

**Christian Alliance College  
English Department (2010-2011)**

**Three-year Plan (including EES) 2011-2014**

**Major Concerns for the coming three years**

The <b>Objectives</b> of the English Language curriculum in Christian Alliance College are:	2011/2012	2012/2013	2013/2014
1. to enhance students' English Language Proficiency, especially in Reading and Writing Skills	✓	✓	✓
2. to build a solid foundation in preparation of Junior Secondary Students for the NSS Language Arts	✓	✓	
3. to enhance an Independent Language Learning atmosphere among our students	✓	✓	✓

<b>Objective 1*</b> – Enhance students' English Language Proficiency, especially in Reading and Writing Skills	Through formal and informal curriculum (with school-based materials), we hope the English Department of CAC helps to cater for our students' learning diversity in English Language, to raise students' learning motivation, to increase their English Language exposure and improve their confidence in using English.			
<b>Strategies</b>	Whole Year			
<b>Teachers-in-charge</b>	WYL, TWY, CSS			
	<b>Strategies</b>	<b>Performance Indicator</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>
<b>1.1 Formal Curriculum</b>	1.1.1 Use all developed teaching materials that were made and modified in 2010/2011 a) Newspaper Clippings b) Comprehension Exercises c) Writing Assignment	School-based curriculum materials are being used	70% of the School-based curriculum materials being used by teachers before end of school year	Evaluation of the School-based curriculum materials by teachers

	d) Sentence Patterns e) Grammar Revision			
	<b>Strategies</b>	<b>Performance Indicator</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>
	1.1.2.Implementation of the 6-year English Enhancement Scheme (2007-2013) funded by the EDB – S2 Writing program	- Expose students to the key elements of writing short stories and letters of advice. - Writing techniques will be learnt to improve students’ story and letter writing skills	- students will write short stories and letters of advice during the course - 12-page, full colour booklet will be made at the end of school term (beginning of Jun 2011)	- 2 *evaluation meetings through the whole program (mid-evaluation and final evaluation) - Members of evaluation meetings: all form teachers + Representatives from the Service Provider - Student questionnaires
<b>1.2 Informal Curriculum</b>	a) Activities from English Club b) 3-minute Morning Speech c) Speech Festival	a) Programs from English Club being organized b) Senior form students from each class sending representatives to join the Morning Speech c) Participation of the Speech Festival	a) 20% of students join the program organized by the English Club b) Every senior form sends representatives to join the Morning Speech c) 5% of students join the Speech Festival	Evaluations of the elite program, the English Club, the Morning Speech, the Speech Festival will be made

	<i>Strategies</i>	<i>Performance Indicator</i>	<i>Success Criteria</i>	<i>Method of Evaluation</i>
<b><i>1.3 Catering for students' learning diversity</i></b>	a) Pre-Exam Revision Program (S1-3) b) Use of different textbooks (S1-3) for elite, average and remedial classes: Longman GE & Listening textbooks + S.6 Exam Practices: Oxford vs Longman c) Summer Tutorial Program (S1-3) d) Split Classes (S.1-3 with 3 Remedial groups/form; S.4-6 with 7 groups; S.7 with 4 Speaking classes/form)	a) Participation in the Revision program from remedial students b) Helping elite, average and remedial students learn through the use of different kinds of textbooks c) Participation in the Summer Tutorial Program from remedial students d) Helping junior form remedial students to learn more, and providing more chance for senior form students to speak and prepare for SBA through small-class teaching.	a) In giving questionnaires given to participants in the pre-exam tutorial program, 50% of them indicated that the program helped prepare them for the final examination. c) Assessment will be produced to evaluate the performance of students after they take the summer tutorial course. 50% of them should pass the assessment.	Questionnaires filled by students and English language teachers

<b>Objective 2* – Build a solid foundation in preparation of Junior Secondary Students for the NSS Language Arts</b>	Through formal (with school-based materials) curriculum, we hope to improve students’ reading skill and further build the students’ foundation in understanding and appreciation of Short Stories and Poems and Songs.			
<b>Timetable</b>	Whole Year			
<b>Teachers-in-charge</b>	MARK, WYL, TWY			
	<b>Strategies</b>	<b>Performance Indicator</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>
<b>Formal Curriculum</b>	2.1 NET develops all teaching materials for the following program of S1-3 a) Short Stories – Intensive Reading b) Poems	School-based curriculum materials are produced  - Students’ motivation for learning being raised - Students’ exposure to English Language increased - Students’ confidence in using English improved	By giving questionnaires to both students and English Language teachers at the end of the school year, students and teachers indicate that there is a rise in students’ learning motivation, exposure and confidence in using English	Evaluation of the materials by teachers. Questionnaires filled by students and English Language teachers
	2.2 Implementation of the 6-year English Enhancement Scheme (2007-2013) funded by the EDB – S5 Poems and Songs	- provide students with the basic linguistic knowledge of poems and songs - help students to appreciate poems and songs	- Students will produce a journal of written work concerning poems and songs - Students will make a detailed presentation about a poem / a song that has been studied during the course at the conclusion of the course.	- 2 *evaluation meetings through the whole program (mid-evaluation and final evaluation) - Members of evaluation meetings: all form teachers + Representatives from the Service Provider - Student questionnaires

<b>Objective3 - Development of Independent Language Learning Atmosphere among our students</b>	Through the use of our Self-Access Learning Centre (LET Centre), we hope to enable our students to take charge of their own learning both inside and outside the classroom			
<b>Timetable</b>	Whole Year			
<b>Teachers-in-charge</b>	WYL, TWY, MARK			
	<b>Strategies</b>	<b>Performance Indicator</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>
	<ul style="list-style-type: none"> <li>a) Maintain and promote the Self-Access Learning Centre (Room 332)</li> <li>b) Design tailor-made school-based portfolio with project work or different kinds of language learning tasks for S.1-3 students</li> <li>c) On-line learning program (English Builder)</li> </ul>	<ul style="list-style-type: none"> <li>a) Students' frequent participation in using the Self-Access Learning Centre (Room 332 and 313A)</li> <li>b) &amp; c) Students' willingness and enthusiasm in learning English through portfolio and On-line learning program</li> </ul>	<ul style="list-style-type: none"> <li>a) S1 to S3 students develop a regular habit for using our Self-Access Learning Center (Room 332 &amp; 313A). Teachers of S1-3 would bring students to the LET centre during their regular lessons.</li> <li>b) 70% of S.1-3 students complete the assigned tasks in portfolio</li> <li>c) 40% of students complete On-line learning program</li> </ul>	<ul style="list-style-type: none"> <li>- NET report</li> <li>- Questionnaires will be passed to students and teachers to evaluate the effectiveness of using self-access learning centre and materials.</li> </ul>

4 August 2011