

SEPTEMBER 2024

MAJOR PROJECT REPORT



MA WEB DESIGN
& CONTENT PLANNING

Prepared by: Wong, Yuet Kwan Katrina

TABLE OF CONTENTS

01	Introduction	2-3
02	Phase 1: Concept <ul style="list-style-type: none">• Business Context• Cultural Context	4-16
03	Phase 2: Planning <ul style="list-style-type: none">• Commodity• Delight• Firmness	17-38
04	Phase 3: Prototype	39-42
05	Phase 4: Implementation	43-52
06	Phase 5: Analysis	53-66
07	Conclusion	67-69
08	References	70-73

0 1

INTRODUCTION

01

INTRODUCTION

Advancements in technology have made online learning easier. I have created a website aimed at teaching English.

I started with a concept (Phase 1) to create a user-friendly, enjoyable, and engaging platform to help junior school students improve their English proficiency. My target audience are junior school students in Form 1-3, ages 12-14.

Then, I moved into planning (Phase 2) the website's structure and content to meet the unique needs of these young students.

After that, I designed (Phase 3) a visually appealing website, with interactive exercises and gamification elements to engage with students.

For implementation (Phase 4), I used a Content Management System (CMS) and chose a reliable domain and hosting service. I used Search Engine Optimisation (SEO) to ensure that the content was easily accessible on computers, ipads and mobiles by these young learners. After testing, I promoted and marketed the website using social media, including Instagram, Twitter, and LinkedIn. Finally, I launched the website to make it live.

After launching the website, I continued to monitor and improve features and content by reviewing user feedback and analytics (Phase 5) to enhance the overall learning experience.

The following report details the website development cycle, from Phase 1 to 5, mentioned above.

02

PHASE 1 CONCEPT

BUSINESS CONTEXT

02

IMPORTANCE OF ENGLISH PROFICIENCY IN HONG KONG



“English is now the lingua franca. That’s how it is. You have to speak English if you want to act and move in globalization.”

*Edouard Philippe,
French Prime Minister*



Hong Kong has two official languages – Chinese and English. English is widely used in the government, legal, professional, and business sectors (GovHK, 2024). According to an article by China Daily, the author argues that English proficiency is crucial for Hong Kong to maintain its status as a global city and compete with other international cities like Singapore (Parker, 2024).

The British Council (British Council, 2023) and other sources (Lane, 2024) also predict that English will maintain its position as the world’s most widely spoken language in the next decade.

However, Hong Kong’s education environment is facing challenges. There is an increasing number of English teachers leaving their jobs or retiring (Yu, 2023). Hongkongers mainly speak in Chinese. The demand for English education remains high.

There are many reputable English learning websites that provide online education courses and learning resources. The major ones used by Hong Kong students are BBC Learning English (BBC), British Council Learn English (British Council), and Lingoda. They offer grammar-based lessons in learning vocabulary and phrases, or English language courses for learners all over the world.

02

NICHE DESCRIPTION

This is an online English learning platform, designed for junior school students in Hong Kong in Form 1-3, ages 12-14, as they transition from primary to secondary education. The website offers a user-friendly, enjoyable, and engaging experience tailored to meet the unique needs of these junior school students.

I understand that many online learning platforms have overlooked the difficulties faced by this group of students whose mother tongues are Chinese. I intend to provide concise learning resources at the right level with interactive activities to enhance their language proficiency. I believe that learning English should be a fun and rewarding journey. By gradually building their knowledge and confidence, the students will be well-prepared for more advanced education ahead.

REVENUE & BENEFITS

The QuillRoom website is a free English learning platform accessible on computers, ipads and mobile devices. I am not prepared to charge any fee for learning and using the English resources in my website but I may explore affiliate marketing with reputable websites like British Council, to earn fees on referrals for their courses.

Learning English in virtual classrooms have become more popular, especially after the COVID-19 pandemic because of its accessibility, flexibility and effectiveness. This has also contributed to the increased opportunities for online English education apps and websites.

QuillRoom's website also offers the following benefits to students and other learners:

Convenience and accessibility: Students can learn in any place and at any time.

Handful resources: All learning materials can be obtained from the website conveniently and consumed at ease.

Smooth transition: With improved English proficiency, students will become more confident to transition from primary to secondary curriculums. Research revealed that well-supported transitions positively impacts students' well-being and academic success (Freud & Heads Together Campaign, 2020). Students learning in QuillRoom may become more independent, responsible, confident, and mature.

Effective learning: Students not only can improve English but also increase knowledge by studying different topics including food, animals, sports and science, etc.

02

SWOT ANALYSIS

I have conducted a SWOT analysis to identify the strengths, weaknesses, and threats, as well as find out opportunities for creating the QuillRoom website.

Strengths (S)

I have first-hand teaching experience as a part-time teaching assistant working with junior school students. The experience I had have given me a deep understanding of their needs and expectations in learning English. This allows me to create a tailored English learning website for this particular group of students.

Opportunities (O)

The existing English learning websites have not targeted this group of junior school students in Form 1-3, ages 12-14, in Hong Kong facing transition problems from primary to secondary school English curriculums. This gives me a great opportunity to attract these young learners to learn English on my website and find teaching materials that fit them.

Weaknesses (W)

The online English learning market is highly competitive. There are many existing websites providing free learning resources. It may be difficult for my target audience to discover my website among others in the market. Promotion, continuous updates and improvements to the website to maintain its competitiveness and sustainability can be a big challenge.

Threats (T)

There are growing numbers of online English learning websites in the market and it is especially hard to compete with the reputable and well-established ones. The market is highly competitive so I will need to work hard to differentiate my website from others.

02

UNIQUE SELLING POINT (USP)

With my target audience in mind, I have created a personalised platform offering a unique approach to English learning that goes beyond just grammar and vocabulary.

Special features

Unconventional learning approach: Students are involved in vocabulary, phrases, synonyms, puns, and idioms, etc. to learn how to communicate and express with confidence.

Bilingual approach: The texts are written in bilingual to make Hong Kong students feel more comfortable communicating in their native language.

Compact quality lessons: The learning materials are concise and can be easily and conveniently absorbed.

Interactive activities: Wordsearches and audio clips are incorporated to keep students challenged and engaged.

Common knowledge: The learning content is extended to include common and everyday topics to broaden students' views and knowledge.

No hidden cost: QuillRoom is a completely free-of-charge to use website with no hidden cost.

ELEVATED PITCH

“QuillRoom is a free English learning platform designed for Hong Kong junior school students. It offers fun and engaging materials to support a smooth transition from primary to secondary education, empowering students for academic success.”

02

PHASE 1 CONCEPT

CULTURAL CONTEXT

02 E-LEARNING HISTORY

Stage 1 – Early online education

The term "e-learning" was first used at a Cognitive Behavioural Therapy (CBT) lecture in 1999 (Bonafide Research, 2024). It refers to the use of the internet or other digital technologies to provide access to education beyond geographical barriers. The terms "e-learning" and "online learning" are often used interchangeably.

Before 2000s, distance education courses were already being used to educate students in specific fields or disciplines, even before the widespread adoption of the internet (Whitehead, 1984). Early online education systems were primarily used to deliver information to students (Etherington, 2017). In the 1970s, the internet began to be used for a wider range of education purposes, including interactive learning methods through email communication with students.

Stage 2 – Tech advancement

The progress in e-learning accelerated rapidly. By 2005, technological advancements, such as the availability of wireless internet, led to significant developments in the use of learning management systems (LMS), PowerPoints, education games, and social media networks (Snowden, 2020). In the following years, there was rapid progress in the development of e-learning resources, with innovations like mobile learning, podcasting, and electronic books making learning much easier for students.

Stage 3 - Gadgets and technology

From 2011 onwards, many of these technologies became more user-friendly, and e-learning became increasingly popular among students and teachers. It had a positive impact on academic performance. The invention of tablet computing, cloud computing, and learning analytics further contributed to the development of e-learning.

02 E-LEARNING HISTORY

Stage 4 – Post COVID-19 transition

The outbreak of the COVID-19 pandemic in early 2020 accelerated the transition from traditional classroom-based learning to online learning. Teachers and students had to communicate and conduct lessons through videocalling platforms like Zoom during lockdown. There is an increasing number of learning and teaching websites which also contributed to the growth of the e-learning market.

Stage 5 – Nowadays

Nowadays, people can gain access to information and e-learning opportunities in Virtual Learning Environments (VLE). Online learning allows students to study at their own pace, time, and location.

(Fig. 1)

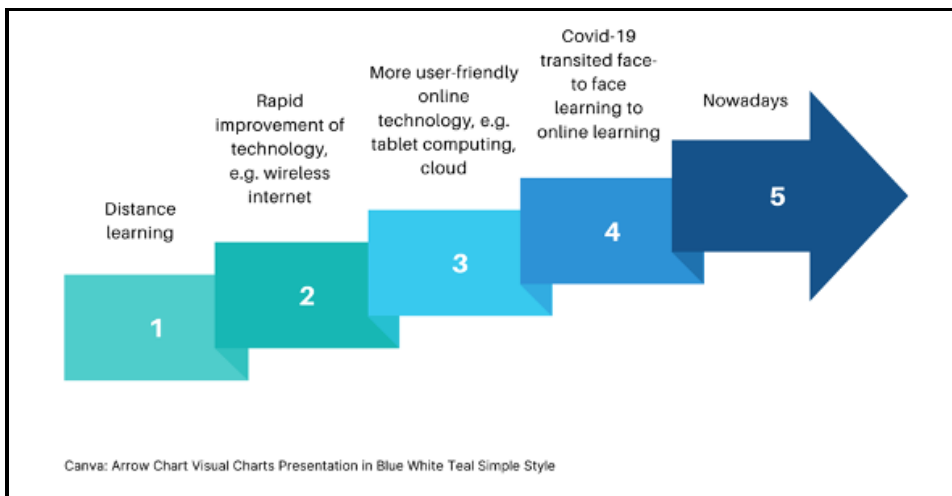


Fig. 1 – Progression of online learning / e-Learning

02

DIFFERENT FORMS OF EDUCATION

Traditional classroom-based

It refers to education that takes place in a classroom. Students are required to attend classes in person and on campus. In a classroom, hands-on training can take place and students can interact with other students directly.

Online learning / e-Learning

It refers to any form of education that takes place over the internet. Students attend online classes, study online courses, or get involved in real-time interactions with teachers and students with the help of various digital tools. Students can access the class from anywhere, any time easily.

Blended learning

This combines traditional classroom-based education and online learning with a mix of in person and virtual learning. (Raouna, 2022)

IMPACT ON CULTURE & SOCIETY

Connect with the world

English is a global language we use for work, travelling or learning. Students who learn English on my website can develop English language skills that enable them to see the difference of cultures and open doors to more opportunities in the future.

Reduce language barrier

If students can communicate effectively in English, it is likely to reduce miscommunication and misunderstanding.

Access to global market jobs and higher education

English proficiency can give young learners an advantage over others to look for jobs and study all over the world.

Access to international publications and movies

Young learners can get access to foreign publications, movies, TV shows, and newspapers that can help them learn more about other cultures and histories. (Bonneville, 2024)

02

COMPETITOR ANALYSIS

Nowadays, people can gain access to information and e-learning opportunities via different English learning platforms in VLE. I have analysed the strengths and weaknesses of some reputable English learning websites that are familiar to Hong Kong learners and used them as references for my own website.

BBC website

As part of the BBC World Service, BBC (BBC, 1943) has been teaching English to global audiences since 1943, offering free video lessons, audios, podcasts, quizzes and articles that cover various topics, including news, grammar, vocabulary, and pronunciation, etc. of easy, medium and hard levels for day-to-day and office English.

It is the most well-known online English learning platform. According to Google Pagerank Checker, the BBC website has ranked a score of 8/10 (Fig. 2). It is also one of the most visited websites in the world, indicating a very high level of traffic and user engagement (DNSChecker, 2024). The website has a large social media following, with over 5 million likes and 5.4 million followers on Facebook and a significant presence on other platforms like YouTube, Instagram and TikTok.

BBC is funded by BBC licence fee paid by UK households (BBC, 2024). All of the lessons, articles, exercises, and other education materials on the website are available for free to users and free to download. There are no subscription fees to access the English learning materials.

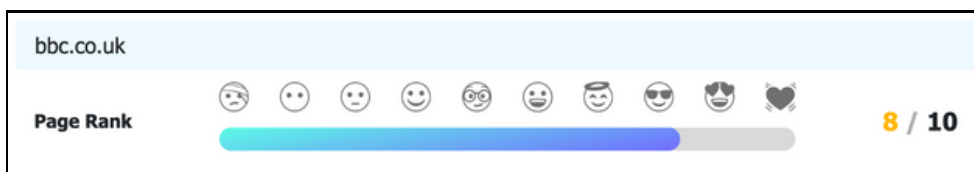


Fig. 2 – BBC website's page ranking on Google Pagerank Checker by DNSChecker

02

COMPETITOR ANALYSIS

British Council website

British Council (British Council, 1934) is a registered charity organisation and a public corporation. Their mission is to support peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide.

Same as the BBC, the British Council website is also reputable for providing quality online English learning resources to students. According to the Google PageRank Checker, the British Council website has ranked a score of 6/10 (Fig. 3). It is also one of the most visited websites in the world, indicating a very high level of traffic and user engagement (DNSChecker, 2024). The website has a substantial social media following, with over 5.4 million likes and 5.5 million followers on Facebook and a strong presence on other platforms like YouTube and Instagram. Other social media platforms include TikTok and Twitter.

British Council offers listening, reading, writing, speaking, grammar, vocabulary, pronunciation, spelling, and other education materials on the website for free to users. There are no subscription fees to access the content unless students need to pay for private, group, premium business and live sessions to advance their English skills through British Council's English Online courses.

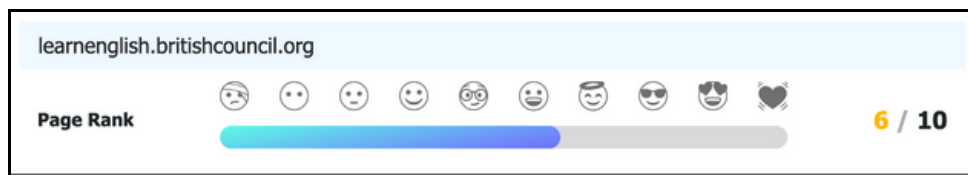


Fig. 3 – British Council website's ranking on Google Pagerank Checker by DNSChecker

02

COMPETITOR ANALYSIS

Lingoda website

Lingoda (Lingoda, 2013) was founded in 2013 and is owned and operated as a private company. The goal is to break down the language barrier and bridge cultural differences, foster a world of inclusion. They offer 24/7 online group and private classes for English, German, French, Spanish and Italian courses. Within their English courses, they offer courses for general English, business English, exam preparation, etc. They are working with teachers around the world.

According to Google PageRank Checker, the Lingoda website has ranked a score of 5/10 (Fig. 4). It is one of the most visited websites in the world, indicating a very high level of traffic and user engagement (DNSChecker, 2024). The website has a substantial social media following, with over 100 thousand likes and over 100 thousand followers on Facebook and a strong presence on other platforms like YouTube and Instagram. Other social media platforms include TikTok and Twitter. They have live and online classes with feedback received from a teacher. They score 4.5 in both Trustpilot and Google Reviews.

Lingoda operates on a subscription-based business model and users must pay a monthly or annual fee to access the platform's language lessons. They offer free trial lessons and subscription plans for further learning.

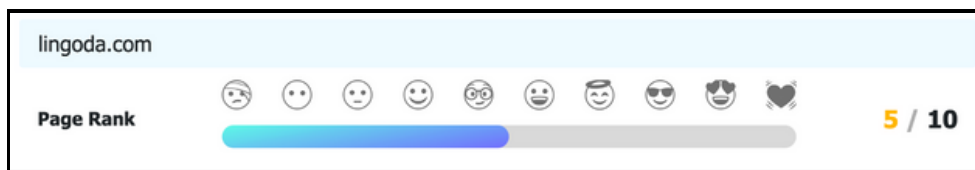


Fig. 4 – Lingoda website's ranking on Google Pagerank Checker by DNSChecker

02

COMPETITOR ANALYSIS

Learnings from BBC, British Council and Lingoda websites

I found that the strengths of these reputable websites have enabled me to make reference for my website. These include:

Branding: They maintain consistent branding across all webpages.

Typography: They use clean and legible typography; use hierarchical approach; allow sufficient white space; and maintain colour contrast between text and background.

Colour: They use white text on bold and strong coloured background.

Content: They provide quality and structured content, use multi-media and interactive elements.

Visual elements: They use relatable images that match the concept of their websites and use customised icons that match with their theme colours

SEO: They incorporate keywords; responsive design, fast page load times, use clear navigation, sitemap and include backlinks

Contact information: They provide email, contact form and social media for users to connect with them.

Social media: They are active on social media.

However, these reputable English learning websites have some limitations that smaller websites, like mine, can address more effectively. These include:

User-focused: I can address the needs and expectations of a small group of target audience while other websites are catering for a large group of learners.

Approachable tone: I can use a more lighthearted approach to better appeal to young learners while the tone used by other websites are relatively formal.

Concise learning resources: I can use structured format and concise content to guide users to read, listen and click while other websites' learning materials are too vast and users may feel confused of where to start learning.

Interactive features: I can incorporate interactive elements of wordsearches and gamification to make my website more fun and enjoyable.

Quality images: I can use lots of white space to avoid cluttered images and quality pictures for better clarity and aesthetic.

03

PHASE 2 PLANNING

COMMODITY

03

TARGET AUDIENCE

Hong Kong junior school students in Form 1-3, ages 12-14 as they transition from primary to secondary school. Their mother tongue is Chinese. They are looking for appropriate learning materials to improve their English proficiency.

USER-CENTRED DESIGN

As an experienced part-time teaching assistant, I had the chance to work directly with junior school students. I have a deep understanding of what they worry about, their needs and challenges they face in learning English.

Understanding the User Personas

I conducted a study to identify my target user personas (Fig. 5) for learning English before developing my QuillRoom website. By understanding their goals, pain points and expectations, I was able to create a website with appropriate contents and enable students to improve English. I have listed below the characteristics of the user personas:

Worried Learners: They are concerned about academic performance in English, including exams, homework, and class participation.

Self-conscious Learners: They are conscious of how they are perceived by their peers about their English performance.

Grade-focused Learners: They want to have excellent examination results.

Shy and Reluctant Learners: They want to build confidence to actively participate in English classes.

Targeted Learners: They want to improve English skills in a particular area such as writing or listening.



Fig. 5 – User Personas

03

USER-CENTRED DESIGN

User journey map and empathy map

I created a user journey map (Fig. 6) and empathy map (Fig. 7) to have a deeper understanding of my target audience and better understand their needs and expectation for designing my website . These maps have guided me through the design and content decisions throughout the development process.

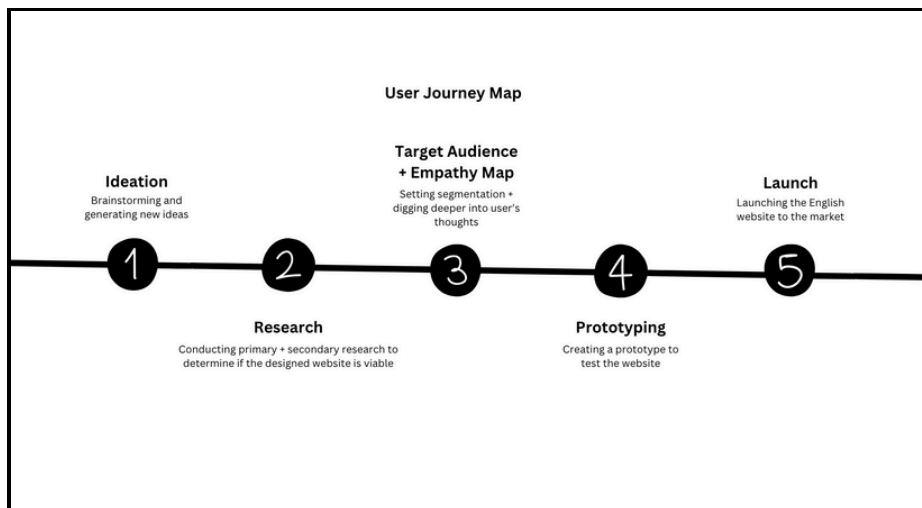


Fig. 6 – User Journey Map

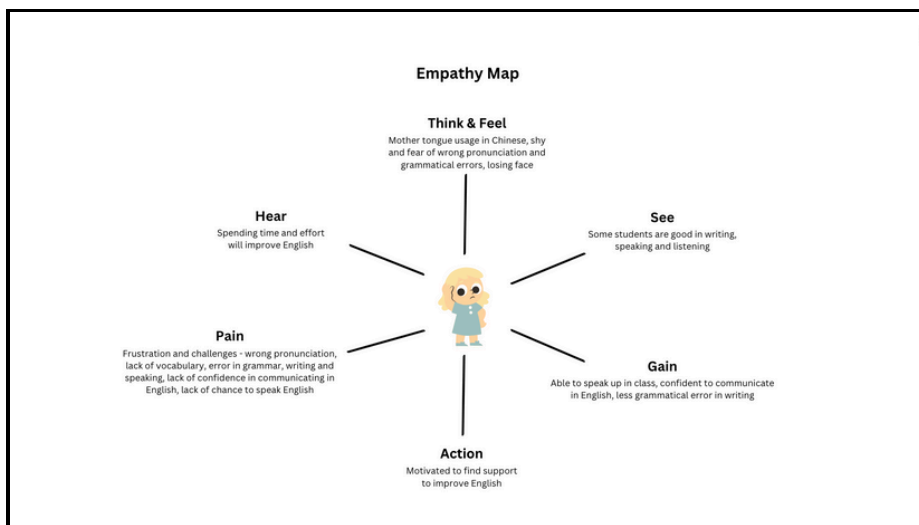


Fig. 7 – Empathy Map

QuillRoom is a user-friendly, enjoyable and engaging platform for learning English. The website is designed to meet these goals and give a better user experience for students.

Homepage

The Homepage is the landing page which introduce QuillRoom website's purpose. It features the website's logo and displays relatable images that lead to different learning content areas. This layout gave learners a quick and easy navigation to the most important information and resources. Special reasons about why choose QuillRoom for learning English were included to tell the difference between the website and others.

About page

The About page informs students of the inspiration and mission creating the website. Information about Miss Cat's experience and passion were included to give credibility to the website.

Lessons page/Learning resources page

The Lessons page showcases the learning materials available on the website. Bite-sized English lessons on a wide range of topics relating to everyday life, for example, food, animals and sports, were included. High quality images and illustrations were carefully chosen with CTA buttons to lead students to the core learning areas.

Learning English at QuillRoom is different from other traditional approaches for English learning skills. I asked the students to focus on learning communication and expression, with phrases, synonyms, puns and idioms, etc. instead of just focusing on grammar and vocabulary. Interactive features, customised with turquoise theme colour for brand consistency, that led to funny YouTube videos were included to inspire young learners to participate. Audio clips of me reading the articles were included to let learners hear the correct pronunciation of words, phrases and sentences accurately. It is expected that they will gradually build their English proficiency without even realising it.

Contact page

This page provides students with various ways to contact QuillRoom by email, message box, or using the social media CTA buttons.

Sitemap

It offers an overview of the website's structure and navigation to help students locate the information they are looking for.

Memorable tagline

Memorable taglines were displayed where appropriate to encourage young learners to master English and open doors to the world.

Visual images

High quality and relatable images from Google Images, Pexels and Canva were used, e.g. teachers and students interacting with each other, to arouse a sense of achievement.

Keywords and meta description

Appropriate keywords were used for on-page optimisation and were incorporated in the content wherever appropriate, including titles and headings. Meta descriptions were created to enhance organic traffic results.

Social media links

Social media CTA buttons that link to my Instagram, Twitter, LinkedIn and email were placed at the end of each webpage to encourage young students to connect.

Bilingual approach

My target audience's mother tongue is Chinese. Their parents also speak Chinese. Bilingual English and Chinese were used on the website to appeal to a wider audience.

CONTENT STRATEGY

CTA buttons

CTA buttons were included on each webpage to invite users to take immediate action and learn.

Lighthearted tone

A lighthearted tone throughout the content was used to better appeal to young learners.

Accessibility

The website's navigational structure and accessibility were carefully considered to ensure that the learning content could be easily retrieved by these young learners on all devices. The header was duplicated to the footer for easier navigation and improving user experience. The alt text for images was included to provide information about the images' purpose to ensure accessibility for users who rely on screen readers or other assistive tech.

INFORMATION ARCHITECTURE

I have organised and structured the information on the website to make it more accessible and understandable by my target audience (Fig. 8).

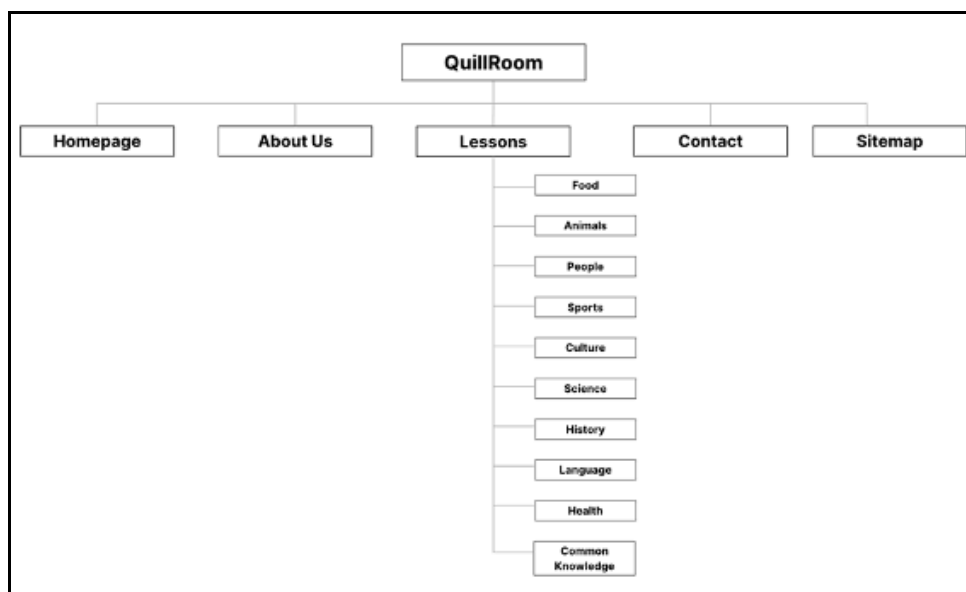


Fig. 8 – Information Architecture

03

PHASE 2 PLANNING

DELIGHT

Name

I understand that a carefully chosen brand name is important for attracting the target audience to visit a website and return to it. My target audience are Hong Kong junior school students in Form 1-3, ages 12-14 transitioning from primary to secondary school, who have the needs to improve their English proficiency. I consider words such as learn, English, easy, friendly, welcoming and classroom, etc. relatable to the brand.

I considered many alternatives (Fig. 9) and finally chose QuillRoom as the brand name. QuillRoom is a combination of quill, a writing instrument used before the invention of ballpoint pens, and room, a classroom where students learn and improve. I considered this the most appropriate name for my website.

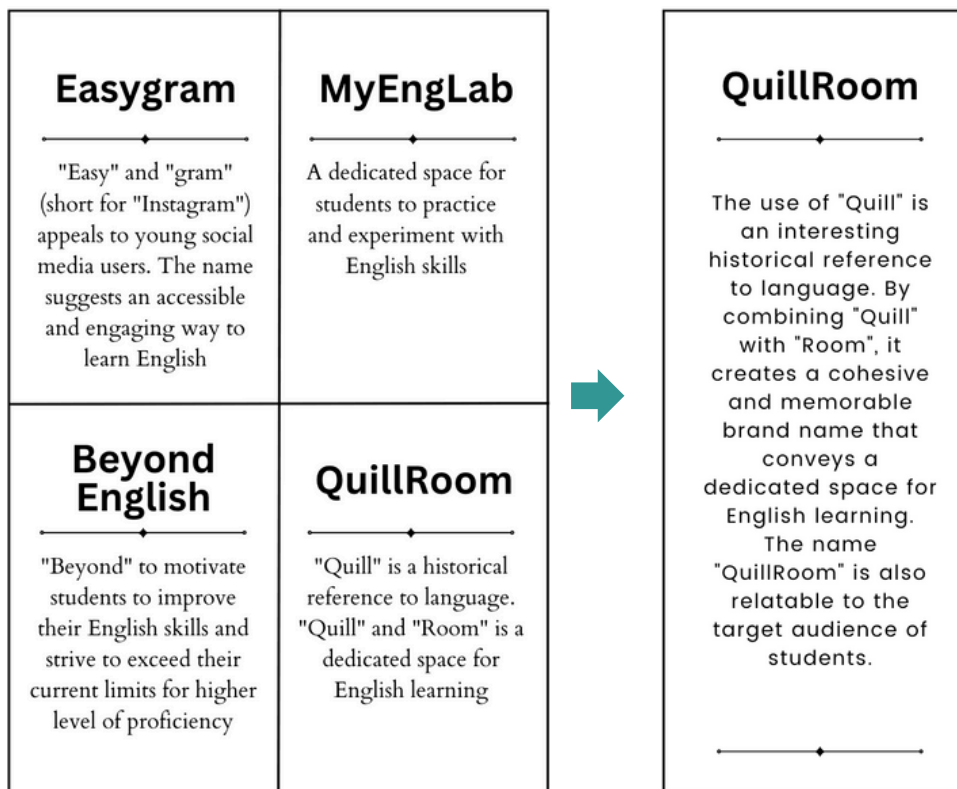


Fig. 9 – Options for brand name

Logo Typeface

I chose "Work Sans" by Wei Huang (Fig. 10) on Google Fonts library for crafting the logo. I was inspired to use this typeface by the books and education websites I came across in my childhood, including "BrainPop Jr", "1jour1actu", "Geronimo Stilton", and "The French Experiment" (Fig. 11). They are soft and rounded edge legible fonts with informal and lighthearted impression to appeal to a younger audience. "Work Sans" is an open-source font that is freely available for use on Google library. Google Fonts are optimised for fast loading and rendering, which is important for my website performance and user experience.



Fig. 10 – Logo name written in "Work Sans"

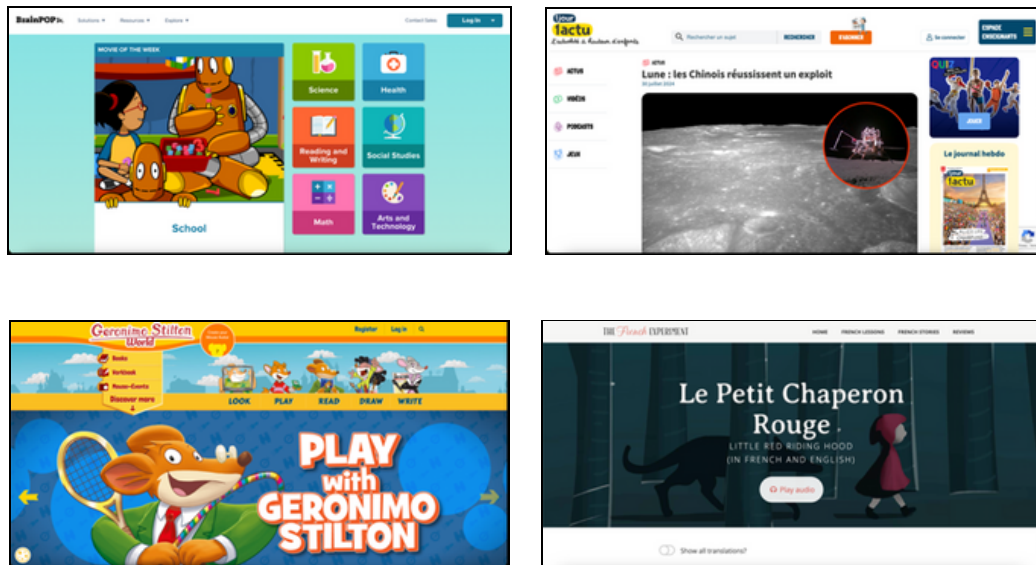


Fig. 11 – Inspiration for logo typeface

Logo design

Here is my journey to designing the QuillRoom logo (Fig. 12):

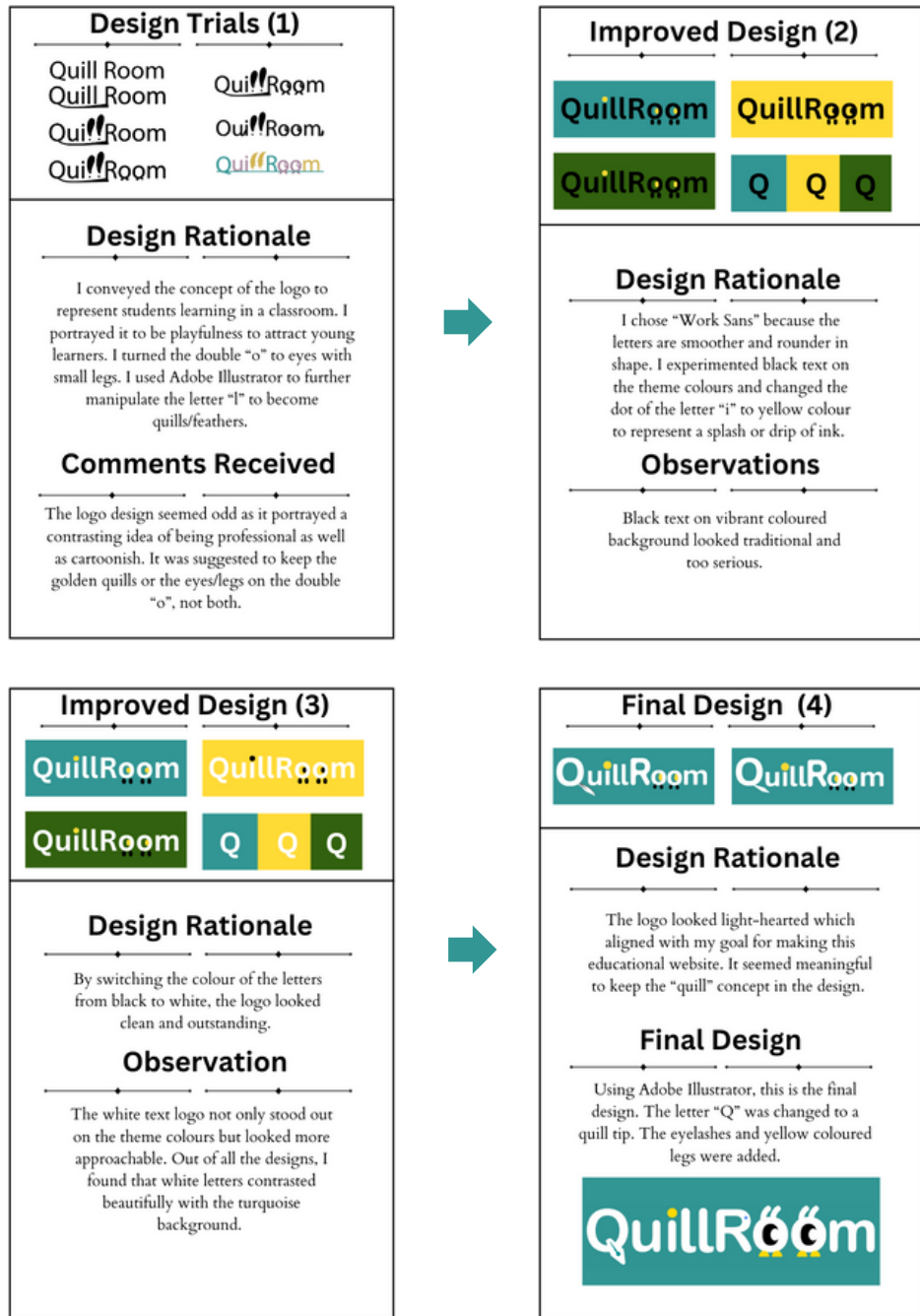


Fig. 12 – Logo design workflow

Theme colours

I conducted research on reputable English learning websites. I found that blue (a formal colour), and green (a relaxing colour), are common choices for education websites (Fig. 13).

I went on Pinterest, Pexels, and Google Images to look for some inspiration and made the moodboard (Fig. 14). The brand direction of my website became clearer.

I further used the Colour Psychology Chart (Fig. 15) to better understand the meaning and psychological impact of the colours.

Unique Colour Palette

After experimenting and testing different colour contrasts and tones, I developed a unique colour palette (Fig. 16) for my lighthearted website.

Dark Green: symbolises growth and renewal (for content titles and text)

Turquoise: a greenish-blue colour associated with healing, relaxation, and wisdom (for banners and customised icons)

Yellow: gives a sense of exploration and curiosity and is an analogous colour of green (for CTA buttons and frames for illustrations/images)

Light greyish yellow and light grey: provides a lighter coloured background for high contrast with darker text

All these colours blended beautifully with each other. Not only the meaning of colours aligned well with my goals of the website but also created a harmonious and visually appealing aesthetic.

I chose dark green, a pleasant and relaxing colour, for the content text. I also chose white for banner texts, a lighthearted and outstanding colour, to display the website's message on turquoise coloured banners on my website.

03

COLOUR PALETTE

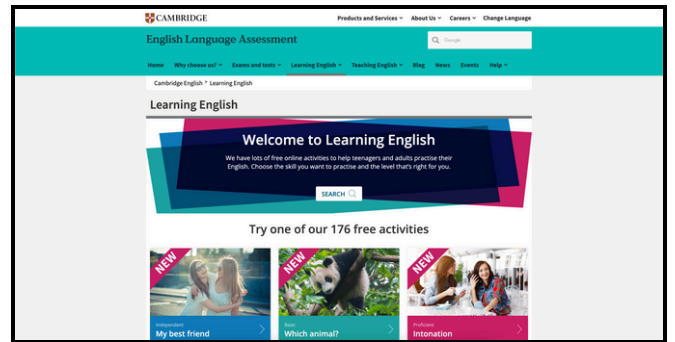
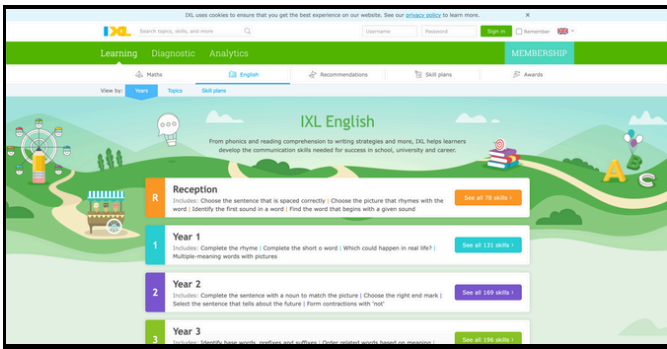
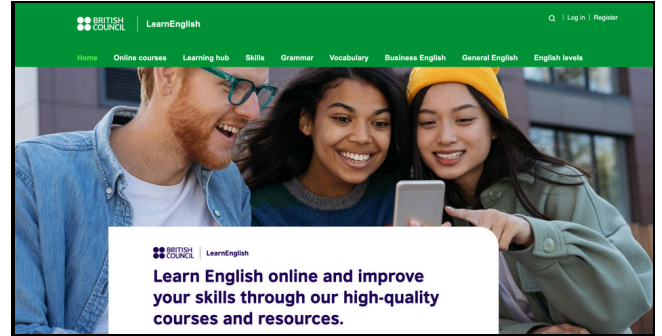


Fig. 13 – Website colours of reputable education websites

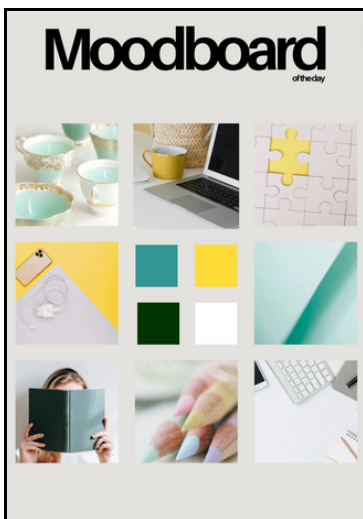


Fig. 14 - The Moodboard

RED	ORANGE	YELLOW	GREEN
POSITIVE Power Passion Energy Fearlessness Strength Excitement	NEGATIVE Anger Danger Warning Defiance Aggression Pain	POSITIVE Optimism Warmth Creativity Intellect Extroversion	NEGATIVE Frustration Caution Anxiety Frustration Cowardice
POSITIVE Communication Clarity Charm Cooperation Self-expression Healing	NEGATIVE Boredom Uncertainty Rejection Fear-avoidance Apathy	POSITIVE Trust Liberty Openness Light Serenity Security	NEGATIVE Coldness Apathy Emotionless Unfriendly Uncaring Unsettling
POSITIVE Self-reliance Seriousness Hardiness Earthiness Resilience Support Intensity	NEGATIVE Humourlessness Heartlessness Unapproachable Stubborn Dourness Concealment	POSITIVE Sophistication Security Power Elegance Authority Substance	NEGATIVE Oppression Calmness Meanness Heartless Evil Mourning
POSITIVE Sophistication Sophistication Reliability Balance Intelligence Strength	NEGATIVE Uncertain Complex Depressive Information Lack of energy Weakness	POSITIVE Cleanliness Clarity Purity Simplicity Sophistication Endlessness	NEGATIVE Boredom Stagnation Emotionless Blindness Excavation Sickness

Fig. 15 - The Colour Psychology Chart

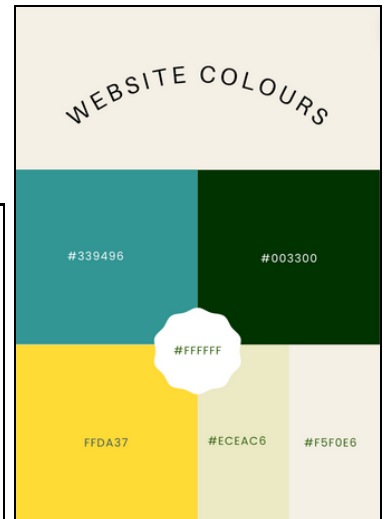


Fig. 16 - The Colour Palette

03

TYPEFACE

Besides using Work Sans for the logo typeface, I used Work Sans, DM Sans and Garamond (Fig. 17), all available on Google Fonts which shared common characteristics that the letters were smooth and round, also slightly narrower compared with their height, for the website text. They are highly legible, easier to read, appeared friendly and approachable. The fonts were made in different sizes and weights to distinguish hierarchy.

Regular 400
We encourage you to master English, as it will open doors to the world
- Work Sans by Wei Huang

Regular 400
We encourage you to master English, as it will open doors to the world
- DM Sans by Colophon Foundry

Regular 400
We encourage you to master English, as it will open doors to the world
- Cormorant Garamond by Christian Thalmann

Fig. 17 – Work Sans, DM Sans and Cormorant Garamond

I used lots of white space, simple and consistent typography to present neat and organised content. I used different sizes of headings, subheadings and text to establish a clear hierarchy (Fig. 18).

The layout was designed to be responsive to different screen sizes and devices.

I used minimalistic and clean header and footer so that users could easily move between different sections throughout the website (Fig. 19).

The screenshot shows a webpage with a yellow header bar containing the title 'Homonyms'. Below this is a sub-header 'Deserts and desserts'. The main content area contains a paragraph explaining that some English words are nightmares for learners because they look similar but mean different things, with 'desert' and 'dessert' as an example. It then defines a desert and a dessert, and provides a mnemonic: 'Remember that a dessert has two 's's because everyone wants seconds of it!'. Below this is a credit line: 'Credits: Issue 06, 3 November 2022 (Thursday) by Quest from hkej'. Another yellow header bar contains the title 'Other Examples of Homonyms', followed by a sub-header 'Remember!'. A paragraph states: 'Homonyms are words pronounced and spelled the same way but with a different meaning.' Below this is a table with five rows, each containing a number, a word, and its definition.

1.	Ate / eight	– Past tense for “eat” or you have just eaten something / a number
2.	Jam	– To force or block something / a type of jelly, mostly fruit-flavoured
3.	Tender	– Easy to cut or chew / showing kindness and gentleness
4.	Bean / been	– a type of vegetable / past tense of “be”
5.	Leek / leak	– a type of vegetable / when something escapes

Fig. 18 - Example of page layout with white space and simple typography

The screenshot shows a teal header bar with the logo 'QuillRoom' on the left and navigation links 'Home', 'About', 'Lessons', 'Contact', and 'E-mail' on the right. Below this is a teal footer bar with navigation links 'Home', 'About', 'Lessons', 'Contact', 'Sitemap', and 'Credits' on the left; the logo 'QuillRoom' in the center; the text 'Love Nature by Tyler Moore' on the right; and a blue circular icon with a white arrow pointing up on the far right.

Fig. 19 - Header and Footer

03

VISUAL ELEMENTS



I used platforms like Google Images, Pexels, Canva and Pinterest for images, icons and illustrations without cost. Images were carefully selected. They were of high quality and relevant to arouse a sense of happiness, achievement and confidence to enhance user experience (Fig. 20).



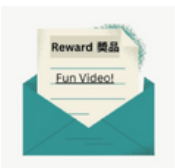
I used illustrations on Canva and customised them with turquoise colour, one of the theme colours, for the wordsearch and gamification icons (Fig. 21).



The images for learning topics were customised by adding yellow frames around them (Fig. 22).



I included alt text for images to ensure accessibility for users who rely on screen readers and other assistive tech.



Credits: "Happy teacher and schoolgirl giving high five during class at school" by Drazen on Adobe Stock
Fig. 20 – Example image of student and teacher

Fig. 21 – Examples of customised wordsearch and gamification icons



Fig. 22 – Example of yellow framed customised image

After formulating the concept and planning of design, I made an initial version of mock-ups to showcase the homepage and lessons page (Fig. 23) so that I could have a closer look at the user interface and layout.

Though the overall look of the website seemed fine, I found that the colours and content for the website looked confusing. I therefore revised, re-organised the content of each webpage and re-worked on the colour palette on each webpage. I also optimised the information architecture and navigation structure to ensure a smoother user journey for my target audience.



Fig. 23 – Initial version of mock-ups

03

PHASE 2 PLANNING

FIRMNESS

03

CONTENT MANAGEMENT SYSTEM (CMS): WORDPRESS

I used CMS instead of bespoke web applications because of its ability for faster development. CMS platforms provide starter templates, themes and built-in plugins that allow you to easily create and edit content, incorporate icons, images and other digital media. It took me just a few days to get familiar with the system. I could then spend more time in making the learning materials for my English learning website.

I had some prior experience in using WIX and I knew WIX has just a limited set of customisation options as compared with WordPress so I decided to use WordPress for building my website instead of WIX. WIX and SquareSpace can be used as the backup CMS alternatives for building my website. They share similar advantages and disadvantages as WordPress except that WIX has less customisable options and requires a long domain name and SquareSpace is not free to use.

The advantages and disadvantages of WordPress' CMS system are listed below (Fig. 24).

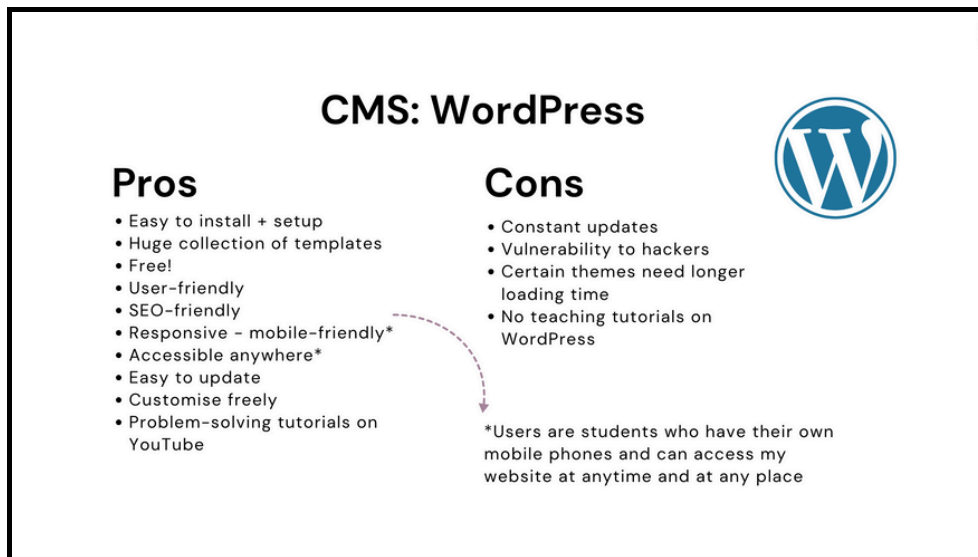


Fig. 24 – Pros and Cons of using WordPress CMS

I used CLOOK (Fig. 25), a UK web hosting company, which offers hosting plans and services at the cost of £7.99 for CMS domain yearly and £2.99 monthly (plus VAT) for website hosting. The price is transparent with no hidden cost. It is a reliable web hosting provider that provides regular data backup and 24/7 tech support. The customer reviews for this hosting server demonstrates strong credibility making it a reliable choice for users. One time, I logged into my WordPress Dashboard to access my website but found that there was an error shown “Page Not Found”. With the help of CLOOK’s quick response at midnight, my website was restored to a clean version before the error occurred.

CLOOK is also an environmentally attentive company because they use sustainable and renewable energy sources. In addition, they also donate their old IT equipment to charity.



Established in 2002.

Professional UK Web Hosting Solutions

**Unmatched Reliability You
Can Depend On:**

Experience seamless support with
our robust servers,
ensuring your website operates day
and night.

Fig. 25 - The CLOOK hosting company

CookieYes | GDPR Cookie Consent

This customisable website banner by CookieYes promotes QuillRoom's visitor privacy and ensures compliance with General Data Protection Regulation (GDPR) and California Consumer Privacy Act (CCPA). It gives users greater control over how their data is used.

Site Kit by Google

This plugin by Google easily manages the Google analytics on the website. It gives insights to how visitors find and use the site.

Speed Optimizer

This plugin by SiteGround improves user experience by optimising the speed to drive more traffic to the website. It helps to achieve better SEO rankings and Google PageSpeed score.

WPvivid

The WPvivid plugin provides encrypted backups, themes and plugins, and allows easy site cloning or migration. It supports both manual and automatic backups which are essential for any website.

WPFront Scroll Top

This WPFront plugin helps add a turquoise coloured button for easy scrolling back to the top of any page. Students can click on it to lead them back to the top of the webpage for smooth navigation.

Yoast SEO

This Yoast plugin generates meta descriptions and titles for pages, posts, and social content. This helps improve search engine results.

WP Super Cache

This WP Super Cache plugin by Automattic as a garbage collection tool for removing unnecessary cache files created by WordPress websites. Clearing the cache helps improve the page speed of my site.

Credits page

I also made a credits page to acknowledge and give credits to the creators for their work.

Sitemap

With the knowledge of HTML and CSS skills I have learned during the past year in the university, I was able to create a sitemap (Fig. 26) to list the structure and hierarchy of the contents on the website. I outlined different pages and sections and subsections so that users know what and how to find the information easily.

The sitemap also helps users and search engines understand the organisation and navigation of the website to improve the search engine rankings for my website.

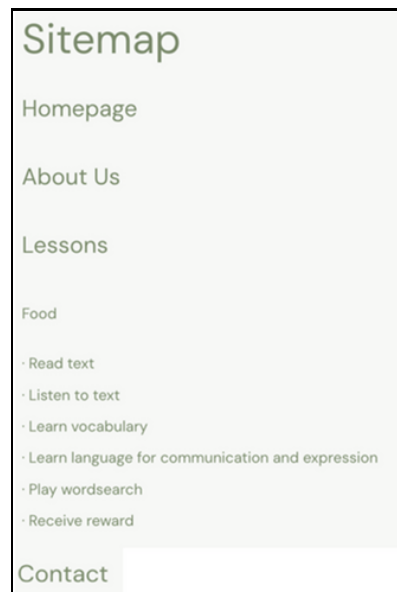


Fig. 26 – Sitemap

04

PHASE 3 PROTOTYPE

04

BRIEF DESCRIPTION AND RATIONALE

QuillRoom website is a user-friendly, enjoyable and engaging English learning platform to support Hong Kong junior school students in Form 1-3, ages 12-14 to improve their English proficiency. It offers a variety of lessons for young learners to learn communication and expression of everyday life.

The rationale behind QuillRoom originates from the need for an English learning platform to support junior school students who may have problem in English communication and expression as they transition from primary to secondary school English curriculums.

SUMMARY OF CRITS

The process of building an English learning website are shown below (Fig. 27).

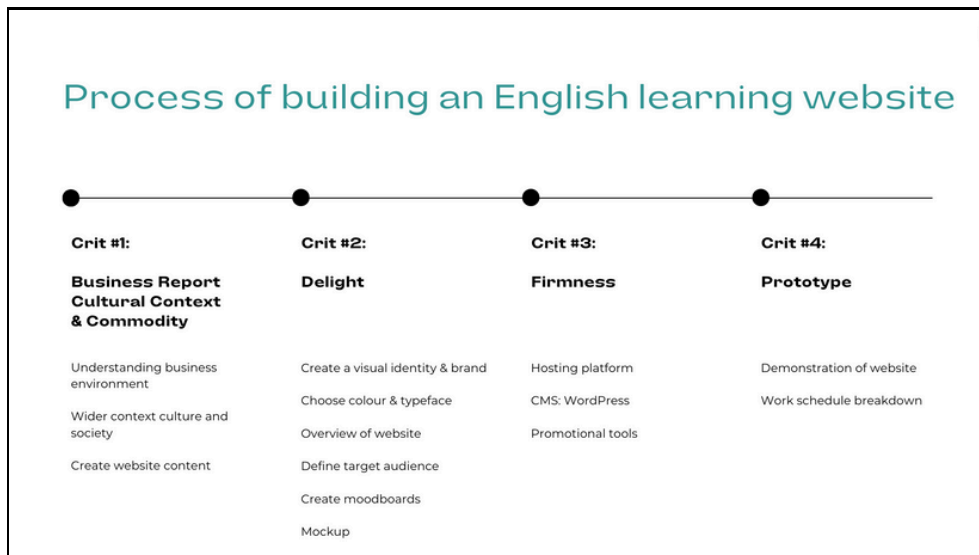


Fig. 27 – Process of building QuillRoom website

The homepage, the lesson page and sample of learning materials are attached for prototype demonstration (Fig. 28-30).

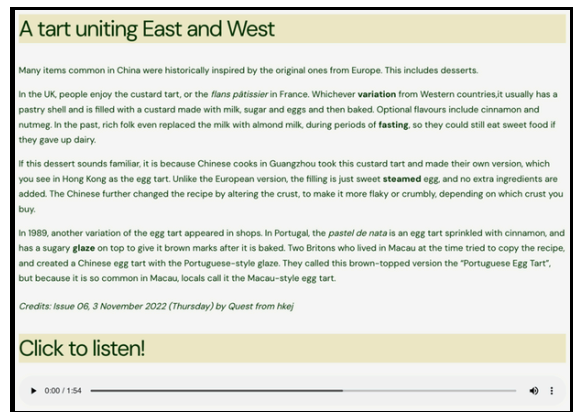
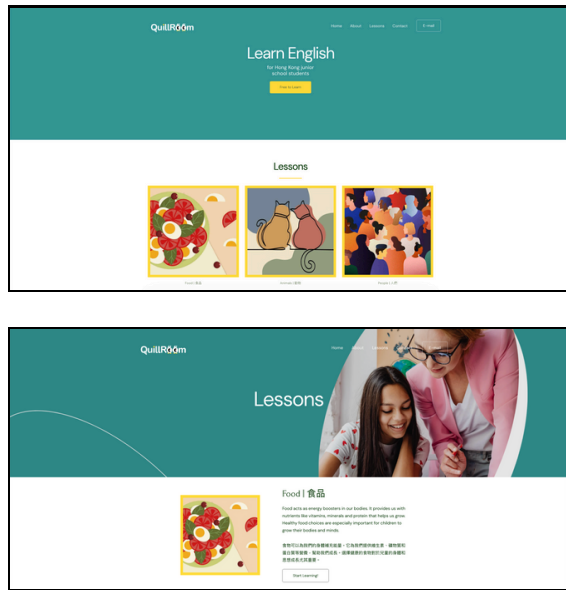


Fig. 28 - Computer view

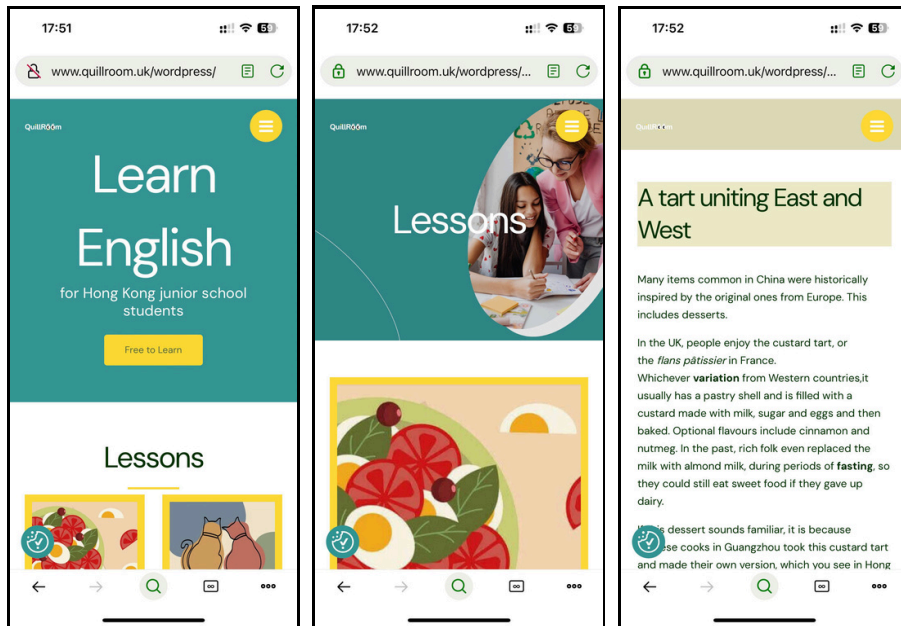


Fig. 29 - Mobile view

05

PHASE 4 IMPLEMENTATION

04

DEMONSTRATION

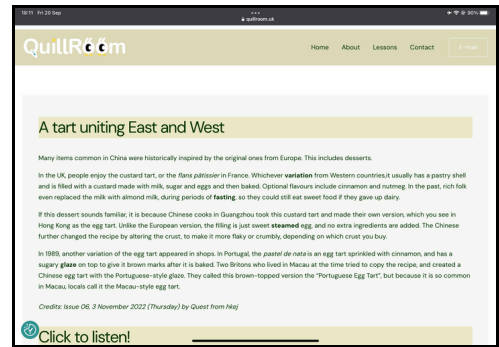
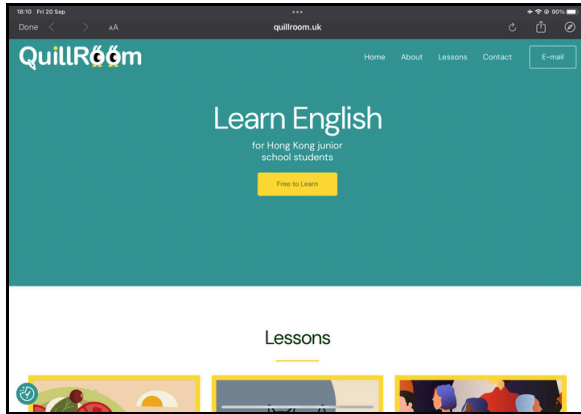


Fig. 30 - iPad view

WORK SCHEDULE

The Gantt chart, a visual plan for the website development process, is presented below for reference (Fig. 31).

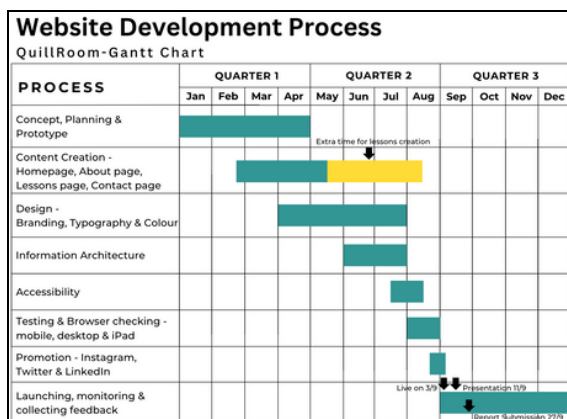


Fig. 31 – QuillRoom Gantt Chart

05

BRINGING IT ALL TOGETHER: THE QUILLROOM WEBSITE

My goal in developing the QuillRoom website is to help junior school students in Hong Kong improve their English proficiency. Though the e-learning market is competitive, I have confidence to give good learning support to these young students.

To address the needs of the target audience, I created the QuillRoom brand, including the website and its design. The name "QuillRoom" combines "quill" and "room" representing language learning and classrooms where students learn and improve. The playful logo, unique colour palette, typography, customised images, illustrations and icons, have all contributed to an engaging user experience.

I curated the content materials based on my past teaching experience, and planned to continuously expand and improve them to make them suitable for these young learners. The chosen theme (Love Nature by Tyler Moore) built on a WordPress CMS and hosted on the server CLOOK is clean, simple and beautiful.

By putting all the above process together, the website has been successfully developed despite encountering many challenges throughout the journey.

I have encountered several challenges in developing the QuillRoom English learning website:

Behind schedule

When I was preparing the learning materials, such as the use of nouns, verbs, and adjectives, as well as addressing sentence fragment errors and preposition errors, I found that many of these grammar concepts I wanted to teach my students were already covered on other English learning websites. This left me feeling confused and hesitant to continue preparing similar grammar-based teaching materials for learning on the website.

I have changed my plan to prepare some other learning materials, which I believe to be the most unique and valuable content for students to learn. However, in doing so, I spent a significant amount of time and effort into re-writing and re-working the lessons content before arriving at the final version. I found myself a bit behind schedule and needing to catch up.

Disappeared Website

During my journey for creating my website, it suddenly disappeared (error 404 Page Not Found). I had to work with the staff of CLOOK, the hosting provider, to troubleshoot the issue and restore the site. They helped me to update the URL and my website was visible again. Luckily, I have chosen a reliable host to keep my website alive.

Lack of Mobile Responsiveness

Initially, I used a theme called Kadence WP but the theme did not support mobile devices for responsiveness. I had to choose another WordPress theme. This time, I tested the website's theme across various devices to make sure that the layout did work on computers, iPads and mobile phones.

05

PROBLEMS ENCOUNTERED

Broken pages and links

I found that there were broken pages and links on some pages. I had to go through every page and link on the website to ensure they were working correctly.

Blurry images

Some of the pictures and images chosen from Google images, Canva and Pexels were not of high-quality. I had to select and optimise the images to enhance their visual appearance on my website. I also needed to optimise the images for faster loading times.

Inexperienced audio recording

In addition to providing the articles, I recorded audio clips of me reading the text to let learners listen to the correct pronunciation which they could also use to practice their reading and listening skills. It took me some time to ensure the correct pronunciation of some words or phrases directly translated from Chinese, for example, the Hong Kong street name like "Tsat Tze Mui" and obsolete word like "Tai pan". I did not have confidence to record well at first but the voice recordings sounded clear in the end.

Struggle to create inspirational quotes

It was hard to think of inspirational quotes to motivate young learners who stumbled upon my website. I needed to be a bit creative in this aspect.

Logo/Branding challenges

It was challenging to develop a clear and eye-catching brand identity for my English learning website that could attract and appeal to my target audience. I had made a few changes before making a decision on a satisfactory one.

Unsure about choosing WordPress themes

It was also very hard to choose a WordPress theme as there were so many options available. It could be time-consuming to find one that meets the needs and aligns with my goals.

05

ITERATIONS

Learning materials

I found that the grammar-based learning materials I had prepared for the website were already available on other English learning websites. This made me wonder, "What would motivate students to learn English on my website rather than the other English learning websites?", "What makes my website different or unique compared to those already on the market?" and "What value could I provide that makes my learning materials worth studying?"

To address these questions, I changed my plan. Instead of focusing on grammar-based learning materials, I decided to create concise, high-quality content about learning communication and expression for everyday life. I re-wrote and re-worked the learning materials multiple times and finally got the content which I believe was the most appropriate and effective for helping students enhance English proficiency (Fig. 32). By putting each topic content into one page, students would find them quickly and conveniently to learn and absorb the content within a short period of time. I believe this change would allow me to differentiate my website from other competitors.

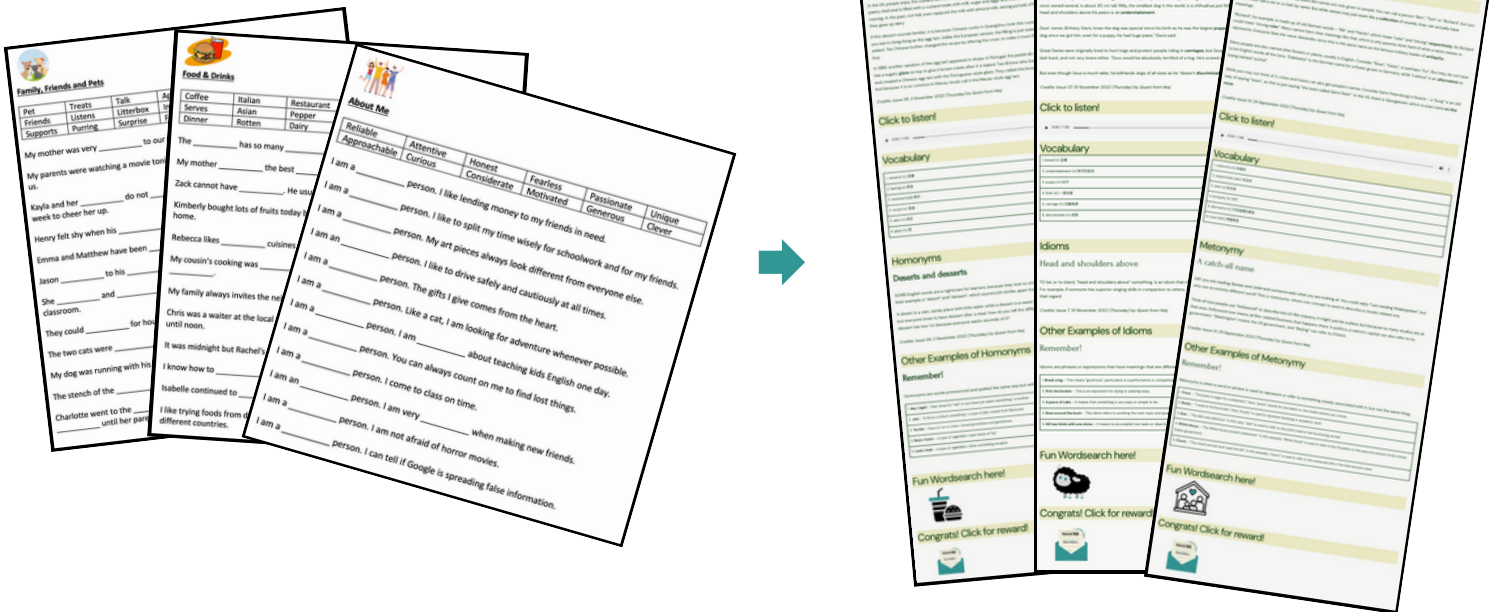


Fig. 32- Learning materials before and after iteration

Colour palette

Initially, I experimented with a vibrant colour palette, including purple, gold, pink, and green, hoping to capture the attention of younger audiences and give the website an exotic feel. However, the combination of these bold colours did not blend well together, making the website a confusing and the intense visual aesthetic was not suitable for an education website.

Upon further reviewing the colour schemes used by other successful education websites, I shifted the colour scheme to a more harmonious selection of colours, including green, turquoise, yellow, and white. This revised palette was less intense but still vibrant, blended together beautifully, which aligned with my goal to make a lighthearted visual experience website.

Banner text

Having done the research on other English learning websites, I found it lighthearted and outstanding if the banner texts were written in white instead of black. As the banner texts serve to display the website's message at first glance, I changed the banner text's colour to white to make it more visually prominent and inviting.

Context colour

I was inspired by BBC's website to use a dark green colour for the text. The green colour provides a pleasant and relaxing atmosphere, yet gives a good contrast against a light background, making the text easy to read and livelier than traditional education websites.

Bilingual Approach

Comments were received that it would be advisable to add Chinese translation to the website's content to attract Chinese speaking young learners as they would feel more confident to carry on exploring the website. After referring to other language learning websites, such as "The French Experiment", I noted that providing content in the audience's preferred language would create a sense of belonging and an accessible experience. This additional language support would be beneficial for those young learners who have just begun their English learning journey. I, therefore, took the advice of creating a bilingual website hoping that it would reach a wider audience.

Visual elements

Initially, I planned to use anime-style images on the website because they were very popular among junior school students. However, I received advice from the alumni and teachers that there might be copyright issues if I used those images. As a result, I changed to use pictures from Google Images, Pexels, Canva and Pinterest instead. I carefully selected some education-themed images, mainly pictures of students and teachers in classrooms or pictures that bring a feeling of achievement, confidence and visual engagement.

I customised the wordsearch and gamification icons/illustrations with turquoise colour and added yellow frames to the lesson pictures. The icons/illustrations looked very vivid and they synchronised with the theme colours of the website (Fig.33).

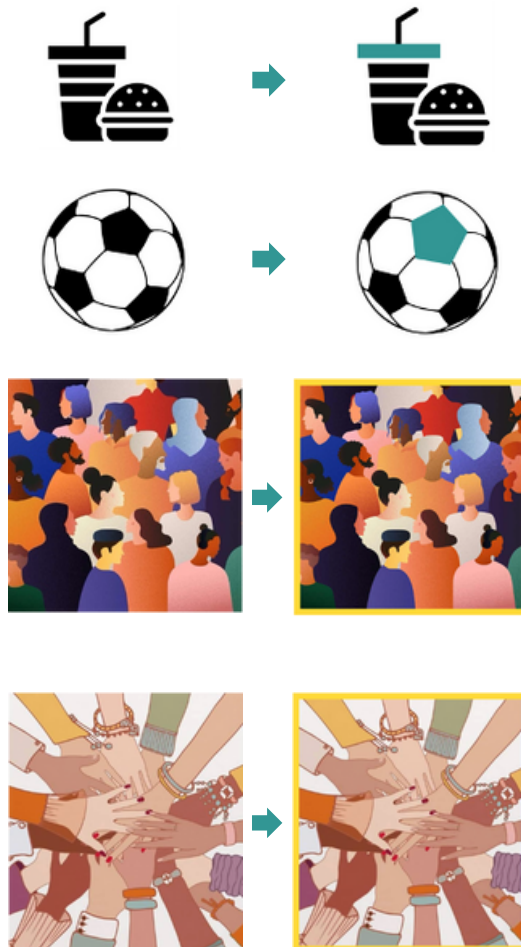


Fig. 33 - Icons/illustrations before and after iteration

05

ITERATIONS

Logo

Initially, QuillRoom's logo and banner text were written in black. After going through the comparable English learning websites, I found that white on darker/vibrant coloured backgrounds would be more eye-catching than in black. Also, I felt that the feeling expressed with a white colour was more lighthearted than black.

Originally, I used feathers to replace the double "l" to make them more relatable to the brand. I manipulated the double "o" with eyes and legs so that it would look cartoonish to appeal to young learners. However, having received feedback that the logo design would seem odd as it portrayed the idea of being professional (with the quills) as well as cartoonish (with the eyes and legs). It was suggested to keep either the quills or eyes/legs. As I wanted to portray a lighthearted brand for my website, I decided to remove the quills and keep only the eyes and legs, not both. I also enlarged the little dot of the letter "i" to a bigger yellow dot to give the logo a more playful and funnier look like a splash or drip of ink. All these changes made my logo look so much better and it also echoed my branding of a user-friendly and enjoyable website (Fig. 34).



Fig. 34 – Logo design before and after iteration

Social Media

Considering the comment from teachers, besides having an Instagram and a Twitter account for the website, I incorporated the LinkedIn social account for making connections within the education sector, to encourage user engagement and promote the learning resources.

Sitemap

I put a sitemap to outline the structure and hierarchy of different sections and subsections of the website contents for convenience to users.

Credits page

Initially, I included the acknowledgments to the creators who helped develop my website at the bottom of each page. I found this quite burdensome. Therefore, I created a separate credits page to give recognition to those creators. Visitors can now easily access the credits information if they are interested, and at the same time, maintaining a clean and concise user experience on all other webpages.

SEO

Search engines like Google depend on relevant keywords to rank a website higher. I incorporated keywords such as "learning", "English", "students", etc. throughout the content, including titles and headings for on-page optimisation. I also optimised the website's site speed by compressing images without losing quality. I provided clear navigation, clean and organised page layout and relevant quality contents to contribute to a better user experience which could improve search engine rankings.

I created a unique meta description "QuillRoom is a user-friendly, enjoyable and engaging English learning platform that helps junior school students in Hong Kong improve their English proficiency" to enhance organic traffic results.

Search engines like Google will interpret backlinks and count for the website's popularity and authority. I, therefore, included backlinks of other reputable English learning websites such as BBC, British Council, English learning YouTube videos and others to boost up my website's credibility and visibility for improving search engine rankings.

Testing and Browser checking

Before launching the website, I conducted testing, browser checking and website responsiveness across computer, iPad and mobile to ensure the website was functioning properly. This includes testing the navigation system, content display, CTA buttons, scroll-up buttons, audio playback, function of wordsearch and the gamification elements.

Throughout the testing process, I also checked the website's accessibility to ensure that the Web Content Accessibility Guidelines (WCAG) standards were followed. This includes user experience for those relying on assistive tech, such as verifying keyboard accessibility.

05

SOCIAL MEDIA STRATEGIES

Social Media : Promotion and Marketing

I created social media accounts to promote and drive traffic to my newly created English learning website as well as increase engagement and SEO (Fig. 35).

Instagram: I posted engaging content related to language learning and used relevant hashtags to increase visibility to reach out to the target audience.

Twitter: I shared updates and engaging tweets about English learning and used relevant keywords and hashtags to make my content discoverable by my target audience.

LinkedIn: I shared learning content for improving English skills with universities, professionals, teachers and students.



(Twitter)



(Instagram)



(LinkedIn)

Fig. 35 - Examples of posts on Instagram/Twitter/LinkedIn

06

**PHASE 5
ANALYSIS**

It is important to promote a new website through social media because these platforms have millions of users. This enables me to reach my target audience effectively. I used social media including Instagram, Twitter and LinkedIn to promote the website. Here are the strategies I implemented and their effectiveness:

Social Content Strategy

I developed a series of posts on Instagram, Twitter and LinkedIn (Fig. 37) aligned with my brand identity to encourage my target audience to explore my newly launched website.

I knew their interests were in improving their English proficiency and education resources so I used relatable taglines and posted examples of learning content to arouse the interest of my audience. I incorporated my brand's theme colours into my posts for brand consistency and made my posts visually appealing to encourage students to engage with the content.

I figured out the timezone in Hong Kong and analysed that the best time for posting on social media to reach my target audience was during their wake up time or when they first start their workday, that is 12:00 midnight in the UK and 7:00 am in Hong Kong. I maintained a consistent posting time to help keep my audience interactive (Panigrahi, 2023).

I also tagged large English learning accounts like BBC, British Council and Lingoda to increase credibility hoping to reach a broader audience in Hong Kong.

As for the hashtags, I went on Instagram to search for relevant keywords that could be used for hashtags to make the website's content more discoverable in search engines. These hashtags include #reading (43.5M posts), #students (26.1M posts), #english (25.8M posts), students (15.3M posts), #en (6.7M posts), listen (6.6M posts), #learnenglish (6.4M posts), #vocabulary (4.7M) post, #englishlearning (3.7M posts), and #onlinelearning (2.9M posts).

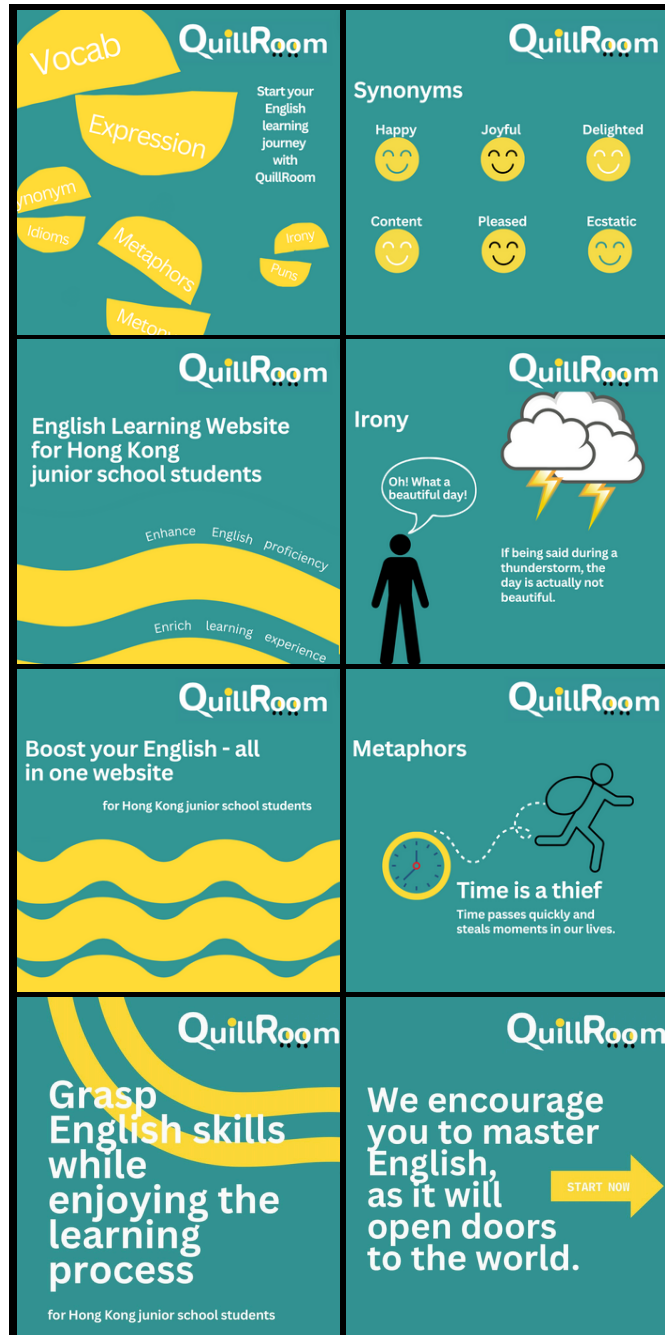


Fig. 37 - Content posts on Instagram, Twitter and LinkedIn

Performance on Instagram, Twitter and LinkedIn

The performance indicators such as number of engagements, interactions, likes, comments, and followers assessed how well each post performed.

On Instagram: With 4 posts from 30 August 2024, QuillRoom has earned a total of 105 engagements, 10 interactions, 5 likes, 2 comments, 2 bookmarks and 7 followers which was considered satisfactory for a new platform. Someone also interacted and asked for the link to my newly created website on Instagram. I knew that he or she was likely interested in what I have to offer and want to explore my website further (Fig. 38).

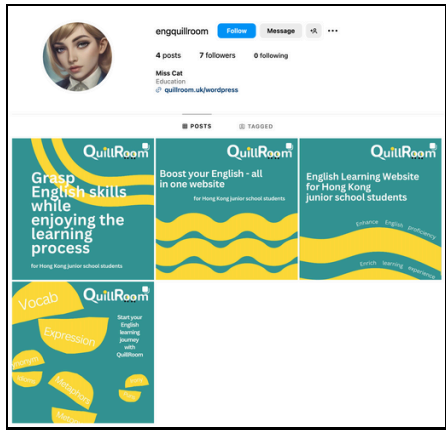
On Twitter: I made 2 posts on Twitter. QuillRoom has earned 102 impressions, 9 engagements, 4 detail expands and 3 followers. 102 impressions indicate that my posts were seen by a good number of users, especially for just 2 posts. With 4 detail expands, it suggests that users were interested in knowing more about my posts. Gaining 3 followers from just 2 posts was also a good sign indicating that my content has successfully connected with some viewers (Fig. 39).

On LinkedIn: I made 4 LinkedIn posts from 30 August 2024. QuillRoom has earned a total of 650 impressions, 42 members reached, 1 repost and 3 followers. It is impressive to see that the content has been viewed by so many users in just half a month. This has indicated that the content has reached the users in the community (Fig. 40).

Key Takeaways

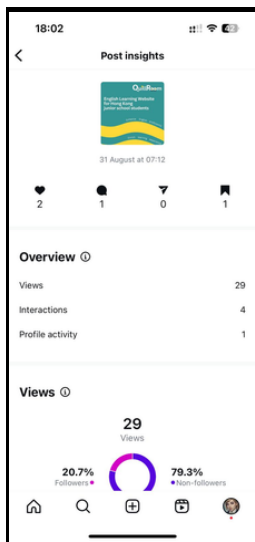
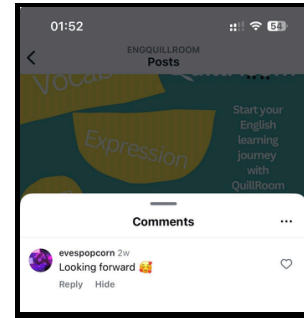
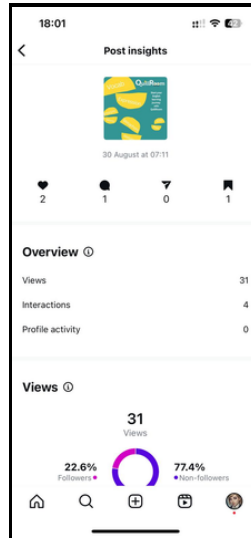
The overall performance showed that the numbers of engagements seemed quite encouraging especially for such a small number of posts. I will continue to increase engagement by posting more frequently and experimenting with different types of content to see what is best for increasing interaction with my audience.

Instagram

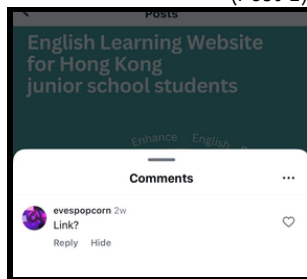


(Profile page)

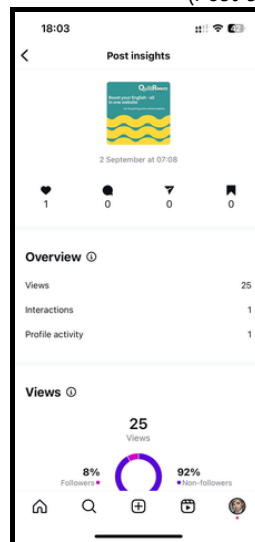
(Post 1)



(Post 2)



(Post 3)



(Post 4)

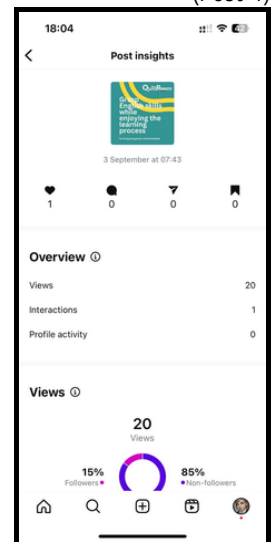


Fig. 38 - Instagram posts

Twitter

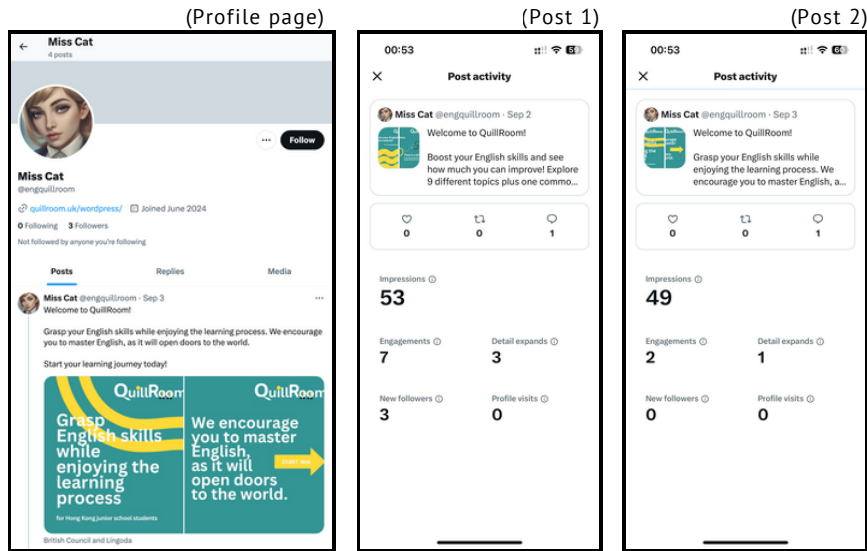


Fig. 39 - Twitter posts

LinkedIn

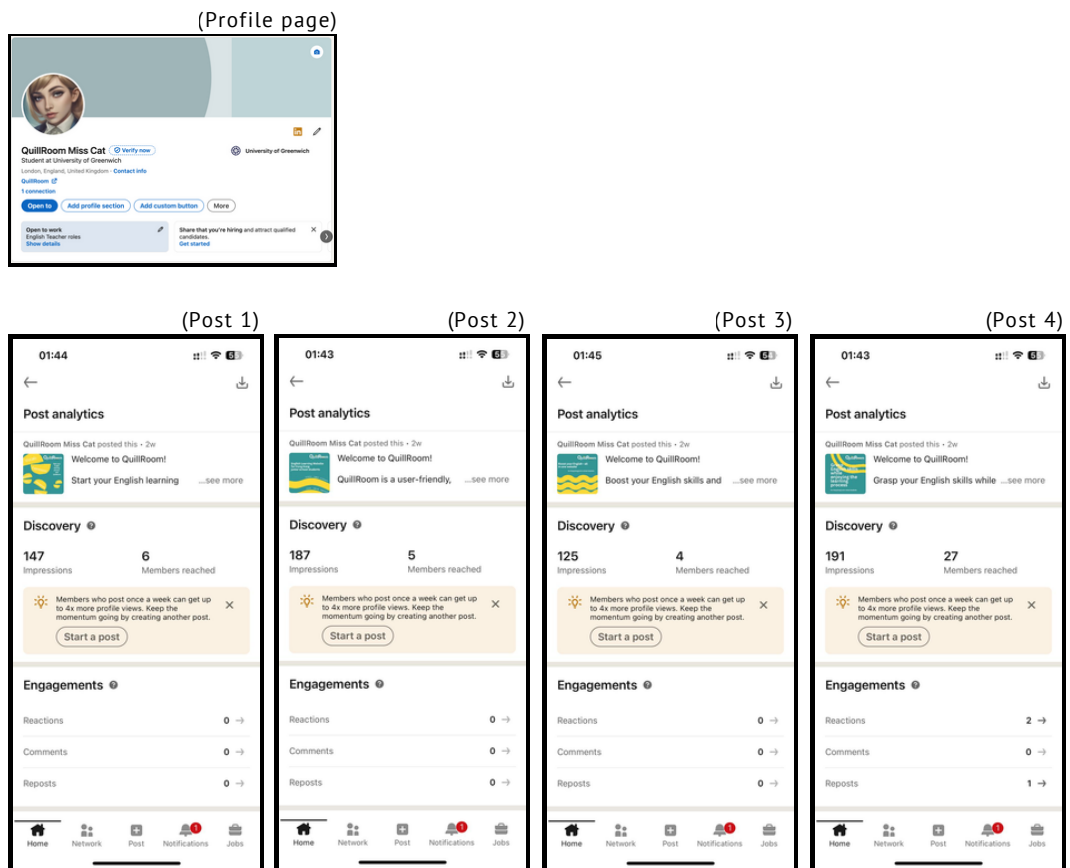


Fig. 40 - LinkedIn posts

I went on SEO Site Checkup website (<https://seositecheckup.com>) to evaluate the performance and achieved a score of 82/100 (Fig. 41), which is higher than the average score of 74. The score is positive but there are still areas that need improvement.

SEO Checks passed most of the test including meta title and description, Google search results preview on mobile and desktop, social media meta tags, keywords usage, heading tags, SEO-friendly URLs, favicon, social media, flash, safe browsing, site loading speed test and page cache test etc (Fig. 42).

The loading time was around 2.66 seconds, faster than the average loading time of 5 seconds. I am very satisfied with the speed test.

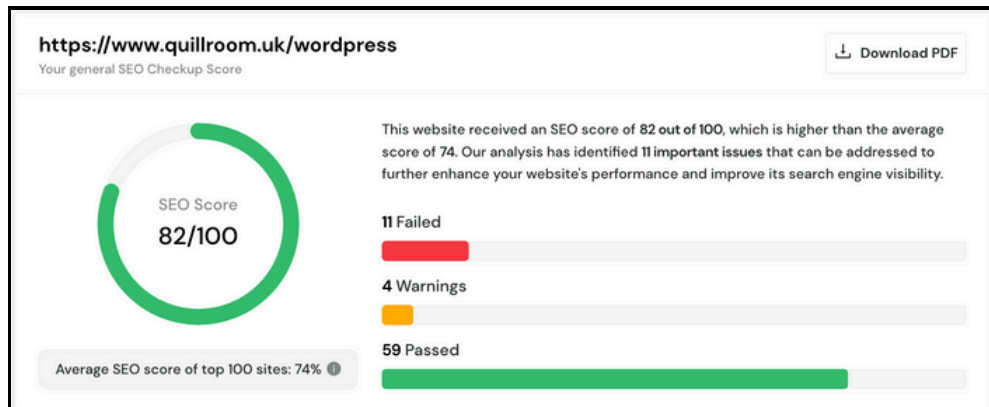


Fig. 41 - SEO score of QuillRoom website

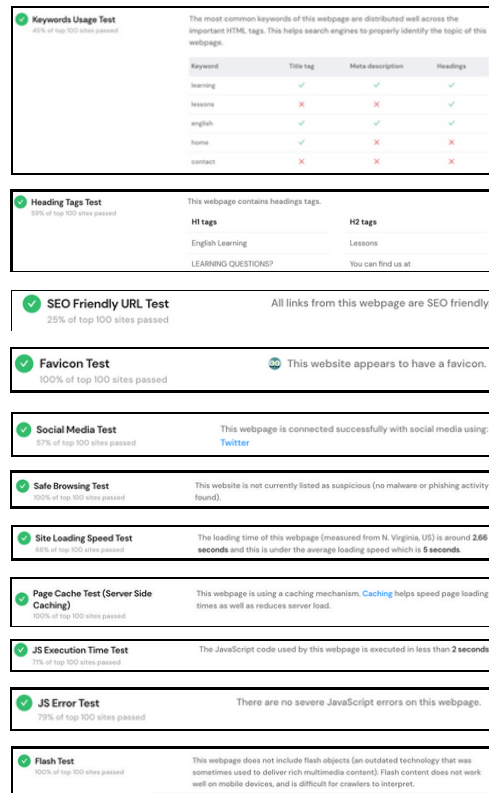
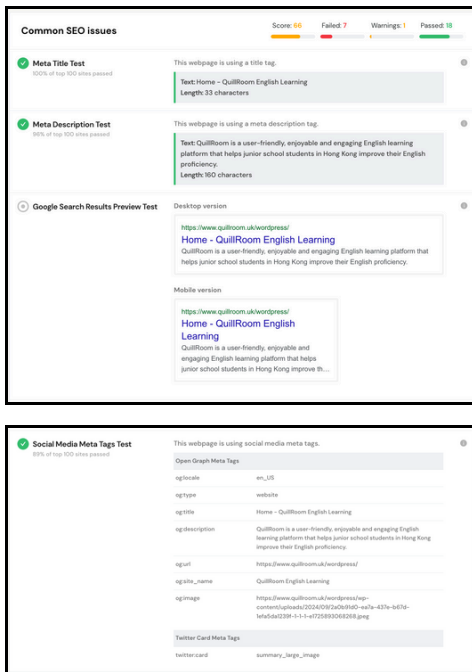


Fig. 42 - SEO checks that passed the test

PAGE SPEED INSIGHTS

The QuillRoom website underwent a check using Google PageSpeed Insights. It achieved a good result of 97/100 for desktop performance and medium performance of 75/100 for mobile (Fig. 43). While these results are above average, I received insecure warnings of URL (Fig. 44) that require my attention for improvement.

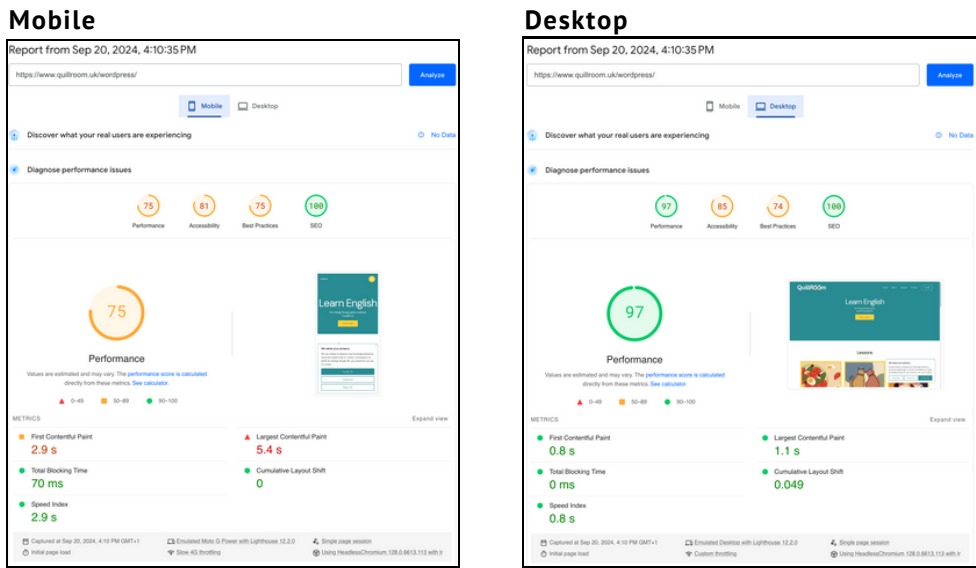


Fig. 43 - Google PageSpeed Insights results on desktop and mobile

TRUST AND SAFETY

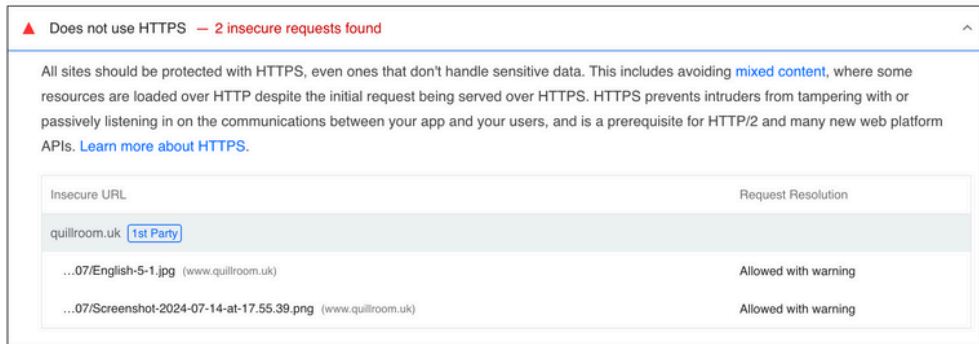


Fig. 44 - Google PageSpeed Insights warnings

I have created a Google Analytics account to evaluate the QuillRoom website's performance.

Traffic

In the first week after launching of the website, there were a total of 68 active users and 86 sessions with an engagement rate of over 50%. The results were satisfactory. The average engagement time per active user was around 5 minutes but average session duration was around 6 minutes. Visitors spent a considerable amount of time navigating the website which suggests that the content may be worth exploring (Fig. 45).

The traffic showed that the users commonly used mobile to access the website. It is therefore important to optimise the site for mobile devices as the majority of users are accessing the website via mobile phones (Fig. 46).

Most of the users engaging with my website were using Chrome and Safari which suggests that my website was optimised for browsers that were widely used (Fig. 47).

Most users discovered my website through direct URL searches. Some of the visitors came from social media platforms and some arrived via search engine results. I was pleased to see that my social media efforts effectively attracted up to 13 users. My meta description also proved to be effective as it helped 5 users find my website through organic search results (Fig. 48).

Demographics

Active users mainly came from United States, United Kingdom, Hong Kong, India, Philippines and Singapore. It was valuable to note that users from other Asian countries, other than Hong Kong, were also interested to visit the website. However, it was disappointing that there were just 5 active users in Hong Kong. Although my target audience are Hong Kong junior school students, I believe my website has attracted a large number of English-speaking users. This may be because the title, meta description and the homepage were written in English. Users could only see the first set of Chinese translations if they scrolled down to the bottom of the page. (Fig. 45 & 49).

Country	Active users	New users	Engaged sessions	Engagement rate	Engaged sessions per active user	Average engagement time per active user	Event count	Key events
	100% of total	100% of total	100% of total	Avg 0%	Avg 0%	Avg 0%	100% of total	All events
Total	68	66	86	53.42%	1.26	4m 53s	1,663	0.00
1 United Kingdom	40	38	78	60%	1.95	8m 07s	1,521	0.00
2 United States	18	18	1	5.56%	0.06	0s	65	0.00
3 Hong Kong	5	5	6	75%	1.20	1m 34s	60	0.00
4 India	2	2	1	50%	0.50	0s	7	0.00
5 (not set)	1	1	0	0%	0.00	0s	3	0.00
6 Philippines	1	1	0	0%	0.00	0s	3	0.00
7 Singapore	1	1	0	0%	0.00	4s	4	0.00

Average session duration	Total revenue
5m 57s	\$0.00
Avg 0%	
5m 57s	\$0.00

Fig. 45 - SEO traffic engagement rate (first week after launching)

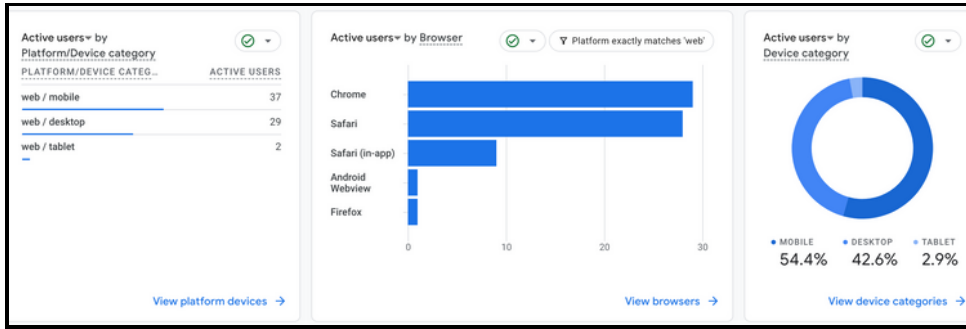


Fig. 46 - SEO traffic by device (first week after launching)

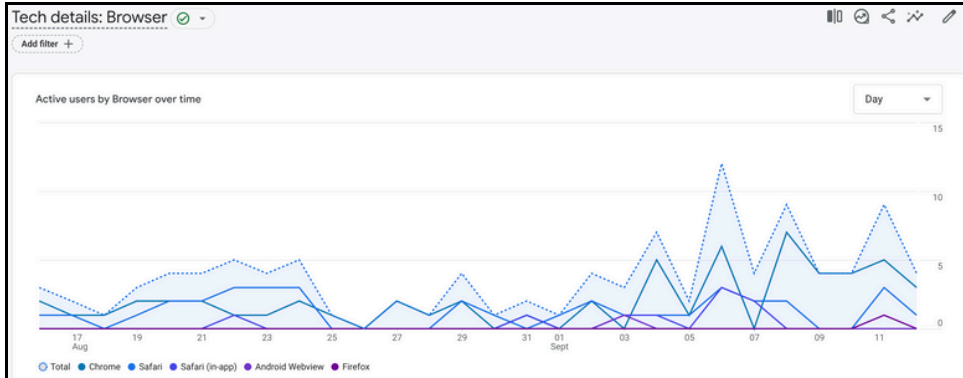


Fig. 47 - SEO traffic by browser (first week after launching)

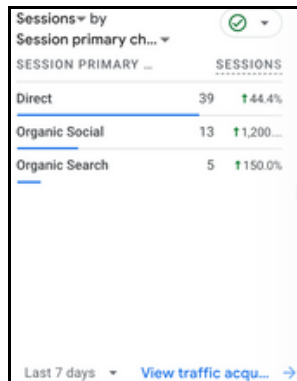


Fig. 48 - SEO traffic sources (first week after launching)

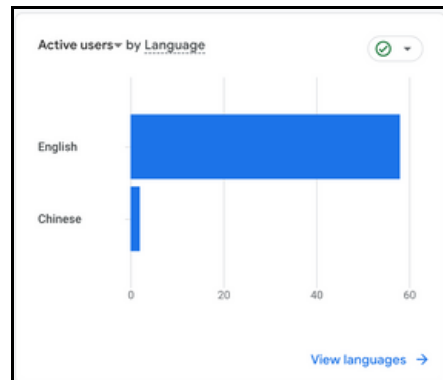


Fig. 49 - SEO traffic by language

User journey

The figures revealed that there was a strong interest in the homepage which had attracted traffic to the website. The users were also highly interested in the lessons content as they were quick to navigate towards the lessons page, mostly interested in food, animals, people and language lessons content. I consider the CTAs on the homepage to guide users towards the learning content pages very effective. Users were also interested in the background of QuillRoom. The comparative low views on the credits page and sitemap indicated that users were not interested in those pages (Fig 50).

	Page path and screen class	↓ Views	Active users	Views per active user	Average engagement time per active user	Event count	Key events	Total revenue
		100% of total	100% of total	Avg 0%	Avg 0%	100% of total		
<input checked="" type="checkbox"/>	Total	559	68	8.22	4m 53s	1,663	0.00	\$0.00
<input checked="" type="checkbox"/>	1 /wordpress/	217	58	3.74	2m 20s	634	0.00	\$0.00
<input checked="" type="checkbox"/>	2 /wordpress/lessons/	110	21	5.24	2m 29s	311	0.00	\$0.00
<input checked="" type="checkbox"/>	3 /wordpress/about/	52	13	4.00	1m 48s	145	0.00	\$0.00
<input checked="" type="checkbox"/>	4 /wordpress/food-egg-tarts/	44	11	4.00	4m 19s	131	0.00	\$0.00
<input checked="" type="checkbox"/>	5 /wordpress/contact/	40	11	3.64	1m 33s	121	0.00	\$0.00
<input type="checkbox"/>	6 /wordpress/people-names/	15	7	2.14	54s	48	0.00	\$0.00
<input type="checkbox"/>	7 /wordpress/animals-zeus/	13	6	2.17	1m 03s	39	0.00	\$0.00
<input type="checkbox"/>	8 /wordpress/credits/	12	6	2.00	26s	31	0.00	\$0.00
<input type="checkbox"/>	9 /wordpress/sitemap/	10	7	1.43	23s	33	0.00	\$0.00
<input type="checkbox"/>	10 /wordpress/language-the-english-language/	8	3	2.67	1m 05s	30	0.00	\$0.00

Fig. 50 - SEO traffic by page views

06

ACCESSIBILITY CHECK

I used the web accessibility evaluation tool by WebAIM to check the accessibility performance of the QuillRoom website (Fig 51).

WebAIM results that passed the accessibility check: Alt text, navigation element, heading levels, ARIA labels for footer menu, table layout, YouTube video links, skip to content, etc (Fig. 52).

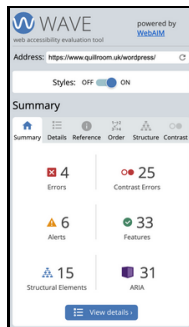


Fig. 51 - Accessibility check summary statistics

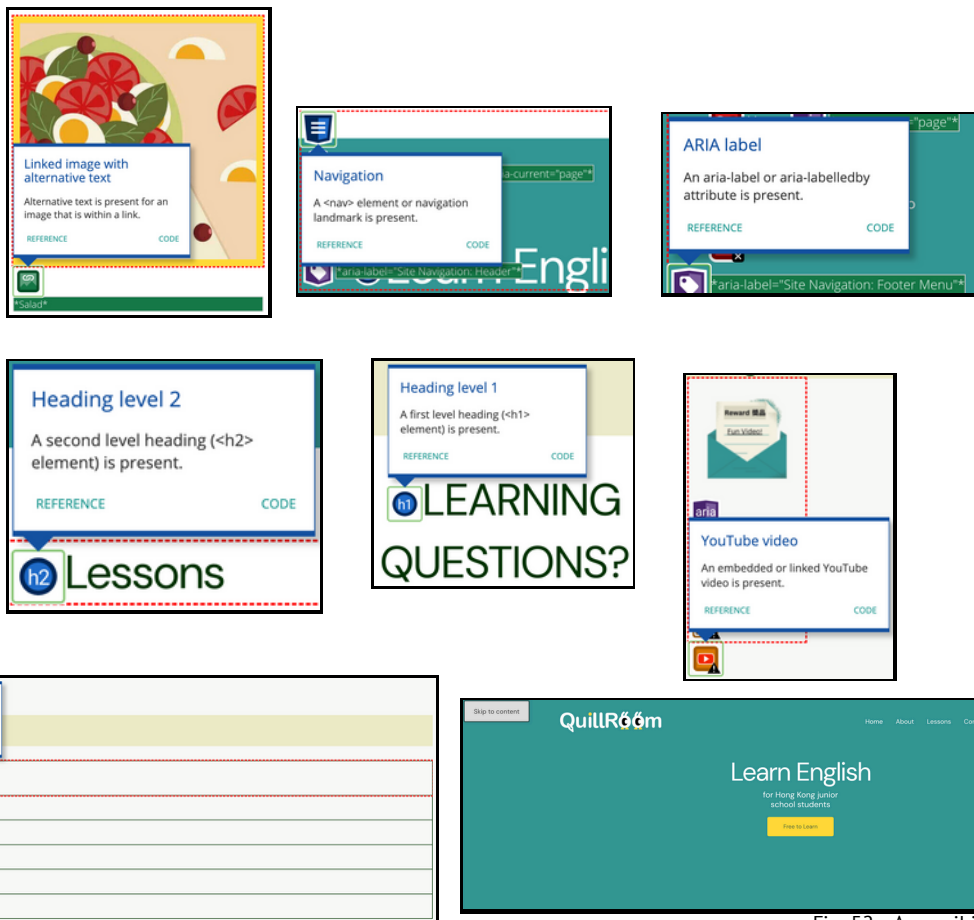


Fig. 52 - Accessibility checks passed

06

ACCESSIBILITY CHECK

WebAIM results that did not pass the accessibility check: Very low contrast between text and background, and redundant title text (Fig. 53).

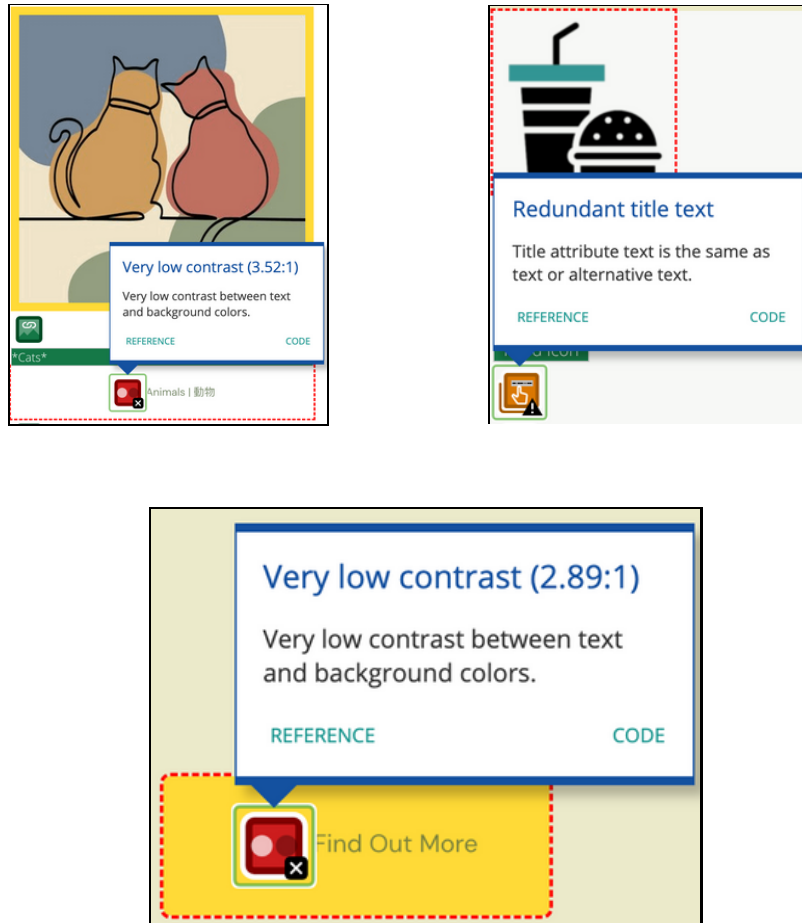


Fig. 53 - Accessibility checks failed

The Google Analytics figures revealed that there is a strong interest in lessons content. To increase engagement with my target audience, I need to focus on enhancing content and promoting popular sections, including food, animals, people and language, on social media to drive more traffic to the website. I would also gather feedback on lessons content to improve my website content to attract more visitors to the website. Users are also interested in the background of QuillRoom. After a while, I need to enhance the content on this page to include more engaging stories or testimonials to increase user interest.

I have also observed that my website has attracted more English-speaking users instead of Chinese-speaking students from Hong Kong. To engage with more Chinese learners, I plan to add Chinese into the title, meta description and homepage. Visitors will immediately see the Chinese translations upon arriving the platform. I hope this will improve the engagement rate of students in Hong Kong.

It is important to continue optimising the site for mobile devices as the majority of users are accessing the website via mobile phones. I have to ensure that the website is fully responsive with short loading times on mobile devices.

To further improve the SEO score, I have to ensure that all images have accurate and descriptive alt texts that describe the contents of each image. Though the loading time around 2.66 seconds was considered satisfactory, I could go on to compress and resize images, without losing its good quality, to further reduce loading time to improve search engine rankings.

“WP Super Cache” plugin has helped clear unnecessary data or files taking up space. I will continue to clear the cache using this plugin.

It is encouraging to discover that the webpages were connected successfully with social media which could drive more visitors to my platform. I shall continue posting on social media to drive more visitors to my website.

For improvement in areas that failed the accessibility check, I need to increase contrast between text and background and remove redundant title text.

Finally, I will also consistently check the analytics to identify trends and make improvements to the website performance.

07

CONCLUSION

I have applied what I have learned in the MA Web Design and Content Planning in the past year for launching my website. Throughout the development process, I encountered challenges and also learned a lot by applying the skills and knowledge I learned.

Challenges faced

As I spent a significant amount of time and effort into re-writing and re-working the lessons content for my website, I found myself a bit behind schedule. I need to have better planning and time management for writing up the learning content to avoid slippage of time.

The QuillRoom website currently has a limited amount of content on lesson topics. If time allowed, I could have expanded the depth of the content to enhance the overall learning experience for the young students. I could have included interesting fun facts like "Egg tarts might have been served during Henry IV's coronation" for the egg tart topic to excite learners. I could have also incorporated more interactive features, like quizzes, to make the website content more engaging.

Knowledge gained

From the initial ideation to the final launch of the website, it has enabled me to have a thorough understanding of the practical aspects of each phase of the website development lifecycle.

Beginning with the market research phase, I analysed the competitors' strengths, weaknesses, and identified the pain points and expectations of my target audience. This helped me to set a clear goal for my website - to provide a user-friendly, enjoyable, and engaging platform that helps young learners improve their English proficiency.

I designed a playful brand and logo, selected a relaxing colour palette and typography choices to support my goal. I developed a content strategy that could out stand my website from other competitors.

In addition, I applied my skills in information architecture and user-centred design. I organised the website's navigational structure, focused on user-centred design and kept accessibility in mind to ensure the learning content could be easily retrieved by the young users. My experience as a teaching assistant helped me prepare the bite-sized English lessons for creating an engaging platform for junior school students.

To bring my website to life, I built my website using a WordPress platform (CMS) on a hosting server (CLOOK), HTML and CSS. I promoted my website through social media, using relevant keywords and hashtags to make my content discoverable by my target audience.

The whole journey has enriched my technical skills and have enabled me to create a meaningful learning website for my home country's junior school students. I hope that I can give them a little support and have a smooth transition from primary to secondary school.

Future plans

I plan to offer my web design services to non-profit organisations and community groups to gain practical experience for charity purposes. This can also help me build a diverse portfolio and network in the process.

I will continue updating the posts, include relevant content, engage with my target audience through various social media platforms, track the website's performance and establish a direct connection with students and gather their feedback. By using these social media platforms, I plan to organise some English tutorial classes, French classes or other website design and creation online classes as a part-time career in future.

I have also planned to expand the QuillRoom website's content to include French vocabulary lessons, translated in English and Chinese, to provide a trilingual resource to serve a broader audience.

To stay up-to-date with web design trends and tools, I also plan to follow web design blogs and podcasts, join short design course and tutorials.

08

REFERENCES

- BBC. (1943). 'About BBC Learning English', BBC. Available at: <https://www.bbc.co.uk/learningenglish/oromo/hygiene>
- BBC. (1943). 'Welcome to BBC Learning English', BBC. Available at: <https://www.bbc.co.uk/learningenglish/>
- Bonneville, C. (2024). 'How learning English can boost your life goals', Arizona State University Global Launch. Available at: <https://globallaunch.asu.edu/blog/how-learning-english-can-boost-your-life-goals>
- Council, B. (2018). 'The Future Demand for English in Europe: 2025 and beyond #EU2025English', British Council. Available at: https://www.britishcouncil.org/sites/default/files/future_demand_for_english_in_europe_2025_and_beyond_british_council_2018.pdf
- Council, B. (1940). 'Join Our Affiliate Marketing Programme and Start Earning with English Online', British Council. Available at: <https://englishonline.britishcouncil.org/affiliate-marketing-programme/>
- Council, B. (1934). 'Learn English online and improve your skills through our high-quality courses and resources', British Council. Available at: <https://learnenglish.britishcouncil.org/>
- Council, B. (2023). 'The British Council looks into the Future of English', British Council, 18 April. Available at: <https://www.britishcouncil.org/about/press/british-council-looks-future-english>
- DNSChecker. (2024). 'PageRank Checker', DNSChecker. Available at: <https://dnschecker.org/pagerank.php>
- Drazen. (2024). 'Happy teacher and schoolgirl giving high five during class at school', Adobe Stock. Available at: <https://stock.adobe.com/images/happy-teacher-and-schoolgirl-giving-high-five-during-class-at-school/518657595>
- English Evolution Learning. (2022). 'The Benefits of Learning English Online', LinkedIn, 5 December. Available at: <https://www.linkedin.com/pulse/benefits-learning-english-online-english-evolution-learning>
- Etherington, C. (2017). 'How Plato Changed The World...In 1960', ELearning Inside, 3 June. Available at: <https://news.elearninginside.com/how-plato-changed-the-world-in-1960/>

- Force, B. (2018). 'Starter Templates - Elementor, WordPress & Beaver Builder Templates', WordPress, 20 June. Available at: <https://wordpress.org/plugins/astra-sites/>
- Freud, A & Heads Together Campaign. (2020). 'Transitions', Anna Freud Mentally Healthy Schools. Available at: <https://www.annafreud.org/heads-together/>
- Google. (2019). 'Site Kit by Google - Analytics, Search Console, AdSense, Speed', WordPress, 31 October. Available at: <https://wordpress.org/plugins/google-site-kit/>
- Hu-manity.co. (2013). 'Cookie Notice & Compliance for GDPR / CCPA', WordPress, 30 October. Available at: <https://wordpress.org/plugins/cookie-notice/>
- Lane, J. (2024). 'The 10 Most Spoken Languages In The World', Babbel, 28 March. Available at: <https://www.babbel.com/en/magazine/the-10-most-spoken-languages-in-the-world>
- Lingoda. (2013). 'Learn English as a second language', Lingoda, Available at: <https://www.lingoda.com/en/english/>
- Haven, N. (2020). 'Colour Psychology: What's in a Color', New Haven, 15 May. Available at: <https://newhaventexas.com/the-psychology-of-color/>
- Moore, T. (2011). 'Beautiful, Researched WordPress Templates', tyler.com. Available at: <https://tyler.com/>
- Parker, Q. (2024). 'Is English proficiency important to Hong Kong?', China Daily Hong Kong, 11 January. Available at: <https://www.chinadailyhk.com/hk/article/371023#Is-English-proficiency-important-to-Hong-Kong?-2024-01-11>
- Research, B. (2024). 'E-learning market is anticipated to reach near USD 479 Billion by 2027', Bonafide Research on LinkedIn. Available at: <https://www.linkedin.com/pulse/e-learning-market-anticipated-reach-near-usd-479-billion-fnodf/>
- Panigrahi, S. (2023). 'When Is The Best Time To Post On Twitter?', Keyhole, 12 June. Available at: <https://keyhole.co/blog/when-is-the-best-time-to-post-on-twitter/>
- Pearl River Mart. (2021). 'A Brief History Egg Tarts, From Portuguese Monks to Hong Kong Hipsters', Pearl River, 7 October. Available at: <https://pearlriver.com/blogs/blog/a-brief-history-egg-tarts-from-portuguese-monks-to-hong-kong-hipsters>

08

REFERENCES

SiteGround. (2016). 'Speed Optimizer - The All-In-One Performance-Boosting Plugin', WordPress, 23 February. Available at: <https://wordpress.org/plugins/sg-cachepress/>

Snowden, E. (2020). 'Lms learning management system a game changer, page. 14 & 21', slideshare, a Scribd company. Available at: <https://www.slideshare.net/slideshow/lms-learning-management-system-a-game-changer/239174417>

Raouna, K. (2022). 'Online Classes vs Traditional Classes - Find the Best for You', LearnWorlds, 14 September. Available at: <https://www.learnworlds.com/online-classes-vs-traditional-classes/>

Team, W. (2014). 'WPFront Scroll Top', WordPress, 21 January. Available at: <https://wordpress.org/plugins/wpfront-scroll-top/>

Team, W. (2019). 'Migration, Backup, Staging - WPvivid', WordPress, 17 January. Available at: <https://wordpress.org/plugins/wpvivid-backuprestore/>

Whitehead, N. (1984). 'The History of Distance Learning', Oxford Learning College. Available at: <https://www.oxfordcollege.ac/news/history-of-distance-learning/>

Yu, V. (2023). 'Hong Kong schools in crisis as teachers and students flee 'toxic' political climate', The Guardian, 9 May. Available at: <https://www.theguardian.com/world/2023/may/09/hong-kong-schools-in-crisis-as-teachers-and-students-flee-toxic-political-climate>