

**The Hong Kong Federation of Youth Groups Lee Shau Kee College
Report on Use of Capacity Enhancement Grant (2015/16)**

Total CEG receivable: \$432,872

Task Area	Major Areas of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
To enhance the school's English learning environment	<ul style="list-style-type: none"> • To create authentic communication opportunities in English • Build an English language-rich environment outside classrooms 	Employ two full-time native English-speaking teachers (NETs) to conduct oral lessons in S1, S2 and S3, help to organize English activities and remediation programmes	<ul style="list-style-type: none"> • Students' confidence in using English enhanced through having regular speaking lessons with NETs in junior forms • English-learning atmosphere created through language activities held in lunch time • Late developers motivated through extra support provided by NETs 	Sept 2015- June 2016	Funding for the salary for two part-time NETs: \$432,875 (The School will pay the remaining)	<ul style="list-style-type: none"> • Internal Assessment Evaluation showing students' speaking skills enhanced • Students' motivation in learning English raised via English activities organized by NETs as observed by teachers and evaluated by students • Late developers and English teachers agreed that extra support provided by NETs is useful and effective 	<ul style="list-style-type: none"> • Internal Assessment Evaluation • Questionnaire surveys to English teachers and students • Teachers' evaluation 	<ul style="list-style-type: none"> • English Department

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Evaluation:

Students' confidence in using English enhanced through having regular speaking lessons with NETs in junior forms:

- Internal Assessment Evaluation shows that S.2 and S.3 students made progress in Group Interaction. S.2 students were able to use turn-taking phrases for group interaction while S.3 students showed improvement in making a meaningful speech in individual response. High ability S.1 students demonstrated more creativity in 2nd Examination.
- However, S.1 students showed little progress in speaking. It is suggested that concrete goals have to be set for the speaking curriculum for students, especially for S.1.

English-learning atmosphere created through language activities held in lunch time:

- 55% of students and 37.5% of local English teachers found lessons and English activities conducted by NETs motivated them to learn English.
- It is suggested that more promotion of English activities is to be made while the themes of activities have to be planned at the beginning of the School Year.

Late developers motivated through extra support provided by NETs:

- 37.5% of local English teachers found extra support provided by NETs useful and effective.
- It is suggested that more resources are to be provided to NETs for remediation purposes. Remediation should also focus on one skill and be run in a more systematic manner.