

**Helen Liang Memorial Secondary School (Shatin)**  
**English Enhancement Scheme (EES), 2007/2013 (Approved Version)**

**A. Introduction**

To raise the English standard of the students of Helen Liang Memorial Secondary School (Shatin) has been an issue of concern since the school became 'CMI' in 1997. To accomplish the mission, two barriers must be removed: one is the students' lack of confidence in using the language, and the other is the inadequacy of an English learning environment within the school premises.

**B. Purpose**

This proposal aims at shedding light on how these barriers can be removed by making use of the resources provided by the government. It is also hoped that the plans in this proposal can be sustained for a few years with some slight but necessary modifications even after the termination of the EES funding.

**C. Analysis of the Situation – Strengths and Weaknesses**

Existing implementation in helping raise students' English proficiency:

- Language Arts lessons are run in S.1 and S.2 to help junior form students foster more interest and motivation in learning English
- The 'SBA approach' has been adopted in all junior levels such as requiring students to read novels and verbally present the storyline of the book
- An English Ambassador Scheme has been launched to make senior form students hold English conversations with junior form counterparts
- Split classes have been introduced in S.1 and S.4 (one each) so as to reduce learning diversity
- An extra English supply teacher has been employed to undergo co-teaching in S.1 and S.3 levels
- Assemblies in English are run twice a month

***Strengths***

- All members of the English Department are qualified and devoted individuals. They have also received teacher training and attained the requirements of the Language Proficiency Assessment for Teachers. Members are cooperative and hardworking. They attend seminars,

workshops or conferences regularly, aiming to keep abreast with the latest changes in the pedagogy, curriculum and assessment methods. They have the same beliefs and objectives – to raise students’ motivation in learning English language and as a result, enhance their academic results in public examinations

- Effective learning and teaching of English has been regarded as a priority in both the annual and the 6-year school plans. School support is evident

### ***Weaknesses***

- Students do not have sufficient exposure to English. The physical environment of the school and the extensive use of Chinese resources in learning other subjects cannot scaffold an environment conducive to the learning and teaching of English
- Students are weak in general knowledge and English vocabulary
- English Language teachers, apart from their normal heavy teaching duties, are usually overloaded with a lot of administrative duties, documentary work, and student development plans. They have little space to embark on curriculum planning
- Students in general lack motivation and confidence especially in learning English and in ‘self-access language learning’ (SALL)
- Teachers lack the knowledge, the skills and the strategies to cope with the elective modules in the NSSE English curriculum

### **D. Opportunity for change - Objectives and Focus Areas**

- To create a rich English learning environment in school
- To increase students’ exposure to English and the opportunities to use the language
- To enhance the effectiveness of classroom teaching, learning and academic performance
- To enhance students’ motivation in learning
- To help students make appropriate use of learning strategies and prepare them for the NSS Curriculum

### **E. Holistic School-based Plan**

To adopt the change, significant strategies at both the school and departmental levels are to be implemented (some have, in fact, started):

**a. At School Level**

1. More morning assemblies are conducted in English; teaching staff are invited in turns to give English speeches at morning assembly
2. Students are encouraged to make announcements in English as much as possible
3. Students are encouraged to read more materials in English during the morning reading period
4. Permanent signs in English are displayed within the school premises
5. English proverbs / idioms are posted on campus regularly
6. Certain topics in subjects other than Chinese, Chinese History and Putonghua are taught and tested in English
7. Cross-curricular cooperation in projects, quizzes and competitions in English are to be encouraged

**b. At Departmental Level**

1. The English curriculum will be tailored to make learning fun, meaningful and practical to students
2. More language arts elements are to be introduced in S.1 – S.3
3. English teachers are encouraged to attend workshops on teaching English through drama
4. All students are required to keep a note book or a vocabulary book for all English lessons
5. Students will have more reading and sharing in English through SBA training starting from the junior level
6. Movie appreciation is arranged for all students during lunch time and after school
7. More English learning kits and computer software will be purchased, installed in the CAL Room and be open to students to encourage ‘self-access language learning’ (SALL)
8. More English activities like quizzes and debates will be held in the forthcoming years
9. More activity-based English courses or small-group learning will be arranged to enrich and enhance students’ English proficiency

**F. EES plans and details**

While the school will commit itself to certain self-financed programmes at both the school and departmental levels, the tabulated plans are written to seek EES funding after consultation with the students (roughly one out of ten students were interviewed), English Language teachers, teachers of other subjects, the Assistant Principals and the Principal. The procedure was followed by the endorsement of the School Management Committee of the school before submission. Approval of the plans and the budget was granted at the EES Interview on 25<sup>th</sup> April, 2007.

	<b>Actions Proposed</b>	<b>Issues Addressed</b>	<b>Duration</b>	<b>Budget</b>	<b>Appendix*</b>
<b>1</b>	Subject teachers will conduct <b><u>drama-in-education and language arts activities</u></b> for the students with the support of a <u>drama group</u> that the school will subscribe to for all the S.1 students (one double lesson per cycle) in the first year and S.2 & S3 students in the second and third years respectively Training workshops for teachers will be arranged by the service provider	The plan allows students to understand that English is lively, interesting and practical through drama. Also, the plan prepares them for the NSS syllabus  Teachers will acquire the strategies on running drama and language arts activities and incorporating them into language learning tasks	3 years 2007 - 2010	\$220,000 x 3 years = \$660,000	i
<b>2</b>	Two to three English Language teachers of the school will commit themselves to <b><u>curriculum planning</u></b> and <b><u>resources building</u></b> for S1 to S6 levels; support will be given to create space for the teachers	Teachers will make adaptations to the teaching syllabus and tailor-make teaching resources for the levels concerned so as to take care of students' learning capacity	6 years 2007 - 2013	\$240,000 x 6 years = \$1,440,000	ii
<b>2a</b> <b>#</b>	To provide <b><u>professional training</u></b> for English Language teachers on <b><u>school-based curriculum planning</u></b> with clearly defined course content and teaching pedagogy.	English Language teachers will be trained on curriculum planning procedures and teaching strategies to raise the effectiveness of learning and teaching	6 years 2007- 2013	\$30,000 x 6 years = \$180,000	iiia
<b>3</b>	To subscribe to a 2-day <b><u>English Leadership Camp</u></b> for English Ambassadors	To train some 40 English ambassadors for three consecutive years so that they can master the skills to motivate junior form schoolmates to hold English conversations or to interact with them	3 years 2007 - 2010	\$30,000 x 3 years = \$90,000	iii

<b>4</b>	To hold <b>English Days</b> for all the students ( <u>At least six days during the year</u> - 3 days each school term)	To stimulate students to learn English and let them have more exposure to authentic English and use it for purposeful activities	3 years 2007 - 2010	\$20,000 x 3 years = \$60,000	iv
<b>5</b>	To keep a stock of <b>English books</b> in S1-S3 classrooms. The books acquired - are relevant to the English Language curriculum of the level, and - should cater for the various fields of students' interest	The books will be used in teaching and enhancing students' reading skills. They will also provide more reading resources for the students during the morning reading session.	6 years 2007 - 2013	\$10,000 x 6 years = \$60,000	v
			<b>Total amount:</b>	<b>\$2,490,000</b>	

Note: For each of the plans proposed, the following aspects will be elaborated further in the Appendix, namely the target output, the implementation, sustainability and the success criteria. Supplementary information concerning the EES plans is attached and form part of this document.

#: The plan and the relevant budget were approved in accordance with the suggestions of the EES Interview Panel.

#### **Budget by year**

Proposal Item No.	2007/2008 HK\$	2008/2009 HK\$	2009/2010 HK\$	2010/2011 HK\$	2011/2012 HK\$	2012/2013 HK\$
1	220,000	220,000	220,000	---	---	---
2	240,000	240,000	240,000	240,000	240,000	240,000
2a	30,000	30,000	30,000	30,000	30,000	30,000
3	30,000	30,000	30,000	---	---	---
4	20,000	20,000	20,000	---	---	---
5	10,000	10,000	10,000	10,000	10,000	10,000
<b>Total by year</b>	<b>550,000</b>	<b>550,000</b>	<b>550,000</b>	<b>280,000</b>	<b>280,000</b>	<b>280,000</b>
<b>Total: HK\$2,490,000</b>						

**G. Achievements Anticipated**

1. An English-rich language environment is created around the school premises
2. Students are more motivated to learn English
3. Students’ confidence in using English can be raised
4. Students develop an interest in appreciating works of English Language such as drama, novels, plays etc.
5. Students’ performance in English will improve in public examinations and territory-wide assessments

Year 2010	S3-TSA scores in English increased by 5 %; S5 & S7 Ss’ performance in HKCEE English and HKASL English by 3% respectively
Year 2013	A further 3% increase in S3-TSA scores and S6 students’ performance in HKDE English respectively

**Appendix i – Drama-in-education and Language Arts Activities for S1, S2 and S3 Students**

Target Output	Implementation & Budgeting	Sustainability	Success Criteria
<ul style="list-style-type: none"> <li>● Through drama and language arts activities, students will find English interesting to learn. They will gain drama experience, acquire the skills and get themselves prepared for the elective section of English Language in the HKDE examination.</li> <li>● When conducting drama and language arts activities, teachers concerned will gain experience, acquire drama training skills and will be able to plan and integrate both drama and language arts activities into the M-U-T approach of learning and teaching the subject.</li> </ul>	<p>Out-source: Professional training groups are to be hired for the program. Two NETs from the training groups will come to each class (4 classes) for two periods (1.25 hours) per week in the academic year (about 32 weeks). The hourly rate for a NET is roughly \$687 (\$220,000 divided by 2 x 1.25 x 4 x 32).</p>	<p>Teachers will integrate drama and language arts activities in teaching the subject in the future.</p>	<ul style="list-style-type: none"> <li>● Students are more motivated to learn English</li> <li>● They develop an interest in appreciating works of English Language</li> <li>● Teachers gain experience and acquire the skills in drama activities and are able to integrate language arts activities in teaching the subject</li> <li>● Students’ performance in English will improve in public examinations</li> </ul>

## Appendix ii – Curriculum Planning and Resources Building

Target Output	Implementation & Budgeting	Sustainability	Success Criteria
<ul style="list-style-type: none"> <li>● Every year, two to three English Language teachers will work as a team to embark on curriculum design for a level, to review the teaching syllabus and to produce useful teaching resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Order of priority (by level): S2-S1-S3-S4-S5-S6</li> <li>● A supply teacher will be employed during the periods to take up part of the work of the teachers responsible for the tasks assigned. The supply teacher targeted will be one with teaching experience and his or her monthly salary will be around \$19,000 plus an MPF of \$950.</li> </ul>	<p>Learning packages or modules produced will be tried out and modified continually</p>	<ul style="list-style-type: none"> <li>● A target-oriented English Curriculum is designed</li> <li>● Effective task-based learning packages are produced and tried out</li> </ul>

## Appendix iia - Professional training for English Language teachers

Target Output	Implementation & Budgeting	Sustainability	Success Criteria
<ul style="list-style-type: none"> <li>● Teachers involved are capable of and knowledgeable in planning a school-based curriculum to meet the needs of the students and to arouse their interest in learning the subject</li> <li>● Through training workshops, consultation sessions, trial teaching and evaluations, teachers of the panel are effective in handling the course contents and are familiar with the pedagogy in teaching the subject.</li> </ul>	<p>Out-source: 6 years</p> <p>Professional training and consultation service will be hired (\$30,000 a year) to run training workshops for the English panel and to provide consultation and evaluation sessions for teachers involved in curriculum planning and resource building.</p>	<p>Teaching effectiveness is enhanced and will sustain through the training programme.</p>	<ul style="list-style-type: none"> <li>● 70% of the students find the subject interesting to learn and they are confident of using English and handling the NSS English curriculum</li> <li>● English language teachers are familiar with the pedagogy in language teaching. They can sustain students' learning interest and raise their English proficiency</li> <li>● Overall pass rates in public exams are raised</li> </ul>

### Appendix iii – Two-Day English Leadership Camp for English Ambassadors

Target Output	Implementation & Budgeting	Sustainability	Success Criteria
<ul style="list-style-type: none"> <li>● Trained English Ambassadors become more confident and skilful in helping and serving their fellow school-mates</li> <li>● Students have more people to practise English with</li> </ul>	<p>Out-source: Leadership-training packages are to be purchased. The cost for each student will be around \$750 (\$350 for meals and accommodation, and \$400 for training fees). The package will include 3 - 4 training sessions on leadership skills, role-play, workshops, and so on.</p>	<p>Young English Ambassadors will continue their service for at least two to three years and they can be trainers to the new ambassadors</p>	<ul style="list-style-type: none"> <li>● The English Ambassadors are more confident and are willing to serve their fellow schoolmates</li> <li>● All the students have better performance in oral examinations</li> <li>● They are more proficient in English</li> </ul>

### Appendix iv - English Days for Whole School

Target Output	Implementation & Budgeting	Sustainability	Success Criteria
<ul style="list-style-type: none"> <li>● Students enjoy using English for fun activities</li> <li>● Students are more motivated to learn English</li> <li>● Teachers gain experience and acquire skills in running similar activities</li> </ul>	<p>Out-source: English-day packages are to be used. There will be 3 English days each school term, \$3,300 per day (\$3,300x3x2 = \$19800/year). Students of the school (over 1,000) will benefit. They will have time blocks for the game stalls, quizzes &amp; competitions, and if possible, small prizes will be awarded.</p>	<p>English days of a smaller scale can be run by teachers of the school in the future</p>	<ul style="list-style-type: none"> <li>● A better English learning environment can be fostered around the school premises</li> <li>● Students are more motivated to use English</li> <li>● They are confident in using English</li> </ul>

### Appendix v - English Books for S1 – S3 Classrooms

Target Output	Implementation & Budgeting	Sustainability	Success Criteria
<ul style="list-style-type: none"> <li>● Students acquire reading skills, gain access to resources that are relevant to their learning tasks, and develop interest in reading English books of various fields or subjects</li> </ul>	<p>Interesting English books with pictures, such as ‘National Geographic for Students’ are to be purchased and stocked in S1 to S3 classrooms. Each class, given a yearly budget of \$800, may also choose books of interesting topics to purchase and keep. (A budget of \$10,000 per year to be granted and for a period of six years)</p>	<ul style="list-style-type: none"> <li>● Books last and new ones can be purchased</li> <li>● Books can be exchanged among classes and so students’ exposure to reading materials can be greatly expanded</li> </ul>	<ul style="list-style-type: none"> <li>● More students pick up English books to read</li> <li>● Students’ English vocabulary is enlarged</li> </ul>

**The End**

**Helen Liang Memorial Secondary School (Shatin)**  
**Supplementary Information concerning the English Enhancement Scheme (2007-2013)**

	<b>Actions Proposed</b>	<b>Role and Involvement of Teachers</b>	<b>Sustainability</b>	<b>Success Criteria and Evaluation Methods</b>
1	<p>Subject teachers will conduct <b>drama-in-education</b> and language arts activities for the students with the support of a drama training group that the school will subscribe to for all S.1 students (one double lesson per cycle) in the first year and for the same batch of students in the two subsequent years (i.e. from 2007 to 2010).</p> <p>Training workshops for teachers will be arranged by the service provider.</p> <p>The plan allows students to understand that English can be learnt through lively, interesting and creative activities, such as drama.</p> <p>Also, the plan prepares them for the NSS syllabus.</p>	<p>Teachers of the classes and the drama group facilitator will co-plan drama activities and co-teach in the classes throughout the whole academic year.</p> <p>In the second and third years, more English Language teachers will be involved.</p> <p>Eventually, they will be able to integrate drama and language arts activities in English learning tasks</p>	<p>Teachers who are involved in the co-teaching for the first year will be able to acquire a certain extent of expertise in the area. They will then be able to conduct similar activities in their own lessons the next academic year.</p> <p>After three years, a full package of drama activities will be experienced by the same batch of students and by various teachers.</p> <p>Both the training workshops and on-the-job-training will allow most English Language teachers of the school to gain sufficient experience and to acquire the strategies on running drama and language arts activities with the students and integrating these activities into learning tasks in the future</p>	<ul style="list-style-type: none"> <li>- Around 70%* of the students show interest and willingness to take part in the activities and they have more confidence in using English to communicate with teachers and their peers. <i>* figure to be reviewed annually</i></li> <li>- A resource or log file on drama activities is compiled</li> <li>- Teacher observation</li> <li>- Students' oral performance in tests and examinations</li> <li>- End-of-year surveys.</li> </ul>

	<b>Actions Proposed</b>	<b>Role and Involvement of Teachers</b>	<b>Sustainability</b>	<b>Success Criteria and Evaluation Methods</b>
2	<p>Each year, two to three English Language teachers of the school will commit themselves to <b><u>curriculum planning</u></b> and <b><u>resources building</u></b> for S1 to S6 levels.</p> <p>To provide support for these teachers, a supply teacher will be hired to take over some of their teaching load so as to create space for them to do curriculum planning and resources building.</p> <p>Common time-slots (about six periods per cycle) will be arranged for the teachers concerned to carry out the plan. Teachers will report their progress to the school at regular intervals.</p> <p>It is hoped that this arrangement will continue for six years. The teachers will focus their work on one level every year.</p> <p>Plans and resources previously developed will be evaluated at the end of the school year.</p>	<p>The teachers involved will plan the English Language curriculum of the school catering for the new NSSE, and review the scheme of work for each level. They will also collate and design resources for various levels, such as, selecting themes and modules for teaching, designing, adapting and tailor-making tasks or learning activities, short-listing vocabulary for various levels, and preparing progressive worksheets for students of different abilities.</p> <p>The teachers will report their work and conduct evaluation at the end-of-term panel meeting.</p>	<p>A revised school-based English Language curriculum will be developed to cater for the needs of the students and for preparing them for English Language examination in the HKDE.</p> <p>Learning packages containing interesting and purposeful modules for learning, tailor-made tasks and supplementary worksheets will be tried out and modified continually for the future.</p>	<ul style="list-style-type: none"> <li>- Students are more aware of the language skills and items that they are expected to achieve at different levels.</li> <li>- Teachers are more able to exercise flexibility in curriculum tailoring and selection of learning modes to motivate students to learn and to address their particular needs.</li> <li>- Teachers are able to maximize resources and opportunities to make English meaningful to learn and purposeful to use among students.</li> <li>- Language learning packages are produced and tried out in classes</li> <li>- Lesson observations</li> <li>- End-of-year surveys</li> <li>- Conferencing and sharing</li> <li>- Evaluation of the language packages</li> </ul>

	<b>Actions Proposed</b>	<b>Role and Involvement of Teachers</b>	<b>Sustainability</b>	<b>Success Criteria and Evaluation Methods</b>
2a #	To provide <b><u>professional training</u></b> for English Language teachers on <b><u>school-based curriculum planning</u></b> with clearly defined course content, (modules, themes and tasks) and teaching pedagogy. (Six years from 2007 to 2013)	English Language teachers will be trained on curriculum planning and teaching strategies to raise the effectiveness of learning and teaching	Teaching effectiveness is enhanced and will sustain through the training programme	<ul style="list-style-type: none"> <li>- 70% of the students find the subject interesting to learn and they are confident of using English and handling the NSS English curriculum</li> <li>- English language teachers are familiar with the pedagogy in language teaching. They can sustain students' learning interest and raise their English proficiency</li> <li>- Overall pass rates in public exams are raised</li> <li>- Questionnaire</li> <li>- Observation</li> <li>- Statistics</li> </ul>
3	To subscribe to a 2-day <b><u>English Leadership Camp for English Ambassadors</u></b> .  Every year, some 40 English ambassadors will be offered the opportunity to acquire leadership skills to motivate junior form schoolmates to hold English conversation or to interact with them.	Based on the principle of training the trainers, two teachers will take part in each leadership camp and work collaboratively with the trainers so that they will learn how to run similar programmes for the students in the future.	<p>Young English Ambassadors will continue their service for at least two to three years and they will become trainers to train new ambassadors.</p> <p>Teachers involved will be able to run similar training programmes for the students in the future.</p>	<ul style="list-style-type: none"> <li>- The English Ambassadors are more confident and are willing to serve their fellow schoolmates.</li> <li>- 80% of the Ambassadors have better performance in oral examinations than their peers.</li> <li>- 70% of the junior form students have enthusiastic participation in chatting with the English Ambassadors and develop more confidence in using English.</li> <li>- Survey and data analysis</li> </ul>

	<b>Actions Proposed</b>	<b>Role and Involvement of Teachers</b>	<b>Sustainability</b>	<b>Success Criteria and Evaluation Methods</b>
4	<p>To seek experienced service provider to hold <b>English Days</b> for all students (3 days each school term)</p> <p>Students learn English in a joyful way and they have more exposure to authentic English and use it for purposeful activities.</p>	<p>Teachers will monitor the whole programme, observe the process and help in running the activities.</p>	<p>English days of a smaller scale can be run by teachers of the school in the future.</p>	<ul style="list-style-type: none"> <li>- About 70% of the students enjoy using English for fun activities.</li> <li>- They are more motivated to learn and use English.</li> <li>- Teachers gain experience and are confident of launching similar activities for students.</li> <li>- Surveys</li> </ul>
5	<p>To purchase and keep a stock of <b>English books</b></p> <ul style="list-style-type: none"> <li>- that are relevant to the teaching and learning tasks of the level</li> <li>- that are of interest to various S1-S3 classes.</li> </ul> <p>To provide more reading resources for the students during the morning reading sessions and to provide easy accessibility to resources that are relevant to their learning</p>	<p>Teachers will guide students to search for English books of various interests. They will teach reading skills to students, introduce books to them at morning assembly or morning reading sessions, hold conference and book-sharing sessions with students to boost the fun in reading. They will meet students to monitor their reading progress.</p>	<p>Books last and new ones can be purchased.</p> <p>Books can be exchanged among classes and so students' exposure to different reading materials is expanded.</p>	<ul style="list-style-type: none"> <li>- More students are interested in reading English books or texts.</li> <li>- Students know more English words.</li> <li>- Students have better comprehension</li> <li>- Library and class reading records</li> <li>- Teachers' observation</li> <li>- Surveys</li> </ul>

**The End**

Amended on 8<sup>rd</sup> May 2007