

Helen Liang Memorial Secondary School (Shatin), English Enhancement Scheme Report, 2010 – 2011

Subject : English Department

Teacher i/c : LTW/MLF

Task/Strategy	Details, Evaluation & Effectiveness	Recommendations (KISS - Keep/Improve/Start/Stop)
<p>1. S1-S3 subject teachers conducted <u>drama-in-education and language arts activities</u> for students.</p> <p>S1 classes had ‘drama’ lessons in split groups (split with ‘Integrated Science’ lessons) - a double lesson per week was arranged.</p> <p>S2 and S3 subject teachers conducted their lessons in teaching blocks.</p> <p>(The arrangements were to sustain the ‘drama-in-education and language arts activities’ which had been run with EES funding for three years since 2007)</p>	<p>The drama lessons for S1 were conducted in Room 601 by the NET, who designed and developed the teaching resources for the programme. The end-of-term evaluation revealed that students enjoyed the lessons and the arrangement. They enjoyed the opportunity to use English in the activities and their confidence in spoken English was thus enhanced. 71% of the students passed in the oral English exam, higher the expectation.</p> <p>S2 and S3 classes did not have regular ‘drama’ lessons every week – learning blocks were arranged for the classes. They were taught to write drama scripts and made to practise pronunciation, intonation and voice projection.</p> <p>An S1 inter-class drama competition was held in March. This allowed students to experience drama performance. The performance was not really great in quality but it did serve the purpose of getting students to speak English and perform on stage.</p> <p>The following are feedback from the students and teachers involved in the programme:</p> <p><u>Student feedback</u></p> <ul style="list-style-type: none"> • Many students reported that they enjoyed the lessons when engaging themselves in language games and the preparation for the drama performance; they were happy to work in teams and groups. • Most of them responded that they had learnt how to speak loudly with proper pronunciation and intonation. • 68% of the students wanted to have drama lessons next year. <p><u>Teachers’ feedback</u></p> <ul style="list-style-type: none"> • The S1 inter-class drama competition was not as good as last year’s, the reason being that the main subject teachers could not afford extra time to provide support for their own classes, such as further 	<p>The programme should continue, with more focus on students’ interests and needs and maximizing the opportunity for students to use English.</p>

	<p>training, while the NET could not handle all four classes to prepare them for the performance.</p> <p><u>Recommendation</u></p> <p>Clearer objectives needed: to develop students' confidence, fluency and enjoyment in using English through drama activities and to develop their language skills, grammar and vocabulary.</p>	
<p>2. Recruitment of a suitable teacher to relieve the teaching load of an S4 teacher to allow him/her with more time to review and revise the S4 curriculum and to develop teaching resources for the level.</p>	<p>Three rounds of recruitment exercise were conducted in July, August and early September, 2010; no suitable candidate was selected for teaching S4 or S5 classes and the programme therefore had to be suspended.</p> <p>In spite of the difficulty, subject teachers teaching the NSSC developed resource packs for their own classes. The resource packs were tried out and stored in the resource banks on the intra-net. This allows modifications and sharing.</p>	<p>The 'curriculum planning and resources building' programme will continue in 2011/2012 if a suitable candidate is recruited.</p>
<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>Despite the availability of the EES grant, no professional training on school-based curriculum planning was possible for the teachers owing to the tight work schedule under NSS English curriculum and the suspension of the curriculum planning programme for S4 (refer to Item 2 above).</p> <p>One experience-sharing and professional training session was, however, arranged for S4, S5 and S6 teachers. The session was on SBA and was conducted by two very experienced teachers of the school.</p> <p>A few other less formal experience-sharing sessions were also conducted at level and panel meetings.</p>	<p>As the EES funding on professional training for English Language teachers is still available, the opportunity for external support is to be sought.</p>
<p>4. Leadership training for English Ambassadors was organized on 30th October, 2010</p>	<p>The plan was to sustain the English Leadership Camp held at Breakthrough Youth Village over the previous three years.</p> <p>The aim was to enhance the English Ambassador programme and to ensure an English-rich environment at school. S1 and S2 students benefited from the EAS programme as they had to use English with their 'elder' brothers and sisters, while the EAs benefited from the training and the service they provided for their fellow schoolmates.</p> <p>The training activities were planned and run by English Language teachers. 52 newly recruited English Ambassadors attended the Saturday training. 90.4% liked the activities and believed that they had more confidence in using English to communicate with their schoolmates and planning activities for them.</p> <p>The English Ambassadors came to know one another better after the training day. Team spirit was very much</p>	<p>The programme will be kept the next academic year.</p>

	<p>boosted.</p> <p>A barbecue was organized for the English Ambassadors in December and a pizza-lunch for them was also arranged in May before the end of the school term.</p> <p>It is hoped that there will be more funding and the money can be used for buying drinks and snacks for the Ambassadors, which are desperately hoped for especially after activities that involve a lot of movement.</p>	
<p>5. English Week for all the students (14-18 March, 2011)</p>	<p>To sustain the English Days Programme run with EES grants, an English week was scheduled in March. Level subject teachers were responsible for planning activities for students of the level. A variety of activities for various levels were eventually arranged, including S1's inter-class drama competition, S2's 'Treasure Hunt', S3's 'Big Screen' videos, S4's inter-class quiz, S5's inter-class scrabble contest and S6's inter-class debates.</p> <p>The activities were well received by students. 65% of them directly took part in the activities and all of them got involved at different stages of the activities, thus successfully enhancing the use of English at school.</p> <p>The English Week consumed a lot of teachers' time in planning, organizing and running the activities. Yet, the programme was successful as it created authentic and fun environment for students to listen, read, write and speak English.</p>	<p>Simulation or theme-based activities will be run in the English week in 2011/2012.</p>
<p>6. English books in S1-S3 classrooms. 14 titles (126 books) were acquired; the books are related to various subjects and cater for students' interests</p>	<p>Fourteen new titles (126 books in total) English books were purchased for S1-S3 classes in 2011 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. More and more students were found to pick up English books from the boxes for reading in the morning reading sessions. Some class teachers supported the programme by inviting some students to the front of the class to share their feelings about the books they read.</p> <p>In addition to book selection, administrative work was huge despite the TA's support. More or bigger book boxes are required to accommodate the expansion and the inventory list has to be updated from time to time.</p>	<p>With EES funding, the plan will continue.</p>