

Examples

[in support of the English Language Education Key Learning Area Curriculum Guide
(Primary 1 - Secondary 6) 2017]

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|-----------------------|---|
| 1. | Making Use of Community Resources and Extending English Learning Outside the Classroom (Secondary 1-3) |
| 2. | Connecting Students' Learning Experiences between English Language and Non-language Subjects through Promoting Language across the Curriculum at the Junior Secondary Level (Secondary 2) |
| 3. | Promoting Shared Reading and Developing Phonics and Vocabulary Building Skills: "Using My Five Senses" (Primary 1-3) |
| 4. | Making Use of Information Texts to Connect Students' Reading and Writing Experiences (Primary 4-6) |
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Example**Title**

15. Promoting Life-wide Learning through Interacting with Non-Chinese Speaking Students: “It’s a Small World” (Primary 4-6)
16. Promoting Critical Thinking and Creativity through Drama in Primary Schools (Primary 4-6)
17. Promoting Grammar Learning through a Range of Language Materials and Activities: “Growing Up” (Primary 4-6)
18. Learning Grammar through a Task-based Approach: “Inviting a Friend to a Food Festival” (Secondary 1-3)
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20. Designing Meaningful Homework – Developing Students’ Ability to Produce Multimodal Texts (Secondary 1-3)
21. Developing Gifted Students’ Capabilities in the Creative Use of English through Exploration and Discovery (Primary 1-6)
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Making Use of Community Resources and Extending English Learning Outside the Classroom (Secondary 1-3)

Introduction

The two cross-curricular tasks in this example illustrate how community resources are used to provide students with life-wide learning experiences. Students were exposed to the authentic use of English when they visited the Hong Kong Space Museum and the Hong Kong Museum of History. They were also able to see the relevance of what they had learnt in school and had opportunities to learn and use English in natural and realistic settings.

The tasks exemplify:

- the use of innovative and authentic learning/teaching resources;
- cross-curricular organisation of learning experiences in the KLAs of English Language Education and Personal, Social and Humanities Education;
- life-wide learning;
- the integration of positive values and attitudes into meaningful learning activities;
- flexible time-tabling; and
- the development of students' language proficiency and a broad range of generic skills in a complementary manner.

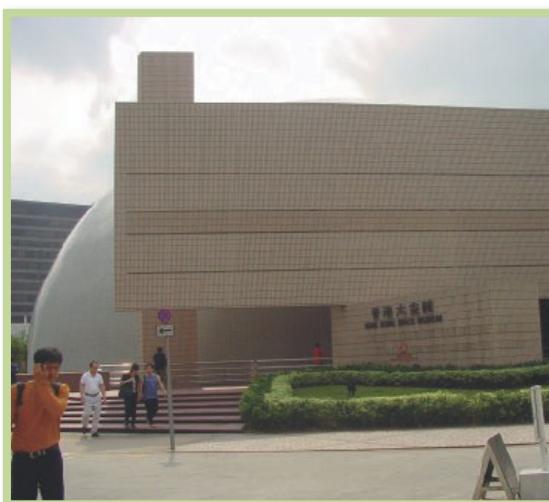
Learning and Teaching Process

Task A

- Students learn about the formation of mountains as explained by a Geography teacher.
- Students listen to inspiring stories about explorers who struggled to conquer Mount Everest and engage in discussions on
 - how difficulties were overcome, and
 - the different attitudes towards Mount Everest between Tibetans and Westerners.
- Students watch a film about Mount Everest in the Hong Kong Space Museum and do follow-up activities:
 - a quiz on the content of the film; and
 - an inter-class gap-filling activity practising question forms.

Impact on Learning

- Students practise/develop language skills and acquire content knowledge.
- Students develop positive values through communicating their views on the courage of the explorers and appreciating their perseverance to sustain their efforts.
- Students develop cultural awareness through discussion of the different attitudes towards Mount Everest between Tibetans and Westerners.
- Film watching in the Space Museum, supported by relevant learning activities, enables students to relate language learning to its purposeful use for communication in the real world and makes learning an enjoyable experience for them.



EXPEDITION TO EVEREST

The first person to reach the summit of Mount Everest was Sir Edmund Hillary from (1) _____ in 1953. He climbed Everest with a local Sherpa guide whose name was (2) _____. People had been trying to reach the summit since Everest was first discovered to be the highest peak in the world in 1855. Everest is (3) _____ feet (8,840 metres) above sea level. The mountain was named after Sir (4) _____, who had been the Surveyor General of the country of (5) _____. The name Mount Everest was accepted by the (6) _____ Society of Britain in 1856.

Example 1

- Students listen to and sing the song “Climb Every Mountain”.
- Students are encouraged to find out more information about the conquest of Mount Everest from multimedia sources, write stories about it and share their work with their peers.

- Students practise listening for meaning, appreciate the lyrics and melody of the song, and express their feelings through singing.

- Self-learning takes place when students search for and identify relevant information to develop an in-depth understanding of the conquest of Mount Everest. They develop creativity in story writing and communicate purposefully when they share their work with others.

Task B

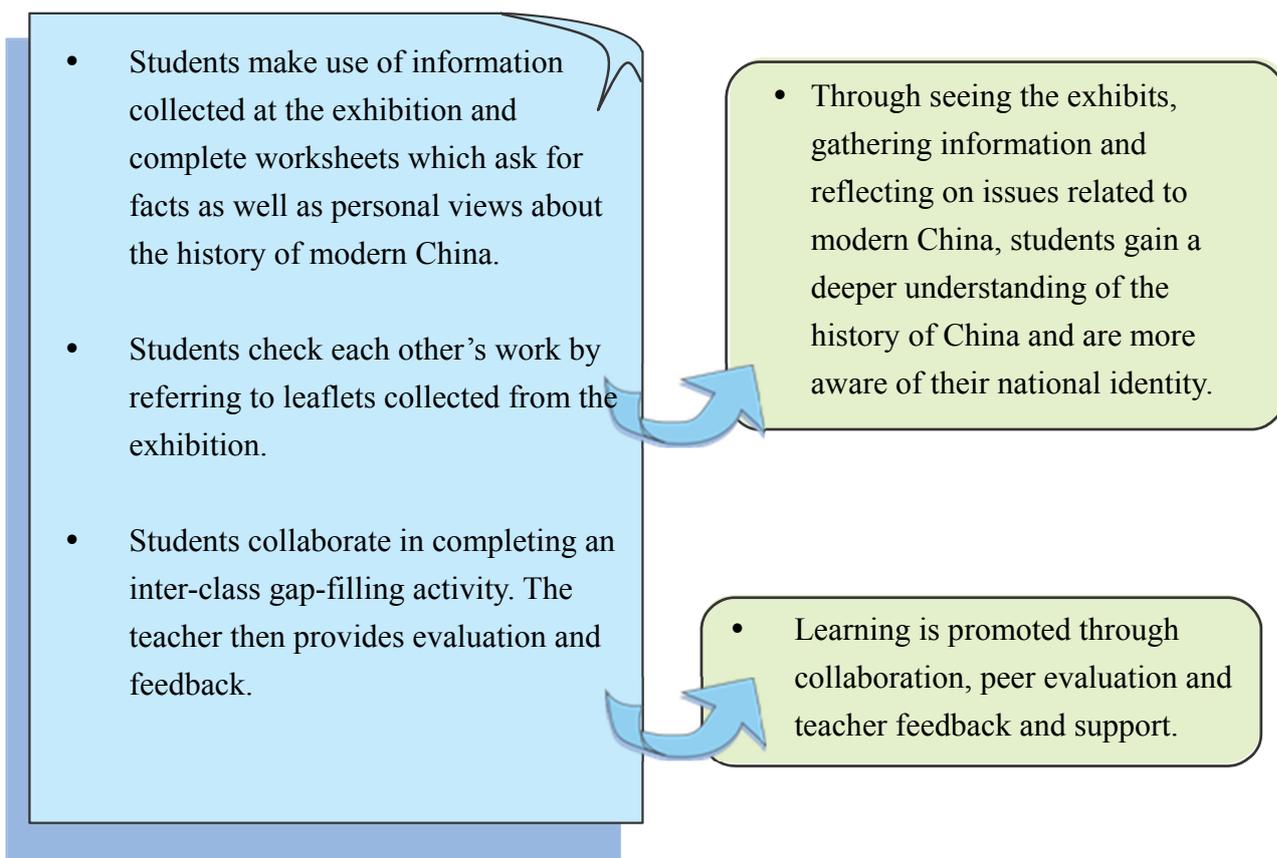
- Students discuss and make a list of important events and figures in the history of modern China.
- Students visit the exhibition “A Hundred Years of Self-strengthening” at the Hong Kong Museum of History to find out more about the history of modern China.

- Students apply generic skills such as problem-solving skills, information technology skills and self-learning skills in a complementary manner in identifying important events and processing figures critically, as they communicate and collaborate with group members.
- Students learn to respect others as they express their own views and listen to

- Students’ motivation is raised when they can move beyond the confines of the classroom, make use of community resources and learn through real life experiences. They also see the relevance and connections between English and what they learn in History.



Example 1



Some of the activities have been tried out in Cheung Sha Wan Catholic Secondary School. We thank the school for sharing their experience.

Connecting Students’ Learning Experiences between English Language and Non-language Subjects through Promoting Language across the Curriculum at the Junior Secondary Level

Introduction

This example illustrates how content and language learning can be integrated in the English Language, Integrated Science (I.S.) and History lessons. The English teacher introduces the rhetorical function “making comparisons” and its related language items in the English classroom while teachers of I.S. and History help reinforce the knowledge in subject-specific contexts.

Cross-KLA Collaboration

Impact on Learning

English Language

(Reading)

- Drawing students’ attention to the rhetorical function, i.e. “making comparisons” and the related language items, e.g. “both”, “compared to”, “more/-er...than”, “however/but”, “on the other hand”, using the reading text “Chinese or Western parenting: Which is best for you?”

Chinese or Western Parenting: Which is Best for You?

...Ms Chua was both too strict with her children and too critical of western parenting methods...

...Instead, they said that “good parents make sure their children get top grades”...

...Other studies show that, compared to western parents, Chinese parents spend 10 times longer every day doing homework and other academic activities with their children...

...Chinese parents, however, believe that they know best for their children, and therefore make their choices of activities and courses of study for them...Chinese parents, on the other hand, believe that their children can...

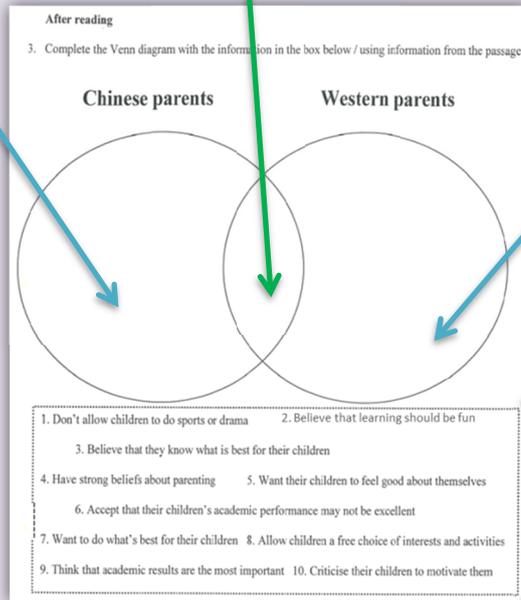
- Students are guided to understand the rhetorical function “making comparisons” and how the related language items are used in context.



- Helping students understand the reading text and the rhetorical function “making comparisons” by organising the main ideas using a graphic organiser, i.e. a Venn diagram

To compare

- the differences between Chinese and western parents
- the similarities between Chinese and western parents



Main ideas of the reading text

- Students are guided to understand the rhetorical function “making comparisons” by identifying the similarities and differences between Chinese and western parents.

- Highlighting to students the use of the language items used for making comparisons in the reading text and helping them practise these language items in language practice activities, e.g.

| Language items | Showing similarities | Showing differences |
|-------------------|----------------------|---------------------|
| Both | ✓ | |
| Like | ✓ | |
| Unlike | | ✓ |
| On the other hand | | ✓ |
| However / but | | ✓ |
| Instead of | | ✓ |
| Compared to | | ✓ |

When Amy Chua's article appeared in the Wall Street Journal, a lot of people made comments about it on the Internet. Here is one of the comments. Complete it using the words in the box below to fill in the blanks.

Amy Chua's article is insulting to Chinese parents! I am Chinese, and my parents are totally different from her! Ms Chua forced her daughters to play the violin and the piano. _____, my parents let me choose what instrument to play. I chose the trumpet and I really enjoy playing. What is the point of learning an instrument if you don't enjoy it? Also, Ms Chua would not let her daughters take part in school drama productions. My parents, _____, encouraged me to try acting. _____wasting time, it really improved my confidence and speaking skills. My parents always encourage me and praise me when I do well _____ most Chinese parents nowadays, Amy Chua is much stricter, even cruel to her children. She is presenting an unfair stereotype of Chinese people. Please don't think that all Chinese parents are like her!

however on the other hand by contrast
unlike instead of compared to both

- Students become more aware of the connection between the language items and their language functions, and their understanding of the use of the language items is further reinforced.

(Writing)

- Engaging students in making comparisons between Amy Chua’s typical Chinese parents and their/most parents in Hong Kong in a writing task:

Guiding students to plan for their writing task using a Venn diagram

You can use the Venn diagram below to organise your ideas:

Amy Chua’s “typical” Chinese parents vs My parents / most parents in Hong Kong

Useful expressions

Similarities
Both types of parents....
Like the “typical “ Chinese parents, my parents also.....

Differences
By contrast,...
On the other hand
However
Compared to Western parents, Chinese parents are much stricter
Instead of making me play music, they let me do sports

- Students are guided to
 - make connection with the reading text “Chinese or Western parenting: Which is best for you?”; and
 - organise their ideas about the similarities and differences between Amy Chua’s typical Chinese parents and their/most parents in Hong Kong using a Venn diagram.

- Providing the opportunities for students to apply the language items to compare different views and behaviour between Chinese/the students’ parents and western parents in the writing task:

I'm certain that it's just a stereotype. Sure, a lot of parents from China are strict compared to the ones from the west. But as you know, I'm from Hong Kong but unlike Amy Chua, my parents aren't that strict! My parents allow me to participate in extracurricular activities and I can watch the TV whenever I want!

Race doesn't determine whether western or Chinese students are good at Mathematics or not. Both western and Chinese parents wish their kids to do their best at school, maybe the Chinese students just happen to work harder than western students!

In this case, it doesn't involve the parents.

- Students are engaged in applying the language items in context and their understanding of the rhetorical function “making comparisons” and the related language items is consolidated.

Integrated Science (I.S.)

- Helping students connect their learning experiences between English Language and I.S by highlighting the rhetorical function “making comparisons” and the related language items previously introduced in the English lessons

Reminding students the language items that they can use for making comparisons in the I.S. learning activity

You can make use of the words below in completing the learning activity:

However.....
but.....
while.....
 Unlike

Like.....
 Both...and.....

- Students’ awareness of the rhetorical function “making comparisons” and its related language items is further reinforced in Science contexts.

- Providing opportunities for students to produce texts that involve making comparisons in Science contexts

Similarities:

(a) Both respiration and burning have the same word equation.

(b) Like respiration, ~~burning will also~~ produces heat energy.

Differences

(c) Unlike burning, respiration ~~can be~~ controlled.

(d) Burning ~~occurs outside living cells~~ but respiration occurs inside living cells.

Examination paper

(d) Compare the arrangement and movement of particles in a liquid and in a gas. (3 marks)

The spaces between liquid particles are small but the spaces between gas particles are big. Liquid particles can move around easily and gas particles can move around freely. Both particles arrange irregularly.

- Students are able to
 - connect their learning experience to integrate content knowledge and language learning; and
 - apply the language items to present their ideas in Science contexts appropriately.

History

- Helping students connect their learning experiences by highlighting the rhetorical function “making comparisons” and the related language items previously introduced in the English lessons

Reminding students the language items that they can use for making comparisons in the History learning activity

Examples:

- > **More** people lived in towns after the Industrial Revolution.
- > Before the Industrial Revolution, machines were made of wood **but** they were made of iron after the Revolution.

You can also use connectives like 'while' and 'however'.

- Students' awareness of the rhetorical function “making comparisons” and its related language items is further reinforced in History contexts.

- Providing opportunities for students to produce texts that involve making comparisons in History contexts

compare the conditions before and after the Industrial Revolution.

- Before the Industrial Revolution, the farms were small but after the revolution, the farms became larger.
- People travelled on foot, on horseback or in coaches before the revolution. however, people travelled on steamships and railway trains after the revolution.
- Animals and water energy were sources of energy before the revolution while steam-engines were the source of energy after the revolution.

Examination paper

Source C

The following is the history of an organization in Hong Kong.

In late 19th century Hong Kong, many women and children were kidnapped and sold. On 8th November, 1878, a group of local Chinese presented a petition to the Governor, Sir John Pope Hennessy, to set up an organization to save the kidnapped women and children.

Source D

The following described another organization in Hong Kong.

It was set up by a group of Chinese community leaders in 1872. It provided medical, education and burial services in Hong Kong. The Hong Kong Government granted 12 hectares of land to this organization in 1870.

- (i) Identify two similarities between the organizations described in Sources C and D. (4 marks)

- Students are able to
 - > connect their learning experience to integrate content knowledge and language learning; and
 - > apply the language items to present their ideas in History contexts appropriately.

Some of the activities have been tried out in Methodist College. We thank the school for sharing their experience.

Promoting Shared Reading and Developing Phonics and Vocabulary Building Skills: “Using My Five Senses” (Primary 1-3)

This example shows how:

- teachers help students see connections in their learning when they link the storybook to the textbook and other resource materials rather than treating them separate;
- shared reading and other enjoyable learning activities can enhance student motivation and confidence;
- teachers provide meaningful contexts for developing not only students’ reading skills, but also a range of other language and enabling skills such as phonics and vocabulary building, which are important to successful language learning; and
- teachers help students develop their generic skills, notably communication skills and creativity, as well as the fundamental intertwining ways of learning and using knowledge such as communicating, conceptualising and inquiring.

Learning and Teaching Process

Planning Stage

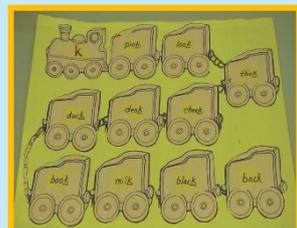
Teachers work as a team to:

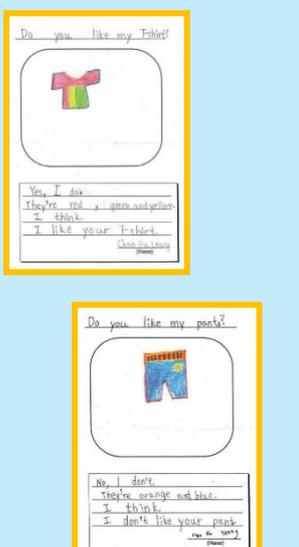
1. identify the theme / module to work on;
2. choose a storybook that is suitable for the students (e.g. an interesting and relevant topic, appealing illustrations, appropriate degree of difficulty in language, repeated use of vocabulary items and sentence structures); and
3. identify the vocabulary items, letter sounds, communicative functions, and grammar items and structures to focus on.

| Resources | Theme / Module | Vocabulary Items | Letter Sounds | Communicative Functions and Grammar Items |
|---|----------------------|---|---|--|
| Storybook: <ul style="list-style-type: none"> • It’s pink, I think Textbook Other resources: <ul style="list-style-type: none"> • Picture dictionaries • Other storybooks • Advertisements | Using my five senses | Colour <ul style="list-style-type: none"> • pink • red • yellow • green Clothing <ul style="list-style-type: none"> • dress • socks • jacket | k in <ul style="list-style-type: none"> • pink • think • black • sock • park | <ul style="list-style-type: none"> • Use the simple present tense to express likes and dislikes: <i>Do you like...?</i> <i>Yes, I do./</i> <i>No, I don’t.</i> • Ask simple questions to obtain information: <i>What colour is...?</i> |

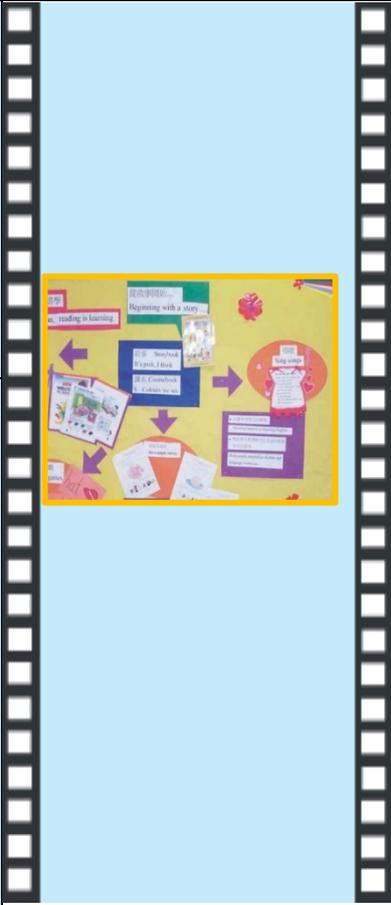
Learning and Teaching Stage

| In the Shared Reading Sessions, Students: | Impact on Learning |
|--|--|
| <ul style="list-style-type: none"> listen to teacher’s reading of the story presented in a big book and in the process predict the meanings of new words and story content (e.g. using realia or the context and picture cues in the book); | <p><i>Students</i></p> <ul style="list-style-type: none"> develop an interest in learning English when they are engaged in enjoyable reading activities; internalise the rhythm and target language items through reading aloud and group reading; and develop reading skills and vocabulary building skills through using the context and picture cues to guess the story content and meanings of new words. |
| <ul style="list-style-type: none"> read aloud part of the story together (e.g. all the questions “Do you like my ...?”) and then chime in at other parts of the story in groups (e.g. “Yes, I do.” / “I like your socks.”); | |
| <ul style="list-style-type: none"> pay attention to, identify and frame the target letter sound (e.g. k in pink and think) and later make a word train / wall with words from the textbook and other resources; | <p><i>Students</i></p> <ul style="list-style-type: none"> develop an awareness of the basic sound patterns and phonics skills; and build up confidence and skills in attempting to read new words through the application of phonics skills. |
| <ul style="list-style-type: none"> participate in activities with fun elements (e.g. singing the song “Do you like my dress?”) and show understanding of vocabulary items by playing a game on | |



| | | |
|---|---|---|
| <p>matching pictures and word cards of clothing items;</p> | | <p><i>leading to an improvement of their knowledge and skills in the language.</i></p> |
| <ul style="list-style-type: none"> express their personal experiences / imaginative ideas by creating their own stories, providing a new ending, or acting out the story; |  | <p><i>Students</i></p> <ul style="list-style-type: none"> <i>practise and consolidate in meaningful contexts the vocabulary items, communicative functions, and grammar items and structures through re-writing a story and carrying out a survey;</i> |
| <ul style="list-style-type: none"> conduct a survey through which they can express their likes and dislikes; and |  | <ul style="list-style-type: none"> <i>develop their creativity through giving expression to their imaginative ideas; and</i> <i>develop communication skills when they conduct the survey.</i> |
| <ul style="list-style-type: none"> collect words on a theme related to the story (e.g. clothing, colour) from various sources (e.g. textbook, picture dictionaries, other storybooks, advertisements) and organise them in meaningful groups (e.g. vocabulary books / word trees). |  | <p><i>Students develop</i></p> <ul style="list-style-type: none"> <i>vocabulary building and self-learning skills through actively collecting words to compile a vocabulary book / word tree or a diagram around a theme; and</i> <i>information skills through organising words in meaningful groups and referring to them as a resource for spelling and writing.</i> |

| <p>In Other English Lessons, When Teachers Use the Textbook / Other Resource Materials:</p> | <p>Impact on Learning</p> |
|---|---|
| <ul style="list-style-type: none"> draw students' attention to the target vocabulary items, letter sounds, communicative functions, and grammar items and structures; and | <p><i>Students see connections between their learning experiences and become more motivated in learning English.</i></p> |
| <ul style="list-style-type: none"> make reference to the shared reading experience (e.g. encouraging students to add words they learn in the textbook / other resource materials to the vocabulary book / word train / word wall). | <p><i>Students</i></p> <ul style="list-style-type: none"> <i>carry out self-directed learning when collecting words from various texts that they come across (e.g. textbook, picture dictionaries and other storybooks); and</i> <i>enhance their learning to learn skills.</i> |



Some of the activities have been tried out in CUHKFAA Thomas Cheung School and TWGHs Kwan Kai Ming Primary School (closed down in 2003). We thank the schools for sharing their experience.

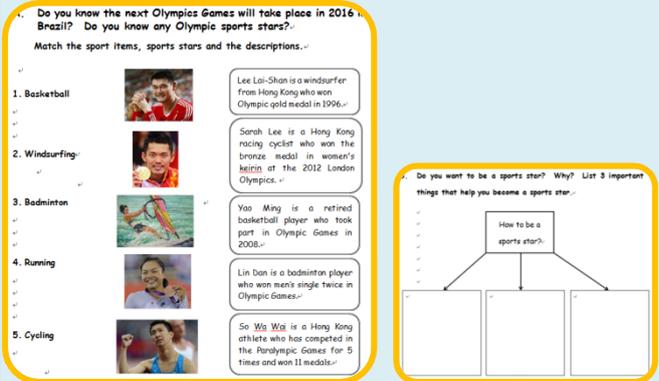
Making Use of Information Texts to Connect Students’ Reading and Writing Experiences (Primary 4-6)

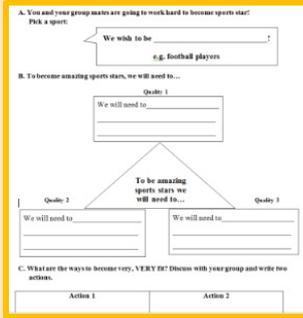
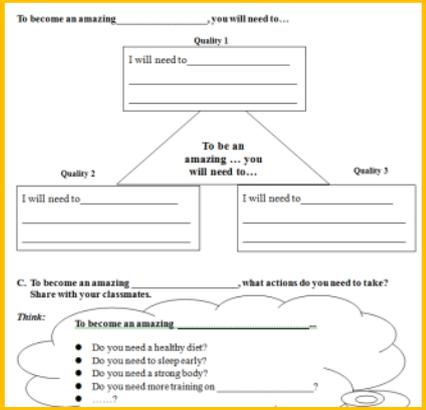
This example shows how teachers:

- help students process information texts and understand the features of information texts for specific purposes;
- motivate students to think and write creatively and critically through creating and processing digital multimodal information texts;
- agree with students on a list of task-specific criteria for an assessment form to assist them in reflecting on their own learning; and
- develop positive values and attitudes through reading and responding to information texts.

Learning and Teaching Process

| In the Pre-reading Stage | Impact on Learning |
|--|--|
| <p>Students</p> <ul style="list-style-type: none"> • understand the context and the task — designing an e-book “How to be an amazing _____” (e.g. artist / scientist) for displaying on the school Open Day; • read the cover, blurb and contents page of an information book “How to be a Sports Star” to identify basic information about the book, e.g. title, author, and predict the content with teacher support; • practise the use of pictorial and contextual clues to work out the meaning of unfamiliar words / phrases on the front and back covers (e.g. athlete, pick a sport); | <p><i>Students</i></p> <ul style="list-style-type: none"> • <i>are engaged in the task, as it is meaningful and relevant to their school life;</i> • <i>consolidate and apply their knowledge of book concept acquired in reading other books;</i> • <i>make good use of prediction skills; and</i> • <i>develop some understanding of the qualities of a sports star.</i> |

| | |
|---|---|
| <ul style="list-style-type: none"> work in groups and match the sports items with the descriptions of some Asian sports stars; and identify the important qualities to become a sports star.  | <ul style="list-style-type: none"> <i>connect the topic to their personal experiences;</i> <i>develop their collaboration skills through participating in class or group discussion; and</i> <i>become motivated in reading the text.</i> |
| <p style="text-align: center;">In the While-reading Stage</p> | <p style="text-align: center;">Impact on Learning</p> |
| <p>Students</p> <ul style="list-style-type: none"> are engaged in shared, supported and independent reading to develop skills in reading information texts; learn the features of an information text (e.g. headings, fact boxes, thought bubbles, captions); practise the use of pictorial and contextual clues to work out the meaning of unfamiliar words; respond to teacher's questions and identify the important qualities of a good athlete which can be identified in a poster and personal profiles; and identify with teacher support the use of imperatives in introducing the different ways to become a sports star. | <p>Students</p> <ul style="list-style-type: none"> <i>benefit from the teaching strategies of shared, supported and independent reading and gradually gain more confidence and interest in reading information texts;</i> <i>develop their reading skills, e.g. working out the meaning of unfamiliar words and constructing meaning from texts;</i> <i>learn to use imperatives to list the qualities of Olympic athletes; and</i> <i>are aware of the features of a poster, daily schedule and personal profiles.</i> |

| In the Pre-writing Stage | Impact on Learning |
|---|---|
| <p>Students</p> <ul style="list-style-type: none"> work in groups to choose a sport; find out three important qualities of a sports star of a particular sport with reference to what they have learnt from reading the information book; discuss and decide on the two most important ways to become physically fit; and explain the choices to the class. | <p>Students</p> <ul style="list-style-type: none"> develop their critical thinking skills through discussion; and develop communication skills and enhance their motivation through brainstorming and sharing of ideas.  |
| In the Drafting Stage | Impact on Learning |
| <p>Students</p> <ul style="list-style-type: none"> discuss and agree with the teacher on the task-specific criteria of the e-book on the topic of “How to be an amazing _____” (e.g. artist / scientist) on the self-assessment form; revisit the text structures and language used in the information book, including book cover, checklist, index and the use of imperatives; brainstorm ideas with the help of a list of guiding questions and draft an outline for the e-book; are given timely and constructive feedback on the outline to improve their writing; based on the feedback, find out more information about the topic by borrowing books from the school / public libraries or surfing the Internet; | <p>Students</p> <ul style="list-style-type: none"> are more confident of writing the first draft with the input from the reading texts on the content and language; develop creativity and critical thinking skills; are clear about the features of an information book, e.g. glossary, checklist;  |

Example 4

- are introduced to the functions and operation of an app for composing an e-book;
- add / draw appropriate images / pictures with captions to help illustrate the intended messages to readers / viewers;
- use the recording function to complete the recording of the reading text; and
- use multimedia skills to enhance the quality of the e-book.



- develop confidence and skills in expressing ideas and exhibit their creativity through the creation of a digital multimodal text; and
- improve their oral fluency and accuracy through the recording activity.



| In the Reviewing and Editing Stage | Impact on Learning |
|--|--|
| <p>Students</p> <ul style="list-style-type: none"> review the content, presentation and recording of the e-book; re-read and edit the e-book with a focus on improving the language used, e.g. imperatives, tenses and spelling; submit the first and final drafts of the e-book and the self-assessment form; are provided with quality and constructive feedback on the digital multimodal text with reference to the agreed task-specific criteria on the self-assessment form; and are given the opportunity to show their digital multimodal texts to guests on the school Open Day. | <p>Students</p> <ul style="list-style-type: none"> develop their critical thinking skills through reflecting on the content, organisation, accuracy and presentation of their writing; practise the skills of reviewing and editing to further develop their writing skills; and are motivated by the opportunity to share their work with real audience. <div data-bbox="869 757 1161 1032"> </div> <div data-bbox="1177 757 1404 1093"> </div> <div data-bbox="863 1104 1241 1373"> </div> <div data-bbox="1058 1391 1390 1641"> </div> |

Some of the activities were tried out in Christian Alliance H C Chan Primary School and King's College Old Boys' Association Primary School No.2. We thank the schools for sharing their experience.

Project Learning: “Charities and Helping Others” (Secondary 1-3)

Introduction

The following example is a year-long project carried out with two classes of students. The project began in the English classroom, but as the learning activities extended to the school, home and community levels, they involved not only students and teachers but also the principal, parents, past students, and the community at large. It shows how project learning can be used to promote integrative and meaningful use of language and broaden students’ perspective, helping them develop empathy and assist the less fortunate children in the Mainland.

This example illustrates how:

- a wide variety of authentic resources and learning activities is used to stimulate interest, cultivate a sense of commitment, and facilitate the development of generic skills (e.g. communication, collaboration, critical thinking, problem-solving) as well as positive values and attitudes (e.g. empathy, sense of responsibility, respect for life);
- life-wide learning and the use of English for real, meaningful communicative purposes are encouraged; and
- independent learning capabilities are promoted through self-directed and reflective learning.

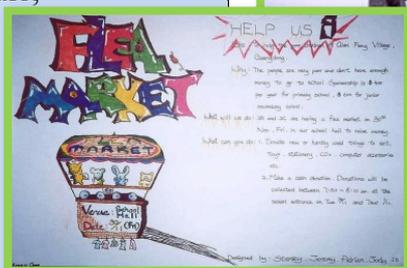
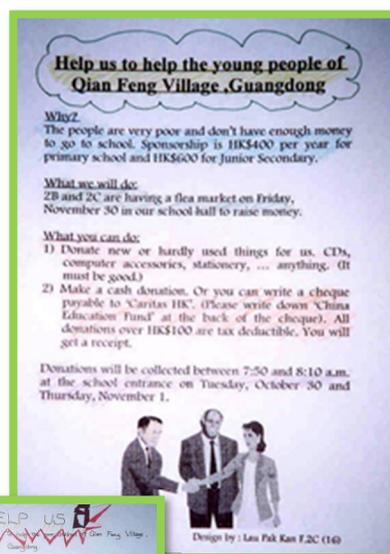
| Learning and Teaching Process | Impact on Learning |
|---|---|
| <ul style="list-style-type: none"> • Students brainstorm the good things in their lives and some world problems that concern them. They make suggestions on what they can do to help solve some of the problems. | <ul style="list-style-type: none"> • Students exercise critical thinking and develop empathy for those who are less fortunate when they reflect on their own experience, make use of their knowledge of the world and suggest what they could do to help with some world problems. |

Example 5

| | |
|--|--|
| <ul style="list-style-type: none"> • Students watch videos to learn about how a couple of teenagers attempted to bring about changes in the lives of some disadvantaged people in Africa and India. • Students discuss and decide to do something to help some of the less fortunate children in the Mainland. | <ul style="list-style-type: none"> • Students practise listening for specific information and overall comprehension. • Reflection and self-directed learning take place when students appreciate the good work of their peers and decide to take action to help some of the less fortunate children in the Mainland. |
| <ul style="list-style-type: none"> • Students attend a talk by a volunteer worker from a social service agency to learn about his work, and also about the children in Qian Feng in the Mainland, who are deprived of education opportunities because of poverty. | <ul style="list-style-type: none"> • Students develop compassion for the less fortunate and value the sense of reward and satisfaction that voluntary/charity work provides. |
| <ul style="list-style-type: none"> • Students discuss and decide to raise funds to provide education for the children in Qian Feng. | <ul style="list-style-type: none"> • Students develop communication, collaboration, critical thinking and problem solving skills and learn to respect others' opinions. |
| <ul style="list-style-type: none"> • Students write letters to inform the children in Qian Feng about their intention and that they want to make friends with them. | <ul style="list-style-type: none"> • Students feel motivated and committed as they find ownership and meaning in their learning activities. |

- Students plan and organise a "Jumble Charity Sale" to raise funds. They conduct a series of activities in English such as:

- making announcements at morning assemblies and sending letters to parents, past students and commercial firms to request donations of items for sale;
- making posters and pamphlets to publicise the event, designing and sending thank-you cards to donors and producing their self-designed items for sale;



- Students practise various language skills in an integrated way. As all learning activities (with the exception of the letters written to the children in Qian Feng) are carried out in English, students experience using English for communication in authentic contexts both inside and outside the classroom.
- Students develop creativity and the skills of communication, collaboration, critical thinking and problem-solving through the learning activities related to the charity sale.
- Self-directed learning takes place when students keep track of the stages of their work.
- Students take ownership of the project when they share their learning experiences with parents.

| | | |
|--|--|--|
| <ul style="list-style-type: none"> ➤ promoting the sales items at the charity sale, and keeping sales records; and ➤ recording the progress of work throughout the process • Students discuss plans and activities with parents, and encourage their active participation and involvement. |  | |
| <ul style="list-style-type: none"> • With the principal's support for making special time-tabling arrangements, students visit the children in Qian Feng (on a voluntary basis on a Friday and a weekend, with parents joining the function or giving support, morally and financially) to hand over the funds and other donated items collected. • As homework, students write a "personal response" on their learning experience gained through the project. |    | <ul style="list-style-type: none"> • Students gain life-wide learning experience and first-hand knowledge of how they have been able to make a difference in the lives of the children in Qian Feng. • Students achieve a sense of success and satisfaction in seeing the results of their own efforts and getting support and recognition from the principal, teachers and parents. • Reflection and free expression of personal feelings and insights are encouraged. • Students share their feelings and experience with parents, and get feedback and guidance on their writing. |

| | |
|---|---|
| <p style="text-align: center;">Extended mini-project</p> <ul style="list-style-type: none">• As homework, students work in groups of 4 and do a study of one charitable organisation and prepare for a class presentation which includes providing basic information on the organisation, reflections on the work of volunteers and their own views towards life and helping others. | <ul style="list-style-type: none">• Self-directed learning takes place when students make use of IT and reference skills to conduct an information search.• Students use language in an integrated way when they teach and learn from each other about the different charitable organisations.• Through their own study, and parental guidance and support, students develop a positive attitude towards life when they understand that with good will and concerted effort, there are solutions to many of the world's problems, and everyone can contribute to making the world a better place. |
|---|---|

Some of the activities have been tried out in Cheung Sha Wan Catholic Secondary School. We thank the school for sharing their experience.

Integrating Elective Modules to Connect Learning Experiences (Secondary 5-6)

Introduction

The example illustrates:

- the integration of the elective modules “Learning English through Social Issues” and “Learning English through Short Stories” through the common theme “Consumerism”; and
- how students are guided to develop strategies to connect their learning in the two elective modules and apply the relevant knowledge and language skills in a different context.

Previous Learning and Analysis of Students’ Needs

- The S5 students have some knowledge of the features of a story (e.g. plot, setting, characters, theme). They show interest in reading short stories but it is observed that they lack skills in developing an engaging story with a creative plot and a strong message.
- To use the lesson time effectively and develop students’ skills in writing engaging short stories, a unit of tasks on “Consumerism” is designed to connect students’ learning experiences through integrating the two elective modules “Learning English through Short Stories” and “Learning English through Social Issues”.

A Unit of Tasks on “Consumerism”

Students are asked to submit entries for a story writing competition organised by the Young Writers Association and attend a workshop conducted by the school’s English Club to explore the theme “Consumerism” and story writing techniques.

| Learning and Teaching Process | Impact on Learning |
|---|---|
| Understanding Causes and Effects of Consumerism | |
| <ul style="list-style-type: none"> • Students listen to a song on Youtube about impulse buying and overspending with the use of credit cards. They brainstorm consequences and discuss whether they themselves have encountered similar situations in real life. • Students watch a presentation about consumerism¹, work out its definition and key concepts, and discuss its possible causes. They also brainstorm the possible effects of consumerism as shown in some cartoons. <div style="text-align: center;">  </div> | <ul style="list-style-type: none"> • Students relate the topic of consumerism to their personal experience and prior knowledge of social issues concerning overspending through the use of audio-visual materials. • Students acquire background knowledge and vocabulary about the topic of consumerism. They develop a better understanding of the topic and generate more ideas through discussing both the positive and negative effects of consumerism and examining the issue critically from different perspectives. |

¹ The video clip of the presentation on consumerism (Presentation B Track 4) is available at : http://cd1.edb.hkedcity.net/cd/eng/Social_Issue_HTML/social.html

| Promoting Wise Consumption | |
|--|--|
| <ul style="list-style-type: none"> • Each student receives a data file on the topic of over-consumption related to one of the roles assigned: <ul style="list-style-type: none"> ➤ Consumer 1 (Shopper who supports green shopping) ➤ Consumer 2 (Shopper who enjoys and supports consumption for pleasure) ➤ Business person ➤ Environmentalist • Students read their data file individually to locate examples of overspending and suggest ways to avoid it. They decide whether the government should take the lead in educating the public about “wise consumption” and justify their view from the perspective of the role assigned. • Students who are assigned the same role first work together to discuss their stance on the topic “The government should take the lead to educate the public about wise consumption” and think of reasons to support their stance. • In the class discussion forum, each group presents their stance to the class. This is followed by a Question-and-Answer Session, where students of each group come up with a question for another group. They also note down the questions for their own groups and prepare their responses to the questions in groups. | <ul style="list-style-type: none"> • Students develop the skills of identifying arguments and their supporting details when going through the data file. • Students formulate their own argument on the topic and support it with relevant details from the sources given. They strengthen their arguments through listening to their peers’ ideas, being challenged by others and responding critically with reasons to support their case in the group discussion and Question-and-Answer Session. |

Appreciating the Short Stories “Money” and “Brand Name Battle”

- Students revisit the concept of plot structure of short stories, label the core elements of a plot (i.e. exposition, rising action, climax, falling action and resolution) and match them with their descriptions.

Complete the diagram and table below by filling in the blanks.

| Element | Description |
|----------------------|---|
| Exposition (Opening) | Introduction to the _____ of the story, including the characters and _____. |
| Rising Action | A series of events (e.g. _____, _____) leading to the high point of the story. |
| _____ | The high point of the story, where the peak of the _____ is. |
| Falling Action | The events following the _____, which serve as the _____ of the story leading up to the resolution of the conflict. |
| _____ (Ending) | The conclusion of the story, where conflicts are _____ or the truth is _____. |

- Students read the first part of the story “Money”. They make predictions as to what will happen by suggesting possible climax, falling action and resolution for the story individually. They then form groups and share their storyline with their groupmates. After sharing in groups, they read the rest of the story “Money” and check whether their predictions are correct. They are encouraged to comment on the ending of “Money” and are introduced to some possible ways of ending a story (i.e. ending with a twist, a positive note, personal reflections, a quotation and dialogues). They are then challenged to provide an alternative ending that would captivate the reader to a greater extent.
- Students read another story “The Brand Name Battle”, work out the sequence of the jumbled plot and analyse the use of flashbacks and dialogues in the story. They complete a gap-filling activity on the sequel to the story, create dialogues between the two main characters and conduct peer assessment.

- Students’ prior knowledge of plot structure is consolidated through the task that requires them to identify the plot structure from a short story.

- Students’ understanding of plot structure is deepened as they make predictions about the story, discuss to make informed predictions and confirm or adjust them through reading the story in parts.

- Students’ understanding of story is extended from plot structure to techniques for narration and characterisation such as the use of flashbacks and dialogues.

Writing a Creative Story

- Students are introduced to the writing task - a short story which includes the sentence “I feel rich.” They are provided with the opportunity to connect their learning experiences by discussing in groups the knowledge and language skills from the two elective modules that they can apply in the writing task (e.g. ideas and vocabulary on “consumerism”, features of a short story, narrative techniques). Each group presents their ideas to the class and the teacher provides feedback.
- Students go through the assessment criteria on the self-assessment form under the teacher’s guidance. Where appropriate, the teacher demonstrates how to transfer and apply their learning in the writing task. Students create their own story and complete the self-evaluation form before submitting their work to the teacher.
- Students develop skills in writing a story through connecting what they have learnt in the two elective modules and discussing how they can transfer the knowledge and language skills previously learnt.
- With the teachers’ demonstration and feedback, students practise transferring their prior learning on social issues and story writing in a new context collaboratively.
- Students consciously transfer and apply the relevant skills and knowledge to create a new short story. They reflect on their own learning and writing with the use of the self-evaluation form.

| | Excellent | Good | Average | Below average | Unsatisfactory |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Content | | | | | |
| • Writing presents an interesting plot (e.g. incorporating a conflict, climax and twist ending) | <input type="checkbox"/> |
| • Writing includes characters who are presenting views from multiple perspectives | <input type="checkbox"/> |
| • Writing includes interesting and engaging dialogues | <input type="checkbox"/> |
| • Content fulfils the task requirements in terms of length and format | <input type="checkbox"/> |
| Organisation | | | | | |
| • The plot is well-structured | <input type="checkbox"/> |
| • Ideas are well-connected | <input type="checkbox"/> |
| Language and Style | | | | | |
| • Words and expressions, especially for those related to consumerism, are appropriately used | <input type="checkbox"/> |
| • Speech verbs are effectively used to construct dialogues | <input type="checkbox"/> |
| • Adverbs are effectively used to construct dialogues | <input type="checkbox"/> |
| • A wide range of sentence structures is appropriately used | <input type="checkbox"/> |
| • Grammar is accurate | <input type="checkbox"/> |
| • Spelling and punctuation are accurate | <input type="checkbox"/> |
| • Tone and style are appropriate for the intended audience and purpose of writing | <input type="checkbox"/> |

Other Comments

| Checklist on Application of Knowledge and Language Skills |
|--|
| <input type="checkbox"/> Including views on “feeling rich” from multiple perspectives through different characters |
| <input type="checkbox"/> Using vocabulary related to consumerism appropriately |
| <input type="checkbox"/> Constructing dialogues with speech verbs appropriately |
| <input type="checkbox"/> Constructing dialogues with adverbs to indicate the mood of the speaker appropriately |
| <input type="checkbox"/> Ending the story with a positive note, reflection, question, dialogue or in a creative manner |
| <input type="checkbox"/> Fulfilling the task requirements in terms of length and format |

Some of the activities have been tried out in Henrietta Secondary School. We thank the school for sharing their experience.

Using Imaginative and Literary Texts to Develop Generic Skills and Positive Values and Attitudes: “Where Go the Boats?” (Secondary 1-3)

Introduction

In this example, the teacher makes use of a poem to:

- encourage students’ free expression of feelings, ideas and creativity;
- develop their basic skills, thinking skills and personal and social skills integratively and foster learner independence and self-directed learning;
- provide opportunities for students to appreciate the beauty of the English language; and
- promote positive values and attitudes including caring for the environment, maintaining sustainability and respecting different cultures

through the following learning activities:

- collecting pictures and information about rivers;
- reading the poem and discussing in groups their responses to the poem;
- comparing rivers and activities near them and justifying their preferences regarding rivers; and
- writing poems based on a model and writing free poems.

Learning and Teaching Process

- In groups, students collect pictures and information about rivers in different parts of the world to find out the features of rivers and the activities near them.



- Students discuss the following questions, which reinforce their understanding of rivers and the life and activities of the people living nearby.
 1. Do you remember the colours of the rivers in the pictures?
 2. Do the rivers move quickly or slowly?
 3. What will happen if you put paper boats into these rivers?
 4. What activities can you see in the rivers or near them?
 5. How important are the rivers to the people living nearby?



Impact on Learning

Students

- engage in self-directed learning, make choices about what they want to find out and take charge of their own learning;
- apply communication skills and self-learning skills to inquire and communicate; and
- extend their knowledge of other cultures, develop thinking skills and positive values and attitudes such as caring for the environment, maintaining sustainability and respecting different cultures.

- Students read the poem, "Where Go the Boats?" by Robert Louis Stevenson (1850-1894).

Where Go the Boats?

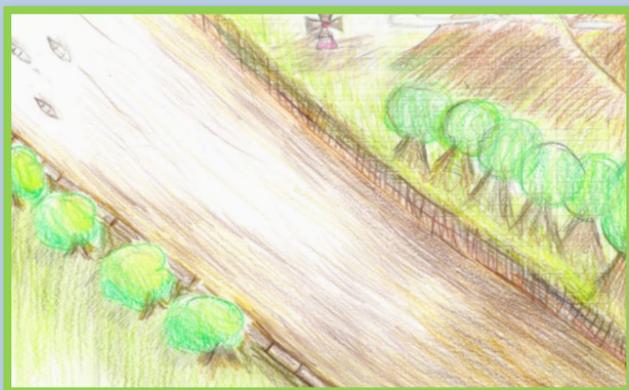
Dark brown is the river,
Golden is the sand.
It flows along for ever,
With trees on either hand. 4

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating -
Where will all come home? 8

On goes the river
And out past the mill,
Away down the valley,
Away down the hill. 12

Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore. 16

- In groups or individually, students draw pictures of the river based on their interpretation of the poem and discuss their drawings.



Students

- apply communication skills and self-learning skills to inquire and communicate;
- give critical and imaginative responses to language arts materials containing cultural and environmental elements;
- show appreciation of others' work;
- develop thinking skills; and
- appreciate the effect of sound patterns including rhythm and rhyme from imaginative literature.

- Students compare the river described in the poem with one of the rivers they have discussed earlier and present the differences and similarities of the rivers to the class.

Similarities / Differences

- Flow of the river
- Activities
- Importance to the life of the people



Students

- develop reasoning and critical thinking through making comparisons; and
- consolidate their learning and positive values and attitudes and extend their cultural awareness.

- Based on the first stanza of the given poem, students write four lines creatively on one of the rivers they came across earlier and present their poems with pictures. Their peers provide feedback on the poem.
- Extended tasks, e.g.
 - students write poems creatively on anything of their choice and display their poems on the class bulletin board / the class blog for their peers to provide comments; or
 - they search and select more poems or other texts about rivers or boats and share them among themselves.



Students

- develop cultural awareness and thinking skills holistically;
- develop capabilities to monitor and evaluate their learning through practising peer evaluation; and
- engage in self-directed learning and peer assessment.

Making Use of Project Learning and IT for English Language Development: “Cyber Zoo” (Primary 4-6)

This example illustrates how Key Stage 2 students:

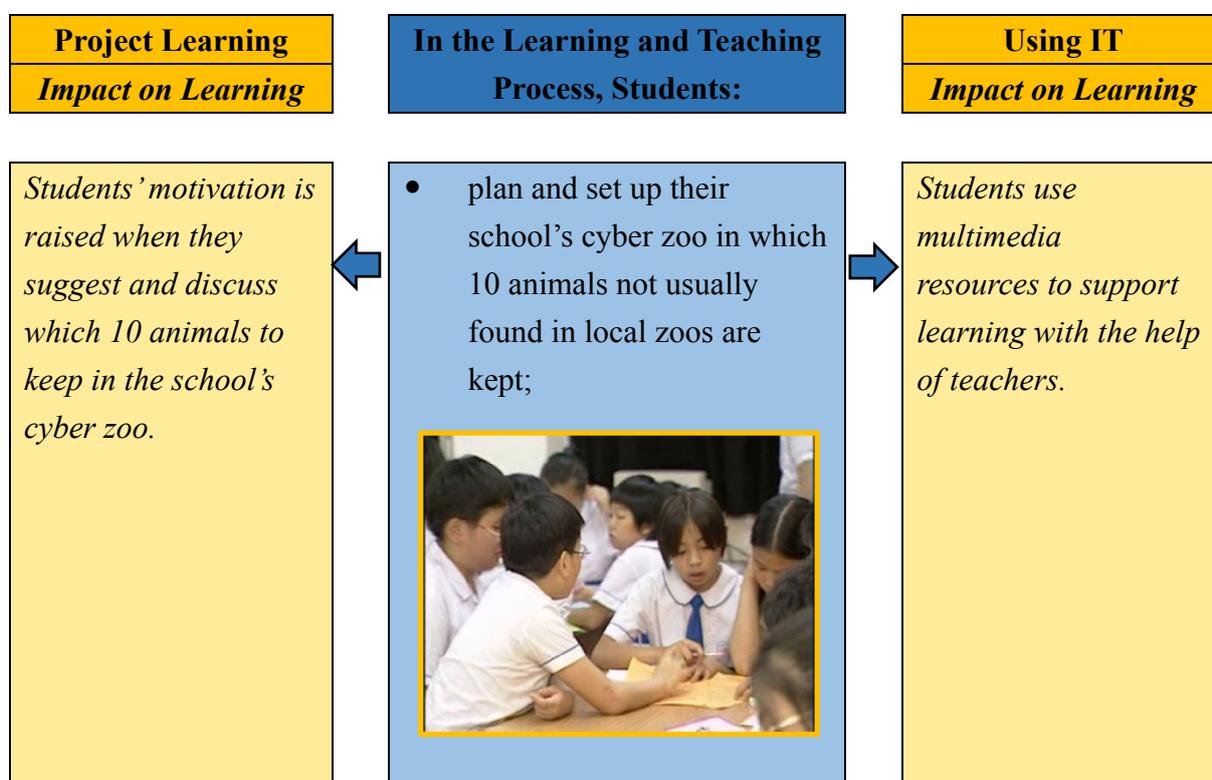
- develop independence and work according to their needs, interests and abilities in learning English through project work;
- work collaboratively to set up their school’s cyber zoo, using innovative and authentic learning resources;
- learn how to learn as they discuss how to do the project before they divide the work among themselves and work independently on a specific area;
- see the need to use English to prepare and present their projects since their work is to be published on the Internet and viewed by other children or Internet users who may not read Chinese; and
- improve their work and develop a sense of responsibility for their learning after receiving feedback from people who have visited their cyber zoo.

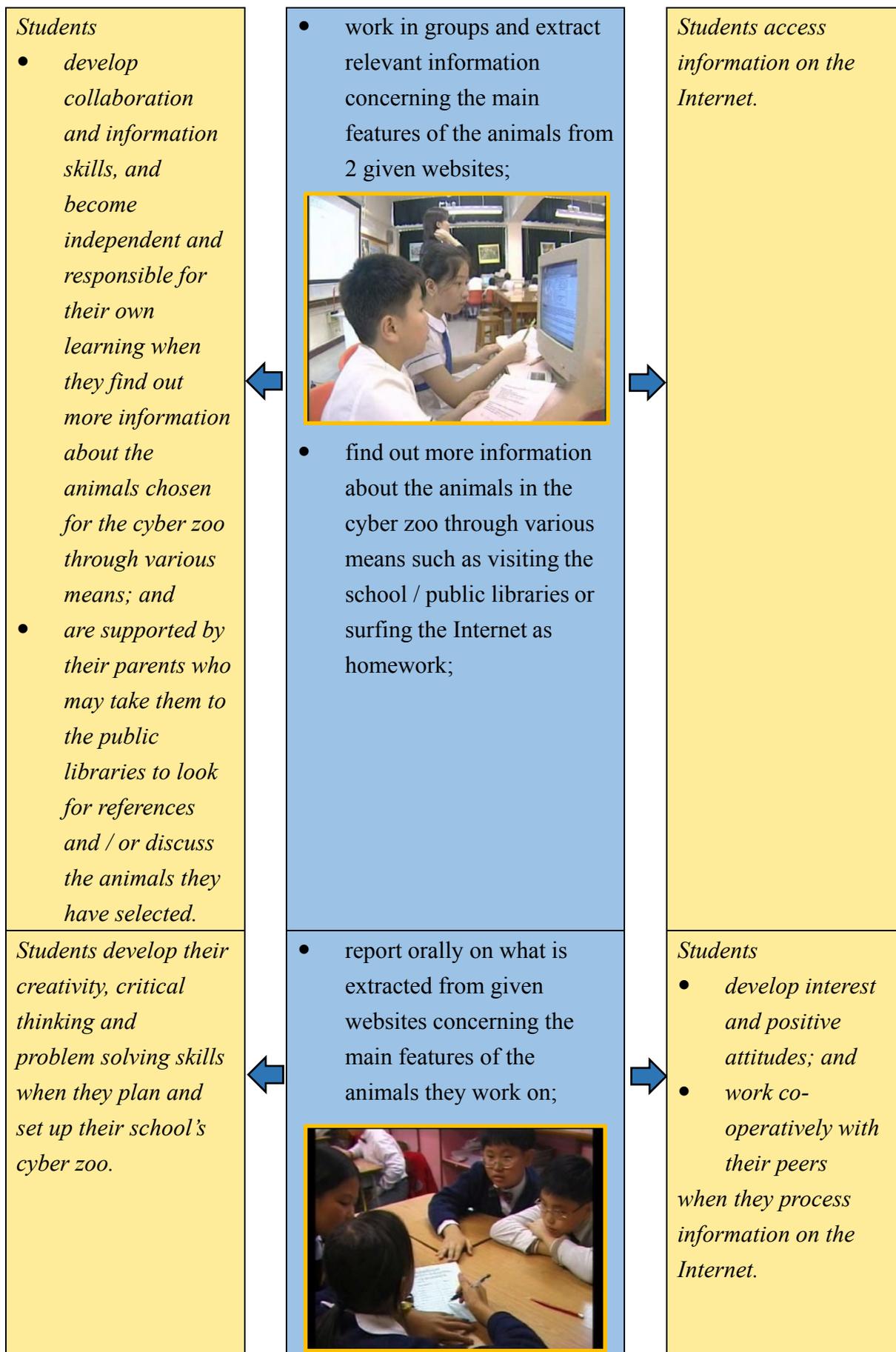
This project aims to:

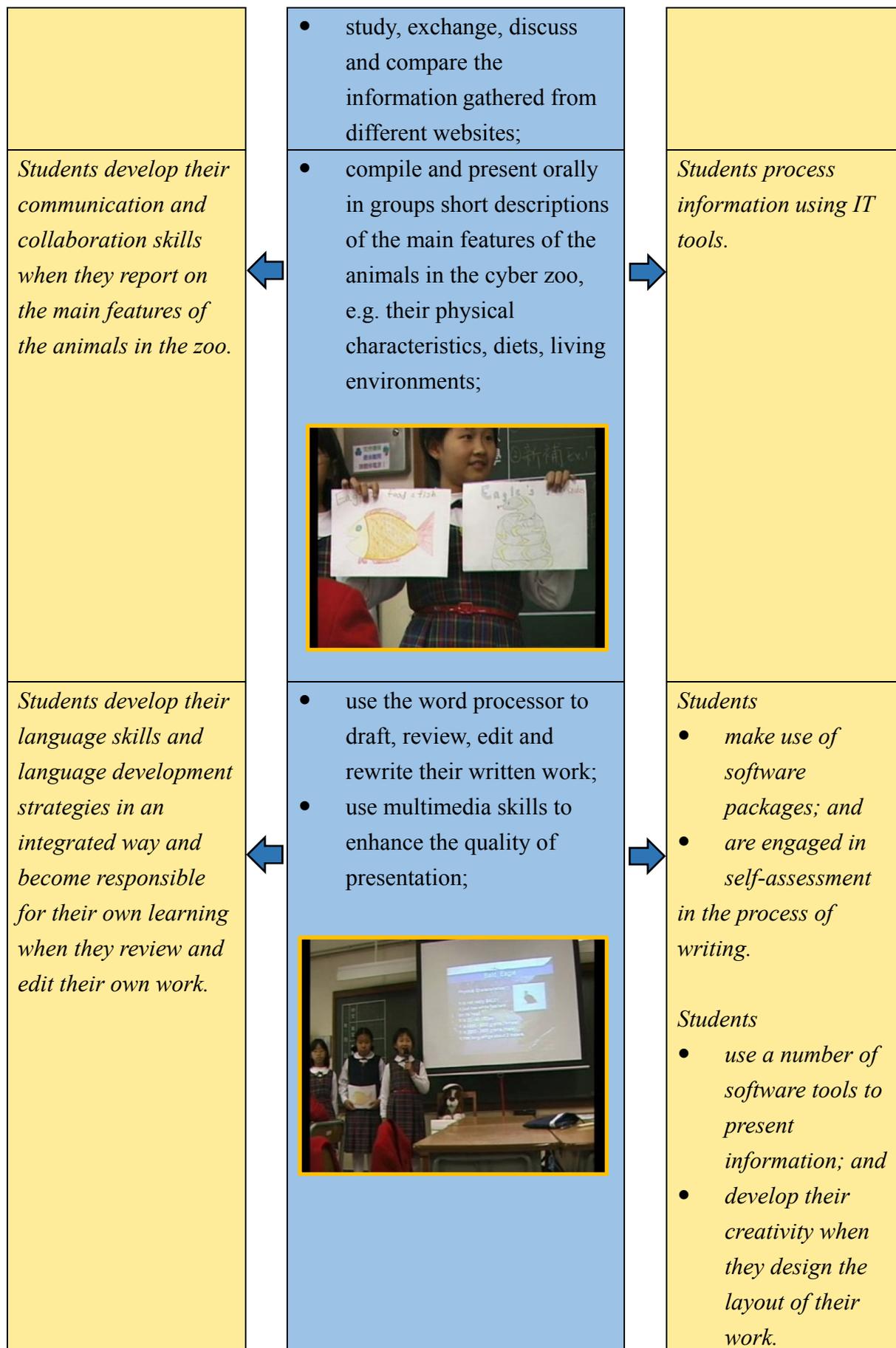
| | |
|--|---|
| <ul style="list-style-type: none"> • develop students’ capabilities to use English to: | <ul style="list-style-type: none"> • develop in students the following: |
| <ul style="list-style-type: none"> ➤ find out, organise and present information through using IT and making appropriate use of community resources (Knowledge Strand); ➤ interpret and use given information from various sources, e.g. websites, to introduce the features of the selected animals by using IT (Knowledge Strand); ➤ see the need for clarifying their own written expression and then improve their project after receiving feedback from teachers, schoolmates and others (Knowledge Strand); ➤ converse about feelings, preferences, ideas through planning and setting up their school’s cyber zoo (Interpersonal Strand); ➤ exchange messages by sending an e-poster to invite others to visit their school’s cyber | <p><i>Generic Skills</i></p> <ul style="list-style-type: none"> ➤ Collaboration Skills ➤ Communication Skills ➤ Creativity ➤ Critical Thinking Skills ➤ IT Skills ➤ Problem Solving Skills ➤ Self-management Skills ➤ Self-learning Skills <p><i>Personal and Social Values and Attitudes</i></p> <ul style="list-style-type: none"> ➤ Aesthetics ➤ Independence ➤ Appreciation ➤ Care and Concern ➤ Open-mindedness ➤ Co-operativeness |

| | |
|--|--|
| <p>zoo (Interpersonal Strand);</p> <ul style="list-style-type: none"> ➤ participate with others in making choices and decisions by sharing ideas, making suggestions and solving problems in the process of the project work (Interpersonal Strand); and ➤ give expression to imaginative ideas through designing an e-poster (Experience Strand). | |
|--|--|

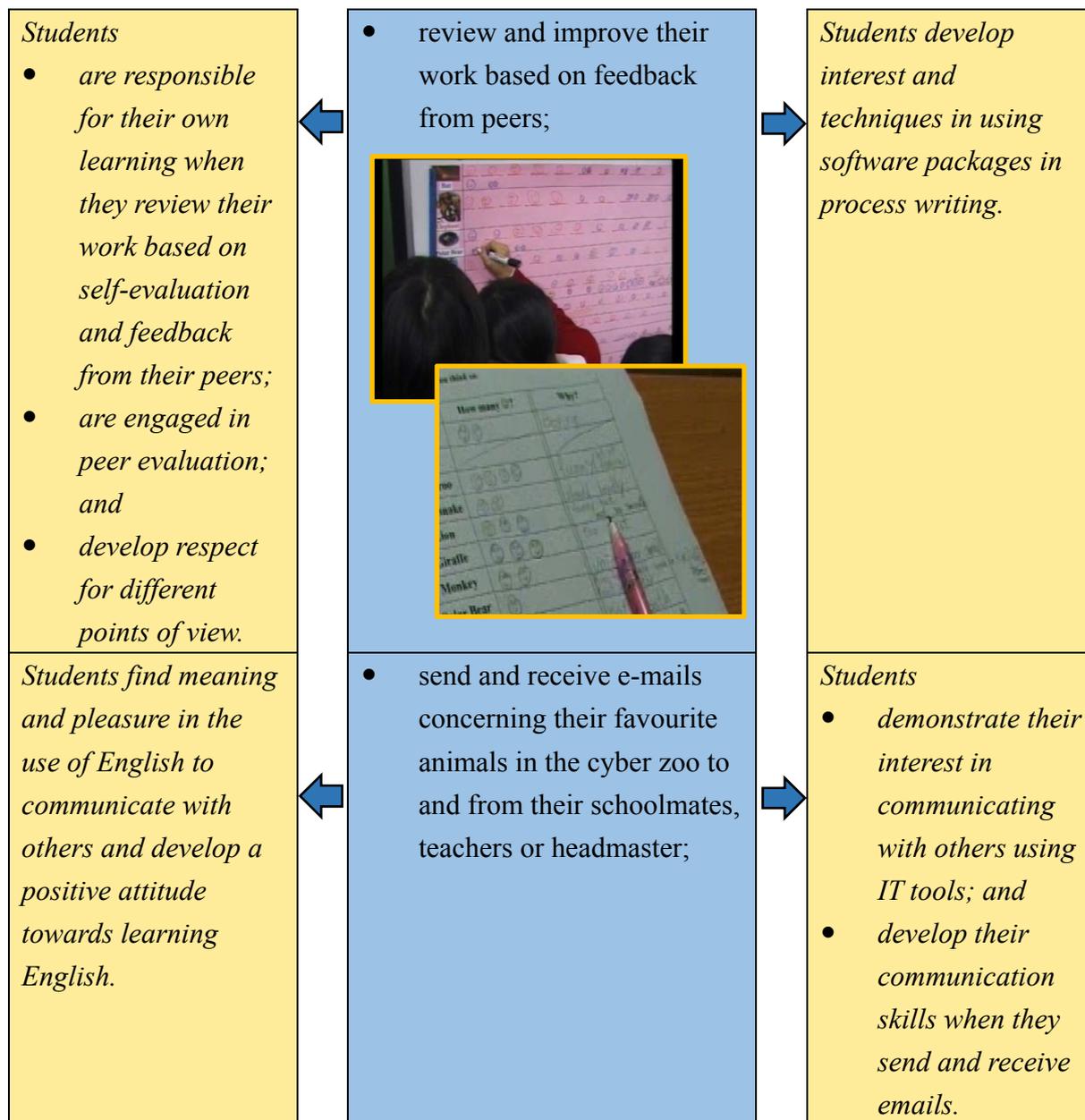
Learning and Teaching Process

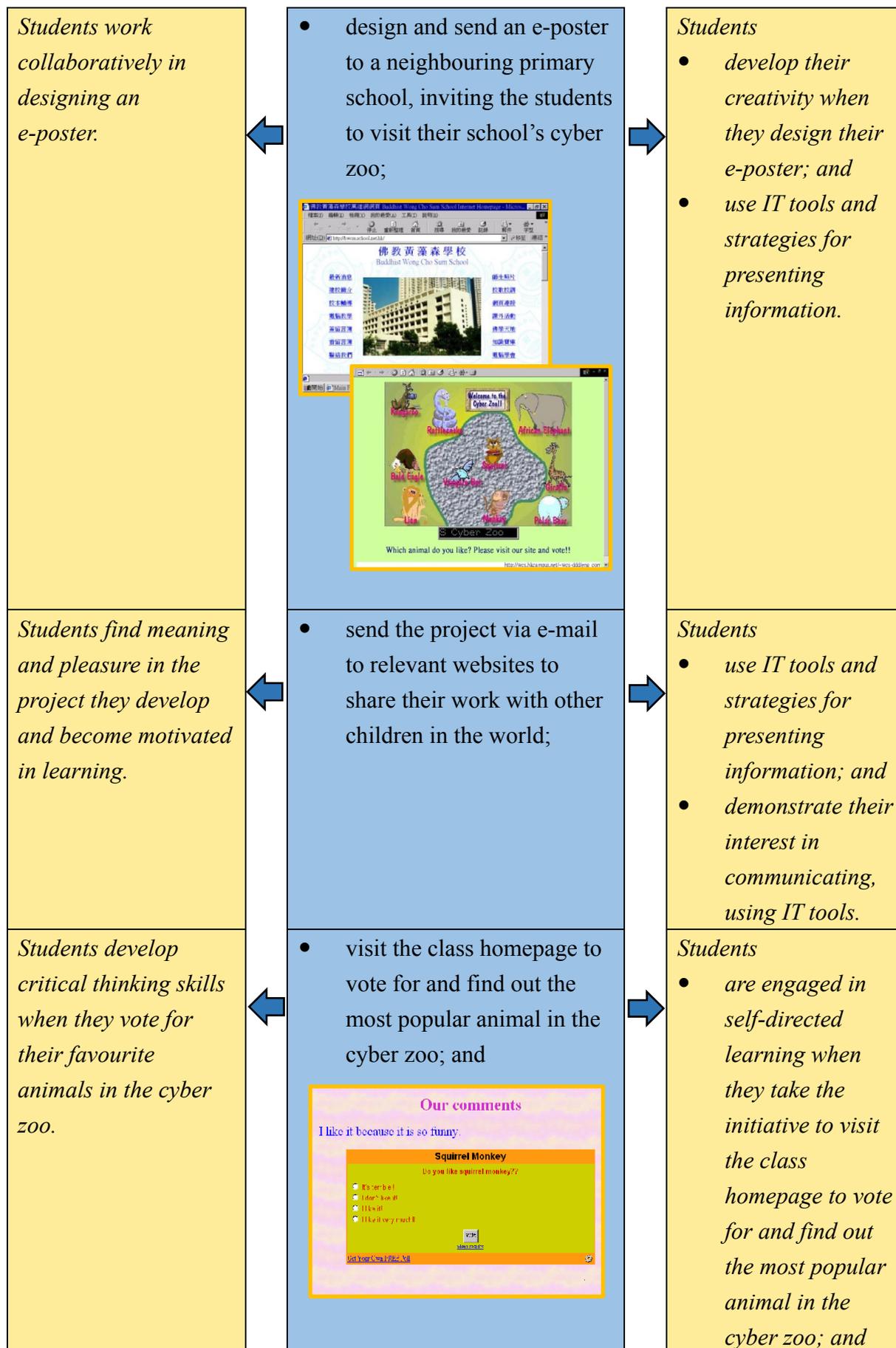




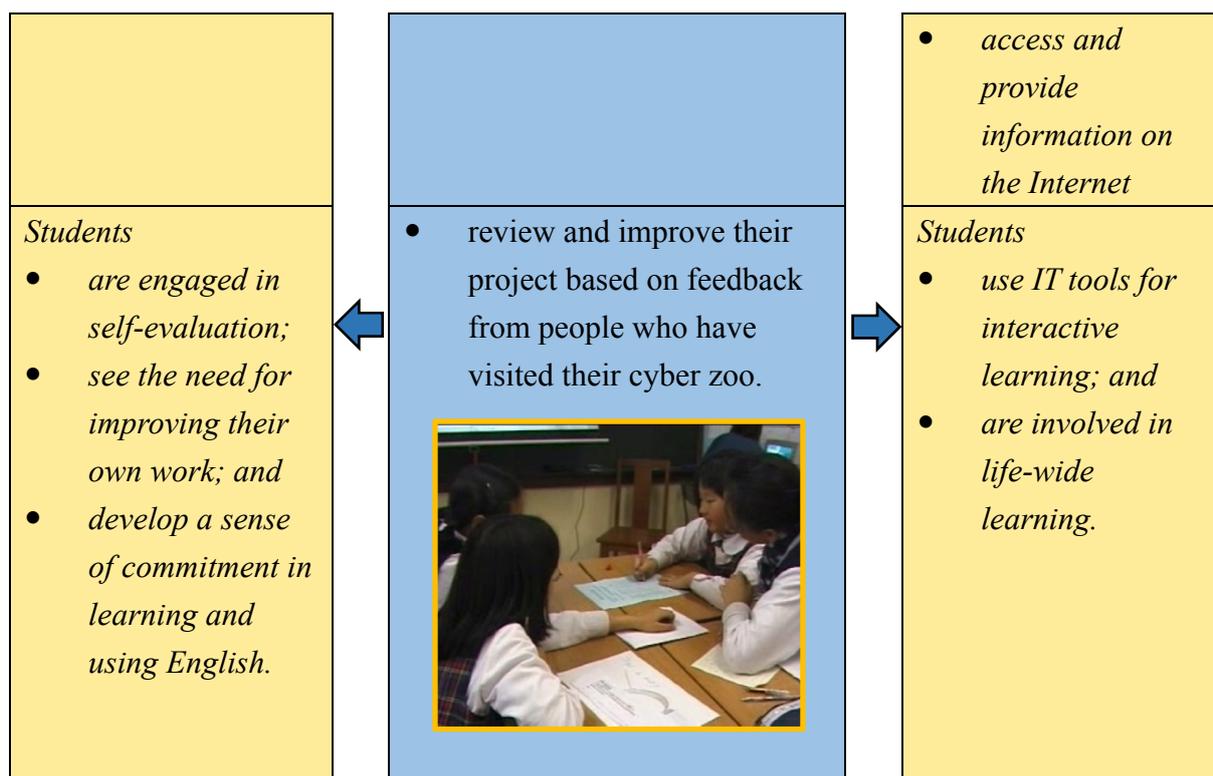


Example 8





Example 8



Some of the activities have been tried out in Buddhist Wong Cho Sum School. We thank the school for sharing their experience.

Promoting a “Reading to Learn” Culture through Linking Reading, Oral Presentation and Assessment (Secondary 1-3)

Introduction

In this example, students at the junior secondary level engage in reading books on various themes and disciplines under the school’s extensive reading scheme. They also take part in an oral presentation on what they have read, and evaluate their classmates’ performance.

This example illustrates how “reading to learn” activities can be used to:

- enhance students’ abilities in using English by integrating the four skills of listening, speaking, reading and writing;
- develop students’ critical thinking and problem-solving skills through understanding and constructing meaning from what they read and evaluating other students’ performance;
- develop students’ creativity and positive values in responding to imaginative and literary texts on different themes;
- promote self-directed learning through assessment for learning;
- develop students’ collaboration skills;
- cultivate an open-mindedness towards different opinions and ideas; and
- promote reading for the improvement of language proficiency as well as for other important purposes, notably personal interest, enrichment of knowledge and experience and development of positive values and attitudes.

Purpose of the School’s Extensive Reading Scheme

Through engaging in a diversified range of activities such as quizzes, story-telling competitions, writing competitions, book exhibitions, writing book reports and oral book presentations, students develop the skills and strategies for reading effectively and broaden their knowledge base and experience. The ultimate goal of the scheme is to inculcate a reading culture within the school and help students become independent readers.

Learning and Teaching Process

1. As part of the school’s extensive reading scheme, students of S1-3 each read a story of his/her choice to be presented in class.

2. Students fill in a book review form on the story they have read, providing information about the plot and characters. They also share their views on the story. They can make use of the ideas on the form for their oral presentation, although they have to hand it in to the teacher prior to the presentation.

Storybook Presentation
Book Review Form

| |
|---------------------------------|
| Title of storybook: |
| Author: |
| Publisher: |
| Date finished reading the book: |
| Summary of the story: |
| |
| |
| Description of main characters: |
| |
| |
| Comments on the book: |
| |
| |

Impact on Learning

- Students develop an interest in reading as they are provided with a meaningful purpose for reading and responding to the story they have read.
- Students broaden their knowledge and experience through reading about and responding to the plot or the experiences of various characters in the story.

- Students develop their creativity and critical thinking skills through:
 - understanding and constructing meaning from the story they read;
 - conceptualising the plot, understanding the characters, developing their own values and forming their views of the story; and
 - selecting, developing and organising ideas for their oral presentation.

3. With the teacher’s guidance, students read and understand the assessment criteria in the evaluation form for the oral presentation.

| Evaluation Form | | | | | |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Title of storybook: _____ | | | | | |
| Presenter: _____ | | | | | |
| | Excellent | Good | Average | Weak | Very weak |
| Posture | | | | | |
| Stands/Sits confidently | <input type="checkbox"/> |
| Eye contact | <input type="checkbox"/> |
| Body language/Facial expressions | <input type="checkbox"/> |
| Presentation | | | | | |
| Enthusiasm | <input type="checkbox"/> |
| Pace | <input type="checkbox"/> |
| Use of pauses | <input type="checkbox"/> |
| Loudness of voice | <input type="checkbox"/> |
| Accent | <input type="checkbox"/> |
| Content and Language | | | | | |
| Level of interest | <input type="checkbox"/> |
| Organization of ideas | <input type="checkbox"/> |
| Clarity of ideas | <input type="checkbox"/> |
| Word choice | <input type="checkbox"/> |
| Comments/Insights on the book | <input type="checkbox"/> |
| Name(s) of assessor(s): _____ | | | | | |
| Signature(s): _____ | | | | | |
| Class: _____ | | | | | |

- Students develop their critical thinking skills through understanding and interpreting the assessment criteria in the evaluation form.
- Students enhance their knowledge and skills in self-monitoring and evaluation through reflecting on and applying the assessment criteria.

4. Students take turns to present their story to the class, making use of the basic information they have previously provided on the book review form and finding an effective way to present the story and share their views with the audience.

- Students develop their communication skills and creativity through expressing their ideas, views and feelings about the story with an audience in mind.

5. In groups, students evaluate the presentations with the evaluation forms.

- Students develop their skills of critical thinking and collaboration in evaluating the presentations. Students learn to take charge of their own learning as they practise peer assessment.

6. Students give oral feedback about the presentations they have observed.



- Students develop their speaking skills by responding to and evaluating the presentations orally.
- Students appreciate each other's use of the language.
- Students enrich each other's reading experience by exchanging views on the reading content.
- Students show respect for different opinions and ideas in discussing each other's performance.

7. Students reflect on feedback from peers and the teacher. They record their participation and performance in the oral presentations in the logbook they keep for recording their English activities.



- Students develop an ability to manage, reflect on and review their own learning.



My Performance In English Class

| Kind of Activity | Words of Praise from Teacher | Signature |
|------------------|------------------------------|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Points awarded

For Logbook coordinator's use only

Teacher's signature _____ Parent's signature _____

Some of the activities have been tried out in Shung Tak Catholic English College. We thank the school for sharing their experience.

Making Links across KLAs and Developing Effective Learning Strategies and Skills through Reading, Phonics and Grammar Games: “My Favourite Things” (Primary 1-3)

This example shows how teachers:

- help students link the content of an English non-fiction reader to other learning / teaching materials for the subject of English Language as well as other subjects like Mathematics and General Studies;
- develop students’ reading skills through shared reading and follow-up learning activities;
- provide meaningful contexts for developing students’ phonics skills and reinforcing the learning of grammar items and communicative functions;
- use information books to broaden students’ world knowledge and exposure to English and develop their interest and skills in reading to learn; and
- use games and other activities with fun elements to develop students’ confidence, skills and interest in learning English.

Learning and Teaching Process

Planning Stage

Teachers work as a team to:

1. identify a theme / module to work on;
2. choose an appropriate English non-fiction reader that helps students make connections between their learning experiences in the subject of English Language and other subjects such as Mathematics and General Studies; and
3. identify the vocabulary items, letter sounds, communicative functions, and grammar items to focus on.

Example 10

| Resources | Theme / Module | Vocabulary Items | Letter Sounds | Communicative Functions and Grammar Items |
|--|----------------------------|---|---|---|
| <p>Non-fiction reader:</p> <ul style="list-style-type: none"> • What's in my pocket? <p>Textbook</p> <p>Other resources:</p> <ul style="list-style-type: none"> • English word books • Picture dictionaries | <p>My favourite things</p> | <p>Texture</p> <ul style="list-style-type: none"> • soft • hard • fuzzy • gooey <p>Shape</p> <ul style="list-style-type: none"> • square • round <p>Object</p> <ul style="list-style-type: none"> • marble • block • feather • toy bear • rock • worm | <p>w in</p> <ul style="list-style-type: none"> • worm <p>ock in</p> <ul style="list-style-type: none"> • rock | <ul style="list-style-type: none"> • Use nouns to identify objects: <i>A <u>rock</u></i> • Ask “Wh-” questions in a guessing activity: <i><u>What's in my pocket?</u></i> • Use pronouns to refer to objects: <i>I can feel <u>something round</u>.</i> • Use adjectives to describe the texture of objects: <i>I can feel <u>something soft</u>.</i> • Use adjectives to describe the shape of an object: <i>I can feel <u>something round</u>.</i> |

Learning and Teaching Stage

| In the Shared Reading Sessions, Students: | Impact on Learning |
|--|--|
| <ul style="list-style-type: none"> • listen to the teacher’s reading of the non-fiction reader presented in the form of a big book and in the process use pictorial and contextual clues to guess the content of the reader and the meaning of new words; • read aloud together a certain part of the reader (e.g. all the questions “Pocket, pocket, what’s in my pocket?”) and then chime in at other parts of the reader in groups (e.g. all the cues “Something that’s round.”, the objects such as “A marble.”); • read aloud the reader to their parents or other family members as homework; <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div> | <p><i>Students</i></p> <ul style="list-style-type: none"> • <i>broaden their world knowledge and exposure to English through reading a non-fiction reader;</i> • <i>develop their skills in reading, vocabulary building and problem-solving through using pictorial and contextual clues to make guesses about the content of the reader and the meaning of new words;</i> • <i>internalise the rhythm and form of the target language items and develop interest and confidence in reading when they are engaged in enjoyable shared reading activities; and</i> • <i>find meaning and pleasure in what they read when they share their learning experiences with their parents and become motivated to make reading a lifelong habit.</i> |

- pay attention to, identify and frame the target letter sounds (e.g. **w** in *worm*; **ock** in *rock*) and later make a word worm and a word ladder;
- look up English word books and picture dictionaries to find more words with the target letter sounds to put on the word worm and word ladder;
- read aloud words from their word worm and word ladder;



Students

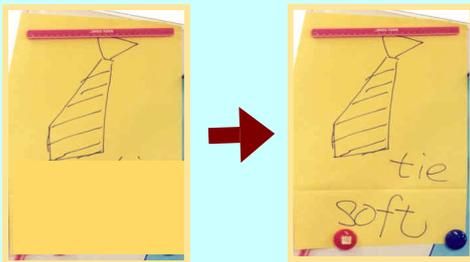
- *develop a positive attitude towards and skills for lifelong learning when they apply their phonological knowledge and phonics skills to read aloud unfamiliar words from the word worm and word ladder and also when they take the initiative to look for words from different sources; and*
- *make connections between their learning experiences when they look up information books such as English word books and picture dictionaries to find more words with the target letter sounds.*

- participate in activities with fun elements (e.g. singing the song “What’s in my pocket?” using the melody of “Are you sleeping?”);
- participate in grammar games to practise the target vocabulary items and sentence structure: (e.g. Teacher: Pocket, pocket, what’s in my pocket? Student: (puts his hand into the pocket and feels the object) I think it’s a rock.);

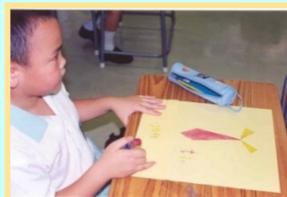


Students are motivated and develop a keenness to participate in grammar games and singing which reinforce the learning of the target grammar items.

- revise the vocabulary on clothing items through playing a guessing game:
(e.g. A: Pocket, pocket, what's in my pocket?
B: I can feel something soft. I think it's a tie.);
- revise and practise the vocabulary items and sentence structures by working in groups to make a mini book on "What's in my picture?"
(e.g. draw or stick pictures of objects with different textures and shapes on a card, write the word cue inside the folded part under each picture);



- work in pairs and use the mini books on "What's in my picture?" for self-access learning;

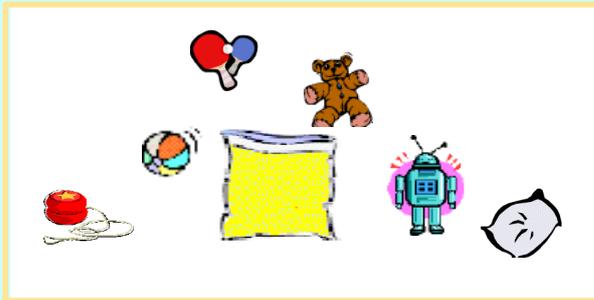


Students develop

- *confidence and competence in using the target language items; and*
- *the skills of, and a positive attitude towards learning how to learn through preparing materials for and taking part in self-access learning.*

Example 10

- revise and practise the vocabulary items and sentence structures by creating their own mini book on “My favourite things”;
- get ideas on how to describe the shapes of their favourite things from what has been learnt in the subject of Mathematics;
- get ideas on how to describe the textures of their favourite things from what has been learnt in the subject of General Studies;
- look up the English word books and picture dictionaries to find out the right English words to describe the textures and shapes of their favourite things;
- design the cover and layout of their group’s mini book; and
- share the reading of their mini books in groups.



Students develop

- *an awareness of the connections between the contents of the subject of English Language and those of other subjects;*
- *their information skills and lifelong learning skills through organising words into meaningful groups and using them as a resource for spelling and writing;*
- *their vocabulary building skills and independence in learning by looking up information books such as English word books and picture dictionaries;*
- *their creativity through designing the book cover and layout of their own mini book; and*
- *their appreciation of the use of English by others through shared reading of each other’s work.*

Some of the activities have been tried out in Tin Shui Wai Methodist Primary School. We thank the school for sharing their experience.

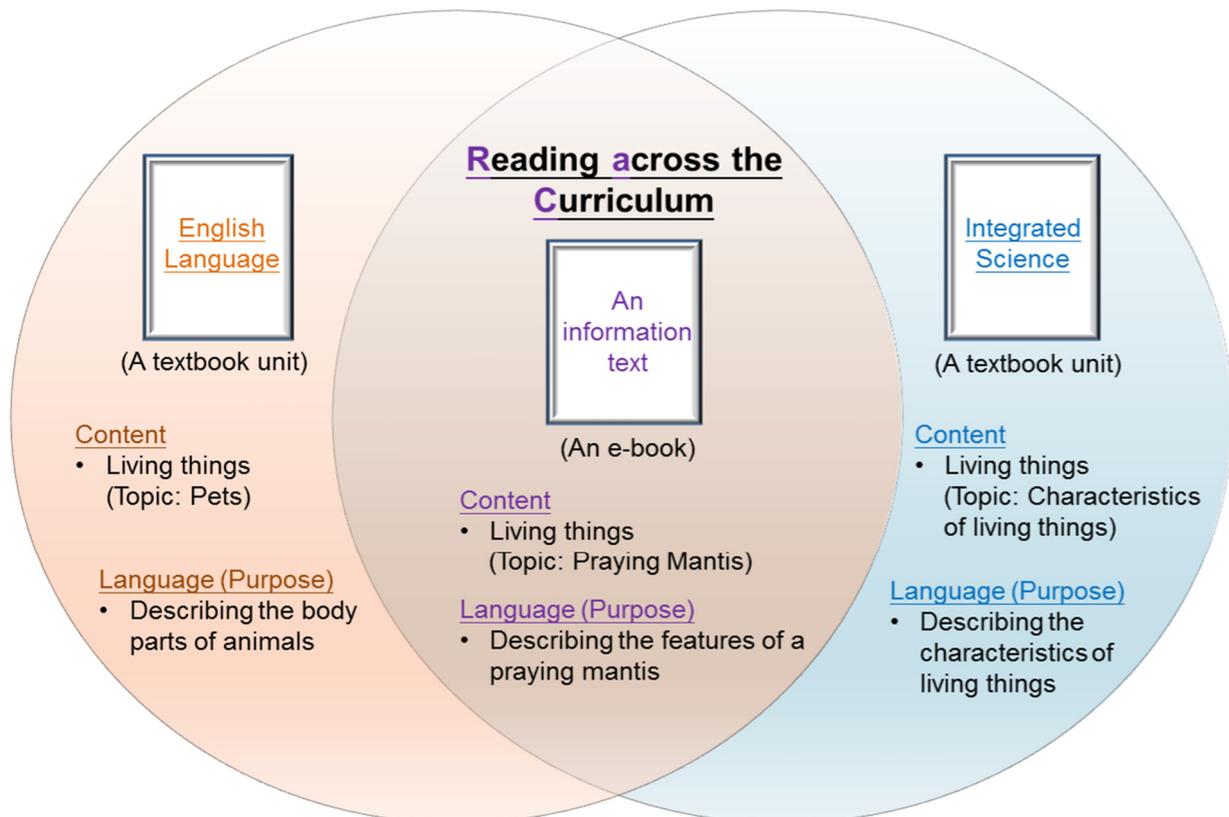
Enhancing Students’ Literacy Skills Development: Promoting Reading across the Curriculum through e-Learning (Secondary 1-3)

Introduction

This example illustrates how students’ literacy skills development can be enhanced through promoting reading across the curriculum. The English teacher makes use of the e-version of an information text “Big Bugs, ‘Bad’ Bugs” to connect students’ reading and writing experience between English Language and Integrated Science.

Implementation of Reading across the Curriculum (RaC)

A common topic, i.e. “living things”, and a language item, i.e. using similes to make descriptions, are identified as entry points for the implementation of RaC.



Learning and Teaching Process

(Reading)

- Integrating the use of the e-version of an information text “Big Bugs, ‘Bad’ Bugs” to extend students’ learning experience from a textbook unit of General English (G.E.):

| | | |
|---------------|---------------------------------------|--|
| | G.E. textbook unit | e-Book “Big Bugs, ‘Bad’ Bugs” |
| Purpose | To describe the body parts of animals | To describe the features of a praying mantis |
| Language item | Similes “as...as” / “...like...” | |

Supporting students’ development of reading skills and strategies:

- Making use of a graphic organiser to facilitate students’ understanding of the main ideas of the text, e.g.

What is a Praying Mantis (Pg. 10-11)

Impact on Learning

- Students are provided with the opportunity to
 - enrich their knowledge about living things, i.e. a praying mantis; and
 - understand the use of the language item, i.e. using similes “as...as” / “...like...” to make descriptions, in context.

- Students are guided to identify and organise the main ideas of the text, i.e. features of a praying mantis, using graphic forms.

- Highlighting to students the language focus of the text, i.e. **similes “as...as” / “...like...”**, and guiding them to understand the use of the language item in context

Body Parts of a Praying Mantis (Pg. 10-11)

playing man is

preposition
Ada
actor
A predator can

- blend into (look similar to) the background
- stand as still as a statue
- strike fast

Front legs antenna wing leg

Why is it called the “praying mantis”?

• It looks like it is praying with its front legs

• the most lethal weapons
• like spring-loaded jackknives

• Total wear button

- Students are guided to understand the language function, i.e. to describe, and how the related language item, i.e. similes “as...as” / “...like...”, is used in context.

- Drawing students’ attention to the letter-sound relationships of vocabulary such as “praying mantis”, “predator”, “lethal weapons”, to support students in reading aloud unfamiliar words

Body Parts of a Praying Mantis (Pg. 10-11)

playing man is

preposition
Ada
actor
A predator can

- blend into (look similar to) the background
- stand as still as a statue
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Front legs antenna wing leg

Why is it called the “praying mantis”?

• It looks like it is praying with its front legs

• the most lethal weapons
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• Total wear button

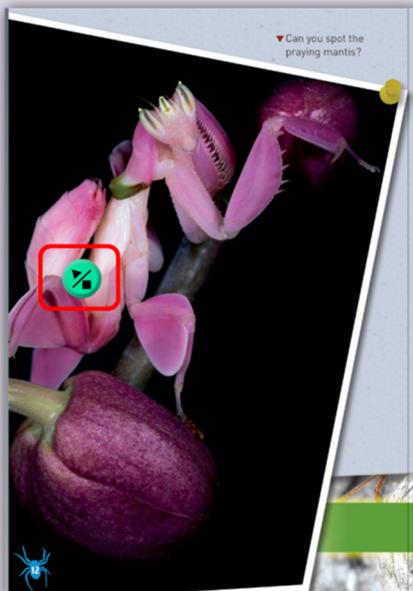
- Students are guided to draw on their prior knowledge and decode unfamiliar words by using knowledge of letter-sound relationships.

- Highlighting to students the e-feature “word explanation” to support students in understanding unfamiliar words such as “camouflage”



- Students are guided to make use of the e-feature “word explanation” to work out the meaning of the unfamiliar word and concept “camouflage” by referring to the word definition and pictorial clues provided.

- Highlighting to students the e-feature “video clip” to support students in understanding the main ideas of the text

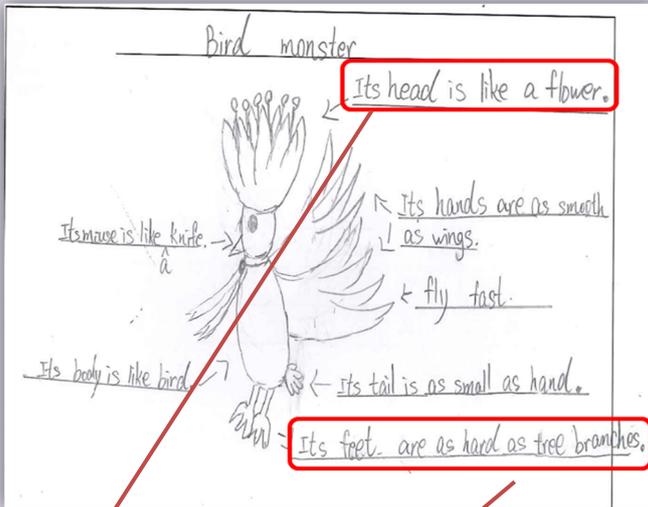


- Students are guided to make use of the e-feature “video clip” to facilitate their understanding of the main ideas of the text, i.e. the special skills of a praying mantis including “camouflage” and “fighting skills”, by referring to the audio and visual clues of the video clips.

(Writing)

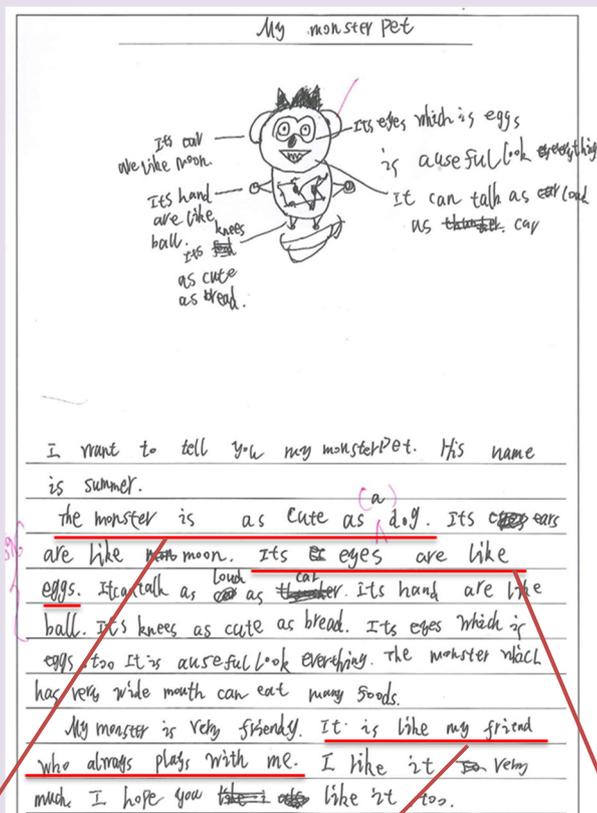
Providing students with the opportunity to apply the language item, i.e. similes “as...as” / “...like...”, in context

- Engaging students in designing their own monster pet and writing descriptions about it



Its head is **like** a flower. Its feet are **as hard as** tree branches.

Students are engaged in applying the language item in a new context and their understanding of the language function, i.e. to describe, and the related language item, i.e. similes “as...as” / “...like...”, is consolidated.



The monster is **as cute as** a dog. Its eyes are **like** eggs. It is **like** my friend who always plays with me.

Example 11

- Engaging students in creating an e-book about their written work on monster pets with the help of an app for creating interactive e-books



- Students are motivated to
 - apply their creativity and information technology skills to create an e-book about their own monster pet; and
 - practise their speaking skills by recording their descriptions of the monster pet and make revision of their audio clips as appropriate.

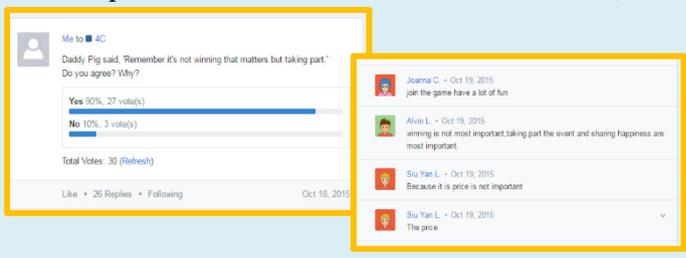
- *Some of the activities have been tried out in Lock Tao Secondary School. We thank the school for sharing their experience.*
- *We are grateful to CSI Literacy and Lift Education for their permission to reproduce the images of the interactive e-book “Big Bugs, ‘Bad’ Bugs” (2011) from the CSI Chapters series.*

Integrating Technology in English Language Development - Engaging Every Student: “Sports Day” (Primary 4-6)

This example shows how teachers use technology to:

- motivate and engage students in learning English;
- guide students to develop reading skills through reading and viewing;
- help students master the target language items through a task-based approach;
- foster collaboration, critical thinking skills, creativity and problem solving skills among students; and
- develop students’ positive values and attitudes.

| Learning and Teaching Process: | Impact on Learning |
|--|---|
| <p>Watching an online video clip</p> <p>Students</p> <ul style="list-style-type: none"> • are introduced to an online video clip about the sports day of a pig called “Peppa” and have to complete the task “Help Peppa find a partner for the relay race of the Sports Day” at the end; • watch the first part of the online video clip and answer / respond to the questions about the video clip on a social network platform before the English lesson; • complete an activity sheet in groups by answering the comprehension and open-ended questions (e.g. What events did the animals take part in? If you are a sports coach, what is the most important thing in a competition?) while watching the second part of the online video clip; • participate in a class discussion and share their ideas with classmates; | <p><i>Students</i></p> <ul style="list-style-type: none"> • <i>are provided with a meaningful purpose for reading and viewing the texts;</i> • <i>develop interest and some understanding of the theme “sports” through the Flipped Classroom approach;</i> • <i>develop reading / viewing skills for working out the main idea, locating specific information and identifying supporting details in the story through the use of pictorial cues and contextual clues;</i> • <i>develop critical thinking and problem-solving skills through participating in open-ended discussions;</i> |

| | |
|---|--|
| <ul style="list-style-type: none"> participate in an online survey to express their views about one of the characters by casting a vote on the social network platform; explain and give reasons for their choices by leaving comments on the platform; respond to one another’s comments online;  <p>The screenshot shows a social media post from 'Daddy Pig' asking 'Remember it's not winning that matters but taking part.' Below the post is a poll with 'Yes' at 90% (27 votes) and 'No' at 10% (3 votes). There are three comments: Joanna C. says 'join the game have a lot of fun', Alice L. says 'winning is not most important,taking part the event and sharing happiness are most important', and Su Yan L. says 'Because it is price is not important'.</p> <ul style="list-style-type: none"> watch the third part of the online video clip as an extended activity; and respond to the question “Why did George cry after the event?”. | <ul style="list-style-type: none"> <i>enrich their life experience, cultivate positive values and attitudes through thinking from multiple perspectives;</i> <i>are provided with a clear purpose to communicate with their peers using the social network platform; and</i> <i>nurture critical thinking skills and reasoning ability through explaining their opinions in an interactive way.</i> |
| <p>Reading a text in the textbook</p> <p>Students</p> <ul style="list-style-type: none"> study the photos of a blog on “Sports Day” and predict the content of the blog; practise silent reading with teacher support to confirm their prediction; locate specific information to fill in a fact sheet about the Sports Day; and respond to some open-ended questions (e.g. If you could add one more event in the Sports Day, what would you add? Why?) by connecting to their personal experiences. | <p>Students</p> <ul style="list-style-type: none"> <i>develop the reading skills for making predictions about the text using the pictorials cues and the headings; and</i> <i>develop critical thinking and problem solving skills by participating in open-ended discussions.</i> |
| <p>Learning about the forms and use of the target language items at text level</p> <p>Students</p> <ul style="list-style-type: none"> focus on the highlighted sentences in the blog (e.g. “Are you fitter than Zoe?”, “You’re the fastest, Andy.”); | <p>Students</p> <ul style="list-style-type: none"> <i>are guided to notice the grammatical patterns of the target language items; and</i> |

- work in groups and categorise the highlighted sentences in a table based on their forms;
- explain and give reasons for the categorisation; and
- are introduced to the form and function of comparative and superlative adjectives with reference to the blog through colour coding (the forms of the adjectives are highlighted in different colours).

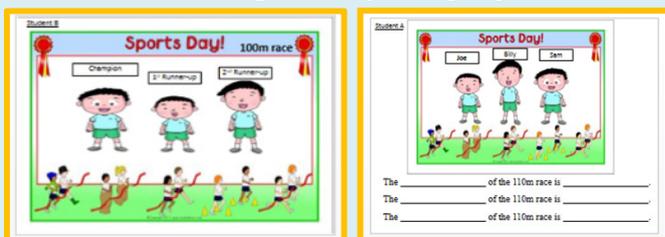
- *develop an awareness of the target language items and the meaning.*

| To talk about/compare 2 people.º | To talk about and compare 3 or more people.º |
|---|---|
| <ul style="list-style-type: none"> - I'm taller than you, Amy!º - Andy was faster than all the other children in the 100m race..º - Are you fitter than Zoe?º | <ul style="list-style-type: none"> - But Karen is the tallest in our class!º - The tallest student in Class 4B won this event.º - You're that fastest, Andy.º - Who was the heaviest?º - Who was the lightest?º |

Practising and consolidating the forms and use of the target language items in context

Students

- work in pairs and help a friend, Jamie, complete the photo captions by identifying the winners on the Sports Day; and
- take turns to describe the appearance of the winners in the photos by using adjectives.



Students

- *develop collaboration and communication skills through participating in an information gap activity;*
- *develop capabilities to use English to seek and provide information through the information gap activity; and*
- *practise and consolidate the form and the use of the target language items by making comparison among winners on the Sports Day.*

| | |
|--|---|
| <p>Using the target language items in a similar but new context</p> <p>Students</p> <ul style="list-style-type: none"> • are asked to extend the story of Peppa and help Peppa find a partner for the relay race; • work in groups and discuss the features of one of the four animals using a mind map; • brainstorm the reasons why the animals made the best partner for Peppa in a relay race; • choose one of the animals for Peppa’s team and write the reasons for choosing it; • post the reasons on the social network platform and present them in class; and • are provided with constructive feedback in terms of their creative ideas and appropriate elaboration. | <p><i>Students</i></p> <ul style="list-style-type: none"> • <i>exhibit their critical thinking skills and creativity with the help of mind maps;</i> • <i>improve their speaking skills through expressing their ideas in groups and presenting them in class;</i> • <i>apply and consolidate their understanding of the use of the target language items in context; and</i> • <i>develop reasoning ability through comparing and evaluating the features of the four animals.</i> |
|--|---|

Some of the activities were tried out in Xianggang Putonghua Yanxishe Primary School of Science and Creativity. We thank the school for sharing their experience.

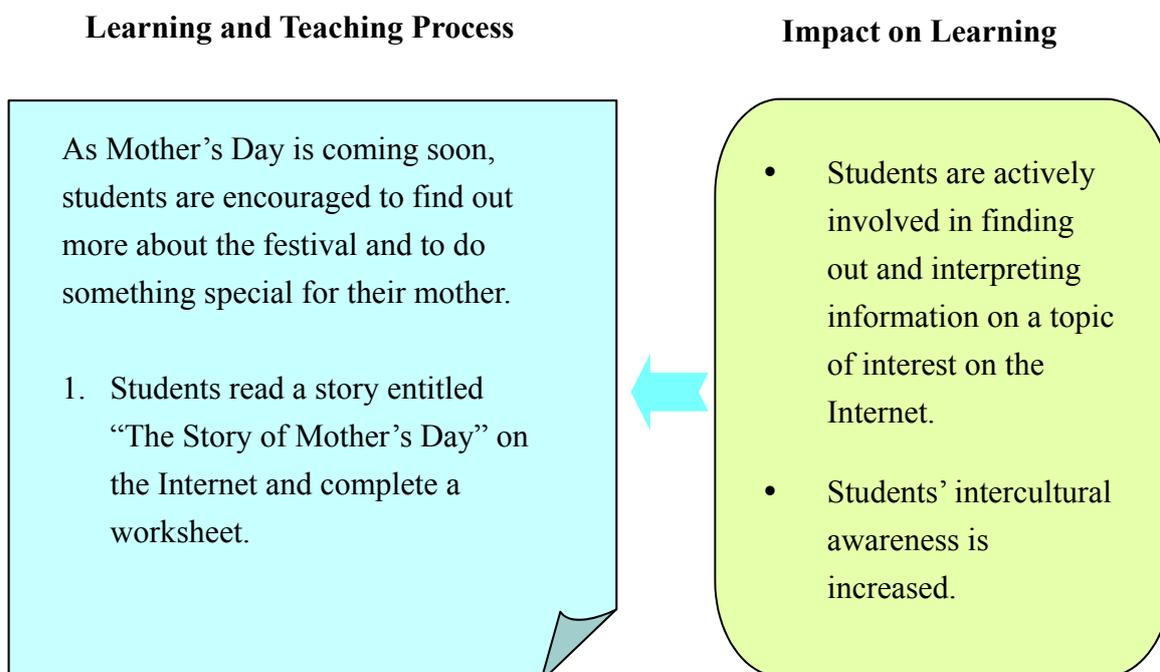
Promoting the Use of Information Technology for Interactive English Language Learning: “Mother's Day” (Secondary 1-3)

Introduction

In this example, information technology (IT) tools and resources such as search engines, websites with language learning resources, and other software are used to enhance interest and provide meaningful contexts for learning and using English. These tools and resources also provide opportunities for students to give expression to their own feelings and experiences and to use the language creatively.

This example illustrates how IT can be used to:

- motivate students to engage in reading and producing multimodal texts;
- increase students’ exposure to authentic social English;
- engage students in interactive communication through online discussions and sharing of ideas;
- enable students to communicate with each other outside the classroom;
- provide meaningful contexts for students to write creatively; and
- increase cultural awareness.



2. Students browse some websites with Mother's Day poems. They identify the messages conveyed in the poems drawing on the multimodal features. With guidance from the teacher, they formulate concepts about the features of these poems. They then write their own poems about Mother's Day to be included in e-cards designed by themselves, integrating multiple modes of representation including images, animations or sound.



Students

- use appropriate IT tools and e-resources to facilitate learning;
- practise using appropriate IT tools to communicate and maintain relationships with people outside the school setting;
- respond to imaginative texts and give expression to their feelings and experiences through writing creatively and drawing on different modes of representation in the electronic media; and
- make an attempt to produce quality home / class work by putting together different ideas and making use of different types of resources and materials, both multimodal and textual.

3. Students imagine that they have a sister who is studying in the USA. They write an e-mail to her, attaching the poem written and telling her what they plan to buy for their mother and what they plan to do with their mother on Mother's Day and why.

Students

- practise using appropriate IT tools to communicate and maintain relationships with people outside the school setting; and
- develop the abilities to solve problems and describe the solutions.

4. Students read and share each other's drafts of e-mails and poems. They give peer feedback via the online learning platform before submitting the final version to the teacher.

Students

- develop their capabilities to clarify, revise and improve their writing through peer feedback and personal reflection, and to communicate with others with the use of IT tools.

Some of the activities have been tried out in Kowloon True Light Middle School. We thank the school for sharing their experience.

Leveraging e-Learning in the Senior English Language Classroom “Bring Your Own Devices” (BYOD) (Secondary 4-6)

Introduction

This example illustrates how various e-resources and e-tools can be adopted to facilitate the learning and teaching of English in and outside the classroom by:

- fostering interaction and collaboration among students
- catering for different learning styles
- promoting independent language learning

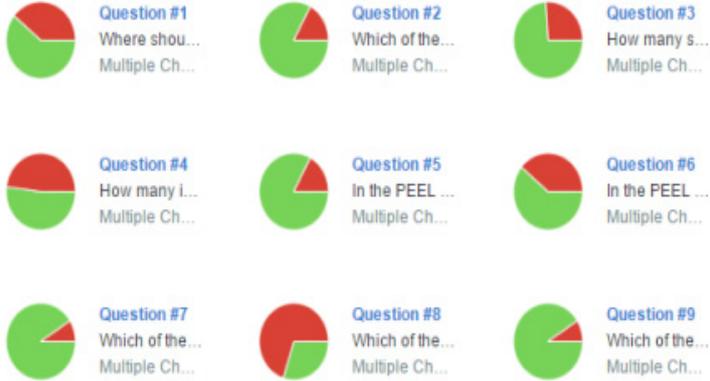
Planning Stage

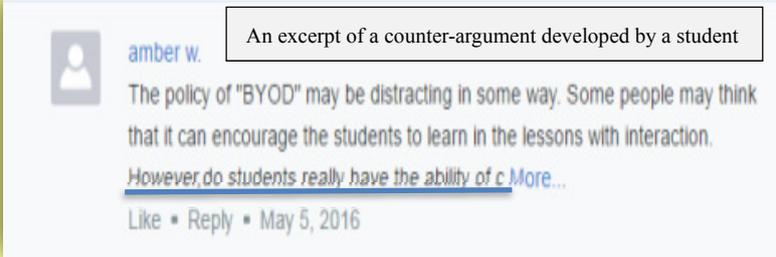
Teachers work as a team to:

- identify a topic which is thematically linked with a module of the school-based curriculum and related to students' personal experiences;
- source and adapt authentic e-resources in varied formats (e.g. video clips, online articles) to cater for different learning styles and help students gain a better understanding of the topic;
- locate some useful web-based applications which allow students' interaction and collaboration (e.g. MindMeister, Google Docs) and design learning activities to provide opportunities for students to co-construct knowledge with the support of these applications; and
- select a user-friendly learning management system or e-platform (e.g. Edmodo) and familiarise students with its use.

Writing Task

Students are required to write an argumentative essay on whether the BYOD policy should be introduced at their school. At S3, they learnt about the organisation of an argumentative essay and how to write a thesis statement while at the beginning of S4, they have been taught how to write a counter paragraph.

| Learning and Teaching Process | Impact on Learning |
|--|--|
| <p>Pre-writing Stage</p> <p>I. Learning about thesis statements</p> <p><i>Before the lesson</i></p> <ul style="list-style-type: none"> Students watch a video clip on an e-platform and revisit how to write thesis statements in argumentative writing. | <ul style="list-style-type: none"> Through the adoption of the flipped classroom strategy, students not only consolidate what they have learnt in S3, but also develop a habit of self-learning. |
| <p><i>During the lesson</i></p> <ul style="list-style-type: none"> Students take an online quiz about how to write thesis statements in argumentative writing and receive instant feedback on the e-platform. <div data-bbox="217 770 991 1285" style="border: 1px solid black; padding: 5px;"> <p>Question Breakdown Analysis of student responses for each question</p> <p>10 questions 10:00</p>  <p>The figure displays nine pie charts, each representing a different question from a quiz. The questions are as follows:</p> <ul style="list-style-type: none"> Question #1: Where shou... Multiple Ch... Question #2: Which of the... Multiple Ch... Question #3: How many s... Multiple Ch... Question #4: How many i... Multiple Ch... Question #5: In the PEEL ... Multiple Ch... Question #6: In the PEEL ... Multiple Ch... Question #7: Which of the... Multiple Ch... Question #8: Which of the... Multiple Ch... Question #9: Which of the... Multiple Ch... </div> <ul style="list-style-type: none"> In groups, students discuss the pros and cons of BYOD and present their ideas in the class. | <ul style="list-style-type: none"> Students' understanding of the content of the video is checked instantly and their motivation enhanced when they compare their scores displayed on the screen. |

| | |
|---|--|
| <p>II. Learning about counter-arguments</p> <p><i>Before the lesson</i></p> <ul style="list-style-type: none"> Students develop counter-arguments based on the ideas uploaded by the teacher on the e-platform.   <ul style="list-style-type: none"> Students watch a video clip about counter paragraphs in argumentative writing on the e-platform in preparation for an in-class online quiz for consolidation purpose. | <ul style="list-style-type: none"> Students share their ideas and learn from each other through posting their counter-arguments on the e-platform, which in turn informs the teacher of their learning needs. |
| <p><i>During the lesson</i></p> <ul style="list-style-type: none"> Students receive feedback from the teacher on the counter-arguments previously uploaded onto the e-platform and take an online quiz on the e-platform. Students are divided into groups of four with two reading an online article about the implementation of BYOD in Hong Kong schools and two watching a video clip on the pros and cons of BYOD in schools, and complete the respective worksheets for the group writing task. | <ul style="list-style-type: none"> Students with different learning styles are catered for with the use of different modes of input, i.e. the video clip and the article. |

| <p>Read the online article “Log on to e-Learning” and complete the following table.</p> | | | | | | | | |
|---|---|--|---|---|---|--|--|--|
| <table border="1"> <thead> <tr> <th style="text-align: center;">Examples</th> <th style="text-align: center;">Benefits</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Using flipped classroom allows teachers to invert traditional teaching methods by delivering instruction online outside class hours and moving homework into the classroom. </td> <td> <ul style="list-style-type: none"> Promote _____ </td> </tr> <tr> <td> <ul style="list-style-type: none"> Flipped classroom also enables teachers to have more _____ _____ _____. </td> <td> <ul style="list-style-type: none"> </td> </tr> </tbody> </table> | Examples | Benefits | <ul style="list-style-type: none"> Using flipped classroom allows teachers to invert traditional teaching methods by delivering instruction online outside class hours and moving homework into the classroom. | <ul style="list-style-type: none"> Promote _____ | <ul style="list-style-type: none"> Flipped classroom also enables teachers to have more _____ _____ _____. | <ul style="list-style-type: none"> | | |
| Examples | Benefits | | | | | | | |
| <ul style="list-style-type: none"> Using flipped classroom allows teachers to invert traditional teaching methods by delivering instruction online outside class hours and moving homework into the classroom. | <ul style="list-style-type: none"> Promote _____ | | | | | | | |
| <ul style="list-style-type: none"> Flipped classroom also enables teachers to have more _____ _____ _____. | <ul style="list-style-type: none"> | | | | | | | |
| <p>Writing Stage <i>During the lesson</i></p> <ul style="list-style-type: none"> Students discuss in groups the topic “<i>Should the ‘Bring Your Own Device’ policy be introduced at your school?</i>” with reference to the ideas generated in the previous lesson. | | | | | | | | |
|  | | | | | | | | |
| <ul style="list-style-type: none"> Each student contributes their arguments with examples and elaboration to an online mind map through their own devices. Students learn to use Google Docs to work on the same piece of writing in groups simultaneously. Students work in groups to compose two body paragraphs based on the ideas generated in the discussion. During the activity, they draft, provide feedback and edit the writing at the same time. When they finish the draft, they also study the changes made to see whether the revisions are appropriate. Students are required to complete the rest of the writing as an individual home assignment. | | <ul style="list-style-type: none"> Student interaction is fostered and ideas are exchanged through the use of the online mind map, which allows collaboration in real-time and a free flow of ideas which are enriched with images and links to external websites. Peer learning and collaboration is achieved through students giving feedback and editing others’ work. Learner diversity is also addressed with more advanced students providing language support to those who are in need. Students reflect on their own learning through tracking the changes made in their draft using the history revision feature of Google Docs. | | | | | | |

Some of the activities have been tried out in Valtorta College. We thank the school for sharing their experience.

Promoting Life-wide Learning through Interacting with Non-Chinese Speaking Students: “It’s a Small World” (Primary 4-6)

This project illustrates how the teachers of a school with Chinese speaking students initiate a visit to a school with non-Chinese speaking students. Teachers from the two schools work collaboratively to:

- help students extend their language learning experiences beyond the classroom and experience the use of English in natural, authentic and realistic settings;
- develop in students an awareness of the use of English as an international language for communication;
- promote intercultural awareness in students; and
- seek and create opportunities to develop in students the following generic skills, values and attitudes:

Generic Skills

- Communication Skills
- Collaboration Skills
- Critical Thinking Skills
- Creativity

Personal and Social Values and Attitudes

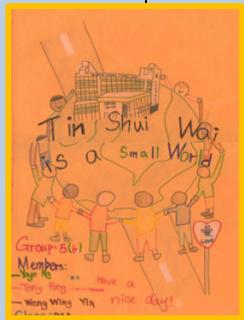
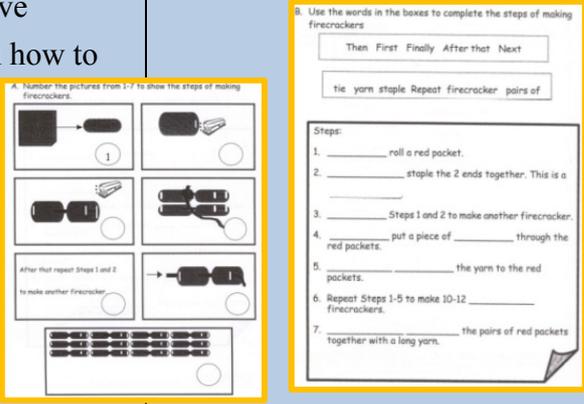
- Openness
- Keeness
- Love
- Equality
- Open-mindedness
- Respect for others
- Respect for self
- Respect for different ways of life
- Appreciation

This example further illustrates how teachers:

| | |
|---|---|
| <p>from the school with Chinese speaking students (i.e. School A)</p> <ul style="list-style-type: none">• design interesting activities in which students learn, practise and use English meaningfully before, during and after the school visit; and• identify appropriate vocabulary items, grammar items and communicative functions to focus on, and provide meaningful contexts for students to learn the use of the target language items. | <p>from the school with non-Chinese speaking students (i.e. School B)</p> <ul style="list-style-type: none">• provide support to the visit by preparing and encouraging the students to receive the visiting students and participate actively in the activities; and• ask students to express personal feelings and experience through writing. |
|---|---|

Learning and Teaching Stage

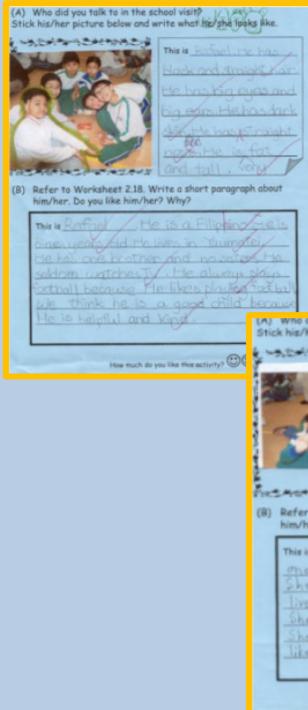
| Before the Visit, | | Impact on Learning | | | | | | | | | | | | | | | | | | | | |
|--|--|--------------------|---------|----------------------------|--------|--------------------------|----------------------|--|-------------|---------------------------------|---|-------|-----------|---------|----------------------------|--------|--------------------------|----------------------|--|-------------|---------------------------------|---|
| <p>School A's students</p> <ul style="list-style-type: none"> revise, practise and consolidate the formulaic expressions needed in making acquaintance with non-Chinese speaking students (e.g. Hello. I'm Peter.); listen to, practise and role play a dialogue between two children meeting each other for the first time; <div data-bbox="209 949 572 1223" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Listen to the dialogue between George and Lipika. Circle the correct words in the brackets.</p> <p>e.g. George: Hello. (What/How) are you? Lipika: Hello. I'm fine. Thank you. George: I'm George. May I ask you some questions about your pastimes? Lipika: Yes, sure. George: First, (what/what's) your name? Lipika: My name's Lipika. George: How do you (spell/say) Lipika? Lipika: L-I-P-I-K-A. George: Thank you.</p> </div> <ul style="list-style-type: none"> in a simulation, practise the use of appropriate "wh-" and "how" questions to obtain specific information from non-Chinese speaking students; <div data-bbox="217 1576 526 1930" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You will work in groups of five and talk to a non-Chinese speaking pupil next Tuesday. Write down the questions you want to ask him/her.</p> <p>1. Ask him/her 4 questions about his/her name, age, brothers and sisters and pastimes.</p> <p>2. Then discuss and ask him 4 more questions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>About</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td>1. Name</td> <td>What is <u>your name</u> ?</td> </tr> <tr> <td>2. Age</td> <td>How <u>old</u> are you ?</td> </tr> <tr> <td>3. Brothers/ Sisters</td> <td>How many <u>brothers and sisters</u> do you have ?</td> </tr> <tr> <td>4. Pastimes</td> <td>Do you always <u>watch TV</u> ?</td> </tr> </tbody> </table> </div> | About | Questions | 1. Name | What is <u>your name</u> ? | 2. Age | How <u>old</u> are you ? | 3. Brothers/ Sisters | How many <u>brothers and sisters</u> do you have ? | 4. Pastimes | Do you always <u>watch TV</u> ? | <p>School B's students</p> <ul style="list-style-type: none"> are briefed on the background of School A's students; are prepared to introduce themselves to School A's students; understand that they may respond freely and naturally when communicating with School A's students; prepare an Indian dance to welcome School A's students; <div data-bbox="544 1373 959 1874" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A) You will work in groups of five and talk to a non-Chinese speaking pupil next Tuesday. Write down the questions you want to ask him/her.</p> <p>1. Ask him/her 4 questions about his/her name, age, brothers and sisters and pastimes.</p> <p>2. Then discuss and ask him 4 more questions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>About</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td>1. Name</td> <td>What is <u>your name</u> ?</td> </tr> <tr> <td>2. Age</td> <td>How <u>old</u> are you ?</td> </tr> <tr> <td>3. Brothers/ Sisters</td> <td>How many <u>brothers and sisters</u> do you have ?</td> </tr> <tr> <td>4. Pastimes</td> <td>Do you always <u>watch TV</u> ?</td> </tr> </tbody> </table> <p>How much do you like this activity? 😊😊😊😊😊</p> </div> | About | Questions | 1. Name | What is <u>your name</u> ? | 2. Age | How <u>old</u> are you ? | 3. Brothers/ Sisters | How many <u>brothers and sisters</u> do you have ? | 4. Pastimes | Do you always <u>watch TV</u> ? | <p><i>Students from the two schools develop</i></p> <ul style="list-style-type: none"> <i>an awareness of the need to use English as an international language for communication; and</i> <i>intercultural awareness.</i> <p><i>School A's students develop their</i></p> <ul style="list-style-type: none"> <i>interpersonal skills and command of English through role play;</i> <i>confidence and capabilities in using English to communicate with non-Chinese speaking students; and</i> <i>develop confidence and competence in using appropriate questions to solicit specific information.</i> |
| About | Questions | | | | | | | | | | | | | | | | | | | | | |
| 1. Name | What is <u>your name</u> ? | | | | | | | | | | | | | | | | | | | | | |
| 2. Age | How <u>old</u> are you ? | | | | | | | | | | | | | | | | | | | | | |
| 3. Brothers/ Sisters | How many <u>brothers and sisters</u> do you have ? | | | | | | | | | | | | | | | | | | | | | |
| 4. Pastimes | Do you always <u>watch TV</u> ? | | | | | | | | | | | | | | | | | | | | | |
| About | Questions | | | | | | | | | | | | | | | | | | | | | |
| 1. Name | What is <u>your name</u> ? | | | | | | | | | | | | | | | | | | | | | |
| 2. Age | How <u>old</u> are you ? | | | | | | | | | | | | | | | | | | | | | |
| 3. Brothers/ Sisters | How many <u>brothers and sisters</u> do you have ? | | | | | | | | | | | | | | | | | | | | | |
| 4. Pastimes | Do you always <u>watch TV</u> ? | | | | | | | | | | | | | | | | | | | | | |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> work on a group project to introduce Tin Shui Wai to non-Chinese speaking students (e.g. collect pictures of Tin Shui Wai, write appropriate captions to describe them); discuss and practise how to present the project to non-Chinese speaking students; |  | <p><i>School A's students</i></p> <ul style="list-style-type: none"> are engaged in independent learning in authentic situations; develop keenness, open-mindedness, and skills in collaboration and critical thinking by working on and presenting a group project; and develop their artistic creativity through designing the layout of their project book. |
| <ul style="list-style-type: none"> prepare the instructions for making paper firecrackers to introduce Chinese culture to non-Chinese speaking students; and learn, revise and practise the necessary vocabulary items, grammar items and communicative functions to give instructions on how to make a paper firecracker. |  | <p><i>School A's students</i> develop</p> <ul style="list-style-type: none"> an initial interest in introducing Chinese culture to some non-Chinese speaking students; and an understanding of the need to use the target language items in authentic situations. |

| During the Visit, | | Impact on Learning |
|---|---|--|
| <p>School A's students</p> <ul style="list-style-type: none"> • watch an Indian dance; <p>in groups</p> <ul style="list-style-type: none"> • introduce themselves to the students from School B; • initiate the conversation by asking the students from School B some questions about their daily lives; | <p>School B's students</p> <ul style="list-style-type: none"> • perform an Indian dance to welcome School A's students; <p>in groups</p> <ul style="list-style-type: none"> • introduce themselves to the students from School A; • respond to their new friends, sustain the conversation, and provide encouragement and support by answering questions about their daily lives; | <p><i>Students from the two schools</i></p> <ul style="list-style-type: none"> • <i>develop intercultural awareness;</i> • <i>develop confidence and a keenness in using English to communicate with others;</i> • <i>experience the use of English for communication in authentic situations;</i> • <i>develop an awareness of using English as an international language for communication;</i> • <i>develop respect for others and different ways of life; and</i> • <i>heighten intercultural awareness.</i> |



| | | |
|--|--|---|
| <ul style="list-style-type: none"> present their project and introduce Tin Shui Wai to their new friends in the same group; and  | <ul style="list-style-type: none"> listen to their new friends, provide encouragement and support, and show interest in the presentation by listening patiently and asking further questions about Tin Shui Wai; and  | <p><i>Students from the two schools</i></p> <ul style="list-style-type: none"> <i>develop collaboration and communication skills in the project presentation and firecracker production;</i> <i>develop an interest and a keenness in participating in meaningful activities with the use of English in authentic situations;</i> <i>experience the use of English for communication in authentic situations;</i> <i>develop respect for other cultures, different ways of life; and</i> <i>reinforce self-respect and develop an appreciative attitude.</i> |
| <ul style="list-style-type: none"> give instructions to teach the students from School B how to make paper firecrackers.  | <ul style="list-style-type: none"> show interest in the activity and provide encouragement by following the instructions and asking questions to seek clarification.   | |

| After the Visit, | | Impact on Learning |
|---|---|---|
| <p>School A's students</p> <ul style="list-style-type: none"> introduce the new friends they made during the school visit to the whole class; and  | <p>School B's students</p> <ul style="list-style-type: none"> write about their experience and feelings.   | <p><i>Students from the two schools are</i></p> <ul style="list-style-type: none"> <i>motivated and keen to participate in activities which engage them in the purposeful use of English; and</i> <i>on the way to develop the values of love, equality and appreciation.</i> |
| <ul style="list-style-type: none"> write about their new friends as homework.  |   | <p><i>School A's students</i></p> <ul style="list-style-type: none"> <i>develop collaboration and communication skills through organising and presenting the information collected; and</i> <i>use the target language items orally and in writing for purposeful communication.</i> <p><i>School B's students use English to express personal feelings and experience.</i></p> |

Some of the activities have been tried out in Tin Shui Wai Methodist Primary School (School A) with support from Po Leung Kuk Camões Tan Siu Lin Primary School (School B). We thank the schools for sharing their experience.

Promoting Critical Thinking and Creativity through Drama in Primary Schools (Primary 4-6)

Introduction

This example illustrates how teachers make use of a play “Bossy Chris” to achieve the goal of pleasurable and effective language learning. In addition, follow-up activities are conducted to:

- develop students’ creativity and critical thinking skills;
- reinforce the learning of grammar items and communicative functions; and
- foster positive values and attitudes towards learning.

| Learning and Teaching Process | Impact on Learning |
|--|--|
| <p>Becoming familiar with the play</p> <ul style="list-style-type: none"> • Students read the play “Bossy Chris”. In the process, they are guided to use “who”, “where” and “what” questions to identify the major elements of a play. <div style="border: 1px solid black; background-color: #d4edda; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Synopsis of “Bossy Chris”</p> <p>Chris is always bossing other students around. They find this very annoying and do not play with him. Tim, Mary and Sally are students in his class who get really annoyed with him. In the end, Chris learns that it does not pay to be bossy.</p> </div> <div style="text-align: center; margin-top: 20px;"> </div> | <p style="text-align: center;"><i>Students</i></p> <ul style="list-style-type: none"> • <i>develop a better understanding of the main features of a play; and</i> • <i>sharpen their awareness of the use of language in the play.</i> |

Preparing for a drama performance

- Students play some theatre games to warm up, release their energy and then focus their energy.



“Action / Freeze”

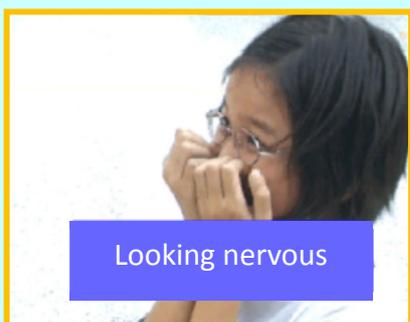


Warm-up Exercise



“Forming an Object”

- Students act out the key movements in the play (i.e. the most significant movements which convey the meaning and mood of the play and / or reveal the nature of the characters).



Looking nervous



Standing forcefully



Falling over in pain

Theatre games

- *arouse students' interest;*
- *open up students' imagination;*
- *and*
- *help students concentrate.*

Students feel no pressure in having to act out the play after they have gone through the key movements in a fun way.

- Students practise some key dialogues which convey the meaning of the play and reveal the nature of the characters.

Dialogues which reveal the nature of the characters

Chris: Yeah, just as I thought. You are so weak.

Mary: Leave him alone, Chris. You always boss him around and make him nervous. You should stop bossing all of us around.

- Students participate in some voice games to help them enunciate and project their voices.



“Hit my hand”



“One, Papa”, “Two, Papa”,...

Students

- *become increasingly relaxed and confident in speaking English;*
- *improve their pronunciation and learn to use stress, intonation, tone of voice and pace to convey intended meanings and feelings;*
- *develop sensitivity towards language use; and*
- *learn to speak English clearly, loudly and with confidence.*

Performing the play

- Students, in groups, choose to act out their favourite scene.

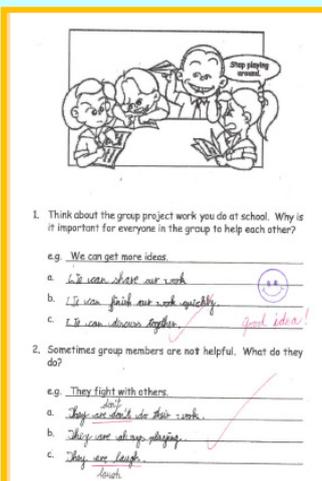
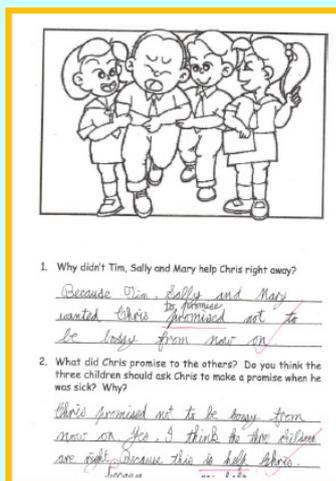


Students

- *make choices and decisions in their learning; and*
- *practise using English fluently and with enjoyment.*

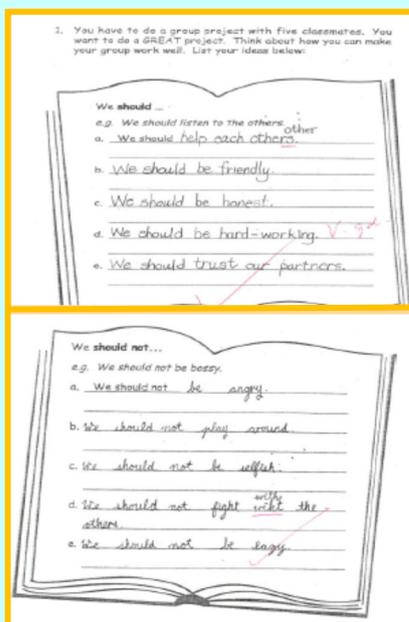
Doing activity sheets

- Open-ended questions are included for students to compare and connect ideas, and make predictions, inferences and evaluative comments about the characters and events in the play.
- Students share their views and ideas.
- Students give expression to their personal experiences.

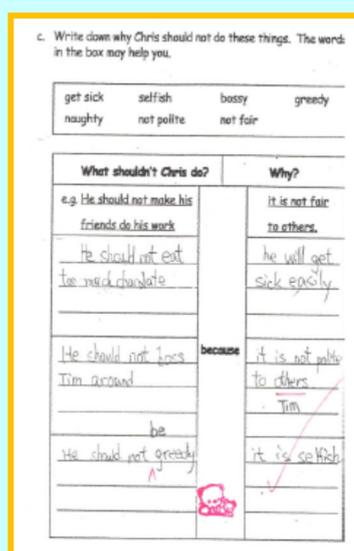


- Contextualised activities are included to help students learn and apply the target language items.

Practise using modals to express prohibitions and obligations



Practise using adjectives to describe people



Students

- develop creativity and critical thinking skills;
- develop positive values and attitudes such as tolerance and open-mindedness, by sharing different points of view; and
- enjoy participating in meaningful English learning activities which are related to their needs and daily life experiences.

The learning of grammar items and communicative function is reinforced in meaningful contexts.

The activities have been tried out in SKH Lee Shiu Keung Primary School (PM) (named as SKH Tak Tin Lee Shiu Keung Primary School since 2003). We thank the school for sharing their experience.

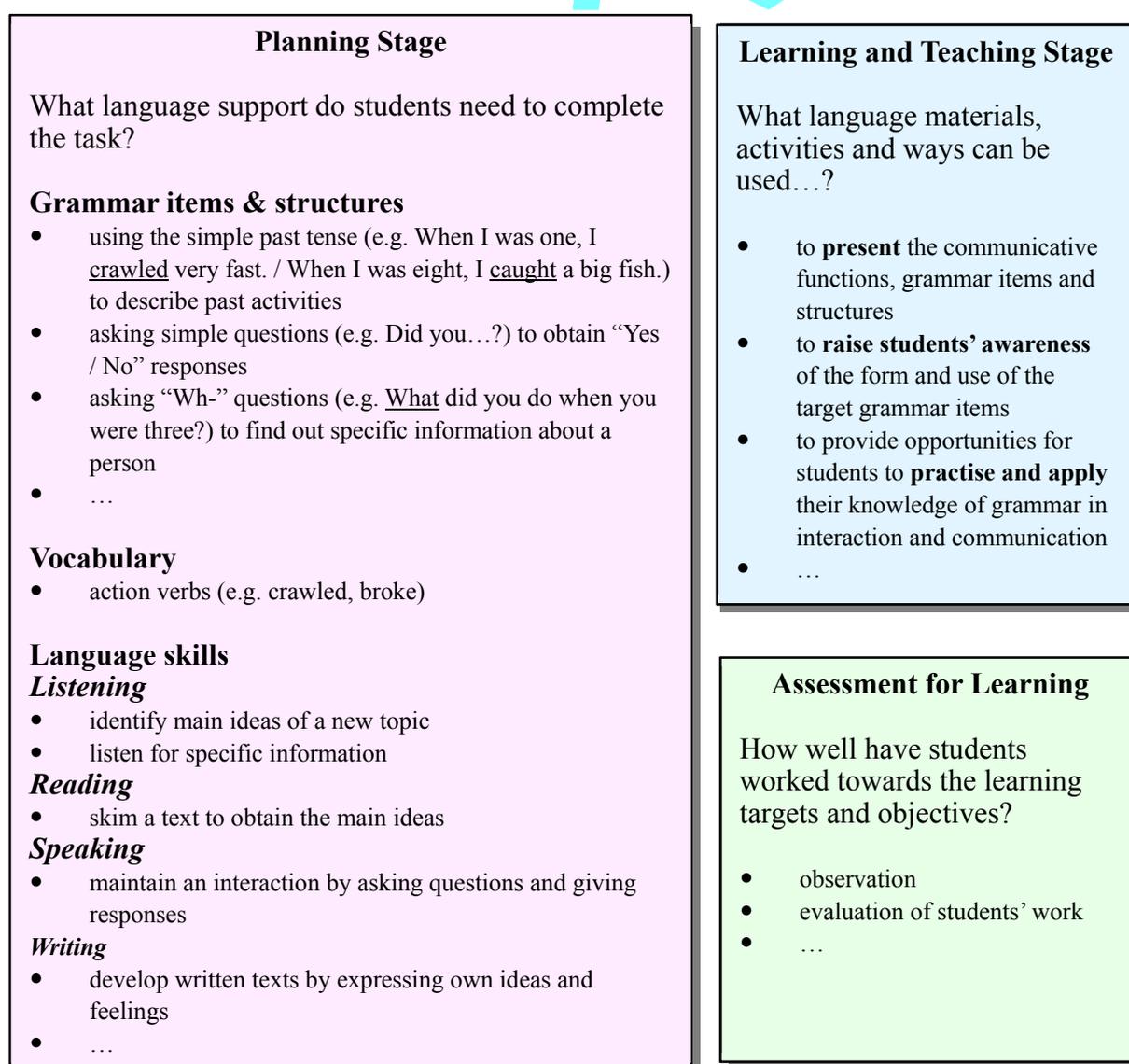
Promoting Grammar Learning through a Range of Language Materials and Activities: “Growing Up” (Primary 4-6)

In this example, teachers use purposeful and contextualised tasks (focusing on meaning and language use) instead of mechanical and meaningless exercises (focusing on form only) to help students master the grammar items and structures.

Use the task “Growing up” as a starting point:

- to develop students’ capabilities to use English to provide or find out and present information about their personal experiences

Learning and Teaching Process



Learning and Teaching Stage

Impact on Learning

Students

- brainstorm and discuss activities they did when they were small with the help of the teacher; and
- listen to a rhyme about what a person did at different ages.

When Tim was small

When Tim was one,
He could not run.

When he was two,
He learned to put on his shoes.

When he was three,
He swam in the sea.

•
•
•

When he was eight,
He ate off a plate.

When he was nine,
Everything was fine.




- *Students' personal experiences are activated.*
- *Students' awareness of the use of the target grammar items (i.e. using the simple past tense to describe past activities in a meaningful context) is raised.*
- *Students' interest is aroused.*

Students match the given pictures with the appropriate descriptions in the rhyme.

Match the sentences with the pictures.

| | | | |
|---|---|---|---|
| When Tim was one, He could not run. | • | • |  |
| When he was two, He learned to put on his shoes. | • | • |  |
| When he was three, He swam in the sea. | • | • |  |
| When he was four, He liked sitting on the floor. | • | • |  |



- *Students' interest is sustained through a matching game.*
- *Students interpret given information about past activities of a person and show their understanding.*



- Students listen to the rhyme again for specific information and fill in the past tense verbs.

Listen to the rhyme again and complete the following sentences.

When Tim was small

When Tim was one,
He could not run. 

When he was two,
He _____ to put on his shoes. 

When he was three,
He _____ in the sea. 

•
•
•

When he was eight,
He _____ off a plate. 

When he was nine,
Everything was fine. 

Students

- develop the skills to locate relevant information and ideas;*
- notice and practise the use of action verbs in their past forms; and*
- develop their thinking skills by comparing and connecting ideas to find similarities and differences.*

- Students relate the rhyme to their personal experiences by asking questions (e.g. Did you...?)

- Students practise the use of more action verbs in the past tense by completing an exercise.

John is showing his friends some photos. He tells them what he did when he was small. Complete the following sentences.

e.g.  When I was one, I crawled very fast.

1.  When I was, _____
I _____ every day.

2.  When _____
I _____ very fast.

3.  When _____
I often _____ a bicycle.

4.  _____
I _____ my mother's vase.

5.  _____
I _____ a big fish.

- Students' knowledge of the use of the action verbs in their past forms is reinforced.*
- Students learn and practise more vocabulary items.*
- Students develop their thinking skills and generate new ideas and meanings by using an idea or a description as a springboard for new ideas or ways of thinking.*

- Students relate John's past activities to their personal experiences

In groups, students

- make 3 dice (name dice, action dice and time dice);
- take turns to throw them;
- make sentences orally based on the cues on the 3 dice;
- write down the sentences they have made on their worksheets; and
- ask their members whether the sentences reflect their real experiences and record their answers.



Students

- *develop a keenness to participate in activities leading to collaborative learning and communication;*
- *increase their awareness of the elements of the target grammar items and structures;*
- *develop their speaking and writing skills by putting words in a logical order to make meaningful sentences; and*
- *obtain and provide information about their personal experiences.*

When students have mastered the action verbs in the past forms, they write their own rhyme (e.g. When I was small) by substituting the words in the text with their own words.



Students

- *are actively involved in providing or finding out, organising and presenting information on their experiences;*
- *see the need to learn and use the target language items and structures to write their own rhymes; and*
- *generate new ideas and meanings by using the context and pictures in the given rhyme as a springboard for new ideas.*

Extended tasks

Students

- make a photo album or sketch book by sticking photos or drawing pictures showing what they / their family members did at different ages and write captions for their photos or pictures;
- in groups, find information about people's life long ago from other resources (e.g. "Long Ago and Today" by Rozanne Lanczak Williams, "In Times Long Ago" by Renee Keeler, "Did You Know?" by Sandi Hill, "100 Years Ago" by Donna Marriott);
- in groups, compare the life of people long ago and nowadays, and then present it in class;
- evaluate the work of their peers; and
- revise their own work based on comments they have collected.

Learning Grammar through a Task-based Approach: “Inviting a Friend to a Food Festival” (Secondary 1-3)

Introduction

The example illustrates that:

- grammar is learnt and taught in a meaningful way as students are able to understand the purpose of learning the target items and structures which they need to apply in order to carry out the task of writing an invitation letter;
- grammar learning is a motivating experience, as students are involved in an authentic task they can relate to; and
- grammar learning can take place before, during and after a task.

The task helps students:

- master the language items and structures that they have learnt through both practice and use;
- develop their skills of communication, collaboration, critical thinking, problem-solving and self-management in a complementary manner; and
- develop their sensitivity towards language use in the process of communication, valuing both fluency and accuracy.

Learning and Teaching Process

1. Students are asked to work on a task entitled “Food Festival”, which involves writing a letter to invite a friend to take part in a food festival that their school is going to organise.



Impact on Learning

- Students are engaged in an authentic context which is close to their daily life experience.
- Through examining the nature and context of the task, students gain an insight into the purpose(s) for using the language items they are about to learn.

Invitation

Our school is going to hold a food festival. Every student should write a letter to invite a friend to join the event.

Details of the food festival:

| | |
|-----------------------|--|
| Date: | 15th November 20XX (Sunday) |
| Time: | 10:00 am to 5:00 pm |
| Venue: | School Hall Progressive Secondary School 116 Tai Hang Road Causeway Bay Hong Kong |
| Number of stalls: | 15 |
| Food variety: | Japanese, Chinese, American, Mexican |
| Types of food served: | sushi, green tea noodles, dim sum, fried noodles, spring rolls, hot dogs, burgers, sandwiches, tacos, burritos, desserts and many more |

Before the task

2. Students are presented with a sample letter in which they are guided to identify the key language items and structures, and note their use in the context of an invitation letter. Students are encouraged to reflect on how grammar knowledge helps them make sense of the text.

8 December 20XX

Dear Parents,

We would like to invite you to the Secondary One Christmas Party on 20 December. The party will start at six o'clock at the Hall of Lak Sing Middle School.

The Secondary One Choir will sing English and Chinese Christmas songs, and the Secondary One Drama Club will perform a very funny Christmas skit. There will also be other performances. After the performances, there will be delicious snacks and drinks.

Please return the reply slip to your child by 15 December. We hope to see you on 20 December.

Best wishes,

Organising Committee
Secondary One Christmas Party 20XX
Lak Sing Middle School

Reply Slip

I, _____ (name), parent of _____ of class _____, shall / shall not be able to join the Christmas Party on 20 December.

- Students develop the ability to
 - understand the importance of grammar in performing communicative tasks in English;
 - focus on the most important and relevant language items needed for the task; and
 - interact and communicate using the target language items and understand how the language items serve the communicative functions in a text.

3. As prepositions of time are among the typical language items used in the task, more examples of their use are provided to the students. Students are asked to note how the prepositions are used in the context of an invitation letter and share their observations with the class. The teacher confirms / corrects their observations and further explains the use of the prepositions.

- Students construct knowledge about the key language item through considering ample examples and developing a hypothesis about its use.
- Students' understanding of the use of the language item in an invitation letter is enhanced.

4. Students practise the language item by completing a gap-filling exercise with prepositions of time.

Exercise - Prepositions of Time

Complete the sentences with the following prepositions - at, by, from, to, on or until

A birthday party

- I would like to invite you to my birthday party 18 May. Please send back your reply _____ 18 April.
- The party will be held _____ 6:00 p.m. _____ 1:00 a.m.
- The dance will be _____ 8:00 p.m. _____ midnight.
- _____ midnight everyone will eat dumplings.
- I have arranged a coach to take you home 12:30 a.m.
- You are welcome to stay _____ 1:00 a.m.

A Christmas wedding

- Christmas is _____ Saturday this year.
- The wedding banquet will start _____ eight o'clock in the evening.
- The invitations must be sent out _____ 5:00 p.m. _____ Tuesday.
- The wedding presents will not be opened _____ Boxing Day.

5. In pairs / groups, students further practise using the prepositions of time by completing another gap-filling exercise in the form of an invitation

Complete the following letter with appropriate prepositions

10 November, 20XX

Dear Jack,

We would like to invite you to Suki's 14th birthday party. It is a surprise party so please do not tell her. The party is _____ 18 November.

We have rented a room at the Oasis Hotel in Wanchai. There will be food, drinks, music, dancing and karaoke. We think everyone will have lots of fun.

The party is _____ six o'clock _____ nine o'clock. However, if you arrive _____ 5:45 pm, you will be able to shout out "Surprise" when Suki comes in the door _____ 6:00 pm. So arrive early if you can.

Please let us know _____ 15 November if you can come. Phone us on 9678 9678.

Sincerely,

(Suki's Parents)

6. Students write a short letter inviting a friend to a birthday party. The teacher checks students' progress and gives guidance and feedback.

- Through engaging in meaningful, focused practice that progresses from exercises with discrete items to contextualised activities, students develop their capabilities to
 - use the target language item accurately and appropriately in a text; and
 - focus on the meaning and function rather than the form of the target language item while getting ready for a task.

During the task

7. Students write a “Food Festival” invitation using a process writing approach. Grammar is dealt with through self-monitoring and peer feedback. Students need to apply their grammar knowledge to write the text.

- Students are given an opportunity to apply their grammar knowledge in an authentic situation that involves meaningful use of the language in a text.
- Through self-monitoring and peer feedback, students are able to
 - initiate self-directed learning;
 - develop communication, critical thinking, problem-solving and collaboration skills integratively; and
 - improve the language of their writing.

After the task

8. The teacher gives feedback on the students’ use of prepositions of time and provides further opportunities to revise the language item. For example, students can be asked to make quizzes for their peers by using notices or advertisements of events in the media that show the use of time prepositions.

- Through teacher feedback, students are able to clarify / consolidate their concepts about the use of the language item.
- Through further revision, or extended work, students’ grammar knowledge is reinforced.

Enhancing Students' English Writing Skills Development through Promoting Learner Independence in the Junior Secondary English Classroom

Introduction

This example illustrates how self-directed learning is promoted in the junior secondary English classroom to foster learner independence through explicit teaching of learning strategies, engaging students in visualising their thinking process and making use of a writing portfolio to help students monitor, review and assess their own learning progress.

Writing Task

Students choose one out of three topics, i.e. “The Evil Scientist”, “An Invisible Adventure with my Friend” and “The Magic Fortune Cookie”, and write an imaginative story about it. After reading students’ first drafts, the teacher identifies an area that the majority of the students have problems with, i.e. elaboration of ideas, and makes it the learning objective for the second draft:

| <i>Learning Objective</i> | <i>Assessment Criteria</i> |
|--|---|
| <ul style="list-style-type: none"> • To elaborate on ideas to enrich the content of the story | <ul style="list-style-type: none"> • Providing supporting details by using adjectives / prepositional phrases / relative clauses / figurative language |

Learning and Teaching Process

Engaging students in setting learning goals

- Engaging students in setting individual learning goals and task-specific learning goals for the writing task

| Goal setting | |
|--|--|
| 1. a) Identify area(s) (e.g. 1-2 areas) for improvement in this piece of writing: | |
| <p><u>Generic (Individual Goal)</u></p> <p>① Use of vocabulary ② Spelling</p> | <p><u>Task-specific: Writing a Story (Learning Goal for the Class)</u></p> <p>① Elaboration of ideas</p> |
| b) What will you do in order to do it well? | |
| <p><u>Generic (Individual Goal)</u></p> <p>① Read more newspaper ② Proofread my work after I have finished it.</p> | <p><u>Task-specific: Writing a Story (Learning Goal for the Class)</u></p> <p>① Use different strategies to add details to people, things and events</p> |

- Students are provided with the opportunity to
 - reflect on their writing performance and make choices or decisions for their learning;
 - develop greater ownership of their learning and responsibility for making improvement in the learning process; and
 - develop metacognitive awareness in the self-reflection process.

Raising students' awareness of the learning process

- Making use of a piece of good model work to teach students the learning strategies explicitly, i.e. the different ways of giving elaborations for the underlined word(s)

Strategies for giving elaborations

Explicit Teaching of Learning Strategies

How can we make elaboration / give more supporting details to enrich the content?

- using adjectives
- Using prepositional phrases
- using relative clauses (who / which / that)
- using figurative language (e.g. simile, metaphor, personification)

Topic: The Magic Fortune Cookie

It was a usual school day. I paid good attention in the lessons as I always did. At recess time, I went to the tuck shop and bought myself some snacks as usual. However, something unusual happened. My classmate, Jacky, who had never talked to me before, is a shy cunning fox. He whispered to my ears, "You don't have to buy snacks today, you can have this!" I opened the package and found that it was a fortune cookie! There was a note inside the cookie, "Close your eyes and make a wish!"

- Students are
 - able to evaluate their written work with better understanding of the assessment criteria; and
 - equipped with the skills and strategies to meet the assessment criteria and achieve the task-specific learning goal, i.e. to elaborate on ideas to enrich the content of the story.

- Engaging students in
 - co-constructing an improved version of the paragraph together by applying the learning strategies introduced;



Using guiding questions to help students highlight the learning strategies they used in making elaborations

- revising their first draft individually and comparing their performance between the first and second drafts; and
- writing down the learning strategies applied in improving the second draft

- Students are guided to visualise the thinking process.
- Their understanding of the learning strategies is reinforced.
- Their metacognitive awareness of the appropriate use of learning strategies is also enhanced.

| 1 st draft | 2 nd draft | How? |
|--|---|--|
| Long time ago, in a country, <u>an ugly old man</u> was in front of the prison. There were many soldiers started to get their sword. Two seconds later, all the soldiers' fell on the ground and they all died. Behind the old man, there was <u>a monster.</u> (Ivan) | Long time ago, in a country, <u>an ugly old man whose nose was like an elephant's</u> was in front of the prison. There were many soldiers standing in front of him. <i>The leader of the soldiers started to catch the old man.</i> Two seconds later, all the soldiers died and fell on the ground. Behind the old man, there was <u>a monster</u> <u>which is green in colour.</u> | figurative language (simile) relative clause relative clause |

Engaging students in conducting self-reflection

- Engaging students in completing the self-assessment form at different phases of the writing process, i.e. before writing, while writing and after writing, to help them become more aware of the related learning strategies

| Self-monitoring | | Please tick (✓) | |
|------------------------------|--|--------------------------|--------------------------|
| Have you done the following? | | 1 st draft | 2 nd draft |
| I. Before writing | a) Read the writing topic a few times | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Underline / highlight key words of the writing topic | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Make notes (e.g. drawing a mind map) | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Brainstorm ideas for all the paragraphs | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Organise ideas with reference to the plot diagram | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Search for relevant information related to the topic (e.g. textbook, notes prepared by my English teacher, Internet, dictionary) | <input type="checkbox"/> | <input type="checkbox"/> |
| II. While writing | a) Refer to the notes / mind map / plot diagram while I am writing | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Re-read the topic while I am writing | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Look for suitable vocabulary / language patterns by using the Internet / dictionary or referring to my learning materials (e.g. speech verbs, dialogues) | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Proofread the paragraph(s) that I have written before starting a new paragraph | <input type="checkbox"/> | <input type="checkbox"/> |
| III. After writing | a) Proofread my writing before submitting it to my teacher | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Ask a third person (e.g. my classmate) to proofread the writing for me | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Proofread my writing and then ask a third person (e.g. my classmate) to proofread the writing for me again | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Make sure that the ideas meet the requirement of the writing topic | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Make sure that the use of vocabulary and sentence structure (e.g. the use of figurative language such as simile, metaphor, personification and idiom) is accurate | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Make sure that the use of grammar (e.g. the use of past tense, speech verbs) and spelling is accurate | <input type="checkbox"/> | <input type="checkbox"/> |
| | g) Refer to the plot diagram and make sure that the overall organisation of my writing is clear (e.g. the use of connectives to sequence events) | <input type="checkbox"/> | <input type="checkbox"/> |
| | h) Make sure that the opening / ending is interesting | <input type="checkbox"/> | <input type="checkbox"/> |
| | i) Make sure that the story carries a message | <input type="checkbox"/> | <input type="checkbox"/> |
| | j) Replace some of the vocabulary with better choices of words | <input type="checkbox"/> | <input type="checkbox"/> |
| | k) Make improvement to some of the sentence structures | <input type="checkbox"/> | <input type="checkbox"/> |

- Students are guided to
 - monitor, review and assess their own learning performance at different phases of the writing process; and
 - assume increasing responsibility for their own learning.

- Providing students with the opportunities to evaluate their own / classmates' performance through the use of self- and peer-assessment forms

A feedback form for self- and peer-assessment filled in by students after completing the first draft

| Assessment criteria | | Feedback | | | |
|---------------------|---|-----------|----|------------|----|
| | | By myself | | By my peer | |
| Content | 1. Introduce the setting & characters in the opening | Yes | No | Yes | No |
| Language | 2. Use the past tense correctly (e.g. walked, creamed) | Yes | No | Yes | No |
| | 3. Use figurative speech effectively to make the story more vivid (e.g. the use of metaphor / simile) | Yes | No | Yes | No |
| | 4. Use a wide range of speech verbs | Yes | No | Yes | No |

Other comments for your classmate:
The climax of the story can be more exciting, like adding more adjectives to make the story more scary. The message of the story is not clear. You can write 'everyone's life is important, we should not risk our life.'

Providing suggestions for improvement

- Students are provided with the opportunity to
 - develop the skills in responding critically to their own / others' work;
 - engage in reflective thinking which is vital to lifelong learning; and
 - understand their learning progress by comparing their performance against the assessment criteria.

Engaging students in keeping track of their own learning

- Making use of a writing portfolio to help students collect their learning evidence throughout the learning process

A section in the writing portfolio for students to set learning goals for editing their work in process writing

| Writing Portfolio | |
|---|--|
| Part 2) Goal setting | |
| Generic | |
| 1. a) With reference to Part 1, identify area(s) (e.g. 1-2 areas) for improvement in this piece of writing. | |
| b) What will you do to improve this area / these areas? | |
| Task-specific | |
| 2. a) Identify area(s) for development for this piece of writing. | |
| b) What will you do in order to do it well? | |

A section in the writing portfolio for students to evaluate their writing performance throughout the school year

| Writing Portfolio | | | |
|---|--|--------------------------|--------------------------|
| Name: _____ | | Class: _____ | Date: _____ |
| Self-reflection | | My strengths | Area(s) for improvement |
| I. Content | a) Describing information & ideas | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Describing personal experience | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Giving opinions / comments | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Writing with elaborations / supporting details | <input type="checkbox"/> | <input type="checkbox"/> |
| II. Organisation | a) Use of topic sentences | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Linkage within paragraphs | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Linkage across paragraphs | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Clear text structure (e.g. Introduction, body and conclusion) | <input type="checkbox"/> | <input type="checkbox"/> |
| III. Language | a) Use of vocabulary | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Spelling | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Use of tenses | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Use of passive voice | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Use of preposition | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Use of connectives | <input type="checkbox"/> | <input type="checkbox"/> |
| | g) Use of punctuation marks | <input type="checkbox"/> | <input type="checkbox"/> |
| | h) Capitalisation | <input type="checkbox"/> | <input type="checkbox"/> |
| | i) Use of pronouns (e.g. <i>he, she, it</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| | j) Use of articles (e.g. <i>a, an, the</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| | k) Parts of speech (e.g. adjectives, adverbs, nouns) | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Using a variety of language structures | <input type="checkbox"/> | <input type="checkbox"/> | |
| IV. Others | a) | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) | <input type="checkbox"/> | <input type="checkbox"/> |

- Students are guided to
 - reflect on the learning process and revisit progress made over time;
 - monitor, review and assess their own performance to identify what they have mastered and what they need to further improve in their learning journey; and
 - keep track of their learning progress and discuss it meaningfully with others.

Some of the activities have been tried out in CCC Mong Man Wai College. We thank the school for sharing their experience.

Designing Meaningful Homework - Developing Students' Ability to Produce Multimodal Texts (Secondary 1-3)

Introduction

This example illustrates how meaningful homework is designed for junior secondary students by engaging them in creating a multimodal text in a unit on the theme of “Travelling and Visiting”. To prepare students to produce the multimodal text at home, teachers first guide them to interact with multimodal texts in class and help them transfer the skills to the production of a digital multimodal travel blog as homework.

Students Reading Multimodal Texts

- To prepare students to create a multimodal text as homework, the teacher guides them to read a digital travel blog on Thailand, which matches the theme and genre of the homework they will be assigned.
- The text conveys information by means of different modes of representation with the map of Thailand, photos, videos and audio clips, and also demonstrates the use of the two target language items, i.e. the present continuous tense and adjectives.



Impact on Learning

- Students' motivation to learn is enhanced as they enjoy the multisensory experiences provided by the multimodal texts.
- Students develop their interest and habit in reading multimodal texts.



Students Understanding Multimodal Texts

Impact on Learning

- Under the guidance of the teacher, students develop the following reading strategies to understand the digital travel blog.
 - Predicting the topic and content of the blog with the map and pictures; and
 - Guessing the meaning of unfamiliar words, such as “tropical”, “fascinating” and “spectacular”, with reference to the photos in the blog.



- Students understand the text better with the aid of various modes of representation in the text and the explicit teaching of reading strategies (such as making predictions, inferring the meaning of unfamiliar words and working out the main ideas).



- Students work out the main ideas of the travel blog, and develop their awareness of the structure and organisation of the text type. Students draw pictures for each paragraph of the blog.

| Gist / Main idea | Draw a picture |
|--|---|
| Para 2: Scuba-diving |  |
| Para 3: Food in Thailand is great |  |

- Students demonstrate their understanding of the text with visual images.



Students Interpreting Multimodal Texts

- Under the teacher’s guidance, students listen to the audio clips and view the photos to enhance their understanding of the use of the present continuous tense and adjectives in the blog.



Impact on Learning

- Students learn to understand the use of the present continuous tense and adjectives describing places, activities and food in the context of the digital travel blog.



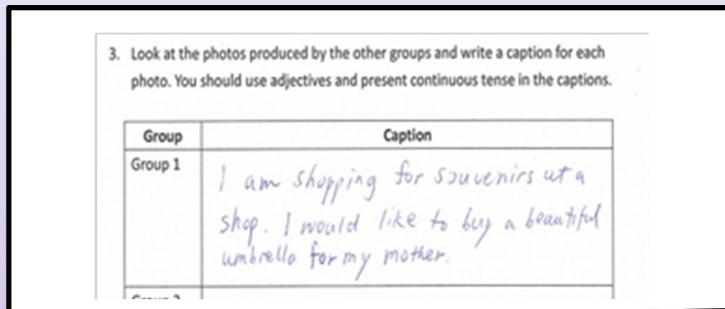
- In groups, students are given a short description of a holiday activity (e.g. shopping for a souvenir, visiting the Merlion). Students then produce a photo that combines the photos downloaded from the Internet and their own pictures with a photo-editing application.



- Students develop understanding of the effect of various representation modes, and combine them to communicate effectively in multimodal texts.



- The pictures are shown on the screen. Students guess what the holiday activities are and write a caption to describe the action in each photo produced by their classmates.



- Students then vote for the best picture and explain why they like it.

- Students critically evaluate the effectiveness of different representation modes in conveying the messages.



Students Producing Multimodal Texts

- The teacher introduces an application of e-book creator to students to produce their travel blogs, and provides clear instructions on how to use the application.
- As homework, students produce their own multimodal text, a travel blog in which they describe their travel experience in a country with words, photos and audio clips. In the process, they express their ideas with different representation modes, exercise their creativity and apply the language items they have learnt, i.e. the present continuous tense and adjectives.



Impact on Learning

- Students' thinking and active learning come into play when they are engaged in the creation of the digital travel blogs.
- Students' creativity is developed as they produce a text in a digital and multimedia format.

Some of the activities have been tried out in Notre Dame College. We thank the school for sharing their experience.

Acknowledgement of the Photographs Used in this Example:

1. Physical Map of Thailand – Image courtesy of GEOATLAS.com
<http://www.geoatlas.com/en/maps/countries-4/thailand-1148>
<https://www.flickr.com/photos/124981218@N05/15108735952/>
 2. Beach – Image courtesy of adamgerhard (2006)
<https://www.flickr.com/photos/adamgerhard/122302488>
 3. Cloudy sky – Image courtesy of tranchristopher5 (2014)
 4. Koh Phi Phi Thailand - Image courtesy of Nick*Clark (2008)
<https://www.flickr.com/photos/28321395@N08/2635845313/> at PhotosForClass.com
 5. Goodbye Thailand Meal – Image courtesy of Iwan Gabovitch (2014)
<https://www.flickr.com/photos/qubodup/14609665751/> at PhotosForClass.com
 6. Fuji Japan – Image courtesy of Travelbusy.com (2012)
<https://flickr.com/photos/travelbusy/7979028313> at PhotosForClass.com
 7. Himeji Castle (Image085) – Image courtesy of fnersh (2008)
<https://www.flickr.com/photos/21853892@N00/2430563374/> at PhotosForClass.com
 8. Sushi – Image courtesy of jng104 (2013)
https://www.flickr.com/photos/blu_pineappl3/9471389430/ at PhotosForClass.com
 9. Sushi @ 2010.12.15 – Image courtesy of jetalone (2010)
<https://www.flickr.com/photos/jetalone/5269760010/> at PhotosForClass.com
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Developing Gifted Students' Capabilities in the Creative Use of English through Exploration and Discovery (Primary 1-6)

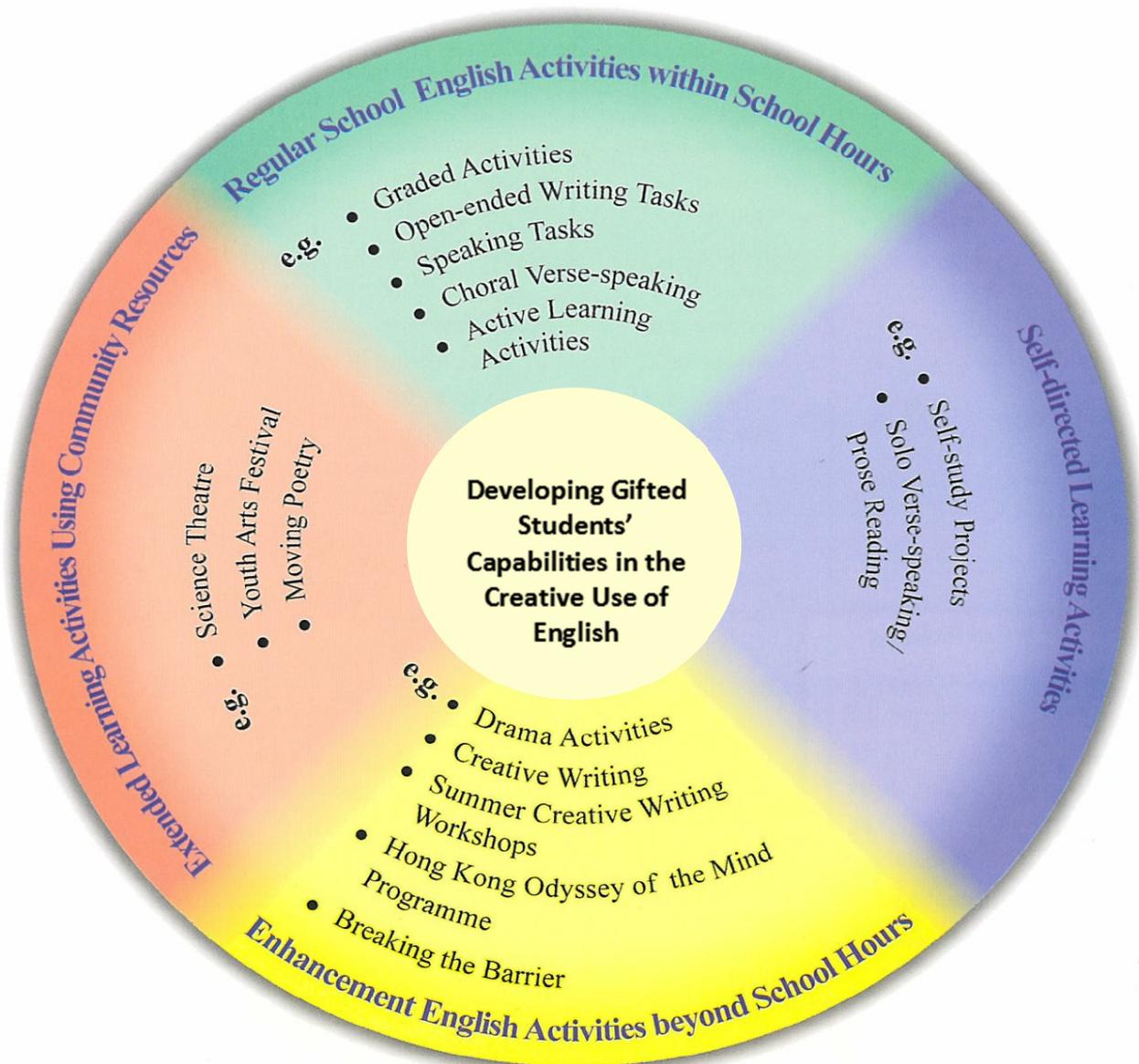
This example shows how teachers:

- incorporate challenging tasks for gifted students based on the regular school English programme;
- provide opportunities for gifted students to extend their language learning experiences beyond the confines of the classroom; and
- seek and create opportunities for gifted students to further develop their capabilities in learning English through life-wide learning.

Teachers work as a team to:

1. identify gifted students in the school by studying their performance in learning activities and assessments;
2. design a variety of activities to enable the gifted students to use English creatively; and
3. explore the possibilities of using different community resources to engage the gifted students in life-wide learning.

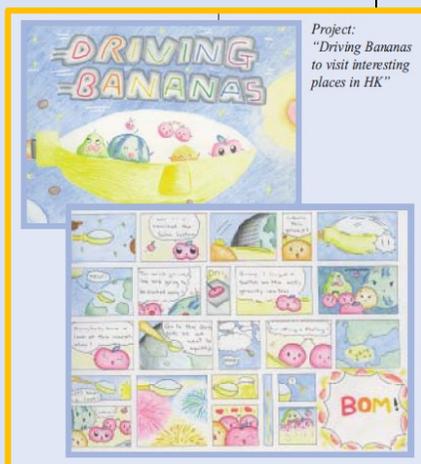
The following diagram and table show how a local primary school plans and implements a variety of activities to develop gifted students' creative use of English:



| Regular School English Activities within School Hours | | | |
|--|--|---|---|
| P1 P2 P3 P4 P5 P6 | Graded Activities Target students: Top 10 students in each class from P1 to P6 Mode: <ul style="list-style-type: none"> Regular English lessons Activities: <ul style="list-style-type: none"> Doing extended tasks based on the regular school English programme to provide opportunities for further language practice | Open-ended Writing Tasks Target students: Top 10 students in each class from P1 to P6 Mode: <ul style="list-style-type: none"> Regular English lessons Activities: <ul style="list-style-type: none"> Doing additional challenging reading and writing tasks to enhance the development of critical thinking skills (e.g. reading a short passage about the dangers of fire, describing what one can do when her younger brother is found playing with a box of matches at home) | Speaking Tasks Target students: Top 15 / 16 students in each class from P1 to P6 Mode: <ul style="list-style-type: none"> One lesson each week Designed and conducted by the school's Native-speaking English Teachers (NETs) Activities: <ul style="list-style-type: none"> Participating in a variety of interactive speaking tasks in pairs / groups and individually (e.g. candid box, show and tell, storytelling) <div data-bbox="840 1010 1032 1273" data-label="Image"> </div> <p style="text-align: center;"><i>Project report</i></p> |
| | Choral Verse Speaking Target students: Top 40 students in P2 Mode: <ul style="list-style-type: none"> A one-hour workshop each week after lunch conducted by an English teacher of the school Activity: <ul style="list-style-type: none"> Taking part in the Hong Kong Schools Speech Festival | | |
| | Active Learning Activities Target students: Top 30 students in each level of P5 and P6 Mode: <ul style="list-style-type: none"> One double lesson every Friday during the regular school hours Designed and conducted by the English teachers Activities: <ul style="list-style-type: none"> Doing a variety of reading and writing tasks Working as a committee to design a board display at the school's English Corner every week or every other week Applying various skills in doing projects (e.g. surfing the Internet for information to develop IT and information skills in language learning, interviewing people, writing poems) | | |
| | <div data-bbox="1758 1046 1977 1289" data-label="Image"> </div> | | |
| | | | |

| Enhancement English Activities beyond School Hours | | | | |
|--|---|--|---|--|
| P1 | | | | |
| P2 | | | | |
| P3 | | Creative Writing | Summer Creative Writing Workshops | Hong Kong Odyssey of the Mind Programme |
| P4 | <p>Drama Activities</p> <p>Target students: Top 15 students in each level of P4 and P5</p> <p>Mode:</p> <ul style="list-style-type: none"> • A one-hour lesson each week after the regular school hours • Designed and conducted by the school's English teachers <p>Activities:</p> <ul style="list-style-type: none"> • Writing plays • Participating in theatre games and various drama activities • Taking part in the Hong Kong School Drama Festival | <p>Target students: Top 15 students in each level from P3 to P6</p> <p>Mode:</p> <ul style="list-style-type: none"> • A one-hour lesson each week after the regular school hours • Designed and conducted by the school's NETs <p>Activities:</p> <ul style="list-style-type: none"> • Producing works of various text types (e.g. recipes) • Doing a variety of creative writing tasks (e.g. imagining oneself to be one of the characters in the story, writing a new ending.) • Students' work compiled and published in the school publication "創意小星星" | <p>Target students: Top 15 students in each level from P3 to P6</p> <p>Mode:</p> <ul style="list-style-type: none"> • A one-hour lesson every day for 10 days during the summer holidays • Designed and conducted by the school's NETs <p>Activities:</p> <ul style="list-style-type: none"> • Producing works of various text types (e.g. advertisements) • Doing a variety of creative writing tasks (e.g. writing an action plan if one becomes invisible) • Students' work compiled and published in the school publication "創意小星星" | <p>Target students: Top 7 students in P3 and P4</p> <p>Mode:</p> <ul style="list-style-type: none"> • A 1½-hour workshop each week after the regular school hours • Planned by the whole group of students, along with some support from the school's English teachers <p>Activities:</p> <ul style="list-style-type: none"> • Selecting a topic to work on • Discussing and planning how to solve the problems identified and present the solutions • Participating in the Regional Competition |
| P5 | | | | <p>Breaking the Barrier</p> <p>Target students: Top 20 students in P5 and P6</p> <p>Mode:</p> <ul style="list-style-type: none"> • A 1½-hour workshop each week after the regular school hours • Designed and conducted by an expert in drama hired by the school <p>Activities:</p> <ul style="list-style-type: none"> • Writing scripts • Participating in theatre games and various drama activities • Preparing for a public performance together with children from other schools |
| P6 |  <p><i>Drama performance</i></p> | | | |

| Self-directed Learning Activities | | Extended Learning Activities Using Community Resources | | | |
|-----------------------------------|--|--|---|--|---|
| P1 | Self-study Projects Target students: Top 3 to 4 students in each level from P1 to P6 Mode: <ul style="list-style-type: none"> Planned by individual students Activities: <ul style="list-style-type: none"> Choosing a topic to work on (e.g. interesting places to visit in Hong Kong) Planning, developing and carrying out the project Consulting their English teachers for guidance and feedback | Solo Verse Speaking / Prose Reading Target students: Top 3 to 4 students in each level from P1 to P6 Mode: <ul style="list-style-type: none"> Guidance mainly provided by parents, along with support from the English teachers of the school Activities: <ul style="list-style-type: none"> Taking part in the Hong Kong Schools Speech Festival | | | |
| P2 | | | | | |
| P3 | | | | | |
| P4 | | | | | |
| P5 | | | | | |
| P6 | | | | | |
| | | | Science Theatre Target students: All students in each level from P4 to P6 Mode: <ul style="list-style-type: none"> Regular school hours Organised by the British Council Activities: <ul style="list-style-type: none"> Watching a drama concerning science performed by English-speaking professionals Attending a follow-up workshop conducted in English to enhance students' understanding of scientific knowledge | Youth Arts Festival Target students: All students in each level from P4 to P6 Mode: <ul style="list-style-type: none"> Outings during the regular school hours Organised by the Hong Kong Youth Arts Festival Association Ltd. Activities: <ul style="list-style-type: none"> Watching a performance (e.g. play, dance) by English-speaking professionals Attending a follow-up workshop conducted in English to help students understand the content of the performance more Participating in art workshops and storytelling sessions conducted by NETs | Moving Poetry Target students: Top 10 students from P4 to P6 Mode: <ul style="list-style-type: none"> Extra lessons on Saturdays Organised by the University of Hong Kong Activities: <ul style="list-style-type: none"> Participating in poetry writing workshops conducted by university teaching staff and local poets Students' work compiled and published in the HKU publication "Moving Poetry" |



These activities have been designed and conducted in St Stephen's Girls' Primary School. We thank the school for sharing their experience.

Catering for Learner Diversity: “Getting to Know Some Animals” (Secondary 1-3)

Introduction

This example shows how the teacher effectively caters for the needs of students by:

- carefully adapting the curriculum – designing and developing learning materials and activities which the students can manage and which are suited to their learning styles;
- employing a range of teaching techniques including providing clear explanations, instructions and feedback;
- varying the amount of teacher support and the expected learning outcomes of different students; and
- making effective use of e-resources to sustain motivation and interest.

Learning and Teaching Process

Planning Stage

1. The teacher sets up a homepage for the class and encourages students to make contributions to it. The topic chosen is “animals” because the students find it interesting and familiar.
2. To help students accomplish the task, the teacher provides ample input, guidance and support by:
 - developing and adapting learning materials to suit the students’ abilities; and
 - designing a series of carefully structured learning activities.
3. All the learning materials and activities are pitched at the appropriate level of difficulty to ensure that:
 - the students can manage the tasks and their motivation and interest will be sustained;
 - opportunities are provided for students to draw on and expand their existing knowledge and skills; and
 - a positive attitude towards learning is fostered.

Learning and Teaching Stage

Impact on Learning

I. Getting to know some animals

- Students read texts on lizards, dinosaurs and bats to fill in a table about their characteristics such as what they are able to do and their favourite food by choosing the right answers from a list of words provided.
- Students read another text, “Snowy – the Polar Bear”, to look for information on the characteristics of polar bears such as their size, shape and other special features.
- Students discuss and check answers in pairs.
- The teacher checks answers with the whole class using presentation slides.

- Students’ motivation is raised as the topic is of interest to them.
- Students develop confidence when they find the vocabulary and the sentence structures of the activity manageable.
- Students develop reading strategies and construct knowledge using a range of reading materials.
- Students develop a sense of achievement as they systematically complete the activities under the teacher’s guidance.
- Students communicate with each other and give peer feedback which develops their communication, collaboration and thinking skills integratively.



II. Writing about giant pandas

- Students write a short paragraph on giant pandas, making use of the plural form which they have previously learnt (i.e. “These are...”, “They come from...”) and the information given in tabulated form.
- For reinforcement, the teacher makes use of presentation slides to highlight an important language item and structure students used in their descriptions of pandas, i.e. the subject-verb agreement for singular and plural nouns.

These are... / This is...

They come... / It comes...

- Students achieve a sense of satisfaction when they succeed in producing a paragraph.
- Students consolidate their grammar learning through the teacher’s use of presentation slides.



These are giant pandas. 

 **This is a polar bear.**

They come from China. 

 **It comes from the Arctic.**

III. Introducing an animal on the Internet

Working individually, students select an animal they like, search for information, write a paragraph about it and present it on the class blog.

- The teacher demonstrates how to search for information on the Internet, using “chimpanzees” as an example.
- Verbal instructions and a simply written step-by-step guide are provided to help students conduct the search.
- Students look for information about “emus” on the Internet and take note of their characteristics, habitat and diet.
- The teacher shows another way of searching for information on the Internet by using a multimedia encyclopedia.
- Students search for information on two other kinds of pandas and record the differences.
- In pairs, students compare and check answers.
- Students look up information about an animal of their choice on the Internet.
- Students write about the animal and present it on an online learning platform.

- Students acquire and apply IT skills to access and process information effectively.
- Students are engaged in interaction and collaboration with peers through communicating with each other.
- Student independence is encouraged when they search for and extract relevant information on the Internet.
- Students develop creativity, problem-solving skills, self-learning skills and communication skills integratively when they prepare for the presentation.
- Students are motivated to review their work and make improvement as their work is uploaded to the online learning platform and can be viewed by their peers.
- Student diversity is catered for in the different expected learning outcomes:
 - the less able students give a simple presentation; and
 - the more able students give a more comprehensive presentation
- Students of lower ability can achieve a sense of satisfaction as they can present ideas using different modes of representation (text, image, sound and animation).



- For consolidation and further learning, a self-study package consisting of worksheets, links of animal websites and demonstrations of steps is given to each student.

Unit 10 – Animals

[Lesson Worksheet](#)

[Task 1](#)

[Task 2](#)

[Task 3](#)

[Worksheet Answer Key](#)

[More websites about animals](#)

[Animal Clip Art Gallery](#)

[Demo](#)

[Steps](#)

[Project](#)

[Task 4](#)

[Polar Bear](#)

[Chimpanzee](#)

- Students report and share in class what they have done. Their work is then compiled and displayed on the online learning platform.



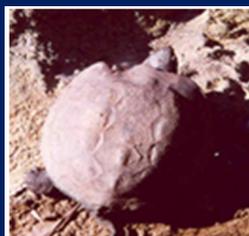
- Self-directed learning is facilitated when students are provided with a self-study package.
- Students' different abilities / learning styles are catered for when they work at their own pace and time:
 - the less able students revise what they have learnt in class; and
 - the more able students search for information on the Internet about other animals they are interested in.
- Students develop a positive attitude and a sense of ownership and success in their learning when their work is displayed and given recognition.

Examples of students' work



This is a Bengal tiger. It comes from India. Bengal tigers are warm-blooded animals. It is big and heavy. It is like a cat but has brown and black fur. It can run. It eats young animals. The Bengal tiger is very dangerous.

This is an Aldabra tortoise. It comes from the Indian Ocean. Aldabra tortoises are warm-blooded animals. The Aldabra tortoise is about 1.2 meters long and weighs 120 kg. It has a thick tail and is gray in colour. They eat grasses, sedges, herbs and woody plants.



Some of the activities have been tried out in Caritas Fanling Chan Chun Ha Secondary School. We thank the school for sharing their experience.

Activity 2

- Students with higher proficiency level in reading and cognitive abilities are assigned Roles A & B and the rest Roles C & D. (A: Parents, B: Childhood experts, C: Children, and D: Business leaders). They are provided with a set of reading texts on the pros and cons of engaging children in extra-curricular activities. The more difficult set of texts provides students with the perspective from parents and childhood experts while the easier set of texts summarises the views from children and business leaders.

- Different learning needs are addressed as students are provided with texts in various modes of representation (e.g. feature article, script, chart) appropriate to their proficiency levels and cognitive abilities.

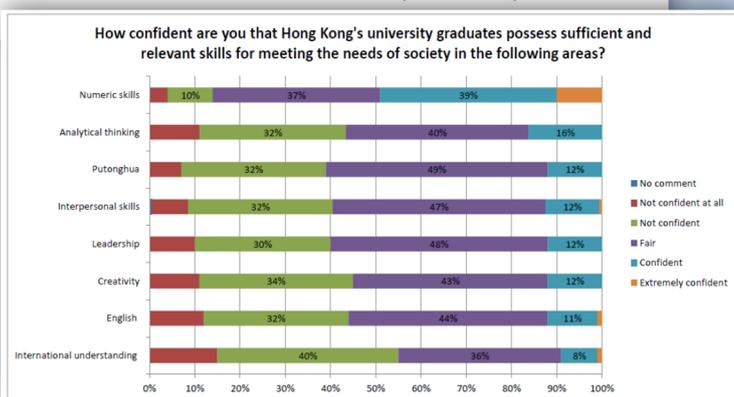
Set B Reading Texts

A transcript of RTHK interview

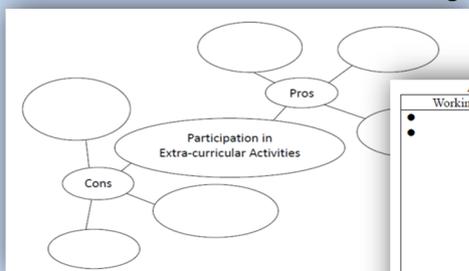
A transcript of RTHK Radio 2 interview with an S5 student who has won the recent Hong Kong Rock Climbing Competition. Amanda reports.

Amanda: This week in Youth Action in One Minute we're interviewing Jeff Pang, a 16-year-old student who won the Hong Kong Rock Climbing Competition last month. Hi, Jeff, thanks for coming along to talk to us. Now, first of all, can you tell us something about rock climbing?

Jeff: Sure! Let me start with where we can do the sports. Our city has an



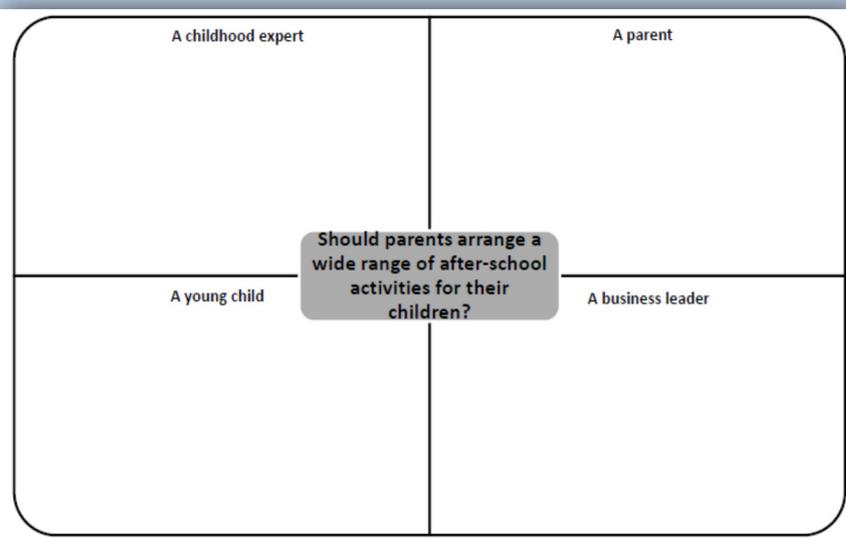
- Students taking different roles are required to complete a graphic organiser pertaining to their role with the information obtained from the reading texts. The levels of support provided in the graphic organisers vary to cater for the needs of students with different English proficiency levels.



| Parents' views on engaging children in after-school activities | | |
|--|-------------------|--------------------|
| Working Parents | Demanding Parents | Easy-going Parents |
| • | • | • |
| • | • | • |

| | |
|--|--|
| <ul style="list-style-type: none"> Students are then provided with a discussion topic on whether it is appropriate for parents to arrange a wide range of after-school classes or activities for their children, followed by a set of discussion prompts pertaining to their levels of cognitive process. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Set B Discussion Questions</p> <p style="text-align: center;"><u>A business leader</u></p> <p>Owing to the increasingly intense competition in Hong Kong, many parents make determined attempts to improve their children's competitive edge by not only pushing them academically but also filling their after-school schedules with various extra-curricular activities. While some people believe that these activities are conducive to children's all-round development which is the ticket to success in life, others raise concern over the healthy growth of children and the value of a carefree childhood. As a business leader, discuss with your peers whether it is appropriate for parents to arrange a wide range of after-school classes or activities for their children.</p> <p>You may wish to discuss:</p> <ul style="list-style-type: none"> - the qualities in which local students are lacking - whether participating in extra-curricular activities can equip children with these qualities - whether academic qualifications are more important than non-academic achievements in the workplace - anything else that you think is important </div> <ul style="list-style-type: none"> Less advanced students are provided with language support while more advanced students are challenged by more demanding questions by the teacher during the discussion. | <ul style="list-style-type: none"> Students build confidence and become more engaged through interacting with others of similar proficiency level under homogeneous grouping arrangements. This also prepares them well for the upcoming discussion. Students are reasonably challenged by discussion prompts of various levels of cognitive demand. Students at different stages of progress can contribute more actively to the learning activity with the different levels of support provided by the teacher. |
| <p>Activity 3</p> <ul style="list-style-type: none"> Building on the ideas in the previous discussion, students assuming different roles form groups of four and conduct a discussion on the same topic. | <ul style="list-style-type: none"> Students exchange their views with others in different roles, and formulate their own opinions on the topic. |

- Students jot down in another graphic organiser the views of other members in the group discussion for use in the final writing task.



- While students of various levels of language proficiency interact with each other, they develop confidence and play a more active role in the discussion by contributing ideas peculiar to their role under the heterogeneous grouping arrangements, facilitating peer learning.

Activity 4

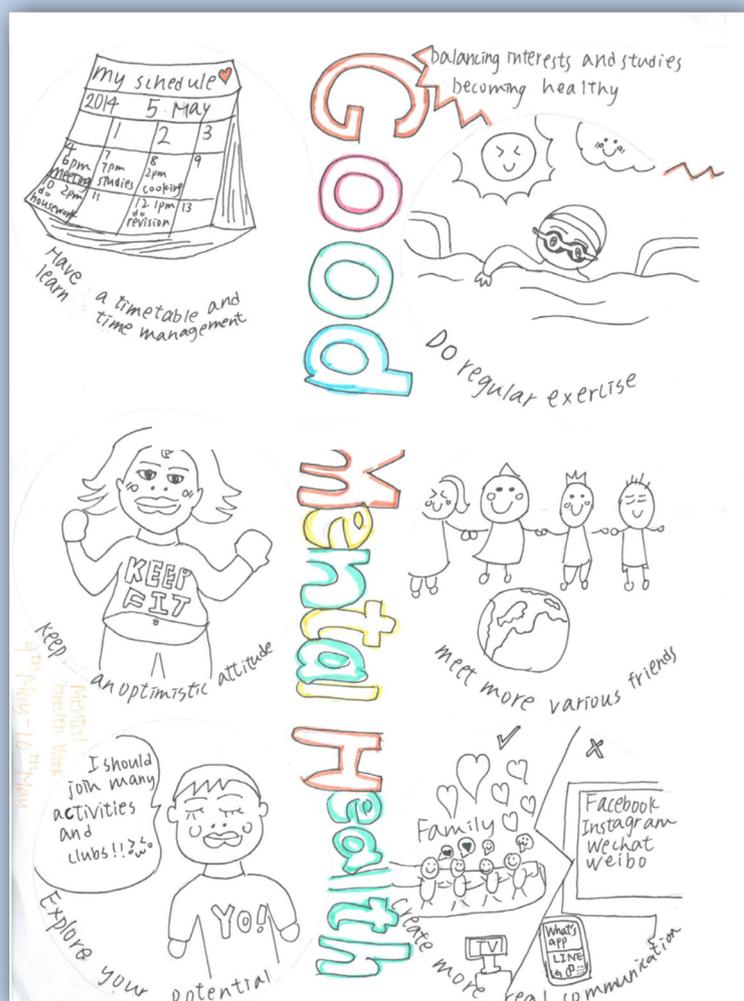
- Some students are invited to present their views to the whole class while the rest take notes and address questions to the presenters.
- Students are provided with feedback by the teacher who clarifies their misconceptions, and models the correct use of language through rephrasing their views.
- Students are required to produce an argumentative text on whether parents should arrange a wide range of after-school activities for their children. They are reminded to develop arguments from multiple perspectives.

- Students are able to develop a line of reasoning and substantiate arguments with the timely feedback and modelling provided by the teacher.
- Students are able to identify the different views on the issue through the presentation and the note-taking activity, and develop their own arguments for their writing, taking into account different perspectives.

Recently, there has been lots of discussion on the issue that many parents improve their children's competitive edge by arranging a wide range of after-school activities for their children. In parents' eyes, it is good to their children that they can find a easy to job for the future. However, other childhood expert argue and consider that it just makes them have emotional problems and affect their sociality. In this article, I will discuss both side of the issue.

Example 23

- To synthesise and stretch their learning, students are also required to engage in an extended task, in which they can choose to either write a proposal on activities for promoting a balanced lifestyle or design a poster for promoting mental health.



- Students' interests are catered for and their strengths drawn on with the autonomy in the choice of extended tasks as varied output.

Catering for the Diverse Learning Needs of Students with Special Educational Needs (Secondary 1-3)

Introduction

Classes in Hong Kong are becoming increasingly diverse with students with different learning needs, abilities and learning styles. In this example, teachers make use of different strategies to support their students, especially those with special educational needs (SEN), in developing their potential to the full by:

- adapting learning content;
- employing appropriate learning and teaching strategies; and
- using effective learning and teaching aids.

Adapting Learning Content

Impact on Learning

When designing the learning content for a unit “It is my life”, teachers modify their expectations based on students’ needs and abilities, and adjust the learning content accordingly.

Scheme of Work

| Week | Units | Reading | Grammar | Writing | Speaking | Listening |
|--------------------------------------|--------------------------------|---|--|---|---|---|
| 4.7 Sep 22 - 17 Oct (16 Ls) | 1. It's my life Core | 1. p8 my things 2. p10 my family (common nouns) | 1. p9 have/has got 2. p12 there is/are, 3. p13 possessive adjectives | 1. p9 write a list of things in my bedroom 2. Web 9.10 an e-card about me & my best friend (with sample sentences) (>40 words) | 1. R1A What have they got? 2. P Can you find out about your friend? | 1. Reading Fluency programme |
| | Extended | p8 Charles's blog (90 words blog entry) p10 Daniel's family short descriptions of boy's family (verbs) | 4. p9 have/has got... 5. p12 Is/Are there...? 6. p11 possessive apostrophe ('s) | 3. write about me & my family with details on appearance and favourite things (>40 words) | 3. talk about myself and my family (P read aloud with script) 4. p13B Introduce yourself! | 2. P Line 3 "Refer to Listening" Progress Check |
| | Challenging | p12 What's in your bag? (lists of things in students' bags – 150 words) | 7. p13 possessive pronouns | 4. write about me, my family & best friend (>60 words) | 4. p13B Introduce yourself! (with details) 5. p10 describing your family (P with short audio) | 2. P Line 1 "Refer to Listening" Progress Check |

Core part

Extended part

Challenging part

- Teachers develop a school-based curriculum which includes core, extended and challenging parts that students with different abilities are expected to complete.
 - **Core Part:** What **all** students are expected to complete in the curriculum.
 - **Extended Part:** What **most but not all** students are expected to complete.
 - **Challenging Part:** What **some** students, usually the more able ones, are expected to complete.

- Students’ confidence and motivation in learning are enhanced as they are provided with manageable learning goals.

| | |
|--|--|
| | <ul style="list-style-type: none"> In the unit “It is my life”, teachers design learning materials to develop students’ ability to describe people using appropriate vocabulary, grammatical items and structures in a personal letter. |
|--|--|

| <table border="1"> <thead> <tr> <th>Worksheet Set 1</th> <th>Worksheet Set 2</th> <th>Worksheet Set 3</th> </tr> </thead> <tbody> <tr> <td>For more advanced students</td> <td>For average students</td> <td>For less advanced students</td> </tr> <tr> <td>Covering the core, extended and challenging parts</td> <td>Covering the core and extended parts</td> <td>Covering the core part</td> </tr> <tr> <td>Students are required to write about themselves, their family and best friend in a letter of about 80 words.</td> <td>Students are required to write about themselves and their family in a letter of about 60 words.</td> <td>Students are required to introduce their best friend in a letter of 40 words.</td> </tr> </tbody> </table> | Worksheet Set 1 | Worksheet Set 2 | Worksheet Set 3 | For more advanced students | For average students | For less advanced students | Covering the core, extended and challenging parts | Covering the core and extended parts | Covering the core part | Students are required to write about themselves, their family and best friend in a letter of about 80 words. | Students are required to write about themselves and their family in a letter of about 60 words. | Students are required to introduce their best friend in a letter of 40 words. | <ul style="list-style-type: none"> Tiered writing tasks with the same theme and genre are assigned to students according to their language abilities. All students are expected to write a letter to their friend and mail it to him/her. However, the output required of different groups of students varies to best suit their abilities. |
|---|---|---|-----------------|----------------------------|----------------------|----------------------------|---|--------------------------------------|------------------------|--|---|---|--|
| Worksheet Set 1 | Worksheet Set 2 | Worksheet Set 3 | | | | | | | | | | | |
| For more advanced students | For average students | For less advanced students | | | | | | | | | | | |
| Covering the core, extended and challenging parts | Covering the core and extended parts | Covering the core part | | | | | | | | | | | |
| Students are required to write about themselves, their family and best friend in a letter of about 80 words. | Students are required to write about themselves and their family in a letter of about 60 words. | Students are required to introduce their best friend in a letter of 40 words. | | | | | | | | | | | |

Students’ frustration is minimised and their confidence is maximised when they learn at appropriate level and work on the tasks appropriate to their abilities, with differentiated products.

Effective Learning and Teaching Strategies

Impact on Learning

Teaching students with SEN may require specialised instructional strategies in a structured environment that supports learning and enhances their learning potential.

“Progress Check” Report

Unit 1 It's my life
Progress Check

Name: _____ Class: _____ () Date: _____

- Discuss with your teacher and decide whether you would work on the core, extended and/or challenging parts.
- Circle the parts that you have learned.

| | | Core <input type="checkbox"/> | Extended <input type="checkbox"/> | Challenging <input type="checkbox"/> |
|------|-----------------------|---|---|--|
| p8 | my things | a TV, a camera, a bicycle, a pet, a computer, a guitar, a DVD player | an MP3 player, a mobile phone | an electric guitar, a skateboard, a games console, |
| p9 | have got | <i>I've got/ He's got</i> an MP3 player. | <i>Have you/ Has she got</i> a camera? | What have you/ has she got in your/her room? |
| p10 | description of people | My parents are about 40. He likes reading/riding bicycle. I'm/ My brother is nice, tall and friendly. | brother, sister, father(dad), cousin, uncle, mother(mum), aunt, grandfather(granddad), grandmother(granny), children, grandchildren, son, daughter, husband, wife | I've/ My aunt has got short/straight/wavy hair. I'm/ He's chubby, muscular, skinny |
| p.11 | Ownership | My, your, his, her, their, our | My father's office is in Wan Chai. | Mine, yours, his, hers, theirs, ours |

- The teacher provides a clear structure of the lessons by distributing a “Progress Check” report to students to share with them the learning targets / objectives.
- Under the teacher’s guidance, students decide on the part(s) they would like to work on.
- Students indicate what they have learnt in the progress report to keep track of their own learning progress.

• Students’ learning effectiveness is enhanced as they feel safer and more confident when they know what they are expected to learn in each lesson.



- The teacher adopts a multisensory approach to help students learn through more than one sense, by incorporating the use of touch (tactile) and movement (kinetic), through:
 - demonstrating the meaning of different adjectives with facial expressions and body gestures; and

• The learning of students with SEN is enhanced with the use of their senses.

Example 24



- Word and picture cards are designed to engage students in a learning activity to help them understand and remember the adjectives that describe people.

- Students gain confidence in learning vocabulary as the visual aids allow for revisions through interesting learning activities.



- Suitable self-access learning materials with multimedia content are provided for students to revise what they have learnt in the lessons after class.
- Students can work at their own pace and choose the learning materials that best suit their needs and abilities.

- Students' different abilities or learning styles are catered for.
- The learning motivation of students is boosted as the content is presented through different media.

These activities have been designed by the teachers of Hong Kong Red Swastika Society Tai Po Secondary School and conducted in the school. We thank the school for sharing their experience.

Promoting Assessment as Learning in the Development of Writing Skills (Secondary 4-6)

Introduction

This example focuses on how assessment *as* learning can be built on the good practice of assessment *for* learning and implemented in schools to improve students' writing performance. It illustrates how the teacher supports students in acquiring and applying a range of metacognitive skills and engages them in reviewing and improving their writing skills through:

- appreciation of good sample student work;
- self-reflection and goal-setting;
- self-monitoring of learning progress; and
- self-evaluation.

Planning Stage

- The following assessment practices have been adopted in a secondary school to create a favourable environment conducive to promoting “assessment as learning” prior to the tryout:
 - students are engaged in conducting peer-assessment regularly in writing and speaking tasks to develop the habit of reflection;
 - success criteria for all writing tasks are shared with students to familiarise them with the assessment objectives; and
 - timely and quality feedback, as well as concrete suggestions for improvement, is provided by teachers in each writing task to help students understand their own strengths and weaknesses, as well as how to improve their writing.
- The implementation period was strategically set between two school terms to provide opportunities for students to review their writing in Term 1 to set goals for Term 2. The period spanned throughout the second term and involved three pieces of writing to allow ample time for students to practise applying the metacognitive skills to monitor their progress in writing.

Learning and Teaching Process **Impact on Learning**

Part 1: Appreciation of Good Sample Student Work, Self-reflection and Goal-setting

The teacher

- selects good sample student writing and explains the strengths with textual evidence; and
- demonstrates, through thinking aloud, how to appreciate good writing by focusing on the best parts on the following:
 - content (e.g. presentation of arguments with supporting details and examples, giving precise background information)
 - organisation (e.g. using eye-catching and specific sub-headings, using effective topic and concluding sentences); and
 - language and style (e.g. using rhetorical questions to enhance presentation, using persuasive language)

- Students are motivated to read and learn from the outstanding writing by their peers in a supportive learning environment.
- Students develop their language and critical thinking skills through appreciating and analysing the outstanding writing in terms of content, organisation, and language and style.
- Students learn metacognitive skills through teacher's demonstration in the learning process.

Sample Student Work for Appreciation

| Marks | |
|-----------|----------|
| Content | 5.0 / 10 |
| Accuracy | 2.0 / 10 |
| Treatment | 2.0 / 10 |
| Total | 9.0 |

Handwritten student work:

Chopin's Works Song for (the industriously working) Haydn

What immediately gets into your nerves whenever you think about the city's culture? The famous food? Or, the blend of ~~the~~ Oriental and Western in whatever aspects? To me, it is rather the spirit of the citizen, the spirit to endure hardships, work hard, and strive for excellence, making Hong Kong one of the best cities worldwide. A song from half a century ago probably reflects such a commendable spirit.

Teacher's annotations:

- catchy
- translative?
- well done!
- what education is it as features?

Overall Comment:

Activity 4: Overall Self-evaluation

In this activity, I will

- evaluate the overall attainment of my learning goals and the effectiveness of the proposed actions in attaining the goals;
- reflect on the overall effectiveness of my plan to improve writing skills; and
- plan for the next stage.

1. How well have I achieved the set learning goals and carried out the proposed plan?
 Some of plans are not actually carried out, for example, I plan to read more commentaries and magazines originally, but it turns out that I didn't do it. Yet, I also read through my vocabulary notes more frequently in which a wider range of words can be used.
2. What problems have I encountered in the process and how did I overcome them?
 The major problems are about the time management. Most of the time I do not have enough time to complete the composition while the content is not finished thoroughly. The planning before writing the composition can be improved.
3. List two ways I think I have developed or grown as a result of this plan for improving writing skills?
 I have developed to be more selective about the content. A lot of things can be written in the composition, however, I learnt to be selective which only includes the important stuff. I also learnt to use more cohesive devices and topic sentence to improve the connection between paragraphs.
4. What am I still not sure about and need advice on?
 I need advice on the language about how to use more phrases and different inversion patterns to improve my delivery in the composition.

The teacher

- guides students to review their own writing assignments completed in the previous term and the teacher’s feedback;
- helps students reflect on their strengths and weaknesses in writing and identify their learning needs;
- supports students to formulate personalised learning goals on content, organisation, and language and style and propose possible actions for each; and
- provides constructive feedback for students on the appropriateness of the learning goals and the feasibility of the proposed actions to facilitate their revision of learning goals and actions.

- Students take greater ownership over their own learning as they identify their own learning needs and plan actions for making improvement.
- Students develop and practise their metacognitive skills through expressing their thoughts and analysis in writing and revising their plans to incorporate feedback from the teacher.

Activity 2: Self-reflection and Goal-setting

In this activity, I will:

- study three writing assignments I completed previously and the comments from my teacher;
- reflect on my strengths and weaknesses;
- reflect on the comments from my teacher; and
- set my learning goals and suggest actions for improving my writing skills by the end of this school term.

1. What have I accomplished in my earlier writing assignments?

- Using of a wider range of vocab
 - Attempt to use connectives and different sentence patterns

2. Taking into consideration comments from my teacher, what are the areas for improvement?

- Practise my fluency
 - use a wider range of vocabulary and sentence pattern
 - The content should be more precise and concise

3. What learning goals can I set to improve my writing skills by the end of this school term?
 What possible actions can I take to attain these goals? Comment & set goal

| Areas for improvement | Learning goals | Proposed actions |
|-----------------------|--|--|
| content | Goal 1 (Content) - use thesis statement to follow the content - Elaborate the points with more evidence, ideas and personal experiences | - Conclude the passage with a topic sentence - Explain views with evidence - Read more newspaper |

| | | |
|--------------|--|---|
| Language | Goal 2 (Language and Style) - Concluding & Persuasive tone | - Read different styles of article |
| Organization | Goal 3 (Organisation) - Use connective devices/topic sentence/ sentence structures | - Raise the vocabulary bank and the 300 phrases |

sample 2 : A letter to the Editor → present arguments with evidence
 3 : Leaflet: An Elderly Home visit → persuasive/descriptive
 4 : Application letter → persuasive/descriptive
 → combination of tenses

Part 2: Self-evaluation during the Learning Process

Throughout the three pieces of writing, the teacher

- encourages students to focus on their personalised learning goals, step up their efforts and take actions to attain them in the pre- and while- writing stages;
- provides opportunities for students to evaluate their attainment of learning goals and the effectiveness of their proposed actions with the use of a progression chart in the post-writing stage; and
- supports students to formulate further actions necessary for improving their writing skills.

- Self-directed learning takes place when students keep track of their progress throughout the three writing tasks.
- The use of graphic organisers helps students visualise their evaluation of the attainment of learning goals and the effectiveness of the proposed actions.

| Learning goals | Proposed actions | Writing 1 Colour your achievement of learning goals | Writing 2 Colour your achievement of learning goals | Writing 3 Colour your achievement of learning goals |
|---|---|---|---|---|
| Goal 1 - Use more evidence, statistic, news article, personal experiences to support my ideas and content | - Read more Times magazine and English newspaper such as Standard and SCMP - Read more English books with different genres instead of just fiction | | | |
| Goal 2 - Use a wider range vocabulary & sentence structure - Examples: Inversion, Imagery, Rhetorical question | - Read the vocabulary notebook and notes more often - Read more English books, newspaper, magazines, movies and documentaries | | | |
| Goal 3 - Establish better cohesion between paragraphs - Set an eye-catching and comprehensive title | - Read more news articles and news commentaries - Read more sample essay and different styles of articles such as letter | | | |

| My progress in writing 1 | My progress in writing 2 | My progress in writing 3 |
|--------------------------|--------------------------|--------------------------|
|--------------------------|--------------------------|--------------------------|

| | | |
|--|--|---|
| Self-reflection - I am not working hard enough to read those news article and to learn a wider variety and higher level of vocabulary. - There may be some irrelevant information in the passage. | Self-reflection - The description of how the donation will be used is not specific though. - More points can be added in the practical measures | Self-reflection - Time management should be improved as the part about the importance of debating skills in one's life was not mentioned comprehensively and deeply. - The performance of the two classes can be more precise and concise, need to mention about the floor speakers as well. - Background of the adjudicators should be provided. |
|--|--|---|

Part 3: Overall Evaluation

The teacher

- guides students to evaluate their overall attainment of learning goals and the effectiveness of their actions, and reflect on problems encountered and actions taken to overcome them.
- provides constructive feedback for students to plan for further actions to make improvement.

Activity 4: Overall Self-evaluation

In this activity, I will

- evaluate the overall attainment of my learning goals and the effectiveness of the proposed actions in attaining the goals;
- reflect on the overall effectiveness of my plan to improve writing skills; and
- plan for the next stage.

1. How well have I achieved the set learning goals and carried out the proposed plan?

Some of plans are not actually carried out, for examples, I plan to read more commentaries and magazines originally, but it turns out that I didn't do it. Yet, I also read through my vocabulary notes more frequently in which a wider range of words can be used.

2. What problems have I encountered in the process and how did I overcome them?

The major problems are about the time management. Most of the time I do not have enough time to complete the composition which the content is not finished thoroughly. The planning before writing the composition can be improved.

3. List two ways I think I have developed or grown as a result of this plan for improving writing skills?

I have developed to be more selective about the content. A lot of things can be written in the composition, however, I learnt to be selective which only includes the important stuff. I also learnt to use more cohesive devices and topic sentence to improve the connection between paragraphs.

4. What am I still not sure about and need advice on?

I need advice on the language about how to use more phrases and different invention patterns to improve my delivery in the composition.

5. What am I going to work on or improve next?

I will work on the better time management and better preparation or planning works before starting the composition. Furthermore, I will also have to read more sample essays and learn the good things about them, for example, how others illustrated the performances of the debaters in compe & bring out the food for thought about the importance of debating skills in one's life.

6. Response from my teacher:

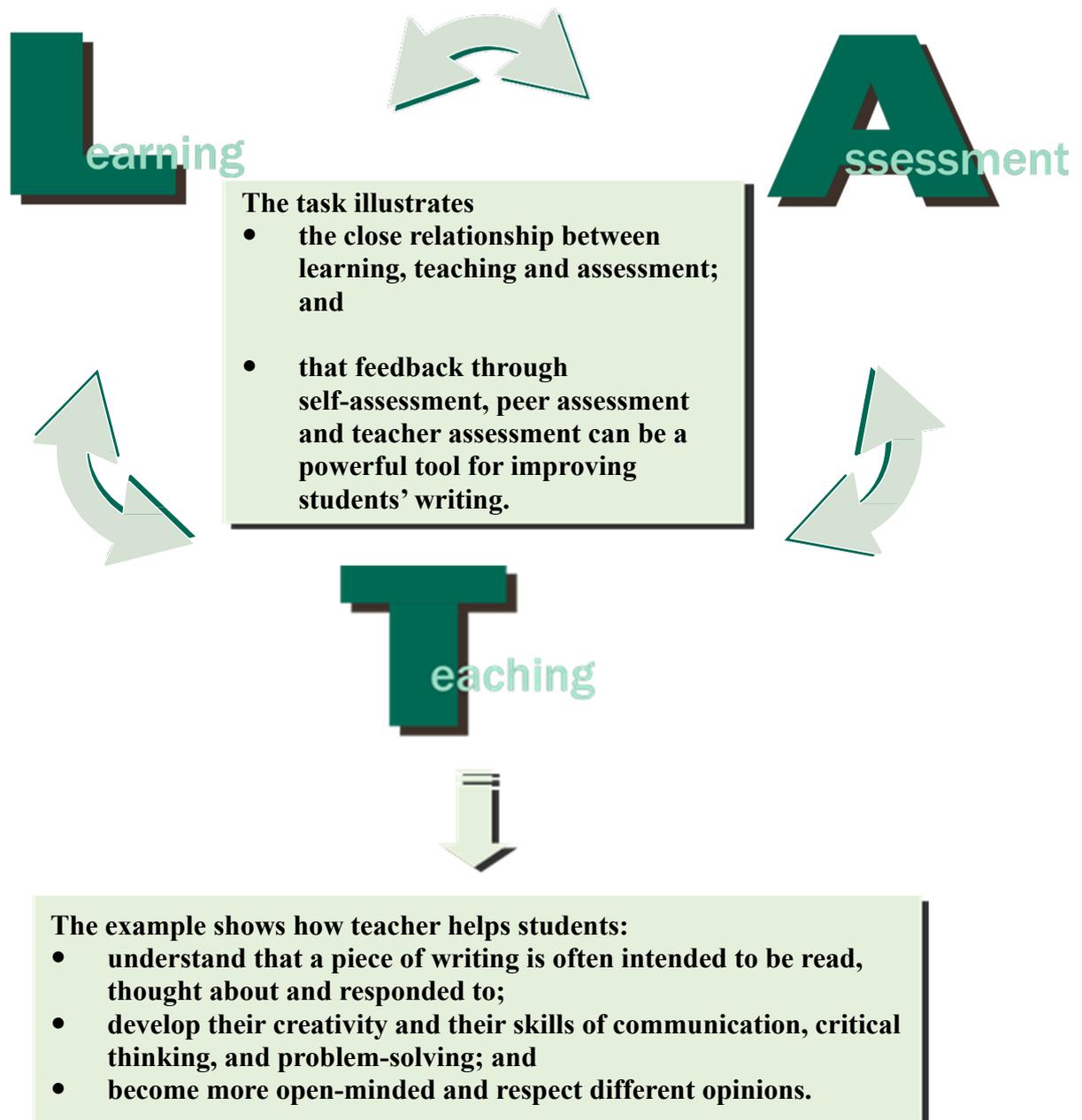
- Students develop the skills and confidence in assessing their own strengths and weaknesses and a positive attitude towards improving their language skills.
- A growth mindset, which advocates that success can be achieved through making appropriate efforts, is promoted among students to empower them to take the initiative to improve their own learning.

Some of the activities have been tried out in St Mark's School. We thank the school for sharing their experience.

Using Process Writing to Promote Effective Learning, Teaching and Assessment: “The Christmas Party” (Primary 4-6)

Introduction

Assessment is often used by teachers to measure students’ performance in learning. It is generally associated with formal tests or examinations at the end of a school term or school year. This example offers a wider view of assessment. It shows that assessment can be conducted through the process of learning and teaching, involving both teachers and students.



Learning and Teaching Process

This task engages P4–6 students in the process of writing a letter to invite their headmaster and teachers to their class Christmas party.

Impact on Learning

| | |
|--|---|
| | <p style="text-align: center;">Pre-writing</p> <ul style="list-style-type: none"> • Students bring to class information about group games and food and drinks for a party. • Students listen to a story that relates to the topic of their writing task. • In groups, students brainstorm and discuss ideas to be included in the letter. • Students report back and the teacher gives suggestions and guidance. |
|--|---|



- *Students' motivation is raised when they share information and actively brainstorm ideas.*
- *Students exercise their critical thinking and creativity in discussions.*
- *Through discussion and teacher support, students plan their writing in terms of tone, content and organisation.*



| | |
|--|--|
| <p>Checklist for Peer Reviewing and Editing</p> <p>Reviewing</p> <ul style="list-style-type: none"> - Is your partner's letter clear? - Is your partner's letter interesting? - Has your partner put the ideas in the best order? - Is your partner's letter a polite one? <p>Editing</p> <ul style="list-style-type: none"> - Is your partner using the correct tense? - Is your partner using the singular and plural forms correctly? - Has your partner spelt all the words correctly? - Has your partner used the right punctuation marks? | <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Individually, students write the first draft of the letter. • Students revise their own first draft based on a “Checklist for Peer Reviewing and Editing”. • In pairs, students comment on each other’s second draft using the checklist as a guide. • Students further revise their work and submit it for teacher feedback / assessment. • Students produce the final draft based on the teacher’s comments and suggestions. |
|--|--|

- *Self-directed learning takes place when students practise self and peer assessment.*
- *Students improve the content and language of their writing through self, peer and teacher assessment.*
- *Students develop their capabilities to clarify and revise their own writing with support from their teacher and classmates.*



| | |
|---|---|
|  | <p style="text-align: center;">Post-writing</p> <ul style="list-style-type: none"> • Individually, students copy the final draft onto letter paper and add decorative art work. • In groups, students decide on which letter to use for inviting the headmaster / teachers and explain their choice. |
|---|---|

- *Students develop their capabilities to use English to:*
 - *work with others in making choices and decisions; and*
 - *solve problems and explain the solutions.*

Formative Assessment Game: “Who am I?” (Secondary 3-4)

Introduction

Assessment need not always be formal and can be fun. The following example takes the form of a guessing game, which aims to assess students' ability to ask questions effectively. It shows how formative assessment can be used as a tool to promote classroom and self-learning in an interesting way.

The task illustrates how:

- formative assessment can be used to promote pleasurable language learning and teaching;
- self, peer and teacher feedback can be used to enhance students' speaking skills; and
- self-learning skills can be promoted through formative assessment.

The task helps students:

- find out, through self, peer and teacher feedback, more about their oral proficiency (including the use of questioning techniques) and develop strategies for improvement;
- develop their creativity, and skills of collaboration, communication, critical thinking, problem-solving, self-learning and self-management; and
- develop a commitment to independent / lifelong language learning as well as social skills through assuming different roles in group activities.

Background Knowledge

- Students have learnt how to set and answer different types of questions such as yes / no questions and open-ended questions. They are familiar with wh-questions, e.g. questions beginning with “What”, “Where”, “When”, “Why”.
- They have practised using stress and intonation in speech appropriately.
- They have also been taught the features of effective speech and are familiar with the criteria presented in the self and peer evaluation checklist.

The Assessment Task

- In this formative assessment task, students assume the role of guests at a birthday party where they are playing the “Celebrities” game. Students work in groups of 4. One member plays the role of a celebrity based on given information. The other members ask questions in order to guess the identity of the celebrity.

| Learning, Teaching and Assessment Process | Impact on Learning |
|---|---|
| <p>Preparation</p> <ul style="list-style-type: none"> • Students who play the role of the celebrity select a card from the “Celebrities Box”* and read the given information to get prepared. • The other students prepare questions to help them make the correct guess, while observing the rule that they should refrain from asking questions which directly reveal the identity of the celebrity. | <ul style="list-style-type: none"> • Students’ motivation is raised when they choose a celebrity and play a game in class. • Students practise skimming and scanning for overall understanding and specific information. • Students apply their knowledge of different question types and formulate questions to obtain useful information. |
| <p>Questioning Time</p> <ul style="list-style-type: none"> • Students are actively involved in asking and answering questions. • They audio-tape / video-tape their role play for purposes of self, peer and teacher assessment. • Students change roles and play the game again. | <ul style="list-style-type: none"> • Students use questioning techniques to gather information and apply their skills to convey information. • Students develop creativity and communication and problem-solving skills integratively in completing the task. • Students develop a range of social skills through varying the roles in the game. |

* A collection of materials / data files on celebrities has been compiled for the purpose of this task. In fact, students can be asked to work in groups to contribute materials to the collection, making the game more engaging.

| | |
|--|--|
| <p>Self / Peer / Teacher Assessment</p> <ul style="list-style-type: none"> • Students listen to the audio recordings or watch the video recordings of their role play and make use of a “Checklist” to do self and peer assessment of their speaking performances. • Students reflect on the questions they have used in the role play and consider how improvements can be made. • As a class, students listen to the audio recordings or watch the video recordings of individual groups and share their self and peer feedback. • The teacher provides encouragement and makes suggestions for further improvement. • The teacher collects the audio / video recordings, identifies students’ strengths and weaknesses, and plans follow-up work. | <ul style="list-style-type: none"> • Students develop strategies of planning, managing and evaluating their own learning. • Students develop critical thinking and collaboration skills when they assess and make suggestions for improvement on aspects such as fluency, pronunciation, intonation, audibility, eye contact, facial expression, gesture and questioning techniques. • Students evaluate their questioning techniques and skills in conveying information through self, peer and teacher assessment and develop strategies for improvement. • Future learning activities are planned according to students’ needs and abilities. |
| <p>Extension</p> <p>As homework, individual students gather information about their favourite celebrity through various sources and create a card for the “Celebrities Box”. They can also set questions to test their peers.</p> | <ul style="list-style-type: none"> • Self-learning takes place when students search, select and organise information. • Students may invite parents to provide ideas, guidance and feedback in the process. |

| | Assessment Criteria for Speaking |
|---------------------------------|---|
| Fluency | This refers to the way one speaks. If a person speaks fluently, he / she is able to do so with ease and confidence and without many pauses. |
| Pronunciation | This refers to the way in which a word is said. When a person pronounces a word correctly, he / she says it with the right sound(s) and the proper stress. |
| Intonation | Intonation is the rise and fall of a person's voice as he / she speaks. For example, people tend to raise their voice in order to add meaning to what they say. |
| Audibility (voice level) | It is important that one speaks loudly enough so that one's ideas can get across clearly to the person(s) to whom one is speaking. If one speaks too softly, one's ideas may not be heard, no matter how good they are. In such cases, the purpose of speaking is defeated. |
| Eye contact | Establishing eye contact with the person(s) to whom one is speaking is important. Looking directly at the person(s) to whom one speaks gives the impression that one is sincere and confident. On the other hand, dropping one's head or avoiding direct eye contact signifies a lack of self-confidence and can sometimes be taken for indifference. |
| Facial expression | This refers to the feelings that are revealed on the speaker's face. When a person is excited about what he / she is saying, his / her face will show excitement. If he / she is saying something sad, he / she will look serious. |
| Gesture | This refers to the movement that the speaker makes with his / her body, especially his / her hands or head, to convey emotion or information. For example, one can nod one's head to show agreement. Appropriate gestures add to the effect of the speaker's presentation. |

CHECKLIST

Tick (✓) the appropriate boxes:

| | Poor | | Very Good | |
|--------------------------|------|---|-----------|---|
| Fluency | 1 | 2 | 3 | 4 |
| Pronunciation | 1 | 2 | 3 | 4 |
| Intonation | 1 | 2 | 3 | 4 |
| Audibility (voice level) | 1 | 2 | 3 | 4 |
| Eye Contact | 1 | 2 | 3 | 4 |
| Facial Expression | 1 | 2 | 3 | 4 |
| Gesture | 1 | 2 | 3 | 4 |

Enhancing Students' Writing Skills through Assessment FOR Learning (Secondary 4-6)

Introduction

This example illustrates:

- the use of different strategies to promote assessment for learning in the development of writing skills such as:
 - discussion about the success criteria in the evaluation form
 - self and peer review
 - teacher's written feedback
 - analysis of good student work
- how students are guided to develop strategies for planning, monitoring, revising, and evaluating their own work in the process

Previous Learning Experience and Analysis of Students' Needs

- Students have completed a unit of tasks on the theme “charity”, which includes browsing websites and viewing TV commercials related to charitable organisations, searching for information about a charitable organisation that is worth supporting and giving a short presentation to explain its work, mission, vision and appeal for support.
- Based on students' performance in the oral presentations, the teacher identified their strengths and areas for improvement:

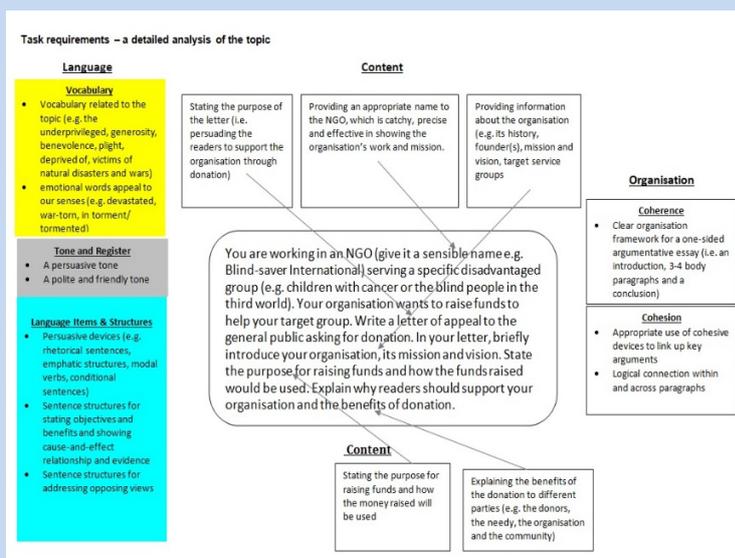
| Strengths | Areas for Improvement |
|---|---|
| <ul style="list-style-type: none"> • being able to give a factual account of the work of charitable organisations and their campaigns • showing an understanding of topical vocabulary such as “disasters”, “earthquakes” and “famines” | <ul style="list-style-type: none"> • adding vivid descriptions to enhance the emotional appeal when presenting the mission and work of the organisation • using appropriate language items and rhetorical strategies to convince people that the organisation is worth supporting |

Writing Task

As an end-of-unit task, students are asked to write a donation appeal letter for a charitable organisation, in which they have to consolidate and apply what they have previously learnt, as well as to practise using strategies to enhance the emotional appeal and persuasiveness of their writing.

| Learning, Teaching and Assessment Process | Impact on Learning |
|--|---|
| Pre-writing | |
| <ul style="list-style-type: none"> • Students are shown some sample letters of appeal from NGOs to the public and guided to study the style, format, organisation and language. • Students identify rhetorical strategies and language items that help involve the readers and appeal to their emotions (e.g. the use of imperatives and personal pronoun “I” and “you”) from the two sample letters. • Students play the role of the founder of a new NGO / charitable organisation. They have to come up with the following information: <ul style="list-style-type: none"> ➤ the name of the organisation ➤ the vision and mission ➤ the target service group ➤ reasons for serving the target group • Students form groups of four to share their ideas with the other group members. | <ul style="list-style-type: none"> • Students are provided with the opportunity to identify the tone, style, language and rhetorical strategies used in sample letters of appeal, which they can model on in later stages of writing. • Students can transfer what they have learnt in the unit on charity to the formation of a new NGO that matches their personal values, beliefs and aspirations. • Students’ positive values and attitudes such as “care for others”, “love” and “common good” are nurtured through a task that encourages them to think about people who need help in society and the world. • Students’ motivation for writing is raised after the brainstorming and discussion activities as they can develop a sense of ownership through creating a new NGO of their own. |

- Students are asked to identify the main points to address in the writing topic and work out the purpose of writing, the writer-reader relationship and the tone.
- Students are guided to discuss the organisation of the writing, as well as the vocabulary and language required to persuade the readers to make donations.



- Explicit teaching of strategies for topic analysis (e.g. underlining key words and parts in the question, breaking down the language elements into vocabulary, tone and sentence structures) enables students to understand the requirements of this writing task and apply the tactics in analysing other writing topics they come across in the future.

First Draft

- Students are guided through the Assessment Form (Annex 1), which lists the success criteria for the writing task.
- Students write the first draft of the letter individually, focusing mainly on content and ideas. They then exchange their work with their peers and assess whether their peers' work can meet the requirements for "Content" and provide feedback.

- Students' understanding of the success criteria for the writing task is enhanced.
- Peer review and feedback help to promote peer and collaborative learning.

Second Draft

- Students rewrite the letter based on the feedback from classmates. They then evaluate their own work with reference to all the criteria in the Assessment Form. Students rate their own performance by ticking the appropriate boxes in pencil.
- Students submit the second draft, together with the Self-Assessment Form to the teacher.

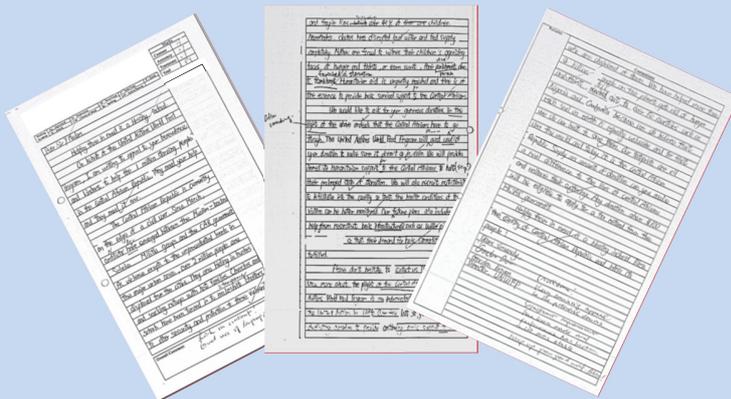
- Students develop the ability of editing and reviewing their own work with reference to the peer feedback and the success criteria.

Post-writing

- The writing assignments, together with the teacher's Assessment Form, are returned to students. A feedback session is held to discuss some areas for improvement in terms of content, language and organisation using students' examples.



- A good student writing sample is discussed with the whole class and students are guided to identify the strengths of the writing.



- Students are asked to compare the ratings given by the teacher (in red) and themselves (in pencil) and read the teacher's written feedback in the Assessment Forms to reflect on their performance.

| Please tick ✓ | | Teacher's Rating | Student's Rating | Average | Good | Excellent |
|------------------------------|---|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| A. Content | | | | | | |
| 1. | Starting the purpose of the letter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. | Giving a suitable name to the NGO | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. | Introducing the organisation, its mission and vision (e.g. founder(s), history, target beneficiaries, non-profit making nature) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. | Stating the purpose for raising funds and how the funds raised would be used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. | Explaining why readers should support your organisation and the benefits of donation (e.g. alleviating the pain of and offering hope to the target beneficiaries, tax exemptions) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. | Including sufficient details and explanations (e.g. sufferings and urgent needs of the disadvantaged groups, needs of donation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B. Language and Style | | | | | | |
| 1. | Adopting a polite and friendly tone to appeal for donation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. | Using suitable vocabulary related to the topic (e.g. the underprivileged, be deprived of, generosity, benevolence) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. | Using appropriate expressions and sentence structures to state objectives and benefits, and show cause and effect | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. | Using appropriate tenses to present facts and ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. | Using rhetorical strategies to persuade the readers (e.g. rhetorical questions, imperatives, conditional sentences, tension and other emphatic structures) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C. Organisation | | | | | | |
| 1. | Using appropriate layout and format of a letter (i.e. opening and closing remarks, a body to introduce the organisation, the purpose for raising funds, how the funds raised would be used, reasons why readers should support the organisation and the benefits of donation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. | Adopting a clear focus for each paragraph | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. | Creating a logical flow of ideas in a paragraph | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. | Using appropriate cohesive devices to establish connection between ideas and across paragraphs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Teachers' Comments

Satisfactory writing that provides a clear purpose for the donation. You can improve the organisation of the letter by better planning before writing and outlining the focus of each paragraph. To persuade the readers to donate money, you should enhance the emotional appeal of your letter. Keep trying! :)

- Good student work is presented for students' modelling and discussion. The strengths of the work are discussed in detail to enhance students' understanding of the task requirements and success criteria.

- Students are more aware of their own problems in writing when they refer to the teacher's comments, compare their own ratings with the teacher's and engage in the discussion during the feedback session.

- Students complete the last part of the form to identify areas to focus on and plan actions for improvement.

Students' Reflections
Taking into consideration the teacher's feedback and comments, I have identified some areas for further improvement and planned the follow-up actions:

| Weaknesses / areas of improvement | Actions to be taken |
|--|--|
| e.g. I gave too much factual information about the organisation but talked very little about the benefits of donation. | e.g. I can emphasise the benefits of the donations to the donors (e.g. tax remission) and the victims (e.g. speeding up the relief and reconstruction work after the disaster) |
| My title is not clear. | I need a title that shows the purpose of the letter directly |
| My opening is not striking enough to catch the attention of reader. | I can describe the plight of the victims more vividly to show how desperate they are so as to arouse sympathy of readers. |
| My letter is a bit disorganised. | I can reorganise it and put only one focus in each paragraph. |

I need to seek advice/assistance from my teacher on the following areas:
How to organise the letter.

- Students revise their own work based on teacher's feedback and the actions they have planned. They submit the revised work together with the previous draft for the teacher's further feedback.

- Students' self-directed learning skills are enhanced through engaging them in active reflection and action planning for making improvement in writing.

- Learner autonomy and independence is promoted through allowing them to select areas / aspects of the writing to focus on in the revision.

2nd Draft

Dear Sir / Madam,

Every little helps ??? unclear A striking opening is needed to appeal to the readers

I am writing on behalf of Disaster-saver to ask for your generous donation to help those whose lives are threatened by the fierce natural disasters. Disaster-saver is an international non-profit making organisation founded in 1978. We have been offering assistance to people suffering from disasters. And now, it's your turn to make a difference sounds like an obligation and a bit abrupt and turn over a new leaf for the victims.

Revised Work

Dear Sir / Madam,

Every donation counts ✓ much clearer title stating the purpose of writing

The Richter 7.0 earthquake in San Jose one week ago caused more than 700 injuries and deaths. People's homes were smashed into debris and the victims are undergoing dark times with the shortage of fresh water, food, medicine and other basic necessities. SD to show a pressing need for funds with a real case Fortunate as we are living in a disaster-free city like Hong Kong, let us not forget the victims suffering in another part of the world.

I am writing on behalf of Disaster-saver to ask for your generous donation to help those whose lives are threatened by the fierce natural disasters.

Some of the activities have been tried out in St Mark's School. We thank the school for sharing their experience.

Teacher / Self / Peer Assessment Form

Date:

Task: *You are working in an NGO (give it a sensible name e.g. Blind-saver International) serving a specific disadvantaged group (e.g. children with cancer or the blind people in the third world). Your organisation wants to raise funds to help your target group. Write a letter of appeal to the general public asking for donation. In your letter, briefly introduce your organisation, its mission and vision. State the purpose for raising funds and how the funds raised would be used. Explain why readers should support your organisation and the benefits of donation.*

Text Type: *A letter of appeal for donation*

| Please tick: ✓ | Unsatis- factory | Below Average | Average | Good | Excellent |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Content | | | | | |
| 1. Stating the purpose of the letter | <input type="checkbox"/> |
| 2. Giving a sensible name to the NGO | <input type="checkbox"/> |
| 3. Introducing the organisation, its mission and vision (e.g. founder(s), history, target beneficiaries, non-profit making nature) | <input type="checkbox"/> |
| 4. Stating the purpose for raising funds and how the funds raised would be used | <input type="checkbox"/> |
| 5. Explaining why readers should support your organisation and the benefits of donation (e.g. alleviating the pain of and offering hope to the target beneficiaries, tax exemption) | <input type="checkbox"/> |
| 6. Including sufficient details and explanations (e.g. sufferings and urgent needs of the disadvantaged groups, modes of donation) | <input type="checkbox"/> |
| B. Language and Style | | | | | |
| 1. Adopting a polite and friendly tone to appeal for donation | <input type="checkbox"/> |
| 2. Using suitable vocabulary related to the topic (e.g. the underprivileged, be deprived of, generosity, benevolence) | <input type="checkbox"/> |
| 3. Using appropriate expressions and sentence structures to state objectives and benefits, and show cause and effect | <input type="checkbox"/> |
| 4. Using appropriate tenses to present facts and ideas | <input type="checkbox"/> |
| 5. Using rhetorical strategies to persuade the readers (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures) | <input type="checkbox"/> |
| C. Organisation | | | | | |
| 1. Using appropriate layout and format of a letter (i.e. opening and closing remarks, a body to introduce the organisation, the purpose for raising funds, how the funds raised would be used, reasons why readers should support the organisation and the benefits of donation) | <input type="checkbox"/> |
| 2. Adopting a clear focus for each paragraph | <input type="checkbox"/> |
| 3. Creating logical flow of ideas in a paragraph | <input type="checkbox"/> |
| 4. Using appropriate cohesive devices to establish connection between ideas and across paragraphs | <input type="checkbox"/> |

Teachers' Comments

Students' Reflections

Taking into consideration the teacher's feedback and comments, I have identified some areas for further improvement and planned the follow-up actions:

| Weaknesses / areas of improvement | Actions to be taken |
|--|---|
| e.g. I gave too much factual information about the organisation but talked very little about the benefits of donation. | e.g. I can emphasise the benefits of the donations to the donors (e.g. tax remission) and the victims (e.g. speeding up the relief and reconstruction work after the disaster). |
| | |
| | |
| | |

I need to seek advice/assistance from my teacher on the following areas:
