

Shatin Tsung Tsin School

2009-2010

Programme Plan and Evaluation Report for English

Team

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Programme Plan and Evaluation Report for English

1. Purposes

- 1.1 To develop an ever-improving capability to use English, to think and communicate, to acquire, develop and apply knowledge, to respond and give expression to experience and within these contexts, to develop and apply an ever-increasing understanding of how language is organized, used and learnt.**
- 1.2 To arouse students' interest in learning English.**
- 1.3 To provide a suitable environment for students to study English.**
- 1.4 To help students to develop the four language skills, i.e. reading, writing, listening and speaking skills.**
- 1.5 To support the effective language use for learning.**

2. Issues to be addressed:

2.1 Strengths

- 2.1.1 School gives great flexibility and support to teachers in their teaching.
- 2.1.2 Teachers are well-trained.
- 2.1.3 Teachers have abilities to develop school-based curriculum materials for suiting students' needs and interests.
- 2.1.4 Collaboration is strong amongst colleagues.
- 2.1.5 Audio and visual aids are easily accessible.
- 2.1.6 Various English activities are organized for students every year.
- 2.1.7 Remedial classes are provided for slow learners.
- 2.1.8 Different kinds of I.T. materials and resources are available for both teachers and students to use for improving their teaching and learning.
- 2.1.9 Rewards are available for encouraging and motivating students' great participation in their learning process.

2.2 Weaknesses

- 2.2.1 Some students lack motivation and initiative in learning English.
- 2.2.2 The English standard of students may differ greatly.
- 2.2.3 Teachers may encounter difficulties in catering for individual differences of the students.
- 2.2.4 Some students are weak in using learning strategies and skills.
- 2.2.5 Students lack chances to speak English and be exposed to English.

2.3 Opportunities

- 2.3.1 Teachers' efforts are appreciated by the external body, e.g. Language Learning Support Section, Education Bureau (EDB).
- 2.3.2 There have been more resources for improving English Language Education.
- 2.3.3 The EDB has given extra support in English curriculum development of the school.
- 2.3.4 The EDB has given extra resources in supporting an English reading programme in lower primary classes, i.e. Primary Literacy Programme—Reading (PLP-R).
- 2.3.5 The EDB has given a native English-speaking teacher under the Native English-speaking Teacher Scheme to support English curriculum

development of the school.

- 2.3.6 The EDB has given extra resources in providing immigrant English courses for New Arrival Children (NAC) students from mainland China.
- 2.3.7 The EDB has provided a lot of opportunities for teacher professional development in the Key Learning Area of English Language.
- 2.3.8 The school body, Tsung Tsin Mission (Hong Kong), has given teacher professional development grant to the teachers.
- 2.3.9 The components of PLP-R, including the teaching of phonics and high frequency words, are being integrated into normal curriculum to strengthen students' reading skills.
- 2.3.10 The school-based English curriculum has been designed and reviewed regularly to strengthen students' development in the four language skills, i.e. reading, writing, listening and speaking.
- 2.3.11 Additional English lessons are provided to students in the new timetable and students have more time and opportunities to learn and explore English.

2.4 Threats

- 2.4.1 There is lack of parental support in the students' English learning.
- 2.4.2 Teachers may be under stress due to rapid curriculum changes in the global world.

3. Implementation Plan and Evaluation

3.1 Area of Concern(1):Enhance students' learning motivation

Items	Tasks / Strategies	Time Scale	People Responsible	Resources Required	Methods of Evaluation	Success Criteria	Effectiveness (To be completed in June 2010)
3.1.1	♦ P.1-P.6 Top readers per school term	♦ The whole year	♦ English teachers	English teachers TA	♦ Teacher observation ♦ Teacher discussion ♦ Students' individual reading records	♦ Students are motivated to read more English books.	<p>♦ Due to the low reading rates of English books, teachers decided not to give out the Top reader prizes and the commended awards for ERS in the first term.</p> <p>♦ After accumulating the students' reading records in the first and the second term, 13 students were awarded the top reader certificates and \$50 book coupon.</p> <p>♦ According to the library record, only a very few classes were eager to borrow English books. The award scheme was not so effective to motivate students to read more English books.</p>

3.1 Area of Concern(1):Enhance students' learning motivation(Con'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Resources Required	Methods of Evaluation	Success Criteria	Effectiveness (To be completed in June 2010)
3.1.2	<ul style="list-style-type: none"> ◆ Drama-in-Education English Alliance (P.4) by Standing Committee on Language Education and Research (SCOLAR) 	<ul style="list-style-type: none"> ◆ The whole year 	<ul style="list-style-type: none"> ◆ Suen Kwan Ying ◆ Li Siu Wai ◆ Yip Mei Miu 	TA	<ul style="list-style-type: none"> ◆ Teacher discussion ◆ Teacher observation ◆ Student questionnaire 	<ul style="list-style-type: none"> ◆ 70% students agree that learning English through drama can increase their motivation and creativity in learning English. ◆ Students are able to perform a drama at the end of the school year. 	<ul style="list-style-type: none"> ◆ The drama 'Ugly Duckling' by fifteen P.4 students will be performed on 7th July. ◆ Most students enjoyed playing games during the drama lessons. They also enjoyed writing scripts and acting out in front of their peers. Some of them were very creative when creating dialogues. However, some students were less interested in the lessons and it was hard to discipline them during the drama lessons. ◆ According to the student questionnaire, 86% students strongly agreed or agreed that the drama lessons increased their interest in studying English. 86% students strongly agreed or agreed that the drama class increased their creativity.

3.1 Area of Concern(1):Enhance students' learning motivation(Con'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Resources Required	Methods of Evaluation	Success Criteria	Effectiveness (To be completed in June 2010)
3.1.3	<ul style="list-style-type: none"> ◆ Dictation -Develop graded language focus databank -Set basic requirements for all students in each level -Set Bonus part in dictation -Dictation Progress Award and Commended Award 	<ul style="list-style-type: none"> ◆ The whole year ◆ The whole year ◆ The whole year ◆ The whole year (each term) 	<ul style="list-style-type: none"> ◆ English teachers 	<ul style="list-style-type: none"> English teachers 	<ul style="list-style-type: none"> ◆ Results of students' dictation ◆ Teacher observation ◆ Teacher discussion 	<ul style="list-style-type: none"> ◆ Students show progress in their dictation results. 	<ul style="list-style-type: none"> ◆ The graded language focus databank was able to cater for individual differences as students could prepare for their dictation according to their own ability. ◆ Students were interested in the bonus part of the dictation. Some students tried to find out vocabulary in their booklet 'Everyday English' for studying. ◆ The bonus part in dictation could encourage the students of higher ability to study more vocabulary. ◆ In general, the award scheme was able to encourage students to strive for better performance. It is suggested continuing the award scheme next school year.

3.2 Area of Concern(2):Enhance students' self-esteem

Items	Tasks / Strategies	Time Scale	People Responsible	Resources Required	Methods of Evaluation	Success Criteria	Effectiveness (To be completed in June 2010)
3.2.1	♦ Display students' masterpieces outside the school and on the school website.	♦ The whole year	♦ Wong Yuen Ching ♦ Chung Nga Hei	English teachers TA	♦ Teacher observation ♦ Teacher discussion ♦ Student survey	♦ Students' works on the boards are renewed regularly. ♦ 80% students agree that displaying their works can increase their confidence in learning English.	♦ According to the student questionnaire, 77% students strongly agreed or agreed that displaying their works could increase their confidence of learning English. 77% students strongly agreed or agreed that they were proud of themselves when their works were displayed. ♦ Students' works on the boards and the school website were not renewed regularly. It was suggested setting a schedule of renewing students' works next year. ♦ Some students did not visit the school website to see the works. Teachers should notice the students or show the works to them on the school website when the works were renewed.

3.2 Area of Concern(2):Enhance students' self-esteem(Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Resources Required	Methods of Evaluation	Success Criteria	Effectiveness (To be completed in June 2010)
3.2.2	◆ Encourage students to participate in external writing competitions.	◆ The whole year	◆ Tsang Yeuk Fei	English teachers	◆ Teacher discussion	◆ At least 4 students at each level from P.3-P.6 participate in external writing competitions by the end of the school year.	◆ Some capable students were recommended to participate in different external writing competitions. ◆ 3B Beatrice Yeung won the Merit Award of The 3rd Hong Kong Primary Students Open Writing Competition 2010 organised by HK Art & Languages Development
3.2.3	◆ Hong Kong Schools Speech Festival	◆ 09/09-12/09	◆ Li Siu Wai ◆ Tsang Yeuk Fei ◆ Lee Siu Po ◆ Mak Mei Kei ◆ Yip Mei Miu		◆ Teacher observation ◆ Students' performance ◆ Student survey	◆ Students actively participate in the Speech Festival and their confidence in speaking English has increased.	◆ Students performed quite well in the Speech Festival. ◆ According to the results of the student questionnaire, all the participants strongly agreed or agreed that they enjoyed reciting poems and their confidence of speaking English was built up during the training. All the participants perceived that they would like to take part in the Speech Festival again.

3.2 Area of Concern(2):Enhance students' self-esteem(Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Resources Required	Methods of Evaluation	Success Criteria	Effectiveness (To be completed in June 2010)
3.2.4	♦ English Ambassadors (P.5-6)	♦ The whole year	♦ Wong Hoi Shan		♦ Teacher observation ♦ Student questionnaires	♦ Students show confidence in presenting in English and leading English activities.	♦ English Ambassadors assisted in the PLP-R Parents' Workshop and English Day. ♦ They were helpful in these activities. They were also confident to speak English during these activities. ♦ According to the result of the student questionnaire, all the English Ambassadors perceived that they were confident in leading English activities. They also agreed that they could learn the skills of presenting in English during the training and leading the activities.

3.3 Other Plans

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
3.3.1	♦ Enhance students' phonics skills.	♦ The whole year (3-year plan)	♦ English teachers	♦ Teacher observation ♦ Teacher discussion	<ul style="list-style-type: none"> ♦ Basic phonics skills have been taught during the PLP-R lessons (P.1-3). ♦ Some of the classes used phonics dance to teach students basic phonics skills in daily teaching. ♦ However, due to the tight schedule, most of the classes were unable to integrate phonics teaching in their daily teaching regularly. ♦ Moreover, teachers had difficulties in designing a plan to teach phonics systematically due to the lack of experience in phonics teaching. ♦ To teach phonics effectively, training of teachers to teach phonics skills is important. It was suggested arranging workshops for teachers to enhance the skills of teaching phonics. ♦ Moreover, an overall schedule of phonics teaching of each level should be drafted at the beginning of the school year.

3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
3.3.2	♦ Enhance students' writing skills by using Process Writing.	♦ The whole year (3-year plan)	♦ English teachers	♦ Students' works ♦ Teacher observation ♦ Teacher discussion	♦ Process Writing Workshop was conducted on 24 th March by the Advisory Teacher from the NET Section to train teachers the skills of teaching process writing. ♦ A P.5 class has tried out process writing using the resource kit by the NET section after adaptation. Students were highly motivated and participated actively in the classroom activities and showed great interest in the story 'Gingerbread Man'. They also showed great desire to create their own new story-endings. The content of their stories were rich, detailed, and lively.
3.3.3	♦ Integrate song singing in daily teaching.	♦ The whole year	♦ English teachers	♦ Teacher observation ♦ Teacher discussion	♦ Teachers tried to find out suitable English songs for teaching and learning during the co-planning meetings. ♦ English songs were broadcast before morning assembly and reading lessons. Students had more opportunities to listen to English songs. ♦ Song singing was also one of the highlight on English Day to arouse students' interest in English songs.

3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
3.3.4	♦ Integrate the teaching of high frequency words in daily teaching.	♦ The whole year	♦ English teachers	♦ Teacher observation ♦ Teacher discussion	♦ The teaching of high frequency words (HFW) became one of the routines in daily teaching for most of the classes. The PowerPoint designed for teaching HFW was also useful for teaching and learning.
3.3.5	♦ Develop students' reading habits and enhance students' reading skills by adding one reader in curriculum.	♦ Terminal Term	♦ English teachers	♦ Teacher observation ♦ Teacher discussion	♦ A reader was chosen for each P.4-P.6 level and it matched one of the themes in the textbook of that level. Tasksheets which helped students understand the story and develop their high-order thinking skills were designed for students. ♦ Students enjoyed reading the reader with their teacher. ♦ Teachers agreed that the integration of a reader into the curriculum helped to establish students' reading habits and to develop their reading skills. However, the time allocated to teach the reader was not enough due to the tight schedule. More meaningful reading tasks could be done if more time was allocated.

3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
3.3.6	<ul style="list-style-type: none"> ◆ More emphasis will be put on the questioning design so as to enhance students' higher-order cognitive, affective and social skills. 	<ul style="list-style-type: none"> ◆ The whole year 	<ul style="list-style-type: none"> ◆ English teachers 	<ul style="list-style-type: none"> ◆ Lesson observation 	<ul style="list-style-type: none"> ◆ During the co-planning meetings, teachers tried to suggest questions in daily teaching which required students' high-order thinking skills. Teachers also designed tasksheets which required students to express their opinions and ideas. ◆ According to the lesson observation, some open-ended questions and higher-order thinking questions were asked during lessons. It was observed that teachers accepted responses and ideas from different angles. ◆ However, many questions elicited by teachers still focused on asking for information, and students were not ready to express their opinions due to limited English proficiency. It was suggested that more higher-order thinking questions should be asked in daily teaching as a common practice so as to enhance students' critical thinking skill and creativity. Teachers should further

3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
					encourage students to give answers to these kinds of questions even though their English proficiency was low. This should not be a hindrance of developing students' higher-order cognitive, affective and social skills.
3.3.7	♦ Primary Literacy Programme – Reading (PLP-R) (P.1-3)	♦ The whole year	♦ English teachers	♦ Teacher discussion ♦ Student questionnaires	♦ Students enjoyed the learning activities during the PLP-R lessons. ♦ According to students' self-evaluation, 75% students perceived that they enjoyed reading English books.
3.3.8	♦ Cambridge Young Learners Test (P.3-P.6)	♦ The whole year (P.3-5) ♦ 09/09-01/10 (P.6)	♦ Chung Nga Hei	♦ Teacher observation ♦ Students' performance in the Test	♦ P.6 Flyers: - Their performances ranged from 6 shields to 13 shields. Big individual differences were indicated. - Students were weak in Listening skills. P.5 Flyers: - Their performances ranged from 9 shields to 14 shields. ♦ 14 shields. -Students performed well in Speaking skill. P.3 Movers: - Their performances ranged from 10 shields to 15 shields.

					<p>- Some students got excellent results. They got full marks.</p> <p>- Students performed well in Speaking skill.</p>
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3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
					<p>♦ <u>P.3-4 Movers:</u></p> <p>Most P.3-4 students participated actively during the lessons. They were eager to take part in the learning activities. They were also confident to use English to communicate in the class.</p> <p>♦ P.5-6 students were less active in joining the activities in the class. In general, they were attentive and willing to complete the exercises during the lessons.</p>

3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
3.3.9	♦ Literacy displays –	♦ The whole	♦ English teachers	♦ Teacher discussion	♦ High frequency words and weather words

	Display useful English key words and high frequency words in the classroom.	year		◆ Teacher observation	were displayed in the classrooms. Other categories of vocabulary including the key vocabulary in the textbook and grammar items were also displayed in the classrooms according to students' need. ◆ Teachers and students found the materials useful and effective in daily learning and teaching because teachers or students could refer to the materials immediately when corresponding materials were displayed around the surroundings.
3.3.10	◆ P.1-6 Portfolio	◆ The whole year	◆ English Teachers	◆ Teacher discussion ◆ Students' works	◆ P.1-2 students did not need to do the portfolio. ◆ P.3-6 students were provided opportunities to review their works in the school year. ◆ P.5-6 students developed their own personal portfolio by keeping their academic results, self-introduction in Chinese and English, records of services, extra-curricular activities attended and competitions participated. Their good works in Chinese and English writings were also kept.

3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
3.3.11	◆ Extensive Reading Scheme	◆ The whole	◆ Chung Nga Hei	◆ Teacher discussion	◆ The scheme provided opportunities for

	(ERS)	year	<ul style="list-style-type: none"> ◆ English teachers 	<ul style="list-style-type: none"> ◆ Teacher observation ◆ Students' individual reading records ◆ Students' reading worksheets 	<p>students to borrow and read English books regularly in the school library. Some teachers read with the students and supported their reading during the ERS sessions.</p> <ul style="list-style-type: none"> ◆ However, the quantity of English books students read was not satisfactory according to the borrowing records and students' individual reading records. Many students only borrowed books during the ERS sessions. This reflected that students' habit of reading English books was not well-developed yet. ◆ It was suggested teaching more reading strategies to students during the ERS sessions next year to strengthen students' reading skills to better prepare them to read more English books individually.
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3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
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3.3.12	<ul style="list-style-type: none"> ◆ English Day -Various English fun activities 	<ul style="list-style-type: none"> ◆ 30/3/10 	<ul style="list-style-type: none"> ◆ English teachers 	<ul style="list-style-type: none"> ◆ Student questionnaires ◆ Teacher questionnaire ◆ Teacher discussion 	<ul style="list-style-type: none"> ◆ A series of fun activities were held on English day including fun booths, film-watching, song-singing and an interactive magic performance. ◆ According to the teacher questionnaire and student questionnaire, 100% teachers and 95% students strongly agreed or agreed that students enjoyed the activities on English Day. ◆ 83% students strongly agreed or agreed that they learnt more English through the games and the magic performance. ◆ See Appendix I for the detailed evaluation report of English Day.
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3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
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3.3.13	◆ Whole School Competition	◆ Phase I: (2 nd Term) ◆ Phase II: (3 rd Term)	◆ Mak Mei Kei ◆ Tsang Yeuk Fei ◆ Yip Mei Miu	◆ Student survey ◆ Teacher discussion ◆ Teacher observation	◆ Phase I: Chinese New Year Activity (game stalls and writing competition) Phase II: Riddles ◆ P.1-P.3 students enjoyed the activities very much, but P.4-P.6 students were less eager to join. ◆ It was suggested having more promotion before the activities and details should be explained to subject teachers clearly so that they can help to promote the activities to arouse students' interest. ◆ It was reflected that there were not enough teachers to carry out the activities and it was suggested that more teachers can be invited to hold the activities.
3.3.14	◆ P.1-6 Project Learning	◆ The whole year	◆ English teachers	◆ Teacher observation ◆ Peer assessment ◆ Self-assessment	◆ Integrated Project Learning was carried out instead of Subject-based Project Learning so no specific information could be provided on the effectiveness of the project learning.
3.3.15	◆ P.1-6 Life-wide Learning Day	◆ The whole year	◆ English teachers	◆ Teacher observation ◆ Peer assessment ◆ Self-assessment	◆ Students enjoyed taking part in the Life-wide learning Day. ◆ Teachers tried to design learning tasks in which students could apply what they learnt.

3.3 Other Plans (Cont'd)

Items	Tasks / Strategies	Time Scale	People Responsible	Methods of Evaluation	Effectiveness (To be completed in June 2010)
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3.3.16	<ul style="list-style-type: none"> ◆ Small class teaching – Learning Circle and Collaborative Lesson Planning Circle 	<ul style="list-style-type: none"> ◆ The whole year 	<ul style="list-style-type: none"> ◆ Tsang Yeuk Fei ◆ Wong Yuen Ching 	<ul style="list-style-type: none"> ◆ Teacher observation ◆ Teacher discussion ◆ Lesson observation 	<ul style="list-style-type: none"> ◆ Learning Circle (Small Class Teaching) was from 10th November, 2009 to 25th June, 2010. There were 4 workshops and 3 lesson observations and debriefings and an evaluation meeting. ◆ The most valuable part of the whole programme was the lesson observations and debriefings. All the teaching lessons were well-prepared and different teaching skills were delivered and observed. It was good to learn from each other through the discussion with professional teachers. ◆ A lesson plan (Textbook 1B Unit 3) has been designed which include some of the skills taught in the workshops of the Learning Circle. The officer responsible for the Circle discussed and revised the lesson plan with our teachers and teachers learnt some of the skills of small class teaching during the process.
3.3.17	<ul style="list-style-type: none"> ◆ Knowledge Building (Online Discussion Forum) (P.5) 	<ul style="list-style-type: none"> ◆ The whole year 	<ul style="list-style-type: none"> ◆ Suen Kwan Ying ◆ Wong Hoi Shan 	<ul style="list-style-type: none"> ◆ Teacher observation ◆ Teacher discussion ◆ Students' performance 	<ul style="list-style-type: none"> ◆ Knowledge Building Forum was not used in P.5 English lessons.

4. Budget Plan

No.	Items	Estimated Budget	Actual Expenditure (To be completed in June 2010)
4.1	◆ P.1-P.6 Top readers per school term	\$ 2,700.0	\$ 650.0

	1 Top reader of each level per term: \$50 coupon of Popular Bookstore + a certificate = \$50 x 6 x 3 = \$900 5 commended awards of each level per term: \$20 prizes + a certificate = \$20 x 5 x 6 x 3 = \$1,800		
4.2	♦ Drama-in-Education English Alliance (P.4) by Standing Committee on Language Education and Research (SCOLAR)	\$ 3,000.0	\$ 129.0
4.3	♦ Dictation -Bonus part in dictation \$330 for classes over 30 students x 7 = \$2,310 \$240 for classes with 21-29 students x 11 = \$2,640 \$180 for classes with fewer than 21 students x 0 -Dictation Progress Award (certificates) -Commended Award (certificates)	\$ 4,950.0	\$ 2,509.3
4.4	♦ Display students' masterpieces outside the school and on the school website.	\$ 0.0	\$ 110.6
4.5	♦ Encourage students to participate in external writing competitions.	\$ 1,000.0	\$ 363.8
4.6	♦ Hong Kong Schools Speech Festival	\$ 2,000.0	\$ 1,529.9
4.7	♦ English Ambassadors (P.5-6)	\$ 0.0	\$ 0.0
4.8	♦ Enhance students' phonics skills (Teachers' reference materials, budget sponsored by school library).	\$ 0.0	\$ 0.0
4.9	♦ Enhance students' writing skills by using Process Writing. Purchasing small prizes \$180 for classes over 30 students x 7 = \$1,260 \$140 for classes with 21-29 students x 11 = \$1,540 \$100 for classes with fewer than 21 students x 0	\$ 2,800.0	\$ 612.5
4.10	♦ Integrate song singing in daily teaching. - Purchasing teaching materials (Teachers' reference materials, budget sponsored by school library)	\$ 0.0	\$ 0.0
4.11	♦ Integrate the teaching of high frequency words in daily teaching.	\$ 1,000.0	\$ 66.0
4.12	♦ Develop students' reading habits and enhance students' reading skills by adding one reader in curriculum.	\$ 0.0	\$ 0.0
4.13	♦ More emphasis will be put on the questioning design so as to enhance students' higher-order cognitive, affective and social skills.	\$ 0.0	\$ 0.0
4.14	♦ Primary Literacy Programme – Reading (PLP-R) (P.1-3)	\$ 5,000.0	\$ 2,595.6

4.15	♦ Cambridge Young Learners Test - P.3, 4 Movers 15-20 students - P.5 Flyers 15-20 students - P.6 Flyers 10 students - Each participant sponsor \$260 - maximum 50 students x \$260	\$ 13,000.0	\$ 15,080.0
4.16	♦ Literacy displays –Display useful English key words and high frequency words in the classroom. - Laminating films	\$ 2,000.0	740.0
4.17	♦ P.1-6 Portfolio	\$ 0.0	\$ 0.0
4.18	♦ Extensive Reading Scheme (ERS)	\$ 0.0	\$ 0.0
4.19	♦ English Day Purchasing prizes, CDs or other materials	\$ 2,000.0	\$ 4,951.2
4.20	♦ Whole School Competition – 2 phases	\$ 800.0	\$ 868
4.21	♦ P.1-6 Project Learning	\$ 0.0	\$ 0.0
4.22	♦ P.1-6 Life-wide Learning Day	\$ 0.0	\$ 0.0
4.23	♦ Small class teaching – Learning Circle and Collaborative Lesson Planning Circle	\$ 0.0	\$ 0.0
4.24	♦ Knowledge Building (Online Discussion Forum) (P.5)	\$ 0.0	\$ 0.0
	Total	\$ 40,250.0	\$ 30,205.9

5. Achievements and Reflections (To be completed in June 2010)

5.1 Achievements

- 5.1.1 English Day has provided an interesting experience for students to learn English and encouraged them to use English in a relaxing environment.
- 5.1.2 The teaching of high frequency words has become one of the routines in daily teaching and it is hoped that it can help students enhance their reading capability.
- 5.1.3 Drama-in-Education was carried out in P.4 and it provided diversified experiences of learning English for students. Students learnt script-writing and the skills of performing a drama and all these were valuable experiences in learning English.
- 5.1.4 Cambridge Young Learner Tests Preparation Courses provided opportunities for students talented for English to further develop their reading, writing, listening and speaking skills.
- 5.1.5 The training of English Ambassadors further developed the presentation skills of the talented students and their participation in various English activities enhanced their confidence in speaking English.
- 5.1.6 The pedagogy of process writing has been introduced to teachers. The try-out of process writing in a P.5 class aroused students' motivation in learning English and their interest in writing. Their creativity and originality were shown in their writings.
- 5.1.7 Song singing was integrated into our daily teaching. The school also provided lots of opportunities to broadcast English songs, for example, before morning assembly and reading lessons. Students were encouraged to listen to and sing more English songs.
- 5.1.8 Capable students were provided a lot of opportunities to enhance their English proficiency, for example, Cambridge courses, external writing competitions, the Speech Festival, English Ambassadors, School Ambassadors and helpers on English Day. Their confidence of using English was strengthened.
- 5.1.9 The integration of a reader into the curriculum helped students develop their reading habit and enhance their reading skills.

5.2 Reflections

- 5.2.1 The integration of phonics teaching in daily lessons has to be further developed. More training of teaching phonics should be provided to teachers and a scaffold of phonics teaching should be established to teach phonics in a systematical way.
- 5.2.2 Students' habit of reading English books has to be further developed. Though an award scheme has been developed to encourage students to read more English books, students are still less motivated to read English books. It may be due to the fact that students are still weak in reading strategies and their proficiency is still not sufficient enough to support their individual reading. It is suggested reviewing the curriculum to further enhance their reading skills and strategies.
- 5.2.3 The display of students' works at school and on the school website should be better scheduled. The works should be renewed regularly and students should be noticed of when and where the works are displayed.

Evaluation Report of English Day

(extracted from the 3rd English Panel Meeting minutes on 14th April, 2010)

- ✧ Students' readiness of English Day
 - There was not enough time to get students ready for English Day before English Day, for example, to sing English songs with them and to go through the booklets in details, as there were many other activities after the 2nd Term Exam.
 - There were not enough time for broadcasting the songs and the promotion video clip.
- ✧ Rundown of English Day
 - Most teachers agreed that the rundown of English Day was good and smooth. The activities were well-planned. Also, students enjoyed the activities and highly-motivated. They did their best to take part in various activities.
- ✧ Fun Booths
 - P.1 – P.5 students enjoyed playing at the fun booths and the English ambassadors were helpful and active in helping the schoolmates.
 - Due to the limitation of time, two levels were arranged in one session to play the booths. It was a bit crowded. Students failed to play the game after queuing up for a long time. Also, they were called to participate in the snack shop while they were queuing up for the booth.
 - It is suggested to give out the prizes immediately after playing a booth instead of setting a prize collection counter. It saves the time for students to collect prizes and this avoids long queues after the games.
- ✧ Snack Time
 - It gave students an interesting experience of ordering food in English and students enjoyed it. Students are forced to speak English to get the food thus anyway they spoke some English.
 - To improve this activity next year, we can tell students to bring one or two dollars to pay, or we can provide them coupons to students for the food.
- ✧ Magic show
 - P.1 – P.3 students enjoyed the show and the magician was able to interact with our students in English.
 - P.4 – P.6 students also enjoyed the show but the interaction was not as good as P.1 – P.3 session. It was because of the students' low initiative in learning English and they did not willing to give response. Some students also found the magic tricks were too easy for them.

- ✧ Song-singing
 - P.1 - P.3 students enjoyed the song-singing time very much and they were eager to perform at the stage. The animations of the songs were very funny and they aroused students' interest.
 - P.4 – P.6 students were shy and not very engaging though they were well-disciplined. Most teachers thought that students could be more familiar with the lyrics and rhythm of the songs if the songs were broadcasted more before the song-singing show.
- ✧ Students helpers
 - They were enthusiastic to assist teachers to run the booths. They were helpful and active in helping the schoolmates. However some of them wanted to play games in other stalls instead of helping for the whole time.
- ✧ Analyzing reports of the teachers' questionnaires
 - 96% of teachers strongly agreed and agreed that 30th March was the appropriate date of carrying out English Day.
 - 100% of teachers strongly agreed and agreed that the students enjoyed the activities.
 - 100% of teachers strongly agreed and agreed that the exercises in the booklets are suitable for the students.
 - 100% of teachers strongly agreed and agreed that the selected film is suitable for the students.
 - 100% of teachers strongly agreed and agreed that the magic performance is suitable for the students.
 - 100% of teachers strongly agreed and agreed that it was worth to have English Day every year.
 - 5 out of 22 teachers chose the Magic Performance as their favourite activity.
 - 8 out of 22 teachers chose the Fun Booths as their favourite activity.
 - 2 out of 21 teachers chose the Snack Time as their favourite activity.
 - 4 out of 23 teachers chose the Film Watching as their favourite activity.
 - 5 out of 23 teachers chose the Song Singing as their favourite activity.
 - 1 out of 12 teachers chose the Rainbow Bridging as their favourite activity.
 - Other comments:
 - Some teachers reflected that students did not have enough time to complete the booklets.
 - Too rush for P.3 and P.4 engaging at Fun Booths within 1 session.
 - The exercises in the booklets were difficult.

- ✧ Analyzing reports of the students' questionnaires
 - 95% of students strongly agreed and agreed that they enjoyed the activities.
 - 93% of students strongly agreed and agreed that they understood the instructions of the games.
 - 84% of students strongly agreed and agreed that they felt confident to communicate with others in English during the games.
 - 83% of students strongly agreed and agreed that they learnt more English through the games and magic performance.
 - 88% of students strongly agreed and agreed that they enjoyed song singing.
 - 92% of students strongly agreed and agreed that they enjoyed the magic performance and the games.
 - 96% of students strongly agreed and agreed that they could do the exercises in the booklets.
 - 94% of students strongly agreed and agreed that they were looking forward to joining the English Day next year.
 - 60% students chose the Magic Performance as their favourite activity.
 - 45% students chose the Fun Booths as their favourite activity.
 - 39% students chose the Snack Time as their favourite activity.
 - 43% students chose the Film Watching as their favourite activity.
 - 18% students chose the Song Singing as their favourite activity.
 - Other comments:
 - Some students suggested having PE games in English Day.
 - Some suggested to have more snacks during the snack time.