paper drilling instead of specific skill sets training, followed by general and major weaknesses review and correction exercises designed by individual tutors. Apart from teaching materials for Brighter P, some teaching and learning materials for English interest classes / workshops have also been designed (Annex 11 – Sample of teaching materials for Broader P). All these teaching materials developed for the Project are to be reviewed in the coming academic year and filed in the shared archive of the Division of Languages and Communication for long-term use thereafter.

c. Social chat sessions in the additional languages conducted in the Language Centre

In the two Project years, 10 Social chat sessions manned by part-time native speakers of foreign languages were held every week in the Language Centre in different campuses of the College (Annex 2 – Pictures of social chat sessions). With a maximum of 10 students in each session, the tutors chit-chatted with students based on daily life topics such as music, travel and festivals. This service aims to provide the recipients with experiences in talking to foreigners and listening to Korean, Japanese, English and Putonghua of native accents. During the sessions, they were encouraged to express themselves and respond to the others in a natural and purposeful way.

Social chat sessions for English, Putonghua, Japanese and Korean were held every week in the first Project year (Annex 1 – Timetable of Social chat sessions). During each 35-minute (for Japanese and Korean) or 45-minute session (for English and Putonghua), students can join and practise their target language with the native speaker. There were 284 sessions with 1,511 students participated in total for the first Project year.

Based on the popularity of social chat sessions of different languages, Putonghua sessions were changed to be held from a weekly-basis Broader P activity to a need-basis session in the second Project year while the number of English sessions was increased and that of both Korean and Japanese sessions remained unchanged. In total, 286 sessions with 1,726 students participated in

the second Project year (2012-13).

- d. Language immersion events held to involve a larger number of students in tasting the language and culture of other countries

Within the two Project years, there were in total 11 *language immersion events* with almost 2,500 participating students involved in different thematic events for tasting the language and culture of other countries. Annex 3 and Annex 4 summarizes the details of the events and shows some of the pictures taken during each event respectively. In order to evaluate whether the participating students liked and learned from the events, two focus groups were conducted as reported in Part 2 (Project Impact). Comments from subjects were in general positive and constructive (Annex 8 – Focus group reports on Broader P activities).

- e. Language learning resources provided to arouse students' interest in tasting different languages and help them on independent learning

In order to promote students' interest and awareness, up-to-date language learning resources in different forms such as books and magazines, movie DVDs, and online learning materials were equipped within the Project period (Annex 5 - List of language learning resources). There were eight different types of resources with language tool books occupying the majority while magazines & newspapers and e-learning programmes having least popularity:

Language Learning Resources	No. of items
A. Dictionaries	38
B. Tool books	431
C. Novels / story books	167
D. Other books (Interest / general knowledge)	237
E. Movie DVDs	275
F. TV programme DVDs	44
G. Magazines and Newspaper	7
H. e-learning programmes	7
Total:	1,206

f. Project experience shared via website open to public to enhance readership and thus multiplied

This 2-year Project has come to an end in August 2013 though, a summary of the project experience and useful annexes were uploaded to the College website so as to enhance readership and multiplied beneficiaries (<http://www.hkct.edu.hk/htmlpage.php?id=1155>).