Preface

This booklet of Online Writing Extension Programme is the outcome of the collaboration between the Gifted Education Section of the Education Bureau and the teachers of Queen Elizabeth School Old Students’ Association Branch Primary School, in facilitating the English Language learning and teaching of high ability students in an online language learning programme. With this booklet, we aim to provide primary schools with suggestions on the design, implementation and evaluation of a school-based gifted language programme.

Reading and writing are interlocking experiences. Counting on linguistically gifted students’ aesthetic sensitivity and potential in appreciation of language, teachers may encourage students to read a wide range of texts on familiar topics about their daily lives and the everyday happenings in the community. By reading extensively for purposeful writing tasks, high ability learners of English may further develop their ability to understand intentions, attitudes and feelings conveyed in a text, gather and present information by using appropriate strategies in writing. With appropriate instruction, students are guided to explore, express and apply ideas strategically, exchange information effectively, and solve problems flexibly. Following the learning targets, objectives and outcomes of the English Language curriculum framework, schools are encouraged to plan and develop coherent and extensive language programmes for linguistically gifted learners whose interests in language learning extend beyond the implemented curriculum.

As Gagne’s Differentiated Model of Giftedness and Talent says (2003), intellectually gifted children have identifiable general ability domains which provide them the potential for demonstrable talents to emerge. Potential will only translate into performance through a catalyst in form of intrapersonal, developmental and/or environmental factors which orientate a person towards a given talent. In other words, a child cannot demonstrate a gift in an area in which experience has not been encountered. Teachers may, in terms of students’ interests and abilities, provide gifted students with opportunities to discover and develop their potential with the use of technology.

Technology is one strategy to help students access information and master contents in various areas of curriculum. Jones (1995) describes three stages of computer use in student learning. The first stage includes computer use to assist instruction, i.e. computer-assisted instruction (CAI). The second stage includes computer use for basic research, thinking skills, and exposure to real-world problems and examples. At the third stage, teachers may ask students to use the computer for advanced information, define and identify problems, and learn curriculum content at an accelerated pace.

Aims

This booklet aims to:

• facilitate the linguistically gifted students to write creatively and judge analytically through reading and writing responsively online;
• provide teachers with ideas for use in teaching writing; and

• extend students’ interest in writing.

The booklet starts with a description of the piloted programme ‘Online Writing Extension Programme’ in the participating school in 2007. Schemes of work, learning and teaching materials with highlights of gifted education considerations, and remarks on programme evaluation are all included for teachers’ reference.

The suggested activities in the booklet engage students in autonomous learning in a gradual, progressive way, that is, from having students participate in highly structured activities to letting students accomplish less structured tasks which allow more room for learner initiative. In any case, teachers are welcome to use and adapt the activities to suit the abilities, needs and interests of students.

We welcome feedback and suggestions from teachers when you have tried out the activities with your students. Comments and suggestions can be sent to the Chief Curriculum Development Officer, Gifted Education Section, Education Bureau, Rm E328, 3/F, Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Hong Kong, by e-mail to gifted@edb.gov.hk or by facsimile on 2490 6858.

For further enquiries about this booklet, please contact the Gifted Education Section on 3698 3472.

Acknowledgements

We extend our gratitude to Ms. Angel Cheng Wai-sum, English Language teacher of Queen Elizabeth School Old Students’ Association Branch Primary School for her dedication and effort to pilot an English gifted programme for this booklet.
Description of the Programme

Level of the Target Students

Primary 5 – 6

Characteristics of the Target Students

The target students possess the following characteristics which imply their need for further learning opportunities. They:

- express ideas intelligently with a range of language forms
- see exceptions
- sometimes seem off task
- inject new possibilities
- share bizarre, sometimes conflicting opinions
- like to ask ‘what if’ questions quite often
- prefer the company of creative peers but often work alone
- relish wild, off-the-wall humour
- enjoy creating
- usually perform above average and sometimes even come top of the class but seem to achieve with low effort
**Needs of the Target Students**

The programme addresses:

- students’ reading interests
- students’ exposure to everyday issues and happenings
- students’ ability to extend their creativity in writing and solving problems
- students’ desire to learn and be challenged at their learning pace
- students’ initiative to adapt their own learning time and products

**Aims of the Programme**

The programme aims to:

- develop high ability students’ creativity, high-level skills related to flexibility, critical thinking, communication, self-managed learning and adaptability with the use of technology;
- engage students in process writing which supports more self-monitored habits of learning;
- build up students’ command of language and study skills to prepare for the challenges of higher-level learning (e.g. secondary education)

**Learning Objectives**

1. To strengthen students’ ability to generate ideas fluently through designing product(s) and writing instructions of a treasure hunt
2. To develop students’ critical thinking skills through evaluating peers’ designs and analysing a community issue
3. To enhance students’ writing skills through quality feedback from teachers and peers
4. To understand how English language works in communicative writing activities and apply the understanding to their learning and creative use of the language

**Intrapersonal and Interpersonal Objectives**

1. To respect and support effort, contribution, and independence in their learning
2. To understand the roles of a responsible learner and practise the self-learning skills
Content

The programme comprises two parts. They are designed according to the content of two modules of an English Language textbook for primary 5 students.

**Part 1 is an extension of the module ‘We Love Hong Kong: Travelling Around’. It consists of two choices:**

- Choice 1 asks students to read articles about the merger of KCR and MTR and analyse the advantages and disadvantages of the merger.

**Part 2 is an extension of the module ‘Happy Days: Fun with Making Things’. It is based on three of the five steps of the Osborne-Parnes Creative Problem Solving Model (1998):**

- **Step 1**
  asks students to identify the underlying problem of the scenario described.

- **Step 2**
  asks students to generate possible solutions for the problem identified.

- **Step 3**
  requires students to evaluate the effectiveness of the solutions and select the best one with reasoned explanation.

Prerequisite

Teachers need to have the e-class system or a school e-mail system established in advance of the programme.

Time Allocation

The recommended breakdown for the two projects is as follows:

<table>
<thead>
<tr>
<th>Project</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>1-2 months</td>
</tr>
<tr>
<td>Part 2</td>
<td>1-2 months</td>
</tr>
</tbody>
</table>

The recommendation has taken into account of the homework and study that students need to do for regular classes, tests and exams.
**Assessment**

The assessment practice adopted in the piloted programme mainly serves to inform learning and teaching, chart the development of students’ knowledge, skills, and attitudes. The assessment in the programme focuses on students’ demonstration of their ability to:

- understand the features of informational and situation texts
- read actively
- evaluate products critically
- generate solutions to problems and describe their ideas with the language learned in class
- edit others’ and their own work based on teachers’ comments

A range of activities can be used to assess students’ performance. Examples are:

- short writing pieces
- task sheets, e.g. graphic organisers
- a description of a treasure hunt
- a description and illustrations of a product design
- Teacher’s constant feedback
- Peer-editing and evaluation

**Part 1**

**Description of Part 1**

Part 1 aims to develop students’ creative thinking, research, evaluating and analysing skills. Students either design a treasure hunt, or research and evaluate on a current issue. During the learning process, students are allowed to make choices based on their interests and learning goals. In the Scheme of Work, you will see the symbol ☀ whenever choices are given.

Students plan their projects based on the choices given and state their choices clearly in their action plans before they start the project. See the action plan in Appendix 1. However, they are allowed to change their mind at the initial stage of the project. Teacher’s support is needed during the decision-making process.

To help students learn to be an independent learner, at the beginning of the programme, teachers should involve students in setting goals. According to student abilities, teachers may give concrete instructions at the early stages of the programme and later leave students more autonomy with fewer clearly-stated steps to accomplish open-ended tasks.
**Targeted Skills**

- Critical thinking
- Creative thinking
- Analytical thinking

Gifted students need to experience high-level, challenging interactions with the world of ideas at different stages of learning. Teaching these skills can equip them with the capacity to participate in society at the level that is appropriate to their abilities and needs.

**Curriculum Content Previously Taught to Students in the Regular Classroom**

- Get to know the different types of transportation in Hong Kong
- Learn about some famous places in Hong Kong such as Lantau Island
- Learn to write instructions to show the direction
- Conduct a survey on ‘Our favourite types of transport’ and write a survey report

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**Part 1: Extension of the Module ‘We Love Hong Kong: Travelling Around’**

Working on either Project 1 or Project 2

<table>
<thead>
<tr>
<th>Project</th>
<th>Objectives</th>
<th>Procedure</th>
<th>Materials</th>
</tr>
</thead>
</table>
| Choice 1 Project 1 - MTR + KCR =? | By the end of this Project 1, students should be able to:  
- research on a topic with or without resources provided  
- evaluate the benefits of the merger to a particular group of people  
To enhance gifted students’ evaluating skills, they are given tasks that require them to decide between alternatives after a thorough consideration of different perspectives. | 1. Research about the merger of KCR and MTR and organise information in a graphic organiser.  
- With Teacher’s (T) structured instructions shown in the self-paced e-learning materials, students develop the background knowledge of the merger according to their comprehension level. See the English Adventure PowerPoint notes for the tiering instructions that T may adjust and redesign according to students’ readiness level.  
- Write a discussion about the merger. Have students respond to the suggested questions below. The answers to the questions will help students through the discussion about the merger. | Self-paced e-learning materials:  
English Adventure (PowerPoint learning and teaching notes)  
(Teacher’s Copy) (P.20) |

Choices are important to gifted students because they will be more actively involved in the learning process if they are allowed to explore their own interests.

Doing research is one of the approaches to developing analytical thinking skills.
a) How do people living in different places of Hong Kong feel about the merger?

b) How do people taking long/short trips think about the merger?

c) How do you/your friends feel about the merger? Why?

2. Choices of research:

   a) Read the articles provided.
   b) Search for new articles about the merger.
   c) Do a survey in your class/school.

Based on their interpretation and understanding of the articles read and/or the data collected, students organise their thoughts by using a graphic organiser. A student’s graphic organiser is included as an example (P.32).

3. Peer-editing.

4. Teacher’s feedback. See an example of students’ final drafts on (P.33).

Choice 2
Project 2 - Treasure Hunt

By the end of this Project 2, students should be able to:

• write directions of a treasure hunt
• give clues to the reader
• provide illustrations of a place/route on their choice

Giving clues for a treasure hunt promotes creative thinking. Students need to decide on the level of challenge that they intend to give the reader with their clues given.

1. Research on famous places in Hong Kong.

2. Find a place to hide a gift of T.
• Design a treasure hunt by writing instructions to show the direction and giving clues for finding the gift with one of the following on student choice:

   a) Illustrate the place where the treasure is hidden with pictures
   OR
   b) Draw the route to the hiding place from your school.

3. Peer-editing.

4. Teacher’s feedback (P.34-35). See the examples of finished treasure hunts.

Self-paced e learning materials: English Adventure
**Teacher’s copy:**
Self-paced e-Learning Materials English Adventure
For the powerpoint, please visit
http://resources.edb.gov.hk/gifted/Learning_&_Teaching_ResourcesII/
pulloutprogramme0708/english_adventure_ts_copy.ppt

**Part 1: Extension of the Module ‘We Love Hong Kong: Travelling Around’**

Choice 1: MTR + KCR = ?

**Notes to Teachers:**
1. Search an issue of controversy in the city to engage students in studies of real-life problems.
2. Engage students in a situation to prepare them for the coming tasks.
3. Break the issue into small, clearly-stated, step-by-step parts according to students’ levels of readiness.

**Notes to Teachers:**
Start the programme from the Knowledge and Comprehension levels, the fundamental levels of Bloom’s Taxonomy, to get students to equip themselves with the awareness and understanding of a significant social issue. Decide which parts you want students to do independent reading. Set hyperlinks to the websites that provide full stories. Have students read the recommended texts online at their own pace in a given period of time.
In the second stage of independent reading, based on what they know about the issue, have students respond to interpretive and inference questions. Move them onto the divergent thinking stage.

Develop intralinks throughout the PowerPoint to allow students to accomplish the tasks based on choice.

Monitor students' reading progress and understanding regularly. The first tasksheet following the independent reading stage can serve a checkpoint.

Give students room to do extensive reading by interest. Some recommended websites may be given.

Relate the task to what students have learned (e.g. the skills of conducting a simple survey and writing a short report). Give them concrete instructions and leave them room to apply and master the techniques and steps.
Part 1: Extension of the Module ‘We Love Hong Kong: Travelling Around’

Choice 2: Treasure Hunt

Notes to Teachers:
Set a time limit to get students to manage their learning.

Notes to Teachers:
Give students explicit instructions to help them develop the habits of self-determined learning.

Notes to Teachers:
Create options to allow students of different abilities to apply and transform the learned skills and techniques in a new task.

Notes to Teachers:
Relate the task to the themes of the regular English curriculum (e.g. famous places in Hong Kong).

Notes to Teachers:
Relate the guiding questions as a reminder if necessary. Skip this if students are mature, self-monitored learners.

Notes to Teachers:
Set a time limit to get students to manage their learning.
Commuters on short trips want bigger cut

Joshua But and Ng Kang-chung

The MTR Corp’s announcement yesterday of fare reductions, the result of the merging of MTR and KCR services, received different responses from commuters.

The new fares, which will mean lower travel costs for 2.8 million passengers from December 2, benefit travellers on long journeys only.

Mr Yuen and Mrs Yuen, a married couple who spend HK$3,000 a month travelling daily from Tai Po to Kowloon Tong (quite a short trip), had hoped for a bigger fare reduction. Mrs Yuen said: ‘The transport fee is a big cost for us. Now the new fares are just 5 per cent lower than the old fares. It’s not enough! For a HK$10 fare, it is a reduction of 50 cents. It should be at least HK$2,’ she said.

Another commuter, Ms Wong, who spends HK$700 a month on travel, said it was ‘unfair’ that there were different rate reductions for long and short journeys.

Mr Lam, who makes the short trip from Sha Tin to Kowloon Tong every day, said the fare cuts would prove more beneficial for those making long journeys. ‘I always make short journeys, so it will have little impact on me,’ he said.

Passengers with Octopus cards who use the KCR and MTR on a single journey can save up to HK$7 per trip, if the interchange is made within 30 minutes and for journeys with a maximum of two interchanges.

The new fare arrangement will mean senior citizens using Elder Octopus cards will get a HK$2 flat fare for any rail trip on Sundays and public holidays.

For details of the new fares, please visit mtr.com.hk.

Note: The asterisked words are hyperlinked to the websites that provide the explanations of the words.

Notes to Teachers:
Find current articles that concern students’ lives and interests. Adapt the length of the text and the vocabulary according to student levels and reading abilities. Develop hyperlinks to an online dictionary to help students focus on the target new words and develop a practice of using references in independent reading when necessary.
**Commuters on short trips want bigger cut**

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**Talkback**

Derek Tin, 15 years old, Wanchai

What benefits do you expect from the MTR-KCR merger?

The merger of the MTR and KCR operations has finally been completed.

For a small city such as Hong Kong, it is difficult to maintain two rail operations. In order to make the railway system more effective, a merger was felt to be the only option.

I do think it will make travelling by rail easier or more efficient. There will now be no need to change between different operators. Also, some of the existing stations will be changed slightly, to make the design of the place more amenable to users.

In the long term, I think it will make travelling on the system cheaper, with a more streamlined operation of the rail network.

H.C. Bee, 12 years old, Tin Shui Wai

I expect that fares will be cut by at least 10 per cent on long and short routes, following the merger and there will be more student half fares.

However, I am disappointed that for most residents in Tin Shui Wai, it will still be expensive to travel to other parts of the city.

I hope MTR Corp will look into this case and reduce fares on these long routes, because fares are still expensive for Tin Shui Wai residents, they don’t want to travel to other parts of the city.

In fact, because there is no more interchange discount, these residents will end up paying more.

I really hope that the new enlarged MTR Corp will not just focus on money, but also think about the needs of the residents in some areas when deciding the fare levels.
Interview Questionnaire (Sample):

Survey on how people feel about the merging of KCR and MTR

Interviewer: I am XX from Class XX. I am doing a project on the merging of KCR and MTR. May I ask you a few questions? It takes about 5 minutes.

1. Have you heard of the merging of KCR and MTR? Yes No Not Sure
2a. Are you happy with the merging of KCR and MTR? Yes No Not Sure
2b. Why?
   A. It is cheaper for me to go to school.
   B. I don’t take the KCR or MTR.
   C. My father/mother will spend less money on travelling.
   D. I think two railways are better than one.
   E. Other reasons: ___________________________________________
      ___________________________________________
      ___________________________________________

Interviewer: Thank you for your time.
The Merging of KCR and MTR

In February 2004, the Government invited the Kowloon-Canton Railway Corporation and the MTR Corporation Limited to talk about the merger between the two corporations. Finally, on the 2nd of December, 2007, the merger of them came into effect.

Some people think the merger will make the railway system more effective and travelling by rail easier and more efficient. Other people think the fares are still expensive, they do not want to travel to other parts of the city and they want to reduce fare on long routes.

People taking long trips expect that fares to be cut by at least 10 per cent on long and short routes. And, people taking short trips say that the fare cuts is more advantageous for those making long journeys than short journeys and there is little impact on them.

I think the merger is good because it is cheaper than before, it is also convenient. My father is a staff of KCRC and I can travel free on both the KCR and the MTR from now onwards. Besides, if the half fare policy for students extends to all rails, I may enjoy this benefit too. I have free trips for more saving.

Comment:
With the use of the graphic organiser, the student analyses what she has read and summarises the views of different stakeholders in the city in sensible paragraphs.

One Step Forward: Apart from the fare changes brought about by the merger, the student may try to think about its effect in other areas, for example, the development of the areas along the railway line.
Student 1’s Treasure Hunt

Dear Miss Cheng and everybody,

How are you? I am Ricco Fung from 5B. I have a very fun treasure hunt game for you from our school to another mystery place.

First, go out of Queen Elizabeth School Old Students’ Association Branch Primary School and turn right. Walk along the street and you will see a slope.

Then, go up it, turn right and go up another slope (Can you see it?) and you will see Tin Shui Wai West Rail Station. After that, go inside the station and find an exit to the bus stop and wait for Bus 969 there.

You do not need to change to any other buses, but you need to get off the bus at the Harbour on Pier Road, Sheung Wan. After that, walk a few minutes and you will arrive at the Harbour and you need to wait for the ship to Cheung Chau.

When you arrived, you also need to walk a few minutes to another harbour. Wait for another ship. When you arrived, you will see a famous cave. The gift is inside it.

Do you know where is it? If you know, you are clever!

Hope you will enjoy this game!

Best Wishes,

5B Ricco
24/2/2008

Student 2’s Treasure Hunt

Go out of QESOSABPS and then turn right and go straight ahead. Go over the footbridge. Go towards Tin Shui Wai West Rail Station. 7-eleven is on your right. You will see the next clue near the cashier.

Get on the West Rail train to Nam Cheong. Then, get off the West Rail train and change to Bus K16 to Tsim Sha Tsui. Then, get off the bus on Kowloon Park Drive and go straight ahead. Then cross the Middle Road at the zebra crossing. Walk through the subway. The clue is at the top of the building. This building looks like a bread. It is white. Have a lucky day!!!
**Peer-editing**

Linguistically gifted students sometimes feel frustrated when their age peers are not able to understand their language, make incorrect judgment of errors or provide irrelevant suggestions. Working in groups with others of similar ability in peer-editing regularly will enhance gifted students’ enjoyment in process writing and develop their critical thinking skill. Examples of peer comment can be seen in Appendix 2.

**Teacher Feedback**

Teacher’s timely, specific feedback stimulates high ability students to make improvements and learn to monitor their learning during the process of writing. With the help of the email system, teachers can respond to students to meet their needs online individually regardless of time and space. The number of interactions between teachers and students can therefore go beyond the constraints brought by the paper-and-pencil traditional way of communication, that is, students submit writing pieces and teachers comment on student work on paper. The traditional way of teacher-student interactions may hinder high ability students’ motivation to make prompt revision, and consequently reduce their desire to catch the unknown, which is the essence of intrinsically-motivated learning. By creating a virtual room for teachers and students to interact, students can ask for clarification as a more self-directed learner, and teachers meanwhile can adjust their instructions and use of language according to students’ needs and response. Please see the examples of teacher’s feedback in Appendix 3.

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**Part 2**

**Description of Part 2**

Part 2 aims to develop students’ creative thinking and evaluating skills. It is adapted from The Osborne-Parnes Creative Problem Solving (CPS) Model (1998). It consists of five steps. They are:

1. Fact-finding
2. Problem-finding
3. Idea-finding
4. Solution-finding (Idea evaluation)
5. Acceptance-finding (Idea implementation)

Taking into account the students’ level of readiness and cognitive development, the acceptance-finding step is taken out, and the first (fact-finding) and second (problem-finding) steps are integrated for simplicity in this programme. As a result, this project has three steps:

**Step 1 Problem-finding:** Find the underlying problem from a given scenario by analysing facts

**Step 2 Idea-finding:** Generate ideas for the product of My Design

**Step 3 Solution-finding (Idea evaluation):** Select the best possible solution according to criteria.
In Step 1, two problem-based scenarios are given. Students choose to work on one scenario they are interested in. In Step 2, students describe their products by using the technique of SCUMPS (i.e. design a product in the areas of size (S), colour (C), uses (U), materials (M), parts (P) and shape (S)). In Step 3, students evaluate others' ideas, in addition to those of their own. They need to complete one step before moving to the next and teachers will give feedback when each step is done.

The steps of this modified CPS model guide students to generate ideas creatively and critically. In the creative thinking processes, the steps tell students what to do at each immediate step in order to eventually produce one or more creative, workable solutions. A unique feature of the model is that each step first involves a divergent thinking phase in which students learn to generate a range of ideas, and a convergent phase then follows in which students should judge the ideas and locate the most promising one(s) according to criteria for further stages of investigation.

**Targeted Skills**

- Creative thinking
- Critical thinking
- Problem-solving

**Curriculum Content Previously Taught to Students in the Regular Classroom**

- Learn about early and recent inventions
- Write instructions for a product
- Describe the materials of a product, its purposes and functions

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### Scheme of Work

#### Part 2: Extension of the Module ‘Happy Days: Fun With Making Things’

<table>
<thead>
<tr>
<th>Step</th>
<th>Objectives</th>
<th>Procedure</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td><strong>Problem-finding</strong></td>
<td>By the end of Step 1, students should be able to:</td>
<td>Self-paced e-learning materials: English Adventure (PowerPoint learning and teaching notes)</td>
</tr>
<tr>
<td></td>
<td>• explore and list the facts of the situation</td>
<td>1. Ss read the two problem-based scenarios.</td>
<td>(Part 2) (P.41)</td>
</tr>
<tr>
<td></td>
<td>• speculate on possible problems</td>
<td>a) Mummy, please pick me up!</td>
<td>Worksheet 1 (Problem-finding) (P.45)</td>
</tr>
<tr>
<td></td>
<td>• converge on major problem(s)</td>
<td>b) Research on the Internet</td>
<td>Teachers’ feedback matters in the process of guiding students to list and identify the underling problem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Choose one of the problems to work on for the learning and application of the adapted CPS process.</td>
<td>It helps students investigate and solve the most crucial challenges in the scenario. T needs to ask a variety of questions from foundational, concrete to transformational levels that lead students through higher-level of thinking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Analyse the chosen scenario and identify the underlying problem by listing the facts. Use Worksheet 1 (Problem-finding) as a guide. See the samples of student work (P.47).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Teacher provides feedback on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the underlying problem identified</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the language used in the description</td>
<td></td>
</tr>
</tbody>
</table>

**Step 2** **My Design**

By the end of Step 2, students should be able to:

1. Ss needs to figure out what design they should be able to do.

Worksheet 2 (My Design) (P.51)
### Step 3: Ideas evaluation

By the end of Step 3, students should be able to:

- evaluate possible solutions in each area of SCUMPS
- select criteria that are appropriate to the underlying problem and the needs of the problem owner
- select the most promising solution based on objective criteria
- justify one’s decision

| 1. | Ss evaluate others’ design in each area of SCUMPS. | Worksheet 3 (Evaluation) (P.59) |
| 2. | Select the best design from the options given. | |
| 3. | Describe the best design and provide reasons for their choice. See samples of peer comment on each other’s product (P.61). | |
| 4. | Teacher provides feedback on:  
  - the reasons students provide to justify their choice  
  - the language used in the description | |

Gifted students enjoy this part most. It provides room and autonomy for them to learn to apply creative and analytical thinking within a clearly-defined frame of SCUMPS in the beginning. Once practice is done, students should be encouraged to adapt and construct a frame of their own for idea development.

### Project A: Mommy, please pick me up!

**Notes to Teachers:**
Engage students in a career of their interest.

**Notes to Teachers:**
Design a scenario with problems familiar to the students. Adjust the complexity of the problems right above the level of students’ competence. Have students take the challenges with confidence.

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**Part 2: Extension of the Module ‘Happy Days: Fun With Making Things’**

**Project A:** Mommy, please pick me up!

**Part 2 Project A**

- Are you a creative person? Do you like solving problems? Many scientists love to invent new things to solve people’s problems.
- I am sure you are a great scientist too. Here’s one problem for you! Read Tom’s story ‘Mommy, please pick me up’!

**Notes to Teachers:**
Engage students in a career of their interest.
Part 2: Extension of the Module ‘Happy Days: Fun With Making Things’

Project B: Research on the Internet

Notes to Teachers:
Guide students to learn the CPS steps by taking small leaps.

Part 2: Project A

Problem finding

What is Tom’s problem?

Use the Problem Finding Worksheet to organise the information from the story. Then you will see the problem!

Part 2: Project A

Possible solutions

What does your invention need to do in order to help Tom?

Complete page 3 of the Problem Finding Worksheet:
1. The problem is that Tom...
2. Tom needs a...
3. My design will be able to...

Send the problem finding worksheet to Ms Li (name of the teacher) via e-mail.

Part 2: Project B

Research on the Internet

Ms Lim asked her students to do a research project on the Internet. She gave her students two weeks to complete the project. Sue, one of her students, predicted that she would need two hours only to do the research as she didn’t start until the day before the deadline.

Part 2: Project B

Research on the Internet

Are you a creative person? Do you like solving problems? Many scientists love to invent new things to solve people’s problems.

I am sure you are a great scientist too. Here’s one problem for you! Read Sue’s story, ‘Research on the Internet’.

Part 2: Project A

Designing a product

1. Design one or more products that can do what you want.
2. Describe your product(s) based on SCURPS (size, colour, use, material, the parts and shape) on My Design Worksheet.

Send My Design Worksheet to Ms Li (name of the teacher) via e-mail.

Part 2: Project A

Whose invention is the best?

1. You will receive 4 product descriptions created by your groupmates.
2. Complete Evaluation Worksheet part 1. Give each invention a score between 1 and 4 (1 low, 2 moderate, 3 high, 4 very high) for each item of SCURPS.
3. Complete Evaluation Worksheet part 2. Choose the best invention from the 4 products created by your groupmates and explain why it is the best.

Send Evaluation Worksheet to Ms Li (name of the teacher) via e-mail.

Part 2: Project B

Problem finding

What is Sue’s problem?

Use the Problem Finding Worksheet to organise the information from the story. Then you will see the problem!
Part 2: Extension of the Module ‘Happy Days: Fun With Making Things’

Worksheet 1: (Problem-finding)

English Adventure Part 2 Worksheet (Problem-finding)

Name: __________________________( ) Class: ______________

Date: __________________________

Identifying the problem

<table>
<thead>
<tr>
<th>What do you know from the story?</th>
<th>What is the problem?</th>
<th>What does Tom/Sue need?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Project B
Possible solutions
What does your invention need to do in order to help Sue?

Complete page 2 of the Problem Finding Worksheet:
1. The problem is that Sue...
2. Her needs are...
3. My design will be able to...

Send the problem finding worksheets to

Part 2 Project B
Designing a product
1. Design one or more products that can do what you want.
2. Describe your product(s) based on SCURPS (size, colour, use, material, the parts and shape) in My Design Worksheet.

Send My Design Worksheet to Mr/Mrs

Part 2 Project B
Whose invention is the best for Sue?
1. You will receive 4 product descriptions created by your group members.
2. Complete Evaluation Worksheet part 1. Give each product a number between 1 to 4 (1 for the worst and 4 for the best) for each item of SCURPS.
3. Complete Evaluation Worksheet part 2. Choose the best invention from the 4 products created by your classmates.

Send Evaluation Worksheet to Mrs

(The End)
Step 1  Student Work:
(Problem-finding)

Identifying the problem

<table>
<thead>
<tr>
<th>What do you know from the story?</th>
<th>What is the problem?</th>
<th>What does Tom/Sue need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that:</td>
<td>The problem is:</td>
<td>I think Tom needs a very fast car because Tom's mother can pick him up by this car and then go to work. It is fast so that Tom's mother can go to work on time. This car can take Tom and his mother to the school and work quickly and it's automatic.</td>
</tr>
<tr>
<td>- Tom is 7 years old.</td>
<td>Tom is afraid to go home and school by himself and his mother will not pick him up.</td>
<td></td>
</tr>
<tr>
<td>- He was born in Tin Shui Wai and grew up there and he was sent to a school in Kowloon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- In the first year, his mother could not find a job so she picked Tom up every day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- His mother could find a job so she will not pick Tom up every day.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student A

Part 2 Problem finding
Name:            Class: 5B
Date:  24th April,08

Comment:
With the help of the KPN (Know-Problem-Need) Grid, this student succeeds in analysing the scenario, identifying the problem and the needs of the key person(s) in the context.
What is Tom’s/Sue’s problem?
Tom is afraid to go home and school by himself and his mother will not pick him up.

What does Tom/Sue need?  (My design will be able to...)  
I think Tom needs a very fast car because Tom’s mother can pick Tom up by this car and then go to work.

What will your design be able to do to help Tom/Sue?  
I will design a fast car to help Tom because the fast car can take Tom and his mother to the school and work quickly so that his mother can pick him up and will not be late.

---

What is Tom’s/Sue’s problem?
She couldn’t do the research project on the Net for half an hour but she needs to do the work for two hours so she couldn’t finish her work before the deadline.

---

**5B Problem Finding**

'Research on the Net – Sue'

**Identifying the problem**

<table>
<thead>
<tr>
<th>What do you know from the story?</th>
<th>What is the problem?</th>
<th>What does Tom/Sue need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Ms Lam asked Sue and her classmates to do a research project on the Net. She gave two weeks to complete the project.</td>
<td>-Sue’s mum didn’t let her sit in front of the computer more than half an hour because it is bad for her eyes.</td>
<td>-Sue needs a thing that won’t hurt her eyes and can help her do the research so that her mum will let her do the work for a long time.</td>
</tr>
<tr>
<td>-Sue predicted that she would need two hours to do the research.</td>
<td>-Sue couldn’t do a research project on the Net in thirty minutes.</td>
<td>-Sue needs a thing that can give her some ideas about her project so that she doesn’t need too much time to do the research.</td>
</tr>
<tr>
<td>-Sue just started her work on the last day before the deadline.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment: Not only the problems, this student also identifies the needs of the key person (i.e. Sue) and think of the ways that help Sue out with a multi-functional product.
What does Tom/Sue need? (My design will be able to...)  
Sue needs a thing that won't hurt her eyes and can help her do the research so that her mum will let her do the work for a long time. It should be able to give her some ideas about her project so that she doesn't need too much time to do the research!

What will your design be able to do to help Tom/Sue? 
I'll design a computer that won't hurt the eyes and it is good for the eyes. It isn't big and it's convenient. I will design a notebook that will give Sue some ideas after she enters the things she wants to know so that she can have more ideas and she can do the work faster.

Worksheet 2: (My Design)

Designing a product
Design at least one product for Tom/Sue. Describe your product based on SCUMPS.

<table>
<thead>
<tr>
<th></th>
<th>Size (S)</th>
<th>Colour (C)</th>
<th>Uses (U)</th>
<th>Materials (M)</th>
<th>Parts (P)</th>
<th>Shape (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the size of the product? Why?</td>
<td>What colour is it? Why?</td>
<td>What are its uses?</td>
<td>What does it make of?</td>
<td>What are the parts of the product?</td>
<td>What is the shape of the product? Why?</td>
</tr>
<tr>
<td>Product 1:</td>
<td>Product name:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ___________________________ ( )  Class: ________________
Date: ___________________________
**My design: __________________ (Name of Product 1)**

Draw your product in the box below and describe your product based on SCUMPS.

<table>
<thead>
<tr>
<th>Draw</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Size (S)</th>
<th>Colour (C)</th>
<th>Uses (U)</th>
<th>Materials (M)</th>
<th>Parts (P)</th>
<th>Shape (S)</th>
</tr>
</thead>
</table>

**Product 2:**

<table>
<thead>
<tr>
<th>Product name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
My design: __________________ (Name of Product 2)

Draw your product in the box below and describe your product based on SCUMPS.

Draw Description

Product 1: English Adventure Part 2 Worksheet (My Design)

<table>
<thead>
<tr>
<th>Designing a product</th>
<th>Size (S)</th>
<th>Colour (C)</th>
<th>Uses (U)</th>
<th>Materials (M)</th>
<th>Parts (P)</th>
<th>Shape (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product 1: Product name:</td>
<td>Its size is not too big and not too small.</td>
<td>It is green because green is good for eyes.</td>
<td>It can broadcast his mother’s image and his mother’s voice so that Tom can go home by himself and he will not be scared.</td>
<td>It is made of cotton and metals</td>
<td>It has a projector, a schoolbag and a recorder</td>
<td>It looks like a school bag so that Tom can carry it to the school.</td>
</tr>
</tbody>
</table>
**My design:** Make you don’t feel lonely

**School bag**

- **Green school bag**
- **Projector**
- **Recorder**

**Description**

- **Draw:**
- **Green school bag**
- **Projector**
- **Recorder**

- **Its size is not too big and not too small. It is made of cotton and metals. It is green because green is good for eyes. It looks like a school bag so that Tom can carry it to the school. It has a projector and recorder that can broadcast his mother’s image and simulate his mother’s voice. If Tom carries it on his way home, he will feel his mother next to him so that Tom will not be scared.**
My design: A.I. car (Artificial Intelligent Motor Car)

Draw your product in the box below and describe your product based on SCUMP.

**Description**

The size of A.I. car is L800xW250xH250cm and it weighs 2500kg. It has many facilities inside the car (e.g. computer, CD player, CCTV (closed-circuit television), refrigerator etc...). Tom can use those facilities to surf the net, listen to music and eat some food in the car, his mother can see the CCTV to check Tom’s safety in the car also. It is red because the colour is sharp so it can protect the car when the car is on the road. It is used for delivering Tom at school and home. It runs automatically. It is made of iron, glass and plastic and it has a screw and electronic parts. It looks like an eagle, because eagles give people a powerful feeling, so it makes Tom feel safe.

**Worksheet 3: (Evaluation)**

**Evaluating a product**

**Part 1**

Evaluate 4 products created by your classmates. Give each product a point from 1 to 4 (4 for the best and 1 for the worst) for each category of SCUMPS.

<table>
<thead>
<tr>
<th>Name of the product</th>
<th>Size (S)</th>
<th>Colour (C)</th>
<th>Uses (U)</th>
<th>Materials (M)</th>
<th>Parts (P)</th>
<th>Shape (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>... (name of the product) created by ... (name of the designer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 2
Which is the best product? Why?

Evaluating a product

Part 1
Evaluate 4 products created by your classmates. Give each product a point from 1 to 4 (4 for the best and 1 for the worst) for each category of SCUMP.

<table>
<thead>
<tr>
<th>Size</th>
<th>Colour</th>
<th>Uses</th>
<th>Materials</th>
<th>Parts</th>
<th>Shape</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A computer (Tom) by Wing Sze</td>
<td>4 (Its size is good because it is big so that Sue can read the information easily)</td>
<td>1 (Its colours aren’t good because the product is too colorful so that it makes Sue’s eyes painful)</td>
<td>2 (I don’t know what does it used for)</td>
<td>3 (The materials of the product are good because they are common so that they are easy to buy)</td>
<td>2 (I don’t know what the parts of the product are used for)</td>
<td>14</td>
</tr>
<tr>
<td>Activity Notebook by Helen</td>
<td>3 (Its size is good because it is easy to carry)</td>
<td>3 (Its colours are good because the colours can make Sue feel comfortable)</td>
<td>3 (It is useful because it can let Sue knows what she does)</td>
<td>2 (I don’t really know that are parts of the product are)</td>
<td>4 (Its shape is good because it is convenient so that Sue can carry it around easily)</td>
<td>18</td>
</tr>
</tbody>
</table>
Part 2

Which is the best product? Why?

A magic clock by Wendy is the best product because it is not only useful but also convenient. The colours are beautiful so that Sue will feel comfortable when she looks at the product. The materials are reusable and cheap so that the cost of the product is low. Sue can buy it with a low price. The shape of the product is good because Sue can carry it around easily. The parts of the product are useful too! They can tell Sue to watch time. But the size can be better. The product can be bigger so that Sue can watch the time easily.
Impact on Learning

Students were asked to fill in a questionnaire to reflect on the learning during the programme. See Appendix 4 for the sample of the questionnaire.

Language Used in Emails

80% of students revealed that they used more and better English in their emails after the programme. Most of these students seldom use English as the medium of communication. They lacked the vocabulary for effective communication and were afraid of making grammatical mistakes. In this programme, students were required to communicate with their teacher and peers in English. They are now more confident in using the language for communicative purposes. Some students’ voices can be seen in Appendix 5.

Project Content

Many students find the content of the programme more challenging and interesting than their regular projects. They enjoy doing creative tasks such as designing a treasure hunt or a product. They think the programme allows more room for their creativity than their regular homework or projects. A few of them find the programme very difficult though but they also enjoy creating things on their own. See the extracts from some of the participant questionnaires in Appendix 6.

Teacher Feedback

All students find teacher’s comments useful. They like the way the teacher gives her feedback in detail and explains their errors. Many of them think their writing skills have improved after the programme. They think teacher’s feedback is more helpful when it is provided online for the following reasons:

• It is easier to read without many ticks and crosses;

• It allows them to find exactly where they make mistakes;

• When they are stuck in some steps, they get through the unclear points with the help of the timely, specific explanation from the teacher;

• It provides examples of writing so they can better understand the use of the language;

• It explains why certain words or language features are better than others or even cannot be used in some situations;

• It makes it easier for teachers to give detailed feedback; and

• It makes it easier for them to make corrections or revise their drafts.

See their views in Appendix 7.
Online Peer-editing

Most of the students enjoy peer-editing because they like to read their peers’ work and they like to learn from each other. Some of them find it more convenient and faster to edit online than on paper. To see their words, please see Appendix 8.

Impact on Daily Learning

All of the students think that the programme has a positive impact on their daily learning. Some find that their writing skills have improved and their vocabulary bank has expanded. They can apply those skills and vocabulary in their regular homework and exams. Others feel that they become more confident in using English in their everyday communication. Appendix 9 tells some of their feedback.

Project Content

More able students often find regular lessons boring. They enjoy more challenging and creative tasks. This programme suits their learning needs and develops their higher-order thinking skills. The content of the projects are in line with the content of the regular lessons. More able students were challenged and stimulated to extend and enrich their knowledge in this online programme.

Online Feedback

The teacher found it easier and more convenient to provide feedback and collect work from students online. It allowed her to explain students’ errors in detail and adapt her response based on their needs. The teacher took into account the students’ levels of readiness when setting her expectations and giving her feedback. It was also easier for her to keep track of students’ writing progress since all work pieces can be saved in the computer.

Peer-editing

It is difficult to carry out peer-editing activities in class because students work at different paces and levels of readiness. In this programme, the teacher assigned work for students to edit and comment on peers’ work according to their level of readiness. Students were also given a period of time to edit others’ work at their own pace and send their comments to the teacher whenever their jobs were done.
Appendices

Appendix 1: Action Plan

Name: _____________________  Class: _______  Date: ___________

My Action Plan

My Goals:
How do you want to improve your learning of English? Let’s set our goals at the beginning of the programme. With our effort and confidence, we will make it day by day!

Set your goals now! Do you want to be able to do the following things after the programme? Put a tick ‘✓’ in the box if you want to have that item as your goal. You may also set your own goals and write them in the bubble. Mr/Ms ____________ (name of the teacher) is waiting for you to share your goals with him/her.

1. I want to tell my feelings and ideas more in English.  
2. I want to improve my writing skills in English.  
3. I want to read and understand more English texts than before.  
4. I want to write with fun, interesting ideas.  
5. If you want to set some other special goals of learning English, list them below and then talk to Mr/Ms ____________ to exchange ideas.

Appendix 2: Peer Comment

Peer Comment (Example)

Dear Peter,

I read your work already. Here are the things you should know.

1. We usually use [go out of]

2. We never use [there had, there have, there has], we use [there are, there is, there was, there were] and you wrote [there had] but the snack shop still in the centre.

3. You wrote [On your right have some black sweets] but we write [there are some black sweets on your right hand side] but if you wrote [On your right have some black sweets], I think [on your right] isn’t [I you we they he she it] and on your right is mean [there]. So, we never use [have] after [there]. If you say on your right is [it]. So you should write On your right has some black sweets.

4. We know what is the treasure hunt. It is a gift. So we don’t write treasure hunt and we should write gift.

5. I think you should add some picture and connective words. E.g. then, first……Don’t always use [.] to finish. E.g. Go straight ahead and turn right. I wrote two direction but I used a[.]

Iris
Go out of QESOSABPS and then turn right to go straight ahead. Go towards Tin Shui Wai West Rail Station. 7-eleven is at the station. **You will see the next clue.** It is near the cashier.

Get on the West Rail train to Nam Cheong. Then, get off the West Rail train and change the bus route K16 to Tsim Sha Tsui. Then, get off the bus and go straight ahead. Then cross at the zebra crossing. Walk through the subway. **The clue is at the top of the building.** Have a lucky day!!!

**Teacher’s Feedback:**

Dear Calvin,

Well done! I really enjoy reading your work. You are very creative! I like your idea of giving clues that lead your classmates from one place to another. It is a challenging and exciting hunt. You may include the content of the final clue here so your classmates can guess where the gift is placed. But remember not to mention the name of the final destination. The final clue may be a riddle or a puzzle!

Great work!

Ms Cheng
### Appendix 4: Post-programme Student Questionnaire

**Writing Extension Project**

**Post-programme Student Questionnaire**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>I think it’s because:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How often do you communicate with others in English via email before this programme? Please state the purpose of the communication.</td>
<td>[ ] Often (10 times or more)</td>
<td>[ ] Sometimes (4 – 9 times)</td>
<td>[ ] Seldom (1 – 3 times)</td>
</tr>
<tr>
<td>2. Is there any change in the language you used in your emails after this programme?</td>
<td>[ ] Yes, the change(s) is/are:</td>
<td>No, I think it’s because:</td>
<td></td>
</tr>
<tr>
<td>3. Do you think this programme is different from your usual English lessons? In what way are they different?</td>
<td>[ ] Yes, they are different. The difference is:</td>
<td>[ ] No, I don’t think they are very much different</td>
<td></td>
</tr>
<tr>
<td>4. What have you learned from this programme?</td>
<td>What I learned includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did you enjoy the writing projects in this programme? Why or why not? Give an example.</td>
<td>[ ] Yes, I did. The example is:</td>
<td>[ ] No, I didn’t because:</td>
<td></td>
</tr>
<tr>
<td>6. Did you find the teacher’s comments helpful during your writing process? In what way do you find them helpful?</td>
<td>[ ] Yes, I found them helpful because:</td>
<td>[ ] No, I didn’t find them helpful because:</td>
<td></td>
</tr>
<tr>
<td>7. Do you think your writing skills have improved after this programme? Why?</td>
<td>[ ] Yes, I think my writing skills have improved because:</td>
<td>[ ] No, I think my writing skills have not improved because:</td>
<td></td>
</tr>
<tr>
<td>8. Do you find it more/less helpful when your teacher gives you feedback online instead of on paper? Why?</td>
<td>[ ] Yes, I enjoy editing/evaluating others’ work online because:</td>
<td>[ ] No, I don’t enjoy editing/evaluating others’ work online because:</td>
<td></td>
</tr>
<tr>
<td>9. Did you enjoy editing/evaluating others’ work online? Why?</td>
<td>[ ] Yes, I enjoy editing/evaluating others’ work online because:</td>
<td>[ ] No, I don’t enjoy editing/evaluating others’ work online because:</td>
<td></td>
</tr>
<tr>
<td>10. Do you think peer editing online is different from peer editing in class? In what way are they different?</td>
<td>[ ] Yes, they are different. The differences are:</td>
<td>[ ] No, they are almost the same.</td>
<td></td>
</tr>
<tr>
<td>11. What have you learned from the evaluating part of the second project?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Have you used anything you have learned in your daily learning? Give an example.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Appendix**

6. 
7. 
8. 
9. 
10. 
11. 
12.
Appendix 5: Impact on Learning – Language Used in Emails

Language used in emails:

Student 1
I seldom used English but now I use English in my emails.

Student 2
I often use emails to talk with my friend in English. I also tell them some words I have learned.

Appendix 6: Impact on Learning – Project Content

Project content

Student 1:

3. Do you think this programme is different from your usual English lessons? Why or why not? Yes or no example.

Student 2:

The problem-based scenarios (in project 2) allowed me to show my creativity.

Student 3:

I like to invent something to help others.
### Appendix 7: Impact on Learning – Teacher Feedback

#### Teachers’ feedback

**Student 1:**

1. Sometimes when I made a mistake in grammar and the teacher corrected me, I would remember and would not make the same mistake again.
2. I improved greatly in grammar usage.
3. It’s more convenient to edit work online.
4. Did you find the teacher’s comments helpful during your writing process? In what way do you find them helpful? (Yes/No) *Example: Yes, I found them helpful because the grammar mistakes were pointed out.
5. Do you think your writing skills have improved after this programme? If yes, please give examples. (Yes/No) *Example: Yes, I think my writing skills have improved because I am more confident in my grammar.
6. Do you find it more helpful when your teacher gives you feedback online instead of on paper? Why? (Yes/No) *Example: Yes, it is easier to make corrections online.

**Student 2:**

1. It suits my needs.
2. I know how to use some of the sentences that I didn’t understand before.
3. It takes more time for teachers to edit our work on workbooks.
4. Did you find the teacher’s comments helpful during your writing process? In what way do you find them helpful? (Yes/No) *Example: Yes, I found them helpful because the grammar mistakes were pointed out.
5. Do you think your writing skills have improved after this programme? If yes, please give examples. (Yes/No) *Example: Yes, I think my writing skills have improved because I am more confident in my grammar.
6. Do you find it more useful when your teacher gives you feedback online instead of on paper? Why? (Yes/No) *Example: Yes, it is easier to make corrections online.

**Student 3:**

1. It’s more helpful because... (Example: I learned more adjectives.)
2. It’s more convenient to edit work online. If teachers had edited my work on workbooks, I might have had to correct the mistakes with a correction pen.
3. Did you find the teacher’s comments helpful during your writing process? In what way do you find them helpful? (Yes/No) *Example: Yes, I found them helpful because the grammar mistakes were pointed out.
4. Do you think your writing skills have improved after this programme? If yes, please give examples. (Yes/No) *Example: Yes, I think my writing skills have improved because I am more confident in my grammar.
5. Do you find it more helpful when your teacher gives you feedback online instead of on paper? Why? (Yes/No) *Example: Yes, it is easier to make corrections online.
Appendix 8: Impact on Learning – Online Peer-editing

Online peer-editing

Student 1:
9. I could learn writing skills and vocabulary from others’ work.
10. It is more convenient to edit others’ work online or by email than to do so in the class.

Student 2:
9. Editing others’ work is a learning experience to me.
10. It may have caused some inconvenience if we commented on someone’s work from another different class.

Student 3:


Impact on daily learning

Student 1:
12. Have you used anything you have learned in your daily learning?
Give an example.

Yes, I use the language I learned from this programme in my English homework.

Student 2:
12. Have you used anything you have learned in your daily learning?
Give an example.

This programme develops my creativity and writing skills.

Student 3:
12. Have you used anything you have learned in your daily learning?
Give an example.

I can write an email in English to my friend in New Zealand.

Student 4:
12. Have you used anything you have learned in your daily learning?
Give an example.

I will use the language I learned in this programme in English writing exams.
The following titles were referred for the development of this booklet. They are included herewith as references for teachers when designing an online gifted programme in English writing for primary students.

**References**


