Part C – Project Details

1. Needs and Applicant's Capability

(a) BACKGROUND

At present, there are about 14,000 non-Chinese speaking (NCS) students attending local schools in Hong Kong. 7,700 are at primary level and 6,300 are at secondary level.[1] With increasing number of NCS students in local schools, the curriculum development and implementation of Chinese language becomes one of the important challenges to be dealt with in Hong Kong education.

At the same time, information technology (IT) is a crucial tool to facilitate the curriculum development and implementation in order to fulfill the diversified needs of students in 21st century. IT education, including use of IT in lessons, using IT as a tool for students to learn Chinese, e-books and the use of learning and teaching resources in the internet are some of the great areas to be developed, which have not been looked into for supporting NCS students' learning in Chinese Language.

Moreover, to enhance equality of learning opportunities, more learning activities in and out of the classroom should be introduced. Cooperation and support within schools can also create, improve and extend the learning opportunities for NCS students to learn Chinese.

'Building Interactive Learning Environment of Chinese Languages Learning for Non-Chinese Speaking Students' is exactly what YMCA of Hong Kong Christian College is keen to develop.

Our school, YMCA of Hong Kong Christian College ("YHKCC"), is an English Medium school established in September 2003, operated under the Direct Subsidy Scheme of the Education Bureau. YHKCC is the first secondary school sponsored by the YMCA of Hong Kong, which carries forward its mission as a Christian organization dedicated to the furtherance of equality, justice and peace in our society through the provision of life enriching activities to all persons in our community who desire to participate.

YHKCC has a very diverse, multi-cultural student body. We now have over 70% international students from over 40 countries, offering a dynamic international environment for students. Approximately 40% of our teachers are from overseas including UK, USA, Canada, Australia, New Zealand, Japan and India. They bring with them their own country's history and culture. Our students' education is enriched by this cultural diversity which gives a great preparation for life in today's globalized world. Our aim is to enable our students to become confident and happy 'global citizens', with equal respect for and values of one other's cultures.

We envisage our school as a learning community where quality education, based on Christian beliefs and values, is offered in a joyful and stimulating setting. We believe that the foundation of this learning community and the quality education process is based on the joint partnership among teachers, parents and students.

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[1] The figure is from the Student Enrollment Survey conducted by EDB to collect information about NCS students with breakdowns by school, level and district in the 2011/12 school year.
'Minutes of Panel on Education Follow-up to the Meeting on 12 December 2011'.

We are determined to develop our school based on **CARES** principles where:

C stands for CREATIVIY & CRITICAL THINKING
We foster an environment that encourages the development of creativity and critical thinking.

A stands for ACHIEVEMENT
We believe that every student has gifts from God and potential for development and we aim to draw the best from the student in order to achieve his/her full potential.

R stands for RESILIENCE & RESPONSIBILITY
We help each student to develop resilience and responsibility: to stand strong amidst adversities and to act as a responsible citizen.

E stands for ENGLISH PROFICIENCY, EMPOWERMENT & EXCELLENCE
We empower our students and staff to strive for excellence through an English-speaking environment in school.

S stands for SERVICE & SPIRIT
We place special emphasis on community service to reflect the Christian spirit of service to the less advantaged and the least of the least.

(b)   READINESS for undertaking project

To cater for the learning needs of our students, YHKCC has already developed a complete school based Chinese curriculum for our NCS students. We especially organize a variety of learning activities for NCS students to enrich their Chinese learning experiences. Our IT education is also one of our strong areas in term of hardware, software and humanware.

(i)   Chinese Curriculum Development and Implementation for NCS students
   - the adapted Chinese curriculum has been developed in our school for 9 years from 2004/2005
   - a holistic and full chain adapted Chinese curriculum is developed from Form 1 to Form 6 with 3 levels: foundation level for Form 1 to Form 2 intermediate level for Form 3 to Form 4 which is to prepare students to sit for the IGCSE exam, and advanced level for Form 5 and Form 6 which is to prepare students to sit for the GCE A/AS exam
   - a stable and experienced team of 8 teachers in the school and 1 teaching assistant
   - a full set of teaching materials has been well prepared for the NCS students to learn Chinese

(ii)   Learning Opportunities for NCS students
   - a variety of after-class Chinese language and culture activities are arranged in school for NCS students, e.g. celebration of mid-autumn festival, Chinese day in language week, Chinese lunar new year parade
   - the first and second 'Putonghua Speech Competition for Non-Chinese Speaking Students' were organized by our school with the Center for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education of the University of Hong Kong in 2011/12 and 2012/13. In 2012/13, 7 local schools with over 50 NCS students joined this event.

(iii)   IT Education
   - we have a well-equipped IT environment at school, which includes a multi-media learning center with 40 computers, a student learning center

with 36 computers, 70 tablet computers available for use in different lessons and the school also has full wireless system.

- ■ we have strong experience in integrating IT into our lessons. 70 tablets are available for 2 classes of students to use at the same time. The tablets are frequently used in a regular basis for lessons of English, Liberal Studies, Geography, etc. Students mainly use them for researching, accessing e-learning platform and doing online assessment. 2 smart boards and 1 interactive board are also used in our Geography and Mathematics lessons.
- ■ we also gained an award in developing our virtual learning environment (VLE), which is a web-based system developed by YHKCC
The system is to accelerate and streamline school administration and management operations, including class schedule management, student performance and portfolio management, parent communication and school facilities booking. Our VLE system was awarded the 'Best SME ICT (Adoption) Bronze Award in Hong Kong ICT Awards 2013'. YHKCC is the first DSS school in Hong Kong to be awarded this recognition. We will keep on developing our VLE system for the purpose of learning and teaching.

(c) <u>HOW THE PROJECT WILL BECOME PART OF THE SCHOOL STRATEGIC DEVELOPMENT</u>

(i) *'To continue to raise academic standards and ownership of students' learning'* is the first major concern of our school's three-year plan of 2011/2012 to 2013/2014. Under this aim, we focused on *'further improve quality of learning and teaching'* and *'further develop the second language curriculum'* (Chinese, adapted Chinese, French and Spanish). This project actually targets one of our major concerns.

(ii) In our school's annual plan in 2012/2013, we targeted to *'continue to develop the second language curriculum'* by *'jointly organize various language programmes with local schools which offer adapted Chinese'*, and *'continue to improve the Elementary Chinese curriculum by developing school-based learning and teaching materials and provide training for staff'*. The school always puts an importance on supporting the NCS students to learn Chinese in different ways. The project can further develop our aims and targets.

(iii) In the coming year of 2013/2014, YHKCC will continue to further develop our adapted Chinese programme on the foundation of our previous achievement. With the support of the IT department, we will further improve our curriculum planning, implementation and evaluation by using IT.

2. Project Description

(a) GOALS and OBJECTIVES

Goals: The project aims at building an interactive learning environment of Chinese language learning for NCS students by using IT and providing extra learning opportunities.

Objectives:

(i) To establish an innovative model of learning and teaching in Chinese language education by further developing
- a well-equipped information technology support learning environment
- an excellent virtual learning environment

(ii) To develop our school-based adapted Chinese curriculum for NCS students
- by completion and publication of tailor-made textbooks
- by creation of e-book and e-materials for learning and teaching

(iii) To equip our teachers and NCS students to teach and learn Chinese in a more interactive, creative and interesting way by using information technology

(iv) To enrich NCS students' Chinese language learning experiences by organizing trip to Mainland China

(v) To create more learning opportunities for NCS students in Hong Kong by organizing inter-school activities such as 'the 3rd Putonghua Speech Competition for Non-Chinese Speaking Students'

(vi) To share successful experience of learning and teaching Chinese for NCS students to teachers and students in other schools offering adapted Chinese in Hong Kong

(b) TARGETS AND EXPECTED NUMBER OF BENEFICIARIES

(i) Target: Non-Chinese Speaking Students in our school and other schools in Hong Kong

(ii) Expected number of beneficiaries:
- NCS Students in our School: about 420 students (approximate number of NCS students in F.1 to F.3: 270; approximate number of NCS students in F.4 to F.6: 150)
- NCS Students in Hong Kong: in 2011-2012, about 6,300 NCS are in secondary education in Hong Kong, more schools including 'designated schools and non-designated schools' admit increasing number of NCS students. After the concept of 'designated school' to be enforce a ban in the coming years, there will be even greater number of schools admitting NCS students in future.
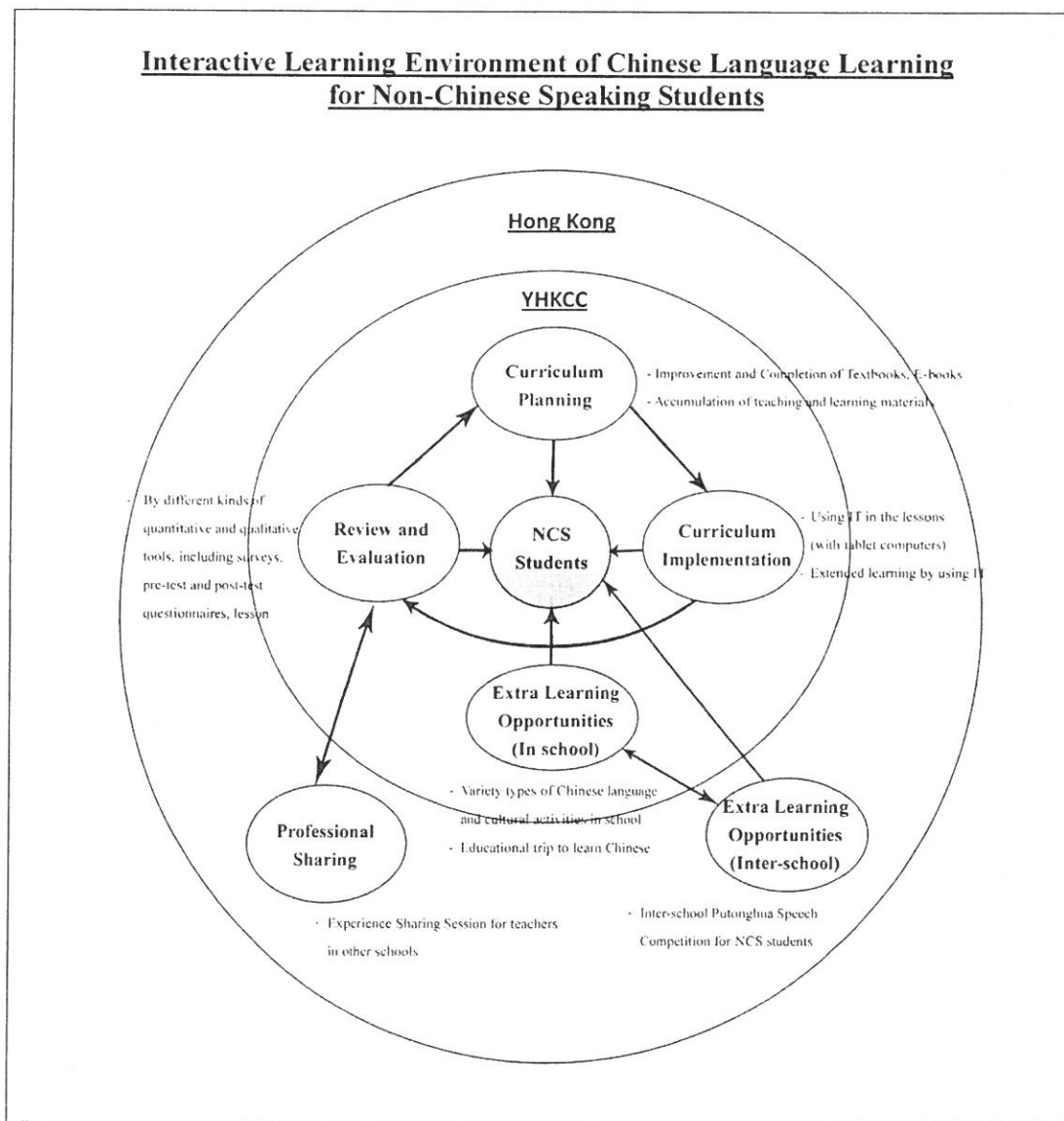
(c) INNOVATION

Most of the focuses of supporting NCS students to learn Chinese are on textbooks publication and accumulation of learning and teaching materials. At the same time, most of the Chinese language learning activities organized by different educational organizations in Hong Kong mainly target the needs of local students in Hong Kong. 'How to enhance the learning and teaching quality of Chinese language for NCS students by using IT and providing extra learning opportunities' is an under-developed area.

In fact, there are plenty of online learning materials and well-developed platforms provided by different educational organizations all over the world. Chinese teachers can easily raise the learning interest and motivation by introducing these kinds of online resources to the lessons. Teachers as facilitators to integrate IT into the class, encourage every student to explore and experience different kinds of reading, writing, listening and speaking materials, to create an interactive lesson, is an innovative concept and model of learning and teaching of Chinese language for NCS students in Hong Kong

Moreover, there is a lack of out-of-school Chinese language activities for NCS students in Hong Kong. Language learning trip to Mainland China and inter-school activities to learn and practice Chinese language will be innovative and exciting experiences for NCS students.

(d) CONCEPTUAL FRAMEWORK

Interactive Learning Environment of Chinese Language Learning for Non-Chinese Speaking Students

Hong Kong

YHKCC

Curriculum Planning
- Improvement and Completion of Textbooks, E-books
- Accumulation of teaching and learning material

Curriculum Implementation
- Using IT in the lessons (with tablet computers)
- Extended learning by using IT

Review and Evaluation
- By different kinds of quantitative and qualitative tools, including surveys, pre-test and post-test questionnaires, lesson

NCS Students

Extra Learning Opportunities (In school)
- Variety types of Chinese language and cultural activities in school
- Educational trip to learn Chinese

Extra Learning Opportunities (Inter-school)
- Inter-school Putonghua Speech Competition for NCS students

Professional Sharing
- Experience Sharing Session for teachers in other schools

(e)   ACTIVITIES OF THE PROJECT

    (i)   Curriculum Improvement and Implementation:

- On the foundation of our already developed school-based curriculum, we will further improve the content of our curriculum with the support of a project assistant. In this project, we will complete our school based textbooks for Form 1 and Form 2, with appropriate amount of listening and speaking materials. The e-version of the textbooks will also be developed.

- Our Chinese teachers have strong interest in introducing different kinds of online resources and learning platform to the NCS students to learn Chinese. These kinds of resources can be used in the classrooms and as extended learning support for the students. With the 30 new tablet computers and appropriate software installed, we aim at use these tablet computers in Form 1 and Form 2 lessons once every 2 weeks. 30 tablet computers are enough for a set/class of students to use at the same time.

- During the lessons, the tablet computers will be used to help students learn Chinese characters, vocabulary, listening and writing. Together with Chinese learning software, teachers can explain, present and demonstrate in an interesting and clear way. Students can practice what they have learnt and receive immediate individual feedback, which cannot be achieved in a traditional classroom.

- Also, there are plenty of online games and platforms for second language learners to learn Chinese. Those games can be included as learning activities in classrooms, and also as an extension to regular lessons. Students will be encouraged to continue to 'play' and learn. Parents will also be invited to support the learning, so that students can keep studying and practicing Chinese with high motivation.

- Although the school had already purchased 70 tablet computers in 2009/2010, they have been fully utilized by English, Liberal Studies, Geography and some other subjects. Also, in the project, we are going to introduce different kinds of up-to-day IT (in terms of hardware and software) for the learning and teaching of Chinese language. Another 30 tablet computers are essential.

    (ii)   Chinese Language Learning Trip to Mainland China for NCS students in our school.

- The school is going to introduce a Chinese Language Learning trip in the coming year as a pilot scheme. The trip targets Form 3 and Form 4 NCS students who have relatively higher Chinese language ability and strong interest in Chinese language and culture. It aims to provide opportunities for them to learn Putonghua in the educational organizations in Mainland China. In the trip, there are a number of more genuine Putonghua lessons for the students to attend. They can learn Putonghua in a totally different environment which can definitely benefit their Chinese learning.

- In the plan, around 20 students with 2 teachers will go to Nanhai, Guangdong for 4 days in mid-April 2014. They will have different kinds of exchange activities with the secondary schools' students in Nanhai, including attending Chinese lessons, group works, interviews, city tour and etc.

- Interviews and selection process will be taken place. The participants will be well briefed. In the trip, NCS students can also experience and gain in-depth observation of authentic Chinese culture which can strengthen their foundation of Chinese knowledge and recognition.

- After the trip, students will be required to present and share their learning experiences and outcomes to all other NCS students in school. It can enhance the Chinese language learning atmosphere in school and encourage the rest of the school to participate in different out of school activities to broaden their horizon.

(iii) The 3rd Putonghua Speech Festival for Non-Chinese Speaking Students in Hong Kong

- With the successful experience of organizing the 1st and 2nd Putonghua Speech Competition for NCS students in 2011/2012 and 2012/2013, we will continue to organize the 3rd Putonghua Speech Competition for NCS students in 2013/2014, with CACLER, Faculty of Education of the University of Hong Kong. We hope that it will continue to become one of the on-going inter-school activities for NCS students in Hong Kong.
- In the competition, there are Solo Verse for junior form students and senior form students and also Choral Speaking which enable NCS students to apply their speaking skills and gain achievements in learning Chinese. In 2012/2013, the number of schools joining the competition is 5, and the number of students participating is over 50. Looking forward, we hope more NCS students can benefit in this meaningful event.

(iv) Sharing Session of the project for teachers in other schools offering adapted Chinese for NCS students

- Experience sharing sessions will also be held for schools and teachers in August 2014, which will enable teachers in other schools to understand the importance of interactive learning environment of Chinese language learning for NCS students and to encourage them to further support the NCS students to explore different learning activities.
- Professional relationship and communication between schools can be built up as well.

(f) EXTENT OF TEACHERS' AND PRINCIPALS' INVOLVEMENT

(i) The school principal,   will oversee the project and will be highly involved in the review and evaluation in different stages.

(ii) The project co-ordinator, who is the Head of Languages Department, will lead the team of Elementary Chinese (Adapted Chinese) teachers to carry out the project and will be highly involved in planning, implementing and monitoring the project.

(iii) All Elementary Chinese teachers

       and our teaching assistant   will be involved in planning, implementing and evaluating the project. They will integrate the project into their daily learning and teaching practice and also the curriculum planning.

(iv) The IT department of our school which is led by   Head of IT Department , with 2 IT officers   1 IT assistant   and 1 IT seed will also provide technical support to the project.

(g) IMPLEMENTATION PLAN WITH TIME LINE

    (i)   Duration: 12/2013 – 11/2014

    (ii)   Process / Schedule: (Report Submission Schedule is enclosed.)

Process	Time
Preparation and Recruitment	November 2013
Curriculum Implementation Phase I: Interactive Learning Activities in Chinese Lessons	December 2013 to March 2014
The 3rd Putonghua Speech Festival for Non-Chinese Speaking Students	Early April 2014
Chinese Language Learning Trip to Mainland China for NCS students	Mid-April 2014
Evaluation and Review of the Project	May 2014
Curriculum Implementation Phase II: Interactive Learning Activities in Chinese Lessons	May 2014 to June 2014
Experience Sharing Session for Chinese Teachers in other schools offering adapted Chinese	June 2014
Curriculum Implementation Phase III: Interactive Learning Activities in Chinese Lessons	September 2014 to October 2014
Evaluation and Review of the Project	June 2014

(h) EXPECTED DELIVERABLES AND OUTCOMES

Product:
(i) The design and rationale of the curriculum, its implementation and evaluation mechanism will be made into brochures and CD-Roms available to schools and teachers.
(ii) Completion of school-based adapted Chinese curriculum for non-Chinese speaking students, i.e. publication of tailor-made textbooks, creation of e-books and e-materials for learning and teaching

Outcomes:
(i) establish an innovative model of learning and teaching model in Chinese language learning by developing an excellent virtual learning environment of Chinese language learning in schools for NCS students
(ii) equip our teachers and students to teach and learn Chinese in a more interactive, creative and student-centered methodology
(iii) Inter-school learning opportunities for non-Chinese speaking students in our school and in Hong Kong, i.e. Chinese Language Learning Trip for NCS students in our school and the 3rd Putonghua Speech Festival for Non-Chinese Speaking Students in Hong Kong
(iv) upgrade hardware in school to support virtual learning environment
(v) Experience sharing sessions will be held for schools and teachers in August 2014

(i)   BUDGET WITH DETAILED BREAKDOWN

Item	Budget (Expenditure)			
	Calculation	Total Cost	School/ Students	Funding Requested
(a) Manpower				
Project Assistant* (1 year, including MPF contribution)	$13,200 X 12 X 1.05 =	$166,320	$0	$166,320
Total:		$166,320	$0	$166,320
(b) Equipment (Assets Deployment Plan is enclosed.)				
(i) 30 Tablet Computers	$4000 X 30 =	$120,000	$20,000	$100,000
(ii) Tablet Charging Trolley	=	$12,000	--	$12,000
(iii) (License/ download fee of software	=	$15,000	$15,000	$0
Total:		$147,000	$35,000	$112,000
(c) General Expenses				
(i) Expenses on the 3rd Putonghua Speech Competition for NCS students		$8,000	$2,000	$6,000
(i) Subsidy on Chinese Language Learning Trip to Mainland China for 20 NCS students (+ 2 teachers)	$6,000 X 20 = $6,000X2 =	$120,000 $12,000	$55,500	0.5 + 0.5 x 5% + 0.25 x 5% + $12,000 =$76,500
(ii) Expenses on the Sharing Session of the Project		$8,000	$2,000	$6,000
(iii) Publication and Printing of Textbooks		$20,000	$0	$20,000
(iii) Other Expenses		$1,000	$0	$1,000
(iv) Audit Fee		$5,000	$0	$5,000
Total:		$174,000	$59,500	$114,500
Total		$487,320	$94,500	$392,820

* Job Duties of Project Assistant:

(a) compile and organize learning and teaching materials including tailor-made textbooks, e-books and e-materials

(b) support lessons in using IT to learn Chinese

(c) help organize inter-school learning activities such as the 3rd Putonghua Speech Competition for NCS students and Chinese Language Learning trip to Mainland China

(d) design/ implement evaluations, questionnaires, tests, etc.

3.   <u>Assets Usage Plan</u>

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
Computer hardware	Tablet computers	30	120,000	Continue to use in the Chinese lessons
	Tablet Charging Trolley	1	12,000	
Computer software	Chinese learning software	--	15,000	

4.   <u>Project Impact</u>

(a)   EVALUATION PARAMETERS AND METHOD

    (i)   To evaluate the curriculum development of the adapted Chinese programme for NCS students by
- assessing the standard of textbooks and e-books completed and published in the project
- comparing the quantity and quality of teaching materials accumulated in the project
- *getting feedback* from teachers, students and parents about students' motivation, effectiveness, and attitude of Chinese language learning

    (ii)   To evaluate the effectiveness of learning and teaching of Chinese language lesson for NCS students by
- in-depth *qualitative surveys* with students and teachers on their views about teaching and learning, curriculum implementation of the adapted Chinese programme at periodic intervals to gauge the success of the project and on improvements of the project
- *pre-test and post-test questionnaires* on the attitude, interest and motivation in learning Chinese of NCS students will be collected for quantitative data
- comparing *results of summative assessments* including dictations, tests and internal exam of NCS students before and after the projects
- lesson observation by the Head of Languages Department, Head of Subject and teachers
- *reports, records and professional discussions* within the team of Elementary Chinese teachers

    (iii)   To evaluate the effectiveness of increase of learning opportunities in enhancing Chinese learning of NCS students by
- comparing *number of schools* and NCS students participate in the 1st, 2nd and 3rd Putonghua Speech Competition for NCS students
- comparing the *quality of students' performance* in the 1st, 2nd and 3rd Putonghua Speech Competition for NCS students
- in-depth *surveys* with NCS students in our school joining the Chinese language learning trip to Mainland China

    (iv)   To evaluate the quantity and quality of use of IT in enhancing Chinese language learning of NCS students by
- comparing the *number of Chinese lessons* using IT
- in-depth *qualitative surveys* with students and teachers on their views about using IT to learn and teach Chinese

(v) *feedback from other schools and organizations* involving in the project, including the Center for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education of the University of Hong Kong, the schools participating the 3rd Putonghua Speech Competition for NCS students, teachers from other schools joining the sharing session of the project

(b) HOW PROJECT WOULD BENEFIT EDUCATION SECTOR

(i) The project establishes an innovative model of learning and teaching in Chinese language among NCS students which improves the learning and teaching quality effectively. It will enable other schools and educators to understand how diversified lessons can cater for the needs of NCS students to learn Chinese, and how important of learning opportunities can enrich NCS students' learning and raise their interests on Chinese language.

(ii) The inter-school student activities and sharing sessions of the project will also further strengthen the professional relationship and communication between schools offering adapted Chinese. After this project, YHKCC will continue to share and learn from the other schools by further developing different areas of the project.

(c) SUSTAINABILITY OF OUTCOMES OF PROJECT

(i) After the completion of the project, YHKCC will further develop our school curriculum of adapted Chinese and continue to enhance the quality of teaching and learning. IT education will continue to be our development focus. Successful experience will be introduced to other subjects.

(ii) YHKCC will base on the professional relationship and platform with the other schools built in this project, to continue to share and learn from others in order to further develop the adapted Chinese curriculum for NCS students.

(d) DISSEMINATION / PUBLICITY METHODS

(i) Professional experience sharing session for Chinese teachers in other schools in Hong Kong who offer adapted Chinese curriculum for NCS students.

(ii) The design and rationale of the curriculum, its implementation and evaluation mechanism will be made into brochures and CD-Roms available to schools and teachers.

(iii) More and better inter-school learning opportunities for non-Chinese speaking students in Hong Kong, i.e. The 3rd Putonghua Speech Festival for Non-Chinese Speaking Students.

(iv) Completion of school-based adapted Chinese curriculum for NCS students, i.e. publication of tailor-made textbooks, creation of e-books and e-materials for learning and teaching

5. Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/12/2013 - 31/5/2014	30/6/2014	Interim Financial Report 1/12/2013 - 31/5/2014	30/6/2014
Final Report 1/12/2013 - 30/11/2014	28/2/2015	Final Financial Report 1/6/2014 - 30/11/2014	28/2/2015