

Helen Liang Memorial Secondary School (Shatin), Annual Report On English Enhancement Scheme, 2008 – 2009[#]

Subject : English Department

Teachers i/c : LTW/MLF/CLC

Task/Strategy	Details, Evaluation & Effectiveness	Recommendations (KISS - Keep/Improve/Start/Stop)
<p>1. Subject teachers conduct <u>drama-in-education and language arts activities</u> 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>The aim of the English Drama Programme in the S1 & S2 curriculum in 2008-2009 was to promote language arts in the junior secondary curriculum and prepare junior form students for the New Senior Secondary Curriculum.</p> <p>The drama lesson for each S1 & S2 class was organised from 16th September 2008 to 15th May 2009. Each drama lesson was one hour with the class divided into 2 groups (app. 20 students each group) taking turns to do drama or science each week. Each group had about 10 lessons during the academic year. One drama teacher was hired with the English Enhancement Scheme funding, and conducted the lessons with the support of the subject teachers.</p> <p>The English Drama Programme consisted of three parts: Introduction to Basic Drama Techniques, Radio Drama and On-stage Drama Performance. An inter-class drama competition was held on 5th May. A training workshop for teachers was also provided.</p> <p>The following is some feedback from the students and teachers involved in this programme:</p> <p><u>Student feedback</u></p> <ul style="list-style-type: none"> • Many students found the lessons enjoyable when they were engaged in interesting games and drama performance. They got excited when they were preparing for the drama competitions. Some said that they had learnt how to work in a team. • Many of them said that they had learnt more new words through doing the drama activities. • Most of them said they had learnt to speak loudly with proper pronunciation and intonation. 	<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>

- Some believed that they had learnt some useful drama techniques.
- Many of them found their drama teachers friendly and helpful.
- 60% of the students wanted to have drama lessons next year.

However:

- Some students did not enjoy the drama lessons. They thought that the drama lesson was a waste of time, and that they had not learnt anything during the lessons.
- Some of them did not want to have drama lessons next year as they were worried that there would not be enough time to learn other language skills.
- Some students complained about the punishment for not wearing their PE uniform in the drama lesson. They thought it was too harsh. They suggested canceling the wearing of PE uniform in drama lessons.

Teachers' feedback

- The inter-class drama competition helped to foster a sense of class cohesion and develop students' sense of responsibility. It also gave the students an opportunity to have a taste of on-stage drama performance. This helped to develop their confidence in speaking English.
- The drama teacher was enthusiastic about teaching drama and putting on a play. She made good use of the BBC listening materials to help the students to improve their pronunciation and intonation skills, but there was perhaps not sufficient practice in other skills, such as reading and writing skills.
- The constraint on the drama teacher was a lack of time. She was therefore obliged to hurry to complete the set tasks, and was not always able to cater for the students' individual needs.

Recommendation

- We need to decide what objectives we aim to achieve in our English Drama Programme. The primary objective should be to develop students' confidence, fluency and enjoyment in using English through drama activities. A secondary objective is that students should develop language skills,

	<p>grammar and vocabulary. We need to develop a manageable and sustainable English Drama Programme for our junior form students.</p> <ul style="list-style-type: none"> • More support and resources are needed. 	
<p>2. Two to three English Language teachers of the school commit themselves to curriculum planning and resources building for S3; support will be given to the teachers involved.</p>	<p>This year, the Curriculum Planning (CP) Team comprised of only two teachers (WLL and YHQ) because of the stringency of manpower in the English Department. The CP team had three meetings every week, a total of 9 periods, to design learning modules for the S3 curriculum.</p> <p>External support was provided for the team. Ms Jenny Lim, HKIED teaching fellow, was invited to provide consultancy on the teaching modules. Four consultation sessions were arranged for the teachers.</p> <p>Five Modules in the S3 course book were designed (based on the coursebook, Treasure Plus 3A) integrating a variety of language art activities along with the grammar items from both Treasure Plus Workbooks 3A & 3B. A special booklet containing <u>five modules</u> was compiled. These modules include:</p> <p style="padding-left: 40px;">Module 1: World Travellers</p> <p style="padding-left: 40px;">Module 2: A Burglary</p> <p style="padding-left: 40px;">Module 3: Superstitions</p> <p style="padding-left: 40px;">Module 4: Movie Appreciation</p> <p style="padding-left: 40px;">Module 5: Anti-piracy</p> <p>The modules were tried out in class and feedback was collected from students and teachers for future modification.</p> <p>Teachers found the resources useful and easy to follow. The organization of the CDC booklets was good and the level of difficulty was appropriate.</p> <p>Teachers, however, reported <u>not having enough time</u> to cover all the designed activities because the class time for implementing the modules was only 1.5 hours per week and there were a lot of other learning activities and textbook materials to cover during the year.</p> <p>Students sometimes found it difficult to grasp the learning focus and to transfer successfully what they learnt to real life context.</p> <p>As with the interest level of the modules, students' opinions were divided. 65% of the students found the topics and the activities interesting and fun to learn while others did not.</p>	<p>To complete the junior form school-based curriculum, the 'curriculum planning and resources building' programme would continue in S1 in 2009/2010</p>

	<p>Here are <u>two suggestions for improvement</u>:</p> <ul style="list-style-type: none"> • For weaker classes, one of the writing tasks (there are usually two to three in each module) can be deleted so that the subject teachers will have more time to focus on improving students' English Language basics, such as theme-based vocabulary, listening skills and grammar items. • The Grammar Book (Classroom Grammar) can be used as a self-access learning resource. A timetable for completing the Grammar Book exercise can be set in advance. Students must complete one to two units of the book by themselves every month while the subject teachers can check the students' work at the beginning of every month and then provide feedback and remedial support. 	
<p>3. To provide <u>professional training</u> for English Language teachers on <u>school-based curriculum planning</u> with clearly defined course content and teaching pedagogy.</p>	<p>Three professional training workshops by Ms Jenny Lim from HKIED were held. The training workshops focused on the new NSS curriculum. The themes covered:</p> <p>‘Drama’ (on December 17, 2008) – full attendance of English Language teachers;</p> <p>‘Social Issues’ (on June 10, 2009) – full attendance of English Language teachers,</p> <p>‘Work Place Communication’ (on June 22, 2009) – full attendance of English Language teachers</p> <p>Four CP consultancy meetings by Ms Lim were also held to discuss the integration of Language Art components into the S3 curriculum.</p> <p>The training workshops and the consultancy meetings were found to be useful. These enhanced teachers' confidence in implementing the new NSS English curriculum.</p> <p>A talk on ‘Learning Language with Fun’ by Mr. Patrick Wong, ex-Examination Officer from HKEAA, was arranged for English Language teachers from eight government secondary schools on June 12, 2009. The talk was inspiring.</p>	<p>With EES funding, professional training for English Language teachers will continue.</p>
<p>4. A 2-day <u>English Leadership Camp</u> for English Ambassadors is arranged</p>	<p>The camp was held at Breakthrough Youth Village on 19 and 20 December, 2009. Thirty-one student English Ambassadors, accompanied by four teachers (three stayed overnight) and five Chatteris project managers, took part in the programme. The Chatteris Foundation was commissioned to run the two-day programme. They sent in five native English-speaking project managers to direct the activities.</p> <p>Students' feedback was ‘excellent’ as they found the activities really interesting and meaningful. Students had the opportunity to use English to communicate with the managers and their fellow schoolmates when engaging</p>	<p>The programme will be kept the next academic year when EES funding was still available.</p>

	<p>themselves in the activities.</p> <p>The student Ambassadors came to know one another very well after the two-day leadership camp. Cooperation and work spirit was very much boosted. The Ambassadors were more confident and skilful in helping the junior form students, for example, at English Speaking Days meetings. Eventually, they contributed a lot to the success of the English Activity Days in March.</p>	
<p>5. Holding English Days for all the students</p>	<p>A simulation game entitled ‘A Visit to London’ was organized on March 12th and 13th, 2009. It was based on the ‘microville/Mikrostadt’ idea used in schools in the United Kingdom. There was a passport control, pub, theatre, banks, hotels and other things (including a jail for anyone heard using Cantonese). After getting through the Immigration at Heathrow Airport, visitors entered London and made visits to various places in the city. They scored credits along the way. It was a lot of work, but Secondary 6 students were brilliant at doing the displays and setting up activity stalls.</p> <p>Secondary Six students designed the activities and ran their own stalls. The use of realia such as menus, posters, videos, etc., made the activities more interesting. This year we put on a football match and a number of musical operas, and there were also various places of interest for visitors, such as the National Gallery, London Eye and the Harrods. There was also the post office where students wrote and sent their postcards home. Credits were given to ‘visitors’ on a 1-5 basis according to the language produced. The visitors had a limited amount of money to spend and therefore had to negotiate for a room in one of two hotels, inquired about the best exchange rate at the banks and haggled over the price of items at the souvenir shops. Those who did these well paid less, leaving themselves more money to do more tasks and therefore obtained more credit points. However, a spell in jail for using Cantonese cost some of them 5 credit points and time for visiting other places. Each student got a prized according to the number of credits obtained.</p> <p>The game was very successful as it created an authentic and fun environment for students to listen, read, write and speak English. Hopefully, students developed confidence in using English through the activity.</p>	<p>It was agreed that more simulation or theme-based activities would be run on the English days in 2009/2010</p>
<p>6. Keeping a stock of English books in S1-S3 classrooms.</p> <p>The books acquired:</p> <p>- are relevant to the English</p>	<p>The thirty-two titles of English books purchased for S1-S3 classes last year supplemented the existing resources placed in each of the respective classrooms. Students were encouraged to read the books and make use of the resources for completing their assignments or projects. It was observed that not many students picked up English books to read by themselves. English Language teachers had to introduce the books in class</p>	<p>The plan will continue with more promotional work by the class teachers, the subject teachers, and students who have read the</p>

<p>Language curriculum of the level, and - should cater for the various fields of students' interest.</p>	<p>repeatedly. Eighteen new titles (a total of 72 books) were purchased and Fifteen titles were being ordered. The books will be distributed to S1-S3 classes in September when they arrive. More quotations were being sought from the contractor. As most of the books on the list were foreign publications, time for the quotation was rather long. Administrative work for handling the books was no easy despite the TA's support. Book boxes are yet to be purchased and a new inventory list has to be prepared.</p>	<p>resources.</p>
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