

獲嘉許狀的教學實踐

Teaching practices presented with the
Certificate of Merit



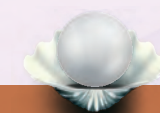
英國語文教育
學習領域
English Language Education
Key Learning Area





Integrating contents of other subjects into English learning

▲ Left to right: Ms WONG Kam-man, Mr WONG Kwan-ho and Ms NG Yu-kiu.



Teaching Philosophy

"English teaching at TWGHs Mrs. Wu York Yu Memorial College is carefully and purposely planned, in a way that allows students to learn English while learning other subjects. The English teaching team in the school has set up a task force to orchestrate the Language across the Curriculum (LaC) initiative, with the objective of incorporating English learning across different curricular subjects. The core idea is to integrate the content and vocabularies from other subjects into engaging and motivating English activities, such as drama and inter-house competitions."



Teachers presented with the Certificate of Merit

Mr WONG Kwan-ho
(Years of Teaching: 21)

Ms WONG Kam-man
(Years of Teaching: 8)

Ms NG Yu-kiu
(Years of Teaching: 5)

School
TWGHs Mrs. Wu York Yu Memorial College

Subjects taught
English Language (S1-6)

Interview with the Teachers

Enhancing students' English Language skills through the positive attributes of "Language across the Curriculum" (LaC)



▲ "Can you use English to describe the current trends on climate change we learnt in our Geography lesson?"

The power of collaboration

Mr Wong Kwan-ho, the Head of LaC, said that the collaborative efforts among teachers have provided opportunities for students to apply their knowledge acquired in other subjects into English learning. For instance, S1-3 students are assigned with essay titles derived from other subjects for their English composition. "Students can hone their English skills when studying or doing homework of other subjects. It is beneficial to teachers as well, as they can get an overview of the whole curriculum and a full picture of what students learn in different subject areas," Mr Wong said. "In fact, the extended learning environment can widen students' exposure and their horizons in language learning."

Crafting a creative cross-curricular learning environment

Cross-curricular essay titles, presentations and drama productions during assemblies on cross-curricular themes enable students and teachers to explore English and knowledge of different subjects from a wider perspective. "Students will take turns to present what they learnt in other subjects in the form of English drama or presentations at assemblies. Every year, we have about 24 performances presented by different classes," Ms Ng said.

On one occasion, the students chose to convey various properties of different metals learnt in Chemistry lessons through a drama performance. "No doubt, this has greatly enhanced the interest of learning Chemistry; it has made it much easier to understand the hard facts about metal," Ms Wong said. "Even though I don't have a science background, I find it intriguing." In another collaborative exercise with the unit of Business, Accounting and Financial Studies, a group of S6 students held a mock auction. During the process they demonstrated the overwhelming confidence in summoning responses from the floor.

"Competition is a good way of helping students to combat stage fright and develop their language skills. We encourage students to speak up in real-life scenarios like job interviews. Speaking English has become a daily experience," said Mr Wong.

Students taking over their own learning

The team of teachers also spends a great deal of efforts in developing special e-booklets which assist students to learn English on their own. The booklets contain various resources materials ranging from practical usage of vocabularies, sound tracks on examination topics etc. They act as useful reference tools for students to prepare for assignments and examinations. Students can access these resources on their own accord.

The implementation of LaC has greatly enhanced the learning atmosphere in the school. "Students are more eager to learn in the dynamic and interactive environment and their English has shown improvement during the learning process. The formula is straight forward: practice makes perfect! The initiative is now bearing fruits after our determined and repeated efforts," said Mr Wong with a big smile.



▲ Students sharing their point of view on a discussion topic

Teachers' Sharing



◀ Acting out the Last Supper

Benefits for students

Students have developed keen language awareness in learning content subjects through our cross-curricular approach. In an S2 writing task for example, students are able to use their knowledge of artists and architecture in the Renaissance, which they have learned in History lessons, in writing an English composition about art. Through the cross-curricular learning activities, students realise that English learning is not confined to English lessons only, and better English skills can benefit their learning in other content subjects as well. We witness our students adopting a proactive attitude in learning English after we have implemented the LaC initiative.



▲ Learning environmental issues through drama

Authentic opportunities for using English

We also provide opportunities for students to obtain hands-on experience of using English. Through authentic tasks like hosting an English radio programme and interviewing foreign visitors at scenic spots, students are required to give natural, appropriate response to sustain conversational exchanges. These life-wide learning activities also help develop students' awareness of English Language in daily life experiences.

Putting textbook knowledge into practice is an effective way of learning English. An example is the cross-curricular job hunting experience jointly organised by the English panel and the Careers Unit. It offers students a valuable opportunity to demonstrate their creativity and apply their knowledge acquired from the elective module "Learning English through Workplace Communication" by identifying a suitable post, applying for the post and preparing for simulated job interviews.

Student-oriented and fun activities

Examinations have been made fun. By turning part of the speaking examination paper into an inter-house competition, participants are highly motivated to participate in the competition as well as to revise for their examinations. The competition boosts students' confidence and helps them learn not only from each other, but also from teachers of other subjects. To further encourage and facilitate independent learning, we have developed a school-based website called English iZone, on which multi-media resources and students' work have been uploaded for students' easy reference.

English teachers and teachers of other subjects give short talks in English during morning assemblies on a wide variety of topics including subject-related knowledge, current issues, common usage problems and idioms. Throughout the year, every class takes turn putting on a play during assembly, which is good training for scripts-writing and acting. On English Speaking Days, teachers of other subjects are invited to engage in English conversation with students and give quality feedback to them afterwards.



◀ Students engaged in cross-curricular writing.



Our continuous effort on implementing the LaC initiative in school has laid the groundwork for boosting students' confidence and motivation in learning through English. We have created ample language learning opportunities for students to learn and use English in natural and realistic settings using cross-curricular themes. Our students have developed critical thinking skills, creativity, free expression, positive attitudes and independent learning skills through various learning modes.



Assessment Summary

Promoting students' language proficiency through the adoption of the Language across the Curriculum initiative

The awarded teachers believe that creating a rich English Language learning environment in the school is the best way to improve students' English proficiency. To this end, they come up with sustainable and feasible measures that would benefit as many students as possible. They believe that students should develop keen language awareness in learning content subjects. Based on previous experience in conducting cross-curricular reading and writing projects at school, the teachers believe that a holistic Language across the Curriculum (LaC) approach can raise the English standards of the students as well as enhance their learning of other subjects. Hence, a detailed and structured programme plan with clear objectives is put in place. Close collaboration has enabled the teachers to put their ideas into practice. Cross-curricular writing activities and oral presentations, enriching co-curricular activities such as English iZone, Lunch Music Video Time and English Time are provided. On-line strategies handbooks, which enable learners to learn more efficiently and independently in English, are prepared. All these lead to a revamp in the curriculum design as well as a change in teaching culture among teachers at their school. A school culture that both English and teachers of other subjects play an important part in helping students develop competency in English has emerged.

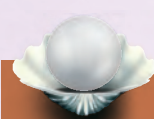
A learner-centred teaching strategy with effective cross-curricular learning activities relating to the daily life experiences of learners is adopted. The teachers strive to create language learning opportunities for



▲ An English drama production based on topics learnt in Chemistry lessons

students to learn and use English in natural and realistic settings. Themes used are cross-curricular in order to connect the learning experiences in the English lessons and those of other subjects in school. Students are also encouraged to learn through co-curricular activities outside class time. These activities promote learners' interest in learning English and boost their confidence in using English for practical purposes. Various modes of teaching strategies are used to develop students' critical thinking skills, creativity, free expression, positive attitudes and independent learning skills.

The teachers have succeeded in initiating a change in the school by implementing the LaC initiative. The initiative has created a language-rich environment for learners at school. The teachers are dedicated to their work and have demonstrated seamless collaboration in creating a motivating learning environment for students. They also contribute to the school and local community regularly through professional development workshops to raise the awareness of the importance of holistic language development across the curriculum.



Ways to Obtain Information on the Teaching Practice



Website:
<http://www.twghwyms.edu.hk>

Contact



Mr WONG Kwan-ho



Tel: 2428 5129



Fax: 2480 3015

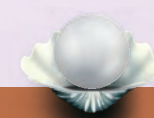


Email: wkh@twghwyms.edu.hk



▲ Back row left to right: Mr MOHAMMAD, Thair, Mr TAO Elvin
Front row left to right: Mr HO Teck-way, Sam, Ms HORGOS, Jennifer Anne, Ms CHAN Yin-yu, Jenny

Proactive theme-based approach of English learning



Teaching Philosophy

"Our objective is to establish an approach that can enable students to truly enjoy learning. Our curriculum is planned on units that are theme-based or project-based. It focuses on developing the capabilities of students in using English in an authentic environment."



Teachers presented with the Certificate of Merit

Mr TAO Elvin
(Years of Teaching: 13)

Ms HORGOS, Jennifer Anne
(Years of Teaching: 13)

Ms CHAN Yin-yu, Jenny
(Years of Teaching: 9)

Mr HO Teck-way, Sam
(Years of Teaching: 9)

Mr MOHAMMAD, Thair
(Years of Teaching: 5)

School
HKUGA College

Subjects taught
English Language
(S1-6)



Interview with the Teachers

Our aim is to provide learners with opportunities to use English in meaningful contexts through cross-curricular projects, so they can explore knowledge and make connections among ideas and concepts in different subject areas and gain proficiency in their English Language skills.

Integrative use of English in authentic contexts

One example of learning English in authentic context is when S2 students were asked to sell muffins baked by themselves, or fruit punch or organic sweets made with unique recipes during lunchtime for charity. Prior to such a chance of selling their own food products, they had to win a competition in designing their own packaging and posters. They even recorded their own promotional jingles to compose the sales pitch. This demonstrates how annual cross-departmental projects are used to facilitate students to learn English through authentic real-life scenarios. "Instead of learning what advertising is on paper, students have to choose their products and apply the skills to advertise the products. They have to actually create the promotional content and practise the whole process," Mr Mohammad explained. In this particular advertising project, he even guided his students to write the selling message as well as the product information that constituted part of the packaging.

The integrated approach fosters a sense of belonging among students and develops their ownership of their works. Division of labour is another major factor to make it possible; while English teachers are



◀ Students and teachers sharing a laugh during a role-play on job interviews



▼ Students engaged in communicative and interactive tasks in the classroom

concentrating on language training, teachers of other subjects would teach students on subject knowledge like design and food-making processes. "The authentic quality of real-life scenarios is important, because we want to train our students to fulfil lifetime needs. When they leave school, we want them to be able to use English confidently and fluently in real-life situations," said the teachers.

Encouraging creativity and free expression

Learning English should be fun and students have to be proactive and creative. With this vision in mind, the team has designed theme-based tasks for students. "For instance, when we teach S6 students Shakespearean classics, the focus is far beyond studying the texts but to go further to explore and appreciate the universality of the themes. Very often, students have to come up with their own ideas and develop the ideas into stories on their own. To a certain extent, they have to take risks." The teachers elaborated, "We want to bring the language alive so it is not just an academic test."



▲ S5 students being challenged while participating in a group discussion

Nurturing global citizens

Apart from the cross-disciplinary nature of English lessons, the team of teachers is working hard to fulfil their mission of cultivating a global vision among students. In order to compose persuasive arguments while writing argumentative essays, students are encouraged to look at different views of different parties. For that, they need to research and understand the different social backgrounds and aspirations of different people. "We are so proud that our students can actually utilise what they have learnt in English lessons in their daily life," Mr Tao concluded.

Teachers' Sharing

Creating a holistic language environment

The overarching philosophy of the English panel at HKUGA College is to provide students with a holistic language education. We aim to prepare students not just for the examinations, but for life outside school. We see English as a vital life skill, and our curriculum is designed to nurture students who are as confident in face-to-face communication and public speaking as they are in reading and writing. All-round competency in these skills gives students more opportunities in life.

We aspire to foster in students a love and appreciation for English in all its forms. We aspire also to develop their creativity, communication skills and co-operative learning skills that are essential in the modern world. Above all, we aspire to cultivate students who are eager and confident in using their English Language skills to actively engage in the world around them.

Characteristics of our school-based curriculum

The English curriculum is entirely school-based and designed to cater for the needs and interests of our students. All the units are thematically organised, covering all eight language arts and non-language arts electives over a six-year period. Each unit is centred



► A student reporting to class after a group discussion



◀ Fashion Show - The finale of the English Week

around interactive and purposeful tasks and projects so that students are always using language with a clear purpose and objective in mind. These tasks range from process writing, oral presentations to large-scale group projects such as advertising (involving the creation, marketing and sale of a product) and film production (including scriptwriting, storyboarding, acting and filming). These projects are completed in collaboration with other panels, such as Technology & Living, Music and Visual Art.

Nurturing intrinsic motivation and lifelong learners

A great deal of attention is paid on developing intrinsic motivation: once students understand and appreciate how important and pleasurable learning English can be, then lifelong learning can take place. The curriculum emphasises engaging learners in genuine and authentic acts of communication. An authentic and natural English Language learning environment is created throughout the school. The learner-centred instruction enables students to take an interest in and responsibility for their own learning. They approach their work with purpose and a strong sense of ownership. The interactive, collaborative nature of the task-based and project-work approach has proven to be the most effective way in developing learners' interest, confidence and proficiency in English, as reflected in the positive learning attitude and good performance of our students.



We are delighted and proud to have won recognition from this Award. We believe that the English programme at the College is effective in stimulating and maintaining students' interest in learning English as well as providing them with the necessary skills and confidence to use English in their everyday life, both during their school years and beyond.

► Students involved in discussions to find out answers by themselves

Assessment Summary

Promoting students' motivation and developing a love for learning English through the provision of a language-rich and cross-curricular learning environment

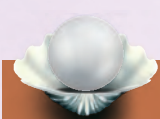
The awarded teachers' pedagogical belief is that students could learn best when they are given the right stimulus and environment to learn English. More importantly, language learning and teaching should be holistic and integrated. To uphold their belief, a language across the curriculum approach is adopted in the school. To provide a broad and deep language learning experience for students, thematic-based teaching units integrating the English subject with other subjects are designed. Cross-curricular collaboration with teachers of other Key Learning Areas to strengthen the use of English in all subjects in the school is put in place. Task-based learning with emphasis on project work and process writing as the learning platforms is adopted. A variety of opportunities to widen learners' exposure to the authentic use of English outside the classroom is provided through the promotion of cross-curricular activities. Different assessment modes such as task-based assessments, group work, presentation and project work are designed to promote assessment for learning and assessment as learning to further enhance cross-curricular collaboration.

A school-based reading programme is used to develop students' reading habits and independent learning skills. The notion of enjoyment and learning in a relaxed language-rich environment is cherished. The teachers' target is not only on developing learners' language competencies, but also on inspiring a love for the English Language. Teachers aspire to instill in students an ability to appreciate the beauty of the English Language and harness it to enhance their personal, intellectual development and cultural understanding. In the classroom, teachers act as facilitators, guiding students in the process of learning, asking the right questions, and involving students in



discussions to find out answers by themselves. Sources of instructional input are mainly drawn from authentic materials to increase interest and motivation. Pleasurable and meaningful extra-curricular activities that involve using English in authentic situations such as taking part in Speech Festival, watching plays and completion of reading logs, are provided to foster learners' love for the English Language, positive values and attitudes vital to independent and lifelong learning.

The teachers have succeeded in implementing the true-spirit of learner-centred instruction at school, which can enhance students' language competencies and encourage learner independence. The holistic and integrated approach they adopt has given the right stimulus to enable students to make steady progress in enhancing their language competencies. The teachers are dedicated to their work and have demonstrated good collaboration in building up a motivating learning environment that empowers students with good language competencies. They also set themselves as role models for self-improvement by disseminating their good teaching ideas and practices among other teachers and providing support to new teachers.. Their enthusiasm has fostered a culture of sharing among teachers.



Ways to Obtain Information on the Teaching Practice



Website:
<http://subject.hkugac.edu.hk/english>

Contact



Mr TAO Elvin



Tel: 2870 8815



Fax: 2870 8825

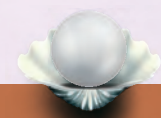


Email: elvin.tao@hkugac.edu.hk



Nurturing pupils to learn English on their own initiative

▲ Back row left to right: Ms LAM Kar-ye, Alice, Ms IP Tak-wai, Mary and Ms YIU Kwun-sze, Cecilia.
Front row left to right: Mr HUSTWIT Richard James and Ms PRADHAN Ashwini Winnie.



Teaching Philosophy

"The teachers view their mission of teaching English as their collaborated effort in fostering an attractive learning environment at school. They believe that it is most important to nurture confidence and interest of learning English in pupils, as these capabilities can promote their self-access and independent learning skills. These skills can enable pupils to learn better as they take up more responsibility in monitoring their own learning progress."



Ms PRADHAN, Ashwini Sachin, Winnie
(Years of teaching: 16)

Mr HUSTWIT, Richard James
(Years of teaching: 14)

Ms LAM Kar-ye, Alice
(Years of teaching: 7)

Ms YIU Kwun-sze, Cecilia
(Years of teaching: 7)

Ms IP Tak-wai, Mary
(Years of teaching: 5)

School

Hong Kong Baptist University Affiliated School
Wong Kam Fai Secondary and Primary School

Subjects taught
English Language (P1-6)

Teachers presented with the Certificate of Merit

Interview with the Teachers

A self-motivated learner can go to great lengths to make improvement. The key to good teaching is to create opportunities to facilitate that.



▲ Novel Study Activities - Making Juicy-O in class

Self-motivation and passion as the key to success

To inspire pupils with a love to learn English, the team of five teachers in the school has designed a curriculum comprising speaking, reading and writing activities according to different levels of difficulty. The objectives of these integrated activities are to cultivate a learning environment in which pupils would propel themselves to master English on their own accord.

Confidence is the cornerstone of English fluency

The teachers believe that junior primary years are critical learning time for pupils to build up confidence in using English. Therefore, they create a classroom in which the young learners do most of the talking. "If teachers talk less in class, the children will have more opportunities to speak," said Ms Pradhan.

"It's important to start the training at P1. When the children reach P4, they would be well versed in English presentation," added the team teacher.

To instill a friendly atmosphere in the classroom is another crucial task that the team of English teachers at the school is focusing on. In a relaxed learning environment filled with positive energy, pupils would

► Nate the Great - Book Character Dress-up Day

▼ Phonics Mat Activities



speak up freely without feeling intimidated.

"Dare to make mistakes is the first step of learning. We keep telling pupils that there is no harm to make mistakes. The friendly learning environment encourages pupils to make a bold step to explore and adapt into the English speaking environment," the teacher explained with a sense of satisfaction.

Promoting enthusiasm for novel reading

Reading novels plays an important role at the upper grade curriculum to equip pupils with more enriched vocabulary, better accuracy in spelling and in grammar usage. Pupils are asked to read two novels a year. Besides reading, students have to study the characters inside the story in depth, learn more about the authors, and take part in various activities to share their insight gained from the book. After that, they will complete a tailor-made novel reading pack, which contains grammar, vocabulary and comprehension exercises.

Home-school collaboration

The teachers fully understand the importance of parental support in students' learning process. Advice is offered to parents on how to kindle interest in English learning.

To enhance further collaboration, the teachers stay connected with the parents via an online platform to check on pupils' learning progress. Seminars are organised for parents to boost up their knowledge on how to build up a nourishing learning environment at home to support learning. "The seminar has been well received by the parents. They found it practical and useful," the teachers said. They feel privileged to be able to work with parents in nurturing a supportive learning environment for pupils.



Teachers' Sharing

Developing positive attitudes towards learning English

The English Language curriculum at our school aims to encourage pupils to develop positive attitudes towards learning English, to develop pupils' ability in using language effectively and to enable critical reflection on how language works.

Our curriculum is based on a balanced literacy model, wherein reading, writing, and oral communication are integrated into every single lesson. The school-based curriculum has a well-planned scope and sequence for all three strands, as well as grammar. We believe the teaching of skills in context is of utmost importance if we are to engage pupils in learning English.



▲ Pupils sharing their book experience through the Socratic Circles

Reading - the backbone of our literacy programme

Reading has been the backbone of our English programme. Motivating children to read English books with enthusiasm is the focus of our lower primary language lessons. We believe that once you instill the love for reading in a child, you've given them a friend for life. Through guided reading, literature circles and novel studies, we aim to encourage them to become reader with critical thinking skills. Activities such as Battle of the Books, Book Quote T-shirt design competition and Book Speed Dating help in developing pupils' good reading habits and keeping their efforts on track.

Developing oral communication skills

In order to develop strong oral communication skills, our pupils are provided with ample opportunities to



◀ Question time after "Show and tell"

speak in the classrooms. Using English to complete tasks in a group helps them develop collaborative working skills as well as increase their oral fluency. Reading and oral communication skills are combined during activities such as Literature Circles, process drama and Socratic Circles wherein pupils are engaged in critical discussion of the novel being studied. Show and Tell, debates and Discovery Quests are oral communication activities enjoyed by pupils on a regular basis and they look forward to their presentations.

Fostering independent learners

We believe that as teachers our role is to facilitate and guide our pupils to be independent learners. To that effect, attention is paid towards providing quality feedback for pupils' writing. A process writing approach is combined with effective marking strategies such as the use of stickers with targets and praise based on learning objectives. We believe children's writing should not be limited by their spelling capabilities and hence in the early primary years, phonetic spelling is accepted in writing. The children are exposed to a variety of text types such as procedures, opinion writing, tall tales, and letters amongst others. Poetry reading and writing is an integral part of the English curriculum. Pupils from P1 to P6 read, present and write their own poems. They particularly enjoy reading poetry by poets such as Michael Rosen and Shel Silverstein. Often, the poems from the Hong Kong Schools Speech Festival are integrated into the curriculum.



We consider ourselves very lucky to be in this profession and feel it is an honour to be able to teach such motivated and talented pupils and witness their development in English Language skills and other life skills through our curriculum.

Assessment Summary

Promoting learner independence through a literacy programme that encourages a love for reading

The awarded teachers develop and implement an English Language curriculum based on a literacy programme which encourages the development of pupils' integrated language skills through well-designed reading and writing activities. They take on different roles in various curriculum initiatives, and facilitate the development of the following: (a) formative instructional practices (b) the Socratic circles (c) process writing; and (d) expertise in providing feedback to learners. The literacy programme emphasises the use of authentic literary materials in maximising learners' exposure to language use in daily life. A "reading to learn" culture is cultivated at school where lower primary pupils learn through levelled and guided reading activities while the upper primary pupils are engaged in Literature Circles and Discovery Quest, where novel study packs, language arts materials and a wide variety of novels and text types are used to develop effective reading skills and good reading habits in learners. The ultimate aim is to empower pupils to learn on their own so they can make progress according to their abilities and pace. A language across the curriculum policy is also put in place in the school to support the initiatives.

Learners develop confidence in using English and a love for reading through the language-rich environment. In the classroom, different work stations are set up to promote integrative use of language and independent learning. A wide range of learning experiences is provided for learners to develop their language competencies at their own pace, master basic skills of independent learning and reflect on their own learning experience. Pupils are given learning options and encouraged to take risk, participate without fear and develop positive attitudes towards English learning.

The teachers promote assessment for learning

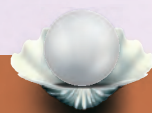
through appropriate use of both formative and summative assessments to gain insights into learners' strengths and weaknesses during the independent learning process. Formative assessments like "Exit Slips", "Peer Checklists" and "Literature Circles Rubrics" are used to obtain information about learners' progress, diagnose their learning problems and adjust teaching methods accordingly. Also, the successful implementation of co-operative learning has enhanced learners' communication skills and critical thinking; infuse in learners a sensitivity towards language use in the process of communication, and an awareness of the value and power of language.

The teachers have succeeded in creating a language-rich environment for learners at school through effective implementation of their initiatives. Innovative teaching ideas used could promote integrative language skills and independent learning in pupils. They are clearly dedicated to their work and have demonstrated close collaboration in building up a motivating learning environment that empowers pupils' with self-regulated learning skills. They have also worked very hard to promote a positive and collaborative sharing culture in their

school by holding regular curriculum planning meetings and acting as role models for novice teachers in their school. They also participate regularly and actively in the local community to support the profession by sharing their experiences in workshops and giving lesson demonstrations both inside and outside their school.



◀ One of the workstations in the classroom, where the teacher guides some pupils through a book.



Ways to Obtain Information on the Teaching Practice



Website:

<http://www.hkbuas.edu.hk/www/p/eng/index.htm>

Contact



Ms PRADHAN, Winnie



Tel: 2637 2277



Fax: 2637 9111



Email: wapradhan@hkbuas.edu.hk