

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: **Hong Kong Baptist Convention Primary School (English)**

Application No.: **A 034 (for official use)**

(A) **Focuses of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS**

Proposed target area(s) of development	Proposed usage(s) of the Grant	Time scale	Grade level
<input checked="" type="checkbox"/> <u>Enrich the English language environment</u> through <input checked="" type="checkbox"/> conducting more English language activities and <input checked="" type="checkbox"/> developing more quality English language learning resources for students <input type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <input checked="" type="checkbox"/> <u>Enhance e-learning</u> in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	<input checked="" type="checkbox"/> Purchase learning and teaching resources <input checked="" type="checkbox"/> Employ full-time teacher <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term) <input type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)	<input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6 <input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

(B) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (<i>preferably measurable</i>)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) To purchase learning and teaching resources to enhance e-learning at P.4					
<p>In the 2017/18 school year, the school will join an EDB SEED project - Coding to Learn (NT0317). It aims to explore ways to use computer coding as a means of motivating and supporting students to learn and use English as a second language in an authentic and purposeful manner. This will create opportunities for students to further develop generic skills of communication, collaboration, critical thinking, problem solving and creativity. LEGO Education WeDo 2.0 Kits will be needed. However, the school does not receive any funds to purchase LEGO Education WeDo 2.0 Kits.</p> <p>Our school has been exploring the application of robotics and computer coding in the curriculum of General Studies and Information Technology. Students have demonstrated high level of interest and engagement in these activities during the past years. When students make connections between ideas and concepts, their motivation is enhanced. The English Panel seeks to take advantage of students' interests in e-learning and STEM content to provide opportunities for students to practise integrating the use of language for authentic communication in a multi-media environment as well as developing their information skills. To achieve this goal, students will be given a scientific or engineering problem and they will discuss ideas in English during the investigation and problem-solving process.</p>	<p>P.4 in the 2017/18 second term and will expand to other KS2 levels in the subsequent years.</p>	<p>Jan to Mar 2018 Purchase and organize new LEGO resources</p> <p>Mar to Jun 2018 Begin Coding lessons with LEGO WeDo Kits</p>	<p>100% of students become creators in technology by learning coding as a new literacy skill.</p> <p>100% of students have used an e-tool to record an aspect of their work and shared it with their classmates.</p> <p>80% of P.4 students agree that their confidence in using English to complete the tasks with the LEGO WeDo Kits has enhanced.</p> <p>Teachers' observations reveal that students' interaction for at least 50% of the time</p>	<p>All LEGO WeDo Kits come with curriculum guidelines and updatable software. Once purchased, the programs can be sustained in the subsequent years.</p> <p>P.4 teachers will integrate coding activities into General English modules. This will serve as an example for other levels.</p> <p>All LEGO WeDo Kits will be kept in the</p>	<p>Lesson observation by the Principal/Panel Chair</p> <p>Peer observations</p> <p>Minutes of co-planning and evaluation meetings with NET scheme SEED project Officer</p> <p>Short and long scheme notes showing the scheduling of Coding Project lessons and methods of implementation</p> <p>E- feedback forms of students and teachers</p>

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p>This will add value to our existing English curriculum by further strengthening students' discussion, questioning and presentation skills while studying authentic issues that pose a positive impact to their lives in personal, community, national or global level.</p> <p>LEGO WeDo Kits and softwares are designed to connect students to a scientific question or engineering problem, help them establish a line of inquiry, research and consider possible solutions before building and coding a motorized model of their solution. Students will use the digital tools contained within the WeDo software to bring functionality to their models or prototypes by the icons and programming blocks. Students will learn and use English phrases suitable for group discussions and problem solving as well as specific coding language in English when building their solutions. Students will also use a range of e-tools to research, document and present their ideas.</p> <p>Examples of e-tools to be used could include:</p> <ul style="list-style-type: none"> • digital resources for background research information • Adobe Spark to capture each step of their modeling process • iMovie to make a video presentation of their solution • PowerPoint presentations of all phases of their project <p><u>LEGO WeDo 2.0 Sample Task: Life Cycles</u></p> <p>Students investigate the stages of a Frog's life and build Robots to replicate each stage. Key questions are used to focus and deepen the development of students' generic skills of critical thinking, problem solving, communication and collaboration in English.</p>			<p>during group tasks is in English.</p> <p>80% of teachers continue the coding project in the subsequent years</p>	<p>mobile trolleys, which will be stored and checked in the English Room.</p> <p>School budget will support repair of motors, replacement and maintenance of components in the future. Program will expand to other levels after trial.</p> <p>The school has a strong commitment to e-learning and STEM education with an expanding interest in topic integration and activity-based learning.</p>	<p>Photographs, videos and presentations of students' work</p> <p>Regular recording and monitoring of students' use of English during lessons to indicate utilization rate</p> <p>Video examples of students explaining their projects using coding language</p> <p>EDB project officer's report on progress</p> <p>Student satisfaction survey</p> <p>Parents' feedback All monitoring and evaluation records will be kept for future reference and planning.</p> <p>Improvements suggested in the meetings will be</p>

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<p>Explore-Connect and discuss</p> <ol style="list-style-type: none"> 1. Read/view multimodal and multi-genre English texts, e.g. Core Text: The Life Cycle of a Frog by Colleen Sexton Supporting Text: Stages of a frog’s life (Videos from LEGO WeDo app) 2. Identify subject vocabulary items of the life cycle 3. Highlight text structures and language features (information text) 4. Summarize the changes across the stages→ presenting (design their graphic organizer with captions) and (time connectives) 5. Discuss why frogs develop. <p>Create – build, programme and modify using LEGO WeDo Kits</p> <p>Key questions example:</p> <ul style="list-style-type: none"> • How could we build a robot tadpole? • How could we programme the robot tadpole to simulate its movement? • How could we modify the tadpole robot to represent an adult frog? • How could we modify the programming to show an adult frog’s movement? 					implemented in 2018/19.

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<p>Steps:</p> <ol style="list-style-type: none"> 1. Follow instructions using iPads and the LEGO WeDo app to collaboratively build the first stage of the frog i.e. the tadpole (viewing procedural texts). 2. Make connection between English Programme Language and the tadpole’s movement. 3. Make predictions to debug their programme to ensure effective execution. 4. Work collaboratively and discuss in English about how to change the robot from tadpole to adult frog. 5. Work collaboratively and discuss in English on how to change the programme language to represent the movement of an adult frog. 6. Document all the stages through videos, photographs or log books 7. Use other e-tools to revise and consolidate the content vocabulary items e.g. Quizlet, Google form. <p>Share – present</p> <ol style="list-style-type: none"> 8. Oral presentation or written work to share their learning by using various e-tools, e.g. Adobe Spark, iMovie, PowerPoint. <p>P.4 was identified as the targeted level for the SEED Project. It was felt that P.4 is an appropriate level to introduce more group learning activities and we want at an earlier stage to strengthen students’ discussion and questioning skills. P.4 is also the level of which the General Studies and IT departments are collaborating on e-learning initiatives.</p> <p>We will extend the program to P.5 or P.6 in the following years through continued participation in the SEED Project.</p>					

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<p><i>Details of the purchase</i> We will purchase 48 Kits so there is flexibility to allow 3 classes to work with the Kits at the same time. The resources will be shared between five classes and teachers will incorporate the activities in the schedule when preparing the module plan.</p> <p><i>Rationale of having 3 classes working with the Kits at the same time</i> Students cannot complete all the construction tasks within one lesson. They need to keep the Kits in the class for at least three consecutive lessons, without breaking down what they have done as students need to complete the remaining parts as well as videotaping or photographing their products for presentations. If we have Kits for one class only, it will take too long to rotate through all five classes. Moreover, co-operative planning by teachers and evaluation of learning outcomes will be more effective when the unit plans are executed within similar timelines. Teachers can share experiences and modify their approaches accordingly. The purchase of 48 Kits allows 3 classes to complete a LEGO WeDo task in one week while the remaining classes can complete the task in the following week. Planning can be streamlined and student learning remains the central focus. We also want to extend this project to P.5 and P.6 in the future. Reducing the number of LEGO Kits will restrict development and limit sustainability.</p> <p><i>Coding activities</i> Our experience so far with coding activities using programs like Scratch and Scratch Jr. is that pair work optimizes outcomes. We prefer pair work for the LEGO WeDo materials because we want every student to have high level of engagement in all stages of the task. Sharing one i-Pad and</p>					

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<p>LEGO Kit between 4 students increases the chances that weaker students will remain passive or use only Chinese within the lessons. Working in pairs allows teachers to grab students' attention and ensure equal participation. Students will change partners for each module to further develop their collaborative skills.</p> <p>Self-evaluation will be conducted at the end of each lesson by students using Google forms. Various class-based reward systems will be introduced to motivate students to use English during the activities. For example, students will be given chips and marbles in class or coins on the e-platform such as class Dojo.</p> <p><i>Collaboration among teachers</i> EDB Project Manager, NET and Panel Head will provide initial and ongoing training and support to teachers in using LEGO WeDo Kits. Other English teachers will conduct peer observation when the P.4 team is carrying out the Coding Project in the English lessons during the second term of 2017/18.</p> <p><i>Follow-up actions after peer observation</i> The P.4 teachers will have evaluation meetings to discuss feedback from peers and other English teachers and decide on the most effective ways to integrate coding tasks into the P.4 GE curriculum. The P.4 project team will establish evaluation and recording procedures to monitor students' skills development. P.4 teachers will share their experiences in the Panel Meetings.</p> <p>The school will purchase LEGO Education WeDo 2.0 Kits using proper procurement procedures.</p>					

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(2) To employ a full-time teacher who is proficient in English to enrich the English language environment by conducting more English language activities and developing more quality English language learning resources for students					
<p>As our school has 30 classes, it is physically impossible for the EDB NET to be deployed for teaching all classes. We believe one more teacher who is proficient in English can enrich the English language environment in the school by conducting more English language activities.</p> <p>A bachelor degree holder with at least 2 years teaching experience in primary school is required. A native-English speaker is preferred.</p> <p>Our EDB NET is assigned to teach P.1, P.4 and P.6 in the second term. The additional teacher who is proficient in English (hereafter called additional teacher) can work with the other 3 levels, so that he/she can extend the Guided Reading program established by our EDB NET for P.2 and P.3. The additional teacher can also collaborate with existing English teachers to try-out Reciprocal Teaching and puppetry in P.5.</p> <p>Duties of the additional teacher</p> <p>➤ Co-planning with other English teachers</p> <p>The co-planning meetings will be conducted bi-weekly. The co-planning meetings will include brainstorming and discussing teaching ideas and activities, giving feedback and evaluating teaching effectiveness. The additional teacher and the Local English Teachers (LETs) will plan the lesson together and decide the duties of the additional teacher and LETs during co-teaching lessons. Feedback on teaching and learning will be provided and modification will be made if necessary. The overall focus of the meetings will be in evaluation of previous lessons and planning for subsequent lessons.</p>	<p>Jan 2018 to May 2018 P.2, P.3 and P.5</p> <p>Sept 2018 to Dec 2018 P.2, P.3 and P.6</p>	<p>Co-planning From Jan 2018 to Dec 2018</p> <p>Co-teaching From Jan 2018 to Dec 2018</p> <p>Developing teaching resources Jun 2018 to Aug 2018</p> <p>English Speaking Days Mar 2018 to Dec 2018</p> <p>English Ambassadors Feb 2018 to Dec 2018</p>	<p>9 sets of Guided Reading teaching notes written for P.2 and P.3 respectively</p> <p>1 writing module created for puppet plays in P.5.</p> <p>1 speaking and discussion skills training booklet developed for P.6.</p> <p>50% of students in P.2 and P.3 feel more confident to read English books.</p> <p>70% of P.2 and P.3 students like the Guided Reading lessons.</p> <p>100% of P.5 students write a play script and perform in a puppet play.</p> <p>10 puppet plays by</p>	<p>Activities will be continued by English teachers in the future.</p> <p>All learning and teaching resources will be implemented, evaluated and adjusted for the coming years. It is an established procedure in the school.</p> <p>In teacher deployment, usually one or two teachers will remain in the same level to mentor other or new teachers on new materials or pedagogy developed in the previous</p>	<p>All notes are kept in electronic form as well as hard copy for future reference.</p> <p>Lesson observations, evaluation meetings will be organized to monitor the progress.</p> <p>Student and teacher survey and feedback will be collected at the end of the term.</p> <p>Three video examples of lessons in Guided Reading and puppetry will be collected in the term.</p> <p>Teachers' observation on students' performance in the lessons with the</p>

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<p>Teaching notes will be prepared or modified according to the discussion in the meetings. The additional teacher and LETs will co-conduct the lessons. The additional teacher will be the leader in the meeting. He/she will choose the materials, draft some teaching notes and provide some suggestions of the lesson activities as well as job allocation among the additional teacher and LETs during co-teaching lessons. The LETs will be responsible for giving feedback on the materials and providing information about students' ability. They will provide professional ideas on the lesson objectives as well as learning activities.</p> <p>➤ Co-teaching with existing English Teachers</p> <p>The additional teacher will co-teach 2 English lessons (60 minutes) per week for each class of P.2, P.3 and P.5 with LETs. In total, the additional teacher will have 15 contact hours with students per week. The role and involvement of the LETs are similar to the additional teacher as all the lessons will be co-teaching, the LET will be a facilitator and instructor to guide students reading an authentic text in P.2 and P.3 or finishing a task in P.5.</p> <p>During the co-teaching sessions, the LET and the additional teacher will take up tasks according to lesson plans and co-teaching meetings. For some lessons, either the additional teacher or the LET will take up more teaching parts but they will generally share equal teaching load.</p> <p>All lessons will be co-taught by the additional teacher and LETs. The contents and focus of the co-teaching will be lesson plans that have been discussed in the co-planning meetings. The additional teacher will be a facilitator and instructor to guide students reading authentic texts in P.2 and P.3 or finishing tasks in P.5.</p>			<p>P.5 students are shown on the large English LED TV during recess times.</p> <p>3 English Speaking Days conducted for P. 1 to P. 6 in the second term.</p> <p>50% of students join activities on English Speaking Days.</p> <p>80% of English teachers have acquired the skills and conducted an English activity during recesses or lunch breaks to enrich the English environment.</p>	<p>year.</p> <p>Sharing sessions included in all panel meetings.</p> <p>Video-taping of some lessons and English language activities will be taken for record or sharing.</p>	<p>additional teacher and English Speaking Days.</p> <p>As each data set is collected during the term, resources and methodology will be evaluated and adjusted accordingly. Teachers will review these recommendations when conducting future planning.</p>

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<p>The focuses of the lessons will be the reading skills and guided reading approach used in P.2 and P.3. The additional teacher and the LET will conduct the lessons together. They will work with a group of students who demonstrate similar reading level respectively. The additional teacher will provide an English-rich environment for students to experience and learn English via reading. Guided Reading sessions will be supplemented by additional pronunciation support. Comprehension and reading skills will be enhanced. For P.5, the focuses of the lessons will be writing and speaking skills. Puppetry will be incorporated when students present their work. To enrich the English language environment, students will be given the opportunity to present their puppet plays to other students, so that they will present the play outside the classroom and other students will have a chance to watch the English puppet plays.</p> <p>An example for P.2 is reading a descriptive text about wild animals in guided reading lessons. Books on authentic topics will be chosen for the students according to their reading ability. Topics may include the following examples to consolidate and extend content vocabulary bank.</p> <p>Example Topic 1: Animals in the Wild (linked to Pets Module in General English)</p> <p>Examples of books for different levels: Pandas in Danger (level 16), Big Cats (level 12), Water Birds (level 8), Animal coverings (level 4)</p> <p>Example Topic 2: Weather around the World (linked to Seasons and weather in General English)</p> <p>Examples of books for different levels: Stormy Weather (level 15), Summer and Winter (level 12), My Book of Seasons (level 9), The Seasons (level 4).</p>					

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<p>The teacher will ask students to skim and scan the book to activate their schema. Students can practise using phonological strategies to decode words and recognize familiar words in the given texts. Students can figure out new words and sentence patterns while reading. By choosing the topics that the students have learnt in General Studies, we can reinforce the content and language learning through exposing students to reading texts from different disciplines.</p> <p>An example for P.3 is reading an explanation text in guided reading lessons. Books on authentic topics will be chosen for the students according to their reading ability.</p> <p>Topics may include the followings to consolidate and extend content vocabulary.</p> <p>Example Topic 1: Plants and how they grow (linked to Green Environment in General Studies)</p> <p>Examples of books for different levels: Plants and their Environments (level 17), Seeds (level 14), Amazing Plants (level 12) In my Garden (level 8)</p> <p>Example Topic 2: Let's Go Shopping (linked to Smart Shopping in General Studies)</p> <p>Examples of books for different levels: History of Money (Level 18) At the Shops (level 15), The Price is Right (level 10), At the Toyshop (level 7).</p> <p>Teachers will guide the students to recognize the text features visual elements and language features of the text types through the reading process. To engage students in active use of English, the additional teacher will discuss the themes of the books and students can practise locating specific information in a text in response to the teacher's questions as well as expressing their ideas after reading.</p>					

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<p>An example for P.5 is reading a procedural text of making a puppet. Then students will create their own puppet and give an introduction of the character of their puppet in groups. They can practise the presentation skill with an authentic task.</p> <p>➤ Developing teaching resources The additional teacher will develop a speaking skills booklet and visual/multimedia teaching aids for next school year. The targeted skills will be individual and group discussion, critical thinking debating and interviewing. The target level of the material will be P.6 in order to prepare them for the more demanding English use in secondary schools and project-based learning.</p> <p>The resources will provide students with extensive exposure to English in a cross-curricular context. As much as possible, the material let students to have a taste of liberal studies in advance. It will be immeasurably beneficial for the students to know more concepts and language in English related to their daily lives and the hot issues in HK or in the world. This symbiosis of English and cross-curricular topics will provide further opportunities for practicing English with their classmates and teachers through reading, discussion and communication.</p> <p>➤ Conducting English language activities</p> <ul style="list-style-type: none"> • English Speaking Days <p>The English Speaking Days are for the whole school. English Speaking Day will be held once a month. English Speaking Days will be held in March, April and May 2018. Activities such as games, assemblies, mini-shows, TV broadcasts, competitions will be organized.</p> <p>Games are mainly targeted for P.1-P.4 and will be held during</p>					

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<p>the long recess breaks. They will focus on skills such as asking and answering questions, sight word recognition and speed reading, tongue twisters, sequencing and matching games, riddles, and general knowledge fun quizzes in English. Students may enter a lucky draw for English book prizes if they participate. English Ambassadors will host the games with teacher assistance.</p> <p>Mini-shows and competitions will be held in the lunch recess in the hall and activity rooms on the third floor. They may include Readers' Theatre, puppetry shows, talent shows, spelling bees or Bingo. Scripts of the shows will be written by students with the assistance of the additional teacher and assigned English teachers.</p> <p>The additional teacher will work with assigned English teachers and students to present a Fun English TV Broadcast during lunch breaks. The broadcast may be live via the Campus TV or pre-recorded by students in the Ambassadors class. The focus is to engage students in English and improve their listening skills.</p> <p>Assemblies on English Speaking Day provide opportunity to highlight vocabulary, stories, songs and traditions for a particular festival or build up enthusiasm for an upcoming school event e.g. Easter related items will be introduced in March.</p> <p>The additional teacher will contribute creative ideas and play a key role to promote the activities as well as encourage students to join. Some activities will be organized by the additional teacher and English Ambassadors.</p> <p>The LETs will collaborate with the additional teacher to conduct the activities and assist the coordination work among different panels at school.</p>					

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<ul style="list-style-type: none"> • Festive activities The school has established traditions for celebrating special events like Christmas and Easter, with some songs and vocabulary items in English. The additional teacher may consider other creative ways to provide students with more opportunities to use English during these whole school celebrations through storytelling and other English activities. • English Ambassadors About 15 to 20 students who are keen on English are recommended by school English teachers to be the English Ambassadors. The English Ambassadors will have one and a half hour training sessions per week. The contents of the training will be focused on running the activities during English Speaking Days, the skills for the organizing competitions such as puppetry competition. The English Ambassadors are the main helpers on English Speaking Days. They are also the students to help enrich the English language environment as they will be trained to talk to their schoolmates and to lead the games during recess time in English. They may also create resources for other students, present in Campus TV and the radio broadcasts. The additional teacher is the main tutor of the English Ambassadors. The LETs will help organize the activities and provide opportunities to the English Ambassadors to promote the use of English in school. Teachers also need to coordinate the competitions and the activities. Students will have more chances to speak English during morning assemblies and recess time, especially on English Speaking Days. 					

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<ul style="list-style-type: none"> Training up students for various competitions <p>6 students will be trained to take part in a puppetry competition for primary schools in May 2018 and 15 English Ambassadors will be trained to take part in the Battle of the Books in May 2018.</p>					