

Grant Scheme on Promoting Effective English Language Learning in Primary Schools
Final Report

Please submit the completed report with Principal's signature and school chop **on or before 30 November 2020**:

- by post (please state "PEEGS" on the envelope) to:
Funding Scheme Team,
Language Education and SCOLAR Section,
Education Infrastructure Division,
Education Bureau,
Room 1702, 17/F, Skyline Tower,
39 Wang Kwong Road,
Kowloon Bay,
Kowloon; **and**
- by email: peegs@edb.gov.hk

Grant Scheme on Promoting Effective English Language Learning in Primary Schools
Final Report

(A) Name of School: Baptist (Sha Tin Wai) Lui Ming Choi Primary School (File Number: C 096)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Chan Wai Ling, Nancy & Chang Heidi	<i>School Phone No</i>	2647 6242
<i>Approved Curriculum Initiative(s)</i>	<input type="checkbox"/> Enrich the English language environment in school through conducting activities* and/or developing quality resources* <input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum <input type="checkbox"/> Enhance e-Learning <input type="checkbox"/> Cater for learning diversity <input type="checkbox"/> Strengthen assessment literacy		
<i>Approved Usage(s) of Grant</i>	<input type="checkbox"/> Purchase learning and teaching resources (printed books/e-books/Others* (please specify: _____)) <input checked="" type="checkbox"/> Employ supply teacher(s) <input checked="" type="checkbox"/> Employ teacher(s) who is/are proficient in English <input type="checkbox"/> Employ teaching assistant(s) who is/are proficient in English <input type="checkbox"/> Procure services for conducting _____ activities		

(C) Self-evaluation of Project Implementation

Please evaluate your school's project implementation based on the indicators under the 5 key criteria using a 4-point scale#. Indicate the school's score for each criterion by ticking "✓" the appropriate box and **providing full justification of scoring**.

Criteria	Indicators	*Self-evaluation (Please put a ✓ in the appropriate box.)			
<p>Efficiency (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)</p>	<ul style="list-style-type: none"> Deliverables such as learning and teaching resources of acceptable quality are produced, deployed and used as well as quality English language activities are organised as scheduled. Additional resources (e.g. printed/e-books, teachers and teaching assistants) are suitably deployed to achieve the intended goals. Target groups as stipulated in the approved plan have benefitted from the project. 	Yes (Fulfilled) ← → No (Not fulfilled)			
		4	3	2	1
		✓			
		<p>Justifications:</p> <ol style="list-style-type: none"> 100% of the targeted deliverables were produced. A total of eight packages of Reading across the Curriculum (RaC) programme materials, with lesson plans, learning and teaching tasks were developed for the target levels - P5 and P6. 100% of the targeted deliverables were used in English learning and teaching. One full-time supply teacher was employed to release the teaching and non-teaching duties of the core team members. The released lessons enabled the core team to co-plan the teaching modules and design the course materials. 19 English teachers and 330 P5 to P6 students have benefited from the programme. 			
<p>Effectiveness (Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English</p>	<ul style="list-style-type: none"> Both observable (such as mastery of target language skills) and measurable outcomes (such as improvement as reflected by formative and/or summative assessment results) are achieved. Teachers demonstrate a good understanding of new curriculum requirements+ in lessons, co-planning meetings and material 	Yes (Fulfilled) ← → No (Not fulfilled)			
		4	3	2	1
		✓			
		<p>Justifications:</p> <ol style="list-style-type: none"> 100% of the project objectives met: <ol style="list-style-type: none"> A wide range of reading materials were prepared to thematically link different subject contents and match the targeted text types. This facilitated the culture of "reading to learn" and RaC. 			

<i>Criteria</i>	<i>Indicators</i>	<i>*Self-evaluation (Please put a ✓ in the appropriate box.)</i>
<p>Language Curriculum+ and use of evaluation instruments for ensuring effectiveness)</p>	<p>development process.</p> <ul style="list-style-type: none"> Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement. 	<p><i>Example: [P6 Module A – Hong Kong Our Home] Students read blogs, brochures, folk tales, recipes, postcards, emails, etc. to learn about the Chinese culture and how to promote the scenic spots in Hong Kong.</i></p> <p><i>Reference: School-based Comprehension books; texts in the school-based Notebooks; supplementary reading texts; teachers' and students' surveys</i></p> <p>b. The teaching of academic vocabulary was incorporated into the modules, and that allowed students to explore unfamiliar information texts. Besides, various linguistic structures were covered in the teaching of texts relevant to other Key Learning Areas (KLA).</p> <p><i>Example: [P5 Module B - Space] Space vocabulary and reading strategies (e.g. to understand the use of language to give definitions and make hedges) to approach space-related texts were introduced in P5. The learning content was relevant to what students learn in their GS (Astronomy, Science and Technology) lessons.</i></p> <p><i>Reference: Main words and related words in Notebooks; teaching plans; teachers' and students' surveys; reading quizzes</i></p> <p>c. Information technology was well used to foster active learning, promote communicative use of language and create a learning community.</p> <p><i>Example: [P6 Module F – History's a Mystery – Egg-drop Experiments] Students made videos about their Egg-drop device with the use of target language structures. The videos were then shared on e-platforms such as</i></p>

<i>Criteria</i>	<i>Indicators</i>	<i>*Self-evaluation (Please put a ✓ in the appropriate box.)</i>
		<p data-bbox="1137 161 2132 339"><i>Seesaw and Flipgrid. With the aim of nominating classmates for the various prizes of the Egg-citing Eggs-periment Design Competition, students peer-evaluated one another's videos and egg-drop devices with the use of target language structures.</i></p> <p data-bbox="1137 403 1872 443"><i>Reference: P6 Inventor's Log, Seesaw and Flipgrid posts</i></p> <p data-bbox="1088 499 2132 587">d. The development of information literacy and RaC culture were facilitated through the use of both printed and electronic reading materials.</p> <p data-bbox="1137 651 2132 914"><i>Example: [P5 Module A – Nature: Plants and Animals] Books from Epic were used in the teaching of various killer plants. Students were taught to select materials and understand texts with reading strategies taught. To supplement the use of electronic materials, students also referred to the killer plants mentioned in their textbooks. Knowledge on plants was enriched.</i></p> <p data-bbox="1137 986 2007 1026"><i>Reference: Our World Textbook P6 U6; Epic – Killer Plants; Padlet</i></p> <p data-bbox="1088 1090 2132 1217">e. Teachers' mastery of instructional strategies in teaching non-fiction texts was improved. The core team members were paired up with colleagues of the same level in preparation of teaching and learning materials.</p> <p data-bbox="1137 1281 2132 1457"><i>Example: During the co-planning meetings, focuses were placed on instructional strategies that guide students to approach non-fiction texts. There was a strong collaborative culture. Besides, the core-team members opened their lessons for colleagues' observation. There were also lesson</i></p>

<i>Criteria</i>	<i>Indicators</i>	<i>*Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		<p>evaluation meetings, subject meetings and even positive education sharing sessions. In the teaching plans for the modules, there were sections where colleagues should provide evidence as to whether the major concerns were attained.</p> <p><i>Reference: Teaching plans, co-planning meeting records, evaluation meeting records</i></p>			
<p>Sustainability (Continuation of a project's goals, principles, and efforts to achieve desired outcomes)</p>	<ul style="list-style-type: none"> Newly developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum. Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained. 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
		✓			
		<p>Justifications:</p> <ol style="list-style-type: none"> Refining the reading curriculum has become part of the Year Plan for the school year 2020/21. The newly developed materials were incorporated into the school-based curriculum framework. The teaching plans, materials, evaluation and even lesson videos were all organized in our internal server. Colleagues who teach the same level in the future years could refer to the resources developed during the project year. Besides, before the beginning of the coming school year, a meeting would be held for the level coordinator of the previous year (e.g. 1920 P6 Level Coordinator) to meet with colleagues who teach the same level in the next year (e.g. 2021 P6 Teachers). This ensures the continuation of the project ideals and successful teaching practices. In 20/21, one core team member would teach a target level, P6, and sit in the co-planning meetings of another target level P5. The mentorship between the core team member and fellow colleagues allows a high level of sustainability of project goals, principles and efforts to achieve desired outcomes. With the experience of developing materials for the two target levels, P5 and P6 in 19/20, our school extends the scope to incorporate RaC elements in our P4 curriculum. The target reading strategies would be outlined in the school-based 			

<i>Criteria</i>	<i>Indicators</i>	<i>*Self-evaluation (Please put a ✓ in the appropriate box.)</i>
		<p>curriculum framework with the help of core team members and P4 colleagues.</p> <p>4. The successful experience is not only shared among colleagues in our school. One of the core team members would be joining the Language Learning Support Section of EDB and support more schools in the territory. This fosters the alignment of school practices and the major renewal emphasis and other updates as stated in the Curriculum Guides.</p>

<i>Other details</i>	
<p>Issues or problems encountered during the reporting period which have impacted on the progress of the project and how they were/will be dealt with</p>	<p><u>Problems</u></p> <p>Due to the outbreak of COVID-19 and the subsequent school suspension, some targeted lesson packages are delivered online as real-time Zoom lessons or flipped videos. This inevitably reduces the opportunities of colleagues' lesson observations.</p> <p><u>Solutions</u></p> <ol style="list-style-type: none"> 1. Extra co-planning sessions were conducted, summing up to at least 2 hours per week per target level. 2. Before distributing the flipped videos to students, the core team members would first give colleagues feedback on the design of the teaching materials. Therefore, quality could be monitored. 3. The videos used during the online learning period would be used as the flipped learning videos for the future.
<p>Other areas that the core team would like to raise which are not covered above</p>	<p><u>Difficulties in practicing RaC</u></p> <p>The difficulties our colleagues faced concern the interests of students and choice of materials.</p> <p>Some students reflected that they had no interests in topics like Music and Sports. Besides, reading non-fiction texts could be quite boring. In the following years, our colleagues will try to look for topics and texts that appeal to both genders. Even though non-fiction texts are tackled whenever it comes to "Reading across the Curriculum", we have also integrated the teaching of fiction texts in our curriculum. Nevertheless, there is no "right" proportion of fiction and non-fiction texts that should exist in a curriculum, as the optimal balance depends on the objectives of the texts.</p>

Other details

Colleagues also expressed the concern that it was hard to find texts of appropriate difficulty. By this, they meant the texts from the textbook, as well as the reading materials the teachers prepared, may not suit the wide range of English reading abilities of our students. However, this does not appear to be just the matter of text difficulty, but also how teachers adapt and approach the texts.

What's Next

To ensure the good practice of "Reading across the Curriculum" is sustained, colleagues will continue to review the school-based curriculum framework. We aim at articulating the reading skills in the framework. This serves as a reference for colleagues as to which texts could be taught for intensive reading purposes and which for extensive reading. More importantly, the exposition of reading skills enables a better alignment between teaching and assessment. Students could also make greater sense of the learning objectives and be more prepared for reading unfamiliar texts.

Good practices identified
(if any)

1. To cater for students' diverse learning needs, our lessons were designed to offer academic choice. There were tasks when students could decide "how" to approach the task or "what" tasks to approach. This enhanced students' motivation to learn.
2. For students to obtain a greater ownership of their learning, teachers guided students to set their learning goals. For some modules, we asked students to set goals in the beginning of the module. Teachers presented the major objectives and output of the module, and then students figured the learning path to reach the goals. In some other modules, students set goals before they started planning for the final output. Teachers presented the success criteria of the writing while students based on the criteria and decided the specific methods to fulfil the criteria.
3. On top of exposing students with texts across the curriculum, the core team members mapped the texts according to their functions, level of difficulties and reading strategies targeted. This was reflected on the school-based curriculum framework.
4. Other than the reading curriculum framework, the core team members referred to the major output of each module and developed the writing framework too. Given the same writing text types, there was a holistic development of target skills for the six levels.

Other details

Our school is/is not* willing to share good practices with other schools.

Successful experience
(if any)

From reading non-fiction texts to writing fiction texts

Students' writing output is one kind of data for teachers to evaluate the effectiveness of "Reading across the Curriculum". In a Primary 5 Module, students were asked to write a journal entry about a school picnic when they had encountered strange animals and plants. Students were able to mention the parts of plants with matching action verbs that they have learnt from the non-fiction texts. Language-wise, students were taught to read and write descriptive paragraphs, like by organizing the description from top to bottom, and from inside to outside. These elements were seen in students' fictional journal entries. The teaching of non-fiction texts successfully elevated the content, language and organization of students' writing.

Adventure story writing with STEM elements

Another example of "Reading across the Curriculum" is the Egg Drop Project. Students wrote an adventure story about dinosaurs and eggs as the final output. In this module, multimodal texts on history, physics, engineering process, as well as a rock climber's video and newspaper articles on excavating dinosaur bones were presented. On top of these, students experimented with different materials, designed their own egg drop device and recorded their learning process in an "Inventor's Log". It was found that students incorporated their learning experience into their story writing. For instance, some wrote how the main character used an egg-drop device to retrieve the dinosaur eggs from the cliff a YouTuber talked about. Students' stories were richer in content and much more creative than when "Reading across the Curriculum" was not considered in the curriculum planning.

Planning of a unit

The implementation of "Reading across the Curriculum" has enhanced colleagues' awareness of the success criteria of the final writing output. When preparing reading texts, the first question that came to our minds was "What is the purpose of the text". We did not wish to exhaust students with non-fiction texts, but we had to be clear what we wanted to achieve through the texts. During the suspension period in 2020, there has been a noticeable increase in time when colleagues met and discussed the scaffolding tasks that guide students to check all the success criteria in the final output. The videos our colleagues produced elaborated a range of reading strategies and they were of high quality.

Remarks:

* Please delete as appropriate.

Rating scale

<i>Score</i>	<i>Rating Scale</i>
4	Related indicators have been completely fulfilled.
3	Related indicators have been largely fulfilled.
2	Related indicators have been adequately fulfilled but corrective actions are needed.
1	Related indicators have not been fulfilled.

+ For details, please refer to pages 6-9 of the English Language Education Curriculum Guide (Primary 1 - Secondary 6) (2017)

https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf

Signature of Principal: _____



Date: _____

30th November, 2020

Name of Principal: _____

WAN HIN CHIK

