

HKFYG Lee Shau Kee College
Report on Use of Capacity Enhancement Grant (2014-15)

Total CEG receivable: \$402,852

Task Area	Major Areas of Concern	Strategies/ Tasks	Benefits Anticipated	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
To enhance students' English language proficiency	Raise students' awareness of articulation and accuracy as well as confidence in speaking English Build an English language-rich environment in school and raise interest in learning the language	Employ two full-time native English-speaking teachers to conduct oral lessons in S1, S2 and S3, help to organize activities (e.g. Drama Club, lunch time programmes) and be the resource person of English language among staff	<ul style="list-style-type: none"> Enhance collaboration between local teachers and NETs, especially in the area of drama education More opportunities for students to engage in authentic communication in English, and therefore students show improvement in using the language and confidence enhanced Students' exposure to western culture widened 	School subsidy for the salary for two part-time NETs: \$402,852	<ul style="list-style-type: none"> Students' motivation in learning the language raised as observed by local English teachers and evaluated by students 	<ul style="list-style-type: none"> Questionnaire surveys to English teachers and students Local English teachers' evaluation on the performance of the NETs employed 	<ul style="list-style-type: none"> English Department

Evaluation

- 91.7% of teachers agreed that NETs helped raised students' motivation in learning English.
- 83.3% of teachers are satisfied with the performance of both NETs.
- Both Subject Coordinators observed NETs' lesson and were satisfied with their pedagogical skills.
- 77.4% of students agreed that Language Room activities organized by the NETs encouraged them to be self-directed learners.
- NETs can be given more responsibilities in developing students' language skills outside classroom (e.g. oral practice with both junior and senior forms in lunchtime, phonics classes, and drama workshops).
- A clearer speaking curriculum can be worked out together with NETs for smoother transition and clearer goals for students to work upon to throughout the year.