

**HKCWC FUNG YIU KING MEMORIAL SECONDARY SCHOOL**  
**Programme Plan of English Department (2012-2013)**

**I. Objectives**

This programme is to

- a. enable students to master the four basic skills in English learning, namely, reading, writing, listening and speaking;
- b. enable students to use English for practical communication in studies and/or job situations;
- c. enable students to derive pleasure from English activities and entertainment;
- d. provide students with opportunities such as online reading materials for self-access and autonomous learning;
- e. offer additional help to less able students so that they would have better progress;
- f. develop further the more able students in the hope of developing their English language potentials;
- g. create English learning atmosphere in school so as to provide students with opportunities to practice and use English outside classroom;
- h. bridge the gap between the junior curriculum and the senior secondary English Language curriculum; and
- i. incorporate life-wide learning into the English Language curriculum to strengthen students' generic skills.

## II. Programme Plan

### Major Area of Concern 1: Optimize the Curriculum Structure and improve students' academic performance

Implementation Plan & Related Strategies	Implementation Schedule	Performance Indicators	Assessment Mechanism	Teacher in charge	Resources Required
<b>1. Consolidate students' foundation of English learning and improve their learning skills and attitudes</b>					
<b>Related strategies:</b> <b>1.1 Optimize students' reading culture by implementing school-based English Reading Scheme and Thursday Silent Reading Session</b>	9/ 2012 to 6/ 2013	1. All F.1–F.4 students have to read more English books to accomplish the English Award Scheme and complete at least 3-4 book reports in the FYK English Passport. 2. All F.1–F.3 and F.5 classes have to finish reading at least 1 English storybook of English Reading Scheme in the school year, whereas F.4 classes have to finish 2 storybooks. 3. All F.1–F.3 students have to finish 5 supplementary reading exercises, 6 short newspaper response and 3 extended newspaper writing in their newspaper scrapbooks per school term. 4. All F.4–F.5 students have to complete 5 short newspaper response and 4 extended newspaper writing in their newspaper scrapbooks per school term. 5. F.1–F.3 students read Junior English Street whilst F.4–F.6 students read SCMP every Thursday during Silent Reading session.	1. Evaluation of students' work 2. Observation by teachers 3. Records of Students' participation 4. Evaluation of students' <i>FYK English Passport</i> of the English Award Scheme	Pun LH Cheung CW Cheung WS	All English teachers
<b>1.2 Promote higher expectation on students by offering timely feedback and guidance to facilitate their self-reflection and self-learning motivation for</b>	9/ 2012 to 6/ 2013	1 Timely guidance and feedback are provided to students continually throughout the learning process. 2 Written feedback is offered in students' daily	1 Observation by teachers 2 Evaluation of students' work	Pun LH	All English teachers

Implementation Plan & Related Strategies	Implementation Schedule	Performance Indicators	Assessment Mechanism	Teacher in charge	Resources Required
greater achievements		assignments.			
<b>1.3 Provide e-Learning platform for students to build up their self-learning habit and improve the effectiveness in English Language learning</b>	9/ 2012 to 6/ 2013	<ol style="list-style-type: none"> <li>1 <b>On-line English Learning Programme – English Builder</b> is employed to foster F.1 – F.3 students’ self-learning ability.</li> <li>2 <b>On-line English Practice Programme – SD2 Learning Pack (Reading: Part 1)</b> is employed to foster F.4 students’ examination skills on reading.</li> <li>3 <i>Living English Every Day Programme</i> website is provided for students’ self-access learning.</li> </ol>	<ol style="list-style-type: none"> <li>1 Evaluation of students’ performance in the assessment of one comprehension extracted from English Builder</li> <li>2 Monitoring by teachers</li> <li>3 Records of students’ results in the on-line programme</li> </ol>	Pun LH Cheung CW Cheung WS	Form Coordinators  <i>Refer to</i> English Enhancement Scheme Application
<b>1.4 To reinforce effective self-learning by planning the “Level Enhancement Self-learning Scheme”</b>	9/ 2012 to 6/ 2013	<ol style="list-style-type: none"> <li>1 Five sets of supplementary learning materials in five levels are provided under the “Level Enhancement Self-learning Scheme” for F.1 students.</li> <li>2 Promoted by the school Function Group running for the scheme.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluation of students’ work</li> <li>2. Observation by teachers</li> <li>3. Records of students’ participation</li> </ol>	Pun LH	Related Function Group & Teaching Assistant
<b>2. Promote Whole-school Approach to reinforce the development of English Language learning</b>					
<b>Related strategies:</b>					
<b>2.1 Accomplish the “English Enhancement Scheme” (The sixth year)</b>	9/ 2007 to 6/ 2013	<ol style="list-style-type: none"> <li>1. <b>Drama learning</b> is integrated into F.1 curriculum.</li> <li>2. <b>Short Stories</b> is integrated into F.2 curriculum.</li> <li>3. <b>Poems and Songs</b> is integrated into F.3 curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participation of students in the elective courses</li> <li>2. Participation of students in game booth</li> </ol>	Pun LH	Form Coordinators  <i>Refer to</i>

Implementation Plan & Related Strategies	Implementation Schedule	Performance Indicators	Assessment Mechanism	Teacher in charge	Resources Required
		<ol style="list-style-type: none"> <li>4. <b>Social Issues</b> is integrated into F.4 curriculum.</li> <li>5. <b>Popular Culture</b> is integrated into the curriculum of two F.5 classes.</li> <li>6. <b>Workplace Communication</b> is integrated into F.6 curriculum.</li> <li>7. <b>Game Booth activities</b> are held on English Speaking Days. One of the game booths is prepared by school English teachers. Another one is prepared by external organization.</li> <li>8. <b>On-line English Learning Programme – English Builder</b> is employed to foster students’ self-learning ability.</li> </ol>	<ol style="list-style-type: none"> <li>activities</li> <li>3. Participation of students in on-line learning programme</li> <li>4. Evaluation of students’ performance in the assessment of one comprehension extracted from English Builder</li> <li>5. Survey results or teachers’ observation of the courses and activities</li> </ol>		English Enhancement Scheme & Capacity Enhancement Grant (CEG) Application
<p><b>2.2 Optimize English Language writing scheme and improve students’ writing habit</b></p>	<p>9/ 2012 to 6/ 2013</p>	<ol style="list-style-type: none"> <li>1. F.1-F.3 students have to complete 4 Journal Writing per school term.</li> <li>2. F.1-F.4 students have to complete 3-4 book reports in the FYK English Passport.</li> <li>3. F.4 students have to read and write on current issues for Journal Writing with higher quality once a month.</li> <li>4. All F.1–F.3 students have to complete 6 short newspaper response and 3 extended newspaper writing in their newspaper scrapbooks per school term.</li> <li>5. All F.4–F.5 students have to complete 5 short newspaper response and 4 extended newspaper writing in their newspaper</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluation of students’ work</li> <li>2. Observation by teachers</li> <li>3. Evaluation of students’ <i>FYK English Passport</i> of the English Award Scheme</li> </ol>	Pun LH	All English teachers

Implementation Plan & Related Strategies	Implementation Schedule	Performance Indicators	Assessment Mechanism	Teacher in charge	Resources Required
		<p>scrapbooks per school term.</p> <p>6. Students' good work will be displayed as an encouragement.</p>			
<p><b>2.3 Cultivate students' English speaking habit in their daily life</b></p>	<p>9/ 2012 to 6/ 2013</p>	<ol style="list-style-type: none"> <li>1. English Wonderland Game Booth activities of the <i>English Enhancement Scheme</i> are run on alternate English Speaking Days.</li> <li>2. <i>Living English Every Day Programme</i> is implemented to foster students' knowledge of daily English.</li> <li>3. English Corner activities are held once a week to arouse students' English learning interests and speaking skills.</li> <li>4. <i>English Café</i> is launched to motivate students to speak with the NET in English.</li> <li>5. <i>The NET and the English Ambassadors and English Pioneers run Tuckshop English Express</i> on two Thursdays (English Speaking Day) during the Languages Fortnight to stimulate students' incentive to speak English in authentic situations.</li> <li>6. English teachers and some non-English teachers will be invited to give a speech in the morning assembly.</li> <li>7. Apart from English teachers, office staff and non-English teachers will speak English on Thursdays (English Speaking Day) with the provision of common expressions from the English Department.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' participation and evaluation of the activities</li> <li>2. Observation by teachers</li> <li>3. Analysis of students' <i>FYK English Passport</i> of the English Award Scheme</li> </ol>	<p>Pun LH Cheung CW Cheung WS NET</p>	<p>All English teachers, English Ambassadors &amp; English Pioneers</p> <p><i>Refer to English Enhancement Scheme &amp; Capacity Enhancement Grant Application</i></p>
<p><b>2.4 English learning materials displayed around the campus to provide more opportunities for students to</b></p>	<p>9/ 2012 to 7/ 2013</p>	<ol style="list-style-type: none"> <li>1. English idioms are displayed on every floor of the campus.</li> <li>2. English vocabulary of school facilities is displayed around the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluation of students' work</li> <li>2. Observation by teachers</li> </ol>	<p>Pun LH</p>	<p>All English teachers</p>

Implementation Plan & Related Strategies	Implementation Schedule	Performance Indicators	Assessment Mechanism	Teacher in charge	Resources Required
learn English		3. The useful daily expressions of Living English Every Day are displayed around the school.	3. Evaluation of students' <i>FYK English Passport</i> of the English Award Scheme		
<b>2.5 English Learning Activities are launched regularly to consolidate students' confidence in the use of English through cross-curriculum collaboration</b>	9/ 2012 to 7/ 2013	1. More cross-curriculum English learning activities are held to enhance learning experience of students by collaborating with other subjects or functional groups regularly.	1. Evaluation of students' work 2. Observation by teachers or survey result of cross-curriculum activities 3. Records of students' participation listed in their <i>FYK English Passport</i>	Pun LH Cheung CW	All English teachers
<b>3. Cater for students' needs and abilities in the senior secondary curriculum and improve the effectiveness of learning and teaching</b>					
<b>Related strategies:</b>  <b>3.1 Offer systematic training of high-order thinking skills and enhance critical thinking abilities to boost learning effectiveness</b>	9/ 2012 to 5/ 2013	1. Social Issues is integrated into F.4 curriculum to foster students' critical thinking skills. 2. Students read English newspaper every Thursday during Silent Reading session. 3. Students of different forms have to complete newspaper writing in their newspaper scrapbooks every Thursday.	1. Statistical analysis and evaluation of students' performance in newspaper reading activities 2. Evaluation and	Pun LH Cheung WS	All English teachers  Refer to English Enhancement Scheme

Implementation Plan & Related Strategies	Implementation Schedule	Performance Indicators	Assessment Mechanism	Teacher in charge	Resources Required
		4. F.4 students have to complete Journal Writing on current issues once a month for critical thinking practice.	observation of students' performance in project work		
<b>4. Develop students' abilities by catering for learning diversities among students effectively</b>					
<b>Related strategies:</b>					
<b>4.1 Introduce both oral presentation and group discussion skills in junior form to equip students with the speaking skills needed for senior form English Language curriculum</b>	9/ 2012 to 5/ 2013	1. Form 1 students are able to give a 1-minute oral presentation 2. F.2 & F.3 students are able to give a 2-minute oral presentation and carry out a 3-minute group discussion	Analysis of students' performance in speaking assessment	Cheung CW	<i>Refer to Budget Estimation</i>
<b>4.2 Split classes teaching is implemented to cater for learning diversities among high achievers, average achievers &amp; low achievers</b>	9/ 2012 to 6/ 2013	1. F.1-F.3 and F.5-F.6 students have split classes teaching to cater for learning diversities. 2. Students are able to complete the required homework under the expectation for various achievers. 3. Amount of work will be adjusted with reference to achievers' abilities. 4. Teachers set quizzes with reference to students' knowledge and abilities. 5. Bonus marks awarded for more encouraging questions are included in supplementary reading exercises to cater for learner diversity. 6. Different amount of graded exercises are set to cater for learner diversity.	Observation, evaluation reports & analysis of students' performance in daily assessments	Pun LH Cheung CW Cheung WS	English Teaching Resources Bank

<b>Implementation Plan &amp; Related Strategies</b>	<b>Implementation Schedule</b>	<b>Performance Indicators</b>	<b>Assessment Mechanism</b>	<b>Teacher in charge</b>	<b>Resources Required</b>
<b>4.3 Strengthen examination tackling skills and techniques in F.3 and F.6</b>	9/ 2012 to 5/ 2013	<ol style="list-style-type: none"> <li>1. F.3 and F.6 students are able to master the skills and strategies required in TSA and HKDSE English Language Examination.</li> <li>2. F.6 S classes have oral lessons with the NET every cycle.</li> <li>3. F.6 students practise speaking with the NET &amp; English teachers after lessons.</li> </ol>	Statistical analysis of students' performance in both internal and external examinations	Pun LH Cheung CW Cheung WS	F.3 & F.6 Coordinators
<b>4.4 Develop good language skills and English learning habits in brighter classes to help them become good examples for their schoolmates</b>	9/ 2012 to 6/ 2013	<ol style="list-style-type: none"> <li>1. Students' good writings are compiled and printed as 'Voice of Erudition'.</li> <li>2. Students display their work in the campus and share at the Campus TV for peer appreciation and learning.</li> <li>3. Campus TV Interactive learning activities will be implemented once a month by the NET.</li> </ol>	<ol style="list-style-type: none"> <li>1. Records of student work display and Campus TV sharing</li> <li>2. Statistical analysis of students' assessment results</li> </ol>	Pun LH Cheung WS	All English teachers & Campus TV Air Time
<b>4.5 Provide support to brighter students</b>	9/ 2012 to 8/ 2013	<ol style="list-style-type: none"> <li>1. More extension work is given to upgrade brighter students' learning.</li> <li>2. 6ABD(S) &amp; 6CE(S) classes have extra oral practice with the NET.</li> </ol>	Development of Teaching Resources Bank materials	Cheung WS	English Teaching Resources Bank
<b>4.6 Motivate weaker students to learn</b>	9/ 2012 to 6/ 2013	<ol style="list-style-type: none"> <li>1. More encouragement and praises is given to less able students.</li> <li>2. Work meeting their needs and standards is provided to different ability groups.</li> <li>3. Core and non-core curriculum are listed in teaching schedules.</li> <li>4. Enhancement courses are run for students requiring more practices on English Language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Statistical analysis of students' participation in enhancement courses</li> <li>2. Development of Teaching Resources Bank</li> </ol>	Pun LH Cheung CW Cheung WS	<i>Refer to Budget Estimation</i>



Implementation Plan & Related Strategies	Implementation Schedule	Performance Indicators	Assessment Mechanism	Teacher in charge	Resources Required
			materials 3. Teachers' observation of students' performance		

**Major Area of Concern 2:**      *Establish a culture of appreciation and boost personal qualities*

<b>1. Provide Life-wide Learning (LWL) opportunities for students to develop their potentials and broaden their horizons</b>					
<b>Related strategies:</b>					
<b>1.1 Enrich students' experiential learning and their whole-person development through systematic implementation of Life-wide Learning (LWL)</b>	9/ 2012 to 7/ 2013	<ol style="list-style-type: none"> <li>1. More cross-curriculum learning activities are held to enhance learning experience of students by collaborating with other subjects or functional groups.</li> <li>2. Junior form students will learn English through interactive computer games and worksheets provided by the NET in the English Corner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation by teachers or survey result of cross-curriculum activities</li> <li>2. Records of students' participation listed in their <i>FYK English Passport</i></li> </ol>	Pun LH Cheung CW Cheung WS	All English teachers & English Corner activities
<b>1.2 Encourage students to take part in English activities &amp; competitions to build up their confidence in use of English</b>	9/ 2012 to 7/ 2013	<ol style="list-style-type: none"> <li>1. Students are encouraged to participate in English-speaking activities organized throughout the school year.</li> <li>2. English activities are launched during Languages Fortnight to offer students the opportunities to learn English via different subjects.</li> <li>3. English Ambassadors and English</li> </ol>	<ol style="list-style-type: none"> <li>1. Statistical analysis of the activities</li> <li>2. Observation by teachers</li> <li>3. Evaluation of students' <i>FYK English Passport</i></li> </ol>	Pun LH Cheung CW Cheung WS	All English teachers

		Pioneers are trained to run English-Speaking games for schoolmates.			
<b>1.3 Implement project work in both junior form and senior form to foster students' self-learning ability and generic skills</b>	9/ 2012 to 6/ 2013	1. Implement English Award Scheme for F.1–F.4 students who have to complete the <i>FYK English Passport</i> for award achievement. 2. F.2 students have to work on a mini-project.	1. Analysis of students' <i>FYK English Passport</i> 2. Evaluation of students' performance in project work 3. Evaluation and observation of students' performance in English activities	Pun LH Cheung CW Cheung WS	All English teachers  <i>Refer to</i> English Enhancement Scheme & CEG Application
<b>1.4 Collaborate with external organizations to develop students' language potential &amp; encourage them to participate in competitions and activities run by external organizations</b>	9/ 2012 to 7/ 2013	Students will strengthen their English speaking skills and confidence through participation in competitions and activities run by external organizations.	Evaluation of students' performance in the activities	Pun LH Cheung WS	Shatin College & Other organizations & All English teachers
<b>2. Foster students' self-discipline and self-autonomy</b>					
<b>Related Strategies:</b>					
<b>2.1 Develop students' leadership through various life-wide learning activities</b>	9/ 2012 to 8/ 2013	1. Students are trained to be MCs of various English learning activities. 2. English Ambassadors and English Pioneers are responsible for organizing game booth activities and other English	Statistical analysis of activities hosted by student MCs and also by English Pioneers & English Ambassadors	Pun LH Cheung WS	All English teachers & English Ambassadors

		learning activities.			
<b>2.2 Provide opportunities for students to do open sharing in English</b>	9/ 2012 to 6/ 2013	<ol style="list-style-type: none"> <li>Students of different forms are invited to do sharing on Campus TV programmes every Thursday.</li> <li>Encourage students to participate in Hong Kong Schools Speech Festival (HKSSF).</li> <li>Participants of HKSSF have to perform twice in the school before the Speech Festival competition (Oct. 2012 and Nov. 2012).</li> </ol>	<ol style="list-style-type: none"> <li>Statistical analysis of students' sharing on Campus TV programmes</li> <li>Statistical analysis of participation in HK Schools Speech Festival</li> </ol>	Campus TV Teacher in charge  Speech Festival Teacher in charge	Campus TV Air Time  All English teachers
<b>3. Cultivate a proper and positive value among students and develop their integrity</b>					
<b>Related Strategies:</b>					
<b>3.1 Develop an English Award Scheme to encourage students to participate in English learning activities persistently</b>	9/ 2012 to 6/ 2013	Students have to participate in different activities and achieve targets to gain the award. The recommended to-be-completed activities in the school year include English Reading Scheme, English Wonderland Activities, Living English Notes, English Corner Activities, English Week Activities and Inter-school English Activities.	Analysis of students' <i>FYK English Passport</i> of the English Award Scheme	English Award Scheme Teacher in charge	All English teachers
<b>4. Broaden students' international horizons and enable them to respect cultural diversity</b>					
<b>Related Strategies:</b>					
<b>4.1 Collaborate with external organizations to bring in different cultures with global</b>	9/ 2012 to 6/ 2013	<ol style="list-style-type: none"> <li>Senior form students participate in the cultural exchange activities with Shatin College students.</li> <li>Organize game booth activities with</li> </ol>	Evaluation and observation of students' performance in the	Pun LH Cheung WS	<ol style="list-style-type: none"> <li>All English teachers</li> <li>Shatin College</li> </ol>

visions		themes related to different nations and cultures.	activities		3. Other organizations
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**Major Area of Concern 3: Enhance professional capacity and uphold team collaboration spirit**

Implementation Plan & Related Strategies	Implementation Schedule	Performance Indicators	Assessment Mechanism	Teacher in charge	Resources Required
<b>1. Foster professional development through experience sharing</b>					
<b>Related Strategies:</b>					
<b>1.1 Conduct peer lesson observation for sharing among English teachers</b>	9/ 2012 to 6/ 2013	Every English teacher has to observe other colleagues' lessons and conduct lessons for observation at least once a year.	Lesson observation records	Pun LH	All English teachers
<b>1.2 Conduct lesson observation under the Mentoring Circle Scheme</b>	9/ 2012 to 6/ 2013	The Panel Head has to observe lessons of English teachers to foster experience sharing.	Lesson observation records	Pun LH	All English teachers
<b>1.3 Encourage Form Coordinators to conduct regular meetings for sharing of teaching ideas and good practices</b>	9/ 2012 to 8/ 2013	Each Form Coordinator has to conduct Form-based meetings for sharing at least twice a term.	Reports of form meeting	Pun LH Cheung CW Cheung WS	All Form Coordinators
<b>1.4 Encourage teachers to develop and share teaching materials and teaching ideas</b>	9/ 2012 to 8/ 2013	Teaching materials and ideas are pooled into the English Teaching Resources Bank where teachers can share ideas for English learning and teaching.	1. Statistical analysis of the materials in English Teaching Resources Bank 2. Sharing of teaching materials among teachers	Cheung WS	English Teaching Resources Bank
<b>1.5 Invite teachers to share good and inspiring English teaching</b>	9/ 2012 to	Teachers who have attended seminars or workshops or who have gained experience	Statistical analysis of teachers' sharing in	Pun LH	English Panel Meetings

<b>Implementation Plan &amp; Related Strategies</b>	<b>Implementation Schedule</b>	<b>Performance Indicators</b>	<b>Assessment Mechanism</b>	<b>Teacher in charge</b>	<b>Resources Required</b>
ideas gained from seminars, workshops or through experience as a marker or an oral examiner	8/ 2013	as a marker or an oral examiner in public examinations will share useful English teaching ideas in English panel meeting.	English Panel Meeting		
<b>2. Ensure smooth implementation of New Senior Secondary Curriculum</b>					
<b>Related Strategies:</b> <b>2.1 Prepare teachers for Senior Secondary Curriculum by attending relevant seminars and workshops organized by EDB &amp; other educational bodies</b>	9/ 2012 to 8/ 2013	Teachers teaching senior form English are given the priority to receive opportunities to attend senior secondary seminars and workshops.	Statistical analysis of teacher training for English Language curriculum	Pun LH	All English teachers
<b>3. Strengthen communication with all stakeholders through sufficient consultation and their participation in major school policies</b>					
<b>Related Strategies:</b> <b>3.1 Consult teachers for opinions and suggestions on new major policies and existing strategies</b>	9/ 2012 to 8/ 2013	Teachers are given the opportunities to express opinions or offer advice before implementation of new major policies or amendment of existing strategies.	Consensus among English teachers on new and existing policies and strategies	Pun LH	All English teachers
<b>4. Establish a self-evaluated and self-improved system by implementing the practice of paradigm shift in management</b>					
<b>Related Strategies:</b> <b>4.1 Implement a two-way appraisal system</b>	9/ 2012 to 8/ 2013	The Panel Head appraises the performance of panel members and the vice versa for the betterment of English	Observation, appraisal form filling and interview of both	Pun LH	All English teachers

<b>Implementation Plan &amp; Related Strategies</b>	<b>Implementation Schedule</b>	<b>Performance Indicators</b>	<b>Assessment Mechanism</b>	<b>Teacher in charge</b>	<b>Resources Required</b>
		learning and teaching and departmental development.	Panel Head and panel members		