English Enhancement Scheme for Schools Adopting Chinese-medium Teaching
Progress Report for the period from September 2008 to August 2009
Kowloon True Light Middle School

Part A: Implementation of the funded enhancement measures [Please refer to Part A of the Notes on Completing the Progress Report.]

<table>
<thead>
<tr>
<th>Measures</th>
<th>(I)</th>
<th>(II)</th>
<th>(III)</th>
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<tbody>
<tr>
<td>Preparing students for the New Senior Secondary Curriculum</td>
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<tr>
<td>(a) School-based debating workshops for teachers and students</td>
<td>(3)</td>
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<tr>
<td>(b) School-based creative writing workshops for teachers and students</td>
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<tr>
<td>Professional development of teachers</td>
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<td>(3)</td>
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<tr>
<td>(c) Lesson study programme with a local university to strengthen teachers’ capability in curriculum development and pedagogies –full programme for the first year and one consultancy item for other years</td>
<td>(3)</td>
<td></td>
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<tr>
<td>(d) Podcasting training workshop materials for teachers and students</td>
<td>(2)</td>
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When any of the ratings awarded to (I) or (II) is below “3”, please explain briefly why so.

Because of the precaution taken against swine flu in June, the Podcasting workshop for students was cancelled. Online demonstration was sent to the students instead.

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Note (ii) 4 = Objective(s) well met 3 = Objective(s) satisfactorily met 2 = Objective(s) marginally met 1 = Objective(s) not met
<table>
<thead>
<tr>
<th>Measures</th>
<th>(I) Extent of completing the measures [Please rate from 1 to 3] (refer to Note (i) below, and put the figure in the brackets)</th>
<th>(II) Extent of attaining the objective(s) stated in the approved proposal [Please rate from 1 to 4] (refer to Note (ii) below, and put the figure in the brackets)</th>
<th>(III) When any of the ratings awarded to (I) or (II) is below “3”, please explain briefly why so.</th>
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<tbody>
<tr>
<td>(e) Hiring 1 English teacher to create room for English teachers for development of school-based drama curriculum, setting up a Writing Laboratory and conducting lesson studies</td>
<td>(3)</td>
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<tr>
<td>Creating an English-rich environment in school and beyond</td>
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<td>(3)</td>
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<tr>
<td>(f) Software licence / online subscription for E-class Reading Programme for all students</td>
<td>(3)</td>
<td></td>
<td></td>
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<tr>
<td>(g) English resources and listening materials for teachers and students and for setting up “Passages to English” (including fictions / non-fictions, CDs, DVDs and MTV)</td>
<td>(3)</td>
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<td></td>
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<tr>
<td>Effective deployment of English Language teachers</td>
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<td>(3)</td>
<td></td>
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<tr>
<td>(h) Hiring 1 teaching assistant to help teachers organize English activities, prepare teaching materials and liaise with service providers</td>
<td>(3)</td>
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Part B: Experience(s) gained from the implementation [Please refer to Part B of the Notes on Completing the Progress Report.]

1. Debate Workshops for teachers and students.
A 25-hour workshop and a 20-hour workshop were run with the F7 and F6 students along with a 9-hour workshop for 15 staff members. Every student who participated in the debating workshops took part in a debate and received feedback on her performance from an adjudicator. In addition, the providers spent 20 hours going to F1, F2, F3 and F4 classes with the English teachers in order to introduce some of the strategies suggested in the teachers’ debating manual to interest students in thinking and speaking in English in order to prepare for argument.

Deliverables - a students’ and teachers’ debating manual was provided to each participant in the relevant workshops. The teachers’ manual outlined twenty lessons of varying lengths. A DVD was made of F7 students’ debates with points-of-information being used. Students were given only one hour to prepare for these debates and they were pleasantly surprised at how well they performed in an English speaking debate, given that they were initially extremely nervous. Undoubtedly this experience helped to raise students’ confidence as indicated by them in their evaluation forms.

A DVD of a debate delivered by students from Scotch Oakburn College in Tasmania was given to the school, along with a copy of the text entitled *Sukey and the Mermaid*. These resources will be useful for teachers at KTLMS to use with students in senior forms. The students who attended the workshops found the DVD extremely helpful as they saw a variety of debating skills including some poorer performances. It gave them confidence to debate themselves when they realised that everybody gets nervous before, and during, a debate. The most exciting part of the debating workshops for the presenters was the exhilaration experienced by the debaters and the sense of achievement they felt on completing the debates.

Lesson plans were left for the teachers to help them get students started when it comes to thinking, arguing and critical thinking in English. Teachers were encouraged to use exercises in the teachers’ manual such as “Debating is a Sport” and “Debate Tennis” with students in the junior grades. These games can be quick, fun and interesting because they are easy to play and they encourage younger students to think quickly in English. Storytelling, the “Typhoon” game, group discussion and jigsawing of groups can all be used, very successfully, to encourage younger students to discuss issues in English and to teach each other about different issues.
To consolidate the debating skills acquired in the workshops, potential debaters were invited to participate in real-time debate contests with a Beijing High School and a Shanghai High School in March and April respectively. The six contestants found the experience challenging but rewarding. They won the two contests and two were awarded with the Best Debater in each contest.

2. **Learning Study at F4**

This year, the Learning Study was run with the advice from the HKIED again but with a smaller scale. Five Form 4 teachers and one consultant from the HKIED were involved. One common period was allocated to have in-house meetings among F4 teachers. Thirteen formal collaborative lesson planning meetings were run. After the 1st round of teaching, some advice was given by the consultant of the HKIED through telephone conversations and emails.

A pre-test has been carried out to find out the object of learning. Two groups of students have been chosen – one consisted of the best, the average and the weakest student while another group consisted of four randomly chosen students. After the pre-test, it was found that less than 50% of students were able to give a relevant reason to support the others’ ideas after the agreement phrase. Therefore, it was decided that the object of learning would be the ability to give positive response to others’ ideas with a reason.

Five peer-observations of lessons and video recording were administered. One post-lesson interview and post-lesson test were done and video taped. According to the post-test results, the percentage of students who are able to give a relevant reason to support the others’ ideas after the agreement phrase has increased to nearly 80%.

In the evaluation meeting, teachers concerned reflected that this programme promoted professionalism and collaborative lesson planning but it was rather time-consuming and demanding in terms of planning and administrative work. On the other hand, students involved reported that they had learned some new phrases for agreement. They also appreciated the teachers’ video clips and commented that they were worth watching and learning.

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Deliverables – All lessons of the 5 teachers were video-taped. The refined lesson plan and teaching materials was saved for further use. The sharing between the teacher involved plus the panel head and the consultants (Professor Lo, Dr. Chang and Dr Lee) from the HKIED was inspiring. The video clips of the lessons of Ms Kurrie Chan and the video clips of Ms Fu were sent to the HKIED for discussion.

3. Podcasting Workshops for teachers and students

The workshop for teachers was held on 26th June, 2009 in the CAL room but the workshop for students was cancelled because of the swine flu prevention. Printed user manual and online demonstration were to be given on 15th July, 2009. Help desk on the Internet and practical sessions in the CAL were arranged. The CAL was open for 9 days during the summer holidays. 50 students with difficulties making their podcasts or getting an Internet access came to get assistance from the English teaching assistant or the service provider staff.

Deliverables – A web page using the school name as the domain was established. Students are asked to create and upload at least one 2-5 min podcast to the school podcast web page and receive one teacher podcast each week during the summer holiday. All the podcasts made during the summer holiday was backed up on a CD-Rom.

4. S2 school-based Drama Programme by Ms Lutton (NET)

S2 school-based drama programme consisting of 13 lessons was designed by Ms Lutton. The lessons in the first term concentrated on skill building whilst those in the second term focused on applying the skills in the anniversary show. The pace of the programme was slowed down because of Ms Lutton’s frequent sick leave.

Deliverables – Teaching materials were compiled for future reference. A 10-min original drama performed mainly by the S2 girls was made as a celebration show at the school anniversary.

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5. **S1 school-based Learning Phonics through Poetry by Ms Huen (EET)**
26 lessons were conducted by Ms Huen and observed by the 4 LETs. The course is based on Longman’s Foundation Phonics Coursebook and supplemented with appropriate poems to raise students’ awareness of sound and rhythm.

**Deliverables** – A package of teaching manual and materials was completed. A formal assessment was conducted to assess students’ acquisition of knowledge. A year-end performance was conducted to provide a platform for students to apply what they had learned. Such performance was video-taped and photographed.

6. **S1 Module Design named Super Animals by Ms Huen (EET)**
A 3-cycled module named Super Animals was designed by Ms Huen and conducted by the 5 LETs. 5 meetings were held among the the course designer and the teachers before, during and after the implementation period to modify the materials to cater for the needs of the different groups. Collaboration facilitated professional sharing and curriculum planning.

**Deliverables** – Each student handed in a project demonstrating her knowledge of the target language items and creativity. The best projects of each group were displayed for recognition. The course materials were compiled.

7. **S3 Social Issues Resource Bank by Ms Huen (EET)**
Learning tasks based on newspapers or internet materials were designed by Ms Huen and sent to the LETs through e-class for classroom use or homework. Modification of the materials could be made by the individual LET.

**Deliverables** – A learning package consisting of 20 sets of learning tasks on social issues was completed. The learning package also included integrated materials for class activities. Such learning tasks were kept as the resource bank for the NSS Elective Module – Learning English through Social Issues. The design inspired the LETs about varied uses of the media materials.

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8. **S4-S6 Writing Laboratory by Ms Huen (FET)**
Useful sentence patterns for the genres required by the public examinations were listed out. The features of the main genres were revisited before the writing lessons.

**Deliverables** – A learning kit consisting of specific language patterns and expressions for 10 different text-types and teaching procedures were completed. A set of supporting materials consisting of language patterns, vocabulary and writing outline were completed as pre-writing materials for students’ use. Such materials were to be kept as the resource bank for teaching different genres.

9. **Software licence/ online subscription on Reading**
a. Eng_class.com for S1 -7 cost $14,000. Each student was asked to do an online English exercise every weekday from 1st October 2008 to 15 July 2009. Their participation and performance was considered as 30% of the daily mark in Reading. Monthly report and top scorers were announced in the morning assembly, displayed at English Corner and uploaded to e-class for reinforcement. The top 3 keen participants in each form were awarded a certificate in the closing ceremony.
b. Language key for S6 -7 cost $2,000. F6 & F7 students were instructed to read the online monthly magazine to hone their skills for the Practical Skills for Work and Study. Post issues will be saved as reference for the NSS Elective Module – Learning English through Workplace Communication.
c. English Builder for S1 from December 08 to May 09 cost $4,000. Top 3 scorers in each S1 class during the 10-day Easter Holiday were awarded a certificate by the Principal in the morning assembly in May. The top 10 scorers in S1 during the whole implementation period were given an award in June.

10. **Creating an English-rich Environment**
a. Resources for teachers & students – Books, CDs and DVDs were purchased and stocked in the school library or at the English Corner to promote reading, listening and viewing for pleasure.
b. Students’ bulletin & productions in Passages to English were updated by Ms Mok Ka Man, the teaching assistant.

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11. Hiring a teaching assistant to
a. compile resource materials, take minutes, give technical support
   All panel members find the teaching assistant helpful. She is efficient and creative.

b. conduct study groups for S1 & S2 after school (Such study group is not recommended for next school year. This is because the effects of the study groups on the academic results were not obvious. Instead of teaching the study groups, the teaching assistant should put more efforts on her duties of assisting the English Panel.)

Part C: Sharing of good practices [Please refer to Part C of the Notes on Completing the Progress Report.]

<table>
<thead>
<tr>
<th>Measure(s)</th>
<th>Brief description of the implementation process</th>
<th>Features that effectiveness is hinged</th>
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<tbody>
<tr>
<td>Nil</td>
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Part D: Overall rating [Please refer to Part D of the Notes on Completing the Progress Report.]

Taken Parts A to C above together, the overall rating on my school’s implementation of the Project so far is:  (2)

[3 = Good  2 = Satisfactory  1 = Can be improved]

Part E: Information for stakeholders [Please refer to Part E of the Notes on Completing the Progress Report.]

Please put a "✓" in the appropriate box

(1) Has your school included the Strategy and implementation Plan of the Project in the school development plan?
   ✓ Yes.
   □ No. [Please give reason(s)]:

(2) Has your school included the report(s) on the progress and evaluation of the Project in the school annual report?
   ✓ Yes.
   □ No. [Please give reason(s)]:

Signature of Principal: [Signature]
Name of Principal: Chan Yuen Sheung
Date: 28th September, 2009