

Sik Sik Yuen Ho Dao College
Refined English Enhancement Scheme Proposal (2011/12 – 2012/2013) - Plan A

A. Background

Ho Dao College, located in Yuen long, is a subsidized CMI school. The School plans to commence from Secondary One in 2011/2012, extending to other junior secondary levels progressively, to use English as the MOI in selected topics / modules of some non-language subjects, coupled with Extended Language Activities of other subjects interested.

In line with the school-based language policy particular in students' learning English across curriculum, Language Across Curriculum (LAC) Task Group has just started operating by having meetings on deciding the mode, topics / modules, logistics and human deployment in the two years to come. The framework and its components in LAC will align well with the objectives of the policy and the school context in terms of students' abilities and interests, teachers' readiness, LAC Task Group Members' capacities etc.

B. Objectives

Refined English Enhancement Scheme helps build capacity to accomplish the following objectives as a holistic process.

1. To enhance teachers' capacity particularly in pedagogy and curriculum design related to cross-subject curriculum
2. To support students in learning non-language subject through English
3. To raise students' proficiency in English, their motivation and ability to learn through English

C. Holistic School-based Plan

Measure	Category	Description of Measures <i>(Further elaboration please refer to Part D)</i>	Levels and No. of Students Involved	*No. of Ts Involved	Estimated Expenditure	School-based Monitoring and Evaluation Mechanism	Remark
(1)	A	<p>Procurement of learning and teaching materials and non-fiction books</p> <p>Cross-subject curriculum : 1. Geography and English 2. Integrated Science and English</p> <p><u>Year 1</u> Geography S.1 ~ 80 out of 140 Integrated Science S.2 ~ 70 out of 150 Total no : 150 Ss</p> <p><u>Year 2</u> Geography S.2 ~ 80 out of 140 Integrated Science S.1 ~ 80 out of 140 Total no : 160 Ss</p> <p>At non-LAC Task Group Members' discretion, non-target students would also assess the learning and teaching materials which are expected to be further refined with graphical support / bilingual glossary to extend learners' exposure to English language</p>	<p><u>Year 1</u> : S.1 ~80ss S.2 ~ 70Ss Total : 150 Ss</p> <p><u>Year 2</u> S.1 ~80ss S.2 ~ 80Ss Total : 160 Ss Grand Total : 310 Ss</p> <p>All S.1 & S.2 students 140+150 = 290Ss / year Grand Total : 580Ss</p>	<p style="text-align: center;">9</p> <p>LACC E1+ AS1+AS2 E2+BS1+BS2 E3 & E4 serve ELA of other non-language subjects</p>	<p>The *purchase of teaching references in the territory and overseas</p> <p><u>Year 1</u> \$5,000 / subject Eng + Geog + IS \$5,000 x 3 = \$15,000</p> <p><u>Year 2</u> \$5,000 / subject Eng + Geog + IS \$5,000 x 3 = 15,000 Grand total : HK\$30,000</p> <p><i>* in line with the brand new proposal of 'debundling policy of teaching and learning materials likely to be implemented in September 2011</i></p>	<ol style="list-style-type: none"> 1) A working progress of Geography Team and IS Team would be compiled for monitoring purpose by LACC. 2) Data analysis of learners' performance between control groups and experimental groups throughout the 2-year Scheme 3) On-going learning progress monitored by both English language and other subject teachers regarding the improvement in English and subject content and skills. 4) Questionnaires to be filled in by samples / representatives of each party involved 5) Peer observations / demonstrations / sharing sessions are to facilitate participants' reflections and further moderation / refinement. 	---

(2)	D	<p>Hiring of a GM Teacher The School would hire a Teacher to create room for LAC Task Group Members, 4 core English language teachers and 4 core non-language subject teachers working as teams in developing learning and teaching materials of selected topics / modules and conducting co- / pair / parallel lessons, coupled with organizing topic / module related activities / outing / field trip / project learning. At non-core Task Group Members' discretion and the teaching progress(es) of class(es) / group(s), non-target students would also assess the learning and teaching materials which would be further refined with bilingual glossary / graphical support etc. The materials can also be beneficial to non-LAC Task Group Members for professional development.</p>	<p>4 Teachers + 580Ss Teaching 3classes of English language amounting to about 15 lessons (55 mins/lesson) per week to create room for 4 core English language teachers</p> <p>All S.1 and S.2 students 140+150 = 290Ss /year Grand Total : 580Ss</p>	1	<p>Recruitment of a GM with the 17th Salary Point Scale Pt.17 + \$1,000 (MPF) Grand total = \$289,380 x 2 years = HK\$578,760</p>	<p>1) Lesson observation(s) of the Teacher to ensure he/she functions well in the classroom 2) Regular monitoring of the Teacher's performance in assisting the compilation of learning and teaching materials, and conducting ELA of other non-target non-language subjects.</p>
(3)	B	<p>Professional development course for teachers using English as a teaching medium and developing cross-curricular teaching packages on Integrated Science and Geography</p> <p>Stage 1 Professional development for teachers of English language, Geography and Integrated Science</p> <p>A full-day workshop covering :</p> <p>a) understanding the English language system for effective content teaching b) using English as a teaching medium in class c) support for effective learning of academic content</p> <p>Stage 2 School-based curriculum planning and consultancy service for Language Across Curriculum Core Members</p> <p>a) School-based curriculum planning - In the form of a project-based and output-oriented workshop, 1 unit/topic/module respectively from Geography and Integrated Science will be adopted to get the professional advice on the design and lesson delivery. b) Consultancy service through school visits, over the phone and online</p>	<p>All English language teachers + Geography and IS teachers</p>	<p>23</p> <p>Stage 1 :</p> <p>15 (Eng) + ~ 4 (IS) + ~ 4 (Geog) = ~ 23</p> <p>Stage 2:</p> <p>4 (Eng) + 2(IS) +2 (Geog) = ~ 8</p>	HK\$ 100,000	<p>Participants' evaluation of the service provided i.e. check if :</p> <p>a) the knowledge and skills concerned can be enhanced. b) participants' confidence can be boosted in using English as the teaching medium. c) the deliverables are of good quality and suit the ability and needs of teacher learners and student learners.</p>
			TOTAL		Total: HK\$708,760	

* LACC:Language Across Curriculum Coordinator

E1&E2: English Language Teacher serving Cross-subject Curriculum

E3 & E4 : English Language Teachers handling ELA of other non-target non-language subjects

AS1 +AS2 : Target Non-language Subject A – Teacher 1 & Teacher 2

BS1 + BS2 : Target Non-language Subject B – Teacher 1 & Teacher 2

D. Implementation Details of the Measures

Measures 1 – Category A Procurement of learning and teaching resources

- A Cross-curricular English Enhancement Program focuses on the following subjects in the 2-year Scheme
 - i) Geography (in Arts / Humanity)
 - ii) Integrated Science (in Science)
- 2 separate curriculum working teams of LAC Task Group are to develop teaching and learning materials of selected topic(s) / modules
- The development of the learning and teaching is in a 2-year consecutive manner for targeted junior formers. Working teams aim at 2 to 4 topics / sub-topics / units in each term of the academic year. In two years' time, # 8 to 16 topics / sub-topics / units would be covered. (*# Please refer to Appendix 1*)
- To avoid too much emphasis on certain batches of junior formers, the selection of target students is as follows.
 - In Year 1 : Geography Working Team serves S.2 cream / motivated students
 - Integrated Science Working Team caters for S.1 cream / motivated students
 - In Year 2 : Geography Working Team attends S.1 cream / motivated students
 - Integrated Science Working Team works for S.2 cream / motivated students
- Task Group will purposefully spare control group(s) in the form to allow comparison with experimental group(s) in terms of learners' improvement in English proficiency and their performance in non-language subject content and skills.
- Demonstration sessions and / or workshops will be scheduled. / Video-taping some or all of the lessons is for professional sharing purpose among colleagues.
- The teaching and learning materials are to be further refined and adapted to suit various non-target groups' abilities and interests.
- Task Group Members particularly English language Teachers welcome all sorts of collaboration with non-target non-language subjects in the form of 'Extended Learning Activities'

Measures 2 – Category D Hiring of a Teacher

Hiring a Teacher is to create room for LAC Task Group Members particularly English language teachers and non-language subject teachers. He/ She has to take up about 15 lessons (55 mins / lesson) per week to free LAC Group Members. He / She also acts as the Assistant in the LAC Task Group to give administrative support like helping compile teaching materials, sorting and comparing data of pre / post quizzes or suchlike. LAC Group Members can then work in two separate teams to develop learning and teaching materials and deliver co- / pair / parallel lessons, coupled with organizing topic / module related activities / outings / field trips / project learning.

With the close-link among Members of the LAC Task Group throughout the two academic years while developing materials and conducting lessons. LAC Members, target students, non-target teachers and students are expected to get the most from the integrated curriculum design and the new approach of teaching and learning process.

Measures 3 Professional development course for teachers for using English as a teaching medium and developing cross-curricular teaching packages on Integrated Science and Geography

Hiring a well-acclaimed expert / professional support team to deliver a program for target teachers in two stages, Panel Members and LAC members can then pick up the skills and knowledge from the focus-based lectures in Stage 1 and the authentic experience gained in the process of the workshop in Stage 2

Stage 1 Professional development for teachers of English, Integrated Science and Geography

- a full-day workshop at school
- Description of the workshop
 - a) Understanding the English language system for effective content teaching
 - b) Using English as a teaching medium in class
 - c) Support for effective learning of academic content

Stage 2 School-based curriculum planning and consultancy service

a) School-based curriculum planning

- In the form of a project-based and output-oriented workshop, 1 unit/topic/module respectively from Geography and Integrated Science will be adopted to get the professional advice on the design and the lesson delivery

b) Consultancy service through school visits, over the phone and online

Expected output targets to be attained

Measures	Expected Learning Targets to be Attained
<p>A, B & D</p>	<p>I) Qualitative Targets</p> <p>1. <u>Sustainability</u></p> <p>a) Deliverable School will then have two respective sets of learning and teaching materials covering 8 to 12 topics / sub-topics / units , at the least, in S.1 and S.2 Geography and Integrated Science to be adopted / adapted among colleagues.</p> <p>b) Expertise and Experience</p> <p>i) Following the practice and experience earned in the 2-year REES, a further one to two non-language subjects, at the least, in Year 3 (2013/2014) would start launching the design and implementation of cross-subject curriculum</p> <p>ii) As for ELA implementation, E3 and E4 LAC Members would further explore collaboration opportunities with other non-core non-language subjects to make the practice more comprehensive and frequent. This helps supplement the teaching and learning of LAC outside the classroom.</p> <p>2. <u>For School</u> : Cross-subject collaboration in supporting students’ English learning</p> <p>a) English subject teachers join with non-language subject teachers in choosing appropriate topics / modules with common learning and teaching rationales. English teachers focus on teaching subject vocabulary items, reading strategy, comprehension skills etc. Other subject teachers emphasize the content knowledge and skills.</p> <p>b) The cross-subject collaboration provides LAC Members the framework and on-the-job experience to apply the practice to other non-target on-language subjects with the ultimate purpose of facilitating learners to brush up their English language proficiency and picking up non-language subjects knowledge and skills in a more efficient manner.</p> <p>3. <u>For Teachers</u> Professional Capacity Building</p> <p>a) The teachers’ capacity in the Task Group including 4 English language teachers and non-language subject teachers would be remarkably enhanced in pedagogy, concepts and knowledge in the aspect of learning English through non-language subjects.</p> <p>b) Task Group members can tap the experience generated and help transfer the knowledge and skills to other subjects and levels by chairing demonstration sessions and workshops</p> <p>c) The 2-year scheme also helps foster the new style of learning and teaching atmosphere and provides experiential learning in cross-curricular planning and collaboration among teaching staff.</p> <p>d) Task Group core members can train the trainers in other subject departments to launch their subject-based pilot scheme in the years to come.</p> <p>e) Gradually getting more panel chair people involved in cross-subject curriculum planning, teachers would feel more comfortable and be easier to fall into the mind set of synchronizing the teaching and learning of both the language and non-language subjects.</p>

4. For Students

- a) Addressing learners' specific needs and learning diversity
Students smart in non-language subjects might be hindered by their weak foundation in English language or vice versa. With the cross-subject collaboration, learning and teaching effectiveness can be enhanced. The respective sets of learning and teaching materials is then beneficial to both target and non-target students to meet their respective needs.
- b) Improvement of learners' English proficiency
By conducting the well and integrated design cross-subject curriculum, students' proficiency in English, their motivation, confidence and ability to learn through English can be boosted.
- c) Students' confidence in using English as a learning medium will be boosted, facilitating them to meet the academic needs of the target content subjects.
- d) Facilitating learning inside and outside classroom to enhance learning effectiveness
Picking up the knowledge and skills in the classroom, learners' application and verification then outside the classroom relate specifically well to allow win-win situation in all the subjects and parties involved.
- e) Developing a team of student leaders to help radiate positive influences at school
In terms of mini-teaching and learning tasks in the classroom / on the campus like doing experiments or having interviews, target students would be equipped and trained prior to the similar activities of larger scale. They would then pair up with non-core learners for sharing and collaboration purpose.
As for outings / field trips, pre-trips / focus-based intensive training are to be delivered for student leaders to help chair activities and assist in scaffolding peers' knowledge and skills.
Regarding 'Extended Learning Activities', student leaders play 'give and take'.role. They apply the language features learnt in LAC lessons on one hand, pick up the thematic language of the event on the other hand. Throughout the activities, authentic learning experience can be adopted. They would then be more confident of experimenting the language in similar setting and that is in line with the learning theory of communicative approach.

II) Quantitative Targets

1) Teachers

- a) 70% or above LAC Members express students show interests in the lessons concerned.
- b) 70% or above LAC Members show the lessons concerned are effective in learning and teaching.
- c) 70% or above LAC Members find the professional development workshop helpful in acquiring the skills and knowledge in the design and delivery of the cross-subject curriculum
- d) 50% or above non-LAC Members in S.1 and S.2 adopt the respective sets of learning and teaching material in their lessons.
- e) 3 or above non-target non-language subjects take initiative to seek collaboration with LAC Task Group to design and conduct 'Extended Learning Activity' to make attempts in cross-subject teaching and learning.

2) Students

- a) The student performance difference in English of experimental groups and control groups is significant and that is 5% or above.
- b) 5% or above of the target students show motivation, confidence and capability to be student leaders in chairing / assisting activities / tasks in English.
- c) 70% or above target learners find the cross-subject curriculum easier and more interesting to pick up English language and the non-language subjects.

Language Across Curriculum Coordinator : **Chau Chi Man** Signature of Principal : _____

Date : **1/6/ 2011**

Siu Chi Sun

Appendix 1

Ho Dao College
Refined English Enhancement Scheme (2011/12 – 2012/13)
Tentative Cross-subject Curriculum

Year 1 2011/12

	S.1 Integrated Science (Oxford 1A & 1B)	S.2 Geography (Aristo 2A & 2B)
1 st Term	Unit 1 1.1 Understanding instructions in experiments Language focus : using imperatives and prepositions 1.2. Laboratory safety Language focus : using modal verbs 1.4 conducting a scientific investigation language focus : using comparatives of adjectives and writing a conclusion	Section 1 Weather and Climate 1.2.1 What is our climate like? Language focus : thematic vocabulary building e.g. maximum / minimum, average, adjectives about weather and seasons 1.3.3 Is the world's climate changing? Language focus : uses of simple future tense and conditional sentence type 1
	Unit 2 2.1. Characteristics of living things Language focus : Parts of Speech – noun and verb	Section 2 Collapsing slopes 2.4.2 Is it wise to develop slopes? Language foci : a) reading strategy and sorting affirmative and negative reasons b) debating and presentation skills
2 nd Term	Unit 5 5.1 Water cycle Language focus : spelling rules of nouns & using simple present tense 5.2 Factors affecting the rate of dissolving Language focus : using comparatives of adjectives	Section 3 Too much water 3.2.1 Water cycle Language foci : a) spelling rules of nouns & using simple present tense b) using question words to elicit information
	Unit 6 6.1 Particle theory Language foci : using adjectives and conditional sentences	Section 3 Too much water 3.4 Are we doing the right things? Language foci : a) reading strategy b) sorting information c) interpretation of graphical data d) making conclusion with the information given e) report writing

Year 2 2012/13

	S.2 Integrated Science (Oxford 2A & 2B)	S.1 Geography (Aristo 1A & 1B)
1 st Term	1. Living things and air Language foci : a) writing experiment conclusion b) using comparatives of adjectives and conjunctions	<i>A brand new syllabus will be launched in 2012/2013. The selection of the LAC topics / sub-topics / units would be confirmed right after the release of the information by EDB Curriculum Council</i>
	2. Acidity and alkalinity Language focus : instructing the procedure of doing an experiment by using sequencing vocabulary items and imperatives	
2 nd Term	3. Making use of electricity Language foci : uses of adverbs, adjectives and prefixes to tell properties (i.e. freely, randomly ; charged neutron, closed circuit ; metal & non-metal, definite & indefinite etc)	
	4. Space Travel Language focus : sentence structures to tell purposes (i.e.X is to..., X be used to..., X exists for... etc.)	