

Ready Steady

Issue 5 December 2017

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Foreword

One can never emphasize enough the power of education. Through education we gain knowledge, and more importantly we develop character and learn how to be a better person. The updated curriculum guide also stresses the importance of students' whole-person development through values education. Yet the idea of incorporating these elements into the English curriculum can be daunting: How and where do we start?

The answer may be simpler than you think, because you are probably doing it already. According to the curriculum guide, teachers should 'provide contexts for students to explore a wealth of value-laden issues and stimuli for critical and imaginative responses'. Through daily activities such as reading about an inspiring person or debating a controversial issue, teachers can create scenarios to facilitate discussion on topics such as perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others.

In this issue of *Ready Steady*, we have invited an expert on values education to enlighten us with practical ways to introduce values education to our students. To help you get started, we have prepared some lesson ideas on values education to provide possibilities of what can be done in an actual classroom. In addition, a teacher will share her experiences at the Oxford Teachers' Academy summer programme, reminding us that the road to learning never ends.

A teacher's job involves much more than classroom-teaching. Thank you for taking up this prominent role to make a difference in our students' lives through your guidance and inspiration!

Lily Cheung
Senior Teacher Trainer,
Oxford University Press





Oxford Primary English

Outstanding e-Learning Awards

Congratulations!

To further promote the adoption of e-learning in classrooms and to build an effective support network to share e-learning teaching strategies among local primary schools, Oxford University Press has partnered with the University of Hong Kong's e-Learning Development Laboratory to hold the 2016–17 **Oxford Primary English Outstanding e-Learning Awards**. The awards received tremendous support from local primary and secondary schools with twice as many entries as last year. The awards ceremony was held at the University of Hong Kong on 23 June 2017.

After the opening remarks by Dr Wilton Fok, Director of the University of Hong Kong's e-Learning Development Laboratory and Ms Ng Mei Mei, Managing Director of Oxford University Press (China), awards were given to the winners of the four categories 'Mobile Outdoor Learning', 'Primary English', 'STEM and Coding' and 'General e-Learning Application'. The winners of the Primary English category were invited to take part in a panel discussion moderated by Dr Paul Sze 'Engaging my students in the learning process: How e-learning can help?'. Teachers were of the view that the key to designing e-learning lessons is to maximize student involvement both inside and outside of the classroom.

The Primary English award winner, Ms Law Mei Tung Lilian from Yaumati Catholic Primary School (Hoi Wang Road), won a two-week summer exchange programme experience at Oxford University with her e-learning lesson 'Shopping is fun'. Ms Law uses multimodal elements and mobile-outdoor learning to engage students in authentic situations where students can apply shopping vocabulary and practise writing numbers.



Scan to learn more about our events.

Recognition of OUP publishing achievement

The Hong Kong Book Fair 2017, one of the year's biggest book-celebration events, was held at the Hong Kong Convention and Exhibition Centre from 19th to 25th July 2017. Oxford University Press (OUP) was once again a standout among the assortment of elite publishers worldwide, with its long-lasting reputation and excellence in the publishing industry.

During the Book Fair, OUP titles have received numerous compliments from people from all walks of life. The most welcomed series include the Oxford Path home learning pack, dictionaries, and readers. One of the latest additions to the published English Language Learning series, 《英語·人生 曾鈺成》 was awarded **the Publishing Award of Hong Kong Publishing Biennial Awards 2017**. The book tells the readers how

the study of the English Language shapes the life of Mr Jasper Tsang, the former President of the Legislative Council of Hong Kong. In addition to conveying learning content through traditional means such as books, OUP adopts a multimodal approach. Real-time interview clips are embedded into the book through QR codes. In this way, we are able to bring Mr Jasper Tsang much closer to our readers and provide them with a more memorable experience.

With the rapid changes in various aspects of our life, OUP recognizes the need for innovation in the publishing industry, while still embracing the essence of our heritage. We can all look forward with great anticipation to these amazing books published by Oxford University Press.



RWI Training 2017-18

Read Write Inc. (RWI) is a synthetic phonics programme that ensures reading, writing and spelling success, published by Oxford University Press (OUP). With the belief in how reading can make an enormous change in our students' life, over 60 teachers from 18 primary schools in Hong Kong attended a two-day intensive and meaningful RWI training workshop at the Hong Kong Scout Centre in August this year.

The experienced teacher-trainer from Ruth Miskin Training, Rosie Manning, introduced the essential concepts in the RWI programme

to our teachers with concrete examples and hands-on practice sessions. The fun and systematic elements in the programme give incentives to the teachers who are now eager to give it a go in their own classrooms.

In order to localize the RWI teaching methodologies in the Hong Kong primary school setting and further familiarize teachers with the programmes, extra practical workshops are also organized by OUP teacher training team.



Teacher's Corner

As the Primary English award winner of the 2016–17 Oxford Primary English Outstanding e-Learning Awards, Law Mei Tung Lilian from Yaumati Catholic Primary School (Hoi Wang Road) won the opportunity to participate in a two-week summer exchange programme—Oxford English Language Teachers' Academy Masterclass 2017 at Oxford University. She is going to share with us her special experience in professional development.



During this two-week Masterclass, I attended four workshops as well as a series of lectures from international experts to freshen up my teaching methodologies and pedagogies.

In the workshop **Teaching with Technology**, we were introduced to a variety of tools and devices. Through hands-on practice, I became better able to make wise choices among the available options before lessons. We teachers need to remind ourselves that we are the masters in charge of the materials used to facilitate teaching and learning. Meanwhile, we should also consider the issues of availability and copyright when using online materials.

As for the workshop **Tools, Tips and Activities for Engaging Young Learners**, I was reminded of the value of keeping students motivated throughout the whole learning process. We should choose appropriate tools and materials to fit the young learners' desire for meaningful interactions. There is also a golden rule when choosing the right materials: Keep it simple and fun!

When I was attending the workshop **Practical Materials Design for the ELT Classroom**, the teaching 'flow' was emphasized with a focus on how to connect the learning materials to our learning objectives and needed areas of assessment. The power of teamwork also makes a difference.

Another valuable lesson that I experienced was through the workshop **The Dynamic Classroom: Learning with Mobile Technology**. As teachers, we should embrace the idea of how our mobile technology development changes our role as language teachers, and how essential it is to have the ability to evaluate the pros and cons of various mobile devices before we use them.

The Masterclass motivated us to think further and beyond our old boundaries as we all continuously learn, and to improve our own teaching and learning. On top of that, I gained valuable friendships with many passionate and experienced teachers from all over the world. It was such a wonderful experience and professional development for me.

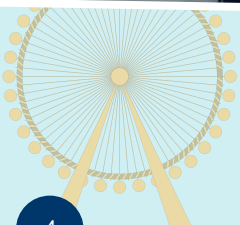
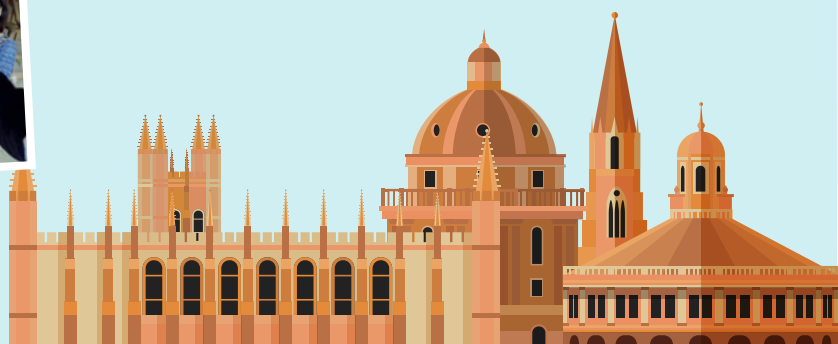


Photo credit:
Ms Law Mei Tung Lilian





Meet Our Expert

How can teachers incorporate values education in their English teaching?



Dr Thong Yan-ye, Jenny

Lecturer,

Department of Educational Administration & Policy,

Faculty of Education,

The Chinese University of Hong Kong

Cultivation of positive values and attitudes is essential to whole-person development. In the newly-released English curriculum guide for Primary 1 to Secondary 6 (May 2017), it encourages teachers to strengthen values education through the use of a wide array of learning and teaching resources which provide contexts for students to explore a variety of value-laden issues and stimuli for critical and imaginative responses. Among all different methods in teaching values, I would suggest two approaches that primary-school teachers could adopt to incorporate values education in their English teaching.

In teaching junior students (P1 to P4), teachers could adopt the modelling approach. Children like heroes, and they want to be like their heroes. Heroes serve as models for children. These models can be characters from historical stories, from the library or in comic books, or characters from classical drama plays. In English lessons, teachers could identify the heroes in literature, from real life or fictional stories. Teachers could engage students in discussing the desirable attitudes and admirable qualities of these characters. Throughout the process, teachers could introduce different words that describe the positive attributes of characters. For example, different synonyms for the quality 'courageous' could be introduced. The differences between 'courageous' and 'adventurous' can be discussed further. This teaching and learning experience can sharpen students' sensitivity towards desirable qualities, and at the same time increase their exposure to different usage of words.

For senior students (P5 to P6), teachers could adopt a problem-solving approach. This approach requires students to take up more responsibility in the own learning process. Students would be given problems that involve conflicts and dilemmas and so they must come up with decisions at the end. During the decision-making process, teachers facilitate students in justifying and explaining their rationale. This problem-solving experience could help students in clarifying different values involved in an issue. Teachers can confront students with their judgement and ask them to provide reasons for their decisions. Through several rounds of clarification, students need to prioritize the available options, choose from alternatives and critically examine these choices. It is expected that students can be more aware of why they act as they do and reflect on the values behind that.

There is never a best-way-for-all pedagogical method in teaching. Indeed, we could have more than a thousand approaches to teach values in language class. All we need to do is to maintain our awareness and sensitivity to these values.





Values education lasts for a life time

Teachers are only the facilitator of students' learning and are never meant to be there for them for a lifetime. However, students can benefit from values education throughout all stages of their life, which is one of the ultimate goals of education.

Warm-up

- 1 Tell students that they are going to learn some fun facts about sea animals.
- 2 Start the lesson by sharing a friendship song with students: <https://goo.gl/r5bE3D>.



- 3 After the song appreciation, ask students to do a pop quiz about friendship. To make the activity more fun, conduct the pop quiz using online quiz tools: <https://goo.gl/FrAD2W>.



Learning objective (KS2)

- understand the value of sacrifice when facing conflicts (KS2)
- learn some nature features vocabulary

Reading

- 4 Introduce students to some nature features vocabulary with the picture dictionary: <https://goo.gl/udYfVE>. (e.g. a steep hill, a high waterfall, a dark cave, a narrow stream, a small island, a deep lake, a long bridge, a wide river)



- 5 Show students some messages and ask them to guess what they refer to. You may use the online tool to make the activity more fun: <https://goo.gl/jMMDsc>.



- 6 Tell students that a group of kids are competing in the National Challenge at a nature park today. The fastest group to solve the messages wins the competition.

- 7 Allow students to read the story with audio support: <https://goo.gl/eQjuqt>. Ask them questions about the story such as *What happened to the man in the story?* and *Did the group win this part of the National Challenge?*



Post-reading Activities

- 8 Tell students they are going to play some games about the nature features vocabulary in groups. To make the activity more fun, use online vocabulary games: <https://goo.gl/j26Byp>.
- 9 Ask students if they would like to make friends with the group and why. Elicit responses from students and emphasize the value of sacrifice when facing conflicts.
- 10 Place students in groups and invite them to share a 'friendship problem' they faced recently, and invite others to give advice. To make the activity more fun and create a caring school environment, invite students to record their speeches with online platforms where others can give their opinions even after class: <http://goo.gl/d9mU6Y>.



Are you responsible? Answer the following questions by choosing the best answer. Add the scores together to see how responsible you are.

A Do you go to school on time?

- 1 Yes. I am always on time.
- 2 Yes. I am mostly on time.
- 3 I am sometimes late.
- 4 I am always late.

B Do you clean your room?

- 1 Yes. I always clean my room.
- 2 I only clean my room when my mum tells me to.
- 3 I sometimes clean my room when my mum tells me to.
- 4 I never clean my room even when my mum tells me to.

C When do you finish your homework?

- 1 I finish my homework as soon as I get it.
- 2 I finish my homework just before the deadline.
- 3 I sometimes finish my homework after the deadline.
- 4 I always forget to do my homework.

D It is Mother's Day today. What will you do when you get home?

- 1 Say 'I love you' to my mum and do nice things for her.
- 2 Say 'I love you' to my mum and go back to my room.
- 3 Act like it is a normal day.
- 4 Ask my mum to do things for me.

E When your friends are in trouble, will they ask for your help?

- 1 Yes. I am always there when my friends are in trouble.
- 2 They sometimes ask for my help.
- 3 They seldom ask for my help.
- 4 They never ask for my help.

F Does your teacher invite you to be subject representative or class monitor?

- 1 Yes, many teachers do so.
- 2 Yes, but not many teachers do so.
- 3 No teachers do so.
- 4 It is impossible.

G Does your teacher ask you to help with school activities?

- 1 Yes, I always help with lots of school activities.
- 2 Yes, I help with some school activities.
- 3 I seldom help with school activities.
- 4 I never help with school activities.



Watch This Space

Things to look out for in the coming months

Scan to get the electronic version of **Ready Steady**



upcoming events

Oxford Primary English Creative Writing Competition 2017 Awards Ceremony

When Christmas approaches, children dream about meeting Santa Claus. This year, OUP is going to make their dreams come true.

Join us to congratulate the winners of our Oxford Primary English Creative Writing Competition! Chosen out of over 8000 participants, the winners get a chance to meet with the 'real' Santa Claus on 16 December 2017.

Check out the winner list on our website.

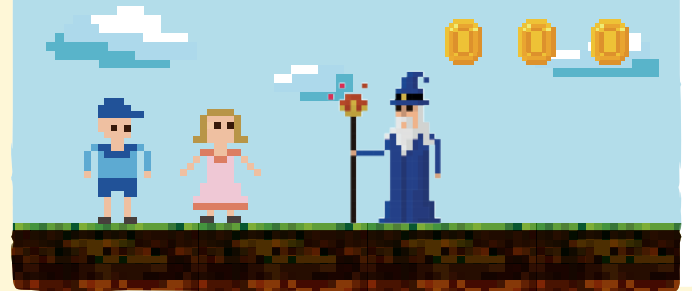


Scan to learn more about the event.

Catch the new wave: How to boost primary students' English ability in the time of curriculum updates

Students often struggle when they progress from one key stage to the next. As teachers, have we equipped students with the proficiency and skills needed to succeed in the next key stage?

Stay tuned for OUP's solution to boost your students' ability to tackle these challenges!



Fun with English (answers)

| Total number | Sense of responsibility | Comments |
|--------------|-------------------------|---|
| 7 - 10 | 😊😊😊 | Keep up and remember how responsibility can be a valuable asset in your life. |
| 11 - 16 | 😊 | Keep up and be a little bit more considerate about the people and things around you. |
| 17 - 24 | 😞 | Make a feasible plan of being much more considerate about the people and things around you. |
| 25 - 28 | 😞 | Rethink about your life attitude. Try to be more responsible with a feasible plan. |

In the next issue

- Focus on the hottest ELT issues
- More news, interviews and students' activities

Look out for the next issue of **Ready Steady** in March 2018.

For enquiries, please contact the OUP Account Executive for your school.