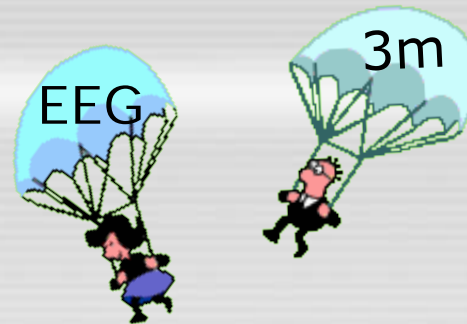


**Effective use of resources for  
capacity building in teachers &  
English enhancement in students**

**SKH St Mary's Church  
Mok Hing Yiu College**

**28-11-2009**



**Effective use of resources for  
capacity building in teachers &**

**English enhancement in students**





# Good English standard



- 👍 Panacea to all problems
- 👍 Means to bring glory
- 👍 Yardstick to measure success
- 👍 Index to determine the fate



How to raise students' English standard





## Share with you ...

- ☹ areas we didn't do too well in
- 😊 how we become better curriculum leaders



# Some years ago ...



Inside  
classroom



Outside  
classroom

## One focus each year:

- Infusion of LA into the S2 English curriculum
- Project work (language + generic skills)
- SBA (reading + speaking)



- Newspaper cutting
- Book report
- English Corner
- School radio broadcasting
- Show and tell competition
- Singing contest
- Project work showcase

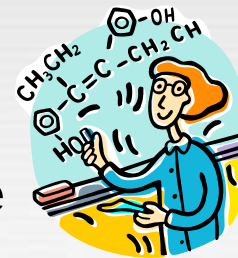
**But learning outcomes unsatisfactory!!!!!!**

# Upon reflections ...



- Poor student intake
- Ss not motivated
- Ss scared of English

- Ts too much work
- Ts have no more space



**Far too general! Provides no directions!**

Inside classroom

Outside classroom

One

• Int  
En

• Pro  
= :

• SB

a never-ending vicious cycle:  
Ts being worn out  
Ss' resistance to English remained

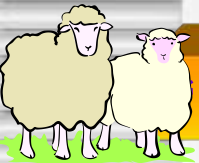
Lack of holistic planning → failed to maintain continuity



Things didn't align with each other



"Herd mentality" rather than Ss' needs & school context



Seldom looked at the effectiveness





# Application for EEG in 2006



**S**trengths  
**W**eaknesses  
**O**pportunities  
**T**hreats




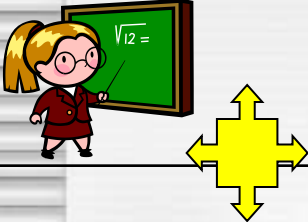

**K**eep  
**I**mprove  
**S**tart  
**S**top

**Tools for doing  
needs analysis**

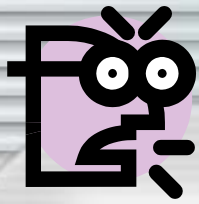




# Application for EEG in 2006

	<b>R</b> buddy reading scheme
	<b>W</b> a writing package
	<b>S</b> phonics and presentation skills
	grammar and vocabulary
	☺ drama performances





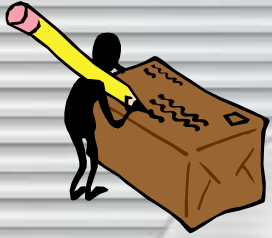
# Questioning Time

- **Why** are you including these measures?
- What **objectives** do you want **to achieve**?
- Are these newly suggested measures going to **replace the old practices** or are they **add-ons** to what you have been doing so far?
- **Who** will be carrying out these measures?
- Do you plan to carry them all **in one go or by stage**?
- How can you tell **if Ss benefit** from the measures you proposed?
- **Why** focusing on vocabulary and grammar but not TSA, LA & NSS?
- Besides having fun, **can Ss learn** from drama?



# Why asking

<b>WHY</b>	work out the <b>WHAT</b> and <b>HOW</b> an <b>action plan</b> + <b>time line</b>
<b>WHO</b>	work as <b>a team</b> deploy the human resources <b>strategically</b>
<b>HOW WELL</b>	look into the <b>effectiveness</b> <b>monitoring</b> mechanism + <b>evaluation</b> tools



# Redoing the whole exercise

<b>Think</b>	<b>Ask</b>

# *Infusion of language arts into the English curriculum at junior secondary in preparation for language arts electives at NSS*



## *Read to Speak Programme*

### **Why LA**

- Add fun (varieties)
- Meet educational challenges
- Build up Ts' capacity

### **Why junior form**









- Start in 2006 → S1 will be S4 in 2009, the 1st cohort of Ss
- Easier to start with S1

### **Why NSS**

- a new challenge
- prepare earlier!

### **Why speaking & reading**

- Reading: the basic skill
- Speaking: boost Ss' confidence + reflect their learning

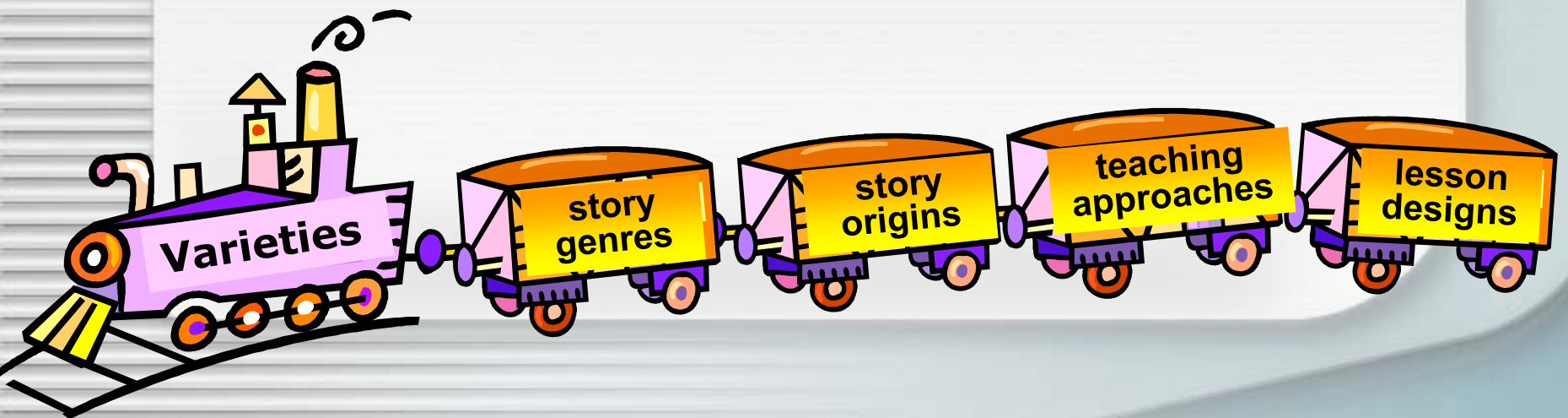
Areas of Focus	What	When to Start	Who & Whom	Special Features
 <b>Vertical continuity</b> Different School-based English Curriculum	<b>Read-to-Speak I</b> 	Year 1	Eng. Ts & NET S1	<b>Focus: short stories</b> ~ Ts' experience ~ phonics and storytelling
	<b>Read-to-Speak II</b> 	Year 2	Eng. Ts, NET + hired drama artists + Extra T to release Eng. Ts S2	<b>Focus: drama</b> ~ Ts not familiar ~ workshop for Ts + programme for Ss
	<b>Read-to-Speak III</b> 	Year 3	Eng. Ts S3	<b>Focus: discussion</b> ~ build on speaking done in Y1 and Y2 ~ prepare for TSA, SBA and NSS
	<b>View-to-Speak I</b> 	Year 4	Eng. Ts + Extra Teacher to release Eng. Ts + Programme Assistant & hired TV artists S4	<b>Focus: from Read to View</b> ~ continue reading (Short Stories chosen as an NSS elective) ~ make use of videos and other visual input ~ make use of the Campus TV
	<b>View-to-Speak II</b> 	Year 5	NET + Programme Assistant S5	
	<b>View-to-Speak III</b> 	Year 6	Eng. & Liberal Studies Ts S6	<b>Focus: social issues</b> ~ inter-departmental cooperation

**Horizontal coherence**



# Choice of teaching materials in the Read to Speak Programme

The Rich Man and the Shoemaker	a <b>fable</b> by a <b>French</b> writer
The Pied Piper of Hamelin	a <b>folk tale</b> that happens in a town in <b>Germany</b>
The Gift	by O Henry, an <b>American</b> writer
George's Marvellous Medicine	by Roald Dahl, a <b>British</b> writer
The Eight-headed Dragon	a <b>Japanese</b> myth





- This story is about a shoemaker who lives in a little, old house. He is very poor, but very Happy



- He makes shoes all day, and he sings while he works.



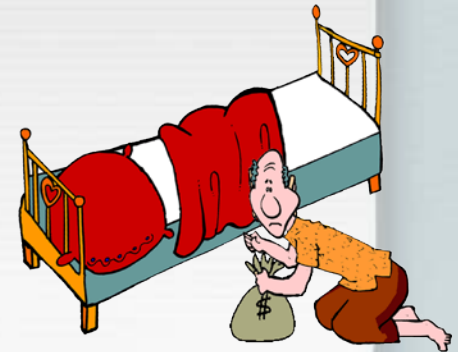
- Next door there lives a rich man who counts his money all night. 'I must count my money,' he says. 'One, two, three, four, five, ...'



- In the morning he goes to bed. But he can't sleep because the shoemaker sings all day. So, he goes to see the shoemaker.



- 'Please stop singing. I can't sleep. Here is a bag of money if you stop'.
- 'Thank you,' says the shoemaker.



- The shoemaker worries about the money all night. 'I must hide it under the bed,' he says.
- He goes to bed, but he can't sleep.





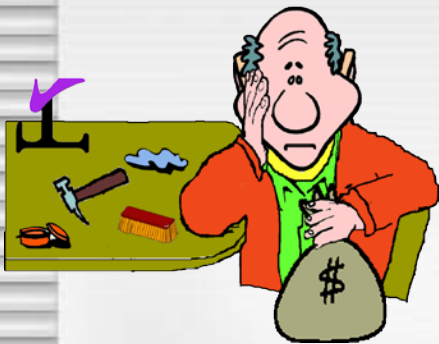
- 'I **must** hide the money **on the cupboard**,' he says.
- He goes to bed, but he can't sleep.



- 'I **must** hide the money **in the fridge**,' he says.
- He goes to bed, but he can't sleep.



- 'I **must** hide the money **behind the chair**,' he says.
- He goes to bed but he can't sleep.



- The shoemaker is very unhappy. He stops singing. He stops making shoes.
- He can't sleep.



- 'I **must** give the money back to the rich man,' he says.



- The shoemaker is poor again. He makes shoes all day and he sings while he works. But ... he is very happy!

People call me the **Pied Piper** because of my **colourful coat**. I hear you have troubles. Well, your troubles are over.

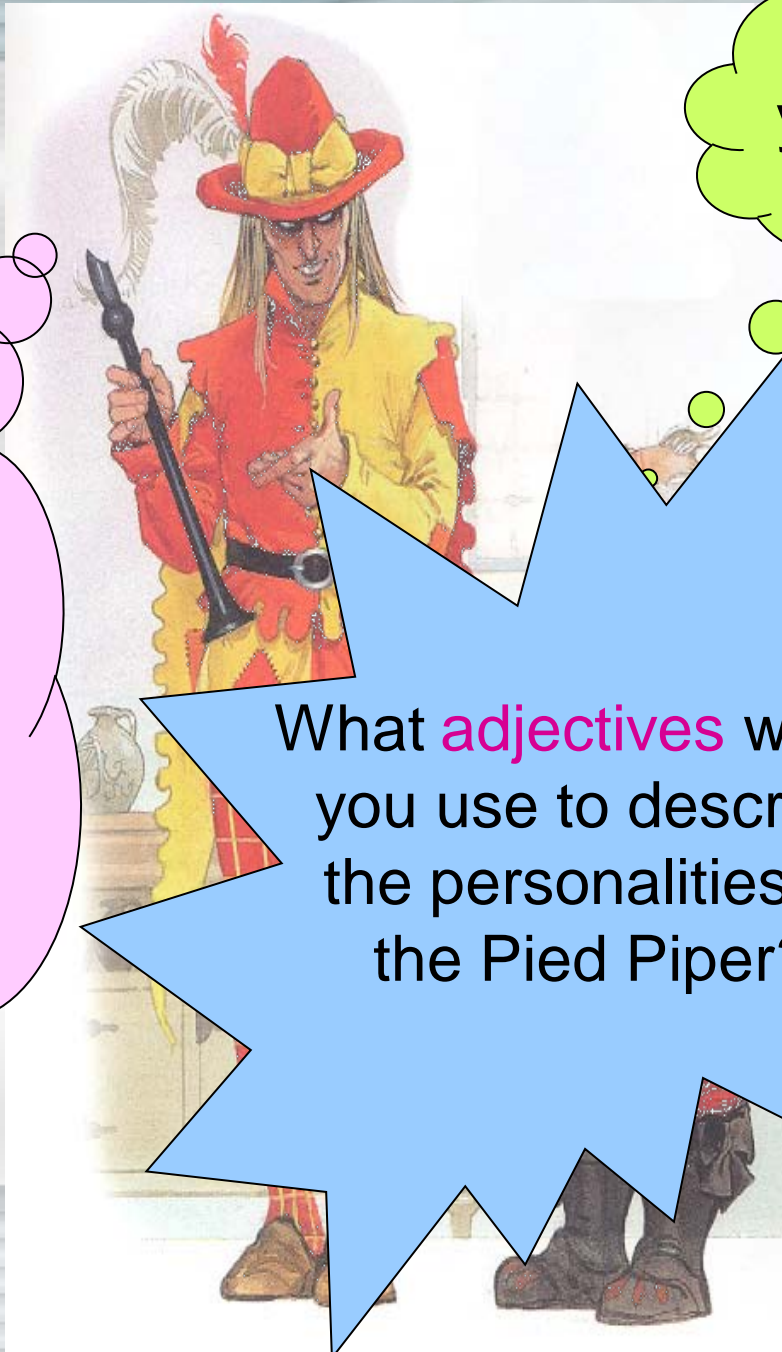


Who are you?

I have a **secret charm**. It will make any creature follow me. If you pay me a thousand pieces of gold, I will **rid this town of rats** - every single one.

What do you mean?

What **adjectives** would you use to describe the personalities of the Pied Piper?



Mayor: That's impossible.

Pied Piper: I will show you. Will you pay me **a thousand pieces** of gold?

1,000

Mayor: If you get rid of the rats, I will pay you **fifty thousand** pieces of gold.

50 times more

Pied piper: Done!

50,000

**What does that tell you of the mayor?**

Imagine that you are George. You have the power to make any marvelous medicine you like. Think of the types of medicine you will invent to help the following people:.



"I live in Pakistan. I am poor, starving and I have no parents."

"I have too much homework! I do not have enough time to do my homework and study for tests and exams!"

"The world is too dirty and polluted for us to live in. My friends and I will all die very soon."

Name of medicine:.

\_\_\_\_\_

Name of medicine:.

\_\_\_\_\_

Name of medicine:.

\_\_\_\_\_

Effects of medicine:.

\_\_\_\_\_

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Effects of medicine:.

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Effects of medicine:.

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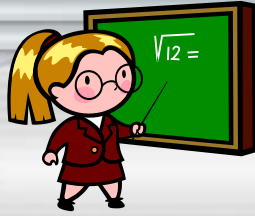
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# Teachers' learning |



Effective use of the CLP lessons to engage in professional tasks

Curriculum  
planning

Design S-B  
materials

Discuss  
problems

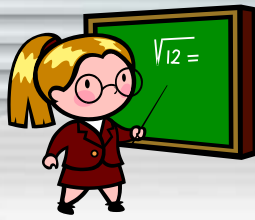
Review  
work



Creation of space + Specification of roles



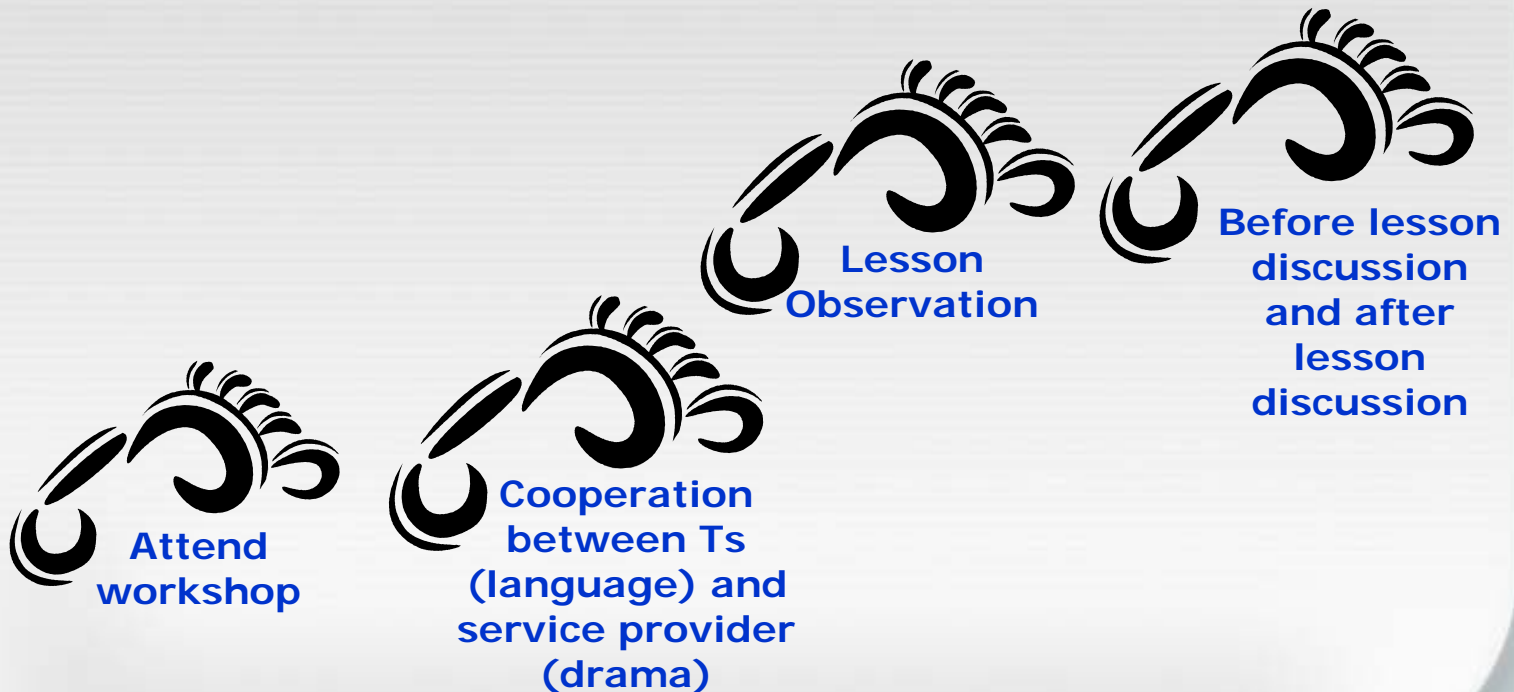
Engagement of on-going reviews to make changes accordingly, i.e. ever-improving



# Teachers' learning ||



Knowledge transfer to ensure sustainability!



Professional development to build up teachers' capacity

Areas of Focus	What	When to Start	Who & Whom	Special Features
English-rich Environment	English Morning Assemblies	throughout the 6 years	NET, Eng. Ts S1-6→S1-6	<ul style="list-style-type: none"> <li>◆Ss &amp; Ts make speeches &amp; announcements in English to the whole school</li> <li>◆Ss use the morning assemblies as a venue to display their learning outcomes, e.g. story-telling in English lessons</li> </ul>
	Language Arts Festival		NET, Eng. Ts + Programme Assistant S1-2	<ul style="list-style-type: none"> <li>◆Ss tell stories, recite poems, act &amp; sing on stage to develop their capacity and build up their confidence in using English</li> </ul>
	e-Class English Learning Pack		Eng. Teachers & Programme Assistant S1-3	<ul style="list-style-type: none"> <li>◆self-access on-line interactive programmes &amp; assessments to extend Ss' learning beyond classrooms</li> <li>◆materials on the Internet, e.g. Hot Potatoes, Wikipedia, for Ts' design of on-line tasks</li> </ul>
	'English Playroom'		Programme Assistant S1-6	<ul style="list-style-type: none"> <li>◆Board games and on-line games for Ss to learn English at lunch break or after school</li> </ul>
	'Little Britain' -Eng. Culture Room		NET S1-6	<ul style="list-style-type: none"> <li>◆a split-class teaching room for small class teaching to be installed with word charts, travel books &amp; CDs to arouse Ss' interest in English</li> </ul>
	English Books & DVDs in School Library		Teacher- & student-librarians S1-6	<ul style="list-style-type: none"> <li>◆display, promote and lend English books &amp; DVDs to Ss &amp; 'library lessons' to complement the ERS scheme</li> </ul>
	'English Around'		S1-6	<ul style="list-style-type: none"> <li>◆Ss design banners, boards, posters, signage, etc with sayings, instructions, facilities, etc.</li> </ul>
	Campus TV		NET + Eng. Ts + hired English TV artists S1-6	<ul style="list-style-type: none"> <li>◆Ss trained by TV artists to run TV station &amp; produce TV programmes, e.g. presentation &amp; discussion about pop culture, social issues, etc.</li> </ul>









## AWARDS PASSPORT

### Story Report Chops


### Story Report Chops


Class Number

Class

School Year: 20\_\_ - 20\_\_

English Name

For sticking in your passport photo and filling out your details on the first page:

1 CHOP

Total number of chops  
1st Term

Total number of chops  
2nd term

Passport  
Photo

### English Around Chops


### Miscellaneous Chops


### Notes to the Passport Holder

Chops are given to students who do something special in English outside the classroom.

#### (1) Story Reports

- F1: 1 chop for every 10 pages read
- F2: 1 chop for every 15 pages read
- F3: 1 chop for every 20 pages read

#### (2) Language Arts

#### (3) Morning Assembly

#### (4) Little Britain

#### (5) AV Production

#### (6) English Around

#### (7) Miscellaneous

# Are students' English being enhanced?

## Moving up with English

**Our Goals:** (1) to make English interesting to learn & (2) to raise our students' English standard!

### Our Facilitators:



Storytelling Artist



Drama Artist



NET



Education Officer



Charity Officer



Expatriate Volunteers



HKU Students

### Our Ways:



Campus TV



Read-a-thon



Singing Contest



Storytelling Contest



English Drama Lesson



Interactive Drama



Drama Festival



Language Arts Festival



Musical Appreciation



English Passport



American Election



English Morning Assembly



E-Learning



Little Britain



English Chatting Zone



English Playroom



Scrabble Competition



Professional Development



Choral Speaking



Champion Solo Verse Speaking

☹ More \$ = more work

☹ Stringent HR

☹ No more curriculum space and time

☹ Accountability



A better curriculum leader



Holistic planning of the curriculum

☺ More \$ = more resources

☺ Facilitate the panel development

☺ Sharpen the competitive edge of the school

☺ How the public view the school if we don't apply

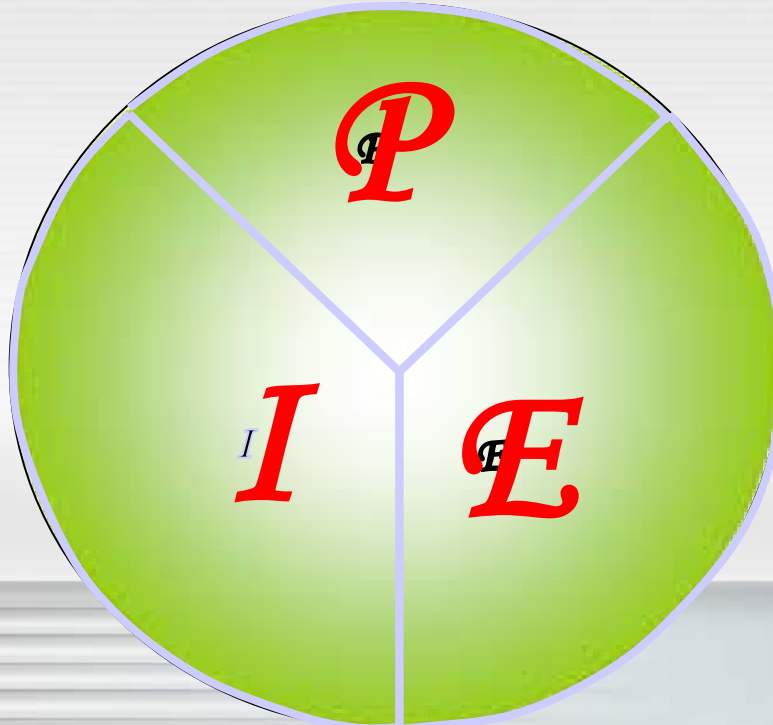


# Holistic planning of the English curriculum

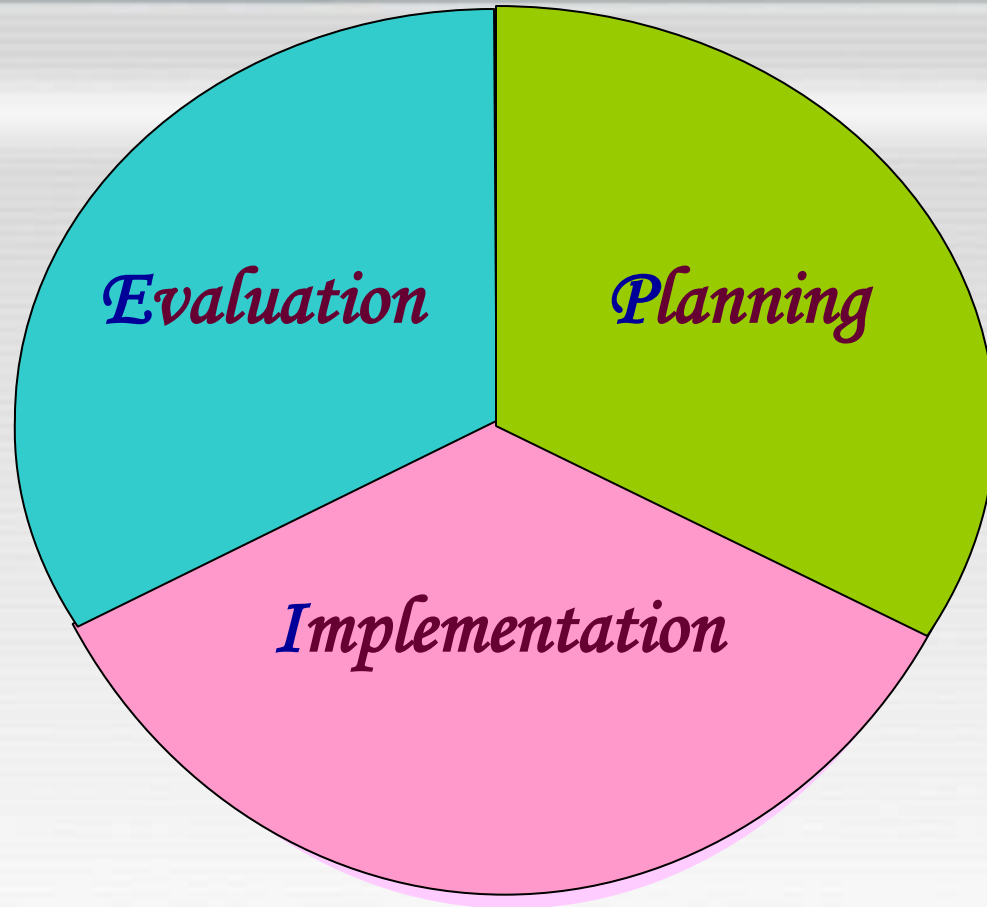
## Review & Reflect

- English curriculum
- school context
- challenges to meet

Connect **Planning** with **Implementation** and **Evaluation**







## 5 Cs at play

C communication

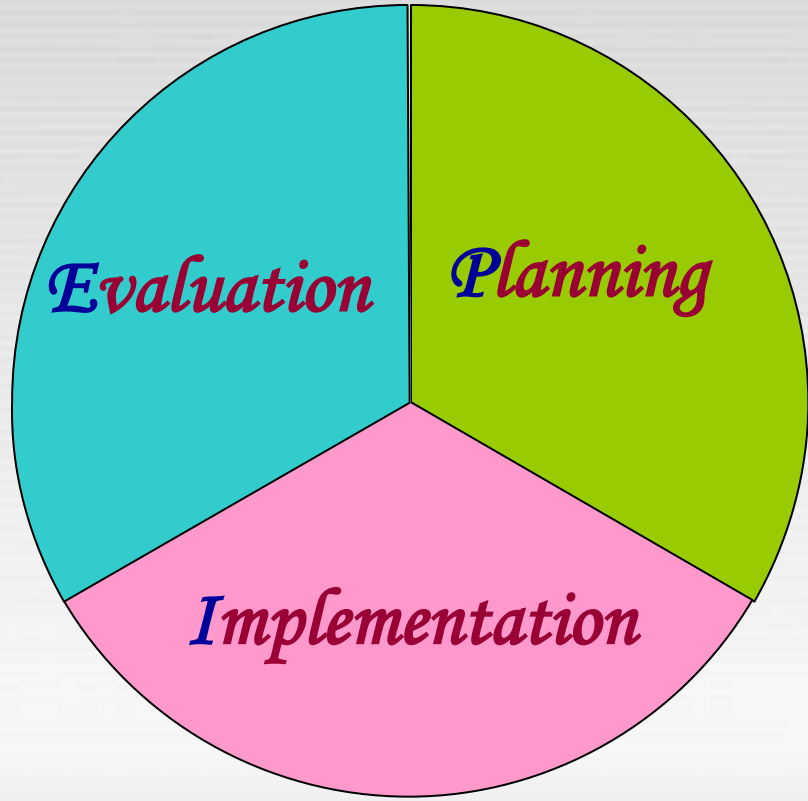
C consensus building

C conflict resolution

C capacity building

C commitment





# English Enhancement Scheme

E

E

S

**The End**