

Exemplar 15: Student Empowerment and Engagement with the Target Language

Overview

This exemplar highlights the efforts of three schools, [The Church of Christ in China Ming Yin College](#) (CCC Ming Yin College), [Po Leung Kuk Mrs Ma Kam Ming Cheung Fook Sin College](#) (PLK Mrs Ma Kam Ming College) and [Hoi Ping Chamber of Commerce Secondary School](#) (Hoi Ping CCS School), in engaging students with the English language and empowering them to use English as a genuine means of communication in the informal curriculum.

I. Creating an English Language Environment through English Speaking Days

Two schools held regular English Speaking Days, but implemented them in quite different ways:



- PLK Mrs Ma Kam Ming College encouraged the use of natural spontaneous conversation during recess and the lunch hour in order to create an English-language environment in the school.
- The English Society at CCC Ming Yin College designed interview tasks and other communicative activities to involve students in meaningful and purposeful language production.

II. Engagement and Empowerment through School Activities

School activities held at PLK Mrs Ma Kam Ming College and Hoi Ping CCS School showed that students were truly engaged with the English language, that is, they were using English for genuine everyday communication:



- A Valentine's Day Song Dedication was held in PLK Mrs Ma Kam Ming College. Students chose English songs and dedicated the songs to their friends and teachers. Senior form students acted as DJs during a lunchtime radio show and read out the dedication messages.
- "Super Guess", a fast-paced vocabulary guessing game, was organised by The English Association at Hoi Ping CCS School to arouse students' interest and boost students' confidence in speaking English.



Both Hoi Ping CCS School and CCC Ming Yin College came up with creative activities to engage students in using English for genuine communication at school:

- The Poetry and Drama Club meetings at Hoi Ping CCS School were chaired by the students and conducted entirely in English.
- "MYC Café" is an innovation by CCC Ming Yin College in which students placed their orders with student waiters

and waitresses in English using paper money they had won from some board games, and were given real food and drinks as reward.

- A Talent Quest was organised at CCC Ming Yin College for all S.1 and S.2 classes to showcase their talent and to develop their potential in drama performances and singing in English.

Creating an English Language Environment

Limited exposure to English outside school and students' lack of confidence in using English have been recognised by teachers and students alike as two of the major obstacles in learning English. Acknowledging these limitations and challenges, the English panels of The Church of Christ in China Ming Yin College (CCC Ming Yin College), PLK Mrs Ma Kam Ming Cheung Fook Sin College (PLK Mrs Ma Kam Ming College) and Hoi Ping Chamber of Commerce Secondary School (Hoi Ping CCS School) have taken initiatives to increase opportunities for their students to use English meaningfully beyond the school context. This is achieved by integrating the formal curriculum with the informal curriculum.

English Speaking Days

To extend English language learning to the informal curriculum, PLK Mrs Ma Kam Ming College and CCC Ming Yin College have organised English Speaking Days to provide their students with more opportunities to speak English outside the classroom.

While PLK Mrs Ma Kam Ming College organised its English Speaking Days on a weekly basis to encourage students to use English in less structured tasks such as corridor chats, the monthly English Speaking Days at CCC Ming Yin College have involved more structured speaking activities to cultivate a strong English-speaking atmosphere in school and to maximise student interaction. Although the English Speaking Days at the two schools are quite different, both are good examples that show how students' engagement with English in the informal curriculum can be promoted.



English Speaking Day at
PLK Mrs Ma Kam Ming College



English Speaking Day at
CCC Ming Yin College

Less Structured

The English Speaking Day at PLK Ma Kam Ming College was held regularly on Wednesdays and alternate Fridays. On those days, both students and teachers were required to use English to communicate with one another during recess and lunchtime. Students were also expected to order food from the tuck shop in English. Senior form students wearing badges served as ambassadors and took the initiative to interact with their schoolmates.



The English panel of the school worked hard to attract as many students to the corridors as possible during recess on English Speaking Days. At first, only a few of the more confident students participated in the activity and many students were shy or reluctant to speak to other students. Noticing this, the panel introduced the sticker award system. If students communicated in English along the corridor, they were awarded a sticker on a card from either a teacher or a monitor. Once students got 10 stickers, they received a small prize.

The video of students chatting along the corridor during recess and lunchtime on one of the English Speaking Days is clear evidence of how the new system has successfully promoted genuine and natural use of English. While both students and teachers could initiate conversations, teachers generally tried to allow students to take longer speaking turns and to talk more about themselves. Click on the video to see an example of the corridor chat.



Students' views on English Speaking Day

Junior formers who were interviewed were very much in support of regular English Speaking Days. They saw such days as an opportunity to practise and improve their English. Some students also revealed how much they enjoyed chatting with teachers and felt that they had developed better relationships with their teachers through the chats. Click on the video clip to hear more about students' views on the English Speaking Days.



A Teacher's View on the English Speaking Days

"They tell me what's happening in other lessons. I find that my students don't actually like to practise their English, but like to chat with me. They make use of the time to chat with me." (*Miss Lai, English teacher*)



The Principal's View on the English Speaking Days

"I find that more students use English, and the teachers also tell me about this. And we can see that they make an effort. They make an attempt to speak in English when they enter the General Office. Particularly on Wednesdays, but they always forget about this.... They are not used to speaking in English, and the office staff asks them to speak in English. They then leave the office and after some time, they come to the office again after they've thought about how to express themselves in English. They take some time to think about this. They make an attempt." (*Mrs Yau, the principal*)



Activity-based



The English Speaking Days at CCC Ming Yin College are aimed at creating more structured opportunities for students to communicate with their schoolmates in English. To help students understand the purpose and rules of the English Speaking Days, guidelines are prepared for both [teachers](#) and [students](#).

The English Speaking Days are held on a monthly basis, and on each day, there are three main functions:

1. Officials of the English Society greet students in English at the school entrance
2. Students interview each other and complete a [questionnaire](#) designed to suit students of different levels.
3. Officials of the English Society host a lunchtime radio programme

English Society greeting students in English

English Society hosting a lunchtime radio programme



Click [here](#) to watch the video



Click [here](#) to watch the video



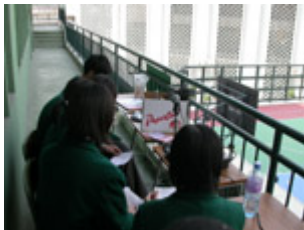
Before each English Speaking Day, a notice is posted on the class bulletin boards informing students of the arrangements. Students of two forms are paired up – S.2 with S.1 students and S.4 with S.3 students. Having been informed of the [pairing arrangements](#), students are expected to make their own arrangements, and to agree on a time to meet during recess or at lunchtime to conduct their interview and complete the questionnaire.

With the question and answer prompts on the questionnaire, students are given the chance to interact with their junior/senior schoolmates in a very purposeful way.



In addition to the three main events taking place every English Speaking Day, officials of the English Society are given autonomy to decide on other interesting activities.

In one of the English Speaking Days featuring the topic "Relationships and Marriage – St. Valentine's Day", to name but one, officials:

	<ul style="list-style-type: none"> • Prepared heart-shaped cards for students to write messages to their friends and posted these cards on a board near the school entrance for all to appreciate. Designed promotional posters to be put on display at the school to publicise the activities of the day, and visited different classes to promote the event.
	<ul style="list-style-type: none"> • Drafted questionnaires on the designated topic for the interview.
	<ul style="list-style-type: none"> • Acted as "English ambassadors" to ensure that students were speaking in English during their interviews.
	<ul style="list-style-type: none"> • Hosted a radio programme during lunchtime, introducing the origin of Valentine's Day and sharing interesting facts with their schoolmates.
	<ul style="list-style-type: none"> • Collected students' questionnaires, tallied the results and posted the findings on boards for students.

Participants reported linguistic gains as well as improvement in their interpersonal skills from the English Speaking Days:



"I think that such activities can provide an opportunity for us to speak English with other schoolmates. We would not speak in English if there is no any English Speaking Day."

"We can talk to other people and make friends. We can practise our English."

"We have talked with other friends and learned more about English books."

"We can learn English by learning the words of English songs."



English-speaking Day (ESD)

The school has decided to arrange an English-speaking day each month. The aim is to encourage students to use English to communicate with each other.

- The first day will be held on Monday, 13th October, 2003.
- Form six students will oversee the running of the activities for the day.
- There will be 3 activities:
 - Morning greetings
 - Student interviews
 - S5 with S3
 - S4 with S2
 - S1 with S1 (helped by SS)
 - Lunch-time radio programme

We understand that there may be a little 'noise' and possible congestion in certain parts of the school. We hope that this will not detract from the purpose of the day which is to enjoy speaking English.

Activity	Time	What does this involve?
Greeting students in English	Before school	Form 6 students will greet students in English at the entrance.
<u>Interviews</u> <ul style="list-style-type: none"> • S5 will interview S3 • S4 will interview S2 • S1 will interview S1 (helped by S6) 	The interviews will take place: <ul style="list-style-type: none"> ▪ Recess OR ▪ 2nd half of lunch OR ▪ After school 	<ol style="list-style-type: none"> 1. Three days before ESD a list will go up in each classroom. The list will match students for the interview. 2. The S5 and S4 student will arrange a time to interview their designated student. 3. Each student (S1, 4, 5) will be given an interview sheet with 5 questions in their roll call lesson on Monday 13th Oct. 4. The interviews must take place in the classroom or playground on ESD –at recess, during lunch or after school. 5. Form 6 students will be the 'secret police' awarding those who perform well – and 'scolding' those who do not take the task seriously. 6. All students will write a paragraph reporting on what took place; and hand it in to their English teacher on their next day.
<u>Radio Program</u> 25 minutes	<i>12:45pm</i> 1.45pm - 1.15pm	S6 Students will run a radio program. It will be heard in the playground and the classrooms only. The students will: <ul style="list-style-type: none"> ○ Report on school news (sport results etc) ○ Interview students / teachers ○ Play songs

Thursday

MYC English-speaking day

Welcome to the first English-speaking day of the year

What is an English-speaking day?

It is a day to give all students an opportunity to improve their English-speaking skills.

Rules

1. Students should speak in English at all times on that day (except in Chinese classes).
2. Students should follow the procedures of each 'special activity' for each English-speaking day.
3. The MYC 'Secret police' will be patrolling around the school to reward those students who perform the English-speaking activity well.

But the important thing is to enjoy the day!

Welcome to our first English-speaking activity

1. You will be interviewed by a student from another class.
2. The interviews should take place during recess, the 2nd half of lunch or after school.
3. Look at your classroom notice board to find out the name of the person who will interview you.
4. Try to arrange a time for the interview to take place.
5. On the day after the interview, write a short report and submit it to your English teacher.



MYC English Speaking Day
13th October, 2003

Interviewer: _____ Class & Class no. _____

Situation : As part of English-speaking day your principal has asked you to interview 1 student about their favourite extra-curricular activity.

<i>Questions</i>	<i>Student's answers</i>
<i>Name of Form 1 student</i>	
1. Which club are you going to join this year?	
2. Why are you joining this club?	
3. Which activities are organised by the club?	
4. When does the club meet?	
5. How many members are there in the club?	



MYC English Speaking Day
13th October, 2003

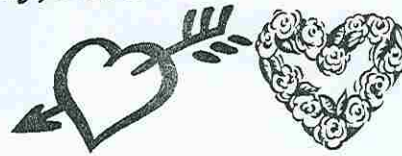
Interviewer: _____ Class & Class no. _____

Situation : As part of English-speaking day your principal has asked you to interview 1 student about their favourite extra-curricular activity.

<i>Questions</i>	<i>Interviewee No 1</i>	<i>Interviewee No 2</i>
<i>Name of Form 2 student</i>		
1. Club you will join this year		
2. Reasons for joining it		
3. Activities organised by the club		
4. Time of club meetings		
5. Number of members in club		
6.		



The 4th NYC English-speaking Day
Thursday, 12th February, 2004



Introduction

Are you _____ from _____ ?

I'm _____ from _____

As part of our English-speaking Day, we have to interview each other about relationships. So, can I ask you a few questions, now?

Please tick only ONE BOX	<input type="checkbox"/> Female <input type="checkbox"/> Male
1. In your opinion, what is the most suitable age for getting married?	<input type="checkbox"/> Below 20 <input type="checkbox"/> Between 21 and 25 <input type="checkbox"/> Between 26 and 30 <input type="checkbox"/> Above 30
2. Which type of wedding ceremony would you prefer?	<input type="checkbox"/> Chinese <input type="checkbox"/> Western
3. Which wedding dress style would you prefer?	<input type="checkbox"/> Chinese <input type="checkbox"/> Western
4. Where would you like to spend your honeymoon?	<input type="checkbox"/> France <input type="checkbox"/> America <input type="checkbox"/> Japan <input type="checkbox"/> South Africa
5. How many children would you like to have?	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 or above
6. What do you think about cohabitation(同居)?	<input type="checkbox"/> I think it is okay/acceptable. <input type="checkbox"/> I think it is unacceptable. <input type="checkbox"/> No comment.
7.	
8.	
9.	
10.	

Please continue your conversation for another 5 minutes. Don't give up!

Form classes

501 4E	502 4D	503 4C	504 4B	505 4A	513 5E	506 5D
401 3E	402 3D	403 3C	404 3B	413 3A		
301 2E	302 2D	303 2C	304 5C	305 5B	306 5A	
203 1E	204 1D	205 1C	206 1B	213 1A		
					113 2A	101 2B

Monday, October 13th English-speaking Day

Form 5	will interview	2 students in Form 2
5A		2C
5B		2D
5C		2E
5D		2A
5E		2B
Form 4	will interview	1 student in Form 3
4E		3E
4D		3D
4C		3C
4D		3D
4E		3E
Form 1	will interview	1 student in Form 1
1A		1B
1C		1C
1D		1E

4th English Speaking Day. (12/2)

I'm XXX from F.1A.

As part of our English Speaking Day, can I ask you a few questions about ^{relationships} ~~your dream of love~~ ^{ceremony}?

- Which ^{type} ~~style~~ of wedding ^{ceremony} would you prefer?
1. Do you prefer Chinese or Western type of wedding?
☐ Chinese ☐ Western
 2. In your opinion, which of the following is the ^{most} suitable age ~~group~~ ^{getting married} for ~~wedding~~?
☐ ~~21-25~~ ^{Below 21 years} years old ☐ 26-30 years old
☐ 31-35 years old ☐ 36-40 years old.
 3. How many children ^{would you like to have} ~~do you want in the future~~?
☐ 0 ☐ 1
☐ 2 ☐ 3 or above.
 4. Where would you like to have your honeymoon?
☐ France ☐ Japan
☐ America ☐ South Africa.
 5. What do you think about cohabitation? (同 #)
☐ I think it is okay / acceptable.
☐ I think it is unacceptable.
☐ ~~I have~~ No comment ~~on it~~.

A St Valentine's

Write a message for your friends and family Guidelines

Now you have a good chance of expressing your love to your friends and families! Just pick up a pen and write something on the board ~~at the main gate~~! heart-shaped card.

1. You should write on the heart-shaped paper ^{card} ~~posted on the board~~ at the ~~main gate~~.
2. All the ^{best wishes} ~~blessings~~ should be in English and there should not be any font ^{acceptable}.
3. ^{Languages} You should put your message cards ^{into the English saying bottle} into the English saying bottle. You can also dedicate a song to your friends by referring to the songist and filling in the song dedication form.

Engaging students with English means getting them involved in using English for purposeful and meaningful communication. By so doing, students are motivated to use the target language, and they gain confidence when they realise that they can use English effectively to accomplish different tasks in their everyday interaction and in special events. In the following sections, you will read about the activities and strategies that teachers at PLK Ma Kam Ming College and Hoi Ping CCS School have used to engage students with English. Through organising, running and participating in these events, students reported that they were more confident and interested in speaking English.

Valentine's Day English Song Dedication at PLK Ma Kam Ming College



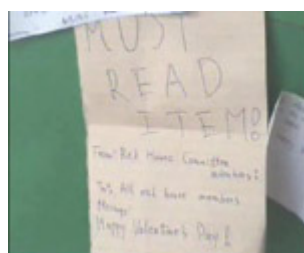
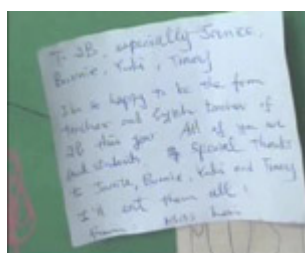
On Valentine's Day, a song dedication programme was organised for students. A noticeboard was set up at the entrance to the school giving students details of the programme. Students chose one of the English language love songs from the list and wrote a short dedication to their friends on a slip of paper.

Two S.6 students acted as DJs, read out the dedications and played the songs over the loudspeaker during recess and lunchtime. They spoke naturally without prepared scripts and enjoyed making attempts to speak smoothly and fluently in the intimate, conversational manner and style of a radio DJ.

Click the video to view the song dedication programme



In this activity, many students were engaged with English through the writing of their song dedications, speaking to the whole student-teacher community, and listening to the live broadcast and English songs.



Feedback from the Student DJs

The two student DJs in this event were interviewed and key features of student engagement with the language were confirmed. Students discussed how much they enjoyed using English meaningfully for social interaction. They talked about their concern for the audience and the efforts they had made to adopt features of that spoken genre, a DJ broadcast. Finally, students showed investment in the language learning process by evaluating their performance and reflecting on their learning.



It is interesting to note how both DJs assessed their performance from the listeners' perspective:

"I was shy, and I had a lot of dead air. I'm sure the audience wondered what the DJs were doing!"

"The fact that my schoolmates could hear my voice made me feel very happy."

"At the end of the day my friends said, 'I heard your voice. Oh, you sounded so nice.'"

One of the students, Maggie, had even tried to emulate her favourite DJ and could describe the key characteristics of a DJ broadcast and assess her own performance:

"I should use more intonation...show more happiness..."

"Like on Radio 903. There is a very famous DJ and I like her very much. She makes the radio programme so interesting.... she is expressive and the audience can feel her emotion. She is spontaneous in ad-hoc situations."

Vocabulary Game: "Super Guess" at Hoi Ping CCS School

"Super Guess" is a vocabulary-guessing game designed by officials of the English Association during the English Week. The game involves a pair of students working together with one miming a word and the other guessing the word. The goals of this activity, according to the club officials, are two-fold: to arouse students' interest in learning English and to alleviate their fear of speaking English through fun activities.



The activity was conducted entirely in English and the vocabulary items in this game were selected from words related to daily news or students' school life.

The students were completely engrossed when they tried to mime and guess the words. Their excitement and enthusiasm in this activity can be seen from the video clip.

Two officials of the English Club and two participants were interviewed after the activity. Though it was generally felt that more promotion was needed in order to encourage wider student participation, they both commented that the activity was fun, it promoted team spirit and it helped them learn how to express themselves better in English.

A student added that "if the school continues to promote English through games and activities, I will be motivated to learn English."

Learning English through games has been proven to be an effective way of promoting English learning. Through this activity, the club officials believed that they had gained valuable experience in organising activities in English, and students who participated in the activity were able to learn English in a fun way.



Teachers often find it difficult to hold large-scale extra-curricular activities because of time constraints and the lack of resources. In this part, you will see how Hoi Ping CCS School and CCC Ming Yin College have successfully mobilised their students. Thanks to the trust the school placed in students, they are very ready to play a key role in planning and implementing a number of English language events. Through the process of organising these events, students reported gains in different areas.

Using English in Extra-Curricular Activities (ECAs) at Hoi Ping CCS School

In the 2003/04 school year, club officials of the English Association and the Poetry and Drama Club were required to conduct meetings and activities as well as to prepare agendas and minutes of meetings in English. Training sessions were provided to club officials at the beginning of the school year to prepare them for the task.



Opportunities for Holding Meetings in English

In the Poetry and Drama Club meeting for instance, club officials chaired the meeting in English with support from their teachers, who provided suggestions.

During the meeting, students made suggestions, raised questions, solicited ideas and negotiated meaning entirely in English. By the end of the meeting, the club officials were able to come up with the format and rules for an upcoming poetry and drama competition. Suggestions were also received on how to promote the competition. The video excerpt of the meeting contains evidence that the English meeting provided students with an avenue to engage in an authentic task in which decisions were made and the use of the language was natural.

Benefits of using English in Extra-curricular Activities

Using English in organising extra-curricular activities has proven itself to be a good way to motivate students and get them involved in using English for purposeful and meaningful everyday communication. Other benefits reported by the club officials included:

- A gain in confidence in speaking English
- A greater sense of achievement as students begin to realise their ability to use English to accomplish different tasks, e.g. holding club meetings and promoting, conducting and participating in extra-curricular activities
- Enhanced speaking skills in areas that cannot be acquired in regular English lessons
- Increased motivation in promoting the learning of English to other students, as the club officials explain:



"As a senior student, I want to provide opportunities to junior students, so they have chances to learn." (*Iris, S.6 student*)

"I became interested in English by participating in poetry activities. I believe there are many students in the school who have had a similar experience. Perhaps they were not very interested [in participating in poetry and drama club activities] at the beginning, but after they got involved, their English improved and their confidence increased. That's why I want to help those students through organising this club." (*Kathy, S.6 student*)

Student Autonomy



At CCC Ming Yin College, officials of the English Society collaborate very closely with the English panel in organising, promoting, running and evaluating the English activities during the year. The principal and teachers at the school place enormous trust in the students, who are granted a great deal of autonomy in making decisions regarding extra-curricular activities and who are often entrusted with major responsibilities.

Both current and past students take pride in the autonomy they have been given. See below to find out more about this from the President of the English Society (2003-2004) and from an alumnus of the school.

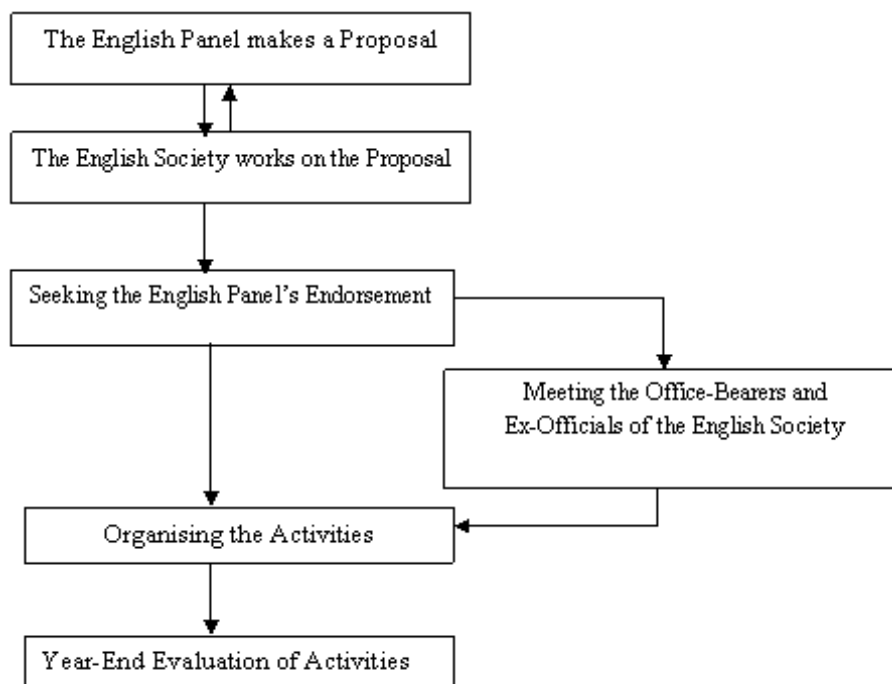
In the opinion of Lau Tin-ming, a graduate in the year 1999/2000:

"There's a lot of freedom, you can choose. We are asked to try by ourselves. There are school rules, there are guidelines. But you are still open when you organise some activities, yes, if you find it useful, if you find it helpful, if you find it okay, then you can do it. **I find myself privileged** ... at least I enjoy this kind of freedom. And one more thing is that **freedom is that our teachers believe in students**. It is very important as well... In my times, our teachers really believe in us. When they hand some projects over to us, then they just let go. 'Okay, you can do it'. And it is a very good training." (*Lau Tin Ming, alumnus*)



S.7 Terri, former Chairperson of the English Society, shares the same view

The model below depicts the process of how activities organised by the Society come into being.



In organising the activities, students are given ample opportunities not only to engage with the language but also to experiment with it and take risks. Both the principal and teachers of the school have a very positive orientation towards mistakes; they view mistakes as an integral, natural and inevitable part of learning a second language and feel that students should be given chances to learn from their mistakes.

This is how the principal puts this message across to his students:

"Mistakes are tolerated. Even I as the adjudicator I speak incorrect English and sometimes they know because I am not good at English at all. It's not our mother tongue. **To make mistakes is natural, but they have to learn from the mistakes,** and they don't feel much pressure on this. And they don't get any kind of pressure from the school. What I have to do is to tell them, 'learn from the mistakes'. Don't feel embarrassed when they make mistakes... in speaking English... it's natural to make mistakes, but we have to learn from them. And they're brave enough. They're brave enough."



The school has thus been successful in developing a supportive and non-threatening culture, thereby motivating students to engage with the target language, to be empowered to take greater responsibility for their own learning and to develop greater confidence in their own language use.



MYC Café was first introduced as one of the activities in the English-speaking Camp organised by the English Society for Secondary One students. Having received favourable responses from the participants of the camp, the Society decided to develop the idea for the English Month.

During the English-speaking Camp, the activity took place during the morning break. To create an authentic context for students to interact in English, officials of the English Society prepared the following: a [menu](#) and an [order form](#) for each table, real food and drinks, and [play money](#) and [role cards](#) to help students assume their roles as waiters and waitresses, customers and the cashier. Students all played a very active part in the activity and enjoyed the snacks they bought for themselves.

With the success of the English-speaking Camp, the Society decided to extend the activity to the entire school as part of Games Day, an English Month activity. Preparatory meetings began about two months before the event. During the meetings, students were given guidelines and suggestions by their NET Teacher, Ms Londy, on how the activity could be held. With this input, officials of the English Society then decided where to hold the activities and delegated [duties](#) to members of the Society. Different teams were responsible for designing the [floor plan](#), deciding which board games to play and how to hold MYC Café, and designing [posters](#) to publicise the event. It was decided at a meeting that Games Day would proceed as follows: as students entered the School Hall, they could play the board games. If they won, they would be given coupons. These coupons could then be exchanged for play money that they could use to order food in MYC Café. To support the Society, Ms Londy selected students and trained them for their roles as waiters and waitresses, and taught them the language they needed to communicate with the customers, such as "May I serve you?".



Hear how one of the S.3 student helpers describes her experience and what she gained by taking part in Games Day.



 Click [here](#) to watch the video

Apart from members of the English Society, S.4 student helpers were recruited to assist with:

1. giving comments and contributing new ideas to the suggestions made by the English Society and Ms Londy;
2. preparing for the event, for example, by laminating game boards and cutting out play money;
3. setting up the location on the day of the event; and
4. serving students, communicating with them in English and encouraging them to speak in English.

Both officials of the English Society and student helpers shared the same vision and mission.

From officials of the English Society:

"To improve English, we think that the students should speak and practise more. I think these activities can give them the opportunity to practise, just like drama and singing. All these require using English and I think that's the point." (*Ciny, S.6 student, Vice-Chairperson of the English Society, 2003/04*)

"I think they can practise their English. Sometimes we broadcast the English programmes and they can listen to English. Sometimes we organise the games in the hall and we let them play. Through these, we give them more opportunities to practise English." (*Erica, an S.6 student, Vice-Chairperson of the English Society, 2003/04*)

"We have many activities that force students to speak in English. I don't know whether other schools also have such activities every month. It's good because sometimes students even take the initiative to speak more English..." (*Candy, Chairperson of the English Society, 2003/04*)

From Student Helpers

"I am a waitress. But because there are too many waitresses today, I'm working in the kitchen... At the beginning, I was responsible for to make some games. But later Ms Londy said I was outgoing and very talkative. So I would make a good waitress... And I was trained by her... The role-play. She's the customer and I'm the waitress. And I serve her... It's like the first sentence, 'Good afternoon. What can I help you?' and then when you give the food to the customers, then you'll say 'Enjoy your meal', etc." (*Katie, student-helper*).

"Maybe next year students will not be so reluctant to join activities and use English to perform because of this experience. I hope we will encourage them." (*Candy, S.6 student, Vice-Chairperson of the English Society,*)

This activity clearly enhances students' written and spoken English:

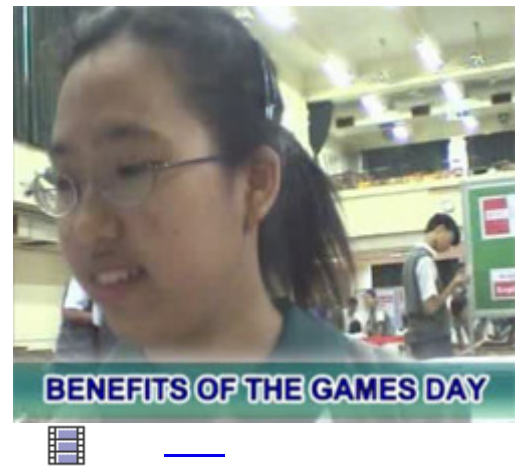
- **in the spoken form**

"... especially verbal skills, because we need to hold the meetings, and sometimes we need to communicate with Ms Londy..."

(Candy, S.7 student)

- **in the written form**

"Well, I remember the first thing I needed to do was to prepare the agenda. I also needed to write the minutes in English." *(Terri, 2003/2004 graduate)*



Students have also reported that they have noticed improvement in their:

- **Leadership skills**

"...some of the students can take the role of a leader... So it's a good chance for leadership training." *(Candy, Chairperson of the English Society, 2003/04)*

- **Interpersonal skills**

"I think we learned a lot in organising activities. We had to cooperate with each other, work as a team, and distribute the work. I think it was very valuable experience." *(Ciny, Vice-Chairperson of the English Society, 2003/04)*

"I think I have learned how to cooperate with people I don't know, and with the teachers. I've also learned to be independent." *(Candy, Chairperson of the English Society, 2003/04)*



MENU

MING
YIN
CAFE

MING YIN CAFE

Cakes

- Lemon Cake \$10
- Chocolate Cake \$10
- Coconut Cake \$10
- Peanut Cake \$10

Drinks

- Lemon Tea \$5
- Soya Milk \$5
- Chrysanthemum
Tea \$5

Ming Yin Cafe

A World of great food

Order Form

Table 2

	Item	Price
Cakes 1)		
2)		
3)		
Drinks 1)		
2)		
3)		
4)		

Total cost of order:

20

\$20

Ming Yin bank yk. 2

20



Restaurant Staff Person / Café Staff

- Read the order form.
- Give the waiter/ress the food and drink ordered by the customer.
- If you have run out of a particular drink or cake, tell the waiter to get a second order from the customer.
- Don't forget to give the order form to the cashier.

Cashier

- Get the order form from the restaurant staff person
- Calculate the bill.
- Give the bill to the waiters/waitress.
- Collect the money.
- Give the waiter/waitress the change

Customer.

Situation - You are going to meet your friend at the MYC Café.

- Order something to drink and eat.
- You and your friend have a chat.
- Ask for the bill.
- Pay the bill and then leave.

Note – The café might run out of your favourite cake and drink. Look at the menu and order something else.

No 1 Waiter – Waitress at the MYC café

No 2 Waiter – Waitress at the MYC café (The helper)

- Greet the customers
- Take the orders of the customers'
- Write an order form.
- Give the order form to your helper OR to the Restaurant staff person
- Get the order from the kitchen
- Give the food and drink to the customers
- Get the bill from the Cashier and give it to the customers.
- Collect the money!
- Give the customers their change
- Farewell the customers

<p>Cashiers</p> <p>Duties</p> <ul style="list-style-type: none"> ▪ Set up your table at the entrance of the hall ▪ You must be ready by 1.45pm ▪ Check order on class list ▪ Tick name and give student token/s ▪ Collect money ▪ Hand out Games card ▪ Hand out 'Free drink' token ▪ Make sure you know the names of the students who are in charge of the games ▪ 70 students will arrive at 1.45pm ▪ You will need some strong students with loud voices to help you ▪ Do not allow all the students in at the same time – pace the entry of students into the hall <p><u>Duties today</u></p> <ol style="list-style-type: none"> 1. Cut tokens 2. Make tokens with numbers for lucky door prize 3. Make signs – Games Day + MYC Café 4. 	<p>Games</p> <p>Duties</p> <ol style="list-style-type: none"> 1. Set up your game 2. You must be ready by 1.45pm 3. Place the instructions of your game on the display board 4. You must teach the students how to play the games 5. Sign the games card when the students have completed their game 6. Give your signature to the cashiers – so that students will not try to forge (copy) your signature <p><u>Duties today</u></p> <ol style="list-style-type: none"> 1. Give your signature to the cashiers 2. Make a sign for your game – go to the computer room – ask Gary or Jason to print it for you. 3. Cover your game with contact plastic (plastic you use to cover library books) – you need 2 people to do this job
<p>On-line Computer Games</p> <p>Duties</p> <ul style="list-style-type: none"> ▪ Check your laptops ▪ One student should be in-charge of 2 laptops ▪ You must be ready by 1.45pm ▪ Place the instructions of the games on the display board ▪ You must teach the students how to play the games ▪ Sign the games card when the students have completed <u>3 computer games ****</u> ▪ Give your signature to the cashiers – so that students will not try to forge (copy) your signature <p><u>Duties today</u></p> <ul style="list-style-type: none"> ▪ Give your signature to the cashiers ▪ Make a sign for your game – go to the computer room – ask Gary or Jason to print it for you. 	<p>Café</p> <ul style="list-style-type: none"> ▪ Make sure you know how to make the tea and coffee ▪ Cover your tables in plastic ▪ Place rubbish bins around the café ▪ Only allow 30 students into the café – the others will play games, then come to the café for their snacks ▪ Don't forget to collect the tokens ▪ Use the tray to serve your cakes and drinks ▪ When the students leave wipe down the table so that it is clean for the next lot of students (customers) ▪ Make sure you have strong students to control the students coming into the café. <p><u>Duties today</u></p> <ul style="list-style-type: none"> ▪ Make signs for the café – go to the computer room – ask Gary or Jason to print it for you.

Duty List

Design Poster	Stephen 6A	Place posters around the school	Joyce and Joyce 6A
Announcements			
1A 4A-7	2A Joyce	3A -4D-40	4A
1B 4C-31	2B Joyce	3B 4A-35	4B
1C 4A-36	2C 4C-32	3C 4B-42	4C
1D 4B-18	2D 4D-35	3D 4D-37	4D
1E 4D - 27	2E ML	3E ML	4E

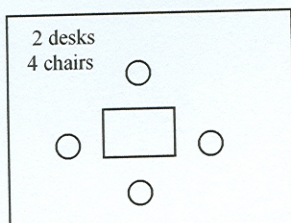
	GAMES	Students in charge	Status
	On-line Computer Games	4A 6, 7 4B 18, 7	OK
	Board Games		
1.	Snakes and Ladders	4A 36 and 35	OK
2.	Penfriend Games	4D 27 and 4C 32	OK
3.	Pollution Game	4D 40	OK
4.	Sporting Chances	Jimmy	OK
5.	Four-card Adjectives	Benny 4C/9	OK
6.	Time Pieces	Connie 4C/31	OK

Discontinued Games

	Game 5	?		
	Game 6	?		
	Game 7	?		
	Game 8		4E - 21	Still learning - will be absent
	Game 9		4C - 31	OK
	Game 10	?		

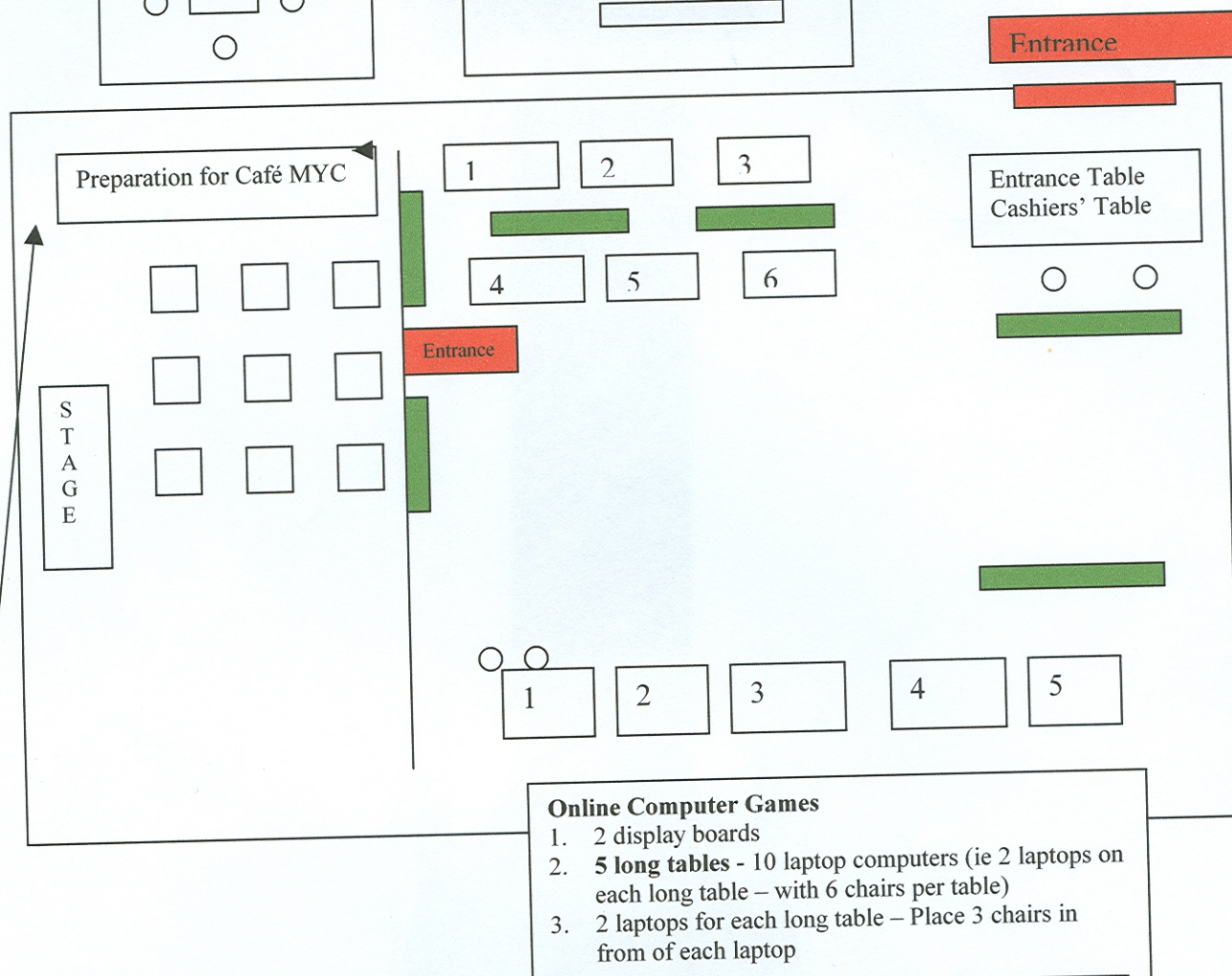
GAMES DAY Friday 7th May (G Day) Time – 1.45pm – 4.30pm

1. 10.30 - ML to place signs on the display boards in hall
2. 1.00pm - Cakes will arrive
3. 1.20pm Helpers will arrive
4. 1.45pm Students will arrive a



Board Games

1. 6 Long Tables
2. 8 chairs per table
3. 2 Display Boards
- 4.



Online Computer Games

1. 2 display boards
2. **5 long tables** - 10 laptop computers (ie 2 laptops on each long table – with 6 chairs per table)
3. 2 laptops for each long table – Place 3 chairs in from of each laptop

Café – Preparation area

1. One Display board
2. Rubbish Bins – 6 rubbish bins
3. Long tables – serve cakes + make coffee/teas
4. Hot Water = enough for 100 cups (Flasks? or Urn ?) *** Water must be ready to serve at 1.50pm
5. A cleaner to help the students pour the coffee/teas
6. Towels – to wipe down tables
7. Plastic – to place on tables
8. Trays from the canteen – 3-4 small trays (carry 3 cakes and 3 cups)

Play some board games

Games Day

play on-line computer language games

Lucky Door Prizes

Prizes for the students who play the most games!



7th May (Friday)
School Hall
1:45pm ~4:30pm

Talent Quest at CCC Ming Yin College



The Talent Quest formed the climax of the English Month activities at the school. It was an event in which all Secondary One and Two classes took part. Students had a choice between a drama and a musical performance.

As with the MYC Café activity, apart from being given brief [guidelines](#) by the junior-form English panel chairperson, officials of the English Society could exercise their discretion in deciding how to make use of the guidelines and proceed with the preparation. To promote the event to their schoolmates, they designed some [posters](#). [Participation forms](#) were also drafted for classes to enrol in the contest and [adjudication criteria](#) were decided upon. Meetings were then arranged between the officials and representatives of each class to brief them on the event and to encourage them to consult their English teachers for support, and a rehearsal was [scheduled](#) for the day before the Talent Quest.

Talent Quest Preparation Meeting

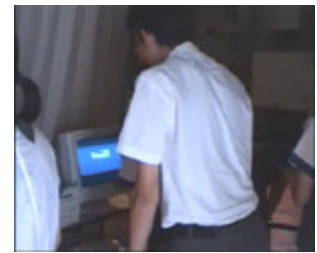


Talent Quest Rehearsal



What is particularly worth noting is that during the day of the rehearsal and in the actual event, the School Hall was completely under the management of the English Society. Two S.6 students as Mistresses of Ceremonies announced the start of the event and hosted the programme. Officials who were responsible for the backstage area took charge of the audio-visual equipment and handled all technical problems on their own. Other officials downstage regulated the "traffic" and directed participants onto the stage.

- I: How did you deal with it?
S: We tried many ways, but they didn't work. Finally, the microphone was okay again.
I: Did you solve the problems mostly by yourself?
S: No, my partners [AV team partners] helped me.



The roles and responsibilities students had to take up in the organisation of the entire event were indeed impressive, and the benefits were enormous.

Talent Quest



Students' Comments on the Benefits of the Talent Quest



Talent Quest
2003/2004
Guidelines for Production

A. Choices of performance

1. Students are allowed to make a choice from the following categories:
Group singing
Choral speaking
Short drama performance
Magic show
2. If you wish to participate in any event not belonging to the above list, please inform Li Hoi Yan of Form 6A.

B. Time

1. Each production should not last more than 10 minutes.
2. Time allowed for putting up scenery and props must not last longer than 5 minutes.
3. Each class is responsible for removing their scenery and props immediately after their performance.


C. Performance requiring a script

1. You can write your own script or use a published script with or without adaptation.
2. A prize will be awarded to the best original/adapted script.

D. Rehearsal

If you need a dress rehearsal, please inform Li Hoi Yan of Form 6A. She will approach the class monitor/monitress later.

Talent Quest



For: F.1 to F.2 Students

Date: 28/5

Time: 2:30p.m

Place: Hall

Group Singing

Choral Speaking

Short Drama
Performance

Magic Show

Talent Quest Participation Form

Class:

Teacher in-charge:

Type of performance:

Time needed for the performance:

* Please return the form to 6S Sin Kwan Ho or 6S
Chan Yuen Pan (Needlecraft Room) on or before
19/3/04(Friday).

E. The following is a sample of the score sheet used for adjudication:

[illegible]

2:30 ✓

Talent Quest (Rehearsal) – 21/5/2004 (Friday)

Timetable

Classes	Teacher-in-charge	Performance	Time
1A	Ms Lo	Singing	2:00-2:10pm
1A+1B	Mrs. Lai	Drama	2:10-2:20pm
1B	Mr. Tsang ✓	Singing	2:20-2:30pm
1C	Ms Londy ✓	A Play	2:30-2:40pm
1C	Mrs. Wong	Drama	2:40-2:50pm
1D	Ms Poon	Singing	2:50-3:00pm
1D	Ms Yee	Singing	2:40-3:00pm
1E	Ms Wong	Singing	
1E	Ms Yee	Drama	
2A	Ms Cheung ✓	Singing	3:00-3:10pm
2B	Mrs. Yan	Singing	
2C	Mrs. Cheng ✓	Drama + Singing	3:10-3:20pm
2D	Ms Tong	Singing	3:20-3:30pm
2E	Ms Wong	Singing	3:30-3:40pm

- Groups that are having a singing performance should have prepared the background music in advance (it can be in the form of CDs or MDs). They can also use the piano in the hall.
- If you have any enquiries or you want to make any changes, please contact 6A Li Hoi Yan or 6S Sin Kwan Ho before 19/5 (Wednesday). Thank you!

To encourage students to use English meaningfully outside the classroom, school principals and English panels should consider ways of creating an English language environment in school, structuring activities in ways that maximise communication, and supporting students in their efforts to organise and run English activities. Below are a number of recommendations, relevant to both EMI and CMI schools.

Creating an English Language Environment through English Speaking Days

- Opportunities should be exploited for communication in English during the school day, for example, greeting students in English at the start of the day, chatting in the corridors or organising English language activities and radio programmes during recess and lunch.
- Communication in English between students, and between teachers and students, should focus on building and strengthening relationships.
- Likewise, tasks designed for English Speaking Days should have a purpose and should emphasise expressing and sharing personal experiences.
- Senior form students and English clubs or societies should be involved in the planning and implementation of these activities.
- Extrinsic motivation, such as stickers and "rules", can be used to motivate students but should not detract from the main aim of genuine communication in English.
- A supportive, non-threatening environment should be fostered so that students will take risks with the language and improve their language fluency.

Engaging students with the English language through activities

Some features of good activities for promoting genuine communication are:

1. A good activity is one that the students feel is worthwhile doing. The type of activity chosen should appeal to students and they should want to take part in it because of its intrinsic value, and not simply because of the opportunities to practise English. Handing over responsibility to students for suggesting, planning and implementing activities gives them a sense of ownership and enhances their motivation.
2. A good activity also involves the use of English for real social purposes, in which both users and receivers (i.e. speakers and listeners) play a vital role in the interaction. In this way, the activity is meaning-focused.
3. The structure of the activity should provide just the right amount of support for learners to participate fully. Too much support reduces the opportunities for genuine engagement with English, while too little discourages students from participating.
4. Students should feel that their efforts to use English are valued and that attention will not be drawn to their language mistakes. A good activity, if meaning-focused and engaging, will provide these conditions.

Empowering students to use English

Student empowerment with the target language need not be restricted to EMI school settings. Students in CMI schools can also use English as a medium for organising English language activities and events within the school. If sufficient training and guidance are provided, students will be able to live up to the challenge. Some specific recommendations are as follows:

1. All stages of the process - from planning to implementation and evaluation of the activity or event - can be carried out in English with appropriate guidance and support.
2. Students should be given autonomy in deciding on, planning and implementing English language activities or events.
3. Clear guidelines should be set for students to follow and a network of teachers and staff should be established so that students can seek help or find support if needed.
4. Samples of materials such as agendas and minutes of meetings and templates for making announcements should be made available for students' reference if necessary.
5. For participation in committees, training sessions should be provided to prepare office-bearers for their new roles.
6. Senior-form students should be actively involved as ambassadors or mentors in the activity or event.
7. Sessions should be set up so that students can share their experiences in organising activities.