

Caritas Ma On Shan Secondary School  
English Enhancement Scheme 2008 - 2014  
2009 - 2010 (Year 2)

	Objectives	Implementation	Evaluation & Suggestions
Workshop on Presentation and Discussion Skills for S3	<p>To give students the necessary tools to talk extensively in English in a public context;</p> <p>To help students to become more confident when speaking in front of an audience or in front of the camera;</p> <p>To give students the necessary tools to facilitate meaningful group discussions;</p> <p>To use drama games to ease students into performing in public.</p>	<p>EL2100 was recruited to run the workshop funded by the English Enhancement Scheme. All S3 students attended the 12 sessions conducted during term time from January to April 2010. Four classes were run with around 20 students in each group.</p>	<p>After attending the workshop, students are more familiar with the oral component of the TSA.</p> <p>For the individual presentation, students were given numerous opportunities to speak in front of the class. They now know how to organize their speeches with an appropriate introduction, and conclusion; and how to add supporting ideas.</p> <p>Moreover, students were able to master the various techniques of group discussion such as how to begin the discussion, how to state ideas, and how to respond to the opinions of others.</p>
Trip to the Wetland Park	<p>To consolidate the presentation skills of the S3 students which they had acquired in the previous workshops and to develop students' confidence in public speaking.</p>	<p>The S3 students visited the Wetlands Park one afternoon for a guided tour with two members of the Agricultural and Fisheries Department. 5 English teachers, 1 teaching assistant, and two tutors from EL2100. Students were given the opportunity to work in groups to plan and research their chosen topics before they gave individual presentations on a chosen area of the Wetlands Park.</p> <p>The tour began in a laboratory environment where students were briefed on the tour and given equipment needed for the exploration of the Wetlands. Each student was given a personal radio and an ear piece so that they could follow the tour guides' commentary; and a pair of binoculars. Before the tour started, they were given a pictorial leaflet showing birds, insects and creatures found in the Wetlands environment and a simple worksheet that they were supposed to fill in during the tour.</p>	<p>The main purpose of the package was to help students to acquire the skills and confidence to give presentations in English. The highlight of the series of lessons was to visit the Wetlands Park.</p> <p>It is suggested that future wetland visits be conducted as a winter/autumn activity as students may feel more comfortable while walking around the park. The students were enthusiastic when wildlife was easy to see, for example, the fiddler crabs, mudskippers, and Pui Pui. The students were interested in seeing plants and animals in a natural setting. Some students were able to express their feelings to teachers as they experienced different flora and fauna around the park. A follow-up oral English lesson with pictures of insects and their English names was well received.</p>

<p>Drama Performance</p>	<p>With the aim of arousing students' interest and to build up their confidence in using English for communication, Chunky Onion Productions Limited was invited to stage a second performance Romeo and Juliet on 27 April 2010. The theatre company was invited back to the school following students' positive feedback to an earlier performance in the previous academic year.</p>	<p>Prior to the performance, students were given graded materials provided by the theatre company to help with vocabulary and to involve them in the production by practicing the songs they would hear in the show. The performance was an interactive presentation for the whole school in pantomime style. Student volunteers worked with the theatre company as MCs, stage extras and performed the role of servants to the leading characters.</p>	<p>The feedback was positive. Students were thrilled to see their classmates performing on stage with the professional actors/actresses which contributed to the interactive atmosphere. A very successful post-performance activity was the Question and Answer session in which students put pre-prepared questions to members of the cast. Other students took the initiative to make up and ask their own questions - an achievement greatly appreciated and admired by both students and teachers. This was a breakthrough for our students as this level of enthusiasm is unusual for our students (see Appendix 9).</p> <p>To capitalize on the success of the performance, follow-up activities in oral lessons with the NET teacher were conducted using worksheets from the company to elicit students' feelings towards different characters, and sequencing events in the drama. Students found the worksheets worthwhile as they were able to manage the tasks.</p> <p>Our departmental evaluation is that our goals to build up our students' confidence in using English and arouse their interest in learning English were achieved. In terms of the student intake in the school, this was a major achievement.</p>
<p>Purchase of learning and teaching resources for the English Corner</p>	<p>To enrich the resources in the English Corner to promote the learning of English.</p>	<p>Reading materials of different genres were purchased to nurture students' reading habit. These resources are now placed in the English Corner for students' use.</p>	<p>There was an increase in the number of students visiting the English Corner.</p>

<p>Professional Development for English teachers: Workshop on Poems and Songs</p>	<p>The Teacher Workshop on Poems and Songs aims to provide a well-designed, practical training program that will encourage and guide secondary school English teachers in developing their unique instructional styles for the creative implementation of the New Secondary School (NSS) Curriculum module, "Learning English through Poems and Songs". It also provides techniques and strategies for using both simplified and original text in the upper secondary English classroom. It promotes the role and development of teachers as facilitators in a collaborative learning process that encourages learners' personal growth and their use of the English language.</p>		<p>This Teacher Workshop on Poem and Songs has provided teachers a great opportunity and wonderful experience in teaching English in a fun and interactive way. Most of the teachers found that the resources were useful for their teaching. Looking ahead to the next school year, teachers are looking for similar workshops for other NSS Elective Modules, like Short Stories, Social Issues and Workplace Communication.</p>
<p>Employment of additional teaching staff - Employment of one full time English teacher (G.M.)</p>	<p>To increase manpower to promote the effective learning of English in the school.</p>	<p>A full time English teacher was recruited to substitute teachers who needed to attend some in-depth professional training for the NSS elective modules; to co-teach and co-plan lessons with the existing English teachers and to assist in the organization of English related activities.</p>	<p>The presence of an additional English teacher helped to organize English related extra-curricular activities which was conducive to the creation of an English rich environment in the school.</p>