Evaluation Report on Use of Capacity Enhancement Grant (08-09)

1. Teaching Assistant Scheme

i) Implementation
Three teaching assistants, Ms. Jolie Lau, Ms. Phoebe Lam and Ms. Sonia Suen, were employed this year to help teachers in preparing IT teaching and learning materials as well as completing their non-teaching duties so that teachers could have more time to enhance their quality of teaching.

ii) Evaluation
From the performance appraisal received from teachers, the performance of the three teaching assistants was highly appreciated. Over 90% of the teachers were satisfied with the efficiency of the teaching assistants. Most of the teachers found the scheme functioning well and proposed that the scheme should be continued for the next academic year.

2. Mathematics Tutorial Course for weaker Arts S5 students

i) Implementation
The Mathematics Tutorial Course of three 3-hour lessons was held for 30 less able S5 students with the help of external agents to revise for them some selected topics of the syllabus and equip them better for the public examination. The Tutorial course was held from 7th to 21st February (3 Saturdays). The tuition fees (about $250 for each student) were to be paid by the school through the Capacity Enhancement Grant.

ii) Evaluation
In general, students who had joined the course gave positive feedback on the usefulness of the course. However, many of them expected for a longer course, which they thought would help them more. The course instructor felt that students were rather weak in foundation. In addition, he found that the students had not shown enough concentration in class when compared with past experience.


i) Implementation
In order to boost students’ English foundation through various means, widen their exposure in English, and develop their interest in debating, an English debating course was organized for a group of elite students in 2008-09. The class size was 25 and the participants were selected according to their English standards. During the course, students were introduced the art of debating at competition level. The course aimed also at developing students’ key debating skills such as confidence in public speaking, argumentation and critical thinking.

To the best advantage of students, an experienced debating coach with rich debating hands-on experience at university level was invited to run the workshop. The coach was the Internal Vice-captain of the Chinese University English Debating Team. She represented CUHK in participating in the Joint University Debating Championship, the 28th World Universities Debating Championship and the Ateneo Australs (International Debating Tournament). Also, she had participated in various debating workshops offered by professors and prominent debaters

A joint school English Debating Competition with Carmel Secondary School was held at the end of the course for students to demonstrate what they had learnt.
ii) Evaluation

The attendance rate was very high. Some students applied for leave occasionally because of sickness and clashes with other school activities. All participating students were asked to complete an evaluation form after the course. Feedbacks collected from the questionnaire were very positive. The course was successfully organized and students were generally satisfied.

Generally speaking, students were satisfied with the course. They had acquired English debating skills in an effectively way from a coach with first-hand debating experience at university. Through debating, they had further developed their critical thinking and argumentative skills and they had also become more confident in public speaking. Their skills were consolidated through frequent debating in class and their achievement was highly recognized by the debating coach. Students had become more familiar with the English Debating Style.

iii) Suggestion

Since students had benefited from the English Debating workshop and debating will be one of the electives in NSS, this kind of workshops should be held next year. An inter-class or joint school English Debating Competition can be held at the end of the term so students can demonstrate the skills they have acquired in the workshop. The number of workshops should be around 8 as students reflected they were often busy in engaging in other school activities.

To the best advantage of students, it is recommended to invite experienced debaters at university level as the school debating coach since they have hands-on experience in territory-wide debating competitions. Some of them are often invited by SCHOLAR (語常會) to hold various debating activities. It can widen students’ horizon and enhance learning effectiveness through learning from a debating expert.


i) Implementation

To help students better prepare for their SBA and TSA assessment, an extra English teacher was hired so that tutorials could be organized for S.3 and S.5 students and there would be sufficient manpower for split class teaching for all forms.

Interviews started in June 2008 and one full-time English teacher was selected to take up 3 junior form classes. To cater for learners’ differences, she was also required to take up afternoon remedial lessons for the bottom 40 students from S.1 and S.2. With extra manpower, oral split class lessons were arranged for all 27 classes throughout the whole academic year. School-based teaching materials on Speaking Skills were also written for junior forms and senior forms.

ii) Evaluation

From the results of a survey conducted in April 2009, more than 90% of all students from S.1-S.5 agreed that small class teaching was beneficial to their learning since they received more attention from teachers. Small class oral lessons also enabled them to actively participate in the lesson, contributing to increased confidence in their language abilities.

Various sets of school-based teaching materials on Speaking Skills had also been compiled for all forms from S.1-S.5, which will be able to replace the Oral textbook for students from the school year 2009-2010 onwards.

iii) Suggestion

It is suggested that this additional teacher should be kept so that small class teaching can be arranged for the benefits of the students.