

English Enhancement Scheme for Schools Adopting Chinese-medium Teaching
Progress Report for the period from January 2008 to August 2009
Cognitio College (Hong Kong)

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

Measures	(I) Extent of completing the measures [Please rate from 1 to 3] (refer to Note (i) below, and put the figure in the brackets)	(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)	(III) When any of the ratings awarded to (I) or (II) is <u>below “3”</u> , please explain briefly why so.
Curriculum Development		(2)	This measure will last for four years. We have just completed the first year and developed the curriculum and teaching materials for S1 and S2.
(a) Employing an additional English teacher (GM) to relieve 3 English teachers for development of school-based curriculum and task-based teaching materials for S1 - S6 students	(2)		
Professional development of teachers		(3)	This measure will be completed in three years' time and we have completed workshops in teaching Drama and workshops in teaching Poems and Songs. The workshops in teaching Popular Culture will be organized in 09-10.
(b) Hiring service to conduct workshops for all English teachers in teaching of NSS modules - Drama, Poems & Songs and Popular Cultures	(2)		
Learning English through Language Arts		(3)	We have only completed the Drama program for

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Note (i) 3 = Measures completed

2 = measures partially completed

1 = Measures not yet started

Note (ii) 4 = Objective(s) well met

3 = Objective(s) satisfactorily met

2 = Objective(s) marginally met

1 = Objective(s) not met

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			S1 and S2 and the program on Poems and Songs will be implemented in the coming two years.
(c) Hiring service to conduct Drama program for all S1 & S2 students of respective school years	(3)		
(d) Hiring service to conduct Poems and Songs program for all S1 & S2 students of respective school years			
Creating an English-rich language environment			
(e) Hiring service to conduct Magazine Writing workshops for 4 groups of 25 S4 students			
(f) Hiring service to conduct Cinematic English program for 10 groups of 20 S3 students			
(g) Hiring service to conduct News Reporting program for 8 groups of 25 S4			

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students & 8 groups of 25 S5 students respectively in each year			

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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.*]

A full time English teacher was employed this year to relieve three of our English teachers of some of their duties so they could develop a school-based English curriculum and task-based teaching materials for S1 and S2. Originally four teaching packages based on the textbooks were planned to develop for each form this year. However, since we wanted to try out using readers to replace textbooks in teaching the four skills, we shifted our focus to teaching readers in the second term. Therefore, we had only developed two modules based on the textbooks we used for each form but four teaching packages of reading materials each for S1 and S2 based on eight different readers in the second term. A survey was conducted among S1 and S2 English teachers and all of them agreed that the school-based teaching and reading materials were useful and helped students improve in learning English. They observed that students were more attentive and interested in learning English when using the materials.

A drama program was implemented in S1 and S2 in the past two years. After the program, a survey was conducted in S1 and S2 in 2008 and 2009 respectively. About 80% of students agreed that the course had made them learn more English drama vocabulary, the course contents were interesting and they were satisfied with the course. Over 70% of students said that the course had helped them understand native speakers' English more easily as well as improve their English and they enjoyed learning English through drama. With regard to their spoken English, about 70% of students agreed that the course had helped them build up more confidence in speaking English. All the English teachers involved in the program agreed that the course contents were relevant to the students' needs; the course had enhanced students' listening ability; helped students build up more confidence in speaking English and let the teachers learn more about the skills in teaching drama. 90% of English teachers who had observed the classes thought that they had had more confidence in using drama in their classes and they also observed that students enjoyed learning English through drama. About 78% of teachers agreed that the course had enhanced students' speaking ability but only 60% of them thought that the students had actively participated in this course. Some students expressed their view that more drama games could have been played during the course and they did not enjoy writing drama scripts since they found it difficult and boring. Some teachers reported that the drama instructors had spent too much time on playing warm-up games with students and they expected more language skills to have been taught through drama. The two regular drama instructors reported that students' performances were hindered by their low English proficiency level as well as the classroom behavior in weaker classes. As for the more capable classes, students did show improvement in their confidence level in their final performance.

The first drama workshop was organized for all English teachers by Dramatic English on 21st April, 2008. All the participants reported that they were satisfied with the workshop since they could learn new and interesting ways to teach drama and the activities provided them good opportunities for practice. However, only 70% (11 out of 15) of the English teachers thought that they had more confidence in using drama in their

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classes. The second drama workshop was organized by Hong Kong Institute of Education on 6th June, 2008. Since this workshop focused more on the theoretical aspects of drama teaching rather than on practical demonstrations, 80% of the participants thought that they learned new and interesting ways to teach drama but only 60% of them reported that they had more confidence in using drama in their classes. Overall, most of the teachers (over 90%) were satisfied with this workshop as well as the performance of the speaker. The third and the fourth drama workshops were organized for English teachers by Dramatic English on 20th and 21st August, 2008 respectively. All the participants reported that they were satisfied with the workshops since they met their expectations; the activities provided them with good opportunities for practice; they learned new and interesting ways to teach drama and the trainer was well-prepared for the workshops. Moreover, over 90% (15 out of 16) of the English teachers thought that they had more confidence in using drama in their classes after attending the last two workshops.

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