

## English Enhancement Scheme Evaluation Report 2010-2011

### Measure B: S3 S4 Speaking Skills

	<b>Proposal</b>	<b>Evaluation</b>
Target Groups	S4	All S4 students had the opportunity to attend the course.
Focus	To develop students' interests in debating.	/
Output Target	Students should be more willing to take part in speaking lessons and their standard improves in general.	Students had a lot of chances to produce English sentences.
Structure	12 lessons x 75 minutes Around 24 students in each group	One talk was arranged and there were ten other lessons. Each lasted for 70 minutes. An assessment was conducted in the final lesson. The students received positive feedback from the assessors. Although some weaker groups did not take part in the assessment as the teachers thought that the students were not well prepared, the other five groups had satisfactory results. The two groups which did not take part in the assessment had their last lesson on revision on speaking skills.
Implementation	All F.4 students will be split into groups to attend the lessons. The teaching contents may vary according to the standard of the students.	The groups adopted the same course materials but the tutors varied the pace and the focus according to the level of the students.

<p>Learning Outcomes</p>	<p>Students become more familiar with popular topics like poverty and technology advancement. There should be vocabulary enrichment and sentence structures. Besides, students should have a revision of phonics.</p>	<p>The tutors varied from class to class. Most of the tutors were satisfactory and they put in efforts in teaching the students. However, some weaker groups did not benefit much from the course as they found it uninteresting and difficult to catch the contents. In the lessons, students were asked to read some clusters of sounds. It was a good drilling practice of phonics and sufficient vocabulary was given. Popular topics were covered and students had deeper knowledge in discussion skills. The final assessment acted as a chance for students to prepare for their speaking examination. Students had more chances to talk to native speakers and their confidence was boosted. However, some tutors were not patient enough to drill students and their teaching methodology was rather monotonous. Therefore, the performance in the weaker groups was not as satisfactory as we had expected.</p> <p>79% of the students said they learned a lot about the subject. 79% of the students said the classes were interesting. 68% of the students said the course materials were useful and professional. 86% of the students said the tutor was helpful when answering questions. 86% of the students said the tutor was good at explaining the course subject.</p> <p>In general, the students' feedback was positive and they enjoyed the course. They also made some comments that the discussion was fun but sometimes the pace was too fast. They also would like to have more games in the lessons.</p>
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**Measure C: School-based Curriculum Development**  
**Debating**

	<b>Proposal</b>	<b>Evaluation</b>
<b>Target Groups</b>	Teachers attended the school-based staff development workshops and received some knowledge on Workplace Communication and then produced the booklet.	All English teachers attend the school-based staff development workshops and then prepared materials for the curriculum package of 40 hours.
<b>Focus</b>	Prepare school-based materials.	/
<b>Output Target</b>	To develop a package of 40 hours course materials on Workplace Communication for the elective module.	The English Panel gathered materials for the package. Some materials focusing on speaking skills were included as we found that it was important to develop students' competence in this aspect. The other part of the package was an integration of the resource package developed by the Education Bureau. It was both practical and interesting and suited the level of our students.
<b>Structure</b>	Employ an English teacher so as to release two to three current teachers for SBA and elective modules in NSS curriculum (poems and songs, debating and workplace communication).	Instead of releasing two to three current teachers for SBA and the elective modules, the additional teacher was arranged to have more split classes so that all English teachers had less workload. They then would be able to gather suitable materials for the course and give professional opinions to the Panel Head to refine the course materials. Each and every teacher had the chance to contribute their suggestions to the course.

<b>Implementation</b>	Two or three teachers who specialize in these areas should form a team and develop a package for the three electives (each of 40 hours). The materials are supposed to be tried out and amended accordingly.	Since teachers contributed to the production of the book, the contents were found suitable to the needs of our students and the level of difficulty was about right. It also added the variety of the course contents.
<b>Learning Outcomes</b>	Teachers try out the designed teaching materials in class and comment on the lesson plans. There will be a year-end evaluation after the lessons have been conducted.	The final product, i.e. the package would be ready at least one month before the start of the course. At the end of the course, there would be an evaluation meeting among all F.5 teachers in order to gather their opinions after use for further refinement.

**Measure D: Online Course**  
**Service Provider: Wiseman Education English Builder**

	<b>Proposal</b>	<b>Evaluation</b>
<b>Target Groups</b>	S1 – S6	S1 – S7 One more form benefited from the course as the company allowed the whole school to open accounts for the students.
<b>Focus</b>	To increase students’ exposure to authentic English developing various skills at their own pace and cultivate their self-learning skills	/
<b>Output Target</b>	After using the online course, students should be able to accelerate their learning pace. We expect that 80% of students shall complete the course on schedule. In the middle of the term, teachers will evaluate students’ performance to see if the level can be upgraded. The online course actively immerses students in interactive listening, speaking, reading and thinking. The course provides richly diverse learning contexts and exercises, spanning language and non-language arts, local and global contexts, serious and lightweight issues, classic and contemporary genres, and crossing all knowledge domains from science to literature, and so forth.	Students have been using the course for three years and they were able to accelerate their learning pace in general. The target that 80% of the students completed the course was met and the completion rates were 83% and 86% for junior and senior forms respectively. The results were the highest compared with the previous two years. On the whole, the results were encouraging as the diversity of learning contexts enriched students’ exposure to receive knowledge world-wide. Also the course contents covered the elective modules of the NSS English curriculum and thus S4 students could widen their exposure in the chosen modules.

<b>Learning Approach</b>	Students take a short Placement Test to identify the appropriate entry level. They are immersed in an authentic language-rich environment. The listening, reading, speaking and vocabulary tasks help them learn English dynamically. The short but interesting tasks and subject-matter enhance learning and thinking.	Besides the Placement Test, teachers also gave valuable suggestions to the level that suited their students best. The up-to-date materials sometimes were incorporated into the teaching contents.
<b>Structure</b>	At least four exercises per week on various skills, with special emphasis on reading authentic materials and listening.	There were only two exercises per week provided plus one consolidation revision. This amount was found to be suitable as too many exercises would impose a heavy workload both on teachers and students. The film review competition stimulated students to write more.
<b>Implementation</b>	This 10-month course benefits all students from S1 – S6. Besides training their self-learning spirit, special emphasis will be placed on reading and listening.	The course was offered to whole-school students.
<b>Learning Outcomes</b>	As practice makes progress, given sustained practice (at least 4 exercises per week), students should be able to improve listening and reading comprehension, use English to understand, think and respond, acquire, develop and apply world knowledge and perspectives. Students' critical thinking, read-world knowledge, and self-management skills will be enhanced. Compare the results of the Placement Test and Post-course test, students in general show improvement in reading and listening abilities.	Some students were self-motivated and scored very high marks in the exercises. Some even maintained a high position in Hong Kong schools rankings. To a certain extent, the students learned to be more self-motivated. The school-based awards encouraged students to work harder. A number of students also obtained satisfactory results in the Hong Kong schools rating.

**Measure E: Journalism**  
**Service Provider: Synergy**

	<b>Proposal</b>	<b>Evaluation</b>
<b>Target Groups</b>	S3 – S6 students	S4-S6 students were recruited.
<b>Focus</b>	To produce a high-quality newsletter and develop students’ reading habits in English	In the course, students learned the skills of producing a school newsletter. Besides interviewing skills, they also acquired the skills of article selection, planning, editing, proofreading etc. Also, they learned the features of a good school newsletter.
<b>Output Target</b>	Students learn the skills of interviewing and production of a school newsletter	In general, the response was satisfactory.
<b>Structure</b>	12 lessons (18 hours in total) 1000 copies of school newspaper	4 lessons were arranged and each lesson lasted 1 hour. The course contents were intensive.
<b>Implementation</b>	Members of the English Society (about 20 core members) will attend the workshops and produce the newspaper	S4 – S6 students were recruited as they were more mature to handle the production work of the magazine.
<b>Learning Outcomes</b>	To develop the idea of turning interesting school life into various media formats, including spoken English and publication	In the course, students acquired the skills of story writing, interview, editing etc. The final production was a 28-page school newsletter which was published in July 2011. In the magazine, there were various pages which covered different features namely interviews, book review, feature articles, etc. The magazine not only enabled the students to enrich their various skills but also the whole school as it served as a reading material for all students during their reading period. The fun pages allowed students to have some ‘soft’ materials for reading and provided some kind of relaxation.  100% of the students said they learned a lot from the production.

## Measure F: Writing Workshop S2 - S5

### S4 S5 Writing Workshops Service Provider: Synergy

	<b>Proposal</b>	<b>Evaluation</b>
<b>Target Groups</b>	Mediocre and above-average students in S4 and S5.	4AB Group1, 4CDE Group 1, 5AB Group 1 and 5CDE Group 1 attended the workshops, about 120 in total
<b>Focus</b>	To improve students' writing skills, organization skills and thinking skills	/
<b>Output Target</b>	Questionnaires for all the students under the workshops will be conducted to measure their perception. Each course will be evaluated and will be deemed successful if at least 60% of responses are positive.	The questionnaires obtained from the students showed that the students found the course useful. Over 80% of the students said that they learned a lot about the subject. They also agreed that the classes were interesting. The tutor was helpful when students asked questions. The course materials were useful and professional. 100% of the students said that the tutor was good at explaining the course subject. However, the deficiency was that the tutor did not return the written work to students in time. Therefore, the feedback to students was not timely enough.
<b>Structure</b>	8 lessons x 75 minutes Maximum 20 students	8 lessons x 70 minutes The number of students who attended the course was 6 times of the proposed number.
<b>Implementation</b>	The best 20 students in each form will attend the workshops and there will be a booklet to publish all their good work.	Some students' work was published in school's magazine and the tutor modified the course contents so that students had a chance to create a story. Students had more chances to develop writing skills.
<b>Learning Outcomes</b>	Students have practices in doing mind-mapping	In 2010, F.5 students did outstandingly in Paper 2 Writing. In the



	<p>and develop the habit of organizing the ideas before writing. Students are encouraged to think outside the box.</p>	<p>previous year, the percentage of students reaching Level 2 or above in Paper 2 was 22.2% whereas in 2010, the percentage reached 32.5%. Besides, the value added indicator in S5 reached 8. It showed that students in general performed better than last year. In general, students found the writing course satisfactory and the tutor was able to teach the mind-mapping skills step by step. The students got in touch with more ideas when given various topics.</p>
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### F.2 and F.3 Creative Writing Course

Service Provider: HeadStart

	<b>Proposal</b>	<b>Evaluation</b>
<b>Target Groups</b>	Mediocre and above-average students in S2 and S3.	4 groups of students in F.2 and F.3 attended the courses. The standard ranged from average to above-average as the students had been streamed based on their English results.
<b>Focus</b>	To improve students' writing skills, organization skills and thinking skills.	Students showed some improvements in their writing skills as observed and commented by teachers.
<b>Output Target</b>	Questionnaires for all the students under the workshop will be conducted to measure their perception. Each course will be evaluated and will be deemed successful if at least 60% of responses are positive.	The questionnaires were given to students in the last lesson of the courses. It was found that over 95% of F.3 students and 80% of F.2 students were satisfied with the course and found the teachers' feedback helpful to their writing.
<b>Structure</b>	8 lessons X 75 minutes maximum 20 Ss	10 lessons X 1 hr The no. of students attended was 33 and 26 in F.3 and 32 and 28 in F.2.
<b>Implementation</b>	The best 20 students in each form will attend the course and there will be a booklet to publish all their good works.	Four best groups in S2 and S3 attended the courses. The materials had been designed based on the students' evaluation of the previous year. The booklets were clearly designed and the teachers had shown their enthusiasm. One of them, the tutor of the above-average group, had shown expertise and professionalism in her teaching and the students were highly involved in a range of activities throughout

		<p>the lessons. The tutor of the average group was less experienced and students sometimes found it hard to catch up and they needed further help with their writing tasks. The performances of students varied a lot. There were some good works from those who were willing to show great efforts but the number was limited.</p>
<p><b>Learning Outcomes</b></p>	<p>Students have practices in doing mind-mapping and develop the habit of organizing the ideas before writing. Students are encouraged to think out of the box.</p>	<p>The workshops had provided students the opportunities and experiences in learning how to write in a fun and interactive manner. Besides, students were exposed to different writing genres, some new writing experiences, thus increased and enhanced students' knowledge of the writing skills of a range of writing genres. It was important that the skills were developed and further consolidated in the school curriculum.</p>

**Measure J: Staff Development**  
**Debating Service Provider: Synergy**

	<b>Proposal</b>	<b>Evaluation</b>
<b>Target Groups</b>	All English teachers	All English teachers attended the workshops.
<b>Focus</b>	To enable all teachers to master the skills for the elective modules and gain more knowledge on language arts and integrate the elements in both the junior forms and senior forms curriculum.	/
<b>Output Target</b>	After observing and co-teaching with service providers in a series of student workshops and taking professional training on 3-3-4, teachers will be able to continue delivering quality teaching. Teachers will also feel more confident in conducting lessons on the NSS curriculum. The school-based curriculum should cater to the needs of the students in the elective modules. The atmosphere of collaboration among teachers should be the norm among English teachers. There will be evaluation meetings to gather feedback from teachers to assess the effectiveness of the courses. Teachers' opinions are of prime importance to the running of the courses so that the teaching contents will be more tailored to meet the needs of the students	During the workshops, teachers worked mainly in groups and they produced some useful materials and contributed valuable ideas concerning the course contents. Some parts were considered to be too difficult for our students and thus the materials would be re-developed.

<b>Structure</b>	A series of workshops on the elective modules or other knowledge on professionalism.	Six workshops were arranged and each workshop lasted for 3 hours.
<b>Implementation</b>	All English teachers have to attend the workshops and share the materials they have produced after attending the programs.	Various forms of discussion were held during the course and some useful ideas were produced.
<b>Learning Outcomes</b>	All English teachers should be able to have a better understanding of all the elective modules of the NSS curriculum. Through participating in the workshops, teachers can generate useful insights and experiences with regard to the development of appropriate learning and teaching materials and tasks. There will be sharing of materials after the workshops when teachers have applied the methodology/knowledge that they have learnt in the workshops There will be lesson observation among teachers and an interflow of ideas will enhance teaching effectiveness.	Most of the teachers agreed that the course provided some basic knowledge of Workplace Communication to them and some felt that they had more confidence in conducting the lessons. The materials would be developed at a later stage so that more current issues could be developed to arouse students' interest.

THE END