

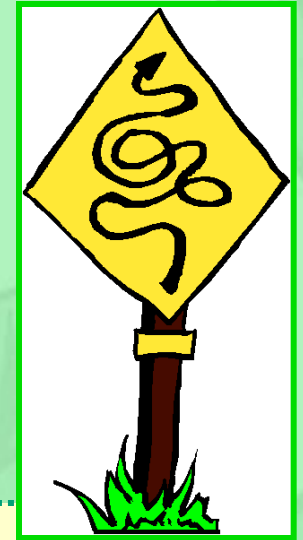
Building a firm foundation at junior secondary level to prepare for the challenges of the NSSC

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Mrs Bridget Ip (*Language Learning Support Section*)



Challenges for English teachers posed by NSSC



- Introduction of elective modules
- Importance of generic and independent study skills
- Emphasis on assessment for learning
- Need to cater for learner diversity

How to respond?



Curriculum design

- Integrate elective elements in the junior form curriculum
- Align the formal and informal curricula

Teaching and learning

- Use project work to enhance generic skills
- Promote a variety of forms of assessment
- Promote strategies for dealing with learner diversity

How to respond?

Teachers' professional development

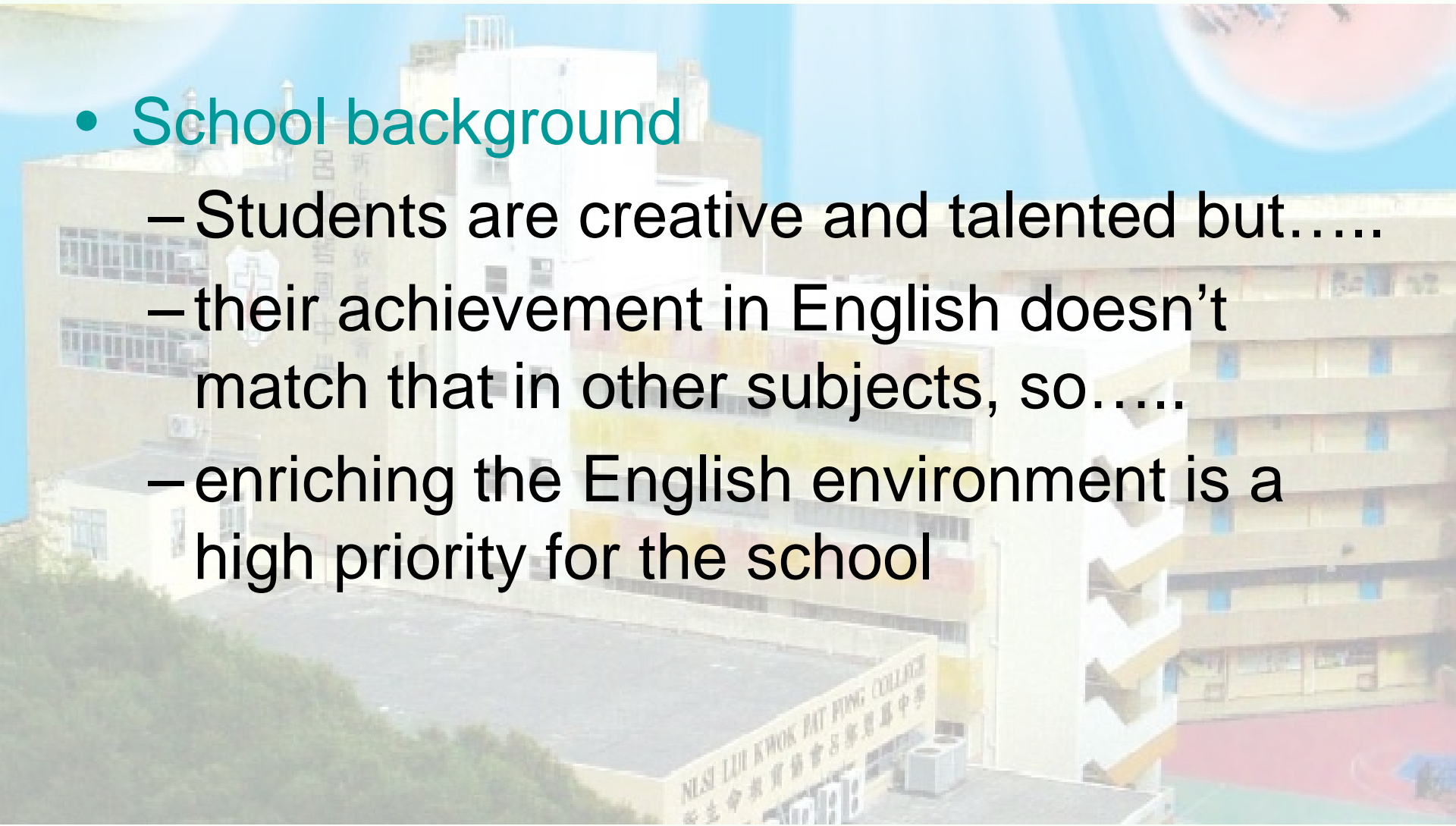
- Facilitate teachers to attend long and short courses outside school
- Provide opportunities for collaboration
- Give teachers space to work on curriculum development for NSSC



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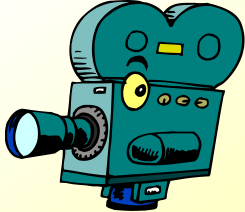
- School background

- Students are creative and talented but.....
- their achievement in English doesn't match that in other subjects, so.....
- enriching the English environment is a high priority for the school



Curriculum design for junior forms

- Introduction of language arts elements into the junior forms in preparation for LA electives

	Poetry	Fiction	Pop Culture
S3			
S2	✓	✓	✓
S1	✓	✓	



S1 Poems and songs: Christmas poems

Tasks	Language Arts skills and knowledge	Target language
Poems and Songs <ul style="list-style-type: none">•reading a selection of poems in different forms•students write a poem in the form of their choice	Different types of poem Rhyme	Review of Christmas vocabulary



S1 and S2 Fiction: Storytelling and Readers' Theatre

Tasks	Language Arts skills and knowledge	Target language
S1 Students study fairytales and choose one for re-telling	Conventions of fairy tales	Vocabulary related to fairy tales (prince, princess, castle, wolf, witch, giant etc)
S2 students study fables and select an outline for readers' theatre	Conventions of fables and background (eg Aesop's fables)	Vocabulary associated with the fables (hare, tortoise, moral, theme etc)
Storytelling competition for S1 and S2	Performance skills for storytelling and readers' theatre	Connection with the informal curriculum

Students' work (inter-class competitions)

S1 (2007)

“The Three Little Pigs”



S2 (2008)

“The Goose and the Golden Eggs”





S2 Fiction: Science Fiction stories

<i>Tasks</i>	<i>Language Arts skills and knowledge</i>	<i>Target language</i>
Predict the content of movies from posters	Conventions of the science fiction genre	Vocabulary associated with the genre and with the stories to be studied, eg, alien, robot, time travel
Read one of two short stories and do a writing task in response to the story	Short stories with a twist ending Use of setting in a short story	Future tenses Dialogue

Materials used:

For weaker classes:

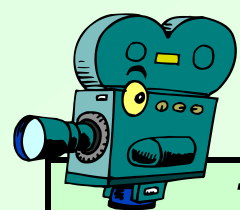
- “Emergency Landing” by Louise Cooper

<http://www.teachingenglish.org.uk/try/britlit/emergency-landing>

For stronger classes:

- “The Fun They Had” by Isaac Asimov

<http://users.aber.ac.uk/dgc/funtheyhad.html>



S2 Popular culture: Superheroes module

Tasks	Language Arts skills and knowledge	Target language
Superheroes reading passage and powerpoint presentation	Characteristics of superheroes from movies and comic strips	Describing appearance Vocabulary specific to the genre
Movie "Spiderman"	Describing and evaluating characters in a movie	Vocabulary for describing character and appearance Vocabulary for superpowers
Design trading cards for their own superhero team	Features of trading cards	Review of vocabulary
Produce a comic strip	Features of comic strips Story elements	Dialogue writing

Spiderman

Clip 2: Peter discovers his powers

1. What changes does Peter notice about himself?
Give at least three.

2. Does *Mary Jane* have a good or bad relationship with her father? How do you know?

3. What did Peter use his powers for in this clip?

- to get money
- to attack someone
- to make *Mary Jane* love him
- to have fun
- to help *Mary Jane*
- to help his uncle
- to defend himself
- to fight robbers

making judgements about characters

4. What kind of superpowers would you like to have?

- be very strong
- run very fast
- make myself invisible
- fly
- make fire, water, ice or thunder
- see very far
- hear very well
- other

personal response

If you were Peter, how would you use your powers?

Students view some clips and make comments about the characters. They review vocabulary for superpowers

Comic strip word list

Panel

Each picture that makes up the comic strip is called a panel

Speech balloon

HELP!

Thought balloon

That girl is so pretty!

Close up



Long shot

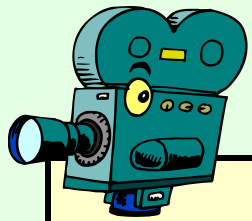
Caption:

Some writing that explains what is happening in the story, or what happened before.

Students learn the features of comic strips.....

They create and present their own versions





S3 Popular Culture: Healthy snacks project

Tasks	Language Arts skills and knowledge	Target language
Students learn about healthy eating in the Home Economics class and design a healthy snack		Vocabulary for ingredients
In English lessons, they learn about the features of slogans, jingles and TV advertisements	<ul style="list-style-type: none">•rhyme•alliteration•repetition•Advertising strategies in TV advertisements•Creating impact with images and words	Vocabulary related to marketing Persuasive language
They design a slogan, jingle and TV advertisement for their product		

Connection with the informal curriculum

An inter-class competition is held in English Week.

Here is an example of a jingle. Underline examples of alliteration and rhyme and circle examples of repetition.

Features of jingles and slogans

*P-p-pick up a Penguin,
A lovely big Penguin,
When you p-p-p-pick up a Penguin
There's so much more to enjoy!*



*It's bigger, so delicious,
Chocolate t
When you t
What's bigg*

Now you are going to watch some more advertisements. Tick off the items on the table

Name of product	Type of product	Who is it aimed at?	Strategy used (tick)					
			Famous person	Humour (funny)	Scientist	Health	Perfect children	
Cherrios Cereal								
Penguin Bar								
Kellog's Oat Bran Cereal								
Fresh Cream Cakes								
Rolos								



Advertising strategies

Students' work

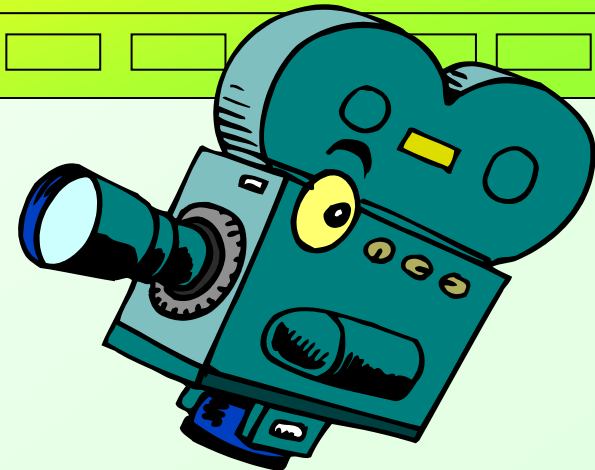
No Sweat
(2007)



Model cookies
(2009)



Super Apple
(2008)



How to find time for all this?

Use only one of the two textbooks in S1 and S2 to make time for school-based programs and materials

Supplement students' grammar learning with sentence pattern practice related to writing topics

Align school-based classroom curriculum with the informal curriculum

Strategic deployment of teachers

Curriculum design for junior forms

- Introduction of language arts elements into the junior forms in preparation for LA electives
- Increase in amount of time allocated to school-based materials and programmes
- Alignment with the extra-curricular programme
- Coordinator assigned to oversee the teaching of LA in the junior forms and promote progression of skills

Progression of skills

- The S1-3 Coordinator attends CLP for all three levels
- This promotes continuity and reduces repetition in the school-based materials
- Progression can be built into the school-based programmes in preparation for the electives

Progression in Poems and Songs S1-S3

Level	Forms	Features	Skills
S1	<ul style="list-style-type: none"> •Acrostic •Rhyming poem •Shape poem •Limericks 	<ul style="list-style-type: none"> •Rhyme •Rhythm •Similes with “as” and “like” 	<ul style="list-style-type: none"> •Evaluating a song •Writing acrostics and shape poems
S2	<ul style="list-style-type: none"> •Diamante •Haiku 	<ul style="list-style-type: none"> •Imagery •Syllables •Onomatopoeia 	<ul style="list-style-type: none"> •Performing a poem •Writing haiku and diamantes
S3	<ul style="list-style-type: none"> •Narrative poem •Jingles •Slogans 	<ul style="list-style-type: none"> •Metaphor •Personification •Alliteration 	<p>Comparing the mood of two songs</p> <p>Discussion of themes in a poem</p> <p>Writing a poem with metaphor</p>

Teaching and learning

➤ Project work to enhance students' generic skills

✓ Project work is undertaken in S1-3 to give students chances to collaborate and communicate ideas

➤ Variety of forms of assessment

✓ Portfolios for language arts
✓ Self and peer-assessment
✓ Use of rubrics



➤ Strategies for dealing with learner diversity

✓ Some differentiated materials
✓ Choices of product in projects

➤ English-rich environment

✓ Deployment of the CNET
✓ Use of physical space
✓ EMI in non-language subjects

Teachers' professional development

➤ Facilitate teachers to attend courses outside school

✓ 9 teachers have attended the LA course at HKIEd

➤ Provide opportunities for collaboration

✓ CLP every cycle for each level and co-teaching with the CNET

➤ Sharing and interaction with other schools

✓ Seed Project Network
✓ Sharing of TV ads project
✓ Project with a primary school

➤ Give teachers space to work on curriculum development

✓ With the help of EEG, 3 teachers have been given space for designing the school-based elective modules

Piloting of the social issues module in S6: Documentary film-making

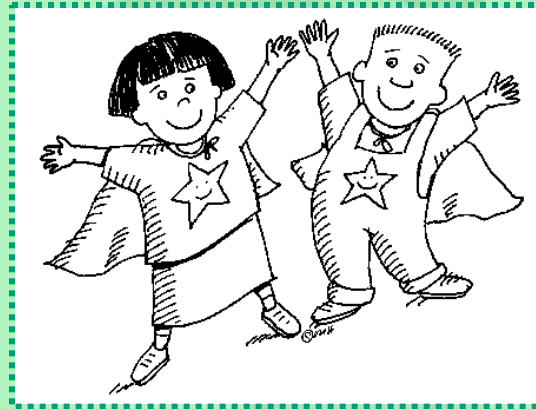
- Developed from the S4 and S6 movie competition, started in 2005
- Students study the causes, effects and solutions of some social issues, and how these issues are viewed from different perspectives
- They also learn the features of documentary films and watch some examples

Impact of the measures

Students' motivation and engagement with English



Teachers' confidence



Students' performance

Students' motivation and engagement with English



- Students show greater interest in joining English activities
e.g. *English Ambassadors, Crazy Sale, Radio Show....*
- Students enjoy talking with the NET and CNET and thus strengthen their abilities in using English
(*Speaking* being the best Paper in CE)
- The ELC is always crowded with students

Teachers' confidence



- Better understanding of the Elective Modules and the NSS curriculum
- Greater confidence in designing learning tasks and developing the curriculum
- Stronger competence in organizing various English learning activities
- Enhanced collaboration and increased understanding about co-teaching



Students' Performance

- **CE (English):**

2009: 7% increase in pass rate compared with 2008
(20% above the territory's)

- **AL (UE):**

2008 and 2009: Best value-addedness scores
among all subjects

(Consistent during 2006-09, VAP Stanine +(7)/(8))

Future directions

Keep

- Employment of a CNET
- Conducting various extended English learning activities (to enrich the English environment of school)

Improve

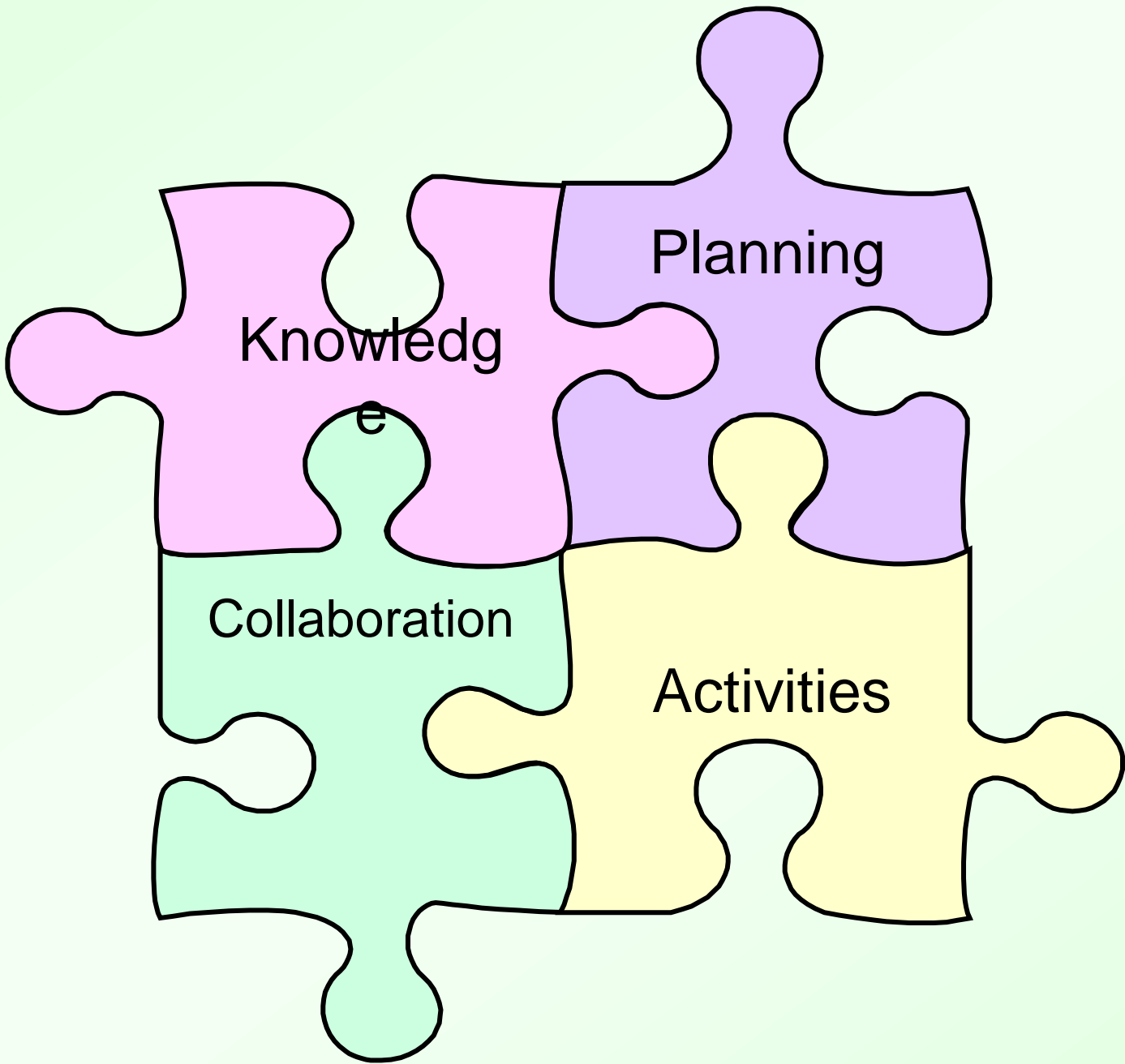
- Refining the school-based curriculum
- Strengthening all teachers' English competence
- Creating a whole-school approach to ELT

Stop

- Assessing Ss' performance merely based on exams & tests
- Focusing only on the brighter students

Start

- Catering for learner diversity
- Asking Ss to take more responsibility for learning
- Persuading other subjects to make use of EEG for PD
- Greater use of English as medium of instruction

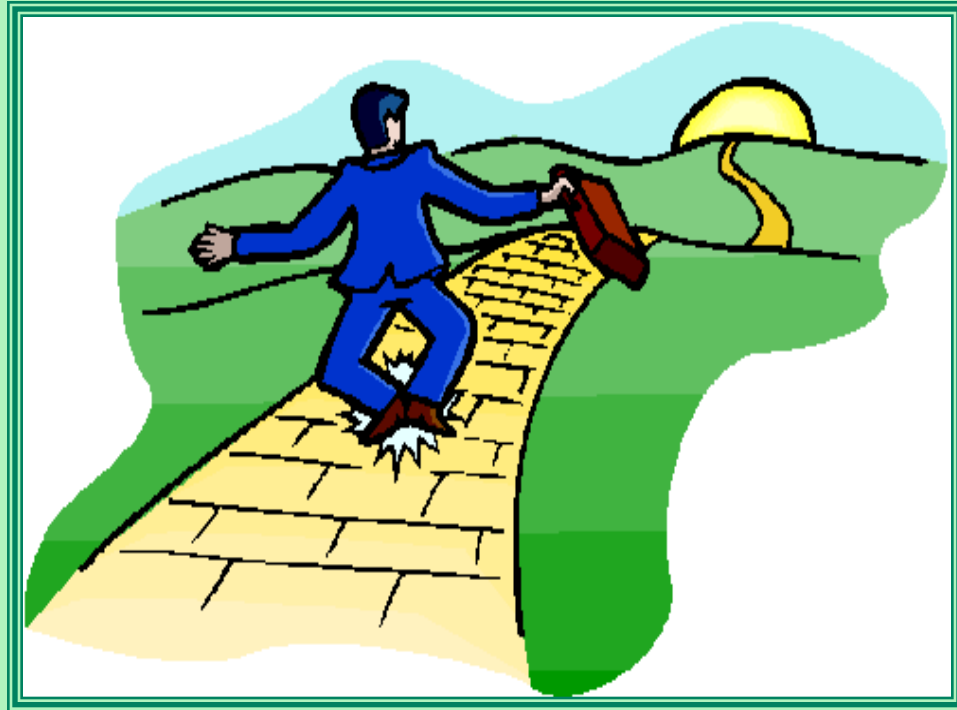


Knowledge

Planning

Collaboration

Activities



Thank you!

Students' portfolios: examples of contents

How would you describe this song?

1 = not at all; 6 = very much.

Circle the number of your choice.

warm 1 2 3 4 5 6

gentle 1 2 3 4 5 6

lively 1 2 3 4 5 6

soft

boring

yellow

simple

fun

repetitive 1 2 3 4 5 6

makes me want to dance 1 2

inspiring 1 2

soothing 1 2 3 4 5 6

I want to hear it again 1 2 3 4 5 6

I would give it to a friend 1 2 3 4 5 6

Response to a song

Your evaluation:

I think this song is funny. It is
good beat. I want to hear it again.

There are lots of adjectives in the song, such as boring, rainy, fast, lonely and so on. I like the song because it is easy to sing and the lyrics are good.



Name: Wong Chi Chung Class: F. 1D (36)

Limerick

Mum says "Mother's Day is coming!"

I think my mother is expecting.

I will buy her a gift.

I hope she will like the gift.

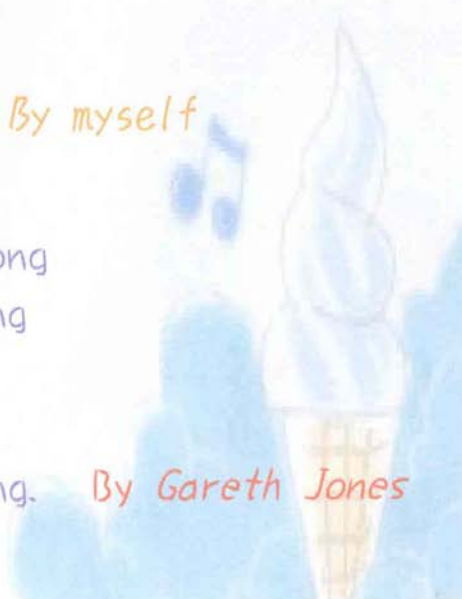
That day, I think she will be charming. *By myself*

There was a young man from Hong Kong

Who never thought that he was wrong

So he argued with teachers
and lawyers, and preachers,

And was never paid more than a song. *By Gareth Jones*



Poems and songs they have collected, together with examples of their own writing

Poetry Writing Evaluation Form

Name: Wong Chi Chung (36) Class: F.I.D Date: 17th September, 0

Evaluation rubrics

Rating Scale:	5	4	3	2	1
	Excellent	Good	Satisfactory	Moderately Weak	Weak

Criteria:	Score				
1. The content of the poem fulfills all the requirements of the assignment.	5	4	3	2	1
2. The poem is descriptive, expressive and creative.	5	4	3	2	1
3. The spelling, punctuation and grammar in the poem are accurate.	5	4	3	2	1
4. The poem is neatly typed or handwritten.	5	4	3	2	1
Additional Comments:					

