

Collaborative Research & Development (“Seed”) Project for 2020/21

Section	Native-speaking English Teacher Section
Title of the Project	REEL to REAL (R2R): Learning English and Developing 21st Century Skills through Film-making in Key Stage 2
Class Level	<input type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Primary and Secondary Please specify levels: <u> P4 - 6 </u>
Brief Description	<p>Film-making offers various opportunities to learn and practise using English. Films are multimodal texts that are listened to and viewed simultaneously. As a learning activity and task, film-making appeals to visual, auditory and kinesthetic learners. Designed to promote film-making and integrate it into the English Language curriculum, REEL to REAL (R2R) applies a project-based learning approach (Willis, D. & Willis, J., 2007)* through which to promote students’ use of the art and techniques of film-making and to facilitate the learning of English through language arts and digital information technology.</p> <p>The CDC English Language Education Key Learning Area Curriculum Guide (2017) attaches importance to the development and integrative use of generic skills (e.g. collaboration, communication, creativity, critical thinking, problem-solving and self-directed learning). In this connection, with use of contemporary digital technology, R2R provides a platform to integrate literacy instruction in English with the development and application of generic skills to develop upper primary students to be effective 21st century learners. As far as curriculum development is concerned, it offers valuable opportunities for participating teachers to plan, develop and review learning and teaching activities in a holistic and focused manner with students’ development and application of the target language and generic skills as the key curriculum goal.</p> <p>Film-making allows students to learn English in a fun and meaningful way. R2R builds upon existing and newly acquired knowledge of language and scaffolds skills in both areas, i.e. language and film-making. Learning outcomes include project learning plans and products created by students through the use of technology and their language and generic skills. Learning English through film-making involves teamwork, shared goals, shared accountability and shared success. Learning will be collaborative and experiential, with students working together in groups (film crews) to make their films; they will also write individually about their films and experiences. As such, R2R provides the conditions and resources for student voice and choice to become a meaningful part of the learning experience.</p> <p>The “Seed” project, R2R, aims to explore ways to use cinema as a means of</p>

	<p>motivating and supporting upper primary students to learn English as a second language. The objectives of the project are to:</p> <ul style="list-style-type: none"> • design integrated learning activities which provide opportunities for students to develop and apply a range of language, digital literacy and generic skills; • create opportunities for students to be not only consumers, but also creators skilled in using art and technology, through the learning and teaching of cinema to enhance and extend literacy skills; • facilitate the development of students' generic skills and 21st century skills; • promote effective use of assessment for learning, as learning and of learning, among teachers; and • evaluate the impact of cinema on the learning, teaching and assessment of English as a second language. <p>* Willis, D., & Willis, J. (2007). Doing task-based teaching. Oxford: Oxford University Press.</p>	
Key Emphases	Dimension	<input checked="" type="checkbox"/> Curriculum planning <input checked="" type="checkbox"/> Learning and Teaching <input checked="" type="checkbox"/> Assessment
	Focus	<input checked="" type="checkbox"/> Project Learning <input checked="" type="checkbox"/> Reading / Language across the Curriculum <input type="checkbox"/> Values Education (including MCE & BLE) <input type="checkbox"/> Chinese history & Chinese culture <input checked="" type="checkbox"/> STEM & IT Education <input type="checkbox"/> Entrepreneurial Spirit <input type="checkbox"/> Life-wide Learning <input checked="" type="checkbox"/> Whole-person Development <input checked="" type="checkbox"/> Self-directed Learning <input checked="" type="checkbox"/> Catering for Learner Diversity <input checked="" type="checkbox"/> Others (please specify *) <ul style="list-style-type: none"> - Learning and teaching strategies in Key Learning Areas of English Language Education and other curriculum areas, like Technology Education - Learning English and developing 21st century skills through film-making - Building on existing pedagogical strengths/trends to promote independent learning capacities - Development of generic skills in an integrative approach
Deliverables	<input type="checkbox"/> Exemplars to be used for curriculum documents <input checked="" type="checkbox"/> Learning & teaching packages, self-learning packages for teachers <input checked="" type="checkbox"/> Workshops and seminars <input type="checkbox"/> Others (please specify) : _____	

Duration and Nature of the Project	From <u>Sept</u> mm <u>2020</u> yy to <u>Aug</u> mm <u>2021</u> yy <input checked="" type="checkbox"/> New <input type="checkbox"/> Ongoing (started from _____ mm _____ yy)	
Name of Advisor(s) / Consultant(s) to be invited	--	
Officer i/c	Name: Dr Jeremy GRAY	Post: Project Manager (Primary Native-speaking English Teacher)
	Tel No.: 3549 8334	Fax No.: 2334 8707

* e.g. Gifted Education, L&T of Chinese as a 2nd language, curriculum interface