

**Quality Education Fund**  
**Application with Grant Sought Not Exceeding \$150,000**  
**Part B: Project Proposal**

<b>Project Title</b>	<b>Project Number</b>
Promoting Environmental Conservation and Enhancing English Standard through Writing Study Reports	2013/0973 (Revised)

**Basic Information**

Name of School / ~~Organisation / Individual~~ :- Po Leung Kuk No.1 W.H. Cheung College

**Beneficiaries**

- (a) Sector:  Kindergarten  Primary  Secondary  Special (*Please tick*)
- (b) Students: \_\_\_\_\_ 165 \_\_\_\_\_ (in number)\* and \_\_\_\_\_ Form 2 \_\_\_\_\_ (class level/age)\*
- (c) Teachers: \_\_\_\_\_ 0 \_\_\_\_\_ (in number)\*
- (d) Parents: \_\_\_\_\_ 0 \_\_\_\_\_ (in number)\*
- (e) Participating Schools (excluding applicant school): \_\_\_\_\_ 0 \_\_\_\_\_ (in number and types)\*
- (f) Others (please specify): \_\_\_\_\_ / \_\_\_\_\_

*\* Please specify where appropriate*

**Proposal****(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms and elaborate how the proposed project could impact on school development.  
*(Example: To enhance students' interests in reading through story-telling, singing, and drama...)*

Po Leung Kuk No.1 W.H. Cheung College is a Band One EMI school where English plays a significant role in students' learning. It is our school policy to establish an English-rich environment for students. Most of our students can understand English medium instruction and can be motivated by interesting teaching aids and activities. However, some students are not very proficient in the English language, especially in the areas of writing and speaking, lacking confidence in using it outside the classroom. Besides, as most of our students come from less well-off families, they lack financial support for additional learning materials or further exposure to English.

- (1) give students a context of developing their writing and improving their presentation skills

- (2) encourage students to explore the environmental issues and collect findings related to the Hong Kong Wetland Park
- (3) cultivate higher-order thinking styles and the ability to criticize, evaluate and construct arguments
- (4) foster students' positive value towards environmental protection and promote environmental awareness among the schoolmates

(b) (i) What are the areas of the needs and priorities of the school?

*(Please tick the appropriate box(es).)*

- Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
- Promote students' social and emotional development
- Enhance school management / leadership and teachers' professional development / wellness
- Others (please specify) \_\_\_\_\_

(ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).

One of the major concerns of the School Development Plan is to evaluate the implementation of the NSS curriculum. Better teaching strategies and materials should be devised to meet the needs of the students. According to the English performance in TSA in 2012-13 and 2011-12, students of our school were particularly weak in writing and speaking, though the scores are still higher than the territory average. This showed that more learning opportunities focusing on the areas of speaking and writing should be provided. With additional support, students' performance in the public exam will be enhanced.

(c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.  
*(Example: Drama and music are effective means to stimulate students' interest in reading and help develop their multiple-intelligences...)*

Incorporating into the school-based English Language and Geography curricula English Language curriculum

Report writing skills and the components of a report are introduced to students in the school-based English Language curriculum as shown below.

	Form	Source	Content
1	One	Listening	Doing a research on a festival
		Elective Task: Writing & Speaking	Giving an oral sports report
		Listening	Identifying causes and effects
2	Two	Writing	Designing a poster and writing captions
		Elective Task: Writing & Speaking	Giving a survey report
		Reading (Unit 8)	Going Green
3	Three	Reading, Writing & Listening (Unit 1)	A survey report

4	Four - Six	Paper I Reading Paper II Writing Paper III Listening and Integrated Skills	Reports Analysing charts, diagrams and figures
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Acquiring the skills of report writing through this project helps students tackle:

- 1) the school-based English curriculum and
- 2) HKDSE English Language papers

Paper I: reading, Paper II: writing and Paper III: Listening and Integrated Skills with confidence.

For Papers I and III, students have to apply the skills of skimming and scanning when reading the various text types and the Data File containing charts, figures and diagrams. After analyzing the information, they write the relevant details. For Paper II, report is one of the text types covered.

Individual presentation and group discussion skills are covered in Forms 1 – 6 oral lessons and the tailor-made materials for F.1 and 2 students. Acquiring better presentation skills, students have confidence when doing Paper IV: Speaking in the HKDSE.

#### Geography curriculum

The project aligns with the topics that are covered in the school-based Geography curriculum shown below.

	Form	Content
1	Two	Taming the sand – about desertification/ farming
2	Three	Food problems – famine and farming
		Using urban space wisely – sustainable development
3	Four - Six	Managing river and coastal environment
		Building a sustainable city
		Combating famine – about farming and food shortage

Besides, most of our students are from less well-off families, opportunities to communicate with westerners are valuable to them. The workshops conducted by the NETs and the educational trip to the Hong Kong Wetland Park provide opportunities for students to use English and apply what they have learned in the classroom to real-world situations.

Life-wide learning (Extending, Enriching, Enabling) as formulated by the Education Bureau is strongly encouraged in this project. Writing the study reports, students will be empowered to create something of their area of interest and thus their written and spoken English is improved not only to cope with TSA but the New Senior Secondary Curriculum requirements. Their understanding of what a study report is will definitely prepare students to handle the Independent Enquiry Project of Liberal Studies.

Last but not least, this proposal is aligned with the school aims of developing students' self-learning abilities and inculcation of positive values. Providing more other learning experiences for students is of utmost importance. Through the educational trip to the Hong Kong Wetland Park and writing the study reports, students can decide on the topic and areas of interest for investigation. This

enhances their self-learning abilities and motivation. Most importantly, the project will arouse students' awareness of environmental conservation. Students learn to love nature and be sensitive to green issues.

## (II) Project Feasibility

(a) Please describe the design of the project, including:

(i) Approach/Design/Activity

*(Example: The project adopts the drama-in-education strategy and uses popular children songs to arouse students' interest in reading in a fun and interactive way...)*

Implementation (Project period: Sept 2015 – Aug 2016)

The project allows students to stretch their creativity and they learn in an environment outside of their traditional classroom. High student involvement and interactive elements are expected. An enquiry-based learning design is recommended. 70% of the project hours should be interactive elements such as group work, discussions and presentations etc. The project should be in 7:3 ratio of 'doing' to 'instruction'.

The project will be conducted in 12 workshops with 4 main areas outlined as below:

(Area 1)

(1) Introduction to the components of a study report, e.g. introduction/ background information, hypothesis, statistical analysis, survey results, conclusion and recommendations etc.

(Area 2)

(1) Writing skills, e.g. choice of vocabulary, sentence structures and technical phrases and critical thinking skills

(Area 3)

(1) Introduction to the environmental issues and problems  
 (2) Case presentation to analyze an environmental problem/ issue with environmental analysis and the development of Hong Kong Wetland Park.  
 (3) Topics for the Environmental Conservation Study Project

(Area 4)

(1) Presentation skills and questioning techniques

The workshops will be conducted in class time and on Saturday, starting from February to July, by the NETs. There will be 12 workshops, which of each lasts for 1 hour and 20 minutes (a double lesson). The English and Geography teachers of each class will attend the workshops as well as to observe the way to teach the materials.

Students will join an educational trip, work in groups and have take-home readings/ assignments/ research work. During the trip, resources and support from the HK Wetland Park of Agriculture, Fisheries and Conservation Department will be used.

Students can create their own interest in learning by doing research and making their own reports, or exhibitions, or videos, etc. They become self-motivated when caring about nature or environmental protection and in studying English as a media to publish their findings. They work independently and cooperatively. A final study report will be conducted with presentation in class. This engages

students in an interactive learning environment.

(ii) Key Implementation Details

**Project period: (Sept/2015) to (Aug/2016)**

<b>Month / Year</b>	<b>Content / Activity / Event</b>	<b>Target Beneficiary/ Participants</b>
Jan 2016	Introduction talk on the field study and the workshops on writing and presenting study reports (30 minutes)	165 Form 2 students 8 teachers (Geog & Eng)
Feb – early May 2016	8 Workshops on the following 4 areas (1) The development of the Wetland and the rare species/ Topics for the Environmental Conservation Study Project (2) Components of a study report, e.g. hypothesis, introduction, statistical studies, conclusion, recommendations etc. (3) Writing skills, e.g. the choice of vocabulary, sentence structures and technical phrases and critical thinking skills (4) Presentation skills and questioning techniques	5 classes of Form 2 students totalling 165 8 teachers 1 teaching assistant
Mid-Apr 2016	Educational trip to the H.K. Wetland Park	165 Form 2 students
Mid-May – early June 2016	2 Workshops on complying information and reporting progress	5 classes of Form 2 students totalling 165 8 teachers 1 teaching assistant
Early July 2016	2 Sharing Workshops - Presentation and assessments	165 Form 2 students
October 2016	Collaboration with the Moral and Civic Education Department - Promoting environmental conservation with a self-reflection exercise	Form 1 - 5 students, about 800 students

- (b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

The English, Geography teachers and the NETs will examine and help prepare the teaching materials for the Form 2 students undertaking this project. There will be co-lesson planning. This ensures the Form 2 student's needs are addressed properly.

The English and Geography teachers of each class will attend the workshops so

as to observe the way to teach the materials. Apart from the assessment done by the native English-speaking instructors, they will also help assess the presentation of the students and the projects done by their class. Feedback will be given.

- (c) Please provide the budget of the project and justify the major items involved.

Grant Sought: HK\$ 76,500

Budget Item*	Expenditure Detail		Justifications
	Item	Amount (\$)	
ii) Service	Instructors (\$600/ hour)  Talks/ Workshops \$600 x 1.5hr x 12 workshops x 5 classes	\$ 54,000	- The instructors should be native English speakers with a university degree and at least two years of relevant teaching experience.
ii) General expenses	Coaches \$3500 x 3  Learning activities and materials \$ 1000 x 12 workshops	\$10,500  \$ 12,000	Three coaches will be hired to bring students to Hong Kong Wetland Park.  Learning materials concerning presentation skills, writing skills will be provided for students.
<b>Total Grant Sought (\$):</b>		<u>76,500</u>	

\* Please cross out as appropriate

### (III) Expected Project Outcomes

- (i) Please describe how to evaluate the effectiveness of the project;

(Please tick the appropriate box(es).)

There will be a number of assessment tasks, to be completed both in-class and as take-home assignments. They include:

1. In-class discussion
2. Take home short assignments/ readings/ research work
3. Final products – a study report, PowerPoint presentation
4. Group presentation

– Evaluation plan to measure students' improvement in writing and presentation skills

Before the F.2 students undertake the project, their Half-yearly Exam scores for the writing and speaking papers will be used to evaluate their standard.

After the project, the Half-yearly Exam scores of the same group of students who are in F.3 will be used to assess if there is any improvement in their writing and presentation performance.

Teachers will observe whether students participate in the workshops and the

learning activities actively and whether positive responses are given during the learning process.

Questionnaires regarding the rundown of the workshops, learning materials and instructors will be given out after the project. Questions regarding students' areas of interest, needs and performance will be included in the pre-activity surveys.

Teachers and the tutors assess the presentation performance of the students and award them bonus oral scores for next year.

It is hoped that students will have confidence in using English. They will be equipped with skills necessary for the higher scores in the oral and writing components of TSA. Students' exposure to native English speakers will be increased.

(ii) Stating the project deliverables or outcomes

Upon completion of the project, students should be able to:

- (1) compose a study report by employing the techniques and skills necessary
- (2) enhance their writing, oral/ communication skills
- (3) reflect and analyze current environmental issues of their interest
- (4) critically use historical, scientific data to establish their own views and analyse the situations

Students initiate their own learning, for example, the area of study or research about the Hong Kong Wetland Park. High-order thinking skills should be incorporated, for example, the upper end of Bloom's Taxonomy – evaluation, synthesis etc. when conducting the research studies and writing the study reports.

Devised materials consisting of the scheme of work and learning materials for students and teachers can be reused and adapted for producing study reports not only for Form 2 students but students of other levels. They will be kept for use properly.

Cooperation with the Moral and Civic Department

The study reports completed will be displayed in the exhibition to promote environmental awareness of the whole school. Thus not only the Form 2 students will be benefited from the project but the whole school as students of all levels can enjoy the study reports. A competition about environmental conservation, including a self-reflection exercise will be organized to get the whole school involved.

**Asset Usage Plan – Not Applicable to this project**

**Report Submission Schedule:**

The grantee commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Report	
Type of Report and Covering Period	Report Date Due	Type of Report and Covering Period	Report Date Due
Final Report 1/09/2015-31/08/2016	30/11/2016	Final Financial Report 1/09/2015-31/08/2016	30/11/2016