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: Pentecostal Gin Mao Sheng Primary School   (File Number: ~~A~~ / B / ~~C~~ / ~~D~~*044)

(B) School Information and Approved Curriculum Initiatives

Please tick (✔) the appropriate boxes.

Name of Teacher-in-charge	Miss So Shui Chun	*School Phone No*	2670 0103

Approved Curriculum Initiative(s)	☑ Enrich the English language environment in school through conducting activities* and/or developing quality resources* ☐ Promote reading* or literacy* across the curriculum ☐ Enhance e-Learning ☐ Cater for learning diversity ☐ Strengthen assessment literacy
Approved Usage(s) of Grant	☑ Purchase learning and teaching resources (printed books/~~e-books~~/~~Others~~* (please specify:_____) ☑ Employ supply teacher(s) ☐ Employ teacher(s) who is/are proficient in English ☐ Employ teaching assistant(s) who is/are proficient in English ☐ 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**.   Reference notes are highlighted in **BLUE**.*

Criteria	*Indicators*	[#]*Self-evaluation (Please put a ✓ in the appropriate box.)*			
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. • 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
			✓		

Justifications:

• 100% of the project deliverables were completed by the end of the project year. As mentioned in the implementation plan, 12 lesson plans on speaking with e-learning elements for P4-P6 were written up; 6 lesson plans on STEM activities for P1-P6 were written up. For each year level, a final product making activity or an experiment was designed for students. 1000 readers were purchased to support the after-exam STEM activities for P1-6. As for Keys 2 Literacy Development, 720 readers were purchased under proper procurement exercises, to support the learning and teaching.

• 83% of the project deliverables were executed for teaching speaking by the end of the project year. The speaking activities with e-learning elements were regularly assessed through peer lesson observations and revised by the English panel team. In the second term 2018/19, 2 speaking activities with e-learning elements were conducted in each P4-6 class according to the teaching plans designed by the core members; in the first term 2019/20, 1-2 speaking activities with e-learning elements were conducted in each P4-6 class according to the teaching plans designed by the core members. The speaking activities were not completely conducted because of the class suspension caused by the outbreak of coronavirus. The online teaching was discussed by core team members but it could not be

Criteria	Indicators	#*Self-evaluation (Please put a ✓ in the appropriate box.)*
		implemented because some of the apps could not be used in mainland China. Group discussion or group presentation could not be executed. • Regarding to the Keys2 readers, they were distributed to P4-6 students to support their learning in reading and writing skills in relation to different text types during the lessons. • As for after-exam STEM activities, 100% of the project deliverables were completed and executed by the end of the project. 4 one-hour sessions on STEM activities were conducted in each P1-6 class. A core STEM reader was taught in details in each P1-P6 class. 4 other STEM readers were circulated among classes in the same year level so as to enrich the students' knowledge on a certain theme. • A supply teacher was hired under the Scheme was deployed as pledged. She took up around, but not exceeding 30 lessons per week and the core team took up the project development duties as set out in the plan. • The supply teacher was hired to release 16 lessons of 4 core team members weekly. The 4 core team members conducted weekly co-planning meetings and designed related materials to develop theme-based speaking activities for P4-6 and after-exam language activities with STEM elements for P1-6. • A total of 16 teachers and 740 students have benefitted from the approved curriculum initiatives (For after-exam language activities with STEM elements for P1-6). • A total of 13 teachers and 334 students have benefitted from the approved curriculum initiatives (For theme-based speaking activities and the Keys 2 Literacy Development for P 4-6).

Criteria	Indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			

Criteria	Indicators	Yes (Fulfilled) ⬅		➡ No (Not fulfilled)	
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)	• 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 and outcome improvement.	4	3	2	1
			✓		

Justifications:

Speaking lessons with e-learning elements

• 93.9% of P4-P6 students agreed that their speaking skills were enhanced by conducting speaking activities with e-learning elements by the end of the project year, 23.9% higher than that was set in the implementation plan.
  - In 2018/19, 99% of P4-P6 students agreed that their confidence in speaking was enhanced.
  - In 2019/20, 88.9% of P4-P6 students agreed that their confidence in speaking was enhanced.
• 93% of P4 students agreed that they were able to use formulaic expressions to maintain communication by the end of the project year, 23% higher than that was set in the implementation plan.
  - In 2018/19, 100% of P4 students agreed that they were able to use formulaic expressions to maintain communication.
  - In 2019/20, 86% of P4 students agreed that they were able to use formulaic expressions to maintain communication.
• 93.5% of P5 students agreed that they were able to use formulaic expressions to maintain communication, and use different intonation, stress, tone of voice and speed to convey intended meanings and feelings by the end of the project year, 23.5% higher than that was set in the

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		implementation plan.

implementation plan.

- In 2018/19, 100% of P5 students agreed that they were able to use formulaic expressions to maintain communication, and use different intonation, stress, tone of voice and speed to convey intended meanings and feelings.
- In 2019/20, 87% of P5 students agreed that they were able to use formulaic expressions to maintain communication, and use different intonation, stress, tone of voice and speed to convey intended meanings and feelings.

• 100% of P6 students agreed that they were confident in doing self introduction.

• 98% of P6 students agreed that they were able to use formulaic expressions to main communication, maintain an interaction by replying, responding to others' ideas and controlling participation in an interaction, and use different intonation, stress, tone of voice and speed to convey ideas intended meanings and feelings, and maintain communication by the end of the project year, 28% higher than that was set in the implementation plan.

- In 2018/19, 100% of P6 students agreed that they were able to use formulaic expressions to main communication, maintain an interaction by replying, responding to others' ideas and controlling participation in an interaction, and use different intonation, stress, tone of voice and speed to convey ideas intended meanings and feelings, and maintain communication.
- In 2019/20, 96% of P6 students agreed that they were able to use formulaic expressions to main communication, maintain an interaction by replying, responding to others' ideas and controlling

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		participation in an interaction, and use different intonation, stress, tone of voice and speed to convey ideas intended meanings and feelings, and maintain communication.

- 34.3% of P4-6 students at P4-6 in speaking performance were improved by 5 percent as shown in the speaking exam results by the end of the project year, 4.3% higher than that was set in the implementation plan.
  - In 2018/19, 35.8% of P4-6 students at P4-6 in speaking performance were improved by 5 percent as shown in the speaking exam results.
  - In 2019/20, 32.9% of P4-6 students at P4-6 in speaking performance were improved by 5 percent as shown in the speaking exam results.
- 100% of English teachers agreed that their professional expertise in teaching speaking had been enhanced through the sharing and training by the panel members, 30% higher than that was set in the implementation plan.
- 100% of English teachers agreed that the refined speaking activities were practical, 30% higher than that was set in the implementation plan.
- According to the lesson observation, different speaking skills were explicitly introduced to students. A variety of e-learning apps such as Edpuzzle, Pupplet and Popplet were used in the speaking lessons. Some speaking skills could be further explained with demonstration by the teachers or the more able students.
- To remind the teachers of the focused speaking skills for each speaking activity, more detailed notes were added to the teaching plans after the try-outs. During the department meetings, teachers' comments were collected. According to the teachers, the designed lesson plans and teaching resources could help teachers and students carry out the speaking activities with e-learning elements. The implementation of the

Criteria	Indicators	#*Self-evaluation (Please put a ✓ in the appropriate box.)*
		refined speaking curriculum with e-learning elements aroused all teachers' awareness about the advantages and effectiveness of using different e-learning apps in the speaking lessons, and they were willing to extend the use of the e-learning apps in teaching English. • With the implementation of the refined speaking curriculum with e-learning elements, the students' participation was highly raised. Every student had the chance to answer questions on Edpuzzle to help themselves prepare for the lessons. After learning the speaking skills and practising, instead of only inviting some students to present in front of class, all students were asked to record a video in pairs or in groups, and share it on Seesaw. Each student's learning portfolio was well kept on Seesaw. Peers learnt from one another and gave feedback on one another's work. Teachers watched all students' performance and gave feedback on their learning. • The principal was invited to observe the speaking lessons and STEM activities and valuable advice was given immediately after the lesson, so as to improve the teaching and learning, and refine the implementations of the project. • As the project, teachers provide room for their professional capacity building to enhance their repertoire of strategies in implementing e-learning in the English Language Education curriculum. After-exam STEM activities • 77.3% of students participated in the organized language activities with STEM elements by the end of the project year, 7.3% higher than that was set in the implementation plan. - In 2018/19, 100% of students participated in the organized language

Criteria	Indicators	#*Self-evaluation (Please put a ✓ in the appropriate box.)*
		activities with STEM elements. - In 2019/20, 54.7% of students participated in the organized language activities with STEM elements. Due to the early start of summer holidays caused by the increasing virus cases, the after-exam STEM activities were conducted online. • 89.7% of students read at least one non-fiction text by the end of the project year, 19.7% higher than that was set in the implementation plan. - In 2018/19, 100% of students read at least one non-fiction text. - In 2019/20, 79.5% of students read at least one non-fiction text. • 95.5% of students enjoyed participating in the organized activities with STEM elements per year by the end of the project year, 25.5% higher than that was set in the implementation plan. - In 2018/19, 99% of students enjoyed participating in the organized activities with STEM elements per year. - In 2019/20, 92% of students enjoyed participating in the organized activities with STEM elements per year. • 100% of teachers acquired knowledge in conducting activities with STEM elements by the end of the project year, 30% higher than that was set in the implementation plan. • 100% of teachers applied the knowledge of conducting organized activities with STEM elements by the end of the project year, 30% higher than that was set in the implementation plan. • Briefing sessions, workshops and co-planning meetings were carried out to prepare teachers with the implementation of STEM activities, and equip teachers with STEM knowledge. • All P1-6 students were able to finish the book sharing task sheets and share among their classmates after reading a STEM core reader.

Criteria	Indicators	#*Self-evaluation (Please put a ✓ in the appropriate box.)*

		• All P1-6 students were able to carry out an experiment or finish a STEM product by applying STEM knowledge.
		• The above data is collected through student and teacher questionnaires and the students' speaking exam results. Comments on the implementation of speaking lessons with e-learning elements and after-exam STEM activities were collected during co-planning meetings and department meetings amongst teachers. After collecting feedback from the subject teachers, the core team reviewed and refined the lesson plans developed and used.
		• Peer lesson observation and lesson observation by the panel team were carried out. Teachers shared their experiences on teaching speaking activities, Keys 2 and STEM activities. Comments were collected so the core team members reviewed and refined the lesson plans to enhance the effectiveness of the implementation plan.
		
		Keys 2 Literacy Development
		• 4 sets of resource packages of Literacy Development were developed for P4-6.
		• 95.1% of P4 to 6 students' confidence in reading and writing was enhanced per year by the end of the project year, 25.1% higher than that was set in the implementation plan.
		   - In 2018/19, 100% of P4 to 6 students' confidence in reading and writing was enhanced per year.
		   - In 2019/20, 90.3% of P4 to 6 students' confidence in reading and writing was enhanced per year.
		• 100% of teachers agreed that students showed improvement in reading and writing by the end of the project year, 30% higher than that was set

Criteria	Indicators	#*Self-evaluation (Please put a ✓ in the appropriate box.)*			
		in the implementation plan. • 100% of English teachers obtained new pedagogical experience in reading and writing by the end of the project year, 30% higher than that was set in the implementation plan. • Different reading strategies were explicitly introduced to students. • A variety of e-learning apps such as Nearpod, Kahoot and Seesaw were used in the Keys2 lessons.			
Impact (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)	• Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum. • Curriculum initiative(s) implemented has/have 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.	Yes (Fulfilled) ⬅ ➡ No (Not fulfilled)			
		4	3	2	1
			✓		
		Justifications: • In the planning stage of the project, the core team had several meetings to decide the directions of the project. The ideas were shared with the school head. The school head showed great support and gave valuable feedback on the actual implementation of the project. • In the pre-stage, implementation plans / proposals were written up amongst the core team. • The core team conducted regular co-planning meetings every week to design the teaching plans, and review and refine the teaching plans after try-outs. • In the first term of 2018/19 school year, the core team developed lesson plans, designed learning activities and tried out different e-learning apps, for the planning of speaking and e-learning activities. • Each core team member was responsible for two year levels, providing support for them. • Before the teachers conducted the speaking activities and after-exam			

Criteria	Indicators	#*Self-evaluation (Please put a ✓ in the appropriate box.)*
		STEM activities, the core team organised workshops for them.
- Two speaking workshops were held by the core team for P4-6 English subject teachers in January, 2019 and in September, 2019 on the implementation of speaking lessons. Google student accounts were prepared and set up by the school IT department for every student. E-learning plans were introduced to the English teachers. Comments were collected during the workshops.
- Two workshops on STEM activities were held in May, 2019 and in June, 2020 on the implementation of after-exam STEM activities. The STEM resources were allocated and the lesson plans were introduced. After that, teachers of the same class level had small group co-plannings with the corresponding English panel team (from the core team). STEM products were made and tested repeatedly.
- During the department meetings, teachers shared their experiences and problems encountered with the teachers in other levels so that new teaching ideas could be shared among different year levels.
- As for STEM activities, the core team members and the teachers also tried the experiments or testing together. Once problems were found, the core team member and the teachers would work out the ways to solve the problems and made amendments on the teaching plans.
- Regarding the Keys2 lessons, a professional sharing culture was developed among our school AT from the NET Section of the EDB and the English teachers. Different reading and writing skills were introduced in the co-planning meetings. The use of different e-learning apps were also shared among one another in the co-planning meetings.
- To help students manage the vast amount of information in the digital age, teachers can work closely with the teacher-librarian and IT co-

Criteria	Indicators	*#Self-evaluation (Please put a ✓ in the appropriate box.)*			

		ordinator to create a favourable learning environment with easy access to a wide variety of information and reading materials. • Teachers make use of a range of e-resources and e-learning tools to motivate students and enhance learning and teaching effectiveness.			

Relevance (Goal alignment)	• Project goals set are in close alignment with the school's major concerns and teachers'/students' needs. • 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.	Yes (Fulfilled) ⬅		➡ No (Not fulfilled)	

Yes (Fulfilled) ⬅		➡ No (Not fulfilled)
4	3	2	1
	✔		

Justifications:
- For after-exam language activities with STEM elements for P1-6 was closely aligned with one of our school's major concern.
- One of the major concerns of the school from the year 2017/18 to 2020/21 is to promote Science, Technology, Engineering and Mathematics (STEM) education. The school has held professional development sessions for the teachers to promote STEM in whole school approach.
- STEM education was an important learning area in the curriculum guide so adding STEM activities to the curriculum could broaden our teachers' and students' knowledge. The students could also be exposed to non-fiction reading materials in English.
- The school started the BYOD programme in 2018-2019. This gave a very good opportunity for the teachers to add more e-learning elements in our teaching. Speaking activities with e-learning elements could allow students to learn according to their own pace and gain easy access to their learning portfolio.
- As most of the students lacked opportunities practising speaking English

Criteria	Indicators	#*Self-evaluation (Please put a ✓ in the appropriate box.)*			

Criteria	Indicators	Self-evaluation
		during their daily life, more speaking activities should be provided for them. • Regular meetings throughout the school year allowed the core team members to design the teaching plans, review and refine them according to the feedback from the teachers.

Criteria	Indicators	Yes (Fulfilled) ⬅		➡ No (Not fulfilled)	
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. • Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained.	4	3	2	1
			✓		

Justifications:
• All newly-developed materials developed and used from the project are consistently used after the implementation of the project. Both the speaking lessons and Keys2 curriculum are fully integrated with the existing English Language curriculum, and included in our school-based scheme of work.
• All the teaching plans and materials are well kept on the school computer drive.
• In each year level, there would be a panel member assigned to be one of the teachers so as to ensure the implementation of the developed speaking and STEM activities. Co-planning meetings on the activities will be conducted beforehand to ensure the effectiveness of the project.
• After the project, the speaking lessons, Keys2 lessons as well as the after-exam STEM activities will be consistently and continuously used. Peer observations and lesson observations by the panel team will be conducted.
• Videos of the lessons conducted by the core members were taken for professional development.
• An inventory of Keys2 and STEM readers has been made to ensure that

Criteria	*Indicators*	*#Self-evaluation (Please put a ✓ in the appropriate box.)*
		all the purchased readers are systematically stored.

	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	• Teachers found it difficult to understand the STEM concepts so they will seek advice from General Studies teachers. • Some e-learning apps were no longer available near the implementation of the activities. Therefore, substituted with other similar apps were adopted. • Some teachers are not familiar with some e-learning elements so they found it difficult to cope with them. Besides the workshop given to the teachers at the beginning of the second term, three English panel members also provided support anytime when the teachers asked for help. • Due to the class suspension caused by the outbreak of coronavirus, some of the speaking activities could not be conducted. The online teaching was discussed but it could not be implemented because some of the apps could not be used in mainland China. • Due to the early start of summer holidays caused by the increasing virus cases, the after-exam STEM activities were conducted online.
Other areas that the core team would like to raise which are not covered above	During the implementation of after-exam STEM activities, P1 to P6 students were invited to read a wide range of materials with different subject content and text types. The core team identified 'Reading across the Curriculum' (RaC) as future development needs as result of the project. For example, there is a possibility of the cooperation between General Studies and English language, in the development of STEM education.
Good practices identified (if any)	• The panel members kept close communication with the English teachers. In each year level, a panel member was assigned to be one of the English teachers and provide support. • The panel members had the try-outs before introducing the teaching and learning resources to the English teachers. Clear demonstration was conducted for the English teachers during the workshops in order to familiarise the English teachers with the newly developed resources.

Other details	
	• Teachers gained exposure to more e-learning apps. They applied the e-learning apps not only in teaching speaking, but also in teaching reading and writing. More interactive learning experience could be provided for the students. Our school ~~is~~/is not* willing to share good practices with other schools.
Successful experience (if any)	• After the project, the school-based speaking curriculum is systematically developed. The speaking lessons are fully integrated in the existing English Language curriculum. Thus, students' speaking skills has been further enhanced. • Adopting e-learning approach in our speaking lessons is one of our successful experiences. Through applying a variety of e-learning apps, students' motivation is strengthened. Besides, through applying the e-learning apps, such as Edpuzzle, students can learn in their own learning pace. As a result, students' diverse learning needs can be addressed. Moreover, self-directed learning can be promoted. • Through e-learning, purposeful assessment tasks can be designed and included in the learning activities. Quality and timely feedback can be provided to inform students of their performance and how to make further progress. • It was encouraging that teachers' capacities of using the e-learning apps were enhanced through the implementation period. Through learning from one another, mutual support as well as sharing of good experiences, many teachers became more confident and capable of using e-learning in the learning and teaching tasks. • With the introduction of STEM readers and the STEM activities, students' STEM knowledge was broadened and the students read more non-fiction reading materials. Their problem-solving skills and study skills were further developed. Our teachers also gained more profession knowledge on certain STEM topics. • With the implementation of Keys2 programme, students' reading and writing skills were enhanced. They were able to apply specific reading strategies when reading. With the provision of the readers, it smoothened the flow of Keys2 reading lessons and enabled students to monitor their own learning processes. Besides, students were exposed to a variety of fiction and non-fiction text types, and they were able to complete different writing products with appropriate writing skills as well as target sentence patterns.

Remarks:

*   Please delete as appropriate.