

Expanding worldview and experiencing different cultures through English-learning
 A six-year activity proposal submitted to EMB
 for application for the funding of
 English Enhancement Scheme (2007-2012)
 (Initial Approval has been granted by the Vetting Committee (EMB))

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THIS proposal was written in response to the invitation to application regarding the funding of English Enhancement Scheme. Many S1 intakes of our school belong to the third banding. They, including their families, are culturally-deprived and have very limited life skills and English exposure. Their academic achievements and discipline are usually undesirable, let alone English language proficiencies—an area which requires persistent learning and practice. The school wishes to let the better part of the teaching staff make use of the resources available; students can then be exposed to the world of English outside the classroom. They will put their language into practical and authentic use, so that they are better equipped for academic tasks and future careers.

Present state of play

The school is writing its next triennial plan; some form of analysis was done and excerpted below:

1. Most teachers have some experience in preparing school-based curriculum for the underprivileged students. Student performance fluctuates.
2. Most teachers are willing to explore new pedagogical techniques but work individually without much idea and sharing of resources.
3. More than half of the teachers have tried some forms of collaborative learning and teaching skills essential in NSS; further collaborative experiments and tryouts are needed. Students need time to get used to different class activities.
4. The middle management team (e.g. subject panel heads) are good at textbook teaching but lack administrative skills and are weak in liaising with outside organizations and the community. Students cannot fully-utilized community resources.
5. Each department focuses only on its own curriculum planning but fails to consider its connection with school planning and teacher development as a whole. Students cannot receive cohesive integrated skills.
6. Current English activities are usually piece meals and they interest only a handful of proficient students and overloaded teachers:

Teacher development	Student development
a. The school organized three seminars every year for English teachers in Hong Kong East. Seminar topics are of immediate interest and practical use: professional English teaching, language art, and reading to learn. They are always well received. b. Teachers at the same level hold periodical form meetings to	a. There has been on-going effort of promoting English-reading in the morning reading session. Students still prefer Chinese books. b. The English Corner is open every lunch time; English teachers are on duty to aid and play with students. The Corner interests mostly S1 students.

<p>discuss pedagogy issues, e.g. efficient marking.</p> <p>c. The Principal encourages organizing joint-school functions to brush up teachers' administrative skills and establish professional networks: e.g. <i>Momentum</i> activities hosted by The Association of Hong Kong Chinese Middle Schools.</p> <p>d. Peer observations in English classes promote professional development; there has also been an open class where 36 teachers sat through six English lessons in three consecutive days. De-briefing sessions are always fruitful.</p> <p>e. A mentoring system / quality circle has just taken place. An experienced teacher plans weekly lessons with two younger teachers; teaching ideas are amply exchanged.</p>	<p>c. Seasonal functions are in place: e.g. Halloween and St. Patrick's Day activities, but the pre-tasks and follow-up activities are weak.</p> <p>d. A half-year student writing booklet is published; but teachers rarely make use of it as learning materials. Students seldom read essays whose authors they do not know.</p> <p>e. Some able students write to <i>South China Morning Post</i>; their articles are always posted on campus.</p> <p>f. The Language Friday encourages students to use either English or Putonghua for the whole day; most students choose Putonghua.</p> <p>g. There have been visits to English shows and establishments, but each visit has no bearing on the next. While students on the visits are different, continual progress cannot be seen.</p>
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The table above shows weaknesses in the planning and administration. Teachers will be asked to make better use of the resources and do follow-through pre-tasks and debriefing activities. In addition, a better connection between activities at the same level will interest more students in the language. The activities proposed here allow not only students with hands-on experience on various tasks, but also teachers to enrich their teaching scopes, so that they are available and capable of conducting similar activities in a few years' time, thus **sustaining**. Students will also see that learning takes place both inside and outside the classroom, and different non-classroom based activities will actually enhance classroom learning; outside help is also employed, thus **creating space** for teachers. Equipment to be purchased will enrich the school learning environment, and teacher development activities introduced will allow teachers to grow professionally, hence **capacity building**. There is at least one activity at each level. This initial plan involves eight departments in school; the plan adopts a **whole school approach**. The **outcome-oriented** activities include not only improvements in language proficiencies, but also life skills, socializing skills, team and school spirit building.

Activities proposed for 2007-2009

Activity	Integrated skills and rationales	Cooperating departments / organizations	Money matters	Outcomes and evaluations
S1 Food Festival	Students read short stories and articles regarding meals, food traditions, and cultural dishes in English lessons (e.g. Dahl's <i>Lamb to the slaughter</i> , Christie's <i>A pocket full of ryes</i>). Some dishes will be	<u>Home Economics</u> : teachers will include some cultural dishes and those mentioned in the reading lessons in the curriculum.	HK\$30,000 . The sum includes meal ingredients to be prepared for students in cooking classes,	(1) Students have hands-on experience in creating authentic dishes of foreign cultures. (2) It promotes more use of English in extended learning activities. (3) It lays the initial groundwork for students who are more career-oriented. (4) It enriches students' everyday life

	<p>demonstrated in Home Economics classes.</p> <p>S1 students learn to care and help themselves at home. Reading recipes and following cooking stages provide opportunities for students to give and take precise instructions—an important ingredient for life.</p>	<p><u>Library</u>: more simplified story books on food themes will be purchased.</p> <p><u>Lectures</u>: the school will invite renowned English-speaking chefs to demonstrate dishes for S1 students.</p>	<p>lecture fees, and library purchases.</p>	<p>skills. (5) An S1 food festival / competition will be held for students to sample the dishes prepared by peers. Cooking steps and nutritious values will be introduced by students in English.</p>
S2 Musical	<p>All students will study one abridged version of a musical during English classes in September and October. Related reading, writing, and speaking tasks will be designed. Students will also watch the movie version of the musical.</p> <p>Junior students are usually more enthusiastic in school projects. This integrated English activity will ease them through secondary school life.</p>	<p><u>Music</u>: songs in the musical will be introduced in music lessons.</p> <p><u>Art</u>: students design tickets, brochures, posters in visual art lessons.</p> <p><u>Drama workshop</u>: a local drama training group will be hired to work together with LFH teachers in training students on a regular basis.</p>	<p>HK\$100,000. The sum includes copyright matters, spin-off products, costumes, props, and fees for tutors in the training group.</p>	<p>(1) Students learn to speak / sing loudly with proper enunciation and body language in English for a whole term. (2) Students put classroom learning for authentic purposes. (3) All S2 students work together in a common goal, thus building team spirit. (4) Performances are expected to be held in April 2007 for LFH students, parents, and members of the community. (5) A good language learning experience / foundation in junior form paves the way for future language usage.</p>
S3 History projects	<p>S3 students are grouped and led by S6 students to watch two historically-themed movies. The group will discuss issues raised in</p>	<p><u>History</u>: related historical world affairs are discussed in class, aided by the</p>	<p>HK\$15,000. The sum includes the purchase of 50 DVDs, 5 DVD</p>	<p>(1) S3 students discuss in English with better ease when supervised by a senior student; it will build confidence. (2) Movie watching provides authentic daily English lexicons, and</p>

	<p>History class and meet periodically to work on the project.</p> <p>More exposure to past world affairs broadens students' horizons. With a broader worldview and vocabulary, they will have better ease at surfing English websites for any class projects.</p>	<p>film showing.</p> <p><u>Lectures:</u> English-speaking historians, magazine editors, and film critics will be invited to share their expertise with students.</p>	<p>players, lecture fees, exhibition and publication expenses.</p>	<p>enhances students' listening skills. (3) It promotes students' interest in liberal art subjects through mass media. (4) The school spirit is further enhanced when students at different levels work together. (5) Exhibitions and newspaper/ magazine publication will be open to / circulated among all LFH students, parents, and members in the community.</p>
S4 (a) Generic skills training	<p>Students learn self management, study, problem solving, collaboration, communication skills in English classes.</p> <p>Students meet English users who are not teachers. The language is learnt through non-academic subject matters.</p>	<p><u>Edvenue:</u> A local training centre will send tutors to S4 English classes (80 minutes per cycle)</p>	<p>HK\$61,440. The sum includes training fees and class materials.</p>	<p>(1) Students learn to tackle authentic everyday matters in a supervised environment. (2) Students see the need of the English language in everyday situation. (3) Students are exposed to English lectures given by outsiders; the additional input will enhance their learning experience.</p>
S4 (b) SBA Exhibition	<p>Based on the SBA books and movies, students (in groups) design posters, commercial banners, stall games, and shows.</p> <p>The activity provides hands-on experience for students to create their own storyboards. It will turn a two-dimension reading/viewing material to three-dimension and establish ownership of the language and the story.</p>	<p><u>Other schools:</u> schools in the proximity will be invited to view the exhibits.</p>	<p>HK\$25,000. The sum is mainly used to sponsor each student group in the stall. (8 students per group, 5 groups per class; total: 20 groups / stalls)</p>	<p>(1) Students' English public speaking confidence will be enhanced when performing before strangers. (2) The non-perishables will be displayed on campus for student reference. (3) Alongside creativity and originality, students put knowledge learned in SBA materials in practical use. (4) Students will view other SBA materials other than the ones they have chosen. (5) S2 and S3 students, and students from the neighboring schools, will be inspired by the SBA materials presented and read those books.</p>
S5 / S7 Oral practice	<p>S5 / S7 students will meet with students from other schools, monitored by an English teacher, to</p>	<p><u>Other schools:</u> students in other schools will join this</p>	<p>HK\$1,000@. The sum includes transportation</p>	<p>(1) Students will have more oral practice outside English classroom. (2) LFH teachers will liaise with teachers in other schools and</p>

	do oral presentation and group discussion.	activity.	fees and practice materials.	exchange oral teaching skills. (3) Students observe the strengths from their peers in other schools.
S6 (a) History projects	See S3 activity above.			(1) S6 students tutor S3 students in the writing up of the project. They learn essay organization and proofreading through tutoring. (2) S6 students will write an essay on their experience in the project. (See also S3 activity above.)
S6 (b) Video drama	All S6 students learn to write and record a short drama script of current issues. S6/7 English curriculum requires some skills in discussing and analyzing current issues and public affairs. Topical research also provides students with hands-on experience needed for work and study.	<u>Liberal studies:</u> teachers provide necessary background knowledge and comment on the topic chosen. <u>Drama workshop:</u> a local drama training group will be hired to work together with LFH teachers in training students on a regular basis.	HK\$80,000. The sum includes the outsourcing fees and the production of the videos.	(1) Students are aware of current issues around the world. (2) Students who do not opt for liberal studies modules are trained in critical thinking in this activity as well. (3) More English teachers are exposed to LS materials; this will help develop their interest and ability in the subject. (4) The final product will be broadcast during morning assembly for the whole school; it may also be counted as daily marks in the English class, and discussed in other classes. (5) Most S6 students come from other schools; group activities will help them break the ice easier and enjoy LFH school life better.
S3-7 Teaching in China	20 students will be selected to go on a week-long tour in small towns in China in Easter and summer. These students will prepare a curriculum and teach their peers simple English. They will also learn related geography knowledge germane to the area visiting, alongside life	<u>Geography and Social Services:</u> Teachers of English and Geography will liaise with relevant charity organizations / departments and supervise the	HK\$80,000. The sum covers all expenses for the two tours.	(1) Students enrich their own language knowledge through preparation and tutoring. (2) Students experience the hardship and learn to appreciate their own fortune, thereby promoting self-value and self-esteem. (3) Students learn geography-related knowledge on location.

	experience in the area.	activities.		
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Teacher development

- (1) Two English teachers will supervise and monitor the progress of the activity at each level. They will also learn the skills needed in the activity, especially those provided by outsourcing bodies.
- (2) All teaching staff members are invited to join English-speaking classes offered in the community regarding religious studies, social skills, sports, music, dance, etiquette, etc. so that they are equipped with necessary terminologies and instructions to introduce elementary courses to students in English as co-curriculum activities. Subsidy for fees will be provided, if needed. **(HK\$50,000)**
- (3) LFH Teachers will meet with teachers in other schools in order to learn the effective use of the grant, as well as the kinds of English enhancement activities conducted in those schools. A stronger professional network will be established through meetings and seminars.
- (4) The school will assess and evaluate the effectiveness of the activities every December and June. Initially, eight LFH departments are invited to join the English Enhancement Scheme; more subject departments will be invited each year. The school may also consider inviting other departments help run the activities in 2010-2012.

Concluding remarks

The year-round culture-rich, curriculum-embedded activities will allow students to apply their English skills both inside and outside the classroom, in addition to the tightening of the existing measures. Although it is hard to project exactly how well students will do at the end of each activity, the school is confident that there will be marked improvement. In particular, (1) the school believes that the average passing rate in HKCEE English examinations (2008-2010) will be increased from 20% (an average for 2003-2005) to 30%. (2) There will be more English-speaking days in a week, rather than just every Friday. (3) School functions, for example, Speech Day, will be in bilingual (English and Cantonese), so that students learn to listen to announcements and talks in English. (4) English books circulation in the school library will increase by 10% every year. (5) More encouraging English proverbs and notices will be posted on campus, in line with the invitational education approaches the school is adopting.

The total sum for the first year is **HK\$487,740** (HK\$443,400 + 10% GST/contingency). Some equipment (e.g. DVDs and machines) can be used for many years; however, the inflation and the increase in tutors' fees in the subsequent years are expected. The school is therefore proposing a budget of **HK\$1,463,220** for the first three years (January 2007 – December 2009), and **HK\$1,536,381** (HK\$1,463,220 + 5% contingency) for 2010-2012. It is hoped that students and all teaching staff will benefit from the grant. The activities will then help the whole school build capacity, and create space for teachers in curriculum and teacher development. Most important, marked favorable outcomes and sustainability will be seen.

END OF PROPOSAL

Revised after the professional dialogue, EMB on 23 August 2006

Cash flow (TOTAL: \$2999400)

Item / Year	2007	2008	2009	2010	2011	2012
S1 Food Festival \$30000	Ingredients: \$12000 (\$100 for every 5 students x 3 lessons); Lecture fees: \$8000 (\$2000 x 4 times); Library materials: \$5000; Decoration, invitation, utensils, table manners course: \$5000	\$30000	\$30000	\$30000	\$30000	\$30000
S2 Musical \$126500	Drama Workshops: \$40000 (50 hours); License and spin off products: \$20000; Costumes, sets and props: \$20000; Hall rentals: \$20000; <i>story booklets for all students: \$26500 (printing, picture designs)</i>	\$126500	\$126500	\$126500	\$126500	\$126500
S3/6 History Projects	5 DVD players: *\$3000; 50 copies of DVDs: \$7000; Lecture fees: \$5000 (\$1000 x 5 times). * To subsidize student projects in coming years	\$15000	\$15000	\$15000	\$15000	\$15000
S4 (a) \$61400	Generic Skills Lecture fees: \$384 per student (12 lessons) x 4 classes	\$61400	\$61400	\$61400	\$61400	\$61400
S4 (b)	\$25000. SBA Exhibitions: Subsidy for 20 groups: \$1250	\$25000	\$25000	\$25000	\$25000	\$25000
S5 and S7 \$2000	Transportation: \$800 x 2 levels Oral practice materials: \$200 x 2 levels	\$2000	\$2000	\$2000	\$2000	\$2000
S6 \$80000	Video and drama workshops: \$38000 (\$500 per lesson x 5-6 lessons x 14 gps); Subsidy for student groups: \$3000 x 14 groups	\$80000	\$80000	\$80000	\$80000	\$80000
S3 – 7	<i>\$60000 Teaching in China (for students): \$500 x 30 students x 4 trips</i>	\$60000	\$60000	\$60000	\$60000	\$60000
For teachers	\$50000 Teacher development: language courses	\$50000	\$50000	\$50000	\$50000	\$50000
For students	<i>An English year book on the EES scheme activities</i>	\$30000	\$30000	\$30000	\$30000	\$30000
Janitor	<i>A part time janitor: \$2000 per month x 10 months</i>	\$20000	\$20000	\$20000	\$20000	\$20000
Yearly total:		\$499900	\$499900	\$499900	\$499900	\$499900

The revised items (in italics):

1. The printing and designs of the story booklet have been added to S2 Musical.
2. The subsidy for each student in the Teaching in China (S3-S7) program has been reduced to \$500 in order to cater for more students (maximum: 120 students). Each 30-student group will be led by one English teacher, one geography teacher, one social service teacher, and one teaching assistant.
3. A year book on the EES activities and their achievement will be published to showcase students' hard work.
4. A part-time janitor will be hired to ease the massive cleaning job brought along by the EES scheme.
5. A maximum of ten teachers will be subsidized for taking English-related courses (\$5000 per person / year). All teaching staff

members are encouraged to brush up their subject-related English needs, so as to create a better English environment.

	Indicators of Students' Language Performance/Development		Generic Skills Developed
S1 Food Festival	<ul style="list-style-type: none"> ● Reading recipes and articles about food traditions and some selected cultural dishes. ● Attending the cooking classes demonstrated by English-speaking chef (listening) ● Designing their own dish and writing the recipe ● Presenting their dish in the cooking competition to the judges and audience. 	<ul style="list-style-type: none"> ● Understand the language structure used in recipes (i.e. Imperatives, connectives) ● Broaden students' vocabulary input (i.e. food names, telling the amount of the ingredients, utensils and cultural affairs) ● Listen to the demonstration and the sharing of the chef. ● To give students hands-on experience and actualize what they have learned in the whole activity. ● To gain their confidence speaking in front of the audience. 	<ul style="list-style-type: none"> ● Collaboration Skills ● Communication Skills ● Creativity ● Numeracy Skills ● Self-management Skills
S2 Musical	<ul style="list-style-type: none"> ● Reading the abridged version of a musical and some corresponding supplementary readings. 	<ul style="list-style-type: none"> ● Develop their reading skills using a popular story with moral message. ● Broaden students' vocabulary input ● Understand the use of Simple Past Tense and some famous sayings in stories. ● To let students practice their 	<ul style="list-style-type: none"> ● Collaboration Skills ● Communication Skills ● Creativity ● Critical Thinking Skills ● Self-management skills

	<ul style="list-style-type: none"> ● Viewing the movie. ● Writing reflective journals after reading the story and supplementary readings and designing the publicity materials for the musical ● Presenting the musical in front of the audience. 	<ul style="list-style-type: none"> ● listening skills. ● Develop their writing skills by giving them different writing tasks. ● Develop proper enunciation and body language in English. ● Students gain confidence and good language learning experience that pave the way for future language usage. 	
S3 &6 History Projects	<ul style="list-style-type: none"> ● Viewing historically-themed movies. ● English-speaking historians, film critics and magazine editors will be invited to share their expertise with students. ● Researches will be done to have deeper understanding of the specific historical event and make reflections on the certain event. 	<ul style="list-style-type: none"> ● Enhance students' listening skills and learn authentic daily English lexicons. ● Broaden students' vocabulary input related to world affairs and issues. ● Promote students' ability to utilize the information available on the Internet or mass media. ● Exhibitions and newspaper publication will help students write and speak more confidently. <p>Develop students' awareness to world affairs and equip them with the vocabulary they need for public exams.</p>	<ul style="list-style-type: none"> ● Collaboration Skills ● Communication Skills ● Critical Thinking Skills ● Study Skills ● Self-management Skills

<p>S4 SBA Exhibition</p>	<ul style="list-style-type: none"> ● Reading books and viewing movies during regular SBA lessons. ● Students will be taught the skills to appreciate books and movies; and to share their ideas with others. ● Students (in groups) design posters, banners, stall games, and shows in the exhibition. ● Other schools will be invited to view the exhibits. Therefore, students need to introduce and describe their ‘products’ and ideas to visitors. ● S2 and S3 students are encouraged to view the exhibits as well. 	<ul style="list-style-type: none"> ● Broaden students’ vocabulary input. ● Strengthen students’ reading, listening skills. ● By create their own storyboards, student’s writing skill can also be enhanced. ● Exhibition will provide an excellent chance for students to practice speaking skill. ● S2 and S3 students can know earlier and better about SBA. 	<ul style="list-style-type: none"> ● Collaboration Skills ● Communication Skills ● Critical Thinking Skills ● Study Skills ● Creativity ● Self-management Skills
<p>S4 Generic Skills</p>	<ul style="list-style-type: none"> ● A local training center will be hired to teach students generic skills in regular English lessons. ● The lessons will be conducted in English. <p>The generic skills training include self-management, collaboration, study, communication, problem-solving.</p>	<ul style="list-style-type: none"> ● Students learn to tackle authentic situations in a supervised environment. ● Students can apply the learnt skills in learning. ● Students can also be exposed to English for non-academic purposes. <p>School results will significantly</p>	<ul style="list-style-type: none"> ● Collaboration Skills ● Communication Skills ● Critical Thinking Skills ● Study Skills ● Self-management Skills ● Problem-solving Skills

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<p>S5 &7 Oral Practice</p>	<ul style="list-style-type: none"> Besides the regular oral lessons, students will meet with students from other schools to have oral practice. 	<ul style="list-style-type: none"> More oral practice will help strengthen students' oral skills. Practice with students from other schools help students compare their standard with students outside LFH. They can then realize their weaknesses so as to strive for better performance. 	<ul style="list-style-type: none"> Collaboration Skills Communication Skills Critical Thinking Skills Self-management Skills
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<p>S6 Video Drama</p>	<ul style="list-style-type: none"> Collaborating with the Department of Liberal Studies, students will learn to write short drama scripts of current issues in English lessons. Students will also attend drama training workshops provided by a local training center on a regular basis. Students will then produce videos to be put in the library as reference items. 	<ul style="list-style-type: none"> In order to produce video clips based on current issues, students have to apply skills of writing (writing up the scripts); speaking and listening (in discussions); and reading (research on related materials) The activity can significantly consolidate students' four skills in English. Thus, it is expected that students can do better in their A/AS Level exam. 	<ul style="list-style-type: none"> Collaboration Skills Communication Skills Critical Thinking Skills Self-management Skills Creativity Problem-solving Skills Research Skills Analytical Skills
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