Refined English Enhancement Scheme
School-based Plan A

Name of School: Sik Sik Yuen Ho Fung College

Categories of English Enhancement Measures

(A) School-based curriculum development: For example, cross-curricular English enhancement programmes, programmes for English learning in different key stages, programmes for strengthening teaching in the English medium in non-language subjects, programmes for implementing the Extended Learning Activities in English in non-language subjects, etc.

(B) Enhancing the professional capability of teachers: For example, organising professional development courses for teachers on the learning and teaching of the English language / on teaching non-language subjects in the English medium, hiring professional service to promote teacher collaboration, conducting English learning activities and workshops for teachers, etc.

(C) Providing English learning activities for students: For example, organising courses on listening, speaking, reading and writing, conducting activities inside and outside the classroom, including exchange programmes, etc.

(D) Other support measures: For example, hiring teaching assistants, etc.

(E) Measures enriching the English language environment.

Refined English Enhancement Scheme

(I) School-based Plan

Measures	Category	Description of Measures	Levels and No. of Students Involved	No. of Teachers Involved	Estimated Expenditure	School-based Monitoring and Evaluation Mechanism

1	A	**School-based cross-curricular teaching resources and learning platform between English Language and Integrated Science (IS)**
		
		Objectives:
		• To develop a school-based cross-curricular teaching resource and learning platform for English and IS, which aims at facilitating students' fundamental English language skills on subject knowledge and effective communication
		• To produce a teaching and learning resource kit for teachers in the involved subject on self-access learning
		• To nurture students' learning diversity through individualised learning paths that make use of topics, scenarios and multiple means of presentation
		
		Collaboration model:
		Teachers will co-plan with the service provider on the development direction, scopes, and implementation schedule. The service provider should have a team of expertise to assist us in this project. We expect a project manager with a master degree or above and with experience serving school-based projects. For the content development part, we expect the expertise to have a degree or a master degree in Science and experience in designing and implementing education projects.
		
		There will be common topics sharing between the two subjects:
		• English Language lessons will aim at facilitating students' language skills on expressing opinions and participating in classroom discussion;
		• IS lessons will focus on developing students' fundamental science knowledge and inspiring them to interpret the content through multiple perspectives; and
		• Teachers will assign learning materials and exercises that are aligned with their scheme of work and provide the resources to students either in class or at home.
			S1-S2: 340	IS teachers: 5 (including panel head)
				S1-S2 English teachers
					Sep 2011 - Aug 2012: $60,000
					
					Sep 2012 - Aug 2013: $60,000
					
					Total:
					$120,000
					(6 modules per form x 2 forms, each module has 3 chapters)
						• Nominate a REES monitoring co-ordinator
						• a) Try out material developed
						  b) Peer observation
						  c) Evaluation report
						• Teacher survey on their perception of the cross-curricular approach in classroom teaching
						• Teachers' observation on students' learning performance
						• Data analysis extracted from the platform to evaluate students' participation and performance
						• Pre- and Post-assessment conducted to evaluate the learning progress and the effectiveness of the teaching

		Implementation plan:				
		• All the modules should be aligned with our school-based curriculum and teaching schedule. This connection will allow us to connect the programme with our formal IS curriculum. The topics will be focused on energy, living things, electricity and sensing the environment.				
		• Teachers will attend an orientation workshop given by the service provider. Students will be taken to the school MMLC to learn about the programme under teachers' supervision.				
		• English teachers will supervise the students using the software for the first few times. We want to create a serious atmosphere of self-study. After these sessions we want students to complete these activities either in class or at home. Follow-up discussion will be conducted at regular intervals.				
		• The programme developed will be graded. The follow-up exercise of each module will have different questions. The programme should come with different learning entries, such as video or audio.				
		• Each follow-up exercise should start from easy questions (such as vocabulary questions and factual questions) to challenging questions (such as thematic, inference and reference questions). Mainstream students can take both while slow learners can focus on the easy questions.				
		Sustainability:				
		• With teachers involving in the development of the curricula, we will enhance the content, the deliverables, and the displays continuously in the future.				
		• Teacher's successful experience will be shared and extended among the entire school.				
		• The school should be able to use the programme during and after the project periods. Since the content for each module needs to be cleared from different sources, we will request the provider to provide us the right of use for all of our teachers and students.				
		Expected outcomes:				
		• Students' fundamental science knowledge will be consolidated.				
		• Students will enhance their language skills on effective communication.				
		• Students' self-access learning capability will be strengthened.				
		• Teachers will monitor students' progress through the Progress				

		Report emailed to teachers. Data will be analyzed to find out students' strengths and weaknesses. Further drilling will be given to students. • Through the authentic teaching and learning resources with video or audio, students will have more exposure in English through the study of IS. Students should be able to improve their listening, vocabulary and reading skills through this programme. • English teachers and IS teachers involved will sharpen their awareness of the inter-disciplinary needs of students in English and IS and hone their skills in catering to these specific needs. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 10% increment in post – assessment.				

2	A	**School-based teaching and learning archive across curriculum (EPA, Geography and History)**
		
		Objectives:
		• To develop a school-based cross-curricular teaching resource and learning platform for English, EPA, Geography and History, which aims at facilitating students' fundamental English language skills on subject knowledge and effective communication
		• To nurture students' balanced exposure in reading and listening on various subject knowledge
		• To promote collaborative learning experience during classroom teaching
		• To give students an opportunity to share, exchange, and inspire each other during and after classroom periods
		
		Collaboration model:
		• The archive will provide rich texts, videos, and audios as sources of inspiration for learning. It will cover the suggested topics and content of the following KLAs in English:
		   • Geography
		   • History
		   • Economics and Public Affairs (EPA)
		• Teachers will co-plan with the service provider on the development direction, scopes, and implementation schedule. The service provider should have a team of expertise to assist us in this project. We expect a project manager with a master
			S1-S3: 500	Geography teachers: 2
				
				History teachers: 2
				
				EPA teachers: 2
				
				S1 – S3 English teachers
					Sep 2011 - Aug 2012: $140,000
					
					Sep 2012 - Aug 2013: $140,000
					
					Total:
					$280,000
					(2 modules per form x 3 forms, each module has 3 chapters, total 3 subjects)
						• Nominate a REES monitoring co-ordinator
						• a) Try out material developed
						  b) Peer observation
						  c) Evaluation report
						• Teachers' observation of learning output
						• School monitoring of establishment and implementation of the programme
						• Teacher survey on their perception of cross-curricular approach in classroom teaching
						• Pre- and Post-assessment conducted to evaluate the learning progress and the effectiveness of the teaching

		degree or above and with experience serving school-based projects. For the content development part, we expect the expertise to have a degree or a master degree in Geography/ History/ EPA and experiencing in designing and implementing education projects. **Implementation plan:** • Teachers will attend an orientation workshop given by the service provider. Students will be taken to the school MMLC to learn about the programme under teachers' supervision. • English teachers will supervise the students using the software for the first few times. We want to create a serious atmosphere of self-study. After these sessions we want students to complete these activities either in class or at home. • For Geography, topics will be focused on urban environment and natural environment. • For History, topics will be focused on the growth and development of Hong Kong, the international co-operation and efforts towards peace and also the scientific and technological development. • For EPA, topics will be focused on local issues and the living in Hong Kong. **Sustainability:** • Teachers will review the progress and feasibility of each class on a regular basis. • Teachers will have hands-on experience of the collaborative learning approach, which can be useful for future practice. • All resources developed will be owned by the school and can be retained and re-used for future student training and teachers' reference. • The school should be able to use the programme during and after the project periods. Since the content for each module needs to be cleared from different sources, we will request the provider to provide us the right of use for all of our teachers and students. **Expected outcomes:** • Students' fundamental subject knowledge will be consolidated. • Students' exposure to subject vocabulary, listening skills and reading skills will be enhanced. • Students' self-access learning capability will be strengthened. • Teachers will monitor students' progress through the Progress				

				Report emailed to teachers. Data will be analyzed to find out students' strengths and weaknesses. Further drilling will be given to students. • English teachers, Geography teachers, History teachers and EPA teachers involved will sharpen their awareness of the inter-disciplinary needs of students in these subjects and hone their skills in catering to these specific needs. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 10% increment in post-assessment.				
3	A	**English online course on integrated skills** **Objectives:** • To develop students' integrated skills in authentic English with up-to-date content every year • To nurture students' self-access learning habit and culture with guided and balanced exposure to NSS core and elective topics • To integrate tailored multimedia teaching resources for classroom teaching covering the subjects of English Language, Liberal Studies, Science, Humanity subjects etc. **Implementation plan:** • Well-designed curriculum mapping should be developed as the backbone of the interactive learning programme. • Structured thematic topics and cross-theme approach should be adopted at all levels of the programme so that students can learn from different perspectives and learn how to connect different factors to build up their own opinion. • Lesson plan should be delivered for each single lesson so that teachers can preview it in PDF format. • Updated content should be covered. • Assessment of learning and for learning elements should be integrated and clearly structured throughout the whole year programme. • Class English teachers will review the progress with the weekly Excel progress report. Teachers will supervise students to finish uncovered units in the language lab. • A clear school-based policy will be set and inform both parents and students at the beginning of the school year. • Catch-up period will be allowed each term so that slow learners or lazy learners can meet the expected standard.	S1-S7	S1 – S7 English teachers	Sep 2011 - Aug 2012: $49,000 Sep 2012 - Aug 2013: $49,000 Sep 2013 - Aug 2014: $49,000 Total: **$147,000**	• Pre- and post-assessment conducted to evaluate the learning progress and the effectiveness of the teaching • Annual progress report showing usage of each class, each form and whole school • Teacher survey to collect teachers' feedback • Students' survey to be conducted each year to collect their feedback

			• Award scheme will be launched to the whole school and inter-class competitions will be held. **Sustainability** • All the lesson plans (both self-access learning and classroom teaching resources) should be downloadable for us to store at our school intranet. • The classroom teaching resources delivered during the service period should be accessible to our school after the service period. • The self-learning culture and practice developed brings a solid foundation for us to go forward in the future years. **Expected outcomes:** • Multi-media classroom teaching resources related to NSS electives and core themes are integrated into our classroom teaching. • Our teachers can access the classroom teaching resources either through the service provider's server or in CDs. • All the lesson plans will be stored at our school intranet as our NSS teaching and learning resources. • Students' integrated skills and analytical thinking are sharpened. • Teachers can make use of up-to-date current issues presented in multimedia for teaching to arouse learning interest. • School's self-learning culture is nurtured. • Students should show a 10% increment in post-assessment.			
4	C		**Creative writing course** **Objectives:** • To introduce the basic concepts/ elements of short stories, which include time, characters, setting, characterization, point of view, figure of speech, plot and theme • To teach students how to read and appreciate short stories including the following skills: predicting, accessing prior knowledge, making connection, questioning, visualizing, inferring, determining importance, synthesizing and monitoring comprehension • To guide students to write a story/ make a portfolio of short stories • To get students to think creatively and to put those creative ideas down on paper in the form of free writing and writing	S2: 180	S2 English teachers	Sep 2011 – Aug 2012: $750 per hour 10 groups of S2 students, and each group will have 25 hours of creative writing lessons for 1 year Total: **$187,500** (10 groups X 25hours X $750)	• Teachers will try out some lessons to get hands-on teaching experience. • Feedback will be collected from service provider on students' performance and suitability of material developed. • Teacher survey on their perception of the teaching approach in classroom teaching

		with different stimuli, for example, music, images etc. • To teach students the story telling and presentation skills like voice projection, articulation, tone, emphasis, emotion expression, body movement, eye contact and gesture • To produce a school-based teaching and learning resource kit for the school that can sustain • To nurture students' learning diversity through individualized learning paths that make use of topics, scenarios and multiple means of presentation **Collaboration model**: Teachers will co-plan with the service provider on the development direction, scopes, and implementation schedule. The service provider should have a team of expertise to assist us in this project. We expect a project manager with a master degree or above and with experience serving school-based projects. For the content development part, we expect the expertise to have a degree or a master degree in English Studies, English Literature or related subjects in designing and implementing education projects. We expect teachers to have a degree in related areas in English. **Implementation plan:** • There will be 10 groups of S2 students, and each group (maximum 18 students per group) will have a 25-hour creative writing course in timetabled lessons for 1 year. All junior form teachers will be invited to sit in the workshops to observe and learn. • All the modules should be aligned with our school-based curriculum and teaching schedule. This connection will allow us to connect the programme with our formal English curriculum. Teachers will attend an orientation workshop given by the service provider. • Teachers will co-teach the class with the NEDT. We want to create a funny and interesting atmosphere to encourage students' participation. • Through the authentic teaching and learning resources with video or audio, students will have more exposure in English through creative writing. Students should be able to improve their writing skills and creativity through this programme. **Sustainability:** • With teachers involving in the development of the curricula, we will enhance the content, the deliverables, and the displays				• Teachers' observation on students' learning performance • Data analysis extracted from the platform to evaluate students' participation and performance • Pre- and Post-assessment conducted to evaluate the learning progress and the effectiveness of the teaching

		continuously in the future.				
		• Teacher's successful experience will be shared and extended among the entire school.				
		• The school should be able to use the programme during and after the project periods. We will request the provider to provide us the right of use for all of our teachers and students.				
		Expected outcomes:				
		• Students' fundamental knowledge of the basic elements of short story will be consolidated.				
		• Students' creativity will be enhanced.				
		• Students' interest in learning English will be increased.				
		• Students' confidence in using and writing language will increase.				
		• Students' vocabulary bank, ability to generate ideas and form different sentence structures will be improved.				
		• Students' presentation and story telling skills will be strengthened.				
		• Teachers involved will sharpen their awareness of the needs and benefits of teaching English through creative methods and multiple intelligence.				
		• The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference.				
		• Students should show a 5% increment in post-assessment.				
5	C	**Drama workshops** **Objectives:** • To hire consultants to conduct drama workshops to boost students' language skills and learning interests through dramatic activities • To provide an opportunity for our teachers to co-teach and acquire the related skills with hands-on experience on teaching drama **Collaboration model:** Teachers will co-plan with the service provider on the development direction, scopes, and implementation schedule. **Implementation plan:** • There will be 8 groups of S1 students, and each group (maximum 18 students per group) will have a 20-hour drama course in timetabled lessons for 1 year. S1 teachers will be	S1: 140	S1 – S3 English teachers	**Sep 2012 - Aug 2013:** Professional development training for teachers: $15,000 (10 hours x $1,500/hour) 8 groups of S1 students, and each group will have 20 hours of drama lessons for 1 year: $128,000 (8 x 20 x $800/hour)	• Teachers will try out some lessons. • Feedback will be provided by service provider. • Peer lesson observation • Students' formative assessment results in English • Class performance or school performance by the students • Student and teacher interviews, questionnaires • Review meetings

			invited to sit in the workshops to observe and learn. They will then co-teach with service provider to get hands-on experience. • S1 – S3 teachers will take part in the professional development training course. Teachers are expected to share their learning materials and insights gained in the course with other English teachers upon completion of their course. • Service provider will offer video clips to teach students' act-out skills. **Sustainability:** • All the teaching and learning materials developed will be incorporated into the curriculum for the next year. • All the key teaching and technical elements will be recorded and documented for future reference. • Teachers will sit in and observe the teaching process to learn the skills for their teaching for the following years. • Review and adjustment will be conducted at regular intervals to make the programme sustainable and more effective. **Expected outcomes:** • Students will enhance their language proficiency and increase their learning interests through dramatic activities. • Students will have confidence and skills in making presentations and will learn how to appreciate drama productions in terms of character reading and stage expression. • Teachers will acquire the related skills with hands-on experience on teaching drama. • Teachers will share their learning materials and insights gained in the course with other English teachers upon completion of their course. • Students should show a 5% increment in formative speaking assessments in English.			Hire consultancy to develop drama teaching and learning materials which integrate with our curriculum: $50,000 Total: **$193,000**	among English teachers
6	E	**Live English language drama** **Objectives:** • To arouse students' interest and motivation to learn English through drama • To enhance students' confidence in role playing speaking tasks by further boosting their drama interests • To benefit the maximum number of students through a whole-school performance	S1–S7	S1– S7 English teachers	Sep 2011 - Aug 2012: $20,000 Total: **$20,000**	• Teacher and student questionnaires provided for evaluation • Teachers' observation of students' involvement during the performance • Teachers' monitoring

		• To enhance teachers' ability in conducting drama-related learning activities **Collaboration model**: • Teachers have the opportunity to participate in an orientation workshop to enhance their skills of drama teaching. **Implementation plan:** • Pre-performance education aids involving reading and writing tasks will be delivered to students. • Students will watch a live interactive drama followed by a question and answer session which will enhance their listening skills and interest in watching English drama. • Post-performance education aids involving speaking and analytical tasks will be delivered to the students. **Sustainability:** • Teachers will participate in a drama workshop which will provide useful and practical teaching techniques that can be incorporated into their lessons. • Teachers will gain valuable insight into how they can make their classroom lessons more interesting, productive and meaningful with drama activities. **Expected outcomes:** • Students will be able to understand and appreciate scripts of a theatre production. • Students will develop greater interest in English drama. • Teachers will learn valuable techniques that can be incorporated into their daily lessons. • The taped-video of the drama shows can be recycled for future students' learning and teachers' reference.				of students' performance on pre and post-performance educational aids
				Total: $947,500	

(II) Expected output targets to be attained:

Measures	Expected Learning Targets to be Attained
1	• Students' fundamental science knowledge will be consolidated. • Students will enhance their language skills on effective communication. • Students' self-access learning capability will be strengthened. • Teachers will monitor students' progress through the Progress Report emailed to teachers. Data will be analyzed to find out students' strengths and weaknesses. Further drilling will be given to students. • Through the authentic teaching and learning resources with video or audio, students will have more exposure in English through the study of IS. Students should be able to improve their listening, vocabulary and reading skills through this programme. • English teachers and IS teachers involved will sharpen their awareness of the inter-disciplinary needs of students in English and IS and hone their skills in catering to these specific needs. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 10% increment in post-assessment.
2	• Students' fundamental subject knowledge will be consolidated. • Students' exposure to subject vocabulary, listening skills and reading skills will be enhanced. • Students' self-access learning capability will be strengthened. • Teachers will monitor students' progress through the Progress Report emailed to teachers. Data will be analyzed to find out students' strengths and weaknesses. Further drilling will be given to students. • English teachers, Geography teachers, History teachers and EPA teachers involved will sharpen their awareness of the inter-disciplinary needs of students in these subjects and hone their skills in catering to these specific needs. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 10% increment in post-assessment.
3	• Multi-media classroom teaching resources related to NSS electives and core themes are integrated into our classroom teaching. • Our teachers can access the classroom teaching resources either through the service provider's server or in CDs. • All the lesson plans will be stored at our school intranet as our NSS teaching and learning resources. • Students' integrated skills and analytical thinking are sharpened. • Teachers can make use of up-to-date current issues presented in multimedia for teaching to arouse learning interest. • School's self-learning culture is nurtured. • Students should show a 10% increment in post-assessment.
4	• Students' fundamental knowledge of the basic elements of short story will be consolidated. • Students' creativity will be enhanced. • Students' interest in learning English will be increased. • Students' confidence in using and writing language will increase. • Students' vocabulary bank, ability to generate ideas and form different sentence structures will be improved. • Students' presentation and story telling skills will be strengthened. • Teachers involved will sharpen their awareness of the needs and benefits of teaching English through creative methods and multiple intelligence. • The course materials will be owned by the school and can be retained and re-used for future student training and teachers' reference. • Students should show a 5% increment in post-assessment.

5	• Students will enhance their language proficiency and increase their learning interests through dramatic activities. • Students will have confidence and skills in making presentations and will learn how to appreciate drama productions in terms of character reading and stage expression. • Teachers will acquire the related skills with hands-on experience on teaching drama. • Teachers will share their learning materials and insights gained in the course with other English teachers upon completion of their course. • Students should show a 5% increment in formative speaking assessments in English.
6	• Students will be able to understand and appreciate scripts of a theatre production. • Students will develop greater interest in English drama. • Teachers will learn valuable techniques that can be incorporated into their daily lessons. • The taped-video of the drama shows can be recycled for future students' learning and teachers' reference.

(III) **A succinct explanation of implementing Refined EES measures and their integration with school language policy**

Our school has been an EMI institute adopting English as the medium of instruction for all academic and non-academic subjects (with the exception of Chinese Language, Chinese Literature, Chinese History, Chinese Language and Culture as well as Mandarin classes of S1-S3). The newly introduced NSS core subject – Liberal Studies is taught bilingually, though. It is against this background that we drafted up our Refined English Enhancement Scheme proposal, paying attention to key factors like student diversity, school-based curriculum development, sustainability of measures, cross-curricular perspectives and teachers' professional growth.

In our English Enhancement Scheme completed in 2008-2009, we included an online program – English Builder operated by Wiseman Education. Feedback from the program indicates that e-learning is an effective tool in enhancing students' self-access learning capability and addressing the issue of student diversity. It is also an appealing learning channel to students growing up in the digital age with constant exposure to multi-media data. In the Refined English Enhancement Scheme, we propose incorporating school-based e-learning input for our students. We wish to address the issue of language-across-the-curriculum.   Our IS teachers will discuss with our English teachers to identify the linguistic and cognitive needs of students in these two subjects. Consensus reached will then impact on the design and production of school-based cross-curricular teaching resources and learning platform between English Language and Integrated Science (proposed measure 1). Similar concepts will be applied to other key subjects in junior forms – Geography, History and EPA as witnessed in proposed measure 2 – school-based teaching and learning archive across curriculum (EPA, Geography and History). Teachers of the three non-language subjects will collaborate with English teachers in the process of design, production and fine-tuning of the archive materials. English and non-language teachers involved will sharpen their awareness of the inter-disciplinary needs of students in these subjects and hone their skills in catering to these specific needs. Materials developed will be owned by the school for future learning tasks and teachers' reference. Materials developed should be frequently referred to in respective lessons while the corpus will serve as regular home assignments. Performance on these assignments will be reckoned as daily marks of students in their yearly report. Parents will be notified of the programs and requested to help monitor the progress of their children. Awards and prizes will be granted to students with outstanding performance in these assignments. Inter-class competitions can be conducted on these assignments with winners complimented.

On the other hand, reviews on internal and external assessments reveal that our students are less competent in English writing. We wish to address this issue on two fronts – an online English supplementary programme comprising training in the four skills of reading, writing, listening and speaking (proposed measure 3) as well as a creative writing course for junior form students (proposed measure 4). It is believed that an online course giving students increased exposure to contemporary English on current issues and follow-up learning tasks will consolidate students' vocabulary, language sense and awareness of the community students live in, which are all conducive to improved writing competence. Students will also be challenged by built-in revision quizzes and regular assessments. Performance will be monitored by the built-in assessment mechanism which keeps English teachers updated of students' progress, strengths and weaknesses.

To ensure that proposed measure 3 is effectively implemented, there will be frequent interaction with the service provider regarding the pace and quality of materials created. With teachers' involvement, it is believed the programs worked out for proposed measure 3 will meet our students' needs. Methods suggested for proposed measures 1 and 2 i.e. lesson coverage, home assignments, reckoning of student performance in yearly report and awards will be adopted for proposed measure 3 as well.

With writing being the most demanding skill of language acquisition, it is believed that students should cultivate a strong inclination for it at an elementary stage which will blossom into solid proficiency at more advanced stages. Therefore, we suggest funding a creative writing course for S2 students which will challenge their imagination, develop their knowledge of structuring an essay and stimulate their interest in writing. There is the additional advantage of enhancing students' confidence and competence in speaking through oral presentation of their creative written work. To ensure maximum participation, we propose timetabling the course in school lesson hours. English teachers will sit in and hone their skills on teaching writing by observing the lessons.

In the English Enhancement Scheme completed in 2008-2009, we included a drama course run by Dramatic English for S2 students. The course received generally positive response from students and feedback indicates that the course is conducive to cultivating students' interest and confidence in speaking English. The course then was run on an extended learning activity mode outside school timetable. Some students were unable to turn up on schedule owing to various after-school engagements. To keep the merit of the drama course, we propose to include a drama course for S1 students in timetabled lessons (proposed measure 5). We target S1 students this round because we believe the course will serve as a bridge between Cantonese speaking primary lessons and English medium secondary lessons. The fun element of the course will drive away students' inherent fear for English, especially speaking English. They will then gain the confidence in speaking English. English teachers of junior forms will sit in the lessons and acquire the skills of conducting drama activities which are immensely helpful to developing students' oral skills. Teachers will learn more from the teacher workshops as well.

Complementing proposed measure 5 is proposed measure 6 which involves live drama shows in school. As drama is a strongly interactive medium of communication, all students will benefit in these live shows in terms of increased interest in drama appreciation and enhanced motivation on speaking English. Drama shows to be conducted in two consecutive years are expected to sustain the aforementioned benefits. Further knowledge on drama gained by teachers in the orientation teacher workshop will impact on their future teaching positively.

We believe our proposal carries huge potential in addressing the concerns of the Refined English Enhancement Scheme and we hope it will be considered positively by the vetting committee.