

Final Report of Project

Project No. : 2013/0861

Part A

Project Title: THE CHINWAG CHALLENGE

Name of Organization/School: RADIO CHINWAG LIMITED

Project Period: From 05/2015 (month/year) to 04/2016 (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: 16/07/2016

Date: 16/07/2016

\* 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.



**Project Title: The Chinwag Challenge**  
**Project Number: 2013/0861**  
**Name of Organisation: Radio Chinwag Limited**  
**Final Report of Project from 1 May 2015 - 30 April 2016**

## **PART 1: ATTAINMENT OF OBJECTIVES**

### Attainment of Stated Objectives

The overall objectives of the project were “to motivate about 128 S3-S5 students to learn English vocabulary and grammar, as well as encouraging the active use of speaking and listening skills through organising online and face-to-face English school competitions for students in Hong Kong”.

The proposal set a target of 128 students participating in the face-to-face competition, and potential 9,000 beneficiaries of students in schools participating in either the face-to-face or online competitions. For the face-to-face competition the objective was not met - the number of schools participating was lower than anticipated (13 compared with 32) so the number of students benefiting was  $13 \times 4 = 52$  compared with the target of 128.

However, the number of potential beneficiaries from schools using the online quiz (The Auralator [www.auralator.com](http://www.auralator.com)) far outweighs this. In total 106 schools signed up to use The Auralator - this means the total potential beneficiaries was now approximately 106,000 students compared with the target of 9,000 (i.e. nearly a factor of ten higher). Every form can use the online quiz, not just S3-5. In total 2510 students set up accounts and made 4610 quiz attempts.

The objective was to motivate students to speak and listen to English more - we carried out a survey of quiz users and teachers in March asking them to give us their opinions about The Auralator. We received 109 responses - see Part 2.

### Success of Activities in Light of Impact on Participants

The number of participating schools far exceeds the number we were expecting, so we judge The Auralator to be hugely successful with overall objectives attained.

  
Radio Chinwag  
16 July 2016







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## **PART 2: PROJECT IMPACT**

We considered that the best way to assess how the project had had an impact on learning effectiveness was to ask the students who used the Auralator to give us their feedback confidentially and online. We therefore carried out a survey of quiz users and teachers in March asking them to give us their opinions about The Auralator. We received 109 responses - these are shown below.

  
Radio Chinwag  
16 July 2016

Edit this form

# 190 responses

[View all responses](#)

[Publish analytics](#)

## Summary

### Questionnaire code

1947

720

1238

555

3554

2610

1163

3604

3614

1183

1669

1772

1680

3615

2132

3616

1479

1664

1594

1671

1677

1682

407

1687

1675

2353

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1672

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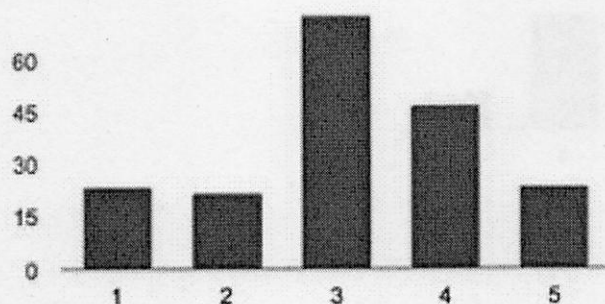
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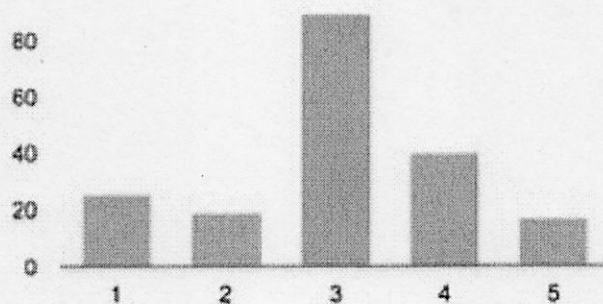


How much fun or enjoyment do you get from playing The Auralator?



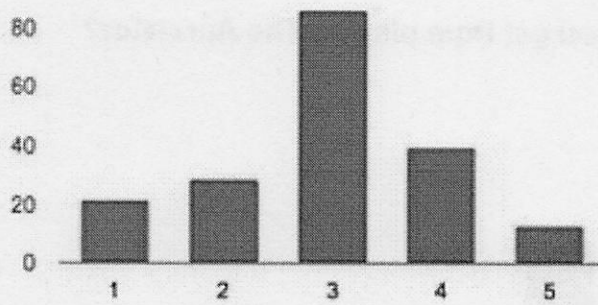
None at all: 1	24	12.6%
2	22	11.6%
3	73	38.4%
4	47	24.7%
A lot: 5	24	12.6%

What effect has playing The Auralator had on your motivation to learn English?



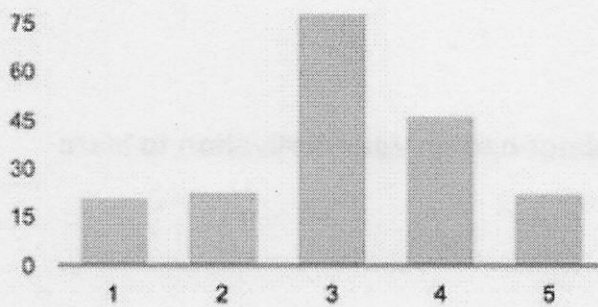
None at all: 1	25	13.2%
2	19	10%
3	89	46.8%
4	40	21.1%
A lot: 5	17	8.9%

How much grammar do you think you've learned by playing The Auralator?



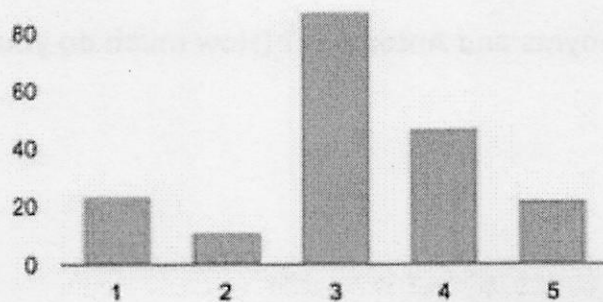
2	29	15.3%
3	86	45.3%
4	40	21.1%
A lot: 5	13	6.8%

**How much vocabulary do you think you've learned by playing The Auralator?**

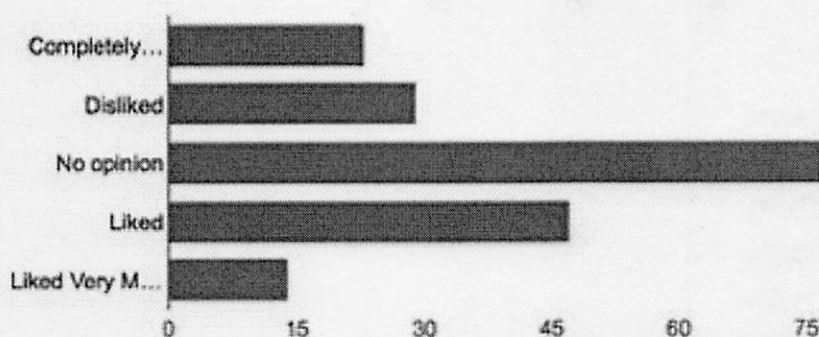


None at all: 1	21	11.1%
2	23	12.1%
3	78	41.1%
4	46	24.2%
A lot: 5	22	11.6%

**After playing The Auralator, how much improvement in your listening skills have you noticed?**

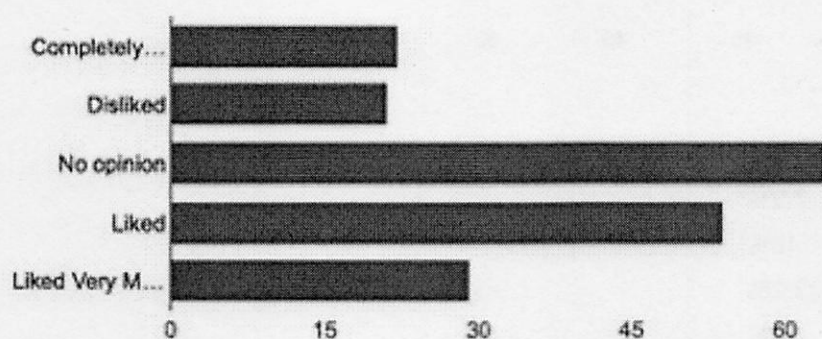


**News and Current Affairs round? [How much do you like the following rounds?]**



Completely Disliked	23	12.1%
Disliked	29	15.3%
No opinion	77	40.5%
Liked	47	24.7%
Liked Very Much	14	7.4%

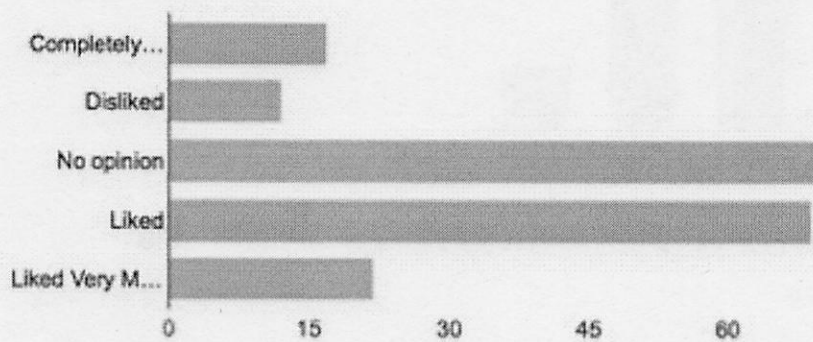
**Music round? [How much do you like the following rounds?]**



Completely Disliked	22	11.6%
Disliked	21	11.1%
No opinion	64	33.7%
Liked	54	28.4%
Liked Very Much	29	15.3%

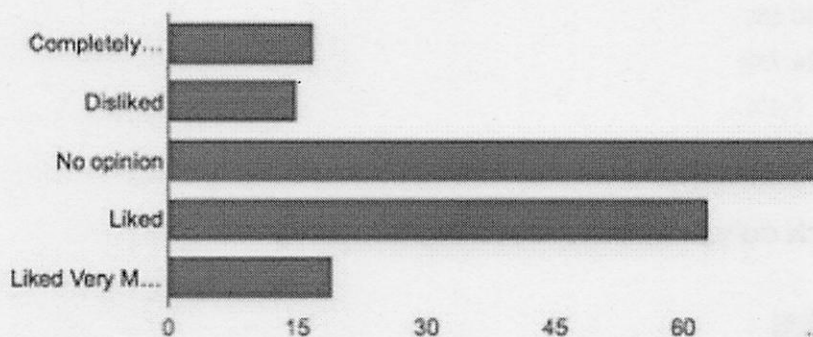


**Vocabulary rounds such as Synonyms and Antonyms? [How much do you like the following rounds?]**



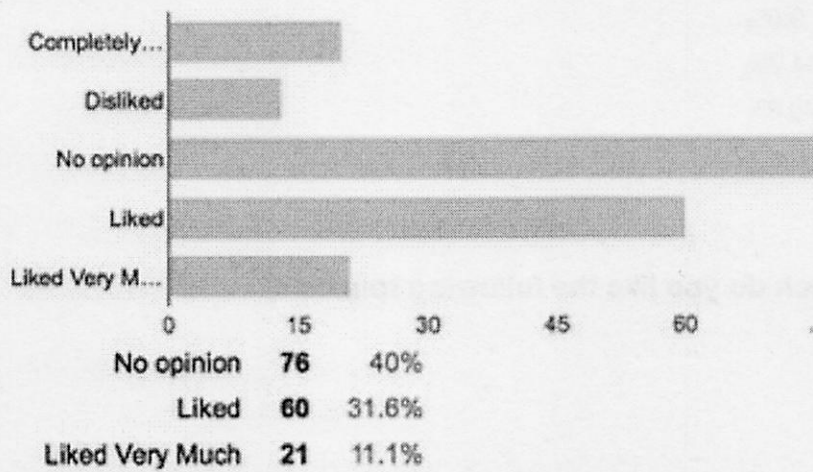
Completely Disliked	17	8.9%
Disliked	12	6.3%
No opinion	70	36.8%
Liked	69	36.3%
Liked Very Much	22	11.6%

**Knowledge rounds such as Odd One Out? [How much do you like the following rounds?]**

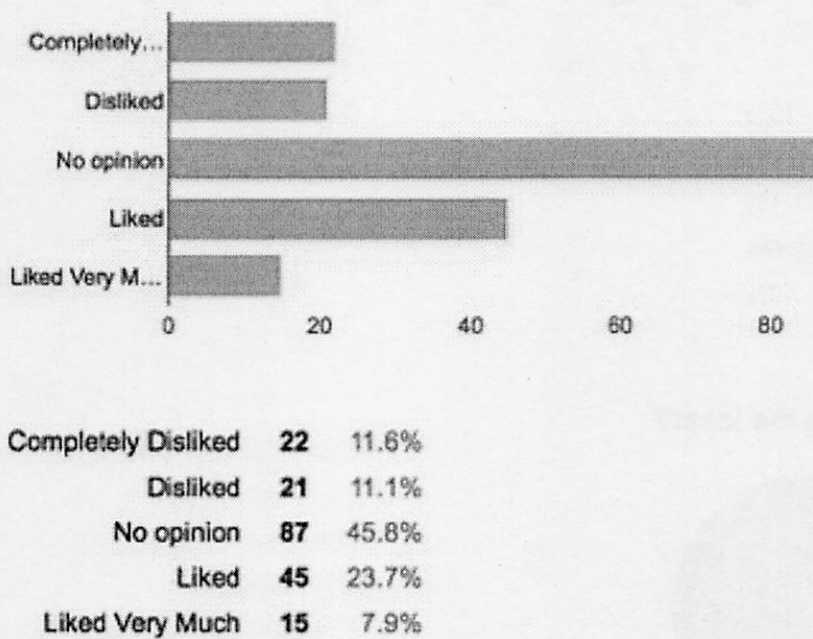


Completely Disliked	17	8.9%
Disliked	15	7.9%
No opinion	76	40%
Liked	63	33.2%
Liked Very Much	19	10%

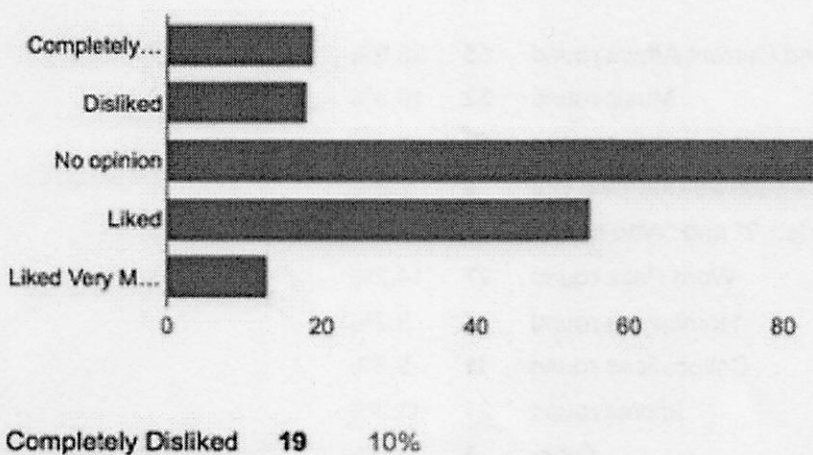
**Quiz rounds such as "What g is..." and "Who am I?" [How much do you like the following rounds?]**



**More difficult rounds such as Word Pairs and Homonyms? [How much do you like the following rounds?]**

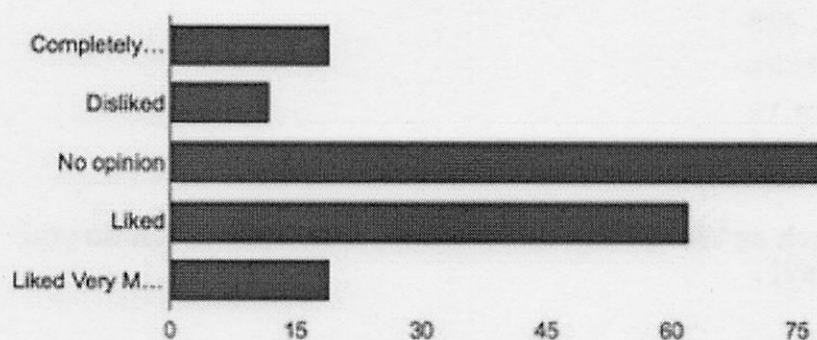


**Collocations round? [How much do you like the following rounds?]**



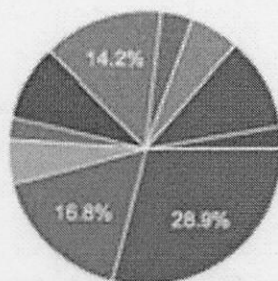
Disliked	18	9.5%
No opinion	85	44.7%
Liked	55	28.9%
Liked Very Much	13	6.8%

### Idioms round? [How much do you like the following rounds?]



Completely Disliked	19	10%
Disliked	12	6.3%
No opinion	78	41.1%
Liked	62	32.6%
Liked Very Much	19	10%

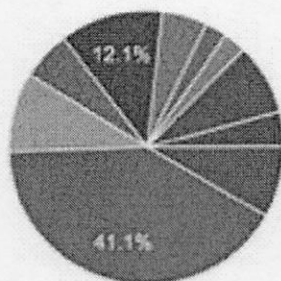
### Which round do you like the least?



News and Current Affairs round	55	28.9%
Music round	32	16.8%
Vocabulary rounds such as Synonyms and Antonyms	10	5.3%
Knowledge rounds such as Odd One Out	5	2.6%
Quiz rounds such as "What is...?" and "Who am I?"	17	8.9%
Word Pairs round	27	14.2%
Homonyms round	7	3.7%
Collocations round	11	5.8%
Idioms round	21	11.1%
Other	5	2.6%

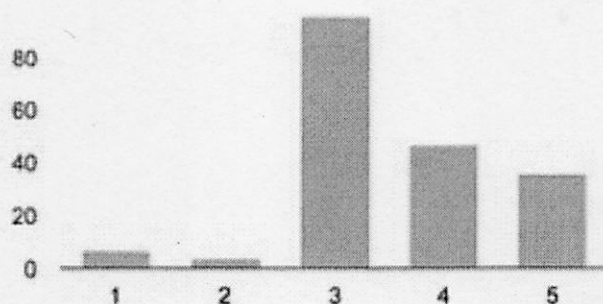


### Which round do you like the most?



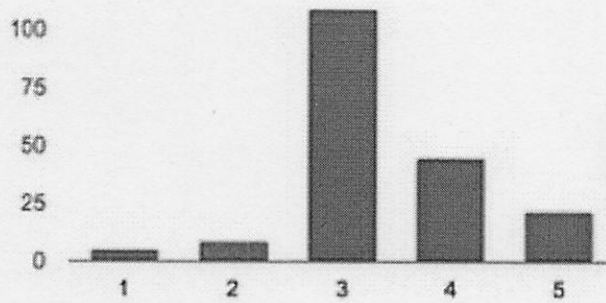
News and Current Affairs round	16	8.4%
Music round	78	41.1%
Vocabulary rounds such as Synonyms and Antonyms	18	9.5%
Knowledge rounds such as Odd One Out	11	5.8%
Quiz rounds such as "What is...?" and "Who am I?"	23	12.1%
Word Pairs round	10	5.3%
Homonyms round	5	2.6%
Collocations round	5	2.6%
Idioms round	16	8.4%
Other	8	4.2%

### How short or long do you think the quizzes are?



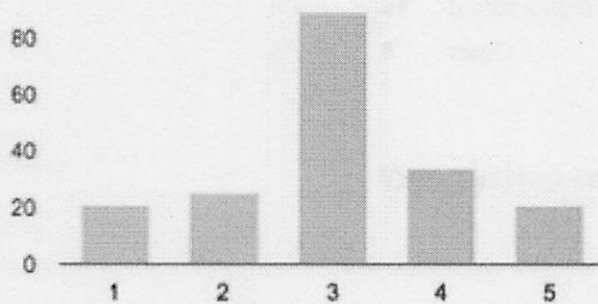
Too Short: 1	7	3.7%
2	4	2.1%
3	96	50.5%
4	47	24.7%
Too Long: 5	36	18.9%

### How easy or hard do you think the questions are?



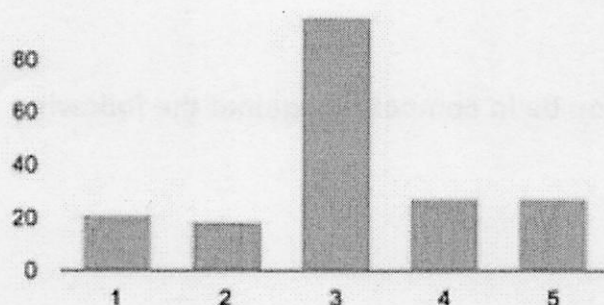
Too Easy: 1	5	2.6%
2	9	4.7%
3	109	57.4%
4	45	23.7%
Too Hard: 5	22	11.6%

**How interested are you in continuing to use The Auralator next year?**

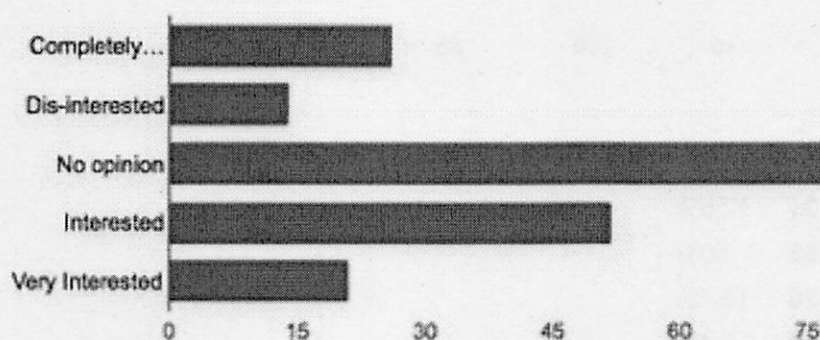


Completely Disinterested: 1	21	11.1%
2	25	13.2%
3	89	46.8%
4	34	17.9%
Very Interested: 5	21	11.1%

**How interested would you be in competing against your friends in an online, 1-to-1, real-time, face-off challenge?**

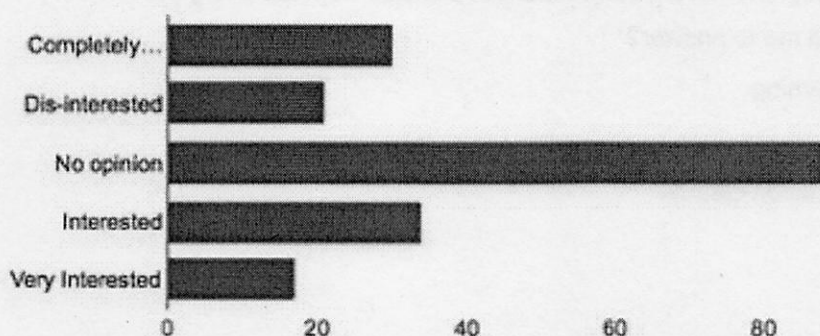


**Students from schools outside Hong Kong? [How interested would you be in competing against the following groups?]**



Completely Dis-interested	26	13.7%
Dis-interested	14	7.4%
No opinion	77	40.5%
Interested	52	27.4%
Very Interested	21	11.1%

**University students? [How interested would you be in competing against the following groups?]**

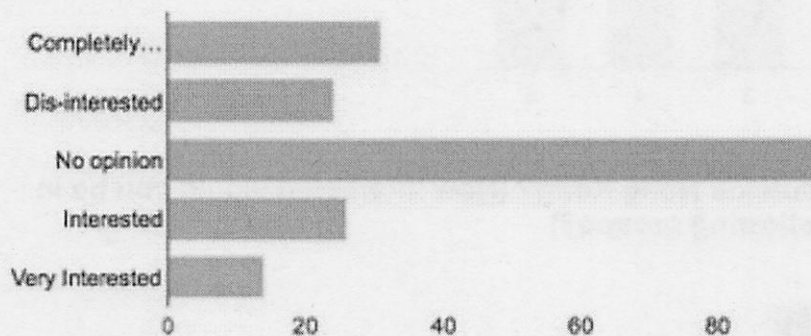


Completely Dis-interested	30	15.8%
Dis-interested	21	11.1%
No opinion	88	46.3%
Interested	34	17.9%



Very Interested 17 8.9%

### Adults? [How interested would you be in competing against the following groups?]



Completely Dis-interested	31	16.3%
Dis-interested	24	12.6%
No opinion	95	50%
Interested	26	13.7%
Very Interested	14	7.4%

### Do you have any comments about The Auralator?

no

No

No.

Good Luck :)

good

Ok

I haven't tried it yet, you made me answer this questionnaire before I started using the auralator, what do you expect me to answer?

Good platform for English learning

No, sorry.

The music track is difficult to listen clearly

idk

nope

OK

gr8 b8 m8 i r8 8/8

-

It's hard for the junior student

wait a sec

no, very good

no comments

gd

yes

BORING

No,thanks

Sometimes we can't hear clearly what they are saying

Some speakers do not have clear articulation.

it is too long for a quiz

no.

I hope the Idiom rounds can supply options...

the time so too long as I can finish so fast

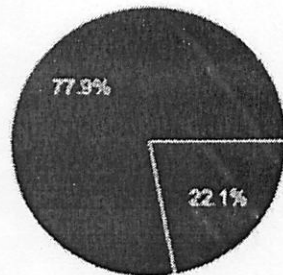
Poop culture quizzes?

More chances to pause the recording.

nonono

You ask me to complete the questionnaire about The Auralator BEFORE I have used the auralator.

**Would you be interested in helping us test the next version? Yes/No.**



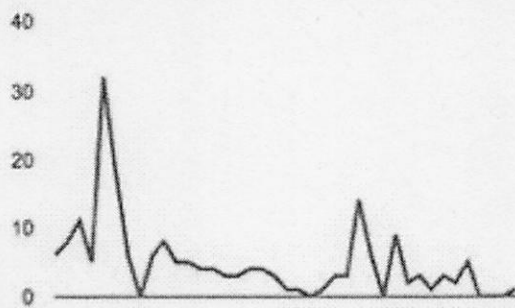
Yes (you will be asked to leave your email on the next page).	42	22.1%
No	148	77.9%

**Our next version needs you!**

**Please leave your email address**

**Number of daily responses**







**Project Title: The Chinwag Challenge**  
**Project Number: 2013/0861**  
**Name of Organisation: Radio Chinwag Limited**  
**Final Report of Project from 1 May 2015 - 30 April 2016**

### **PART 3: COST EFFECTIVENESS**

In order to maximise the benefits of the funding received, and to achieve optimal cost effectiveness, the project was varied and Project Virement sought and approved. The principal variations in the project were due to:

- (a) fewer schools participating in the face-to-face competition than expected, and
- (b) the scope and functionality of the online competition being significantly bigger than expected, with a much higher take up by schools than expected.

All reallocations were as a direct result of actual school usage of the two products provided in this project being different from planned.

#### Deviations from Proposal

For the face-to-face competition, the proposal stipulated that 32 teams from 30 schools would participate; this was reduced to 8 schools in the Band 2/3 competition and 5 schools in the Band 1 competition. The numbers of sets of questions, co-hosting fees and transportation costs was, therefore, lower than planned - from 31 events to 12.

For The Auralator, however, the take up from schools significantly exceeded expectations - we finally had 106 schools sign up, with 4,610 quiz attempts made by 2,512 student users. With such an excellent take up rate, there are an estimated 106,000 potential student users of The Auralator in the future. This far exceeds the 9,000 mentioned in the proposal by more than a factor of ten. It was, therefore, appropriate to reallocate resources to question setters and IT programming resources to meet this much larger pool of potential online users than anticipated.

From the outset we have produced different question sets for junior secondary and senior secondary - this was never contemplated in the original proposal. Questions have been set and posted online every two weeks as planned, but on each occasion twice the number we had planned has been provided.

#### Other Variations

We spent approximately \$5,500 on producing, printing and mailing hard copies of a User Guide for The Auralator. We judged that this was the most cost-effective dissemination method for a brand new product such as The Auralator. Project Virement was requested and approved.

#### Conclusion

Given the very large number of users of The Auralator, I have no hesitation in saying that the project has been extremely cost-effective. It amounts to about \$50 per student over the whole school year - that is extraordinarily good value.





**Project Title: The Chinwag Challenge**

**Project Number: 2013/0861**

**Name of Organisation: Radio Chinwag Limited**

**Interim Progress Report of Project from 1 May 2015 - 30 April 2016**

## **PART 4: DELIVERABLES AND MODES OF DISSEMINATION**

### Tangible Deliverables

The following are the tangible deliverables produced:

- ◆ Fully operational online listening comprehension quiz site: [www.auralator.com](http://www.auralator.com)
- ◆ Site upgraded in November 2015 and April 2016 to improve efficiency and add features requested by teachers and student users
- ◆ Four online "Practice Quizzes" - two for each of Junior and Senior Secondary
- ◆ Fresh quizzes posted online every two weeks from September 14 to the end of the project (14 quizzes for each of Junior and Senior Secondary in total)
- ◆ Hard copy 12-page User Guide (soft copy available online in GUIDE section of website)
- ◆ Demonstration videos in English and Cantonese (available online in GUIDE section of website)
- ◆ Quick Starter Guides for teachers, junior secondary students and senior secondary students
- ◆ Teachers' Information Portal to enable teachers to track their students' performance
- ◆ Competitions for EMI and CMI school participants in the face-to-face competition (Chinwag Challenge)

### Dissemination Activities

The following dissemination activities were carried out:

- ◆ Mailing of activation instructions and hard copy User Guides to English Panel Heads in every secondary school in Hong Kong
- ◆ Follow up mailings to EPCs and NETs where schools had activated their accounts but not used them afterwards. Mailing explained Teachers' Information Portal, instructions on portal usage and potential uses of The Auralator - classwork, homework, English Corner/Cafe activities, SALL activities.
- ◆ Email responses to all queries received from EPCs and NETs
- ◆ Email or Flash Message response to all feedback given by student users
- ◆ Two requests to [redacted] editors to allow us to publicise The Auralator - no response received. The lack of an acknowledgement of this project from the English press in Hong Kong is extremely annoying and one of the most frustrating aspects of this project.
- ◆ Request made to the Education editor of [redacted] newspaper. Request acknowledged but not acted on by [redacted]. As per [redacted] this is extremely frustrating
- ◆ Presentations made in one EDB NETs/LETs workshop and two NET cluster meetings.
- ◆ Publication to mailing list of [redacted] organisation (NET organisation)
- ◆ Publication on Facebook page of [redacted] (NET organisation)
- ◆ Facebook Campaign

### Responses to dissemination activities

Where appropriate, mention has always been made of QEF sponsorship for this project. However, the reluctance of some schools to try new initiatives is frustrating. The reluctance of the local press to help publicise this project is astonishing.

The NET section of the EDB has helped us with dissemination. However, direct publication of The Auralator to schools by the EDB or the QEF would have been immensely helpful - this is a site that can be used by every Hong Kong secondary school, so schools' reluctance is wasting this valuable resource.

Access to most of the deliverables from this project are available online. We can give the QEF a login account if it wishes to access these.

  
Radio Chinwag  
16 July 2016



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## **PART 5: ACTIVITY LIST**

Project activity has been split into two parts: the face-to-face competition and the online competition.

### Online Competition

The following activities were carried out:

- ◆ Design, programming and testing of online listening comprehension quiz site: [www.auralator.com](http://www.auralator.com)
- ◆ Site functionality considerably exceeds the requirements necessary to comply with QEF funding contract. For example, additional features include Time Bonus and Penalty System, Review and playback functionality, Rankings feature, Teachers' Information Portal, development of separate questions and databases for junior and senior students, production of quiz scripts for teacher use, systems upgrades for online speed efficiency, notification system and administrator monitoring portal
- ◆ Site fully operational in August 2015
- ◆ Site upgraded in November 2015 to improve efficiency and add features requested by teachers and student users. A second upgrade was implemented in April 2016 with an "intelligent pause, save and retrieve" feature
- ◆ Recruitment of volunteer native-English-speaking voiceovers
- ◆ Writing, recording and editing of "Practice Quizzes" - two for each of Junior and Senior Secondary
- ◆ Writing, recording and editing of fresh quizzes posted online every two weeks from September 14 to the project end date (14 quizzes for each of Junior and Senior Secondary in total)
- ◆ Drafting, editing and printing of hard copy 12-page User Guide (soft copy available online in GUIDE section of website).
- ◆ Facebook campaign to invite some more users to get involved in the platform
- ◆ Filming of demonstration videos in English and Cantonese (available online in GUIDE section of website)
- ◆ Drafting and editing of Quick Starter Guides for teachers, junior secondary students and senior secondary students
- ◆ Programming of Teachers' Information Portal to enable teachers to track their students' performance
- ◆ Mailing of activation instructions and hard copy User Guides to English Panel Heads in every secondary school in Hong Kong
- ◆ Follow up mailings to EPCs and NETs where schools had activated their accounts but not used them afterwards. Mailing explained Teachers' Information Portal, instructions on portal usage and potential uses of The Auralator - classwork, homework, English Corner/Cafe activities, SALL activities.
- ◆ Prizes for first, second and third places in each quiz to promote/arouse students' interest
- ◆ Email responses to all queries received from EPCs, NETs and students
- ◆ Email or Flash Message response to all feedback given by student users

- ◆ Multiple dissemination activities - see Part 4
- ◆ 106 schools signed up. 4610 quiz attempts. 2512 student users. 1147 teacher users.

### Face-face Competition

The following activities have been carried out:

- ◆ Teachers contacted - mostly previous participants or Auralator users
- ◆ Competition participants of face-to-face competition (Chinwag Challenge) agreed.
- ◆ Instructions about quiz sent to all participating NETs.
- ◆ Round Robin competition completed for Band 1 EMI schools.
- ◆ Knock-put competition completed for Band 2/3 CMI schools
- ◆ Each competition recorded, edited and posted online
- ◆ Trophies issued to winning teams

Radio Chinwag  
16 July 2016

Participated School (The Chinwag Challenge)

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Activated School (The Auralator)



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**Final Report of Project from 1 May 2015 - 30 April 2016**

## **PART 6: DIFFICULTIES ENCOUNTERED AND SOLUTIONS ADOPTED**

The main difficulties with the face-to-face competition were the logistics involved with organising dates for the competition with teachers, and to fit the dates with their normal school timetable, extra-curricular activities and exam and other "blackout" dates.

As well as usual school timetable pressures, each event meant one school had to obtain parental permission for students to travel to their opponents' schools. Teachers also had to ensure that each of their team members was available on the selected dates and not conflicted with other extra-curricular activities.

There is no solution to these issues - they are a perennial problem with all school extra-curricular activities.

There were no difficulties with The Auralator at all - the small team that we used for the project are consummate professionals who produced an excellent product on time and within budget. They also made substantial improvements to the product after receiving feedback and suggestions from student and teacher users.

  
Radio Chinwag  
16 July 2016

## PART 1: CHINA'S ECONOMIC AND POLITICAL SITUATION

The main objective of this report is to provide a comprehensive overview of the current economic and political situation in China. This report is intended for the use of the project team and the project sponsor. It is based on the information available at the time of writing and is subject to change as more information becomes available.

As well as being a major economic power, China is also a major political power. It is a member of the United Nations Security Council and the G20. It is also a member of the Shanghai Cooperation Organisation (SCO) and the Asian Infrastructure Investment Bank (AIIB). China is a major player in the global economy and is a key player in the Asia-Pacific region.

This report is divided into two main sections. The first section provides a general overview of the Chinese economy and politics. The second section provides a more detailed analysis of the Chinese economy and politics.

There were no other issues with the project at all. The project team was very successful in completing the project on time and within budget. The project sponsor was very satisfied with the results of the project and the project team was very pleased with the results of the project.

Lee Falkner  
Project Manager  
10 May 2013