

**Po Leung Kuk  
C.W.Chu College**

**Report of Refined English  
Enhancement Scheme  
2012-2013**

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Report of Refined English Enhancement Scheme (REES)

**A) Drama Workshops**

**Implementation**

- Theatre Noir was hired to conduct 12 workshops from November, 2012 to March, 2013 for 11 Secondary 4 students.
- The attendance rate was 95%. Students have shown great interest and enthusiasm in the workshops and they were very active and responsive in the drama activities.
- Students performed a short drama during English Week in March for junior form students. The drama was well-received.

**Evaluation**

- Students enjoyed the drama workshops as well as the performance. Their presentation skills and speaking skills have been greatly enhanced through drama training. They have also become more confident when speaking in front of public.
- Students were asked to write brief comments after each workshop and it helped students reflect what they have learnt.
- Teachers involved have learnt to make use of the drama activities in English lessons so as to enhance students' interests in English.

**Recommendation**

- Drama workshops could be arranged for students of different forms so that they could benefit from the drama experience.

**B) Drama Appreciation**

**Implementation**

- Pre drama workshop was organized by AFTEC for Secondary 4 and 5 students on 8 March, 2013 in school hall. An education pack was provided by AFTEC about a week before the workshop and the education pack was then edited by English teachers to better suit our students' English level. The edited education pack was adopted in class by Secondary 4 and 5 teachers.
- Drama appreciation was arranged on 13 March, 2013 in Sai Wan Ho Civic Centre Theatre. The drama was *The Lost World* presented by AFTEC.
- Post workshop was organized by AFTEC for Secondary 4 and 5 on 19 March, 2013 in school hall.
- As returning school, reimbursement was offered by AFTEC.

### **Evaluation**

- 80% of the Secondary 4 and 5 students attended the pre and post drama workshops and more than 90% watched the drama.
- Students were active in the pre and post drama workshops. Though the workshops were conducted in English, students were able to enjoy the activities.
- Teachers commented that the edited education pack was useful in the light that it helped students understand the setting and characters of the drama.
- Students were positive towards the theatre experience and they found the drama interesting and enjoyable.

### **Recommendation**

- Overall, teachers and students were positive about the drama and the workshops. It is suggested that drama appreciation could be arranged in the future to enhance students' interests in drama.
- Pre and post drama workshops were both effective in helping students understand drama as an art and improving their English, for example, listening skills. If possible, organizing such workshops would be helpful for both students and teachers.

### **C) Remedial Class**

- Mr Tse Ka Wong was responsible for the remedial classes. A full set of teaching materials is devised and produced for the lower academic achievers in S1 and S2.
- 5 remedial sessions were conducted for 16 S1 students in the first term and 8 other sessions for 13 S1 students in the second term. 3 students were taken out from the class.
- 5 remedial sessions were conducted for 12 S2 students in the first term and 6 other session for the same class in the second term.

### **Evaluation**

- Students' handouts were collected at intervals to check their learning progress. It is shown that the level of difficulty was suitable and most of the students could handle the tasks. Their vocabulary base was expanded.
- The attendance rate in the second term was poor. The attendance rate of S1 remedial class was 33% and 39% for S2 remedial class. The reason was that there were many other after-school courses and activities for students and students had often enrolled more than one course on the same school day. Thus, the attendance was not satisfactory in the second term.

### **Recommendation**

- To ensure that resources would be better allocated, more communication among colleagues of different boards was needed to avoid time clashes.
- The materials could be used again in the future to help less able students in English learning.

## **D) Language Across the Curriculum (LAC) program**

### **Implementation**

- LAC core team was responsible for devising and producing teaching materials for three LAC projects for S1 and S2 students respectively: English in Mathematics, English in Integrated Science and English in Business Fundamentals.
- Meetings and interviews were conducted among language and content subject teachers to devise teaching materials and teaching plans of the three projects.
- In order to devise and produce materials that better suits the needs of students, feedback forms were given to S1 and S2 English teachers at intervals.
- To understand students' learning progress, students' handouts were collected at intervals and certain parts of the programs were included in the Final Examination.

### **Evaluation**

- As seen from the feedback forms collected, language teachers found the materials useful and suitable for students. Students' diversity was catered through providing more language support for less able students and more extended tasks for more able students. Content subject teachers, on the other hand, found that students could recognize the vocabulary more effectively through the programs.
- Language teachers, however, concerned the lack of time in implementing the programs. Given the packed curriculum, language teachers found it quite hard to cover all the materials.
- Students' handouts were collected and it shows that they could handle most of the tasks. However, their score in examination was not satisfactory, especially in the parts that were taken from the LAC programs. Taking 1D (excluding SEN students) as an example, the part on 'Imperatives' was taken from the LAC programs to be included in the Final examination, their average mark was 2 out of 9 in that particular part.

### **Recommendation**

- LAC committee would design materials that are more relevant to the curriculum so that the programs could serve as extra support.
- To consolidate their learning in English, the language focus of each booklet could be recurrent from S1 to S3. Through such spiral development in teaching materials, it is hoped students could learn English more effectively.