

Ready Steady

Issue 4 June 2017



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Foreword

As teachers, we are often thinking of ways to motivate our students. 'Will my students enjoy doing this activity?' 'Are these pictures / slides / videos attractive to my students?' 'How can I make this lesson more fun and engaging?' We want our students to raise their hands, participate in class, and learn what we teach them. It sounds basic, yet it is not that easy to achieve. What are some effective ways to do that, apart from giving them a sticker or a treat?

According to research, one of the most important factors of increasing students' motivation is actually teachers' enthusiasm. Experts also suggest ways to foster motivated and self-driven learners such as making our learners curious, challenging them, or allowing them to be responsible for their own learning. So how can we apply these strategies in our classrooms?

In this issue of **Ready Steady**, we have invited an expert on self-directed learning (SDL) to share with us ways to motivate our students through SDL activities. Experienced teachers will also show us how they arouse students' interests by creating a language-rich environment for them. We have also included some fun classroom activities that you can try out with your class.

As Steve Jobs once said, 'The only way to do great work is to love what you do.' I hope this issue of **Ready Steady** will help you revive your passion for teaching!

Lily Cheung

Senior Teacher Trainer,
Oxford University Press





Scan to learn more about our events.



To provide teachers with a comprehensive solution to developing students' language skills and raising students' learning motivation with blended learning, OUP organized a Primary English seminar—'Enjoy Blended Learning with *Ready*' on Saturday, 18 March 2017. This event also marked the debut of Oxford's new primary English textbook series, *Ready*.

After opening remarks by Ms Mei Mei Ng, General Manager of Oxford University Press (China), members of the ELT Editorial team conducted a lively role-play to explain how *Ready* presents major updates in the English Language Education Key Learning Area Curriculum. With a powerful

e-learning platform, appealing materials and comprehensive self-directed learning resources, OUP aims to revolutionize teaching and learning by making English lessons interactive and enjoyable.

The keynote speaker, Mr Benjamin Moorhouse, Lecturer from the Division of English Language Education of the University of Hong Kong, then shared with our teachers some useful e-learning tools. He also created tongue twisters with over 200 teachers using a tag cloud. Through this simple e-learning activity, Mr Moorhouse successfully showed how e-learning can help develop students' creativity and make English lessons fun and engaging.

The seminar was well received. Teachers were impressed by how *Ready* and its student-centred and teacher-friendly materials effectively address the curriculum changes.



OUP proudly presents *inTouch*— a free mobile app designed for English teachers

Get inspiration through OUP's *inTouch* app!

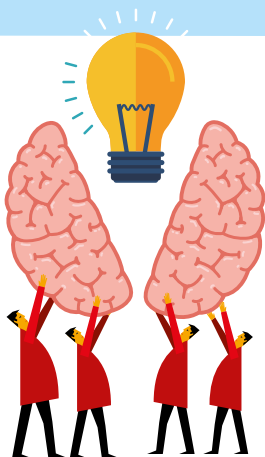
If you are looking for a timely update on educational trends, fun teaching tips, digital classroom pedagogies or teaching methodologies, it is time to take out your mobile phone and download the *inTouch* app!

OUP *inTouch* aims to provide teachers with the latest news and teaching tips on English language teaching. The app is filled with short articles on topics such as e-learning, flipped classrooms, STEM in language teaching and loads of other interesting teaching ideas. It also provides leisure reading content such as travel tips, recipes and film recommendations. Another featured function is the in-app registration for OUP events and seminars. With personalized e-tickets, you can attend our events with ease.

Download the app and receive first-hand information on teaching and learning!



Scan to download the *inTouch* app.



One minute e-learning

A series of e-learning tips videos with Dr Paul Sze

Want to try e-learning but not sure how? Perhaps Dr Paul Sze will be able to inspire you in this series of videos. These bite-size videos are being created to give teachers some practical teaching ideas on e-learning that can be easily applied in the classroom.

The first video in the series is about teaching vocabulary using mind maps. Many students feel frustrated when trying to memorize new vocabulary or not knowing the right words to accurately express themselves. Dr Sze suggests that mind mapping is an effective way to facilitate vocabulary acquisition. He also demonstrates how using e-learning tools makes mind mapping fun and engaging.

This video is currently available on the *inTouch* app. If you would like to watch more of these amazing videos, download the *inTouch* app to stay tuned!





Teacher's Corner

The English room is the most preferred special room in SKH Kei Hin Primary School. Miss Eva Yiu, Panel Head of the school, believes that a well-designed English room provides a language-rich environment for engaging students, especially ESL learners, in various English activities. She is going to share with us her experience in setting up an appealing English room.



When asking students what their favourite special room is, one of the most preferred answers will be the English room. A rich English language environment can help raise students' motivation and interest in learning, and also widen student's learning space physically and cognitively. When we set up an English room, there are a few elements we can consider:

First, we can decorate our English room with daily teaching and learning materials, e.g. content words, high-frequency words and useful sentence patterns, creating a relaxing environment for self-access language learning. Providing easy access to a wide range of materials can enhance students' familiarity with English as students can find explicit links to classroom learning. To cater for learner diversity, different strategies can be adopted so that all students can move forward along the learning continuum. It is important that students in the same class are assigned the same task. Teachers may vary the input and give different support to help

students complete the task. Some students may need extra help, especially when they do individual tasks.

Besides, we value what students do. We use display boards and walls to display students' work. Displaying students' work encourages them to share more of their ideas with others as well as learn from each other. Teachers have to keep the displays up-to-date as they highlight students' effort and sustain their motivation for learning English.



Also, we believe that extensive reading offers intelligible input to consolidate what

students have learnt and extend it. Setting up the reading corner in the English room allows students to develop learner autonomy through self-reading. Reading is treated as a reward for our students. Students are allowed to choose what to read after they finish their tasks.

To conclude, the English room is not just a special room. It is the core station where learner autonomy and self-access language learning are promoted in order to encourage students to take responsibility for their own learning.



Photo credit: SKH Kei Hin Primary School

Meet our Expert

Motivating students through self-directed learning



Dr Yuen Yi Lo

Assistant Professor, Division of English Language Education, Faculty of Education, The University of Hong Kong

One common issue faced by English teachers in Hong Kong is that students are simply not motivated to learn the language! How can we help our students to see the interest and fun in learning English? I am going to share something our team has been trying with local secondary and primary schools to promote self-directed learning (SDL).

As its name suggests, SDL means that students initiate and control their own learning. Its key processes include goal setting, self-planning, self-monitoring, self-evaluating and getting feedback from others. We noted that some of these processes can also help motivate students to learn! First, to enable students to feel that they 'own' their learning, one strategy is to let students choose what they want to do by providing them with different versions of tasks. These different versions not only cover different levels of difficulties, but also different learning styles or learning modes. For example, instead of asking students to write a food review on paper, we can allow them to write an online food blog (e.g. using platforms like Tumblr) or produce a short Youtube video.

Second, we can try to incorporate what students like into the teaching materials or activities. This is definitely easier said than done, but we would still encourage teachers to try. In our projects, we had short interviews with some selected students to understand what they

were interested in and then we tried to customize some materials to serve as an extension of their textbook. For instance, one topic in the primary curriculum is 'Healthy Eating'. We prepared several 'cases' by summarizing the eating habits of some teachers and students at the school. Students were then asked to be 'Food Detectives' to analyse those cases and offer them some advice! In this way, teachers do not need to make a lot of extra materials, but can link the target language to students' immediate environment and make the learning process more interesting.

Teachers may be sceptical about promoting SDL among their students because they cannot afford the time to do so or they think their students are too young to be self-directed. From our experience, we believe that it's worth spending some time helping our students to be autonomous learners as early as possible. This will in turn save teachers' time in the long run!



Power Bank

Make them curious

Albert Einstein once humbly said, 'I have no special talent. I am only passionately curious.' Curiosity is probably one of the most powerful tools to motivate students. Teachers can make use of a captivating image or interesting fun fact to start the lesson in order to motivate students to learn more.



Warm-up

- 1 Tell students that they are going to learn some fun facts about sea animals.
- 2 Start the lesson by doing a pop quiz with students. To make the activity more fun, conduct the quiz using online quiz tools: <https://goo.gl/BNYgl8>
- 3 After the pop quiz, ask students to guess why the octopus is the smartest sea animal. Tell students they are going to learn about octopuses today.



Learning objective (KS2)

- use wh-questions to ask for information
- use 'will' to talk about future events

Post-reading Activities

- 7 Ask students if they were to see Paul the Octopus, what questions would they ask him. Elicit responses from students.
- 8 Tell students they are going to play a game on fortune telling. Students get into groups of 4-5. Pick one student to be the fortune teller.
- 9 Each student takes turns asking the fortune teller a question. Encourage students to ask open-ended questions using 'What / Where / When / Who / How' (e.g. What will I have for dinner? Who will be my future husband?)
- 10 The fortune teller then uses the web app (<https://goo.gl/hCeK3j>) to cast runes for the answer. The fortune teller has to use 'will' to give his/her predictions (e.g. runes: coffee cup and traffic light – 'You will have dinner at a coffee shop next to the pedestrian crossing.')
- 11 Take turns being the fortune teller.



Reading

- 4 Show students a picture of an octopus. Ask students to imagine what job will be suitable for an octopus. Start the discussion by sharing your opinion (e.g. I think an octopus would be a good cashier in a supermarket because it can scan items really quickly with its eight arms.) Elicit responses by asking students if an octopus would be a good teacher, hairdresser, policeman, fireman, waiter, doctor etc.
- 5 Tell students that there was one octopus with a very special job in Germany. Introduce this special octopus Paul to the students.
- 6 Allow students to read about Paul the Octopus (<https://goo.gl/TcpEYc>) and ask students what job Paul the Octopus did (Paul the Octopus was a fortune teller).



A Time for some fun in the sun! Find and circle the words in the list below.

M	B	B	N	U	P	F	Y	M	S	E	V
H	A	R	E	O	Q	A	C	U	M	N	H
I	N	E	O	A	D	E	N	V	F	I	O
C	A	L	R	I	C	G	X	B	F	H	F
D	H	X	L	C	L	H	E	J	M	S	U
S	F	O	M	A	E	N	U	F	P	N	L
W	H	N	S	V	B	C	U	Q	N	U	F
I	D	S	K	V	P	F	I	Z	E	S	S
M	E	N	O	L	E	M	R	E	T	A	W
S	S	S	H	O	R	T	S	E	X	A	Q
A	R	B	R	Q	Y	Z	S	G	V	E	X
Q	Y	G	R	O	U	H	E	Q	G	F	W

beach

fun

holiday

ice cream

pool

shorts

sunglasses

sunshine

swim

watermelon

B Learn to say these tongue twisters about summer!

She sells seashells on the seashore;
The shells that she sells are seashells I'm sure.
So if she sells seashells on the seashore,
I'm sure that the shells are seashore shells.

Fresh fried fish,
Fish fresh fried,
Fried fish fresh,
Fish fried fresh.

How can a clam cram in a clean cream can?

I scream, you scream, we all scream for ice cream.



Watch This Space

Things to look out for in the coming months



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



Upcoming events

Hong Kong Book Fair

Reading the World: People, Places, Passions

Date 19–25 July 2017 (Wednesday–Tuesday)

Venue Hong Kong Convention and Exhibition Centre


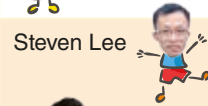

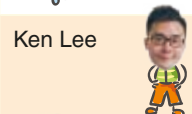




Come and visit us at the Hong Kong Book Fair and check out our amazing titles, such as Hong Kong Book Prize nominee 《英語 • 人生 曾鈺成》 (*English in Jasper's Life*), the Oxford Story Tree series and our home learning packages *Oxford Path* and *Oxford Path Primary!*

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 October 2017.

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Fun With English (Answers)

Part A

M	B	B	N	U	P	F	Y	M	S	E	V
H	A	R	E	O	Q	A	C	U	M	N	H
I	N	E	O	A	D	E	N	V	F	I	O
C	A	L	R	I	C	G	X	B	F	H	F
D	H	X	L	C	L	H	E	J	M	S	U
S	F	O	M	A	E	N	U	F	P	N	L
W	H	N	S	V	B	C	U	Q	N	U	F
I	D	S	K	V	P	F	I	Z	E	S	S
M	E	N	O	L	E	M	R	E	T	A	W
S	S	S	H	O	R	T	S	E	X	A	Q
A	R	B	R	Q	Y	Z	S	G	V	E	X
Q	Y	G	R	O	U	H	E	Q	G	F	W