

Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)

Have you included the following details in Part E of the Implementation Plan?

Proposed school-based English Language curriculum initiative(s)

- Overall objectives
- The core team
 - Composition

The core team usually consists of the English panel head(s), level teachers and other subject heads (for cross-curricular initiatives). The optimal group size is 3 to 4 and justification is needed for forming a larger group.
 - Duties
 - ✧ Number of co-planning meetings, trials, lesson observations, evaluation meetings and professional sharing sessions
 - ✧ Collaboration (e.g. co-teaching) with additional staff hired, other teachers and/or agency instructors
- Additional resources to be acquired under the Scheme
 - English-proficient teachers/instructors or teaching assistants: qualifications, requirements and duties
 - Supply teachers: duties (number of lessons and details of activities to be taken up)
 - Books (both print and non-print): how they will be used inside and/or outside class time
- Contents of the newly-developed sets of modules/units/programmes
 - Target students
 - Themes
 - Alignment with the core English Language curriculum/Connection with different KLAs
 - Target skills/genres/text types
 - Descriptions of a sample module as well as related teaching and learning activities
 - Number of lessons to cover per set, as well as number of sets per term/year

Time scale

- Co-planning/Trying-out/Lesson observation/Evaluation of each module, unit or programme (Month/Year to Month/Year)

Expected outcomes

- Quantities of materials to develop (e.g. number of sets, and number of lessons to be covered)
- Percentages of students demonstrating measurable (formative and summative assessment data) and observable (attitudinal and behavioural) improvements because of the project
- Percentages of teachers having acquired a better understanding of new instructional strategies

Sustainability

Plans to:

- incorporate the new initiatives into the core English Language curriculum;
- document and disseminate learning outcomes (such as videotaping of lessons and delivering professional sharing sessions)

Evaluation

- Qualitative methods such as examination of co-planning meeting records and lesson recordings
- Quantitative methods such as survey and analysis of formative and summative assessment data