

## **English Enhancement Scheme Strategy and Implementation Plan for Lee Kau Yan Memorial School**

### **A. Present State of Play**

The Lee Kau Yan Memorial School uses Chinese as the medium of instruction. Therefore students are rarely exposed to English outside of the English classes. They consequently lack the motivation to gain an awareness of the language or the determination to master even the fundamentals of English grammar. In view of students' needs, the English Department has adopted some effective strategies such as split classes and adapted formal and informal curricula to cultivate the basic competence of students' language skills.

With the English Enhancement Scheme, we focus on cultivating students' self-learning and critical thinking skills, raising junior form students' interests in learning the English language, giving them more opportunities to interact in English and fostering students to become confident speakers. We believe that this will not only develop their communication skills, but also improve their performance in other subjects. The six-year plan is an excellent opportunity to build upon our existing resources and capacity to achieve the following objectives:

- raise students' interests in learning the English language with a wide range of authentic materials
- provide students with a channel for self-access learning to meet their diverse needs of learning and pace
- encourage students to monitor their own development of learning and develop learners autonomy
- improve the pronunciation of students and raise their phonological awareness
- develop students' interactive skills and communicative competence with native English speakers through participating in dramatic arts
- particularly develop students' speaking skills to get good performance in public examinations, e.g. TSA and SBA
- well-equip students to prepare for the NSS curriculum
- establish a good foundation in language and communication among students to develop their creativity, critical thinking and analytical thinking
- enhance teachers' professional development in language arts and their readiness for the NSS
- renew and strengthen the skills in curriculum planning
- sustain the impact of the scheme after the six-year implementations of the programs

## **B. Holistic School-based Plan**

<b>Years</b>	<b>Programmes</b>	<b>Target Students</b>	<b>Focus</b>
<b>Year 1</b>	1. Dramatic English (Level 1)	→ S1-S2 (C, D, E)	→ to learn English through drama skills, develop teamwork and self-confidence
	2. Chunky Onion – English Drama	→ S1 - S4	→ to motivate students to gain understanding and appreciation of language arts
	3. Workshops for Phonics	→ S1 - S2	→ to equip students with basic skills for speaking and listening
	4. Workshops for Public Speech & Debate	→ S4 - S6	→ to offer students professional training on specific speaking skills
	5. Typhoon Club Writing School	→ S4 - S6	→ to boost confidence in writing by producing a high-quality newsletter for the whole school
	6. Longman English Interactive (Level 1-Level 3)	→ S1- S3	→ to bridge the gap between classroom learning and daily life experiences
	7. English Builder – a 4-skill Interactive Program (Level 1-2)	→ S1 – S7	→ to cultivate learning motivation and self-learning habit among students



<b>Year 2</b>	1. Dramatic English (Level 2)	→ S1-S3 (D & E)	→ to give students a foundation in acting and improving oral English and listening skills
	2. Chunky Onion – English Drama	→ S1 - S4	→ to collaborate with teachers to enhance and enforce learning English through an interactive drama performance
	3. Workshops for Phonics / Phonetics	→ S1 & S2	→ to foster accurate pronunciation
	4. Workshops for Public Speech & Debate	→ S4 & S6	→ to sharpen and analytic thinking, persuasive and instant response skills
	5. Typhoon Club Writing School	→ S4 & S6	→ to produce a high-quality newsletter and develop interactive skills with peers under the guidance of the native speaker
	6. Longman English Interactive (Level 1-Level 3)	→ S1–S3	→ to empower students with learner-centred instructions and cultivate the culture of self-access learning

<b>Year 2</b>	7. English Builder – a 4-skill Interactive Program (Level 1-2)	→ S1 – S7	→ to develop learners’ critical thinking
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<b>Year 3</b>	1. Dramatic English (Level 3)	→ S1-S3 (D & E)	→ to stimulate imagination and creativity through scriptwriting and boost confidence in public speaking through performance
	2. Chunky Onion – English Drama	→ S1 - S4	→ to prepare teachers and students for the elective Drama in the NSS
	3. Workshops for Phonics/ Phonetics	→ S1 & S2	→ to equip students with self-learning skills with the use of dictionaries
	4. Workshops for Public Speech & Debate	→ S4 & S6	→ to extend students’ speaking skills to incubate the junior formers and ultimately, create an English-rich speaking environment for the school
	5. Typhoon Club Writing School	→ S4 & S6	→ to produce a professional newsletter and enhance teachers’ professional development in anthology publication
	6. Longman English Interactive (Level 1-Level 3)	→ S1–S3	→ to boost assessment for learning and develop students’ profile for the NSS model
	7. English Builder – a 4-skill Interactive Program (Level 1-2)	→ S1 – S7	→ to facilitate learning and teaching of different key learning areas

Remarks:

1. Bearing the objectives in mind, programs are adopted to address the needs of students, teachers and school in a holistic and coherent way.
2. School teachers observe all courses conducted by professional coaches and integrate authentic on-line materials into the language curriculum. This can build teachers’ capacity.
3. The six-year plan emphasizes fostering English learning culture and training the trainers (school teachers). This ensures the sustainability of the EES.
4. The programs all gear towards preparing students and teachers for the NSS.

<b>Year 4 – Year 6</b>	1. Building on the strengths established in Year 1 – Year 3, the programs offered by Dramatic English and Chucky Onion will be replaced by that of Chatteries. Instead of teaching drama skills to junior formers, the EES will be focused on producing a full drama production for the community.
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<b>Year 4 – Year 6</b>	<ol style="list-style-type: none"> <li>2. Based on the feedback of learners and the availability of self-accessing learning programs, the on-line programs used in the first three years may be replaced by other updated ones.</li> <li>3. With the culture of self-learning, a part-time IT assistant will be hired to create and maintain an education platform. Teachers and students explore relevant self-access learning materials to be kept as database for students' disposal.</li> <li>4. Workshops for public speaking and debate can be recycled. However, the focus should be shifted to coaching participants to take part in territory wide public speaking and English debating competitions.</li> <li>5. Workshops for phonics/ phonetics and writing would be taken over by school teachers.</li> </ol>
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### **C. Output Targets**

#### 1. Qualitative Evaluation — Interview & Questionnaire

Students using the programs under the ESS will be asked to complete a post program evaluation questionnaire. Students will be asked about the attractiveness of the teaching materials, the quality of trainers, the linguistic benefits, the usefulness and suitability of the courses. Briefing and debriefing sessions will be introduced to school teachers for the purpose of program evaluation. Each course will be evaluated, and will be deemed successful if at least 60% responses are positive.

#### 2. Quantitative Evaluation- Pre-test & Post-test

For different courses, there will be a pre-test and a post-test to measure the learning outcomes. Examples of measuring tools are TSA mock exams and oral test.

- a. Workshops for speaking (phonics, public speech & debate)—participating students are expected to have 10% increment in the oral exam.
- b. On-line programs—20% of students are expected to complete 2 levels within 1 year and measurable improvement is expected between pre-test and post-test results.

#### 3. Public Examinations and School Examinations

To enhance accountability, measurable and recognized targets such as TSA & HKCEE would be adopted. After implementing the six-year plan, we anticipate a 5-10% increase in the passing rate in all papers in TSA. Both teachers and students are well prepared for the exams after completing the NSS curriculum. The passing rate of all English papers in school examinations will increase by 5-10% after 6 years.

#### 4. Teachers' Development

After attending and observing the courses with students, teachers will be able to adopt the skills in preparing students for the NSS curriculum so as to sustain the impact of the EES. For example, teachers can apply dramatic skills, public speaking and debating skills to language teaching.

**D. Budget and Cashflow (Budget for Year 1 –3)**

Measures / Activities to be Funded by the Scheme	Structure	Estimated cost	Delivery date (day/month/year)
(1) Dramatic English	2 NEDTs teach two groups of S.1 & S.2 students on school days	HK\$ 180,000 per year	I. 1/1/2007 - 15/6/2007 II. 1/9/2007 - 30/12/2007
(2) Chunky Onion Drama Production	1 performance for S.1—S.4 students	HK\$ 20,000 / show	2/2007
(3) S1-S2 Phonic Workshops (4 classes)	<ul style="list-style-type: none"> <li>8 lessons X 75 minutes</li> <li>Maximum 16 students</li> <li>2 classes for S.1 &amp; 2 classes for S.2</li> </ul>	\$ 950 X 16 X 4 = HK\$60,800 /yr	Saturday mornings (1/1/07 – 31/12/07)
(4) S4 Public Speech Workshop (2 classes)	<ul style="list-style-type: none"> <li>8 lessons X 75 minutes</li> <li>Maximum 20 students</li> </ul>	HK\$ 950 X 20 X 2 = HK\$ 38,000	1/1/07 – 31/12/07 (Saturday mornings)
(5) S6 Debate Workshop (1 class)	<ul style="list-style-type: none"> <li>8 lessons X 75 minutes</li> <li>Maximum 20 students</li> </ul>	HK\$ 950 X 20 = HK\$ 19,000	1/1/07 – 31/12/07 (Saturday mornings)
(6) Integrated Skill Multimedia Self-access Learning Program—Longman Interactive (S.1—S.3)	<ul style="list-style-type: none"> <li>3 modules X 5 units (including 15 units, review quizzes, module review quizzes, 1 level quiz)</li> </ul>	Year I. HK\$ 350 X 80 (Sts) X 3 class = HK\$ 84,000 <hr/> Year II. HK\$600 X 40 (Sts) X5 (class) = HK \$ 120,000 <hr/> Year III. HK\$600 X 40 (Sts) X4 (class)= HK \$96,000	Year I. 1/1/07 – 31/9/07 (self-access learning) <hr/> Year II. 1/10/07—31/7/08 (self-access learning) <hr/> Year III. 1/10/08—31/7/09 (self-access learning)
(7) School-based Listening and Reading Online Program (Level 1 –2)	<ul style="list-style-type: none"> <li>recurrent reading and listening materials for the whole school</li> <li>3 exercises per week</li> </ul>	HK\$ 28,000 for two levels	1/1/07 – 31/12/07 (self-access learning)
(8) Typhoon Club Writing Course	<ul style="list-style-type: none"> <li>8 lessons X 60 minutes (after school)</li> <li>1000 copies of school newsletters</li> </ul>	HK\$ 25,000 X 2 = HK\$ 50,000	1 <sup>st</sup> course 1/2007 - 3/2007 2 <sup>nd</sup> course 4/2007 - 6/2007

**Total (3 years): HK\$ 1487400.00**

**Cashflow from Year 1 – 6**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HK\$479,800	HK\$515,800	HK\$491,800	HK\$500,000	HK\$500,000	HK\$500,000