

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

**(A) Name of School:** Hong Kong and Macau Lutheran Church Ming Tao Primary School (File Number: A/B/C/D\*116)

**(B) School Information and Approved Curriculum Initiatives**

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Fan Yee Man	<i>School Phone No</i>	31294294
<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 type="checkbox"/> Promote reading* or literacy* across the curriculum <input type="checkbox"/> Enhance e-Learning <input checked="" 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 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**

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
<p><b>Efficiency</b> (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Additional resources (e.g. printed/e-books, teachers and teaching assistants) are suitably deployed to achieve the intended goals.</li> <li>• Target groups as stipulated in the approved plan have benefitted from the project.</li> </ul>	Yes (Fulfilled) ← → No (Not fulfilled)			
		4	3	2	1
		✓			
		Justifications: <ul style="list-style-type: none"> <li>• 100% of the teaching resource packs have been developed per level at P.4 to P.6. Each resource pack covers about 12 lessons. Twelve sets of teacher guidelines, differentiated learning sheets and learning tasks have been produced as scheduled. Modifications will be carried out from time to time.</li> <li>• According to our plan, in the first year, only P.4 resource packs were carried out. In the academic year 2020-2021, all the teaching resource packs, 12 in total, were carried out in P.4-6 curriculum. About 70% of the above produced resource packages were used in English learning and teaching for P.4-6, due to the outbreak of the COVID-19. The teaching hours had been cut and many activities could not be held during the online teaching.</li> <li>• A total of 16 teachers and 342 students have benefitted from the approved curriculum initiatives.</li> <li>• The one-year full-time supply teacher was employed to create space for the core team members and the P.4 teachers in the academic year 2019-2020. The supply teacher took up 26 lessons weekly, which created room for the core team to design the curriculum.</li> </ul>			
<p><b>Effectiveness</b> (Goal achievement: improvement of</p>	<ul style="list-style-type: none"> <li>• Both observable (such as mastery of target language skills) and measurable outcomes (such as improvement as reflected by formative and/or</li> </ul>	Yes (Fulfilled) ← → No (Not fulfilled)			
		4	3	2	1
			✓		

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>								
<p>students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English Language Curriculum<sup>+</sup> and use of evaluation instruments for ensuring effectiveness)</p>	<p>summative assessment results) are achieved.</p> <ul style="list-style-type: none"> <li>Teachers demonstrate a good understanding of new curriculum requirements<sup>+</sup> in lessons, co-planning meetings and material development process.</li> <li>Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement.</li> </ul>	<p>Justifications:</p> <ul style="list-style-type: none"> <li>According to the observation, sharing sessions during English panel meetings, co-planning meetings and the year-end survey; positive feedback was given. Teachers reflected that the learning tasks are interesting for students to read and learn. Students are eager to finish the tasks and they are suitable to students' levels.</li> <li>Through teachers' observation, all the participating students definitely benefited from the project. They had gained more confidence in handling different kinds of reading materials. They are more confident when reading English passages and they could apply the skills they learnt to understand the passages.</li> <li>With the help of the e-resources, e.g. PowerLesson, Google Classroom, Youtube, Edpuzzle etc., students are more eager to learn as the tasks are more interactive.</li> <li>Teachers reported that students had performed better in some reading skills like skimming and scanning. 88% of the teachers involved stated that students could apply the reading skills in their learning.</li> <li>100% English language teachers involved applied the skills in catering for learners' diversity in teaching.</li> <li>Peer observations and video recordings were carried out in the year of 2021-2022 to let Primary 4-6 English teachers share their teaching experience. The videos have been kept for reference.</li> <li>The percentage of students who have 5% improvement in the posttest (in the academic year 2020-2021, is as follows:</li> </ul> <table border="1" data-bbox="1126 1305 2107 1406"> <tbody> <tr> <td>Primary</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Percentage</td> <td>50%</td> <td>71%</td> <td>54%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The results show that only P.5 students have 5% improvement in reading</li> </ul>	Primary	4	5	6	Percentage	50%	71%	54%
Primary	4	5	6							
Percentage	50%	71%	54%							

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)				
		<p>assessment results, which is foreseeable as they had undergone the second year of the scheme.</p> <ul style="list-style-type: none"> <li>The results of P.4 and 6 students cannot reach the target. Teachers reflect that some learning tasks and assessments may still be too difficult for less capable students. Less able students performed unsatisfactorily owing to the level of the difficulty of the tasks and lack of motivation. That is the reason why they may not be able to get obvious progress.</li> <li>With the continual refinements of the curriculum, the learning tasks will further be refined to suit our students. It is expected that they will have better performance in the following academic year.</li> <li>Evaluation of lessons have been done to suit the level of students. The learning materials have been modified from time to time. The core team members also collected information during Primary 4-6 co-plan meetings to find out whether the resources could fit our students. Whenever it was reported that the tasks were too difficult for students, they would be modified.</li> </ul>				
<p><b>Impact</b> (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)</p>	<ul style="list-style-type: none"> <li>Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum.</li> <li>Curriculum initiative(s) implemented has/have fostered a professional sharing culture among English teachers, resulting in enhanced capacity.</li> <li>The English language learning environment has been enriched and students are more motivated in learning English.</li> </ul>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Yes (Fulfilled)</td> <td>←</td> <td>→</td> <td>No (Not fulfilled)</td> </tr> </table>	Yes (Fulfilled)	←	→	No (Not fulfilled)
		Yes (Fulfilled)	←	→	No (Not fulfilled)	
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	4	3	2	1
4	3	2	1			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>✓</td> <td></td> <td></td> </tr> </table> <p>Justifications:</p> <ul style="list-style-type: none"> <li>The core team is in charge of designing all the teaching packs, while the other upper primary English teachers need to implement the curriculum and give feedback on the materials. All the teachers involved need to solve different kinds of problems encountered in each single unit or activity. All the teaching materials are properly kept and the core team needs to make sure that the activities can be run smoothly.</li> <li>The new curriculum programme has helped improve transitions between</li> </ul>		✓				
	✓					

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		<p>different key stages by equipping students with skills required for reading content area materials in KS3.</p> <ul style="list-style-type: none"> <li>• The core team invited teachers to share their experience on how to teach reading skills during the English panel meetings. All English teachers can learn from each other. .</li> <li>• KS2 students, especially Primary 5 students, become more confident in reading different types of reading texts, which can help students transit from KS2 to KS3.</li> <li>• All the teachers involved had discussions during co-plan meetings. Informal meetings were also held to discuss how to run the activities. Evaluation meetings were held at the end of each term. Teachers also modified the teaching materials so as to make sure that the materials are suitable for students with differentiated abilities.</li> <li>• Peer observations or recordings were carried out in the school year 2020-2021 to let every teacher share their teaching experience; fostering a professional sharing culture in our school.</li> <li>• After designing and running this project, teachers have more ideas in designing differentiated materials and activities for students with different abilities. As a result, teachers can make use of the experience gained in this project and apply it to the other units in the existing curriculum.</li> <li>• Some worksheets about reading skills are developed to help students be more aware of the skills that they have learnt.</li> <li>• Students find that the topics are more interesting, which enhances students’ learning motivation. This is beneficial to all the students.</li> </ul>			
<b>Relevance</b> (Goal alignment)	<ul style="list-style-type: none"> <li>• Project goals set are in close alignment with the school’s major concerns and teachers’/students’ needs.</li> </ul>	Yes (Fulfilled) ←		→	No (Not fulfilled)
		4	3	2	1
			✓		

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)												
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Justifications:</p> <ul style="list-style-type: none"> <li>Project goals set are in close alignment with the school’s major concerns and teachers’/students’ needs. Two of our school’s major concerns are to build up students’ confidence and promote a reading culture, which are exactly the same as the goals of this project—cater for learner diversity and refine the reading curriculum.</li> <li>Internal assessments and the performance of students showed that students lack confidence and reading skills to understand English passages. As a result, the English panel chairperson agreed to run this project by focusing on the two aspects mentioned above.</li> <li>The newly developed programme is scheduled in the scheme of work among Primary 4-6 curriculum and teachers need to follow the guidelines.</li> <li>Co-plan meetings are conducted to discuss how to run the programme and refine the teaching materials to suit different levels of students. Evaluation meetings are held to discuss whether the teaching and learning are effective and the project activities and outputs are consistent with the overall goals.</li> <li>End-term questionnaires are given to teachers to evaluate the effectivenesses of the flow of the programme.</li> </ul>												
<p><b>Sustainability</b> (Continuation of a project’s goals, principles, and efforts to achieve desired outcomes)</p>	<ul style="list-style-type: none"> <li>Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum.</li> <li>Related students’/professional development activities are conducted after the project period for sustaining the benefits obtained.</li> </ul>	<table border="1" data-bbox="1111 1114 2130 1262"> <thead> <tr> <th data-bbox="1111 1114 1375 1161">Yes (Fulfilled)</th> <th data-bbox="1375 1114 1626 1161">←</th> <th data-bbox="1626 1114 1877 1161">→</th> <th data-bbox="1877 1114 2130 1161">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1111 1161 1375 1209">4</td> <td data-bbox="1375 1161 1626 1209">3</td> <td data-bbox="1626 1161 1877 1209">2</td> <td data-bbox="1877 1161 2130 1209">1</td> </tr> <tr> <td data-bbox="1111 1209 1375 1262"></td> <td data-bbox="1375 1209 1626 1262">✓</td> <td data-bbox="1626 1209 1877 1262"></td> <td data-bbox="1877 1209 2130 1262"></td> </tr> </tbody> </table> <p>Justifications:</p> <ul style="list-style-type: none"> <li>As the programme is designed based on the existing units of the English curriculum, there is no doubt that teachers will consistently use the teaching materials. The scheme of work will clearly show when to carry</li> </ul>	Yes (Fulfilled)	←	→	No (Not fulfilled)	4	3	2	1		✓		
Yes (Fulfilled)	←	→	No (Not fulfilled)											
4	3	2	1											
	✓													

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
		<p>out the programme.</p> <ul style="list-style-type: none"> <li>• Also, since the programme is our school's core curriculum, regular co-plan meetings will be held to discuss and modify the learning materials and activities.</li> <li>• BYOD is our school's main concern for upper primary students in the coming years. More e-learning activities like nearpod and wordwall will be developed for those related units.</li> <li>• Peer observations will consistently be arranged to let teachers share teaching experience.</li> </ul>

*Other details*

<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>	<ul style="list-style-type: none"><li>• The outbreak of COVID-19 is a main obstacle for this programme. Teaching time is shortened and some activities needed to be suspended in order to maintain social distancing, especially in the school year 2019-2020. Teachers are quite worried about whether they can finish the all the teaching activities. To make it up, during the co-plan meetings, teachers need to wisely trim the curriculum and simplify the suggested activities.</li><li>• Some tasks are too difficult for students to finish, or some tasks need more time to do the follow-ups. Evaluations have been carried out to simplify the activities.</li></ul>
<p>Other areas that the core team would like to raise which are not covered above</p>	<ul style="list-style-type: none"><li>• The core team has assigned some e-resources to replace the classroom activities during the zoom teaching of the respective units.</li></ul>
<p>Good practices identified (if any)</p>	<ul style="list-style-type: none"><li>• All the teaching packs were mainly designed by the core team members. The other upper primary teachers needed to discuss and carry out the whole programme. In the meantime, teachers had to reflect often to modify the activities and the learning materials. They found that they were more familiar with the needs of different students, which would be beneficial to the students.</li></ul> <p>Our school <del>is</del>/is not* willing to share good practices with other schools.</p>
<p>Successful experience (if any)</p>	<ul style="list-style-type: none"><li>• The first unit of the programme is <i>Reading is fun</i> (Primary 4). It was a good start for this programme as it is related to reading. In this unit, a lesson was allocated for teachers to bring students to the library to choose students' favourite books. Then students were given chances to share their books during class. Both teachers and students reflected that this activity was memorable because students could relate the knowledge to their real life, and students could learn out of the classroom. This activity</li></ul>



*Other details*

motivated students to borrow more books. This experience shows that students can be more motivated by letting them connect the subject knowledge to their real life.

- As the differentiated worksheets and learning tasks were designed, students were found to be less resistant to read English texts. With learning the reading skills, they were more confident to read the texts.
- Students were also more motivated while they were learning from the e-resources. Hence, more e-learning activities should be implemented in the curriculum.