

# Primary Native-speaking English Teacher (PNET) Scheme

## 10TH Anniversary Conference

(2002-2012)

## Programme



Literacy for a World City

2 February 2013, 9:00 am - 1:30 pm  
C.C.C. Heep Woh Primary School (Cheung Sha Wan)  
18 Tonkin Street, Cheung Sha Wan, Kowloon

Organised by  
NET Section, CDI, EDB, HKSAR



## Words of Welcome

### **Dr Catherine K.K. CHAN, Deputy Secretary for Education**

"Since the implementation of the Primary NET Scheme in 2002, collaboration has been the cornerstone that contributes to the professional partnership among our NETs, local English teachers and the Advisory Teaching Team of the NET Section. The professional sharing and learning that takes place in the development of this partnership are instrumental in bringing about the positive changes that we see in the English language learning environment and experiences provided in our schools. The last ten years has indeed been full of challenges, but it has also been a rewarding decade."

### **Mr Joe LEUNG, Chief Curriculum Development Officer, NET Section**

"The essence of the Primary NET Scheme lies not only in the additional resource and expertise that NETs bring to our schools. We also greatly treasure the professional partnership among our NETs, our local English teachers and the Advisory Teaching Team of the NET Section, which makes a marked difference in our students' English language learning. It has been a fruitful ten years that sees the blooming and flowering of this partnership. It is an achievement that we need to celebrate and build on, and to continue as the practice of collaboration takes root in our school culture."

### **Primary NET Scheme Objectives**

**The objectives of the PNET Scheme are to:**

- provide an authentic environment for children to learn English;
- develop children's interest in learning English and establish the foundation for life-long learning;
- help local teachers develop innovative learning and teaching methods, materials, curricula and activities suited to the needs of local children; and
- disseminate good practices in language learning and teaching through region-based teacher development programmes such as experience-sharing seminars/workshops and networking activities.



## Congratulations to Our NETs who Have Served in the PNET Scheme for 10 or More Years

<b>Arthur, Gordon</b>	<b>Kremmer, Michael</b>
<b>Au Yeung, Kiat</b>	<b>Lam, Lan Vinh</b>
<b>Baker, Gregory</b>	<b>Layfield, Russell Mark</b>
<b>Beckett, Thomas</b>	<b>MacPherson, Anne</b>
<b>Boldy, Simon</b>	<b>Mallia, Paul</b>
<b>Bow, Angel</b>	<b>Marchant, Marysia</b>
<b>Brennan, Cheryl</b>	<b>Martin, Terrence</b>
<b>Brown, Geoffrey</b>	<b>McCabe, Jeanette</b>
<b>Brownie, Geoffrey</b>	<b>McNeill, Kenneth</b>
<b>Burchell, John F</b>	<b>McRae, Marie</b>
<b>Butler-White, Carolyn</b>	<b>Milford, Haydn</b>
<b>Chapman, Lynn</b>	<b>Minogue, Kieran</b>
<b>Chieu, Ty</b>	<b>Morgan, Muriel</b>
<b>Collins, Rachel</b>	<b>Ng, Bernice</b>
<b>Creagh, Dermot</b>	<b>Ngai, Karin</b>
<b>Daley, Virginia</b>	<b>O'Brien, Margaret</b>
<b>Davis, Kathryn</b>	<b>Patcha, Binnie</b>
<b>Davis, Michele</b>	<b>Pillay, Senthmarai</b>
<b>Di Sisto, Laura</b>	<b>Presley, Leah</b>
<b>Dong, Thi Thu Thuy</b>	<b>Rawlinson, Christopher</b>
<b>Duran, Kimberley</b>	<b>Raynel, Raewyn</b>
<b>Earnshaw, Rachel</b>	<b>Robb, Jack</b>
<b>Feng, Jesse</b>	<b>Robinson, Mitchell</b>
<b>Franklin, Carolyn</b>	<b>Ryterska-Stolpe, Izabela</b>
<b>Fraser, Ian</b>	<b>Sabeau, Benita</b>
<b>Freeman, Kirsten</b>	<b>Sams, Phillip</b>
<b>Govender, Nareshini</b>	<b>Smith, Jonathan</b>
<b>Gray, Christopher</b>	<b>Sterling, Jeremy</b>
<b>Griffin, Jeffrey</b>	<b>Stevenson, James</b>
<b>Hall, Janis</b>	<b>Stewart, Neil</b>
<b>Hannah, Daniel</b>	<b>Tax, George</b>
<b>Ho, Linda</b>	<b>Tighe, Marian</b>
<b>Horn, Lionell</b>	<b>Ussher, Joy</b>
<b>Jackson, Mark</b>	<b>Vickers, James</b>
<b>Jaffer, Aaliya</b>	<b>Wall, Jeffrey</b>
<b>Jordan, Jeanie</b>	<b>Willis, Donna</b>
<b>Katz, Brandi</b>	<b>Wong, John</b>
<b>Keeping, Miles</b>	<b>Wong, Shirley</b>
<b>Kirkland, Simone</b>	<b>Wood, Allan</b>
<b>Knight, Gary</b>	<b>Zangari, Vince</b>





## Schedule of Events

8:30 am – 8:55 am	Registration
8:55 am – 9:00 am	Pre-conference Slide Show
9:00 am – 9:05 am	Address by Dr Catherine K. K. CHAN, Deputy Secretary for Education
9:05 am – 9:15 am	Welcome by Mr Joe LEUNG, Chief Curriculum Development Officer, NET Section, CDI, EDB
9:15 am – 9:20 am	Voice from a 10-Year NET by Ms Marian TIGHE, NET, Pui Kiu Primary School
9:20 am – 10:20 am	Keynote Session 1 by Prof. Bev DEREWIANKA (University of Wollongong) Session Title: Literacy Challenges in the Transition from KS2 to KS3
10:20 am – 10:40 am	Refreshment Break, Exhibition and Puppet Shows
10:40 am – 11:25 am	Parallel Sessions A
11:25 am – 11:35 am	Break
11:35 am – 12:20 pm	Parallel Sessions B
12:20 pm – 12:35 pm	Break
12:35 pm – 1:10 pm	Keynote Session 2 by Dr Rodney JONES (City University of Hong Kong) Session Title: Motivating Children to Learn English in the Digital Age
1:10 pm – 1:30 pm	Presentation of Certificates to NETs Having Served in the Scheme since 2002 or 2003 by Mr Simon THAM, Chief Curriculum Development Officer, NET Section, CDI, EDB, 2002-2010



### Keynote Session 1

#### Literacy Challenges in the Transition from KS2 to KS3

**Professor Bev DEREWIANKA, University of Wollongong**

#### Abstract

As students move from KS2 to KS3, the literacy demands they encounter become increasingly complex. One of the more delightful challenges relates to students' responses to literary texts in the transition from primary to secondary school. This presentation will explore how students can be supported in their appreciation of literary texts as they engage with more sophisticated poetry, stories and drama activities. In particular, we will look at how we can make visible the language choices that authors make in creating quality literary texts and how students can be led to an informed enjoyment of literary worlds.



#### About the speaker

Beverly began her teaching career as an English/History teacher. After a year or so, she headed off to Italy to do research for a Masters degree in Italian literature, returning to Australia a couple of years later to teach Italian and English in secondary schools and Technical and Further Education. Her political activism began with organizing rallies in support of the fledgling movement to recognise community languages in schools and becoming the first consultant on community languages at the New South Wales Department of Education while undertaking a degree in multicultural education at the University of New England.

On moving to Wollongong, she took up a position at a local primary school as a community language and ESL teacher. During that period, she completed a Master of Education and was fortunate enough to have Michael Halliday and Jim Martin among her lecturers who inspired in her an appreciation of the powerful role of language in education, particularly for those students whose background had not prepared them for the



specialised registers of schooling. On becoming a lecturer at the University of Wollongong, she wrote *Exploring How Texts Work*, which drew heavily on the notion of genres in the curriculum. With that publication, she began a research career of working with teachers in schools, coming to an understanding of the learning challenges facing students and how a knowledge about language from a functional perspective might support them in achieving educational success.

As Beverly worked with teachers, she observed the need for a resource explaining in accessible terms the various functions that language performs in our academic and social lives, resulting in another publication: *A Grammar Companion for Primary Teachers*. Her doctoral thesis tracked the development of academic writing across the years of schooling, leading to an Australian Research Council project that culminated in the publication of *School Discourse: Learning to write across the years of schooling*.

Over the years, Beverly has had the privilege of contributing to state, national and international curriculum and syllabus development. She has a long history of professional connections with Hong Kong, which include a couple of years at the University of Hong Kong working with Prof. Amy Tsui on the TeleNex project. She is also the external examiner at HKU for the BEd (LangEd) programme. She has also been working with the Polytechnic University of Hong Kong on a proposal to support the teaching of Science through English.

## Keynote Session 2

### Motivating Children to Learn English in the Digital Age

Dr Rodney JONES, City University of Hong Kong

#### Abstract

Teaching English to today's "digital natives" introduces a host of challenges and opportunities for teachers. On the one hand, the internet and digital entertainment such as video games seem to compete for our students' attention, making it more and more difficult for us to motivate them. On the other hand, digital media also make available unprecedented opportunities for students to engage with the English language and communicate with people all over the world.



Drawing on research in psychology, linguistics and communication studies, this talk will explore the new kinds of "literacies" children must develop to successfully communicate using digital media, and the new kinds of skills teachers must develop to motivate students to learn English and help them to take advantage of the new opportunities digital media make available.

#### About the speaker

Dr Rodney Jones is Acting-Head of the Department of English at City University of Hong Kong. He holds a BA in English Literature from the University of Virginia and a PhD in Linguistics from Macquarie University in Sydney. For the past 20 years, he has been conducting research on language education, intercultural communication and digital literacies. He is co-author (with Ron and Suzanne Scollon) of *Intercultural Communication: A discourse approach*, and (with Christoph Hafner) of *Understanding Digital Literacies: A practical introduction*, and author of *Discourse Analysis: A resource book for students*, and *Health and Risk Communication: An applied linguistic perspective*. His work has appeared in numerous international journals.





## Details of Parallel Sessions

**Sessions A (10:40 a.m. – 11:25 a.m.) / Sessions B (11:35 a.m. - 12:20 p.m.)**

**A1 / B12    Developing Critical Multiliteracies in the Primary English Classroom**  
Ms Margaret LO, Faculty of Education, University of Hong Kong

**A1/B12  
Rm 506**    The nature and uses of literacy in the context of globalisation have been profoundly impacted by digital and mobile technologies, giving rise to an increasing variety of multimodal, digital texts, practices and social relationships, or multiliteracies. English language educators can no longer consider literacy as a neutral activity, involving only the reading and writing of print-based texts. To prepare students for using English in a globalised society, teachers must consider how to enable students to use, create and critically engage with contemporary, multimodal literacies. In this session, the presenter will discuss the relevance of critical multiliteracies for the English Language curriculum in Hong Kong primary schools, and offer approaches and practical strategies for teaching critical multiliteracies in the classroom.

**A2                Strategies of Assessment for Learning in the Language Classroom**  
Prof. Icy LEE, Faculty of Education, Chinese University of Hong Kong

**A2  
Rm 501**    The session aims to unpack the notion of assessment for learning (AFL) and introduce the participants to some AFL strategies that they can use in the language classroom. The presenter will begin the session by defining AFL and explicating some of its major principles, highlighting the importance of active student involvement in AFL. Using the AFL framework proposed by Chappuis (2009), she will then outline seven strategies of AFL and explain and illustrate each strategy with examples drawn from the reading and writing classroom. The key message of the session is that AFL is not only about assessment; it is also about teaching and learning. Therefore, in AFL, teachers should teach what they assess, and assess what they teach.

**A3                Reading Non-fiction Across the Curriculum**  
Dr Jan CONNELLY, Department of Education Studies, Hong Kong Baptist University

**A3  
Rm 502**    In this session, the participants will gain an understanding of (1) how meanings are constructed in different non-fiction text types; (2) how non-fiction texts are structured; and (3) how they create different meanings to serve specific purposes. The presenter will employ KS2 level non-fiction texts/materials to model effective teaching strategies inclusive of follow-up activities to facilitate learners' transition from primary to secondary English-medium contexts. She will also provide the participants with hands-on activities to develop skills of using strategies suitable for their learners' levels and contexts.

**A4 Beyond the Key Stage 2 Integration Programme: The Power of Reading Aloud**

Ms Ann HANLON, PNET, Ms Vanessa LO, LET, & Ms Annie YIP, LET, St Clement's Primary School

**A4  
Rm 503**

The presenters will recreate and share with the participants their experiences of reading Voices in the Park by Anthony Browne. The journey starts with the NET and a LET presenting the story and the LETs will then describe why that experience helped them to read the story to the class and what ensued. They will also share thoughts on the use of drawing and writing as strategies for the teaching of reading to better understand students' learning.

**A5/B5 English Ambassadors – Expanding Horizons**

Ms Rachel WILLIAMSON, PNET, & Ms YAU Kit-ching, Juan, EPC, Good Counsel Catholic Primary School

**A5/B5  
Rm 504**

The presenters will introduce the English Ambassador Programme of their school. The presentation will cover the different outreach programme events, the criteria for the selection of Ambassadors and the pros and cons of the setup and implementation of the programme. Student Ambassadors will also be present in the session to answer questions from the participants.

**A6/B6 E-learning with iPads**

Ms Elaine CHOW & Ms Kirsten FREEMAN, Advisory Teachers, NET Section

**A6/B6  
Rm 604**

This presentation will be an introduction involving a video and explanation of how E-learning has been implemented into the Primary Literacy Programme – Reading/Writing and the General English lessons. Opportunities will be provided for the participants to share ideas and experiences. Use of available resources will also be demonstrated during the presentation.

**A7/B7 Task-based Writing Programme**

Ms Tracey HUGHES, PNET, & Ms Claudia CHU, LET, Tuen Mun Government Primary School

**A7/B7  
Lecture  
Theatre  
/ Rm 503**

This session showcases a successful Task-based Writing Program developed at the school level. The participants will see how practical, hands-on tasks and excursions are used as stimulation and motivation for exploring different text types with students. Lesson development, excursion planning, links to the text book and students' writing from the planning stage to the finished results, will form the basis of the session.



**A8/B8      A School-based Curriculum and E-learning Instruction**  
Mr Simon BOLDY, PNET, & Ms OR Yin-man, EPC, C.C.C. Kei Wa Primary School (Kowloon Tong)

**A8/B8      E-learning with iPads**  
**Rm 601** In this session, the presenters will share how their school-based English language curriculum is delivered through e-learning opportunities, with reference to two learning units, one on the learning of phonics and the other on a "Wikipedia" group-writing task. The presenters will also discuss how socio-economic factors, including the level of home support, have influenced the outcomes of e-learning opportunities.

**A9/B9      Supporting English Language Learning Outside the Classroom**  
Ms Blanche SZE, PNET, Ms Candy LAI, SET, & Ms Fanny TSUI, LET, S.K.H. Kei Fook Primary School

**A9/B9      In this session, the presenters will share with the participants their efforts in supporting English language learning outside the classroom through a variety of activities and how, in the process,**  
**Rm 602**

- teachers' professional development is enhanced through the establishment of a sustainable community of practice;
- school-based curriculum is enriched to allow for value-addedness in the reading and writing performance of the students;
- students develop a positive attitude, interest and motivation to learn English; and
- parents develop a closer partnership with the school.

**A10/B10      Musical Madness in KS1**  
Mr Samuel Alexander BARBOUR, PNET, Buddhist Lim Kim Tian Memorial Primary School

**A10/B10      In this session, the presenter will explain how to use music in the English classrooms to help students understand important concepts and how to use their imagination to improve their creative abilities. Through the presenter's repertoire of original songs, chants and poems performed as a group with the guitar, the participants will find out how to use music to open or close a lesson, to illustrate themes and topics, to add variety, to provide a change of pace, and to present new vocabulary or recycle known language. The participants will also have the opportunity to engage in writing authentic musical material for students. Photos and video clips are included for demonstration.**  
**Rm 603**



<b>A11</b>	<b>Motivating Children to Learn English through Shakespeare</b> <b>(10:40 am – 12:20 pm)</b> Ms Lorraine TWEEDY, Former AT of the NET Section
<b>A11 Rm 505</b>	This workshop will introduce a range of rehearsal techniques used by Shakespearian actors. The facilitator will demonstrate the use of these techniques in the ESL classroom to promote active enquiry, speaking, listening and writing and explore the role of the teacher as enabler.
<b>A12/B1</b>	<b>Identifying and Exploiting Learning Opportunities in Children's Literature in the Primary ESL Classroom</b> Ms Suzi NICHOLSON, Faculty of Education, University of Hong Kong
<b>A12/B1 Rm 605</b>	<p>Much can be gained from sharing children's literature with second language learners in the primary classroom. Amongst other things, children's literature can motivate and be a vehicle for developing literacy skills. It can also be a springboard for focusing on form, raising awareness of the narrative genre, developing oral skills and focusing on creativity and critical thinking.</p> <p>This workshop will focus on identifying different learning opportunities in children's literature and consider ways of exploiting this learning potential at the post-reading stage. Examples of children's literature as vehicles and contexts for language learning will be provided. The rationale behind and effectiveness of its use will be explored with a focus on the needs of the young second language learner.</p>
<b>B2</b>	<b>Helping Upper Primary Students to Reach the New 2000-word Target</b> Dr Arthur McNEILL, Language Centre, Hong Kong University of Science & Technology
<b>B2 Lecture Theatre</b>	One of the biggest changes to Hong Kong's primary curriculum in recent years was the development of English wordlists for KS1 and KS2 and the setting of vocabulary targets. Previously, teachers were encouraged to attach importance to vocabulary and introduce their students to lexical relations, such as synonymy, collocation, word families, hyponymy, etc. However, the Curriculum Guide did not specify the actual vocabulary items that should be taught nor the number of words students were expected to know. The absence of official vocabulary targets meant that some students learnt more words than others, depending on their teachers' choices.



Following the introduction of the new wordlists, students are expected to know 1000 words by the end of KS1 and an additional 1000 words by the end of KS2. For many teachers, the vocabulary targets will mean that they need to pay more attention to vocabulary than before, in particular, to developing students' vocabulary size. This talk will discuss some approaches and techniques which are likely to accelerate learners' vocabulary growth. The main message of the talk is that learners need to be provided with frequent encounters with the words they are expected to learn over a period of time so that new vocabulary can enter learners' long-term memory. As few textbooks provide repeated exposure to target lexis over a series of units, teachers may need to produce their own vocabulary plans independent of the textbook used. This issue will also be discussed in the session.

**B3 Building Productive Collaboration between Colleagues from Different Backgrounds**

Prof. David CARLESS, Faculty of Education, University of Hong Kong

**B3  
Rm 501**

In this interactive session, the presenter will first provide a historical perspective on the NET schemes, with a focus on the implications for the present. He will then discuss and analyse the strengths and limitations of NETs/LETs and the associated implications before examining some principles and good practices in team teaching and intercultural collaboration on the one hand, and common missteps in intercultural collaboration and how they might be avoided on the other. He will conclude the session by highlighting the challenge of change and development, and introducing a few strategies for promoting change and improvement in Hong Kong primary schools.

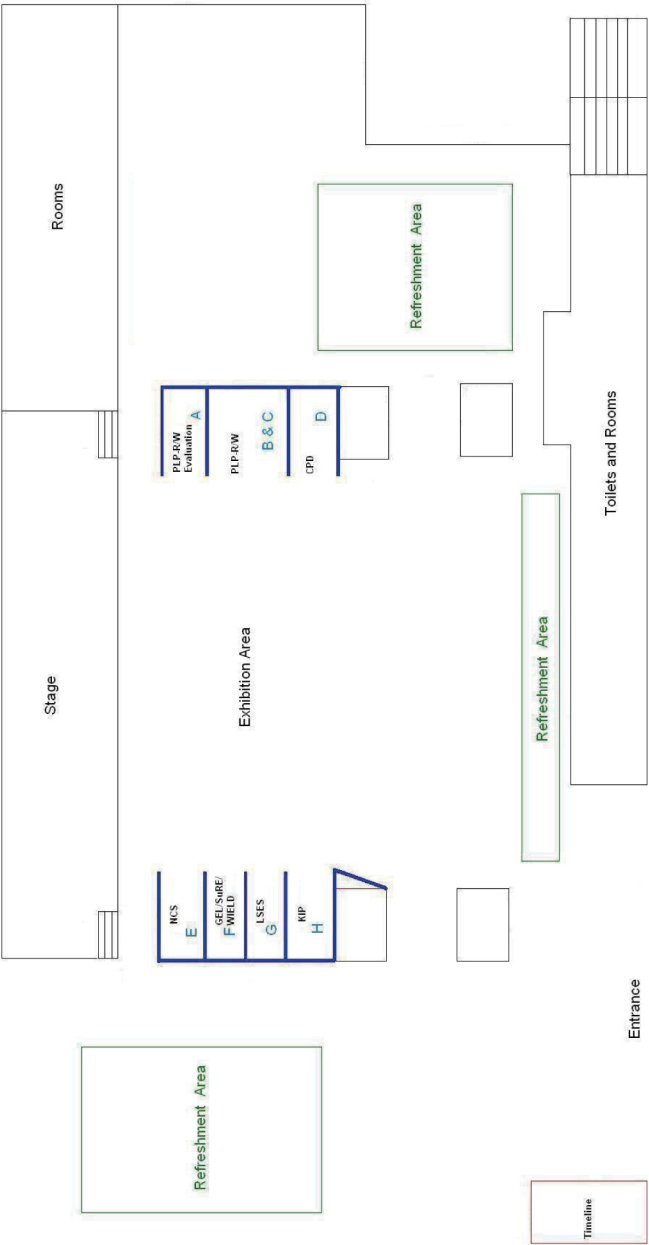
**B4 "SEED": Start, Explore, Empower and Develop  
(A Language Approach)**

Ms Marian TIGHE, PNET, Ms Vince WONG, EPC & Ms Tenny LUK, Vice Panel-Head, Pui Kiu Primary School

**B4  
Rm 502**

In this session, the presenters will talk about the shift of the role of the NET: from being a curriculum leader trainer at the beginning of her service in the school to currently being a working partner of the teachers.

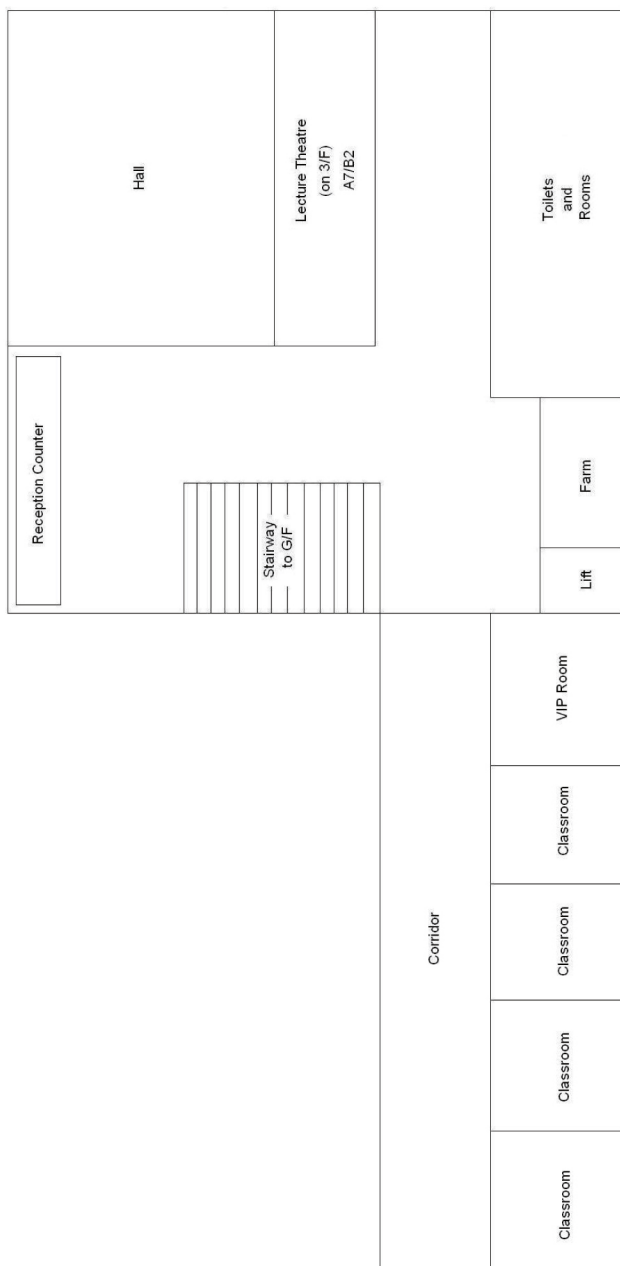
# Floor Plan of the School (Covered Playground)





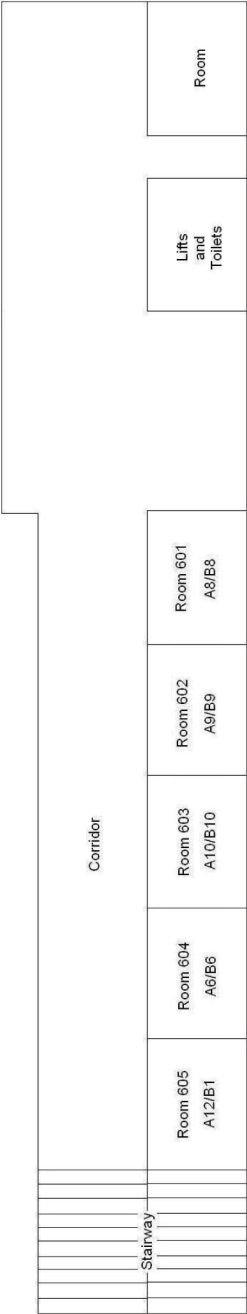
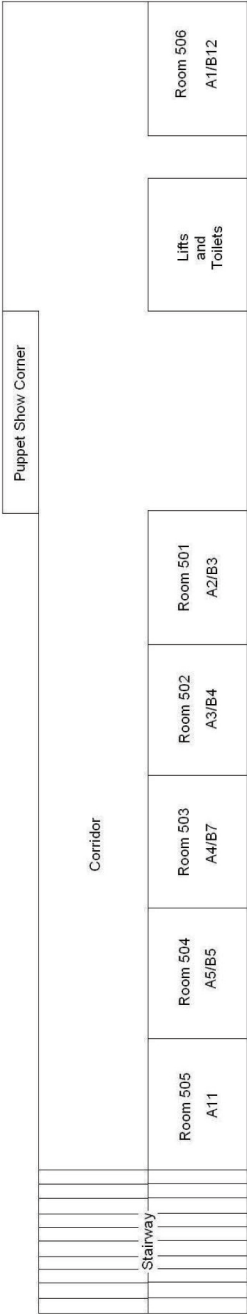


## Floor Plan of the School (1/F)



Floor Plan of the School (5/F)

Floor Plan of the School (6/F)





## Acknowledgements

The Native-speaking English Teacher Section would like to express its gratitude to the following people, who have helped us to make this conference possible:

- **Keynote speakers:**  
Professor Bev DEREWIANKA, University of Wollongong  
Dr Rodney JONES, City University of Hong Kong
- All presenters of parallel sessions
- Principal CHOY Sai-hung and staff of C.C.C. Heep Woh Primary School (Cheung Sha Wan)
- Mr Simon THAM

