

Part C Project Details

1. Needs Assessment and Applicant's Capability

1.1 Needs assessment

Growing out of the calls for a shift of attention from cognitive development to social and emotional well-being in researching young students' school performance, social and emotional learning (SEL) started to receive scholarly attention in general school education over the past decades (CASEL, 2005, 2012; Dix et al., 2012). SEL refers to the process that children and young adults acquire and apply skills necessary to understand and manage emotions, set and achieve positive goals, empathize with others, establish/maintain positive relationships, make responsible decisions, and handle difficulties (CASEL, 2012). In addition to reducing risky behaviors, such as bullying, dropping out and violence, as well as emotional distress, such as anxiety, social withdrawal and depression, increasing evidence has shown that SEL is fundamental to academic success in different subjects, including reading, math, and science (Panayiotou et al., 2019).

Thus far, research on key aspects of social and emotional learning (e.g., motivations and emotions) has been dominated by studies related to Western students (King & Chen, 2019). There is an urgent need to understand how social and emotional skills in learning may impact Asian students' learning. Hong Kong, like many other Asian societies, is heavily influenced by the Confucian philosophy of collectivism (Bai et al., 2019; Fong & Cai, 2019). Individuals in collectivist cultures are expected to maintain group harmony and suppress their own emotions (King & Chen, 2019). At the same time, Asian education systems tend to strongly emphasize social comparisons and examination results. Hong Kong students thereby experience a great amount of social and emotional pressure (Lun et al., 2018). The social and emotional problems of Hong Kong children aged 6 to 16, such as anxiety, boredom, aggressive behaviors, and rule-breaking behaviors, were ranked the 6th among 31 countries and regions (Rescorla et al., 2007).

In English learning, students in Hong Kong are facing urgent issues of declining motivation due to limited exposure to a conducive English environment (Bai & Wang, 2021; Li, 2011, 2018), and increasing social and emotional disorientation (Cho & Chan, 2020; Wang & Kirkpatrick, 2015). Research has reported reduced happiness and negative emotions, such as declining interest and escalating anxiety caused by stressful and pressurized school environment, e.g., excessive drilling for exam preparations and heavy assessment of learning (Cho & Chan, 2020). In addition to emotional hardships, Hong Kong students may not excel at utilizing social skills either since studies have found that Asian students may value peer relationships less and engage less in peer interactions (Niehaus & Adelson, 2013). In particular, Chinese students may prefer individual study to group learning, and prefer solving problems independently to relying on others (Bai et al., 2020; Chan et al., 2012). However, Hong Kong's unique sociocultural context of being a metropolitan city makes it more imperative for students to treat English learning as a collaborative learning endeavour by appreciating the perspectives of others and studying with others from diverse backgrounds. To make the situation worse, the COVID-19 pandemic has created an extremely negative impact (e.g., sense of isolation, anxiety and demotivation in learning) on Hong Kong primary school students. Against this backdrop, promoting positive emotions and developing social skills of Hong Kong primary school students is in urgent need and may greatly contribute to well-being in general and English learning in particular.

Previous work on SEL in English language education

Despite a growing recognition of the role of SEL competence in life outcomes and academic achievements, there has been a severe lack of studies that examine the role of SEL in second language (L2) teaching and learning (Adams & Richie, 2017; Shao et al., 2019). SEL competence is identified as "the skills to recognize and manage emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively" (CASEL, 2005, p.7). To create a safe learning environment, SEL has been implemented into the general education curriculum across the USA (CASEL, 2005, 2012, 2015). In general, SEL helps to promote peer relationships, decrease emotional distress, and thus improve academic achievements.

A common SEL framework consists of four key dimensions, i.e., self-awareness, self-management, social awareness and social management (Cefai & Cavioni, 2014). Self-awareness refers to the skills employed to recognize emotions, describe interests and values and accurately assess strengths. Equipped with such skills in learning, students should be able to identify their feelings, understand their strengths and weaknesses, be aware of their goals and ways to achieve goals using their strengths, have a sense of agency, and hold positive attitudes towards learning (CASEL, 2005). Self-management pertains to the skills to manage thoughts, emotions, stress and behaviors, control impulses, and persist in overcoming challenges. More specifically, such skills enable students to self-regulate emotions, including appreciating positive emotions and dealing with negative emotions, set, monitor and achieve goals, solve problems, persevere when faced with obstacles, and engage in positive thinking (KidsMatter, 2012). Self-management skills may be considered as a type of self-regulation strategies which learners employ to manage their cognition, metacognition, emotions, and behaviors (Dörnyei, 2005;

Zimmerman, 2000). Social awareness is described as skills needed to take the perspective of and empathize with others and recognize and appreciate similarities and differences. This SEL dimension includes abilities to demonstrate a sense of belonging to the community, showing prosocial attitudes and behaviors, being willing to contribute to the community, and being aware of available social support and resources from family, school and classroom (MindMatters, 2012). Social management involves skills for having good relationships as well as being able to establish and maintain healthy and rewarding relationships based on collaboration. With such skills, students can communicate effectively and have positive exchanges with others, cooperate with others, seek and provide help and support, and maintain harmonious relationships with individuals and groups (Cefai & Cavioni, 2014).

It is worth mentioning that the existing frameworks tend to view SEL competence as an integration of the various underlying skills that work together as a whole to influence behaviors and learning. However, these frameworks fail to explicitly explicate the inner relationships among different competence clusters, hence resulting in a shortage of empirical studies exploring how each SEL competence of the current four competence clusters may work on one another to eventually influence students' social and emotional behaviors as well as academic learning. Cefai and Cavioni (2014) did imply the potential antecedent role of awareness skills (self- and social awareness) on management skills (self- and social management) when suggesting SEL implementation into the curriculum from developing students' awareness of social and emotional skills to consequently develop their regulation of social and emotional skills.

Influential behavior regulation theories, such as self-determination theory, give prominence to the role of awareness (Deci & Ryan, 1985). These theoretical perspectives posit that the power of awareness lies in bringing information into consciousness, which is the prerequisite for self-regulation to occur. Brown and Ryan (2015) further stressed the role of both self-awareness and social awareness by theorizing that the more fully an individual is aware of what is occurring internally (self) and in the environment (social), the more adaptive and value-consistent the individual's behaviors are likely to be. Indeed, with a high level of awareness, an individual can recognize and observe negative emotions and feelings, and thus detach him/herself from them, which may lead to more positive behavioral self-regulation (Ludwig et al., 2020). Positive emotions, on the other hand, have been found to contribute to L2 learners' motivation, performance and achievements (Dewaele et al., 2018; Li et al., 2020). Being aware of one's positive emotions, an individual is therefore likely to maximize their cognitive processes and resources, trigger and sustain their learning interest, enhance their engagement, and develop their self-regulated learning (Oga-Baldwin, 2019; Shao et al., 2019). We therefore posit that L2 learners' awareness of their social relationships and emotions could assume a predictive role in their management skills related to learning, which will in turn influence learning outcomes.

Thus far, SEL competence for English learners has been substantially under-investigated despite a bulk of studies on the relationships between SEL competence and academic achievements in general learning contexts (Adams & Richie, 2017; Melani, et al., 2020). With SEL programmes being increasingly promoted as part of the school curriculum in Western countries, some researchers started to focus on minority groups of English language learners (ELL)/refugee ELL/dual language learners (DLL) in English speaking countries (Cho et al., 2019; Martin, 2020). This line of research aimed to discover students' unique needs of SEL, including what SEL competencies to teach the students and how to teach the SEL competencies (Kao, 2017). Very few studies have explored the links between SEL competence and English learning achievements. Malloy (2019) found that with teachers' SEL support in class, young dual language learners tended to experience faster language proficiency improvements. Martin's (2020) research with young Spanish-English DLL students revealed that social and emotional abilities predicted gains in English vocabulary outcomes. However, very little research has been conducted to unpack the influences of SEL on students' English learning in English as a foreign language (EFL) contexts. Bai, Shen and Wang (2021) identified the relative contributions of the four dimensions of social and emotional learning to Hong Kong secondary school students' English learning results. All the above-mentioned research highlights the important role of social and emotional learning in school students' academic learning.

Although the SEL framework has seldom been applied in the research on English learning in non-native contexts, different SEL skills have been researched under other emotion-related and socially-oriented frameworks, e.g., affect (Arnold, 2009; Arnold & Brown, 1999), positive emotions (Dewaele et al., 2018), awareness (Ludwig et al., 2020), self-assessment (Brantmeier, 2005), self-concept (Mercer, 2011, 2012; Yoshida, 2017), self-regulation (Teng & Zhang, 2016, 2018), and collaborative writing (Veramuthu & Shah, 2020). In light of the positive research findings, there is a reason to believe that SEL competence would serve a paramount role in English learning achievements. Language learning, distinct from other subject learning, could be very emotionally sensitive and socially dependent. L2 learners are very likely to experience negative emotions, such as anxiety and embarrassment, given the demanding cognitive load in translating and fear of using an L2 to communicate in public or naturalistic settings (MacIntyre & Gregersen, 2012a; Shao et al., 2013). With increasing attention to the affective dimension of language learning (Arnold, 2009; Arnold & Brown 1999), emotional research in

foreign language learning has flourished in the past decade. Research has indicated that negative emotions, such as anxiety, boredom and depression, could adversely affect foreign language learning (Dewaele & MacIntyre, 2014; MacIntyre et al., 2019) while emotionally conducive environments would promote students' L2 learning as the feelings of enjoyment, comfort, pride as well as imagination could enable them to solve problems more easily (Dewaele et al., 2018; Fernández-García & Fonseca-Mora, 2019; MacIntyre & Gregersen, 2012b). Indeed, from the perspective of positive psychology, positive emotions, e.g., happiness, enjoyment and optimism, afford individuals to the qualities, not just to endure but to flourish (Seligman & Csikszentmihalyi, 2000). For example, Li et al. (2020) investigated the impacts of one negative, i.e., anxiety, and one positive emotion, i.e., enjoyment, on English learning achievements with 1,718 high school students in China, and found that enjoyment positively predicted their self-reported and actual English learning achievements while anxiety possessed a negative effect. With the role of positive/negative emotions in affecting behaviors confirmed, recent psychology research started to attach importance to awareness of one's emotions as it served as a monitoring function to attenuate impulsive reactions to emotions (Ludwig et al., 2020). In other words, when L2 learners are aware of their personal emotions, they are more likely to consciously moderate the effects of emotions on learning, e.g., maximizing the positive and minimizing the negative effects, and thereby can achieve better management of their learning behaviors, which empirically supports the role of self-awareness in improving English learning. Additionally, self-awareness under the SEL framework overlaps with self-assessment and self-concept in L2 learning because self-awareness involves not only recognizing one's emotions, but also accurately assessing one's strengths and weaknesses, and having sufficient self-knowledge. Foreign language self-concept, referred to as evaluations of one's own competencies in foreign language learning and feelings about their perceived competencies (Mercer, 2011), was complexly associated with the learning context (Yoshida, 2017). Research on self-beliefs in L2 learning has shown that both self-assessment of abilities, beliefs, and affect as well as self-concept influence classroom behaviors and correlate with language learning performance (Brantmeier, 2005; Brantmeier et al., 2012; Mercer, 2012; Walker, 2014). Furthermore, research on self-regulated learning, which refers to an active process whereby learners monitor, regulate, and control their metacognition, cognition, motivation, and behaviors, provides evidence on the positive link between self-management skills, e.g., managing one's thoughts, motivation, emotions, and behaviors, and English learning achievements. For example, Chinese college students who could self-regulate their cognition, metacognition, emotions, and behaviors tended to excel in English learning (Teng & Zhang, 2018).

On the other hand, language learning is believed to be inherently socially situated (Vygotsky, 1978). Social awareness skills, including empathizing with people from diverse cultures, recognizing individual and group differences, and being aware of resources and support networks, could be considered a particularly important competency for English learning because past research has highlighted the significance of treating family, classmates and friends as social resources for English as a second language (ESL)/ EFL learners (e.g. Bai et al., 2019; Cho et al., 2019; Veramuthu & Shah, 2020). With respect to social management skills, research has also documented the positive impacts of seeking social assistance and participating in collaborative activities on English learning (Volet et al., 2009).

Taken together, the different dimensions of social and emotional learning (i.e., self-awareness, self-management, social awareness, and social management) seem to constitute a unique solution to the many motivational, emotional and social issues that school students are currently faced with. In order to solve the issues for them to achieve life and learning outcomes, it is high time that social and emotional learning, as an effective framework, was applied to the school curriculum in general and English teaching in particular to guide students' life and learning.

Selection of QEF theme and justification

The proposed project aims to promote Hong Kong primary school students' social and emotional learning, i.e., positive values, which serves as one of the priority themes for 2020/2021 QEF projects. Such projects should include positive values and attitudes. Specifically, the proposed study will include key topics related to SEL, i.e., self-awareness, self-management, social awareness and social management (see Figure 1). Self-awareness includes students' skills to understand and recognize their own motivations (e.g., competence, learning motivation, self-efficacy, and growth mindset) and emotions (e.g., anxiety, happiness and boredom). Self-management refers to students' skills to regulate their motivations and emotions (e.g., goal-setting, monitoring, handling distractions and reflecting on one's learning) to enhance their school learning. Social awareness includes skills needed to understand the perspective of and empathize with others and recognize and appreciate similarities and differences. Students equipped with this set of skills will demonstrate a sense of belonging to the community (e.g., the class and school), showing prosocial attitudes and behaviors, being willing to contribute to the community, and being aware of available social support and resources from family, school and classroom. Social management mainly involves skills for working with others. Students equipped with this set of skills will communicate effectively and have positive exchanges with others, cooperate with others, seek and provide help and support, and maintain harmonious relationships with individuals and groups.



Figure 1. Four dimensions of social and emotional learning

First, the proposed project aims to provide Hong Kong primary school English teachers with professional development (PD) to improve their literacy to understand and recognize students' SEL and then intervene in their students' SEL. For example, participating teachers will learn how to identify students' learning motivation, mindset (i.e., growth or fixed), anxiety and boredom, which are related to self-awareness. Then the participating teachers will be equipped with skills and strategies to promote students' motivations and emotions, which is to enhance their students' self-management. In other words, they will promote their students' positive values and attitudes towards themselves and their own English learning. Workshops on self-management will include such topics as goal-setting, monitoring, handling distractions, negative emotions and amotivations, and reflecting on own learning. In workshops on social awareness, e.g., respect, integrity, showing understanding and empathy for others, understanding and recognizing importance of group efforts, and awareness on class, school and family support will be covered. Workshops on social management will address topics, such as collaborative learning, seeking help, solving interpersonal issues, and utilizing family and social resources.

Second, after the PD workshops, the teachers will integrate SEL into their school-based teaching and learning materials through collaborations with their own school colleagues and those from other schools, as well as university-based teacher educators (Bai, 2014). School teachers can try and adapt skills and strategies to promote SEL in their own situations with their colleagues' support. The teachers will also share and reflect on their own professional development via the community of practice (CoP) formed in the project. As such, all participants from different schools can benefit from the participating teachers' sharing and reflections. The English teachers will use their school-based teaching and learning materials with SEL embedded in their own English lessons so that their students can have better positive values and attitudes towards themselves, other students, and their English learning as well.

The development of positive values and attitudes towards the self and English learning is an integral part of the English Language Education Curriculum (CDC, 2017). For example, developing positive attitudes should always be part of learning tasks in the classroom. Motivation has been a central issue surrounding students of all key stages (CDC, 2017). Social and emotional skills have been recognized as a set of essential skills for young children to successfully navigate their lives and school learning (OECD, 2021). More importantly, social and emotional skills are malleable, and especially interventions targeting young children can successfully promote their overall well-being and school learning. Especially, in the context of the COVID-19 pandemic, Hong Kong primary school students need to be equipped with skills and strategies to learn and experience positive values and attitudes to combat their amotivations and negative emotions. Therefore, the proposed project aims to intervene primary school students' social and emotional learning related to their English learning.

Needs of the participating students, teachers and schools

An initial survey was conducted with the participating schools on their needs with regard to their students' social and emotional development. A wide range of needs and issues were reported by the schools. Many schools aspire to integrate elements of self-driven learning, diligence, commitment, responsibility-taking, and resilience into the English Language curriculum to prepare students for the future. As they are seeing in the ongoing pandemic, students in Hong Kong and those in other regions and countries are left with bare minimum support from the teachers given the health measures in place. As such, students should be coached to emerge as independent and resourceful learners, in other words, capable of regulating their behavior and taking proactive initiatives to gain more knowledge. Schools plan to use their English lessons as a medium through which students will develop to become lifelong learners as the world moves at an unprecedented rate. As English language lessons account for around 1/5 of the school curriculum time, it is essential for students to experience all-round learning in English lessons as a meaningful start of education of positive values and attitudes which can be promoted

across all other subjects later. Schools do understand that they should start to reform their curriculums with one subject first. Good practices and experiences can be shared with teachers in the other subjects later. In particular, many schools would like to inculcate some core values, such as 1. motivation: making an effort towards their goals; 2. determination: willingness to try and not give up easily; 3. courage: taking smart risks; 4. persistence: keeping going when things get hard; and 5. resilience: being unafraid to fail and willingness to do it again and again. All these core values constitute the positive values and attitudes that the QEF Priority Themes 2020/21 include.

School teachers need professional training in maintaining a positive and open learning environment when teaching, giving appreciation and encouragement. Teachers would like to design and implement feasible teaching and learning activities which help to foster positive values and provide students with opportunities to practice the language skills at the same time. They need to acquire concrete teaching strategies for teaching because the values are mostly abstract concepts, which some primary school students may struggle to understand. Many school teachers need to know how other schools have implemented social and emotional learning in their lessons. They need and appreciate such a project which facilitates sharing of teaching experiences (from other schools), lesson demonstrations and opportunities for lesson co-planning. Most importantly, how teachers can incorporate positive values and attitudes within the current school curriculum effectively, especially under the tight teaching schedule, needs great attention.

1.2 Applicant's capability

The project will be conducted by the Centre for Language Education and Multiliteracies Research (CLEMR) (known as [REDACTED] before September 2019). It was established in 2008 with the mission of operating in different areas associated with language education. The establishment of CLEMR (CEELT) under the Faculty of Education (a local and global leader in teaching and educational research) of The Chinese University of Hong Kong complements the Faculty's vision of accommodating focused professional support and development. With an excellent track record in educational research and implementations, CLEMR (CEELT) has been actively involved in research and development projects commissioned by the Education Bureau, SCOLAR, and Quality Education Fund. CLEMR (CEELT) and the Faculty of Education have collaborated with over 500 primary and secondary schools in Hong Kong on various projects. Professors of CLEMR (CEELT) are staff members of the Faculty of Education.

In 2012/2013, CEELT was commissioned by Quality Education Fund (QEF) to conduct the Consolidation and Redevelopment Work on QEF English Language (Primary) Projects (C&R Work). Then, in order to further improve English teachers' professional capacity and students' learning with school-based English curriculums, a project team from CEELT was commissioned to set up the QEF Thematic Network (QTN) on English Language (Primary) in 2013. In the five implementation years, 2013 – 2018, CEELT successfully collaborated with a total number of 88 local primary schools to develop school-based learning and teaching materials for five modules, namely Reading, Phonics, e-Learning, Drama and Project Writing. In 2018 – 2019 academic year, CEELT implemented the Read to Write QEF Project (2017/0236), with 26 primary schools. In 2019 – 2020 academic year, CLEMR implemented the QEF Project (2018/0449) on English writing, with 40 secondary schools. In 2020/21 academic year, CLEMR implemented the QEF Project (2019/0533) on Using e-learning to develop primary school students' 21st century skills (critical thinking, creativity, collaboration, and self-regulation) in English language learning and teachers' assessment literacy, with 39 primary schools. In the present academic year, CLEMR is collaborating with 19 primary schools in the QEF Project (2020/0317), Promoting primary school English teachers' assessment literacy: developing primary students' ability to assess and improve their learning of English and 21st century skills supported with e-learning tools.

The project team leader [REDACTED] of CLEMR, has designed and facilitated multiple QTN, QEF and SCOLAR projects, and provided PD workshops on ESL/EFL teaching and learning to more than 1500 English teachers in Hong Kong. He has also led the projects for training [REDACTED] English teachers, commissioned by EDB, from 2017 – 2019.

2. Goals and Objectives

Goals and objectives of the project include the following:

- Training English teachers to develop literacy in social and emotional learning
- Equipping English teachers with skills and strategies to promote social and emotional learning in the English language curriculum
- Integrating different aspects of social and emotional learning into regular English lessons and enhancing students' learning of both English and life skills
- Equipping English teachers with drama conventions to facilitate their students' development in social and emotional learning

- Helping teachers to identify their students’ social and emotional issues with regard to both their school life and English learning
- Helping teachers develop grade-appropriate (i.e., primary 4 – 6) teaching and learning activities and materials
- Differentiating instructions and materials to better suit more able and less able students in each grade of KS2
- Sharing of best teaching practices and materials
- Facilitating students’ English learning and school life with social and emotional skills
- Building up reciprocal coaching circles (RCCs) and community of practice (CoP) through teachers’ PD, collaboration and sharing among teachers in the same schools and those in other schools, facilitated by university-based teacher educators
- Educating parents on the importance of social and emotional learning in both school life and English learning
- Helping parents understand and help their children apply relevant social and emotional skills to facilitate their school life and English learning.

These goals and objectives were formulated with reference to the common issues/problems in students’ learning and teachers’ teaching as reflected in the needs analyses conducted with the participating schools.

3. Targets and Expected Number of Beneficiaries

The immediate beneficiaries of the project include curriculum leaders, English panel heads, English teachers, parents, and students of 30 participating schools, which will select one level from Primary 4 to Primary 6 when joining the project. Students’ parents will also be provided with talks. The expected numbers of immediate beneficiaries are as follows:

No. of project schools	PSMCDs ¹	English Panel Heads ¹	Teachers ²	Students ²	Parents ³
30	30	30	120	3,600	1,800 – 3,000
		180			

Remarks:

1. It is estimated that for each project school, there is one Primary School Master/Mistress for Curriculum Development (PSMCD) and one English panel head actively involved in the project.
2. It is estimated that there are 4 classes in each level and 30 students taught by 1 English teacher in each class.
3. It is estimated that 60-100 parents of each participating school will attend the parents’ talks.

Wider beneficiaries include students in other levels of each project school, who are taught by English teachers empowered by the project. Other English teachers in local primary schools who attend the dissemination seminar and/or access our sharing platform can also benefit.

4. Innovation

A key feature of young children’s social and emotional competence is their ability to engage in developmentally appropriate social interactions (Gao, Hall, Linder, Leonard, & Qian, 2021). Because around 21% of the school curriculum is allocated to English lessons, it is highly essential for students to develop their social and emotional skills in the English class. Therefore, besides workshops conducted by the PI, an expert in social and emotional learning in the English language curriculum, the proposed project will also utilize drama-in-education as a powerful medium for developing students’ personal and social skills because it provides a meaningful context for them to play the roles of other people (Gray, Pascoe & Wright, 2018). With drama elements embedded in English lessons, all students will be effectively engaged, even including students with special needs (Bailey, 2021). Many positive values and attitudes, such as perseverance, respect for others, responsibility, identity, commitment, integrity, and care for others, can be explored, discussed and effectively acquired. For example, in an English lesson with drama elements, students often have to play multiple roles and understand the characters’ moral dilemma. This helps them to reflect and cultivate a more positive attitude towards life. Instead of reading aloud or learning pre-determined scripts, students have to make sense of the drama elements by giving their own responses to the dramatic context. This is an empowering process, in which students’ confidence is boosted. Students learn to be assertive, to be able to express themselves and to communicate with others verbally or non-verbally.

Teachers play the role of facilitators during the process. They often use different drama conventions (e.g., split role, hot seat and still image) to help students understand the context and make sense of the world (Gray et al., 2018). For example, '*still image*' helps students to crystallize the most crucial moment of the story (or the highest point of tension) so that discussion on the characters' feelings and decisions can be held immediately through in-role or out-of-the role reflection. Drama journals help students to capture and reflect upon their learning as well. Through drama conventions, primary school teachers are able to improve their students' self-efficacy (e.g., confidence and effective communication) as well (Kyrimi & Tsiaras, 2021). A wide range of drama conventions are available for English teachers to adopt in teaching (see Maley & Duff, 2005). With the support of experts and professional development, all English teachers, non-experts in drama, will be able to apply the conventions in regular English lessons (Bai, Hu & Lee, 2021).

The proposed project will treat parents as a key factor influencing young students' social and emotional development. Therefore, a unique feature of the project is to connect parents with their children's school life and English learning because parents spend around 8-10 hours with their children on a daily basis. The project leader's research into Hong Kong school students' English learning shows that parents' positive support contributes to Hong Kong students' English learning more than peers' and teachers' support (Bai, Chao & Wang, 2019). At the same time, Wang and Bai's (2022) most recent research into Hong Kong parents' and teachers' influence on school students' English learning pointed out that parents' influence on their children's goal-setting with regard to English learning seems to be greater than that of their English teachers'. The above-mentioned findings on Hong Kong school students' English learning highlight the necessity of involving both parents and teachers in promoting primary school students' development with regard to their social and emotional skills. Therefore, the proposed project will provide parent training in addition to support for teachers. During the project, both parents and teachers will be trained and informed of what are considered essential elements in social and emotional development. Communications will be facilitated by the project team in order for parents and teachers to perform a better role in a collective manner in primary school students' social and emotional development.

In addition, an online forum will be set up and attached to our Centre website. This website [REDACTED] shows the sample design of the proposed forum. In order for English teachers to have professional exchanges, questions and issues with regard to social and emotional elements in English lessons will be uploaded and addressed by both our team and English teachers in Hong Kong, which is to actualize a wider CoP. Besides, we will set up a sub-forum for parents on the same forum to address issues and problems that parents may be faced with. Regular posts will be shared with the wider community of parents in Hong Kong. The proposed project will also facilitate communications between English teachers and parents through ongoing discussions on school students' social and emotional issues on the forum. Recent research suggests that engaging the wider community (e.g., parents and relatives) via an online platform during the COVID-19 pandemic will help achieve a better effect on students' learning in general (Lasecke et al., 2022). To our best knowledge, this forum may be the first one in Hong Kong and other regions/countries that connect parents and teachers on issues related to school students' English learning.

5. Conceptual Framework for the project

The proposed project will adopt the Enhanced Model of Three-tier Professional Development that the PI, [REDACTED], has applied to his previous PD projects for English teachers in both primary and secondary schools in Hong Kong (see Figure 2). A highly effective PD model should have typical components of high-quality PD in the context of local teachers' learning and teaching (Darling-Hammond, Hyler & Gardner, 2017). For this, the project PD model will include three tiers, incorporating Bai et al.'s (2018) reciprocal coaching circles (RCCs), where teachers in the same schools will work collaboratively to solve teaching problems identified and shared in their own school situations, as well as Dam and Blom's (2006) school-based teachers' PD under the framework of CoP. The project will be implemented in two different phases with each phase having teachers' PD into two tiers. In Tier 1 of Phase 1 and Phase 2, relevant concepts, skills and strategies will be shared with the participating teachers, which will enable them to design new materials and incorporate changes to their English language curriculum during Tier 2 of Phase 1 and Phase 2. Guided by the framework in Figure 1, Tier 1 of Phase 1 will focus on self-awareness (e.g., self-efficacy, motivations, growth mindset, and emotions) and self-management (e.g., strategies to enhance motivations and emotions, goal-setting, and self-reflections) whereas Tier 1 of Phase 2 will focus on social awareness and social management. In other words, the concepts, skills and strategies of Phase 2 workshops will be set and delivered on the basis of those that the participating teachers are exposed to in Phase 1 workshops.

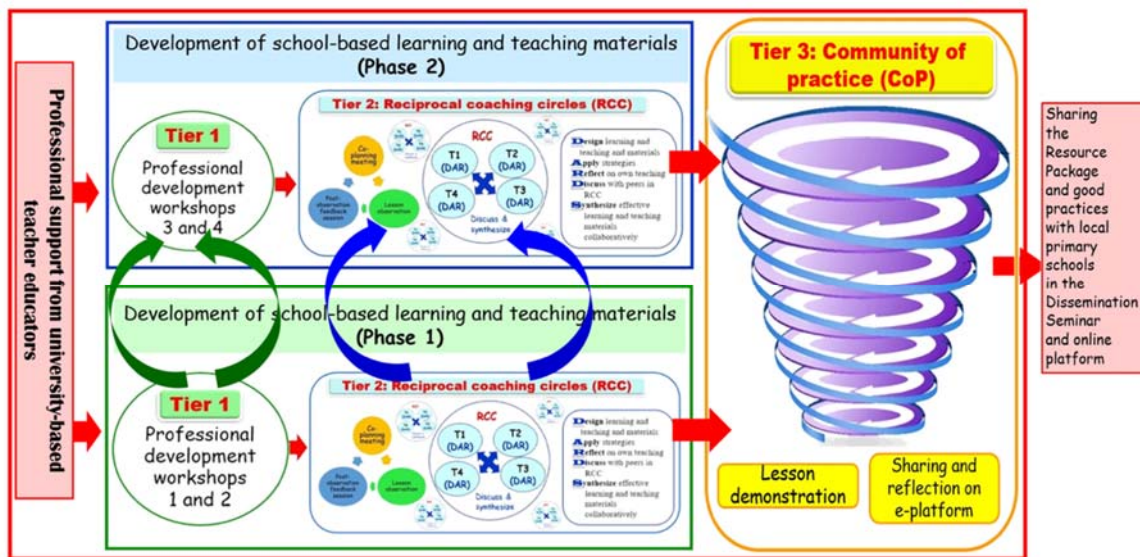


Figure 2. Bai's Enhanced Model of Three-tier Professional Development

The teachers will have discussions on their own teaching issues in both Phase 1 and Phase 2. Especially, the teachers will first form RCCs in Tier 2 of Phase 1 in their own schools and will synthesize their findings for effective teaching. The project team will facilitate the formation of RCCs and provide suggestions and comments. The teachers will reflect on and share their PD development (e.g., lesson plans, discussions, lesson materials and videos) on the online forum. In the third tier, all schools will regularly showcase their PD development evidence on the online forum so that they will benefit each other to a larger extent. The project team will organize both in-person and online sharing during the project. Our training model can further enhance the effectiveness of teachers' PD in Hong Kong primary schools because this model can cater for teachers' individual teaching differences (Bai et al., 2018). Such a model can develop school-based curriculums with a stronger focus on social and emotional skills and influence all the schools effectively. Later, good practices and materials will be shared and disseminated online periodically and through the resource package developed in the proposed project in the wider community of English education in Hong Kong.

Additional information for Tier1 and Tier 2

Tier1: Professional development workshops

PD1 - Enhancing social and emotional learning in English classroom: Focusing on the self-dimensions

PD1 will first train teachers to understand such concepts as self-efficacy, motivations, emotions (e.g., enjoyment, anxiety and boredom). Teachers will learn to identify all these concepts in their students. For example, self-efficacy refers to students' perception on their ability to complete specific learning tasks. Anxiety refers to a feeling of worry in English learning. After the workshops, teachers will help their students be aware of their self-efficacy and anxiety related to English learning.

Teachers and students will analyze how their self-efficacy and anxiety affect their learning. Students with low self-efficacy normally have a low level of confidence and do not attempt to complete challenging tasks. Students with a great deal of anxiety always worry that they cannot learn well. It is very important for students to have a clear understanding of their own self-efficacy, motivations, and emotions first because all these will affect students' actual learning behaviors, e.g., goal-setting, monitoring, and reflecting on learning.

Once students are aware of their own issues with regard to self-efficacy, motivations and emotions, teachers will teach students to solve the problems by setting realistic goals, monitoring and reflecting on learning appropriate to individual

students. Students without much self-efficacy may set fewer goals (e.g., 5 words, 2 sentences, etc. every day) than those with more self-efficacy (10 words, 4 sentences, etc. every day). Teachers will help students address issues related to their motivations and emotions through the use of some skills and strategies (e.g., self-talk, motivational graphic organizers, etc.)

PD2 - Using drama conventions to foster positive values and attitudes in English Language: Focusing on the self-dimensions

PD 2 will train teachers to use drama as pedagogy in English teaching.

Teachers will learn to enable students to participate in reading and/or writing activities which involve their explorations of situations and relationships within appropriate dramatic contexts created based on their reading and/writing tasks (drawn from regular textbook materials).

Teachers will enable students to examine and determine their personal attitudes and values in respect of ethical and moral issues. They will develop positive values and attitudes (e.g., perseverance, self-discipline, responsibility and gratitude) towards life and their own English learning.

They can also develop and extend their confidence, knowledge and understanding of social interactions through negotiations and discussions.

PD3 - Enhancing social and emotional learning in English language classroom: Focusing on social dimension

PD3 covers such topics as awareness of social resources and support, noticing issues in interpersonal relationships as well as social management skills, all of which are related to English learning. For example, teachers will make students aware of what family and school resources and support are available and how to seek help with their English learning.

When they need help with English learning, they should know how to talk about their problems with their peers, teachers and family members. When their peers are in trouble, they should be willing to offer help too.

Strategies and skills will be taught to students for them to form and work in groups to enhance their English learning.

Students will also learn to solve conflicts, problems and differences with their peers during English learning.

PD4 - Using drama conventions to foster positive values and attitudes in English Language: Focusing on the social-dimensions

PD 4 serves as an extension to PD2 because it will focus on developing students' positive values and attitudes towards the society and their peers, in other words, the social dimensions of SEL.

In particular, teachers will enable students to develop positive attitudes and values towards their peers and other people in the society through negotiations and discussions in reading and/or writing activities with their peers.

Some drama conventions (e.g., teacher narration and out-of-the role reflection) will be applied for students to "experience" different problems and situations.

Students will also learn to demonstrate a range of positive values and attitudes towards the society and other people, e.g., care for others, empathy, integrity and respect.

Tier 2: Implementation of principles, strategies and skills from the PD workshops in tier 1

In Tier 2, the participating teachers will incorporate the principles, skills and strategies from the four PD workshops. Lesson planning meetings and lesson observations will be held between the participating teachers of each school and the project team.

Each school will develop 2 sets of teaching materials (to be identified and drawn from the schools' current curriculum materials) supported by the project team. Sharing between schools and lesson demonstration will be conducted. A students' SEL strategy booklet and sample SEL lesson plan will be developed and shared with the participating schools. Good practices, issues, and solutions with regard to the social and emotional aspects of students will be shared during school meetings and also on the online forum which will be developed by the project team.

6. Implementation Plan with Timeline

	Activities	Timeline	Participants
1	Briefing session on the goals/objectives, implementation plan and details of the project	November 2022	Principals, PSMCDs, EPHs and participating teachers
2	Professional development workshops Phase 1: PD1 – Enhancing social and emotional learning in English language classroom: Focusing on the self-dimensions (Each workshop maximum 50 teachers) (3 hours x 4 graded sessions = 12 hours) PD2 – Using drama conventions to foster positive values and attitudes in English language classroom: Focusing on the self-dimensions (Each workshop maximum 30 teachers) (3 hours x 6 parallel sessions = 18 hours) Phase 2: PD3 – Enhancing social and emotional learning in English language classroom: Focusing on the social-dimensions (Each workshop maximum 50 teachers) (3 hours x 4 graded sessions = 12 hours) PD4 – Using drama conventions to foster positive values and attitudes in English language classroom: Focusing on the social-dimensions (Each workshop maximum 30 teachers) (3 hours x 6 parallel sessions = 18 hours) (A total of 20 workshops) (Note 1)	Phase 1: November – December 2022 Phase 2: February – March 2023	PSMCDs, EPHs and participating teachers
3	Pre-test (For students) and pre-project questionnaire surveys (For students and teachers)	November – December 2022	Students and participating teachers

	Activities	Timeline	Participants
4	Development of school-based learning and teaching materials (2 sets of materials for each project school) (Note 2)	December 2022 – August 2023	Participating teachers
5	On-site lesson co-planning meetings (6 times for each project school)		
6	Lesson observations and feedback sessions (4 times for each project school)		
7	Review of the school-based SEL English curriculums and preparation for the dissemination seminar		
8	Online forum for English teachers and parents Note 3	December 2022 – October 2023	Principals, PSMCDs, EPHs, participating teachers and parents
9	Lesson demonstration on enhancing SEL in English language classroom	January – August 2023	PSMCDs, EPHs and participating teachers
10	Talks for parents: Theme 1 (to be conducted in Phase 1): Defining social and emotional learning (SEL) and identifying your children’s social and emotional issues Theme 2 (to be conducted in Phase 2): How to enable your children to apply social and emotional skills to facilitate their school life and English learning (2 themes x 8 talks x 2 hours) (A total of 16 talks) Note 4	January – August 2023	Parents of project schools
11	Post-test (For students) and post-project questionnaire surveys (For students and teachers)	June 2023	Students and participating teachers
12	Dissemination seminar	August 2023	Principals, PSMCDs, EPHs, participating teachers and English teachers of local primary schools
13	Overall evaluation of the project, compiling of project deliverables and resource package	August - October 2023	

Note 1: Consideration of learner diversity in PD workshops and graded sessions

Learner diversity will be a major consideration in designing the workshops. As the abilities of students in the project schools vary a lot, in order to enable participating teachers to cater for learner diversity better, for PD1 and PD3, there will be graded sessions for them to choose from, PD1A, PD1B, PD3A and PD3B are for teachers teaching more able/average students and PD1C, PD1D, PD3C and PD3D are for teachers teaching less able students. For each graded session, further learner diversity will be covered within those more able/less able groups of students. For PD2 and PD4, there will be 6 parallel sessions in order to cater for teachers’ differences in their experience in using drama.

Note 2: Development of school-based learning and teaching materials

During the project, each project school is to develop two sets of school-based learning and teaching materials on social and emotional learning. Each set of school-based materials is preferably for 6 – 12 lessons. The project team will consolidate the materials/activities and further develop them to suit students of different grades (i.e., primary 4 – 6).

Note 3: Online forum for English teachers and parents

Initially, the project team will identify parents that can share their good practices and/or issues with regard to their children's social and emotional aspects of English learning in consultation with their children's English teachers. Parents will be informed of the purposes of our project and benefits of their sharing. With their approval, their good practices and/or issues will be posted to the online forum, which will be monitored and vetted by the project team.

Typical issues and solutions with regard to primary school students' social and emotional aspects of English learning will be discussed and collected from the project school teachers by the project team during the project. There could be many problems that teachers do not have solutions too.

Then the project team will discuss the problems with the PI, other experts and/or experienced school teachers to work out effective solutions. Then the issues and solutions in both Chinese and English will be posted on the online forum so that both teachers and parents can benefit from reading them. Other school teachers and parents can post their questions and problems to the online forum too.

Then the project team will work out and share the solutions in consultation with the PI, other experts and project school teachers.

The project also welcomes other teachers in Hong Kong to share their good practices, which will be monitored and vetted by the project team later. Teachers and parents can also have discussions on the various issues which will be monitored and facilitated by the project team.

The link of the online forum will be shared with all project schools, teachers and parents. Regular reminders will be sent to them when there are new posts.

To ensure that the objectives of the online forum are met, we require that all users observe the following rules at all times:

1. Users should treat others with respect.
 - a. Disagree but remain respectful.
 - b. Do not insult or attack other users based on race, gender, age, physical or mental health, and identity.
 - c. Do not devalue positions of others in education.
2. Users should keep posts appropriate and relevant.
 - a. Posts must be on topic and relevant; have clear and concise titles; contain accurate information from valid and reliable sources.
 - b. If a link is shared in a post, a submission statement that explains the link's relevancy and purpose must be included.
3. Users should NOT post messages or links that contain any of the following:
 - a. Indecent, offensive, discriminatory or obscene comments or content;
 - b. Personal attack, defamatory or libelous comments or content;
 - c. Personal data, information or photos of any person;
 - d. Commercial advertisement or promotion;
 - e. Medical or legal advice;
 - f. Comments or content which infringe any copyright, patent, trademark, or intellectual property rights; and
 - g. Any content that contains software viruses, computer code, programs or files.

The project team reserves the right to approve or remove any content. Comments or posts that violate the above rules will be removed without prior consultation or notice.

Note 4: Talks for parents

We plan to cover the following content and themes in parents' workshops:

Theme 1:

Defining social and emotional learning (SEL) and identifying your children's social and emotional issue

- What is social and emotional learning?
- What are children's social and emotional needs in English learning?
- Why are social and emotional skills that can help them improve their English learning?
- The role of parents in promoting social and emotional learning
- How to craft an SEL-friendly environment at home
- Interactive family activities

Theme 2:

How to enable your children to apply social and emotional skills to facilitate their school life and English learning

- Helping your child recognize and cope with their emotions for better English learning
- Fostering a growth mindset in your child that better facilitates his/her English learning
- Helping your child develop positive relationships with peers and other people in English lessons and beyond
- Setting goals with your child for English learning (and life if there is enough time and space)
- Developing social and emotional skills that facilitate English learning
- Interactive family activities

7. Teachers' and Principals' Involvement in the Project

The involvement of principals, curriculum leaders, English panel heads and English teachers are crucial to the success of the project. Principals are expected to give support and create 'space' in terms of workload and time for participating teachers so that they can participate in the project fully. The expected participation of different participants in the project activities is listed in the implementation plan in section 6.

8. Budget

	Budget Items	Details	Expenditure HK\$	Remarks
A	Staff Cost			
1	A project team consisting of four team members, including three school development officers and one project assistant	(1) SDOII (senior): (\$59,539+\$1,500) x 12 = \$732,468 (2) SDOII: (\$50,681+ \$1,500) x 12 = \$626,172 (3) SDOII: (\$50,681 + \$1,500) x 12 = \$626,172 (4) Project assistant: (\$15,500 +\$775) x 12 = \$195,300	\$2,180,112	Note 5
Subtotal of A			\$2,180,112	
B	Equipment			
2	Software and licence/subscription fees		\$3,000	
Subtotal of B			\$3,000	

	Budget Items	Details	Expenditure HK\$	Remarks
C	Services			
3	Training cost for PD workshops (3 hours x 20 workshops) (The facilitators are educators with a doctoral degree/experts in drama-in-education)	\$1,300 x 3 hours x 20 workshops	\$78,000	
4	Training cost for parents' talks: 2 themes; each theme 8 talks; each talk 2 hours	\$800 x 2 hours x 8 talks x 2 themes	\$25,600	
5	Cost for setting up and providing technical support (for 3 months) for the online Forum for English teachers and parents		\$30,000	
6	Travelling expenses for on-site co-planning meetings (6 trips x 30 schools x 2 officers = 360 trips)	\$35 x 360 trips	\$12,600	
7	Travelling expenses for on-site lesson observations (4 trips x 30 schools = 120 trips)	\$35 x 120 trips	\$4,200	
Subtotal of C			\$150,400	
D	General Expenses			
8	Office expenses (general office suppliers, stationery, postage and printer ink cartridge, etc.)		\$2,141	
9	Printing materials for briefing session, workshops, talks, pre-and post-tests, pre-and post-questionnaires, lesson demonstration and dissemination seminar		\$5,000	
10	Audit fee		\$15,000	
11	University Overhead Charge (15% of total expenses of (A+B+C+D (Items 8-10))	\$2,355,653 x 15%	\$353,347	Note 6
Subtotal of D			\$375,488	
Grand Total (HK\$)			\$2,709,000	

Note 5: The Project team

The project team will consist of four team members, namely three School Development Officer II (SDOII), and one project assistant. One senior SDOII will be leading the project team. The proposed monthly salary of the four team members will be as follows: SDOII (Senior) - \$59,539; each of the two SDOII - \$50,681 and the project assistant: \$15,500. The total staff cost budgeted for the four project team members is \$2,180,112 (including MPF).

The senior SDOII will help the Project Team Leader to oversee and manage the operation of the project. His/her role is of utmost importance to the successful implementation of the project. He/she should have at least ten years of post-degree ESL teaching experience plus experience in curriculum planning and school administration, for example, serving as an English Panel Head since this project is expected to impact Hong Kong English teachers' professional development and students' English learning on a large scale. He/she should be knowledgeable about literacy in social and emotional learning as well as skills and strategies to promote social and emotional learning in the English language curriculum. Besides, he/she should also have at least three-year experience in managing a funded English related project of a large scale, for example, QEF/SCOLAR projects of over a funding amount of HK\$3,000,000 with a large number of schools. His/her main duties include:

- a. Providing professional support to participating schools in developing and consolidating school-based teaching and learning materials with SEL embedded
- b. Forming RCCs and CoP and facilitating exchanges between and within RCCs both online and onsite
- c. Planning and organising all project activities for teachers, students and parents
- d. Designing and administering pre-and post-tests and pre-and post-questionnaire surveys to different stakeholders
- e. Collecting data, analysing and evaluating the effectiveness of the project
- f. Planning and organising dissemination seminar
- g. Planning and maintaining the e-platform
- h. Compiling school-based teaching and learning materials developed in the project and the resource package
- i. Liaising with QEF, related organisations and different stakeholders
- j. Organising meetings, lesson demonstration as well as preparing relevant documents
- k. Compiling reports
- l. Managing project staff
- m. Performing duties related to the project as instructed by the Project Team Leader

The two SDOII will provide support to the senior SDOII in implementing the activities of the project and giving professional support to the participating schools in co-planning meetings and lesson observations. Their main duties include giving support to Items a – k listed above and performing duties related to the project as instructed by the senior SDOII. They should be experienced English teachers with at least 5 years of post-degree teaching experience. Experience in project implementation would be a preference for SDOII.

The project assistant will provide support to the project leader and SDOII in project administration, for example, searching for teaching and learning materials, preparing project-related documents/analysis, analyzing the actual needs of the participating schools, teachers, and students, maintaining the e-platform, etc. He/ She should be at least an B.A. degree holder of a relevant educational field (e.g., educational psychology, English language education, applied linguistics, etc.).

Note 6: University Overhead Charge

The University Overhead Charge will cover utilization of university facilities (e.g., office space, electricity and water supplies), administrative services (such as personnel and accounting services), et

9. Expected Project Outcomes

The expected project outcomes and deliverables are as follows:

- a. Four sets of professional development materials on social and emotional learning for English learning
- b. Two sets of sample teaching and learning materials on using drama conventions to foster positive values and attitudes
- c. Two sets of sample teaching and learning materials embedded with social and emotional learning
- d. A resource package of school-based teaching and learning materials developed by participating schools
- e. An online platform/forum sharing school-based teaching and learning materials, as well as issues related to SEL faced by parents
- f. A professional development network (i.e., RCCs and CoP) where participating teachers can share teaching experience and good practices in the experience sharing sessions and on the online platform/forum. Discussions will also be facilitated between parents and English teachers through the forum.
- g. Two sets of parents’ talk materials on promoting social and emotional skills with regard to students’ school life and English learning
- h. A dissemination seminar
- i. A progress report, an interim financial report, a final report, and a final financial report
- j. The reciprocal coaching circles (RCCs) and the community of practice (CoP), which are formed during the project, will continue to function after the completion of the project. The CoP will then be coordinated by a core group of voluntary participating teachers and supported by CLEMR.

10. Project Evaluation

Both quantitative and qualitative data will be collected to investigate the effectiveness of the project and its impact on teachers, students, and parents. Evaluative measures include:

- a. Pre- and post-tests will be administered to investigate the changes in language skills and abilities.
- b. Questionnaires will be administered to investigate the changes in students’ social and emotional learning (e.g., values and attitudes).

- c. Feedback will be collected at the end of every project activity.
- d. Qualitative feedback will be given and elicited after every on-site school-based co-planning meeting and lesson observation.
- e. Interviews with teachers and students will be conducted to collect their feedback on the project.
- f. The project team will meet regularly to assess progress made and identify areas for improvement, with reference to the feedback collected.
- g. Appropriate evaluation methods will be adopted to evaluate each project objective against a set of success criteria.

Additional information:

The pre- and post-test will include questions on grammar, vocabulary and reading. The questions in the two tests will be different but the difficulty level will be similar so that a comparison can be made in the participating students' results in the pre- and post-test. Hopefully, the post-test will show better results than those in the pre-test.

The questionnaires will include questions on students' learning motivations, emotions, and strategies to understand if these aspects will improve as a result of their participating in the project.

11. Sustainability of Project Outcomes

The project outcomes/deliverables can be sustained in the following ways:

- a. The project enables schools to develop their own sustainable school-based teaching and learning materials. The developed teaching and learning materials can be further adapted and consolidated according to the needs of the school after the completion of the project.
- b. Through professional development workshops, lesson co-planning meetings, lesson observations and feedback sessions, capacity of participating teachers is built up and their teaching effectiveness is enhanced. Participating teachers are empowered to continue to develop school-based teaching and learning materials that can enable their students to understand and become more aware of their social and emotional learning (e.g., motivation, self-efficacy, growth mindset, handling negative emotions, and collaborative learning).
- c. The resource package which compiles effective teaching and learning materials developed by participating schools is shared on the online platform and disseminated to all local primary English teachers who are welcome to adopt, adapt and further develop the materials.
- d. The sharing and collaboration will continue as reciprocal coaching circles (RCCs) and the community of practice (CoP) formed during the project will continue its functions after the completion of the project. The RCCs and CoP will then be coordinated by a core group of voluntary participating teachers and supported by CLEMR.

12. Dissemination/Promotion of Project Outcomes

A dissemination seminar will be organized in August 2023 and principals, PSMCDs, English panel heads and English teachers of local primary schools will be invited to attend. During the dissemination seminar, participating teachers will share the teaching and learning materials they developed and demonstrate how to develop their students' social and emotional skills. Besides, they will also share the good practices and experiences they gained while developing their school-based teaching and learning materials collaboratively with their peers and the QEF project team (RCCs and CoP). Besides the sharing sessions by participating teachers, keynote speeches and talks on key issues on social and emotional learning will be arranged. University professors, reputable teacher educators and experienced frontline teachers will share their views with primary English teachers attending the dissemination seminar.

13. Additional information

1. The project team has conducted several QEF projects for several years in a row. We fully understand the importance of appropriateness and accuracy of the content of the training activities and the training materials and will ensure these in the new project. (Ref.: Q5)
2. We will ensure that the appointment of project staff must be made in strict accordance with relevant employment related rules and regulations of relevant ordinances and legislations in force. If the services to be procured by the applicant involve the appointment of external trainers, the applicant should make appropriate arrangements in accordance with the requirements as promulgated in circulars, instructions and guidelines issued by the Education Bureau from time to time, including relevant recommendations in Education Bureau Circular No. 7/2021 regarding Sexual Conviction Record Check Scheme, to safeguard the well-being of students. (Ref.: Q6)
3. We understand that the expenditure items funded by the QEF are one-off. We will bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise. (Ref. Q7)
4. We will ensure that that all procurement of goods and services and appointment of project staff is conducted on an open, fair and competitive basis with measures taken to avoid conflict of interests in the procurement process. (Ref.:Q8)
5. We confirm that that the copyrights of the project deliverables/materials will be vested with the QEF and can be shared with other schools. (Ref.: Q9)

14. Report Submission Schedule

The grantee commits to submit proper reports in strict accordance with the following schedule:

Project Management (Should be submitted via the “Electronic Project Management System” (EPMS))		Financial Management (Hard copy together with supporting documents should be submitted to the QEF Secretariat by mail or in person)	
Type of report and reporting period	Report due on	Type of report and reporting period	Report due on
Progress Report 01/11/2022 - 30/04/2023	31/05/2023	/	/
Final Report 01/11/2022 - 31/10/2023	31/01/2024	Final Financial Report 01/11/2022 - 31/10/2023	31/01/2024

15. Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Computer software	Software and licence/subscription fees	2	\$3,000	The software and licence subscription fees are for the webpage and the online forum. Upon project completion, the webpage and online forum will continue to be maintained by our centre for the sharing of teaching materials and resources developed in the project.

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion)

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