

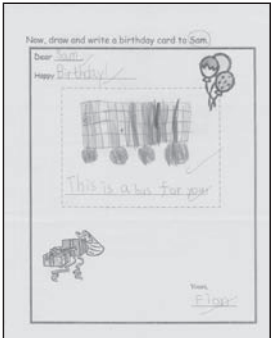


What happened

Five modules have been developed in this academic year, including 'School days', 'Me and my family', 'My five senses', 'Keeping pets' and 'Amazing animals'. Suitable songs, rhymes, poetry and short stories are infused into each module to increase pupils' motivation and involvement. One of the modules on five Senses has been chosen for illustration.

Module: My Five Senses

Unit	Language arts materials (Genre)	Learning objectives and outcomes	Main task
1. Colours	<p>Songs:</p> <ol style="list-style-type: none"> <i>The Rainbow song</i> <i>Teddy Bear</i> <p>Poems</p> <ol style="list-style-type: none"> <i>Colours All Day</i> <i>Yummy Fruit</i> <p>Readers:</p> <ol style="list-style-type: none"> <i>My Colour Book</i> <i>Brown Bear, Brown Bear, what do you see?</i> 	<ul style="list-style-type: none"> Learn vocabulary about colours, e.g. red, green, yellow, blue, black, brown, orange, pink, purple Be able to make sentences using 'I see...', 'I like...' 	<p>Booklet: My Colour Book (Recycle the vocabulary about stationery in Module One)</p> 
2. Body parts	<p>Songs:</p> <ol style="list-style-type: none"> <i>Eyes & Ears</i> <i>Senses</i> <i>Head & Shoulders</i> <i>Touch your head</i> <p>Readers:</p> <ol style="list-style-type: none"> <i>Healthy Bodies</i> <i>I Can Help</i> <i>Our Five Senses</i> 	<ul style="list-style-type: none"> Learn vocabulary about body parts and five senses Be able to make sentences using 'I can see / hear / smell / taste / feel...', 'I have ...', 'They are... (big, small, long, short)' 	<p>My Five Senses</p> <p>Write down what you can do in the blanks.</p> <p>Report from <u>Nellie</u> on <u>11.06.2017</u></p> <p>Date: <u>11.06.2017</u></p> <ol style="list-style-type: none"> I can <u>walk</u> my <u>feet</u> I can <u>sit</u> on <u>apples</u> I can <u>see</u> a <u>cat</u> I can <u>hear</u> a <u>bird</u> <p>Hurrah!</p> <p>Well done, <u>Nellie</u>!</p> <p><u>11.06.2017</u></p> <p>Colour a star each time you read these sentences to your family at home.</p> <p>★ ★ ★ ★ ★</p>
3. Numbers / Toys	<p>Songs:</p> <ol style="list-style-type: none"> <i>One, two, three, four, five</i> <i>Skip to My Lou, My Darling</i> <i>Ten Little Teddy Bears</i> <p>Reader:</p> <p><i>One Teddy All Alone</i></p> <p>ETV Programme: <i>Let's Play with numbers</i></p>	<ul style="list-style-type: none"> Learn vocabulary about numbers and toys Be able to make sentences using 'This is...', 'These are ...' 	<p>Birthday card to a classmate with a drawing of a toy</p> 

Impacts

1. Improvement in language skills and learning motivation

Teachers found that students became more motivated to learn English as they could participate actively in class. They enjoyed practising English through singing and reading aloud, taking part in role play and readers' theatre. They showed increased interest and confidence in speaking English during games, group work and presentations. In addition, students had fruitful learning experiences by engaging in the tasks designed by their teachers. Many mini projects have been uploaded to the school homepage, including *My family*, *My family book*, *Myself and my family*, *Five senses*, *Animals*, *Choosing a pet* and *My pets*.

2. Capacity building among team members

Teachers have developed a reflective and collaborative culture in the co-planning process. The core members brainstormed and shared teaching ideas in regular collaboration meetings. They experimented with lots of new teaching ideas and evaluated the effectiveness after each unit. Finally, they shared the precious experience with all English team members in late April 07. It was a good practice to improve teachers' professionalism and to develop a more dynamic team.

3. Positive feedback from parents

A questionnaire was conducted in February 07 to collect feedback from parents. About thirty parents filled out the questionnaire to comment on the P1 curriculum. It was encouraging to see that 93% parents believed their children could learn English well in the existing curriculum. They appreciated the teachers' effort in designing worksheets and including a wide variety of texts for their children. Most importantly, 81% parents made use of the CD-Rom and the online materials prepared by teachers to help their children do revision at home. They recognised that they play an important role at home to guide their children in revising & practising English.



Parents visiting classes in March 07



Parents concerned about their children's performance in class



Parent-teacher conferencing after lesson observation



Capacity building among English team members

Facilitating factors

1. Teaching materials

A wide variety of teaching materials were used in the P1 curriculum. For instance, students could sing songs and chant rhymes in each unit. It was found to be an effective way to help students memorise vocabulary and sentence patterns. Teachers prepared a lot of picture cards to introduce new words. The word cards of the same unit were displayed around the classroom to create an English rich environment and help pupils cope with spelling problems when writing. In addition, relevant ETV programmes were selected for consolidating the knowledge learned. Although there was no translation, they could understand the gist well by looking at pictures and doing prediction in a contextualised environment.



2. Celebrating success with students

Teachers created a positive learning atmosphere by celebrating success with students. When a student performed well in class, the teacher would praise him / her right away by inviting all classmates to applaud. Outstanding writing tasks were displayed in class and uploaded onto the school home-page for appreciation and celebration. Students were encouraged to do better by teachers' positive reinforcement.



3. Good deployment of human resources in developing materials and teaching aids

The success of the project can be attributed to good deployment of human resources in the planning and implementation stages. After each collaborative meeting, teachers, ELTAs (English Language Teaching Assistants), the NET (Native English Teacher) and the English panel head shared the work of developing materials. The ELTAs were native speakers, but as they still lacked teaching experience, they were mainly responsible for preparing teaching aids and modifying teaching materials. The school NET was more experienced and was involved in preparing self-assessment learning materials such as audio or video clips for parents. Finally, the panel head and P1 teachers designed worksheets, implemented the plan, tried out new ideas and shared these precious experiences with the whole team.

Implications for teaching and learning

1. Disciplining students by developing good routines in class

Since P1 students are still very small, they tend to rely on teachers' close guidance and are quite self-centred. Therefore, it is important to build up good classroom routines and help them learn to follow instructions. Teachers often asked students to sing a song at the beginning of the lesson so as to help them concentrate before listening to more advanced instructions. Also, they were put into groups and were given scores to encourage good performance. They competed with other groups to improve their discipline, attentiveness and academic performance. They were also asked to put up their hands when they wanted to answer questions. Teachers constantly applied the class routines and students gradually learned the desired behaviour. They have become more attentive and cooperative in a classroom learning setting.



Sing a song when the lesson begins



Give scores to well behaved groups



Immediate appreciation for outstanding performance

2. Designing student-centred activities by appealing to all five senses

Students often lose concentration when they remain seated and reading for a period of time. The teaching became more effective when teachers appealed to all five senses. The students loved visual aids which were helpful for them to memorise new vocabulary. It was also impressive for them to hear the real sound, touch and feel the real objects. Therefore, teachers tried hard to involve students actively in class by preparing lots of games and activities for them.

3. Ways to design a good speaking task

Teachers arranged speaking tasks regularly to allow students to practise more in groups. However, it was not successful at first because students encountered lots of problems in tackling these speaking tasks. Later on, teachers found that the speaking task should be well-designed to ensure good performance. First, teachers should not be too demanding so as to avoid too much note taking and allow students to focus on speaking only. Next, these tasks should not be too complicated, so that students can concentrate on practising one sentence pattern each time. Most importantly, these speaking tasks could be recycled and practised on various occasions for consolidation and confidence building.

4. Fun dictation

Students at this stage are still weak at pen-and-paper dictation. To help them memorise new words and sustain their interest in learning English, teachers designed 'fun dictation' for them. Dictations became more interesting when they were not merely asked to spell words, but to do word and picture association, to fill in a few letters instead of spelling the whole word. Teachers even encouraged students to try their best by giving scores to almost-correct spelling. In this way, students would make use of phonics skills to improve their dictation results and would not give up easily.


5. Adopting continuous assessment in P1

The school adopted continuous assessment to create a more enjoyable learning environment for students. There were six formative assessments in each term to assess students' language skills after each unit. The assessments did not last for a very long time and they were not asked to memorise too many things at a time.

Reference

Curriculum Development Council. (2002). English Language Education Key Learning Area Curriculum Guide (P1 – S3). Hong Kong: The Education Department.

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Enhancing students' creativity and appreciation of English through poetry

Background

As an attempt to enhance the students' motivation in learning and writing English, as well as preparing them for the New Senior Secondary curriculum, the English teachers of the school decided to infuse poetry into the curriculum to expose their students to a more innovative and creative way of learning and using English.

Rationale for infusing poetry into the S1 Curriculum

It was decided to infuse poetry into the S1 curriculum for several reasons:

1. The teachers agree that 'poetry offers a rich resource of interesting and potentially motivating texts which can form the basis for a wide variety of very useful language activities. These can promote the integration of a number of skill areas and lead to the development of grammatical and lexical competence' (Mackay, R., 1993).
2. As poetry can 'easily tolerate unique word choice and phrasing, which helps students overcome their sometimes paralysing preoccupation with making mistakes' (Ruurs, M., 2001), it is a good medium to ignite students' interest in writing.
3. Poetry, as a genre of language arts, can help develop students' language sensitivity and cultural awareness, as well as creative and critical thinking (English Language Curriculum and Assessment Guide (Secondary 4 – 6), 2007), which can help ensure a smooth transition between the junior and senior secondary levels (English Language Curriculum Guide Primary 1 – Secondary 3, 2002).

Level

S1

Strategies used

Introducing pattern poems

Different types of poems, especially pattern poems, such as cinquain, diamante and shape poems, were introduced to the students because of their simple and uncomplicated nature. While challenging students to share their vision of the world around them, these pattern poems allow them to play with words and create a polished piece of writing in a relatively short period of time which enables them to experience 'instant gratification'.

Introducing basic literary and poetic devices

It is believed that the knowledge of various basic literary and poetic features, such as rhymes and imagery, not only builds students' confidence and increases their knowledge of poetry, but also enhances students' appreciation for the poet's craft (Perfect, K. A., 2005) and provides them with more options in their own writing and even helps them grow as poets themselves (Ruurs, M., 2001).

Collaborative learning activities

Students were often required to work collaboratively in pair work, group discussion and problem-solving activities, so as to engage them in the lessons and encourage them to take a more active role in helping each other in their learning.

What happened

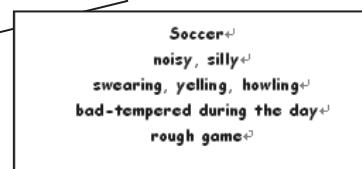
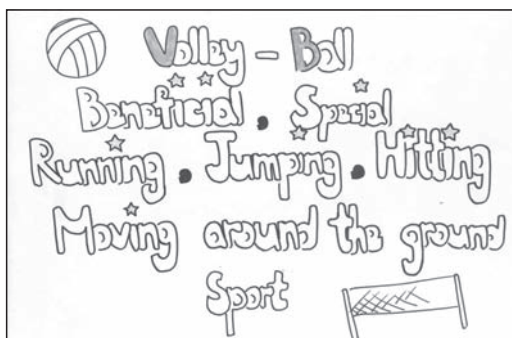
Poems were integrated into three modules of the S1 curriculum throughout the school year. In the first term, as there was more 'space' in the teaching schedule, the teachers were able to introduce not only poetry, but also other language arts materials into the module of 'Living a Healthy Lifestyle' as an attempt to broaden the students' experience of English and make the lessons more engaging to them. As for the second term, poems were mainly infused into the modules with the objectives of enhancing the themes and consolidating the vocabulary and language the students had learned in the modules.

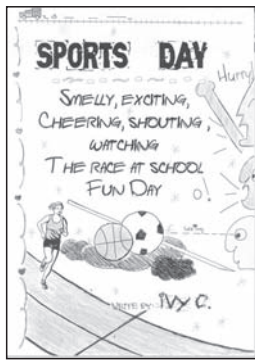
Apart from infusing poetry into the three modules, some classes which were interested in entering a territory-wide poetry competition on environmental protection were also introduced to diamante and acrostic poems at the beginning of the second term.

Module: Living a Healthy Lifestyle	
Objectives	Main teaching and learning activities
<ol style="list-style-type: none"> 1. Learn and review vocabulary about popular physical activities among teenagers. 2. Learn what 'rhymes' are. 3. Write a slogan with rhyming words encouraging their school mates to adopt a healthier lifestyle. 	<ol style="list-style-type: none"> 1. Students listened to a song and completed the lyrics in pairs. 2. Students interviewed each other about their favourite physical activities. 3. Teachers introduced what rhyming words are and students identified the words that rhyme in the lyrics. 4. Students played a game of bingo with rhyming words. 5. Students wrote a slogan with rhyming words encouraging their fellow students to adopt a healthier lifestyle.
<ol style="list-style-type: none"> 1. Learn to talk about different events on the Sports Day. 2. Become aware of the use and function of imagery in poems. 3. Write a cinquain about their Sports Day or a sports event. 	<p>After their reading comprehension lessons on the passage in the textbook,</p> <ol style="list-style-type: none"> 1. teachers showed some photos of sports events to students and reviewed the vocabulary they had learned in the previous lessons. 2. Students worked in groups of four to prepare a short description about one of the photos shown to them on the screen earlier.



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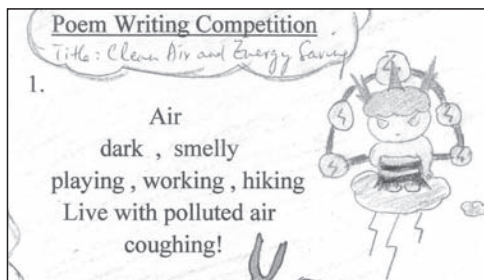




3. Students read and compared the content of two cinquains on the game of soccer.
4. Students were given more examples of cinquains and worked in pairs to analyse the form of cinquains.
5. Students brainstormed words or phrases which appealed to the senses and wrote a cinquain on either a sporting event or their Sports Day using the pictures given to them as stimuli.

Additional Topic: Environmental Protection (For classes participating in a poetry-writing competition)

1. Enhance students' awareness and knowledge in environmental protection.
2. Write a diamante or acrostic poem on protecting the environment for a territory-wide poetry-writing competition.



1. An anthology of poems, including diamante and acrostic poems, on the topic of environmental protection were introduced to the students.
2. Students visited some websites for kids about things people could do to protect the environment.
3. In groups, students brainstormed things that they themselves could do to protect the environment.
4. The forms of diamante and acrostic poems were discussed and students wrote their own diamante or acrostic poem about environmental protection for a poetry-writing competition.

Module: In and Around Hong Kong

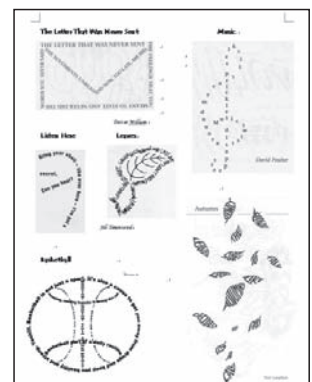
1. Use vocabulary they learned in previous lessons to write a shape poem on different kinds of food.
2. Become aware of the fact that poetry comes in many different forms and that all poetry involves an inventive use of language.

Enrich the content of their yearly group project with one of the language arts genres covered in the school year.



At the end of the module:

1. Students were shown an anthology of shape poems.
2. Students worked in pairs or groups to brainstorm words and phrases connected with a kind of food of their choice.
3. Students wrote sentences about the food using vocabulary learned in the previous lessons and wrote their sentences in the shape of the food they described.
4. Students worked on a group project about their 'ideal school restaurant'. As part of the project, they had to either design a rhyming slogan or write a poem to promote their dream restaurants to their school mates.



Module: The World Around Us

1. Recognise the poetic features used in the poem, such as rhymes, stanzas and couplets.
2. Introduce the culture and life in Hong Kong to foreigners.
3. Write a class poem made up of couplets to introduce their life in Hong Kong for a pen friend abroad.



At the end of the module:

1. Students sequenced the jumbled lines of the poem 'Hong Kong Calendar' in groups of 4.
2. Students studied and responded to the poem.
3. The poetic features adopted in the poem were discussed.
4. Teachers selected one of the following topics and allowed time for the groups to discuss and make suggestions of events and activities that they thought could best represent them:
 - i. 12 months in the school year;
 - ii. 7 days of the week;
 - iii. 6 days of the school cycle;
 - iv. 4 seasons of the year;
 - v. Morning, afternoon, evening of the day
5. Teachers modelled the process of writing couplets using the students' ideas.
6. Each group wrote one to three couplets about the topic, which were later compiled into a class poem.

Impacts

Students' enjoyment of English lessons enhanced

To many students, poetry was something alien to them, yet their responses to these imaginative texts were very positive. They showed creativity, humour, and best of all, poetic thinking in writing their own 'masterpieces'. Many of them took great pride in having their work displayed in either the classroom or other areas of the school premises. The students also enjoyed the collaborative activities, such as discussion and games, which constituted the language arts lessons.



Poetry writing for all

The impact of introducing pattern poems and the employment of collaborative activities in the lessons on the students' confidence in writing was especially noticeable among the less capable students. With the simple structures of these poems and the support they got from their peers, these students discovered that they could be 'creators' of poetic work as well.



Teacher empowerment

Concerning the teachers, despite the workload involved in revising the curriculum and designing the teaching materials, they found the time spent on collaborative lesson planning worthwhile as their confidence in teaching English through language arts has been enhanced as they witnessed the positive effects such materials had on their students' attitude towards English. After the project, the teachers agreed that there was more in introducing language arts to their students than just getting them ready for the NSS elective modules and this experience has enhanced the teachers' belief in their students' potential in English which was demonstrated in the satisfactory quality and creativity shown in their poems. The teachers have expressed their readiness in extending their students' exposure to other language arts texts in the coming school year.



Facilitating factors

1. Teachers' collaboration

The teachers worked together as a team with strong leadership provided by the form coordinator. They were willing to contribute teaching ideas, prepare the teaching materials and share their experience through the project.

2. Teachers' readiness

The teachers were enthusiastic about improving their students' learning and willing to be flexible in their approach to teaching. They were ready to change their teaching practices and to search for and design suitable and appealing materials for their students.

3. Support from the Principal and the Panel Chairpersons

The Principal and English Panel Chairpersons were very supportive of this initiative of teaching English through poetry and their encouragement and trust in the teachers empowered them to try out different innovative strategies to improve the students' learning.

Implications for teaching and learning

1. Creation of curriculum space and time

The space and time for the inclusion of imaginative texts and student-centred collaborative activities were the main concern of the teachers. Room in curriculum time is required for the successful implementation of the initiative. This can be achieved through:

- treating language arts as one of the components in the formal curriculum instead of as an add-on,
- alignment of the content of the language arts lessons with the students' project work and the English co-curricular activities, and
- flexibility in the textbook materials to be covered.

2. Availability of language arts materials

Access to a wider range of language arts materials in the school library and the reference library of the English Panel is required for the teachers to select materials which are most suitable for their students' interest and ability in the curriculum, as well as to facilitate the students' exposure to these materials.

References

- Curriculum Development Council (2002). English Language Education: Key Learning Area Curriculum Guide (Primary 1 – Secondary 3). Hong Kong: The Education and Manpower Bureau.
- Curriculum Development Council & the Hong Kong Examinations and Assessment Authority (2007). English Language Curriculum and Assessment Guide (Secondary 4 – 6). Hong Kong: The Education and Manpower Bureau.
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- Mackey, R. (1993). Using Poetry in the Language Classroom. In Murphy, M. (ed.) Using Poems in Schools. Hong Kong: English Division Institute of Language in Education, Education Department.
- Perfect, Kathy (2005). Poetry Lessons: Everything You Need. Scholastic.
- Ruur, Margriet (2001). The Power of Poems. Maupin House.



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From reading to performing drama : a collaborative approach to improving learning and teaching

Background

To help students become independent readers, the teaching of literacy skills in reading lessons is essential. At the same time, teachers need to explore ways in which they can motivate students and promote active learning in these lessons. By incorporating drama in the English classroom, students can respond to the reading texts in a more active way.

Level

P4


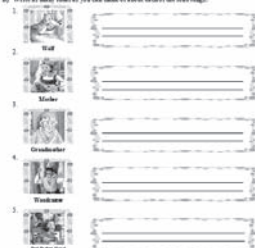

Strategies used

There is a common misconception that drama means dramatic production. To many teachers, drama in schools only involves a small group of students because it is often in the form of extra-curricular activities isolated from daily teaching. However, drama has to be seen in another perspective where classroom teaching and learning is concerned. 'In language teaching, drama should be viewed as a technique of communicative language teaching' (Wessels, C. 1987, p.10). Drama should become part of classroom teaching and so benefit all students in the form.

The benefits of using drama in language teaching are many and varied. The use of drama is effective in enhancing students' motivation and encouraging students to take up responsibility in their learning. 'It integrates language skills in a natural way' (Maley, A. and Duff, A., 2005, p.1) and generates a comprehensive context for students' learning of vocabulary and language structures. According to Whiteson, '...drama provides a rich resource for exploring theoretical and practical aspects of language' (Whiteson, V. 1996. p.89).

In this drama module, the reader chosen is 'Red Riding Hood'. As teaching reading is the entry point of the module, reading strategies like book concept, prediction skills, making connections to daily life as well as vocabulary building are explicitly taught in class. Shared reading is also adopted to help students better comprehend the reading text. Drama components are then introduced as post-reading activities after the reading sessions. Students learn different drama techniques - including intonation, voice projection, position on stage, gesture and movement, concentration, as well as reading and writing drama scripts - in response to the reading text. A public performance follows as an extended activity. To promote inter-class collaboration, actors and actresses are chosen from different classes.

What happened

Objectives	Procedure
Stage 1: Pre-reading	
<p>Lessons 1 - 3</p> <ul style="list-style-type: none"> • Activate students' book concept • Develop students' reading skills, namely making predictions and making use of pictorial clues 	<ol style="list-style-type: none"> 1. The book cover of 'Red Riding Hood' is shown to students. The teacher elicits from students the information provided on the book cover. 2. Students are given pictures with captions and they try to predict the logical sequence of events in the story. They then learn about the structure of a story plot. 3. With pictorial clues, students predict the personality of characters in the story and brainstorm adjectives to describe them. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="507 694 778 1079" style="border: 1px solid black; padding: 5px;"> <p>Match the pictures to the correct order. Put the number in each bracket.</p>  </div> <div data-bbox="790 996 917 1079" style="text-align: center;"> <p>Predict the sequence of events</p> </div> <div data-bbox="997 694 1276 1079" style="border: 1px solid black; padding: 5px;"> <p>A) Read the poem. Which words are used to describe the people in the story? Put them in the boxes next to the pictures in Part B.</p> <p style="text-align: center;">Little Red's Limerick There once was a well-behaved daughter Who did what her mother wanted to do But one sunny day, She wandered away, And a big hungry wolf almost caught her!</p> <p>B) Write as many ideas as you can think of about each of the following.</p>  </div> <div data-bbox="1292 996 1428 1079" style="text-align: center;"> <p>Predict the personality of characters</p> </div> </div>
Stage 2: While-reading	
<p>Lessons 4 - 8</p> <ul style="list-style-type: none"> • Help students understand the story plot • Help students learn new vocabulary • Develop students' reading skills – making connection to daily life • Develop students' speaking skills - intonation 	<ol style="list-style-type: none"> 1. The teacher adopts the shared reading approach to go over the story with students, with the help of big books, realia and action imitation. 2. Students are guided to guess the meanings of new words using pictorial clues and contextual information. They need to complete a worksheet for consolidation afterwards. 3. Students pair up and predict the ending of the story. After reading the whole story, students discuss what they would do if they were one of the characters in the story. 4. To help students become aware of intonation, the teacher prepares a dialogue in the context of the 'Red Riding Hood' story. One of the characters only says 'Oh', but has to do so showing a variety of feelings. Students pair up and read the dialogue with appropriate intonation. Teacher then explains the importance of intonation in expressing ideas. 5. Students sing the song 'Little Red Riding Hood' and the teacher explains the main message conveyed in the song to them. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="478 1809 758 2116" style="border: 1px solid black; padding: 5px;">  </div> <div data-bbox="766 2078 917 2116" style="text-align: center;"> <p>Shared reading</p> </div> <div data-bbox="973 1809 1236 2116" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">'Oh!' Dialogue</p> <p>A (Ohm): Grandmother is not feeling well, so I have taken some bread for you to take to her. B (Oh): OK!</p> <p>A (Wid): Good day, my dear! B (Oh): OK!</p> <p>A (Wid): Let me show you the way. B (Oh): OK!</p> <p>A (Wid): All the better to EAT you with, my dear! B (Oh): OK!</p> <p>A (Oh): Help! Help! B (Winkome): OK!</p> </div> <div data-bbox="1244 2078 1396 2116" style="text-align: center;"> <p>Oh! Dialogue</p> </div> </div>

Stage 3: Post-reading

Lessons 9 - 14

- Develop students' various skills in performing drama:
 - gesture & movement
 - sense of audience
 - concentration
 - voice projection
 - reading & writing drama scripts
- Develop students' imagination and creativity
- Consolidate students' knowledge in certain grammar items.

1. Various drama games are designed for students:

- Several students are chosen to stand on the virtual stage and start imitating the gestures/movements of characters in the story with music. When the music stops, they have to freeze and make sure the audience can see them. To debrief, the teacher explains to students that gestures and movement help people express themselves better.
- Students play the game 'Slap and Escape' in pairs. With one palm facing up and the other facing down, their goal is to slap their partners' hand with one hand while escaping from their partners' slap at the same time. The teacher reads out a text from 'Red Riding Hood'. When students hear a particular grammar item (e.g. nouns), they need to slap and escape. After the game, the teacher explains the importance of concentration, especially when doing drama.
- For voice projection, students form two teams. A student starts the game by shouting to a student in another team. Students have to make sure they are using the target language and they are speaking loudly and clearly. The teacher rounds up the activity and explains the importance of voice projection.



Students' response

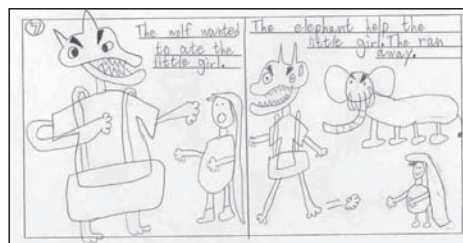


Gestures & movements



'Slap & Escape'

2. To prepare students for script writing, students read the comic strip of 'The Wounded Wolf' (a story closely related to 'Red Riding Hood') and brainstorm ideas for the story ending. They record their ideas on a worksheet.



3. Students read a drama script of the comic story they worked on earlier (without ending). Students then try to identify and label the features of drama scripts. They are reminded to include these features when writing their own drama script for the ending to the story.

A student's drama script

Now write a drama script for the ending of the story.

Scene: Grandfather's house

Characters: the wolf, Grandfather, the Wolf, and Grandmother

1. The wolf is on the bed and eating the wolf happily. Thanks, you are so kind. Can I live with you?

Grandmother: Smile! Oh, it's not a problem, but I have to see my husband.

Grandfather: knocked the door and Grandmother opened the door.

Grandmother: saying Oh my dear, the wolf want to live with us.

Grandfather: well he can live with us, but



Stage 4: Extended activity – A drama on stage

- | | |
|---|--|
| <ul style="list-style-type: none">• Promote collaboration among students• Celebrate the success of teachers and students | <ol style="list-style-type: none">1. The roles in the drama are played by students from different classes. Several rehearsals are conducted before the actual performance.2. The drama is performed in one of the school's regular morning assemblies.3. The drama begins with a brief presentation introducing the story background of 'Little Red Riding Hood' and what P4 students have done in class in preparation for the drama. |
|---|--|



Impacts

The drama activities are well-received by students. According to a post-test survey, 89.3% of students think **they like learning English more because of the introduction of drama activities**. Most of them understand the drama techniques introduced to them in class, although they find script writing a bit too challenging.

In the school context, drama is not only a stage production involving a small number of students. **The whole preparation process of a drama performance can benefit many students** if the teaching of drama techniques becomes part of the teaching and learning in the classroom. A link between the formal and informal curricula can also be established.

Drama activities can be adopted in the English classroom in many ways to **promote students' language skills**, such as speaking, grammar revision, response to texts and writing. These activities **create a genuine need for students to use English** in the classroom.

Though there is a definite increase in teachers' workload, teachers agree that the teaching materials developed are effective in students' learning. **Collaboration among teachers has been promoted** since there are more chances for teachers to discuss teaching strategies, design teaching materials and share teaching experiences.



Facilitating factors

The school's regular morning assemblies have provided **a platform for celebration of success** of the drama project. Linkage between the formal and informal curricula was therefore made possible.

The success of the project is due to the concerted effort of a group of **open-minded and enthusiastic teachers**. It is encouraging to see teachers' great willingness to explore ways of improving teaching and exposing students to various learning experiences.

There has been **strong and efficient curriculum leadership** in the co-planning team. In addition to being actively involved in the whole co-planning process, the panel head and PSM(CD) have played an active role in promoting a sharing and collaborative culture among team members. They are also ready to share their experiences with other colleagues in the panel.

The nature of drama activities and teachers' open-mindedness have helped create **a risk-free learning atmosphere**. Students' attitude to risk-taking has further enhanced their learning motivation and extended their learning experiences in the English classroom.

Difficulties and suggestions

The relatively text-book bound and tight teaching schedule has put pressure on teachers' workload. **A more flexible curriculum and timetabling** is thus essential when new initiatives are to be introduced.

Although staging a drama is a valuable chance for students to celebrate their success, it is not obligatory. The possibility of a stage production depends very much on the readiness of students and teachers, the physical environment of the school, as well as the availability of rehearsal time. If circumstances do not allow, other productions of smaller scale, e.g. readers' theatre, role play, radio drama, etc., can also be adopted to serve the same purposes.


To cater for the problem of learner diversity, it is important to **tailor teaching materials according to the interests, needs and abilities of different groups of students**.

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Patricia PANG (Language Support Officer)**

Harry Potter and the 25th anniversary celebration

Background

Many schools organise large-scale events to celebrate important landmarks in their history, and a great deal of time and effort is usually invested in them. Many teachers feel, however, that the potential learning opportunities of such events are not made available to the majority of students. For this reason, teachers at STFA Leung Kau Kui College wanted to create links between the classroom curriculum and the school's 25th anniversary celebration. This linkage was achieved by means of a scriptwriting and drama project related to material studied in preparation for the School-based Assessment (SBA).

The theme for the 25th Anniversary Celebration was 'Student Virtues', including self-discipline, care for others, study attitude, respect for others, and responsibility. It was decided to combine these with the topic of 'The School in the Future' for the drama performance. These themes were therefore highlighted in the materials used for SBA practice. In order to do this more efficiently, the movie 'Harry Potter and the Prisoner of Azkaban' was chosen, because of the opportunities it provides for character analysis and evaluation of the various students and also because it is set in a school which is similar to a normal school in some ways but radically different in others.

Level

S4

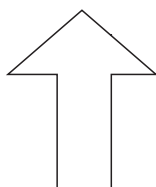
Strategies used

Objectives of the project	Strategies used
<p>For students:</p> <ul style="list-style-type: none"> • to enhance students' ability to analyse and discuss a non-print fiction text • to enhance students' generic skills of communication, collaboration and creativity • to introduce students to the features of a drama script • to promote positive values and attitudes <p>For the school:</p> <ul style="list-style-type: none"> • to enhance teachers' confidence in using drama • to create links between the formal and informal curriculum • to develop a culture of drama in the school 	<ul style="list-style-type: none"> • Students were led by teachers to describe characters from the movie 'Harry Potter and the Prisoner of Azkaban' and to find evidence for their judgements. • Students worked together to write and perform a drama on 'the School of the Future'. • Students studied examples of drama scripts and identified the features. • The theme of the 25th Anniversary Celebration, the character of a good student, was infused into the materials on the Harry Potter movie. • Teachers were provided with a workshop on drama before starting the project. • All S4 students learned about scriptwriting and the features of a drama script. The best scripts were then selected for performance. • Special training was provided for S4 directors. • S6 students involved in the English Drama Club also took part as advisors to the S4 students. • S4 students later acted as advisers for a drama project in S1.

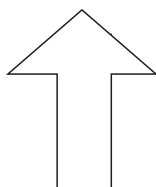
What happened

Final Product: 25th Anniversary Performance
Theme: Student Virtues

Group consisting of students selected from each class



One group from each class



All S4 students involved



All S4 students involved

Classroom level:
Normal teaching curriculum



Stage 4: Final performance at 25th Anniversary Celebration

Ideas are taken from the winning scripts.
A final script for the 25th anniversary celebration is produced and performed by selected students.



Stage 3: Interclass drama competition

Teachers select the best scripts. These are improved with feedback from teachers and peers.
Writers recruit classmates for performance.
Special training is provided for group leaders and directors.

After three years of planning, the School of the Future" welcomed its first students on 7th September. The school is a joint venture between the Microsoft Company and the Philadelphia education department. The Microsoft Company did not pay any of the \$63 million cost of the school, but provided expert managers and technicians to design the campus and the curriculum. The students were chosen by lottery and come mainly from poor families in the surrounding area.

A different kind of environment
The school buildings are designed to be environmentally-friendly. There are solar panels in the windows to capture energy from sunlight, and the toilets are flushed with collected rainwater. The lights in classrooms are controlled by sensors, so they turn themselves off if nobody is in the room. There is a landscaped garden around the school buildings. The sports



The topic for the script is 'The School in the Future'. Each class takes one area to focus on:

- environment and facilities (4E)
- teaching and learning (4C)
- academic excellence (4B)
- extra-curricular activities (4A)
- students' character (4D)

Students read and discuss an article on Microsoft's 'School of the Future' in Philadelphia. They also study the features of a drama script.

Stage 2: Group scriptwriting project for all S4 students

Name of student:					
Academic Performance					
Transfiguration	Subject	Grade (A-E)			
History					
Care of Magical Creatures					
Herbology					
Defence against the Dark Arts					
Divination					
Potions					
Character					
Self-control and self-discipline	Excellent	Very good	Good	Average	Needs Improvement
Care for others					
Study attitude					
Respect for others, good manners					
Responsibility					

Stage 1: S4 students study 'Harry potter and the prisoner of Azkaban' in class

Discussion of the movie and written tasks focusing on two areas:

- characteristics of the school
- qualities of a good student (Refer to the table below for details.)

Implementation of the work on 'Harry Potter and the Prisoner of Azkaban'

Lesson	Activity	Objectives
	<ul style="list-style-type: none"> Before starting work in class, students complete a questionnaire and quiz on Harry Potter. 	To activate background knowledge and inform teachers of how much students know
1-2	<ul style="list-style-type: none"> As a way of 'going over the answers' to the quiz, the teacher shows students a presentation about the basic plot, settings and characters of the movie. 	To provide background information, review components of a story and introduce some difficult names from the film
	<i>Students watch the movie 'Harry Potter and the Prisoner of Azkaban'</i>	
3-4	<ul style="list-style-type: none"> Students hold discussion of the movie in small groups and write summaries. 	Review knowledge of movie and practise summarising skills
5-6	<ul style="list-style-type: none"> Students watch a short clip from 'Harry Potter and the Sorcerer's Stone', which introduces aspects of the school's environment, rules and subjects. Students work in groups to record special features of Hogwarts on a worksheet. They discuss how Hogwarts is different from or similar to their own school. 	To introduce the idea of a school with a very different environment and style of teaching
7-8	<ul style="list-style-type: none"> The teacher shows students a power point presentation with information about the four Hogwarts houses. This includes the character type for membership of each house. The teacher introduces/reviews the vocabulary for character used in the presentation. Students discuss which house they would be in if they were at Hogwarts. They may try out a quiz on the Internet at home. 	To introduce/review vocabulary for describing character
9-10	<ul style="list-style-type: none"> Students discuss the characters of Harry, Ron, Hermione and Draco. They complete a worksheet using evidence from the story to support their judgements. They write a first term report on one of the students. 	Students apply the vocabulary to characters in the film and provide supporting evidence The first term report requires them to comment on the 'student virtues' chosen for the anniversary theme
11-12	<p>Students hold a group discussion: either</p> <ul style="list-style-type: none"> Hogwarts teachers discuss character grades to be given to each of the four students listed above. Design a Harry Potter themed English week for your school. 	<p>This activity focuses on the characters of the students</p> <p>This activity focuses on environment, teaching etc.</p>

Impacts

Students' generic skills

According to questionnaire and interview data, students felt that the project had improved their creativity and their ability to communicate and collaborate with team members. Many students greatly enjoyed this aspect of the project, although many also found it challenging. They also felt that the opportunity to go through the process of creating the drama from script to final performance was very meaningful. One student said, 'I like the process of creating a drama script, practising the drama and finally performing on stage. The process and experience is most valuable.' This was especially true of the scriptwriters, who gained a great sense of achievement from seeing their work come to life on the stage.

Students' language skills and understanding of drama

The majority of students felt that the project could help them improve their English. Confidence in speaking and pronunciation were the areas most often mentioned on the questionnaires. Most students also felt that, after taking part in the project, they had a better understanding of the features of a drama script and how to write one. The scripts selected for performance showed good understanding of the use of stage directions and of the limitations of stage performance. Students were also able to develop a story logically and express character through dialogue and action. Students who took part in the project as actors felt that their performance skills had improved. One student commented, 'Acting is a serious but happy work.'

Teachers' reflections

Teachers felt that the work done in class had improved the overall quality of students' work. They also felt that the process of planning lessons and designing materials had given them insights into ways of making connections between different areas of the curriculum.

Teachers also felt that students had done very well in showing different aspects of the school of the future in their dramas.

Facilitating factors

Teachers' willingness and commitment

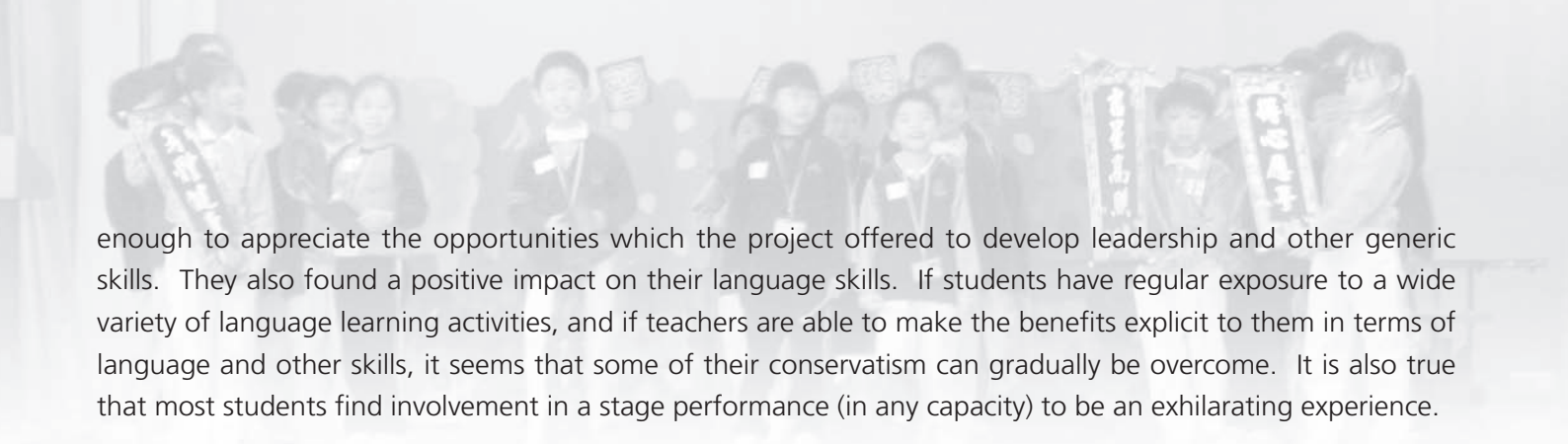
Throughout the process, teachers showed commitment to the success of the project and were willing to spend time helping students improve their scripts and performance. Students appreciated the teachers' support for their efforts.

Additional resources

The school had employed a teaching assistant trained in drama to support extra-curricular activities in both Chinese and English. As part of her duties, the teaching assistant gave advice to students on how to improve their performance. She also assisted with the performance for the 25th Anniversary Celebration. Her expertise was very valuable in helping students with the technical aspects of the performance.

Students' willingness to try new activities

Students in senior forms are often reluctant to commit themselves to learning activities which they consider 'irrelevant' to their examinations. In this case, however, students did not raise objections of this kind. This can probably be attributed to the fact that the early part of the project was closely connected to the SBA, which students appreciate the need to prepare for. Later parts also focussed on the features of a drama text. As a result of changes to the syllabus for English Language, students and teachers should be ready for this text type to appear in examination papers in the future. Students who took part in the performance were open-minded



enough to appreciate the opportunities which the project offered to develop leadership and other generic skills. They also found a positive impact on their language skills. If students have regular exposure to a wide variety of language learning activities, and if teachers are able to make the benefits explicit to them in terms of language and other skills, it seems that some of their conservatism can gradually be overcome. It is also true that most students find involvement in a stage performance (in any capacity) to be an exhilarating experience.

Difficulties and suggestions

Students' understanding of the relationship between classroom learning and performance

Although students enjoyed watching the Harry Potter movie and felt that the discussions and other activities helped them develop skills of character and plot analysis, many of them did not perceive the connection between the themes of the movie and the topics of the scriptwriting project. This was also true of the work on the 'School of the Future' article. However, their scripts did show some influence from these two texts. For example, one class had adopted some of the ideas from the Microsoft article in their script, and another class had included a character very much like Hermione Granger in the Harry Potter film. It may be that the connection needs to be made more explicit to students in order for them to be aware of it.

Students' involvement

Although all students were involved in writing scripts, not all could be involved in the actual performance part. In order to give everyone a taste of performance, class competitions could be held to select the representative groups for the inter-class competition instead of using scripts alone as a basis for selection. This model was used successfully in a similar project for junior forms, where more emphasis was placed on the teaching of performance skills to all students.

Students' experience of drama

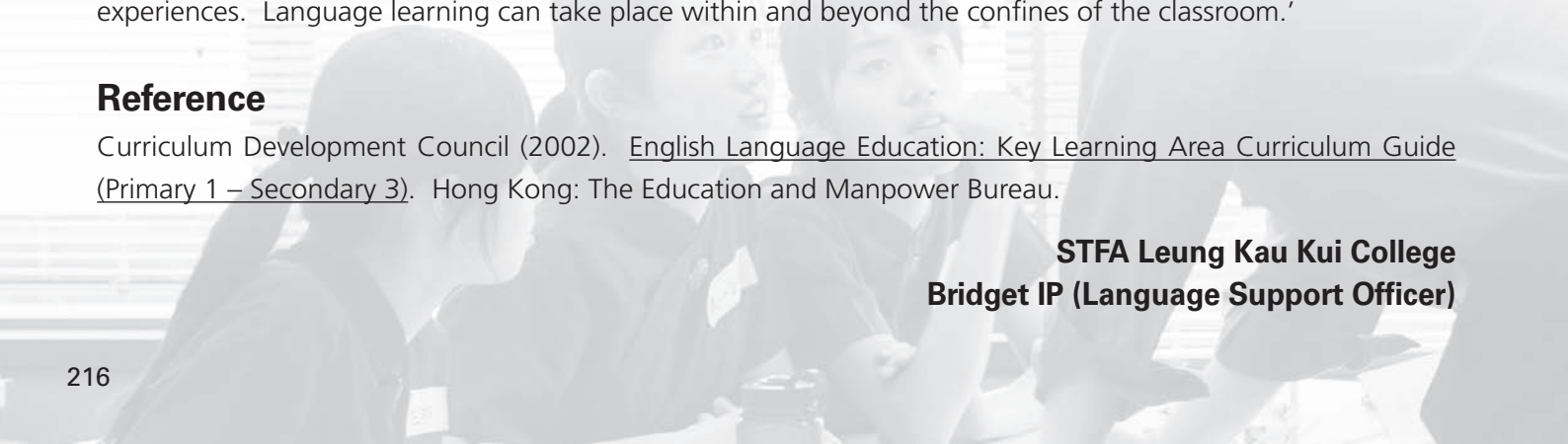
The S4 students had little experience of drama before embarking on this project. They therefore found it difficult to relax and give a very natural performance on stage. This problem can only be overcome with more opportunities to perform and to observe the performances of others. It is already rather late for S4 students to develop the necessary skills and experience. For this reason, the school is also implementing drama teaching and performance in the junior forms. It is hoped that, with more exposure to drama activities early on, students will be able to grow in confidence and develop the performance skills they will need for the drama elective of the New Senior Secondary curriculum. Teachers will also gain more experience in using drama activities in their lessons to enhance students' motivation and speaking skills.

Implications for teaching and learning

The project shows how preparation for a major school celebration event can be utilised for classroom learning. The Curriculum Guide promotes this concept as a way to maximise learning opportunities for students: 'Integrating the formal and informal curricula is a way to provide relevant, pleasurable and meaningful learning experiences. Language learning can take place within and beyond the confines of the classroom.'

Reference

Curriculum Development Council (2002). English Language Education: Key Learning Area Curriculum Guide (Primary 1 – Secondary 3). Hong Kong: The Education and Manpower Bureau.



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