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

School Name: <u>Kam Tsin Village Ho Tung School</u> (Englsih)

Application No.: <u>C128</u> (for official use)

(A)   General information:

1.   No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher):   <u>   15   </u>

2.   No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	2	2	2	6	4	20

3.   No. of operating classes in the 2018/19 school year: (if different from the number of approved classes)

	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:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
NIL			

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

Strengths	Opportunities
1. School management and the school principal support the school-based curriculum development. 2. Collaborative and experience sharing culture has developed through regular and effective English Panel meetings and co-planning sessions. 3. Classrooms are installed with electronic audio and visual equipment.	1. PEEGS facilitates the development of the school-based English Language curriculum.
Weaknesses	**Threats**
1. School-based speaking and listening as well as reading and writing programmes are not well developed, especially in KS2. 2. A wide range of learner diversity. 3. Limited opportunities for students to use English outside the school. 4. It is difficult to arrange English activities for students outside class times as students are fully engaged in other activities.	1. Most pupils are unmotivated in English speaking. 2. Many students lack family support for English learning.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Development of school-based curriculum	Hiring a supply teacher	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	Proposed usage(s) of the Grant	Time scale	Grade level
☑ Enrich the English language environment in school through - conducting more English language activities*; and/or - ~~developing more quality English language learning resources for students~~* ☐ 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" ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☑ Employ full-time* or ~~part-time~~* teacher ☐ Employ full-time* or part-time* teaching assistant ☐ Procure service for conducting English language activities	☑ 2019/20 school year ☐ 2020/21 school year	☐ P.1 ☐ P.2 ☐ P.3 ☑ P.4 ☑ P.5 ☑ P.6

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
To hire a full-time teacher who is proficient in English to work in collaboration with school English teachers to develop a speaking programme for Primary 4 to Primary 6 students					
Objectives Primary 4 to Primary 6 students are generally unmotivated to speak in English due to their lack of confidence in expressing themselves in English. A school-based speaking programme is proposed to be developed to boost up their confidence in speaking English. It is envisaged that students will be provided with more opportunities to speak in English in authentic contexts through the proposed speaking programme. The existing school NET has already reached the maximum number of working hours set by the NET Section. A full-time teacher who is proficient in English (viz, the new teacher) will be hired to work collaboratively with the school English teachers to develop the proposed school-based speaking programme. **The full-time teacher who is proficient in English** ❖ **Expected qualifications and experiences** The teacher who is proficient in English should be a bachelor's degree holder with relevant teacher training such as TESL/TEFL (Teaching of English as a Second or Foreign Language). He/She should preferably possess native English competency and has relevant working experience. ❖ **Duties of the teacher who is proficient in English** The teacher who is proficient in English will: - co-plan with the core team members and level teachers once a week per level; - co-develop the learning and teaching resources;	P.4 – P.6	**Sept 2019 – Jun 2020** - Co-planning - Developing learning and teaching resources - Co-teaching - Lesson Observation - Evaluation **Jul 2020** Sharing by core team **Aug 2020** Refinement of the materials	- A total of 3 sets of resource packages, covering around 24 lessons each, will be developed for the speaking programme at P.4 to P.6. - 80% of P.4 to P.6 students will improve their confidence and skills in speaking. - 100% of the English teachers involved will enrich their knowledge in the teaching of speaking skills. - 100% of the English teachers involved will apply the acquired pedagogy to English teaching at P.4 to P.6	- The learning and teaching materials will be kept properly, refined and continuously used after completion of the project. - Sample lessons will be videotaped for sharing. - Sharing sessions will be conducted.	- On-going evaluation will be conducted during the co-planning meeting. - Co-planning and evaluation meeting records will be kept. - Questionnaires will be completed by students and teachers to collect their feedback.

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- co-teach the speaking lessons once a week per class; - conduct lesson observations with the core team; - evaluate the programme and materials developed; - refine the materials with the school English teachers; and - conduct sharing sessions. **Core team** ❖ **Composition** The core team consists of English panel head, vice English panel head and P.4 to P.6 level coordinators. The panel head and vice panel head will be in charge of the project. The level coordinators from the three levels (P.4 - P.6) will each coordinate the implementation of drama programme at his/her level and work closely with the new teacher. ❖ **Duties of the core team** The core team members will: - conduct curriculum review; - co-plan and co-develop the speaking programme with the new teacher and level English teachers; - try out the speaking activities; - arrange peer lesson observations once a term; - conduct lesson observations once a term; - evaluate the programme development and implementation; - modify the programme materials; and - conduct sharing session once a term. **Implementation of the speaking programme** ❖ **Lesson allocation and arrangements** One lesson per class per week will be allocated to the speaking lessons. The new teacher and the class English					

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teacher will co-conduct the speaking programme. Each teacher will share half of teaching load for the whole class teaching parts. For the group activity parts, students will be divided into two parts and teachers will be responsible for one group.					

❖ **Alignment with core English Language curriculum**
   The contents of the speaking programme will be thematically and linguistically related to the core English Language curriculum. The topics and themes chosen will be the topics and themes covered in the General English (GE) lessons.   Students will be able to recycle the vocabulary items and language structures as well as applying what they have learnt in GE lessons in the speaking activities.

❖ **Tentative themes and speaking activities**
   6 themes related to the core English Language Curriculum will be covered in each level.   4 lessons will be allocated to each theme and speaking activities revolving around the theme will be conducted.

   Tentative themes to be covered and speaking activities are tabulated below.

Level		Theme	Activities
P.4	1st Term	Making friends	read aloud, show-and-tell, Reader's Theatre
		Old Hong Kong	
		Entertainment	
	2nd Term	Hong Kong my home	
		International cuisines	
		People around the world	
P.5	1st	Caring for others	individual

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	Term	Act out Speak Up	presentation, story-telling role-play					
		Festivals						
	2nd Term	Do It Yourself						
		Travelling around the world						
		Taking care of the Earth						
P.6	1st Term	Attending interview	- mock interview, - group interaction, - mini drama					
		Helping our world						
		Folktales						
	2nd Term	Global Citizen						
		Growing up						
		My alma mater						

❖ **Tentative speaking skills to be covered**

Level	Speaking skills
P.4	- use appropriate register when speaking to familiar interlocutors such as teachers and peers - apply grammar rules correctly - connect ideas by using cohesive devices - use facial expressions to convey meaning and intention - use appropriate intonation and stress to convey intended meanings and feelings - open an interaction by greeting someone in an appropriate manner - open an interaction by introducing oneself - maintain an interaction by using formulaic expressions, replying and explaining - close an interaction by using appropriate formulaic expressions
P.5	- apply grammar rules correctly

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		- use gestures and facial expressions to convey meaning and intention - use appropriate intonation and stress, and vary volume to convey intended meanings and feelings - open an interaction by introducing oneself and giving some details - eliciting a response by providing information on a topic - maintain an interaction by adding or giving examples and asking questions					
	P.6	- apply grammar rules correctly - connect ideas by using cohesive devices - use gestures and facial expressions to convey meaning and intention - use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings - open an interaction by introducing oneself and giving some details - open an interaction a response by asking questions - maintain an interaction by taking one's turn at the right moment and recognising others' desire to speak - close an interaction by giving reasons - maintain an interaction by agreeing or disagreeing - maintain an interaction by asking and responding to others' opinions					

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❖ **Sample Module**					

Target level	P.4
Theme	People around the world
Relevant GE Module	Wonderful people and things
Relevant Language Items covered in GE lessons	- Use the interrogative adverb 'how' to ask about weight, height, length. - Use adjective phrases to describe objects in terms of weight, length and height. - Use superlative adjectives to make comparisons.
Target Speaking Skills	- Use facial expressions to convey meaning and intention. - Use appropriate intonation and stress to convey intended meanings and feelings. - Maintain an interaction by using formulaic expressions. - Close an interaction by using appropriate formulaic expressions.
Learning and Teaching Activities	

Information Gap Activities
Students will be work in pairs. Each student will watch two video clips below by tablets.

Tallest high top fade
https://www.youtube.com/watch?v=LHVLRxtJiyY&t=16s
Longest hot wheels track
https://www.youtube.com/watch?v=bhk75L4Byqo
Heaviest vehicle pulled by a woman
https://www.youtube.com/watch?v=7CCeAVHNkiY

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Longest dragon boat https://www.youtube.com/watch?v=L_Qnl7PWdoU After watching the video clips, students will then ask their partners about the video clips that they have watched using the target language items and complete a fact sheet. **In-class mini survey** Students will then interview other classmates about their opinions and choose the funniest video clips among those provided by teacher.　Students will share the survey findings with their classmates afterwards.					
Ho Tung Record Show Students will work in groups to prepare a show-and-tell about different aspects of school.　Each student will be responsible to share one of the aspects. Students will search for information and make comparisons.　For example, students will identify the tallest English teacher in the school and ask him/her the height.　Students may also explore other records such as the fastest student to finish Rubik's Cube in the school. Students will be guided to prepare a poster for the show-and-tell in the GE lessons.　A sample show-and-tell will be shown to students and key features of a show-and-tell will be highlighted. https://www.youtube.com/watch?v=q0Jl4z3zW6k Teachers will rehearse with students before the activity. Students' show-and-tell will be video-taped and shared among others.					