

**Part C Project Details**

<b>Project Title:</b> <b>Bridging the MOI Gap between Primary and Secondary</b> <i>Cross-curricular collaboration to enhance the learning of English and prepare students for the fine-tuned MOI arrangements in secondary schools</i>	<b>Project Number:</b> 2010/0473
--	-------------------------------------

**Name of Organization:** Tsuen Wan Public Ho Chuen Yiu Memorial Primary School

**A. Goals and objectives****Short-Term Goals**

1. Provide students with more opportunities to use English; support their learning of other subjects through English and prepare them for using English as the MOI in secondary schools.
2. Enhance students' confidence, motivation and ability in using English and generic skills.
3. Equip teachers with the skills needed to plan and implement cross-curricular activities (inside and outside classroom) through professional development.

**Long-Term Goals**

1. Develop our school into a high quality English primary school.
2. Raise the overall English standards of our students and prepare them for secondary schools.
3. Establish an English "all around" environment and culture.

**Objectives**

1. Develop a school-based cross-curricular English enhancement programme to provide students with more opportunities to use English in context.
2. Boost students' confidence in speaking English through cross-curricular activities.
3. Enhance students' motivation towards English learning through interactive and enjoyable activities.
4. Broaden students' learning experiences by reinforcing them across different key learning areas.
5. Improve students' generic skills through collaborative learning activities.
6. Strengthen the professional capability of teachers by organizing professional development courses for teachers.

**B. Needs Assessment and Applicant's Capability****Background**

The fine-tuned medium of instruction (MOI) arrangements for secondary schools has started its implementation in the 2010/11 school year (EDB 2010). Secondary schools will no longer be classified into "CMI schools" and "EMI schools". Under the MOI fine-tuning arrangements, junior secondary students will be given more opportunities to be exposed to and use English, through "listening, speaking, reading and writing", all of which should help enhance students' confidence and motivation in learning English. Schools will use English as the MOI for non-language subjects or adopt different MOIs by class or by group.

Students entering secondary schools will likely have to “learn in English”, and it is therefore important for primary school students to have a solid foundation in English and prepare themselves for this transition.

*Thus, our school proposes a cross-curricular collaboration project to give our students a head start: we want to design a school-based cross-curricular curriculum for P4 to P6 to increase our students' exposure to English, boost their confidence and motivation in learning English and create an English “all around” environment and culture.*

### **Analysis of the Present Situation**

Our school strives to be a quality English school. Our primary aim is to prepare our students to enter secondary schools using English as the MOI. Top 20 students in P6 will be recommended to enter Tsuen Wan Public Ho Chuen Yiu Memorial College.

We take every opportunity to raise the English standard of our students. We started to implement the CECES Integrated English Language (IELP) programme for P.1 to P.3 to enhance students' reading and writing skills. We also organize English Speaking Day to provide students with more opportunities to communicate in English. We have are also actively promoting an English-rich learning environment in our school and our English teachers are motivated and well-trained.

### **Our needs**

Over the past few years, the school has been facing the challenges of intensified learning diversity among students: while some students are high achievers with strong parental support who strive for best results in examinations, a growing portion of the student intake are newly arrived children from the mainland. These students show a passive and unmotivated attitude towards learning English inside and outside the classroom. Some students come from lower income families and have very low confidence in themselves, and that affects their learning and interactions with others. Students have little or no chance to use English in their daily lives, and the classroom seems to be the only environment for students to learn and use English.

In addition, our students' speaking and generic skills are weak: students are rather passive and they lack the confidence to express themselves and interact with others in English. Some students often just single words or short phrases when they respond to questions.

Traditional textbooks do not provide enough speaking practices for our students and cannot cater for students with varying learning needs. We therefore propose to develop a school-based cross-curricular curriculum to provide P.4 to P.6 students with more opportunities to use and speak in English. It also encourages students to learn other subjects such as General Studies in English and broaden their learning experiences through various dramatic activities. That would also help prepare our students for the fine-tuned MOI arrangements in secondary school, as they have already developed the skills to learn other subjects in English and established a solid English foundation.

In addition, we propose to organize a series of professional development courses for our teachers to enhance our abilities in collaborative lesson planning and curriculum development, and designing innovative teaching strategies.

The proposed project will integrate well with the school's holistic plan in building an English "all around" culture for our school.

On the other hand, we can foresee that if we want to carry out the curriculum effectively, our school needs extra rooms and spaces for training. Since it is hard to train over thirty students in one classroom, two classes of students will be grouped and split into three smaller groups in one drama lesson. Accordingly, we need more rooms to run the lessons. Our school premise is an old-fashioned school building, which was built in the 70's, so we have only twenty-four classrooms. Rooms are now fully occupied by all classes and we have only limited spaces for special purposes.

Therefore, we plan to divide the space in the vacant area on the seventh floor so that we can provide our students with a few more spaces for cross-curricular activities & also the room can also work as a multi-functional area for rehearsals, after-school cross-curricular activities and mini shows, etc.

### **C. Targets and Expected Number of Beneficiaries**

We target P.4 to P.6 students in this project, parents and all our English teachers will directly benefit from this project:

<b>Activity</b>	<b>No. of beneficiaries</b>
Cross-curricular curriculum	369 (18 classes from P.4 to P.6)
Professional development courses for teachers	10
Project presentations/performances	700 (all our students)
Parents briefing session, Open Days & website	1,500 (parents, open day participants and interested parties)
Seminars	150 (teachers and principals)
Project DVD	All primary school principals and teachers

### **D. Conceptual Framework**

*How can we increase students' motivation towards English learning?*

The Collaborative Research and Development Projects (Seed 2002) conducted case studies on English Language Learning through Cross-curricular Modules at Primary Level, and explained the rationale for such a study: educators claim that students can benefit from the cross-curricular approach because the increased relevance meant increased motivation for the students.

It also suggests that language across the curriculum is "a useful, helpful and practical and exciting way to teach children". Children can learn better in context, associate and reinforce the subject-specific vocabulary,

text types and functions of a particular topic.

In addition, SCOLAR (2003) recommended on its Action Plan to Raise Language Standards in Hong Kong – Final Report of Language Education Review that schools should create a more motivating language learning environments for local students. It further supported the student-centered approach by adopting more lively teaching strategies and co-curricular activities to increase students' interests in language learning.

*How can we improve students' speaking and generic skills?*

Research studies indicate that generic skills such as verbal communicative skills, critical thinking, collaboration and creativity of children can be strengthened through drama in education. (Ball 1995, Hui & Lau 2006). The study conducted by Hui and Lau also recommended the integration of drama education into different subjects. By using various role-playing and dramatic activities in subjects other than English, teachers can increase students' participation in a positive and safe environment. This results in a more interactive learning experience for students. It can also increase a stronger sense of ownership, as many of the dramatic activities are based around students' own choice and direction.

We therefore firmly believe that our proposed cross-curricular collaboration project can effectively boost students' confidence and motivation in learning English and create an English "all around" environment and culture. It will also be a project with sustainable effects, as our teachers will have the skills required to implement the cross-curricular lessons, and the skills needed to extend this collaboration to other subjects (e.g. Maths, Computer Studies, Visual Arts, etc.)

**E. Innovation**

The fine-tuned MOI arrangement for secondary schools is in the first year of its implementation, and it presented BOTH primary and secondary schools with opportunities to design innovative measures to improve the English proficiency of the students. Use English as the MOI in cross-curricular subjects is rather new for primary schools and should be experimented and promoted for wider adoption.

Our approach to incorporate dramatic activities in the cross-curricular curriculum is also innovative and promising. Students can learn the subject content; enhance their language skills, as well as to improve their generic skills through the cross-curricular activities.

We hope that our project will be an effective measure to bridge the MOI gap between primary and secondary schools. We also hope that we can set a good example for other primary schools to follow. Our teachers are prepared to share our experience with others.

**F. Extent of Teachers' and Principal's Involvement in the Project**

Our Principal is very supportive to innovative teaching strategies to raise the English proficiency of our students. Our Principal will also be responsible for monitoring the progress of this project.

We will form a project team which consists of our Principal as the chairperson, and the project leader will be our English Panel Chairperson. She has many years of English teaching experience as well as drama in education experience for P.1 and P.2. She will be responsible for coordinating with the English teachers and the service provider on the cross-curriculum co-planning and co-development, as well as report to our Principal the progress of the project on a periodic basis.

The PSM CD will also be in the project team and will be responsible for coordinating with the subject coordinators needed for the school-based curriculum. The PSM CD will be also be responsible for contacting external organizations for visits and exchanges if necessary.

All our English teachers and General Studies teachers (responsible for teaching P.4 to P.6) will be collaborate and cooperate with the project leader to co-design and develop cross-curricular lessons and activities. All English teachers have made the commitment that they will dedicate their time to teacher training and the design of the curriculum. Teachers will also actively participate in all Professional Development courses to equip ourselves with the skills needed. Teachers will monitor students' progress throughout the duration of the project. We all believe and agree that the project is valuable to the development of our students as well as the teachers and the school.

#### G. Implementation Plan with Time-line

<b>Date</b>	<b>Activity</b>	<b>Expected outcomes</b>
January 2012	<b>Planning phase</b> <ul style="list-style-type: none"> <li>● Teachers' Professional Development Workshops</li> </ul>	Teachers acquire the fundamental knowledge about cross-curricular co-planning. Identify <i>themes (e.g. water), learning focus, skills (reading skills, thinking skills, questioning skills), strategies (e.g. reading strategies) and language (e.g. vocabulary, sentence patterns)</i> to co-plan.
January 2012 to September 2012	<b>Design &amp; Development phase</b> <ul style="list-style-type: none"> <li>● Cross-curricular co-planning sessions</li> <li>● Development of teaching/learning materials</li> </ul>	Cross-curricular lesson plans, teaching and learning materials will be developed.
January 2012 to February 2012,	<b>Implementation phase</b> <ul style="list-style-type: none"> <li>● Teaching Demonstration</li> </ul>	Consultants will demonstrate how to

April 2012 to May 2012, September 2012 to October 2012	<ul style="list-style-type: none"> <li>● Primary 4: Jan 2012 to Feb 2012</li> <li>● Primary 5: April 2012 to May 2012</li> <li>● Primary 6: Sep 2012 to Oct 2012</li> </ul>	conduct the cross-curricular lessons, our teachers will observe
March 2012, May 2012, November 2012	<p><b>Implementation phase</b></p> <ul style="list-style-type: none"> <li>● Teachers' Professional Development workshop</li> <li>● Co-planning sessions to make adjustments and content for the 2<sup>nd</sup> half of the workshop</li> <li>● Co-teaching and lesson tryouts</li> <li>● Primary 4: March 2012</li> <li>● Primary 5: May 2012</li> <li>● Primary 6: November 2012</li> </ul>	Teachers will co-teach with the consultant, then tryout the lessons with consultant's feedback.
March 2012, June 2012, December 2012	<p><b>Production &amp; Evaluation phase</b></p> <ul style="list-style-type: none"> <li>● Students' showcase</li> <li>● Primary 4: March 2012</li> <li>● Primary 5: June 2012</li> <li>● Primary 6: December 2012</li> <li>● Project evaluation</li> </ul>	Students will showcase what they have learned in a performance, and DVDs will be produced. A project evaluation report will also be produced by an independent consultant.

\* We will hire service providers who have extensive experience (at least 3 years) in designing and developing cross-curricular and drama lessons for schools. The service providers should also have at least a degree in English, Drama or related subject, and must have experience in delivering professional development workshops to teachers.

\* All professional development workshops will be video-taped for our school's reference in the future.

\* All the learning and teaching materials will be filed and saved.

## **H. Expected Deliverables and Outcomes**

### **Deliverables will include:**

- \* A cross-curricular package for P.4 to P.6 with lesson/activity plans, worksheets, checklists, marking schemes as well as for materials for teaching (e.g. videos, slides, etc.) will be developed. These materials will be reused for years, and our teachers will be able to make appropriate adjustments to them. We will develop a school-based curriculum for 1 theme for each grade level.
- \* The series of drama lessons will contain to different contexts and needs to foster the students to learn the language. The content of the drama lessons will focus on how to cultivate students' creativity, to help them in expression and communication, and to develop their abilities to analyze and respond to daily experiences. The dramatic situations also provide a context to introduce and reinforce the knowledge from General Studies, thus strengthening the connection between daily life experiences and the technical

knowledge.

We will determine which themes we will do during our planning phase of the project from the list below:

四年級	五年級	六年級
光和顏色	物質濫用	光、噪音和水污染
冷和熱	太陽系	力和簡單機械
地球	月球	太空探索
疾病	生物的繁殖	物質世界
水	空氣	生態
氣候	肥胖與瘦身	生物對環境的適應
急救	資源和能源	生物的分類
聲音	資訊科技	空氣污染
自然災害	電	自然環境
身體的奧祕	食物和營養	青春期

For example, for P6 we may want to develop our curriculum on “*Space Exploration*”, we will consider the following:

Learning focus:	Research and creativity
Vocabulary:	Targets of exploration (different planets, etc.)
Reading:	Online research, search encyclopedia and discussion skills
Writing:	Compose your own play “Our journey to the Moon”
Speaking:	Readers theatre on “Our journey to the Moon”
Generic skills:	Creativity (story creation) Collaboration & Communication (role-plays)

\* Courseware for our teachers on cross-curricular planning and implementation (notes, videos, handouts).

\* Questionnaires for students, parents and teachers to measure the effectiveness of the project.

\* Project DVD that captures students’ learning process and portfolio.

\* Web pages with multi-media (video clips, photos, writing pieces) uploaded onto our school website.

#### Outcomes:

\* **Increased students’ English proficiency**

Students will have more exposure to English, and they will be more confident and better express

themselves in English as their motivation will be increased during the project.

Students will also learn the content subject in English; therefore can have a better foundation in English when they transition to secondary school.

\* **Enhanced teachers' professional capability**

Our teachers will collaborate among ourselves and acquire the skills to co-plan and co-develop cross-curricular lessons and activities for our students. We will also be able to make modifications to the teaching and materials in the future.

\* **An English "all around" environment and culture**

Students and parents will certainly appreciate the English-rich environment the school has, and will actively participate in the cross-curricular activities in the project, and future works our school will implement because students can learn English in a safe and enjoyable environment.



**I. Budget**

Item	Budget	Category
Professional development workshops for teachers by service provider 8 hours x \$700/hour	\$5,600	Services
Co-planning and co-development of the school-based curriculum (10 hours per grade x 3 grades) = 10 x 3 x \$700/hour	\$21,000	
Teaching demonstration 2 hours per class for 18 classes (P.4 to P.6) 2 hours x 18 classes x \$700/hour	\$25,200	
Co-teaching and lesson tryouts: 6 hours per class for 18 classes (P.4 to P.6) 6 hours x 18 classes x \$700/hour	\$75,600	
Reference books/materials	\$5,000	General Expenses
Project DVDs (1000 pcs + production)	\$8,000	
Costumes, cosmetic props	\$6,000	
Cost of printing, stationery, photocopying	\$5,000	
<b>Total:</b>	<b>\$151,400</b>	

**J. Asset Usage Plan**

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Book & VCD	Reference books/ materials	50	\$5000	For use by school, to design & develop the curriculum for drama

*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).*

**K. Report Submission Schedule**

I / My school / My organization commit(s) to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/1/2012 - 30/6/2012	31/7/2012	Interim Financial Report 1/1/2012 - 30/6/2012	31/7/2012
Final Report 1/1/2012 - 31/12/2012	31/3/2013	Final Financial Report 1/7/2012 - 31/12/2012	31/3/2013

#### **L. Evaluation Parameters and Method**

##### **\* Evaluation items:**

- Students' motivation and confidence in English learning
- Students' speaking and generic skills
- Teachers' professional capability

##### **\* Evaluation Methods:**

Quantitative evaluation:

- A majority of the students (over 60%) show improvements (at least 5%) in the formative speaking assessment.
- Teachers participate in the professional development workshops and are expected to achieve 80% or above attendance ratio.

Qualitative evaluation:

- A majority of the students become more active in using English to interact with others (interviews and observations by teachers).
- Over 60% positive responses received on questionnaires to be distributed to students and parents.
- Surveys indicate that 80% of the teachers are more confident in developing and conducting cross-curricular activities.

#### **M. Sustainability of the Outcomes of the Project**

- Learning and teaching materials and school-based curriculum outlined will be kept by the English Department, and will be systematically evaluated, adapted, extended to other levels and used in

succeeding years to benefit more students.

- Our teachers are equipped with the necessary skills required to implement the measures described in the previous sections, and they will be take over the measures upon completion of the project.
- All the teaching materials and notes used in the Professional Development Workshops will be documented and video-taped for future training.
- Our teachers will share the experience with other teachers, parents and educators.

#### **N. Dissemination/Promotion**

##### 1. Project DVD

We will produce a DVD that incorporates interviews of teachers, students, as well as students' work and performance to be distributed to all our parents. We will also distribute the DVDs to all primary schools in Hong Kong to share our experience. It will be a good learning portfolio for our students.

##### 2. School Website

We will also upload resources, implementation details and deliverables of the project (including photos, students' writing and performance, videos, etc.) onto our school's website. The public will be able to learn more about our project by visiting our school's website.

##### 3. Parent briefing sessions and School Open Days

Parent briefing sessions will be organized to inform parents of this project implementation, as well as to obtain their feedback and exchange ideas towards the effectiveness of the implementation.

We will also organize School Open Day(s) to invite students, parents and educators from kindergartens, primary and secondary schools to learn more about our project via exhibitions, showcases and/or performances by our students.

##### 4. Seminars and sharing with other schools

Seminar(s) will be conducted to share the experience of the project. We will also share our experience with other schools during school visits.

#### **References:**

1. EDB (2010). Fine-tuning of Medium of Instruction for Secondary Schools, *Education Bureau*, Retrieved from <http://www.edb.gov.hk/index.aspx?nodeID=1900&langno=1>
2. EDB (2002). Case Studies of English Language Learning through Cross-curricular Modules at Primary Level, English Language Education - Collaborative Research and Development ("Seed") Projects, *Education Bureau*, Retrieved from <http://www.edb.gov.hk/index.aspx?nodeID=3300&langno=1>
3. Hui, A. & Lau, S. (2006). Drama education: A touch of the creative mind and communicative-expressive ability of elementary school children in Hong Kong. *Thinking Skills and Creativity*, 1, 34–40.
4. SCOLAR (2003). Action Plan to Raise Language Standards in Hong Kong – Final Report of Language Education Review, *Standing Committee of Language Education and Research (SCOLAR)*.

5. Ball, C. (1995). *Taking time to act: a guide to cross-curricular drama*. Portsmouth, NH: Heinemann.