

Ho Dao College
English Enhancement Scheme - Implementation Plan
(2007/2008 – 2012/2013)

A. Present State of Play

Ho Dao College, located in Yuen long, is a CMI school. Students are almost all in Band 3. Among them, about 45% are in bottom 10% of *SSPA. Of all students, 55% are the needy students or those who are in the social security net. This suggests their families are financially vulnerable and they receive little parental support. Without much chance of exposing to English after school, they lack confidence to acquire the language and some of them are even afraid of trying it out. With this in mind, English Department has currently implemented a number of measures at different levels of the school to facilitate them to catch up with their fellow peers and to further consolidate their basic competence in English. To make the best use of the English Enhancement Scheme funding, a close scrutiny of the school's current situation, the path to pursue in the years to come and the requirements of the NSS English Language is of paramount importance. Here are the different aspects that we have taken into consideration when preparing the six-year implementation plan.

Strengths	<ol style="list-style-type: none"> 1. Support from Sik Sik Yuen, the Sponsored Body and the school authority 2. Collaboration with English Teams of Sister Schools under Sik Sik Yuen 3. Teachers of English and students have some experience in teaching and learning language arts respectively. 4. Better deployment of resources to facilitate effective teaching and learning of English inside and outside the classroom
Weaknesses	<ol style="list-style-type: none"> 1. Teachers in need of professional development in the teaching of language arts and their readiness for the NSS 2. Students' English Proficiency far below the standard required.
Opportunities	<ol style="list-style-type: none"> 1. Greater input of human resources allows better attention to students with diverse English ability and the compilation of a teaching resource bank 2. Fostering self-access learning culture and inspiring insights in teaching and learning English
Threats	<ol style="list-style-type: none"> 1. Specific and increasing demand on students in public examinations/assessments 2. Competition for students from neighboring schools
Keep	<ol style="list-style-type: none"> 1. Using tailor-made teaching materials/Book A of the Course Book 2. Further streaming the classes and refining the enhancement programs for cream students and supportive programs for academically low-achievers
Improve	<ol style="list-style-type: none"> 1. Nurturing the reading culture through reading lessons/programs 2. Infusion of language arts into the English Curriculum 3. Creating the settings and the atmosphere in which the use of authentic English is more frequent 4. More collaboration with other subject departments
Stop	<ol style="list-style-type: none"> 1. Mechanical teaching and over-drilling of grammar 2. Excessive emphasis on teacher-centered teaching approaches
Start	<ol style="list-style-type: none"> 1. Introducing 'Assessment for Learning' to address the diverse needs of students and to cope with the change from 334 education system 2. Sustaining the impact of the current measures/policies

C) Output Targets to be Attained

1. Qualitative Evaluation

a. All programs under the ESS will be evaluated by different means like questionnaire, interview, the comparison between the pre-test and post-test, in the following aspects :

- i. the teaching and learning effectiveness
- ii. the quality of the teaching materials
- iii. the quality of trainers/facilitators
- iv. the usefulness and suitability of the courses/programs etc.

b. Briefing and debriefing sessions will be conducted to ensure the thorough understanding of teachers regarding the purpose and design of the programs/courses.

c. As the observers/co-teachers/facilitators of the programs/workshops under ESS, teachers will be able to adopt, further refine the skills and the teaching methodologies and share them with the colleagues when preparing students for the NSS curriculum.

d. A quality set of teaching resource bank catering for the needs of teachers and students under the requirements of NSS can be compiled.

2. Quantitative Evaluation

School-based Targets	By the end of 1 st phase	By the end of 2 nd phase
a. A rich and graded teaching and learning resource bank can be compiled addressing to students' diverse English proficiency.	S.2 – 4 NSS resources bank (3 Electives)	S. 1- 6 NSS resource bank (4 to 6 Electives)
b. The increase in the number of students participating in the school/inter-school English activities/competitions.	* 1% - 3%	*5 % - 8%
c. Improvement in students' performance in the school/inter-school English activities/competitions.	* 1% - 3%	*5% - 8%
d. Increase in the passing rate of all English papers in the school examinations.	* 1% – 3%	*3% - 5%
e. Students speaking to teachers in English outside classroom can be up to:	30 minutes of the school hours per day.	45 minutes of the school hours per day.
f. Cream students (about 10%) are expected to complete 1.5 levels of the on-line program within 1 academic year and measurable improvement is expected between pre-test and post-test results. Other students are expected to complete 1 level.		
Measurable & Commonly Recognized Targets		
a. The increase in the number of students who attain the standard required in TSA	*2%	*3%
b. In cream groups/classes, a percentage increase in the passing rate of the HKCEE	*1% - 3%	*3% - 5%
c. In normal groups/classes, a percentage increase in the passing rate of the HKCEE/HKDSE	*1% - 2%	*1% - 3%

**Compared the results/data with that of the previous year*

D. The Objectives of the 6-year program

With the funding of the English Enhancement Scheme, the emphasis first falls on learners' speaking ability with the supplement of reading and listening. It is comparatively easier for learners to perceive and produce. After getting the initial taste of success, learners are then more eager to move on putting effort on reading and writing, coupled with the consolidation of their listening skills. After the implementation of the 6-year plan, we expect to achieve the following objectives.

1. Encourage learners to pick up and apply the language in authentic situations
2. Equip students to prepare well in all papers of public assessments/examinations
3. particularly develop students' speaking skills to allow them to perform well in the paper of public assessments like TSA or SBA
4. Enhance teachers' professional development in language arts, their readiness and preparation for the NSS
5. Sustain the impact of the scheme after the implementation of the 6-year plan