I. Mission
To provide students with the opportunity to develop the maximum degree of functional competence in English Language and to enable them to use the language as a tool for communication, study, pleasure and work.

II. Vision
To arouse students’ interest and build up their confidence in learning English and equip them in all forms with appropriate levels of English skills, especially reading, listening, speaking and writing, by emphasizing tailor-made teaching materials, the consolidation of learnt materials and the use of extra-curricular activities.

III. Objectives
A. Junior Forms

Reading
a. To help students cultivate positive attitudes to reading so that they are enthusiastic to read for pleasure as well as to explore the world.
b. To help students improve their reading comprehension skills.

Listening
To develop students’ listening skills including:
i. Understanding and interpreting what they hear in English.
ii. Listening for key words.

Speaking
a. To help students speak intelligibly.
b. To communicate with other speakers of English effectively inside and outside the classroom.
c. To help students acquire oral fluency so that they can use the language freely to express their ideas for various functions.

Writing
a. To enable students to construct simple and meaningful phrase and sentences, and use punctuation marks intelligibly.
b. To develop students’ ability to interpret the purpose of writing, identifying the main ideas and supporting details.
c. To help students do preparation for writing themselves, such as generating ideas and
outlining.

d. To enable students write in appropriate format and register.
e. To build up students’ habit of self-correcting and revising for improvement.

**Grammar and Vocabulary**
a. To teach, strengthen and consolidate students’ everyday use of language items and vocabulary for reading, listening, speaking and writing purposes.
b. To ensure that students acquire core grammar items and vocabulary.

**B. Senior Forms**
1. To ensure that students are fully prepared for the public examinations - HKCEE and HKAL–UE.
2. To raise the passing rate of both public exams.
3. To foster the development of students’ English Language skills they have learnt in junior forms in order to equip them for tertiary education and/or employment.

**Reading**
a. To develop a habit of regular extra-curricular readings.
b. To develop the reading skills of prediction and reinforce their ability to speed-read and read for specific ideas.

**Listening**
To acquire some essential listening skills, especially note-taking and the abilities to locate relevant information from the data file.

**Speaking**
a. To develop students’ ability to express their ideas, to understand people’s ideas and to describe specific situations with acceptable confidence.
b. To acquire some essential interview skills including forming questions.

**Writing**
a. To consolidate their vocabulary and foundation of writing a basic sentence, and master different styles of writing formats.
b. To enable students to develop better planning and organization.
c. To further build up students’ habit of self-correcting and revising for improvement.
IV. Internal Analysis

A. Strengths:
1. There is a strong sense of responsibility among colleagues.
2. The teachers’ reference books are systematically arranged and they are put in the Teaching Resources Centres both in the Language Laboratory and in the school library.
3. There is a well-equipped language laboratory and multimedia learning centre.
4. An English Corner is set up for students to conduct self-learning through various activities.
5. F.4/5 students are divided into 6 groups. Not only the class size but also the difference among students’ English level are reduced.
6. There are pronunciation lessons to help students learn the right way of pronunciation.
7. There are extra English lessons for Form 1 students such as the English Summer Course.
8. There are 3 English study groups for students on Wednesdays after school.
9. All F.1 – to F.7 students have opportunities to read extensively through the Reading Award Scheme.
10. The Thursday morning assembly is conducted in English.
11. A native English-speaking teacher is employed to provide students with more authentic oral practice.
12. Almost all teachers have been exempted from or have attained the Language Proficiency Requirements.

B. Weaknesses
1. Students’ poor English foundation makes them lose confidence and their learning motivation is low.
2. Most students are passive and unwilling to speak in English.
3. There is inadequate exposure to the English Language as Chinese has been used as the teaching medium of other subjects.
4. Most students are not in the habit of watching English TV programmes, reading English newspapers or books, etc.
5. There are disciplinary problems in some weaker classes, which lead to difficulty in conducting English speaking activities.
6. Senior form students are weak in logical thinking and analytical power.
7. More collaboration on teaching strategies is desired among English teachers.
V. Strategies

A. Junior Forms

Reading

a. Motivate students to read extensively through the implementation of “Readers with movie titles”.

b. Reading comprehension exercises will be given to train their reading skills.

Listening

a. Make use of listening exercise, different materials and multi-media resources such as videos, radio broadcast, songs etc. to develop students’ listening skills.

b. Provide listening opportunities through English Language Club activities.

Speaking

a. Teach students appropriate classroom language and encourage them to use them in the lessons.

b. Emphasize the importance of phonics/phonetic symbols by asking students to practise the transcription and pronunciation regularly.

c. Use more speaking games in the class.

d. Encourage students to speak English to their English teachers.

e. Provide an English speaking environment through English Language Club activities.

Writing

a. Do more recitation of meaningful sentences or paragraphs.

b. Improve writing skills through
self-correcting activities e.g. corrections, correction card etc.
c. Guide students to write an outline before writing their own composition.
d. Include “Sentence making” in the last composition of each term.
e. Assign free writing regularly (e.g. Journal)

Composition exam results

Grammar and Vocabulary
a. Make sure students have acquired the appropriate grammar and vocabulary foundation.
b. Provide opportunities to apply the newly acquired vocabulary to both writing and speaking (e.g. composition and oral activities).
c. Contextualized vocabulary quizzes should be given.
d. Use different language activities in class.
e. Give more revision exercise, assignment and assessment to students.

G.E. exam results

B. Senior Forms

Reading
a. Recommend students to subscribe to English newspaper, e.g. South China Morning Post, so as to increase their exposure to contemporary English.
b. Assign F.4/5 students to do newspaper clipping every month.
c. Assign newspaper clippings leading to composition topics to L6 & U6 students for home reading.
d. Provide intensive practice on Usage for F.4 students by giving them supplementary worksheets on matching,
proofreading and completing cloze.

e. Have tutorial classes after school for remedial grammar teaching, which help students improve their comprehension of English Language.

f. Encourage F.4 / L6 students to read more extensively by asking them to write at least one book report during long holidays.

**Listening**

a. Give F.4 / L6 students supplementary sheets of common vocabulary for listening and have follow-up dictation to test students’ progress.

b. Build up a ‘loan section’ of the library with tapes and books to supplement teaching together with past exam papers.

c. Ask F.4 students to do English projects by interviewing native English speakers during long holidays.

d. Ask L6 students to record news items from the radio and prepare relevant transcriptions to ensure that they have adequate exposure to authentic spoken English.

**Speaking**

a. Give students more chance to speak up in class.

b. Give F.4 students some handouts about skills in forming questions and group interaction so as to help them become familiar with the HKCEE oral exam format.

c. Introduce phonetic symbols at the beginning of the school term for all L6
d. Let L6 students read aloud a short article they clipped from the newspaper during oral lessons.

e. Provide extra oral practice before the actual public examination with the assistance of the NET.

Writing

a. Train students to master different styles of writing formats by making use of the textbook and supplementary worksheets.

b. Give students who are weak in writing individual guidance after school.

c. Covert the common mistakes made in students’ compositions into proofreading exercises in order to raise their awareness of their shortcomings in writing.

General

a. Give quizzes on the grammar items that students should have learnt in junior forms, especially for F.4 students.

b. Allocate 2 lessons per cycle to revise some language items with F.4 students.

c. Do more mock tests following the format of the public exam papers.

d. Encourage students to do self-learning by using resources in library and on-line courses, e.g. GlobalEnglish.

e. Require students to keep a vocabulary book and English notebook.

VI. General evaluation

1. Make evaluation after each form test and examination. Each paper setter is required to fill in the setter report for making assessment and comparison of the...
results, especially public examination results, with different classes and with the previous years.

2. Hold meetings to obtain feedback from teachers on the performance of students and their difficulties in teaching.

3. Give regular quizzes and tests throughout the school terms. The results will be counted as a portion of daily marks.

4. Assess junior forms’ dictation, composition and general reading on a regular basis throughout the school year. For senior forms, essay writing and classroom participation will also be assessed.

5. Give appraisal or comments to students after completing a task, such as writing an essay, doing a project & answering questions in class.

6. Use games and competitions to assess students’ knowledge and skills in individual classes.

V. Team Members
CPS, CPY, CS, LSW, ML, NMC, WMH, WSW, WYK, YMS, YYC, LJ.

VII. Budget
Funds provided by the Education Department:

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