

English Language Education Key Learning Area



Teaching practices presented with the Award



From left to right: Ms LAM Wai-hing, Ms CHAN Mei-wa, Ms LEE Wai-king, Ms HO So-kuen and Ms CHAU Wing-han

Upbeat Teachers Who Set the Pace

Awardees

Ms CHAU Wing-han, Dorothy	(Years of teaching: 11 years)
Ms CHAN Mei-wa, Melody	(Years of teaching: 21 years)
Ms HO So-kuen, Grace	(Years of teaching: 20 years)
Ms LAM Wai-hing, Annie	(Years of teaching: 21 years)
Ms LEE Wai-king, Joanne	(Years of teaching: 13 years)

School

HHCKLA Buddhist Wisdom
Primary School

Teaching Levels

Primary 1 - 6
(English Language)

Teaching Beliefs

“Learning English plays an important role in students’ whole-person development. Besides language knowledge and skills, students also develop life-long learning strategies, positive values and attitudes. As teachers, we should provide our students with ample learning opportunities to facilitate their development.”

Interview with the Teachers

Dedicated and hardworking teachers who provide the best language environment and experiences for their students.

The interview room was filled with laughter before the real conversation began. The five English panel members at HHCKLA Buddhist Wisdom Primary School started asking about the content of the interview some days ago so that they could prepare for it. Clearly they fully understood the wisdom “chance favours the prepared mind”.

The team comprises both very experienced teachers and relatively new teachers who underwent the mentorship training programme not so long ago. One of the “new” teachers (if you can call a teacher with more than ten years of teaching experience new!) describes the English team in the school as “very enthusiastic” when it comes to teaching.

“In the previous school I taught, I just focused on the materials in the textbook. I seldom made any adaptation. But the teaching culture in this school is really different. Here, we work together to design learning activities for students.” She admits that the tailor-made materials are more suitable for students. “We work very hard but when we see the impact on students’ learning, we feel rewarded,” the other “new” teacher joins in.

Students must learn to read in order to learn

Reading is part of the school culture. Reading broadens students’ horizon and enriches their world knowledge. “To start with, we teach students literacy skills and basic reading skills. Once they have learned how to read, they can read to learn,” says Ms LAM.

Ms CHAU agrees and says, “We cannot teach students everything. We can only provide students with opportunities to develop language skills and learning strategies so that they can learn on their own.”

The teachers CARE

To give equal opportunities to all students, a variety of extensive reading programmes is launched for students of different class levels and abilities, e.g., the Literacy Programme, Guided Reading Programme, and the Super Readers’ Club.

The teachers really care about every child. Out of their dedication to their students, the English panel went beyond their teaching duties and initiated the CARE (Can Achieve Reading Excellence) programme for struggling readers.

“We use simple readers and multi-sensory activities to motivate and help them read,” says Ms LEE. “The students are no great readers yet. But they are showing some interest in reading, and it is reward enough for us.”

Students learn to care and share

More than students’ language skills, the teachers hope to develop the whole person. “We hope students



The library is one of the most popular places in the school.



The Reading Mentorship Programme promotes caring and sharing among students.



can learn to care for the people around them,” says Ms CHAN.

In the Reading Mentorship Programme, senior form students volunteer to help junior form students with their reading. “We believe that it is very important for students to learn, from a young age, to share skills and knowledge with one another,” says Ms CHAU. The programme provides an amicable environment for students to learn to care and share.

“If they do not know what books to read, they can switch to the School Campus TV and see what books their schoolmates have recommended,” says Ms HO laughingly.

A school of happy and confident learners

Students learn English best when they are immersed in a language-rich environment. “We have tried to create a positive learning atmosphere so that students can experiment with the language inside and outside the classroom all the time,” says Ms CHAU.

Shyness and lack of confidence to speak in English are common problems among students in Hong Kong. But the students in HHCKLA Buddhist Wisdom Primary School are willing to use English to communicate and express their ideas.

“We are happy to see that our students have improved a lot since the implementation of the reading programmes,” Ms CHAN says, and the other teachers smile and nod their heads in agreement.

“The improvement has not come easy,” Ms CHAN continues. “We have dedicated much effort and time to sit down together, prepare lesson plans and revise them again and again.” Fortunately, the teachers’ collaborative efforts bear fruit as seen in students’ willingness and ease in speaking English.

A learning community

The English teachers here are open-minded and willing to share. There is a co-teaching culture in the school. The panel head, Ms CHAU says, “We always co-plan and co-teach our lessons. We observe each other during the lesson

and afterwards discuss what was good about the lesson and what can be improved. In this way all the teachers can make improvements in a non-threatening environment.”

What’s more, the school set up a learning community some years ago. The teachers welcome teachers from other schools to observe their lessons, exchange ideas about teaching strategies and share experiences.

A pleasant surprise

The award came as a pleasant surprise to the teachers. They have tried very hard to improve their teaching and they are happy that their efforts have been recognised. “It’s good to know that we are on the right track,” says Ms CHAU, and the other teachers nod in agreement.



Students have improved a lot since the implementation of the reading programmes.



Students are presenting their ideas.

Teachers' Sharing

Let's Make a Difference – From Learning to Read to Reading to Learn.

Our beliefs in English language learning and teaching

The English language curriculum in Buddhist Wisdom Primary School aims to enable our students to communicate effectively in English. Students are given maximum opportunities to develop the capabilities to use English in their studies and cope with challenges ahead.

Our school vision of whole-person development is also realised through our English curriculum. Broadening our students' horizons and enriching their world knowledge through learning English is one of our curriculum design principles.

To equip our students with necessary language knowledge and skills is not sufficient for whole-person development, i.e. to be rational, considerate and responsible citizens. We must also create an encouraging and positive learning atmosphere to nurture students' disposition to learn and desire for excellence.

In order to achieve our goals, we strive to:

- Create a language-rich environment for students to use English for daily communication in and out of the classroom and with their English teachers;
- Help students see the advantages of a good command of English and be well prepared for the various demands in using English in the future;
- Contextualise learning situations in order to help our students see the links and relevance of the purposes of learning English;
- Make learning activities and tasks interesting, meaningful, varied and free of language errors. To ensure that the learning activities address our students' needs and are motivating, interactive and thought-provoking, we work collaboratively to design, test and revise them;
- Embed learning skills and strategies in tasks and interactions to prepare our students to be life-long learners; and
- Build a pleasant and supportive environment in which no one is afraid of making mistakes and everyone can learn English effectively.

Introducing reading into our English language curriculum

We believe that books or information-rich materials bring forth rich meaning and varied contexts which enrich students' learning experiences, so we have adopted reading workshops as one of our major curriculum initiatives. Our school joined a seed project on reading workshops from 2003 to 2005. With the professional support from the CDI officers, our team has transformed our English classroom through the adoption of reading.

We have learnt how to select readers to match the themes of the textbooks in our General English programme. We design learning activities based on our students' interest, abilities and life experiences. We also

make use of the chosen books to teach generic skills, values and attitudes which are difficult to deal with if we only use the materials from the textbooks.

In the process of implementing the reading workshops, we were able to see our students' wide ability spectrum in a better light. In order to cater for learner diversity, we supplement the reading workshops with reading intervention and enrichment programmes. We have reading activities for both struggling and brighter readers in the form of small group learning inside and outside the classroom. With the belief that students can learn more effectively in a conducive environment, we have created a reading atmosphere through setting up a buddy reading programme, cross-school reading mentorship programme and book sharing on School Campus TV, etc.



Better equip yourself with some bargaining skills before joining the queue.



Reading workshops – Learn to read and read to learn

Reading does not only provide a source of satisfaction and pleasure for our students, it serves as a means to enhance language proficiency and personal development. With well-designed learning tasks, they have opportunities to seek information, acquire knowledge, apply knowledge and develop generic skills. More importantly, positive values and attitudes can be developed. The creation of a reading culture can strengthen and enrich students' learning and overall development.

The objectives of teaching reading in Key Stage 1 and Key Stage 2 are different. In Key Stage 1, we aim at supporting our young learners to develop simple reading skills such as applying pictorial and contextual clues. Picture/big books with repeated sentence patterns, simple story line, attractive illustrations and content which match with the textbook and are related to students' life experiences are chosen. Shared reading supplemented with supported reading is usually adopted in this stage so that our children can learn to read.

As the learners in Key Stage 2 are going to the secondary schools soon, we have to prepare them to be independent readers. Therefore, we deliberately expose them to increasingly complex reading materials. Chapter books about the world around them are usually used in this stage. Supported reading and independent reading strategies are adopted. Our aim is to equip our senior forms with a wider range of reading strategies and higher-order thinking skills.

The story books have brought rich and meaningful learning contexts into our curriculum. Students are easily absorbed in the stories and can quickly take on the roles of the characters and get themselves immersed in the plots. We develop task-based activities based on these books for students to express themselves in English. Students can give responses and judgment, and express their views more spontaneously and readily. This is the kind of learning outcome we expect from our students in our English classroom.



Active participation from students is the best gratification for teachers.

Moreover, the meaning-making process in which they interact with the information-rich texts can enrich their world knowledge and foster positive values and attitudes. This helps to realise our school's educational goal of helping students to become responsible and capable people.

Changes brought by the promotion of reading

The incorporation of the reading workshops and the promotion of reading have brought about a paradigm shift in English teaching among all the English panel members. We have developed an in-depth understanding of the English curriculum framework and the strategies to improve learning, as well as how our children can learn English more effectively.

Over the years, we have seen our efforts pay off. Our students are able to interact with the learning materials, express and elaborate their ideas, and communicate with peers and teachers in the English lessons. They are more confident and self-motivated in learning and using English, and we are proud of their spontaneous responses in English.

Conclusion

Participating in the Chief Executive's Award for Teaching Excellence provides a platform for us to review English language learning and teaching in our school. The world is changing rapidly and we have to constantly revise our English curriculum so as to better prepare our students for the future. We will keep up with our efforts to provide our students with rich and enlightening experiences so that they can become active life-long learners.

Assessment

Summary

Through promoting reading and creating a language-rich school with a pressure-free learning atmosphere, the awardees have developed a school of confident learners of English.

The awardees are five experienced teachers committed to providing the best English language learning experiences for their students. The English learning atmosphere in HHCKLA Buddhist Wisdom Primary School and the students' language proficiency are among the strongest in the primary schools the Assessment Panel has visited.

From a seed project on reading at one level, the awardees successfully extended reading to all levels. They have also catered to students' wide ability spectrum by introducing enrichment programmes for both struggling and bright readers. Through reading, the awardees have provided students with rich language input and connected them to a world of alternative experiences, thus enriching students' personal development and world knowledge.

The awardees have also made use of every inch and corner in the school to encourage language learning. English information sheets and students' writing are posted all over the school. The spacious library, mini-theatre and English corners provide comfortable areas for language learning. The awardees' efforts of setting up a relaxed and language-rich environment have surpassed all expectations and standards.

However, it was the students' fluent and confident use of the language that the Assessment Panel was most impressed with. In the classroom and during the interview with the Assessment Panel, students made good eye contact, knew when and how to take turns, listened and gave polite responses to others' opinions.

Their performance made them stand out among their counterparts in other schools.

The Assessment Panel was also impressed with the awardees' effective teaching strategies. In the lessons observed, the awardees asked good focal and probing questions to direct students' attention and gauge their understanding. They also listened and followed up on students' responses, eliciting longer and more meaningful answers or introducing new words to help students expand their vocabulary. There was very good teacher-student rapport.

The awardees have also contributed generously to the teaching profession. Ms CHAU, Ms CHAN and Ms LAM have served as seconded teachers to the Education Bureau and piloted a number of language learning initiatives. Since 2004, the awardees have shared their experiences on more than 40 occasions!



"The big book" is a signature attraction in the school.

Way of Access to Information of the above Teaching Practice

Please contact Ms CHAU Wing-han for further information

Preferred Way of Dissemination

Sharing seminars

Contact

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From left to right: Ms Marian TIGHE, Ms LUK Wing-yin, Ms AU YEUNG Yuet-ling, Ms YEUNG Yick-fong and Mr Kevin WONG

Developing child writers; every child can be successful.

Awardees

Ms AU YEUNG Yuet-ling	(Years of teaching: 23 years)
Ms Marian TIGHE	(Years of teaching: 29 years)
Ms YEUNG Yick-fong, Kennis	(Years of teaching: 10 years)
Ms LUK Wing-yin	(Years of teaching: 6 years)
Mr Kevin WONG	(Years of teaching: 2 years)

School

Pui Kiu Primary School

Teaching Levels

Primary 3 - 5
 (Process Writing)

Teaching Beliefs

"Inspiring children to write and equipping them with skills, so that they can write well and achieve success."

Interview with the Teachers

“Students in Pui Kiu not only can write, but are eager to write.”

It was a writing lesson in Pui Kiu Primary School. Some thirty little heads all bent over their desks, with pencils in their hands. The students were working intensely, so intensely that when the melody of “Für Elise” came over the intercom, signalling the end of class, most students did not seem to have heard it. Thanks to the collaborative effort of the five English teachers, Ms AU YEUNG Yuet-ling, Ms Marian TIGHE, Ms YEUNG Yick-fong, Ms LUK Wing-yin and Mr Kevin WONG, students in Pui Kiu not only can write, but are eager to write.

Like in most other schools, catering to students’ individual differences is not an easy task. “The children’s abilities to write vary greatly,” says Ms AU YEUNG, English teacher of 23 years and leader of the group. Four years ago, the school felt the need to develop students’ writing. That was when the Vice Principal of that time recommended “Process Writing” to the teachers, hoping that it might be a remedy to the problems that beset the teaching of English writing. A core team was then formed, with the five English teachers being responsible for introducing Process Writing into the writing curriculum of Primary 3 to 5. “We thought it was a very good approach, and worthwhile to give it a go,” says Ms TIGHE, the Native English-speaking Teacher (NET) of the school.

“We treat writing as a process,” says Ms AU YEUNG. Instead of giving the writing topics to students and asking for the final product, the teachers help the students to go through the different stages of writing. “We co-teach with the General English teachers,” Ms AU YEUNG explains. “While one teacher is helping students of higher English ability, another teacher will take care of the ones of lower English ability.” The group believes that through Process Writing, the issue of differentiated abilities can be tackled. “It makes writing achievable for all students,” says Ms YEUNG.

Motivation is the key

In the writing lessons of most schools, students are likely to toil over their writing. In Pui Kiu, teachers make writing relevant and fun for the students. “Instead of just making them do it, we tell them why they write diaries, biographies and stories,” Mr WONG says. “We teach students what writing is like in the real world, and we teach them to be reflective writers who write with a purpose.”

To unleash children’s creativity and make writing more pleasurable, ideas from students are greatly encouraged. “The process approach tells the children that we value their ideas, instead of just focusing on grammar and spelling,” says Ms TIGHE. “In the beginning, it is quite acceptable to make errors, and children will not be embarrassed about them. Some may not spell well but may have excellent ideas.” As teachers are trained to praise students for any ideas they may have, students become more confident in expressing themselves and are more motivated to write.

Conferencing is a vital part of Process Writing. When asked how to encourage students to seek help from the teachers, Ms AU YEUNG stresses that students appreciate the relationship established with the teachers during the constructive and non-threatening conferencing sessions. “Teachers are there to help them to make the final copy better,” says Mr WONG. “They start to see their teachers as resource persons.” The writing comes more easily now that they have cast aside the fear that only less capable students need help from the teachers. “Even the best students come to the teachers,” Ms AU YEUNG emphasises.

One of the key factors why students in Pui Kiu love to write is because everything they write will be



Ms LUK is conducting a mini-lesson with students who have made the same mistakes.



“published”. On the desks are some colourful “publications”, bound together with cheerful plastic covers designed by students. “These are ALL the recipes students have written. We have published them as cookbooks,” Ms AU YEUNG explains, “and we rotate them between classes, so students can appreciate what others have written.” According to Ms AU YEUNG, because of all the recursive and refining stages students go through, the final products are always error-free. By publishing their writing at the end of the process, and sharing it with real and authentic audiences, students’ success is celebrated and a sense of achievement is gained.

“We spare a considerable amount of time for students to give compliments to each other’s writing,” says Ms TIGHE. Students learn how to work with one another through peer editing, and how to show respect and appreciation for each other’s work through giving compliments. As a result, friendships are fostered. “It also boosts their self-esteem. Once they are confident in writing, they are not afraid to try listening, speaking, or reading,” says Mr WONG.

Challenging yet fulfilling

Co-teaching requires a lot of work, and is very time-consuming. “Teachers have to squeeze time between classes or breaks to plan and discuss the lessons, but we are happy to do it because it is worth it,” says Ms LUK.

“Process Writing is a very different teaching method,” Ms TIGHE admits, “it is very challenging for both teachers and students. Teachers are not allowed to cross out students’ mistakes, even though their first drafts don’t look tidy at all. It takes getting used to.”

After years of hard work, the programme has come to fruition. “I was so impressed by the results in the examinations,” Ms AU YEUNG exclaims, “no student left the writing section blank; they used to do that before. Even though some of them made a lot of mistakes, at least they were willing to write.” She points out that students are no longer constrained by the word limit, “some students can write up to three pages, as if they are secondary school students.” Ms LUK shows her agreement by adding, “Even outside the classroom, they are eager to write in English.” She explains how students seek her assistance when writing their own greeting cards or thank-you letters in English.

But this is not the end of the story; the group of five is continuously looking for room to improve. “Every year we find some areas where we want to improve,” Ms AU YEUNG says. “Right now we are trying to standardise the routine for students when waiting for a teacher-conference. We want students to spend their waiting time meaningfully.”

Sharing the fruits

When asked how they felt about receiving the award, Ms AU YEUNG said the team was honoured. “We took a risk by allocating two teachers to each writing class. We are investing heavy human resources on co-teaching and conferencing. We are honoured this award recognises this risk we have taken to develop capable and motivated writers. We hope others will think the same!”

Eager to share their experiences with other teachers, the team will continue to host professional development workshops both inside and outside of the school. “We want to get all the teachers on the same page with Process Writing,” says Ms TIGHE. “Even if they cannot adopt all of what we are doing, at least some of the techniques will be helpful.”



Every student at Pui Kiu is a great writer and good commenter who knows how to show appreciation of others’ work.

Teachers' Sharing

Developing motivated and capable child writers through Process Writing

At Pui Kiu Primary School, the writing classroom is governed by principles which inspire and equip students according to the individual needs of each child writer. Process Writing has been integrated and adapted to our school to achieve the following goals:

1. To develop motivated writers
2. To develop capable writers
3. To provide opportunities for children to develop their full writing potential

Implementation

Process Writing has been integrated and adapted to our school's General English curriculum. Each writing unit consists of approximately 8 lessons. The lessons bring students through the stages of brainstorming, mind-mapping, 1st drafting, 2nd drafting, publishing and sharing. Writing units are sorted by text type and are vertically revisited from Primary 3 to 5. The writing curriculum is also staggered to the General English curriculum, so that vocabulary, grammar, sentence structures and text type features are taught first. Knowledge is then further consolidated and applied in the Process Writing lessons. In the Process Writing units, two teachers are allocated to each classroom, sharing the responsibilities of planning, teaching, marking and most importantly, individual conferencing.



Ms TIGHE admits process writing is a very different teaching method.

Developing motivated writers

Motivation is essential for a person to accomplish a task. In Process Writing, our task is to get students not only to write, but to *want* to write. We believe that students' intrinsic motivation to write can be raised with authentic, learner-centred writing tasks, a safe environment to write, and instilled ownership in writing.

For child writers, it is difficult to creatively write about topics irrelevant to their daily lives. Personal experiences provide children with vivid images and situations that they can recount. Thus, topics like sports day, birthday parties and school camps have triggered students to write excellent pieces of work.

A safe environment is also essential to foster creativity. It is in the expression of creative ideas that students learn how intricate, personal and powerful a pen can be. At Pui Kiu, Process Writing cultivates creativity because first drafts are marked strictly for ideas. Students understand that, at this stage, the teacher values rich content over technical writing. The value of grammatically coherent writing is only stressed later in the second drafts.



Mr WONG is brainstorming with the students before the first draft is written.

Ownership over a writing piece also motivates children to write. When students are aware that their work will be received by a specific audience, they have a purpose to produce work that will deserve praise and recognition. At Pui Kiu, a large emphasis is thus placed on the “publishing stage” of writing. Students of varying abilities respond to each other's writing on the “I am a GREAT Writer” wall. Students' writing is also published on our school website, as book compilations, and can even be made into a drama performance. The effort students put into their writing will be celebrated.



Developing capable writers

Process Writing has also been adopted to nurture our students into capable writers. For us, “capable writers” are children who are resourceful writers and critical thinkers.

To develop resourceful writers, we ask our students to use their “Word Bank”, which is a vocabulary booklet, to enrich their writing. In some units, students also complete pre-writing tasks which require Internet research, story reading or dictionary usage.

Critical thinkers are developed through peer and self assessments of students’ work. Peer assessments train a reader’s critical eye and challenge students to use higher-order thinking skills to evaluate and critique a piece of work. They become independent learners through the feedback they give and are given. Self assessment in Process Writing is also conducted so that students become aware of the differences between a piece of poor, average and excellent writing. The goal is for students to rely less on the teacher as they become increasingly independent and metacognitively aware of the writing expectations.

Developing students’ full writing potential

Like many schools, our school is composed of students with a wide range of English language abilities. The intention of Process Writing is not to close the gap, but rather, to meet the students where they are and guide them to improve their writing at their differentiated levels. Our school allocates two teachers to each classroom to implement co-teaching and individual conferences. Conferencing allows a child’s individualised needs to be met, and provides teachers with “assessment for learning” opportunities so that the feedback can be tailored to the student’s needs. While one teacher conferences with students of higher English ability who need to be challenged, another teacher conferences with students of lower English ability and provides them with more grammatical or contextual clues. Every child accomplishes the writing task. Every child reaches full potential.

Impact on students

A student survey was conducted after the full implementation from Primary 3 to 5 to measure the effectiveness of Process Writing to develop motivated and capable writers. Students were confident in their ability to elaborate on ideas to produce longer and relevant pieces of writing. They found that the skills (i.e. mind mapping, brainstorming and discussion of ideas) had helped them write more expressively. Students also enjoyed the writing lessons, conferencing and drafting and were more excited to share their finished products with others.

Impact on teachers

At Pui Kiu, both students and teachers are learners. Within the panel, Process Writing units are developed by the Process Writing coordinator and shaped by the General English teachers, as they know their students best. Individual lessons and materials are then further adapted to suit the needs of different classes. To start with, teachers collaboratively brainstorm ideas for a unit, and evaluate its effectiveness when the unit is completed. A sharing culture is nurtured among teachers. Within the Process Writing team, Process Writing coordinators meet once a week to discuss areas of strengths, weaknesses and improvements for the programme. Last year, after a workshop on Process Writing hosted by the Education Bureau, we organised a school-based professional development workshop on Process Writing for all English teachers. The workshop was beneficial to the panel and all teachers reached a common understanding of Process Writing and what was expected of our students.

Sharing

We have developed teaching plans and resources for Primary 3 to 5 Process Writing units which we will gladly share so that more motivated and capable writers can be developed in the Hong Kong primary schools.



Ms YEUNG is attending to students one by one during individual conferences.

Assessment Summary

Implementing process writing to develop the “child writer” and conducting teacher-student conferencing to address individual language needs.

Process Writing in Pui Kiu Primary School is well integrated into the Primary 3 to 5 English curriculum. The writing process is a sequence of lessons which include brainstorming, stages of drafting, conferencing with teachers and publishing the end-products. In the writing lessons, students learn to develop and organise ideas and vocabulary, express ideas freely, incorporate suggestions to improve their writing and give positive and constructive comments on their peers’ writing. The awardees have successfully developed students into “child writers”, who are willing to write and able to write, and know how to show respect for other people’s writing.

To cater to students’ different language abilities and needs, the awardees make good use of the student-conferencing sessions. Conferencing is part of the writing process and all students have the opportunity to consult the teacher in the writing lessons and receive guidance to improve their writing. In most schools, conferencing with the teacher is an embarrassment to the student because it means the work is poorly done, but in Pui Kiu, students treasure and enjoy the attention the teachers give them.

Besides improving students’ writing abilities, the awardees have helped students develop independent learning habits. To make sure that students are meaningfully occupied while waiting for their turn of conferencing, the awardees prepare books relevant to the writing topics and language activities for students to learn on their own. In the lessons observed, the students worked on these self-study materials while waiting for their conferencing sessions. The spirit of autonomous and responsible learning was high.

Effective co-teaching is another example of the awardees’ teaching excellence. In the lessons observed, the awardees complemented each other. They were always on cue, repeating key points, clarifying ideas, demonstrating activities, checking students’ understanding, giving encouragements and attending to individual students. The awardees showed sensitivity not just to the students’ responses, but to the partner teacher’s needs. All in all, Process Writing in Pui Kiu has not only enhanced students’ language skills and independent learning habits, it has also brought about improved collegial sharing and collaboration.



Ms AU YEUNG and Mr WONG are conducting student-conferencing while other students are choosing self-study materials to learn on their own.

Way of Access to Information of the above Teaching Practice

Please contact Ms AU YEUNG Yuet-ling or Mr Kevin WONG

Preferred Way of Dissemination

Workshop

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