

Quality Education Fund

The Dedicated Funding Programme for Publicly-funded Schools

Project Title: Enriching Students' English Language Learning Experience	Project Number: 2019/0229 (Revised)
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Name of School: Shap Pat Heung Rural Committee Kung Yik She Secondary School

Direct Beneficiaries

(a) Sector: Kindergarten Primary Secondary Special School

(b) Beneficiaries: (1) Students: 360 F.1 – F.3; (2) Teachers: 12

Project Period: 01/2021 to 05/2022

1. Project Needs

1.1	Project Aim(s)	<p>The project aims are as follows:</p> <ul style="list-style-type: none"> increase students' exposure to authentic English and enrich their learning experience through reading and speaking activities augment the school's efforts in catering for the students' English learning needs
1.2	Innovative element(s)	<p>Hiring a full-time native-speaking English teacher who will do the following:</p> <ul style="list-style-type: none"> help English teachers develop engaging reading and speaking materials co-teach during English Enrichment (EE) lessons (Note: EE is a school-based developed revision lesson) help organize interactive English activities build a bank of ideas that can be adapted for various English activities
1.3	Alignment with school-based / students' needs	<div style="background-color: black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>For majority of our students, school is the only place where they can learn to acquire the English language. It is therefore important to give them access to more English learning opportunities, including e-resources.</p> <p>All our English teachers teach full time, including our NET who teaches all the English papers to senior form classes and EE. Their teaching duties and administrative work make it hard for them to regularly create English learning opportunities outside the classroom and more engaging EE materials. Hiring a native-speaking English teacher will significant help them in these areas. Furthermore, given the workload of teachers, extensive reading lessons will be conducted in Form 3 only to ensure that the quality of work is not compromised and that issues are worked out prior to a more full-scale implementation of extensive reading in the next school years.</p>

2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<p>The EDB Key Learning Area Curriculum Guide (2017) and the HKDSE markers' reports recommend that schools enrich students' language experience through more exposure to the English language. The project will target the junior form students to scaffold their learning and increase their motivation to use English in more authentic situations. By doing so, the students' foundation in English will be strengthened and they will be more prepared to handle the demands of the English public exams.</p>
2.2	Applicant's readiness	<p>Efforts to provide students with more opportunities to be exposed to English are on-</p>

	or ability/ experience/ conditions/ facilities for project implementation	<p>going. We have developed a school-based developed revision lesson (English Enrichment). We organize festival activities, an English week and excursions for students. We also have teachers who have experience in designing learning materials.</p> <p>Likewise, the school has its own English Learning Centre (ELC) and other facilities that can be used for English activities.</p> <p>In terms of manpower, a core group of at least 4 English teachers, including the NET, will manage the project but all English teachers will be involved in carrying out various aspects of the project. There is also a team of English ambassadors (EAs) who can assist in organizing activities such as the English Week, English café, etc.</p>
2.3	Principal's and teachers' involvement and their roles	<p>The principal will:</p> <ul style="list-style-type: none"> • provide administrative support in recruiting a native-speaking English teacher • monitor the implementation of the project • conduct meetings to evaluate the effectiveness of the project <p>The English teachers will:</p> <ul style="list-style-type: none"> • implement the project • coordinate with the native-speaking English teacher and provide guidance • set up the reading e-resources platform • ensure that all materials designed are in good order • evaluate the effectiveness of the project
2.4	Parents' involvement / participation	N/A
2.5	Roles of collaborator(s)	The service provider will provide the school with the native-speaking English teacher and other help necessary for him/her to perform his/her duties.

2.6 Implementation timeline

Implementation period	Project activities
01/2021-05/2021	<p><u>Recruiting the native-speaking English teacher (NewNET)</u></p> <ol style="list-style-type: none"> 1. The Panel will gather information from service providers for the project. 2. The Panel will prepare tenders for the service.
05/2021-08/2021	<p><u>Planning the project</u></p> <p>The Panel will set up a core working group consisting of at least four English teachers, including the NET. The core group will study what arrangements have to be made to implement the project (e.g. work schedule, work allocation, materials needed, timetable of activities, etc.)</p>
09/2021	<p><u>Orientation</u></p> <ol style="list-style-type: none"> 1. The core working group members will introduce the NewNET to the school practice and culture. 2. The NewNET will be introduced to students and assigned to be a 'chatterbox' to get to know students during lunchtime. <p><u>Preparing for the extensive reading lessons</u></p> <ol style="list-style-type: none"> 1. The NewNET and three English teachers will design reading learning materials to be used in the F.3 English Enrichment (EE) lessons. 2. The NewNET will prepare reading activities using e-resources. <p><u>Preparing for the activities</u></p> <ol style="list-style-type: none"> 1. The NewNET and the core working group will plan the activities. 2. The NewNET and the EAs will prepare the activities.

10/2021-05/2022	<p><u>Conducting extensive reading lessons to F.3 students</u> (For details, please refer to 2.7 a)</p> <p><u>Conducting activities for students</u> The NewNET will organise the following activities with the English teachers and EAs.</p> <p>i. Game quiz ii. Chatterbox iii. Celebration of festivals</p> <p>The NewNET will also assist in other English activities.</p> <p>(For details, please refer to 2.7)</p> <p><u>Developing reading materials/activities to be used in F.2 classes in 2021-2022</u> Based on the feedback on the reading materials/activities used in F.3, the NewNET will assist the English teachers in developing at least 3 sets of materials for the Extensive Reading Lessons to be conducted in F.2.</p> <p>(For details, please refer to 2.7)</p> <p><u>Developing an activity booth ideas bank</u> The NewNET will build a bank of at least 12 themes or ideas for booths which students can refer to and adapt when setting up their own booths for some English activities.</p> <p>(For details, please refer to 2.7)</p> <p><u>Evaluating the activities and the NewNET performance</u> After their implementation, activities will be evaluated. Likewise, the NewNET will be given regular feedback to ensure satisfactory performance of his/her duties.</p>
02/2022 & 05/2022	<p><u>Evaluating the project</u></p> <ul style="list-style-type: none"> • Two evaluation meetings in February and May will be held. • Feedback will be solicited from English teachers, some F.1, F. 2 and F.3 students and the EAs. To facilitate the gathering of feedback, questionnaires will be administered and interviews will be conducted.

2.7 Details of project activities

Activity name	Content	Number of sessions and duration	Teachers' involvement and/or hired personnel	Expected learning outcomes
Extensive reading lessons	<ul style="list-style-type: none"> • Three sets of reading materials for Form 3 will be prepared. Each set will include at least one e-resource. • Reading activities will be carried out in each F.3 class during EE lessons. <p>(For details, please refer to the attached document 'Details for the Extensive Reading Lessons and Sample Lesson Plan'.)</p>	<p><u>Preparation:</u> 18 sessions (1 hour each)</p> <p><u>Implementation:</u> 13 sessions (30 mins each)</p>	<ul style="list-style-type: none"> • 3 English teachers teaching F.3 EE will guide the NewNET in preparing the reading materials. • The NewNET will assist the English teachers in carrying out reading activities during EE lessons. 	<ul style="list-style-type: none"> • Students will develop better reading skills and strategies. • More students will take the initiative to read outside the classroom.
Game quiz	<ul style="list-style-type: none"> • Based on the topics taken up in 	<u>Preparation:</u>	<ul style="list-style-type: none"> • F.1 to F.3 	<ul style="list-style-type: none"> • Students will

	<p>class, grammar and theme-based questions for F.1 to F.3 students will be prepared for the game quiz.</p> <ul style="list-style-type: none"> Below are the possible topics for each form. Topics will be finalized once the school schedule is set. F.1 topics: Family, Food and Animals F.2 topics: Environment, Travelling in Hong Kong and Wildlife F.3 topics: Crime, Jobs and Entertainment The Game quiz, which will be held after school hours, will feature two classes from the same form competing with each other. Students will be randomly called to answer questions. Those who are able to answer questions correctly will earn points for their class. The activity is meant to help students sharpen their grammar skills and build their vocabulary in the spirit of friendly competition. 	<p>12 sessions (1 hour each)</p> <p><u>Implementation:</u> 6 sessions (40 mins each)</p>	<p>English teachers will guide the NewNET in preparing theme-based questions.</p> <ul style="list-style-type: none"> The NewNET will be in charge of the Game quiz logistics. 2 EAs will host the game quiz. 	<p>be able to consolidate and apply what they have learnt in their English lessons.</p> <ul style="list-style-type: none"> Students will build their confidence in speaking.
Chatterbox	<ul style="list-style-type: none"> Chatterbox will be held every Wednesday. It aims to develop students' fluency and ability to respond in real time, as well as build their confidence. There will be two Chatterbox activities: <ul style="list-style-type: none"> i) The first one will involve interested F.1 to F.3 students who will form groups of 4. Each group will have a chance to have lunch and chat with the NewNET every Wednesday. ii) The second Chatterbox activity will involve the NewNET and the EAs. They will act as chatterboxes and play board games with students after students have had their lunch. 	<p><u>Preparation:</u> 30 sessions (1 hour each)</p> <p><u>Implementation:</u> 25 sessions i) 12:55-1:15 (20 mins each) ii) 1:20-1:45 (25 mins each)</p>	<ul style="list-style-type: none"> 2 English teachers advising the EAs will help the NewNET organize Chatterbox and guide him/her more closely in the first few times the activities are implemented (e.g. join lunch and chat groups). The NewNET will familiarize EAs with their role as chatterboxes and train them. 	<ul style="list-style-type: none"> Students will build their confidence in speaking English and improve their English speaking fluency.
Celebration of festivals and cultures	<ul style="list-style-type: none"> Lunchtime and/or after-school activities will be organized to celebrate some festivals and introduce students to other cultures. These activities will feature booths and may include 	<p><u>Preparation:</u> 20 sessions (1 hour each)</p> <p><u>Implementation:</u> 2 times</p>	<ul style="list-style-type: none"> 2 English teachers advising the EAs, the Junior Form English teachers, the NewNET and 	<ul style="list-style-type: none"> Students will learn aspects of different festivals and cultures.

	<p>musical performances, workshops and film-viewing.</p> <ul style="list-style-type: none"> As the Junior Form English curriculum covers various cultures and celebrations (e.g. F.1: Festivals around the world, F.2: Places of interest in Hong Kong and F.3: Travelling to other countries), these activities will help consolidate and expand their knowledge and provide them with an even richer learning experience. 	(40 mins each)	the EAs will plan and organize the activities.	<ul style="list-style-type: none"> Students will use English to interact with each other outside the classroom.
Developing reading materials/ activities to be used in F.2 classes in 2022-2023	<ul style="list-style-type: none"> Based on the reading materials/activities used in F.3, at least three sets of reading materials for the following school year's F.2 classes will be prepared. Each set will include at least one e-resource. The F.2 materials to be developed will follow or complement the topics set in the F.2 curriculum. Possible topics include the following: Learning about the self, communicating with others and Taking care of the planet. 	<u>Preparation:</u> 18 sessions (1 hour each)	<ul style="list-style-type: none"> 1 F.3 English teacher and 2 F.2 English teachers will provide guidance to the NewNET in preparing the F.2 reading materials. 	<ul style="list-style-type: none"> Students will develop better reading skills. More students will take the initiative to read outside the classroom.
Developing an activity booth ideas bank	<ul style="list-style-type: none"> Activity booths targeting F.1 to F.3 students will be set up. Ideas for the booths will be taken from the bank. The games and activities are meant to promote students' creativity, teamwork and confidence in using English. They may focus on language areas that students need more practice on. The themes are derived from the Junior Form curriculum and may include the following: Movies, Technology, Jobs, Countries, Animals, School facilities, Environment, Entertainment, Shopping, Teenage life, Healthy living and Sports. 	<u>Preparation:</u> 10 sessions (1 hour each)	<ul style="list-style-type: none"> The NewNET will develop an activity booth ideas bank. English teachers whose classes want to set up activity booths and the EAs will use ideas in planning, setting up and running booths. 	<ul style="list-style-type: none"> Students will use English to interact with each other outside the classroom.

* To enhance the sustainability of the project outcomes and to ensure the school-based needs are met, school teachers will play a more prominent role in the project activities such as collaborating with the service provider in conducting in-class learning and teaching activities.

2.8 Budget

Total Grant Sought: \$314,300

Budget Categories	Breakdown for the budget items		Justifications
	Item	Amount (HK\$)	
a. Staff	N/A		
b. Service	A native-speaking English teacher	\$284,985	<p>Qualifications of the native-speaking English teacher:</p> <ul style="list-style-type: none"> • Native-speaking English proficiency • University degree • TEFL/TESOL certification • Clean sexual conviction Record • Teaching experience (preferred) <p>The amount covers a period of 9 months and is computed using the point 15 of the Master Pay Scale dated 1st April 2018 (\$30,165), and its corresponding MPF contribution (\$1,500).</p>
c. Equipment	N/A		
d. Work	N/A		
e. General Expenses	Subscriptions to e-resources	\$5,000	<p>No. of target students: 120 No. of classes: 4 A one-year class-based subscription to at least 2 applications will be made.</p>
	Activities <ul style="list-style-type: none"> • Game quiz: stationery • Chatterbox: Broad games • Celebration of festivals and cultures: posters, banners, tarpaulin, props, costumes, stationery, etc. 	\$600 \$3,500 \$8,563	The materials will be used to carry out activities that will appeal and engage students more effectively.
	Teaching and learning resources <ul style="list-style-type: none"> • DVDs • Print sets and/or posters • Reference books 	\$800 \$3,000 \$2,000	These resources will be used to carry out activities (e.g. film-viewing), provide visual stimulation and deepen understanding.
	Contingency	\$852	
	Audit fees	\$5,000	
Total Grant Sought (HK\$):		\$314,300	

3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input checked="" type="checkbox"/> Learning and teaching materials <input checked="" type="checkbox"/> Resource package <input checked="" type="checkbox"/> e-deliverables at least 6 sets of reading materials and activities developed using e-resources <input checked="" type="checkbox"/> Others <ul style="list-style-type: none"> • The English learning atmosphere in school will be enriched. • Students' exposure to English learning will increase. • Students can be more confident in speaking English. • Students will be more interested in learning English.
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3.2	Positive impact on quality education/ the school's development	English teachers will have more resources at their disposal to support students' learning. Engaging materials and activities will allow students to see the value of English and help them become more motivated learners of English. The motivation to learn will lead to students developing an appreciation for the benefits of learning English. Nurturing students' interest and confidence in English will translate into more competent learners of English. It will also help the school build on the gains of this project and carry out other plans in the future to address students' changing needs and interests.
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3.3 Evaluation

1. Activity organizers and participants will meet shortly after an activity has been implemented to share their ideas, observations and recommendations. Among the criteria set for an activity to be successful are a 75% attendance percentage of target participants and the smooth running of activities.

2. Lesson observations will be conducted at least once a term to inform future plans and practices. English teachers involved in preparing and carrying out the extensive reading lessons and F.3 students will also be surveyed and/or interviewed.

Success criteria for a reading module to be considered successful may include the following:

- Materials are prepared on time.
- Students are able to read with phrasing and fluency.
- Students are able to complete the tasks.
- Teachers are able to perform their duties.
- 80% of F.3 students agree that the apps are helpful in making learning run and engaging.
- 80% of F.3 students agree that the lessons can arouse their interest in reading.
- 80% of F.3 students agree that the lessons are interesting and engaging
- 80% of the EE teachers agree that the extensive lessons can arouse students' interest in reading.

3. To evaluate the overall effectiveness of the project, a focus group discussion involving the core working group and other activity organizers will be held. Likewise, English teachers will be asked if they thought the project is able to enrich students' English learning experience.

3.4 Sustainability of the project

- The F.3 materials will be used in the next three years, subject to modification. F.2 materials will be designed and used in extended reading lessons the following school year and the year after, F.1 materials for extensive reading lessons will be prepared.
- Ideas for activities prepared by the NewNET will be used or refined for future English activities.
- An English teaching assistant may be hired to assist with carrying out English activities.

3.5 Dissemination

Students will introduce the school English activities to primary school parents and students during the Primary School Visit and School Info Day.

News and information about these activities will also be posted on the school website and published in the school newsletter.

4. Report Submission Deadline

Project Management		Financial Management	
Report type and covering period	Submission Date	Report type and covering period	Submission Date
Progress Report 01/01/2021 - 30/06/2021	31/07/2021	Interim Financial Report 01/01/2021 - 30/06/2021	31/07/2021
Progress Report 01/07/2021 - 31/12/2021	31/01/2022	Interim Financial Report 01/07/2021 - 31/12/2021	31/01/2022
Final Project Report 01/01/2021 - 31/05/2022	31/08/2022	Final Financial Report 01/01/2022 - 31/05/2022	31/08/2022

5. Remarks:

The school acknowledges and assures the following:

- The QEF intellectual Property Rights Policy is accepted and the copyrights of the deliverables/materials will be vested with the QEF. Any production, adaptation, distribution, dissemination or making available of the deliverables to the public by any parties for commercial purposes is strictly prohibited.
- Quotation/tendering will be conducted in accordance with the QEF General Guidelines on Staff Administration and Procurement Matter to select the service provider(s).
- The Education Bureau Circular Memorandum No. 179/2011 on the Sexual Conviction Record Check (SCRC) scheme will be referred to make proper arrangement regarding staff deployed by service providers to conduct student activities to safeguard students' well-being.