

Part B: Project Proposal

Project Title: Upgrading English Corner to English Learning Centre (ELC)	Project Number: 2018/0093 (To be assigned by the EPMS)
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Name of School: The Yuen Yuen Institute MFBM Nei Ming Chan Lui Chung Tak Memorial College

Direct Beneficiaries

(a) Sector: ☐ Kindergarten ☐ Primary ☒ Secondary ☐ Special School (Please put a tick in the appropriate box(es).)

(b) Beneficiaries: (1) Students: (number) (class level); (2) Teachers: 13; (3) Parents: (number);
(4) Others: (please specify)

Project Period: 03/2019 to 01/2020

This template only serves as a reference. Items that are NOT applicable can be deleted as appropriate. A Guide to Applicants about the Dedicated Funding Programme for Publicly-funded Schools is available on the QEF website.

1. Project Needs

1.1	Project Aim(s)	The existing English Corner will undergo a radical renovation to transform into 'English Learning Centre' (ELC) – a multi-purpose room to facilitate self-directed learning and organizing various English activities. The new ELC will be basically furnished in September 2018. The aim is to equip the ELC with the necessary equipment and resources to create an English-rich environment and support English learning activities during and outside regular lessons.
1.2	Innovative element(s)	<p>The new ELC is designed to serve different purposes:</p> <p><u>Academic purposes</u></p> <ul style="list-style-type: none"> - An English-rich learning atmosphere with different stakeholders - E-learning / Self-directed learning - Interactive Learning Groups - Speaking practice <p><u>Cross-curricular activities</u></p> <ul style="list-style-type: none"> - Production of 'English Channel' - 'English Drama' - 'English café' - 'English Concert' - Movie/Music appreciation <p>The multi-purpose ELC will enhance students' learning experience and develop essential generic skills through information technology and popular culture. English drama, which is one of the important elements of language arts, is new to the school. Since language arts lessons will be carried out in the English café by a NET, setting up the English café will allow students to fully involved in the in-class activities and experience the western culture. Another innovative element is the café will be used to carry out different activities which are related to western culture. Western etiquette learning and western culinary experience are so of the examples.</p>

1.3	Alignment with school-based / students' needs	<ul style="list-style-type: none"> - Government funding of WiFi infrastructure, increasing use of mobile devices in non-English subjects, to prepare for the heavy demand of mobile devices in English subject - Students from low socioeconomic families, lack opportunities to use e-learning apps and reliable mobile devices - English drama is one of our school goals in the school's annual plan. Through English drama lessons and activities after school, we wish to build up students' confidence and raise their interests in learning English. - E-learning is also one of the school goals and 15% of the lessons will adapt some elements of e-learning in S.1 and S.4.
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2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<p>In the latest English Language Curriculum Guide (2017), schools are encouraged to incorporate Major Renewed Emphases (MRE) when developing the English Language Education curriculum to help students prepare for the ever-changing knowledge-based society in the information era. Our project focuses on promoting Language across the Curriculum (LAC) and self-directed learning with e-learning resources.</p> <p>Organizing LAC activities helps students realize their multiple intelligences (MI) such as linguistic intelligence, kinesthetic intelligence, musical intelligence and interpersonal intelligence (Gardner, 1999). It is hoped that students are motivated in learning English when engaging in these activities which develop their interest in music and video production, and information technology.</p> <p>A CUHK study shows that students in Hong Kong will enjoy using e-learning strategies if they are adapted to using them (Lam, 2011). In our school, mobile learning was adopted in some English lessons since 2016. Based on teachers' experience, using e-learning apps promotes better teacher-student interactions and improves participation among students. We believe that if students are encouraged to use interactive e-learning apps outside regular lessons, they will be motivated to learn in an engaging and relaxing way. In the long term, the use of e-learning resources will help students become an autonomous and perpetual learner.</p>
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	<p>The drama lessons will be supported by NET, local teachers as well as the drama teachers from LCSD. Our school has been chosen to take part in a program called School Performing Arts in Practice Scheme in the academic year of 2018/19. And some local teachers and the NET have certain experience in school drama production and vocal training.</p> <p>Some teachers are well trained in using E-learning, mobile learning to motivate the students to learn English.</p>
2.3	Principal's and teachers' involvement and their roles	<p>The Principal takes the role as the Advisor who supervises the implementation of the Project and allocates the human resources, The Vice-principal (Learning and Teaching) and the English Panel Head implement and facilitate the progress of the Project. The NET and some local teachers specialize in music and video production, interactive teaching materials and e-resources development.</p> <p>With the support of the government subsidies, mobile learning was adopted in some English lessons. Different e-learning tools were attempted and e-resources were developed. All English teachers are familiar with using e-learning tools.</p>
2.4	Parents' involvement / participation (if applicable)	<p>ELC will be opened for parents on both Open Day and Parents' Day. Some PTA activities will be organized in ELC. For instance, talks about helping their children to learn English at home will be organized in that room. They can also experience some fun ways to learn English e.g. apps/ games so that they can encourage their children to do it at home.</p>

2.5	Roles of collaborator(s) (if applicable)	This project allows teachers to adapt different pedagogies and utilize their creativity. It is a good opportunity for them to develop professionally as educators. For instance, they need to think how to enhance the current curriculum by incorporating some e-learning elements.
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2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
03/2019	Allocation of manpower (Preparatory work) <ul style="list-style-type: none"> - NET, TA and teachers will be assigned to different activities as person-in-charge - E-learning strategies will be devised - Student helpers will be recruited to help organizing various English activities - Reward system will be devised to encourage students to use the ELC
03/2019-05/2019	Procurement of equipment and services (e.g. e-learning apps) (Preparatory work)
04/2019-12/2019 (year-long)	Production of English Channel
04/2019-12/2019 (year-long)	Regular English activities <ul style="list-style-type: none"> - English Café - English Concert - English Cinema - English Drama
04/2019-12/2019 (year-long)	Self-access E-learning Space
12/2019-01/2020	Evaluation <ul style="list-style-type: none"> - Online questionnaires will be completed by teachers and students - Teachers-in-charge will conduct an evaluation meeting to reflect on issues relevant to ELC

2.7 Details of project activities *(Item (a)-(f) not applicable to this application can be deleted.)*

Below are some of the ideas for self-directed learning activities. The learning activities tend to be interesting and fun in order to arouse students' interests. We also aim to train their creativity, critical thinking skills and problem solving abilities. Our activities cover the idea of multi-modal texts which include images, sound effects, music, spoken language and written texts. English activities will be organized by English ambassadors and teachers. The new facilities in ELC can help us achieve such goal.

a. Student activity, if applicable

Activity name	Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i>	Number of sessions and duration	Teachers' involvement and/or hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i>	Expected learning outcomes
Activity 1	English Channel <ul style="list-style-type: none"> - A 5-minute video, broadcasted through school's Campus TV, consists of various sections which promote the use of English in everyday life, such as: <ul style="list-style-type: none"> - interview with teachers and students on personal and social issues - book/music/movie sharing - Simple cooking steps at English Cafe 	Once a week, 5 minutes per episode	<ul style="list-style-type: none"> - Some teachers are experienced in video production 	<u>Students on English Channel</u> <ul style="list-style-type: none"> - They become more confident in speaking English - <u>Student audience</u> <ul style="list-style-type: none"> - They are more aware of the use of English in everyday life, especially in popular culture and social issues
Activity 2	English Café <ul style="list-style-type: none"> - Teachers and students will be given the chance to enjoy simple food and drinks, participants have to use English to communicate - The activity will be theme-based (e.g. enjoying festival food) - No cooking activity will be conducted in the English Learning Centre 	Once a month, 1 hour per session	<ul style="list-style-type: none"> - Some teachers are experienced in cooking 	<ul style="list-style-type: none"> - Students are able to learn words related to foodstuff and cooking methods - Students can learn about culture behind the food
Activity 3	English Concert <ul style="list-style-type: none"> - Students and teachers will be given chance to perform singing of English songs and play musical instruments (e.g. piano) - They can also share the background of the song and singer, the meaning of the lyrics, and other knowledge relevant to the song 	Twice a month, 2 hours per session	<ul style="list-style-type: none"> - An English teacher also teaches Music - Some teachers are interested in singing and have certificate in playing the piano 	<ul style="list-style-type: none"> - Students are given chances to learn English through songs - Students can gain more insights about popular culture in the west - Song appreciation helps students develop interest in music - Students perform their learning outcomes in the School Singing Contest

Activity 4	<p>English Cinema</p> <ul style="list-style-type: none"> - Movies in English will be shown. They can be selected by teachers and students. - Students can share their thoughts after watching movies - Teachers can share some knowledge relevant to the movie 	Twice a month, 2 hours per session	- Teachers will select suitable movies	<ul style="list-style-type: none"> - Students are given chances to learn English through movies - Students can gain more insights about popular culture in the west - Students can get prepared for SBA
Activity 5	<p>Self-access E-learning Space</p> <ul style="list-style-type: none"> - Teachers prepare e-learning materials (e.g. google classroom, online quiz) which are relevant to the curriculum - Students can access to the e-learning materials with mobile devices outside lessons - Flipped classroom can be carried by google classroom, students are required to prepare themselves before attending the lessons 	Daily during lunchtime and after school	- Some teachers are responsible for preparing e-learning materials by using apps like Kahoot and Neopard	<ul style="list-style-type: none"> - Students can learn in an interactive and autonomous way - cultivate the habits of self-directed and proactive learning
Activity 6	<p>English Drama</p> <p>Net and teachers will conduct lessons with drama related activities such as reader's theatre and expressing emotions during regular lessons.</p> <p>Drama teacher from School Performing Arts in Practice Scheme will carry out the training on 24 Fridays throughout the academic year.</p>	After school during CCA period on Fridays and two lessons per week during regular lesson time	- NET and local teachers will create the related teaching materials	-Students can improve their speaking and interpersonal skills Students perform a mini-drama in school activities (Open Day, School Anniversary which extend to the community

b. Teacher training, if applicable

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes
Activity 6	N/A			

c. Equipment (including installation of new fixtures or facilities), if applicable

	Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	Refer to the Attachment	

d. Construction works, if applicable

	Details of the construction works proposed	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	N/A	
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(Public sector primary and secondary schools, including DSS schools, and special schools should refer to Paragraph 8.6 and other relevant paragraphs in the School Administration Guide. Kindergartens under the New Kindergarten Education Scheme should observe Paragraph 1.2(1)(g) in the Kindergarten Administration Guide.)

e. Features of the school-based curriculum to be developed, if applicable

f. Other activities, if applicable (Please specify how they contribute to fulfilment of the project aim(s).)

Language across curriculum

Some activities in ELC involve the collaboration of teachers of different subject areas.

English + Arts	Art teachers will teach students to create crafts for decorating the ELC in English. The instructions will be given in English.
English + Computer Literacy	Use of apps (e.g. "Explain Everything", "Book creator") to produce English digital multimodal texts

2.8 Budget

Total Grant Sought: HK\$ 194400

Attachment

No	Item	Purpose(s)	Quantity	Price
1	White board 130"	For carrying out lessons	1	\$2,000.00
2	Notice board 130"	For carrying out lessons	1	\$500.00
3	Hexagonal tables	For carrying out lessons	7	\$10,000.00
4	Chairs	Teaching activities, drama activities	35	\$3,500.00
5	Short storage cabinets	Teaching activities, drama activities	1	\$2,000.00
6	Kitchen cabinet	English activities (etiquette class and English cookery activities)	1	\$20,000.00
7	Bar table	Group work, after school activities	3	\$1,400.00
8	Bar chairs	Group work, after school activities	3	\$1,200.00
10	Projector 120" + electronic screen+installation	For carrying out lessons	1	\$30,000.00
11	Bookshelves	Storage of resources	5	\$2,500.00
12	HDTV 65"	For movie appreciation, showing students' work and activities	1	\$18,000.00
13	Ipads	e-learning	30	\$92,300.00
14	Coffee tables and ottoman chairs	An area to carry out English activities and conversations	1	\$1,500.00
15	Full HD camcorder	For recording performances	1	\$4,500.00
16	Audit Fee		1	\$5,000.00
			total	\$194,400.00

* Asset usage plan: All the above assets will be used for teaching and learning purposes after the completion of the program.

(i) Applicants should refer to the QEF Pricing Standards in completing the above table. All staff recruitment and procurement of goods and services should be carried out on an open, fair and competitive basis. Budget categories not applicable to this application can be deleted.

(ii) For applications involving school improvement works, a contingency provision of not more than 10% for carrying out works is

considered acceptable.

(iii) For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget exclusive of staff cost and works expenditure (including the related contingency provision), if any, is considered acceptable.

3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input checked="" type="checkbox"/> Learning and teaching materials -teaching materials for drama lessons <input type="checkbox"/> Resource package <input checked="" type="checkbox"/> e-deliverables*(<i>please specify</i>) -Production of English Channel - English Drama - English Concert - Movie and Music Appreciation - E-learning lessons - Student Learning Community - Teacher and Parent Learning Community <input type="checkbox"/> Others (<i>please specify</i>) _____ <i>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</i>
3.2	Positive impact on quality education/ the school's development	<ul style="list-style-type: none"> - An English-rich learning atmosphere is built - Students are more motivated to learn and apply English in their daily lives - A positive and all-round learning attitude is established among the students - Students are more confident in participating in the inter and intra-school activities and competitions - It facilitates teachers' professional development in terms of teaching and students' personal growth in the long run - Different stakeholders will emphasize more on English learning - Different learning communities will be established -

3.3 Evaluation

Please state the methodologies of evaluating project effectiveness and provide the success criteria.

(*Examples: lesson observation, questionnaire survey, focus group interview, pre-test/post-test*)

Survey: Three surveys will be carried throughout the academic year in order to find out whether students have made progress in learning English. Students are required to indicate which skill(s) can the activities and programs help them improve most.

Observation: The principal, vice principals and English panel head will observe some of the drama lessons.

Performance change of students in assessment: It is expected that the classes which have drama lessons regularly will perform better in speaking and reading in the examination.

Students Learning Community	<ol style="list-style-type: none"> 1. Students are required to fill in a survey form regarding the learning activities in ELC. 2. As the learning activities mainly target their speaking skills and writing skills, the effectiveness of the program can be deduced by comparing their exam results in speaking and writing. 3. The number of stamps students collected in the English Passport Scheme can be an indicator of how effective the project is.
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Teacher and Parent Learning Community	1. Teachers and parents are required to fill in a survey form regarding the learning activities in ELC.
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Report Submission Schedule

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

Project Management		Financial Management	
Types of Report and covering period	Report due date	Type of Report and covering period	Report due date
Final Report 01/03/2019 – 31/01/2020	30/04/2018	Final Financial Report 01/03/2019 – 31/01/2020	30/04/2018