



▲Left to right: Ms MAN Siu-mei, Ms TSANG Wing-shan

# English as an eye opener to the world of learning

## Teaching Philosophy

Our education goal is to encourage our students to get out of their comfort zone in learning the language. English is not only a subject; students are expected to immerse themselves in authentic English environment where they can use and practise their English.

### Teachers presented with the Certificate of Merit

Ms TSANG Wing-shan  
Ms MAN Siu-mei

### School

TWGHs Sun Hoi Directors' College

### Subjects taught

English Language (S1-6)



### Interview with the Teachers

Ms Tsang Wing-shan and Ms Man Siu-mei discovered their love for English in different scenarios. "At an early age, I was crazily in love with music bands from England. I always lingered in the music store and did extensive reading on stories about them. I gradually realised English was not only a subject, but a means to see the world," said Ms Man. From that moment, she decided to become an English teacher helping young people to become good at English so that they can make a difference in studies and life. "I also love mingling with young people as they make me feel young and energetic," she admitted with a smile.

For Ms Tsang, she had an inspiring mentor who triggered her love in English. "My History teacher was excellent in describing historical events in fluent English. I was so mesmerised in these stories that I tried learning more about the great people in History from extensive reading, mainly in English."

Both stories share one thing in common: you need an incentive to spark off your love for the language.

### English is not just a subject

Both Ms Tsang and Ms Man agree that students cannot be forced into learning English. Instead, they need to be immersed in a supportive environment in using and practising English in their daily life. Through promoting learning English in non-language subjects, students are encouraged to use English beyond language classes, and in activities like English morning assemblies, competitions, and life-wide learning activities.

Students in their class are given ample opportunities to speak English. Ms Tsang and Ms Man will try to give tutorials for students in need of support after school and during school holidays, coaching them



▲Students building up confidence in a supportive learning environment



▲Developing proficiency in oral presentation

individually until they gain confidence in using English. Once ready, they will encourage them to join different activities and prove themselves capable of doing well.

A student has particularly moved and impressed both teachers. Ms Man recalled, "There was a student who required special care because of his physical weakness. Being very shy and quiet, he had a tough time making friends. Understanding his plight, we encouraged him to join the English Club. Through coaching him the skills of speech writing, interpersonal communication skills and encouraging him to join different kinds of extracurricular activities, he felt less lonely and isolated. Eventually, he has transformed himself into a self-assured student."

### We are all blessed!

"The student's mother always thanks us and the school for supporting his son who has made such remarkable improvements," recalled Ms Tsang. The mother expressed gratefully, "This is a blessing." However, Ms Tsang said, "We are blessed too! When we see students willing to jump out of their comfort zone and become ready to try new things, this gives us the energy to keep going."

"I believe every child is unique and he could excel in what he is interested in when given the opportunities," Ms Tsang added.



▲Learning from professional actors on stage





## Teachers' Sharing

For Sun Hoi students, English is not just a language but an eye opener. In pursuit of the goal, we draw upon concerted efforts from other subject teachers and extend teaching English beyond the language classroom. This belief has inspired us to make positive changes in the English learning environment for students when we promote the Language across the Curriculum (LaC) initiative in our English Language Education programmes.

### Creating an English-rich learning environment

To maximise students' opportunities in learning and using English in authentic contexts, we have created an open and accommodating language rich environment in the classroom, self-directed learning centre and the school campus. We also provide students with ample opportunities to engage themselves in a multitude of intra-school and inter-school learning activities as well as overseas learning programmes in the extended learning environment. Students make good use of these platforms in organising the Language across the Curriculum Fun Day, STEM Fun Day, Sun Hoi Maze Survivors, etc., taking language learning beyond English classrooms. They enjoy learning English in real-life contexts and develop an awareness of learning English anywhere and anytime in daily life situations. We see students' improvements in language proficiency, and more importantly, positive changes in their attitude towards learning English.



▲ Students simulating selling their inventions to the elderly

### Learning and using English in authentic contexts

Apart from learning English in language lessons and in non-language subjects taught in English, students are exposed to learning opportunities offered in the



▲ Incorporating e-learning on the LaC Fun Day

community. For example, they made the RTHK3 "Teen Time" recording, participated in simulated English interview workshops and joined the Joint Secondary Schools English Camp. Through these activities, they learn to use English in realistic settings. To give students a stage to shine, we offer the Inter-house English Drama Competitions. Students take up different roles in script writing, acting, props production and backstage support work. With the teachers as facilitators, language learning happens more naturally. To our delight, our drama team won prizes in the Hong Kong School Drama Festival. Throughout the year, students host English assemblies, seasons celebrations and Reading Buddy Programme, serve as English Ambassadors and contribute to our English webpage "SHDC English World" and the school English magazine "MagaSun". They join overseas immersion or cultural exchange programmes for authentic language experiences. All these learning opportunities contribute to boosting students' confidence in learning and enhancing their English proficiency.

### Impacts of LaC on student learning

With a highly supportive and stimulating learning atmosphere in language learning at Sun Hoi, students always demonstrate a positive attitude towards English. All the planned learning activities, events, fun activities and other language-related activities have indeed greatly inspired students of different backgrounds and abilities to learn the language with confidence and determination. We are so pleased to witness that students are willing and ready to challenge themselves in different English contexts.

It is our pledge to sustain, enrich and promote good LaC practices at Sun Hoi for our students.



### Assessment Summary

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*Promoting students' incentives and authentic use of English through providing a language-rich and cross-curricular learning environment*

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▲ Students engaged in communicative tasks and quality interaction

The awarded teachers demonstrate professional competence in curriculum planning and curriculum leadership. They serve as the catalysts of change at the school, share a common vision and establish common practices for the panel of English teachers. Working in line with the school's language policy in promoting Language across the Curriculum (LaC), Reading across the Curriculum and STEM/STREAM education on a whole-school approach, the teachers work closely with non-language teachers to generate learning materials for subjects taught in English. They have developed a school-based LaC Guidebook and organised a series of LaC training workshops for non-language teachers in the school. To address learner diversity, they use internal and external assessment data as well as qualitative data from various sources to identify students' learning needs and learning styles for directions and adjustments when developing the theme-based booklets such as Social Issues Booklets, Speaking Handbooks, Extensive Reading Scheme Report Booklets, Reading and Viewing Journals, and Self-directed Learning Handbooks. The teachers also implement the Self-directed Reading Programmes for S1 to S3 students with graded reading cards on different New Senior Secondary elective modules. The self-learning centre also provides students with an easy access to ample reading resources to facilitate the development of their self-study learning skills.

The teachers succeed in creating a motivating and attractive language-rich environment for students to immerse in language learning. They expose their students to a wide range of activities, internal and external competitions and assessment modes through a three-tier learning mode comprising classroom, intra-school and inter-school learning activities. To inspire students of different backgrounds to learn English outside class time, they have proposed and organised activities such as English Interview Workshops, LaC Cultural Exchange Tours, English drama and English Immersion Programmes, and offered training to the students

who participated in various drama and speech competitions.

Through professional sharing and dialogues, the teachers have strategically engaged all English teachers in playing the role of resource persons to the EMI subjects teachers in the development of LaC related learning materials. They have assisted the school in fostering a culture of experience sharing and a professional learning community through developing the 3-tier peer observation practice, the structured school-based mentorship programme and the "Teachers' Professional Development Unit" for monitoring and overseeing the continuous professional development of the teaching staff. They take the lead to work with tertiary institutions and share their good practices in learning and teaching with the English panel and with other schools.

The teachers' continuous effort has laid down a firm foundation for the advancement of English Language education and LaC development at their school. They have succeeded in boosting students' confidence in learning and using English, and enhancing students' language proficiency.

### Ways to Obtain Information on the Teaching Practice

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

#### Contact

Ms Tsang Wing-shan

Tel: 2464 5220

Fax: 2461 4724

Email: [wst@shd.edu.hk](mailto:wst@shd.edu.hk)