Project-end Evaluation on Refined English Enhancement Scheme for the Period from September 2011 to August 2014

Person in-charge : Chim Yin Chu

Part 1 - **Project deliverables** [Please refer to Part 1 of *Guidelines on completing the Project-end Evaluation Report*]:

No.	Describe the tangible deliverables (e.g. **Language-across-the- curriculum and English language curriculum materials, teaching and learning resources by non-language subjects, etc.**) *[details to be entered by school]*	Suitable for dissemination; reason(s)
1	S1 LAC course notes including exercises and simple rubrics for 24 single lessons throughout the academic year to improve students' writing and reading skills in content subjects have been developed: (1) Understanding words with multiple meanings – 2 lessons (2) Understanding question words in IH and Science – 3 lessons (3) Expressing reasons and results in IH context – 3 lessons (4) Presenting data in IH context – 4 lessons (5) Improving students' writing skills based on IH assignments and assessments – 12 lessons **Evaluation** IH teachers observed that students could produce better organized and more grammatically accurate output in assessments after the LAC intervention strategies which emphasize paragraph development and language input.	Yes
2	S1 English course notes based on a Science module *Endangered Species* have been developed which emphasize reading and vocabulary building. The written output of this module is an argumentative essay based on IH-related issues. The writing topics used over the past two years have provided an opportunity for students to apply the thinking framework Socio-Economic-Environment in English writing. (1)*Hong Kong government should / should not develop country parks for housing needs.*	Yes

	(2013-14) (2)*Hong Kong government should / should not build an artificial beach at Lung Mei.* (2012-13) **Evaluation** English teachers observed that students could produce highly organized writing based on the IH thinking framework and LAC writing framework (Topic sentence-Elaboration with Reasons and Examples – Concluding sentence)	
3.	S2 LAC course notes including exercises for 14 single lessons throughout the academic year to improve students' writing and reading skills in content subjects have been developed: (1) Understanding word formation (Prefix and Suffix) – 2 lessons (2) Writing a report on Science experiment – 2 lessons (3) Comparison writing in IH and Science context – 2 lessons (4) Expressing cause-and-effect relationship in Science with comparative structure *(e.g. The higher the pH value is, the more alkaline a substance is)* – 2 lessons (5) Presenting data to explain/support answers in IH context – 2 lessons (6) Report writing to recycle skills learnt in (2) and (5) – 4 lessons **Evaluation** Science teachers observed that students could produce a structured lab report on another experiment. IH teachers found that students performed better in questions requiring them to present data to explain/support a phenomenon.	Yes
4.	S3 LAC course notes including exercises for 14 single lessons throughout the academic year to improve students' writing and reading skills in IH have been developed: (1) Providing language input for IH assignments – 4 lessons (2) Improving students' writing skills in IH assessments – 6 lessons (3) Report writing to recycle skills learnt in S2 – 4 lessons **Evaluation**	Yes

	IH teachers observed that students could produce better organized and more grammatically accurate output in assessments after the LAC intervention strategies which emphasize paragraph development and language input.		
5.	The new teacher employed under the REES has been deployed to develop and implement a debate curriculum in S3 since September 2011. A set of course notes, learning activities and some writing tasks have been developed for 23 double lessons. **Evaluation** The S3 debate curriculum provides ample opportunities for students to interact with peers, voice their views and critically assess others' ideas. Through the debating lessons, students have their world perspectives expanded and their skills in both speaking and writing honed. The curriculum prepares junior secondary students for the NSS elective module, *Learning English through Debating*.	Yes	
6.	The consultancy service provider (Faculty of Education, The University of Hong Kong) has provided 15-hour professional support since September 2012 which includes: (1) Observing three S1 lessons on IH, Mathematics and Science and providing suggestions on how content subject teachers help S1 students learn in English medium of instruction (2) Providing suggestions on the LAC curriculum through meetings and emails **Evaluation** The consultancy service provided support for both content subject teachers and the LAC team in devising learning support for junior secondary students.	The reports on lesson observation are not suitable for dissemination.	

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Part 2 - Attainment of output targets [Please refer to Part 2 of *Guidelines on completing the Project-end Evaluation Report*]:

Output / outcome-based targets pledged by school in the proposal *[details to be entered by school]*	Extent of Attainment (please elaborate)
■ A set of S1-S3 LAC materials including students' course notes, exercises and rubrics for both self-evaluation and teachers' evaluation will be produced to help all junior secondary students master other EMI subjects more effectively. ■ A set of rubrics will thus be developed for teachers to evaluate students' writing skills.	A comprehensive set of S1-S3 LAC materials including students' course notes and exercises have been developed. Only simple rubrics for some IH writing tasks have been designed for both self-evaluation and teachers' evaluation. IH teachers agreed that the LAC intervention strategies could improve students' skills in answering long questions and writing essays.
■ Low-achievers will benefit from the learning support offered by the newly-employed teacher.	Since the newly-employed teacher has been deployed to develop and implement the S3 debate curriculum, the school has provided learning support for low-achievers through additional after-school remedial classes, reading aloud practice and speaking practice. Most students attained a pass in term tests and exams after attending the remedial classes. Those who have not much confidence about speaking found reading aloud and speaking practice useful for their pronunciation, fluency and delivery of ideas. Most of them showed better performance in assessments.
■ English Language teachers will have a deeper understanding of the linguistic demands in other EMI subjects, facilitating further review of their curriculum.	English Language teachers have developed a heightened awareness of students' learning needs and a deeper understanding of the linguistics demands in other EMI subjects. English curriculum has been reviewed, including introducing the Science module *Endangered Species* to S1 curriculum and covering passive voice in S1 rather than S2. Reading Aloud Assessment has been introduced to junior secondary levels in which students are required to read aloud texts in IH and Science. The assessment aims to improve students' pronunciation and fluency, and at the same time increases students' exposure to the language used in two other KLAs.

Output / outcome-based targets pledged by school in the proposal *[details to be entered by school]*	Extent of Attainment (please elaborate)
■ IH teachers will gain more confidence in dealing with language problems students may encounter. ■ A culture of collaborative lesson preparation across the curriculum can be established.	IH teachers have developed a heightened awareness of the connections between language and content and the need to infuse English into content knowledge to strengthen students' language ability. For example, they have become more aware of the confusing words such as "close", "closed" and "close to" in teaching and marking students' work; and the importance of providing sample sentences rather than isolated lexical items for students to model on while writing essays. With the LAC programme, English and IH teachers share a heightened sense of responsibility to strengthen students' language ability, and are now able to exchange ideas and experiences through cross-curricular planning. Such collaborative culture also facilitates the design and implementation of LAC intervention strategies and English curriculum review.
■ It is expected that 75% of S1-3 students can master the skills covered in the LAC programme and have their reading and writing skills enhanced; and their progress should be reflected by their written products with a better structure and more sophisticated sentence structures in both Integrated Humanities and English Language.	It is observed that 75% of S1-3 students can master the skills covered in the LAC programme and have their reading and writing skills honed. IH teachers observed the following improvement in students' written outputs: ■ Most S1 students were able to present their ideas in a structured manner with effective topic sentences, elaboration with reasons and examples as well as concluding sentences. They could express cause-and-effect relationship with more sophisticated sentence structures. They were also able to describe trends and present data accurately. ■ Most S2 students could master the language features in questions requiring comparisons. They were also able to quote relevant data and present it accordingly to support their views. ■ Most S3 students could organize ideas in a structured manner while writing essays. Many of them showed more advanced vocabulary and sophisticated sentence structures in their written outputs.

Part 3 - Reflections on the project [Please refer to Part 3 of *Guidelines on completing the Project-end Evaluation Report*]:
(in concise and precise language, point form acceptable)

■ The implementation of LAC has made some impact not only on students' learning, but also teachers' professional development. Enhanced communication and collaboration among teachers as well as increased reflection and experimentation for new teaching strategies bring about instructional improvement.

■ The successful English-IH collaboration boosts English teachers' confidence in working with other Key Learning Areas to make learning in English more effective for students. The LAC programme will continue next academic year and the LAC core team will explore ways to work with Science teachers to enhance students' learning.

■ The selection of teachers and subjects to start cross-curricular collaboration is crucial. For example, teachers working on LAC need to possess certain qualities, including open-mindedness to different ideas and teaching strategies, a willingness to learn beyond their own teaching expertise and engage in active reflection. Teachers who are not ready for these practices will not be able to bring about the magic of cross-curricular efforts. School leaders should carefully select calibre to lead the cross-curricular collaboration so that they can generate positive experiences and transfer the knowledge and skills from the collaboration to more levels or even more subjects.

Part 4 - Self-rating on the implementation of the project [Please refer to Part 4 of *Guidelines on completing the Project-end Evaluation Report*.]:

Taken Parts 1 to 3 above together, the overall rating on my school's implementation of the Project is :   **(3)**

[4= Very good   3 = Good   2 = Satisfactory   1 = Can be improved]

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Part 5 - Information for stakeholders [Please refer to Part 5 of the *Guidelines on completing the Project-end Evaluation Report.*]:

Please put a" ✓" in the appropriate box.

(1)   Has your school included the Strategy and implementation Plan of the Project in your school development plan?

☑ Yes.

☐ No.   [Please give reason(s)]:

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(2)   Has your school included the report(s) on the progress and evaluation of the Project in the annual school report?

☑ Yes.

☐ No.   [Please give reason(s)]:

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