

**FDBWA Szeto Ho Secondary School**  
**One-off Grant for Promotion of Self-directed Language Learning (English Language)**  
**School-based Implementation Proposal**

**Introduction**

On 18 December 2024, the EDB released a circular about the disbursement of the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” allocated from the Language Fund with the support of and endorsement by the Standing Committee on Language Education and Research (SCOLAR). This proposal aims to propose the deployment of the grant in the 2025-2026 academic year (temporary).

**Background**

While reading to learn is the ultimate goal for learning English, learning to read is a key to open that door. Learning from our experience of pushing the students hard to attain the competency in the S3 TSA, we realise the importance of broadening students’ comprehension skills through diversified strategies in junior secondary.

The grant will be mainly used for the implementation of the “Reading Through Drama” programme. It integrates reciprocal teaching and drama with the reading instruction is our strategies. Through implementing it to the EERS lessons in S1, it provides a flexible and adaptable platform for the S1 students to further develop their ability to construct meaning from the text. Together with the fun nature and know effectiveness of drama, our target level students will improve their reading fluent and gain more confidence in using English, as well as enhancing their interest in learning English.

**Measure(s) taken through the grant**

Area(s) of Development	Usage(s) of the grant	Grade Level
Enhancing students’ reading skills and language competency at Key Stage 3.	Hiring a part-time teacher teaching drama, who will also be co-teaching with the NET in the S1 EERS lessons.	S1

**Proposed target area(s) of development**

Proposed target area(s) of development	Proposed usage(s) of the Grant	Time scale
Enrich the English language environment in school	Employ a part-time drama instructor (2 days/week) through an agency	2025-2026 academic year

**How to implement the proposed “Reading Through Drama Scheme” funded by the One-off Grant for Promotion of Self-directed Language Learning (English Language)**

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes	Methods of progress-monitoring and evaluation
Hiring a part-time English-proficient teacher to support the core team in integrating drama and reciprocal teaching in the EERS lessons in S1, as well as conducting whole school activities to enrich the English language environment.				
<p><b>Objectives</b></p> <p>The part-time instructor to be employed and the NET will work collaboratively to develop and deliver a school-based drama programme based on the school-based EERS curriculum (<u>will be finalised by the end of June</u>). The objectives of the drama programme are to enhance students’ language competence and confidence in spoken English, provide students with more opportunities to use English in authentic context as well as cultivate students’ creativity.</p> <p>Students will then be carried out inter-class drama competition at the end of the school year.</p> <p>Throughout the programme, target level students will also be able to develop the following English Language skills and positive values and attitudes through new programme.</p> <p><u>Reciprocal teaching strategies</u></p> <ul style="list-style-type: none"> <li>- Predict with evidence</li> <li>- Generate questions to stimulate different kinds or levels of understanding related to the texts</li> <li>- Clarify potential ambiguities</li> <li>- Summarise the main idea of the texts</li> </ul>	S1	<p>Co-planning: Sep 2025 to May 2025 (<u>at least 1 per month</u>)</p> <p>Development of materials: Sep 2025 to May 2025</p> <p>Evaluation: Sep 2025 to May 2025 (<u>in all co-planning meetings</u>)</p>	<p>Students will be able to read autonomously and become interested in drama, as well as learning English through acting.</p> <p>Drama competition of each class in S1 will be conducted at the end of the school year</p>	Lesson observations and evaluation meetings will be conducted on and off throughout the year to ensure the effectiveness of the programme.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes	Methods of progress-monitoring and evaluation
<p><u>Reading skills for fiction</u></p> <ul style="list-style-type: none"> <li>- Predict the likely development of a story by recognising keywords, using personal experiences, and making use of context and world knowledge</li> <li>- Self-correct by using strategies, particularly via checking understanding against predictions, re-reading, using context and reading further to clarify</li> <li>- Understand one’s intention, attitude and feelings appropriately by recognising features such as the choice and use of language</li> <li>- Recognise the format and language features of a play script</li> </ul> <p><u>Performance skills</u></p> <ul style="list-style-type: none"> <li>- Use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings</li> <li>- Use gestures and facial expressions to convey meaning and intention</li> </ul> <p><u>Positive learning attitudes and values</u></p> <ul style="list-style-type: none"> <li>- Read autonomously</li> <li>- Work with others collaboratively and constructively</li> <li>- Show respect to others</li> <li>- Foster their appreciation for drama</li> </ul>				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes	Methods of progress-monitoring and evaluation
<p><b>Expected qualification and experiences of the instructor</b></p> <ul style="list-style-type: none"> <li>The instructor is expected to be proficient in English (viz., new teacher) is expected to be a bachelor’s degree holder (preferably majoring in drama) , or with relevant teaching training and at least 3 years of teaching experience in drama in local primary schools or institutions. He/She is preferably a native speaker of English.</li> </ul> <p><b>Deployment of the part-time Drama instructor</b></p> <ul style="list-style-type: none"> <li>He/ She will work 6 hours per week, preferably 3 hours a day, who will cooperate with the NET.</li> </ul> <p>The “Reading Through Drama” programme will cover scripts reading and drama activities. The teaching materials and the activities will be graded according to students’ abilities. For example, Reader’s Theatre will be arranged for less able students while the more able students will perform a drama skit on stage.</p> <p>The part-time teacher and the NET will design the EERS lesson using the fiction chosen for S1 students in their bridging course in July in Term 1. For Term 2, they will be focusing on non-fiction.</p>				

Item(s)	Budget
Hiring part-time drama instructor	\$1000 x 6 (hours) x 4 (weeks) x 8 (months) = \$192,000 (Approx.)
Props-making	\$8,000 (Approx.)