

Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan

School Name: Assembly of God Leung Sing Tak Primary School (English)

Application No.: B 123 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 10

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	4	4	3	3	2	21

3. No. of operating classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
School-based Curriculum Development	3	Reading and writing	Language Learning Support Section, EDB
School-based Curriculum Development	4	Reading and writing	Language Learning Support Section, EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<p>1. Teachers’ readiness – English teachers keep abreast of the knowledge of ongoing renewal of the English Language curriculum and are willing to conduct after-school English language activities for students to enrich the English language environment in school.</p> <p>2. Parents’ readiness - Parents believe that more English-speaking skills should be taught in school and students’ English-speaking confidence should be further enhanced by different English language activities organised by the school. With the support of the parents, the school successfully organized the annual year-end English extravaganza of music and dance, and creative writing class after school.</p>	<p>1. Students have been provided with opportunities to demonstrate their English-speaking competency both inside and outside the classroom. For example, oral presentation for the book review, in-class discussion, group presentation, role-play, solo verse speaking, choral speaking, English drama, English musical and read aloud competition, etc.</p> <p>2. Students are very eager to participate in various extra-curricular activities according to the students’ performance review.</p>
Weaknesses	Threats
<p>1. Though students have been given opportunities to enhance their English-speaking competency, students did not perform well in speaking in TSA as indicated by the TSA result analysis.</p> <p>2. Though there are some English-speaking activities organised outside classroom and outside class time, ESL teachers do not get enough training and knowledge in conducting quality English language activities for students to enrich the English language environment in school.</p> <p>3. The school is thinly populated, having about 441 students. Each class has a relatively small number of students. Each class has about 20 to 26 students. The small number of students may affect the enrollment of the extra-curricular activities.</p>	<p>1. Due to the hectic English curriculum, ESL teachers encounter difficulties in allotting enough time to improve students’ English-speaking competency.</p> <p>2. Students lack English-rich environment outside school and parental support for learning English speaking.</p> <p>3. Though there are currently some English-speaking activities organised outside classroom and outside class time, they have not been carefully planned according to “The Learning Progression Framework for English Language – Speaking”. Skills taught and learnt in the English-speaking activities may not effectively facilitate the smooth transition between different key stages of English speaking learning (Kindergarten to Primary 1, Primary 3 to Primary 4, Primary 6 to Secondary 1).</p>

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:
 (More rows can be added, if needed.)

Area(s) of Development	Usage(s) of the grant	Grade Level
(1) Integrated English Language Programme (IELP)	1. Hiring of professional consultant to conduct professional development programmes for teachers 2. Hiring a teacher assistant to assist teachers in developing teaching and learning resources	P.1-P.3
(2) “Learning to learn” English Language Programme (LLELP)		P.4-P.6
(3) School-based programme for enhancing students’ speaking skills and effective grammar teaching		P.1-P.6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or —developing more quality English language learning resources for students* (*Please delete as appropriate) <input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” (*Please delete as appropriate) <input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	<input type="checkbox"/> Purchase learning and teaching resources <input type="checkbox"/> Employ full-time* or part-time* teacher (*Please delete as appropriate) <input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate) <input checked="" type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2018/19 school year <input checked="" type="checkbox"/> 2019/20 school year	<input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6 <input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?
(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ ¹ Success criteria <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>Procure professional services to conduct English language activities for students to enrich English speaking environment in school at Primary 1 to 6</p> <ul style="list-style-type: none"> The objective of the proposed initiative, procuring professional services to conduct more English language activities, is to enrich the English speaking environment in the school for Primary 1 to 6. It will meet the objectives of the Scheme by (1) enriching the English language environment in school through conducting more English language activities and (2) conducting more English language activities that enhance the smooth transition between different key stages of English learning (Kindergarten to Primary 1, Primary 3 to Primary 4, Primary 6 to Secondary 1). Professional services are to be procured to conduct the following English language activities for the target grade levels: <ul style="list-style-type: none"> English language activities (Proposed time frame) English Language Programme (10/2018 to 5/2019) English choral speaking (9/2018 to 12/2018 before the speech festival) English MC (10/2019 to 5/2020) 	<p>P.1 – P.6</p>	<p>10/ 2018 - 5/ 2020</p> <p>The time frame for each activity is as follows:</p> <ol style="list-style-type: none"> English Language Programme: 9/2018 to 5/2019 English choral speaking programme: 9/2018 to 5/2019 English MC programme: 9/2019 to 5/2020 English 	<ul style="list-style-type: none"> English Language Arts Programme will be conducted for all Primary 1 students per year. There will be 30 lessons per year. English choral speaking activities will be conducted for Primary 1 to 3 students per year. There will be 12 and 15 lessons per year. English MC activities will be conducted for Primary 3 to 4 students per year. There will be 25 lessons per year. English debate activities will be conducted for Primary 5 to 6 students per year. 	<ol style="list-style-type: none"> The materials jointly developed with the instructor in the English language arts, choral speaking programme, English MC and English debate programmes will be used in regular English lessons of relevant levels after completion of the project. There will be video-taping of English language activities conducted throughout the project for sharing. The knowledge of conducting English language activities acquired during the project will be 	<ol style="list-style-type: none"> Minutes of each evaluation meeting will be kept for further reference. Regular evaluation meeting will be held every 4-5 lessons of each programme to ensure the quality of the service hired and monitor the progress of implementation. Lesson observations and evaluations will be held regularly to

¹ The deliverables/outputs should be **measurable and closely related to the purposes of related initiatives.**

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced.**

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ ¹ Success criteria <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
English Debate (10/2019 to 5/2020)	P.5 to P.6	Enhance smooth transition from Primary 6 to Secondary 1 through developing debate skills. The skills and knowledge learnt in the English Debate programme will prepare students for acquiring knowledge in key learning areas such as Liberal Studies in secondary education. Students will be required to develop critical thinking, express themselves clearly and search for information on the Internet.	introducing the school to the guests in the school tours on School Open Day to be held twice a year in November 2019 and May 2020. They will also be English M.C in the annual year-end extravaganza of music and dance to be organised at the City Hall in June 2020.	<p>There will be 32 lessons per year.</p> <ul style="list-style-type: none"> ● Knowledge of English language arts developed from the activities will be infused into English teaching at Primary 1. ● English poem writing skills and reading aloud will be infused into English teaching at Primary 1 to 3. ● English presentation and self-introduction skills will be infused into English teaching at Primary 4. ● English debate skills infused into English teaching at Primary 5 and 6. ● 30 sets of resource materials on English language arts activities for Primary 1 will be co-developed by 	<p>disseminated to the other English teachers in school through regular panel meeting (3 times per year) for sustainability.</p> <p>3. The materials will be used and owned by the school after the contract period.</p>	<p>ensure the effectiveness of the initiatives. (Details included in the Plan)</p> <p>4. Surveys to collect feedback from teachers and students will be held once per year.</p> <p>5. Analysis of students' speaking examination results will be conducted 3-4 times per year.</p> <p>6. Video-taping the lessons for evaluating students' performance during the lessons (4-5 times per year). Sharing the video for</p>
<ul style="list-style-type: none"> ● Integration of components of the English language activities with the school-based English curriculum: 		The target language skill will be speaking.				
English Language Arts Programme (P.1)	Themes, vocabulary and/or target language structures from the readers incorporated into the 10 modules of the core English Language curriculum will be chosen to develop the speaking and drama games to be covered in the English Language Arts Programme.					

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<p><u>Proposed language arts activities:</u></p> <ul style="list-style-type: none"> - jazz chant - nursery rhyme - songs - reading and writing poems - skit and drama games e.g. tableau, frozen frame, HOT seating, intonation and stress, gestures - role play <p>Suggested rundown of a lesson:</p> <p>Lesson 1-2</p> <p><u>Example of themes, vocabulary and target language structure to cover</u></p> <p>Theme: The world around us – animals Reader: Visiting the Zoo Vocabulary: an elephant, a giraffe, a hippo, a lion, a zebra, a tiger, a panda, a monkey</p> <p>Example:</p> <p>In P.1 GE reading lesson, teachers will conduct guided reading on a storybook called "Visiting the Zoo" with the students. The characters had an amazing experience there. Students will learn to read a poem about animals and understand rhyming words. Students will also practise the onomatopoeic words such as "Bow-wow!", "cuckoo" and the drama skill about gestures in the English Language Arts Programme.</p>			<ul style="list-style-type: none"> ● the instructor and the existing teachers. ● 15 sets of resource materials on English Choral Speaking activities for Primary 1 to 3 will be co-developed by the instructor and the existing teachers. ● 25 sets of resource materials on English MC activities for Primary 3 and 4 will be co-developed by the instructor and the existing teachers. ● 32 sets of resource materials on English debate activities for Primary 5 to 6 will be co-developed by the instructor and the existing teachers. 		<p>evaluation among panel members in regular evaluation meeting and panel meetings.</p>

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English choral speaking (P.1-P.3)	Speaking skills learnt from English choral speaking programme, for example, the use of poetic devices, rhyme, reading with intonation, stress and rhythm, could be connected to the learning of poem in their GE lessons. Students are required to write a poem, read and orally present their own poems to their classmates in their GE lessons.					<ul style="list-style-type: none"> ● On students' performance: <ul style="list-style-type: none"> - 70 percent of Primary 1 to 6 students' speaking confidence and skills will be enhanced per year. - 70 percent of Primary 1 to 6 students use English in daily communication per year. - Assessment results of over 60 percent of students at Primary 1 to 6 in speaking will be improved by 5 percent in one year's time. ● On existing English teachers' professional enhancement: <ul style="list-style-type: none"> - 100 percent of the existing English teachers teaching P.1 will acquire knowledge of conducting English 		
English MC (P.3-P.4)	Skills on self-introduction, presentations and preparation of scripts learnt from the English MC programme will be applied in daily P.4 English lesson in which students are required to orally present their book reports. In the school-based English curriculum, P.4 to P.6 students (KS2) are required to make oral presentation of their book reports in every single reading lesson. The proposed English MC programme will provide P.3 and P.4 students with the skills which could be applied during their oral presentation.							
English Debate	Debate skills learnt from the English Debate programme such as the use of persuasive devices, rebuttal, critical thinking, organising ideas and research could be applied to an in-class debate, as one of the class activities for the GE module, environment protection covered in P.5 and P.6.							
<ul style="list-style-type: none"> ● Proposed number of students for each programme: 								
Name of programme	No. of sessions	No. of students in each session	Total no. of students					
English Language Arts Programme (P.1)	4 (expected no. of P.1 classes in 2018-2019 is 4)	20 (Approximate no. of students in each P.1 class in 2017-2018)	80					
English Choral	2	30	60					

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Speaking (P.1-P.3)	(There will be 2 classes. 1 class will have 12 sessions and the other class will have 15 sessions. Students who have 15 sessions (rehearsal sessions) will participate in Hong Kong Speech Festival.	(Expected no of P.1 students in 2018/19 =80 Approximate no of P.2 students in 2018/19 =100 Although there are around 260 students in P.1-P.3 in 2018/19, there may be a certain level of difficulties to hire more than 2 eligible instructors to run the programme.)		language arts for Primary 1 per year. - 100 percent of the existing English teachers teaching P.1-3 will acquire knowledge of conducting English choral speaking for Primary 1 to 3 per year. - 100 percent of the existing English teachers teaching P.3-4 will acquire knowledge of training students as English MC for Primary 3 to 4 per year. - 100 percent of the existing English teachers will acquire knowledge of conducting English debate for Primary 5-6 per year.												
English M.C. (P.3-P.4)	2	30	60													
English Debate (P.5-P.6)	2	24	48													
<p>● Proposed Schedule for each programme:</p> <table border="1"> <thead> <tr> <th>Name of Programme</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>English Language Arts Programme</td> <td>Lessons will be conducted within the normal school timetable from 2:30 p.m. to 3:30 p.m. on Fridays (extra-curricular activity lesson) in 2018/2019.</td> </tr> <tr> <td>English Choral Speaking</td> <td>Lessons will be conducted after school from 4:00 p.m. to 5:00 p.m. in 2018/2019.</td> </tr> <tr> <td>English M.C.</td> <td>Lessons will be conducted within the normal school timetable from 2:30 p.m. to 3:30 p.m. on Fridays (extra-curricular activity lesson) in 2019/2020.</td> </tr> <tr> <td>English Debate</td> <td>Lessons will be conducted after school from</td> </tr> </tbody> </table>							Name of Programme	Schedule	English Language Arts Programme	Lessons will be conducted within the normal school timetable from 2:30 p.m. to 3:30 p.m. on Fridays (extra-curricular activity lesson) in 2018/2019.	English Choral Speaking	Lessons will be conducted after school from 4:00 p.m. to 5:00 p.m. in 2018/2019.	English M.C.	Lessons will be conducted within the normal school timetable from 2:30 p.m. to 3:30 p.m. on Fridays (extra-curricular activity lesson) in 2019/2020.	English Debate	Lessons will be conducted after school from
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<p style="text-align: center;">4:00 p.m. to 5:00 p.m. in 2019/2020.</p> <p>There would not be any time clashes among different programmes.</p> <ul style="list-style-type: none"> Selection criteria of participants for each programme: <ul style="list-style-type: none"> English Language Arts Programme: All P.1 students would be included. <ul style="list-style-type: none"> English Choral Speaking: 60 students from P.2 to P.3 who get the best overall result in the English-speaking paper in 2017/2018. Also, P.2-P.3 students who demonstrate enthusiasm in English speaking will be invited. P.1 students are selected according to their English-speaking proficiency, their enthusiasm and their performance in the audition conducted in the 1st week of September 2018. <ul style="list-style-type: none"> English MC: 60 P.3-P.4 students who get the best overall result in the English-Speaking paper in 2018/2019 will be selected. Students who demonstrate enthusiasm in English speaking will also be invited. English Debate: 48 P.5-P.6 students who get the best overall result in the English-Speaking paper in 2018/2019 will be selected. Students who demonstrate enthusiasm in English speaking or good critical thinking skills will also be invited. The above speaking activities aim at providing a chance for students to consolidate and extend a variety of speaking skills which might not be covered in regular English lessons. Attendance will be taken and Certificate of Participation will be awarded to students who have at least 90% attendance at the end of the programme in order to motivate students' participation. Students with at least 90% attendance in the English Choral Speaking programme will be nominated to take part in the Hong Kong Speech Festival. Students with at least 80% attendance in the English Debate programme will be nominated to participate in the HKPTU Primary English Debating Competition. 			<ul style="list-style-type: none"> - 100 percent of P.1 English teachers will apply English language arts activities to English teaching at Primary 1. - 100 percent of the existing P.1 to P.3 English teachers will apply English poem writing and reading aloud activities to English teaching at Primary 1 to 3. - 100 percent of the existing P.4 English teachers will apply English presentation and self-introduction activities to English teaching at Primary 4. - 100 percent of existing P.5 and 6 English teachers will apply English debate activities 		

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<p>English Debate On Mondays</p> <ul style="list-style-type: none"> - Volume and pacing - MC script writing - Managing nerves - Body gestures - Fluency - Rehearsal <p>Introduction to debate The role of 1st, 2nd and 3rd speakers What is Affirmative What is Negative What is motion Design a team line Research skills Forming argument Rebuttal Articulation Body gestures Delivery of forceful arguments with manner and matter Rules and regulations of debate Mock debate</p> <p>- Participants are able to form stance with logical reasoning.</p>																																			
<p>● Frequency and duration of the programmes are as follows:</p> <table border="1"> <thead> <tr> <th>Name of the programme</th> <th>Frequency Lesson(s) per year</th> <th>Duration minute(s) per lesson</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>English Language Arts</td> <td>30</td> <td>60</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>English Choral Speaking</td> <td>12 for class A 15 for class B (students to join)</td> <td>60</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>									Name of the programme	Frequency Lesson(s) per year	Duration minute(s) per lesson							English Language Arts	30	60							English Choral Speaking	12 for class A 15 for class B (students to join)	60						
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	Speech Festival)					
	English M.C.	25				
	English Debate	32				

Expected qualifications and experience of the instructors.

- There will be 4 instructors for English Language Arts Programme, 2 instructors for English Choral Speaking, 2 instructors for English M.C and 2 instructors for English Debate. The instructors are expected to be Bachelor Degree holders, who have experienced in teaching in school programmes of English Language Arts, English choral speaking, English MC training or English debate. The instructors are expected to be employed through agencies.

- The school is aware of the potential difficulty in hiring instructors who are capable of delivering quality services. However, the school has experience in collaborating with language instructors and will ensure members in the English panel work closely with the instructors as well as monitor and review the sessions regularly to maintain the quality of services to be delivered by the instructors.

Expected qualifications and experience of the instructors:

English Language Activities	Expected qualifications and experience of the instructors
English Language Arts Programme	- Bachelor's Degree in English or English Education;
English Choral Speaking	- With at least 5 years of relevant teaching experience; and
English M.C.	- Preferable with native English proficiency
English Debate	

Collaboration between English teachers and the instructors:

- It is a school policy that each English teacher is to be responsible for one English after-school extra-curricular activity. With the revised initiatives, two English teachers will co-teach with the instructors during the English Choral Speaking sessions and English Debate sessions from 4:00 p.m. to 5:00 p.m. respectively. Details of teachers' involvement in each programme is elicited below:

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ ¹ Success criteria (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>English Language Activity</p> <p>English Language Arts</p>	<p>Teachers' involvement</p> <p>Three P.1 English Teachers and NET</p>				
<p>English Choral Speaking</p>	<p>In the English Language Arts programme, all P.1 students will be divided into 4 classes according to their abilities. The EDB NET will co-teach with the instructor in the elite class, to further enhance students' speaking ability. The NET and the English panel chairman will share co-teaching experience, observe the try-out lessons for evaluation of the lessons and share pedagogies with other panel members during regular panel meeting.</p>				
<p>English MC</p>	<p>Two English Teachers who are P.2 and P.3 English level coordinators</p>				
<p>English Debate</p>	<p>2 English Teachers who are teaching P.3 and P.4</p>				
<p>English Debate</p> <p>Two English Teachers who are P.5 and P.6 English level coordinators</p>					
<ul style="list-style-type: none"> English teachers involved will collaborate with instructors through co-planning, co-teaching, lesson observation and designing of learning and teaching materials. Details are as 					

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<p>5 lessons. (7 times per year).</p> <ol style="list-style-type: none"> 2. The instructors of the <u>English Choral Speaking</u> will observe the activities conducted by the existing English teachers every 4-5 lessons. (3 times per year). 3. The instructors of the <u>English MC</u> will observe the activities conducted by the existing English teachers every 3-4 lessons. (5 times per year). 4. The instructors of the <u>English Debate</u> will observe the activities conducted by the existing English teachers every 4 lessons. (8 times per year). <ul style="list-style-type: none"> ● After lesson observation and try-outs, the following measures will be carried out. <ol style="list-style-type: none"> 1. Evaluation meetings will be held within one week after each lesson observation. All the teachers concerned, English Panel Chairperson and the consultants will be involved in the evaluation meeting. 2. Adjustment of the teaching strategies. 3. All the teachers concerned will share the findings in the evaluation meetings in the regular panel meetings. (3 times per year). ● In order to ensure that the school will have the rights to use the materials after the contract period, a term will be explicitly stated in the contract signed by the school and the consultant that the school has the copyright of all the materials designed and developed within and after the contract period. Attendance records of the instructors will be retained. 					