

ENHANCED NET SCHEME IN SECONDARY SCHOOLS

Deployment of Native-speaking English Teachers

Introduction

In the 2007-08 school year, the NET Section continued to collect and analyse data from the deployment plans that schools submitted. In these plans, schools indicated the modes in which their NETs were deployed to support the objectives of the NET Scheme. The objectives of the Scheme are to:

1. Enrich the English language learning environment in schools;
2. Enhance the teaching and learning of English with linguistically and culturally authentic materials and resources; and
3. Build up teaching expertise through school-based professional development and collaboration between NETs and other English Panel Members (EPMs).

In 2007-08, only those schools who offered new contracts to NETs were requested to submit plans. 146 plans or 77% of the requested submissions were received. 70% of the plans were submitted by schools using Chinese as the medium of instruction (CMI) and 30% were from schools using English as the medium of instruction (EMI).

The 2007-08 NET Deployment Plans are summarised in this pamphlet. Trends in deployment modes and NET contributions in schools are profiled.

Data Description and Analysis

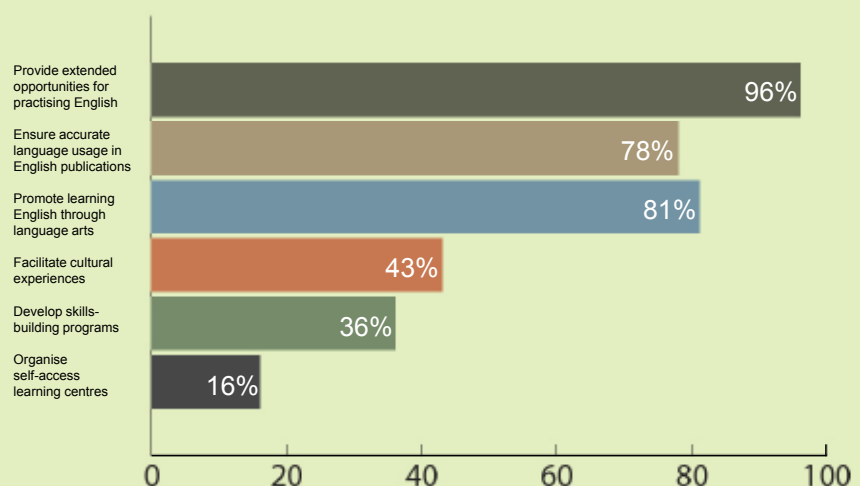
The reporting of trends focuses on the most and least common modes of deployment.

Meeting the Objectives of the NET Scheme

To enrich the English language learning environment in schools, NETs were most frequently assigned to: (Fig. 1)

- provide extended opportunities for practising English, such as coaching students for the Hong Kong Speech Festival or supervising the production of school publications (96%);
- ensure accurate language usage in materials published in English, mostly through proofreading/editing (81%); and
- promote learning English through language arts such as through drama and poetry (78%).

Fig. 1: To Enrich the English Language Learning Environment in Schools



Deployment of Native-speaking English Teachers

Less frequently, NETs were given the tasks of:

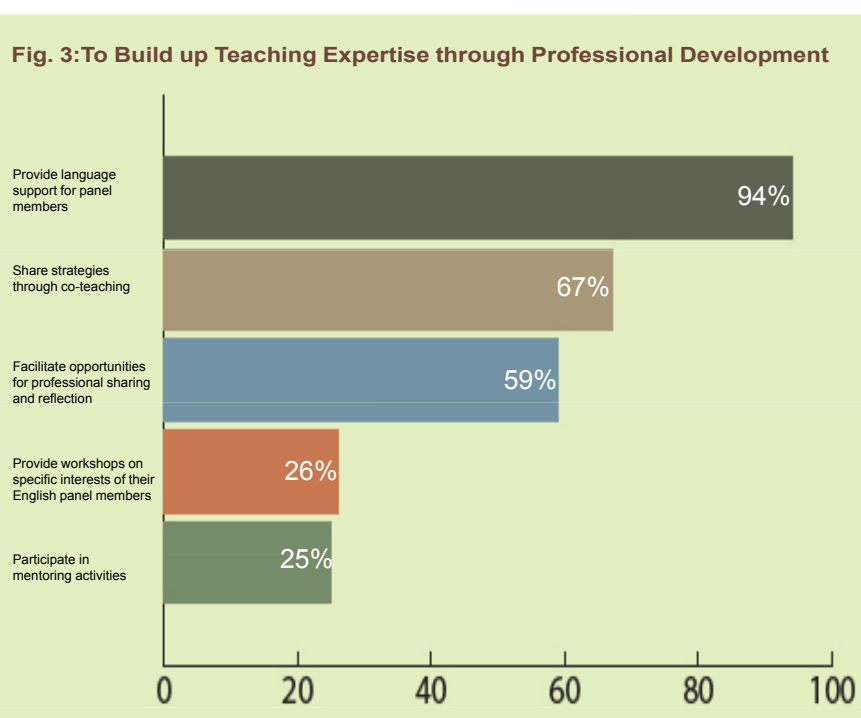
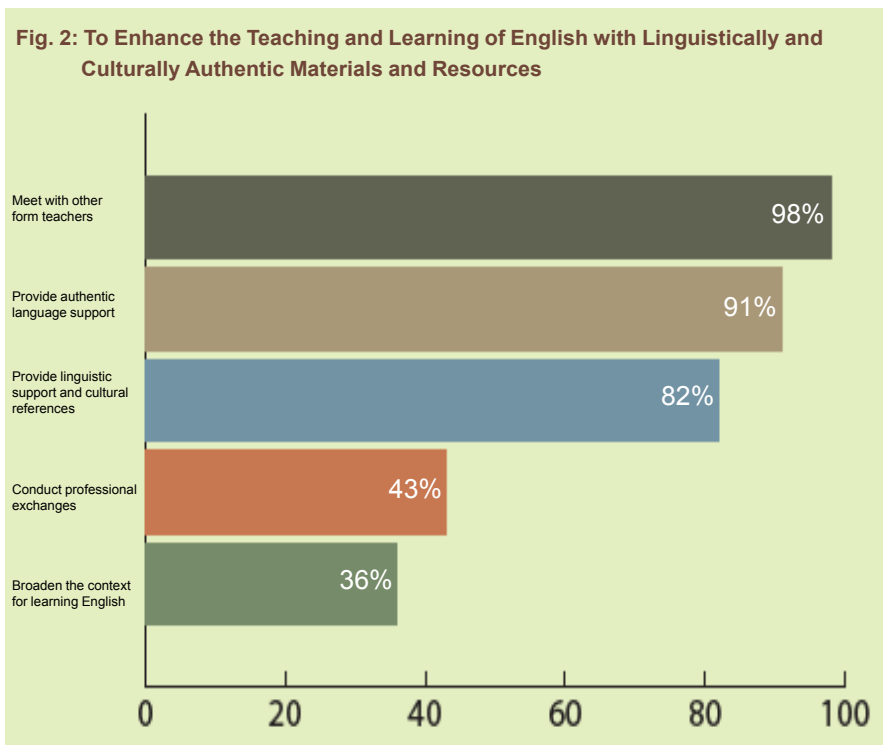
- facilitating cultural experiences such as organising excursions locally or overseas (43%);
- developing or teaching skills-building programmes; possibly in one of the literacy skills (36%); and
- organising/managing self-access learning centres which are different from the English Corner (16%). These are venues for independent practice using technology.

To enhance the teaching and learning of English with linguistically and culturally authentic materials and resources, most NETs: (Fig. 2)

- meet with other form teachers as well as members of the entire English panel to co-plan (98%);
- provide authentic language support through modelling or consultation (91%); and
- provide linguistic support and cultural references such as using multimedia materials or realia (82%).

NETs seldom have the opportunity to:

- network or conduct professional exchanges with panel members from other schools (43%); or
- broaden the context for learning English through cross-curricular collaboration (36%).



To build up teaching expertise through school-based professional development, most NETs contributed by: (Fig. 3)

- providing language support for panel members (94%);
- sharing strategies through co-teaching (67%); and
- facilitating opportunities for professional sharing and reflection (59%).

Occasionally, NETs were asked to:

- provide workshops on specific interests of their English panels (26%); and
- participate in mentoring activities (25%).

In a 'skills-focused' lesson, the NET delivers instruction that aims at developing a specific language skill. Students usually attend these lessons once every teaching cycle. Among them:

- 38% focus on developing oral skills.
- 28% focus on phonics.
- 20% focus on language arts
- 50% of the lessons are co-taught.
- Other lessons may focus on literature, writing, reading or integrated skills.

Comparison of Teaching Assignment between CMI and EMI Schools (Fig. 6)

- In EMI schools, NETs are likely to teach mainly full classes, while their counterparts in CMI schools are likely to teach a more balanced combination of full classes and skills-focused lessons.
- A significantly higher number of NETs in CMI schools teach skills-focused lessons than their counterparts in EMI schools.
- Skills-focused lessons that aim at developing oral skills are more frequently taught in CMI than in EMI schools.

Fig 6: Differences in Teaching Assignment between CMI and EMI Schools

	Teaching Assignment	CMI (%)	EMI (%)	Diff. (%)
NETs who teach...	3 or more full classes	12	31	19
	2 full classes	28	31	3
	1 full class	30	17	13
	Skills-focused lessons only	31	12	19
NETs who teach skills-focused lessons on...	Oral	41	21	20
	Phonics	28	24	4
	Language Arts	20	18	2

Evaluation

Many schools consider the effectiveness and contributions of NETs by means of the following:

- Views of the Panel Chair/EPMs (16%)
- Lesson observations (15%)
- Evaluation meetings (13%)
- Book inspection (12%)

Less frequently, they take into consideration the Hong Kong Speech Festival results, student and parental feedback, participation rate in activities and self-evaluation.

Comparing Deployment in CMI and EMI Schools

When the deployment data of CMI and EMI schools are compared, the following differences become apparent: (Fig. 4)

Fig.4: Differences in NET Deployment between CMI and EMI Schools

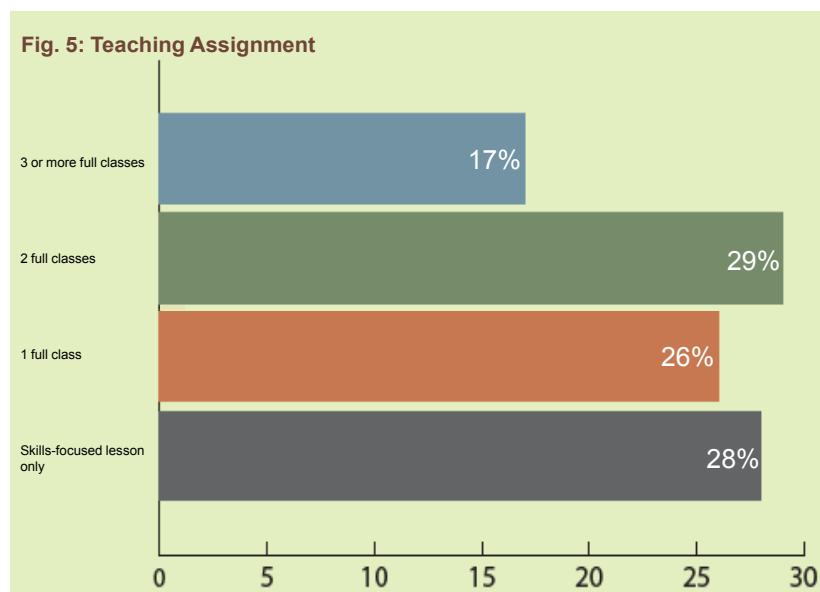
Objectives	Mode of Deployment	CMI (%)	EMI (%)	Diff. (%)
1	Organising/managing the English Corner	72	56	16
	Developing/teaching skills-building programmes	41	26	15
	Promoting learning English through language arts	74	88	14
2	Collaborating with teachers in other curricular areas on broadening the context for learning English	31	47	16
	Compiling and sharing new teaching resources to support the implementation of the school-based curriculum, including SBA	61	49	12
3	Sharing and enhancing teaching strategies through co-teaching	71	58	13

- More NETs operate the English Corner in CMI schools. This suggests that NETs in EMI schools may organise other enrichment activities in addition to the English Corner for students.
- While many NETs in CMI schools conduct skills-focused lessons, e.g. oral, phonics or writing lessons, fewer NETs use this type of lesson for skills development in EMI schools.
- Although schools are promoting teaching with language arts, it seems that EMI schools place a greater emphasis on language arts by deploying 88% of their NETs to facilitate it.
- More NETs in CMI schools work as resource developers and they share their materials mostly through co-teaching.
- With more NETs conducting cross-curricular collaboration, EMI schools seem to be more ready to broaden the context for learning English.

Teaching Assignment

On average, NETs teach 27 lessons in a 6-day cycle. They teach 'full classes' and 'skills-focused' lessons. In a 'full class', the NET delivers the core English curriculum as the sole teacher to a class of students. (Fig. 5)

- 17% of NETs teach 3 or more full classes.
- 29% of NETs teach 2 full classes.
- 26% of NETs teach 1 full class.
- 28% of NETs teach skills-focused lessons only.



Summary


In general, NETs facilitate a variety of enriching language activities for students such as the running of English Corners and participation in the Hong Kong Speech Festival. They also promote the teaching of language arts. In addition to providing language support in the form of duties such as proofreading, they collaborate with EPMs on developing resource materials and enhancing the teaching and learning of English through co-teaching and professional sharing.

Further analysis, however, reveals that significant differences in NET deployment exist between CMI and EMI schools. Many more NETs organise/manage the English Corner, develop teaching resources and share teaching strategies through co-teaching in CMI schools than their counterparts in EMI schools. While promoting language arts seems important in all schools, more NETs are given that task in EMI schools.

A typical assignment for NETs is to teach 1 or 2 full classes in addition to skills-focused lessons. However, there are just as many NETs teaching only full classes in EMI schools as there are NETs teaching only skills-focused lessons in CMI schools. The skills-focused lessons mainly develop students' oral skills, but also include the teaching of phonics and language arts.

Schools were asked to elaborate on the reasons for making adjustments to a NET's deployment in a new contract. According to their responses, adjustments were made so that:

- NETs would be able to develop materials for the Elective Part of the new English Language Curriculum and materials that will better prepare junior secondary students for the 3-year senior secondary curriculum;
- NETs would be able to explore ways to introduce language arts such as drama into the school-based curriculum as well as in extra-curricular activities; and
- NETs would have increased opportunities to co-teach and co-plan lessons with EPMs.

Further information on NET deployment may be obtained from Mr Peter Broe  3549 8337

Produced by the Regional NET Coordinating Team , NET Section , CDI , EDB , 2008



In Focus

Native-speaking English Teachers

- provide students with extended opportunities for practising English
- co-plan and co-teach with English Panel Members
- provide authentic language support
- are deployed differently in EMI and CMI schools
- teach on average 27 lessons per 6-day cycle

