

Helen Liang Memorial Secondary School (Shatin), English Enhancement Scheme Report, 2009 – 2010[#]

Subject : English Department

Teacher i/c : LTW/MLF/CLC

Task/Strategy	Details, Evaluation & Effectiveness	Recommendations (KISS - Keep/Improve/Start/Stop)
<p>1. Subject teachers will 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 has subscribed to.</p> <p>Training workshops for teachers will be arranged by the service provider.</p>	<p>The aim of the English Drama Programme in the S1 curriculum in 2009-2010 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 class was organised from 14th September 2009 to 25th May 2010. Each drama lesson was one hour with the class divided into 2 groups (20 students each group) taking turns to do drama or science each week. One drama teacher was hired through Englishburg, a service provider, with the English Enhancement Scheme grant to support the English Language teachers to conduct the lessons.</p> <p>The English Drama Programme consisted of two parts: Introduction to Basic Drama Techniques and On-stage Drama Performance. An inter-class drama competition was held on 17th May.</p> <p>The following is some feedback from the students and teachers involved in this programme:</p> <p><u>Student feedback</u></p> <ol style="list-style-type: none"> 1. Many students found the lessons enjoyable when they were engaged in interesting games and drama performance. Some suggested that there should be 4 drama lessons per week next year. 2. Most of them said that they had learnt some useful skills as follows: <ul style="list-style-type: none"> • to speak loudly with proper pronunciation and intonation • to act • to make props • to work in team 3. They believed that they had learnt more new words through the drama activities and their English had improved. 4. 65.8% of the students wanted to have drama lessons next year. <p>However:</p> <ol style="list-style-type: none"> 1. Some students did not enjoy the drama lessons. They thought that the drama lesson was a waste of 	<p>The EES funding for drama-in-education and language arts activities will stop the next academic year. Yet, drama lessons will continue in all junior forms and they will be run by the subject teachers.</p>

	<p>time, and that they had not learnt anything during the lessons.</p> <ol style="list-style-type: none"> 2. Some students suggested that drama lessons should be conducted in the covered playground or the hall so that there would be more space for them to move around. 3. Some students suggested that they should be allowed to choose their own script for the competition. <p><u>Teachers' feedback</u></p> <ol style="list-style-type: none"> 1. The drama activities helped to develop students' confidence in speaking English. 2. 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. 3. More work was done to improve students' pronunciation and intonation skills, but there was perhaps not sufficient practice in other skills, such as reading and writing skills. 4. The co-teaching with the drama teacher enabled the English language teachers to gain more drama knowledge and make use of resources available. <p><u>Recommendation</u></p> <ol style="list-style-type: none"> 1. A manageable and sustainable English Drama Programme for our junior form students is needed. The primary objective is to develop students' confidence, fluency and enjoyment in using English through drama activities. A secondary objective is that students should develop language skills, grammar and vocabulary. 2. More audio aids such as cordless microphones are needed during the drama performance. 	
<p>2. An English Language teacher is commissioned to <u>curriculum planning</u> and <u>resources building</u> for S1; support will be given to the teacher</p>	<p>Only one teacher (KCT) was made available to carry out the programme because of the stringency of manpower in the English Department. The teacher set aside 9 periods per week to design learning modules for the S1 curriculum.</p> <p>External support was provided. Ms Jenny Lim, HKIED teaching fellow, was invited to provide consultancy on the teaching modules. Four consultation sessions were arranged.</p> <p>Five Modules in the S1 course book were redesigned to integrate a variety of language art activities along with the grammar items from both Treasure Plus Workbooks 1A & 1B.</p> <p>A special booklet containing <u>five modules</u> was compiled. These modules include:</p>	<p>The 'curriculum planning and resources building' programme is expected to continue in S4 in 2010/2011 if a suitable candidate is picked to teach an S4 class so that an S4 teacher can be released to carry out the programme.</p>

- Module 1: New faces
- Module 2: Cultures of the World – Let’s celebrate!
- Module 3: Eat Smart
- Module 4: Not just shopping
- Module 5: Traveling

The modules were tried out in class and feedback was collected from students and teachers for future modification.

Teachers found the resources useful and easy to follow. The organization of the CDC booklets was good and the level of difficulty was appropriate.

Teachers, however, reported not having enough time 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.

Students sometimes found it difficult to grasp the learning focus and to transfer successfully what they learnt to real life context.

As regard to the interest level of the modules, students’ opinions were divided. 70% of the students found the topics and the activities interesting and fun to learn while others did not.

There are two suggestions for improvement:

- For weaker classes, one of the writing tasks (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 two to three 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 professional training for English Language teachers on school-based curriculum planning with clearly defined course content and teaching pedagogy.</p>	<p>Two, instead of three, professional training workshops by Ms Jenny Lim from HKIED were held, the reason being that the guest speaker could not make herself available for the final session scheduled in late June. The training workshops focused on the new NSS curriculum. The themes covered:</p> <p>‘Debating’ (14, October, 2009) – full attendance of English Language teachers;</p> <p>‘Sports Communication’ (28, April, 2010) – full attendance of English Language teachers.</p> <p>Two CP consultancy meetings by Ms Lim were also held to discuss the integration of Language Art components into the S1 curriculum.</p> <p>Both the training workshops and the consultancy meetings were found to be useful. The training workshops have enhanced teachers’ confidence in teaching the new NSS English Language electives.</p>	<p>As the EES funding on professional training for English Language teachers has come to an end, the programme will stop. To sustain professional training, teachers of the school will be encouraged to attend relevant courses, and to organize sharing session with other schools and among themselves.</p>
<p>4. A 2-day English Leadership Camp for English Ambassadors will be organized</p>	<p>The camp was held at Breakthrough Youth Village on 18th and 19th December 2009. Thirty-five English Ambassadors, accompanied by four teachers (three stayed overnight) and six Chatteris project managers, took part in the camp.</p> <p>The Chatteris Foundation was commissioned to run the two-day programme. They sent in six 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 project managers and their fellow schoolmates when engaging 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>The programme will be kept the next academic year but in a much smaller scale, the reason being that the EES funding for the programme has ended. One Saturday morning in October will be spared for English Leadership Training.</p>
<p>5. English Days for all the students</p>	<p>This year, an English Games Fair was held on March 23rd and 24th 2010. All S6 students were divided into ten groups, each led by an English Language teacher. Ten game stalls were set up in the hall. All S1-S4 classes, taking turn, visited the hall to try the games and to win the prizes. The Games Fair required a lot of planning and time for decoration. The Secondary 6 students did a great job in planning and setting up the activity stalls.</p>	<p>Simulation or theme-based activities will be run on the English days in 2010/2011, only the scale will be much reduced</p>

	<p>The games fair was very successful as it created an authentic and fun environment for students to listen, read, write and speak English.</p>	<p>due to the lack of funding.</p>
<p>6. English books in S1-S3 classrooms. The books acquired:</p> <ul style="list-style-type: none"> - should be relevant to the English Language curriculum of the level, and - should cater for the various fields of students' interest. 	<p>Sixteen new titles (120 books in total) English books were purchased for S1-S3 classes in 2010 and were added to the existing book boxes in 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 push them and to introduce the books to the class repeatedly.</p> <p>In addition to book selection, administrative work was huge despite the TA's support. More or bigger book boxes are needed to accommodate the expansion and the inventory list has to be updated from time to time.</p>	<p>With the support of EES funding, the plan will continue. Subject teachers and class teachers should be encouraged to make use of the resources to enhance reading.</p>