

Clementi Secondary School

Evaluation of Refined English Enhancement Scheme 2013-14

Major Concern : Refined English Enhancement Scheme (Final Report)

Department : English

Strategy / task	Time frame	Resources	Success Criteria	Evaluation	Person in-charge
<p>(a) Reinforcing the implementation of the ELA in the junior level</p> <ul style="list-style-type: none"> - develop an online system for cross-curricular teaching materials between English and Geog, IS - Conduct English learning activities for Geog and IS 	<p>April 2013 – July 2014</p>	<ul style="list-style-type: none"> • All English teachers • Service provider • TA 	<p>For students:</p> <ul style="list-style-type: none"> • Can master more vocabulary and grammar items through effective delivery of ELA in the two subjects • Can apply the vocabulary and language structure learnt in the two subjects • Develop growing interest and motivation in acquiring English proficiency from other fields independently <p>For teachers:</p> <ul style="list-style-type: none"> • Can teach students reading and writing skills more effectively • Can produce a useful and effective teaching pack to conduct ELA 	<ul style="list-style-type: none"> - <i>develop an online system for cross-curricular teaching materials between English and Geog, IS</i> <ol style="list-style-type: none"> 1. In an attempt to download reading materials and videos of interest and relevance from the website, we met some obstacles despite the help from the service provider. Luckily, we have downloaded some materials and placed them on the e-classroom. 2. The Integrated Science Department and Geography Department have deployed some of the materials downloaded. Nevertheless, according to the survey conducted in January, they found the videos and pictures quite intriguing but the reading materials very difficult for the students. 3. The Teaching Assistant 	<ul style="list-style-type: none"> • HOD • Service provider

				<p>will have to modify some of the materials and basing on them set some worksheets, which will be put on the e-classroom as well.</p> <p>- <i>Conduct English learning activities for Geog and IS</i></p> <ol style="list-style-type: none"> 1. Three 2-session Geography and IS courses were organized in December and March respectively for 3 elite classes, one from each level of Junior Secondary. The courses were conducted in the medium of English after school on three afternoons. 2. The Geography teachers surveyed the participants and found almost all students found the courses useful and interesting. 3. The teachers of Geography and IS found the teaching materials useful and interesting. They will retain the materials for future use. 4. Two games days were organized on 20 Jan and 2 July 2014 as the post-examination activity. Totally 10 booths were set 	
--	--	--	--	---	--

				up and run by 5 NETs from the service provider and English Ambassadors.	
(b) Developing an e-learning English Language programme	Oct 2013 – July 2014	<ul style="list-style-type: none"> • All English teachers • TA • Service provider 	<p>For students:</p> <ul style="list-style-type: none"> • Can acquire English better under NSS through effective teaching and online materials • Can handle English exercises of various text types and levels of difficulties • Can achieve better results in English in the HKDSE <p>For teachers</p> <ul style="list-style-type: none"> • Can have more resources to teach students writing skills with the help of online materials • Can develop a useful and effective teaching pack for future use 	<ol style="list-style-type: none"> 1. The participation rate of the e-learning programme for S4 and S6 students was far behind our expectations yet students' awareness of the importance of wide reading has been heightened. 2. Some materials have been downloaded and retained onto e-Class to enrich our teaching resources. 	<ul style="list-style-type: none"> • HOD • Teacher-in-charge of the Eng Society • Service provider
(c) Training English Ambassadors	Oct 2013 – May 2014	<ul style="list-style-type: none"> • All English teachers • TA • Service Provider 	<p>For students:</p> <ul style="list-style-type: none"> • Can learn and use English in a richer language environment • Can acquire the skills to interact and communicate in English among themselves • Can overcome their fear and be more confident in using English <p>For teachers</p> <ul style="list-style-type: none"> • Can run English activities more efficiently with the help 	<ol style="list-style-type: none"> 1. A Service Provider "Fun Science" was hired to train the English Ambassadors. 2. Most students (78%) reflected that they could learn a lot from the English Ambassador scheme and the training helped them to understand English and science terms. To some of them, this was a great opportunity to meet many 	

			<p>of English Ambassadors</p> <ul style="list-style-type: none">• Can develop an effective activity pack for English (as well as cross curricular activities) for future use	<p>schoolmates and to communicate with them in English. Nevertheless, some ambassadors found it difficult to make the junior students speak in English.</p> <ol style="list-style-type: none">3. More than half of the teachers agreed that the experiments/games were fun and interesting and they would like their students to join the similar activity again. They also liked the atmosphere created by the games. However, most teachers commented that more speaking and English content should be embedded in the games.4. It was observed that the junior form students enjoyed the games trying to complete the tasks and gain stamps as rewards through the medium of English.5. An activity pack consisting of game instructions, EA training materials and pictures is available for future use.	
--	--	--	--	--	--