

Implementing Extended Learning Activities (ELAs) in English to Enhance the English Speaking Ability of Students

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Outline of Presentation

1. School Background

2. Video Shows on ELA

3. Rationale

4. Action Research: Plan-Implement-Evaluate

(PIE) Framework

◆ Planning

◆ Implementation

◆ Evaluation

5. Way Forward

School Background

- **CMI School**

- Enhance English Proficiency while capitalize mother-tongue teaching

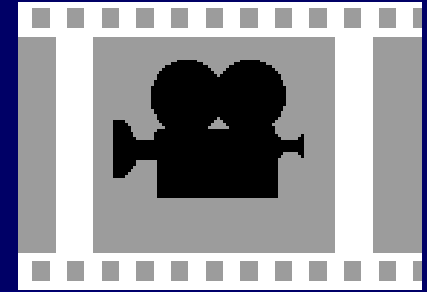
- **ESR report in 2005/2006**

- Enhance school English-learning environment
→ Improve students' proficiency and confidence

- **One NSS Class using EMI in Science**

- Students lack confidence to communicate in English in lessons

A Video Show on ELA in Integrated Science



- **A S1 Integrated Science Lesson**
- **Topic: Energy Changes**



What are the features and focus of ELA?

*Whole Class Pair-
Work Speaking
Activity ?*

**Medium of Instruction:
Wholly in English ?**

*Stronger
Students'
Demonstration
on Pair-Work
Speaking Activity ?*

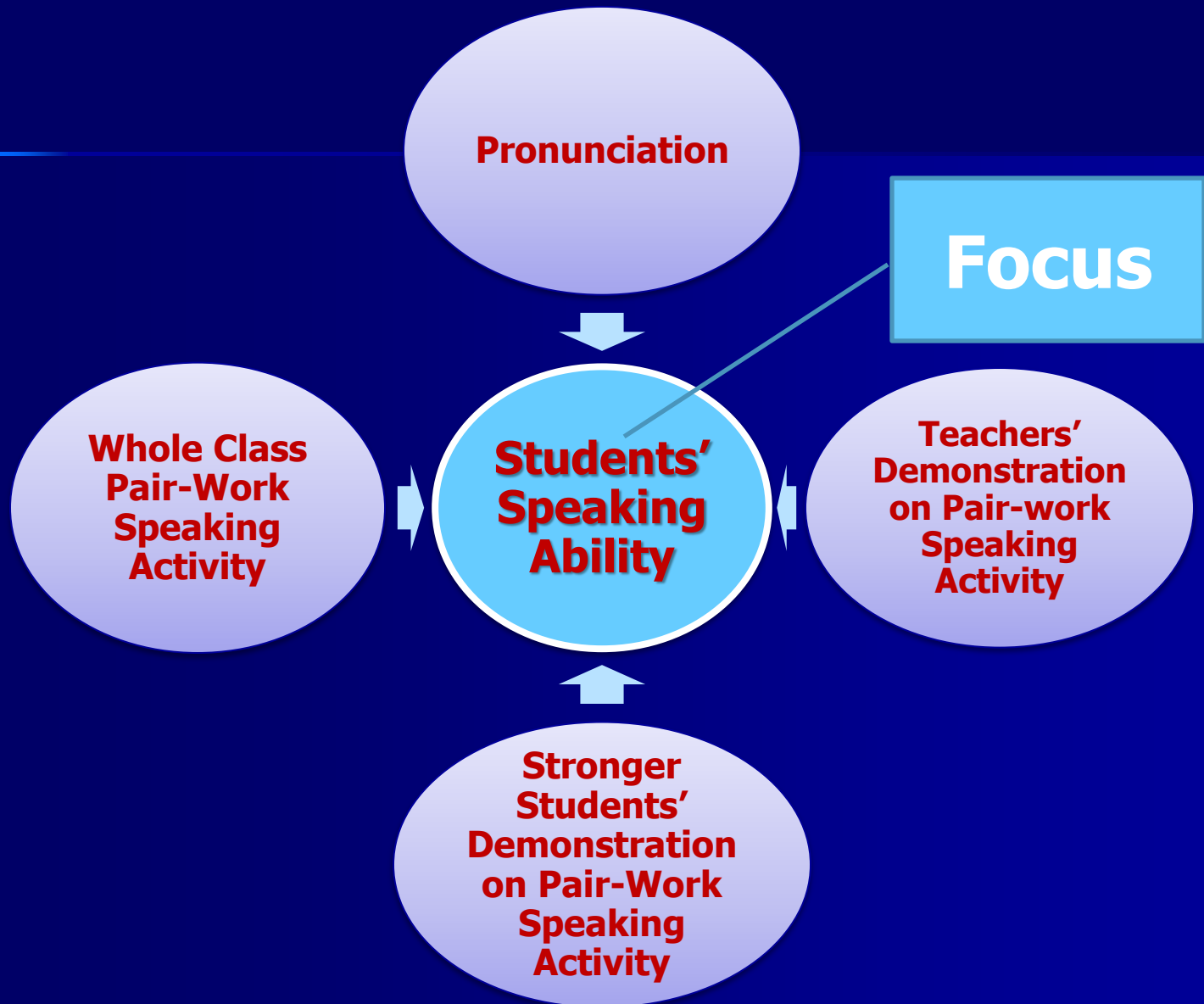
Features !

**School-based
Students'
Worksheets ?**

*Teachers'
Demonstration on
Pair-work
Speaking Activity?*

Pronunciation ?

Features and Focus of ELA

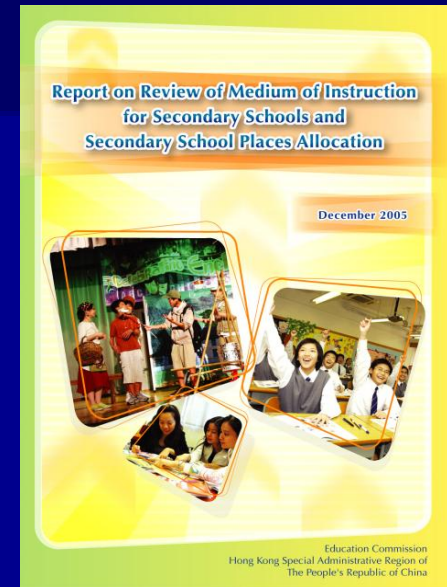


Rationale

- 1. Education Reform – “Every student is provided with the opportunity to develop their English proficiency, which is prerequisite for life-long learning” (Curriculum Development Council, 2001) (Public Level)**
- 2. Parents’ Expectation - English is a very important language for their children to be successful in the future (Parent Level)**
- 3. ESR Report 2005/2006 - Improve students’ English proficiency and confidence (School Level)**
- 4. Increase English ability of the students promoted to NSS EMI science class (Subject Level)**

Opportunities

1. “schools adopting Chinese as the MOI at junior secondary levels may, on top of language lessons, choose to allocate not more than 15%, 20% and 25% of the total lesson time at S1, S2 and S3 respectively in a progressive manner for conducting extended learning activities (ELAs) in English.” (Education Commission, 2005, p. 69)
2. Study on Extended Learning Activities Conducted in English in Chinese-medium Schools in Hong Kong from 2007 to 2010 by The Open University of Hong Kong
3. Fine-tuning the Medium of Instruction for Secondary Schools (2010/2011)



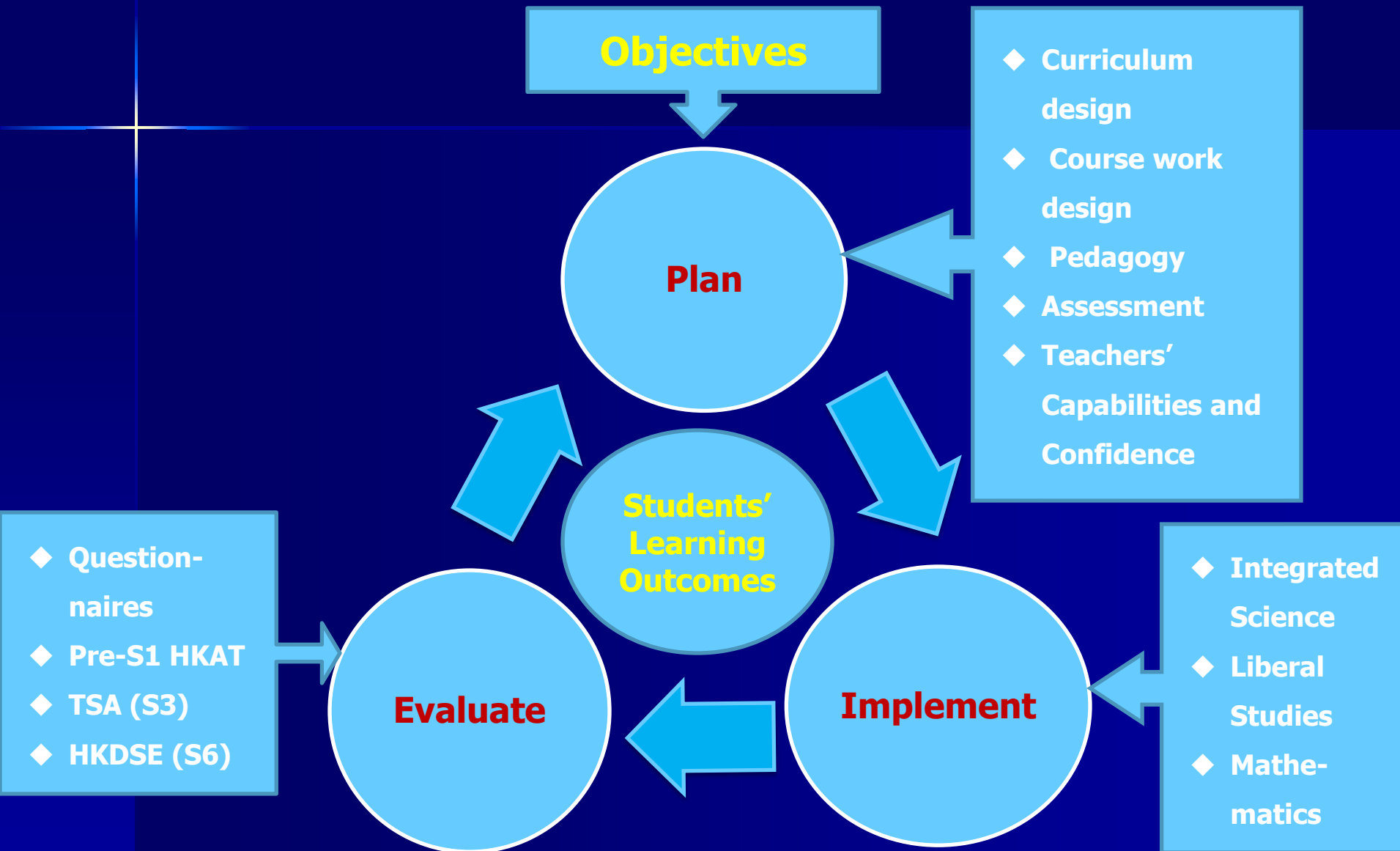
**Enriching Our Language Environment
Realising Our Vision**
Fine-tuning of Medium of Instruction
for Secondary Schools



Objectives

- 1. Improve the students' English proficiency especially in their speaking skill**
- 2. Boost the confidence of the students of New Senior Secondary EMI classes in communicating in science lessons**
- 3. Modify the curriculum design and suggest better pedagogy to suit the needs of the students**

Action Research: P-I-E Framework

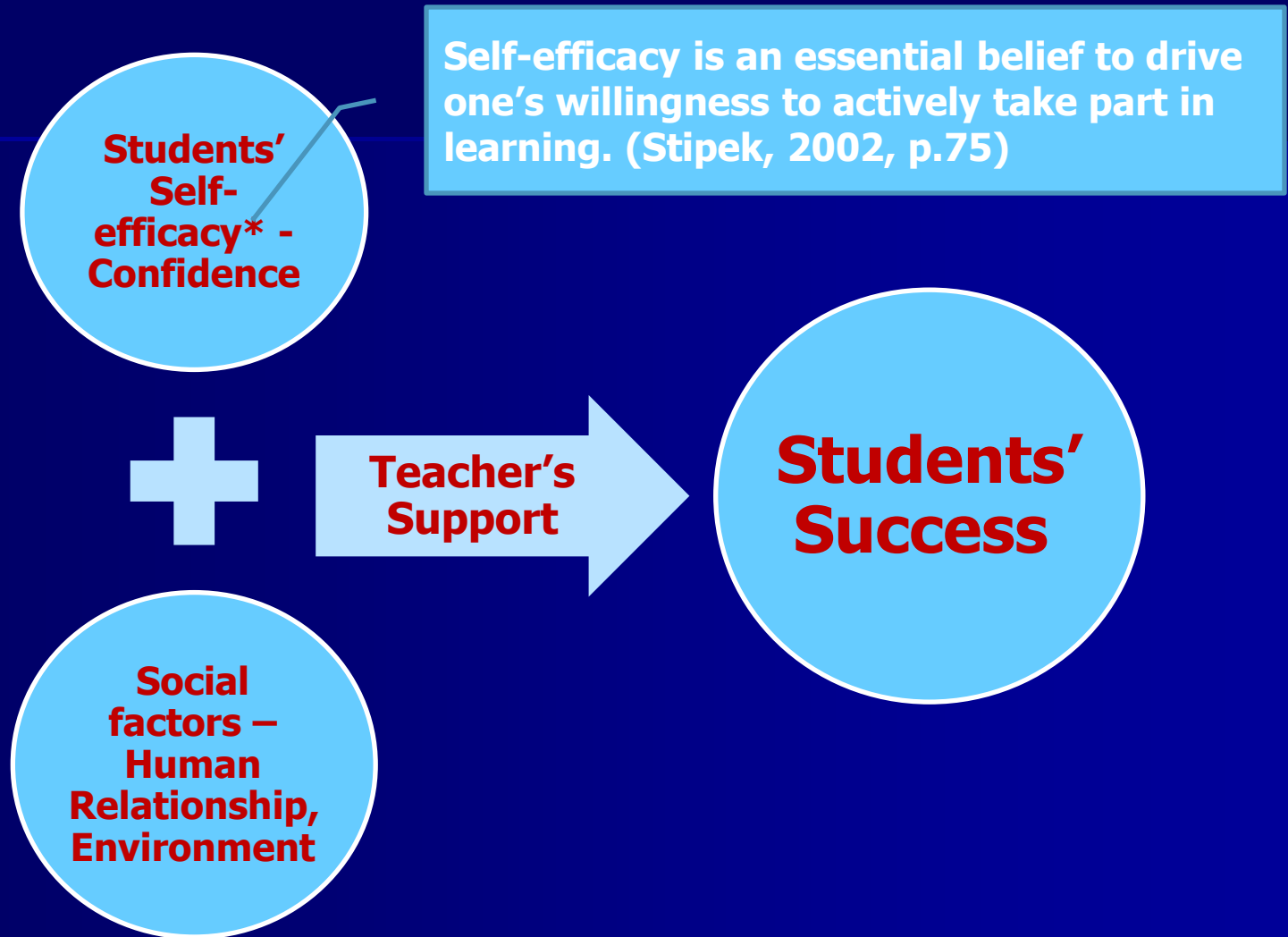


Planning – Curriculum Design

- **Selected topics – about one period per cycle**

Topics (Integrated Science)	Rhetorical Functions
Apparatus	Describing
Bunsen burner	Experimenting (Sequencing), Comparing
Animals	Describing, Classifying
Energy Energy Changes	Classifying, Defining
States of Matter Change of States	Classifying, Exemplifying Cause and Effect
Air, Tests for Gases	Describing, Classifying, Giving Evidence, Predicting
Circuit Components	Describing

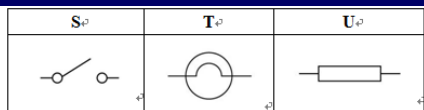
Planning - Motivation Theory



Planning – Course Work Design

Questions with similar language types

Guided and progressive learning approach



Complete(完成) the following(以下) pair-work speaking activity about the above circuit tools.

Student A: Let's start.

Shall I ask you first (now)?

What does symbol S represent(代表)?

Student B: Symbol S represents a _____.

Student A: What is it used for? (open/close/circuit/or/a)

Student B: It is used for _____.

Student A: What does symbol T represent?

Student B: Symbol T _____.

Student A: What is it used for (show/flow of electricity/the/a circuit/in)?

Student B: It is _____.

Class (Group)	Specific items	Characteristics
	chemical energy	is stored in food and fuel
	heat energy	increases the temperature of an object

Question 1: When town gas burns, how does energy change?

When town gas burns, chemical energy changes to heat energy.

Question 2: What is the general class of chemical energy?

The general class is energy. In other words, chemical energy is energy.

Question 3: What is the characteristic of chemical energy?

It is stored in food and fuel.

Question 4: What is chemical energy?

Chemical energy is energy that is stored in food and fuel.

Question 5: What is the general class of heat energy?

The general class is energy. In other words, heat energy is _____.

Question 6: What is the characteristic of heat energy?

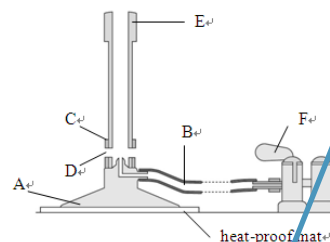
_____.

Question 7: What is heat energy?

_____.

Photos

Match the labels on the left with the names of the structure of a Bunsen burner on the right by drawing lines.



A

B

C

D

Air hole 氣孔

Rubber tubing 橡膠管

Chimney 燈管

Base 燈座

Clear instruction, appropriate tasks

Appropriate tasks

Steps	Description(描述)
First,	Hint: First / air hole / the / close. <u>First, close the air hole.</u>
Next,	Hint: Next / a / match(火柴) / light(燃點). _____
Then,	Hint: Then / hold(拿) / chimney / match / the / above / the. _____ _____ _____

Planning – Course Work Design

Features	Effects
Content taught in mother tongue	Avoid preprocessing in learning new subject content → reduce anxiety, not to undermine motivation
Clear instruction, appropriate task	Easy to follow → reduce anxiety
Pictures and photos	Avoid preprocessing in learning new content in English → reduce anxiety, not to undermine motivation
Guided and progressive learning approach, questions with similar language types	Strengthen ability through repetition and practice, provide actual experience → build confidence, raise self-efficacy, enhance motivation

Planning – Pedagogy

Features	Targets of English proficiency
Pronunciation	Listening and speaking skills
Teachers' and stronger students' demonstration on pair-work speaking task	Listening skill
Whole class pair-work speaking activity	Listening and speaking skills

Planning – Assessment

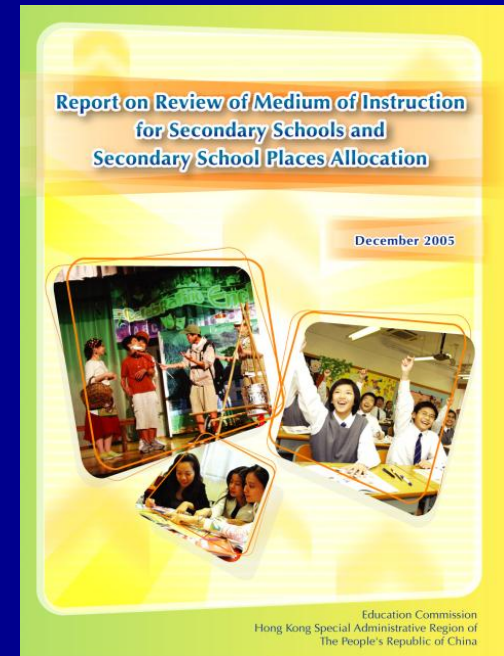
Feature	Target
15% allocated in Test and Exam	Students' performance

Planning – Teachers' Capabilities and Confidence

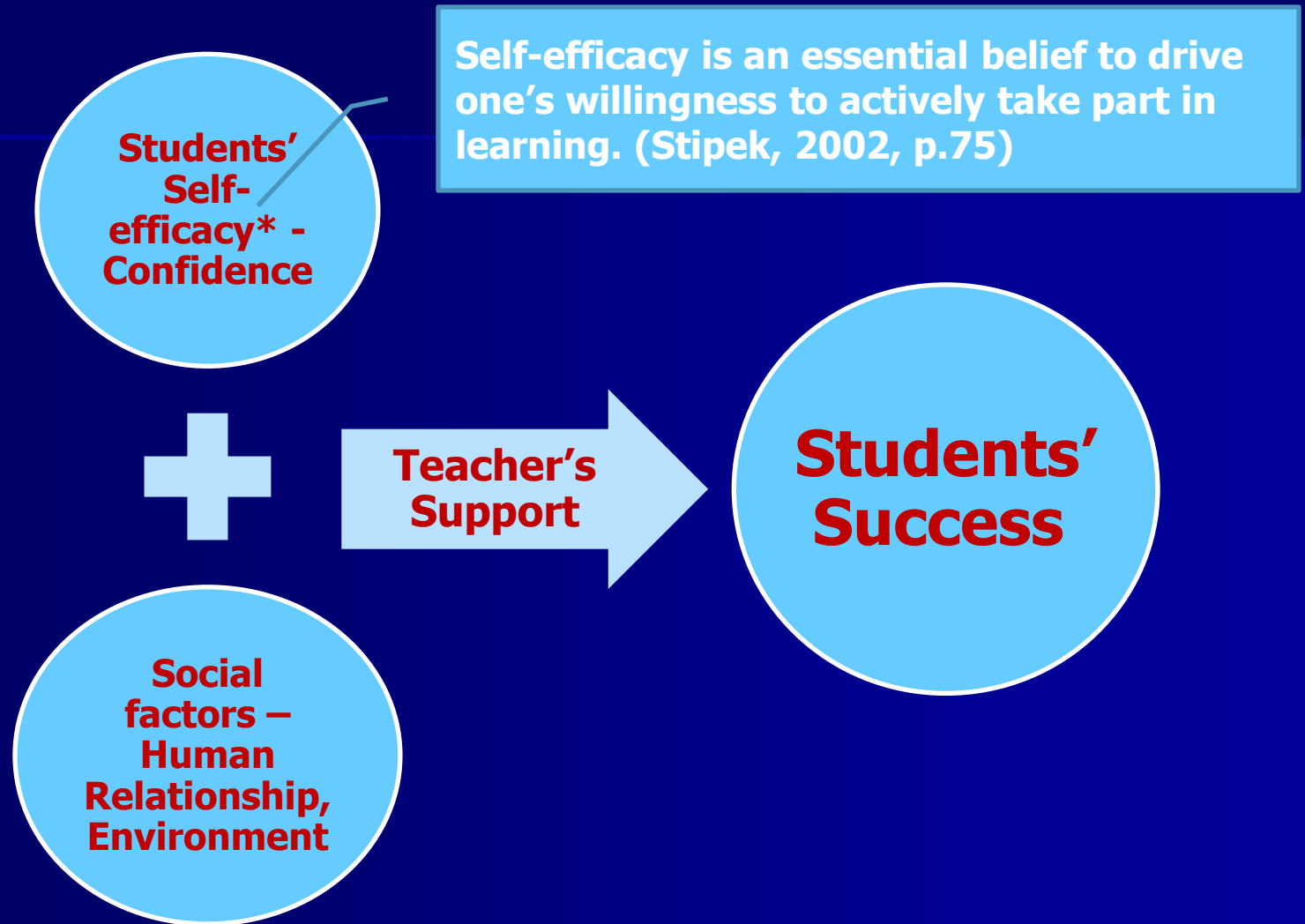
Features	Effects
Voluntary in conducting a whole lesson completely in English	Not adversely affected teaching effectiveness
Confidence in conducting a whole lesson completely in English	Enhance teaching effectiveness

Implementation - Strategy

- **“Teachers allocate some of the lesson time for individual content subjects or cross-curricular subjects during which they would use EMI to go through the relevant concepts and contents that have been taught through the mother tongue. The revision can also be supplemented with a variety of illustration or other learning activities.” (Education Commission, 2005, pp. 71-72)**



Implementation - Motivation Theory



Implementation – Motivation Theory

Elements of Motivation	Teacher's Support on Students	Effects
Self-efficacy	Actual experience on pronunciation	Build confidence and raise self-efficacy by increasing experiences in successes but decreasing experiences in failures
	Vicarious experiences on teachers' and stronger students' demonstration on pair-work	Raise self-efficacy by observing tasks completed successfully by teacher and peers
Social factors	Positive human relationship	Encourage participation through praise and care from teachers and support from classmates
	Whole class pair-work	Create non-threatening learning environment to minimize anxiety

Implementation

- Another video show on ELA in Liberal Studies

■ **A S1 Liberal Studies Lesson**

■ **Topics:**

- Tourist Attractions in Hong Kong
- Traditional Villages in the New Territories

■ **Focus:**

- Q & A
- Vocabularies
- Pronunciation
- Grammar
- Pair work

	1	2	3
4	5	6	<u>7</u>
8	9	10	---

Evaluation

■ Findings

- By analyzing Pre-S1 HKAT and S3 TSA results, English proficiency was improved and more profound improvement was found for speaking skill **(Objective 1)**
- About % of the students thought that ELA could raise their confidence in speaking and communicating in English **(Objective 2)**
- The degree of students' interest in participation in ELA was diverse. This provided insight to design worksheet and teaching strategies to cater for the students' diversity both in English and subject content. For instances, more challenging tasks should be included for the better students while easier and more supportive ones for the weaker. **(Objective 3)**

Evaluation

- **Cohorts: 06/07, 07/08, 08/09**
- **Data Collection and Feedback**
 - Students' Questionnaires
 - Students' Pre-Secondary One (Pre-S1) Hong Kong Attainment Tests (HKAT) results
 - Secondary Three (S3) Territory-wide System Assessment (TSA) results
 - Participating Teachers' Views

Evaluation

■ Evaluation Tool – Students' Questionnaire

	Question	Performance assessed	Response (Likert scale)
1	My learning in English Language lesson is enhanced.	English proficiency	5 = Strongly Agree, 4 = Agree 3 = Neither Agree Nor Disagree 2 = Disagree 1 = Strongly Disagree
2	My English standard is raised.		
3	I understand the teaching content.	Listening skill	
4	My confidence in answering teacher’s questions in English orally is increased.	Speaking skill	
5	My communication skill in English is improved.	Listening and speaking skill	
6	I actively participate in the activities in lesson.	Interest in participating in ELA	
7	ELA should also be implemented in Secondary Two.		
8	The teaching time of ELA should be increased.		

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Evaluation

■ Findings about English Proficiency

	Questions	Range of Average Scores for S1			Strongly Agree/Agree for S1			Strongly Disagree/Disagree for S1		
		06/07	07/08	08/09	06/07	07/08	08/09	06/07	07/08	08/09
	My learning in English Language lesson is enhanced.									
	My English standard is raised.									
	I understand the teaching content.									

- Average score:
- Strongly agree or agree:
- Strongly disagree or disagree:
- This suggested that ELA could improve their **English proficiency**.

Evaluation

■ Findings about communication skill

Questions	Level	Range of Average			Strongly		
		Scores			Agree/Agree		
		06/07	07/08	08/09	06/07	07/08	08/09
My confidence in orally answering teacher's question in English is increased.	S1						
	S2						
My communication skill in English is improved.	S1						
	S2						

- Strongly agree or agree:
- Mean of Strongly disagree or disagree:
- About % of the students thought that ELA could raise their **confidence** in **speaking and communicating** in English.
- They will be confidence in learning in science using EMI in a NSS class²⁶

Evaluation

■ Findings about interest in participation

	Questions	Level	Range of Average Scores			Strongly Agree/Agree			Strongly Disagree/Disagree		
			06/07	07/08	08/09	06/07	07/08	08/09	06/07	07/08	08/09
	I actively participate in the activities in lesson.	S1									
		S2									
	ELA should also be implemented in Secondary Two.	S1									
		S2									
	The teaching time of ELA should be increased.	S1									
		S2									

- Strongly agree or agree:
- Strongly disagree or disagree:
- The degree of students' interest in participation in ELA was **diverse** . This provided insight to **design worksheet and teaching strategies** to cater for the **students' diversity** both in English and subject content

Evaluation

VA – Value-Addedness

■ Evaluation Tool – Pre-S1 HKAT and TSA results

Cohort	Pre-S1 HKAT Percentile for English Language		S3 TSA % of students achieving Basic Competency for English Language / Speaking (Individual) / Speaking (Group) /			S3VA: TSA-HKAT	S6	
	School	Difference compared with all students in Hong Kong	School	HK	Difference compared with all students in Hong Kong		HKDSE Passing %	VA
05/06 (no ELA implemented)	S1*	HKAT = (S1-50)/50#	S3*	P*	TSA = (S3-P)/P#	S3VA=TSA – HKAT#		
06/07 (ELA implemented)								

* - Numerical data (S1, S3, P)

- Equation

Evaluation

- **Evaluation Tool – Pre-S1 HKAT and TSA results**
- **Findings about English Proficiency and Speaking Skill:**
 - **$S3VA = S3TSA - \text{Pre-S1}$**
 - **S3VA for 06/07 (with ELA implemented) showed a greater value than that of 05/06 (no ELA implemented) for English Language, Speaking (Individual) and Speaking (Group) in S3 TSA**
 - **A more significant improvement was obtained for Speaking for both Individual and Group**

Evaluation

- **Other Evaluation Tools – S4 and S6 Students' Questionnaires, S6 HKDSE, S6 Value-addedness (VA)**

- A sample of composition of a S6 student's in 2012 HKDSE Mock Paper (Student Learning Outcome)

Question: You are a member of the school debating club. Your club is entering a debating contest and the motion is *Nuclear power is the best source of energy for the future.* Decide whether you are for or against the motion and write your debate speech. The members with the best speeches will be chosen to represent the school at the competition.

Evaluation

■ Discussion

- Confounding factor: English Enhancement Scheme
- Critical factors:
 - Teachers' English capability and confidence (Implementation)
 - Panel Chairpersons' experience in curriculum planning and leadership capacities (Planning and Evaluation)
 - Teachers' lifelong learning attitude → equip with necessary knowledge and experience through Professional Development → prerequisite for **Action Research (Plan – Implement – Evaluate – Reflect)**

Way forward

- ◆ **Identify problems and/or ways of improvement to start another P-I-E cycle: reading for information, more emphasis on writing skill, cater diversity - challenging task for more able and peer support for less able, consolidation in NSS classes**
- ◆ **Holistic approach → Collaborative work across curriculum with English Panel**
- ◆ **No quick fixes**
- ◆ **Need genuine conversation with and collect views from different stakeholders such as students, teachers, principal, parents and external expertise**

References

Curriculum Development Council. (2001). *Learning to learn: life-long learning and whole-person development*. Hong Kong: Printing Department.

Education Commission. (2005). *Report on review of medium of instruction for secondary schools and secondary school places allocation*. Hong Kong: Government Logistics Department.

Stipek, D. (2002). *Motivation to learn: Integrating theory and practice* (4th ed.). Boston: Allyn & Bacon.

Q & A