「英」該點學?
孩子的英語教育

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Brief Overview of Seminar

- 1. Introduction: From Once upon a time… to Web 2.0
- 2. The importance of letter-sound relationships
- 3. The importance of the whole language approach: from reading to writing
- 4. New Developments: new media, web 2.0, digital publishing…
- 5. Resources

Detailed Overview of Seminar

- 1. Introduction: From Once upon a time... to Web 2.0
  - Approach 1: Letter-sound relationships
  - Approach 2: Whole language approach (Ken Goodman)
  - An integrated approach for Hong Kong students

Detailed Overview of Seminar

- 2. The importance of letter-sound relationships
  - Phonics: learning letter names & letter-sound relationships
  - Matthew's effect (Keith Stanovich)
    - "the rich get richer and the poor get poorer"
  - Suggested Parent-Child Activities
    - Songs, chants & ELT raps
    - Rhymes and poems (e.g., Diamond poems, Acrostic poems, Haiku poems)
    - Vocabulary games – alphabet book /My Favourite Words/ flashcards
    - Mind map for learning vocabulary (forming associations helps memory of words)

Detailed Overview of Seminar

- 3. The importance of whole language approach: from reading to writing
  - The whole language approach
  - Reading & writing interests & habits
  - New genres/text types
    - flash stories, graphic novels, fanfiction
  - Being a little author
    - DingDing's example
  - Digital stories / photo stories / Music stories

Detailed Overview of Seminar

- 4. New Developments: new media, web 2.0, digital publishing…
  - Everyday English
  - Popular Culture
  - New media tools for publishing
- 5. Resources
  - Tips for Revision for dictation
  - Checklist for parents
  - Read, write, think

1. Introduction: From Once upon a time... to Web 2.0

1. Introduction: From Once upon a time... to Web 2.0

- Learning English is never an easy task for native and non-native speakers of English.
- There are many approaches to learning English
- Approach 1: Letter-sound relationships
- Approach 2: Whole language approach (Ken & Yetta Goodman)
- Approach 3: Using new media (web 2.0 facilities)
- An integrated approach for Hong Kong students

2. The importance of learning letter-sound relationships

Phonics: letter-sound relations

- Phonics is the teaching of the relationships between sounds and their spellings.
- 10 important research findings about phonics (Blevins, 2001)
  - (1) phonics instruction can help all children learn to read (i.e., to decode words)
  - (2) Explicit phonics instruction is more beneficial than implicit instruction
  - (3) Most poor readers have weak phonics skills and a strategy imbalance
  - (4) phonics knowledge has a powerful effect on decoding ability
  - (5) Good decoders rely less on context clues than poor decoders

Phonics: letter-sound relations

- 10 important research findings about phonics (Blevins, 2001)
  - (6) the reading process relies on a reader's attention to each letter in a word
  - (7) phonemic awareness is necessary for phonics instruction to be effective
  - (8) phonics instruction improves spelling ability
  - (9) a teacher's knowledge of phonics affects his/her ability to teach phonics
  - (10) knowledge of common syllable patterns and structural analysis (e.g., seeing a small word in a big word: e.g., win/dow; can/dy)
- Improve the ability to read, spell, and learn the meanings of multisyllabic word
  - e.g., window
  - big, bigger, biggest
  - beauty, beautiful
  - love, lovely; nice, nicely

The 44 Sounds of English (Blevins, 2001)

- A **phoneme** is a speech sound. It is the smallest unit of sound that distinguishes one word from another.

- Since sounds cannot be written, we use letters to represent or stand for the sounds.

- A **grapheme** is the written representation (a letter or cluster of letters) of one sound.

- Linguists disagree on the actual number of sounds in the English language. The number varies according to dialect, individual speech patterns, changes in stress, and other variables.

The 44 Sounds of English (Blevins, 2001)

- The 44 sounds of English

  - http://www.scholasticred.com/dodea/pdfs/SPED_TR_Sounds.pdf

Problems: Why letter-sound relationships are difficult for children? (Blevins, 2001)

- The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination.
  - Therefore, a letter can sometimes represent more than one sound.
    - a – at, ate, all, any, was & father
  - A phoneme can sometimes be represented by more than one grapheme.
    - /f/ - f in fan, ph in phone, gh in laugh
  - Some letters do not represent any sound in a word.
    - K – knot

Matthew's effect
(Keith Stanovich, 1990)

- "The rich get richer and the poor get poorer"
- Bridging the vocabulary gap and the reading gap (just like the information gap in the information-bloomed society!)
- Learning the 26 letter names is the first step towards decoding English words!
- Keith Stanovich (quoted in Adams, 1990, pp. 59-60)
  - 'Slow reading acquisition has cognitive, behavioral, and motivational consequences that slow the development of other cognitive skills and inhibit performance on many academic tasks. In short, as reading develops, other cognitive processes linked to it track the level of reading skill. Knowledge bases that are in reciprocal relationships with reading are also inhibited from further development. The longer this developmental sequence is allowed to continue, the more generalized the deficits will become, seeping into more and more areas of cognition and behavior. Or to put it more simply -- and sadly -- in the words of a tearful nine-year-old, already falling frustratingly behind his peers in reading progress, "Reading affects everything you do."' (Adams, 1990)

Suggested Parent-Child Activities

- Alphabet book
- My favorite wordbook
- Flashcards for kids
- Vocabulary booklet for secondary students
  (http://www.bbc.co.uk/worldservice/learningenglish/radio/studyguides/pdfs/vocab.pdf)
- Mind map for learning vocabulary
  - importance of forming associations for memory of words
- Mini books

Examples of Online resources

- Phonics for Kids
  - http://www.starfall.com/n/level-k/index/play.htm?f
  - Letter sounds
  - Songs
- Pronunciation (secondary students)
  - http://www.oup.com/elt/global/products/englishfile/beginner/c_pronunciation/
  - Letter sounds
  - Game on stress

Songs, chants & ELT raps

- ELT raps for secondary students
  - "Confucius Says"
  - Copyright © 2007 Angel Lin

Confucius Says

Lyrics: Angel Lin
Music: 4E Creative Ltd.
Featuring: David Coniam

When it's impolite to speak, don't speak!
When it's impolite to watch, don't watch!
When it's impolite to listen, don't listen!
Confucius Says.

When it's rude to speak, don't speak!
When it's rude to watch, don't watch!
When it's rude to listen, don't listen!
Confucius Says.

When it's polite to speak, speak!
When it's polite to watch, watch!
When it's polite to listen, listen!
Confucius Says.

When it isn't rude to speak, speak!
When it isn't rude to watch, watch!
When it isn't rude to listen, listen!
Confucius Says.

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Using ELT Raps to practice phonics

- ELT raps
  - "New alphabet rapping song"
  - Copyright © 2007 Angel Lin

3. The New Alphabet Rapping Song

I

A for angels,

B for bold;

C for cool, and

D for dread;

E for enough, and

F for fools:

    Only the fools

        are bold enough

        to tread the places

        where the angels dread!

Oh, that's not cool! ((That's not cool!))

II

G for girl-guides,

H for help;

I for I, and

J for Jay;

K for kind, and

L for lost:

    A girl-guide

        called Jay

        ((helped me

        when I lost my way.))

Oh, that's cool! ((That's cool!))

III

M for money,

N for name;

O for old, and

P for poor,

Q for quarrel, and

R for real:

    Money, in your name

        everybody quarrels

        until they are really old and

    poor!

Oh, that's not cool! That's not cool!

IV

S for school,

T for tailor,

U for uniform;

V for very,

W for well-known,

X for eXcellent:

    My school uniform

        is cool.

        ((It's designed by a tailor

        in an excellent Paris design

school.))

Oh, that's cool! That's cool!

V

Y for yellow, and

Z for zoo:

    See how well

        we have rapped

        to the letter 'z' !

Oh, that's cool! That's cool, really cool!

Examples of Online resources

- Songs, Between the Lions
  - **http://pbskids.org/lions/videos/**

- Little Kid Songs, British Council
  - **http://learnenglishkids.britishcouncil.org/little-kids-songs**

- Nursery Rhymes on YouTube

  - **http://www.youtube.com/watch?v=2fcA-NkTnT0&feature=related**

Poems

- Poetry 4 kids

  - http://www.poetry4kids.com/

- Lulu Poetry

  - http://www.poetry.com/

My Pig Won't Let Me Watch TV

My pig won't let me watch TV.
It's totally unfair.
He watches anything he wants
but doesn't ever share.

I never get to watch cartoons
or anything like that.
He's busy watching farming shows.
I should have got a cat.

I should have got a goldfish
or a guinea pig or goat.
Instead, I've got this pig
who's always hogging the remote.
--Kenn Nesbitt
(retrieved 24th June 2010 from the world wide web http://www.poetry4kids.com/poem-541.html

A Shakespeare Sonnet Animation

SONNET 42

That thou hast her, it is not all my grief,

And yet it may be said I loved her dearly;

That she hath thee, is of my wailing chief,

A loss in love that touches me more nearly.

Loving offenders, thus I will excuse ye:

Thou dost love her, because thou knowst I love her;

And for my sake even so doth she abuse me,

Suffering my friend for my sake to approve her.

If I lose thee, my loss is my love's gain,

And losing her, my friend hath found that loss;

Both find each other, and I lose both twain,

And both for my sake lay on me this cross:

      But here's the joy; my friend and I are one;

      Sweet flattery! then she loves but me alone.

A Shakespeare Sonnet Animation
http://www.youtube.com/watch?v=Xq0eKhhsKeAA

Shape poems, acrostic poems, diamond poems, haiku

- Haiku poems are good examples to help children to learn to count syllables and are easy to write; one can write bilingual haikus ☺!

To write a haiku, (5)
one must be able to count (7)
to five and seven. (5)

How to write haikus?

First, learn to count syllables!

One-two-three-four-five!

Haikus are easy ☺!

Look at this haiku:

Haikus are easy.

But sometimes they don't make sense.

Refrigerator!

(quoted by Andy Bailey)

http://www.sfgate.com/blogs/images/sfgate/pets/2009/05/06/8_catweb499x349.jpg

A haiku on a rainy day...

六月天
作者：練美兒

黃雨下不停
晴天雨天六月天
心煩心明靜

A haiku on mosquitoes...

Mosquitoes

By: Angel Lin

Naughty mosquitoes
Buzzing and biting all night!
Buzz off mosquitoes!

Let's write a haiku together!

- Look at this picture and write a haiku… (can be English or Chinese, or one English, one Chinese ☺ !)

- Trick: use animal pictures or funny pictures to stimulate your child's imagination!

- What about this picture? Can you write a haiku with your child?

Publish your child's haikus ☺!

You can use digital publishing (e.g.,blogs): Tia's Creations:

http://tia10.blogspot.com/2009/01/haiku-poem-book.html

Or: You can create a haiku poetry book with your child using simple A4 paper, and get your child to draw pictures to illustrate their haiku poetry!

Let's write a diamond poem together

Title of the poem: _____

by _____

_____
(topic 1)

_____, _____
(adjective)   **(adjective)**

_____, _____, _____
(verb+ing)   **(verb+ing)**   **(verb+ing)**

_____, _____, _____, _____
(noun)   **(noun)**   **(noun)**   **(noun)**

_____, _____, _____
(verb+ing)   **(verb+ing)**   **(verb+ing)**

_____, _____
(adjective)   **(adjective)**

_____
(topic 2)

Some examples of diamantes

Monsters
Creepy, sinister,
Hiding, lurking, stalking,
Vampires, mummies, werewolves, and more —
Chasing, pouncing, eating,
Hungry, scary,
Creatures

Day
Bright, sunny,
Laughing, playing, doing,
Up in the east, down in the west—
Talking, resting, sleeping,
Quiet, dark
Night

Let's write a diamond poem (a diamante) together

Title: Angel & Devil

Angel
Bright, Joyous
Loving, Guarding, Flying
Messenger, Helper; Demon, Power
Hurting, Hiding, Cheating
Dark, Destructive
Devil

3. The importance of the whole language approach: reading, writing & (digital) publishing

What is Whole Language?

- The term "whole language" does not refer only to providing interesting comprehensible texts and helping children understand less comprehensible texts. It involves instilling a love of literature, problem-solving and critical thinking, collaboration, authenticity, personalized learning, and much more (Goodman, Bird, and Goodman, 1991).

- The importance of reading and writing extensively

Whole Language Reading Instruction

- **Whole language** describes a literacy philosophy which emphasizes that children should focus on meaning and strategy instruction. (Goodman, 1998, ***In defense of good teaching : what teachers need to know about the "reading wars"***)

- "A whole-language approach represents a philosophy about reading rather than anyone instructional method. According to this philosophy, language is a natural phenomenon and literacy is promoted through natural, purposeful language function. It has as its foundation current knowledge about language development as a constructive, meaning-oriented process in which language is viewed as an authentic, natural, real-world experience, and language learning is perceived as taking place through functional reading and writing situations." Lapp, D. & Flood, J., 1992, p. 458)

Reading Strategies

- Story telling
- Reading aloud
- Shared book reading
- Supported/assisted reading
- Independent reading

What can parents do to help children develop reading Interests and habits?

- **Book selection criteria**
  - Is the book age-appropriate?
  - What will my child learn from the book?
  - Is the subject matter appealing?
  - Will my child find the text and illustration appealing?
- A more detailed guideline on the handouts

Tips on reading

- Encourage your child to use the cover and contents page to see what the book is about.

- Look at the pictures and talk about things that interest your child.

- Encourage your child to tell you what they have found out from the pictures in the book.

- Guide your child to use the pictures to work out what words say.

- Talk about the book and anything that it reminds your child of.

- Find and read words your child recognizes.

- Establish a habit of going to the library with your child every week, and look in libraries for other books on the same subject.

Tips on reading storybooks

- Show your child how the cover can tell him/her what a book is about.

- Look at the pictures and talk about things that interest your child.

- Encourage your child to tell you what they have found out from the pictures in the book.

- Guide your child to use the pictures to work out what words say.

- Talk about the book and anything that it reminds your child of.

Tips on information books

- Encourage your child to use the cover and contents page to see what the book is about.
- Guide your child to use the pictures to get information and to work out what new words say.
- Dip into the book, reading the pages that interest your child.
- Talk about the book and anything that it reminds your child of.
- Find and read words your child recognizes.
- Look in libraries for other books on the same subject.

The importance of understanding genres

- Nowadays, being able to read printed text types is not enough

- A dynamic set of literacy skills is needed for students to interpret genres and text types that they encounter in their everyday life

- Ability to understand electronic text types is also essential

What are genres?

- Genres refer to abstract, socially recognized ways of using language (Hyland, 20007)
  - The established patterns of language are shared among the people
- The communicative and social functions of genres are extremely important"
  - The production and interpretation aspects of language
- Each genre has its specific purposes and structures (e.g., fables always have a moral at the end; animal stories always have personification of animals)
- New genres/text types
  - flash stories, graphic novels fanfiction

New genres/text types

- Flash stories
  - Flash stories for kids (http://www.bbc.co.uk/schools/laac/story/sbi.shtml)
- Graphic novels
  - Manga Shakespeare (http://www.mangashakespeare.com/)
  - Free online graphic novels (http://www.free-online-novels.com/graphic.htm)
- Fanfiction (http://www.fanfiction.net/)

Being a little author

- It is important to acknowledge the child's identity as a little author
  - motivation to learn
  - Identity
- It is also a good idea to take this opportunity to explore more parent-children activities
  - co-reading
  - co-writing
  - co-construction
  - co-sharing
- You can encourage them to read more and write more

DingDing's Photo Story

- DingDing as a little author
  - DingDing's Photo Story:
    - DingDing and his friends at BabyBoss
  - Copyright © 2010 Margaret Ting

Grandma's Story

- An online photo story example:
- ***Grandma's story***

  - http://www.greece.k12.ny.us/task/photostory/Grandma-PhotoStory.wmv

Thematic Project:
Where have all the flowers gone?

- Learning thematic vocabulary through digital story
  - Where have all the flowers gone?

Being a little author by using Photo Story

- Photo story, Microsoft
  (http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx)

- Special effects of Photo Story
  - You can add text/titles.
  - You can add voice recordings.
  - You can edit the transition effects and duration.
  - You can edit the display.
  - …

Non-fiction, informative writing

An observation report written by Chu Ka Wing (朱珈穎) of HKRSS Tai Po Secondary School.

Non-fiction, informative writing

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4. The importance of Everyday English and Popular Culture

In the previous sections

- Photo stories
- Flash stories
- Graphic novels
- FanFictions

From comics, storytelling to writing short stories / fanfiction

- Working with your child to write a short story or fanficton might be a bit challenging for him/her.
- You can start with writing/drawing comic strips.
  - Another way to start is to write new dialogues for existing comic strips

Use web 2.0 tools!

E.g., A Shakespeare sonnet animation on YouTube:

http://www.youtube.com/watch?v=Xq0eKhhsKeA

E.g., Digital storytelling (see examples of photo stories in earlier slides)

- **How to create a photo story**
- Software:
http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx

Learning from everyday life and popular culture

Remember 4 E's!

- **E**xpose
- **E**njoy
- **E**ncourage
- **E**nhance
  - 《其實英文唔難學》家長小冊子 (Scholar, 2007)

E.g., Tips on Revision for dictation

- You can always read and recite the words together, focusing on the letter-sound relationships and phonics skills
  - E.g. pen / Ken / ten
- You can break down the words together with your child, using syllabication skills
  - E.g. pan / da | beai / ti / ful
- You can help your child pay attention to the different endings of words
  - E.g. food vs. foot | wash vs. watch
- You can help your child pay attention to the words with similar sounds but spelt differently
  - E.g. /s/ glass, piece, horse | long 'e' sound: me, teeth, sea
- You can help your child pay attention to the grammatical aspect during dictation
  - E.g. Many <u>student</u> in our class are boys.
- You can help your child pay attention to homophones (同音字) or words with long and short vowels
  - E.g. sun vs. son: The <u>son</u> is shining.
  - E.g. sheep vs. ship: There is a big <u>sheep</u> in the sea. (should be: ship)

E.g., Tips on Revision for dictation

- Positive attitudes towards dictation
  - 1. Try not to focus on the marks as marks might not be able to reflect the whole picture of your child's learning progress
  - 2. Try not to compare your child's performance with others' as it will hurt their feelings and lower their confidence and motivation to learn English
  - 3. Try not to force your child to copy a large number of words, sentences, or paragraphs for correction as it might de-motivate them and reduce their learning interest
  - 4. Try to give positive feedback and encouragement
  - 5. Try to help your child to guess the spelling by using letter-sound relationships when they have difficulties in spelling the words correctly (i.e., guess the spelling from the sounds of the word)

Summing up

Good Qualities Checklist

- Have I been reading together with my child?
- Have I been writing together with my child?
- Have I been helping my child to increase his/her letter-sound awareness?
- Have I been encouraging my child to read extensively?
- Have I been encouraging my child to become a little author?
- Have I been using positive feedback to encourage my child to learn English?

Thank you!
Q & A