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

**(A) Name of School**:   Po Leung Kuk Grandmont Primary School     **(**File Number: D048)

**(B) School Information and Approved Curriculum Initiatives**
*Please tick (✔ ) the appropriate boxes.*

| | | | |
|---|---|---|---|
| *Name of Teacher-in-charge* | Ms Law Chen Fen<br>Ms Chan Yuen Fan | *School Phone No* | 2326 2886 |
| *Approved Curriculum Initiative(s)* | ☑ Enrich the English language environment in school through conducting more English language activities<br>☐ Promote reading* or literacy* across the curriculum<br>☐ Enhance e-Learning<br>☐ Cater for learning diversity<br>☐ Strengthen assessment literacy | | |
| *Approved Usage(s) of Grant* | ☐ Purchase learning and teaching resources (printed books/e-books/Others* (please specify:_____ )<br>☐ Employ supply teacher(s)<br>☑ Employ teacher(s) who is/are proficient in English<br>  ☐ Employ teaching assistant(s) who is/are proficient in English<br>  ☐ Procure services for conducting _____ activities | | |

**(C) Self-evaluation of Project Implementation**

Schools should:

❖ *undertake rigorous project evaluation based on prescribed performance indicators;*
❖ *rate their performance using a 4-point scale#;*
❖ *explain, __in as much detail as possible__, reasons for the ratings; and*
❖ *use the guidance notes (__in BLUE__) and examples (__in RED__) as reference.*

| Criteria | Performance indicators | #Self-evaluation (Please put a ✓ in the appropriate box.) | | | |
|---|---|---|---|---|---|
| | | Yes (Fulfilled) ←      → No (Not fulfilled) | | | |
| | | 4 | 3 | 2 | 1 |
| | | | ✓ | | |
| **Efficiency** (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size) | • 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. <br> • A part-time English Language teacher who is proficient in English is suitably deployed to achieve the intended goals. <br> • P.4, the target group as stipulated in the approved plan have benefitted from the project. | • 100% of the project deliverables were completed and executed by the end of the project year. <br> • Even though there were new challenges due to the COVID-19 pandemic, the P.3 and P.4 core teams managed to carry out their roles and duties effectively. The core teams, the two school NETs and the full-time teaching assistant co-developed quality learning and teaching resources and co-delivered the P.3 and P.4 School-based Speaking Programmes and the Little English Explorer Programmes at school. <br> • For the P.3 School-based Speaking Programme, a resource kit covering eight 70-minute lessons and four 35-minute lessons were developed including lesson plans, learning and teaching resources and students' worksheets. For the Little English Explorer Programme, four theme-based activity packs covering four 70-minute lessons were developed including lesson plans, learning and teaching resources and students' worksheets. <br> • For the P.4 School-based Speaking Programme, a resource kit covering nine 40-minute lessons were developed including lesson plans, learning and teaching resources and students' worksheets. For the Little English Explorer Programme, three theme-based activity packs covering five 40-minute lessons were developed including lesson plans, learning and teaching resources and students' worksheets. <br><br> • Both P.3 and P.4 students engaged in meaningful speaking activities and purposeful language games in the two new speaking programmes that successfully enhanced the students' motivation to speak English and maximised their opportunities to interact in English. Besides doing role play, information gap activities and playing language games, the P.3 and P.4 students learned to give presentations on appealing | | | | |

| Criteria | Performance indicators | #Self-evaluation (Please put a ✓ in the appropriate box.) |
|---|---|---|
| | | topics which are closely related to their life experiences. There were totally new experiences for the P.3 and P.4 students as they are guided to write their own presentation scripts and use target speaking skills when giving presentations about interesting familiar topics. They also learned to create videos using their creativity and IT skills which are challenging but fulfilling experiences for them. For example, P.3 students created videos showing the steps of their recipes whereas P.4 students created videos introducing their favourite places in Tsz Wan Shan.<br>• A total of 12 teachers including the five P.3 teachers, the five P.4 teachers, the full-time teaching assistant, the two school NETs and 275 students have benefitted from the approved curriculum initiatives.<br>• The full-time teaching assistant hired under the Scheme was deployed as pledged. He co-taught a total of ten P.3 speaking lessons and eighteen P.4 speaking lessons of the two new speaking programmes within the timetable. Due to the ban on face-to-face teaching, he could not run the 'English Fun' programme or recess activity sessions on Fridays. |

**Effectiveness**
(Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English Language Curriculum[+] and use of evaluation instruments for ensuring effectiveness)

Performance indicators:
- 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 development process.
- Monitoring and evaluation tools are effectively deployed for continual course corrections

Yes (Fulfilled) ← → No (Not fulfilled)

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| | ✓ | | |

Justifications:
- Based on the formative assessment in the speaking lessons and summative assessment at the end of the school year, it was found that the P.3 and P.4 students had made a significant improvement in their speaking ability. The two surveys conducted in July, 2022 confirmed the positive impact of the two new speaking programmes on the P.3 and P.4 students' speaking ability, motivation and confidence in using English to interact with others.

Main findings of the student survey (Appendix 1):
- ✧ 88% of P.3 students agreed that they liked the classroom activities of the P.3 speaking lessons and their motivation to learn English has increased.
- ✧ 88% of P.3 students agreed that they involved actively in the speaking activities and experiential learning activities.

| Criteria | Performance indicators | #*Self-evaluation (Please put a ✓ in the appropriate box.)* |
|---|---|---|
| | and outcome improvement. | ✧ 86% of P.3 students agreed that the P.3 speaking lessons provided enough opportunities for them to show and share their learning outcomes.<br>✧ 82% of P.3 students agreed that the P.3 speaking lessons have increased their motivation to interact in English.<br>✧ 81% of P.3 students agreed that uploading the videos created by them to Google Classroom could increase their sense of achievement.<br>✧ 81% of P.3 students agreed that they have confidence in their performance in the speaking assessments this year.<br>✧ 81% of P.3 students agreed that they took the initiative in learning English.<br><br><br>Main findings of the student survey (Appendix 2):<br>✧ 84% of P.4 students agreed that the P.4 speaking lessons increased their opportunities to speak English.<br>✧ 83% of P.4 students agreed that they enjoyed participating in the P.4 speaking lessons.<br>✧ 81% of P.4 students agreed that the P.4 speaking lessons exposed them to more new vocabulary.<br>✧ 80% of P.4 students agreed that the P.4 speaking lessons enhanced their speaking ability.<br>✧ 87% of P.4 students agreed that they liked creating videos about a favourite type of entertainment.<br>✧ 80% of P.4 students agreed they liked creating videos about a favourite place in Tsz Wan Shan.<br><br>Main findings of the teacher survey (Appendix 3):<br>✧ 100% of the P.4 teachers and the school NET agreed that the P.4 students participated actively in the speaking activities of the P.4 speaking lessons.<br>✧ 100% of the P.4 teachers and the school NET agreed that the P.4 students' speaking skills have improved.<br>✧ 100% of the P.4 teachers and the school NET agreed that the P.4 students' fluency has improved.<br>✧ 83% of the P.4 teachers and the school NET agreed that the P.4 students' |

| Criteria | Performance indicators | #*Self-evaluation (Please put a ✓ in the appropriate box.)* |
|---|---|---|
| | | intonation has improved. |

✧ 83% of the P.4 teachers and the school NET agreed that the P.4 students are more confident in speaking English.

Main points of the teacher observation shared in evaluation meetings:
✧ 100% of the P.3 teachers, the full-time teaching assistant and the two school NETs agreed that the P.3 students participated actively in the speaking activities of the P.3 speaking lessons.
✧ 100% of the P.3 teachers, the full-time teaching assistant and the two school NETs agreed that the P.3 students' speaking skills have improved.
✧ 100% of the P.3 teachers, the full-time teaching assistant and the two school NETs agreed that the P.3 students' fluency has improved.
✧ 100% of the P.3 teachers, the full-time teaching assistant and the two school NETs agreed that the P.3 students' intonation has improved.
✧ 100% of the P.3 teachers, the full-time teaching assistant and the two school NETs agreed that the P.3 students are more confident in speaking English.

| Criteria | Performance indicators | Yes (Fulfilled) ← → No (Not fulfilled) | | | |
|---|---|---|---|---|---|
| **Impact** (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity) | • Curriculum initiative implemented has added value to the existing English Language curriculum. • Curriculum initiative implemented has fostered a professional sharing culture among English teachers, resulting in enhanced capacity. • The English language learning environment has been enriched and students are more motivated in learning English. | 4 | 3 | 2 | 1 |
| | | | ✓ | | |

Justifications:
• The English language environment in school has been enriched through the implementation of the P.3 and P.4 School-based Speaking Programme and the Little English Explorer Programme. The two new speaking programmes have added value to the existing English Language curriculum. Authentic use of English and communicative language learning became the focus of the school-based curriculum as more real-life situations were created and expereinced in the classrooms. The two programmes have also facilitated a smooth transition from key stage 1 to key stage 2 by empowering the students to speak in English fluently and enhancing their motivation and confidence to speak in English.
• Most P.3 and P.4 students enjoyed the lessons according to class observation. From the students' questionnaire, the students gained interests and confidence in speaking

| Criteria | Performance indicators | #Self-evaluation (Please put a ✓ in the appropriate box.) | | | |
|---|---|---|---|---|---|
| | | English. Speaking English was not as difficult nor boring sometimes as they usually thought. They were more eager to share ideas with their classmates. With regard to their actual improvement shown, the students could elaborate their ideas better by giving more details. When they come out to do the presentation, they could structure their ideas by providing introduction, body and ending. Besides that, their understanding and awareness of tone of voice and the importance of clear pronunciation when speaking in English have improved in general.<br><br>• The core team have developed a collaborative culture in the co-planning process. The core team members brainstormed and shared teaching ideas in regular co-planning meetings. They worked closely with each other to develop quality learning and teaching materials appealing to the students. They experimented with new teaching ideas and evaluated the effectiveness after each unit of work. In the teacher survey, 100% of the P.3 and P.4 teachers and the school NET agreed that after involving in the two new speaking programmes, they will apply the knowledge and pedagogy of developing speaking activities to English teaching at other levels.<br>• In the regular English panel meetings, the new learning and teaching ideas were disseminated. The new teaching ideas and approaches were mostly disseminated in these meetings. For instance, how the use of AR/VR in the classrooms could benefit students' learning. Examples were demonstrated so that teachers would have a better understanding of these new practices. The experience and rationale of how to design the learning activities were shared so as to equip teachers who might be responsible for the programmes in future.<br>• The P.3 Speaking Programme was a new attempt of the school. It was co-taught by the school NETs and the P.3 teachers in which part of the P.3 PLP-R/W lessons integrated with the G.E. programme. The PLP-R/W programme and the G.E. programme aligned well with one another and thus helping the students to learn better. Besides, teaching ideas were shared among the NETs and the local English teachers which promote teachers' development and capacity. | | | |
| **Relevance**<br>(Goal alignment) | • Project goals set are in close alignment with the school's major concerns and | Yes (Fulfilled) ⬅ ➡ No (Not fulfilled) | | | |
| | | 4 | 3 | 2 | 1 |
| | | | ✓ | | |

| Criteria | Performance indicators | #*Self-evaluation (Please put a ✓ in the appropriate box.)* |
|---|---|---|
| | teachers'/students' needs. <br> • Proper mechanisms (e.g. regular project review meetings) are in place to ensure that project activities and outputs are consistent with the overall goal and the attainment of the objectives. | Justifications: <br><br> • The P.3 and P.4 School-based Speaking Programme and the Little English Explorer Programme are in alignment with the school's major concern and the students' needs. The two new speaking programmes aimed at enhancing the P.3 and P.4 students' speaking ability by providing ample opportunities for them to apply knowledge and skills they have learnt in General English programme in meaningful and purposeful speaking activities. Lessons were designed that arouse students' interests through communicative language learning, multisensory and experiential learning approaches. <br> • Co-planning meetings and project review meetings were conducted regularly to ensure that the learning and teaching activities were consistent with the overall goal and the achievement of the objectives. Core team members met regularly to exchange teaching ideas and experiences for better preparation for the next module. For catering learner diversity, the suitability of the lesson content for the less able students was considered and the activities were modified. Extra assistance that was needed to ensure the beneficial learning for students could be provided. For example, students were split into smaller groups which maximize their participation and enhance their opportunities to speak English. |

| **Sustainability** (Continuation of a project's goals, principles, and efforts to achieve desired outcomes) | • Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum. <br> • 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 |
|---|---|---|---|---|---|
| | | | ✓ | | |

Justifications:
• The P.3 and P.4 School-based Speaking Programme and the Little English Explorer Programme have been incorporated into the core English Language Curriculum. All the learning and teaching resources developed will be used and refined after the project year. With the experience gained, the materials designed in both levels have been improved and become more suitable for the students' interests and need. Since September 2022, the newly-developed learning and teaching resources have been refined and consistently used in P.3 and P.4 to optimize the two new speaking programmes.

| Criteria | Performance indicators | #*Self-evaluation (Please put a ✓ in the appropriate box.)* |
|---|---|---|
| | | • During the project year, successful experiences for motivating students to speak English were generated and accumulated among the core team teachers. Teachers were well-equipped with incorporating multi-sensory learning and experiential learning when designing learning activities in the English lessons. The team observed that the target students became more confident when using English in class such as acting in a mini-drama in the lesson or doing show and tell activities. To build students' capacity after the project period, an English Channel on Google Classroom has been set up to maximize the students' opportunities to speak English outside school. It is a platform for students to upload their videos and share among their teachers and classmates. Some videos act as an extended speaking task after the English lessons. Some videos are related to their daily life experiences such as Halloween celebrations. Students will be encouraged to use English to express themselves more through making their videos. On the other hand, students will have more authentic communicative exchanges after watching their classmates' videos. This new initiative provides students with more opportunities to authentic English use which sustain the benefits of the target students gained in their learning after the project year.<br>• The core team members gained a lot of experience on developing materials and running the two speaking programmes during the project year. One to two core team members have served as seed teachers who support the development of the speaking programmes in P.3 and P4 for the school year 2022-2023. |

| | Other details |
|---|---|
| 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 | Because of the COVID-19 pandemic in 2021-2022, all excursions aiming at extending students' learning experiences outside the classroom were not feasible. The P.3 teachers, the full-time teaching assistant and the two NETs co-planned stimulating experiential learning experiences relating to the topic 'Travelling'. The hall was divided into three large stations focusing on the popular outdoor activities of the three countries - Japan, France and the US. By using virtual reality in the activities, each student was immersed in two simulated environments which allowed them to 'experience' an exciting outdoor activity and a relaxing outdoor activity in each country. After 'travelling' to one of three countries, each P.3 student shared their travelling experiences in pairs first and then in front of the whole class. With the use of virtual reality in education, 94% of the P.3 students enjoyed engaging in simulated learning experiences that connected classroom learning to real life experiences. |
| Other areas that the core team would like to raise which are not covered above | / |
| Good practices identified (if any) | / |
| Successful experience (if any) | / |

Remarks:

* Please delete as appropriate.

# Rating scale

| Score | Rating Scale |
|---|---|
| 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 Key Learning Area 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