
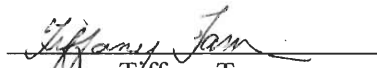


Self-Access English Language Learning Kit for Project Yi Jin

An Interactive Qualifying Project Report
Submitted to the Faculty of
WORCESTER POLYTECHNIC INSTITUTE
In partial fulfilment of the requirements for the
Degree of Bachelor of Science
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Submitted 26 February 2003

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Keywords:
education
EFL
motivation

Abstract

This report describes the research behind and design of a self-access English language learning kit to, a supplementary learning aid for the English students of Project Yi Jin, proposed by Caritas - Hong Kong. The project addressed the problems of low motivation and poor English ability among the intended users. To maximize the kit's effectiveness, student and teacher opinions were obtained from survey questionnaires and focus groups and were used in the kit design, which incorporated dialogues on topics of daily life.

Acknowledgements

We would like to thank our sponsor Caritas Hong-Kong and their Adult and Higher Education Service. We are extremely grateful to our liaison, Ms. Alice Chan, whose input and guidance throughout the project has been crucial. We would like to thank the teachers and students of Project Yi Jin for taking time out of their schedules to aid us in our research. Finally, we appreciate the help given to us by Cammy Chan, Samuel Chang, and Yan Mak, students from Hong Kong Polytechnic Institute.

Executive Summary

Caritas-Hong Kong, a social service organisation, is not satisfied with the English proficiency of students exiting Project Yi Jin. As part of an overall project in improving the situation, Caritas sponsored the development of a self-access English language learning kit to be used by the students of Project Yi Jin as a supplementary learning aid.

The use of English is common because of Hong Kong's economic dependence on international trade and finance, and for historical reasons. English skills are now even more important in Hong Kong than in previous years due to rising employment standards. It was shown in a recent study completed by the Standing Committee on Language Education and Research (SCOLAR) that the transition in Hong Kong's economy from a manufacturing base into a knowledge-based, service-oriented economy has placed greater demands on students and potential employees for higher language proficiency.

Project Yi Jin was developed in 2000 to address many problems with the education of Hong Kong's youth, including increasing the students' poor language proficiency. The programme is currently offered by nine institutes, including Caritas. Project Yi Jin is intended to help Form 5 drop outs or those who wish to continue their education to obtain a certificate comparable to a passing score on the HKCEE. Consisting of ten modules, some of the objectives of Yi Jin include improving students' self-learning ability and instilling a sense of appreciation for life-long learning. Within Project Yi Jin, the English programme has not been as successful as intended. After the programme was evaluated by a team of WPI students, funding was allocated to the development of a supplementary English learning kit.

Our background research revealed that the current curriculum within Yi Jin does not provide the students with a sufficient command of the English language. The English lessons have a tendency to overemphasize vocabulary, grammar, and drills, leaving students with deficiencies in communication skills. Pupils also lack motivation because of low self-esteem

and the fact that the English lessons do not relate to their everyday lives. The kit is intended to provide an alternative framework for helping solve the above problems.

As a first step in designing a new language kit, we studied the many methods that have been implemented for teaching English as a foreign language (EFL). Currently, the most widely accepted approach to EFL teaching uses the communicative method which emphasizes oral communication in a practical setting. This method also uses a learner-centred approach, which recent studies have shown to be much more effective than a teacher-centred approach.

Motivation has been found to be a large component of student success. Studies of Chinese students have shown that the pupils tend to be instrumentally motivated, and research concerning self-access, also known as self-directed, learning has shown this approach to be effective. By allowing learners to choose the activities that suit them best, self-directed learning initiates and sustains students' motivation for learning. The lessons also seem more important to the students because they themselves are in control.

As part of our onsite methodology, we conducted focus groups with Yi Jin teachers and students, distributed teacher and student questionnaires, and observed two English classrooms. The teacher focus group consisted of ten out of the sixteen Yi Jin English teachers and the student focus groups consisted of twenty-two out of approximately 3,000 Yi Jin students. We obtained information regarding what subjects and language skills the kit should focus on. The participants also provided information on motivational concerns in learning English as a foreign language. Our data were then compiled into charts and analysed to determine the most popular opinions.

The research we carried out showed that the Yi Jin students are mainly lacking in communication skills and motivation. One example of this was the fact that the student focus groups had to be administered in Cantonese, since the students could not fully understand the

questions in English. The students' lack of motivation was demonstrated by their reluctance to use their free time to study English.

The analysis of our response material showed that most students would like to see the kit include videos of English dialogues, games, and a dictionary. The teachers requested that the kit help the students learn more practical uses of the English language, such as ordering at a restaurant and giving directions. Both the students and teachers stated they would like the kit to focus on improving speaking and listening skills.

The contents of the kit comprise six lessons on a CD ROM. The lessons include "Introducing Yourself and Greetings", "Telephone Conversations", "Employment", "Travelling", "Shopping", and "Social Activities." Each lesson contains videos of English dialogues, games, quizzes, new vocabulary and phrases, and scripts of dialogues to be practiced with other students. Also included is an English to Chinese dictionary and a Pronunciation Meter that allows students to hear the correct pronunciation of a word and then practice saying it themselves.

We recommended that an additional study be designed to assess the effectiveness of the lessons and determine any areas within the kit that may need improving. Possible additions might include different topics or activities to develop reading and writing skills. Depending on the cost of manufacturing a kit with the proposed design, it may be necessary to omit the dictionary or pronunciation meter.

Although this kit may not have a direct influence on the effectiveness of the overall English curriculum, it was hoped that by creating a supplementary learning aid for the students to use, their English ability could be increased. The kit proposed through this research study has a greater chance of being used by Project Yi Jin students than other already available kits because it was tailor made to meet their needs, which are not addressed by other commercially available kits.

Authorship

All three authors were fully involved in the data collection and design of the self-access English language learning kit, sponsored by Caritas Adult and Higher Education Service, and equally wrote all sections of this report.

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Chapter 1 Introduction

English is one of the most widely spoken languages in the world. Most international communication uses the English language as its medium. In Hong Kong, the use of English is especially prevalent due to the region's economic dependence on international trade and finance. Past British political control has also played a major role in the importance of English in Hong Kong. However, due to the difficulty of learning the language and the ineffective English as a Foreign Language (EFL) curriculum, Hong Kong youth typically have inadequate English skills. "Since the late 1970s, Hong Kong has transformed from a manufacturing base into a knowledge-based, service-oriented economy with closer ties to the mainland...More service sector jobs and higher education opportunities are now available, but these demand higher language proficiency from our workforce and students" (SCOLAR Consultation Document, 2003, p. 9). Those wishing to enter most areas of the current job market must possess adequate English skills. To accommodate this need, schools in Hong Kong should provide their students with sufficient English abilities.

In 2000-2001, twenty percent of the government's annual budget was spent on educational improvement in Hong Kong (HKSAR, 2003). One objective of this spending is to provide the students with the knowledge and skills necessary to succeed in the job market. As education is now more important than ever, the government wants to develop the desire for life-long learning to ensure the future of its people. Developing language skills has been designated as a matter requiring special attention from the educational system in Hong Kong (HKSAR, 2003). The government's language policy is to educate students to become biliterate in Chinese and English, and trilingual in Cantonese, Mandarin, and English. The reason for the emphasis on language education is to ensure Hong Kong's position in the growing international market and to maintain its ties with the Mainland (HKSAR, 1998/1999).

However, the government's language policy sets very high standards and places unreasonably high demands on the students. Even if students are motivated and expend large amounts of effort in learning, it is extremely difficult for them to become trilingual and biliterate. Many people do not keep this in mind and blame the youth of Hong Kong for not being sufficiently educated in these languages, especially English.

Numerous studies have been done to determine effective ways of teaching English as a foreign language (Anderson, 2002). These studies have shown that certain methods, including the communicative method, work well. Common findings pertaining to teaching EFL are that students need to be active participants in the classroom, that content needs to be relevant to their lives, and that the oral aspect of the language should be stressed over writing skills.

For Chinese students, English is one of the most difficult foreign languages to learn (McCarthy, 2002), due to the numerous differences between Chinese and English languages in intonation, phonetics, and grammar. Another major problem is the ineffectiveness of many EFL programmes. Most teachers focus their lessons on grammar and vocabulary, due to the content of the Hong Kong Certificate of Education Examination (HKCEE). Importantly, most students lack motivation when it comes to learning English. When students exit most language programmes they do not have the skills to use English in the real world.

A census taken in 2001 of Hong Kong youth aged fifteen and over showed that only about seven percent attended post-secondary schools (HKSAR, 2002). Many students either leave secondary school prematurely or do not receive high enough scores on the HKCEE to continue to post-secondary school. There are programmes available to those students who do not pass the HKCEE, but not all of them are sufficiently qualified for acceptance.

As of January 2001, the Hong Kong government was funding over 36,000 educational programmes. One is Project Yi Jin, developed by Caritas Adult and Higher Education Service in October 2000. This programme was designed as a post-secondary education service intended to provide youth and adults with a means of furthering their education. Upon completion of Project Yi Jin, students earn a certification comparable to those earned by students who passed the HKCEE. Project Yi Jin also strives to develop skills that will increase a student's standing in the job market. In accordance with the government's mission, the programme also attempts to instil the desire for life-long learning.

Within Project Yi Jin, one of the major problems is the effectiveness of the English module. Caritas has conducted studies of the project to assess its efficiency and identify specific problems (Anderson et al., 2002). The Adult and Higher Education Service proposed a new project to provide a supplementary learning aid in order to address them. Our task was to design the structure of this aid, which was a self-access English language learning kit. Three main problems found within the Yi Jin programme are that the English curriculum is not as effective as hoped, student motivation is very low, and current English language learning kits are not being utilized by students. Many available self-access language learning kits do not appeal to the Yi Jin students. Most commercial kits are aimed at an international audience and do not have local context, lacking content relevant to the students' daily lives, such as practical uses of the language.

The results of survey questionnaires, focus groups, and direct observation were used to decide how these problems could best be addressed. The views of the programme's teachers and students directly influenced the content and format of the kit.

A self-access kit can effectively deal with a variety of learning styles by incorporating various choices of activities so that students can choose those that will benefit

them the most. By presenting students with more choices and opportunities, the aim of this kit was to increase students' motivation with hopes of improving their English skills.

Chapter 2 Background

This chapter provides an overview of literature on the current English curriculum in Hong Kong, various learning and teaching methods in EFL, theories about student motivations for learning EFL, self-directed learning and existing self-access language learning kits. The aim is to provide information on the factors affecting the design of an English language learning kit.

2.1 Current State of EFL Teaching in Hong Kong

It was important to review Hong Kong's current English curriculum to identify specific issues the kit will address. This section contains reviews of some of the more common teaching methods being used in Hong Kong classrooms. Assessments of common classroom environments, testing content, materials used to teach EFL and the English curriculum of Project Yi Jin are also included.

Almost every student in Hong Kong begins to learn English in kindergarten or first grade. Even though Hong Kong was once a British colony and all the street signs are written in both Chinese and in English, Hong Kong residents have very few chances to use English, especially spoken English, outside the classroom. There are two free local television stations that broadcast mostly in English with Chinese subtitles, as well as a few radio programs that broadcast in English.

Until 1997, English was the official language of Hong Kong. After the demise of British control over the territory, Putonghua was made the official language. However, due to the significant influence of the Cantonese culture, the predominant language that most locals speak is Cantonese. Because of this influence, and the lack of use of English, it is appropriate to consider English as always having been a foreign language in Hong Kong.

English is a compulsory subject in Hong Kong taught mostly under the three-centred approach: teacher-centred, textbook-centred, and grammar-centred (Zhang, 1995, p. 121). In order for students to graduate from public schools, they must get a passing grade in their English class. However, “it might be more reasonable and efficient to divide the English language curriculum into two levels in both junior and senior high schools” (Zhang, 1995, pp. 147-148). Students could choose to take English as one of their compulsory courses, or choose to take it as an elective course. This division may benefit both the students and the teachers by lowering the variations among the students’ English skills in the classroom.

2.1.1 Teaching methods

In the 1970s, one of the more popular methods for teaching English in Hong Kong was the oral-structural approach (Anderson et al., 2002, p. 9). In the 1990s, this technique was supposed to be replaced with the communicative approach, which stresses oral and communication skills. However, the syllabus for secondary schools in 1999 showed that the approved method was not being used. This can be attributed to the lack of appropriate textbooks and the overcrowded classrooms. The communicative method requires that students receive much individual attention from the teacher in order for them to practice listening, pronunciation, and communication in general. The approaches being used in the Hong Kong classrooms focus more on vocabulary and grammar.

Hong Kong students who focus on vocabulary and grammar often have trouble understanding words they do not know in a contextual setting, whereas students who maintain a well-rounded curriculum including extensive reading and writing assignments tend to better understand words they do not know in the context of a conversation, essay, or book (Zhang, 1995, p. 149). A focus on vocabulary and grammar results in students misunderstanding how to link simple sentences together into larger structural patterns such as paragraphs or essays.

In a study of Hong Kong English classrooms of Form 2 and 3 students, Mei Yi Lin found that most classrooms tended to follow the same basic pattern when beginning and following through with a lesson. Students came to class in an energetic state, freely talking amongst themselves, and it took several minutes for the teacher to calm the students enough to start the day's lesson (1996, p. 97). English was the prominent medium of instruction for Form 2 and Form 3 students, and Cantonese was used mainly to highlight specific points of grammar or vocabulary and to provide clarification for students. The most common forms of instruction were teacher initiated student responses and drills, in which words, phrases, or sentences were said by the teacher and then repeated by the students. These methods often preceded or followed individual grammar and vocabulary book exercises. Other common types of classroom activities were the translation of words, phrases or paragraphs by the teacher, asking of questions by students during individual work and sometimes group activities, small group activities consisting of two to four students, and students chatting without teacher permission.

Mei Yi Lin found that chatting was a common practice among Hong Kong English students, especially during individual work or lecture-like activities. Also, many of the students scoffed at obvious attempts by their teachers to make their learning interesting, especially when the same method was repeatedly tried over a short period of time. However, one method that was successful was allowing students to chat, while guiding the discussion in English on a predetermined topic.

2.1.2 Teachers

Some difficulties encountered by students learning English in Hong Kong can be linked to deficiencies among the teachers. Through a review of Hong Kong language standards in 2002, it was found that nineteen percent of secondary school English teachers are not professionally trained and twenty-one percent are not subject trained (SCOLAR

Consultation Document, 2003, p. 36-37). For example, although as of 2003 all sixteen Project Yi Jin English teachers had at least a Bachelor's degree, only eight had a teaching qualification. Thus, in many cases teachers are unable to utilize the range of available teaching methods, such as demonstrating proper pronunciation through dialogues. They are also reluctant to develop their own teaching materials due to the lack of time. Some students claim that a good English teacher should teach the class in English (Croteau, 2002, p. 82) and also believe that having native English speaking lecturers could enhance their own listening skills (Hyland, 2002). Most importantly, teachers should give positive feedback to encourage students in language learning. For better language teaching development, teachers must "have competence, relatedness, and autonomy needs as well as a desire for continuous growth" (Zhang, 1995, p. 150).

2.1.3 Textbooks

The choices of course materials can significantly influence the curriculum. The Hong Kong government provides both standardised and alternative English textbooks from which the teachers can choose. The textbooks currently being used are not adequate for the students' levels (Zhang, 1995, p. 148). Most students found their textbooks to be too difficult. Only eleven percent of the English teachers in a senior high school and twelve percent of the senior students think that the textbooks they are using are effective in developing their listening, speaking, reading, and writing skills. In order to make the current curriculum more successful, teachers need to be more involved in giving suggestions for the design and selection of the appropriate materials they will be using in teaching their students. Also, teachers should be more involved in the development of the textbooks as well as the courses in order to produce a better atmosphere for the students.

Both students and teachers think that some textbooks they are using are not adequate. Other than the difficulty in understanding the excessive grammar and vocabulary focuses,

some students said that the major difficulties they have in reading textbooks and periodicals are caused by the nature of the subject rather than their English level (Hyland, 2002). Due to the fact that teachers want their students to do well on the standardised tests, the textbooks being used in class are those that overemphasise grammar and vocabulary.

2.1.4 Testing methods

In Hong Kong, students are required to take multiple tests and examinations before they can continue on to the next grade. For example, students must pass the HKCEE with a minimum score in order to proceed to Form 6 (Anderson et al., 2002, p. 11). There are two different English tests students can take through the HKCEE, Syllabus A and Syllabus B. The latter is the more difficult of the two because it covers more material than Syllabus A. Most of the standardised English tests are biased toward vocabulary (Grittner, 1980, p. 158). Since those examinations are the major barriers to continued education or to entering the job market, teachers tend to provide their students with vocabulary and grammar skills as opposed to communication skills, even though the communicative approach was suggested by the government as a better teaching method (Anderson et al., 2002, p. 9).

Another standardized test, the Chinese University Entrance Examination (CUEE), consists of a writing component with a short passage and highly controlled structure, does not take into account the students' oral and composition skills, or the skills that measure more accurately the students' English language proficiency (Zhang, 1995, p. 114). In 1994, 25,300 students took a "Use of English" examination. Twenty-one percent of them failed and thirty-five percent obtained a grade that was just above passing. A follow-up study was done and the results showed that "students do not feel their English is sufficient to achieve academic success" (Hyland, 2002).

2.1.5 Class size

Research has shown that the average number of students in a Hong Kong classroom is 25.4. It is normally recommended that no more than ten to twelve pupils be placed in a language-teaching group (Fox, 1973, p. 103). With the overcrowded classrooms, it is very difficult for students to learn through the communicative method because teachers are not able to focus on helping individuals (Anderson et al., 2002, p. 9).

Learning capabilities are differentiated by the various learning strategies that students use (Zhang, 1995, p. 140). When learners of different capabilities are placed together, some may lose motivation. The mixtures of students with varying capabilities, as well as the large class sizes, are some of the main problems in Hong Kong. These situations result in very little oral communication practice, which in turn results in pupils having poor speaking skills (Zhang, 1995, p.116).

2.1.6 Motivation

In Hong Kong, student motivation is a major problem in English classrooms. Many students have low motivation and self-esteem because they have either failed or scored very low on the HKCEE. When Anderson et al. observed the Yi Jin English classes in 2002, they discovered several reasons for the lack of motivation:

- Students want to learn English for everyday use, not just for passing the HKCEE
- Students who are motivated want to be able to communicate with English speakers
- Some students are less motivated because they are “weaker in English” and the class is not offering specific help
- Students want more interactive activities and teachers want activities that would increase students’ motivation and interest (2002, p. 22-27).

Students were confident, and thus more motivated, when they could understand and communicate with their native English-speaking lecturers (Hyland, 2002). Most of them

have “moderate positive motivation for learning English. More than half of them feel confident in their competence and abilities to be successful language learners” (Zhang, 1995, p. 140).

In general, students in the higher-level courses tend to be more motivated and more actively involved in their learning. They are also more likely to use learning strategies in a more flexible and appropriate manner (Zhang, 1995, p. 119). However, Zhang found that in Hong Kong, tenth graders had more motivation than twelfth graders. This is partially due to the fact that tenth graders would still be testing out different strategies for studying English, while the twelfth graders had already finished their English classes and were busy studying for the UEE. Also, because of the compulsory nature of the classes, students tend to lose motivation as they proceed to the next grade, especially if they have difficulty with the material.

Many of the previously mentioned problems exist in Project Yi Jin. In order to address the ineffectiveness of the English program, it was important to evaluate the magnitude of the problems and design our kit to help alleviate them.

2.1.7 Project Yi Jin

Project Yi Jin, or the Springboard programme, is a post-secondary education programme designed for students who wish to seek further education or job training. The students are a mixture of adults of age twenty-one or above, Form 5 dropouts, and people who did not receive high enough scores on the HKCEE to proceed to Form 6 and wish to receive an education comparable to Form 5 students (Croteau et al., 2002, p. i). There are two kinds of programmes offered by Project Yi Jin. One is a full-time activity which costs HK\$26,000 to HK\$30,000. The other is a part-time programme in which each module costs HK\$3,000. Students are required to complete and pass all ten modules within the 600 hour course time period in order to receive their certification for completion (Hong Kong Institute

of Education, 2002). Upon passing the courses of Project Yi Jin, graduates are rewarded with a qualification that is comparable to obtaining five passes on the HKCEE (Croteau et al, 2002, p. iv).

In an attempt to help students achieve their goals of receiving an education comparable to Form 5 or improving their education before entering the job market, Project Yi Jin has listed six objectives (Croteau et al., 2002):

1. Provide students with the education and proficiency equivalent to those who had successfully passed the Form 5 HKCEE.
2. Develop language ability for higher education and employment opportunities.
3. Promote positive attitudes toward life and have a sense of responsibility to society.
4. Encourage improvement in ethics, social and interpersonal skills.
5. Improve the students' self-learning ability.
6. Instil a sense of appreciation for life-long learning.

In 2000, the Hong Kong government gave HK\$200 million to fund the first three years of Project Yi Jin and also HK\$500 thousand to support the programme courses (HKSAR, 2002). Starting from 2002-2003, the government is automatically subsidizing any student who completes the programme with one-third of the tuition, and in addition, giving full tuition to those students who need financial aid. In 2002-2003 there were 3,033 full-time students enrolled in the programme, of which 1,857 received certificates for successfully completing it. More than sixty percent of the students who had received as low as zero to four points on the HKCEE were able to pass the programme. In view of the fact that Project Yi Jin contains material similar to that on the HKCEE, it could be said that the programme is meeting its first objective.

However, one of the problems with the Yi Jin programme is its cost. Students, teachers, and administrators agree that the programme is too expensive (Croteau, 2002, p. 43). Although some students will have all their tuition subsidized, others will be paying two-thirds of the tuition, approximately HK\$18,200 for ten modules. There are privately funded

English programmes throughout Hong Kong whose costs range from HK\$800 to HK\$3,000 per course, which include eight to twenty-four classes, respectively (Ever Learning Educational Centre, 2002; English Proficiency Centre, 2003). Online courses are available for HK\$200 per month or HK\$1080 per course (James Yiu English Club, 2001; Carewell Investments Limited, 2003), and private tutors can be engaged for about HK\$125 to HK\$350 per hour (Howard Language Services, 2002; Eureka Language Education Centre, 2002). Thus, Project Yi Jin has to justify its high cost.

Another problem that Project Yi Jin faces is the fact that many people are unaware of the programme, its goals, and its benefits. Statistics show that only about one percent of Form 5 dropouts apply to Project Yi Jin (Croteau, 2002). Students, parents, and potential employers do not understand how different the programme is from the formal education in Hong Kong. Students do not know enough about the possible employment opportunities upon completion, while many employers are not aware of the qualifications the programme provides. Many parents who are not informed about the programme are hesitant to send their children, as they do not see it as comparable to a formal education. They need to be convinced that the programme is a “springboard” for those who want to further their education or increase their potential in the job market. Some teachers believe the media have a tendency to view Project Yi Jin in a negative way, causing fewer students to enrol (Croteau, 2002, p.45).

Yet, students in Project Yi Jin have favourable views of the programme. In general, many students had high opinions of the knowledge and ability of the Yi Jin teachers and felt they were enthusiastic and supportive (Croteau, 2002, p. 28). However, large class sizes had a negative effect on how the students viewed the quality of the programme. Those whose classes contained sixteen students, as opposed to thirty-five, seemed to have much more positive attitudes.

Graduates of the programme felt their biggest problem with the English module was with spoken English. Some thought the lessons did not increase their skill, but only created the opportunity for further study. They seemed to believe that getting a job requiring English would be problematic without additional training (Croteau, 2002, p. 56). Many teachers felt that the English module needed the most improvement. It was a common opinion that the curriculum was too difficult for the students and that more focus on communication skills, including oral and listening exercises was needed. Teachers were expected to teach Form 5 content, while many students only had Form 3 knowledge. Requests have been made for more teaching supplies, as teachers thought they were required to provide too many of their own (Croteau et al., 2002).

In order to address the problems with the Yi Jin English module, it is important to review the advantages and disadvantages of existing teaching and learning strategies pertaining to EFL.

2.2 Student and Teacher Strategies in EFL

The roles taken on by teachers and students are major aspects in foreign language acquisition. The question is often asked how some people can learn a foreign language more quickly and thoroughly than others, given the same opportunity (Zhang, 1995, p. 15). Grittner addresses this point by concluding that different students have different learning styles, motivations, prior language experiences, and aptitude, thus making language experience more or less difficult depending on the circumstances (Grittner, 1980, pp. 151-152). Another factor affecting language acquisition includes the methods used to teach the language, whether these methods are broad theories to approaching English acquisition or individual styles.

This section describes the uses of learning strategies and teaching methods in an EFL setting. It was important to apply the different teaching methods to the design of the self-

access learning kit and allow for various learner strategies in order to increase the effectiveness of the kit.

2.2.1 Learning Strategies

Strategy use is crucial for effective language learning (Zhang, 1995, p. 22). In voluntary foreign language courses, where the students in the higher course levels are mainly those who have had success in the past, advanced students use strategies more effectively. This finding leads to the conclusion that effective use results in success, which then motivates the learner to go on to a higher level course. Thus, making students aware of possible strategies early on in language learning is important for their continuing success. However, it has been found that many, if not all, students are unaware of the majority of learning methods.

Rebecca Oxford has broken learning strategies into six main categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies (Oxford, 1990). Many of these overlap when actually put into practice.

All of the above are considered to be conscious strategies. Though there are other, unconscious, learner approaches such as generalisation, simplification, and transfer; those discussed herein will be the ones used consciously by the student. This is because unconscious strategies are universal to all language learners and are difficult and unreliable to study at best (Zhang, 1995, pp. 17-18).

Three of the strategies defined by Oxford directly affect language learning (Zhang, 1995, pg. 19). Memory strategies are used to help the learner “store and retrieve new information.” Students can use techniques such as flashcards or associating words with pictures in order to remember them better. Structural learning, or learning through the use of a set of rules, is an important part of this process. Cognitive strategies involve formal

practice or drills and focus on sounds and structures of words or sentences. Examples of these would be repeating a word fifteen times out loud in order to better produce the desired sounds, or practising different sentence structures through the fabrication of new sentences. Compensation strategies enable the learner to make up or guess at the meaning of unknown words. The learner can use gestures or use synonyms to convey meaning when speaking, or guess at the meaning of words when reading or listening.

The other three affect language learning indirectly (Zhang, 1995, p. 20). The first of these, metacognitive strategies, helps the learners plan their language learning. Important aspects of this strategy include planning out goals and objectives, and self-evaluating one's own progress. Affective strategies help learners manage and change their emotions and motivations. Since motivation is a factor in the use of learning strategies, this particular strategy can be very effective. The last strategies defined by Oxford are the social ones. These can include asking others for help or using the target language to communicate with other learners of the language.

The Summer Institute of Linguistics (SIL) International breaks down learning methods into only four groups consisting of meaning oriented, theory oriented, solution oriented, and activity oriented learners (SIL International, 1998). Meaning oriented learners tend to focus on people, use their senses for analysis, and ask why rules or situations are the way they are. Theory oriented learners like to process abstract data and think things through logically and sequentially. Solution oriented learners like to learn through trial and error, and constantly wonder how or why something works the way it does. Activity oriented learners like to gather information through life experience and apply it flexibly to their individual situations.

In order to complement students' learning strategies new methods of teaching have evolved. The aim of teaching methods and theories is to create a guideline for teaching that

can be used universally, by every teacher, when teaching a foreign language. The teaching methods used in our kit are meant to help the learners use strategies that are effective, as well as provide new material in an effective and goal oriented manner.

2.2.2 Teaching Methods and Theories

Teaching methods are an important facet of any learning environment. An effective teaching method is one that builds on students' strengths and compensates for their weaknesses (Grittner, 1980, p. 150), which would in turn increase their motivation in learning. As explained by Grittner, different students have different characteristics when learning, and thus teaching methods should be universal and varied. This section contains an overview of the evolution of language teaching methods and approaches, as well as brief descriptions of their use.

During the last quarter of the 19th century, the direct approach was stressed as the best learning method (Decoo, 2001). This approach was based upon learning a language the same way young children learn, through suggestions or directions in the target language without translations (Shoebottom, 2001; SIL, 1999). Soon, this method was rejected due to the vast number of students it was not successful with (Decoo, 2001). After a short period of experimentation and research, the direct method was replaced by the reading method. Teachers who used this approach often had their students read advanced texts early on in the course and used little oral communication in the target language (Mora, 2002). Soon, teachers became frustrated with this method as well due its impractical nature and lack of communication skill development (Decoo, 2001).

Two highlights of the late 19th century, were the eclectic methods (Decoo, 2001) and situational language teaching (SIL, 1999), which lasted through the early 20th century. The eclectic methods were used in the short interim period between the direct approach and the reading method (Decoo, 2001). They were a combination of conversational language and

grammatical integration through the use of textbooks. Situational language teaching was used in Britain during the time the reading method was used in the United States (SIL, 1999). Language was viewed as a set of habits that one acquired through use and study. Unfortunately, a gap in student knowledge was created because little grammar was introduced in situational language learning.

The grammar-translation approach was created in order to fill the gaps in the grammar knowledge of students. Teachers who used this method required their students to memorize rules, conjugations, and vocabulary words. The theory behind this was that the students would then be able to “recite isolated word forms, pass written tests, and translate sentences from English into the foreign language and from the foreign language into English” (Fox, 1973, p. 3). Classes using this theory are often taught entirely in the mother tongue, and difficult reading is introduced very early in the course (Mora, 2002). This method can still be found in many classrooms today.

In the 1940s, a movement grew with the arrival of the Second World War (Decoo, 2001). Called the audio-lingual method, it stressed oral communication and habit formation and avoided grammar rules and translation. The main form of teaching through the audio-lingual method is drill, during which words and sentences are repeated many times. Skills are learned in a set order: listening, speaking, reading, writing (Mora, 2002). When starting to learn the target language, the use of dialogs is the main form of increasing vocabulary and familiarity (Shoebottom, 2001).

Approximately twenty years later, another language teaching revolution took place, though this time outside the classroom (Decoo, 2001). A new approach formed through the impetus of commercial, diplomatic, and tourist use. Called the communicative method, it stresses language learning for use in real world situations. Common themes for communicative language teaching are “inviting, suggesting, complaining, or notions such as

the expression of time, quantity, [and] location” (Shoebottom, 2001). Material is often presented as dialogs or readings with translations and word-lists. This method is somewhat similar to situational language teaching.

No “best method” for language teaching has been found as yet. Each approach that has been put into practice has received its share of approval and rejection, and in time was replaced by new methods. Today, language learning stresses language that can be used in common situations, and the most widely used technique is the communicative method. Several approaches are normally intermixed to give students a better chance of retaining information. Assessing each established method was an important step in designing how the material was to be presented in the language learning kit. It was important, however, that these approaches were chosen to fit the learners’ styles of learning, and not just the teachers’ ideas of what the learners’ styles should be. By catering to student needs, motivations can be increased, and the learning process can be more efficient.

2.3 Theories of Student Motivation

Motivation is one of the key aspects in determining one’s success in learning English as a foreign language (Allen, 1972, p. 535). Personal motivations determine the amount of active involvement and reveal what the language skills will be used for. Students with a positive attitude and a great deal of motivation to learn will master the language faster and with less difficulty than those who lack motivation.

Self-directed learning is known to be successful in motivating students by allowing them to choose techniques that work best for their personal learning styles. A self-access kit is an example of self-directed learning. In order to design this particular kit, it was important to consider studies regarding Chinese students’ motivations in learning EFL and several theories of student motivation in learning EFL. The relevant theories were then applied to

circumstances commonly found among students in Hong Kong, to ensure that the design and content of this learning kit would meet the motivational needs of the students.

Numerous theories involving motivation have been presented throughout the past four decades. The earlier ideas of motivation for learning EFL were drawn from the basic studies on human learning and how they affected learning a language (Zhang, 1995, p. 29). These initial theories were a good starting point, but as was shown, each had its own limitations. One limitation common to most early theories was that they failed to operationalize the concepts they intended to explain.

In 1972, Gardner and Lambert introduced the following equation based on the Social-Psychological theory as a model of the requirements for motivation:

$$\text{Motivation} = \text{Effort} + \text{Desire to Achieve a Goal} + \text{Attitudes}$$

In this case, the term “attitudes” is meant to stand for one’s beliefs and opinions toward the target culture (Zhang, 1995, p. 33). One limitation of the Social-Psychological theory is that it is difficult to formulate suggestions for language instruction, as the theory does not make links between motivation and psychological mechanisms.

While the Social-Psychological theory has its limitations when applied to learning EFL, it does emphasise the importance of a learner’s attitudes. People’s attitudes towards learning a second language serve as “motivational supports” and indirectly affect their success with the language (Taurozae, 1999, p. 9). Attitudes influence the degree of motivation, which determines the amount of effort put into a task, which in turn affects accomplishment. Also, people’s attitude towards the native speakers of the target language will affect how well they learn (Allen, 1972, p. 413). Taurozae’s study of Hong Kong students’ attitudes toward learning English was completed in 1997, soon after the demise of British control over the territory. She found that the students had higher opinions of Westerners than they did of their own people (Taurozae, 1997, p. 39). The fact that the

students have a high opinion of the target culture increases their chance of success in learning EFL.

Integrative and instrumental orientations were presented as types of motivation also by way of the Social-Psychological theory. These two orientations are recognised motives associated with learning a foreign language (Grittner, 1980, p. 153). An instrumental motive is related to the practical advantages of proficiency in the language, such as improving one's economic or social standing. Integrative motivation is the desire for interaction and association with the target language community and is said to be needed in order to master higher levels of proficiency (Allen, 1972, p. 406).

The Intrinsic Motivation theory was developed with Piaget's theory of learning and development through cognitive structures (Kearsley, 2002). The Intrinsic theory defines two types of motivation, intrinsic and extrinsic (Schneider, 2001, p. 6). It has had significant impact on learning EFL, given that intrinsic motivation can be extremely effective in language acquisition. Intrinsically motivated people will participate in a task because they enjoy it, without the need of a reward or any other external reason. An extrinsically motivated person will perform a task simply because it is required or to receive an external reward (Zhang, 1995, p. 31). In designing the self-access learning kit, it was important to include content relevant to the students' everyday lives, in order to increase the students' intrinsic motivation.

The Expectancy-Value theory states that motivation will increase as the value of a task and expectations to succeed increase (Schneider, 2001). The degree to which a person expects to succeed or fail depends on past experiences and what they consider to be the cause of the past successes or failures. There are two components to this theory, an "expectancy path" and a "value path" (Zhang, 1995, p. 43). Those who expect to succeed will become more involved with the task and persist longer. The value path consists of the task value and

student goal. The task value will increase as a person feels the task will provide a challenge, contain interesting content, and have instrumental outcomes. The student's long and short-term goals also contribute to the value path.

Students are more apt to be motivated when performing self-selected tasks because they are based on the students' interests (Zhang, 1995, p. 41). This is one of the benefits of self-access learning programs, as self-directed learning can result in a sense of personal responsibility and competence. While many of the theories mentioned above have been replaced with more cognitive-based theories, the Expectancy-Value theory remains a useful method of explaining motivation. The basics of this theory were applied to the design of the learning kit, specifically the need for interesting content and instrumental outcomes.

One of the more recent theories of motivation is the Self-Efficacy theory, where people's perception of their own ability to perform an act determines the degree of motivation (Zhang, 1995, p. 37). A person with high self-efficacy will attribute success to a combination of effort and ability and credit failure to a lack of effort (Schneider, 2001). On the other hand, one with low self-efficacy will attribute failure to a lack of ability and credit success to luck or to the fact that the task was not difficult. Students with high self-efficacy will have greater motivation to perform a task. The learning kit was designed to aid students in setting attainable goals and thus increase the possibility of feeling successful. We hoped to raise the students' self-efficacy by helping them attribute their success to their own effort and ability.

Zhang's work, "A Study of Chinese Secondary School EFL Students' Strategy Use and Motivation for Language Learning", showed high correlation between self-efficacy, task value, and degree of motivation. The majority of the Hong Kong students were found to be instrumentally motivated. It has been shown that motivation is fostered by successful experiences. Zhang recommends that teachers assist students in setting attainable goals, to increase the possibility of feeling successful (1995, p. 73).

Taurozae's study found the following instrumental motives to be the most popular: "English will be useful when travelling abroad", "I would like to be able to speak to foreigners", "English will help me get a good job", and "Most of my academic books are in English" (Taurozae, 1997, p. 35).

Given that Zhang and Taurozae had similar findings, they both made similar recommendations to improve EFL acquisition. Taurozae suggested that teachers in Hong Kong should focus their curricula on the use of English for international communication, as opposed to stressing its everyday use (Taurozae, 1997, p. 51). Zhang recommended that teachers assist their students in appreciating the value and function of possessing English skills in today's world (Zhang, 1995, p. 146).

Students should be more apt to use the kit if they feel it will help them reach their goals or motives for learning English. One of the common goals, as previously mentioned, was getting a good job. To appeal to these students, the kit included dialogues and business terminology that can aid them in a job interview.

2.4 Self-Directed Learning

Self-directed or self-access learning approaches have recently become more popular for teaching and learning EFL. Self-directed learning (SDL) is described as a method in which learners take the initiative to identify their individual learning goals and needs (Lowry, 1989). Since the learners are in control, they can then choose from various resources and learning strategies to reach their goals. SDL gives language learners the responsibility of managing the context of the lessons, as well as monitoring and evaluating their strategies and results. Self-directed learning also acknowledges the importance of motivation and choice in learning a language. Allowing learners to choose their own course of study both initiates and sustains their motivations and efforts (Abdullah, 2001).

Cotterall conducted a study of several self-directed learning centres in an attempt to identify what aspects make a centre successful (1996). She found that the most successful centres supported learners before, during, and after their individual lessons in various ways. Support before the lessons consisted of psychological and practical preparation for the visit. Psychological preparation includes building the learners' self-confidence in their ability to teach themselves, while practical preparation includes increasing their awareness of the various learning methods.

Cotterall stated that support during the lessons could include accessible staffing and material. Having staff who are available to assist learners with requests or questions is very important in SDL. The learners should be instructed in setting goals and monitoring their progress. The materials and activities available to the learners should be "user friendly" and up to date. Cotterall also mentions that while new technology is useful in SDL, it is important that learners are taught how to utilise it.

Similarly, Klassen studied the differences between a standard classroom curriculum and a self-access language-learning program, in order to determine which method was more effective (Klassen, 1998). She found that the self-access or independent programme allowed students to be active participants by establishing their own curriculum. The independent learning environment discussed in this study allowed students to set their own goals by recognising their personal strengths and weaknesses. They were also able to choose the method of learning that best suited their learning style and ability, while requiring them to practice time management skills.

Students who participated in the self-access part of the study stated they felt confident in creating their own study plans, since they had identified their own strengths and weaknesses (Klassen, 1998). When asked what type of approach the students preferred, most confirmed that a combination of the classroom and independent programs would be best.

They enjoyed the choices of the self-access program, but requested more guidance from a teacher or counsellor.

The final results of the study showed that there was no significant difference in the overall progress made by the students from both programs. However, the students from the independent programme made more improvements in reading than the other group, while the classroom students made more improvements in writing. These differences can be explained by the fact that the students in the self-access environment had to read all instructions on their own, while the classroom students had their instructions read to them. Also, the students in the classroom setting had more opportunities to get feedback from teachers on their writing (Klassen, 1998).

In 1996, Detaramani et al. carried out a study at the Hong Kong University titled “Learner’s Attitudes and Motivation Towards the Self-Access Modes of Learning” in an attempt to understand why the university’s self-access language centre was not being used (1996, p. 2). Roughly 600 questionnaires were distributed and some personal interviews were conducted to determine the common needs, personal interests, objectives, and motivations of the students who would most likely be using the centre.

When the students were asked to rate their preferred learning approaches, radio/television and socialising were ranked the highest. The teacher-led tutorial option was the next highest on the list, followed by one-to-one tuition and student-led group work.

The questionnaire also obtained the students’ opinions on what material they would prefer in the self-access centre, as well as the focus of the material. For the preferred material section, films and videotapes were at the top of this list, followed by magazines. Cassette tapes, computer assisted learning, newspapers, and interactive videos followed and were all rated fairly equally. When asked to choose their preferred focus, the use of English

for speaking, listening, and social interaction were equally at the top of the list, above fifty percent. English for work, writing, and study followed.

Abdullah (2001) states that teachers can support SDL by making students aware of their responsibilities in learning. Decisions regarding what is to be learned, how the lessons can be taught, and how the results will be evaluated should be shared between the student and teacher to emphasise the students' roles. This will allow the learning to become more important to the students.

Self-directed learning is a complex practice that cannot be portrayed with a single definition (Kerka, 1999). It becomes a very interesting technique when applied to learning EFL, in that it generates motivation. The findings of these studies were used in the design of the learning kit.

2.5 Existing Self-Access English Language Learning Kits

There are numerous self-access English language learning kits available for people in Hong Kong. While many schools and universities have language centres, and commercial kits are available for purchase, the only free resources available to the public are located in the language learning centres of the Hong Kong public libraries. These learning kits vary in form and content. The software collection accessible at the Language Learning Centre of the Hong Kong Central Library consists of CD-ROMs and workbooks which help learners in topics such as dialogues, vocabulary, usage of words and grammar, and tenses.

One of these kits, "Let's Talk in English: Vocabulary & Pronunciation Interactive Skill Builder" focuses on vocabulary words learners would be using in everyday situations. This kit contains a CD-ROM with which the users could practice their speaking skills through activities and games using the speech recognition function. This function allows the users to listen to and evaluate their own pronunciation by comparing it with the recorded playback. By comparing their own voice with a native speaker's, the users could measure their

pronunciation accuracy with the Pronunciation Meter to improve and develop their English speaking ability through practice. The language of instruction is set upon installation of the software and can not be changed unless reinstalled.

Another kit available through the Language Learning Centre is “The Rosetta Stone Language Library”. It consists of a book, a CD-ROM, a workbook, and a booklet with quizzes and tests along with an answer key for every exercise users could do after learning the units from the CD-ROM and the book. The book includes units divided into topics such as nouns, prepositions, different forms of tenses and verbs, and the ordinal numbers. Some activities include matching pictures with words, yes/no questions, sentence writing, fill in the blank exercises and tests for users to assess and practice their skills. The CD-ROM contains over one hundred lessons on the same topics as the workbook. Within each lesson, the user can choose between four types of exercises and a lesson quiz. These exercises focus on reading and listening skills by showing the user pictures with captions describing them. Audio recordings of the captions are also played. The exercises call for the user to either match the caption with the picture, the audio recording with the caption, or the audio recording with the picture. This kit has instructions in English only and is meant to be used by those with some English capability.

There are also kits with beginner levels and Chinese instructions intended for users with less English proficiency. Two of these are the “BBC New English Course” and the “Yuen-Liou Interactive E-Dictionary.” The “BBC New English Course” is a thirty-week self-learning course consisting of twelve CD-ROMs, which are divided into forty-eight units and three levels: beginners, intermediate, and advanced levels. Within each level there are four CD-ROMs with sections called dialogues, grammar, topics, useful phrases, and songs that one could introduce oneself in English. The dialogues followed no recognizable theme or pattern, and were presented through still cartoons with moving heads and lips. Each

dialogue contained three different levels of quizzes, beginning with matching a ‘spoken’ word to a part of the picture, typing a ‘spoken’ word, and filling in blanks in sentences from the dialogue. Users could display a graph of each sentence in the dialogue in wave format, and then record their own speech and compare the two graphs. The kit itself completed no comparison. Topics were mainly short audio recordings with cartoon pictures depicting forms or letters, with each word on the form played aloud in the recording. The grammar was presented in short animated cartoons that were only colourful variations of displaying words and highlighting specific portions of the words with colours. The type of grammar included was mainly oriented around words, and not sentence grammar. One song was present in each lesson so that students could read the lyrics while the song played. Words were highlighted by a small yellow circle as they were sung in the recording. The songs were not oriented towards adolescent learners or young adults.

The “Yuen-Liou Interactive E-Dictionary” consists of a dictionary and a CD-ROM. The dictionary uses illustrations to teach users new vocabulary words. There are Chinese and English examples of how each word could be used in sentences. The activities included on the CD-ROM focus on vocabulary, grammar usage, and sentence structure and pattern. In the sentence structure section, there is a small screen at the upper left hand corner introducing different sentence patterns. Vocabulary words are introduced in pictures in which the users can click on the different objects on the screen for the pronunciation and spelling of the words. There are exercises in which users can record their own pronunciation and then compare it with the recorded pronunciation. The listening exercise tests the users listening skills by having the users click on the object the programme recorded voice says. For the speaking exercise, the users have to say the name of the object that is starred in the picture on the screen. Games such as matching, word search, and crossword puzzles testing the users spelling and definitions are also included in the CD Rom. The “BBC News English Course”

has instructions in Cantonese and the “Yuen-Liou Interactive E-dictionary” has its language of instructions in Putonghua which allows both local Hong Kong people and new arrivals from Mainland China to use the free facilities provided by the Hong Kong government to learn more about the English language.

One aspect shared by these kits was the lack of accessible, detailed instructions. The “Yuen-Liou Interactive E-Dictionary” and the “Let’s Talk in English: Vocabulary & Pronunciation Interactive Skill Builder” did not have any instructions included with any of the activities in the kits. It was assumed that the users could figure out the correct means in which to complete the exercises. The “The Rosetta Stone Language Library” included instructions in a separate tutorial section, rather than having them included within the exercises. The “BBC News English Course” was the only kit to contain instructions along with the activities; however, they were minor, one-line instructions.

After evaluating the forms and materials of existing kits, we applied the most positive and useful aspects of each to the design of our own kit. In view of the fact that speaking is one of the main problems for students, we decided that features such as speech recognition and pronunciation meters would be extremely useful. Students would be able to use the kit entirely on their own and still be able to ensure that their pronunciation was correct.

The only difference between our language kit and the existing commercial and public ones is its scope. There were no limitations placed on our design. Many commercial kits cover a wide variety of topics and language abilities in order to reach as large a consumer base as possible. Ours was designed for a specific audience and only includes topics relevant to their lives. It is tailored for the particular ability level of the Yi Jin students and has activities that focus on the language skills they requested. By including interesting topics and increasing the possibility of the students feeling successful, our kit has a better chance of raising their motivation.

Chapter 3 Methodology

The goal of our research was to design a self-access English language learning kit to be used by Project Yi Jin students as a supplementary learning aid. In order to do this, the underlying problems responsible for some Hong Kong students being unsuccessful in learning English were identified. We investigated students' motivations, their English language weaknesses, and the type of content they feel is necessary for the curriculum to be effective. This information was obtained from both students and teachers in the EFL curriculum and was used in the design of a supplementary self-access learning kit.

Some methods we felt would be effective in obtaining this information were focus groups and questionnaires. Insights into student motivations, weak points in English, and desired content can be easily found through group discussions. Focus groups are known for eliciting a greater amount of subjective feedback than other methods. A questionnaire was also useful in collecting information pertaining to our study. One advantage to this method was the sheer amount of data that was gathered in a short period of time.

In order to carry out these tasks, it was necessary to draft letters requesting permission from the principals of the Yi Jin institutes. Included with the letter were copies of all the documents that were later given to the teachers and students. After permission was granted, letters were sent to the teachers informing them of this project and asking them to complete the teacher questionnaire. They were also given the details of how and when to administer the student questionnaire. Included with this letter were copies of the teacher questionnaire and cover letter, the student questionnaire and cover letter, as well as the administration procedures for the student questionnaire. Ms. Alice Chan informed the teachers of the focus group, while a letter was sent that included a copy of the guided questions that were going to be asked during the session. A final letter was sent to the teachers notifying them of the

student focus groups and requesting their assistance in choosing the participants. A copy of the guided questions for the student focus groups was also included.

3.1 Focus Groups

There were three individual focus group sessions, consisting of one group of teachers and two groups of students. We used the information gathered through these sessions to verify the information gathered through the questionnaires. This method also allowed the participants to provide more detailed opinions than they could on questionnaires. The data we gathered through the focus groups were analysed in a qualitative manner. We identified the most popular opinions of the group and ranked them by extent of agreement.

The teachers were asked questions concerning common student problems encountered when learning English, what types of activities students seemed to enjoy, their opinions on the current English language curricula in Project Yi Jin and what they felt it was lacking (Appendix F).

We held two student focus groups at two selected Project Yi Jin institutes. The two institutes were chosen for their location and availability of the students and teachers. The students were chosen by their teachers based upon how willing they were to participate. The sessions focused on their needs and wants, as well as their motivations. The questions pertained to the pupils' reasons for learning English, their personal interests, how they study English outside of the classroom, how they would like the content of the kit to be presented, as well as how willing they are to use a self-access kit (Appendix F).

3.2 Survey Questionnaires

The questionnaires were distributed to selected students and teachers from each of the nine Project Yi Jin institutes. The purpose of these questionnaires was to obtain a large amount of data that could be analysed in a quantitative manner. All questionnaire

participants were selected through purposeful selection, as opposed to random sampling. We felt that this was the most appropriate method due to our limited amount of time, the availability of the students and teachers, social contexts, and our limited resources.

Ten students were chosen by each of the full-time teachers based on the teacher's opinion of how thoroughly the students would answer the questions. The questions pertained to pupils' expected uses of the language, their English proficiency, and their personal interests outside of class (Appendix E).

We distributed questionnaires to fourteen full and part time teachers of the English programme. The questions collected information about the teachers' teaching styles, lesson plans, their opinions on learning English, and how they felt the content of the kit should be presented (Appendix D).

3.3 Limitations and Compromises

There are always limitations to consider and compromises to make with any method of data collection. It is important to take these limitations into account to assure that the data obtained are valid. Many of our limitations were unavoidable and some compromises were made due to the availability of our sources, convenience of administration, and the short time span of the study.

One of the limitations with our questionnaires was the wording of the questions. Although they were reviewed many times to ensure as little misinterpretation as possible, some confusion was unavoidable. Some participants answering the questions may not have understood the wording or focus of the questions and therefore gave responses that were inconsistent with the original intent of the question. Problems also arose when a participant was asked to choose one response out of a list as the most appropriate, requiring them to weigh several choices that might have been equally appropriate. Another problem was

encountered when students and teachers were asked to rank a list of options in order of importance. Rather than using the full range of ranking options, they used the same rank designation more than once. The most common problem with the questionnaires was that if all the questions on an individual form were not answered, the questionnaire was discarded. We chose to discard them in an attempt to remain consistent with the number of responses for each question.

On our student questionnaire, we made the question, “What was your score on the HKCEE English test?” optional to the participants (Appendix E). We anticipated that most students would not answer this question, since they would most likely feel embarrassed to reveal their grade. By making the question optional, we avoided having to discard any forms that did not have this question answered.

There were also many limitations encountered when designing the focus groups. In theory, focus groups are a very useful method for data collection. However, many complications arise in reality and many compromises must be made. Most of our limitations were encountered when designing the student focus group. Theoretically, the participants should have been selected from various institutes in order for the data to be more representative of the target population. For our situation, this was not the most realistic choice. If we chose students from many different institutes, they would not have been familiar with each other and we would have been required to hold the focus group in a place unfamiliar to all of the participants. Students who are not acquainted with one another or the environment are more likely to feel uncomfortable and therefore not engage in natural discussions. Also, students would have been less likely to show up if the focus groups were held under these conditions (Chan, 2003).

By choosing students from the same institute, we were able to hold the focus group in an environment that was familiar to them all. We could also be sure that they would be

comfortable with each other, which allowed natural conversations to take place. The focus groups were designed and administered throughout the last few weeks of Project Yi Jin's term. This narrowed our choices when deciding what institutes to select students from due to final exams and busy lesson schedules. Although the data obtained under these conditions were not as representative as other conditions would have produced, we felt that the compromises we made were appropriate to our situation.

Special considerations were also made in order to deal with the differences between the English and Chinese languages. It was necessary to translate all of the documents into Chinese for the students, including the cover letters, questionnaires, and focus group questions. We were also required to have a native Cantonese speaker moderate the student focus group. By administering the questions in the language most familiar to the participants, they were more relaxed and willing to voice their opinions.

Chapter 4 Results and Analysis

In order to design our learning kit, we collected opinions about the importance of various language skills, subjects to be covered in the kit, and the manner in which the materials of our kit should be presented. Our questionnaires and focus groups were intended to obtain the views of the Yi Jin teachers and students on these topics (Appendices D & E). This chapter provides some background information on the population sample, presents and analyses the data obtained through our methods, and describes the final design of our learning kit.

4.1 Focus Group and Questionnaire Participants and Procedures

Our teacher focus group was held after a teachers' quarterly meeting at a Caritas institute. Out of the sixteen Yi Jin English teachers, ten full- and part-time teachers, five male and five female, volunteered to stay after the meeting and take part in the focus group. The focus group was conducted in English with one moderator, two assistant moderators, and an audio recorder.

We sat in on two Yi Jin English classes to observe the classroom environment, teaching methods, and student-teacher relationship. The two student focus groups were subsequently held in the same two classrooms where the English classes had been observed. Each focus group consisted only of students from the institute where the session was held. The students who participated ranged from seventeen to twenty-one years old. Focus Group A consisted of eleven students, three males and eight females. For this group, there were two moderators present, a native Cantonese speaker and a native English speaker. Also present were three additional native Cantonese speakers and a native English speaker who took the roles of assistant moderators and aided in recording data by hand. Focus Group B consisted of nine students, six males and three females. The same two moderators ran this session,

while two native Cantonese speakers and a native English speaker aided in recording data by hand. In both focus groups, the questions were initially asked in English and then repeated in Cantonese for clarification. The students' responses were mainly in Cantonese. Both sessions were also recorded by an audio recorder.

We sent twelve student questionnaires to each of the nine Yi Jin institutes. A total of ninety-four questionnaires were returned; however, twenty of the forms were not used in our analysis because they were either incomplete or incorrectly filled out. Since our study did not attempt cross-correlations, it was not necessary to discard these forms. Examinations showed that the answers seemed to show no correlation patterns, and it may have been possible to recover partial information from the unused questionnaires if more time had been available for data analysis.

The completed questionnaires gave some brief background information on the students and teachers which is subsequently shown. The average length of time students have been studying English is about fifteen years, with a high of twenty years and a low of five years. All of the students were native Cantonese speakers; ninety percent of them were full-time Project Yi Jin students. The average length of time the students have been in the Yi Jin English programme was about five months, with a high of one and a half years and a low of three months. Full-time Yi Jin students will remain in the programme for one or two years, depending on the school. Part-time students can enrol one class at a time and would remain in the programme until they earn all their credits. On the HKCEE, Syllabus B was taken by fifty-eight percent of the students and the rest took Syllabus A. The optional question that asked for the students' score on the HKCEE was answered by eighty-eight percent of the participants. Of those, twenty percent passed the exam with low grades of either D or E.

There seemed to be a great deal of ambiguity in questions eight and fourteen, where the students were asked to state their top two reasons for learning English and to choose reasons topics they would like to learn more about in English, respectively (Appendix D). We decided to discard the questionnaires that had more than two options answered and keep the forms that had one or two choices circled. We felt that if too much information was provided by students, the results for that question could be biased towards those students' opinions and therefore not be representative. Also, if participants chose too many answers, it would have been difficult to determine the most popular opinions. The justification for keeping the forms with one or two options circled was that we still received the participant's top choice and the results were not obscured by confounding data.

We distributed and received back thirteen teacher questionnaires, ten of which were valid. The teachers who filled out our questionnaire have been teaching English for an average of about six years.

4.2 Subject Matter

The questionnaires and focus groups we conducted highlighted the most popular topics that teachers and students of Project Yi Jin felt the kit should contain. From the teacher focus group, we learned that the learning kit should contain samples of telephone conversations, job interviews, ordering at a restaurant, asking for directions, and introducing oneself. The teachers mentioned that their students might be working in jobs related to service and sales, so teaching students useful English skills focusing on these areas was desirable.

The students from both focus groups listed shopping, eating, watching films, and surfing the internet as their common personal interests. Other student interests were singing

karaoke, playing video games, Mah Jong, and badminton, going to clubs and bars, watching television, travelling, and listening to music.

When asked how they study English outside of class, students from both institutions answered radio programmes, television, and English songs. Other answers the students gave were talking to foreigners on the street, watching soccer games on television, communicating through online computer programs, reading the newspaper, going to school and summer courses, and doing research at the library. Their answers reveal that the students' main uses of English were for entertainment, communication, and education purposes.

In the student questionnaire, two questions asked the students their opinions relating to the subjects that would be covered in the learning kit. One asked about their primary reason for studying English and the students were asked to choose two options for their answer. As shown in Figure 4.1, over half of the students stated they were learning English to obtain a job. The high percentage of students wanting to be able to communicate with foreigners could be attributed to the fact that there are always a lot of tourists and overseas business people in Hong Kong. Therefore, Hong Kong residents must know enough English to communicate with foreigners and provide service to tourists. In general, all the student participants from agreed that the topics of the kit should be relevant to their daily lives.

The teachers were also asked for their suggestions about what subject areas the kit should focus on. They agreed that students need to learn the practical uses of English, just as the students did.

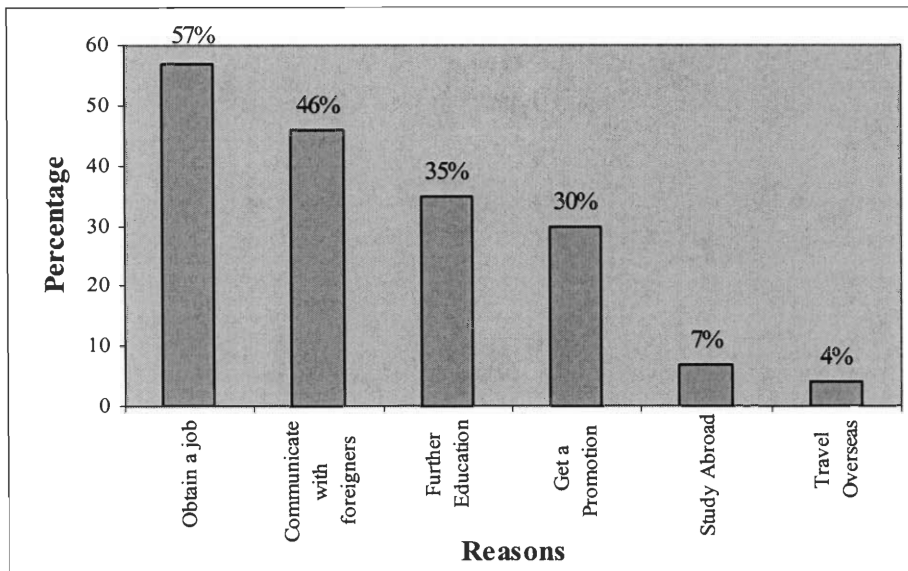


Figure 4.1 Students' reasons for learning English

The questionnaire asked students what subject areas they would like to learn more about in English and gave them eight options to choose from. As shown in Figure 4.2, more than half of the students answered they like to learn about social topics, which was described as entertainment, sports, and dating. While more than half of the students chose obtaining a job as their most important reason for learning English, fewer than ten percent wanted to learn about employment-related subjects such as management, hotel, food, hospitality, and transportation services. Even though the majority of the students would like to be able to use English for professional purposes, they are more interested in learning how to use it for entertainment purposes.

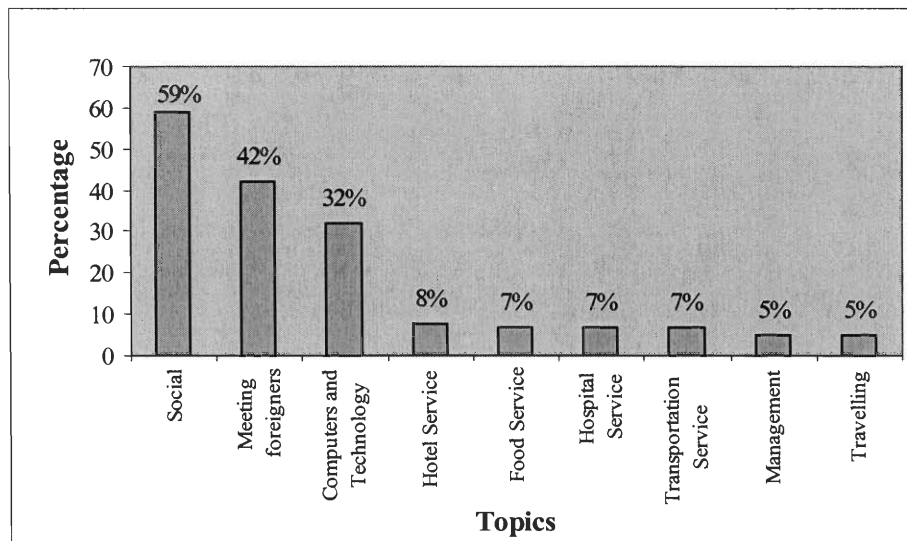


Figure 4.2 Students' preferred subject areas to learn English about

Using the information collected from the focus groups and questionnaires, it was possible to include topics in the learning kit that relate to the Project Yi Jin students' lives, such as entertainment, education, service and communication skills. The teachers' professional opinions assured us that the topics were interesting to the students as well as educational.

4.3 Language Skills

In designing our kit content, it was important to obtain the opinions from the students and teachers of Project Yi Jin on what language skills they feel the activities in the kit should focus on improving. The teacher questionnaire and focus group asked the participants questions regarding their current lesson plans, common student problems when learning English, and their opinions on the importance of various language skills in meeting the needs of the students. In the student questionnaire and focus groups, we asked the students what some of their problems are when learning English and what they feel is the most important language skill.

The student and teacher questionnaires (Appendix A.4) asked the participants to rank 4 language skills - speaking, listening, reading, and writing - in order of importance. Tables 4.1 and 4.2 show that listening and speaking were ranked higher overall than writing and reading. The majority of the teachers chose listening as the most important skill for students to have. Table 4.1 shows 80% of the teachers felt that writing was not important and 60% viewed reading as somewhat important.

	Most Important	Important	Somewhat Important	Least Important
Speaking	30%	30%	30%	10%
Listening	40%	40%	10%	10%
Reading	30%	10%	60%	0%
Writing	0%	20%	0%	80%

Table 4.1 Teachers' relative ranking of importance of language skills

Table 4.2 reveals that the students' opinions were less unified than the teachers' views when it came to rating the least important skills. Still, the general opinion among the students was that speaking and listening were the more important skills.

	Most Important	Important	Somewhat Important	Least Important
Speaking	38%	38%	15%	10%
Listening	32%	38%	15%	15%
Reading	8%	17%	38%	36%
Writing	22%	7%	32%	39%

Table 4.2 Students' relative ranking of importance of language skills

In order for our kit to meet the specific needs of the Yi Jin English students, it was necessary to determine the common problems students experience when learning the English language. The teacher questionnaire results shown in Figure 4.3 illustrate that the teachers felt the most common student problems were oral comprehension and grammar. This was confirmed through the teacher focus group, where several teachers stated that their students have a lot of trouble with grammar. One teacher requested that the kit have some grammar

exercises to address this problem. However, another teacher disagreed, stating while the students do need grammar practice, they are already very bored with it and would be likely not to use the kit for this reason.

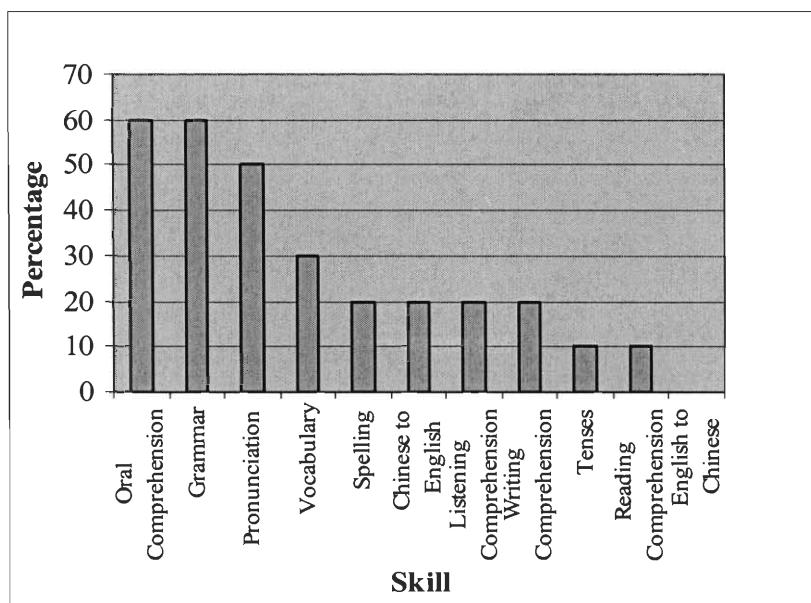


Figure 4.3 Teachers' assessments of common student problems when learning English

Answers to the student questionnaire, showed that the student responses were somewhat similar to the teacher responses. As shown in Figure 4.4, the common opinion among the students was that their biggest problem was with writing, which depends heavily on knowledge of grammar. During the two student focus groups, the participants also indicated some difficulties with listening, pronunciation, reading, and speaking. However, only seventeen percent of students stated they have problems with their listening skills while twenty-three stated they have problems with their speaking skills.

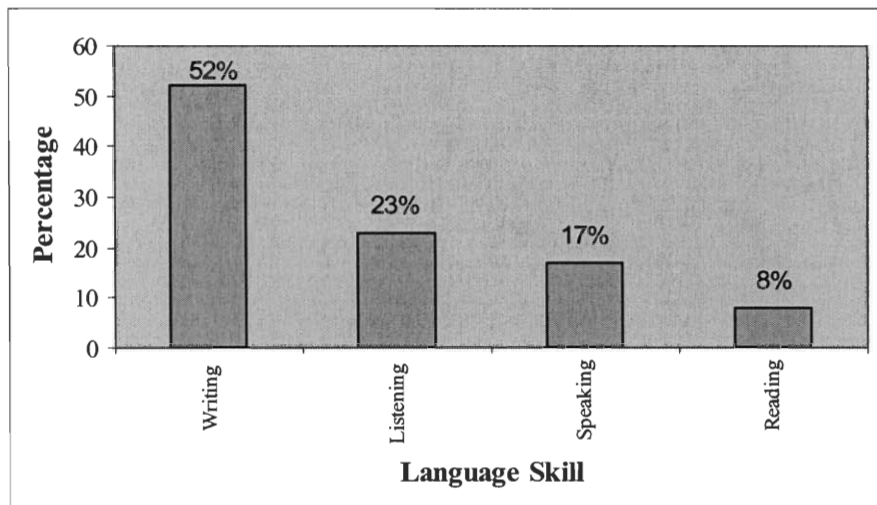


Figure 4.4 Students' assessment of common problems when learning English

We also learned teachers' opinions of the current Yi Jin English curricula through the teacher questionnaire and focus group. The questionnaire asked the teachers which language skill they felt was stressed most due to programme requirements. As Figure 4.5 shows, forty percent of the teachers felt that reading is stressed the most due to programme requirements.

Many English teachers in Yi Jin are unhappy with the government proposed course material (Chan, 2003). With this in mind, we asked the teachers what language skill they felt should receive more stress in the classroom. Figure 4.6 shows that ninety percent of the teachers felt that speaking should receive more stress during lessons. This response agrees with the previous statement that teachers feel speaking is one of the more important language skills (Table 4.1).

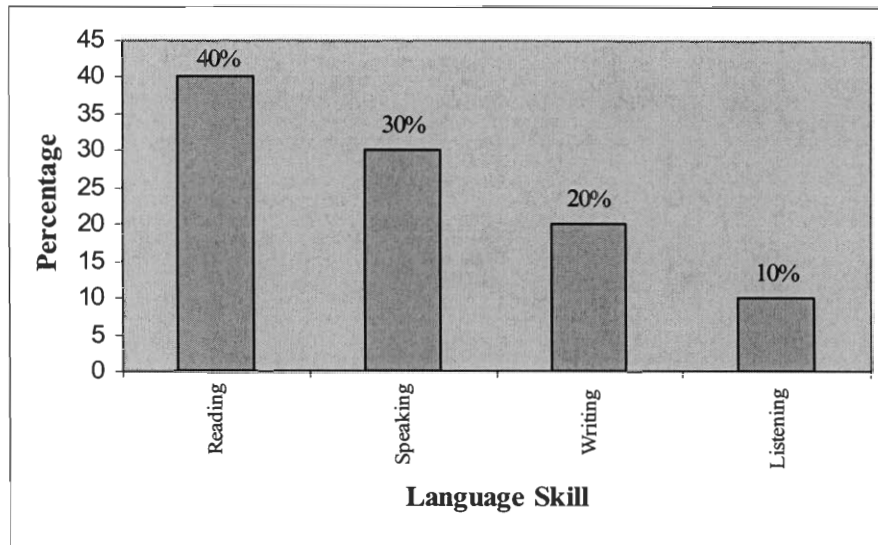


Figure 4.5 Teachers' opinions on what language skill is stressed due to programme requirements

In addition to asking the teachers what skill they would like to emphasise more in class, we asked what skill they would like to stress less. The majority stated they would like to place less emphasis on writing, shown in Figure 4.7. One point worth noting is that Figures 4.6 and 4.7 are not complimentary to each other. For example, while twenty percent of the teachers felt that reading should receive less stress, eighty percent did not feel it should receive more stress. This would suggest that many teachers feel some of these language skills receive the correct amount of emphasis in the classroom.

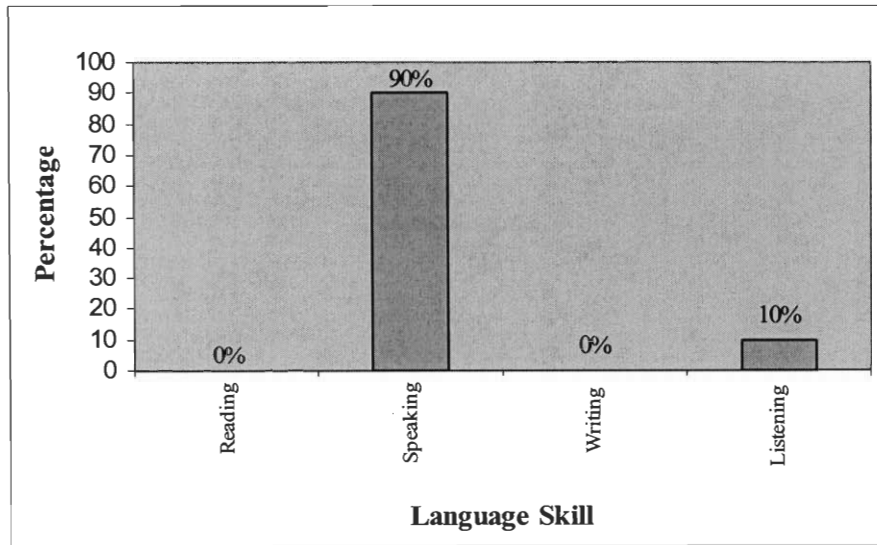


Figure 4.6 Teachers' opinion on what language skills should be stressed more in the Yi Jin Programme

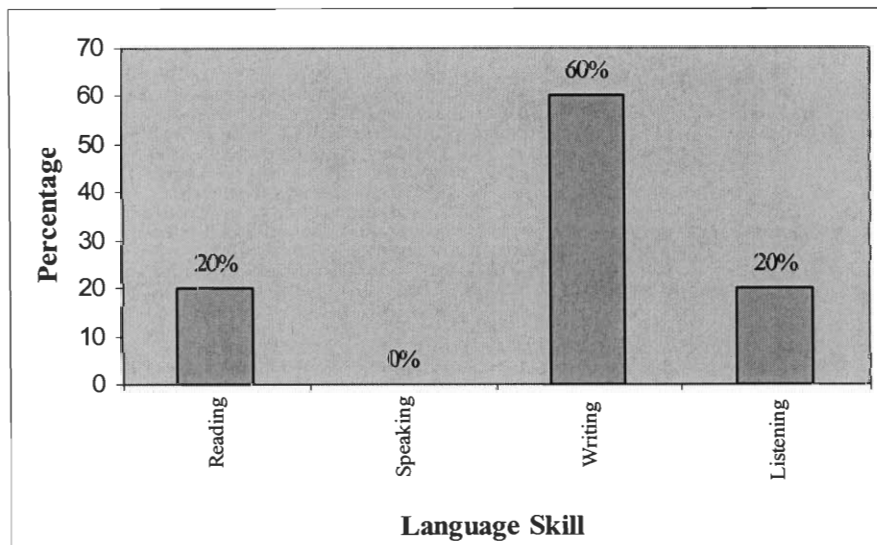


Figure 4.7 Teachers' opinion on what language skill should be stressed less in the Yi Jin Programme

The content of the kit was tailored to the specific requests of the Yi Jin students using the results of our methods. By determining the students' weaknesses with the language and their views on what language skill is the most important to them, the focus of the subject matter had direct relevance to the students' lives.

4.4 Kit Materials and Media

One of the major aims of the project was to design an English language learning kit that would be motivational and useful to students who wish to further their English skills. The format of the language kit and the types of materials used for the presentation were important aspects of making the kit effective, as well as motivating the students towards continued use of self-access learning. In order to determine what types of materials - workbooks, cassette tapes, CD-ROM - would be used in the kit, we analysed the data from the questionnaires and focus groups pertaining to presentational and motivational factors (Questions 12, 14, and 15 of the Student Questionnaire, Appendix D). These questions elicited opinions on what types of media and exercises students enjoy and learn from.

Most teachers and pupils agree that having students work together is a good way to improve English skills. As can be seen in Figure 4.8, ninety percent of the teachers that filled out the questionnaires use student group work as a way to teach English.

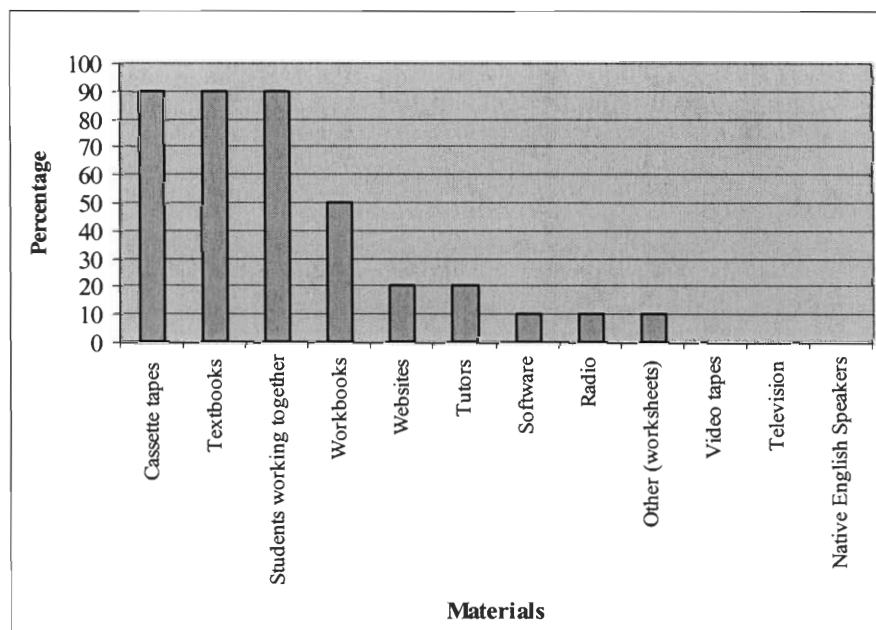


Figure 4.8 Materials and methods used to teach English in Yi Jin classrooms

Students also seem to enjoy group work (Table 4.3), though only twenty-eight percent of the students study with other students outside of the classroom (Fig. 4.9). It was noted through our classroom observations (Appendix I) that the teachers did indeed utilize group work and the students did seem to enjoy it. However, the students spent the majority of the time discussing topics other than the lesson at hand and very few actually completed the exercise.

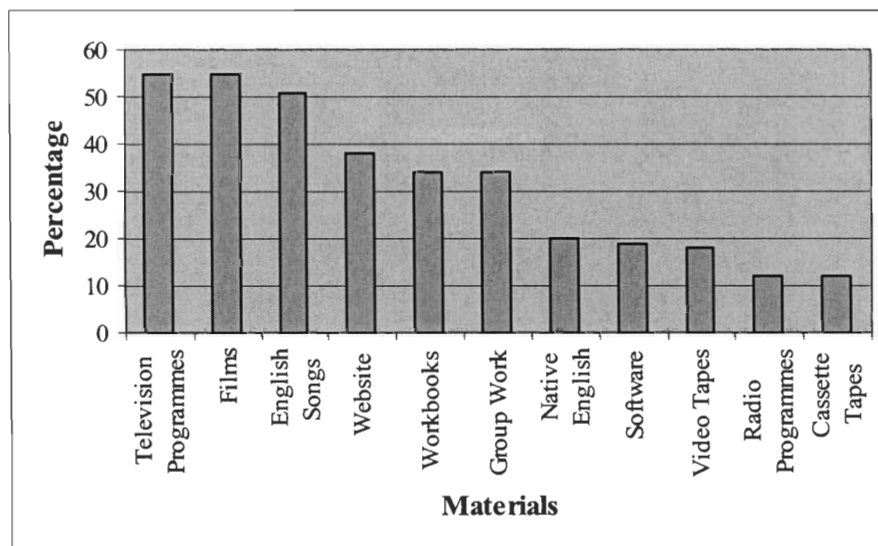


Figure 4.9 Students' preferred sources for studying English outside the classroom

Most students seemed to prefer visual and aural media. Figure 4.9 shows that sixty-two percent of students prefer TV programmes and half of pupils prefer English films as an English learning tool. This is supported by the fact that fifty-five percent of students already use English TV programmes and films (Fig. 4.10) outside of the regular Yi Jin curricula. Figure 4.10 also shows that teachers agreed with the students; sixty percent of the teachers suggest oral exercises outside of class, sixty percent suggest interviews with foreigners, and seventy percent believe that videos of dialogues in English are the most important way to present the content to students. Another important note is that ninety percent of teachers use cassette tapes as a medium of instruction during classes, and just over fifty percent of students enjoy listening to English songs, which helps their listening skills.

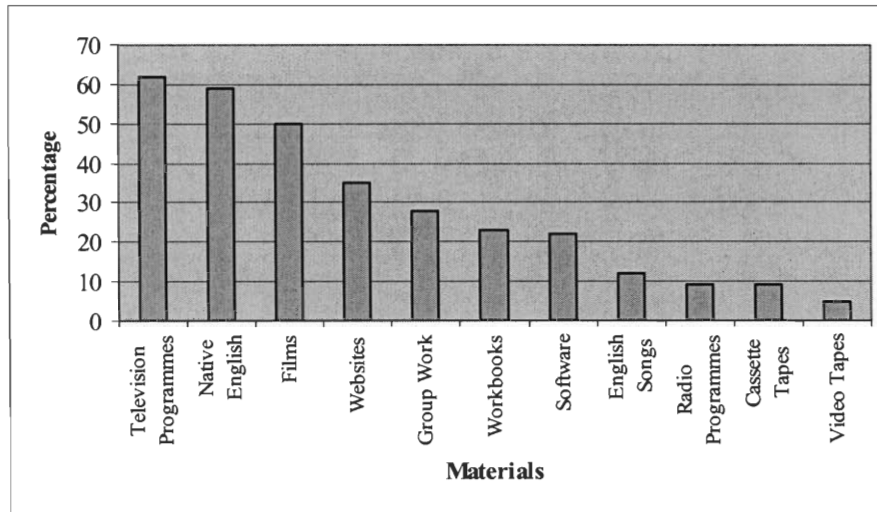


Figure 4.10 Sources used by students when studying English outside of the classroom

Writing exercises, such as translation and vocabulary exercises, were ranked low compared to the other three choices, sixty percent least important and fifty percent not very important respectively, shown in Table 4.3. Such exercises focus mainly on reading and writing skills, which Table 4.1 and Fig. 4.6 have previously shown to be of lesser importance compared to speaking and listening activities when rated by teachers. Table 4.3 illustrates the evident agreement (70%) between the teachers that videos of English dialogues would benefit the students most in the kit.

	Ranked most important	Ranked important	Ranked somewhat important	Ranked not very important	Ranked least important
Videos of English dialogues	70%	10%	20%	0%	0%
Translation exercises	0%	0%	10%	30%	60%
Grammar exercises	10%	30%	40%	10%	10%
Vocabulary exercises	0%	10%	30%	50%	10%
Practicing dialogues with another student	20%	50%	0%	10%	20%

Table 4.3 Teacher's ratings of possible content presentation

Once again, the students' opinions were less unified than those of teachers, as shown in Table 4.4. When given the same five choices of possible kit activities, twenty-eight percent of the students preferred videos of English dialogues. Rated closely behind that,

twenty-six percent of students chose working with a fellow student. These opinions follow the trend that the students prefer audio-visual media and enjoy group work.

	First Preference	Second Preference	Third Preference	Fourth Preference	Fifth Preference
Watching Videos of English conversations	28%	23%	17%	18%	15%
Translating passages	11%	19%	17%	13%	39%
Grammar exercises	20%	18%	17%	28%	18%
Vocabulary exercises	15%	25%	26%	18%	9%
Practicing conversations with another student	26%	15%	16%	23%	19%

Table 4.4 Students' ratings of possible content presentation

More importantly, teachers and students professed their wishes for games and other interactive types of activities in the kit. In the teacher focus groups, games such as “crossword puzzles”, “card games”, “riddles”, and “guessing games” were mentioned. Students mentioned that they would like interactive games with “funny sounds and animations”. Teachers also stated that they have often been asked questions about some common English idioms. The teachers were very adamant that the activities not be presented in a workbook, as students would then be more likely to shy away from the kit.

4.5 Related Studies

The results of our study were very similar to the findings of two related studies. The first, “Learner’s Attitudes and Motivation Towards the Self-Access Modes of Learning”, was carried out in 1996 at Hong Kong University (HKU) in an attempt to understand why the university’s self-access language centre was not being used. The second study, conducted in 2002, was completed by the Standing Committee on Language Education and Research (SCOLAR) to review and revise language standards in Hong Kong (SCOLAR Consultation Document, 2003, p. 36-37).

As shown in Figure 4.1, obtaining a job was the most popular reason for the students in our study to learn English, chosen by fifty-seven percent of the participants. The results of the SCOLAR study also found the most popular reason students were learning English was to obtain a job, chosen by eighty-four percent of its participants (SCOLAR Consultation Report, 2003, p. 20). Our results showed that the second most popular reason students were learning English was to be able to communicate with foreigners, chosen by forty-six percent of the students (Fig. 4.1). Similarly, the second most popular reason students participating in the SCOLAR research gave for learning English was to be able to communicate internationally, chosen by eighty percent. We also found that students are more likely to be motivated in learning English if the material being taught is relevant to their daily lives, which is consistent with the findings of the SCOLAR study (p. 28).

Similar to our study, HKU sought students' opinions on preferred approaches and materials for learning English, as well as what language skills should receive the most focus at a self-access language centre. Our results agreed with the University's study in these areas. We found that students most prefer television programmes, interaction with native English speakers and English films for learning English outside of class (Fig. 4.9). The University's study found its students most preferred socialising and radio and television programmes. Our results revealed that preferred materials for the Yi Jin students were television, films, and songs (Fig. 4.10), while HKU students preferred films and videotapes. Finally, the common opinion among the Yi Jin students was that speaking and listening skills were the most important and should receive the most focus in our kit. This opinion was consistent with that of the University students, who felt that speaking, listening and social interaction should receive the most focus in a self-access language centre. It is interesting to note that even though the students who took part in our study are not likely to be accepted into a university, they had the same opinions as students who had been accepted.

While the results we have summarized were similar in all three cases, the respondent samples in the studies were all markedly different. Our study used a small percentage of the English teachers and students of Project Yi Jin. These students' ages ranged from seventeen to twenty-one years old and overall academic standing was fairly low. The study conducted at Hong Kong University used a small percentage of the total student population. The students' ages ranged from nineteen to twenty-four years old and their overall academic standing was higher than that of the Yi Jin students. The SCOLAR study used a small percentage of students, parents, and teachers from primary and secondary schools throughout Hong Kong. All 3 studies used survey questionnaires as their main form of data collection.

4.6 Kit Design

The content included in the kit was chosen through analysis of the data collected through the questionnaires and focus groups. Our results showed that the students would most like to learn about topics relating to entertainment and employment, while the teachers think it is important for students to learn the practical uses of the language that would aid them in daily life and employment pursuits. In order to meet these requests, there are six main lessons presented within the kit. They were placed in order of usefulness and importance to the students, as shown in Table 4.5.

Lesson 1	Introducing Yourself and Greetings
Lesson 2	Telephone Conversations
Lesson 3	Employment
Lesson 4	Travel
Lesson 5	Shopping
Lesson 6	Social Activities

Table 4.5 Kit lessons

Each lesson contains six categories: “Dialogues”, “New Vocabulary and Phrases”, “Dialogues with Friends”, “Pronunciation Practice”, “Games”, and “Section Quiz.” The “Dialogues” category contains a short video of a dialogue on the subject of the lesson. The

number of dialogues varies between lessons. There are between two and six dialogues in each lesson, as shown in Table 4.6. There is a script option available for students to activate if they want to follow along with the dialogue in the video. This form of presentation was chosen because it will help students with their speaking and listening skills, which the teachers and students agreed were the most important. Although most students chose writing as their biggest problem with the English language, the teachers felt that the course curriculum already placed too much emphasis on it, and the students requested that the kit focus on speaking and listening.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Formal Introduction	Making a Reservation	Job Interview	Making Arrangements	Electronics	Sports
Informal Introduction	Making an Appointment	Food Service	Asking for Directions	Clothing	Music
Formal Greeting		Computers and Technology		Food	Going Out
Informal Greeting		Hotel Service		Gift Shop	
		Medical Service			

Table 4.6 Lesson dialogues

The “New Vocabulary and Phrases” section presents any new vocabulary words or phrases introduced through the dialogue of that section. The vocabulary section is available to help students recognize new and important vocabulary on the specific topic, as well as new phrases and how to use them.

The “Dialogues with Friends” section consists of scripts of dialogues that multiple students can act out with each other. Teachers felt that group activities such as dialogues are an important approach to language learning, and the student questionnaires showed that students enjoy this activity.

“Pronunciation Practice” section is comprised of a voice recognition programme that can distinguish correct and incorrect pronunciation of English words. Students can use this

section to practice their pronunciation of the new vocabulary presented within each section. It is not only important for students to hear the correct pronunciation but also be able to reproduce it themselves. The pronunciation meter is the next best thing to having a native English speaker available.

Games and activities such as crossword puzzles, riddles, songs, and word games relating to the lesson topic are included in the “Games” category. Students also have the option to listen to the English songs while playing these games. This may not be realistic however, because in order to keep students interested in them, the songs would have to be constantly updated to remain current with popular music. Our research strongly suggested that games are important in keeping the atmosphere in the kit less stressful and more enjoyable.

The “Section Quiz” category contains material for students to test their knowledge of the section. Students can build their self confidence and to assure themselves that they have learned the material in the section. Also, taking quizzes through the kit is less stressful because there is no pressure from peers or teachers to do well, there are only the students’ own standards to live up.

Our methods were successful in obtaining specific information that we used towards the design of our learning kit. The data we collected from the students and teachers confirmed our initial ideas, in addition to suggesting new topics and approaches toward the kit design. We used these results and were aware of the limitations of our methods when justifying our recommendations and conclusions.

Chapter 5 Conclusions and Recommendations

The responses we received from our questionnaires and focus groups, combined with the information from our background research, gave us a good understanding of the problems involved in teaching and learning EFL in Hong Kong. We feel that they provided a sound basis for the designing of a self-access English language learning kit for the students of Project Yi Jin. In our judgement, what follows are the principal characteristics needed for it to be successful.

The most important aspect of the kit is that it provides an interactive learning environment for the user. The main form of content presentation is videos of English dialogues, which were chosen as the most popular form of presentation by the teachers and students. It is also essential that the kit provide activities that are fun, interesting, and straightforward. Including activities that are stimulating will increase the students' motivation as well as the likelihood that they will use the kit. Providing straightforward activities also increases students' motivation by allowing them to feel a sense of accomplishment.

In order to achieve these characteristics, we decided that the kit should be structured in the following way. The lessons were chosen for inclusion to teach practical uses of English. We prepared scripts for the following topics: "Introducing Yourself and Greetings", "Telephone Conversations", "Employment", "Travel", "Shopping", and "Social Activities." When ultimately produced, each lesson should contain videos of English dialogues, new vocabulary and phrases, games, quizzes, and dialogues to be practiced with other students. The kit should also offer an English to Chinese Dictionary and a Pronunciation Meter that allows students to practice their pronunciation of English words.

While the dialogues and quizzes have been created for each lesson, we recommend that additional dialogues be written for the "Dialogues with Friends" sections of the kit. As it

stands, students can practice the dialogues that are presented through the videos. It would, however, be useful if students had extra dialogues they could practice. It will also be necessary for games to be created for the kit.

The proposed medium for this kit is a CD-ROM. Some advantages of CD-ROMs are that they are compact, inexpensive, and compatible with most computers. While CD-ROMs are able to store large amounts of data, it may turn out to be necessary to use a storage medium of greater capacity.

One possible limitation of the design would be the cost of implementing the software programmes. This may be a problem regardless of whether the license for the voice-recognition programme for the Pronunciation Meter was purchased or a company was hired to write it.

We recommend that one or more prototypes be extensively tested by students and teachers to uncover any problems with the design, as well as assessing its overall effectiveness. A separate project could be conducted to carry out the recommended testing. Depending on its findings, it may be necessary to add more lessons, cover more subjects, expand the focus to address more language skills, or even remove some aspects that are not found to be useful.

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Appendix A Background on Caritas - Hong Kong

Caritas Hong Kong is a renowned social service agency dedicated to helping anyone from individuals to entire communities through economic, social, physical and spiritual conflicts. “Caritas” is a Latin word, which translates to “charity” in English. It is the official social service agency of the Roman Catholic Church. Founded in 1953, Caritas Hong Kong provides 300 services at 140 different locations. Some of these services include:

- Child care service
- Services for the elderly
- Family service
- Rehabilitation service
- Community development service
- Youth & community service
- Other social work services
- Adult & higher education service
- Special education and vocational training service
- Vocational training and education service
- Preschool education services

In addition to these services, Caritas runs a number of hospitals in Hong Kong including Canossa Hospital, Precious Blood Hospital, Caritas Medical Centre, and a Mentally Handicapped Unit. Caritas also provides relief for victims of natural disasters and other emergencies.

Created in 1963 as a section of the Education Division, the Adult and Higher Education Services offer opportunities to people seeking to further their education or increase their work skills. There are both full time and part time programmes available, one of them

being Project Yi Jin. Developed in 2000, Caritas Hong Kong is one of nine institutions that offer the programme,

The funding for Caritas Hong Kong is partially funded by the Chinese government, but also relies heavily on contributions from those who utilize their services, as well as donations and fundraisers. These diverse sources of support give Caritas independence from the government, allowing the agency to reach out without limitations, wherever they see the need. The ultimate goal of this organization is to help people help themselves. Caritas Hong Kong strives to promote awareness and participation in the community and triumph over boundaries among individuals.

Caritas Hong Kong is constantly evaluating its programmes to remain up to date with the ever-changing environment of Hong Kong. The agency is working to study the underlying factors of poverty and ultimately present a solution to the problem.

“Friends of Caritas” (FOC) was developed in 1996 as a “charitable institution” (Caritas 2002) devoted to promoting the intentions and beliefs of Caritas Hong Kong. This organization helps to coordinate volunteer services, fundraising and raise awareness of Caritas Hong Kong services.

Appendix B What an IQP is and How This Project Qualifies as One

An Interactive Qualifying Project, or IQP, is one of the three essential projects undergraduate students at Worcester Polytechnic Institute must complete. This curriculum requirement began in 1972 in order for students to gain real life experiences in dealing with “technology, society, and the need for a global outlook,” as well as team work, professional and ethical responsibility, and effective communication. By working as a team, students work independently with their peers on interdisciplinary problems of their own interests. They also learn to research and write about unfamiliar topics and later become experts on them.

There are on-campus and off-campus IQPs in which students can choose to stay in the Worcester area or travel to other cities and countries to complete their projects. Because IQPs provide students the opportunity to explore the world, they also provide “a logical vehicle for globalizing undergraduate engineering education.”

The design of a self-access English language learning kit is qualified as an IQP. This learning kit will be used by people who wish to improve their English proficiency for a higher education or a better job opportunity and will improve the quality of life for the people and society of Hong Kong. Research has been done by a team of WPI students to obtain information such as teaching and learning methods of EFL and students’ motivation in learning a new language. This information will contribute to what will be included in the content of the learning kit. The students who completed the project will also have gained experience in international communication by working with the local people of Hong Kong.

Appendix C Interviews

Interview with Barbara McCarthy, EFL Professor at WPI

November 21, 2002

1. How long have you been teaching ESL?
She has been teaching EFL since 1991.
2. Why did you choose to teach ESL?
She began as a part-time English professor at Becker College at the freshman level. In the mid-late 1980's, there was an influx of international students in her regular classes. She noticed that many of the foreign students had good writing organization, but had problems with communication and the other aspects of writing. Many professors had an intolerant attitude towards the foreign students' problems. She felt these problems could be overcome with proper instruction. She attended a 7 course ESL teacher-training certificate programme through Clark University.
3. Why do you think it's important for students to learn ESL?
She feels that English play an important role in the world community. Her opinion was that the US continues to dominate business and China wants to compete.
4. What were some of the various learning styles you encountered in your classes?
She found that many students in her classes had previously learned English in the following ways:
 - Some students learned completely by ear, either through crash courses or work environments, with no formal writing instruction.
 - Some students learned through traditional classes in their native country. They tended to have very good grammar skills, but poor communication skills.
5. What were some of the teaching methods you utilized?
She recommended that her students use the writing centre for critiquing from native English speakers. In her classroom, she had students read their papers aloud and critique each other's papers. She paired students off to help break down barriers and form bonds. Many times, students' strengths and weaknesses complimented each other. She said it is very important for students to be risk takers, i.e. not be afraid to be wrong.
6. Have you had any experience with teaching Asian students ESL?
She found that her Chinese students were very good at opening up to other students and making friends, while they needed more "polishing" as opposed to actual instruction with their English skills. She found that they need more encouragement and a friendly and supportive environment.
7. What were some of the harder aspects or common problems encountered by Asian students when learning English?
She found that Chinese students had problems with articles in English. She attributed this to the fact that they did not have experience speaking the language; it was a "textbook" language to them. In her opinion, early puberty, ages 11 and 12, is the best time for a person to learn a foreign language. At this age, a person already has

the concepts of literacy and communication in their first language, but still has the aptitude for learning a new language.

8. How did you approach these situations?

She held a one-on-one session with all of her students; she encouraged them to repeat things after her in class, and to speak out. She stressed the importance of gently correcting their errors, such as correctly rephrasing their statements and having the students repeat them back to her.

9. What kinds of resources do you recommend for teaching students English?

She suggested the use of videos containing dialogues, electronic dictionaries, basic grammar texts, tapes containing pronunciations, and role-playing with a friend.

10. Are there any other people you would suggest we talk to about our project?

She suggested that we speak to some native Chinese students that have recently arrived to the US. She mentioned that Bill McGowan is a professor of ESL and has been to Hong Kong. She gave us all of their contact information.

Interview with Professor Lin, Professor of Chinese at Holy Cross

November 25, 2002

1. How long have you been studying English?

Professor Lin began learning English when she took English classes during high school in Taiwan. The class met 3 hours a week and was taught by a Japanese teacher who had an accent. When she met some Americans, she realized how wrong her English was, and she gave up on English.

2. Why did you choose to study English?

In 1986, she came to the United States for the first time and realized the importance of English. When she returned to Taiwan, she bought books and tapes and began to learn English. The materials were in Chinese-English. She learned to listen very well, but had difficulty in speaking.

3. How important do you think it is for Asian youths to have a strong background in English?

Professor Lin thinks that English is very important to Asian youth because English is a global language for communication. Also, English is the most commonly used language on the internet.

4. How did you learn English?

Professor Lin learned English by herself using tapes, reading, and also a radio programme called "Studio English on the Air" to train her listening skills. The programme lasted thirty minutes long each morning and she bought books to be used along with the programme to learn English from the beginning level to the advanced level.

5. What difficulties did you encounter in teaching yourself English?

One difficulty Professor Lin encountered when learning English was that she did not know where to put her tongue, therefore she could not distinguish between "r" and

“I”. Also, sounds such “zoo” and “fleet” are difficult to pronounce for a native Chinese speaker.

6. Was there any specific method that has helped you?

Professor Lin did not have a specific method for learning English. By reading a lot, she was able to build up her vocabulary.

7. What skills do you think are the most important in learning English? Reading, writing, or speaking?

Professor Lin believes that all four skills, speaking, reading, writing, and listening, are very important for different purposes. Speaking and writing are important for communication and reading helps build up vocabulary.

8. What kinds of resources would you recommend when teaching students English?

Professor Lin thinks that the most important resource for students in learning English is a well-trained teacher who could provide direct feedback to correct the students.

9. Do you have any suggestions for us in making the English learning kit?

Professor Lin thinks that drills are a very traditional way to teach English, but kits are not good for everyone, therefore a variety of teaching methods are needed to compensate students of different levels of English skills. A way for practicing English is: after reading something, think about the main ideas in English, and then speak out the ideas. Professor Lin thinks that this method is very effective in practicing English-speaking skills.

Personal Communication, ESL learner, WPI student

December 3, 2002

1. How long did you study English before you came to the U.S. and how proficient did you feel when you got here?

I studied English ever since I was in kindergarten. When I first come to U.S., I felt that I knew the basics of English but not quite enough to communicate with people.

2. Besides attending English classes, what materials did you use when learning English?

Nothin really.....i tried to do things that were more fun to stimulate my interest in learning english.....like watchin american movies...and tv.....listenin to english music.....such as rap music.....it really helped me to become better at talkin and listenin to people.

3. Were there any specific problems you had in learning English? If so, what were they?

yes.....i had trouble speakin fluently.....understandin what ppl were sayin.....vocab. and slangs.

4. How did you overcome these problems?

by speakin english whenever possible.....by not talkin my native language.....by readin more (dont think i've done too much of that....haha) and the answers to question 2 also.

5. If a self-access learning kit had been available when you were learning English, what sort of content would you have liked it to contain?

uh.....some fun stuff.....a song would be good.....give motivations to learn.....

Personal Communication, ESL learner, WPI student

December 3, 2002

1. How long did you study English before you came to the U.S. and how proficient did you feel when you got here?

Bbefore i came to america, i had learned english for 3 and half years. howeve i found out that it's not that much useful when I fisrt came here.

2. Besides attending English classes, what materials did you use when learning English?

Besides attanting eglish class, speaking with people, watching tv an movies, listening to musics are tools for me to learn english.

3. Were there any specific problems you had in learning English? If so, what were they?

Speaking is a problem.

4. How did you overcome these problems?

Get more chances to speak englilhs w/ other people.

5. If a self-access learning kit had been available when you were learning English, what sort of content would you have liked it to contain?

The learning Kit should contains listening skills and speaking skill inside.

Appendix D Teacher Questionnaire

Teacher Questionnaire: Opinions on Teaching and Learning English

1. How long have you been teaching English?

2. How important do you think it is for students to learn English? (circle one)
 - a. Very important
 - b. Important
 - c. Somewhat important
 - d. Not important
3. Rate the following in order of importance based on the needs of the students (1 = most important, 4 = least important):

____ Speaking
____ Listening
____ Reading
____ Writing
4. What do you think are the most common problems students have when learning English? (circle three):
 - a. Pronunciation
 - b. Spelling
 - c. Vocabulary
 - d. Grammar
 - e. English to Chinese translation
 - f. Chinese to English translation
 - g. Tenses
 - h. Listening comprehension
 - i. Oral communication
 - j. Reading comprehension
 - k. Writing composition
 - l. Other (specify): _____
5. What English language skills do you stress the most in your English classes based upon programme requirements? (circle one):
 - a. Speaking
 - b. Listening
 - c. Reading
 - d. Writing
6. In your opinion, what language skill do you think should be stressed in English classes? (circle one):
 - a. Speaking
 - b. Listening
 - c. Reading

- d. Writing
7. In your opinion, what language skill do you think should be stressed less in English classes? (circle one):
- a. Speaking
 - b. Listening
 - c. Reading
 - d. Writing
8. What methods do you use to teach English in class? (circle all that apply):
- a. Drills
 - b. Translation exercises
 - c. Grammar exercises
 - d. Vocabulary exercises
 - e. Memorization
 - f. Oral exercises
 - g. Dictation exercises
 - h. Writing exercises
 - i. Reading exercises
9. What materials do you use to teach English in your classroom? (circle all that apply):
- a. Cassette tapes
 - b. Textbooks
 - c. Workbooks
 - d. Websites
 - e. Software
 - f. Video tapes
 - g. Television
 - h. Radio
 - i. Native English speakers
 - j. Students working together
 - k. Tutors
 - l. Other (specify) _____
10. What activities do you suggest for students to learn English outside of the classroom? (circle all that apply):
- a. English to Chinese translation
 - b. Chinese to English translation
 - c. Oral exercises
 - d. Reading
 - e. Websites
 - f. Software
 - g. Workbooks
 - h. Interview with foreigners
 - i. Other (specify) _____
11. Rate the following materials that may be included in the English learning kit in order of importance (1 = most important, 5 = least important):
- ____ Videos of English dialogues
- ____ Translation exercises

- ___ Grammar exercises
- ___ Vocabulary exercises
- ___ Practicing dialogues with another student
- ___ Other (specify) _____

Appendix E Student Questionnaire

Student Questionnaire: Opinions on Learning English

1. How long have you been learning English?
你學了英文多少年?

2. Which English test did you take on the HKCEE? (circle one)
你在香港中學會考中考了哪一個英文課程?〔圈其中一個〕
 - a. Syllabus A 課程甲
 - b. Syllabus B 課程乙
3. What was your English score on your HKCEE? (optional)
你在香港中學會考的英文考試中獲取什麼成績?〔可選擇拒絕作答〕
A B C D E F U
4. How long have you been in Project Yi Jin's English programme?
你修讀了毅進計劃的英語課程多久?

5. Are you a full-time or part-time student? (circle one)
你是全日制學生還是兼職學生?〔圈其中一個〕
 - a. Full-time 全日制學生
 - b. Part-time 兼職學生
6. What is your native language? (circle one)
你的母語是什麼?〔圈其中一個〕
 - a. Cantonese 廣東話
 - b. Putonghua 普通話
 - c. Other (specify) 其它(註明) _____
7. How important do you think it is to have English skills? (circle one)
你覺得英文技巧對你來說有多重要?〔圈其中一個〕
 - a. Very important 非常重要
 - b. Important 重要
 - c. Somewhat important 少少重要
 - d. Not important 不重要
8. What is your primary reason for learning English? (circle one)
你學英文的最主要原因是什麼?〔圈其中一個〕
 - a. To obtain a job 獲得工作
 - b. To advance at your current job 獲得進升
 - c. To travel abroad 海外旅遊
 - d. To study abroad 海外升學
 - e. To further your education 獲得更高的進修機會

- f. To be able to speak to foreigners 有能力與外國人溝通
g. Other (specify) 其它(註明)_____

9. What is the biggest problem you have with the English language? (circle one)
你學習英文時遇上最大的問題是？〔圈其中一個〕

- a. Speaking 說話
b. Listening 聆聽
c. Reading 閱讀
d. Writing 寫作

10. Rate the following in order of importance (1 = most important, 4 = least important):
試就以下的重要程度作出排列〔1 = 最重要，4 = 最不重要〕

- _____ Speaking 說話
_____ Listening 聆聽
_____ Reading 閱讀
_____ Writing 寫作

11. On average, how often do you speak English outside of the classroom? (circle one):
平均來說，你在課室外說英文的次數是多少？〔圈其中一個〕

- a. Daily 每天
b. 2-3 times a week 每星期二至三次
c. Once a week 每星期一次
d. Once a month 每月一次
e. Less than once a month 每月少於一次

12. What materials do you use to study English outside of the classroom? (circle all that apply):
你用什麼來輔助你學習英文？〔可選擇多過一項〕

- a. Cassette tapes 錄音帶
b. Workbooks 練習簿
c. Websites 網頁
d. Software 軟件
e. Video tapes 錄影帶
f. Television Program 電視節目
g. Radio Program 電台節目
h. English songs 英文歌
i. Films 電影
j. Native English speakers 外國人
k. Working with friends 朋友
l. Other (specify) 其它(註明)_____

13. What materials do you prefer when studying English outside of the classroom? (circle one):
在課室外，你選擇用什麼來輔助你學習英文？〔圈其中一個〕

- a. Cassette tapes 錄音帶
b. Workbooks 練習簿

- c. Websites 網頁
- d. Software 軟件
- e. Video tapes 錄影帶
- f. Television Program 電視節目
- g. Radio Program 電台節目
- h. English songs 英文歌
- i. Films 電影
- j. Native English speakers 外國人
- k. Working with friends 朋友
- l. Other (specify) 其它(註明)_____

14. What topics would you be interested in learning more about in English? (circle two):

在學習英文上，你對什麼題目有興趣？〔圈其中兩個〕

- a. Computers/Technology 電腦 / 科技
- b. Social (including sports, television, films, music, dating)
社會〔包括：體育、電視、電影、音樂、約會〕
- c. Food service industry 飲食業
- d. Business management 商業管理
- e. Hospitality services 酒店服務
- f. Medical services 醫療服務
- g. Transportation services 交通運輸服務
- h. Travel 旅遊
- i. Meeting new people 認識外國人
- j. Other (specify) 其它(註明)_____

15. Rate the following activities in order of most preferred to least preferred (1 = most preferred, 5 = least preferred):

按照你的意願，試排列以下的練習。由最願意至最不願意。(1 = 最願意，5 = 最不願意)

- ___ Watching English conversations 看英文對話
- ___ Translating passages 翻譯文章
- ___ Grammar exercises 文法練習
- ___ Vocabulary exercises 生字練習
- ___ Practicing conversations with another student 與其他同學練習對話

Appendix F Focus Group Guided Questions

Guided Questions for Teacher Focus Group

1. What types of common problems do your students have when learning English?
2. What are your opinions on the current English language curricula in Project Yi Jin?
3. What topics do you think students need to be taught that are not currently being taught in the curricula?
4. How do you think the content of the kit should be presented to the students?
5. What teaching and learning methods do students tend to enjoy most when learning English?

Guided Questions for Student Focus Group

指引問題

1. What are some of your personal interests? 你有什麼個人興趣?
2. How do you use English outside of class? 在課堂以外，你怎樣使用英語?
3. What do you think you will use English for and/or do you think you will ever need it? 你應為你會怎樣使用英語/你將來會否需要使用英語?
4. What are some common problems you have with learning the English language? 你在學習英語的時候有什麼困難?
5. How often do you speak English outside of class? 你在課堂外說英語的次數有多少?
6. What methods/means do you use to study English outside of class? 在課堂以外，你怎樣學習英語?
7. How would you like the content of this learning kit presented to you? 你希望教材的內容以什麼形式表達出來?
8. Are you willing to use a self-access learning kit? 你是否願意使用一個自學英語教材?

Appendix G Teacher Questionnaire Data

Average length of time teachers have been teaching English: 6 years

How important do you think it is for students to learn English?	%	Number
Very Important	70%	7
Important	30%	3
Somewhat Important	0%	0
Not important	0%	0

Rate the following in order of importance based on the needs of the students:	% ranked very important	% ranked important	% ranked somewhat important	% ranked not important
Speaking	30%	30%	30%	10%
Listening	40%	30%	10%	10%
Reading	30%	10%	60%	0%
Writing	0%	20%	0%	80%

What do you think are the most common student problems when learning English?	%	Number
Pronunciation	50%	5
Spelling	20%	2
Vocabulary	30%	3
Grammar	60%	6
English to Chinese Translation	0%	0
Chinese to English Translation	20%	2
Tenses	10%	1
Listening Comprehension	20%	2
Oral Comprehension	60%	6
Reading Comprehension	10%	1
Writing Comprehension	20%	2

What English language skills do you stress the most in your English classes based upon programme requirements?	%	Number
Speaking	30%	3
Listening	10%	1
Reading	40%	4
Writing	20%	2

In your opinion, what language skill do you think should be stressed in English classes?	%	Number
Speaking	90%	9
Listening	10%	1
Reading	0%	0
Writing	0%	0

In your opinion, what language skill do you think should be stressed less in English classes?	%	Number
Speaking	0%	0
Listening	20%	2
Reading	20%	2
Writing	60%	6

What methods do you use to teach English in class?	%	Number
Drills	60%	6
Translation exercises	50%	5
Grammar exercises	100%	10
Vocabulary exercises	50%	5
Memorization	50%	5
Oral exercises	100%	10
Dictation exercises	50%	5
Writing exercises	70%	7
Reading exercises	100%	10
Other	10%	10

What materials do you use to teach English in your classroom?	%	Number
Cassette tapes	90%	9
Textbooks	90%	9
Workbooks	50%	5
Websites	20%	2
Software	10%	1
Video tapes	0%	0
Television	0%	0
Radio	10%	1
Native English Speakers	0%	0
Students working together	90%	9
Tutors	20%	2
Other	10%	1

What activities do you suggest for students to learn English outside of the classroom?	%	Number
English to Chinese translation	10%	1
Chinese to English translation	30%	3
Oral exercises	60%	6
Reading	70%	7
Websites	70%	7
Software	30%	3
Workbooks	30%	3
Interview with foreigners	60%	6
Other	20%	2

Rate the following materials that may be included in the English learning kit in order of importance:	% ranked most important	% ranked important	% ranked somewhat important	% ranked not very important	% ranked least important
Videos of English dialogues	70%	10%	20%	0%	0%
Translation exercises	0%	0%	10%	30%	60%
Grammar exercises	10%	30%	40%	10%	10%
Vocabulary exercises	0%	10%	30%	50%	10%
Practicing dialogues with another student	20%	50%	0%	10%	20%

Appendix H Student Questionnaire Data

Average time spent studying English: 15 years

Average time spent in Project Yi Jin: 5 months

88% of participants answered “What was your grade on the HKCEE English test?”

Of those that answered, 20% passed with low grades of D or E.

Which English syllabus did you take on the HKCEE?*	%	Number
Syllabus A	42%	31
Syllabus B	58%	43
*One student did not take the HKCEE		

Are you a full- or part-time student?	%	Number
Full Time	93%	69
Part Time	7%	5

What is your native language?	%	Number
Cantonese	100%	74
Putonghua	0%	0
Other	0%	0

How important do you think it is to have English skills?	%	Number
Very Important	60%	44
Important	40%	30
Somewhat Important	0%	0
Not Important	0%	0

What is your primary reason for learning English?	%	Number
To obtain job	57%	42
To advance at current job	30%	22
To travel abroad	4%	3
To study abroad	7%	5
To further education	35%	26
To speak to foreigners	46%	34

What is your biggest problem when learning English?	%	Number
Speaking	17%	13
Listening	23%	17
Reading	8%	6
Writing	52%	39

Rate the following in order of importance:	Most Important	Important	Somewhat Important	Least Important
Speaking	38%	38%	15%	10%
Listening	32%	38%	15%	15%
Reading	8%	17%	38%	36%
Writing	22%	8%	32%	39%

How often do you speak English outside of class?	%	Number
Daily	15%	11
2-3 times a week	29%	22
Once a week	16%	12
Once a month	8%	6
Never	32%	24

What materials you use to study English outside of class?	%	Number
Cassette tapes	12%	9
Workbooks	34%	25
Websites	38%	28
Software	19%	14
Video tapes	18%	13
Television programmes	55%	41
Radio programmes	12%	9
English songs	51%	38
Films	55%	41
Native English speakers	20%	15
Group Work	34%	25

What materials do you prefer when studying English outside of class?	%	Number
Cassette tapes	9%	7
Workbooks	23%	17
Websites	35%	26
Software	22%	16
Video tapes	5%	4
Television programmes	62%	46
Radio programmes	9%	7
English songs	12%	9
Films	50%	37
Native English speakers	59%	44
Group Work	28%	21

What topics would you like to learn more about in English?	%	Number
Computers/technology	32%	24
Social (sports, television, films, music, dating)	59%	44
Food service industry	7%	5
Business management	5%	4
Hospitality services	8%	6
Medical services	7%	5
Transportation services	7%	5
Travel	5%	4
Meeting new people	42%	31

Rate the following in order of your most preferred activity to your least preferred activity:	First Preferred	Second Preferred	Third Preferred	Fourth Preferred	Fifth Preferred
Watching English conversations	28%	23%	17%	18%	15%
Translating passages	11%	19%	17%	13%	39%
Grammar exercises	20%	18%	17%	28%	18%
Vocabulary exercises	15%	25%	33%	18%	9%
Practicing conversations w/ another student	26%	15%	16%	23%	19%

Appendix I Direct Observations

We observed two English classes in the same institutes where we held the student focus groups.

Classroom A consisted of 26 students, 14 females and 12 males.

- Teacher used microphone
- Students constantly talked throughout class, increased as class went on
- Teacher read all the lesson dialogues, very little student interaction
- No textbook, only worksheets
- Very little note taking
- About 50% of class taught through English medium, everything said in Chinese was first said in English
- Divided into groups to complete worksheet activity, no one completed it, more fooling around
- Most students did not have very much respect for the teachers
- When teacher asked questions, no students answered
- Students merely waited for teacher to give answers
- Students needed teacher's permission to leave class

Classroom B consisted of 19 students, 13 males and 6 females.

- Teacher insisted on teaching class completely in English, with no Cantonese translation
- Students were very rude, loud, and inattentive, was difficult for teacher to begin class
- Teacher tried to have interaction by students reading the dialogues
- Divided into groups to complete worksheet activity, but mostly fooling around
- Here, students answered questions when teacher asked
- Students allowed to leave class without teacher's permission
- Teacher also did not receive very much respect from students
- Students actually tried to answer questions correctly

Although we requested that the lesson plan remained unchanged, it was apparent that the teachers used much more English than they normally would have. The students were often confused and needed clarification, either from the teacher or a fellow student. While we tried not to disrupt the class, the students were a bit distracted by us in both cases.

Appendix J Kit Setup

Main Menu:

Lessons

Dictionary

Pronunciation Practice

Dialogues with Friends

Games

Lessons:

Lesson 1: Introducing yourself and greetings

- a. Dialogues
 - i. Formal Introduction
 - ii. Informal Introduction
 - iii. Formal Greeting
 - iv. Informal Greeting
- b. New Vocabulary and Phrases
- c. Dialogues With Friends
- d. Pronunciation Practice
- e. Games
- f. Quizzes

Lesson 2: Employment

- a. Dialogues
 - i. Job Interview
 - ii. Food Service
 - iii. Computers and Technology
 - iv. Hotel Service
 - v. Medical Service
- b. New Vocabulary and Phrases
- c. Dialogues With Friends
- d. Pronunciation Practice
- e. Games
- f. Quizzes

Lesson 3: Telephone conversations

- a. Dialogues
 - i. Making an Appointment
 - ii. Making a Reservation
- b. New Vocabulary and Phrases
- c. Dialogues With Friends
- d. Pronunciation Practice
- e. Games
- f. Quizzes

Lesson 4: Travel

- a. Dialogues
 - i. Making Arrangements
 - ii. Asking for Directions
- b. New Vocabulary and Phrases
- c. Dialogues With Friends

- d. Pronunciation Practice
- e. Games
- f. Quizzes

Lesson 5: Shopping

- a. Dialogues
 - i. Electronics
 - ii. Clothing
 - iii. Food
 - iv. Gift Shop
- b. New Vocabulary and Phrases
- c. Dialogues With Friends
- d. Pronunciation Practice
- e. Games
- f. Quizzes

Lesson 6: Social Activities

- a. Dialogues
 - i. Sports
 - ii. Music
 - iii. Going out
- b. New Vocabulary and Phrases
- c. Dialogues With Friends
- d. Pronunciation Practice
- e. Games
- f. Quizzes

Appendix K Lesson 1: Introducing Yourself and Greetings

1. Dialogues

a. Formal Introduction

Setting: Sara Smith has been transferred to the Sales Department of her company. She is meeting one of her new colleagues, John Brown, for the first time. She also meets the department secretary, Theresa Wong.

Sara: Hello, my name is Sara Smith.
John: Hello Sara. I'm John Brown. It's nice to meet you.
Sara: It's nice to meet you, too. Today is my first day working in the Sales Department. I was recently transferred from the Customer Service Department.
John: Really? That is interesting. I used to work in the Customer Service Department as well. Have you met Theresa Wong, our secretary?
Sara: No, I have not had the pleasure.
John: Let me introduce you. Theresa, this is Sara Smith. She was recently transferred from the Customer Service Department. Today is her first day.
Theresa: Hello Sara, pleased to meet you.
Sara: Pleased to meet you, too.
Theresa: Please let me know if there is anything I can do for you.
Sara: Thank you very much, I appreciate the offer.
John: Let me show you to your desk.

b. Informal Introduction

Setting: It is the first day of school. Samantha Jones and Joseph Bell are in the same class. They have never met before, but meet outside in the hallway. Samantha is also introduced to Joseph's good friend, Wing Yee.

Samantha: Hi, I'm Samantha. Aren't you in my math class?
Joseph: Yeah, I think I am. I'm Joseph. Where are you from?
Samantha: I just moved here from New York.
Joseph: Oh, I have an aunt who lives in Buffalo. What part of the state are you from?
Samantha: I'm from New York City. My mom just got a job here, so we had to move.
(Enter Wing Yee)
Wing Yee: Hey, Joe. What's up?
Joseph: Not much, Wing Yee. This is Samantha. She just moved here from New York City.
Wing Yee: Hey, how's it going?
Samantha: Not bad. Do you either of you know where the gym is?
Joseph: Yeah, actually, it's on the way to my next class. I'll show you how to get there.
Samantha: Okay.
Joseph: Bye Wing Yee.
Samantha: See you later.
Wing Yee: Bye.

c. Formal Greeting

Setting: Shawn and Kelly are co-workers. They meet in the office before a meeting after a holiday weekend.

- Shawn: Good morning, Kelly. How was your holiday weekend?
Kelly: Good morning, Shawn. My weekend was great. We went to my mother's house for a family barbeque. How was yours?
Shawn: It was just what I needed, very relaxing. I went to a spa where they had excellent facilities. Did you get the memo about this morning's meeting?
Kelly: Yes, actually, the meeting should be starting in about fifteen minutes.
Shawn: Did you want to review the agenda before the meeting?
Kelly: Sure, sounds good.
Shawn: It looks like we're reviewing the new budget report.
Kelly: Yes, actually, I'm presenting the evaluation of last year's budget. It looks like we estimated the marketing costs incorrectly and have a small deficit.
Shawn: Oh, that's interesting. I look forward to your presentation.

d. Informal Greeting

Setting: Linda and Peter are old friends from college. They are meeting to have lunch and make plans for later that night.

- Linda: Peter!
Peter: Linda!
Linda: It's good to see you again.
Peter: It's great to see you, too. How have things been?
Linda: Pretty good. I just moved into a new apartment and my job is going really well.
Peter: That's good to hear. Where is your new place?
Linda: My address is 35 South Main Street.
Peter: That's a nice part of town. I hear they just put in a new movie theatre down there. Do you want to go catch a movie later?
Linda: Yeah, sure. Why don't you call me around 7:00? My phone number is 555-8824.
Peter: That sounds great. Let's get a table.

2. New Vocabulary

a. Formal Introduction

New words:

transferred – 調動 to be moved from one job or location to another

colleague - 同事 a fellow member of a profession, staff, or academic faculty; an associate

secretary – 秘書 a person employed to handle mail, messages and filing for another person or company.

I'm – I am

Sales Department - 營業部

Customer Service Department – 顧客服務部

appreciate – 感謝 to be thankful for

New phrases:

“Have you had the pleasure of meeting...?” – “Have you met...?”

“Pleased to meet you.” – “I’m happy to meet you.”

b. Informal Introduction

New words:

aren’t – are not

yeah - yes

Aunt – 姨母, 姑母 the sister of your mother or father

Buffalo – 水牛城 city in New York state

gym – (gymnasium) – 體育館, 體育室 a room equipped for indoor sports

New phrases:

“What’s up?” – “What are you doing?”

“Not bad.” – “Okay.”

“How’s it going?” – “How are you doing?”

c. Formal Greeting

New words:

Co-workers – 同事 someone you work with

memo – (memorandum) – 備忘錄 a short note written as a reminder or communication in an office

review – 復習 to look over, study, or examine again

agenda – 議程, 討論事項 a list of things to be done or talked about

budget - 預算 The total sum of money set aside for a particular purpose or period of time

evaluation – 估計 to examine and judge carefully

estimated – 估價 to calculate approximately

marketing costs – the cost of selling or moving goods to the buyers

deficit – 赤字 the amount by which a sum of money as much as expected or is not enough for the required purpose

d. Informal Greeting

New words:

movie theatre – 戲院 a cinema

apartment – 公寓房間 a flat

New phrases:

“How have things been?” – “How have you been doing?”

“Do you want to go catch a movie later?” - “Do you want to go watch a film later?”

3. Dialogues with Friends

For two people: practice dialogues a. and b.

For three people: practice dialogues c. and d.

4. Pronunciation Practice

Students will be able to improve their pronunciation skills with this section. The student will hear a word spoken correctly and then repeat it into a microphone. A voice-recognition programme will then determine and notify the student whether or not their pronunciation is correct.

5. Games

6. Section Quiz

Choose the most appropriate word or phrase to complete the following sentences from the dialogues:

1. Informal Introduction:

Wing Yee: Hey, Joe. _____

Joseph: Not much. This is Samantha. She just moved here from New York City.

- a. "Nice to meet you."
- b. "What's up?"
- c. "My name is Bill."
- d. "Aren't you in my math class?"

2. Formal Introduction:

Theresa: Hello Sara, pleased to meet you.

Sara: _____, too.

- a. "I used to work in the Customer Service Department"
- b. "I like ice cream"
- c. "I'm pleased to meet you"
- d. "Today is my first day"

3. Formal Introduction:

Theresa: Please let me know if there is anything I can do for you.

Sara: _____, I appreciate the offer.

- a. "Okay"
- b. "Goodbye"
- c. "Cool, thanks"
- d. "Thank you very much"

4. Formal Greeting:

Shawn: Good morning, Kelly. How was your holiday weekend?

Kelly: _____ . My weekend was great.

- a. "Good morning, Shawn."
- b. "Hey, Shawn. What's up?"
- c. "Thank you very much"
- d. "Good afternoon, Shawn."

5. Informal Greeting:

Linda: Yeah, sure. Why don't you call me around 7:00? My phone number is

_____ .

- a. "35 South Main Street"
- b. "555-8824"
- c. "I just moved into a new apartment"
- d. "Let's go get a table"

6. Informal Introduction:

Wing Yee: Hey, _____ ?

Samantha: Not bad. Do you either of you know where the gym is?

- a. "How do you do?"
- b. "I am very pleased to make your acquaintance"
- c. "How's it going?"
- d. "My name is Wing Yee"

7. Informal Greeting:

Linda: Peter!

Peter: _____ !

Linda: It's good to see you again.

- a. "Not bad"
- b. "Hello, my name is Peter"
- c. "Nice to meet you, too"
- d. "Linda"

8. Formal Greeting:

Shawn: Did you want to review the agenda before the meeting?

Kelly: _____ .

- a. "Hello, Shawn"
- b. "Sure, sounds good"
- c. "Yeah, whatever"
- d. "Nope"

Choose the most appropriate word or phrase from the choices given:

9. You are meeting a co-worker for the first time and you want to introduce yourself. You should say:

- a. "Hey, what's up? I'm Sally."
- b. "Hello, I'm Sally Johnson. How are you?"
- c. "Hi, I'm Sally."
- d. "Hello, my name is Sally Johnson. It's nice to meet you."

10. You see your good friend Jack on the street and stop to talk to him. You should say:

- a. "Hey Jack. What's up?"
- b. "Hello Jack. How are you?"
- c. "Hi Jack. How are you doing?"
- d. "Hello Jack, nice to meet you."

Appendix L Lesson 2: Telephone Conversations

1. Dialogues

a. Making a reservation

Setting: George is calling The Seafood Restaurant from his home to make a dinner reservation for that night. He speaks to a host at the restaurant on the phone.

(telephone rings, Host picks it up)

- Host: Hello, Seafood Restaurant. How can I help you?
George: Hello, I would like to make a reservation for six o'clock tonight.
Host: How many people will be in your party?
George: It will be a party of four. I would also like to request a table with a view of the harbour.
Host: I'm sorry, but you will have to wait until seven o'clock if you would like a table with a view of the harbour.
George: That will be fine.
Host: May I have your name, please?
George: My name is George.
Host: Okay, George. I have reserved a table with a harbour view for a party of four, at seven o'clock, under your name.
George: Okay, thank you very much. Goodbye.
Host: Goodbye.

b. Setting up an appointment

Setting: Rebecca Davis has read an advertisement for a job opening in the newspaper. There is a telephone number to call to set up an interview appointment. She calls the number and speaks to Tom to set up an appointment.

- Tom: Hello, this is Tom. How can I help you?
Rebecca: Hello, I am calling in response to your ad in the newspaper about the job opening. I am interested in setting up an appointment for an interview.
Tom: Could I have your name, please?
Rebecca: My name is Rebecca Davis.
Tom: Okay, Rebecca. Would you be available next Monday morning?
Rebecca: I'm afraid I will not be available in the morning. I will be out of town. Would it be possible for me to come in on Monday afternoon?
Tom: Yes, Monday afternoon will be fine. How about two o'clock?
Rebecca: Two o'clock sounds great.
Tom: Okay, I will need you to fax me your resume by tomorrow at one o'clock. You will also need three references and their contact information.
Rebecca: What is your fax number?
Tom: The number is 5555-2263.
Rebecca: Okay, I will send those documents to you by tomorrow.
Tom: Okay, so we will see you on Monday afternoon.
Rebecca: Sounds great. Thank you very much.
Tom: You are welcome. Goodbye.
Rebecca: Goodbye.

2. New Vocabulary and Phrases

a. Making a Reservation

New words:

reservation – 預約

host – 侍應, 帶位的人 the person at a restaurant that takes reservations and seats people

party – 一夥人 group of people

request – 要求 ask for

b. Setting Up an Appointment

New words:

advertisement – 廣告 a notice to inform people of something or to catch their attention

interview – 面試 a meeting designed for one person to get information about another

appointment – 會面 An arrangement to do something or meet someone at a certain time and place

ad – 廣告 advertisement

resume – 個人簡歷 a summary of work experience

reference – 推薦人 a person who knows someone else and recommends him or her for a job

contact information – 聯絡資料 information such as name, address, telephone number, and email address where a person could be reached.

New phrases:

in response – to answer or get more information about

“I’m afraid I will not be available in the morning.” – “I’m sorry, but I am not available in the morning.”

3. Dialogues with Friends

For two people: practice dialogues a. and b.

4. Pronunciation Practice

Students will be able to improve their pronunciation skills with this section. The student will hear a word spoken correctly and then repeat it into a microphone. A voice-recognition programme will then determine and notify the student whether or not their pronunciation is correct.

5. Games

6. Section Quiz

Fill in the blank with the most appropriate word or phrase.

1. Host: Hello, Seafood Restaurant. _____?
George: Hello, I would like to make a reservation for six o'clock tonight.

- a. "What is your name"
- b. "What's up"
- c. "How can I help you"
- d. "Would you be available next Monday morning"

2. Tom: Could I have your name, please?
Rebecca: _____.

- a. "Yes, thank you"
- b. "My name is Rebecca Davis"
- c. "My name is Tom"
- d. "No"

3. Host: Okay, George. I have reserved a table with a harbour view for a party of four, at seven o'clock, under your name.
George: Okay, _____. Goodbye.

- a. "You're welcome"
- b. "Goodbye"
- c. "Thank you very much"
- d. "That's cool"

4. Rebecca is setting up an appointment, but will not be available at the time Tom asks her to come. How should she tell him?

- Tom: Okay, Rebecca. Would you be able to come in next Monday morning?
Rebecca: _____.

- a. "No"
- b. "Of course not, I will be out of town"
- c. "I'm afraid I will not be available in the morning"
- d. "Yes, I will be out of town"

5. John Brown is calling in response to an advertisement in the newspaper about a job opening. An answering machine picks up and asks him to leave his contact information so someone can call him back. Which message should he leave?
- “Hey, I’m John. I want a job. Call me back.”
 - “Hello, my name is John Brown. I am calling about your ad in the newspaper. My email address is jbrown@email.com. I would appreciate it if you could call me. Thank you.”
 - “Hello, I am calling about your ad in the newspaper. My phone number is 5555-4927. Please call me.”
 - “Hello, my name is John Brown. I am calling in response to your ad in the newspaper. My phone number is 5555-4927. I would appreciate it if you could call me back. Thank you.”

Match the following vocabulary words with the correct definition:

<u>Words</u>	<u>Definitions</u>
1. resume	a. a person who knows someone else and recommends him or her for a job
2. contact information	b. a notice to inform people of something or to catch their attention
3. reference	c. a summary of work experience
4. advertisement	d. an arrangement to do something or meet someone at a certain time and place
5. appointment	e. information such as name, address, telephone number, and email address where a person could be reached

Appendix M Lesson 3: Employment

1. Dialogues

a. General Job Interview

Setting: Andrew is applying for a job. He arrives for his appointment with Mr. Hancock, who will be interviewing him. Andrew notifies Mr. Hancock's secretary that he has arrived.

Andrew: Hello, I'm Andrew Boyle. I have arrived for my appointment with Mr. Hancock.

Secretary: He's running a little late today. Please take a seat. I'll notify him that you're here.

Andrew: Thank you.

(Mr. Hancock enters)

Mr. Hancock: Andrew Boyle?

Andrew: Yes?

Mr. Hancock: Good morning. I'm Mr. Hancock, nice to meet you.

Andrew: Good morning, nice to meet you, too.

Mr. Hancock: Please come into my office and we can begin.

(Andrew and Mr. Hancock walk into the office, Mr. Hancock sits down)

Mr. Hancock: Please, have a seat.

Andrew: Thank you.

Mr. Hancock: I've had a chance to look at your resume, everything looks to be in order. Perhaps you could tell me why you think you are qualified for this job?

Andrew: I have good people skills, I'm very organised, and I'm very dedicated to my work. I feel that I can make a great contribution to this company.

Mr. Hancock: Do you have any references?

Andrew: Yes, I do. I believe that they are listed at the bottom of my resume.

Mr. Hancock: Oh yes, here they are. Alright, do you have any questions about the position?

Andrew: I was wondering. When would I start?

Mr. Hancock: When would you be available? Would you be available immediately?

Andrew: I could be available immediately.

Mr. Hancock: That's good. Tell me, why are you thinking of leaving your present position.

Andrew: I don't find the work there very stimulating and I currently don't feel that there is much room for advancement in the company.

Mr. Hancock: So you are looking for a position with the possibility of advancement?

Andrew: Yes, I am.

Mr. Hancock: And do you have any other questions about the position?

Andrew: I was wondering, what would the starting salary be?

Mr. Hancock: That's negotiable, but the normal entry level salary for this sort of position would be about thirty-five thousand dollars American per year.

Andrew: Okay, that sounds good.

Mr. Hancock: Well this has been very informative. Thank you for coming in, and we will be in touch with you, probably within a week.

Andrew: Sounds great. I look forward to hearing from you. Thank you for your time.

Mr. Hancock: Thank you for coming in, goodbye.

Andrew: Goodbye.

b. Food Service

Setting: Mark is sitting in a restaurant. He is looking at the menu, getting ready to order dinner.

Waiter: Good evening, sir. Can I get you something to drink?
Mark: Yes, I would like a Coca-Cola, please.
Waiter: Okay, I will be right back with your drink to take your order.
Mark: Thank you.
(Waiter leaves and returns with a glass of Coca-Cola)
Waiter: Are you ready to order?
Mark: Yes. I would like to start off with a house salad as an appetizer. I was also wondering, what side dishes come with the sirloin steak?
Waiter: The steak comes with vegetables and potatoes on the side.
Mark: Okay, I will have the sirloin steak for my main course.
Waiter: Okay, thank you.
Mark: Thank you.
(Mark has now finished his meal)
Waiter: Are you all set with this? (Waiter gestures toward the empty dinner plate)
Mark: Yes, thank you.
Waiter: Would you care for some coffee or dessert?
Mark: No thank you, I will just take the check.
Waiter: Certainly, I will get that for you right away.
Mark: Thank you.

c. Computer and Technology

Setting: Will's computer is broken. His friend Chris is helping him fix it.

Chris: So, what do you think is wrong with your computer?
Will: I can't seem to open my email account or my internet browser.
Chris: Are you connected to the internet?
Will: I think so, it was working yesterday.
Chris: Are you able to open any other programmes or documents?
Will: Yes, I recently downloaded this music programme onto my desktop, and it still works.
Chris: It sounds like you have a problem with your network connection. You should call your internet service provider and see if everything is set up correctly.
Will: Do you think I could have a virus?
Chris: I don't think so. Your anti-virus programme would have detected it if you had one.
Will: Okay, I will call my internet service provider later today.

d. Hotel Services

Setting: Debbie has walked into a hotel. She is asking the receptionist if there are any rooms available.

Debbie: Hello, I was wondering if you have any vacancies.
Receptionist: Are you looking for a single or double room?
Debbie: Just a single, please.
Receptionist: Yes, we have one room available on the fifth floor and one on the ninth floor. Would you prefer a garden view or an ocean view?

Debbie: Is there a price difference between the two?
Receptionist: Yes, the room with the ocean view is one hundred and fifty dollars per night and the room with the garden view is one hundred dollars per night.
Debbie: Okay, I will take the room with the garden view.
Receptionist: Alright, how many nights will you be staying?
Debbie: Just one night.
Receptionist: Here is your key. Your room number is 504. The doorman will help you with your luggage.
Debbie: Thank you.

e. Medical Services

Setting: Tony Demarco is sitting in the waiting room after his doctor's appointment. The receptionist calls him up to the desk.

Receptionist: Tony Demarco?
Tony: Yes?
Receptionist: Here is your prescription for your medicine. You should take one pill three times a day, before meals. Your bill comes to two hundred dollars.
Tony: Thank you. I would also like to set up an appointment for a physical exam.
Receptionist: Okay, let me check the doctor's schedule. Would you be able to come in next Thursday at nine o'clock?
Tony: Sure, that sounds great.

2. New Vocabulary and Phrases

a. General Job Interview

New words:

applying – 申請 requesting or seeking employment

notifies – 通知 informs

qualified - 合格 having the abilities to do something

people skills – 人際關係的學問 having the ability to get along with people

organised - 有系統

dedicated – 專注 committed to something

contribution - 貢獻 something to offer

position – 職位 a place or job in a company

stimulating – 刺激 interesting

negotiable – 可協議的 able to be changed through discussion

entry level – 基本的, 初級的 the starting point

informative – 有用的, 有益的 useful

b. Food Service

New words:

menu - 餐牌, 菜單

appetizer - 前菜

main course - 主菜

check - 帳單

New phrases:

“Are you all set with this?” – “Are you finished with this?”

“Would you care for some coffee or dessert?” – “Would you like some coffee or dessert?”

c. Computer and Technology

New words:

email account - 電子郵件戶口

internet browser - 網絡瀏覽器

programmes - 程式

documents - 文件

downloaded - 下載

desktop - 桌面

network connection - 網絡連接

internet service provider - 網絡服務供應商

virus - 電腦病毒

detected - 檢驗到 found

d. Hotel Services

New words:

receptionist - 招待員 a person who greets and helps visitors and answers the telephone at the entrance of a company

vacancies - 空房 empty spaces

e. Medical Services

New words:

waiting room - 等候室 an area where patients wait to be called for their appointment

prescription - 藥方

medicine - 藥 drugs

pill - 藥丸

bill - 帳單

physical exam - 體格檢查, 身體檢查

3. Dialogues with Friends

For two people: practice dialogues b, c, d, and e.

For three people: practice dialogues a.

4. Pronunciation Practice

Students will be able to improve their pronunciation skills with this section. The student will hear a word spoken correctly and then repeat it into a microphone. A voice-recognition programme will then determine and notify the student whether or not their pronunciation is correct.

5. Games

6. Section Quiz

Fill in the blank with the most appropriate word or phrase:

1. Mr. Hancock: Good morning. I'm Mr. Hancock, nice to meet you.
Andrew: Good morning, _____, too.
 - a. "Nice to meet you"
 - b. "Thank you"
 - c. "My name is Andrew"
 - d. "I have arrived for my appointment with Mr. Hancock"

2. Mr. Hancock: Perhaps you could tell me why you think you are qualified for this job?
Andrew: _____.
 - a. "My name is Andrew"
 - b. "I really need the money"
 - c. "I think I could make a great contribution to the company"
 - d. "I could be available immediately"

Match the following vocabulary words with the correct definition:

<u>Words</u>	<u>Definitions</u>
1. vacancies	a. a place or job in a company
2. virus	b. a dish that is served before the main course
3. dedicated	c. a programme that infects a computer causing it to run incorrectly
4. prescription	d. something to offer
5. appetizer	e. a person who greets and helps visitors and answers the telephone at the entrance of a company
6. documents	f. empty spaces
7. position	g. able to be changed through discussion
8. contribution	h. committed to something
9. receptionist	i. an order that gives permission for medicine or treatment
10. negotiable	j. written pieces of work containing information

Appendix N Lesson 4: Travel

1. Dialogues

a. Making travel arrangements

Setting: Maria is at a travel agency and is planning a trip to India for her husband and herself.

- Maria: I would like to plan a trip for two to India.
Travel Agent: How long would you like to stay for?
Maria: We would like to stay for one week next month.
Travel Agent: Are you looking for an all-inclusive package deal?
Maria: Yes, what do you have to offer?
Travel Agent: We have a package that includes the hotel, airline tickets, and some sightseeing activities.
Maria: That sounds great. How much does that cost?
Travel Agent: We are offering a promotion right now so the package would only cost one thousand dollars per person.
Maria: We will also need to apply for visas. How much would that cost?
Travel Agent: That would be thirty dollars each. Here are your applications. Do you both have passports?
Maria: Yes, we do.
Travel Agent: Okay, with the travel packages, visa applications, and taxes, your total comes to two thousand two hundred and sixty dollars. You will need to leave a ten percent deposit.
Maria: Do you accept personal checks?
Travel Agent: No, I'm sorry we do not. But we do accept credit cards.
Maria: Okay. When will the tickets be ready?
Travel Agent: You can pick them up at the end of the week.
Maria: Thank you very much.

b. Giving and Asking for Directions

Setting: Yan is going to a theatre to see a show. She got lost on the way and asks a man at a newsstand for directions.

- Yan: Excuse me. I was wondering if you knew how to get to the theatre from here.
Man: Which theatre are you talking about?
Yan: The theatre on Salisbury Street.
Man: Yes, I do. If you take a right and walk for two blocks, there will be a pedestrian bridge on your left. You can use it to cross the street onto Cliff Road. You will see a bus stop when you come down the stairs.
Yan: Do I need to take that bus?
Man: No, but you will see a light bus stop if you walk straight for one block. You need to take bus number 108 and get off at the third stop.
Yan: Is the theatre near the bus stop?
Man: No, you will need to take a taxi once you get off the bus. You could walk if you wanted, but it would take you half an hour.
Yan: Okay, so I take a right and walk for two blocks to the pedestrian bridge. Then I cross the street and walk straight for one block to the light bus stop. I take

bus number 108 and get off at the third stop. Then I can get a taxi to take me directly to the theatre?

Man: Yes, that is correct.

Yan: Thank you very much. I appreciate your help.

Man: You're welcome. Good luck!

2. New Vocabulary and Phrases

a. Making Arrangements

New words:

travel agency - 旅行社

all-inclusive package deal – a group of items offered together for a special price

promotion - 推銷 a sale

visas - 簽證

passports - 護照

taxes – 稅 extra charges

deposit – 保證金 an amount of money given before you pay the full amount to secure your purchase

b. Giving and Asking for Directions

New words:

newsstand - 報紙販賣攤

block - 街口

pedestrian bridge - 行人天橋 footbridge

turn left - 轉左

stairs - 樓梯

walk straight - 直行

directly - 直接

New phrases:

take a right – 轉右 go right

get off - exit

3. Dialogues with Friends

For two people: practice dialogues a. and b.

4. Pronunciation Practice

Students will be able to improve their pronunciation skills with this section. The student will hear a word spoken correctly and then repeat it into a microphone. A voice-recognition programme will then determine and notify the student whether or not their pronunciation is correct.

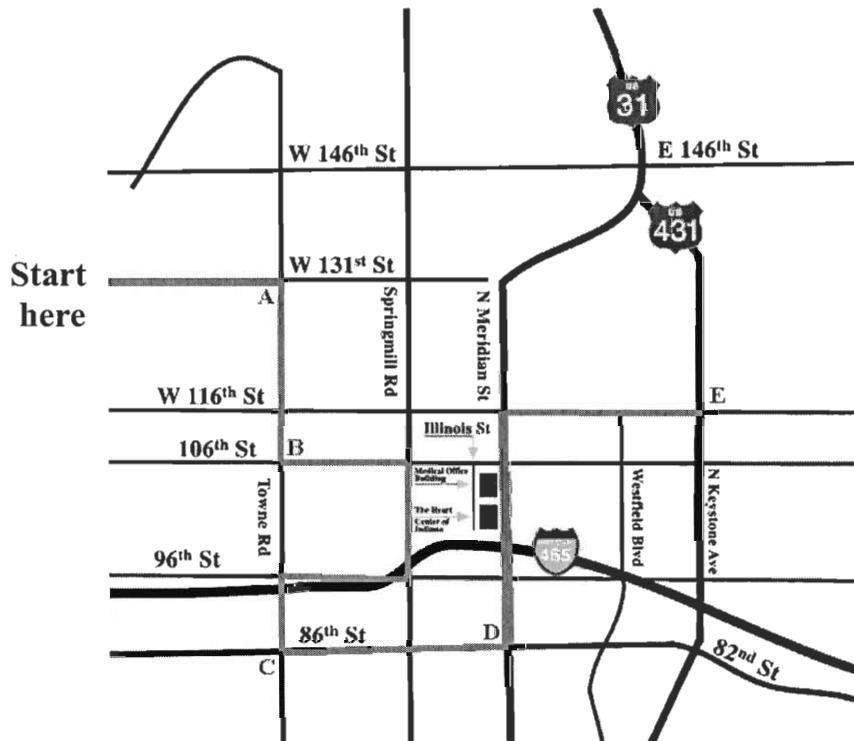
5. Games

6. Section Quiz

Match the following vocabulary words with the correct definition:

<u>Words</u>	<u>Definitions</u>
1. turn right	a. a sale
2. passport	b. 直行
3. promotion	c. a company that plans trips for people
4. turn left	d. 轉右
5. travel agency	e. 轉左
6. walk straight	f. an amount of money given before you pay the full amount to secure your purchase
7. deposit	g. 護照

You are asked to follow this map and walk along the green line. You turn right at point A and walk to point E:



1. Which direction do you turn at point B?

- a. Turn left
- b. Turn right
- c. Do not turn, walk straight
- d. Turn back

2. How do you get from point B to point C?

- a. Turn left, then right, then left
- b. Turn left, then left, then right
- c. Turn right, then right, then left
- d. Turn left then right, then right

3. If you are walking from point C to point E, which direction do you turn at point D?

- a. Turn left
- b. Turn right
- c. Do not turn, walk straight
- d. Turn back

Appendix O Lesson 5: Shopping

1. Dialogues

a. Electronics

Setting: Kevin is looking to buy a digital camera. He is talking to the clerk at an electronics store.

- Clerk: What can I help you with today?
Kevin: I would like to buy a digital camera.
Clerk: Are you looking for any specific brand?
Kevin: No, I am just looking for one that can store a lot of pictures and take short videos.
Clerk: Okay, these cameras right here all have 128 megabytes of memory and can take short videos.
Kevin: Are any of them waterproof?
Clerk: Yes, these two are. This camera here can take pictures with up to 4.0 megapixels and the other can take up to 3.5 megapixels.
Kevin: What is the digital zoom on the camera with 3.5 megapixels?
Clerk: They both have 8 times digital zoom.
Kevin: How much are they?
Clerk: They are three thousand five hundred dollars, but this one comes with a free camera case.
Kevin: Okay, I will take the one with the free camera case. Do you accept credit cards?
Clerk: Yes, we do. I can ring you up right over here.

b. Clothing

Setting: Lam is shopping for some clothes at a department store. She asks the saleswoman, Jamie, for help.

- Jamie: Hello, can I help you with anything?
Lam: Yes, I am looking for a pair of pants to match this shirt.
Jamie: We have some right over here. What size are you looking for?
Lam: A size five.
Jamie: Okay, the pants on this rack are size five. What colour would you prefer?
Lam: Do you have black?
Jamie: We only have black in a size nine. But we do have blue and grey in a size five.
Lam: How much do they cost?
Jamie: They are discounted to twenty percent off today.
Lam: Okay, I will try the grey pair. Where is your dressing room?
Jamie: It is in the back. I will go get the key for you.

c. Food

Setting: Jun and Emily are grocery shopping at the supermarket. They have a list of items they need to buy.

- Jun: Okay, let's find the produce section. We need some apples, tomatoes, celery, and spinach.
- Emily: I found the apples. How many do we want?
- Jun: We need one pound. Let's get the green kind. I'll get the rest of the produce, you go find the dairy section and get some milk and eggs.
- Emily: How much of each do we need?
- Jun: We need one gallon of milk and one dozen eggs.
- Emily: Okay, I will be right back.
(Emily leaves and returns with milk and eggs)
- Jun: Did you want to get some cookies?
- Emily: Yeah, I saw them two aisles over. Let's get some prawn crackers, too.
- Jun: Sounds good. Look, here is the juice. We need to get a bottle.
- Emily: This kind is on sale. Buy one, get one free.
- Jun: Okay, get two of those.
- Emily: Let's go get the cookies and prawn crackers, and then we can go home.
- Jun: Okay.

d. Gift Shop

Setting: Jill is shopping in a gift shop and asks Jack, the cashier, for help.

- Jill: Excuse me, but do you have this picture frame in a bigger size?
- Jack: Yes, we do. What size are you looking for?
- Jill: A medium size, if you have it.
- Jack: Yes we do, right over here.
- Jill: What about these vases? What other colours do you have?
- Jack: We have them in orange, blue, green, tan and white.
- Jill: Great, I'll take one in blue and one in green. Do you have any flowers I could put in them?
- Jack: Yes, we do. Right over here.
- Jill: Could you tell me how much these are?
- Jack: They're on sale for ten dollars.
- Jill: What about the vases?
- Jack: They're also on sale, two for twenty dollars.
- Jill: What a deal! I'll take them.
- Jack: Okay. Would you like anything else?
- Jill: No thanks that will be all?
- Jack: I can ring you up at the cash register over there.

2. New Vocabulary and Phrases

a. Electronics

New words:

digital camera – 數碼相機

clerk - 銷售員

electronics store - 電器商店

brand - 牌子
waterproof - 防水

b. Clothes

New words:

department store - 百貨公司

pants - 長褲

size - 尺碼

rack - 架子

prefer - 比較喜愛

discounted - 減價 being sold at a lower price

twenty percent off - 八折

dressing room - 更衣室 fitting room

c. Food

New words:

grocery shopping - 買食物, 買雜貨

supermarket - 超級市場

items - 貨品

produce section - 農產品部門 the place where you would find fresh fruits and vegetables
in a supermarket

apples - 蘋果

tomatoes - 番茄

celery - 芹菜

spinach - 菠菜

pound - 磅

dairy section - 乳品部門 the place where you would find milk, cheese, cream or other
milk products in a supermarket

milk - 奶

eggs - 蛋

gallon - 加侖

cookies - 曲奇餅

aisles - 通道

prawn crackers - 蝦條

juice - 果汁

bottle - 樽

New phrases:

on sale - being sold at a lower price than normal

Buy one, get one free - 買一送一

d. Gift Shop

New words:

cashier - 收銀員

medium size - 中碼

orange - 橙色

blue - 藍色

green - 綠色

tan - 棕褐色

a deal – 減價貨品 an item that is sold at a cheaper price than normal

New phrases:

“What a deal!” – “That is much cheaper than normal!”

3. Dialogues with Friends

For two people: practice dialogues a, b, c, and d.

4. Pronunciation Practice

Students will be able to improve their pronunciation skills with this section. The student will hear a word spoken correctly and then repeat it into a microphone. A voice-recognition programme will then determine and notify the student whether or not their pronunciation is correct.

5. Games

6. Section Quiz

Choose the most appropriate answer for each question:

1. What type of store would you go to if you wanted to buy a compact disc player?
 - a. Grocery store
 - b. Gift shop
 - c. Electronics store
 - d. Dressing room
2. In what section of the supermarket would you find cheese?
 - a. Produce section
 - b. Dairy section
 - c. Meat section
 - d. Candy section
3. Which of the following does not mean something that is sold at a cheaper price than normal?
 - a. On sale
 - b. Discounted
 - c. A deal
 - d. Waterproof

Match the following vocabulary words with the correct definition:

<u>Words</u>	<u>Definitions</u>
1. brand	a. 更衣室
2. apples	b. 綠色
3. size	c. 藍色
4. green	d. 芹菜
5. dressing room	e. 蘋果
6. supermarket	f. the place where you would find milk, cheese, cream or other milk products in a supermarket
7. celery	g. 番茄
8. blue	h. 奶
9. dairy section	i. 牌子
10. milk	j. 防水
11. tomatoes	k. the place where you would find fresh fruits and vegetables in a supermarket
12. produce section	l. 尺碼
13. waterproof	m. 超級市場

Appendix P Lesson 6: Social Activities

1. Dialogues

a. Sports

Setting: Fred and Mei are trying to decide what physical education classes to sign up for in school. Their friend Anna shows up and joins them.

- Fred: So Mei, what gym class are you going to take?
Mei: I'm not sure, I am still deciding. What about you?
Fred: I'm not sure, either. I am thinking about basketball or soccer.
Mei: I am thinking about signing up for swimming or volleyball. My sister is taking field hockey and she really likes it.
Fred: One of my friends is taking baseball and another is taking football.
(Enter Anna)
Anna: Hey guys. What's up?
Fred: Not much, Anna. Are you taking any gym classes this semester?
Anna: Yeah, I am in gymnastics. I really like it.
Mei: That sounds like fun! Maybe I will sign up for that.
Anna: Did you consider signing up for badminton? It is really fun.
Fred: Yeah, maybe I will take that! Thanks, Anna.
Anna: You're welcome. I have to go now. Bye!
Fred: Bye.
Mei: See ya!

b. Music

Setting: Lynn, Claire, and Queenie are at the karaoke. They are looking through all the songs they could sing and trying to decide which ones they want.

- Lynn: Hey guys, let's look through these songs.
Claire: I want to sing a rock song.
Lynn: I didn't know you liked rock music!
Queenie: I think I want to sing a country song.
Claire: My mom owns a lot of country CDs. My dad likes to listen to classical music.
Lynn: My dad likes classical music, too. I want to sing a pop song.
Queenie: Okay, let's go sing!

c. Going out

Setting: Ed, Louis, and Stephanie are trying to make plans for that night.

- Ed: So, what do you guys want to do tonight?
Louis: I think some new movies came out this week. We could go watch a movie after we get something to eat.
Stephanie: Where do you want to go for dinner?
Ed: I think we should get some sushi or sashimi.
Louis: Yeah, sushi sounds good. So did you guys want to see a movie?
Stephanie: Sure. Did you want to go shopping when the movie gets out?
Ed: I don't think I want to go shopping. How about going to karaoke or a disco?
Stephanie: Okay, let's go to karaoke after the movie. I saw a music video on T.V. this morning that I want to sing. I think there is a karaoke place near the theatre.

Louis: Okay, great. I'm hungry, let's go eat.
Ed: Okay.
Stephanie: Okay.

2. New Vocabulary and Phrases

a. Sports

New words:

physical education - 體育課

gym class - 體育堂

basketball - 籃球

soccer - 足球

swimming - 游泳

volleyball - 排球

field hockey - 陸上曲棍球

baseball - 棒球

football - 美式足球, 欖球

semester - 學期

gymnastics - 體操

consider - 考慮 to think about

badminton - 羽毛球

b. Music

New words:

rock - 搖滾樂

country - 鄉村音樂

CDs - 雷射唱片 compact discs

classical - 古典樂

pop - 流行曲

c. Going Out

New words:

movies - 電影 films

dinner - 晚餐

sushi - 壽司

sashimi - 刺身

shopping - 購物

karaoke - 卡拉 OK

disco - 的士高, 小舞廳

music video - 音樂錄像帶

T.V. - 電視 television

3. Dialogues with Friends

For three people: practice dialogues a, b, and c.

4. Pronunciation Practice

Students will be able to improve their pronunciation skills with this section. The student will hear a word spoken correctly and then repeat it into a microphone. A voice-recognition programme will then determine and notify the student whether or not their pronunciation is correct.

5. Games

6. Section Quiz

Match the following vocabulary words with the correct definition:

<u>Words</u>	<u>Definitions</u>
1. basketball	a. 羽毛球
2. soccer	b. 陸上曲棍球
3. swimming	c. 體操
4. volleyball	d. 購物
5. field hockey	e. 音樂錄像帶
6. baseball	f. 足球
7. football	g. 籃球
8. gymnastics	h. 排球
9. badminton	i. 美式足球, 欖球
10. movies	j. 棒球
11. shopping	k. 游泳
12. music video	l. films

Appendix Q Answer Key

Lesson 1:

Choosing:

1. b
2. c
3. d
4. a
5. b
6. c
7. d
8. b
9. d
10. a

Lesson 2:

Choosing:

1. c
2. b
3. c
4. c
5. d

Vocabulary:

1. c
2. e
3. a
4. b
5. d

Lesson 3:

Choosing

1. a
2. c

Vocabulary:

1. f
2. c
3. h
4. i
5. b
6. j
7. a
8. d
9. e
10. g

Lesson 4:

Vocabulary:

1. d
2. g
3. a
4. e
5. c
6. b
7. f

Choosing:

1. a
2. c
3. a

Lesson 5:

Choosing:

1. c
2. b
3. d

Vocabulary:

1. i
2. e
3. l
4. b
5. a
6. m
7. d
8. c
9. f
10. h
11. g
12. k
13. j

Lesson 6:

Vocabulary:

1. g
2. f
3. k
4. h
5. b
6. j
7. i
8. c
9. a
10. l
11. b
12. e