

**Sheung Shui Government Secondary School**  
**Evaluation of English Enhancement Scheme (4<sup>th</sup> year) 2010-2011**

關注事項： English Enhancement Scheme ( 4<sup>th</sup> year)

負責科組： English

Implementation Plan	Schedule	Performance Indicators	Evaluation	Person in charge
<ol style="list-style-type: none"> <li>1. A Teaching Assistant was employed</li> <li>2. A course “Junior Journalist Writing” was run for S.4 students.</li> <li>3. An On-line Reading Programme was organized for students of the whole school.</li> <li>4. A drama show was arranged for the whole school.</li> </ol>	Through-out the year	<ol style="list-style-type: none"> <li>1. Diversified learning and teaching materials were prepared and organized.</li> <li>2. Students were given chances to learn English in a more lively manner via lunch-time and after-school English activities.</li> <li>3. S.4 students were exposed to ways on writing articles and had hands-on experience in writing for a magazine.</li> <li>4. Teachers were inspired to develop similar writing lessons for their students.</li> </ol>	<ol style="list-style-type: none"> <li>1. A Teaching Assistant was employed to assist the English Department in all preparatory and follow-up tasks related to the scheme. Her overall performance was graded as satisfactory.</li> <li>2. Students of junior levels enjoyed the creative and stimulating activities arranged at the English Corner during lunch-time and after school. Most students reflected that they were better equipped with expressions for daily conversations and the “Trick and Treat” activity helped them much in recycling what they had learnt. Students of senior levels also reported that they had become more confident English users via helping out with the activities.</li> <li>3. A course titled ‘Junior Journalist Writing’ was run by Synergy Education Provider Co. Ltd. for all the S.4 students. Four S.4 classes of students were split into 6 groups of approximately 20 students each for the course. Most students reflected that this course had aroused their interest in English writing and their writing skills were improved. They suggested that similar courses should be run in the future.</li> <li>4. During the course, all the English teachers took turns to observe lessons and some even co-taught with the course instructors. This experience empowered our</li> </ol>	HOD & All Course Coordinators

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		<p>5. Students built up their daily reading habit.</p> <p>6. Students attended a drama show in the school hall and be exposed to the beauty and function of the target language.</p>	<p>teachers to include the target genre in their teaching schedule and to develop writing lessons that suit the standard and interest of the students.</p> <p>5. The online reading programme was analyzed to be an effective and interesting self-learning tool for the students. Learner differences were carefully tackled and students were assigned reading levels which suit their standards and needs. Students reported that the exercises had consolidated and strengthened their English foundation. Some of the students took this reading programme seriously and scored very high completion rates. It was suggested that regular monthly on-line reading lessons could be arranged in the MMLC in future to motivate the otherwise students.</p> <p>6. An interactive drama “East meets West” was delivered by Dramatic English. Students strongly agreed that the show was a very lively way of learning English and they all enjoyed the show very much. They reflected that this activity had enhanced their interest in the target language and enabled them to appreciate the beauty of English. They would also be more willing to speak in English.</p>	