

## **English Enhancement Scheme Strategy and Implementation Plan for CCC Chuen Yuen College**

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

CCC Chuen Yuen College adopts Chinese as the medium of instruction in S1 to 3, but most of the subjects shifted to using English in senior forms. It is hoped that this policy can be maintained in the new 3-3-4 curriculum. Our students are above average in academic standard comparing with the overall Hong Kong level<sup>1</sup> and most of them come from families of the lower-middle income groups. Students are disciplined and willing to following instructions, but do not have the initiative to achieve excellence. They favor the use of EMI in senior curriculum but have worries in facing the transition<sup>2</sup>. They also lack the confidence to express themselves in English, particularly in speaking<sup>3</sup>. In the last few years, the school has held some bridging programmes for students promoting to S4. Various English courses and activities have also been organized to boost up students' level and confidence. The school has also started to promote drama by holding inter-house English drama competition<sup>4</sup>.

It is hoped that with the English Enhancement Scheme, there will be financial resources for the school to start new initiatives and to further strengthen the areas we have already worked on.<sup>5</sup> The six-year plan is expected to:

- enrich the English environment in the whole school
- raise students' interest in English and boost up their confidence through drama
- enhance teachers' professional development in language arts
- provide language support for teachers teaching content-based subjects
- well-equip students to prepare for using English in content-area subjects
- sustain the impact of the scheme after the six-year implementations of the programmes

## B. Holistic School-based Plan

Years	Programmes	Target Students	Focus
<b>Year 1 (2007-08)</b>	1. set up an English Corner in the school <sup>6</sup> 2. decorate the school campus with English posters 3. English Drama performance by professional drama group 4. integrate English drama into the junior secondary curriculum <sup>7</sup> 5. English Builder – a 4-skill Interactive Programme <sup>8</sup> 6. develop school-based learning package in Geography, History and Integrated Science <sup>9</sup>	-> Whole school -> whole school -> whole school -> S1 -> S2 -> S3	-> to provide a venue for students to use English in <b>a more informal setting</b> and to gain access to multi-media English resources, <b>a sustainable resource to enrich the language environment of the school</b> -> to enrich the English environment of the school, <b>also a sustainable resource to enrich the language environment of the school</b> -> to motivate students to gain understanding and appreciation of language arts, as a start of the drama curriculum ->(students) to learn English language arts, develop oral proficiency and self-confidence through drama skills; (teachers) to enhance teacher development -> to build up students' language level <b>in multi-media context</b> and develop <b>vocabulary in content-based areas</b> -> to develop school-based, sustainable materials to help students develop <b>reading and writing level</b> in content-based areas and for capacity-building of teachers
<b>Year 2 (2008-09)</b>	1. Graduate English Language Tutor (GELT) <sup>10</sup> 2. English Drama performance by professional drama group 3. integrate English drama into the	-> Whole school -> whole school -> S2	-> to <b>maximize</b> students' opportunities to use English, <b>to expose students to the English culture</b> and provide training to students as language activity leaders to make it a sustainable practice -> focus will be more on the technical aspects, to motivate students of all forms to gain understanding and appreciation of language arts, particularly as a warm-up for S1 students and consolidation for S2 students -> to develop a school-based language arts curriculum for capacity building and sustainable

	junior secondary curriculum 4. English Builder – a 4-skill Interactive Programme 5. develop school-based learning package in Geography, History and Integrated Science	-> S2 & 3  -> S2	development -> to cultivate a self-learning habit and consolidate student learning in content-based areas  -> to develop and modify school-based, sustainable materials to help students develop language level in content-based areas and for capacity-building of teachers
<b>Year 3 (2009-2010)</b>	1. Graduate English Language Tutor (GELT)  2. English Drama performance course  3. English Drama production programme <sup>11</sup>  4. English Builder – a 4-skill Interactive Programme 5. develop school-based learning package in Geography, History and Integrated Science	-> Whole school  -> selected group of students in various forms  -> selected group of students in various forms  -> S2 & 3  -> S1	-> <b>to continue the work of Year 2 and</b> to work in collaboration with the NET and the English panel to design and deliver an English informal curriculum for capacity building and sustainable development  -> to train students and teachers to apply and consolidate the skills needed for drama practice and production for sustainable development, <b>a consolidation measure of the work of Year 1 and 2</b> -> to produce a full drama performance as a highlight of students' and teachers' learning in the last three years, <b>a consolidation measure of the work of Year 1 and 2</b>  -> to integrate the programme into formal curriculum to make it school-based for the purpose of sustainability -> to compile a school-based curriculum to help students develop language level in content-based areas and for capacity-building of teachers

### Remarks

1. Bearing the objectives in mind, outsourced programmes **will be adopted and adapted** to address the needs of students, teachers and school in a holistic and coherent way and **to make the plan a school-based one**.

2. The English Builder will be integrated into the formal English curriculum. The materials used will be adapted by teachers and students' performance will be assessed.
3. Collaborative lesson planning and trial lessons will be conducted to ensure the effectiveness of the school-based learning package
4. The plan, emphasizes fostering English learning culture and training the trainers (school teachers and student leaders). This ensures the sustainability of the EES.
5. The programmes all gear towards preparing students and teachers for the NSS not only in the English subject, but also in other content-based subjects

<b>Year 4 – Year 6</b>	<ol style="list-style-type: none"><li>1. Building on the strengths established and experience gained in Year 1 to 3, the drama programme will be integrated into the junior form English curriculum taken over by school teachers. The EES will be focused on training students and teachers in drama production and as activity leaders.</li><li>2. Based on the feedback of learners, teachers and the online programmes available, the online programme English Builder used in the first three years may be replaced by other updated ones. If it is found effective, it will be extended to the senior forms.</li><li>3. The effectiveness of the English Language Tutor Programme will be evaluated to decide whether the programme is to be continued and how it is to be continued.</li><li>4. The effectiveness of the school-based learning package will be assessed. The EES will focus on developing school-based materials for subjects not offered in S1 to 3, for example, Economics, Finance and Business Studies (BFS).</li></ol>
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### C. Output Targets

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

Feedback of student and teacher participants will be asked on the usefulness and suitability of the programmes. They will be deemed successful if at least 60% responses are positive in the first year, 65% in the second year and 70% in the third year.

#### 2. Quantitative Evaluation – assignments, internal test and examination results.

- Online programme - 70% of students are expected to complete the level assigned for them and measurable improvement is expected between the pre-test and post-test results.
- Improvement is expected in the oral examination and the English-section questions of the subjects involved

#### 3. Teachers' Development

To sustain the impact of the EES, English teacher participants will be able to apply the skills learnt to teach the drama lessons. Content-based area teacher participants will be more capable to provide better language support to students for the NSS curriculum in EMI.

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

Measures / Activities to be Funded by the Scheme	Structure	Estimated Cost ( in HK \$)	Delivery Date
1. English Corner in the school	A list of furniture and equipment (detailed proposal available on request)	<b>\$195,000</b>	Aug. 2007 to Jan. 2008
2. Decorate the school campus with English posters	English posters purchased or self-designed	\$5,000	Sept. 2007 to June 2008
4. Drama In the School (outsourced) ◆ Drama performance (Year 1 & 2) ◆ Drama in the curriculum  ◆ Drama performance course (Year 3) ◆ Drama production programme (Year 3)	-> one drama performance in Year 1 & one in Year 2 -> 4 NEDTs teach 8 groups of S1 & S2 students on school days -> 1.5 hrs. x 20 sessions -> 1.5 hrs. x 60 sessions	-> \$20,000 / show ->Year 1 - \$220,000 Year 2 - \$250,000 -> \$40000 -> \$110,000	-> Oct 2007, Oct. 2008 -> Sept 2007 to June 2009  -> June 2009 to Oct 2009 -> June 2009 to May 2110
5. English Builder	Year 1 – one level	\$22,000	Sept 2007 to June 2010
	Year 2 & 3 – 2 levels each year	Year 2 - \$30,000 Year 3 - \$32,000	
6. School-based learning package in Geography, History and Integrated Science (partly outsourced)	Buying resources, salary (collaborative lesson planning, curriculum design, trial lesson and evaluation meeting) (detailed proposal available on request)	Year 1 - <b>\$69,950</b>	Sept 2007 to May 2010
		Year 2 - <b>\$52,200</b>	
		Year 3 - <b>\$60,000</b>	
7 Graduate English Language Tutor	A GELT supported by the service provided to work in collaboration with the English teachers and students	Year 2 - \$220,000 Year 3 - <b>\$240,000</b>	Sept2008 to May 2010

2008/10/13

**Cashflow from Year 1 to 6**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>\$531,950</b>	<b>\$566,800</b>	<b>\$474,200</b>	<b>\$390,000</b>	<b>\$383,000</b>	<b>\$395,000</b>

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**Appendix**

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<sup>1</sup>**General academic standard of CCC Chuen Yuen College students**

As reflected in the F.1 intake, TSA results and HKCEE results, students in CCC Chuen Yuen College are of above average performance comparing with overall Hong Kong level. However, comparing the HKCEE results of 2006 with that of 2004 and 2005, and the AL results of arts subjects in the past few years, it can be seen that students, especially those in the arts stream, performed better when using Chinese as the examination medium.

<sup>2</sup>**Students' worries on EMI learning**

Results of stakeholder surveys and questionnaires completed by S4 students clearly reflected students' lack of confidence and worries in using English as the medium of instruction.

<sup>3</sup>**Students' profile in spoken English**

Overall speaking, students lacked the confidence to speak English. It can be reflected from the low participation rate of the English Speaking Days in the past few years. Also, in the HKCEE examination, the results of the speaking paper were not as good as other papers. Several initiatives have been implemented, like regular recording in the MMLC, daily presentation in class, etc., and improvement has been observed.

<sup>4</sup>**Effectiveness of current measures**

Some Language-related programmes and activities held, with brief evaluation, are listed below:

Programmes / Activities	Brief evaluation
English Creative Writing Course (S1 – 3)	Welcomed by students, no. of classes held increased from 1 3 years ago to 4 in this year. The articles published in Inspiration also showed an improvement in quality.

English Enrichment Course (S4,S6)	The courses were deemed as useful by participants. The English results in HKCEE had a continuous improvement. HKAL results were quite steady, except for 2006.
Bridging Programmes (S3 to S4)	The programmes were not deemed as effective because of the constraints in time and the limited resources available.
Speech Festival	There was a continuous increase in the no. of participants and the no. of items participated.
Inter-house English Drama Competition	The competition has been held three times. Each house was to perform a 10-minute play. The audience enjoyed watching the performance, but both students and teachers involved expressed that expertise guidance was needed.

##### <sup>5</sup> **Ways to evaluate effectiveness of measures proposed**

Most of the plans proposed in this enhancement scheme are integrated into the formal curriculum and can be assessed by observation of students' classroom performance, participation rate in activities, as well as regular formal and informal assessment.

##### <sup>6</sup> **English Corner**

The English Corner will be an integral part of our formal curriculum providing a venue for class and extended learning activities, and SBA activities. Senior form students can better make use of their free lessons to hold oral discussion. For informal curriculum, the English Corner is also an invaluable asset for holding activities, training, workshops and meetings. Its semi-open setting can enhance its flexibility of use and its accessibility to students. This is a sustainable resource that can be of much help to enrich the English language environment in the school, and of much benefit to students and teachers.

##### <sup>7</sup> **Drama in the junior secondary curriculum (S1 in Year 1 and S2 in Year 2)**

The 5 classes will be split into 8 groups. One afternoon lesson per cycle will be used for Drama lesson throughout the year, altogether 23 lessons. 4 NEDTs are needed, each one teaching 2 groups. The local English teachers will co-teach the lesson. There will also be regular meeting between the NEDTs and the local English teachers for curriculum development and evaluation purposes. At present, our NET is responsible for teaching two junior forms one Oral and Language Arts lessons and the remaining form is taught by local English teachers. With the inclusion of the Drama curriculum, all the three junior forms will have one lesson taught by NETs.

<sup>8</sup> **English Builder**

The English Builder is an online programme to build up students' language level in content-based areas. Students will be asked to use it at home. Reports will be sent to the English teachers regularly, usually bi-weekly. Certain CA marks will be given to students attaining the level required. To maximize student learning, the reading passages will be adopted for unseen dictation and comprehension practices, and the listening part will be adopted for listening tests.

<sup>9</sup> **School-based learning package in Geography, History and Integrated Science**

This is an initiative proposed in response to the ineffectiveness of the existing bridging programmes and the need to prepare students for using English in content-based subjects in senior forms. Experienced teachers are invited to write reading and writing materials on selected topics. Trial lessons will be conducted. As the packages are part of the formal curriculum, students will be assessed by their performance in class, assignments and assessments.

<sup>10</sup> **GELT**

**Rationale –**

GELTs are fresh university graduates working in collaboration with the school and Chatteries to help improve the English language environment of the school, motivate students to learn English and build confidence, improve students' English focusing on speaking and listening proficiency and to promote staff and curriculum development, both formal and informal ones. They are usually young, outgoing and can relate to students better than the local English teachers in that they are trained to take the role of big brothers or sisters for students. Students will be more inclined to interact with them in a more informal and less pressurizing setting. They can also work together with the NET and the local subject teachers to design a school-based formal and informal curriculum.

**Job Description**

- To collaborate with LETs in designing English curriculum
- To help prepare resources
- To help manage the English Corner
- To supervise an English Ambassador Team and provide training to the team members as facilitators of English activities in school
- To hold weekly English corner activities during lunch hours and after school
- To hold joint activities with interest clubs
- To hold oral discussion with students

- To have informal chats with students during their free lessons, recess, lunch hour and after school

**Method of Evaluation**

- Activity participation rate and performance profile assessed by LETs
- Regular meetings with LETs and Chatteries Project Management Team
- Staff appraisal
- Interim and yearly report by the Chatteries Project Management
- GELT Report prepared by the GELT
- Survey and questionnaires completed by students

<sup>11</sup> **English Drama Performance Course & English Drama Production Programme**

This is a measure to sustain the work of Year 1 to 3. Certain number of students will be selected, based on teachers' recommendations and their willingness to take part in these two programmes. Teacher-training elements are included and different teachers will take part every year for capacity development.