

## Helen Liang Memorial Secondary School (Shatin), Annual Report On English Enhancement Scheme, 2007 – 2008<sup>#</sup>

Subject : English Department

Teacher i/c : LTW/MLF/CLC

Task/Strategy	Details, Evaluation & Effectiveness	Recommendations (KISS - Keep/Improve/Start/Stop)
<p>1. Subject teachers conduct <b><u>drama-in-education and language arts activities</u></b> for S1 students with the support of a <u>drama group</u> that the school subscribes to.</p> <p>Training workshops for teachers are arranged by the service provider.</p>	<p>A drama programme was included in the S1 curriculum in 2007-2008 with the aim of promoting language arts in the junior secondary curriculum and preparing junior form students for the New Senior Secondary Curriculum.</p> <p>A drama lesson (1.5 hrs per week) for each S1 class was organized from 10th September 2007 to 30th May 2008. The lessons were conducted by two drama teachers provided by Talent Educational Service Company with the support of the subject teachers. One drama teacher took charge of a group of 20 students in each class. All the lessons were conducted in English as both drama teachers were American-born Chinese who spoke very little Cantonese. There was a change of drama teacher in November due to a contractual problem.</p> <p>A scheme of work / lesson plan for the English Drama Programme was designed by Talent Educational Service Company. It covered three parts: Pronunciation, acting skills and on-stage drama performance. A class drama competition and inter-class drama competition were held between April and May. A textbook '<i>Stepping into Drama</i>' selected by the school was also used to help students focus on what had been taught and learnt in the drama lessons. A training workshop for teachers was also provided by Talent Educational Service Company.</p> <p>The following is the feedback from the students and teachers involved in this programme:</p> <p><u>Student feedback</u></p> <ul style="list-style-type: none"> <li>• Most of the students found the lessons enjoyable when they were engaged in interesting games.</li> <li>• Many of them said that they had learnt new words and drama skills such as eye contact, facial expression</li> </ul>	<p>We need to improve the existing drama programme to cater for students' individual needs and to maximize the benefits they can gain.</p> <p>A lot of support and resources are needed.</p> <p>As the quality of the service provider is rather uncertain, the school will seek approval from the EDB's EES committee for hiring a TA (drama) or a temporary teacher (drama) to provide support for S1 and S2 drama lessons.</p> <p>Despite the uncertainty of getting the support, drama lessons will still be included in S1 and S2 and will be run by the subject teacher.</p>

and stage movement skills.

- Many of them believed that their listening and speaking skills had improved as they had to listen carefully and speak with their drama teachers.
- Many of them got excited when they were preparing for the drama competitions, and some felt very proud of themselves when they had won the competition. They said that they had learnt how to work in a team.
- Many of them found their drama teachers very nice and kind and said that they never got angry.
- Many of them wanted to have drama lessons next year.

However:

- Some students did not enjoy the drama lessons because they did not want to listen to English throughout the lesson, and found it difficult to follow the drama teachers' talk. They did not know what they were being asked to do.
- Some said they simply did not like drama and found all the drama activities a waste of time. They preferred other ways of learning English.
- Some students found the drama lessons boring because there were not enough games.
- Some of them did not enjoy learning about phonology.

#### Teachers' feedback

The two drama teachers were helpful and patient with the students. They were enthusiastic about teaching drama. However, they lacked skills in managing a class of 20 students and in handling students with disciplinary problems and low motivation. They failed at times to convey clear instructions to students as to the objectives of the lessons. Many students therefore did not have a clear idea of what they were expected to learn. One teacher pointed out that this drama programme failed to improve the students' reading and writing skills as very few exercises had been assigned to them for practice. However, she believed students' speaking skills might have been improved when they were engaged in the in-class drama competition and inter-class competition. Some teachers felt that too much time had been spent on pronunciation and that the drama textbook had been ignored. One teacher pointed out that she did not learn much about acting skills from the drama teachers except stage movement skills. She found two games very useful for training

	<p>students to speak more loudly and more confidently. Most teachers found the games in the teacher training workshop quite fun, but more concrete ideas as to how to help students learn more English through drama activities and to prepare students for a drama production should have been provided.</p> <p>To strengthen students' experience in English Drama, two additional programmes were arranged:</p> <ol style="list-style-type: none"> <li>a. an on-stage English Drama entitled "Aladdin" was booked for all S1 students on 27<sup>th</sup> February, 2008. The experience was fascinating according to S1 students interviewed.</li> <li>b. two on-stage performances by S1 and S2 were arranged for all S4 and S6 and S1-S3 students on 4<sup>th</sup> and 7<sup>th</sup> July, 2008 during the post-examination time. The twenty actors and actresses were trained for the performance after attending a compact training programme run by an expert between April and July. All English Language teachers helped in staging the performance and some helped in training the performers. Both the participating students and English Language teachers gained experience in the drama performance.</li> </ol>	
<p>2. Two to three English Language teachers of the school commit themselves to <b>curriculum planning</b> and <b>resources building</b> for S2; support will be given to the teachers involved.</p>	<p>The Curriculum Design Committee meets three times a week, a total of 9 periods to co-plan the S2 curriculum. Five Modules were redesigned from the S2 course book (Treasure Plus 2A) integrating a variety of language arts activities along with the teaching of grammar items from both Books 2A &amp; 2B.</p> <p><u>Resources Building</u></p> <p>A special booklet containing five modules, namely, 'Holiday', 'International Food', 'Fashion', 'Save the Animals' &amp; 'Beijing Olympics' (another module on 'Save the Environment' was also prepared to replace 'Beijing Olympics' next year) were designed for students' and teachers' easy use and reference. A detailed list and explanations of the grammar and vocabulary items to be learnt were also included for self-study purpose.</p> <p>A detailed lesson plan and an answer key were also prepared for each module.</p>	<p>To get S2 students ready for the NSSC in September 2009, it was decided that the 'curriculum planning and resources building' programme would continue in S3 (instead of starting the programme in S1 – a deviation from the EES plan.)</p>

	<p>Support for teachers:</p> <p><u>Outside support</u></p> <p>Ms Jenny Lim, HKIED teaching fellow, was invited to provide consultancy on the teaching modules and to give a lesson demonstration on September 19 on the teaching of story through the use of reader's theatre. All S2 teachers were present and gained valuable insights from her teaching.</p> <p><u>CDC team support</u></p> <p>Lesson plans and teaching procedures were provided for all S2 teachers.</p> <p>Regular briefings on each module before actual classroom teaching.</p> <p>Regular evaluation after each module to cater for students' and teachers' needs.</p> <p>A class visit to the Heritage Museum on the exhibition 'Fashion Attitude – HK Design' was arranged for all S2 classes to prepare students for the mini presentation on the module 'Fashion'.</p> <p>All S2 teachers found that students showed marked improvement in their vocabulary and were able to use them in their writing and speaking papers. Students were able to recycle the words they have learnt through various tasks and activities in each module.</p>	
<p>3. To provide <b>professional training</b> for English Language teachers on <b>school-based curriculum planning</b> with clearly defined course content and teaching pedagogy.</p>	<p><u>Support from Ms Jenny Lim's consultancy service to the CDC members</u></p> <p>Three meetings were held on September 12, October 26 &amp; March 18 with Ms Jenny Lim and the CDC members to discuss the integration of Language Arts component into the S2 curriculum.</p> <p>Training workshops for all English teachers:</p> <p>Three workshops geared for the NSS curriculum were also held by Miss Lim:</p> <p style="padding-left: 40px;">'Songs and Poems' on November 14, 2007</p> <p style="padding-left: 40px;">'Using Films in the Classroom' on January 8, 2008</p> <p style="padding-left: 40px;">'Pop Culture' on June 24, 2008</p>	<p>With EES funding, professional training for English Language teachers will continue.</p>
<p>4. A 2-day <b>English Leadership Camp</b> for English Ambassadors is arranged</p>	<p>The camp was held at Breakthrough Youth Village on 23 and 24 November, 2008. Thirty-nine student English Ambassadors, accompanied by three teachers (two stayed overnight), took part in the programme. The service provider hired for running the two-day programme sent in two native English-speaking tutors and a local English-speaking tutor to coordinate and direct the activities.</p> <p>Students' response to the arrangements was 'average' as they found most of the activities were not really</p>	<p>The programme will be kept the next academic year.</p>

	<p>interesting. They, however, had the opportunity to use English to communicate with the tutors and fellow schoolmates when engaging themselves in the activities.</p> <p>The student Ambassadors got to know one another very well after the two-day leadership camp. Cooperation and work spirit was definitely boosted; this was felt at regular duty sessions, English Activity Days and the end-of-term Pizza Lunch Party.</p>	
5. Holding <b>English Days</b> for all the students	<p>The ESS funds allowed for English-days activities were found to be far insufficient for outsourcing as the original plan had intended to do. It was therefore decided that the activity days would be run by the English Department. Two school days (8<sup>th</sup> and 9<sup>th</sup> April, 2008) were chosen for the function. All S6 students were involved in planning and running the activities.</p> <p>The arrangements were very successful. Students enjoyed the activities and spoke a lot of English during their visits.</p>	It was decided that theme-based activities will be run on the English days in 2008/2009
6. Keeping 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.	<p>In addition to English Language books, heads of various departments were invited to submit English titles that would interest students in their subject areas. A title list was eventually compiled.</p> <p>Quotations were sought from the contractor. As most of the books on the list were foreign publications, time for the quotation was rather long.</p> <p>104 books of thirty-two titles arrived in April. Administrative work for handling the books was no easy despite the TA's support. Book boxes are yet to be purchased and inventory lists have to be prepared.</p> <p>It was decided that the books would be distributed to S1-S3 classes in September.</p>	The plan will continue.

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