(A) Present state of play

1. ELT in KTLMS is quite in line with the recommendations of the CDI. The junior curriculum includes the Language Arts component. The senior curriculum focuses on newspaper reading and essay writing. Yet, the introduction of poems, songs, short stories and plays is on a piece-meal basis. The amount of newspaper reading materials and number of writing tasks are fixed by teachers. Students rarely read and write in English voluntarily. Regular reading and writing habits in English are not formed.

2. The pass rates at CE and AS levels are satisfactory but the credit rates could have been better. The degree of value-addedness has much room for improvement.

3. The time-tabling facilitates various English activities in form assemblies. Students have a chance to speak, act, interview, and perform in English on stage and outside school. Yet, most students lack motivation and confidence to use English in school and at home.

4. Collaboration work and trust in this panel are great. This year, six S4 teachers will undertake a lesson study. We find it difficult and almost impossible to have sufficient time for planning lessons together, observing other classes to improve the lessons and evaluating the effectiveness of them. Without any extra resources, the lesson study only lasts for two cycles. The teachers see the need for injecting expertise and finding the room to carry out a meaningful lesson study. They are willing to cultivate a culture of collaborative lesson preparation through a guided programme.

5. The two current NETs have special strengths: one in Literature and the other in Drama. Both are in charge of the relevant ECAs. Yet, the target students have not enrolled since students are busy with both academic and non-academic school tasks in and out of class. A drama programme for S2 students was run in the first term this year in class time, but was not effective as each student had very limited contact time with the NET. The S1 split group taught by the NET is not exposed to more Language Arts items as the NET spends much time on remedial work. The S6 best group taught by the NET experiences some poems, songs and stories in the Thanksgiving IT Project. Other classes of students having oral lessons with the NETs in small groups get more chance to interact in English.

6. A monthly e-publication reporting the various English activities held at school is issued by one the NETs with the help of the new TA. Students feel excited to see photos of themselves in the English activities.
SWOT analysis of KTLMS

Strengths
1. The majority of our students and their parents desire to improve their English.
2. Both teachers and students have experience of organizing and joining inter-class and external activities with a view to promoting the use of English beyond class time.
3. School administrative support is strong in terms of time-tableing and split class teaching system, the deployment of Native English-speaking teachers and the use of government grants like the Capacity Enhancement Grant.
4. All regular English Language teachers have been bench-marked.

Weaknesses
1. Self-motivated reading and writing after class are lacking.
2. English is the medium of instruction only in English Language lessons in all classes.
3. Most students lack confidence in using English to communicate and interact with their teachers and peers.
4. Individual difference is widening.
5. Students, especially better students, have to take up different and sometimes demanding academic and non-academic school tasks in and out of class.
6. Students prefer to devote time and effort to other subjects in which they see immediate improvement in tests and examination results.

Opportunities
1. Bring in new teaching ideas.
2. Experience new learning modes.
3. Increase exposure to English.
4. Facilitate the use of English in authentic contexts

Threats
1. The staff members are overloaded.
2. The demand for IT facilities is tight.
3. Good providers or extra teaching staff may not be available.

Needs of KTLMS - An English-rich school environment
Students - More exposure to English especially listening and daily English usage;
Authentic reasons for communicating in English
Teachers - Training in Phonics, Poetry, Drama and Debating;
Time and effort for experimenting with, sharing and establishing teaching resources
School Campus – English attractions
(B) A holistic school-based plan

Objectives:

1. Strengthening the professional development of teachers
   a) empower teachers with phonics & poetry, drama, debating and IT skills for ELT
   b) strengthen teachers’ capability in curriculum development and pedagogies through a joint venture
      with a local university – the Centre for Learning Study Collaboration and Partnership (VITAL)
   c) establish networking with an overseas high school of our former NET teacher

2. Supporting English language teachers
   a) relieve a NET’s workload for developing the School-based Drama Curriculum (from S1 to S6) &
      teaching packages for Drama and coaching the LETs in Drama teaching techniques
   b) relieve a teacher’s workload for setting up a Writing Laboratory to work out S1-S6 errors, basic
      sentence patterns and remedial programme exercises for each level in the first phase and for setting
      up a Vocabulary Laboratory to enrich students’ vocabulary in the second phase
   c) relieve teachers’ workload to coordinate and conduct lesson studies

3. Building up a collaborative and reflective teaching culture
   Relieve teachers during school hours for professional development
   a) allocate common lesson preparation time
   b) promote peer lesson observation
   c) foster partnership with experts and tertiary institutions

4. Creating an English-rich language environment
   a) promote authentic or creative listening materials - news, poems, songs, plays, movie broadcasts
      (CD, MTV & DVD shows) in classrooms and/or podcasting
   b) establish “Passages to English” – post students’ creative work and photos in fun English activities
      along the corridors and staircases leading to the English Corner in the Lower Basement
   c) make Bilingual signs and presentations in the school campus
   d) increase opportunities for students to use English - promote podcasting among students to
      encourage extensive listening, individual presentation and group audio recording
   e) establish an e-platform for students to have real communication with native English-speaking peers
      overseas;
   f) hire professional services for English learning activities in the areas of phonics, poetry, debating and
      podcasting with a view to transferring knowledge and skills to both teachers and students who
      could help to lead these English activities

(C) Implementation Plan & Budget

Phase 1 (2007-2010) – main emphasis on listening, speaking, writing
Phase 2 (2010-2013) – writing, integration of 4 skills
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<tbody>
<tr>
<td><strong>1. Strengthening the Professional Development of Ts</strong></td>
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<tr>
<td>A. Hire Services on Debating – Workshops for Ts &amp; Ss</td>
<td>$25,000 for Ts &amp; $75,000 for Ss</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$100,000</td>
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<tr>
<td>B. Lesson Study – Full programme costs $240,000</td>
<td>240,000</td>
<td>18,000</td>
<td>18,000</td>
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<td>18,000</td>
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<tr>
<td>One Consultancy item only costs $18,000 for 3 hrs.</td>
<td>S6-7</td>
<td>S4</td>
<td>SS1</td>
<td>S1</td>
<td>S2</td>
<td>S3</td>
</tr>
<tr>
<td>C. Podcasting training workshop materials for Ts &amp; Ss</td>
<td>30,000</td>
<td>30,000</td>
<td>30,000</td>
<td>(30,000)</td>
<td>(30,000)</td>
<td>(30,000)</td>
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<tr>
<td>D. Hire Services on Creative writing workshops for Ts &amp; Ss</td>
<td>$25,000 for Ts &amp; $75,000 for Ss</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>SS1</td>
<td>SS2</td>
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<tr>
<td><strong>2. Supporting English Language Teachers</strong></td>
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<tr>
<td>A. Hire an extra teacher to release regular Ts for the following school-based programmes $16,165 x 12 x 1.05</td>
<td>204,000</td>
<td>204,000</td>
<td>204,000</td>
<td>204,000</td>
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<td>204,000</td>
</tr>
<tr>
<td>a) NET on junior drama curriculum</td>
<td>S1</td>
<td>S1-2</td>
<td>S1-3</td>
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<tr>
<td>b) NET on NSS Learning Eng. Through Drama</td>
<td></td>
<td></td>
<td></td>
<td>SS1</td>
<td>SS1-2</td>
<td>SS1-3</td>
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<tr>
<td>c) LET on Writing Laboratory</td>
<td>S1-3</td>
<td>S4-6</td>
<td></td>
<td>SS1-3</td>
<td>S1-SS3</td>
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<tr>
<td>d) LET on Vocabulary Laboratory</td>
<td></td>
<td></td>
<td>S1-3</td>
<td>SS1-3</td>
<td>S1-SS3</td>
<td></td>
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<tr>
<td>e) ET on Phonics Through Poetry</td>
<td>S1</td>
<td>S1</td>
<td>S1</td>
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<tr>
<td>f) ET on Creative Writing e.g. poems, stories, plays</td>
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<td>SS1</td>
<td>SS1-2</td>
<td>SS1-3</td>
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<tr>
<td>B. Software licence/online subscription on Reading e.g. E-class Reading Programme, Eng-Pal Reading Programme</td>
<td>20,000</td>
<td>20,000</td>
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<td><strong>3. Building Collaboration</strong></td>
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<tr>
<td>A. Common lessons for lesson study</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>B. Hire a TA supporting Ts &amp; Ss preparing profiles, Learning &amp; Teaching manuals, publications, resource bank $10,240 x 12 x 1.05</td>
<td>130,000</td>
<td>130,000</td>
<td>130,000</td>
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<tr>
<td><strong>4. Creating an English-rich Environment</strong></td>
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<tr>
<td>A. Resources for Ts &amp; Ss (fiction &amp; non fiction texts)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>B. Students’ bulletin &amp; productions in Passages to Eng.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Total: $2,848,000</strong></td>
<td>501,000</td>
<td>509,000</td>
<td>491,000</td>
<td>459,000</td>
<td>459,000</td>
<td>429,000</td>
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</table>

(Podcasting $90,000 subject to interim review after 2009-10)

*ET: Extra (English) Teacher  LET: Local English Teacher  NET: Native English Teacher*
## Output targets to be attained

<table>
<thead>
<tr>
<th>Areas</th>
<th>Targets</th>
<th>Success indicators</th>
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</thead>
<tbody>
<tr>
<td>1. Students’ overall performance</td>
<td></td>
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</tr>
<tr>
<td>a) Achieve better results in public exams</td>
<td>TSA – improve pass rate by 3% in listening and speaking New HKCEE – 85% reach Level 3 ASUE – improve pass rate by 3%</td>
<td></td>
</tr>
<tr>
<td>b) Attain better value-added figures in English</td>
<td>Value-addedness moving upward From (-) to (0) or above</td>
<td></td>
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<tr>
<td>2. Teachers’ professional development &amp; commitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Enhance capacity to effect sustainable curriculum and pedagogical change in classrooms and school</td>
<td>Teachers</td>
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<tr>
<td>b) Enhance teachers’ confidence and ability to coach students for school-based performances (in Form Assemblies, School Assemblies, School Anniversary &amp; end-of-term show) and public competitions</td>
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<tr>
<td>a) Have better use of English among peers</td>
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<tr>
<td>b) Get endorsement from parents and the public</td>
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</table>

### Deliverables

- Teachers
  1. Teaching manuals on Phonics Through Poetry, Drama, Debating, Creative Writing & Podcasting.
  2. Learning packages on Phonetics Through Poetry, Drama, Debating, Creative Writing & Podcasting.
  3. A holistic school-based Language Arts Curriculum
  4. Findings from Lesson Study shared with interested parties.
  5. Coaching Ss for in-house & external competitions in Speech Festival, Drama Festival, Inter-school Debate Contests
  6. Supervising Ss’ productions & publications

- Students
  1. Recordings (individual presentation, verse speaking, prose reading, story-telling, radio show, group discussion or other performances)
  2. Publications (poems, lyrics, stories, drama scripts, debate speeches, articles in form of school newsletters, newspapers, magazines/ e-copies)

### References:

1. Information about Lesson Study offered by the Centre for Learning Study & Collaboration of Partnership (VITAL) [http://www.ied.hk/clasp](http://www.ied.hk/clasp)
   a. Full programme costs $240,000. It includes consultancy fees on collaborative lesson planning meetings, pre-post lesson tests, peer-observations of lessons, post-lesson interviews with a group of Ss, post-lesson conferences, video recording of lesson, in-house presentation & public presentation of the findings
   b. One Consultancy item only costs $18,000 for 3 hrs.

2. Information about Podcasting
   a. From CUHK [http://paulsze.pbwiki.com/Podcasting](http://paulsze.pbwiki.com/Podcasting)
   b. From KTLMS English Self-access Programme (Cycle 13 Senior Forms) [http://ktlms.mysch.net/~english/engself/engself.htm](http://ktlms.mysch.net/~english/engself/engself.htm)
English Enhancement Scheme for KOWLOON TRUE LIGHT MIDDLE SCHOOL

I. KTLMS agrees that for measure (b) creative writing workshops should be conducted in class time.

II. Supplementary Information provided on 14th August, 2007

1. For measure (b), School-based creative writing workshops for Ts and Ss

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
<tr>
<td>Deliverables of the creative writing workshops</td>
<td>Teaching manuals on Writing poems and lyrics</td>
<td>Teaching manuals on Writing drama scripts</td>
<td>Teaching manuals on Writing short stories</td>
</tr>
<tr>
<td></td>
<td>Students’ productions of poems and songs with new lyrics in forms of podcasting &amp; newsletters</td>
<td>Students’ productions of adapted plays or original plays in forms of podcasting &amp; newsletters</td>
<td>Students’ productions of short stories in forms of podcasting &amp; newsletter</td>
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<td></td>
<td>Interclass writing &amp; performance competitions</td>
<td>Interclass writing &amp; performance competitions</td>
<td>Interclass writing &amp; performance competitions</td>
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</table>

| Target group of Ss | S3 | SS1 | SS2 |

2. For measure (c), Lesson Study Programme

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<tbody>
<tr>
<td>Details and focus</td>
<td>Full programme in S4 On RELATIVE CLAUSE</td>
<td>One Consultancy item in S4 On RELATIVE CLAUSE</td>
<td>One Consultancy item in S1 on Punctuation</td>
<td>One Consultancy item in S2 on Tenses</td>
<td>One Consultancy item in S3 on Voices</td>
</tr>
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</table>

| Deliverables | ● All teachers concerned inducted into the theory and practice of Learning Study, such that they can engage in evidence-based curriculum development. | ● Professional upgrading of all teachers in the school, through dissemination and presentation of individual Learning Study project. | ● Network with schools supported by HKIEEd to share experience and expertise in the improvement of students’ learning through Learning Study. | ● Materials generated from Learning Study case studies will contribute to the School’s own resource library exemplifying good practice. | ● Video records of research lessons and post lesson conferencing in English, which can be used as resources for teaching in schools. | ● Materials of student assessment items for diagnostic analysis to inform teaching and learning. |

| Expected impact on teaching and learning in classroom | ✦ A lasting impact on the individual teachers that participate, on how they conceptualize their lessons and how they cater for individual differences of their students within their classes. | ✦ A culture of the school as a learning community in which the effectiveness of collaborative planning in school is improved and a better atmosphere for lesson observation in school is brought about. |
3. For measure (e), Hiring one English teacher

3.1 Job specifications

- Work closely with the regular teachers to design, co-teach and evaluate the programme of Learning Phonics through Poetry in the first phase and Creative Writing in the second phase.
- Work closely with the form co-ordinators to list out the basic sentence patterns and crucial vocabulary in each form and design self-access packages for consolidating the patterns and vocabulary.
- Conduct oral lessons with S4 students to release teachers for Lesson Study.

3.2 Staff Deployment Plan

- Conduct one lesson for each group of S1 students @ cycle to run the Learning Phonics through Poetry in the first phase and one lesson with the concerned groups to run the Creative Writing in the second phase.
- Conduct one oral lesson for each group of S4 students @ cycle.
- Design self-access packages for consolidating at least 5 sentence patterns and 5 theme-based vocabulary lists for each form.

3.3 Deliverables

- Teaching manuals on Learning Phonics through Poetry and Creative Writing.
- Self-access packages on crucial sentence patterns and vocabulary.
- In-house sharing on Learning Phonics through Poetry, Oral Lessons, Creative Writing, Writing Laboratory and Vocabulary Laboratory.

3.4 How to deploy the additional manpower for teachers’ capacity building

- Regular teachers work with the additional teacher before the lessons, co-teach the lessons and evaluate the effectiveness of the lessons in the programmes of Learning Phonics through Poetry and Creative Writing. They re-run the Learning Phonics through Poetry in the second phase and Creative Writing in the following academic year.
- Form co-ordinators work closely with the additional teacher to review and map out the crucial sentence patterns and vocabulary lists for each form. Self-access packages for the crucial patterns and vocabulary enable regular teachers to cater for students’ individual differences in consolidating the target languages.