

SCHEDULE – APPROVED PROPOSAL

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

School Name: KWONG MING YING LOI SCHOOL (English)

Application No.: C 106 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 20
2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	7	7	6	5	5	6	36

3. No. of operating classes in the 2018/19 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	--	--	--	--	--	--	--

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLP-R/W	P.1-P.3	Reading and Writing	NET Scheme, EDB,
Support Programme on Fostering Communities of Practice to Enhance Small Class Teaching	P.4	E-learning	The Education University of Hong Kong

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none">1. English teachers and NETs are experienced and well-versed of students' needs as well as strengths and weaknesses.2. A collaborative culture has been established and co-planning meetings are scheduled every week for all levels. Peer observation is carried out every year allowing teachers to review their curriculum and their instructional approaches.3. Rich English speaking environment has been created by the NETs and LETs through multifarious activities both inside and outside class time.	<ol style="list-style-type: none">1. With a new textbook series (<i>Oxford Living English</i>) adopted in 2019/20, teachers can create new teaching resources with a greater emphasis on catering for learner diversity.2. The PEEGS grant would allow additional manpower for developing enrichment and remedial materials to supplement the existing school-based curriculum.
Weaknesses	Threats
<ol style="list-style-type: none">1. Big class size means less teacher-student interaction and that makes catering for learners' diversity difficult.2. The English Department lacks comprehensive resources and systematic measures to cater for learners' diversity.	<ol style="list-style-type: none">1. SEN intake has been increasing in the last couple years and accommodation/adaptation measures are urgently needed.2. Teachers have little time to prepare resources for SEN or gifted students because of the heavy workload.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Areas of Development	Usages of the grant	Grade Level
● To enrich the English-speaking environment	● Hiring a part-time NET	P.4-P.5
● To develop a school-based reading and writing programme	● Hiring consultancy services	
● To promote reading and integrate reading into writing	● Purchasing readers	

(D) Focus of the school’s proposed English Language curriculum initiative(s) to be funded under PEEGS:

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input checked="" 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”</p> <p><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”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a full-time supply teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

(E) 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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p>Hiring a full-time supply teacher to release the core team for developing school-based text grammar packages to 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” for P.4-P.5 students</p>					
<p>Objectives</p> <ul style="list-style-type: none"> ● The English panel will run the text grammar programme on a pilot basis for promoting a highly contextualised approach to grammar teaching and improving teachers’ professionalism. ● New text grammar modules will be designed to help students: <ul style="list-style-type: none"> ❖ understand the forms and functions of target language items and structures; ❖ explore the relationship between language forms, functions and text types; ❖ apply what they have learnt in writing; and ❖ develop learner autonomy. <p>The core team</p> <ul style="list-style-type: none"> ● Composition <ul style="list-style-type: none"> ❖ A full-time supply teacher is proposed to be hired to take up part of the teaching load (around 26 lessons per week) of the core team: <ul style="list-style-type: none"> - English panel chair – released for 2 lessons/week to attend the P.4 and P.5 weekly meetings as well as coordinate and oversee programme development. - Two vice-panel chairs and four level teachers 	<p>P.4 – P.5</p>	<p>09/2019 – 08/2020</p> <p>Co-planning, implementation and evaluation take place all year round</p>	<p>12 sets of text grammar sets covering a total of around 96 lessons will be produced.</p> <p>Over 70% of target level students will demonstrate an increased sensitivity to grammar in the lessons as observed by teachers.</p> <p>Over 70% of target level students will be able to produce target forms accurately in their writing assignments.</p> <p>50% of target level students will make improvements in summative grammar assessments.</p>	<p>All activities designed will continue to be carried out in coming years.</p> <p>All teachers involved will share their experiences in subject panel meetings and they will lead the other teachers in developing the materials and activities at different levels (e.g. P.6) in the future.</p>	<p>Records will be kept for future use. (e.g. co-planning and evaluation records, lesson plans, lesson observation and post-lesson observation forms.)</p> <p>Teachers will observe students’ performance in lessons, classwork, homework and all various formative and summative assessments.</p> <p>Core members (e.g. EPC, level coordinators) will monitor and evaluate the effectiveness and progress of the project all year</p>

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<p>(one P.4 and one P.5) released for 4 lessons/week</p> <ul style="list-style-type: none"> ● Duties The core team will: <ul style="list-style-type: none"> ❖ scrutinise past assessment (both internal and external) data to identify patterns of performances; ❖ review the existing grammar curriculum; ❖ host bi-weekly co-planning meetings; ❖ design learning and teaching materials; ❖ execute materials in the target levels; ❖ arrange peer observations for level teachers at least once per term; ❖ observe grammar lessons of target level teachers at least once per term; ❖ conduct post-observation/review meetings; ❖ modify the newly-developed materials and instructional strategies based on teachers' feedback; ❖ gather students' feedback through questionnaire survey; and ❖ share learning with other teachers in panel meetings at the end of each term. ● The EDB NET will also take part in the normal co-planning and provide curriculum support. <p>Implementation</p> <ul style="list-style-type: none"> ● More effective grammar-from-text learning through levelling of language materials and tasks will form a core 			<p>80% of target level teachers involved agree that they have acquired a better understanding of effective grammar instructions.</p>		<p>round.</p> <p>Peer lesson observation among the teachers will help to keep track and make modifications to the plan when needed.</p> <p>Lessons will be observed by core members and representatives from the involved organization to ensure the effectiveness of the project.</p> <p>Feedback from teachers and students will be collected by questionnaire at the end of the school year.</p>

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<p>part of our English curriculum - grammar will be considered at the level of texts instead of merely sentences and authentic texts with multiple examples of the target language items will be adopted.</p> <ul style="list-style-type: none"> ● Consistent learning routines incorporating integrated skills activities and interactive approach to grammar instructions will be set for raising students' grammar consciousness and providing them with a platform for reading-to-write. ● Purposeful production tasks will be designed for encouraging students to use grammar items and structures in a meaningful and contextualized way. ● To cater for diverse learning needs, modifications will be made to the lesson plans, teaching resources and learning tasks to cater for diverse learning needs. ● To ensure the efficiency and effectiveness of the project, the school is going to apply for the school-based support service from different universities and/or the Language Learning Support Section of the EDB. ● Module structure <table border="1" data-bbox="159 1062 936 1444"> <thead> <tr> <th data-bbox="159 1062 356 1115"><i>Step</i></th> <th data-bbox="356 1062 936 1115"><i>Activity</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="159 1115 356 1361">1</td> <td data-bbox="356 1115 936 1361"> <p>Pre-unit evaluation</p> <ul style="list-style-type: none"> ❖ Pre-unit tasks such as sentence editing, writing or speaking tasks involving the use of the target language structure are conducted for assessing students' prior knowledge and skills. </td> </tr> <tr> <td data-bbox="159 1361 356 1444">2</td> <td data-bbox="356 1361 936 1444"> <p>Context setting</p> <ul style="list-style-type: none"> ❖ Examples of the target form are </td> </tr> </tbody> </table>	<i>Step</i>	<i>Activity</i>	1	<p>Pre-unit evaluation</p> <ul style="list-style-type: none"> ❖ Pre-unit tasks such as sentence editing, writing or speaking tasks involving the use of the target language structure are conducted for assessing students' prior knowledge and skills. 	2	<p>Context setting</p> <ul style="list-style-type: none"> ❖ Examples of the target form are 					
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	presented in context to activate students' interest in a topic.					
3	Guided discovery activities <ul style="list-style-type: none"> ❖ Students analyse texts with multiple examples of the target language item. Students identify the rules and explore its communicative purposes in the texts with the help of questions. 					
4	Practice on form <ul style="list-style-type: none"> ❖ Levelled controlled practices on the target grammar item such as gap filling, sentence formation and text reconstruction are assigned. 					
5	Freer practices <ul style="list-style-type: none"> ❖ Students engage in individual or group writing activities for production of the target language pattern within texts. ❖ Teacher develops differentiated instructional strategies and support for catering diverse learning needs. 					
6	Working on common errors <ul style="list-style-type: none"> ❖ Teacher highlights common errors and students engage in group/individual correction tasks. 					
7	Follow-up <ul style="list-style-type: none"> ❖ Remedial grammar help in the form of supplementary worksheets and revisiting the grammar items is offered 					

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to less able students.					
● Proposed grammar items to cover (one per module):					
<i>P.4</i>					
<i>Target grammar items</i>	<i>To be explored in:</i>				
Adverbs of frequency (how often)	Blog entries				
Comparatives/ superlatives (-er than, the -est, more...than, the most)	Survey reports				
Connectives to link similar or negative ideas (too, either, both...and..., or)	Presentation scripts				
Determiners (plenty of, a few, a little, enough, too many, too much, more, fewer less)	Newsletters				
Questions and phrases of measure (how heavy, how high, how long, how tall)	Reports				

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Simple future tense	Proposals					
<i>P.5</i>						
<i>Target grammar items</i>	<i>Writing tasks</i>					
Imperatives	Guidelines and regulations					
Reflexive pronouns	Diary entries					
Present perfect tense	Personal profiles					
Pronouns (anyone, everyone, someone, no one, anything, everything, something, nothing)	Magazine articles					
Gerunds and infinitives	Product sketches					
Participial adjectives	Stories					
Materials to develop <ul style="list-style-type: none"> ● 12 eight-lesson text grammar sets will be produced. ● Materials to develop will consist of: <ul style="list-style-type: none"> ❖ pre-unit evaluation activities; ❖ context setting activities to activate prior knowledge; 						

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<ul style="list-style-type: none"> ❖ guided discovery materials; ❖ controlled practices; ❖ freer writing practices with instructional scaffolding; and ❖ remedial grammar support packs. <p>Descriptions of a sample module</p> <ul style="list-style-type: none"> ● Theme: Children’s leisure time ● Target grammar item: adverbs of frequency ● Text: A blog entry <table border="1" data-bbox="154 735 936 1442"> <thead> <tr> <th data-bbox="154 735 356 788"><i>Step</i></th> <th data-bbox="356 735 936 788"><i>Activity</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="154 788 356 1185">1</td> <td data-bbox="356 788 936 1185"> <p>Pre-unit evaluation</p> <ul style="list-style-type: none"> ❖ Students complete a form and provide information about: <ul style="list-style-type: none"> - favourite pastimes; and - days of the week they do such activities. ❖ Students produce 5 sentences about the form and share their work with the class. </td> </tr> <tr> <td data-bbox="154 1185 356 1442">2</td> <td data-bbox="356 1185 936 1442"> <p>Context setting</p> <ul style="list-style-type: none"> ❖ Teacher introduces a common reason for writing blogs. <ul style="list-style-type: none"> - People may have a passion that they just want people to know about. </td> </tr> </tbody> </table>	<i>Step</i>	<i>Activity</i>	1	<p>Pre-unit evaluation</p> <ul style="list-style-type: none"> ❖ Students complete a form and provide information about: <ul style="list-style-type: none"> - favourite pastimes; and - days of the week they do such activities. ❖ Students produce 5 sentences about the form and share their work with the class. 	2	<p>Context setting</p> <ul style="list-style-type: none"> ❖ Teacher introduces a common reason for writing blogs. <ul style="list-style-type: none"> - People may have a passion that they just want people to know about. 					
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<ul style="list-style-type: none"> ❖ Blog entries of four teenagers containing examples of the construction (adverbs of frequency) are shown to students. ❖ Teacher explains to students that school is collecting ideas for a new interest club and students have to write blog entries sharing with their teachers their favourite pastimes. 					
<p style="text-align: center;">Guided discovery activities</p> <ul style="list-style-type: none"> ❖ Teacher asks students to highlight/underline adverbs of frequency used in the text. ❖ In groups of 4, students work out the meanings of individual frequency adverbs with the help of contextual clues and complete the adverb of frequency chart. <p>For example,</p> <p>e.g. I <i>always</i> play football. I like it so much that I do it <i>seven days a week</i>.</p> <p>e.g. I am <i>not a sporty person</i> and <i>never</i> work out. Instead, I <i>often</i> read and <i>visit the library at least two times a week</i>.</p> <p>http://www.theenglishstudent.com/blog/adverbs-of-frequency</p> <ul style="list-style-type: none"> ❖ Students deduce the use, form and 					

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	<p>meaning of the target form in the text:</p> <ul style="list-style-type: none"> - for indicating routine and repeated activities with the use of present tense - usually put before the main verbs <p>❖ Teacher confirms with students their observations.</p>					
4	<p>Practice on form</p> <p>❖ Levelled, controlled practices on the target grammar</p> <ul style="list-style-type: none"> - Gap filling: Students complete another blog entry by providing correct adverbs of frequency. - Sentence formation: Students interview their neighbours and write 5 sentence about their favourite pastimes. - Text reconstruction: Students listen to a text about favourite pastimes of students in other countries. They jot notes as they listen and reconstruct the text with the use of cue cards. 					
5	<p>Freer practices</p> <p>❖ Students write their own blog entries.</p>					
6	<p>Working on common errors</p> <p>❖ Teacher highlights common errors and</p>					

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	students engage in group/individual correction tasks.					
7	<p>Follow-up</p> <ul style="list-style-type: none"> ❖ Adverbs of frequency are revisited explicitly and additional practices assigned for students who need additional support. 					
<p>Measures to cater for diversity</p> <ul style="list-style-type: none"> ● Pre-unit evaluation activities will be designed to help teachers assess students' capabilities and identify areas for improvement. Based on teachers' observation, the core team will adjust newly-developed materials and lesson plans before class whenever necessary ● Key components of differentiated instructions, such as <i>multiple teaching aids, flexible grouping strategies and tiered tasks</i> will be implemented in the English learning activities in order to enhance the capability and learning motivation of students with different levels of ability, interest and readiness. <ul style="list-style-type: none"> ❖ <i>Multiple teaching aids</i> Various textual input (e.g. printed texts, audio texts and videos) will be sourced to assist students with different instructional needs. ❖ <i>Flexible grouping strategies</i> Different grouping arrangements such as interest centres, expert groups and ability groups will be adopted for promoting peer support. 						

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<p>❖ <i>Tiered tasks</i></p> <p>Different tasks will be designed to allow students to practise applying the target language form in a meaningful context. Differentiated scaffolding, guidance and support for the tasks are designed for students of various ability levels.</p> <table border="1" data-bbox="159 539 936 1471"> <thead> <tr> <th colspan="3" data-bbox="159 539 936 587">Guided discovery activities</th> </tr> <tr> <th data-bbox="159 587 416 643"><i>Less able</i></th> <th data-bbox="416 587 678 643"><i>Core</i></th> <th data-bbox="678 587 936 643"><i>More able</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="159 643 416 1297"> <p>All target forms are highlighted in the texts and put in proper categories. Teacher practises think-aloud and describe how patterns of language makes meaning for one or two categories. Students have a better view of the mental process required and practise analysing the rest.</p> </td> <td data-bbox="416 643 678 1297"> <p>Students are expected to work out the rules for creating the target forms and discourse level meanings through analysing multiple examples in the texts.</p> </td> <td data-bbox="678 643 936 1297"> <p>Students first identify the target forms in the text and put them in categories according to its use. In groups, students work with one category each to analyse structure, meaning and use, and finally present their findings to the class.</p> </td> </tr> <tr> <th colspan="3" data-bbox="159 1297 936 1345">Practice on form</th> </tr> <tr> <th data-bbox="159 1345 416 1401"><i>Less able</i></th> <th data-bbox="416 1345 678 1401"><i>Core</i></th> <th data-bbox="678 1345 936 1401"><i>More able</i></th> </tr> <tr> <td data-bbox="159 1401 416 1471"> <p>The target form is explicitly</p> </td> <td data-bbox="416 1401 678 1471"> <p>Students familiarise</p> </td> <td data-bbox="678 1401 936 1471"> <p>Students practise pre-taught</p> </td> </tr> </tbody> </table>	Guided discovery activities			<i>Less able</i>	<i>Core</i>	<i>More able</i>	<p>All target forms are highlighted in the texts and put in proper categories. Teacher practises think-aloud and describe how patterns of language makes meaning for one or two categories. Students have a better view of the mental process required and practise analysing the rest.</p>	<p>Students are expected to work out the rules for creating the target forms and discourse level meanings through analysing multiple examples in the texts.</p>	<p>Students first identify the target forms in the text and put them in categories according to its use. In groups, students work with one category each to analyse structure, meaning and use, and finally present their findings to the class.</p>	Practice on form			<i>Less able</i>	<i>Core</i>	<i>More able</i>	<p>The target form is explicitly</p>	<p>Students familiarise</p>	<p>Students practise pre-taught</p>					
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explained and students engage in sentence-level forced/open choices practices.	themselves with the form through undertaking controlled practice tasks.	grammar items through sentence/short paragraph forming activities					
Writing activities							
<i>Less able</i>	<i>Core</i>	<i>More able</i>					
Students are provided with writing frames and model texts which they can imitate. They can benefit from group assistance through joint construction tasks.	Students engage in writing activities and practise the pre-taught language item in a context where it communicates new information.	Students partake in individual/group writing activities and self-evaluation with the use of the feature checklist.					
Error correction							
<i>Less able</i>	<i>Core</i>	<i>More able</i>					
Students are provided with correct alternatives and assigned direct and focused correction tasks.	Students learn from their common errors and make corrections of their writing based on teachers' feedback.	Peer response tasks can be conducted. Errors are highlighted and students identify and self-correct them.					