DOLACEE IN
SKH TSANG SHIU TIM SECONDARY SCHOOL

School background:

School using English as the medium of instruction in nearly all subjects.

DOLACEE tutors:

Ms Tse Pik Yuk (English Panel Chairperson)

Mrs. Tam Leung Yen Ying Anne (English Teacher, Careers Mistress)

Overview

A. Rationale

B. Teacher development

C. Critical reflections

D. Learning outcomes

RECONCEPTUALIZATION

Common mindset:

✕ 1. English is just an **academic** discipline like any other subject, **independent** of other disciplines.
(e.g. English proficiency does not affect chemistry and vice-versa) (**Unrelated**)

✕ 2. So, English is to be learnt only in **English lessons**.
(**Isolated**)

✕ 3. Consequently, the **English teacher** has the **sole** responsibility for teaching the language.
(**subject-specific**)

DOLACEE enables us to understand:

(I) English is a tool for constructing knowledge

(II) A whole-school approach in learning in English

(III) Scaffolding

(I) English is a tool for constructing knowledge

-Teachers are empowered by DOLACEE to teach their subjects in English.

- Students are enabled by the teachers to learn English and learn **in** it.

English is a tool for **learning**, **thinking** and **constructing** knowledge.

(II) A whole-school approach in learning in English

- English teachers and subject teachers plan curriculum together for guided and effective process.

- Teachers plan curriculum across six/seven years of schooling.

English is taught and learnt across the curriculum and extra-curricular activities.

(III) Scaffolding

Macro-scaffolding (teaching and learning cycle)
-Teacher setting curriculum goals
-Teacher planning and sequencing tasks
   [e.g. Setting the context→
          deconstruction + modeling→
          joint construction→
          independent construction]

Micro-scaffolding (task level)
-Teacher-student, student-student interaction
(teachers' talk, questioning, interaction)

A Cross

Masters (Teachers

Experts)

Over 6 years (NSS)

Individuals

(Colleagues
Peers)

Institution

(Curriculum
Extra-curricular
activities)

Apprentices (students)

Learning Outcomes

DOLACEE application in the classroom

A DOLACEE tutor conducting two lessons with 3 classes each on "**How to read English news stories with a schematic structure**."

Based on the article 'Blood Sisters' in the TESMC (*Teaching ESL Students in Mainstream Classrooms: Language in Learning across the Curriculum*) course book

photo

caption

headline

byline

orientation

incident

interpretation

Visual organiser for a human interest story

Findings on **Teaching how to read English news stories with a schematic structure** (120 students in 3 classes)

Students' knowledge of the structure of news stories:

Legend:

"Such stories": "news stories about people"

Pre-questionnaire: *I know how such stories are organised.*

Post-questionnaire: *I know how such stories are organised more now.*

Agree and Strongly Agree

Pre-questionnaire: 37%

Post-questionnaire: 86%

Findings on Reading skills

Pre-questionnaire: *I can read such news stories quickly and efficiently. I understand what the news is about.*

Post-questionnaire: *I can read such news stories <u>more</u> quickly and efficiently now.*

Agree and Strongly Agree

Pre-questionnaire: 48%

Post-questionnaire: 69%

Findings: Very positive feedback

Post-questionnaire

Previewing:

I know how to preview a news article: 82%

As a result of knowing the structure, the students know where to look for answers in a news article

(e.g. orientation/ incident/ interpretation)

Skimming : 76%

Scanning: 74%

Findings:

Extending students' understanding about how texts work

Debriefing in class:

Students asked to compare a human interest story with a hard news story, e.g. a robbery

Students are aware of the absence of captions, an overline and the interpretation stage in hard news stories. (Students becoming more critical in reading)

Questionnaires show the schematic structure makes students more confident in writing similar articles.

Pre-questionnaire: "*I am confident that I can write such news stories as a reporter in a school newspaper.*"

Post-questionnaire: "*I am confident that I can write such news stories as a reporter in a school newspaper more successfully now. *"

Agree and Strongly Agree

Pre-questionnaire: 10%

Post-questionnaire: 24%

Findings: **Enjoyment** of reading human interest stories

Post-questionnaire:

"*I enjoy reading news stories about people more now.*": 61% (weakest class: 77%)

"*I enjoy reading newspapers more now.*" : 51% (weakest class: 56%)

B. Teacher Development (1)

 collaborative working relationship – shared understanding of ways to support EAL students

- Participation of EAL and non-EAL teachers – collaboration across subjects and within school

- collaborative learning environment – recognizing and valuing participants' expertise

B. Teacher Development (2)

activity design – participants undertaking, examining and reflecting

- new culture of classroom observation
  - trial suggested strategies
  - peer support
  - positive sharing between young and experienced teachers

C. Critical Reflections (1)

Challenges	Solutions
Time constraint - tight teaching schedules	- customized schedule design with school support - 50 CPD hours - Accreditation
Heavy workload	- 5 BMRs (Between Module Readings) → reflecting critically, deeper understanding between theories and practice - 5 BMAs (Between Module Activities) → process of trialling strategies - roster - reflect critically - amazing presentations - action plan – collaboration work

C. Critical Reflections (2)

Challenges	Solutions
Intimidating learning environment	- content wide-ranging and comprehensive - lots of highly interactive hands-on activities - teacher as facilitator – guiding participants to reflect on pedagogy - friendly and supportive atmosphere – full of fun and laughter

D. Learning Outcomes (1)

Effectiveness
- Integrated Science teacher, Mr. Sunny
  Lam
- confidence boosted
- language use in classroom improved
- applied strategies learnt to lessons,
  helping students understand written texts
  to support learning
- DOLACEE sharing session

D. Learning Outcomes (2)

2. DOLACEE Action Plan + School Lesson Study

   - NOT an add-on

   - School Lesson Study – collaboration → tailor-making lessons → first tryout → peer observation → evaluation → second tryout → evaluation

   - Strategies applied in the lessons of Ms Irene Wong, an English teacher.

D. Learning Outcomes (3)

3. DOLACEE application in the classroom
   A DOLACEE tutor conducting two lessons with 3 classes each on "How to read English newspapers with a schematic structure."

4. DOLACEE – second phase - Mentoring programme for a Math teacher and a History teacher

D. Learning Outcomes (4)

5. Train-the-trainer (seeding)

→ in-house training + collaboration (fertilizing)

→ mindset change (weeding)

→ application in classroom (reaping harvests)

→ whole-school approach (reaping bumper harvests)

Module	No of Hours	Details of workshops	Date	Time	Venue
1	3	ESL students and learning in a second language	28 Nov 08 (Fri) (SD Day)	11:00 a.m.	Room 611
2	2.5	Language and learning and the role of scaffolding	9 Dec 08 (Tue) (Exam Period)	1:40 p.m. *teachers have to swap lessons on their own for the afternoon sessions starting 1:40pm	
3	3	Oral language: how the task shapes the talk	16 Dec 08 (Tue) (Exam Period)		
4	2.5	Using oral language: interpreting and producing oral texts	23 Dec 08 (Tue) (Exam Period)		
5	3	Working with written and visual texts	16 Feb 09 (Mon) (Sports Day)		
6	3	Working with written and visual texts at the text level	19 Mar 09 (Thu) (before SD Day)		
7	3	Developing knowledge of genre and language at the language level	23 April 09 (Thu) (Prep for Open Day)		
8	2.5	Assessing written texts	2 June 09 (Revision Week)		
9	2.5	Programming and whole-school models of support for ESL students	9 June 09 (Exam Period)		

Contents [hide]

➤ The layout of the Periodic table can be explained by the History of the content for higher form students, but it is too difficult for F.3 students.

➤ A hyperlink (History of the periodic table) is more suitable for F.3 level.

➤ Main headings, sub-headings for different stages of the development of the Periodic table are given with examples.

Layout of the text in the website

Classification [edit]

Groups [edit]

Main article: Group (periodic table)

A *group* or *family* is a vertical column in the periodic table. Groups are considered the most important method of classifying the elements. In some groups, the elements have very similar properties and exhibit a clear trend in properties down the group. These groups tend to be given trivial (unsystematic) names, e.g., the alkali metals, alkaline earth metals, halogens, pnictogens, chalcogens, and noble gases. Some other groups in the periodic table display fewer similarities and/or vertical trends (for example Group 14), and these have no trivial names and are referred to simply by their group numbers.

➢ Main headings/Sub-headings – boldface with different sizes
➢ Reference and additional information – italics
➢ Technical terms – hyperlinks
➢ Different colours – different element categories

Element categories in the periodic table

Metals						Metalloids	Nonmetals			Unknown
Alkali metals	Alkaline earth metals	Inner transition elements		Transition elements	Other metals		Other nonmetals	Halogens	Noble gases	
		Lanthanoids	Actinoids							

Atomic number colors show state at standard temperature and pressure (0 °C and 1 atm)				Borders show natural occurrence			
Solids	Liquids	Gases	Unknown	Primordial	From decay	Synthetic	(Undiscovered)

Other alternative periodic tables exist.

Some versions of the table show a dark stair-step line along the metalloids. Metals are to the left of the line and non-metals to the right.[2]

Tips to use the website of Periodic table

➢ Compare the text from the website and the text in the textbook to identify the information required for F.3 level.

Example

Chemical elements - Elements are substances which cannot be broken down into anything simpler. (textbook)

Chemical elements - A **chemical element** is a pure chemical substance consisting of one *type* of atom distinguished by its atomic number, which is the number of protons in its nucleus. (website)
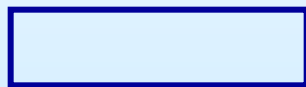
Tips to use the website of Periodic table

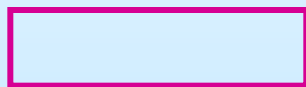➢ Unpack the dense nominalization for the students

Example

The alkali metals provide one of the best examples of group trends in properties in the periodic table, with well characterized homologous behavior down the group.
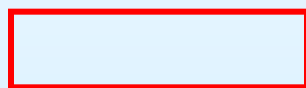
Key noun

Pre-modifier

Post-modifier

Please behave on the MTR

(adapted from the star letter on February 27, 2009)

I'm sure many of you use the MTR. It's safe, fast and comfortable. More than 4.3 million people ride on MTR trains every day. It's an essential part of Hong Kong's success as an international city. Unfortunately, **not all of the passengers behave well** and I think **a lot of things should be done to change the situation**.

Firstly, I have been very disappointed by some people's selfish behaviour on the MTR. I have seen people blocking doorways, kissing or failing to move in for other passengers. In general, I don't think people behave well enough on the MTR.

To change this, we need to start with adults. Children copy their parents' behaviour. Good values and behaviour are learned at an early age. The government should do more to promote good behaviour on all public transport, not only on MTR trains. It could make use of posters, advertisements or interesting characters to spread the message. The MTR should also hire more staff to monitor passengers' behaviour and punish those who break the rules.

Ava Cheng, Our Lady of the Rosary College

Title

Introduction

1st Topic Sentence

elaboration

2nd Topic Sentence

elaboration

Dear Editor

I'm writing to respond to Ava Cheng's letter about people's misbehavior on the MTR. I strongly agree **with Ava that** people should be more civic-minded. As the MTR has one of the best transport systems in the world, everyone expects to have a pleasant journey. However, many people share Ava's unhappy experience. Actually, **people in other countries also show some misbehaviour** and there is **a lot to be done** in order to save the image of Hong Kong.

Hong Kong people are not alone in abusing our trains. On a recent trip to Seoul, I saw electronic notice boards demonstrating what not to do while riding the train, and London is also infamous for its dirty Tube. But this does not mean we should follow suit. I agree with Ava that the family, government and MTR company should so something to promote the sense of civic-mindedness. The parents should be good role models for their children. The government can use some Disney characters or movie stars to spread the message. The MTR company should also hire more part-time staff to patrol the train compartments as well as the station.

Besides, it is time everyone did our part to change the situation. First, we **should** try to be considerate when riding the MTR. **I would suggest offering** our seat to those passengers in need – the elderly, the disabled, pregnant women and people with small children. We shouldn't push through the door, or run into the carriage as the doors are closing. When we use our mobile phones, we **should** speak softly and mind our language. We **shouldn't** eat or drink on the train. It will make the seat dirty and messy for other people who board after us. **Wouldn't it be a good idea if kissing could be banned** on the MTR? So, they won't bloc the doorways and other people will not feel embarrassed.

In conclusion, everyone has the responsibility to behave ourselves. If we all behave properly on public transport, we can be proud of ourselves as well as our wonderful MTR.

Yours faithfully,
Chris Wong

Greeting

Introduction

1st Topic Sentence

elaboration

2nd Topic Sentence

elaboration

Bad behaviour on buses

(adapted from the star letter on March 2, 2009)

I hate traveling by bus! But I have to catch the bus to school every day. I'm fed up with the people who do not behave themselves on buses.

Some people do not know the importance of personal hygiene. Sometimes when my friends and I are sitting and chatting happily, someone behind us starts coughing or sneezing. Some people never use tissues to cover their mouths. It is disgusting. We then have to sit with our mouths closed to avoid getting infected, and we can't chat until we leave the bus. Besides, people who sit with their legs pushing into the seat in front are also very irritating.

In addition, it is selfish of some people to eat or drink on buses. Some people even leave their food or tissues on the seats. After a hard day at school, all I want is a little rest on the bus. But suddenly I find I am sitting in a mess left by someone else, and my uniform is too dirty to be worn to school the next day.

What can we do to change the situation? I really wish people would be more considerate.

Martin Tsang

Title

Introduction

1st Topic Sentence

elaboration

2nd Topic Sentence

elaboration