

Caritas Ma On Shan Secondary School  
English Enhancement Scheme 2008 - 2014  
2011 - 2012 (Year 4)

|                                      | Objectives   | Implementation   | Evaluation & Suggestions  |
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| Reading and Writing Workshops for S4 | The course aimed at enhancing students' reading ability and speed, through a variety of activities and guided practice. It focused on teaching students the techniques and skills necessary to become efficient readers. The course also helped students master the rules and structures of grammar and expanded their comprehension and writing skills.   | Abbey English was recruited to run the workshops funded by the English Enhancement Scheme. All S4 students attended the 10 sessions conducted during term time from March to June 2012. Three classes were run with around 20 students in each class.  | Students appeared to grasp the teaching materials and were able to produce some examples of the different styles of writing in class. 4A class showed a great deal of maturity, awareness, and interest compared to the other two classes, 4B and 4C. Overall, the students showed a marked improvement in their reading and writing skills and appeared to have gained much more confidence with this.   |
| Intercultural English Workshop       | To increase students' global issue awareness through experiential workshops and cross-cultural activities; to develop cross-cultural understanding and confidence in using English language through authentic English speaking environment with foreign trainers; to help students review and set future goals for personal development using small group coaching and experience sharing sessions; to introduce critical thinking skills and related applications through task-based training sessions. | Students took part in interactive learning through simulations, group activities, tasks, challenges, class sharing. They met people from a broad range of international countries and had the opportunity to apply skills such as critical thinking and creativity. 3 sessions were conducted in context of school and 2 universities. | As a whole, the implementation of Global Learning Programme was highly successful. According to the evaluation feedbacks, 93% students indicated that they enjoyed the programme. 86% of them indicated that they used more English language throughout the workshop than other school days, and they felt more confident in using English by the end of the programme. Most students (strongly) agreed that the sharing time in the workshops was important to them, and that they found the workshops helpful in improving their presentation skills. |

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| Purchase of learning and teaching resources for the English Corner                           | To enrich the resources in the English Corner to promote the learning of English.  | Reading materials of different genres were purchased to nurture students' reading habit. These resources are now placed in the English Corner for students' use.  | There was an increase in the number of students visiting the English Corner.   |
| Professional Development Workshops on Learning English through Short Stories                 | To introduce the rationale and curriculum design and strategies for implementing the Short Stories modules with a focus on catering for the needs of less able students; to develop creativity and critical thinking skills through presenting different point of views through role play and the use of multimedia resources to support student learning; to analyze story writing in-depth through experimenting with ways of conducting interactive story writing and storytelling activities with students of different abilities. | A 9 hour workshop divided into 3 sessions were conducted in June 2012.  | Most teachers found the workshops enriched their knowledge in the teaching of the NSS elective - Learning English through Short Stories and also enabled them to have a better understanding of learner diversity through storytelling activities, equip them with the knowledge in using online resources to cater for learner diversity and how to use stories to teach English effectively. |
| Employment of additional teaching staff - Employment of one full time English teacher (G.M.) | To increase manpower to promote the effective learning of English in the school.   | 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. | 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.   |