

Realising the potential of project learning in the English Language Education KLA

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School-based Curriculum Development

(Primary) Section

Education Bureau

School Background

Students:

- Many cross-border pupils (from Shenzhen to Sheung Shui)
- Even local pupils seldom travel beyond North District
- Little social awareness and limited social interaction

Project learning:

- P.2 Going to a park / Shopping at a supermarket
- P.3 Order food at McDonald's
- P.4 Interview tourists in Tsim Sha Tsui
- P.5 Famous cities in China (involve no outing)

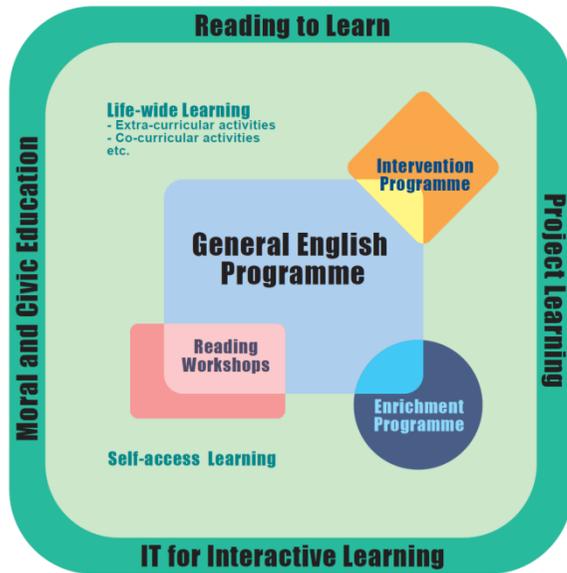
New initiative (2015 – present):

- P.5 A school outing to **Kadoorie Farm and Botanic Garden**

Today's Programme

- The **purpose of Project Learning** in the English Language Education KLA
- **School-based Curriculum Adaptation**: Creating Space for Project Learning
- Before the visit (Inside the classroom):
 - ✓ **Biography** of *Sir Horace Kadoorie* (founder of Kadoorie Farm and Botanic Garden)
 - ✓ Prepare students for **interviewing the animal caretaker**
- **A half-day visit at Kadoorie Farm and Botanic Garden**:
- After the visit (Inside the classroom):
 - ✓ **Journal writing or report writing** (differentiated tasks)

Project Learning



- Promote integrative use of language skills (listening, speaking, reading and writing) and other strategies
- Involve the process of planning, information searching, note-taking, interviewing, discussion etc
- Encompass life-wide learning and self-learning
- Engage students in authentic tasks
- Place students in a stimulating and engaging environment

Curriculum Adaptation: Using the CARS Model to create Curriculum Space

Changing - more radical forms of adaptation, such as modifications to procedures or changes in the context or content (replacement)

Adding:

- (i) Adaptation- extension or exploitation of the existing material
- (ii) Supplementation - introduction of new materials

CARS

Rejection:

- (i) Complete - e.g. omitting a whole activity or even a whole unit
- (ii) Partial - e.g. cutting one or more stages within an activity

Selection - selecting the course materials that will be used unchanged

Application of CARS model in Modular Planning

Changing

- Replace biographies about an athlete and an astronaut with the one about the founder of Kadoorie Farm

Adding

- An outing: A half-day visit to Kadoorie Farm
 - (i) Animal Encounters: Interview animal caretaker
 - (ii) Guided tour
 - (iii) 'Pig' talk
 - (iv) Art Activities
- A project book

Rejection

- Omit the task on doing a presentation about a famous person

Selection

- Retain grammar items and merge them with the previous unit on present perfect tense

Half day Itineraries at Kadoorie Farm

- Primary 5: 6 classes (about 200+ students)
- Half day outing: 3 days, 2 classes each day

40 mins/ session	Group A (12-20 students/ group)	Group B (12-20 students/ group)	Group C (12-20 students/ group)	Group D (12-20 students/ group)
9:30 - 10:10	Animal Encounters	Art Activities	Guided Tour	'Pig' talk
10:10 - 10:50	Art Activities	Animal Encounters	'Pig' talk	Guided Tour
10:50 - 11:30	'Pig' talk	Guided Tour	Animal Encounters	Art Activities
11:30 - 12:10	Guided Tour	'Pig' talk	Art Activities	Animal Encounters

Using **KWL** to teach the biography of Sir Horace Kadoorie

Why?

- ✓ Arouse students' interest, make this outing a natural extension of classroom teaching
- ✓ Achieve dual purposes: Prepare students for the lesson (teaching of biography) and the visit to Kadoorie Farm

How?

Before the lesson

- ✓ Ask students to search the Internet to find information about the Kadoorie family and the farm
- ✓ Scaffold **information searching**: recommend website (official website of Kadoorie Farm) and introduce online dictionary (visit *Chrome Web Store*, add *Google Dictionary* to the location bar)

KWL Reading Strategy

- ✓ K-W-L stands for what I Know, what I Want to know, and what I Learned.

KWL		
What I Know	What I Want to Know	What I Learned



In the Pre-reading stage:

At home:

- Students search for information about Sir Horace Kadoorie and his farm
- Students record the information that they gathered

In class:

1. Divide students into groups of 10 (4 students/group)
2. Students share information in groups
3. Select one piece of information and share in class
4. Teachers jot down ideas in the 'Know' column



5. Teachers **brainstorm question words** (what, who, why, how, how many, when, where)
6. Students work **individually** to think of what questions they want to ask
7. Students work in **groups** to share questions
8. Each group reports 1 question in **class**



KWL Chart		
Know (about the Kadoorie family and the farm)	Want to know	Learned

While-reading stage

1. Teachers **read aloud the biography** paragraph by paragraph, explain meaning of key words if needed

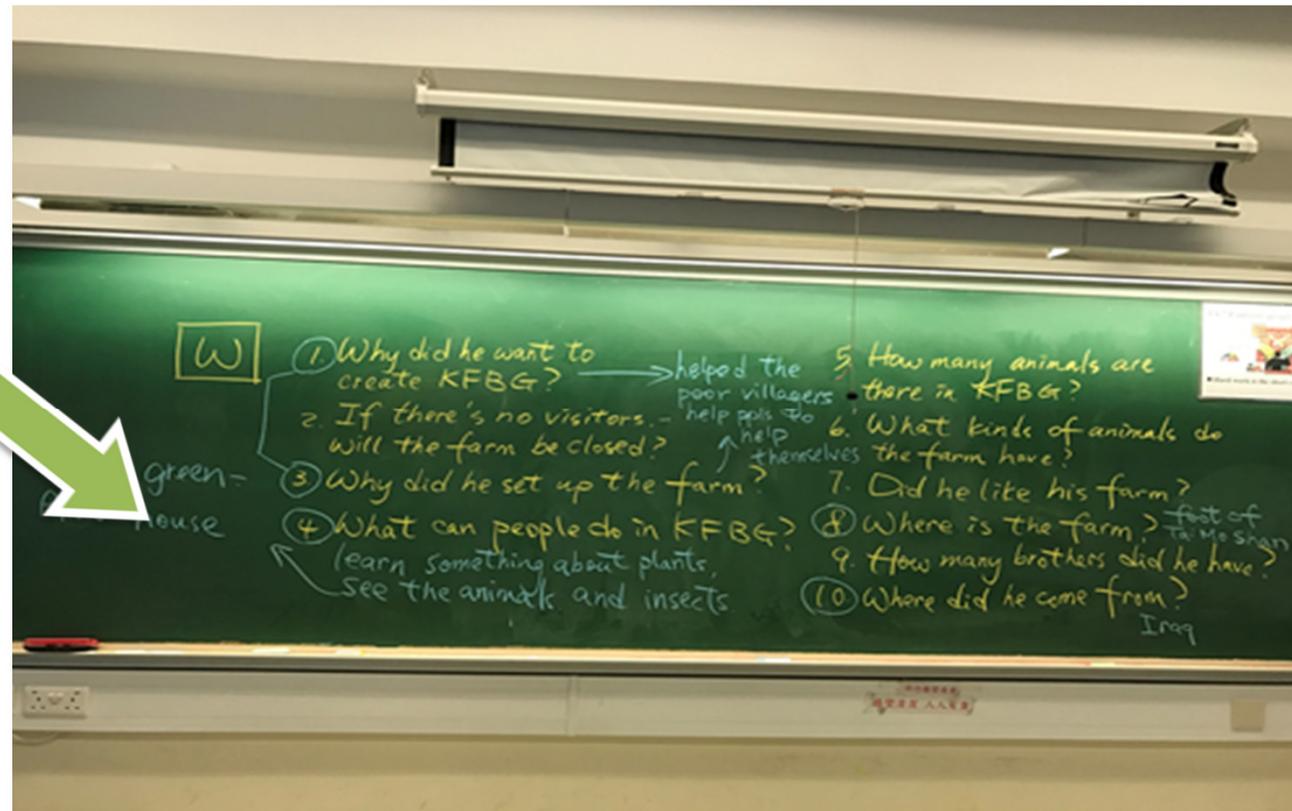


Turn to booklet p.52:
Appendix A: Biography of
Sir Horace Kadoorie

Post-reading stage

1. Ask students to find information from the text to answer questions raised by their classmates
2. Students search for more information about the unanswered questions and share with teachers and classmates on Padlet.

Answers are written in blue on the blackboard



Teachers' reflection

KWL is a strategy to:

- visualize the thinking process, from prediction to confirmation
- set purposes for reading
- motivate students to find answers
- make students become an active learner, help connect knowledge they gained online with learning in the classroom

A step forward:

- Introduce features of a biography
- Design an activity for students to identify these features in the text

Using **5W1H** to help students prepare for the interview before the visit

Task: Interview the animal caretaker about her/his job taking care of the African Ball Python (12-20 students/session)

Why this task?

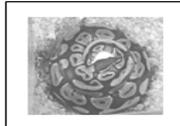
- ✓ Integrate aural-oral skill with note-taking skill
- ✓ Encourage students to interact and participate actively
- ✓ Boost students' confidence in speaking in front of classmates and strangers

Before the visit (in the classroom):

- ✓ Use 5W1H (What, Who, Why, Where, When, How) to help each student prepare for his/her question(s)

Students' Interview Form for Animal Encounters

Animal Encounters – African Ball Python / Stick Insects



Interviewer(s): Group () from 5 () Interviewee: _____

Date of interview: _____

A. About the animal(s)

1. Appearance	
2. Habitat	
3. Enemies	
4. Diet	
5. Others	

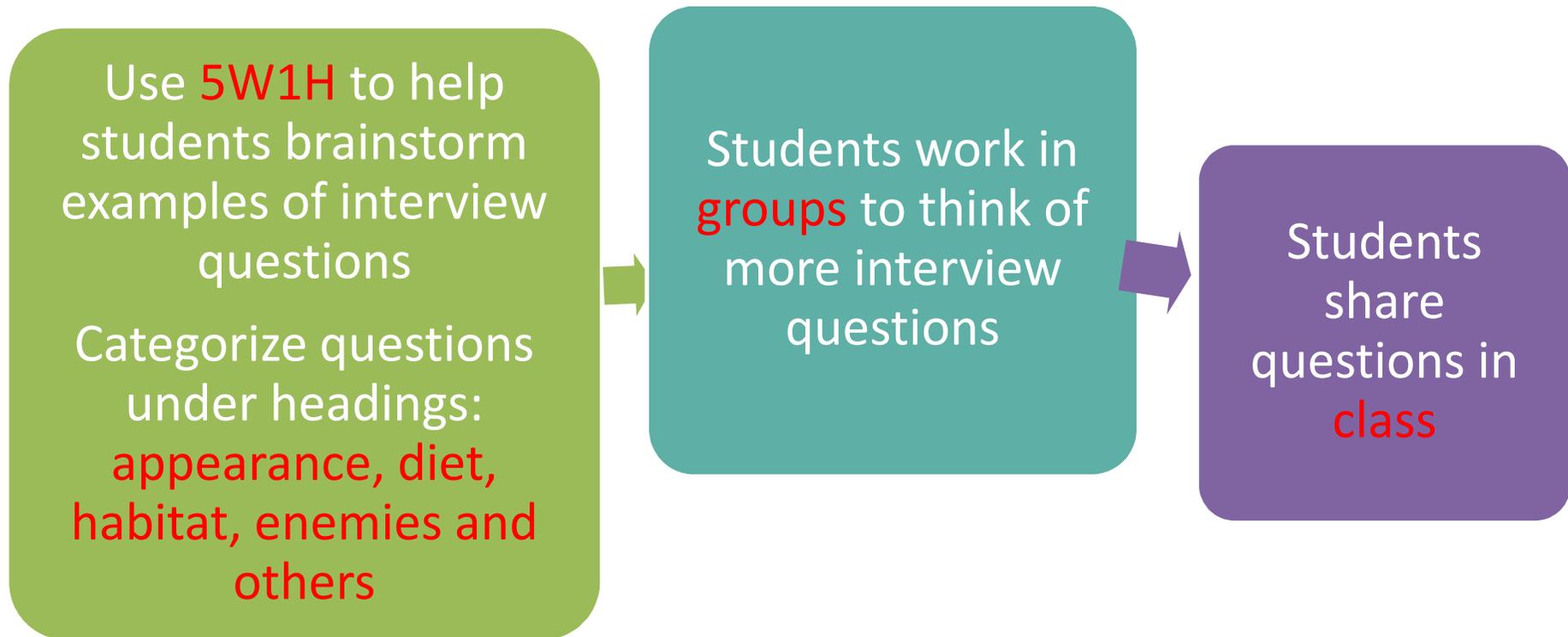
p.7

B. About the animal caretaker

1. Background information	
2. Job details	
3. Others	

p.8

Scaffolding Steps in Class



Interview Form for Animal Encounters

- ✓ Teachers collect all questions in class, type them up and **distribute the form to individuals** before the visit for note taking
- ✓ **Assign each student to ask at least one question** during Animal Encounters

Name: _____ Class: _____ ()

<p>A. About the animal</p> <p>1. Appearance</p> <ul style="list-style-type: none"> ● How long is the python? ● How heavy is it? ● How old is it? ● Is it a male or a female? ● How long is its tongue? ● How long can pythons live? ● How long is the longest python in the world? 	
<p>2. Habitat</p> <ul style="list-style-type: none"> ● Where do they usually live? ● Can it live in very cold places? ● Can it live in deserts? ● Can it live in the sea? 	
<p>3. Enemies</p> <ul style="list-style-type: none"> ● What are its enemies? ● How does it fight with its enemies? ● Can it eat elephant? ● Which is more powerful in a fight, a python or a lion? 	
<p>4. Diet</p> <ul style="list-style-type: none"> ● What does it usually eat? ● How long can it live without food? ● Does it eat vegetables? ● What do wild pythons eat? 	
<p>5. Others</p> <ul style="list-style-type: none"> ● Where did it come from? ● Was it hurt when it was caught? ● Why does it still stay in here? ● When will it go back to the nature? ● How many eggs can it lay each time? ● Has it laid eggs yet? ● Does it have bottom? ● How many kinds of pythons are there in the world? 	

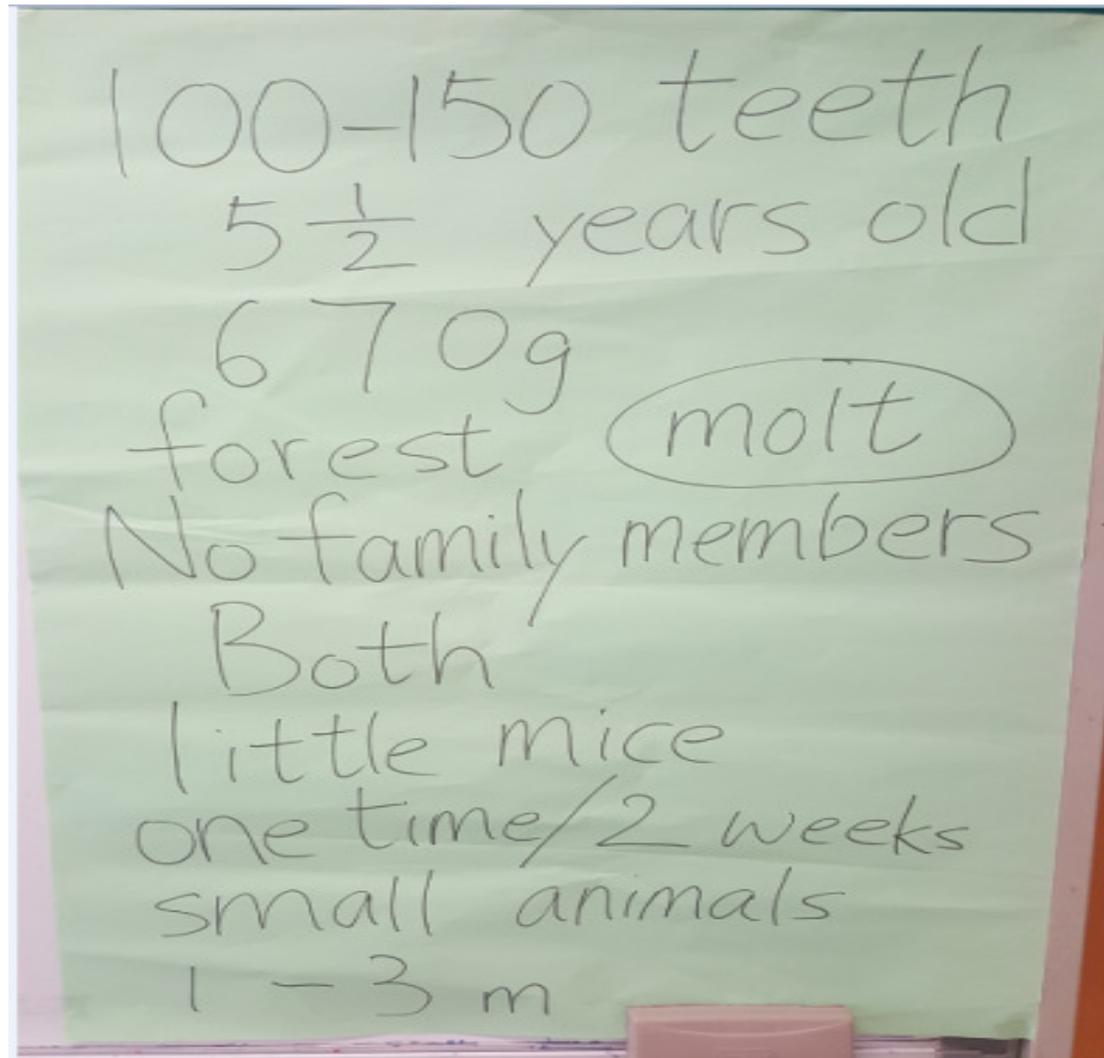
Strategies used to increase interactions

Before the visit:

- ✓ Email the interview form to caretaker before the visit
- ✓ Communicate with the animal caretaker: reduce adult talk, expect students to take the lead during the interview
- ✓ Assign at least one question to each student
- ✓ Use lesson time to practise asking interview questions

During the visit:

- ✓ Teachers jot the answers together with the students on the flip chart (help students who struggle with spelling)



- ✓ Graded worksheets (more support given to low achievers to assist note taking)

Students' Interview Form (Average achievers)

Animal Encounters – African Ball Python Talk

Interviewer(s) : Group () from 5 (B) Interviewee : _____

Date of interview : 10th March, 2016

A. About the animal(s)

1. Appearance	
a. How long is the African Ball Python?	a. <u>1.52 metres.</u>
b. How long is the tongue of the snake?	b. <u>About 4cm.</u>
c. How <u>heavy</u> is the snake?	c. <u>24 kg.</u>
d. What pattern can be found on the skin of the snake?	d. <u>Some long brown pattern.</u>
2. Habitat	
a. Where does it live?	a. <u>Africa</u>
b. Which country can we find the African Ball Python?	b. <u>Africa.</u>
3. Enemies	
a. What are its enemies?	a. <u>Eagles, monitor lizard and lions.</u>
b. Are lions one of its enemies?	b. <u>Yes.</u>
c. Where can we find its enemies?	c. <u>Africa.</u>
4. Diet	
a. What does it eat?	a. <u>Rats and birds.</u>
b. What does it not like to eat?	b. <u>Vegetable.</u>
c. Does it eat vegetables?	c. <u>No.</u>
d. Does it eat meat?	d. <u>Yes.</u>
e. How much does it eat each day?	e. <u>One rat and two birds.</u>
5. Others	
a. How does it protect itself to avoid attacking by its enemies?	a. <u>Coils into a ball and pull its head inside the ball.</u>
b. Will it kill or eat its companions?	b. <u>No.</u>
c. How long is its life-span?	c. <u>40-50 years.</u>
d.	d. _____

Students' Interview Form (Low achievers)

Animal Encounters – African Ball Python Talk



Interviewer(s) : Group () from 5 (C) Interviewee : _____

Date of interview : _____

A. About the animal(s)

1. Appearance	
- How long is the python? (9)	<u>104</u> cm
- How heavy is it? (2)	<u>24</u> kg
- What colour is it? (18) (23)	<u>yellow and white</u>
- What does it look like? (5) (25)	
2. Habitat	
- Where does it live? (15)	<u>grassland / savannah / woodland</u>
- Does it live on the ground or underground? (3) (24)	
3. Enemies	
- What are its enemies? (1) (21)	<u>lions / tigers / large eagles</u>
4. Diet	
- What does it eat? (6) (26)	<u>meat</u> / <u>vegetables</u> / <u>small rats</u>
5. Others	
- How old is it? (12)	<u>4</u> years old
- Is it a male or a female? (11)	male / <u>female</u>

Teachers' reflection

- ✓ Turn students into **an active learner**: Make students take the lead during the interview
- ✓ Quiet students: **Overcome their shyness** to interact with strangers (i.e. animal caretaker)
- ✓ High ability students: Demonstrate more **mature interaction skills** by coming up with follow-up questions spontaneously
- ✓ More support given to students who struggle with spelling: Ask for a flip chart from Kadoorie Farm.

Other activities at Kadoorie Farm & Botanic Garden

Art Activities:

- Learn the message about protecting trees
- Use tree rings to make paintings

The Guided Tour:

- Learn the conservation of wild animals
- Observe animals such as barking deer, wild boars, fruit bats and Da Hua Bai pigs

Teachers' reflection

- The tour was conducted in English, some students had problem understanding special terms
- Students' solution to the problem: Take photos of the display boards



Writing tasks after the visit

Students are streamed into different ability classes

✓ **Common task:** Reflection log

✓ **Differentiated tasks :**

◆ Journal writing

for low achievers - guided questions & brainstorming

for average achievers - photo walk, individual conferencing

◆ Report writing

for high achievers – e-learning tools for independent learning

Common task: Reflection log

My Reflection Log

On this outing, I have learned...

that we should protect the environment.

Besides, people should not kill the protected species.

The most interesting part was...

I think the most interesting part was the tree ring printing because this was the first time I painted with a tree ring.

I think that this outing was meaningful / interesting educational because I have learnt that we should protect the w

I would like to share with my readers...

Difficulties:	My feelings :
I could not totally understand what the animal caretaker said.	pleased fascinated delighted

Compare Kadoorie visit with the visit to Tsim Shui Tsui, which one do you like more? Why?

I like Kadoorie visit more because I could see some special animals.

p.14

26

Low achievers : Journal Writing

- ✓ Use **guided questions** to help students organize their writing
- ✓ **Brainstorm ideas** in class
- ✓ Students jot down ideas and **write individually**

A School Outing to Kadoorie Farm

 Write your ideas in point form.

<p>Introduction:</p> <p>-Where did you go?</p> <p>-When did you go there?</p> <p>-What was the weather like?</p> <p>-How did you get there?</p> <p>-Who went there with you?</p>	<p>I went to the Kadoorie Farm and Botanic Garden.</p> <p>on 5th December, 2016</p> <p>hot and sunny</p> <p>by coach</p> <p>I went there with my teachers and classmates.</p>
<p>Body: <i>we saw the animals and listened to the tour guide</i></p> <p>-What spots/activities did you visit/do?</p> <p>-What did you see /do there?</p> <p>-Which spots/activities did you like most? Why?</p> <p>-Who did you interview?</p> <p>-What did he /she do?</p> <p>-What did he / she think about his / her job?</p> <p>-What did you think about him / her?</p> <p>-Others: _____</p>	<p><i>went to the art hall</i></p> <p>visit the Ball python classmate.</p> <p>barking deer, wild boar, pigs, dog faced animal Encounters (African fruit bat)</p> <p>I like animals because they are cute.</p> <p>I interviewed the animal caretaker of the ball python.</p> <p>very meaningful.</p> <p>good</p>
<p>Ending:</p> <p>-What have you learned?</p> <p>-What was the most interesting part about the outing?</p> <p>- What do you think of this outing?</p> <p>-What difficulties did you encounter in the outing?</p> <p>-How did you feel?</p> <p>-Others: _____</p>	<p>How we know if it is animal male or female.</p> <p>to visit the wild boar.</p> <p>learn more nature to protect.</p>

Journal



A School Outing to Kadoorie Farm

Last Monday morning, I went to Kadoorie Farm with my classmate. It was not far away from the school and takes only fifteen minutes to get there.

Able to write about the outing but without details

We arrived at Art House first, painted the tree rings. This was very interesting, we were happy.

Then, we went to see the Bella. Bella was an African Ball Python. She was very shy. During our visit she hardly moved in the cage.

Able to write about own feelings but with no elaborations

I think this outing was meaningful because classmate enjoyed the visit and both teachers and classmate learned a lot of new things.

Average achievers: Journal Writing

- ✓ Less scaffolding: Reduce the number of guided questions
- ✓ Encourage students to write more about own feelings and thoughts
- ✓ Encourage pupils to provide descriptions with details
- ✓ Make expectations more explicit (use teacher's 'bad' writing as a counterexample)

A School Outing to Kadoorie Farm

Last Wednesday morning, I went to Kadoorie Farm with my students. We went there by coach. First we went to the Art House. We learned to use tree rings to make paintings. Then we went to see Bella, an African Ball Python. The caretaker is very nice.

After that, we went to the Pigsties to see pigs. They are fat and smelly. We also went to the square to see the statue of Sir Horace Kadoorie, the founder of Kadoorie Farm. Finally, we went to the Pier Jacobs Wildlife Sanctuary. We saw two barking deer, some dog-faced fruit bats and a wild boar. We learned about the diet, habitat and some interesting facts about these animals.

It was a tiring day but we had great fun.

A simple narrative

What do you think of this writing?

The writing is very boring!

I went there too. I knew what happened that day. Why do I have to read your writing?

You don't have to tell me everything. Just tell me something **special**, things that you learned and felt.



Average achievers: Journal Writing

- ✓ Make expectations more explicit (use teacher's 'good' writing as an example)

Provide descriptions with details

Give own feelings and thoughts

A School Outing to Kadoorie Farm

Last Wednesday morning, I went to Kadoorie Farm with my pupils. Kadoorie Farm is not far away from the school. It takes only fifteen minutes to get there.

The most interesting part of this outing was meeting Bella. Bella is an African Ball Python. She is very shy. During our visit, she hardly moved in the cage.

We learned from Fransis the caretaker a lot of interesting facts about Bella. Bella is a female. She does not lay eggs because she lives alone. She does not hibernate because Hong Kong's winter is too warm.

I am proud of my pupils because they spoke loudly and confidently.

When Fransis invited us to line up to touch the dead skin of Bella, they were well-behaved.

I think this outing was meaningful because pupils enjoyed the visit and both teachers and pupils learned a lot of new things.

30

Average achievers: Journal Writing

Strategies used in class

- ✓ Photo walk: Visiting 'magic' moments of the outing
- ✓ Focus on these two prompts in the reflection log:

The most interesting part of this outing was...

I think that this outing was...

Average achievers: Journal Writing

The reflection log (Draft): **More able pupils**

- Encourage students to write more about **own feelings and thoughts** & provide **descriptions with details**

The reflection log : **Less able pupils**

- Individual conferencing

Average achievers: Journal Writing

- After Individual conferencing

Student's final work



A School Outing to Kadoorie Farm

Provide descriptions with details

Yesterday morning, I went to Kadoorie Farm with my teachers. Kadoorie Farm is not far away from the school. It took only fifteen minutes to get there.

The most interesting part was meeting the barking deer. The male called Mark. The female called Fi Fi. It was a little small. It was brown. Male deer had antlers. It is cute. It is scared it will bark a we called barking deer. It was shy when we took photos on it. They were timid like a mouse. I felt excited because this was my first time to watch the barking deer. We could nearby to the barking deer. They liked eating the fruit and leaves.

I thought that this outing educational because I have learnt that we should protect the environment.

Give own feelings and thoughts

High achievers : Report Writing

Traditional Classroom



+ 

- Teachers prepare materials to be delivered in class.
- Students listen, follow instructions & do activities

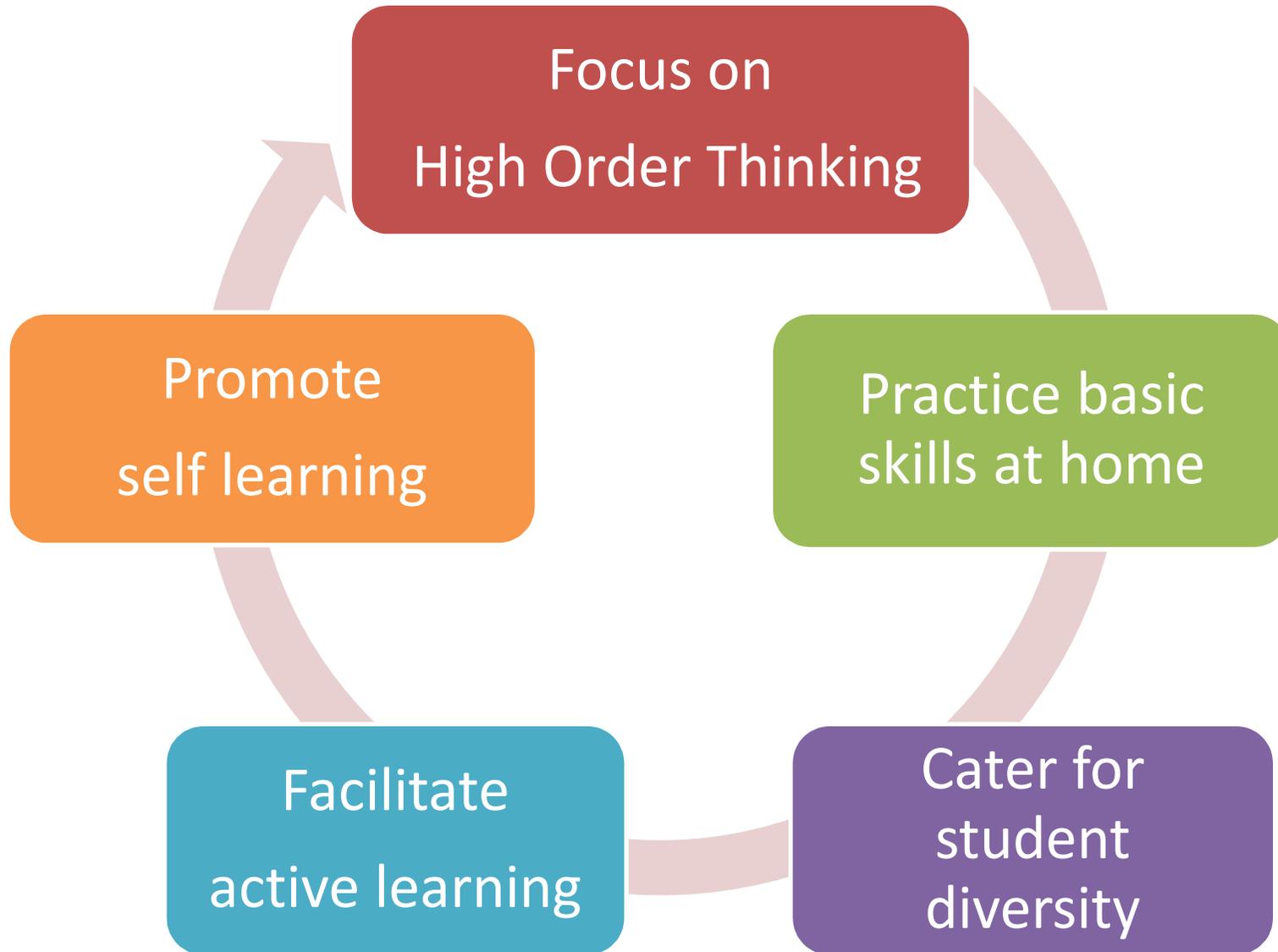
Flipped Classroom



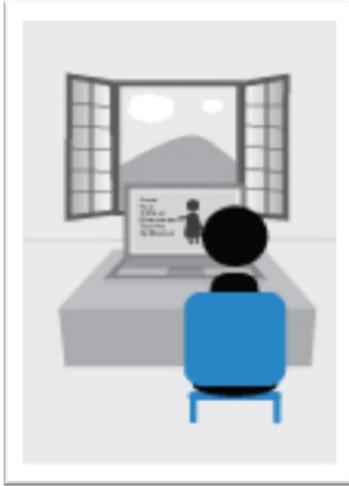
- Students **watch/listen to lectures before coming to class**
- More class time is devoted to learning activities and more **high-order thinking tasks**



Why Flipped Classroom?

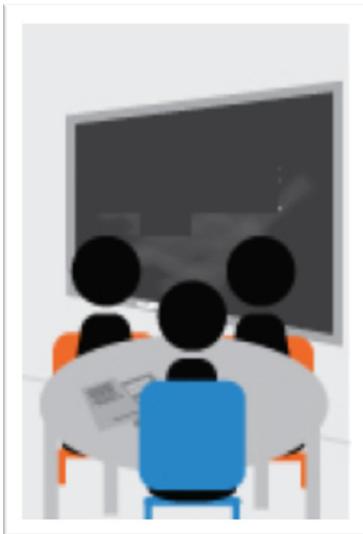


'Flipped Classroom' in Report Writing



At home :

- ✓ Students watch video clips on report writing (**direct instruction**)
- ✓ Teachers support viewing with notes



In class :

- ✓ Teachers recap important features of a report (i.e. *introduction, headings, conclusion*) and provide a report sample for **analysis** (*A Report on Barking Deer at Kadoorie Farm*)

A report sample for analysis



Booklet
p. 53

Headings

Read this informational text (report). Number the following:

① Topic /title, ② Introduction, ③ Headings, ④ Conclusion.

What information can you find in the introduction and conclusion?

A Report on Barking Deer at Kadoorie Farm

Title

Have you ever seen a barking deer? Barking deer are shy animals. They are so timid that they can be scared to death easily. You can see them if you visit Kadoorie Farm in Kam Tin. There are two barking deer there. They lost their mothers when they were babies. People at Kadoorie Farm take good care of them. They have become tame and cannot return to nature.

Introduction

Appearance

Barking deer are small. They are about 30 inches long and 20 inches tall. They are brown in colour. Their faces are darker than their bodies. Male barking deer are usually bigger than female barking deer.

Diet

Barking deer do not eat meat. They eat leaves, seeds and fruits. They look for food at night.

Habitat

They live in the countryside. If you are lucky, you can see them in Sai Kung and on Lantau Island.

Interesting facts

Barking deer are timid animals. They are afraid of humans and dogs. They call like dogs' barking, that is why they are called barking deer.

Barking deer are one of the few wild animals in Hong Kong. People should protect the countryside and make sure that their living place is safe and nice. You can learn more about barking deer if you visit Kadoorie Farm or its website.

Conclusion

A report sample for analysis

Introduction

Have you ever seen a barking deer? Barking deer are shy animals. They are so timid that they can be scared to death easily. You can see them if you visit Kadoorie Farm in Kam Tin. There are two barking deer there. They lost their mothers when they were babies. People at Kadoorie Farm take good care of them. They have become tame and cannot return to nature.

- **Start with a question** and **use some surprising facts** to attract readers' attention

Conclusion

Barking deer are one of the few wild animals in Hong Kong, People should protect the countryside and make sure that their living place is safe and nice. You can learn more about barking deer if you visit Kadoorie Farm or its website.

- **Summarize** about what the readers have learned and **tell them how they can learn more** about the topic

Scaffolding steps for Report writing

Task: Write **an informational report on dog-faced fruit bats**

At home:

- Students watch a **video** (multi- modal text) about fruit bats and jot notes individually

Why videos?

- Get the information by listening
- Avoid 'copy and paste'
- Easy to handle
- Arouse students' interest

- Students can learn at their own pace with Edpuzzle (an e-learning tool)

- Edpuzzle Report
 - Use report data to **adjust teaching steps or plan** before the lesson
 - Use lesson time to **check students' understanding** and/or **recap the main points** of the videos

In class:

1. Students share information they get from the guided tour at Kadoorie Farm as well as videos watched at home
2. Teachers recap **structure of informational texts**
3. Writing activity: Students **work in pairs** to practise writing the introduction

Two tasks:

1. Draft a question with your partner.

2. Choose **ONE** surprising fact of fruit bats to make your introduction more interesting.

Write a hook:

- Start with a question
- Use surprising facts

4. Individual task: Students use the information to complete the report

Name: _____ () Class: 5E Date: 27th February, 2017

A Report of Fruit Bats

How well do you know about the fruit bats? Fruit bats are mammals. They belong to 'fox' family. They look like a fox, so some people give them a special name call 'Fly fox'.

Appearance
Fruit bats are too small. They are smaller than our hands. They are black and brown.

Diet
Fruit bats dislike to drink blood. They only like to eat fruit. They look for their food at night because their eyes are better than other bats.

Habitat
They live in the very very dark caves. They have good eyes, so they can see the things in the dark places.

Interesting facts
Fruit Bats are afraid of eagles because eagles eat them when they were finding their food. So they find food at night.

Fruit Bats are special. So when we see them we should be kind to them. If you want to know more about fruit bats, you can go to the Kadoorie Farm.

Able to start with a hook

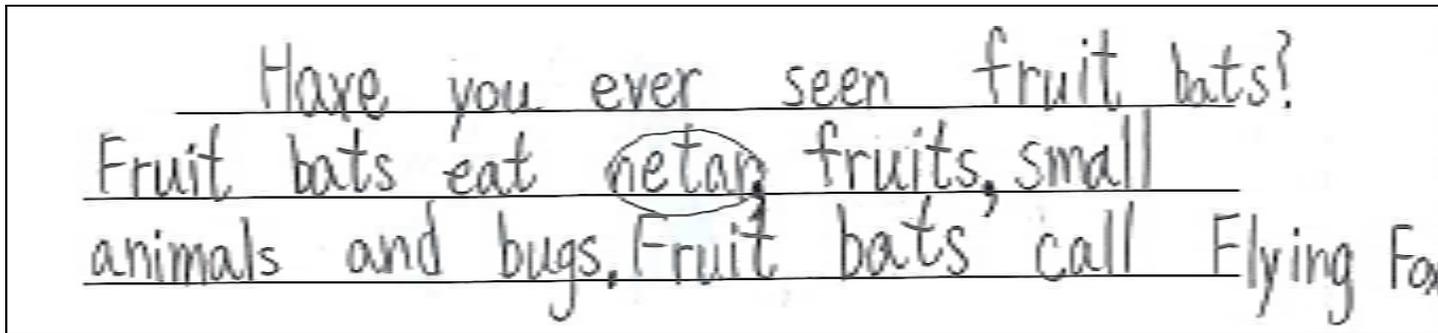
Student's report

Able to tell readers how they can learn more about fruit bats 42

Teachers' reflection

- Problem with some students' introduction: the question and the facts are not connected

Example:



- More guidelines should be given and revise the layout of the writing tasks

Two tasks:

1. Draft a question with your partner.

2. Choose **ONE** surprising fact of fruit bats to make your introduction more interesting.

- A step forward: Allow students to write about other animals/topics (self-directed learning: learners' autonomy)

How to assess students' learning

Informal ways:

- ✓ Teachers' observation (students' interaction with the caretaker, their attentiveness during the guided tour)
- ✓ Students' voices

Formal ways:

- ✓ Students' reflection log
- ✓ Journal writing (particularly their feelings and thinking)
- ✓ Report writing
- ✓ Test/ Examination

Thank you!