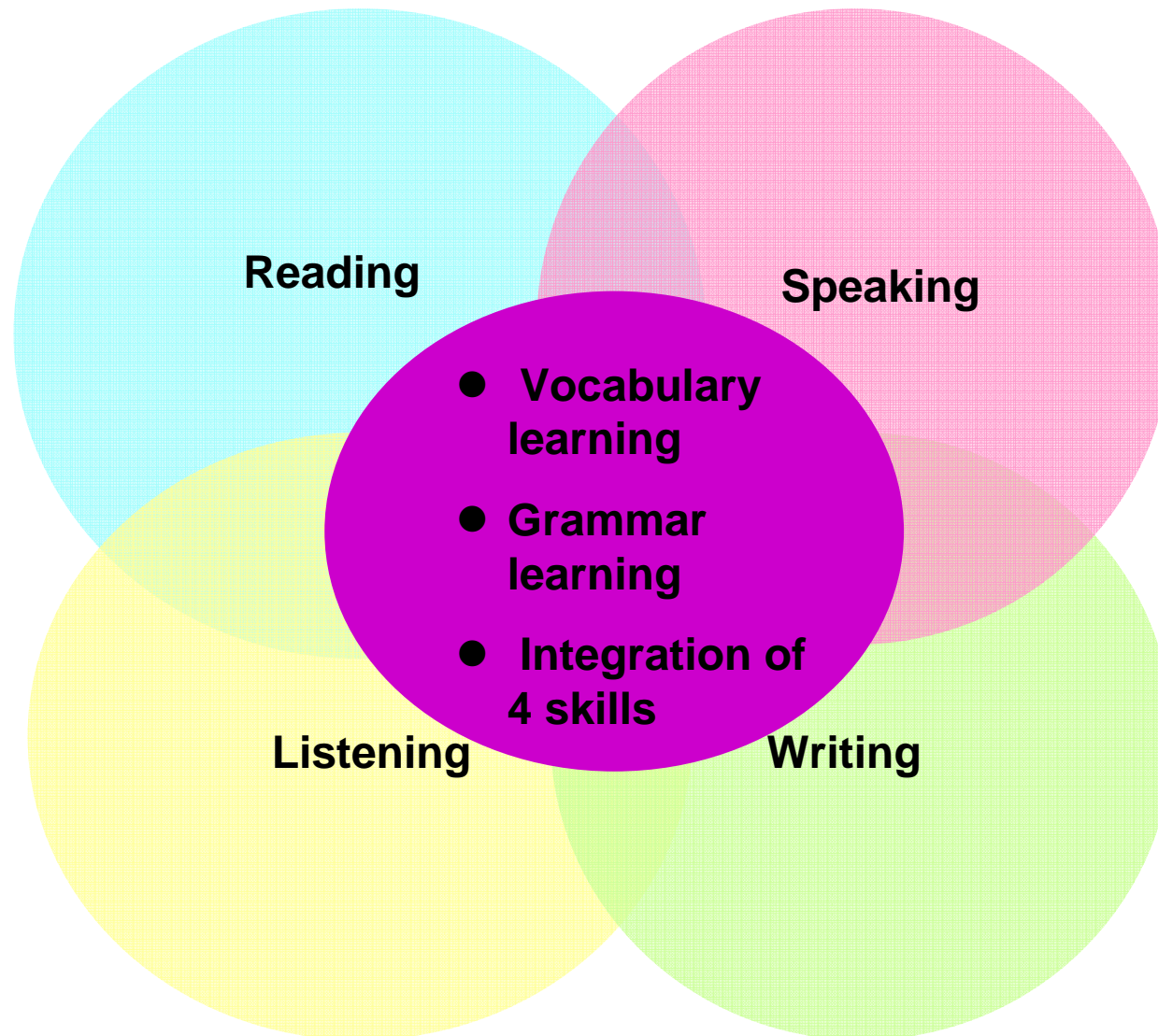


Using TSA data to enhance curriculum planning

**English Language Education Section
Curriculum Development Institute
Education Bureau**

20 November 2008

English Language Learning



Listening

Some Suggestions of the Way Forward:

- Make use of activities like **storytelling, reading aloud and shared reading** to develop pupils' listening skills
- Expose pupils to more **authentic listening materials** covering a **range of text types** to prepare pupils for listening to English in real-life situations
- **Teach pupils the different listening skills explicitly** rather than just playing the tape/CD and checking answers
- Activate pupils' **prior knowledge** and help them **anticipate the content** of the listening text
- Develop in pupils the **good habit of listening** to the whole recording once to get the **gist or main ideas** the first time they listen
- **Review** the problems when pupils fail to identify the information required and **guide pupils how to get the answers**

Reading

Some Suggestions of the Way Forward:

- Expose pupils to a range of text types
- Teach pupils different reading skills explicitly instead of just explaining the meaning of the vocabulary
- Activate pupils' prior knowledge and help them predict the content
- Guide pupils to read for meaning (i.e. understand the main ideas/gist of the whole text before learning how to locate specific information)
- Use effective questioning techniques to help pupils develop reading skills as well as critical thinking skills and creativity
- Review the problems when pupils fail to identify the information required and guide pupils how to get the answers

Speaking

Some Suggestions of the Way Forward:

- Encourage pupils to talk with the NETs or English teachers in English both inside and outside the classroom
- Encourage pupils to apply the phonics skills in reading aloud
- Provide more practice on giving presentations or rehearsed speech (e.g. show-and-tell)
- Encourage and guide pupils to give appropriate elaborations
- Provide more practice on interactive activities (e.g. discussion)
- Teach the communication strategies explicitly
- Develop pupils' confidence in speaking up (emphasis on fluency before accuracy)

Writing

Some Suggestions of the Way Forward:

- Expose pupils to a variety of text types
- Discuss the topic for the writing task, clarify the purpose and audience, discuss the format, conventions and language features whenever appropriate
- Ask more open-ended questions to stimulate pupils' critical thinking and creativity
- Guide pupils how to organise ideas with the use of mind maps and appropriate cohesive devices
- Provide opportunities for the application of the language items and structures learnt
- Encourage pupils to use a variety of language structures and vocabulary

Writing

Some Suggestions of the Way Forward:

- Help pupils develop the habit of **reviewing their own work** to avoid careless spelling and grammatical mistakes
- Give **quality feedback** to pupils on how they can improve their writing (apart from acknowledging pupils' efforts and give encouraging remarks)
- Foster a good learning culture in class by **demonstrating examples of good pupil writing and highlighting pupils' strengths**
- **Gradually reduce the support** to help pupils progress from the stage of controlled writing to guided writing and to independent writing

Developing Vocabulary Building Skills

- Encouraging learners to read extensively to acquire vocabulary in natural contexts, especially the high frequency words
- Modelling and teaching the different ways in which learners can attack and organise words
 - guessing and inferring meaning
 - organising words in vocabulary books
 - word formation and word association
 - using and making dictionaries
- Using tasks to provide authentic contexts for vocabulary use

Vocabulary Building Skills

Word Formation

- Affixation e.g. **un**happy, care**less**
- Compounding e.g. **foot**+**ball**=**football**
- Conversion e.g. **cook** (v) a meal, a **cook** (n)
- Derivation e.g. excite (v) , **exciting** (adj),
excite**d** (adj), excite**ment** (n)

English Language Curriculum Guide (Primary 1-6)(2004), pp. 168-171

Vocabulary Building Skills

Word Association

- Synonyms e.g. happy = glad
- Antonyms e.g. bright ↔ dark
- Homonyms e.g. catch a bus, catch a cold
- Collocations e.g. make a wish, watch TV
- Lexical sets e.g. furniture – table, chair, desk, cupboard

Learning and Teaching Grammar in Context

- Using **grammar focus activities and exercises** in task-based learning
- Facilitating grammar learning and teaching through **exposure to a variety of text types**
- Introducing **grammar rules and terms** in an explicit way at appropriate stage of learning when necessary
- Giving equal emphasis to the development of **fluency and accuracy**

English Language Curriculum Guide (Primary 1-6), pp.160-164

Traditional Grammar Teaching Vs TBL Grammar Teaching

Traditional grammar teaching

- ∞ **Out of Context**
- ∞ **Teaching grammar items one by one**

TBL grammar teaching

- ∞ **Has a Context**
- ∞ **Students learn certain grammar items and use them in meaningful contexts and for purposeful communication**

Enhancing English Learning and Teaching in the Primary Classroom

- Unit: Sports facilities in school
- Learning objectives:

Vocabulary:

- names of different sports & sports facilities
- adjectives to describe different sports
- phrases to describe sports events

Grammar items and structures:

- I like/enjoy ~ing ...
- It is exciting.
- It makes me strong.
- I suggest ~ing ...

Text types:





- survey reports
- letters

Enhancing English Learning and Teaching in the Primary Classroom

- **Unit:** Sports facilities in school
- **Context:** A rich man is going to donate some money to the school for building some sports facilities.
- **Task:** Write a letter to the principal to suggest the sports facilities to be built in the school.

Developed in collaboration with Yaumati Catholic Primary School (Hoi Wang Road) in the Seed Project on 'Enhancing Effectiveness of Vocabulary Learning and Teaching at Primary Level'

Helping Pupils Develop Vocabulary Building Skills

- Guide pupils to **organise** the newly learnt words 
- Help pupils **memorise** the words 
- Highlight the word formation methods
- Increase pupils' awareness of **how words are related and combined** 
- Encourage pupils to take an **active role in learning** 




Paradigmatic Approach

- Different **graphic organisers** are introduced to help pupils organise the vocabulary
 - Spider web
 - Tree diagram



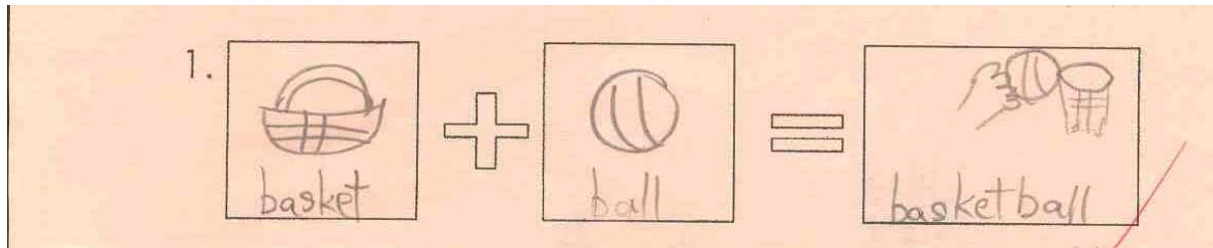
Helping Pupils Memorise the Vocabulary

- Include **decision-making tasks** of different levels of cognitive demand in worksheets 
 - ➔ From less cognitive demanding to more cognitive demanding
 - ➔ Help pupils put newly learnt words into long-term memory

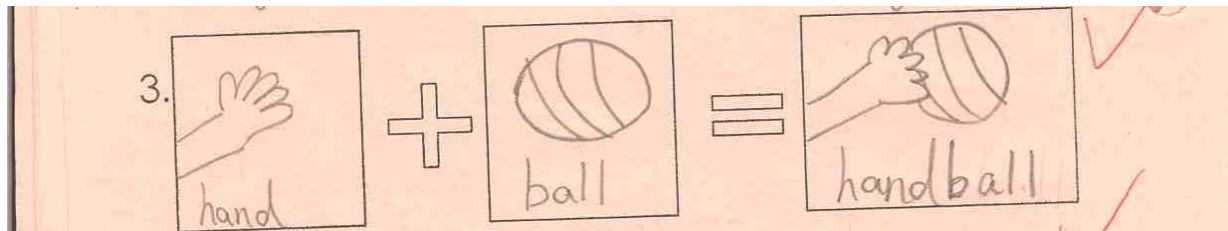


Word Formation

- Compounding



basketball



handball

- Derivation

e.g. thrilling - thrilled

exciting - excited



Syntagmatic Approach

Word Associations

- **Phrases** are introduced to help pupils link individual words together (e.g. make us strong and fit)
- Tables are used to help pupils make sentences with the individual newly learnt words (**from receptive to productive**)



Learner Independence

- Word bank
- Learning wall
- Reading extensively on the related theme



Word Bank

- Word bank is introduced for pupils to record words for their own reference
- Pupils are encouraged to draw **pictures** or write sentences to express the meanings of the words
- Pupils **organise** the newly learnt items in **meaningful groups**



Enhancing the Learning and Teaching of Grammar in Context

- Introduce a variety of structural patterns and provide opportunities for application in meaningful contexts

I like playing football. (subject + verb + gerund)

It is exciting. (subject + verb + adjective)

It makes me strong. (subject + verb + object + adjective)

We play football in the football field.

(subject + verb + object + adverb phrase)

Using Tasks to Provide Authentic Contexts for Language Use

- Conducting interviews on favourite sports
 - Writing a summary on the survey findings
 - Writing a letter to the principal to make suggestions
- Providing **scaffolding** to help pupils apply the target language in meaningful contexts
- open-ended questions to brainstorm ideas
 - group discussion
 - highlighting the features of the text types for the writing task
 - mind map to organise ideas

Curriculum Planning

- Aim for a **balanced and comprehensive coverage** of the learning targets and objectives within and across year levels
- Ensure **continuity** and **vertical coordination** across the key stages to provide opportunities for learners to **progress** from one stage to another