

Curriculum Leadership Series – Ongoing Renewal of the School Curriculum (Primary)

(English teachers)

January 2018

**English Language Education Section
Curriculum Development Institute
Education Bureau**

OBJECTIVES

1. To introduce the major updates of the English Language Education Key Learning Area Curriculum Guide (P1-S6) (2017);
2. To provide suggestions on the learning and teaching activities, strategies and resources for incorporating the major updates in the school English language curriculum; and
3. To share good practices on designing meaningful learning activities to enhance learning and teaching effectiveness in the English classroom

Today's Programme

2:00 - 3:45 p.m.	Part I <ul style="list-style-type: none">• Ongoing renewal of the school curriculum• Major updates of the English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017)• Suggestions on the L&T activities, strategies and resources• The roles of an English Language teacher as a curriculum leader
3:45 - 4:00 p.m.	Break
4:00 - 5:00 p.m.	Part II <ul style="list-style-type: none">• Sharing of good practices Delia English Primary School & Kindergarten

Ongoing Renewal of the School Curriculum

**Respond to local,
regional and global
contextual changes**

**Build on existing
strengths and
practices of
schools**

**Curriculum
enhancement to
benefit student
learning**

Ongoing Renewal of the School Curriculum

Learning to Learn Report (2001)



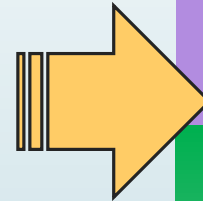
BECG (2002) / SSCG (2009)



8 KLA Curriculum Guides (2002)



Various Subject Curriculum Guides

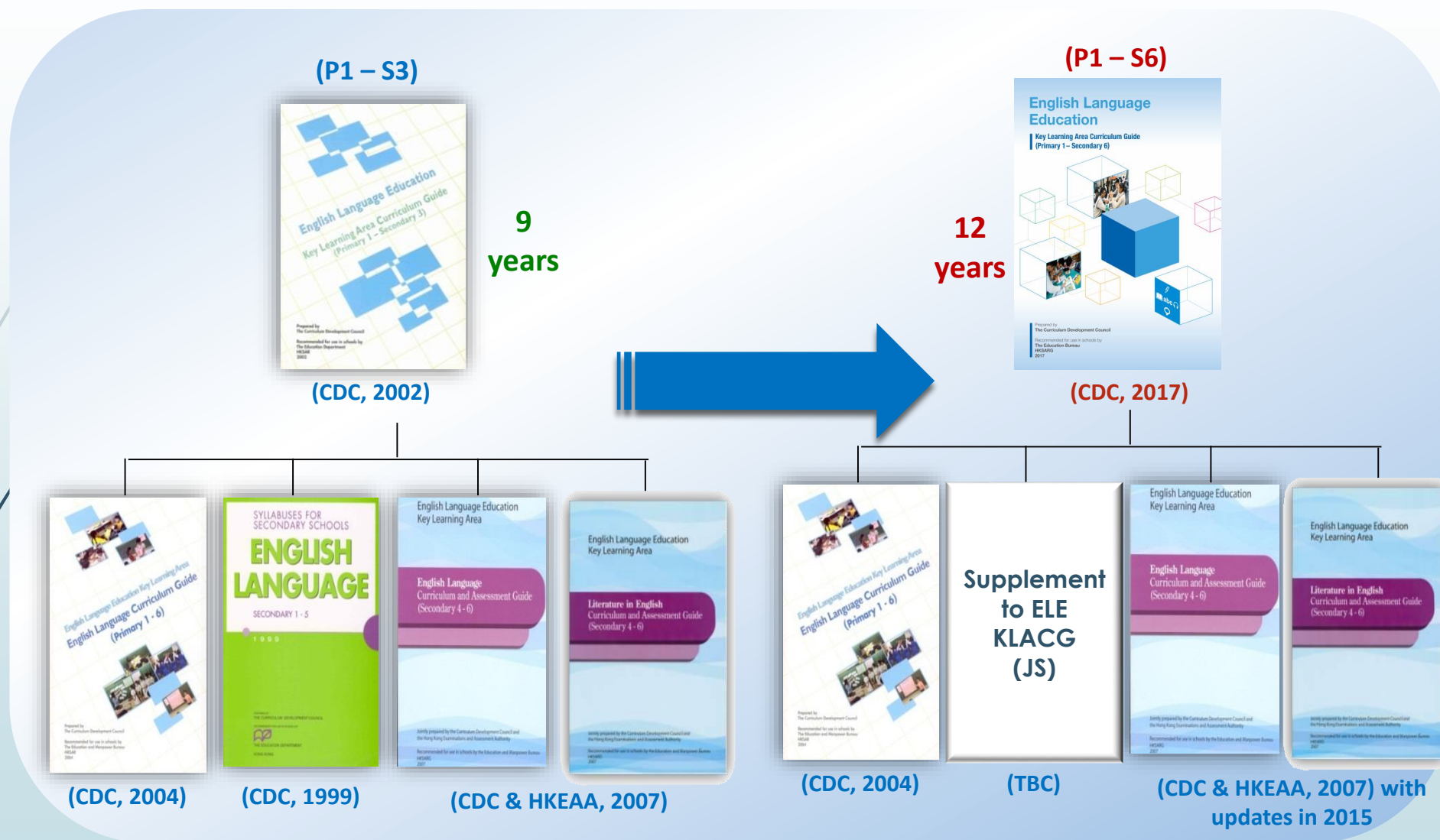


**BECG 2014
(P1-P6)**

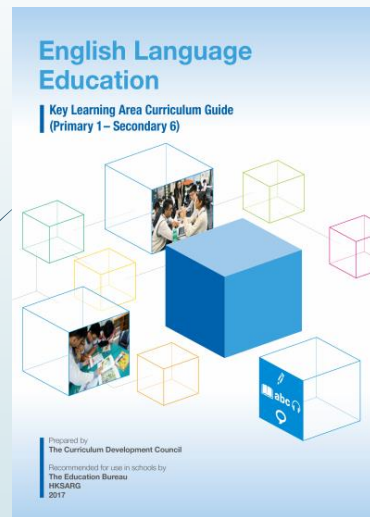
**SECG 2017
(S1-S6)**

**(2017 onwards)
KLA Curriculum Guides
&
Subject curriculum guides/
supplements**

Updating of the ELE KLACG



Major Updates of the ELE KLACG (P1-S6)



ELE KLACG (P1-S6)(2017)

Literacy Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

Values Education

STEM Education (including entrepreneurial spirit) & Reading across the Curriculum

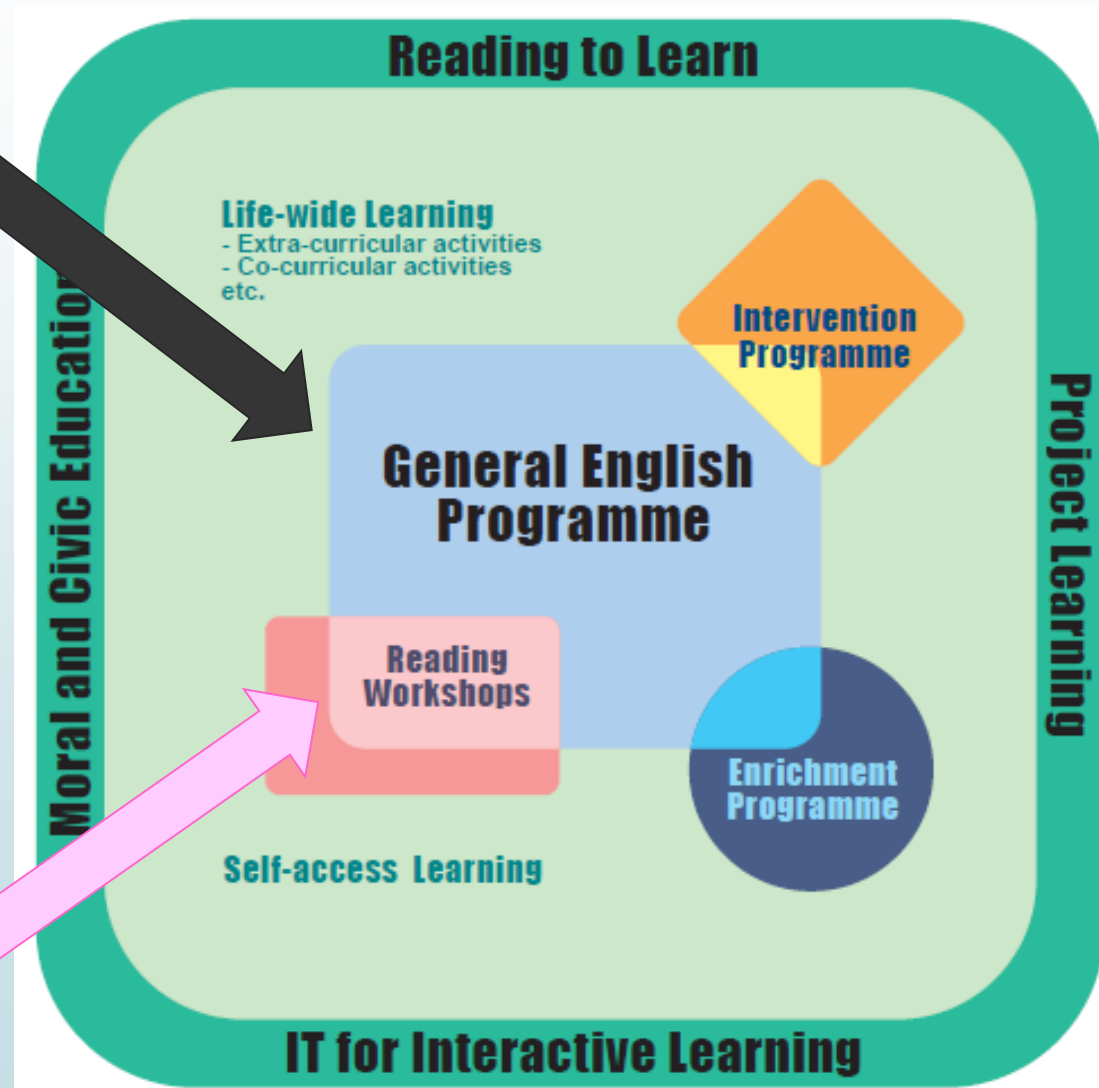
Learning and Teaching of Text Grammar

Extending from Assessment for Learning to Assessment as Learning

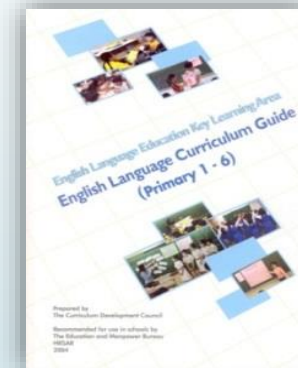
Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

Components of a School English Language Curriculum at the Primary Level

60% of English lesson time



40% of English lesson time

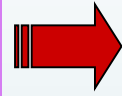


English Language Curriculum Guide (Primary 1-6) (CDC, 2004)

Reading Journey across Key Stages

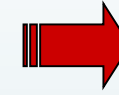
Primary

- Exposure to a range of text types (both print and non-print)
- Incorporation of Reading Workshops into the School-based English Language Curriculum



Junior Secondary

- Exposure to a wide range of text types (both print and non-print)
- Introduce elements of Language Arts
- Extensive reading and viewing



Senior Secondary

- Exposure to a wider range of more complex text (both print and non-print)
- Elective modules (Language Arts & Non-Language Arts)

Using real books with a variety of text types

Using non-print reading resources

Connecting students' reading and writing experiences

Promoting Reading across the Curriculum

Text Types

Examples of Text Types for Key Stage 1

- | | |
|---|--|
| <ul style="list-style-type: none"> • Advertisements • Cartoons and comics • Captions • Cards • Charts • Conversations • Coupons • Diaries • Directions • Fables and fairy tales • Forms • Illustrations • Instructions • Labels • Leaflets • Lists • Menus | <ul style="list-style-type: none"> • Notes and messages • Notices • Personal descriptions • Personal letters • Personal recounts • Picture dictionaries • Poems • Postcards • Posters • Product information • Rhymes • Riddles • Rules • Signs • Songs • Stories • Tables • Timetables |
|---|--|

Additional Examples of Text Types for Key Stage 2

- | | |
|--|---|
| <ul style="list-style-type: none"> • Accounts • Announcements • Autobiographies • Biographies • Blogs • Brochures • Catalogues • Children's encyclopaedias • Dictionaries • Directories • Discussions • Emails • Explanations of how and why • Formal letters • Informational reports | <ul style="list-style-type: none"> • Jokes • Journals • Maps and legends • Myths • News reports • Pamphlets • Plays • Procedures • Questionnaires • Recipes • Telephone conversations • Tongue twisters • Weather reports • Web pages |
|--|---|

Using Non-print Reading Resources

Using non-print
reading resources

Digital Multimodal Texts

(e.g. Interactive books, audio books)

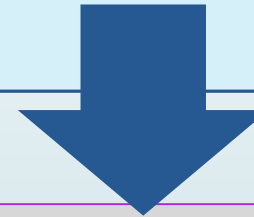
- Animations and/or audio files with narrations (reading texts provided)
- Technological features (e.g. interactive tools, embedded video clips, built-in dictionary, interactive activities)
- Basic interactions which allow students to have more control in the reading process
- Examples:
 - PEER <http://peer.edb.hkedcity.net/>
 - Free apps for tablets
 - Non-print paired books of related themes
 - Naxos Spoken Word Library (HK Public Library)
 - Free audio books online
<http://lightupyourbrain.com/stories/>

From Reading to Writing

Connecting students' reading and writing experiences

Enhancing the implementation of **READING** Workshops

- Ensuring progressive development of reading skills and strategies
- Providing opportunities for students to develop their creativity and critical thinking skills
- Introducing the features of different text types explicitly



Connecting students' **READING** and **WRITING** experiences

- Making alignment between the GE programme and Reading Workshops to design writing tasks with meaningful contexts
- Exposing students to authentic readers to enrich their writing ideas and language used

e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives.

"Pedagogy empowered by digital technology"

Information Literacy Framework for HK Students 2016

Category	Eight Literacy Areas	
Effective and Ethical use of information for lifelong learning	Category	Eight Literacy Areas
Generic IL	Effective and Ethical use of information for lifelong learning	Information users → Information providers
	Generic IL	Information need → Locate information ↓ Organise & Create ← Evaluate information
	Information World	IT skills Media Literacy: Information providers Conditions for reliable information

Pedagogy to Enhance Literacy Development

To develop learning, teaching and assessment activities for a unit of work:

★ Access information from a variety of sources

★ Understand the ideas in the multimodal texts under teachers' guidance

★ Analyse and explore how messages are presented

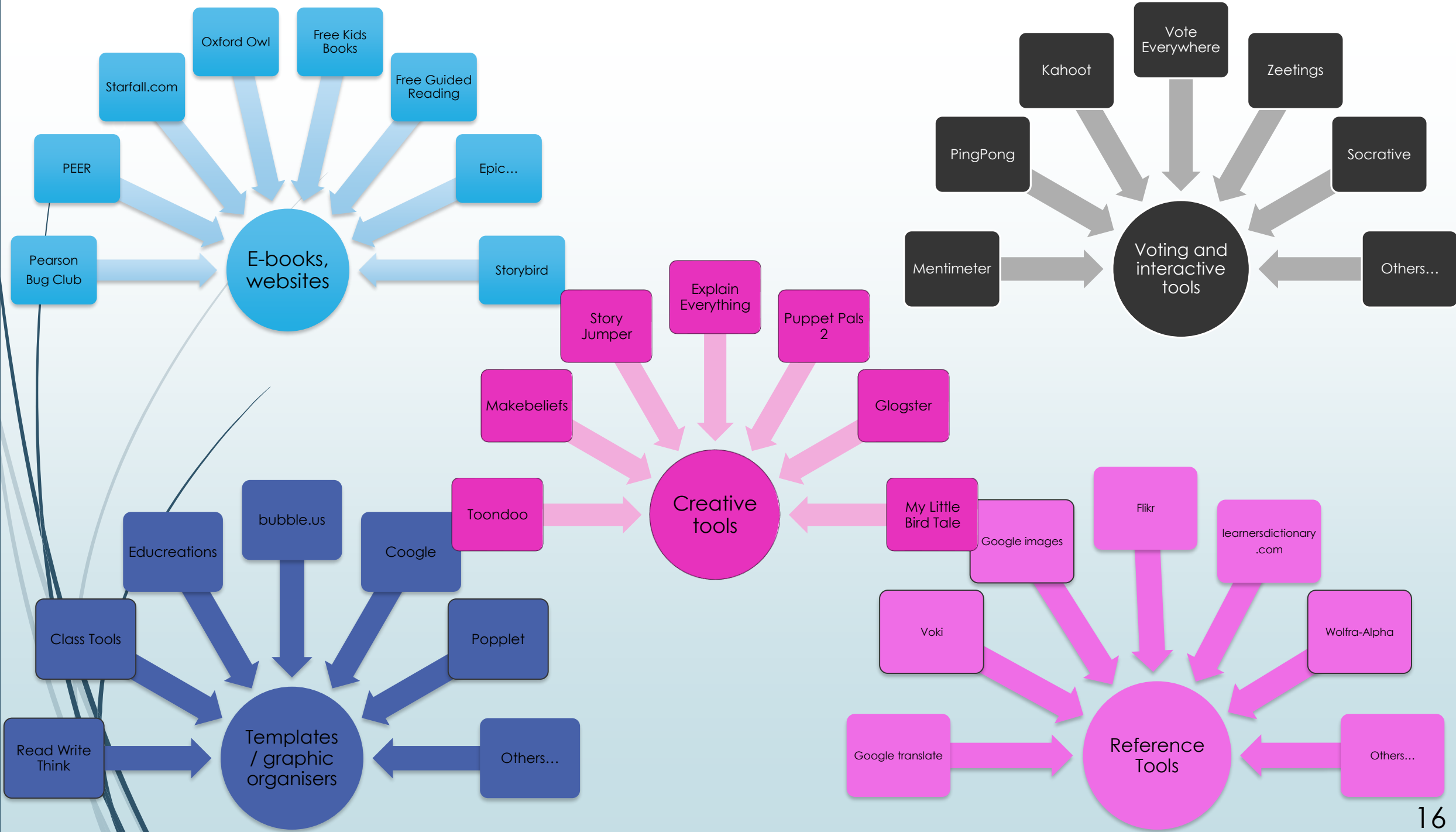
Evaluate the messages and values embedded in the multimodal texts

★ Express and create messages using different modes of communication

Interacting with a variety of texts

Task-based Approach

Producing messages using different modes of communication



Integrative use of generic skills

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

Two examples of integrative use of generic skills:

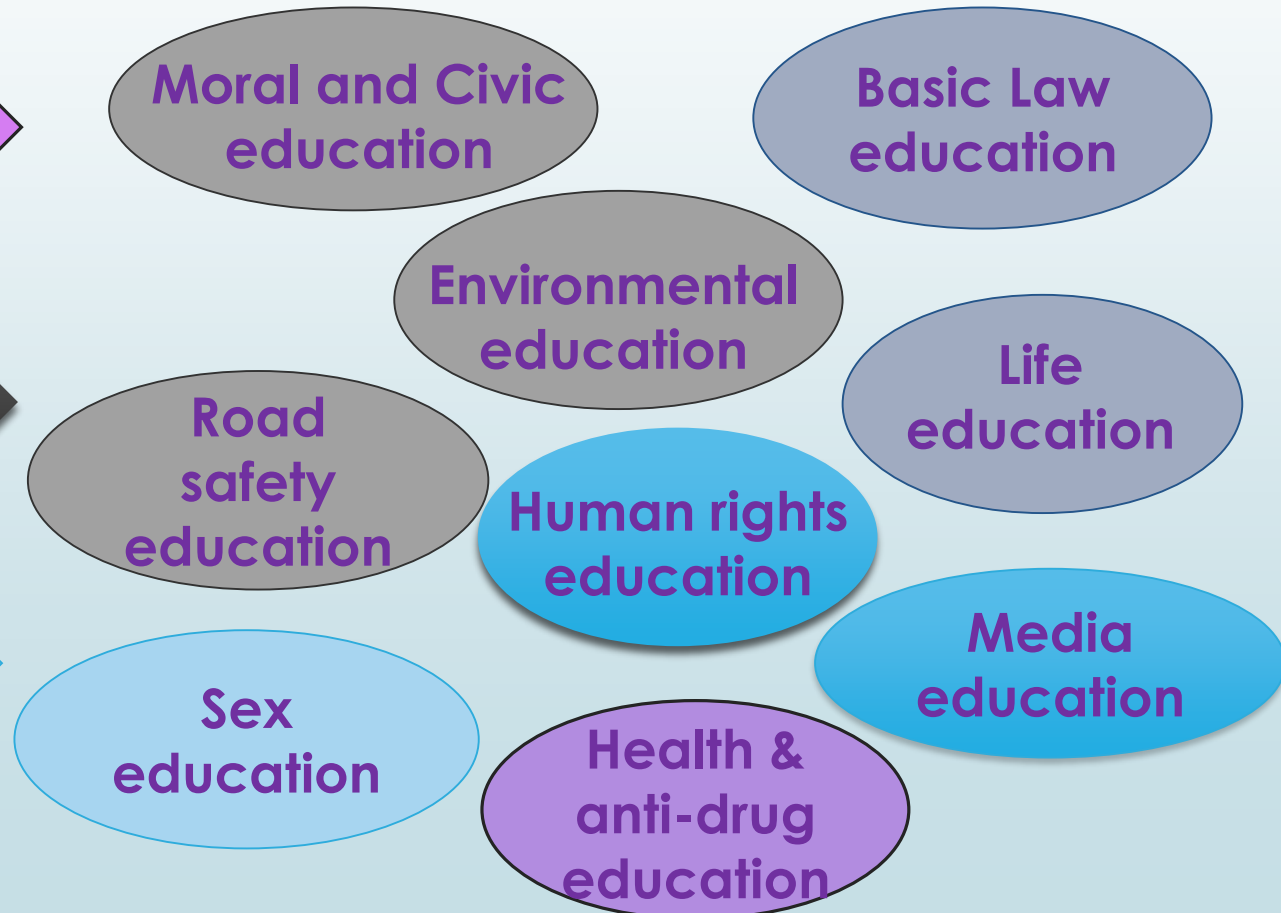
- Holistic thinking skills: involving the use of critical thinking skills, problem solving skills and creativity
- Collaborative problem solving skills: involving the use of collaboration skills, communication skills and problem solving skills

Values Education

Seven Priority Values and Attitudes



Values education in different domains



Incorporating Values Education into the School English Language Curriculum

**An example – *What if Everybody Did That?*
(Positive values: *Be considerate, self-discipline, responsibility,
respect for others*)**

- **Connecting learning experiences between GE Programme & Reading Workshops (P4 Modules: We can be better! / Good habits)**
- **Prediction: Reading the page on the left and guessing the impact brought by the bad behavior**
- **Analysing the consequences of the bad behaviour**
- **Suggesting what should be done to correct the bad behavior**
- **Designing a booklet about good behavior in different settings**

WHAT IS “**READING ACROSS THE CURRICULUM**”?



- Reading across the curriculum (**RaC**) is a component within Language across the Curriculum
- **RaC**
 - reading as a **fundamental mode of learning**
 - explicit teaching of reading to be **integrated** with teaching the curriculum
 - students learning to read
 - the **subject matter** of pedagogic texts
 - the associated **language patterns**

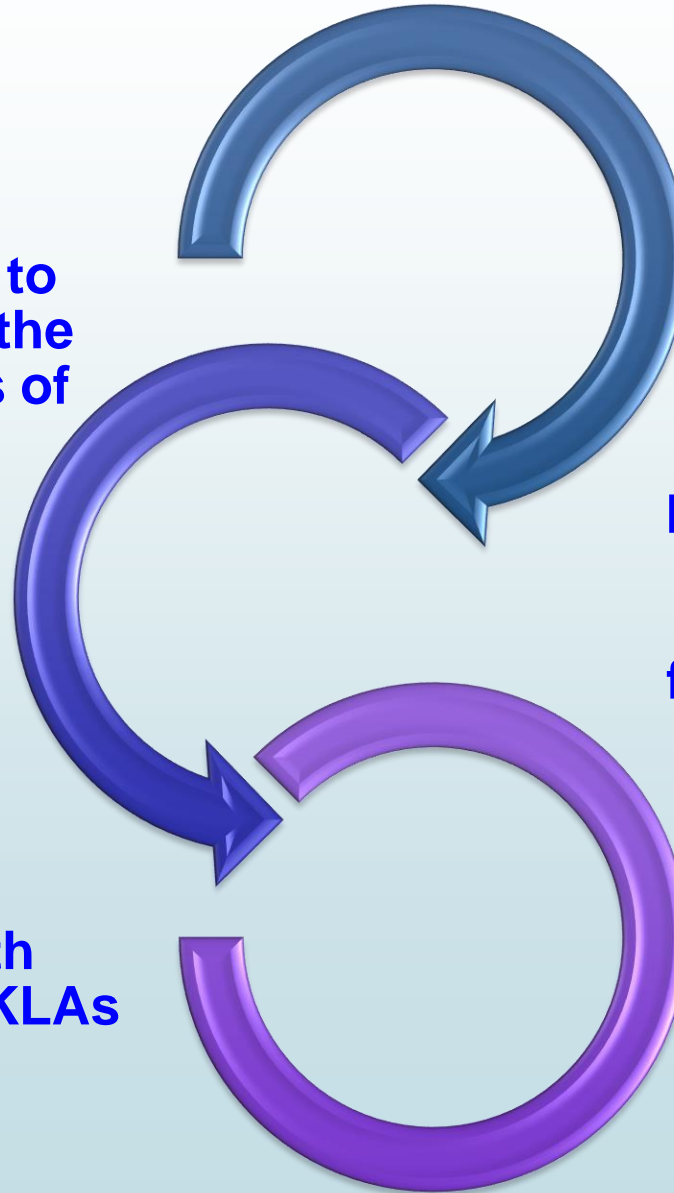
(Martin & Rose, 2005)

Roles of primary English teachers in promoting RaC & LaC

**Maximise students'
exposure to text types to
increase awareness of the
structures and features of
different text types**

**Develop students' ability
in understanding and
producing English texts
for a variety of purposes**

**Collaborate with
teachers of other KLAs**



In the ELE KLA context, STEM education can be best promoted through RaC / LaC and project learning

Whole-school initiative:
STEM education



ELE KLA **supports** the implementation of STEM education through RaC/LaC activities, e.g.

- introduce STEM-related reading materials
- design tasks, activities and projects to create new things or work out innovative solutions to problems
- connect learning experiences through life-wide learning
- infuse elements that help nurture an entrepreneurial spirit

Reading across the Curriculum at the Primary Level

Achieving the aims of
education

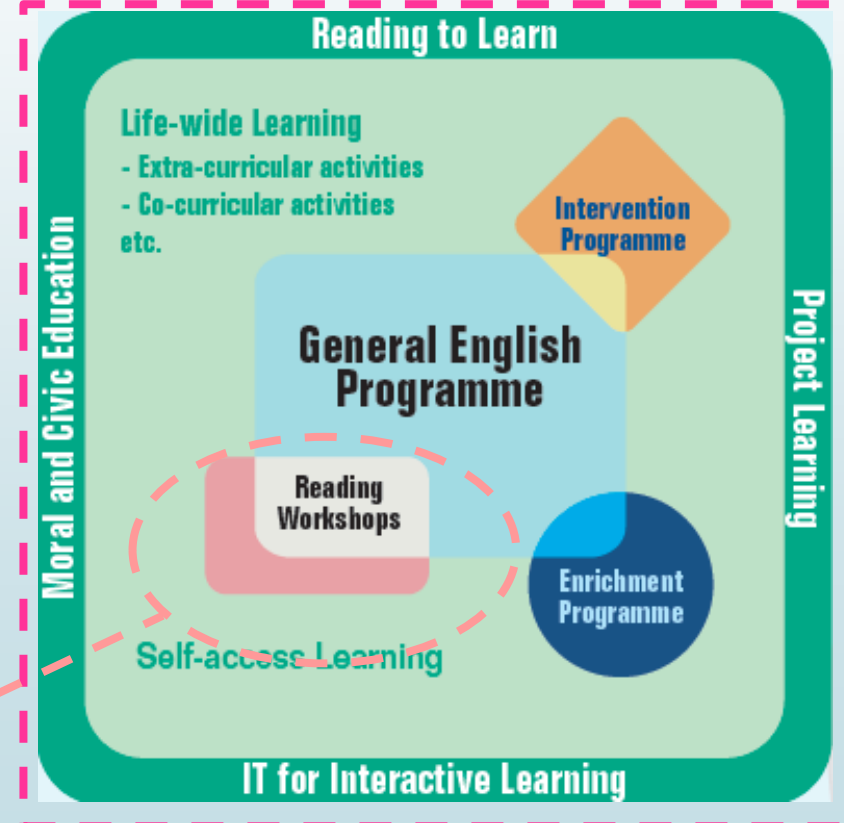
**Life-long Learning and
Whole-person Development**

Major Concern of the school

Curriculum planning in
different KLAs/subjects

English Language

- Nurturing **positive values** and **attitudes** through reading and identifying values, attitudes and beliefs expressed in the text



Reading across the Curriculum at the Primary Level

An example – Reader's Handbook (Yellow)
(A reference reading for teachers/KS2 students to connect their reading and writing experiences)

- Reading non-fiction, e.g. a magazine article about earthquake
- Reading fiction
- Making connection and self-reflection using graphic organisers
- Showing practical examples to help students develop reading strategies, e.g. pause and reflect, making notes, asking questions and making evaluation

1. Making notes

2. Self-questioning

3. Making an evaluation about the magazine article

Grammar in Context or Text Grammar?

Grammar in Context

- the link between form and function and how grammar makes meaning and varies in different contexts
- how contexts shape the choice of language used

Complementary Concepts

Text Grammar

- beyond the sentence level
- grammar items typical of a particular text type
- how grammar contributes to the coherence & the structure of a text
- how to apply grammar knowledge to create texts of different text types

Process of Learning Grammar

Inductive/
Discovery
Approach

Noticing

- Noticing the specific language patterns in texts

**Reasoning &
Hypothesising**

- Hypothesising the grammar rule

**Structuring and
Restructuring**

- Structuring the grammar rule in mind
- Restructuring it and applying it in new contexts

Automatising

- Automatising the grammar rule and using it naturally

Purposes of Assessment



**Self-
directed
Learners**



	Purpose	Key Assessor
Assessment for/as Learning (AfL / AaL)	<ul style="list-style-type: none"> • Quality feedback for learners, which entails timely support and enrichment • Information for teachers to review the learning objectives, lesson plans and teaching strategies • Students' self-monitoring & self-correction or adjustment 	Teacher / Students
Assessment of Learning (AoL)	<ul style="list-style-type: none"> • Assessment of learners' performance and progress against the learning targets and objectives • Judgments about placement, promotion and attainment 	Teacher

Strengthening AfL:

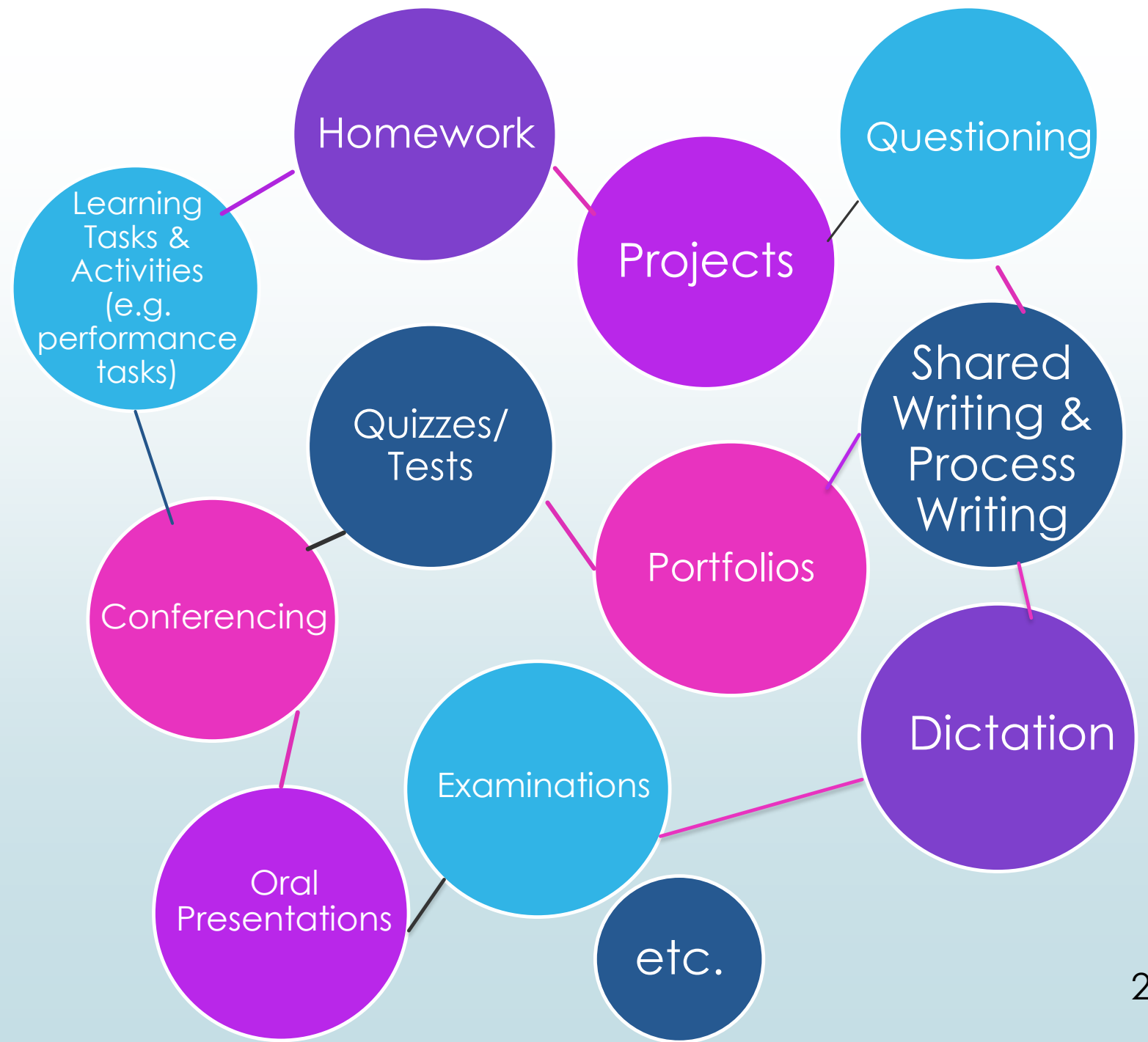
- Adopting diversified modes of assessment
- Making use of various assessment tools
- Making effective use of assessment data

Promoting Assessment for/as Learning

Extending from AfL to AaL:

- Enhancing learners' self-directed learning capabilities through introducing metacognitive strategies

Different modes of Assessment in Schools



In order to enable students to take charge of their own learning, the following can be done:

Extending from AfL to AaL:

- teaching of enabling skills such as dictionary skills, research skills, phonics skills and vocabulary building strategies
- sharing of learning intention or goals
- modelling of learning strategies through think-aloud
- group discussion of sample student work
- using different kinds of assessment forms (e.g. KWLH Table, Feedback Sandwich) to facilitate self-reflection

Catering for Diverse Learning Needs and Styles

Learners' diversity exists naturally

Learning styles

Visual (Learn best by seeing)
Auditory (Learn best by hearing)
Kinesthetic (Learn best by doing)

Characteristics

maturity,
gender,
personality,
aspiration,
interest,
learning
motivation

Abilities

Gifted
Special
education needs
Prior knowledge
Level of
readiness

Social Economic Cultural Backgrounds

NCS
NAC
CBS
Low family
income

Supporting Students with Special Educational Needs (SEN)

Adopt a multi-sensory approach

Differentiate in terms of **content**, **process**, **product** & **learning environment**

Encourage personalised learning goals based on students' own needs

◆ **Content** - what students need to learn or how the student will get access to the information

◆ **Process** - activities in which the students engage in to master the content

◆ **Product** - work in which students demonstrate their learning

◆ **Learning Environment** - the operation of the classroom

Suggestions:

- Organising a variety of activities
- Each activity lasts for 10 – 15 minutes
- Allowing time for students to learn and explore independently using e-resources

Strategies to Cater for Learner Diversity

Catering for diverse learning style and abilities

- conducting a variety of activities to suit students' learning interests, styles and needs
- designing open-ended tasks

Facilitating peer learning

- providing opportunities for students to share and discuss in groups
- flexible grouping

Providing scaffolding

- providing support using e-resources, e.g. e-readers, e-learning platform
- providing scaffolding for students to complete the task

Giving challenges

- setting challenging yet manageable tasks for students
- online resources to promote self-directed learning

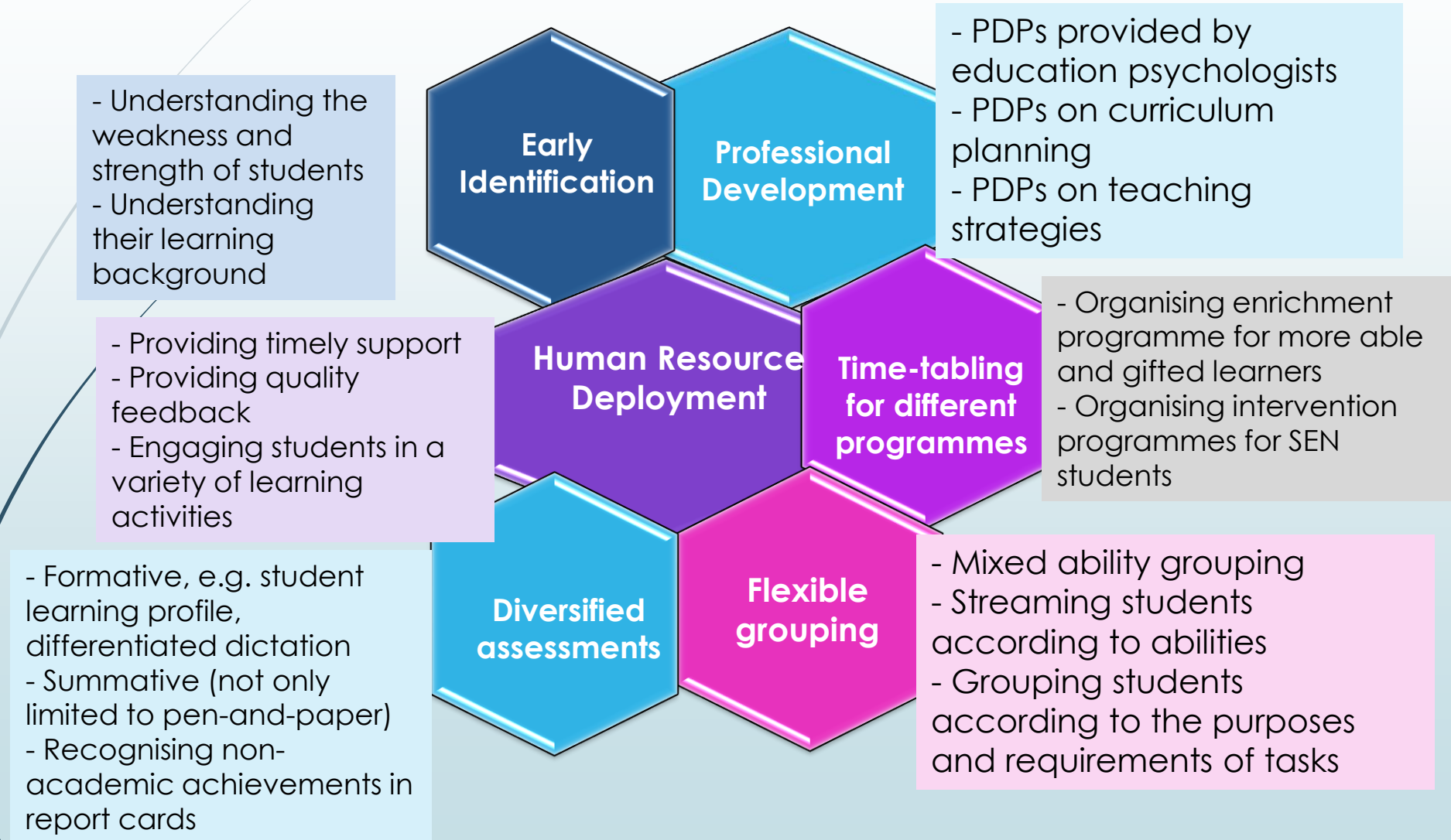
Promoting assessment for/as learning

- giving verbal and written feedback in lessons / for homework
- guiding students to understand their performance and setting goals

Can we further enhance **the effectiveness of the strategies?**
Through effective use of **e-learning repertoire?**

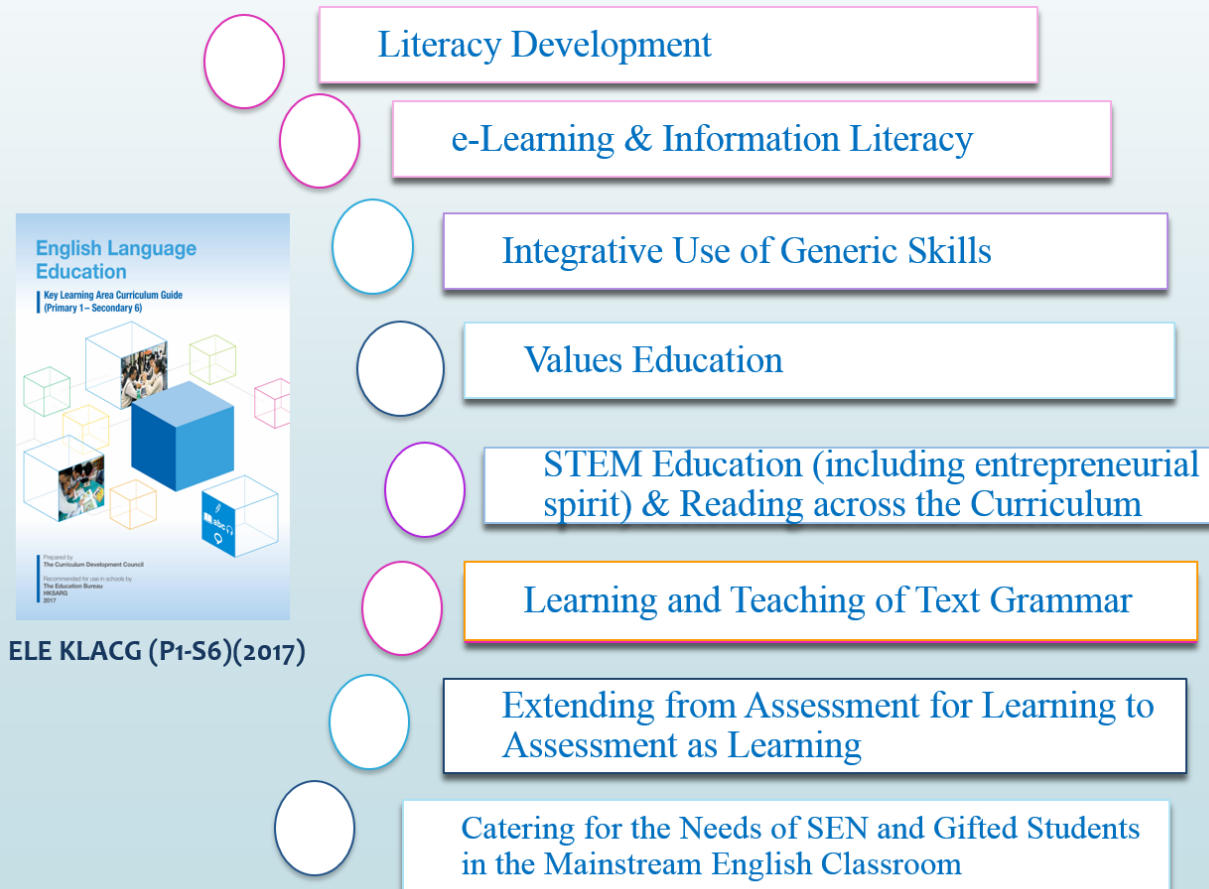
Catering for learner diversity

Administrative Measures



Activity

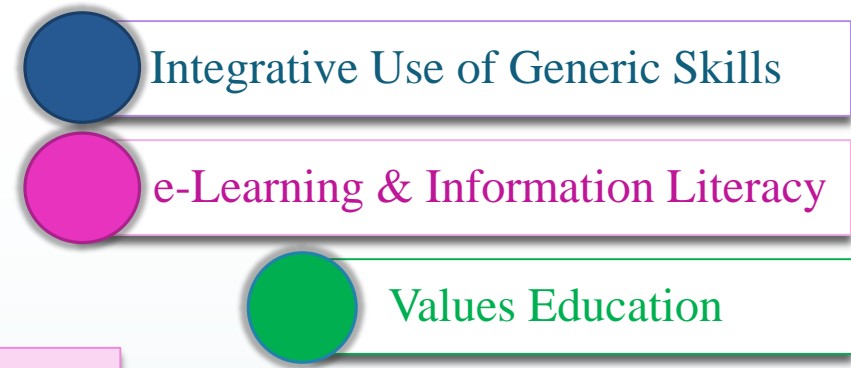
In groups, share a school-based initiative of your school which has incorporated plans to address the curriculum updates.



Time for discussion:
15 minutes

Time for sharing:
10 minutes

Level: Lower/Upper Primary



Creation of a multimodal text

Writing Task: Producing an e-book about their dream job for display on the school Open Day

Values Education

Pre-writing Task 1

Engaging students in a jigsaw reading activity to find out the important qualities to become a successful person

Pre-writing Task 2

- Identifying and researching on student's own dream jobs
- Compare and contrast the choices and select the best one
- Learning to use the features of the app to produce an e-book

Integrative use of generic skills and development of new literacy

Writing Task

Producing an e-book about their dream job for display on the school Open Day

Application of new knowledge and skills

Level: Upper Primary

Reading across the Curriculum

Literacy Development

Values Education

Major Concern of the School:
Living a healthy life

Connecting students' learning experiences in different subjects,
e.g. **General Studies** and **Physical Education**

Reading input	<div data-bbox="573 696 896 888">A unit about food and drink in English textbook</div> <div data-bbox="509 873 820 982">A profile of Michael Phelps</div> <div data-bbox="955 696 1202 882">A pamphlet about calorie and energy</div> <div data-bbox="1100 873 1447 982">A leaflet about meals for athletes</div> <div data-bbox="1253 678 1702 825">A unit about Growth and Health in General Studies textbook</div>
Teaching focus in English lessons	<ul style="list-style-type: none">• Concepts of a balanced diet• Facts about the diet of an athlete• Text types: a pamphlet, a leaflet and a profile• Language structures: the use of the simple present and simple past tense to talk about facts and past events respectively• Vocabulary about food items and nutrients

Task: Design a healthy menu for the athlete you admire and give reasons

- Providing students with the opportunity to apply and integrate the knowledge/skills learnt and learning experiences gained in different KLAs

Level: Upper Primary

Module: Happy Days
Unit: Sports Days

Learning and Teaching of Text Grammar

e-Learning & Information Literacy

Values Education

You are a classmate of Peppa Pig. Your school held the Sports Day last week. You and your classmates enjoyed it very much. Peppa Pig has become so keen on sports that she decides to join a relay race in the Inter-school Sports Day next month. However, only two of her classmates are going to join the race with her. She needs one more team member.

Help Peppa Pig choose ONE member for her team and write a description about the new team member by explaining why he/she should be chosen.

- Viewing/reading different texts, including **a blog entry** in the textbook and **a video clip** to **gain some exposure** to the target language items/structures (*i.e. adjectives, comparative and superlative adjectives*) and learn the vocabulary items about sports

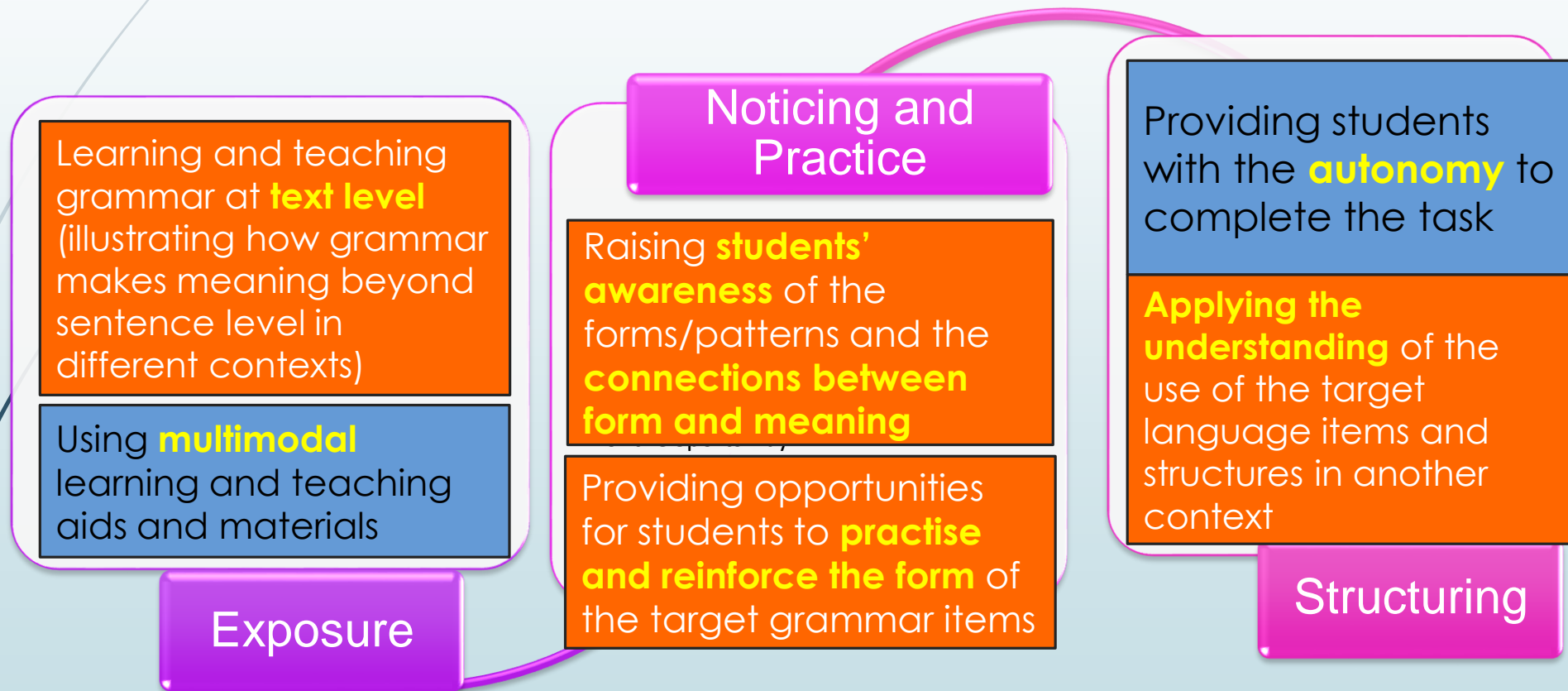
Exposure

Noticing and Practice

- **Identifying and categorising the forms/patterns** of the target language items/structures
- **Practising** the target language items/structures in an information gap activity about identifying the winners of the Sports Day

- Choosing ONE animal from the four given to be Peppa Pig's new team member
- **Writing a description** about the new team member and **explaining the reasons** for choosing him/her by **using the target language items/structures**

Structuring



Writing Task: Writing about a surprise party for a special person

e-learning

Pre-writing Task 1

- Helping students learn the present perfect tense through reading different stories/recounts about parties, e.g. an e-book about a special birthday present, a party for a dog

Pre-writing Task 2

- Helping students learn the vocabulary items about organising a party through a variety of learning activities
- Learning about the setting of a story/recount
- Helping students to reflect on their learning using 3-2-1 summariser

Writing Task

- Conducting group writing to help students develop ideas and collaborate in groups
- Writing a creative story about a birthday celebration with a special person

Catering for the needs of students in the mainstream English classroom

Assessment for/as learning

Textbook unit:

Primary 5 Having fun together

Theme: A Surprise Party

Supplementary Resources

A Surprise Party

Mum, Ron and I decided to throw a surprise birthday party for Dad. I asked, 'Mum, who have we invited?' Mum replied, 'I've spoken to Dad's best friends, Uncle Melvin and Aunt Carrie. They're happy to join us.'

'What kind of food are we going to have?' Ron asked. Mum answered, 'I've baked a chocolate cake. Besides, I've made some snacks for everyone. Have you drawn a birthday card for Dad, Ron?' 'Yes, I've finished the drawing,' shouted Ron.

'We'd better make sure the house is clean before everyone comes,' said Mum. I said, 'I've vacuumed the living room. I've dusted all the furniture.' Ron added, 'I've blown up balloons.' Mum said, 'Well done! I've hung a sign "Happy Birthday" on the wall. Can't you see the room is pretty now?'

Uncle Melvin and Aunt Carrie arrived at six for the surprise party. They bought a tie for Dad! We hid in the living room. Time passed. 'Mum, it's seven now. Where's Dad?' I asked. Mum gave him a call and returned, 'He's still in the office and won't be back shortly.' Uncle said, 'Why don't we celebrate together in his office?' We shouted, 'Great idea!' We took the taxi and arrived at his office very soon. When Dad saw us, everyone yelled, 'Surprise! Happy birthday!'

'Wow!' said Dad. 'This's a real surprise! Thank you so much! I haven't thought of having a party today! Hmm... I've just finished my work and we can celebrate now.'

Even though the party was two weeks early, everyone had a great time.

Name: _____ Class: 5 _____ Date: _____

You are Yoshi. Here is the conversation between you and Bibi after the birthday party. Fill in the blanks with the correct tense of the given verbs and put in the word 'already', 'just' or 'yet'. Then match the correct answer with the question and write the letter in the box...

Class A, B

Happy birthday, Bibi!..	A.	A. Thanks...
How's your party?..	B.	B. They _____ (go) home.
You are wet. Where have you been?..	C.	C. She _____ (finish) cleaning up. Have you had your dinner?..
Have you taken a bath?..	D.	D. I _____ (come) back from the pool..
Ok. Where are your friends?..	E.	E. Me too. I had a cake. It's yum!..
How about your master?.. What has she done?..	F.	F. It's great! It...e.g. has just finished (finish)...
Yes, I _____ (have) my dinner.	G.	G. Sh... Don't tell anyone. I _____ (not take) my bath...
Wow, sounds nice. Have you made a wish? What is it?..	H.	H. I wish...

I am a famous person!
I want to have a special birthday party for my son.
You have to prepare presents for every guest.

?

Can you give me some ideas?

Food	Decorations
Verb: _____ Noun: _____	Verb: _____ Noun: _____
Presents	Surprises
Verb: _____ Noun: _____	Verb: _____ Noun: _____

Adaptations:

- Exposing students to more narrative texts to familiarise them with the features of a story
- Creating a new writing task

2. A Surprise Party

- setting of a story
- sentence building
- vocabulary building
- learning of language items

3. A Surprise Party for a Dog, 'Bibi'

- present perfect tense in context

4. A Party Planner

- surprise elements
- word collocation

1. An e-book about a birthday gift

- introducing the theme
- present perfect tense in context

1. Making use of graphic organisers and visual aids

Vocabulary building

Ching Chung Hau Po Woon Primary School

Name: _____ () Class: 5 _____

Date: _____

My own Vocabulary List:

A Surprise Party – Vocabulary Table

Where	at home
Characters	Dad Ron
Food	snacks
Presents	card
Decorations	balloons
Activities	cut the cake

Party

Understanding the setting of a story

Ching Chung Hau Po Woon Primary School

Name: _____ () Class: 5 _____ Date: _____

Lessons 3-4

()'s Surprise Party

To Do List

- call Tim's friend
- finish the treasure hunt
- write some instructions for the treasure hunt
- make some food
- hide the
- draw a for the ship
- put the chairs out

(Write the letters on the line.)

Sarah - _____ Eddy - _____

Emma - _____ Dad - _____

Who are in the story?

What food did they have in the party?

Is the party fun? Why?

When does the story happen?

Where does the story take place?

2. Enhancing students' participation through kinesthetic learning activities

Whole class
activity:
Matching game

Individual work:
Graphic organiser

Group work:
Pelmanism
game

3. Making use of the text features of a story to help students understand/construct the story

Characters	Mum, Ron and I decided to throw a surprise birthday party for Dad at home.
Setting	We have invited Uncle Melvin and Aunt Carrie. They're happy to join us.
Development	'What kind of food are we going to have?' Ron asked. Mum answered, 'I've baked a chocolate cake.'
Problem	'Mum, it's seven now. Where's Dad?' I asked. Mum answered, 'He's still in the office and won't be back shortly.'
Solution/ Ending	I said, 'Why don't we celebrate together in his office?' We took the taxi and arrived at his office.

Understanding the Story Map

1. Match the five elements of the story map

- | | | |
|--------------------|---|---|
| a) characters | • | • the details of the story |
| b) setting | • | • the last part of the story / way to solve the problem |
| c) development | • | • the trouble and difficulty in the story |
| d) problem | • | • the people in the story |
| e) ending/solution | • | • the time, place and reasons that the story happens |

2. Label the five elements of "A Surprise Party". The key words have been underlined for you.

characters setting problem ending / solution development (preparation work)

	<u>A Surprise Party</u>
	Mum, <u>Ron and I</u> decided to throw a surprise birthday party for Dad <u>at home</u> . We have invited <u>Uncle Melvin and Aunt Carrie</u> . They're happy to join us.
	'What kind of food are we going to have?' Ron asked. Mum answered, 'I've baked a <u>chocolate cake</u> .'
	'Mum, <u>it's</u> seven now. Where's Dad?' I asked. Mum gave him a call and returned, 'He's still in the office and <u>won't be back shortly</u> .'
	Uncle said, 'Why don't we celebrate together in his office?' We shouted, 'Great idea!' We took the taxi and arrived at his office very soon.
	'Wow!' said Dad. 'I've just finished my work and we can celebrate now.' <u>We left the office and celebrated together at the park nearby</u> . We had a great time.

4. Appropriate scaffolding for less able students and greater flexibility for more able students

Open-ended Task: Creative story writing about a special party

Code	Characters	Settings		Problem
	Who	When	Where	What
1	a teacher	picnic	a park	lose the present
2	a family member	1 st September	beach	someone is sick / busy
3	a friend	birthday	at home	no food
4	a classmate	the first day of Chinese New Year		
5	a relative	31 December		
6	a neighbour	Mid-Autumn festival		

Roll a dice and jot down the elements of the story in the table below:

Characters	Setting		Problem
Who	When	Where	What
a Mum's	picnic	beach	Lost the present / no present

Support to students:

For more able students

- ◇ Greater learner autonomy

Writing Tips:

- To remind students what they need to achieve in every paragraph of the writing
- Part of the self assessment and peer assessment

Problem

- ☐ Show changes and surprises in the story:
suddenly, but, however

- ☐ Describe feelings:
worried, upset

Ending

- ☐ Use words to link events:
at last, in the end, finally

- ☐ Describe feelings:
excited, pleased, delighted

For less able students

- ◇ Break into steps
- ◇ Provide prompts

Provide scaffolding

Problem

We waited for a long time. Dad did not return home at dinner time. We were worried.

Solution/ Ending

Finally, we took a taxi and arrived at Dad's office very soon. Dad was surprised. We had a great time.

Product

- ◇ All students achieve the learning objectives / targets
- ◇ The products varied in breadth and depth

Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals.

Role of teacher:

- Identifying students' strengths and weaknesses
- Providing constructive feedback

Role of students:

- Making reflection on their own learning, especially the writing skills
- Making improvement based on feedback from teachers and peers

Sharing learning intentions and success criteria with learners

Checklist:

- Assessment rubrics summed up from have been taught in the lessons
- Raising students' awareness of the requirements of the writing task

Peer checklist
Circle the icons for each part of the writing. More smiling faces mean better work.

	My classmate can...	
Setting/Characters	1. give reasons for having a party. (tell why there is a party.) 2. write about the characters in the story.	😊😊😊😊😊
Development	3. use the present perfect tense in dialogues. 4. use the punctuation correctly in dialogues.	😊😊😊😊😊
Problem	5. describe the problem. 6. use adjectives to describe feelings.	😊😊😊😊😊
Ending/Solution	7. write a good ending. 8. use adjectives to describe feelings.	😊😊😊😊😊
The whole writing	9. use the simple past tense to write a story. 10. spell the words correctly.	😊😊😊😊😊

Well Done!

The story is quite interesting! Your ideas are fun and clear. You got some minor grammatical mistakes. Good work! Keep it up!

Setting learning goals

Specific learning goals

- Short term goals within the over-arching context of a particular unit/module in the learning process
- Relate to learning output
- e.g. use 5 adjectives learnt in the article, use the simple past tense and present perfect tense correctly in the story

Generic learning goals

- More general goals and of longer term
- Continued to be addressed across several units/areas and over time
- e.g. listen when my friends talk, read longer books

Some reflection strategies

3-2-1 Summariser

- 3 Examples of sentences written in the present perfect tense in the book / worksheets.
- 2 Differences between 'yet' and 'already'.
- 1 Activity you found the most interesting.

from less able student

- 3
 - She has just hidden the treasure under the tree.
 - He has just drawn a flag for the ship.
 - I've already called Tim's friends.

- 2
 - Already is to use yes question.
 - Yet is to use no question.
 - Do you mean in yes and no answers?

- 1
 - Watch the movie of Evan's next Birthday.

from more able student

- 3
 - I've already called Tim's friends.
 - Eddy has helped me too.
 - I've just put the pizza in the oven.

- 2
 - 'yet' is used in questions or negative answer.
 - 'already' is used in positive answer.

- 1
 - Scrambled sentence

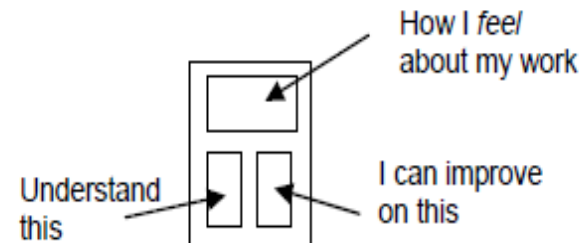
Good! You understand present perfect tense well. You can identify the difference between 'yet' and 'already'.

Graphic Organisers

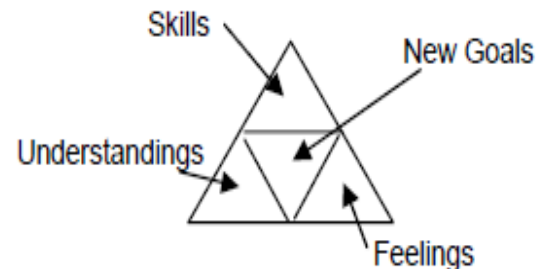
SWOT

Strengths	Weaknesses
Opportunities	Threats

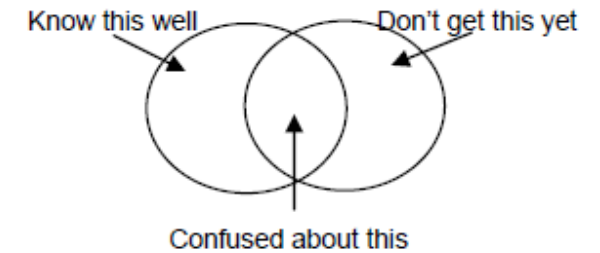
Compare and Contrast



Triangle



Venn Diagram

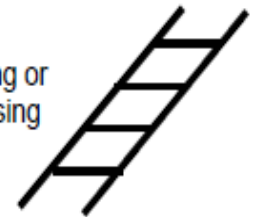


PMI table (from de Bono)

Plus	Minus	Interesting
Can do this well	Need more work on this	I could try...

Ladder

Ranking or prioritising steps



Some reflection strategies

“Traffic Light”

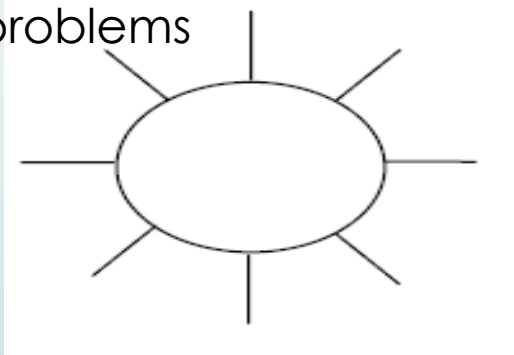
Have students examine their work and highlight where they feel

- **stopped**
- **cautious**
- they can **go straight ahead**

“Concept Circle”

Instruct students to

- sketch a concept circle with as many spikes as they like;
- brainstorm and recall the key concepts/ideas learnt;
- highlight, or draw a box around, any concept that they have trouble understanding; and
- write down who/where to resort to in order to solve the problems



“Feedback Sandwich”

(Good news) “I did really well on ...”

(Bad news) “I think ...need to be changed because...”

(Good news) “Some ways I can improve this are...”

What is the role of an English teacher?

- Going beyond the role as a major provider of linguistic input to helping students make sense of language data;
- Capitalize on students' existing and diversified resources – make school experience positive; let students develop a sense of achievements;
- Share learning experiences, identify critical facilitative/debilitative features, and demonstrate effective strategies in the processes of becoming an effective language user.

'Teach them how to fish rather than only feed them with fish'

Failure to learn well

Four major factors/questions:

- Interest (Do students enjoy learning English?)
- Relevance (Do students find the learning relevant to their immediate and long-term goals?)
- Identity (Do students feel that learning English contributes to their desired/imagined identity?)
- Resources (Do students possess the valued resources to learn English well?)

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EDB Empowerment Workshop on Effective English Language Learning
at Primary Level, March 2015*

What makes English learning interesting?

- Popular culture with audio-visual stimulus
- Games (with the elements of competition)

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What makes English learning relevant?

Immediate goals

- To make sense of fun things presented in English in everyday life?;
- Taking tests and exams?

Long-term goals

- Higher education?
- International communication?
- Career prospects?

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Everyone is a Leader:

