PRESENT SITUATION

The school has adopted Chinese as the medium of instruction since 1998. An English Enhancement Programme Team was formed then. The team members, including the NET and three other teachers, had oral drills and listening practice with students. There were also remedial and enrichment teaching.

Students’ exposure to English is not enough because they learn and listen to English only during the English lessons. Most of them have no interest in reading anything written in English or watching English T.V. programmes. Yet, they know very well they lack vocabularies and skills when writing compositions. Also, unseen dictation is poor.

This year we had small class teaching. From F.1 to F.3, two classes combined to form three teaching groups. One was a remedial group with twenty students. An English Language teacher would not teach more than three groups. The NET also had full teaching. So, the recommendations - “Native-speaking English teachers (NETs) should be properly deployed to enrich the language environment in schools, bring in innovative teaching methods and promote the professional development of local English Language teachers” - laid in the Action Plan to Raise Language Standards in Hong Kong by The Standing Committee on Language Education and Research (SCOLAR) could not be put into practice.

Students are not too enthusiastic to join English activities planned after school because there are always sports games or club meetings which are more interesting and exciting to them. Sometimes, they are held back in the classroom because of extra tutorials or tests.

1 OBJECTIVES

1.1 To enable students to

1.1.1 Develop a strong interest in learning the English language;
1.1.2 Have a rich English environment to use and learn English;
1.1.3 Feel confident in using English to take part in activities organized by the media/community and the school;
1.1.4 Acquire self-access skills in learning English;
1.1.5 Master the essential skills for reading, writing, listening and speaking;
1.1.6 Recycle and consolidate what they have acquired in the previous stage.
of learning

1.1.7 Engage in using the language through various after-class activities.

1.2 To enable teachers to

1.2.1 Learn from each other to improve teaching technique;
1.2.2 Attend seminars and workshops to enrich and refresh their teaching methods;
1.2.3 Make full use of the teaching aids available.

2 PLANS IMPLEMENTED AND EVALUATION

2.1 Together with the NET, Mr. Pankhurst, two other teachers, Mr. Siu and Ms Chung made up the English Enhancement Programme Team. Besides classroom teaching, Mr. Pankhurst was responsible for arranging enrichment teaching after school. Twenty students with the highest English average marks from each form attended these classes. Teachers took turns to teach.

2.2 The Extensive Reading Scheme was launched to F.1-F.3 students. Six sets of story books were purchased for each form. Teachers prepared questions and worksheets. They assigned pages and read with students in class. Books were not allowed to take home. Students wrote book reports on the stories and swapped books. A total of six book reports were written. Three best readers from each class were awarded certificates and prizes at the end of the year.

2.3 Students were required to use the newspaper as source to write comments/reflections on topics assigned once a month. Students handed the work in to the teachers and had discussion on the topics. Most students did not show much interest in reading newspapers and they also found it difficult to express themselves in oral and written English.

2.4 Teachers were informed of seminar, workshop or briefing news and duly completed forms were faxed or sent along. Teachers were also encouraged to browse the EMB Internet to choose and attend suitable workshops and seminars. One teacher was sent to attend the seminar on English Language Education Key Learning Area (KLA) Curriculum Guide for Secondary School Teachers. One teacher was sent to attend seminar on English in the Air-Pilot Project to Promote the Teaching and Learning of English through Television Programmes among Secondary School Teachers and Students. One teacher attended an Evaluation Meeting on F.1 to F.3 English
Attainment Test. One teacher attended the English Campus Workshop at HK Ed. City.

2.5 Schemes of work were retuned, refined and updated with the concerted effort and consensus of the teachers of the same form. Teachers followed the schemes closely. Adjustment was made after the SARS holiday.

2.6 Listening tests and examinations were scheduled and administered.

2.7 The F.1 reading project held in the library was not too smoothly run. Some students could not report to the library as scheduled because they had other commitments at lunch time and after school. However, students managed to finish the project they were required to do.

2.8 Form co-ordinators collected on-going teaching materials created and used by individual teachers for future sharing. The good compositions and projects from students were kept for Academic Week display.

2.9 Peer observation lessons were arranged in May. Teachers gave fair comments to the lesson and the character of their colleagues. It was sure that teachers had learned from each other and their teaching technique would be improved.

2.10 Book inspections were conducted in January. Teachers followed closely the schemes of work and the marking schemes.

2.11 Self-appraisal forms were given to teachers to complete in May.

2.12 Interviews with individual teachers took place in June. They gave comments and suggestions on the schemes of work and discussed the performance of the students. They also shared their experience and difficulties encountered.

2.13 Students’ evaluation done in May reflected that most students found English very difficult and admitted that their English background was poor. The evaluation helped teachers to reflect on their teaching method, quantity and quality of assignments and teaching materials.

2.14 Mr. Pankhurst, the NET, was in charge of the Wednesday morning assemblies. Senior form students also gave speeches or told stories.

2.15 The library fund was spent to purchase novels.

2.16 $9468.20 out of the Recurrent English Language Grant was spent on purchasing story books, teaching materials, radio cassette CD recorders and prizes for activities.
Statistics were compiled by Mr. Siu to show progress by using the scores attained in the F.1 and F.2 attainment tests conducted in May. Each English teacher was given a mark sheet showing the projected grade each student would get in the HKCEE. It showed that most students had made improvement when compared with the grades of the past years. Teachers would notify students of the results. F.3 students had a new set of test this year so their statistics would be compiled later.

$13129.30 of the Extensive Reading Scheme Grant was spent on purchasing story books of all levels. Most of the books are accompanied with work cards. These books are housed in the school library.

Nine F.1, five F.2 and seven F.3 students participated in the prose-reading category of the Speech Festival. Ten students were awarded certificates of merit and six students got the certificates of proficiency. Unfortunately, five F.1 students were disqualified because they were found reading from photocopies instead of original story book.

Supplementary examinations were given to F.1 to F.3 English failures on 21st August. Those who failed again would be made to attend tutorials in the coming academic year.

The annual Summer Camp for students in the junior forms was to be held in early July. However, following the outbreak of SARS, decision was made to cancel this activity to prevent possibilities of infection. It is hoped that the camp can be revived in the coming school year.

A Spellathon to raise funds (HK$6155.90) for the World Wide Fund for Nature was organized by the English Club in February for Forms 1-3 students. Some classes raised little money but it was satisfactorily run. More encouragement from teachers is required and students should be told the importance of the event.

The English Resource Room was open to all students three days a week after school.

All the planned activities for Speaking Session were cancelled due to the outbreak of SARS. In order to prepare better activities for the coming year, five books were bought.
2.25 Story Sharing activity was planned as a school hall activity to be taken place in April. Unfortunately, it was called off due to the outbreak of SARS. The teacher-in-charge would try to organize the activity as early as possible.

2.26 The senior form and junior form together planned a drama activity called ‘A Conversation with Two Dogs’. It was held in February during form room period in the school hall. The audiences were F.1 students and they were much involved. The drama was well presented and the actors’ English was fluent and easy to understand. It was well-prepared in general and the context was suitable for junior form students.