

**Clementi Secondary School**  
**Evaluation of Refined English Enhancement Scheme (1<sup>st</sup> year) 2012-13**

Major Concern : Refined English Enhancement Scheme (1<sup>st</sup> year)

Department : English

Strategy / task	Time frame	Resources	Success Criteria	Evaluation	Person in-charge
1. Developing an e-learning English Language Programme	Sept 2012 – August 013	All English teachers  Service provider  TA	<p>Students:</p> <ul style="list-style-type: none"> <li>● Can acquire English better under NSS through effective teaching and online materials</li> <li>● Can handle English exercises of various text types and levels of difficulties</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>● Can have more resources to teach students writing skills with the help of online materials</li> <li>● Can develop a useful and effective teaching pack for future use</li> </ul>	<p>a. The participation rate of the e-learning programme for S4 and S6 students was about average, but the aim of promoting wider reading among our students has been achieved.</p> <p>b. The materials pertaining to reading and writing have been downloaded and retained to enrich our teaching resources.</p>	HOD  Service provider

<p>2. Employing a TA to support and assist English teachers to develop an English theme-based vocabulary bank and grammar items for S.1-3</p>	<p>Sept 2012 – Aug 2013</p>	<p>All English teachers  T.A.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>● Can learn English through a systematic and concrete set of teaching materials</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>● Can teach English more effectively through the use of useful worksheets and scheme of work</li> </ul>	<p>a. The Teaching Assistant managed to live up to our expectations and gave us a lot of help in administrative work and most importantly, in preparing vocabulary lists forming the database for vocabulary teaching for S.1-S.3 enhancing the classroom teaching.</p> <p>b. All the materials were kept on the school server for teachers to use and the vocabulary section in our tests and exams are based on the materials.</p>	<p>HOD  TA</p>
<p>3. Training English Ambassadors</p>	<p>Oct – Nov 2012  Feb-Mar 2013</p>	<p>All English teachers  TA  Service Provider</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>● Can learn and use English in a richer language environment</li> <li>● Can acquire the skills to interact and communicate in English among themselves</li> <li>● Can overcome their fear and be more confident in using English</li> </ul>	<p>a. A Service Provider “ADDvantage Education Ltd” was hired to train the English Ambassadors.</p> <p>b. Most students reflected that the English Ambassador scheme helped improve their English and 75% of the teachers totally agreed that the booths were interesting and well received.</p> <p>c. The teacher in charge, Mr. Trottier, stated that the English ambassadors benefited most from the measure and they liked the atmosphere created by the measure though he grumbled</p>	<p>HOD  Teacher-in-charge of the Eng Society  Service provider</p>

			<p>Teachers:</p> <ul style="list-style-type: none"> <li>● Can run English activities more efficiently with the help of English Ambassadors</li> <li>● Can develop an effective activity pack for English (as well as cross curricular activities) for future use</li> </ul>	<p>about the deficiency of the English language element in the games.</p> <p>d. Over 88% of the English Ambassadors were of the opinion that the measure boosted their interest in English, and 92% viewed that their spoken English and as well as vocabulary had improved.</p> <p>e. First the English Ambassadors received training and practised running the games. Then they put their plans into practice. All the 6 English speaking days were well-received. The S.1-S.2 students had great fun through the medium of English.</p> <p>f. An activity pack consisting of game instructions, EA training materials and pictures is available for future use.</p>	
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