



From left to right: Ms LAU Lai-ching, Ms HAU Ka-lai and Ms LAM Ho-yi

Using technology to enhance learning

Recipients of the Certificate of Merit

Ms HAU Ka-lai, Catherine (Years of teaching: 11 years)

Ms LAU Lai-ching (Years of teaching: 18 years)

Ms LAM Ho-yi (Years of teaching: 10 years)

School

Fung Kai Innovative School

Teaching Levels

Primary 1 - 6

(English Language)

Teaching Beliefs

“Information technology (IT) provides a lot of opportunities for both students and teachers. Teachers can come up with more ways to teach and students can have more tools to learn and share their work.”

Interview

with the Teachers

“On top of using IT tools to enhance learning and teaching, we teach students phonics skills and introduce them to drama.”

Fung Kai Innovative School definitely has an advantage in the promotion of e-learning because it worked with Microsoft in 2007 in the “School of the Future – Innovative Schools Program”. Each of the Primary 2 – 4 students in the school has a netbook which is pre-installed with an e-textbook, e-learning sheets, e-notes and other self-learning tools.

How information technology helps

“Information technology allows students to learn at their own pace. The smart students can do more advanced work and the students lagging behind can catch up easier,” says Ms HAU. “It also allows students to do their own research and communicate with people in other parts of the world”.

Ms LAU says, “Even though there is only one teacher in the classroom, we can meet every student’s needs through monitoring his/her performance on the computer platform that connects every child in the room.”



Students enjoy using the netbooks in class.

The netbook has encouraged students to study more at home. A survey conducted on the “School of the Future – Innovative Schools Program” found that, with the netbooks, students were more interested in studying English and their motivation to revise their work at home was higher. Ms LAU says, “We have put vocabulary read by native speakers in our netbooks so that students can listen to them at home. Parents can also revise with their children and learn together.”

Ms LAU says all the students are used to the computerised homework. “When the primary two to four students are working with their computers in the playground, the primary one students will look on with envy and hope that they could be promoted to primary two earlier and have their own computers.”

Learning phonics

For the primary one students, a phonics programme is adopted to help them with the English sounds. This fun phonics programme helps students overcome their fear of speaking English. They learn the pronunciation of the sounds and words through group activities and refer to the easy symbols to get their intonation right. Ms LAM says that for students to learn English well, the important thing is not to be afraid of speaking it.

Learning through drama

Ms HAU thinks that it takes more than listening to songs and reading books for students to develop language proficiency. She introduces drama to primary four and above. By writing the script and playing the roles, students develop writing and speaking skills.

She adds that teachers also play an important role in the drama activities. “If you want the students to play the role of a vase, you must first show them how to play the role of a similar object e.g. a chair. You have to understand your students and anticipate their difficulties.”

Conclusion

In this age when everything moves so fast, teachers must have flexible minds and innovative ideas to make learning and teaching effective. These three teachers are well-prepared and willing to take up the challenges ahead.



The students are practising drama before a show.



Students' involvement is very important in learning and teaching. It is our belief that diversified learning experiences can help our students develop their language competency and global competitiveness.

Our Vision

Students are the core in the framework of learning and teaching and hence we have adopted a student-centred approach in developing our school-based English language curriculum. Our English team thinks that “excellence” in English Language Education means creating an environment that can provide a language-rich context for students to learn English interactively, confidently, effectively, comprehensively and coherently. Students can then make use of what they have learnt and become independent language learners. Effective use of information and communication technology plays an important role in learning and teaching, too.

Our Curriculum

As the core members in the English Panel, we have planned and organised a series of language learning opportunities for students: from providing basic learning tools to creating a language-rich learning environment and planning interactive and meaningful learning activities. We aim at helping students learn English effectively in the six years of primary education. In the meantime, the teachers are always there for the students, taking the role of an organiser, facilitator and feedback provider.

Literacy programme in junior primary

Following the literacy programme we have adopted, we teach students the “speed sounds” as well as the techniques of blending sounds into words. Students, in pairs, practise the sounds and blending as well as encoding and decoding sounds and words. We are pleased to see that our lower primary students are more confident in spelling words said aloud to them and pronouncing unfamiliar words. The activities in this programme also develop students' reading and writing skills in a structured and effective way.



Ms LAM is teaching students the English sounds.

Innovative English E-curriculum

In their mid-primary, students are given more exposure to information and communication technologies. Our English E-curriculum aims at providing students with diversified learning experiences so as to enhance their language proficiency. The learning process allows students to complete the language tasks while developing different generic skills. Our curriculum places a lot of emphasis on promoting life-long learning and enhancing students' personal and intellectual development. With the E-curriculum, students are motivated. It was a vast transformation, moving from traditional learning methods to new and innovative learning contexts, but our students have adapted to the changes quickly.

Drama in education

We further enhance our upper primary students' English competency and generic skills through drama activities. In the drama lessons, students are always the key players whereas teachers are directors and facilitators. Role playing and speaking in front of the class have given students more confidence in speaking in English. It is our aim to develop our students as effective and independent learners in the 6-year primary education.

Our Thoughts

Having used the literacy programme for the past three years, teachers have an increased sense of satisfaction in seeing that students are able to read and write independently. Students find the innovative E-curriculum more interesting. They are more engaged in their own learning and are developing into independent learners. We are encouraged to see that our efforts have a positive outcome on students. This is what keeps us going.

Assessment

Summary

Pioneers in implementing an E-curriculum and maximising the use of IT both in school and at home to enhance students' English language learning experiences.

These three awarded teachers are keen to pilot initiatives for English learning and teaching. They have imported a literacy programme from the UK for Primary 1 to 3 to learn phonic skills, launched an E-curriculum using the netbook, interactive SmartBoard and various IT tools to facilitate learning, and, this year, joined SCOLAR's project Drama in Education to let students experience English through drama activities. They have provided a variety of learning tools and a language-rich environment for students to learn English interactively and confidently.

The awarded teachers' enthusiasm in teaching was mirrored in the cheerful countenance of their students and their eager responses in class and in the interview with the Assessment Panel. The students told the Panel that they enjoyed their English lessons and liked using IT to learn English. It impressed the Panel that the Primary 3 students, on top of using the IT tools efficiently, used English naturally in group discussions, without the need for any prompting from the teacher.

The Panel members also appreciated the awarded teachers' efforts to promote independent learning at home. Besides providing students with IT tools for home learning, they give parents access to the teaching materials on the school server so that they know what their children are learning and can help them with their learning. The parents told the Panel that they noted their children's increased interest in learning English, especially with the computer, and expressed their appreciation for the teachers' good effort.

The awarded teachers have facilitated a culture of sharing among colleagues and the teaching community. They share their experiences of using IT for language learning through giving lesson demonstrations, attending overseas conferences, doing media interviews and uploading video clips of their lessons onto the school server for public reference.

The awarded teachers have demonstrated good practices in curriculum design, use of IT and development of extra-curricular activities for language learning. Their good team spirit, enthusiasm in teaching, contributions to the teaching community, and, most of all, their efforts in developing students' language proficiency and positive attitudes towards learning English deserve recognition.



What a fun way to pack for a trip! Thanks to the interactive smartboard.

Way of Access to Information of the above Teaching Practice

Website: www.fkis.edu.hk

Preferred Way of Dissemination

Seminar, workshop, school visit, lesson sharing

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