

Quality Education Fund
The Dedicated Funding Programme for Publicly-funded Schools
Part B: Project Proposal

Project Title: Singapore Language and Cultural Immersion Programme	Project Number: 2019/0193 (Revised Proposal)
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Name of School: ___Tsuen Wan Chiu Chow Public School___

Direct Beneficiaries

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

(b) Beneficiaries: (1) Students: 30 (P4 and P5); (2) Teachers: 4; (3) Parents: N/A;
 (4) Others: N/A

Project Period: 08/2020 to 07/2021

1. Project Needs

1.1	Project Aim(s)	To widen students' exposure to the authentic use of English language and to broaden their horizon.
1.2	Innovative element(s)	Most of the learning happens inside school context. Students learn vocabulary through studying pictures and word cards and practice speaking with classmates in elicited tasks. By extending learning beyond classrooms, deep learning occurs when students must put into practice what they have learnt behind a desk. They have to communicate in their second language to foreigners and will come across texts in an authentic environment, allowing them to fill the gaps from the highly structured learning environment to real life. Field experiences early in a student's study can inspire students to uphold their potentials from a brand new approach.
1.3	Alignment with school-based / students' needs	Students of our school generally lack the opportunities to practice using English language in an authentic environment. The majority of them also come from low income families. They seldom have chances to travel overseas. It is agreed that improvements in both listening and speaking areas should be made. Visiting a foreign country creates needs to speak English that challenge students to step forward, which facilitate students' English standard as well as broadening their horizon and sensitivity towards the outside world.

2. Project Feasibility

2.1	Key concept(s)/rationale(s) of the project	The English language key education learning area curriculum guide stresses the importance of enriching and extending students' language learning experiences in real contexts and authentic settings through English-related life-wide learning. (https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf) The Singapore Language and Cultural Immersion Programme aims to give our students authentic learning experiences outside the classroom.
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	Over the past few years, our school has held various trips to mainland to broaden students' horizons and promoted cultural exchange. Given the success of the first overseas trip to Taiwan in the academic year 2018-19, we are ready and eager to expand the overseas learning scheme further to other countries. Our teachers are experienced in coordinating different study tours and incorporating learning elements in the visit.
2.3	Principal's and teachers' involvement and their roles	Role of the Principal: The principal recognizes the importance of providing students with extended learning opportunities beyond classrooms and leads teachers of the English department to explore the opportunities in organizing a trip to an English speaking country where students can get a chance to immerse themselves in a rich language environment.

		<p>The principal oversees the whole process including monitoring the quotation, observing meetings of teachers in deciding the activities and places to visit overseas. She will also have lunch with students who participate in the immersion programme as a form of focus group to collect opinions and reflections of participants.</p> <p>Role of teachers:</p> <ul style="list-style-type: none"> -Gather information of destination and decide on activities and places which align with the objectives of the immersion. -Design school-based learning materials focusing on speaking and listening, understanding cultural differences and foster self reflection of individual students. -Evaluate project effectiveness through observing students' participation, recording students' behavior and listening to students' post immersion presentation and assessing reflection students' journals.
2.4	Parents' involvement / participation (if applicable)	Parents will receive a booklet about the programme and related information of the places and activities that students are going to visit and participate. Based on the sources provided, parents will accompany students in doing research.
2.5	Roles of collaborator(s) (if applicable)	N/A

2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
08/2020	Gathered information of study tour and decided on destination and duration of the programme
09/2020	Call for quotation
10/2020	Receive quotation, vet and select the most suitable service provider
12/2020	Meet with representatives of service provider and confirm details of the itinerary
01/2021	Design school-based learning materials for the programme Interview students and select suitable candidates for the programme: Selection criteria: -fluency of English, learning motivation, collaborating skills, self-management skills
03/2021	Finalize and print the school-based learning materials Draft questionnaire to be given at the end of the programme
04/2021	Conduct Parents' seminar on the immersion programme
	Pre-trip workshop aims to train students appropriate manner while approaching new acquaintance as well as the necessary oral speaking skills in interviewing people e.g. ways to greet people, skills to maintain a conversation, manners of talking etc.
28/4/2021-2/5/2021	Programme period
05/2021	Post-trip workshop focuses on equipping students with the necessary presentation skills in order to present their learning outcomes after the programme. Supervise students to work on their presentation Students present their work to the principal and teachers
06-07/2021	Students present their work in the morning assembly Evaluation meeting on the programme

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

a. Student activity, if applicable

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Teachers' involvement and/or hired personnel	Expected learning outcomes
Pre-trip workshop	<p>-The workshop focuses on informing rules during the trip and training students practical social skills. Students will also be told about the expected outcomes/ products e.g. reflection journals, presentation they need to complete after the trip.</p> <p>-Various aspects of social skills will be covered:</p> <ol style="list-style-type: none"> 1. How to approach new acquaintance (greeting, self-introduction) 2. How to maintain conversation by giving responses 3. Manner of social interaction (eye contact, attentiveness and feedback) <p>-The workshop will cover a lot of practice and role play which gives students plenty of practice applying the above skills.</p> <p>-Good and bad examples of social skills will be demonstrated to raise students' awareness of the importance of social skills.</p>	1	Teachers who are responsible for the trip will facilitate, observe and guide students to achieve the tasks.	Students' know what the expected outcomes / products they need to produce and gain the social skills they need during the trip.
Activity 1 (Day 1)	Visiting local school	1	Teachers who are responsible for the trip will facilitate, observe and guide students to achieve the tasks.	Join local classes and interact with local students using English language. Students will prepare sets of questions to interview local students and teachers, which provides genuine opportunity in speaking English.
Activity 2 (Day 2)	Cooking class	1	Teachers who are responsible for the trip will facilitate, observe and guide students to achieve the tasks.	When students engage in cooking activities, they learn about science, math, and literacy
Activity 3 (Day 3)	Visiting Sentosa, Merlion, Gardens by the Bay	1	Teachers who are responsible for the trip will facilitate, observe and guide students to achieve the tasks.	Cultural visit to the major tourist spots allows students to gain an up-close experience of the local way of life.

Activity 4 (Day 4)	<p>STEM Experiment Class</p> <p><i>(The experiments will be arranged by the Singapore Museum, at present, there are four choices :</i></p> <p><i>I Am A Young Geneticist</i></p> <p><i>I Am a Young Chemist</i></p> <p><i>I Am A Young Physicist</i></p> <p><i>I Am A Young Entomologist)</i></p>	1	Teachers who are responsible for the trip will facilitate, observe and guide students to achieve the tasks.	Students are given a real world problem to solve which provides speaking opportunities, building background knowledge, keeping students engaged
Daily briefing and reflections	<p>Daily briefing in the morning will be given to students to give an overview of the activities and expectations of learning.</p> <p>-Guidance will be given to students on how to write reflection journal, which includes contents of:</p> <ol style="list-style-type: none"> 1. record of experience 2. feelings and reaction 3. learning of the day <p>-At the end of the day, students share contents in the daily reflection journal (items above).</p>	4	Teachers who are responsible for the trip will facilitate, observe and guide students to achieve the tasks.	Raise students' awareness on their own learning
Post-trip workshop	<p>- The workshop focuses on practical training of IT skills and presentation skills.</p> <p>Training on IT skills will be given and students will have hand-on experience to try various functions of PowerPoint and Microsoft Video Maker. It includes:</p> <ol style="list-style-type: none"> 1. Key functions of PowerPoint 2. How to edit videos using Video Maker <p>-Practical training of presentation skills will be given. It covers:</p> <ol style="list-style-type: none"> 1. Content Engagement 2. Eye-contact and body gestures 3. Voice projection <p>-Good and bad examples of presentation skills will be demonstrated to raise students' awareness of the importance of presentation skills.</p>	1	Teachers who are responsible for the trip will facilitate, observe and guide students to achieve the tasks.	Equipping students with the necessary IT and presentation skills needed to present their learning outcomes
Presentation	<p>Students will be taught how to engage audience by giving precise and relevant contents of information.</p> <p>-Students will be instructed to develop contents under the following categories which show their learning outcomes:</p> <ol style="list-style-type: none"> 1. unforgettable experience 2. reflections of trip 3. personal growth <p>-Rehearsal sessions will be arranged for students.</p> <p>-Feedback will be given by teachers in the rehearsal sessions.</p>	1	Teachers who are responsible for the trip will facilitate, observe and guide students to achieve the tasks.	Share learning outcomes and improve students' presentation skills

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
	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	N/A	

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	

(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

School-based materials will be designed according to the activities during the immersion programme. Tasks designed will focus on speaking and listening through interviewing using the target language, as well as writing and reading reflection journals of peers'.

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

N/A

2.8 Budget

Total Grant Sought: HK\$182,000

Budget Categories*	Breakdown for the budget items		Justifications (Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)
	Item	Amount (HK\$)	
a. Staff	N/A	0	
b. Service	Teaching staff: \$3600 x 4 teachers	14,400	initial quotation estimating \$7200 per teacher, sponsoring half of the cost of each, i.e. \$3600 per teacher In addition to the three teachers required by EDB (on a ratio of 1 teacher to 10 students), one more teacher will be joining to provide support as our students lack the self-management and self discipline skills compared with children of the same age. Some of them are SEN students. Students' English proficiency is rather low too so they need more help from teachers during the trip.
	Students: \$6500 x 16 students	104,000	an estimate of 16 students from CSSA / full remission under the SFAS, receiving the funding ceiling per student per trip \$6500
	\$4875 x 7 students	34,125	an estimate of 7 students from half remission under the SFAS, receiving the 75% of the cost of each, i.e.\$5400 Funding ceiling : \$4,875
	\$3250 x 7 students	22,750	initial quotation estimating \$7200 per student, sponsoring half of the cost of each, i.e. \$3600 Funding ceiling : \$3,250
c. Equipment	N/A	0	
d. Works	N/A	0	
e. General expenses	Audit fee	5,000	
	Miscellaneous expenses	\$1,725	
f. Contingency	N/A		
Total Grant Sought (HK\$):		182,000	

*

- (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 <input type="checkbox"/> Resource package <input type="checkbox"/> e-deliverables*(<i>please specify</i>) _____ <input type="checkbox"/> Others (<i>please specify</i>) _____
3.2	Positive impact on quality education/ the school's development	-the school has established a team to organize oversea study tours in order to widen students' exposure and to learn in an authentic environment. The Singapore Language and Immersion programme is the first English overseas study tour to hold. Experiences from organizing the programme will enable school team members to better plan for upcoming overseas trips in countries outside Asia. -diversify learning modes of different modules -enhance students' self learning abilities

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*)

Self assessment:

A questionnaire will be given to participants to collect their opinions on the programme. Through questionnaire, teachers will know participants' opinion on the programme, how they see themselves learning in terms of using target language in an authentic environment and culture difference awareness.

Performance indicator:

Student questionnaire: 80% of students agree that the programme enhanced their confidence in using English
 80% of students agree that they have improvement in their speaking and listening ability
 80% of students agree that they have better presentation skills

Observation:

Teachers will observe students performance during the trips in terms of participation level, motivation degree and personal growth.

Teachers agree that: 80% of students are more confidence in using English
 80% of students have improvement in their speaking and listening ability
 80% of students have improvement in their presentation skills

Presentation:

Teachers will evaluate students' presentation in terms of their presentation skills and contents.

Journal:

Teachers will evaluate students' writing skills and their opinions on the trip through daily discussion and reflection journals.

For applications with grant sought exceeding \$200,000, please complete Parts 3.4 and 3.5.

3.4 Sustainability of the project

N/A

3.5 Dissemination

Please provide a dissemination plan for sharing the good value of the project with the school sector.

(*Examples: dissemination seminar, learning circle*)

N/A

4. Report Submission Schedule

Project management		Financial Management	
<i>Type of report and covering period</i>	<i>Report due date</i>	<i>Type of report and covering period</i>	<i>Report due date</i>
Final Report : 1/8/2020 –31/7/2021	31/10/2021	Final Financial Report 1/8/2020 –31/7/2021	31/10/2021

5. Assets Usage Plan

(As there is no asset costing \$1,000 or above in the project, it is not applicable.)

6. Declarations from school

1. Teachers of the School will be responsible for the safety of the participants and take adequate safety measures. The Guidelines on Outdoor Activities, Guidelines on Study Tours Outside the HKSAR and other related safety measures should be observed and followed.
2. The School acknowledges the grant disbursed to students enrolled in overseas trips would depend on the social economic status of the participating students as stipulated in paragraphs 23-25 in Annex II of the Guide to Applicant. The School will follow the stipulations in the agreement on final arrangement on reimbursement of actual expenses for social-economically disadvantaged students enrolled in this activity.
3. The School acknowledges the expenditure items funded by the QEF are one-off. The school will bear the recurrent expenditure incurred, including daily operating costs, etc. and the possible consequences that may arise.
4. The School acknowledges the QEF Intellectual Property Rights Policy and confirm that the copyrights of the deliverables/materials should be vested with the QEF. Any reproduction, adaptation, distribution, dissemination or making available of the deliverables to the public by the service provider(s) for commercial purposes is strictly prohibited.
5. The School will ensure the openness, fairness and competitiveness of the procurement of services by conducting quotation/tendering in accordance with the QEF General Guidelines on Staff Administration and Procurement Matter to select the service provider(s). The School will refer to the Education Bureau Circular Memorandum No. 179/2011 on the Sexual Conviction Record Check (SCRC) scheme to make proper arrangement regarding staff deployed by service providers to conduct student activities to safeguard students' well-being.

Annex 1: Curriculum plan, related pedagogy and learning elements in the activities of the proposal

Activity 1	
Related English curriculum	Preparing students for secondary school interviews
Site for study	Local school
Learning strategy at the site	Speaking and listening
Mode of study	<p>Before visit: write about themselves and prepare questions to ask in the interviews with their Singaporean buddies</p> <p>During travel: introduce themselves to their buddies in local school. Interview their buddies with prepared questions. Jot down the answers of their buddies.</p> <p>After visit: Revise their self introduction to make it more interesting by adding ideas gathered from the interviews.</p>
Curriculum that are related to the sites of visits	<p>Students can get idea about what to write for their introduction through these websites. They can also get more ideas on what to ask during the interviews with their buddies.</p> <p>https://kidsedge-education.com.hk/interview-tips/</p> <p>Audio samples of interview questions related to personal information and school life</p> <p>http://www.englishtutor.hk/form-one-interview-questions.html</p> <p>Sample questions of secondary school interview on various topics.</p>
Expected outcomes	Students get the chance to practice their speaking. It also gives them opportunities to introduce themselves in an authentic context and develop confidence in speaking in their second language.

Activity 2	
Related English curriculum	Module: Happy days
Site for study	Singapore local cooking centre
Learning strategy at the site	Experiential learning with cooking
Mode of study	<p>Before visit: students search recipes for the dishes they like</p> <p>During visit: read recipes and follow to cook food</p> <p>After visit: create special dishes and write their own recipes</p>
Curriculum that are related to the sites of visits	<p>Unit: Fun with making things</p> <p>Chapter 1: Making things is fun!</p> <p>https://www.bbcgoodfood.com/recipes/category/family-kids</p> <p>These are some of the easy recipes that children make by themselves. The length of the recipe is suitable to students' level. By reading more recipes, students can be more familiar with the text type and increase their vocabulary on food.</p>
Expected outcomes	Students can only read recipes in textbooks and merely understand the form of the language in the recipe such as sequencing words. By giving them the opportunity to cook, it gives them purpose to understand the recipe meaningfully and also learn the vocabulary of the ingredients. Learning thus goes beyond from focus and to meaning focus.

Activity 3	
Related English curriculum	Module: Happy days
Site for study	Sentosa, Merlion , Gardens by the Bay
Learning strategy at the site	Visit and observation
Mode of study	Before visit: search for information about the tourist spots During visit: take notes of the things they see After visit: write journal reflecting their visits
Curriculum that are related to the sites of visits	<p>Unit: Entertainment and leisure Chapter 6: Out and about in Hong Kong</p> <p>Through visiting these sites, students can learn more about the background of the tourist spots, and the activities they can do there.</p> <ol style="list-style-type: none"> <u>Sentosa</u> Sentosa offers a variety of attractions, museums and other facilities. These include Universal Studios and Marine Life Park, which consists of a water park and an aquarium. https://www.sentosa.com/ <u>Merlion</u> The Merlion is the official mascot of Singapore. The fish body represents Singapore's origin as a fishing village. The lion head represents Singapore's original name—Singapura—meaning "lion city". It is a prominent symbolic nature to Singapore and Singaporeans https://www.visitsingapore.com/see-do-singapore/recreation-leisure/viewpoints/merlion-park/ <u>Gardens by the Bay</u> Gardens by the Bay is a nature park in the Central Region of Singapore. It is part of the nation's plans to transform its "Garden City" to a "City in a Garden", with the aim of raising the quality of life by enhancing greenery and flora in the city. https://www.gardensbythebay.com.sg/
Expected outcomes	The visits of the Singaporean tourist spots are the extension of the learning of Hong Kong places. Students can usually learn about the tourist spots in Hong Kong such as Disneyland and Ocean Park. By having field trips to overseas attractions, students can expand their learning and broaden their horizons.

Activity4	
Related English curriculum	Module: We love Hong Kong
Site for study	On the way to different places
Learning strategy at the site	Computing, counting
Mode of study	<p>Before travel: search for information on the distance and approximate travelling time from one location to another location</p> <p>During travel: count the time during travel</p> <p>After visit: practice speaking with the groupmates in using “how far” and “how long” to ask and answer questions about the travelling time and the distance between different locations.</p>
Curriculum that are related to the sites of visits	<p>Unit: Travelling around</p> <p>Chapter 3: Near and far</p> <p>Students are advised to make use of Google map to find out the distance and travelling time between different locations before travel.</p>
Expected outcomes	Students will be able to use real information to ask and answer questions about travelling time and distance between places. The authentic task is meaningful as it gives students the purpose of subsequent speaking activities of which they have to answer the length and distance of travelling to different places using real information.

Annex 2 :Itineraryof Singapore Language and Cultural Immersion

Day	Itinerary
Day 1	Gather at school→Hong Kong International Airport→ Singapore Changyi Airport →Clarke Quay
Day 2	Visit a Singapore local school →English cooking class→Little India →Kampong Glam→Merlion→Lau Pa Sat
Day 3	Planning Areas of Singapore – Singapore City Gallery →Chinatown → Marina Barrage → Garden by the Bay→ SPECTRA Laser light performance
Day 4	Singapore Science Museum→Sentosa
Day 5	The NEWater Visitor Centre→Singapore Changyi Airport → Hong Kong Airport→Dismiss at school