

TSUEN WAN PUBLIC HO CHUEN YIU MEMORIAL COLLEGE

ENGLISH LANGUAGE CURRICULUM PLAN

2016-2017

I. Objectives

For All Forms	<p>a. To develop a balanced and coherent school-based English Language curriculum that caters for the diverse needs of students</p> <p>b. To provide our students with an English language environment that is conducive to the development of a high level of language competence so as to equip them for working and furthering their studies in the medium of English</p> <p>c. To develop students as active, independent learners of English by:</p> <ul style="list-style-type: none">➤ using a variety of graded teaching materials that help students to acquire effective language and study skills➤ promoting extensive reading across the curriculum➤ providing engaging and instructive extra-curricular activities that complement the formal English curriculum <p>e. To promote team-building and experience-sharing among English teachers for improving effectiveness in teaching and learning</p>
For Junior Forms	<p>To arouse students' interest in English and build up a solid foundation for learning it through:</p> <ul style="list-style-type: none">➤ a structured approach to teaching students how to read and respond to texts➤ the introduction of a fair range of informational and language arts texts of different subjects, themes and genres➤ the teaching of vocabulary learning and building skills
For Senior Forms	<p>a. To prepare students for the public examinations and tertiary education by:</p> <ul style="list-style-type: none">➤ setting major teaching focuses at Form 4 to consolidate students' previous knowledge and skills acquired➤ fine-tuning their writing styles and boosting their eloquence➤ promoting extensive reading across the curriculum <p>b. To extend students' language and study skills and develop their critical thinking skills through:</p> <ul style="list-style-type: none">➤ a wide range of authentic reading, listening and viewing materials➤ the teaching of grammar at the sentence and text levels (i.e. sentence building and simple analysis)➤ further focused teaching and recycling of vocabulary

II. Analysis of the Current Situation

<i>Stakeholders</i>	<i>Strengths</i>	<i>Limitations / Threats</i>
School	<p>a. As one of the few EMI schools in the district, the school provides support to the enrichment of the English environment, proved by the following measures:</p> <ul style="list-style-type: none"> ➤ English Speaking Days on Wednesdays ➤ Morning assemblies on Wednesday hosted by English Prefects ➤ Abundance of opportunities for teachers and students to have English sharing in the morning assemblies ➤ Major school functions (Opening Ceremony and Closing Ceremony, Speech Day, Sports Day, etc.) held in English and hosted by students <p>b. Split groups for the F.2 normal classes have been adapted to strengthen English teaching and learning</p> <p>c. LAC Committee was set up to facilitate collaboration between English department and other subjects</p> <p>d. Enrichment and enhancement English courses are provided for target students</p> <p>e. Reading Corners (F.1 – F.3) and English Café are set up to enrich the English environment</p>	<p>a. Not all teachers are ready to speak in English out of the classroom on English Speaking Days</p> <p>b. Not all subject panels / teachers are prepared to incorporate LAC elements in their programme plans</p> <p>c. The standards of the service providers for enrichment and enhancement courses vary</p>
The English Department	<p>a. Teachers in the department are highly cooperative and always ready to make efforts to assist students' learning</p> <p>b. All senior form English teachers have completed NSS trainings organized by the EDB</p> <p>c. The working relationship among English teachers is harmonious</p>	<p>a. The English curriculum at the senior level was confined to the preparation of public examination but there was only a limited percentage of students who obtained 5**.</p> <p>b. English teachers are loaded with duties from various committees or even other subjects, so there is not much space for them to plan new teaching strategies and evaluate the existing</p>

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Students	d. Most students are obedient, industrious and well-disciplined e. Most students are aware that they have to speak English with English teachers	c. Some students lack motivation to learn d. Learner diversity is becoming more significant More could be done to narrow down the gap between the more and less able students. e. Students lack initiatives to read extensively

III. Major Concerns

f. To promote a reading habit among students

<i>Measure</i>	<i>Success Criteria</i>	<i>Method of Evaluation</i>	<i>Time</i>	<i>Person-in-charge</i>	<i>Resources</i>
1.1 Explicit teaching of reading so that students know how to read and respond to texts	Students are able to appreciate and respond to what they read	<ul style="list-style-type: none"> ➤ Meaningful entries in students' reading journals ➤ Assessments on readers (comprehension and presentation) 	Whole year	English teachers	Class readers and books in school library
1.3 Adding Language Arts to the junior form curriculum	Students enjoy and appreciate what they read	<ul style="list-style-type: none"> ➤ Check worksheets 	Whole year	Junior form English teachers	Materials recommended by teachers
1.4 Adding Language Arts to the senior form curriculum --- Introducing the first chapter / most impressive part of classic novels to senior form students	Students are motivated to read some classic novels & poems	<ul style="list-style-type: none"> ➤ Better performance at the SBA sharing and assessment ➤ Teachers' observation 	Whole year	Senior form English teachers	Materials recommended by teachers

1.5 Inviting teachers and English Prefects to do book/movie sharing in morning assemblies	Students are motivated to read and view what was recommended to them	➤ Check morning assembly timeslot booking form	Whole year	English teachers English Prefects	
1.6 Collaborating with school library and Reading Committee to enhance reading atmosphere in school	Students can make use of resources in school library and develop a habit of reading	➤ School library circulation records	Whole year	English teachers School librarian	

2. To strengthen the lexical development of students

<i>Measure</i>	<i>Success Criteria</i>	<i>Method of Evaluation</i>	<i>Time</i>	<i>Person-in-charge</i>	<i>Resources</i>
2.1 Teaching vocabulary learning & building strategies with graded focuses - Junior forms: ➤ Spelling ➤ Word form ➤ Synonyms and antonyms Senior forms: ➤ Paraphrasing ➤ Collocation ➤ Connotation	Students' improvement in reading comprehension and writing	➤ Review on students' academic results ➤ Teachers' observation	Whole year	English teachers	
2.2 Students making their own vocabulary book under themes	Students are able to remember new words effectively	➤ Students' reading and writing performance ➤ Teachers' observation	Whole year	English teachers	

2.3 Setting regular review for students' vocabulary learning	Students' vocabulary is expanded	<ul style="list-style-type: none"> ➤ Students' vocabulary quiz results ➤ Teachers' observation 	Whole year	English teachers	
2.4 Collaborating with the NET to work for vocabulary consolidation	Students can make use of the vocabulary for different writing and speaking activities and tasks	<ul style="list-style-type: none"> ➤ Students' reading and writing performance results ➤ Teachers' observation 	Whole year	English teachers	

3. To strengthen students' understanding of grammar at the sentence and text level

<i>Measure</i>	<i>Success Criteria</i>	<i>Method of Evaluation</i>	<i>Time</i>	<i>Person-in-charge</i>	<i>Resources</i>
3.1 Explicit teaching of sentence and text structures (i.e., simple, compound and complex sentences, text features based on the texts in the textbooks/ exam papers)	Improved performance in writing	<ul style="list-style-type: none"> ➤ Students' writing and academic results ➤ Teachers' observation 	Whole year	English teachers	
3.2 Providing extra authentic English articles for Senior form students to learn dialectic language styles	Students make improvements in writing	<ul style="list-style-type: none"> ➤ Review on students' academic results, especially for the public Examination ➤ Teachers' observation 	Whole year	English teachers	

4. To develop mobile learning for English Language

<i>Measure</i>	<i>Success Criteria</i>	<i>Method of Evaluation</i>	<i>Time</i>	<i>Person-in-charge</i>	<i>Resources</i>
4.1 Making use of online services to facilitate students' learning of English	Improved performance in reading and listening	<ul style="list-style-type: none">➤ Students' reading and listening results➤ Teachers' observation	Whole year	English teachers	