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 prepare for the HKCEE and AS-UE exams;
1.1.8 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 seminar and workshops to enrich and refresh their teaching methods;
1.2.3 make full use of the teaching aids available.
PLANS IMPLEMENTED, EFFECTIVENESS AND LIMITATIONS AND SUGGESTIONS

2.1.1 (Annual plan 3.2.1.1.1-3) F.4 students practiced process writing on genres that included personal letter to share experience and to give advice, formal letter of complaint, article to persuade and article/essay on two-sided argumentative topic. Final examinations showed most could write at least 250 words with acceptable structure that contained an introduction paragraph, paragraphs with supporting details and a paragraph for conclusion.

(Annual plan 3.2.1.1.4) More practices needed on writing addresses that involve place names in the SAR and on how to take succinct notes on oral messages.

(Annual plan 3.2.1.1.5) Dynamic English was used in the MMLC every cycle or every other cycle depending on availability. Arrangements were made for students to subscribe to superenglish.net for on-line practice at $100 for the school year. About 100 students subscribed.

(Annual plan 3.2.1.1.6) A task-based project was assigned for the second term to allow more time for completion but most could not complete the assignment on account of school suspension due to SARS. It was decided to postpone deadline till September.

(Annual plan 3.2.1.1.7) Students completed the thirty different integrated exercises for real-life situations throughout the school year. Results were mixed with some excellent pieces done with sincerity and seriousness but most regarded them as just another chore. They copied or made up words and did not actually utilize the resources available in the SAR to help them learn English. It is suggested that instead of putting the exercises in a booklet, each individual exercise would be given to students each week when required.

Six after school tests (24/9, 15/10, 12/11, 4/1, 11/2, 11/3) took place to boost students’ awareness in the English language. Two other after-school tests scheduled were held during lesson time when school resumed after the SARS’ suspension.

Individual class teacher conducted made-up lessons in the summer time table in May and early June to catch up with lessons missed during the SARS’ school suspension.
2.1.2 (Annual plan 3.2.1.2.1) Thirty different kinds of integrated exercises for real-life situations were given to complete during the term. Again results varied with good ones to bad ones depending on the degree of seriousness on the part of the students. Individual exercises would be given to take the place of the complete booklet to help guide students to make use of available resources in the SAR to learn English outside of the classroom.

(Annual plan 3.2.1.2.2) Seven after school tests took place either on Mondays or Tuesdays (17/9, 8/10, 29/10, 19/11, 6/1, 27/1 and 17/2). Two Saturday morning tests (4/1 and 1/3) on Paper 2 were arranged. Attendance was good.

Results in HKCEE released in August showed an 11% drop in the passing rate. Only 5D was an EMI class (with a passing rate of 83.3%) compared with 5D, 2002’s 85.7% and 5C, 2002 (also an EMI class)’s passing rate of 78.6%. 2003’s 5C was a CMI class and the passing rate recorded a significant drop to 31.7%. Comparison of other CMI classes with last year’s was as follow: The passing rate for 5A (2003) was 22.9% and 5A (2002) was 13.9%. The passing rate for 5B (2003) was 23.5% and 5A (2002) was 24.3%. The passing rate for 5E (2003) also recorded a significant drop to 5.3% from 5E (2002)’s 30.8%. The passing rate for 5F(2003) was 33.3% and for 5F (2003) was 30.8%.

2.1.3 (Annual plan 3.2.1.3.1) Techniques in paragraph development were taught and practiced. There were continued improvements seen in students’ work as to how to organize a piece of writing.

(Annual plan 3.2.1.3.2) Students’ reading skills still had a roomful for improvements as they read little in their spare time. Problems were not with whether they could differentiate the different paragraph functions in extended prose, but with speed and accuracy. Reading more and acquisition of a wide range of vocabularies seem to be the answer.

(Annual plan 3.2.1.3.3) Time constraint did not allow the execution of getting students to read a book every three weeks in the second term due to the project given and the SARS’ school suspension. A book report was assigned for the first term and an oral presentation was required. A project to investigate the problems faced by foreign domestic helpers in Hong Kong was assigned. Teacher conferencing was held every cycle as oral lesson. Project report and project presentation were postponed due to the SARS’ school suspension and the fact that the SARS crisis prevented the collection of data through
interviews. Both were to be done in mid-September. Students completed the thirty different integrated exercises for real-life situations and most could hand in decent and acceptable work. Some even managed to produce authentic information and excellent write-ups. Six after-school tests (2/10, 22/10, 11/11, 20/1, 10/2, 12/3) were held to keep students on their feet with regards to the English Language.  

2.1.4 (Annual plan 3.2.1.4.1) Six after-school tests (2/10, 22/10, 11/11, 16/12, 20/1, 10/2) were held to give students chances to practice. Two Saturday morning tests (18/1 and 15/2) on Section C were arranged to help students to familiar themselves with the paper. Attendance was high.  

2.1.5 Students were encouraged to send in their comments/reflections on any issue to the newspapers. Fewer students sent their school compositions and poems to SCMP’s Young Post because it was harder to get them published than last year’s Hong Kong I-Mail (now called the Standard but revised to be a small booklet). Teachers’ encouragement seemed to be essential in boosting students’ confidence in showcasing their works. Also it would be necessary to find other venues to send writings to.  

2.1.6 Teachers were informed of seminar, workshop or briefing news and duly completed forms were faxed or sent along. The method of using a memo to inform teachers was quite effective as they sign after they have read the information. Memos with circulars attached were put on a magazine rack on the shelf of the English department. This method worked well and time was saved in locating each teacher individually.  

2.1.7 Schemes of work were retuned, refined and up-dated. It is understood that all schemes, however well thought up had to be revised from time to time through form-meetings to check progress and difficulties. Further work can be done with task-based materials and projects where students’ input in the lessons has become more and more important.  

2.1.8 On-going teaching materials created by individual teachers were shared among teachers. Panel Chair continued to update department’s own writing compilation in regards to the HKCEE and AS-UE exams for the use of all teachers.  

2.1.9 Summer exercises were assigned to Forms 4 and 6 students. Students could be made to concern more with preparing for the public exams.  

2.1.10 Peer observation lesson gave teachers a chance to learn from an
experienced colleague and to give each other valuable suggestions. Co-teaching did not take place due to SARS but would be held in September with F.7 classes in co-teaching room.

2.1.11 Book inspections were conducted in January. Except in a few cases, book inspections showed acceptable marking standard.

2.1.12 Self-appraisal forms were handed in on time. All could give earnest comments about themselves.

2.1.13 Informal talks with individual teachers were carried out all year round.

2.1.14 Twenty-one F.7 and F.6 students took turns to give a speech on a topic of their own choosing every Wednesday during the morning assembly. Ms Lisa Chan, Ms Jenny Cheung, Ms Karen Cheung and Ms Rosemary Kam coached them beforehand.

2.1.15 Money for the library funds, the English Language Recurrent Grant and the AS Level Recurrent Grant was spent on novels of different genres and of various levels. These books were given to the librarian for display and storage. Not one teacher was involved in the buying of books although each was given $500 to get the books they wanted their students to read.

2.1.16 Ms Chung gathered exercises on grammar items prepared for F4-7 students and put them in two separate files for teachers’ use.

2.1.17 Scheduled lessons in the MMLC were arranged for each class. The New Dynamic Course wares Level 2 and Level 3 were installed in the computers. Putonghua lessons were conducted in MMLC as well so not every class got their designated time.

2.1.18 No more training on how to use the MMLC was given to English teachers and because of that most teachers were hesitant to use the room although a technician was always present during class time to help. To remedy the situation, speaker from Hkeducationcity.net was invited to give an all day workshop for selected F3 and F4 classes on December 13 on ‘Using Internet English Resources on Learning English’. Teachers were invited to attend if they had free periods.

2.1.19 The school was chosen as recipient school for a practice graduate teacher from Australia. The teacher was funded by a QEF given to Chinese University’s Faculty of Education. The school needed to pay for transportation fee and supplied a mentor teacher. Ms Karen Cheung was Mr. Michael Modini’s mentor. The practice period was from 23 October to 23 December. During Mr. Modini’s stay with
the school, he was arranged to give lesson time to all F.4 and F.5 classes. He coached students to take part in ‘Teen Time Open Space’ on November 29. Oral discussion time was given to F.7 students who had free periods in their timetable. A drama workshop for F.4 students was arranged on November 6 (a development day in Chinese for other teachers and the students were off). Mr. Modini also prepared worksheets on two DVDs, i.e. ‘Twister’ and ‘O Brother, Where Art Thou’. He also accompanied other teachers in taking F.6 students to attend a film show at Chinese University on November 7.

2.1.20 Fifty-five F.1 and F.2 students, seven F.3 students, nine F.4 students, five F.5 students and four F.7 students participated in the prose-reading, bible reading, solo-verse speaking and choral speaking of the Speech Festival. 9 obtained certificates of proficiency (marks over 75-79%) and 25 obtained certificates of merit (marks over 80-89). The choral speaking group comprising 40 students from F.1 and F.2 received a certificate of merit. This was the first time such a category was attempted. It is hoped that next year the group could improve with the experience gained. No change would be made to the category entered in the next term. An inter-class prose reading competition did not take place because of the SARS. Ms Bibi Musrat was asked again to organize a choral speaking team to take part in the coming Speech Festival.

2.1.21 The EEP team organized listening workshop in the English Resource Room three times week after school from November to April. Students turned up for the workshop and those who took part appreciated the chance to listen to past papers at their own pace. Packages would be updated and new tapes would be recorded for September.

2.1.22 Games stall was set up outside the hall on Nov 13, Nov 20 and Nov 27. Around fifteen students took part.

2.1.23 The event ‘English Karaoke was not held as scheduled because of the SARS. Also finding a venue in the first term was difficult as SA or Music Dept often used the Student Activity Room for other purposes.

2.1.24 Two restaurants in the SoHo area agreed to sponsor tea sets for student participants. They were La Comida and Lava but the event was cancelled because of school suspension due to SARS. Letters were sent to both restaurants to thank them just the same.

2.1.25 A Spellathon to raise funds for the World Wide Fund was organized
by the English Club in early March for Forms 1-3 students. $6,155.90 was raised in this event.

2.1.26 A writing contest entitled ‘I have a dream’ was organized in March but the deadline was extended to end of May because of the SARS outbreak. About 35 students took part. More encouragement from teachers would be needed.

2.1.27 The Webmaster of the English Club kept the club’s homepage up to date. A new section on Valentine Day was added. There was also a guest book for enquiries.

2.1.28 A short drama entitled ‘A conversation with two dogs’ took place in the form-room period for F.1 students on Feb 14 in the school hall. Performers were F.3 students and the evaluation was they could deliver dialogues fluently and the context was easy to understand.

2.1.29 A team of 4 students from F.5 was sent to RTHK to take part in the Teen Time broadcast. Theme for this year was ‘Do students need their own mobile phone? The students enjoyed the chance to use English. It is suggested that this exercise be continued next year.

2.1.30 As part of the promotion of language arts, some classes were shown English films and afterwards were asked to write on things discussed in the films. Interest was seen to be high in this sort of activity and the writings collected showed better standards than ordinary compositions. It is advisable to guide students in this film watching activity and teachers should have definitive aims when they arrange this kind of lessons. On Nov 7, 89 students from all F.6 classes were able to participate in Chinese University’s ‘Movies For English’. They were shown the ‘Metropolis’ in the university’s theatre and later they engaged in answering questions and discussions and generally had a good time and a good memory of the experience.

2.1.31 A talk by Magazines International was arranged for F.4 and F.6 students on the benefits of outside reading in early October.

2.1.32 The Net camp was not organized due to the SARS outbreak and no student was sent over as either participants or helpers.

2.1.33 At the request of the Student’s Association, Ms Kam, Ms K. Cheung and Ms L. Chan acted as oral examiners for a joint-school oral practice session with Our Lady College on Jan 22.

2.1.34 In response to a letter sent from the HkedCity, a workshop on ‘Using Internet resources for English-language learning’ was organized for F.3 and F.4 classes after their first-term examinations on Dec 12.
Teachers with free periods were invited as well as teacher development to horn their IT skills.

2.1.35 To entice students to take part in a writing competition held by Australia Education Link, writing topic was redesigned and it was incorporated into a writing assignment for F.4 students in January. 26 pieces of writings were selected and sent away. Three students also took part in the junior section. Two pieces were selected to joint the finals but no prizes were won.

2.1.36 A talk on the summer course by Australia Education Link was arranged for a PTA meeting January. PTA chose instead to give their support to the one to be organized by Caritas. Just the same, brochures for the course were given to students but no application went through teachers.

2.1.37 Teachers attended the following types of seminars: Longman’s seminar on the ‘Analysis of HKCEE papers’, HKIED’s seminar on ‘Curriculum Resource Package’, HkedCity’s seminar on ‘Phonic Rangers’, EMB’s ‘Project Learning’, EMB’s ‘Ensuring Enhancement of English Language Across the Curriculum through Professional Teacher Development’, City University’s workshop on ‘Using Microsoft Excel to Analyze and Understand Student Achievement’