

Part B Project Summary

Project Title: Facilitating transition to primary schools of NCS students: Coping with challenges of foreign language anxiety in learning Chinese, social integration and social participation (幼小銜接無障礙, 社會共融創高鋒)

Project Number:

2015/0070

Name of Organization: Department of Rehabilitation Sciences, The Hong Kong Polytechnic University

Project Leader: Prof. Hector W.H. Tsang (曾永康教授), Professor and Associate Head

(1) Goals:*Long-term Aims*

1. Help NCS students make successful transitions to life stages from pre-school age to adulthood
2. Achieve full-range social integration and participation in education, employment, housing and health
3. Help NCS students improve their opportunities for further studies up to tertiary levels
4. Widen the career options of NCS students
5. Widen their peer and social networks

Short-term Aims

1. Help NCS students make successful transition from kindergarten (pre-school years) to primary schools, especially coping with additional challenges in the process
2. Reduce their stress and anxiety in learning Chinese as foreign language
3. Improve their motivation and self-efficacy in learning Chinese as foreign language
4. Increase their usage of Chinese outside classroom and thus their foreign language proficiency via developing their social competencies and broadening of their social network
5. Enhance their understanding of the importance of foreign language proficiency in relation to full spectrum social integration and participation including education and career options
6. Help them develop and learn skills that are necessary for various aspects of social integration
7. Involve parents of NCS students as partners for achieving the above 6 aims

- (2) Targets:** Phase I targets 100 teachers/principals from 20 to 30 primary schools. Phase II targets 30 - 40 teachers/principals from 20 schools. Phase III & IV target 10 schools with 100 to 150 NCS student participants and 100 to 150 parents. Phase V 100 teachers/principals to join the mini local conference and 30 to form a support community. It is expected that 571 primary schools in Hong Kong with ~330,000 students will be assessable to the programmes that have been developed by this project.

(3) Implementation Plan:

(i) Duration: ~~Sep 2016 to Aug 2018~~

(ii) Process / Schedule:

Phase of study	Action	Period
Phase I	Promotion among schools	Sep - Oct 2016
Phase II	Train the trainers	Nov 2016 - Jan 2017
Phase III	Preparation for school-based implementation	Feb 2017 - May 2017
Phase IV	School-based implementation	June 2017 - May 2018
Phase V	Report Writing, Dissemination Stage and Sustainability	June - Aug 2018

(iii) Collaboration with other parties / partners:

- a. Dr. Wai-ming CHEUNG (張慧明博士), Associate Professor, Faculty of Education, The University of Hong Kong
- b. Mr. Sau-yan HUI (許守仁先生), Teaching Consultant, Faculty of Education, The University of Hong Kong

(4) Deliverables and Outcomes:

1. An effective "train-the-trainers" programme to equip school teachers in helping NCS students improve foreign language proficiency and social integration
2. A school-based social integration program will be in place to help NCS students improve their social participation via improvement in their foreign language proficiency and social competencies
3. An education programme to involve parents of NCS students in the process
4. Reports of success stories from schools completed Phase IV
5. Booklets and DVD summarizing important information, progress and outcomes of this project for distribution to schools
6. A supportive community among teachers in different schools that will provide further follow-up actions and thus to ensure sustainability of the project.

(5) Budget: Total: HKD 2,141,800 (a) Staff cost: HKD 1,954,800; (b) General Expenses: HKD 104,000; (c) Workshops and miscellaneous expenses: 45,000; (d) Equipment: HKD 17,500; (e) Contingency: HKD 5,445; (f) Audit fee: 15,000

(6) Evaluation:

1. Logbook of project records; 2. Attendance record; 3. Participant feedback form; 4. Continuous assessment form; 5. Rating Form for School-based Plans; 6. Modified Erikson Psychosocial Stage Inventory; 7. Psychosocial Inventory of Ego Strengths
8. Foreign Language Classroom Anxiety Scale; 9. Depression Anxiety Stress Scale-21; 10. Acculturation, Habits and Interests Multicultural Scale for Adolescents; and 11. Children Acculturation Scale