

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

**Self-evaluation of Project Implementation**

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a <input type="checkbox"/> 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 project deliverables were completed and executed by the end of the project year.</li> <li>- In P2 and P3, six teaching modules for each level have been developed. The 12 package each includes: (1) a unit plan incorporated GE and reading lessons, (2) relevant teaching materials including PPTs and activities, (3) students booklets, and (4) unit reflection.</li> <li>- A total of 12 teachers and 239 students have benefitted from the approved curriculum initiatives.</li> <li>- The teacher hired under the Scheme was deployed as pledged:               <ul style="list-style-type: none"> <li>(i) The teacher participated in the co-planning with the core-team members once a month to co-develop the learning and teaching resources for the programme. The teacher also conducted evaluation and analysis for the refinement of the programme to gauge the effectiveness with the core-team members.</li> <li>(ii) The teacher joined the co-planning with both P2 and P3 English Language teachers once a week for the arrangement of the reading lessons.</li> <li>(iii) The teacher co-taught two lessons with the P2 level teachers and two lessons with the P3 level teachers a week within the timetable to try out the newly developed resources.</li> <li>(iv) The teacher ran a recess time story-telling activity on Tuesdays for P3 students and Wednesdays for P2 students.</li> <li>(v) The teacher sorted out a list of commercial books that matches the teaching units to enrich reading opportunities for students.</li> </ul> </li> </ul>			

<p><b>Effectiveness</b> (Goal achievement: improvement of 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>	<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 summative assessment results) are achieved.</li> <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>	Yes (Fulfilled) ←                      →                      No (Not fulfilled)			
		4	3	2	1
				✓	
		<p>Justifications:</p> <ul style="list-style-type: none"> <li>- An end-of-term survey has been conducted with P2 and P3 English Language teachers and students to investigate their views and opinions about the programme implementation. Below are the result:</li> </ul> <p><b><u>Perspective from the P2 and P3 English Language Teachers</u></b></p> <ul style="list-style-type: none"> <li>- 100% of the P2 and P3 teachers who participated in the programme agreed that students enjoy the reading lessons.</li> <li>- 83% of the P2 and P3 teachers agreed that students are more confident in working out the meaning of unfamiliar words or phrases.</li> <li>- Only 67% of the P2 and P3 teachers agreed that students' vocabulary skills improved, which is 13% lower than expected. One of the possible reasons is because of the time constraint brought by the pandemic. Although the spelling skill of 'look-say-cover-write-check' was introduced in the reading programme, time was spent on catching up with the teaching schedule so the practice was not reinforced regularly and repeatedly.</li> <li>- 100% of the P2 and P3 teachers agreed that they acquired the skills and methodologies in refining and implementing the reading programme.</li> <li>- 100% of the P2 and P3 teachers agreed they will apply the acquired skills and methodologies in their teaching.</li> </ul> <p><b><u>Perspective from the P2 and P3 students</u></b></p> <ul style="list-style-type: none"> <li>- 94% of the P2 and P3 students agreed that they enjoy the reading lessons.</li> <li>- 90% of the P2 and P3 students agreed that they are more confident in working out the meaning of unfamiliar words or phrases.</li> <li>- 95% of the P2 and P3 students agreed that their vocabulary and spelling skills improved.</li> </ul> <p><b><u>Assessment Result</u></b></p> <p>Term 1 and 2 formative and summative assessment results were compared to evaluate the effectiveness of the programme. Results are followed:</p>			

		<ul style="list-style-type: none"> <li>- For P2 students, 53% of P.2 students have 5% improvement in summative reading assessment, which is 17 % lower than expected, and 43% students have 5% improvement in the formative reading assessment, which is 27% lower than expected.</li> <li>- For P3 students, 53% of P.3 students have 5% improvement in summative reading assessment, which is 17 % lower than expected, and 31% students have 5% improvement in the formative reading assessment, which is 39% lower than expected.</li> <li>- From the formative and summative assessment result, it is shown that P2 and P3 students did not make huge improvements in their reading assessment. One of the possible reasons is that reading skills and strategies were not focused on in the new reading programme. Instead of including practices about different reading strategies to help students improve their assessment result, the reading programme focused mainly on enriching the varieties of genres included in the programme, therefore, students still lack the skills in reading comprehension. However, it is worth noting that the development of reading skills is a long process which takes time, so further effort should be put in the future to facilitate the development.</li> </ul>												
<p style="text-align: center;"><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%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Yes (Fulfilled) ←</td> <td style="text-align: center;">→</td> <td colspan="2" style="text-align: center;">No (Not fulfilled)</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> </table> <p>Justifications:</p> <ul style="list-style-type: none"> <li>- The new reading programme improved the integration between the reading lessons and the General English (GE) lessons in both P2 and P3. With a better alignment of the reading programme and the GE curriculum, students were able to learn grammar with the support of a wide range of reading texts in different modalities. It also brought more reading opportunities for students to improve their reading interests.</li> <li>- Through enhancing the integration between the reading programme and the GE curriculum, the linkage between the reading programme and the grammar items from the GE programme are connected in a better sense. Therefore, students were able to learn grammar in a more authentic and relevant setting.</li> <li>- The core team consisted of the English panel chairs and the NETs. Members</li> </ul>	Yes (Fulfilled) ←	→	No (Not fulfilled)		4	3	2	1	✓			
Yes (Fulfilled) ←	→	No (Not fulfilled)												
4	3	2	1											
✓														

		<p>planned, oversaw and led the programme from ideation through to completion. They developed materials for the programme and shared teaching ideas with all the P2 and P3 English Language teachers in weekly co-planning meetings. They also provide level teachers with additional support in co-teaching to enhance overall programme effectiveness.</p> <ul style="list-style-type: none"> <li>- The core team members assisted and shared their experience with all the P2 and P3 teachers on how to refine the teaching materials and planning lessons. The skills and methodologies obtained by the core team members were shared with other teachers so that they can be applied in the planning of lessons in other year levels.</li> <li>- A variety of multimodal texts were incorporated in the reading programme to enhance students' reading interests.</li> <li>- Lessons planning were shared and discussed among core team members and the P2 and P3 English Language teachers in the co-planning to improve instruction and disseminate good teaching practices.</li> <li>- P2 and P3 students displayed interests in joining recess team storytelling sessions conducted by the core-team members and the participation rate was satisfying.</li> </ul>												
<p><b>Relevance</b> (Goal alignment)</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.</li> <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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Yes (Fulfilled) ←</td> <td style="text-align: center;">→</td> <td colspan="2" style="text-align: center;">No (Not fulfilled)</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> </table> <p>Justifications:</p> <ul style="list-style-type: none"> <li>- The programme was closely aligned with the need of the school based English curriculum - supplementing the abandonment of textbooks with new reading texts thematically to introduce thematic vocabulary and language items as input.</li> <li>- The programme also aims at bridging the content and language gap between the original reading programme and the General English curriculum in P2 and P3. Integration was done in terms of the content and language between the new reading programme and the GE curriculum.</li> <li>- Project progress was regularly evaluated among the core team members and the English panel chair to respond to the needs of the school and the goal of the programme.</li> </ul>	Yes (Fulfilled) ←	→	No (Not fulfilled)		4	3	2	1	✓			
Yes (Fulfilled) ←	→	No (Not fulfilled)												
4	3	2	1											
✓														

<b>Sustainability</b> (Continuation of a project's goals, principles, and efforts to achieve desired outcomes)	<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>	Yes (Fulfilled) ← → No (Not fulfilled)			
		4	3	2	1
		✓			
		Justifications: <ul style="list-style-type: none"> <li>In P2 and P3, six teaching modules for each level have been developed. The package includes: (1) a unit plan incorporated GE and reading lessons, (2) relevant teaching materials including PPTs and activities, (3) students booklets, and (4) unit reflection. The package will be used in the future.</li> <li>The commercial book list sorted out from the programme is a good reference for teachers to arrange reading lessons in the future.</li> <li>The core team members gained experience in planning a new reading programme and they will serve as seed teachers and support the development of similar programmes in other levels. Besides, all the P2 and P3 English teachers also gained experience in how to execute and run the lessons. Their experience is useful in further modifying the programme in future years.</li> <li>The experience from the programme is useful in extending the programme to all the KS1 levels to improve the integration between reading lessons and the GE curriculum, and also to supplement the abandonment of textbooks with a variety of multimodal texts to teach thematic vocabulary and language items.</li> </ul>			

<i>Other details</i>	
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	<ul style="list-style-type: none"> <li>The meeting schedule was once affected since teachers were allowed to work from home during the pandemic. In response to the situation, meetings were held on zoom for the development of the programme.</li> <li>Implementation of trial lessons was once on hold since face-to-face teaching was suspended. As soon as face-to-face teaching resumed, trial lessons were arranged immediately to improve the effectiveness of the lessons.</li> </ul>