Final Report of Project	Project No. : 2011 / 0308

Part A

Project Title: <u>School-based educational programme to foster strategies in reading Chinese words for Non-Chinese (South Asian) students in Hong Kong. 授之以漁- 香港非華語(南亞裔)學生中文字詞認讀策略校本培訓計劃</u>

Name of Organization/School: <u>Hong Kong Polytechnic University 香港理工大學</u>

Project Period: From <u>April 2013</u> *(month/year)* to <u>July 2015</u> *(month/year)*

Part B

Please read the Guidelines to Completion of Final Report of Quality Education Fund Projects before completing this part of the report.

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

Name of Project Leader: _

Name of Grantee*: _____

Signature:

Signature: _____

Date: 23 Nov 2015

Date: _____

* Final Report of Project should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.

Guidelines to Completion of Final Report of Quality Education Fund Projects

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.

1. Attainment of Objectives

The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal *(the information may be presented in a table form in the format of Table 1 in this Annex or in short paragraphs)*:

Short term (those attainable within the project period)

1. To develop a school-based, theory-driven read-Chinese programme for South Asian students at primary-2 level.
2. To develop a teacher-friendly manual for this school-based remedial programme for the 28 designated schools.
3. To testify the effectiveness of the education programme in different kinds of schools (private, designated and main-stream schools) through comparing pre-, post-programme tests, continuous weekly probe test, questionnaires to teacher and students and the maintenance of effect of the programme across semesters.
4. To establish a digital hub as a supporting resource for schools using this programme to download teaching materials, to upload treatment data and to sharing teaching experience.

Long term (those attainable beyond the project period)

1. Through data collection and professional sharing at the digital hub, continued modification of the current educational programme so that programmes can be tailor-made to suit the needs and existing resources of different kinds of schools.
2. To equip teachers with better theoretical knowledge regarding learning Chinese as a second language for the better dissemination of their professional duties.

– activities related to the objective

Activities have already been listed in the previous reports and the remaining activities are conducted from May to July 2015 include:

a. The construction of the e-learning module for the educational programme. Now that the e-learing module is done house in moodle format in a server under the management of the department of Chinese and Bilingual Studies. A trial run has also been conducted with satisfactory results. The module can now be used to training persons who are interested in dealing NCS students on learning of Chinese words and characters.
b. The training of personnels to run the programme in the future. Given that the difficulty of finding the right person to run the training for us, we have chosen to restrict our training to those who will be participating in conducting the new programme in the future. A total of 6 speech therapists working in the speech therapy unit of the HK Polytechnic University are trained and ready to conduct the programme.

Objectives	Extent of achievement and Results evidence or indicators of having achieved the objective	Percentage achieved
Objective 1	We have successfully achieved developing a school-based, theory-driven read-Chinese programme for South Asian students at primary-2 level. The result is reported in our paper submitted in our third progress report and the details of the programme is written in the teacher manual (hardcopy to be sent to QEF through mail)	100%
Objective 2	We have developed a teacher-friendly manual for this school-based remedial programme for the 28 designated schools.	100%
Objective 3	The effectiveness of the education programme in different kinds of schools (private, designated and main-stream schools) through comparing pre-, post-programme tests, continuous weekly probe test, questionnaires to teacher and students and the maintenance of effect of the programme across semesters were done and the result is reported in the teacher manual. We found that the programme is effective in teaching the NCS student the strategies of Chinese reading and the treatment results were able generalized to untrained items. Our maintenance study also indicates the results of the programme are sustainable for at least one year after the treatment stopped.	100%
Objective 4	A set up using google drive is set up. Right after the establishment of the e-learning platform, it will be serve to be the digital hub as a supporting resource for schools using this programme to download teaching materials, to upload treatment data and to sharing teaching experience will be launched once the teacher manuals are handed to different designated schools.	75% (we have do more work to achieve the rest after the period of the project is finished)
Long term goal	After the distribution of the manual, we will try to organize talks at schools to foster the mutual sharing of knowledge and materials. Through the cloud sharing, it is expected that more teachers will benefit from the result of the current study	75%

- reasons for not being able to achieve the objective, if applicable

We have achieved most of the goal set except that we found it difficult to employ an experience speech therapist to do the train the trainer part (that is why some of the money have to be returned to QEF). We have managed to train some of the speech therapists working in Speech Therapy Unit at PolyU. The effect will be much better if we can secure the employment of the trainer earlier.

2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be

evaluated, in evidence-based approach, with regard to:

Through the project we have achieved designing and conducting an educational programme for NCS students in Hong Kong. The teachers of the participating schools especially, has been exposed to a theory-driven programme. The result of the programme is encouraging and at the same inspiring. We have come to a conclusion that we have to extend the scope of the current programme to area beyond can character and word. Actually, we have gathered our opinions and have submitted a proposal to QEF for a new programme aims at fostering phrase and sentence learning on top of current focus on character and word learning.

As indicated in our report (also included in our teacher manual) that students participating in the programme has indicated significant progress and we hope to develop further from here.

Our effort has resulted in establishing partnership relationship with the participating schools. If the new proposal is successful, we should be able to extend our collaboration with other schools. Hopefully, through the distribution of the teacher manual, we can solicit more participating schools so that more schools will benefit from the result of the study.

3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

The project's cost-effectiveness should be evaluated with regard to:

- utilization of available resources (e.g. equipment. human resources of applicant school/ participating school(s))
- unit cost for the direct beneficiaries
- sustainability of the learning programme and materials developed
- expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)
- alternative approaches for equivalent benefits at less cost

4. Deliverables and Modes of Dissemination

Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.

Teacher manual	It is especially precious for those participating schools. Regarding the impact on those designated but have participated in the project, we have to re-evaluation after the distribution of the teacher manual	Distributed to 28 designated school who are having NCS students.	Software through the cloud

The impact of the manual on the participating schools are obvious. However, the extend of the impact on other designated school may need further follow up.

5. Activity List

These are listed in details in the previous progress reports.

6. 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.

The only difficulty faced is actually the difficulty in employing experience speech therapists to train the trainer. In the end a certain amount of money is being sent back to QEF because of that. The end result is that there are not enough trained personnel to conduct the programme at different schools should they decide to run the programme. With that we have also tried to extend the period of the project to achieved training of a limited number of speech therapists at the Speech Therapy Unit at PolyU. At least we have a small team who are able to train teachers at different interested schools in the future.