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THE INTEGRATION OF FRAMEWORK OF MULTILITERACIES PEDAGOGY IN TRADITIONAL PRIMARY LITERACY CLASSROOM CURRICULUM

A Collaborative Action Research Study of the Use of Multiliteracies Pedagogy in a Primary School English Class

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Submitted in partial fulfilment of the requirements for the degree of Master of Arts in English Language Arts

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Abstract

In view of the need to prepare students for challenges and opportunities in the 21st century, there is a strong call to reform the existing English classroom curriculum and introduce a new one that includes multimodal literacy and critical literacy. This paper reports a collaborative action research between a researcher-practitioner and her teaching colleague. In the project, a revised classroom curriculum incorporating with multimodal resources was conducted under the framework of multiliteracies pedagogy in a traditional Hong Kong English classroom of a junior primary class. It is found that the new curriculum was well-received by the students and it promoted the interest of language learning among the class. There were positive changes of the teacher’s view in language teaching that he recognised the effectiveness of using multimodal resources in language teaching and learning; and acknowledged the place of introducing social values and moral education in language class. This study also serves as an indicator on how a local teacher interprets the multiliteracies pedagogy with his knowledge about language teaching. It concludes with a practical guide for local English teachers who intend to incorporate the framework of multiliteracies pedagogy in their own classroom curriculum.
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Chapter One. Introduction

1.1 Overview

This study aims at investigating the possibility of introducing the teaching and learning of multiliteracies in a setting of a Hong Kong primary school English classroom to promote teachers’ effectiveness in design of classroom curriculum and students’ interest in language learning. Multiliteracies or multimodal literacy has been a growing issue in literacy teaching since the last two decades. Compared with traditional literacy teaching which focuses mainly on the comprehension of a language in a textual format but fails to address the needs of students in youth culture and home/community and the pragmatic function of language in a critical way, the pedagogy of multiliteracies integrates the six design elements: linguistic, visual, audio, gestural, spatial and multimodal aspects in meaning-making to enable students to experience and practise the real world tasks so that they can be better prepared to cope with the rapidly changing world due to globalization. The implementation of this approach has been experimented locally and globally mainly in high school levels with positive results. With this encouraging start, it is worthwhile examining its applicability in local elementary levels. With this notion, a Primary 3 English teacher and his class experienced a non-traditional teaching format, multiliteracies pedagogy, to teach and learn the traditional literacy in a collaborative action research study in which the researcher collaborated with the English teacher to plan and teach lessons according to multiiteracies principles and pedagogic framing. Learning activities were carefully designed to yield opportunities for students to express their ideas in a critical way. Participants were conducted both pre-study and post-study semi-structured group interviews to show if there were any differences in their views and attitudes in English teaching and learning in school. The study inspires the integration of out-of-school literacy into in-school literacy. As anticipated, the teacher evaluated the use of the new teaching framing with his former teaching practice critically and became ready to incorporate the redesign curriculum in his future teaching practice. In addition, as predicted, the students’ interest and participation in learning English were also promoted due to the intervention of the new approach. This in turn reinforced the teacher’s determination on restructuring his teaching practice. Anyway, due to the limit of time and manpower, the research only focused on one lower primary class in one particular school. Further research is needed to examine what impact the multiliteracies pedagogy will cause in a broader sense, like in the whole lower primary level, the upper primary classes and the whole school curriculum; and what kinds of teacher training are needed to equip English teachers with the knowledge and skills to integrate the pedagogy in their classroom curricula.
Literacy teaching is often one of the most significant aims in education. Over the past few decades, various teaching pedagogies have been developed and are being invented to tally with the rapidly changing societies, locally and globally, regarding to the social and cultural needs in literacy practices of the succeeding generations. These literacy practices, covering three fluid social spheres: “the official space of the classroom, youth culture and home/community”, interweave to constitute the lives of the younger generation (Gallagher, 2007, p.164). Theoretically, the nature of the fluidity of these social spheres allows literacy practices to import and export mutually within these spaces. Nevertheless, in reality the fluidity of the triangular relationship does not work as expected.

In traditional classrooms, language is taught as a set of grammar rules and learning a language means merely learning to read and write it. In such a situation, what students acquire in schools could hardly enhance them to cope with the challenges in their real lives. In Kersten’s case study (2007, p.151) on urban elementary students’ perceptions of links within the three fluid social spaces of “student literacy practices”, it points out that students often experience disconnects in literacy practices between home/community and school. Literacy learning at school to them means to read and write in the ways instructed by teachers. Ironically, the study also indicates that students can learn more through experiencing out-of-school literacy (like entertainment from media and technology) than in-school literacy. The report concludes that it is essential to bring out-of-school literacy practice into the classroom curriculum in order to promote learning motivation and effectiveness (p.153).

When literacy teaching in schools fails to acknowledge the authentic situations in students’ literacy practices, it may cause undesirable outcomes, like low learning motivation, low self-esteem of students, misbehavior in class, etc (Gallagher, 2007, p.166). Unfortunately, this is the actual situation happening in most of the language classrooms, including those in Hong Kong, a tiny but no less than a cosmopolitan city connecting the east with the west. In view of the authentic needs of English instruction to support the prosperity of the city and the alarming negative learning performances of a considerable proportion of students in existing schools, it is high time for local educators and teachers to ponder the following questions: Are educators and teachers in Hong Kong well-informed or fully aware of the needs of the younger generation in the 21st century? Does the current literacy teaching truly reflect the immediate needs of our students? What is the future of literacy teaching that will match the needs of our generation? Some enlightening and inspiring discussions on these problems have been initiated by the New London Group (NLG) since 1996 and the team has proposed that the future of literacy teaching lies on the teaching of “multiliteracies” and it has developed a new approach of literacy teaching called
“multiliteracies pedagogy”, which responds the authentic needs of our generation in the 21st century.

Regarding the revolutionary ideas of multiliteracies and its pedagogy, there has been growing interest in research on the area (Connolly, 2011; Vaish & Towndrow, 2010; Eyman, 2007; Gallagher, 2007). However, the implementation of multiliteracies teaching under multiliteracies pedagogy is more common in secondary and tertiary levels and in foreign contexts and such a kind of project is very often in the form of an independent component (like a project work) from the core language curriculum. Limited research has been conducted to explore or further investigate the integration of the pedagogy of multiliteracies in the core classroom curriculum, especially in primary level - the first stage of formal education to students in Hong Kong.

The purpose of this study is to explore the impact of the intervention of multiliteracies teaching under the principles of multiliteracies pedagogy on the teacher’s values of language teaching and his teaching practice; and to find out the response of the students on the new curriculum.

1.2 Objectives and Scope
In view of the above discussion on the need of understanding about the teaching and learning of multiliteracies, this study aims at investigate the development and the potential of the new pedagogy on language learning in primary level with the context of a Hong Kong classroom.

The objectives are:
1. To survey the current pedagogical practice of a typical local subsidized primary school and its problems;
2. To analyze the application of multiliteracies pedagogy in a primary language classroom;
3. To examine the impact of the integration of the framework of multiliteracies pedagogy on the teacher’s teaching practice and his view in language teaching in a primary school setting;
4. To inquire the response of the students on the teaching & learning of multi-literacies under the framework of multiliteracies pedagogy in a primary school setting.

1.3 Research Questions
Guided by the above objectives, this study addresses the following research questions (RQ):
RQ1: What are the current pedagogical practice of a typical language class in a local subsidized primary school and its problems?

RQ2: How does the framework of multiliteracies pedagogy apply in the traditional language classroom?

RQ3: How does the integration of the framework of multiliteracies pedagogy change the teacher’s teaching practice and his view in teaching and learning in a primary school setting?

RQ4: What are the impacts of the intervention of the revised classroom curriculum under the framework of multiliteracies on the students’ view in language learning?
Chapter Two. Background and Literature Review

2.1 Making Meaning in the New Time

The rapid development of new technologies in the 21st century changes the ways of making meaning globally and calls for the needs to rethink about how and what students need to equip themselves for the future challenges (Qi, Sun & Feng, 2015; Kalantzis & Cope, 2000; Kress, 2000). Long back to twenty years’ time, a group of educational experts called New London Group (1996) initiated the future of literacy teaching as “multiliteracies” and proposed a new pedagogy, “multiliteracies pedagogy” to prepare the young generations for opportunities and challenges going along with this new trend. This powerful prediction of the new scene has been manifested in literacy practices in both homes and communities nowadays. As to the educational field, research done in non-local contexts has shown remarkable results on promoting young people to make meaning in the sense of multimodality (Mills, 2010; Vaish & Towndrow, 2010; Eyman, 2007) and to develop the sense of critical literacy (Walsh, 2009; Gallagher, 2007). This continually developing approach in language education has been flourishing with the employments of various multimodal texts and multimodal learning tools, to name a few like power-point making (Connolly, 2011), claymation movie-making (Mills, 2010), cartoon Web project (Walsh, 2009) and digital storytelling (Miller, 2007 & Kajder, 2004) under the framework of multiliteracies pedagogy.

2.2 The New London Group (NLG)

In 1994, a small group of educational professionals, with various expertise and different cultural and national backgrounds, held a one-week meeting in New London, New Hampshire to share their ideas about the “future of literacy teaching”. Their concerns were on “what would need to be taught in a rapidly changing near future; and how this should be taught” (Cope & Kalantzis, 2000, p.3).

The team, composed by a diversity of expertise in classroom discourse, multilingualism, literacy pedagogy, discourse analysis, multimodality and critical literacy, agreed with the basic premise of literacy pedagogy: to equip students with the knowledge and skills enhancing them to achieve individual aspiration (p.5). Having reviewed the worldly situations of cultural & linguistic diversities and the rapid change of media in communication, the team arrived that literacy teaching should no longer be confined to mere understanding a language in terms of reading and writing supported by grammar rules, phonology, and so forth. “Language” is only one of the modes to make meanings and it is used significantly and nearly non-separately with the other modes of meaning-making in the real world. A pedagogy that only focuses on the teaching of textual materials does not match the needs of the 21st-century
students in their cultures and communities. The outcomes of the meeting were that the future of literacy teaching is “multiliteracies” and a new kind of pedagogy needs to develop in order to cope with the real needs in the changing world (p.5). “Multiliteracies pedagogy” is the new approach proposed by NLG to teach “multiliteracies”.

2.3 Multiliteracies and Multiliteracies Pedagogy
Multiliteracies or multimodal literacy suggested by NLG is composed of six design elements: linguistic, visual, audio, gestural, spatial and multimodal (Cope & Kalantzis, 2000, p.7). Each design element represents a “mode” involved in the process of meaning making. These design elements are commonly found in “images, music, media, clips, hypertext and electronic inscription” (Connolly, 2011, p.7) in our digital world. The learning of multiliteracies in fact helps students understand the authentic ways of communication in this digital world so that they can experience how these design elements are linked with people and the environment.

The new trend of literacy learning needs a new approach of teaching. The pedagogy then developed to teach multiliteracies is called “multiliteracies pedagogy". From the view of the new pedagogy, literacy learning is not confined on verbal text, but any text involving meaning-making. Students are expected not only to comprehend a language, but also to examine multimodal texts with a critical mind set. They become meaning makers and designers of meanings, who can think critically and be capable of designing something new out of their knowledge of multiliteracies.

There are four components in the “multiliteracies pedagogy”. They are: “situated practice (draws on the experience of meaning-making in life worlds, the public realm, and workplaces), overt instruction (through which students develop an explicit metalanguage of design), critical framing (interprets the social context and purpose of designs of meaning) and transformed practice (in which students, as meaning makers, become designers of social futures)” (Cope & Kalantzis, 2000, p.7).

The four elements of the pedagogy are not prescribed as a rigid agenda for the process of teaching and learning or a new invention of teaching method to replace the existing teaching and learning practices. Instead, each of the components shines on an aspect of the current practices in teaching focusses (Cope & Kalantzis, 2000, p.239). In situated practice, authentic and out-of-school materials are called to include as the teaching resources to link knowledge with real life. The set-up of classroom encourages students to learn through immersion of the real practice in the world. In overt instruction, it provides students with necessary support from teachers in the process of scaffolding of the content. However, instead of being purely teacher-centered, it involves comparison and analysis from students with the lead of
teachers’ instructions, which a step forward from spoon-feeding of knowledge. In critical framing, it draws the trend of literacy teaching in the approach related to historical and sociocultural aspects (Gee, 2012). Literacy is not only confined in reading and writing, but it embeds the relationship between language and underlying meanings in physical, social and cultural contexts. Lastly, in transformed practice, it means the productions that require students to transfer their learning into practice in order to express their new meanings in a new context. By examining the components of the multiliteracies pedagogy, it is clear that the pedagogy is in fact a supplement of what has been done by educators. At the same time, it refines the definitions of the exiting practices to a better extend so that students may acquire the most from a better-planned curriculum.

2.4 Multiliteracies Classroom Curriculum

With the insight on the future literacy teaching, the trend of the changes in pedagogy (the New London Group, 1996; Kress & van Leeuwen, 2006; Cope & Kalantzis, 2009; Mills, 2011), and the continuous study in this area by educators, there have been a growing amount of multiliteracies projects showing how to blend linguistic, arts, pop culture and technology together in classroom curricula to position learners to design and produce their personal contemporary texts. The following are a few of the significant projects done by researchers and educators in the recent years.

Walsh (2009), working with his junior secondary learners, conducts a cartoon Web project with the assistance of a local art museum. The project encourages the students to challenge their ethnic identities positioned by school texts and represent their own interpretation of the issue in multimodal texts in the form of web comics. As a practitioner-researcher, he shows other educators how to help students learn to be critical with existing teaching materials which carry sociocultural messages.

In Connolly’s project (2011), she employs digital storytelling which incorporates “digital text, imagery, video, and audio into the presentation of a computer-mediated, multimedia story” (P.3) to encourage students to tell their stories about youth culture. This project incorporates the original mandated syllabus about researching skills with a new form of digital production to present papers, instead of formal written hard copies. The construct of the project not only promotes the learning of traditional literacy, but also enhances adolescent learners to express their own identities critically.

In Lo’s study (2015), online comic strips production is integrated with the existing curriculum in a local primary language classroom as part of the products in the learning. The project posts as an effective example for educational practitioners to empower young learners to express their views on “morals: good behavior in public” in their online comic strips. The study also stimulates in-service teachers to reflect
how they can integrate multiliteracies into the existing curriculum to extend students’ learning dimensions.

In the above successful projects, they integrate both the original and new components in compatible ways that both teachers and students can bring valuable out-of-school components into the curriculum without affecting the existing requirements from the school authorities. This in turn increases the possibility of implementing the new curriculum in school context.

The success in applying the multiliteracies principles in schools in the above contexts is encouraging and enlightening. However, in the local context where grammar teaching and text-book bounded instructions in general are still dominant in language education, teachers are often reluctant to change their classroom curricula or to try out something innovative if the educational process and products do not reflect the realistic needs of their agenda. In view of this situation, a kind of bridging classroom curriculum is in need to help local teachers link the existing linguistic-oriented curriculum with one composed of multimodal resources. In addition, the new curriculum has to reflect the global needs in education and the requirements proposed by the Hong Kong Education Department so that local educational practitioners can be persuaded and convinced with the need to reconsider their current pedagogical practice.

2.5 Revisiting of Language Teaching Aims in Local Context

The Curriculum Development Council (CDC) prepared the “English Language Education: Key Learning Area Curriculum Guide” for Hong Kong Primary 1 to 6 English language teaching in 2004. Schools are encouraged to design their school-based curriculums with the recommendations in the Guides. The following is the overall curriculum aims (P.17) of English language education provided by CDC:

- To provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
- To enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation use and production of materials for pleasure, study and work in the English medium.

These overall aims should be realised through learning content and tasks to develop students’ “knowledge (general and linguistic), skills (language, communication and learning to learn), values and attitudes as a holistic process” (P.20).
The guide from CDC as a matter of fact match with the ideologies of proposing the teaching of multiliteracies in the multiliteracies principals which aim to equip learners with suitable abilities for the needs of their literacy practices in school, home and community under the influence of globalisation (Cope & Kalantzis, 2010). It also agrees that there is a place for a “social and cultural approach to literacy” (Health, 2005; Hull & Nelson, 2005; Knobel & Lanksheer, 2006; Gee, 2012) in the language teaching curriculum. Nevertheless, in most of the language classrooms in Hong Kong, their main focus is on the area of knowledge with only part of the skills mentioned in the Guide; but neglects the integration of multimodal texts and critical literacy in the curriculum. It is time for local educators to put the aims of language education suggested by the Guide into practice.

This project aims to integrate multimodal resources and multiliteracies pedagogy into the existing classroom curriculum in primary level to enhance language teaching and learning in a traditional setting. It first surveys the current pedagogical practice and problems in a particular language classroom. Then it explores the impacts of the intervention (the application of multiliteracies pedagogy) on the teacher’s teaching practice and his view in language teaching; and on the response of the students about the new learning. Finally, it discusses the implication of the study to the other local educational practitioners.
Chapter Three. Methodology
This research study was mainly a qualitative collaborative action research study incorporating ethnographic techniques, supporting with some quantitative data. Guided by Lichtman (2014), the inquiry sought to explore the integration of the framework of multiliteracies pedagogy and multimodal learning in a traditional language classroom of primary level. An in-depth understanding about the impact of the intervention and the change of the teacher’s teaching practice were best served through this proposed collaborative action research study.

Within a 10-week period, the researcher collaborated with a Primary 3 English teacher to plan and teach lessons guided by multiliteracies principles and pedagogic framing in the teacher’s class. The students were involved in modules of themes which promoted multiliteracies learning and critical literacy, rather than focusing only on comprehension (reading & writing) of the verbal text of the language in the traditional teaching format.

3.1 Reliability and Validity Concerns
In both quantitative and qualitative research, reliability (refer to the rigor and consistency) and validity (whether a study measures what it intends to measure) are important issues to consider in order to make a study trustworthy (Evans, 2013). In this session, methods and strategies of promoting the reliability and validity of this qualitative research will be discussed.

To consider the reliability of the present qualitative study, it will be further sub-divided into “internal reliability” and “external reliability”. According to Evans (2013), internal reliability refers to whether the same conclusions will be arrived when another researcher re-analyses the original data from the same study; while external reliability refers to whether the same conclusions will be arrived when another researcher repeats the study in the same conditions.

The internal reliability of the present qualitative study was promoted through the supervision of the MA thesis supervisor and the revision of the study with the “teacher” subject. As to external reliability, it is generally problematic to establish in qualitative research as an exact repetition is impossible when conditions are subject to change. In Evans’ (2013) discussion about the parameters related to the reliability of qualitative research, he states three significant aspects: “the importance of situating a study within the exiting context”, “the degree of transparency of methods and rationale in a study” and “the accessibility of collected data and procedures to analyse them”. In light of the suggestions, the reliability of the present research was improved by the following three ways.

Firstly, the aims and objectives of the present research has been clearly stated,
explaining the rationale behind and linking with the prior research. By sharing resources and understanding on how the ideas, arguments and theories were constructed in the research, other independent researchers will have a better comprehension of it when they intend to repeat it. Secondly, raising the degree of transparency of research rationale and methods can establish reliability of the present research. This has been achieved by being explicit about how to undertake the present research and why to select the research sample. Finally, it is to enhance the access of the collected data and the analysis procedures. To achieve this, interviews were coded important parts were transcribed; related lessons were video-taped and fieldwork notes were recorded.

As to validity, it is also sub-divided into “external validity” and “internal validity”. External validity shows the extent of the “generalizability” or “transferability” of a study (Evans, 2013). External validity in qualitative research is general undesirable because of its context-bound nature. However, by providing detailed and precise account of events and analytical interpretation of social behavior in the present research, it will enhance interested independent researchers to make a transfer to further investigate the topic in a wider population.

While external validity is not applicable generally, internal validity (which refers to the extent a study “actually investigates what it purports to investigate”) is highly appropriate in the qualitative context (Evans, 2013). To achieve high internal validity, Evans (2013) suggests that “long-term involvement” and “prolonged engagement” of the researcher can ensure the authenticity and credibility of the data.

In the present research, since the researcher in fact was one of the level teachers in the school, her “insider” status enabled her to understand the actual field better and collect the data about the contextual background more easily. Moreover, she was the colleague of the teacher-subject and the English teacher of another class in the same level. This enabled her to access immediate information from both the teacher- and student-subjects.

Finally, the internal validity of this present research has been strengthened through triangulation of sources and triangulation of methods. For the former one, the triangulation involved multiple informants (i.e. interviewees and subjects under observation, both the teacher-subject and student-subjects). The latter one involved the use of various data-collection instruments with both the teacher-subject (e.g. interviews and observation) and student-subjects (e.g. semi-structured interview in groups, observation, inspections of their work). By drawing evidence and analysis from different sources, the credibility of the data has been promoted and in turn the internal validity has been strengthened tremendously.

With the consideration of both reliability and validity in the present qualitative
research, it is hoped that the study will be beneficial to the educational field and will be valuable for the future research.

3.2 Participants & Role of the Researcher
The researcher, as well as a participant observer, collaborated with Mr Cheng in the design of the curriculum components and assessments for the study. Mr Cheng (the colleague of the researcher) and the researcher taught English in the same level (Primary 3) in the same primary school. With this advantage of close contact at work, they put the multiliteracies pedagogy into practice in both of their classrooms. The researcher’s class was used in the pilot study and later as a “try-out” class in order to test and try out the kinds of tasks and activities with the underlying principles of the tested methodology. After observing the researcher’s lessons and revising the plans, Mr Cheng did the lessons in his English class.

3.3 Data Collection
3.3.1 Pre-study Semi-structured Interviews
In the first month of the study, the researcher conducted group semi-structured interviews with all the students in class (4 to 5 students in a group) to collect information about their points of view in learning English and their literacy practices. Simultaneously, the researcher met the English teacher, Mr Cheng, to conduct an interview to understand the original teaching and learning practice in the class and the classroom curriculum. The information got in the interviews was compared and analysed in order to get the whole picture of the original classroom literacy practice. The data from the interviews show the backgrounds of the participants as follows:

The 25 students of Primary 3 class, comprising of 14 boys and 11 girls, came from a homogeneous Chinese community in Tin Shui Wai in Hong Kong. During the period of the study, the area was labelled as one of the underprivileged districts in the city. There were currently considerable problems in the community caused by single-parent families, low family income, juvenile delinquency, etc. Ironically, a small amount of well-off families also lived in the same area in luxurious estates. Among these 25 children who were aged between 9 and 10, less than a handful were from better-off background. Most of them did not have other resources to access an
English learning environment or opportunities to use the language, except in English lessons in school.

Students in general were weak in both spoken and written English and their language standards were between average and below average. During the pre-study interviews (aiming to understand students’ literacy practices in home/community, youth culture and school) sometimes the researcher needed to rephrase the questions in much simpler English to help them understand the questions. Most students anyway were able to give corresponding answers with short and broken phrases. Among the 5 interview groups, 2 expressed positive views in English learning; while the other 3 negative. The reasons why the later 3 groups did not like learning English were because they felt English is difficult to learn and they did not find the lessons interesting. They expressed that their English teacher was very helpful but most of the time in lessons they were occupied with worksheets and grammar exercises. Lessons were conducted in a traditional way with oral drilling and individual written work, without pair work or group work. The students expressed that they would be more motivated if there were games, songs, and tasks related to computers in the lessons.

As to the teacher subject, Mr Cheng, he was originally trained as a Maths teacher in college, but later due to the need at work he was arranged to teach English. After getting the qualification of the “Language Proficiency Requirement” he had been teaching English for 13 years at the time of the study.

Mr Cheng was energetic and willing to try new teaching ideas. He expressed that during his early teaching years, he frequently attended courses organised by Education Department Bureau (EDB) to acquire more knowledge about English teaching and learning in his leisure time. At first, he would design tasks related to students’ daily life, like shopping and eating for his lessons. However, due to the tight teaching schedules and school duties, Mr Cheng chose to use the Grammar-Translation Method to catch up with the syllabus. Moreover, he also expressed in the pre-study interview that he found it especially difficult to design tasks to teach grammar. Therefore, direct translation and explanation, incorporating with written drilling were employed to deal with this area. Lessons, as described by Mr Cheng, were mostly mechanical and not communicative in nature. This phenomenon was not uncommon across the other classes in the same level.
### 3.3.2 Students’ Assignments before the Study

Students’ work and assignments before the study were collected and examined to identify what kinds of skills and knowledge were focused in their former learning and to find out what in formats their work were. The inspection on students’ former work aimed to identify the teaching methodology used and the kind(s) of literacy students learnt before the study for later comparison with the same items brought out by the new pedagogy. Moreover, the data were used to triangulate with the data collected from the teacher’s interview about his methodology and classroom curriculum.

### 3.3.3 Classroom Observations with Video-recording, Field-noting & Reflections

Once the research assignment started, video-tapes of lessons were done continually within 2 weeks (routine lessons assigned in the original syllabus, like listening, dictation, and so, were not video-taped or observed). The researcher at the same time observed the lessons and recorded the field notes. The teacher did oral reflections after each lesson to express his observation and feelings about his teaching on the critical incidents in class.

### 3.3.4 Post-study Semi-structured Interviews

After the research assignment in class, post-study interviews were done with all the participants to investigate if there were any changes in the teacher’s belief in teaching and practice of methodology.

### 3.4 Data Analysis

The data analysis included the coding of the interviews (before and after the study) with the focus group and the teacher, students’ work (former work), video recordings (lessons), the teacher’s reflections and the researcher/observer’s field notes, guided by Lichtman (2014), Kvale & Brinkmann (2009) and Punch (2009).

*Interviews (with students), interviews (with the teacher), teacher’s reflections & researcher/observer’s field notes*

Recorded interviews, teacher’s reflections and researcher’s field-notes were open coded and memoed according to themes or related sub-topics and then displayed in charts or diagrams. The data collected before the research assignment were compared with those after the research assignment.
Students’ work (former work)

The data were reduced by coding into patterns and then displayed in diagrams. The data were used to triangulate with the interviews before the research assignments to find out the original teaching and learning practice.

Video recordings (lessons)

Significant data showing critical incidents in the new curriculum were transcribed for analysis through discourse analysis.

3.5 Pilot Study

Since the research study involved considerable preparation work and data collections from participants and materials, it would be desirable to conduct a small-scale pilot study to make sure that the instruments used were reliable and valid.

In the following pilot study, the student subjects being interviewed were from the researchers’ English class. The primary teacher being interviewed in the pilot study was from another school.

<table>
<thead>
<tr>
<th>Pilot Study Items</th>
<th>Details of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s interviews</td>
<td>- Semi-structured interview (*audio-taped)</td>
</tr>
<tr>
<td>Students’ semi-structured group interviews</td>
<td>- The researcher asked the student subjects directly and jotted down notes (*Audio/video-tape was not used as it was an informal conversation without formal acknowledgement as a study)</td>
</tr>
</tbody>
</table>

Table 3.5.1: Pilot Study Items

3.5.1 Teacher’s Interviews in the pilot study (before research assignment)

The aim of the teacher’s interview was to collect data about the teacher’s belief in teaching and his/her classroom practice & curriculum. However, since the original semi-structure interview contained mostly closed-ended questions (in session “Teaching Materials & Teaching Aids”), only limited information could be collected. Worse still, the supposing open-ended questions (in the session “Methodologies”) were not clear enough to the subject. Therefore, further explanations about the questions were needed before the subject could provide answers to them. When examining the subject’s answers in the audio-tape, it showed very little about her
methodologies and the responses were short and lacked concrete information about the teaching situations in her classroom curriculum.

The undesirable results of the semi-structured interview showed that the questions in the original interview form were too loose and restrictive in response and they could not be used to elicit what it intended to investigate. In view of this, a new interview guide needed to be redesigned to focus on the teacher’s teaching practice in regard to the framework of multiliteracies pedagogy.

3.5.2 Students’ group Interview in the pilot study (before research assignment)
Two students of the researcher’s class were invited to respond to the questions in the semi-structured group interview. This kind of interview provided a more relaxing environment for students to share about their literacy practices. The format and the questions of the interview were clear to understand.

Since the student subjects in the pilot study had similar family background and similar language ability as the intended student subjects, the data collected in the pilot study could serve as references for the future study.

In conclusion, since the class in the pilot study was similar to the intended research class in the study, regarding to language ability, literacy learning background the results got in the pilot study could enhance the researcher to understand more about the situation of the intended subjects.

3.6 Ethical Considerations
A class of primary 3 students in a local subsidized school was chosen to participate in this study. Both the principal and the original English teacher of the class had been informed about the study and had consented to it.

The students and their parents were informed about the arrangement before the execution of the study. All the participants (including those who were interviewed, video-taped & recorded with speech) would be kept anonymous.

3.7 Anticipated Problems and Limitations
It was predicted that it would not be easy to integrate the new curriculum in the existing level curriculum because the level curriculum had already be set and the time limit for the completion of the study. To overcome the challenges, the researcher’s class would continue to act as a “tester” class to try out the activities of the new curriculum before using them in the intended class.
Chapter Four. Results and Discussion

The research was finally conducted from mid-January to early March 2015. It involved 1 pre-study teacher’s interview and 5 pre-study students’ interviews (25 students, 5 groups X 5 students), 8 video-taped lessons (40/80 min. each), 8 audio-taped teacher’s reflections after lessons, the researcher’s field notes (in lesson observation and interviews) and finally 1 post-study teacher’s interview and 5 post-study students’ interviews. The following analysis and discussion are based on the data collected from the above methods.

4.1 The Original Classroom Curriculum and Practice

The data collected from the pre-study interviews and the school documents showed that the style of classroom teaching and learning was of the traditional type. The focuses of the English lessons were on grammar teaching and vocabulary learning. The teacher mainly used direct translation, code-switching to Cantonese when necessary and the grammar-translation method to teach grammar and vocabulary.

The teaching of a whole unit was in discrete chunks that different components were taught separately without overlapping. The teaching of reading and reading skills was limited; and it was confined in reading for factual information. In writing, the lessons tended to be heavily guided. Students were rarely left to write freely because the teacher was concerned about the efficiency and the correctness of the students’ work. The drillings from reading and writing materials aimed to prepare students for TSA Reading and Writing Test only. Listening was trained once a week by using a listening exercise book in order to familiarize the students with the format of TSA Listening Test. There were no speaking lessons assigned in the curriculum but special speaking training would be arranged about 2 weeks before the TSA Speaking Test.

The usual practice in each lesson was first introducing the lesson topic (e.g. grammar, vocabulary, reading, writing, etc.) followed by explicit explanation. Then the students would be occupied by mechanical oral drilling and written exercises on grammar, reading comprehension worksheet or guided writing. The teacher expressed that he seldom used other teaching aids or electronic resources in his teaching, except the e-book and the flash cards provided by the textbook publisher. He also seldom
designed tasks for pair work or group work due to his tight working schedule and his ability to work out new teaching plans.

As a whole, the original curriculum aimed to teach the students to understand the target grammar, sentence structures and certain vocabulary related to the reading passage in each unit. Curriculum design was public-exam-oriented. Social values and critical thinking in use of the language were not included and in practice the teacher rarely integrated them into the classroom curriculum because he felt that the students would not be able to express or elaborate themselves with their limited language ability; and these were not the requirements in the level-curriculum. The limitation of teaching time also contributed to the teacher’s choice of teaching contents. As a result, the teacher put his priority in teaching on grammar, the completion of teaching the reading text and the writing task required in each unit.

4.2 Inspection on Students’ Work from Original Classroom Curriculum

The teaching materials in lessons included the textbook, Unit Booklets (each contained teacher-designed materials on grammar and sentence structures, and a reading exercise) and E-book & flash cards (provided by the textbook publisher). Simple lesson plans for each unit were given to guide the teacher to plan the lessons. The flow of the curriculum followed the teaching of grammar, incorporating teaching one reading passage and one writing topic related to the theme in the unit.

The following table (Table 6.3.1) shows the types of students’ work in the original classroom curriculum. Nearly all the written work, like workbook, grammar book and teacher-designed unit booklet, required the students to re-produce grammar structures or re-use target vocabulary in sentence level. The productions of all the students’ work were similar and the students were merely required to give mechanical responses accordingly to grammatical needs.

<table>
<thead>
<tr>
<th>Items</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; Learning Materials from Publisher</strong></td>
<td></td>
</tr>
<tr>
<td>1 English textbook (Primary Longman Elect 3, PLE 3)</td>
<td>- Teaching materials about reading and grammar were used  - The flow of the textbook structure constitutes the level syllabus</td>
</tr>
<tr>
<td>2 Workbook (PLE 3)</td>
<td>- exercises about vocabulary, grammar and sentence structures</td>
</tr>
<tr>
<td></td>
<td>that match with the contents of textbook</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Grammar book (PLE 3) - grammar exercises that match with the contents of textbook</td>
</tr>
<tr>
<td>4</td>
<td>Listening (PLE 3) - listening exercises that match with the themes/topics in textbook</td>
</tr>
<tr>
<td>5</td>
<td>Super E-Book for Students &amp; Teachers - provides visual and aural functions</td>
</tr>
<tr>
<td></td>
<td>- contains flash cards of focused vocabulary, a powerpoint of grammar explanation and a simple language game to match the theme/topic of each chapter</td>
</tr>
</tbody>
</table>

Teaching & Learning Materials Designed by Teachers

| 6  | Unit booklet - school-designed materials about grammar, sentence structures and reading that match with the contents of textbook |
| 7  | Writing Worksheets - school-designed writing tasks that match with the themes/topics in textbook |
| 8  | English Bank - school-designed materials - contains glossaries that match the themes/topics in textbook |

*Table 4.2.1: Teaching and Learning Materials Used in Classroom Curriculum*

Apart from the regular workbooks, the students’ writings from 2 writing topics (a 4-picture story writing an email reply) before the launch of the study were examined. The data show that almost all the 25 writings of each of the two writing topics are more or less the same, in terms of writing style, sentence structures, and content. This phenomenon matches with the data obtained in the teacher’s interview and students’ interviews before study that the writing tasks were heavily guided. The students were rarely left to write freely. They were heavily guided by the teacher with provided vocabulary and sentence structures. Creativity and innovation were not encouraged in the original classroom curriculum.

In conclusion, the learning materials did not encourage the students to use the language meaningfully and communicatively. The students were not trained to think critically. Instead they were mainly involved in mechanical drilling under unrealistic situations. They were trained to use the language accordingly to a strictly designated format in order to ensure correctness in production.
4.3 New Classroom Curriculum

There were 9 lessons specifically designed for this study by the researcher. All of them were first demonstrated by the researcher in her class and observed by the teacher subject. During the observations the teacher subject made notes on the lesson plans and then executed in his own class with necessary changes or addition to improve them. All the lessons in the teacher subject’s class were video-taped, except the last lesson due to time constraint of both the researcher and the teacher subject (the last lesson was observed by the teacher subject but not video-taped; it served as the production stage of the unit).

The lessons were designed under the framework of Multiliteracies Pedagogy, focusing on the use of multiliteracies to encourage the students to learn the contents of the traditional curriculum more effectively and efficiently.

4.3.1 Structure of Lessons under Framework of Multiliteracies Pedagogy

The 9 lessons in the study involved two themes/units in the level curriculum: “My Friends” and “Now & Then”.

Theme One: My Friends

In the theme “My Friends”, there were 4 lessons teaching the four language skills and grammar in an integrated way (listening training was not the focus but the students were fully immersed in a rich English environment composed of the teacher’s instructions and the visual & audio electronic materials). In each of the four lessons, it involved at least 3 of the four steps of Multiliteracies Pedagogy. When viewing as a whole, the individual lessons in fact were connected and interrelated in a way that was directed by the four steps of the pedagogy. In the theme “My Friends”, real-world and out-of-school materials related to students’ pop culture (2 you-tubes: a video clip from Sesame Street series & a fable “the lion & the mouse”; and the e-book providing the visual & audio effects for the textbook text) were used for “situated practice”.

25
In each of the cases, the materials were introduced, explained and followed-up by the teacher’s questions and tasks (like mind-map and jumbled sentences) through “overt instruction”.

In “critical framing” which also involved critical thinking skills (e.g. giving reasons, comparing, evaluating, etc), social values about friendship, quality of good/bad friends, comparison of 2 versions of the same fable and the underlying teaching of fable were discussed. During this process, vocabulary and grammar were introduced simultaneously in a contextualized way.

In “transformed practice”, the students were to produce a writing to talk about their own best friends after the learning of related vocabulary and the discussion of friendship and quality of different friends. During this final stage, the students were required to do a quick oral survey on their best friends’ particulars before they wrote their writings.

**Theme Two: Now & Then**

In the theme “Now & Then”, there were 5 lessons designed in the same way as the previous theme. For “situated practice”, authentic materials including a website of Atlanta Zoo, 2 tailor-made power-points by both the researcher and the teacher subject and the e-book showing the textbook focused passage were involved.

These materials were guided by the teacher’s questions and tasks in “overt instruction” for scaffolding the contents. In the stage of “critical framing”, the students would compare the different growing stages of pandas, in terms of physical appearance and characters; and then evaluate their own changes as they grow up.

For “transformed practice”, it included sentence making about the students’ interpretation on their changes, the changes of their friends and the whole class as they grow up and a writing topic on their self-introduction about their past and present. Table 6.4.1 shows a brief structure of the design. Individual lesson plans can be found in Appendix 9 & 10.
Week 1 (Theme: My Friends)

School Curriculum Requirements:
- Reading: fable (The Mouse and the Lion, a revised & simplified version)
- Vocabulary: verb groups (e.g. listen to, look after, play tricks on, play with, etc)
- Grammar: simple present tense, object pronouns
- Writing: My favourite classmate

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Stages involved in Multiliteracies</th>
<th>Teaching Materials</th>
<th>Types of Multiliteracies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vocabulary (40 min.)</td>
<td>- situated practice&lt;br&gt;- overt instructions&lt;br&gt;- critical framing</td>
<td>*you-tube (Sesame Street: What is a friend?), mind-map, flash cards, sentence stripes</td>
<td>visual, audio &amp; linguistic</td>
</tr>
<tr>
<td>2</td>
<td>Writing &amp; Reading I (40 min.)</td>
<td>- situated practice&lt;br&gt;- overt instruction&lt;br&gt;- transformed practice</td>
<td>flash cards, sentence stripes, free-writing bk, *you-tube (the lion &amp; the mouse), jumbled sentences, mind-map</td>
<td>visual, audio &amp; linguistic</td>
</tr>
<tr>
<td>3</td>
<td>Reading II (40 min.)</td>
<td>- situated practice&lt;br&gt;- overt instruction&lt;br&gt;- critical framing</td>
<td>textbook, flash cards, *ebook, mind-map, WS (report)</td>
<td>visual, audio &amp; linguistic</td>
</tr>
<tr>
<td>4</td>
<td>Grammar (80 min.)</td>
<td>- situated practice&lt;br&gt;- overt instruction&lt;br&gt;- critical framing</td>
<td>textbook, *ebook, WS (grammar), sentence stripes</td>
<td>visual, audio &amp; linguistic</td>
</tr>
</tbody>
</table>

** A proposed extra writing lesson (fable & story writing in the simple past tense) serving as another “transformed practice” can be done later after the teaching of the two themes in this study.**

Week 2 (Theme: Now & Then)

School Curriculum Requirements:
- Reading: story (about Pandas Le Le & Ying Ying in Ocean Park)
- Vocabulary: adjectives (e.g. weak/ strong, shy/ friendly, careful/ careless, etc.)
- Grammar: simple past tense (was/ were), past time references
- Writing: Self-introduction (Now & Then)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Stages involved in Multiliteracies</th>
<th>Teaching Materials</th>
<th>Types of Multiliteracies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading (40 min.)</td>
<td>- situated practice&lt;br&gt;- overt instruction&lt;br&gt;- critical framing</td>
<td>*website (pandas in Atlanta Zoo), WS (report)</td>
<td>visual &amp; linguistic</td>
</tr>
<tr>
<td>2</td>
<td>Grammar &amp; Reading</td>
<td>- critical framing&lt;br&gt;- overt instruction</td>
<td>WS1 (report), textbook, *ebook, WS2 (report), WS (grammar)</td>
<td>visual, audio</td>
</tr>
</tbody>
</table>
Table 4.3.1: Structure of Teaching Schedule in New Classroom Curriculum (*use of electronic tools)

<p>| | | |</p>
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<tbody>
<tr>
<td>(40 min.)</td>
<td>- situated practice</td>
<td>flash cards, *ppt (tailor-made by researcher &amp; teacher subject), WS (grammar), textbook</td>
</tr>
<tr>
<td></td>
<td>- critical framing</td>
<td>visual, audio &amp; linguistic</td>
</tr>
<tr>
<td>3</td>
<td>Grammar &amp; Vocab I (40 min.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- situated practice</td>
<td></td>
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<td></td>
<td>- overt instruction</td>
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<td>- critical framing</td>
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<td></td>
<td>- transformed practice</td>
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<tr>
<td>4</td>
<td>Grammar &amp; Vocab II (40 min.)</td>
<td>flash cards, textbook, sentence stripes, WS (sentence making)</td>
</tr>
<tr>
<td></td>
<td>- overt instruction</td>
<td>visual, audio &amp; linguistic</td>
</tr>
<tr>
<td></td>
<td>- critical framing</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Writing (40 min.)</td>
<td>flash cards, *ppt (tailor-made by researcher &amp; teacher subject), jumble sentences (pair work), mind-map, free-writing book</td>
</tr>
<tr>
<td></td>
<td>- situated practice</td>
<td>visual, linguistic</td>
</tr>
<tr>
<td></td>
<td>- overt instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- transformed practice</td>
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</table>

4.3.2 Realisation of Framework of Multiliteracies Pedagogy in New Classroom Curriculum

In this section, the first two lessons of Week 1 (Table 6.4.1) were examined to see how the framework of multiliteracies pedagogy was realised in the new classroom curriculum and evaluation how the teacher understood the values of the pedagogy in his teaching practice.

**Situated Practice**

Mr Cheng: Situated practice, as I know, is about “the beginning of the lesson”, how we teach them smoothly into the core lesson that we want, the core idea of the unit that we want them to learn…(the use of authentic situation, authentic materials and teaching aids are important) yeah and I found that they are more attentive. They are more engaged in the group work and pair work …They are eager to put up their hands to answer questions because we are talking about something they know, and this happens in the world…it’s better than just open the textbook and then read the content of the textbook and then explain and explain…

Mr Cheng started the lesson by telling the students the topic “Friends” and constructed a mind-map “What is friends?” on the blackboard. By introducing a real-life question to the students, Mr Cheng continued to give prompting questions: “Do you have friends? What do your friends do with you?” Then he let the class discuss about the issue in groups before they shared their understanding about
“Friends”. This lead-in activity aroused the students’ genuine experience from their childhood.

*Student A: Friends play with each other.*

*Student B: They study with you.*

*Student C: (They) watch TV with you.*

*Student D: reading with you.*

Before shifting to another step of the lesson, Mr Cheng affirmed the class that he agreed with all the ideas from the students. After successfully initiating the real-life issue related to the students’ youth culture, he moved on to introduce a YouTube video “Sesame Street: What is a friend?” and further developed the discussion in the next step “Overt Instruction”.

**Overt Instruction**

*Mr Cheng: Overt instruction is something… use some mind-maps or concept maps or you ask some questions to give clear instructions for students to learn what we are going to learn in this lesson. Also maybe this is some of the key teaching points in that lesson that we have to explain… (questioning) can be used to check students’ understanding…provide a lot of questions to scaffold the (content) in different activities, like games…use simple questions to involve students in what we will teach them afterward…I think using questions to scaffold what we teach is quite efficient…*

YouTube videos are very popular in youth culture and the students surely would have got the experience of visiting web-sites and watching YouTube clips. As Mr Cheng introduced the main character “Cookie Monster” in the video, some students looked very excited and smiled. The video clip lasted for about 4 minutes. It was about Cookie Monster shared his favourite cookie with his friend. For the whole viewing period, the class was very attentive to appreciate the storyline. After viewing the clip, Mr Cheng used a series of questions for scaffolding the meaning of the video clip. For the first half of the whole course, Mr Cheng focused on the content of the video clip (characters, problem & solution). He gradually promoted the class to arrive at the answer to the question “What is a friend?” in the situation of the video clip (i.e. A friend is someone who shares with you.)
T: Who are in the video?
S1: Cookie Monster.
T: Anymore?
S2: His friend.
T: What does Cookie Monster have?
S3: One cookie.
T: What does his friend want?
S4: She wants to eat the cookie.
T: What does Cookie Monster do?
S5: Eat cookie.
T: He eats the cookie? But not...
S6: Share cookie to his friend.
T: Yes he gives the cookie to his friend. If I want to use one word to say “He gives the cookie to his friend”, what do we say?
Class: Share

Mr Cheng had a clear concept about how to conduct overt instruction as this was usually the most important element in his teaching in the old classroom curriculum. He got a clear self-guided principal for designing suitable questions to ask in order to help his students understand the contents of the subject matters.

Mr Cheng: We have to think the questions first...pretend to be a student to see if the questions are too difficult for them to answer. Do I provide enough information for them to answer the questions or just according to my own expectation to ask questions...do they have enough background information for them to answer the questions...the questions should be of different types and levels...maybe some check their understanding, some are for reasoning... questions may involve critical thinking to ask them to explain and to elaborate more.

In the second half of the questioning, Mr Cheng tried to move on to the third step “Critical Framing” to involve the class to think beyond the surface meaning of the material.
Critical Framing

Mr Cheng: Critical Framing is something related to social issue or social value... (it is necessary to include critical thinking in teaching) because globally to say English is an international language. There are some values that we have to share, not only in Hong Kong but (also) in the world. So when we can have some social values or issues related to be integrated into lessons, I think it will be a good way for students to explore. Simply say that I think it is high-order thinking in skills or knowledge...

From “situated practice” (where the students shared their concrete experience of friendship that they played, ate and read together), to “overt instruction” (where the students arrived at the concept of good friends share what they have), Mr Cheng showed confidence in lifting up the lesson dynamic and continued to try to further his questions into “critical framing” by asking the reason why friends share.

T: Yes, share. Why does Cookie Monster give the cookie to the girl? Cookie Monster likes cookies. Why does he share his cookies with the girl?

S7: Because the girl is hungry.

T: But why does Cookie Monster give the cookie to his friend?

S8: Because they are friends.

T: Yes, because they are friends. So according to the video, friends are someone that you can..

S9: share

T: Yes, share toys, share food, share everything. Do you agree?

However, S7 seemed not to be able to understand the real intention of his question. Instead of explaining why Cookie Monster was willing to share his only cookie with his friend, he responded with the reason why Cookie Monster’s friend wanted a cookie. At this point, Mr Cheng repeated the same question, rather than rephrasing the question into a simpler one. Then S8 responded that “because they are friends”. Anyway, the answer was far from being desirable. Instead of accepting the new answer, Mr Cheng should have rephrased the question as “We don’t always give out our food to anyone who is hungry. Why does Cookie Monster choose to give up his only cookie to this particular friend? If it were not this friend, I guess he wouldn’t have given up his favourite cookie!”

In this step, it was expected that the values of friendship would be discussed among the students. Desirable conclusions can be “Friends share because they love
each other. They care the others’ feelings. They want to please their friends. They are willing to sacrifice for their friends, and so.

Although Mr Cheng seemed to understand what “critical framing” is about, he was unable to carry it out in this particular lesson. His fear of the students’ inability to explain and maybe his failure to realise the beyond text meaning of the material contributed to the break-down of the development.

Re-visiting Overt Instruction

To prepare the students to do the learning product “writing” in the final step, Mr Cheng let them construct their own mind-map about friends individually in their free-writing books. At first the students found it difficult to write any ideas on their own mind-maps because that was the first time for them to construct mind-maps with their own ideas. Noticing the problem, Mr Cheng immediately gave some examples with sentence structures to help the class generate ideas. The examples were printed on colourful sentence stripes and stuck on the blackboard to show the class how to construct the mind-map. These examples in fact served as the important target structures (e.g. My good friend shares with me. My good friend doesn’t fight with me.) for the writing later in transformed practice.

After the construction of individual mind-maps, Mr Cheng invited almost every student to write an idea on the blackboard in order to construct a class mind-map about “good friends”. It was found that new ideas other than those given in the situated practice step were generated. Then Mr Cheng reused the ideas on the class mind-map to deal with the target sentence structures in the theme orally. At this stage, in fact Mr Cheng went back to the step of “overt instruction” to teach the class to produce positive and negative statements in the simple present tense and to use the object pronoun “me” (i.e. My good friend shares with me but he doesn’t fight with me.). He gave clear verbal instructions on how to deal with the use of “s” in positive statements; and remind the use of “doesn’t” in negative statements in the simple present tense. With some meaning drilling on the sentence structures with the ideas on the class mind-map and flash cards produced by the textbook publisher, the students were well-prepared for the task in transformed practice.

In this revisit of overt instruction step, Mr Cheng showed skillful use of combinations on visual and gestural aids. His neat and tidy handwriting, the use of bright and eye-catching colourful sentence stripes, cute picture flash cards printed with target vocabulary, and his vivid gestures (to signalise the use of positive or negative statements to represent the meanings in the pictures) were employed at the
same time to provide rich input to help the students understand the target vocabulary and sentence structures. This lesson in fact showed an example of economical use of one lesson time to teach both vocabulary and grammar in the same lesson.

**Transformed Practice**

*Mr Cheng:* ... something new for the students to try but (with) some ideas or elements related to your teaching previously... in the past the products may be ... their homework, ... but now the product of the transformed practice may be different... students may have to write something about themselves... they need thinking time for them to think, but not highly controlled by the teacher... and they may write to share their ideas... their products can be shown or displayed in the classroom... the product can be something related to visual arts... maybe design something (art work)... it’s art lesson for me but it is good for them to try different things in different ways...

The step of transformed practice was carried out in the next lesson. The students were to produce their own writings to share about their own favourite classmates with the knowledge about how good friends are like and the suitable sentence structures they had learnt in the previous lesson.

To start the lesson, Mr Cheng revised the class with the useful vocabulary and sentence structures with the use of flash cards orally first. Since this was a writing lesson, the next part of revision focused on the written production of the target sentence structures. The students were asked to write suitable sentences to describe the pictures on the flash cards (e.g. My friend listens to me. He doesn’t laugh at me.)

The revision then was followed by the first two steps of Multiliteracies Pedagogy: Mr Cheng created a real situation for the class to write a journal to talk about a favourite classmate in the class (situated practice). Then he used a mind-map with prompting questions for the writing. The questions were as follows:

1) **Who is your favourite classmate?**
2) **How does he/she look like?**
3) **What does he/she like?** *(e.g. food/colour/festival)*
4) **What do you do with him/her?**
5) **Why is he/she your favourite classmate?**
6) **What do you think about him/her?**

The questions (not in the logical order) on the mind-map served as a tool for the teacher to teach how to write the journal (overt instruction). Mr Cheng asked the class to think about the suitable order of the questions first before they started to write their
journals. Moreover, the students were allowed to go and interview their favourite classmates to get useful information while they were writing. To support the individual students’ specific need in vocabulary, each group got extra notes providing vocabulary support on people’s physical features. Moreover, Mr Cheng was around to help them with their work. The students were also allowed to interview their favourite friends in class to get useful information about their friends for their writings.

Overall, these two lessons manifested the four steps of Multiliteracies Pedagogy. They also showed how much the teacher understood the framework and implemented in his classroom curriculum. It was observed that each of the individual steps of the framework served its specific function in the whole unit. The flow of the steps showed the logical link of the framework and at the same time it allowed the revisiting of any of the steps to fulfil the actual need in the lessons.

Apart from integrating a new pedagogy in the classroom curriculum, the teacher also experienced about how to incorporate electronic materials in his language class. The use of electronic material (YouTube video), going with the traditional teaching aids (flash cards, sentence stripes, mind-maps on worksheet and blackboard), provided rich input of visual, audio and linguistic elements. Moreover, the gestural element from the teacher when he gave hints about the meanings of the picture flash cards; and the spatial element contributed by the movements imposed on the class during individual/pair/group, together established a multimodal classroom. The teacher exercised the concept of multimodality in his new teaching and concluded the need of balanced use of different modes of meaning making in teaching.

Mr Cheng: We should get a balanced (on the use of electronic materials and teaching aids in original curriculum, like flash cards & ebook). We can say that the flash cards and paper stripes on the blackboard are something “old” or outdated, but we have to get a balanced. Using the latest technologies may make the lesson more efficient but sometimes there may be also technical problems. That’s why we have to get a balance...When we want to share something with them (students)...in a new lesson, maybe we can use the computer to learn something by surfing the website, showing the power-point. But when we are talking something about the concept, grammar, I think we can still use the traditional method, just put the sentence stripes on the blackboard, highlight the words, circle the words on the blackboard...I welcome to use technologies and electronic tools but I still ....putting paper stripes, writing something and drawing the concept maps on the blackboard.
4.4 Changes of Teacher’s Teaching Practice and Views in Teaching & Learning

The 2-week research assignment altered the teacher’s teaching practice significantly. Table 6.61 shows the changes of the teacher’s teaching practice as the result of integrating the framework of Multiliteracies Pedagogy into the curriculum. These changes can be classified into five aspects: teaching resources, methods of knowledge delivery, classroom dynamics, introduction of social values & moral education and design of tasks.

<table>
<thead>
<tr>
<th>Teacher’s description of his teaching practice before the study</th>
<th>Teacher’s new practice in the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>- not often create real life situation</td>
<td>- related the teaching assignments with authentic real-world materials, like you-tube, life photos in power-points, web-sites, etc</td>
</tr>
<tr>
<td>- direct explanation in grammar &amp; vocabulary teaching with Cantonese</td>
<td>- created real situations for Ss to understand the functions and forms of grammar</td>
</tr>
<tr>
<td>- unrelated and separate lessons for teaching grammar and the four language skills by using explanation, examples not in context and mechanical drilling</td>
<td>- combined skills (e.g. reading &amp; grammar or vocabulary, grammar &amp; writing) in a logical and systematic ways in the same lesson</td>
</tr>
<tr>
<td>- seldom ask high-order thinking questions</td>
<td>- created a competitive atmosphere for groups of the students to strive for their best in games and activities</td>
</tr>
<tr>
<td>- seldom incorporate social values in teaching</td>
<td>- asked high-order thinking questions to enhance critical thinking</td>
</tr>
<tr>
<td>- seldom create tasks for Ss to use the target language in a redesigned context</td>
<td>- led discussion in class to arrive at values</td>
</tr>
</tbody>
</table>

Table 4.4.1: Comparison on Teachers’ teaching practice before the study & new practice in the study

4.4.1 Teaching Resources

During the 2-week teaching, the teacher experienced the use of electronic materials, incorporating with traditional teaching aids like flash cards and paper sentence stripes. He appreciated the value of using authentic materials, especially those related to youth culture like websites and YouTube videos. He pointed out that these materials, providing visual, audio and linguistic input simultaneously, aroused the students’ interest in the topics and enhanced them to exercise critical thinking in the course of the development or discussion on them in the lessons. Moreover, the teacher experienced how to use technologies (e.g. surfing a website on the Internet with a
computer) to link with the teaching of reading and grammar in the traditional syllabus, instead of using only notes and worksheets.

*Mr Cheng:* …students like it (YouTube video “Sesame Street: What is a friend?”)! …feel surprised that they could understand the YouTube! Good!

The teacher also expressed that he felt easier and more natural to use the authentic materials like his own photos and his son’s photos (in power-point) for presenting the target language in lessons. He felt that the students were drawn closer to him when he shared something about himself. In fact, this effect was mutual as the students also expressed similar feelings in their responses. This kind of sharing with authentic materials aroused the affective aspect of the students and made learning easier (Nguyen, 2010).

*Mr Cheng:* …sharing about my son to teach how to use the simple past tense is easier for me to control the teaching. The target language is included in the story I shared about my son. Students look at the TV (screen) and see some photos of my son. It is easy to learn because it is a real example about my son… I find it easy for me to teach like this because… like a family just telling a story about my son and I think the atmosphere is quite warm…they say “your son is cute”…they learn the vocab by looking at the photos of my son…students’ eyes tell that they are eager to learn...

4.4.2 Methods of Knowledge Delivery

In the new curriculum, the teacher tried out various ways that he did not use in the past to present and give scaffolding in the lessons. Among those methods, the use of mind-maps and carefully design of questions were the most impressive to the teacher.

The teacher shared that in the past mind-maps were seldom used in language teaching. Even they might be used, they would only serve as a presentation tool to show the whole picture of a concept. The teacher felt surprised to see how efficient mind-maps could be to assist him to scaffold the content and structure of a reading passage through building up a mind-map about a story with the students while they were reading it. Moreover, the use of mind-maps in the lessons effectively helped the students generate ideas for sharing in other related lessons.

*Mr Cheng:* …happy with the reading lesson, more interaction between students… eager to share opinions with me… willing to answer high order questions, actively involve…
Apart from using mind-maps to give scaffolding to the contents of lessons, the teacher got aware of the importance of using clear instructions and carefully designed questions to present and explain the lessons. He felt fruitful to invest the time on the planning and preparation work when he observed the improvement on his students’ participation and performance in lessons and assignments.

4.4.3 Classroom Dynamics

Turning away from the dull and static mode of teaching and learning, the classroom became dynamic with personal sharing, group competitions, pair work and group work. The teacher realised how different the class became when the lessons were structured in the framework of Multiliteracies Pedagogy. The students were no longer sitting quietly to receive lectures from the teacher passively. Instead, they actively learnt as they participated in tasks in every step of the pedagogy.

4.4.4 Introduction of Social Values & Moral Education

From the neglect of the teaching of social values and moral education, to the first introduction of these components in the lessons related to the theme, the teacher confessed that there was a place for them in a language classroom. The intervention of discussion on social values and moral education enhanced the students to think meaningfully and critically. This in turn benefited the students in their writings in the step of transformed practice.

4.4.5 Design of Tasks

Undergoing the new curriculum, the teacher experimented with tasks related to the four language skills to help the students practise and internalise the knowledge. The use of tasks altered the teaching style of the teacher. With the framework of the pedagogy as a guideline for designing tasks in lessons, the lessons became more systematic. The teacher found it more effective for the students to learn the knowledge through tasks than doing individual written work.

In short, the introduction of the new classroom curriculum gave the teacher positive changes on his teaching practice. Through trying out the lessons in the curriculum, he developed a new understanding of teaching and learning in his own practice.
4.5 Students’ Responses on New Classroom Curriculum

The data from the post-study interviews (Table 6.6.1) show that the new classroom curriculum was well-received by the students. The majority (92%) of the class expressed that they had more chances than before to speak English through reading aloud practice, answering teacher’s questions, discussion in pair work/ group work and interviewing classmates for details in writing. The students were benefited from these speaking tasks which aroused their emotions and personal biases. This kind of social interaction, as Nguyen (2010) states, is one of the significant influences in promoting learning.

<table>
<thead>
<tr>
<th>Students’ opinions after the study</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Students felt they had more chances to speak in English than before.</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>(92%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Students felt the lessons were easier to understand in the new classroom curriculum than the old one.</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>(84%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Students preferred the new classroom curriculum to the old one.</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>(92%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Students felt that they were more motivated to learn English by the new classroom curriculum.</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>(76%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5.1: Students’ Responses on New Classroom Curriculum in Post-study Interview

84% of the students felt that the lessons in the new classroom curriculum were easier to understand than those in the old curriculum because the teacher used various means to help them understand the learning materials. For examples, the teacher used flash cards, gesture and simple English to explain the meanings of vocabulary. The use of highlighted sentence stripes stuck on the blackboard helped the students understand how the target sentence structures are composed and they also acted as reminders for the students to utter out the correct sentence structures when they responded to the teacher’s questions or shared their ideas in class. Moreover, the use of YouTube videos, power-points and websites provided authentic and contextualized situations to enhance the students to understand abstract and complicated ideas like friendship and growth. Therefore, even though the teacher gave up using Cantonese in lessons, the students could still live up to the progress.
The data also reveal a positive change of the students’ attitude towards English learning. 92% of the students expressed that they preferred the new curriculum to the old one because the new curriculum provided more interactive activities and competitive games for the students to learn through collaboration. Table 6.6.2 shows a variety of activities (involving both technologies and non-technologies) that the students liked during the 2-week new classroom curriculum. Moreover, they were impressed by the teacher’s clear elaboration on the subject matters by using mind-map, tasks like jumbled sentences and questioning skills for scaffolding the teaching materials in neater and simpler ways. It was encouraging that 76% of the class expressed that they became more interested and motivated in learning English.

<table>
<thead>
<tr>
<th>Tasks/ Activities related to technologies</th>
<th>Tasks/ Activities not related to technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher’s presentation about himself and his son with power-points</td>
<td>- Constructing mind-map about a story</td>
</tr>
<tr>
<td>- Searching information about pandas on a website</td>
<td>- Rearranging jumbled sentences to construct a summary of a story</td>
</tr>
<tr>
<td>- Watching YouTube video about the fable “The Lion and the Mouse”</td>
<td>- Creative sentence making about oneself, his/her best friend &amp; his/her class</td>
</tr>
<tr>
<td>- Watching YouTube video about friendship</td>
<td>- Doing notebook exercises</td>
</tr>
<tr>
<td></td>
<td>- Reading aloud practice on textbook passages</td>
</tr>
<tr>
<td></td>
<td>- Teacher’s explanation and elaboration in simple English</td>
</tr>
<tr>
<td></td>
<td>- Group competitions on answering teacher’s questions in the whole lesson</td>
</tr>
</tbody>
</table>

*Table 4.5.2: Tasks/Activities Students Preferred in Lessons of New Classroom Curriculum*
Chapter Five. Recommendations for Classroom Practice with the Framework of Multiliteracies Pedagogy

With the encouraging responses from both the teacher and the students in this particular classroom supporting the integration of the framework of multiliteracies pedagogy in the original classroom curriculum, a practical guide is derived from the study to assist those teachers who want to apply the framework in their own teaching practices. The following guide provides pragmatic descriptions of each of the components of the framework (situated practice, overt instruction, critical framing and transferred practice) in real classroom practice and gives suggestions on the multimodal materials or teaching aids for references.

| Situated Practice | - begin a lesson/ a theme by setting up an authentic situation, like sharing a personal experience, relating students’ youth culture/home, recalling some related events happening in the community/ in the world;  
|                  | - introduce multimodal resources, like realia, pictures, songs, films, and other electronic materials to create a context for the lesson topic;  
|                  | - give sufficient time for students to read, look at, listen to, examine, watch and appreciate the chosen multimodal text(s). |

<table>
<thead>
<tr>
<th>Design elements of multiliteracies</th>
<th>Suggestions of methods/ materials used</th>
</tr>
</thead>
</table>
| Linguistic                        | • relate to teacher’s/ students’ experience  
<p>|                                   | • relate to social issues from written texts of newspaper/ news reports/ magazines, etc. |
| Linguistic, visual                 | • books with pictures, PowerPoint, websites |
| Visual                            | • use flash cards, pictures from publication, hand drawings on blackboard or paper, realia, PowerPoint |
| Audio                             | • music, songs, CDs |
| Visual, audio, linguistic         | • YouTube, websites, DVDs, videos, films |
| Gestural                          | • use gesture, miming, role-play |</p>
<table>
<thead>
<tr>
<th>Design elements of multiliteracies</th>
<th>Suggestions of methods/ materials used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>• questions for scaffolding, verbal explanation, notes</td>
</tr>
<tr>
<td>Visual, linguistic</td>
<td>• mind-maps, tables (for building knowledge, summarising or making conclusion on contents)</td>
</tr>
<tr>
<td>Visual, audio</td>
<td>• watch/&amp; listen to pre-recorded menu/instructions/ explanation from specialists</td>
</tr>
<tr>
<td>Gestural, spatial</td>
<td>• demonstrate procedures</td>
</tr>
</tbody>
</table>

**Overt Instruction**

- scaffold the content of the multimodal texts by using questions, mind-maps, table, etc.
- involve students in the process of spotting specific information, generating ideas, and comparing information by giving suitable prompts and hints.

**Spatial**

- set up the classroom to suit the nature of the lesson (sit in semi-circle for story-telling, rearrange the seats in pairs/groups for tasks)
- conduct lessons in other settings (e.g. in the school playground for observing specimens or physical activities, in computer room for using the Internet, in activity room for drama, etc.)

**Critical Framing**

- discuss with students the underlying meaning of the text/multimodal text
- discuss with students the purposes of the author who designs the text/multimodal text
- discuss with students any social and cultural issues related to the text/multimodal text
| **Linguistic** | • use questions to prompt students to think critically on socio-cultural issues |
| **Visual, audio** | • pictures/ images to follow-up the socio-cultural issues related to the lesson topics  
• interviews/ debates (on video clips) to provide different points of views |

| **Transformed Practice** | - transfer learnt knowledge into another context to make meanings  
- blend multimodal resources into productions to express meanings in an authentic way  
- set up a platform for sharing of productions from students (designers of meanings) and for getting feedback from audience |

| **Design elements of multiliteracies** | **Suggestions of methods/ materials used** |
| **Linguistic** | • writings, written reports, projects |
| **Visual, linguistic** | • presentations with a model or any kinds of products with words and images  
• presentations of a product involving electronic materials/ tools (e.g. PowerPoint, videos, online comic stripes, etc.) |
| **Visual, gestural, spatial, linguistic** | • sketches, improvisation, role-play, drama, etc |
| **Audio, linguistic** | • radio drama, recorded interviews, presentations of a re-written song, etc |
| **Gestural, spatial** | • performances (e.g. miming, dance, etc) |

*Table 5.1: A Practical Guide for Using Framework of Multiliteracies Pedagogy in Classroom Practice*
Chapter Six. Conclusion

This study has highlighted how the application of multiliteracies pedagogy can be realised in a traditional English classroom. The constructive shifts of a teacher’s teaching practice and his students’ literacy practice under the curricular interruptions suggests that multiliteracies pedagogy can be an effective tool to assist English teachers to plan their classroom curricula to meet the goodwill of English language education policy. The study has also revealed the positive changes of the teacher’s and students’ views in language teaching and learning after the intervention of the revised curriculum. The inspiring responses supported the incorporation of the out-of-school literacy practices in the existing curriculum in order to promote teaching and learning. The most important contribution of this study is that it has avatarised theory into practice in a form of user-friendly guide, helping the other local teachers grasp the gist of the newly introduced pedagogy in an originally traditional setting.

The study has brought out an urge of re-training in-service teachers with updated knowledge on pedagogies and curriculum design to enhance pedagogical shifts; and introducing the teaching of multiliteracies in the current pre-service teachers’ education. Finally, the study has also shown how effective and efficient mentoring and collaborating between teachers can be when introducing new teaching approaches and promoting the execution of new curricula in exiting educational ecologies.
References


Miller, S. (2007). English teacher learning for new times: Digital video composing as


Appendix 1
Pre-study Teacher’s Interview Form

(Teacher’s original classroom practice & curriculum compared with Multi-literacies Pedagogy)

Teacher’s particulars:
Age: 20s, 30s, 40s  Sex: ________  Years of teaching English: ____________

Part A: The 4 Components of Multi-literacies Pedagogy

Situated Practice
1) When you teach, do you often create a situation to link with the real life and the teaching materials?
2) Or do you go directly with the teaching materials by giving explanation on the form and function or presenting grammar rules in the presentation stage?

Overt Instruction
3) Do you often explain clearly in presentation to help students see the overall framework of teaching materials?
4) Do you often ask suitable questions to scaffold learning activities?

Critical Framing
5) Do you often question to prompt students to think critically about the purpose of the author and the underlying meaning of the text?

Transformed Practice
6) Do you often design tasks for students to create something new out of what they learn in the lesson?

Part B: Resources used in Lessons
1) What kinds of teaching materials do you usually use in your lessons? (*e.g. films, powerpoints, pictures, etc.)

2) What kinds of activities do you usually use in your lessons? (*e.g. games, pair work, group work, drilling, doing worksheets, etc.)
Appendix 2
Pre-study Student’s interview Form

(About the 3 fluid social spaces of “students’ literacy practices”)

Student’s particulars:
Age: ______ Sex: _______ Years of learning English: ________
Grade: ______ How many siblings: ______ Any English speaking maid: _____

Home/community
1) Do you speak English at home? If yes, to whom?
2) Do you speak English outside home? If yes, where/in what occasions?
3) Do you join any activities to learn English after school or do you participate in any activities that require you to use English?
4) Do you need to read or write in English apart from doing school work (If yes, please specify)?

Youth culture
1) Do you read books, newspapers, magazines in English?
2) Do you watch English TV programmes or DVDs (give examples) or English films?
3) Do you listen to English songs (give examples)?
4) Do you view any things in English on computer (If yes, please specify)?
5) Do you use any electronic tools, like i-pads, game-boy, mobile phones?

The official space of classroom
1) Do you often speak English in English lessons?
2) What kinds of activities do you do in English lessons?
3) Does your English teacher often use English to teach in class?
   If not, in what situations does he/she use Cantonese?
4) Do you speak English after English lessons in school?
   If yes, in what situations or school events do you use English?
5) Do you borrow English books from the school library?

Points of view about English learning
1) Do you like learning English? Why/Why not?
2) Do you think learning English is useful to you? Why/Why not?
3) What activities do you want to have in English lessons?
Appendix 3
Post-Study Teacher’s Interview Form

(Teacher’s conception of framework of Multi-literacies Pedagogy (MP) & changes in belief of language teaching and learning)

Part A: The 4 Components of Multi-literacies Pedagogy

*Situated Practice*

1) How do you understand the step of “situated practice” in MP?
2) Do you think the use of authentic situation and teaching aids is impatient? Why?

*Overt Instruction*

3) How do you understand the step of “overt instruction” in MP?
4) What is the value of using questions to scaffold the teaching materials?
5) Can you give a principal of designing the suitable types of questions for overt instruction?

*Critical Framing*

6) How do you understand the step of “critical framing” in MP?
7) Do you think it is necessary to include this concern in language teaching? Why?
8) Do you think it is practical for you to include this concern in your future teaching? Why?

*Transformed Practice*

9) How do you understand the step of “transformed practice” in MP?
10) What are the main differences between the productions I the original classroom curriculum and that in transformed practice?
11) Do you think it is practical to include this in your future teaching? Why?
12) What preparation work can you predict in order to put this step into practice?

Part B: Resources used in Lessons

1) Can you recall the electronic tools that you used in the new classroom curriculum?
2) Do you consider the electronic tools more effective and efficient in assisting your teaching than those aids you used in the original curriculum? Why?
Appendix 4
Post-study Student’s interview Form

(About the 3 fluid social spaces of “students’ literacy practices”)

The official space of classroom
1) In the past 2 weeks’ learning in English lessons, do you think you had more chances to speak in English than before?
2) What tasks/activities did you like in the past 2 weeks’ learning?
3) In the past 2 weeks’ learning, did you find it easier or more difficult to understand than the learning before the study?

Points of view about English learning
1) Which lessons do you like more, the lessons in the past 2 weeks or the original lessons? Why?
2) Do you think the past 2 weeks’ learning made you like to learn English than before? Why?
### Appendix 5

**Pre-study Students’ Writings**

*Pre-study Writing Topic 1: Sports Day (4-picture story)*

|   | Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise. The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful. Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.
<table>
<thead>
<tr>
<th></th>
<th>At last, she loses 400m running race but she wins the praise of others. She will join the running race next year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(78)</td>
</tr>
<tr>
<td>2</td>
<td>Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise. The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful. Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says. At last, Susan loses the 400m running race but she wins the praise of others. She wants to join the 400m running race next year.</td>
</tr>
<tr>
<td>3</td>
<td>(81)</td>
</tr>
<tr>
<td>4</td>
<td>Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise. The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful. Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.</td>
</tr>
</tbody>
</table>
At last, Susan loses the running race but she wins the praise of others. She will join the race next year.

Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise.

The running races starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful.

Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.

At last, Susan loses 400m running race but she wins the praise of others. She will join the running race next year.

Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise.

The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful.

Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.

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Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise.

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Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.

At last, Susan loses 400m running race but she wins the praise of others. She will join the running race next year.
<table>
<thead>
<tr>
<th>9</th>
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</tr>
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<td>Today is Sports Day. Susan is excited because she joins 400m running race.</td>
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She does warm-up exercise.

The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful. Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.

At last, Susan loses the 400m running race but she wins the praise of others. She will join the 400m running race next year.

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| 15 | Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise. The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful. Suddenly she stands up. She doesn’t give up “Go, Susan!” everyone says. At last, Susan loses 400m running race but she wins the praise of others. She will join the running race next year. |
| 16 | Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise. The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful. Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says. At last, she loses 400m running race but she wins the praise of others. She wills join the running race next year. |
| 17 | Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise. The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful. |
Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.
   At last, Susan loses 400m running race but she wins the praise of others. She will join the running race next year.

| 18 | Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise.  
The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful.  
Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.  
At last, Susan loses 400m running race but she wins the praise of others. Susan will join the running race next year. | 78 |

| 19 | Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise.  
The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful.  
Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.  
At last, Susan loses 400m running race but she wins the praise of others. Susan will join the running race next year. | 78 |

| 20 | Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise.  
The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful.  
Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.  
At last, Susan loses 400m running race but she wins the praise of others. She will join the running race next year. | 78 |

| 21 | Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise.  
The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful.  
Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says. |
| 22 | Today is Sports Day. Susan is excited because she joins 400m running race. She does warm-up exercise.  
The running race starts. Susan runs very fast because she wants to win. Unfortunately she falls down. She gets hurt. She cries because it is painful.  
Suddenly she stands up again. She doesn’t give up. “Go, Susan!” everyone says.  
At last, she loses 400m running race but she wins the praise of others. She will join the running race next year. |

(78) |
### Pre-study writing Topic 2: An Email Reply

<p>| | |</p>
<table>
<thead>
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</table>
| **1** | Hi Eric,  
I am free from 26<sup>th</sup> to 27<sup>th</sup> December. I want to go to Fun Fun Holiday Camp with you.  
I don't want to go to Sports Camp because I am not good at sports. I can’t play table tennis or football.  
I want to go to Chinese Chess Camp because I’m good at Chinese chess. I can play Chinese chess and Chinese checkers.  
See you soon!  
From,  
Jimmy  
(70) |
| **2** | Hi Eric,  
I am free from 26<sup>th</sup> to 27<sup>th</sup> of December. I want to go Fun Fun Holiday Camp with you.  
I don’t want to go to Music Camp because I am not good at music. I can’t play the violin and drum.  
I want to go to Sports Camp because I am good at sports. I can play badminton and tennis.  
See you soon!  
From,  
Jimmy  
(67) |
| **3** | Hi Eric,  
I am free from 26<sup>th</sup> to 27<sup>th</sup> December. I want to go to Fun Fun Holiday Camp with you.  
I don't want to go to Chinese Camp because I am not good at Chinese chess. I can’t play Chinese chess but I can play Chinese checkers.  
I want to go to Sports Camp because I am good at sports. I can play badminton and table tennis.  
See you soon!  
From,  
Jimmy  
(73) |
| **4** | Hi Eric,  
I am free from 26<sup>th</sup> to 27<sup>th</sup> December. I want to go to Fun Fun Holiday Camp with you. |
I don’t want to go to Chinese Chess Camp because I am not good at Chinese chess. I can’t play Chinese chess or Chinese checkers.
I want to go to Sports Camp because I am good at sports. I can play football and badminton.
See you soon!
From,
Jimmy
(70)

Hi Eric,
I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don't want to go to Chinese Chess Camp because I’m not good at Chinese chess. I can’t play Chinese chess or Chinese checkers.
I want to go to Sports Camp because I’m good at sports. I can play basketball, football and table tennis.
See you soon!
From,
Jimmy
(70)

Hi Eric,
I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Chinese Chess Camp because I am not good at Chinese Chess. I can’t play Chinese chess.
I want to go to Sports Camp because I am good at sports. I can play football and swim.
See you soon!
From,
Jimmy
(67)

Hi Eric,
I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Music Camp because I am not good at music. I can’t play the guitar or violin.
I want to go to Sports Camp because I am good at sports. I can play ball games, run and ride bicycle.
See you soon!
Hi Eric,
I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Chinese Chess Camp because I am not good at Chinese Chess. I can’t play Chinese chess or Chinese checkers.
I want to go to Sports Camp because I am good at sports. I can play football and badminton.
See you soon!
From,
Jimmy

Hi Eric,
I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Chinese Chess Camp because I am not good at Chinese chess. I can’t play Chinese chess or Chinese checkers.
I want to go to Sports Camp because I am good at sports. I can play badminton and table tennis.
See you soon!
From,
Jimmy

Hi Eric,
I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Chinese Chess Camp because I am not good at Chinese chess. I can’t play Chinese chess or Chinese checkers.
I want to go to Sports Camp because I am good at sports. I can play badminton and table tennis.
See you soon!
From,
Jimmy
Hi Eric,
I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Music Camp because I’m not good at music. I can’t play the piano or the violin.
I want to go to Sports Camp because I’m good at sports. I can play badminton and football.
See you soon!
From,
Jimmy
(66)
<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
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| 15   | Hi Eric,  
I am free from 26\textsuperscript{th} to 27\textsuperscript{th} December. I want to go to Fun Fun Holiday Camp with you.  
I don’t want to go to Chinese Chess Camp because I am not good at Chinese chess. I can’t play Chinese chess or Chinese checkers.  
I want to go to Sports Camp because I’m good at sports. I am play football and badminton.  
See you soon!  
From,  
Jimmy |
| 16   | Hi Eric,  
I am free from 26\textsuperscript{th} to 27\textsuperscript{th} December. I want to go to Fun Fun Holiday Camp with you.  
I don’t want to go to Chinese Chess Camp because I am not good at Chinese chess. I can’t play Chinese chess or Chinese checkers.  
I want to go to Music Camp because I am good at music. I can play the piano and the violin.  
See you soon!  
From,  
Jimmy |
| 17   | Hi Eric,  
I am free from 26\textsuperscript{th} to 27\textsuperscript{th} December. I want to go to Fun Fun Holiday Camp with you.  
I don’t want to go to Chinese Chess Camp because I am not good at Chinese chess. I can’t play Chinese checkers or Chinese chess.  
I want to go to Sports Camp because I’m very good at sports. I can play badminton and football.  
See you soon!  
From,  
Jimmy |
| 18   | Hi Eric,  
I am free from 26\textsuperscript{th} to 27\textsuperscript{th} December. I want to go to Fun Fun Holiday Camp |
Hi Eric,

I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Music Camp because I am not good at music. I can’t play the violin or piano.
I want to go to Sports Camp because I am good at sports. I can play football and basketball.
See you soon!
From,
Jimmy
(67)

Hi Eric,

I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Chinese Chess Camp because I am not good at Chinese chess. I can’t play Chinese chess or Chinese checkers.
I want to go to Sports Camp too because I’m good at Sports. I can play badminton and football.
See you again!
From,
Jimmy
(69)

Hi Eric,

I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Chinese Chess Camp because I am not good at Chinese chess. I can’t play Chinese checkers or Chinese chess.
I want to go to Sports Camp too because I’m good at sports. I can play badminton and football.
Hi Eric,
I am free from 26th to 27th December. I want to go to Fun Fun Holiday Camp with you.
I don’t want to go to Chinese Chess Camp because I’m not good at Chinese chess. I can’t play Chinese chess or Chinese checkers.
I want to go to Sports Camp because I’m good at sports. I can play football.
See you soon!
From,
Jimmy
(66)
Appendix 6
Summary of Audio Pre-study Teacher’s Interview

Pre-study

1) not often create real life situations in recent teaching this year (but had this concern on the past)

2) usual practice to teach grammar: direct explanation
   Feel difficult to think of activities to teach grammar
   Usually use examples in textbooks, notes for ss to remember

3) reading: teach vocab with flash cards, go to reading

4) use mind map, to help ss brainstorm ideas before reading

5) questioning: t thinks he often asks suitable questions
   T utilises the teacher's guides to design questions to scaffold the meaning of text

6) critical thinking: good will but can't see the connection with language learning
   Seems reluctant to ask critical questions
   Not aware the importance of social values in language teaching
   T feels that ss a unable to comprehend new texts so they will find it difficult to answer questions requiring thinking critically n questions related to social values
   The priority of t's teaching is the target language n comprehension
   Not often incorporate social values in teaching
   N ss a unable to elaborate their ideas

7) t seldom creates new tasks for ss to use the target language to redesign sth new, not enough teaching time, much time is used to teach lessons n teach ss do hw

8) resources: flash cards, ppt created by former teachers,
   Activities: games for vocab, discussion in pairs for reading, seldom do group work (ss are not active, difficult to monitor them), drilling

9) in pair work: information gaps to ask m answer questions, but ss may use Chinese in pair work
Appendix 7
Field Notes in Lesson Observations by Researcher

Theme 1: My Friends

Lesson 1 (vocab)
Ss interactive, T confident, agreed with the teaching philosophy n reflective

Lesson 2 (writing)
Ss motivated, willing to write, T reflected his own writing style with the less controlled one in this lesson n pointed out the use of the new method encourage ss to write n believe the continual use of this kind of writing method will finally promote ss' writing skills

Lesson 2 (reading)
The production with a mind map as a was both new to T n ss. T not very comfortable to see ss struggle with the mind map. Ss unable to produce reasonable ideas for events attributed to their lack of use of mind map n their inability to structure n outline a story. This is in fact normal for ss as they a on the path of developing their writing skills n the exploration of different genres

Lesson 3 (reading)
T's decision not to include the image as a source about the setting (time) of the 2nd version of story indicates that T ' focus on comprehension was still on linguistic area only. This kind of training may be attributed to the exam orientation. The motive of T not to include the image in considering about the understanding of the story even after the researcher's demonstration indicates that he deliberately chose to focus on linguistic only. This is about the concept of language teaching: confined to linguistic only or open to the multiliteracies. This is only a choice in teaching. Does our present teaching reflects to the need of the society n the reality of the world. Why does ...do T in general reluctant to integrate multiliteracies in teaching.

Lesson 4 (grammar)
T had confusion on different types of pronounce
T is a designer of his lesson. Even after watching a sample lesson, he did not follow exactly the original plan, but he added one more session of sentence making. It is a good chance to check if ss pick up the grammar by a simple activity. Just t got stuck when ss used sentences out of his expectation n he accepted the wrong sentences Mr Cheng has already set up avoid practice of grouping in the class. The class could shift to oral practice quickly through the pre-numbered ss system.

**Theme 2: Now & Then**

**Lesson 1 (reading:website)**
T aware the important of setting of classroom n prepared it before ss go into the computer room (e.g. Switch on all computers, put chairs into groups facing the t's computer n screen.
T aware of the importance of questioning to prepare the ss to the lesson. But bit nervous that not enough elaboration before ss browse the website
T felt satisfied with the lesson:
1) ss worked enthusiastically to look for answers to the report
2) t saw the value of the work of completing the report: to teach grammar in context

**Lesson 2 (reading/grammar)**
Lesson smooth
T added to use timeline to explain grammar after observing demonstration lesson.
Clear instructions on grammar pt that no need to use mother tongue to use grammar again.
Time management was good
During evaluation, T felt the pair work too quiet
Researcher expressed that arrangement of pair work is not for speaking purpose, but also for feeling of being safe n secure to work in pair , to get help from peer without embarrament

**Lesson 3 (grammar/Vocab)**
The use of t's photos motivated both T's teaching n ss' learning.
T struggled with the correct questions to elicit target language. The use of timeline gave a clear concept of the past time references.
Authentic realia with genuine sharing from T motivated ss to participate the activities.

Lesson 4 (grammar n writing)
The use of timeline effectively helped ss understand the past time phrases. Ss were highly motivated in the QnA game. Meaningful questions served as the media to use the target grammar.
Writing ex. Was challenging to ss but most of them managed to do the sentence making to produce personal statements.
Appendix 8
Summary of Audio Lesson Reflections by Subject Teacher

Theme 1: My Friends

Lesson 1 (vocab)

T's feeling: happy cos. ss enjoyed the lessons, different from the past, ss raised hands to answer questions
- plan systematic, ss followed easily n understood the lesson
Classroom instructions are clear so that ss a willing to participate
- ss enjoy in past ss came across concept map but not have the experience to write on concept map-
- t enjoyed all stages in the lesson, sharing ideas on concept map
- YouTube: ss like it, surprised t that ss could understand the YouTube, good introduction(effective means), this year 1st time to use YouTube

Lesson 2 (writing)

- t: need to improve time management, too much time revision(drilling), not much time for ss to write
- in 1st term t would take the lead n control the flow of ss writing, t provided choices for ss to choose to answer the prompt questions for writing. Ss finish the writing by following t's lead question after question
- this lesson: 1st time to do discussion with ss for the whole writing, make them brainstorm their ideas, then let ss write on their own
- past writing: heavily guided, according to t 's ideas, similar writings from ss as a result
T thought correctness n marking burden on grammatical mistakes prevented him from letting ss write freely, need to heavily follow up ss' work, time concern
- ss' response in this writing lesson: they wrote more, willing to write
T thought: ss write on book, not ws( less threatening), different teaching style
Most ss a willing to write
- t' philosophy on teaching writing: in the past-correct sentence structures, correct use of grammar
After this lesson n discussion: important to let ss write freely at first even they may
make gramatical mistakes, using a book to write the 1st draft
- t changed his belief in teaching writing from focus of correctness to focus of
authentic expression in writing, more input can be given to help ss to generate ideas
( discussion with ss, provide extra notes with useful vocab) let ss learn to organise
their writing instead of confining their writing style

lesson2(reading)
T: new to use concept map to teach reading, ss fist time to write on mind map
Interesting video(YouTube), ss may have got ideas about story structure from other
subjects
T doesn't feel comfortable to see ss not to be able to write about events in their own
words
T not comfortable to see different ideas for the same questions
T realises that he needs to let ss to explore their ideas without confining them to a
definite answer
-ss different reactions past n present: in the past direct reading n then t asks ss, not
willing to answer questions dos they don't like to see to find answes; this lesson ,
before they read, they watch a video to get a general idea about the reading, ss a
more willing to read n answer t's questions
-post reading tast: past, comprehension ws n questions for checking understanding
Now, t sees explicitly if ss understand the text through the learning process in
activities
More interactive this lesson than in the past
-t feels a bit messy in this lesson cos t finds ss hesitate to write about events n ending,
t makes mistaking in the teaching procedure
-t feels uncomfortable to see when ss explore their way to find answers
Not enough thinking time for ss to think about the ending by themselves
In general, ss not very often learn by mind map, even they have it s only used in the
presentation stage, not the practice or production stages

lesson3(reading)
T:smooth flow, ss performed better as they see the concept mind 3 times, ss willing
to read n able to comprehend the 2nd version of the reading,still need time to
practice to write events on concept mind
Values of using concept mind: good to help ss to see the structure of text, to organise
the lesson. Tsa required ss to use concept mind too
T: @ts in level do not use the concept mind systematically, they mainly use it to elicit
inf only not for organising inf
T didn't include the images with the text when he taught ,but in fact t expresses that
he forgot to use the image but he also values the use of images to help ss understand
the setting of the text
T sees the value of using the images to teach eng language , pictures clues stimulate
ss to think
T: happy with the reading lesson, more interaction bt ss, eager to share opinions with
t, willing to answer high order questions, actively involved

**lesson 4 (grammar)**
T: in the past, challenging tast, explanation followed by examples
This lesson, use a story to give target structures, compare different types of
sentences, use simple labels to help explain the use of grammar(subject n object
pronouns, then a close passage designed from the same passage is used, surprised
t that ss a able to finish it correctly n quickly
In the past, when ss were required to read a lot, they would be reluctant to read
But ss could do hw well too
T: use of different colours on paper stripes can also draw ss ’ attention on the focus
of grammar, simple but effective
T changes his belief that ss learn better when they a given changes to think critically
than be told directly
T:: I show them the teaching aids on bb (which) is talking about the idea about
grammar, n they may find the difference by themselves.. There is some elements
about self learning,self explore about the difference bt this sentence n the other
sentence. It s better than I explain this is subject pronoun n that is object
pronoun .we let them to find out by themselves
(Explicit explanation of grammar) is for bright ss. Bright ss may understand what u
a talking about (grammar explanation) cos maybe they have tutors at home teach
them n so when u teach them by explanation in lesson , they can understand about u
say but less able ss can just sit down. But in this grammar lesson, I think many ss could get involved in lesson n they a able to finish the task in lesson.

**Theme 2: Now & Then**

*lesson1 (reading: website)*

T feels a bit mixed up at the beginning (maybe a bit nervous, maybe this is the first time he used website to teach reading)

T feels his questions a not well organised.

But in fact t advanced preparation of ss help the lesson go smoothly (taught ss to search the target website, prebrief ss what they a going to do in this lesson)

T feels surprised to see that ss concentrate on the task instead of chatting when they face computer as in the past in other subjects, ss can follow t's instructions to look for the required information, ss could cooperate with partners to finished the task

Values of using website to teach reading: inf from website provide general n rich ideas about the reading topic. In this particular website, it provides rich authentic sources to teach the different uses of simple present N past tenses. Provide basic n general ideas (overall picture about how to use both tenses in real life). Before introduce both the reading text n grammar in the following lessons, well organised way to teach the topic (pandas)

Ss responses to use website: in the past ss like to talk when they use the computer, this lesson ss talk constructively about the task, they read attentively

Website: photos n videos attractive, it s a good ideas to let ss explore the texts themselves to see the overall layout first before t gives more specific instructions for searching inf. cos ss need to have the chance to read read use of English in the world, rather than just focus on the confined learning area in the lesson.

This is the first time for the class to use website as an introduction of a unit, t regards this lesson to be important teaching experience

Inspiration to t: t needs to motivate ss with ideas about the topic, it is worth time spending to search suitable n additional materials to the topic (like website) to motivate ss
**lesson2 (reading PLE)**

Ss can answer questions correctly. T sees the pt that it is necessary not just use one lesson to teach grammar. It takes time for ss to pick up the target language through seeing authentic examples

T: t expects pair work should involve lots of learning noise but in this lesson ss in pair seem to focus on reading silently at first that he feels uncomfortable with the scene

T a able to use timeline to explain n present the meanings of time reference

T is not very happy with this lesson cos t starts with high order questions that a too difficult for ss (to compare the use of different tenses in 2 sets of sentences). T finds that he should have asked more questions to clarify whether ss understand the questions, n to give more hints n prompts to elicit answer from ss

Pair work n read silently independent

T feels that the lesson is well organised as the ss learn step by step so that they can understand the text easily

Website in the last lesson help ss understand the background knowledge about the topic before they read independently

T feels that integrating reading n grammar can enable teaching n learning

T:

T in the past , use grammar explanation, give examples not in context, n then grammar ex., or let ss to mechanical drilling on target language ; in this lesson, combine both reading n grammar n present them in a logical n systematic ways, they can understand more

**lesson3 (grammar vocab)**

- ss 'performance show that they understand the context well
- ss learnt the difference bt present n past tenses through realistic context
- ss verbally a able to respond correctly
- t repeated the concept of tense help ss finally pick up the grammar

The use of ppt: t feels easy to present his own life for the teaching as he doesn't make up stories, genuine sharing from t n sincere response from ss create a natural setting for learning.

Using authentic materials actually enable t to teach n ss to learn effectively
The use of timeline can help students understand the time difference.

Making of own materials

Teacher sharing about his son to teach how to use the simple past tense is easier for him to control the teaching. The target language is included in the story he shared about his son. Students look at the TV and see some photos of his son. Students are easy to learn because it is a real example about his son. He finds it easy for him to teach like this because...like a family just telling a story about his son. He thinks the atmosphere is quite warm...they say your son is cute...they learn the vocab by looking at the photos of his son is easier...students' eyes tell that they are eager to learn.

Teacher in past, ask students to find examples of target language in the passage of the unit. Underline key words, like time phrases, teacher may write some sentences on the board and ask students to find out the problems of the sentences. Tell the rule and do class work.

- Teacher thinks both authentic situation and grammar explanation should be used in the teaching.
- How to assess students: class work and behavior in the lesson
- Teacher finds it more effective to teach students with PPT
- Teacher thinks mistakes mean the effectiveness of his teaching.

Teacher can accept mistakes in students' speech but feels uncomfortable with mistakes in written work.

Teacher agrees that for young learners, it is more important for them to get more input on speaking.

Like babies, they listen first and start to speak.

When students show mistakes in their written work, teacher may think it is the problem of the lesson design or his teaching or students have a slower learning pace.

Teacher lacks the knowledge of language development.

Teacher feels that it is not normal to make mistakes after teaching the lesson.

Teacher lacks the concept that mistakes making is a process of learning. It takes time to internalise the learnt knowledge.

Teacher concluded that students are learning fast in this way than before, both in speaking in lesson and written work from homework.

lesson 4 (grammar, vocabulary, writing)

Teacher feels that the lesson is full of fun as there is a competition game in the lesson.
In the lesson both t n ss enjoy it
In the lesson, different past time phrases a presented during the competition game.
N through Q n A, ss have chance to practise the use of the simple past tense
Ss a willing to answer questions,
The use of timeline helps ss to understand the meanings of different past references
T also uses a calendar (realia) to help ss understand the relationship of times
Teaching a new grammar pt: after the try out lesson, t thinks that the values of using
listening n speaking in the presentation stage is important, (let ss know about how
authentic eng is like, share n talk with with real examples to let them know how it
works in real world)
In the past, t used ws n notes to explain grammar n to consolidate their learning
Ask ss to underline the key words in the text n explain the grammar at the same time
If ss can do the ex in ws, the lesson will be considered to be successful
-in this lesson, nearly half of the lesson time is conducted in speaking
T expresses that it is also effective to conduct the grammar lesson like this but he
sees the importance of lesson planning,
Challenging task for t: teaching steps, how to integrate the text n grammar, the
definition of questions to ask to prompt n elicit the grammar from ss
T in the past, t uses the guideline from teacher's guide, providing kinds of questions
in reading
But ss seldom use the technique of asking questions to teach grammar
T learnt from researcher to use questions to teach grammar
The values of recycling learnt language in a new lesson
Writing part in this lesson: t thinks that he should have given more instruction on the
writing task n should them more writing time to do the task
T concluded that sometimes t should let ss explore tasks themselves n through
assessing the performance in the task, t can evaluate if they pick up the language.
Appendix 9
Lesson Plans: Theme 1 (My friends)

Lesson 1 - Topic: Vocabulary (My friends)

*Objectives*: After the lesson, Ss should...

1) **be able to tell the characteristics of a good friend** (vocabulary on PLE P.13)
   *Vocab: listen to, talk to, look after, play with, not play tricks on, not laugh at, not shout at, not fight with;*

2) **be able to use the object pronoun “me”** to talk about how their good friends treat them in school.

Teaching materials:
- Youtube (Sesame Street: What is a friend?), mind-map (a good friend), flash cards (vocabulary), sentence stripes

<table>
<thead>
<tr>
<th>Blackboard Arrangement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind-map</td>
<td>My good friend listens to “me”. He/She doesn’t fight with “me”.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>****</th>
<th>Moves &amp; Stages</th>
<th>Activities</th>
<th>Types of Multiliteracies</th>
<th>Time/Teaching Aids</th>
</tr>
</thead>
</table>
| 1    | Pre-viewing/While-viewing (Situated Practice) | -T: We are going to watch a youtube. In the youtube, Cookie Monster is going to tell you “what a friend is”.
-T: Ss watch the youtube “Sesame Street: What is a friend?” | Visual, audio | 5 youtube |
|      | Post-viewing (I) (Overt Instructions) | -T: 1) Who are in the video? (Cookie Monster & his friend)
2) What does Cookie Monster have?
3) What does his friend want? | | |

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| Post-viewing (II) (Critical framing) | 4) What does Cookie Monster do then?  
5) Why does Cookie Monster give his cookie to his friend?  
6) According to Cookie Monster, what is a “friend”? (A friend is someone who is willing to share with you.)  
7) Do you think Cookie Monster is a good friend to the girl? Why?  
8) What else makes Cookie Monster a friend to the girl?  
-Ss answer freely.  
**Group Work: Discussion**  
-Ss in groups are to brainstorm the characteristics of a good friend. They record their ideas on a given mind-map.  
-T invites Ss to write their ideas on bb.  
-T concludes what a good friend does & drills Ss with the phrases about a good friend.  
-e.g. My good friend listens to “**me**”. My good friend doesn’t shout at “**me**”.  
Classwork  
-GWS (2.2) P.1 | Linguistic, visual | 20 | Mind-Map  
Sentence stripes  
Flash cards |
| 1 Assignment | 1) WB P.5-6  
What is “friend”?
**Objectives**: After the lesson, Ss should...

1) be able to write a journal to tell who is his/her good friend and what he/she does to be their good friends:
   e.g. XX is my good friend. He/She plays with me in the recess time.
   He doesn’t shout at me but listens to me when I am sad...

2) be able to retell the You-tube version of the lion & the mouse by rearranging the jumbled sentences about the story in the correct order;
3) be able to tell the teaching of the story;
4) be able tell what a fable is.

Teaching materials:
Flash cards, sentence stripes, Free-writing bk, You-tube (The lion & the mouse), jumbled sentences (summary of the story), mind-map (note book)

**Blackboard Arrangement:**

<table>
<thead>
<tr>
<th>My good friend shares with me.</th>
<th>My good friend doesn’t speak ill of me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flash card 1: He .....</td>
<td>Flash card 5: He...</td>
</tr>
<tr>
<td>Flash card 2: She......</td>
<td>Flash card 6: She...</td>
</tr>
<tr>
<td>Flash card 3</td>
<td>Flash card 7</td>
</tr>
<tr>
<td>Flash card 4</td>
<td>Flash card 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>****</th>
<th>Moves &amp; Stages</th>
<th>Activities</th>
<th>Types of Multiliteracies</th>
<th>Time/Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Revision/</td>
<td>(**bb is decorated with flash cards and sentence strips.)</td>
<td>Visual, linguistic</td>
<td>10 Flash cards</td>
</tr>
<tr>
<td></td>
<td>Motivation/</td>
<td>(**bb is decorated with flash cards and sentence strips.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-T: What does your good friend do to make you like him/her?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>-Ss answer freely.</td>
<td></td>
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<td></td>
<td>-T refers to the flash cards (verb phrases on PLE P.13) on bb and asks Ss to write suitable sentences on bb to represent the</td>
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</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>Post-viewing</strong> (III) (*continued with Lesson 1) (Situated Practice) (Overt Instruction) (Transformed Practice)</td>
<td><strong>Individual Work: Journal Writing</strong></td>
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<td></td>
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<tr>
<td><strong>2</strong></td>
<td><strong>Pre-viewing</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**meanings of the cards.**
- T checks Ss’ sentences and highlights the “s” being used with the verbs in the simple present tense when the subjects are 3rd person singular (i.e. he/she).

**Post-viewing (III) (*continued with Lesson 1)**

(Situated Practice)

(Overt Instruction)

(Transformed Practice)

**Individual Work: Journal Writing**

- T: Today you are going to write a journal to talk about your favourite classmate.
- T shows a mind-map (My favourite classmate) for the journal writing.
- T discusses with Ss about the logical order of the questions on the mind-map.
3) Ss start to write their writings.

(**Ss’ reference: PLE P.13, EB P.4, notes (extra related vocab))

**linguistic**

10

20

Free-writing bk Notes (vocab)

**Pre-viewing**

- T: Friends may come to help us when we have problems.
- Today we are going to learn a story about how a small friend helps his big friend. The story we are going to watch is called: the lion & the mouse. (**T writes “the lion & the mouse” on bb.)
1) In this story, there are 2 animals: a lion and a mouse. Which animal is big?
2) Which animal is small/big?
3) What is a lion like? What is a mouse like?
4) Can you guess which animal needs help and which animal is able to help?

(**T builds up a mind-map of the story by writing inf. about “characters.”)**

**5**
<table>
<thead>
<tr>
<th><strong>While-viewing (Situated Practice)</strong></th>
<th>-Ss watch the you-tube.</th>
<th>Visual, audio</th>
<th>5 youtube</th>
</tr>
</thead>
</table>
| **Post-viewing (I)** | *Pair Work (Jumbled sentences)*  
-Ss in pairs are given jumbled sentences about the story & they are to rearrange them in correct order.  
-T asks Ss to read out the sentences according to the correct order. | linguistic | 10 Jumbled sentences |
| **Post-viewing (II)** | *Individual/Pair Work*  
-Ss in pairs are to read the written story again and then complete a mind-map about the story (characters, setting, events, ending).  
-T asks Ss to write their answers about the mind-map on bb. and T checks the mind-map with them. | Linguistic, visual | 10 Mind-map |
| **3,4 Discussion (Critical Framing)** | -T: 1) Who are the characters in the story? (the lion and the mouse, animals)  
2) Do they act like animals?  
   Can animals speak?  
   Can animals really help each other?  
2) What are the lion and the mouse actually like?  
3) What can you learn from the story?  
-Ss in groups are to discuss and come up with one teaching about the story.  
-Representatives from each group present their conclusion.  
-T: The kind of story with animals as characters teaches us a life lesson is called “fable”.  
*Classwork*  
-Gr P.5-6 | Linguistic | 10 |
| **Assignment** | 1) GWS 2.2 P.2  
2) Rev: EB P.4 (A:5-8) |  |  |
Look at the concept map and write about your favourite classmate in not less than 50 words.

- Who is your favourite classmate?
- How does he/she look like?
- What does he/she like? (e.g. food/colour/festival)
- What do you think about him/her?
- Why is he/she your favourite classmate?
- What do you do with him/her?
<table>
<thead>
<tr>
<th>A</th>
<th>Some days later, some hunters (獵人) catch the lion and put him in a net. The lion cries for help.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>The lion is angry and he catches the mouse. The mouse asks the lion to let him go and promises (承諾) to help the lion someday.</td>
</tr>
<tr>
<td>C</td>
<td>The mouse hears the cry and runs over to the helpless lion. The mouse uses his teeth to bite the net and sets the lion free.</td>
</tr>
<tr>
<td>D</td>
<td>One day, a lion is sleeping in a jungle (叢林). A mouse passes by and sees the lion’s tail. He thinks the tail is food and bites it.</td>
</tr>
<tr>
<td>E</td>
<td>The lion laughs at the mouse. He thinks it is funny to hear that. Then he lets the mouse go.</td>
</tr>
</tbody>
</table>
*What can you learn from the story? __________________________________________________________

Fable: A story with a___________ as characters teaches us a life l__________.
<table>
<thead>
<tr>
<th>My good friend is nice to me...</th>
<th>My good friend is nice to me...</th>
<th>My good friend is nice to me...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) When I am sad, I want someone to understand me. She _________ _______ me.</td>
<td>1) When I am sad, I want someone to understand me. She _________ _______ me.</td>
<td>1) When I am sad, I want someone to understand me. She _________ _______ me.</td>
</tr>
<tr>
<td>2) In recess time, he takes out Chinese chess to _________ _______ me.</td>
<td>2) In recess time, he takes out Chinese chess to _________ _______ me.</td>
<td>2) In recess time, he takes out Chinese chess to _________ _______ me.</td>
</tr>
<tr>
<td>3) When I feel sick, she is like a nurse! She _________ _______ me.</td>
<td>3) When I feel sick, she is like a nurse! She _________ _______ me.</td>
<td>3) When I feel sick, she is like a nurse! She _________ _______ me.</td>
</tr>
<tr>
<td>4) When I am bored, he _________ _______ me. He tells me funny jokes.</td>
<td>4) When I am bored, he _________ _______ me. He tells me funny jokes.</td>
<td>4) When I am bored, he _________ _______ me. He tells me funny jokes.</td>
</tr>
</tbody>
</table>
Lesson 3 - Topic: Reading

*Objectives*: After the lesson, Ss should...
1) be able to use object pronoun “us” to talk good friends;
2) be able to use a mind-map to show the content and structure of the story (PLE P.10-11);
3) be able to compare the differences between the two versions of “the lion & the mouse”;

Teaching materials:
PLE P.10-11, flash cards, ebook, mind-map (2nd version), mind-map (1st version), written story of Version 1, WS (comparing 2 versions)

<table>
<thead>
<tr>
<th>Blackboard Arrangement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind-map (2nd version)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>****</th>
<th>Moves &amp; Stages</th>
<th>Activities</th>
<th>Types of Multiliteracies</th>
<th>Time/Teaching Aids</th>
</tr>
</thead>
</table>
| Revision | -T shows flash cards and asks: What do our good friends do to us?  
-Ss answer accordingly: They listen to “us”. They don’t fight with “us”.  
(T writes on bb.: What do our good friends do to make us like them?  
They listen to us. They don’t fight with us.)  
-T: In the last lesson, we learnt a fable called “the lion & the mouse”. |
<p>|       |                 | Visual, linguistic | 5                  |
|       |                 | Flash cards        |                     |</p>
<table>
<thead>
<tr>
<th></th>
<th>Pre-reading/listening (Situated Practice)</th>
<th>&quot;Can anyone tell me what a fable is? What is the teaching of the fable?&quot;</th>
<th>Audio, visual, linguistic</th>
<th>5</th>
</tr>
</thead>
</table>
| 1 | While-reading/listening | "T: Today we are going to read another version of “the lion & the mouse”. Pay attention to the story and find out if it is the same story we learnt the day before.  
-T plays ebook (PLE P.10-11)." |  | 10 ebook |
|  | Post-reading/listening (Overt Instructions) (Critical Framing) | "Ss read and listen to the story." | Visual, linguistic | 10 Mind-maps |
| 2 |  | "Ss in pairs are to use a mind-map to show the content and structure of the 2nd version.  
-T shows the mind-map of the 1st version on OHP.  
-T asks Ss to point out the differences between the 2 versions of the story.  
-Ss answer accordingly.  
E.g. There are 2 animal characters in 1st version but 4 in 2nd version." |  |  |
|  | Post-reading/listening (II) (Critical Framing) | "T asks the whole class to read aloud the story PLE P.10-11.  
-Ss are to do GWS(2.1) (reading comprehension)." | linguistic | 10 GWS(2.1) |
| | Assignment | 1) GWS(2.2) (P.1-2)  
2) Rev: EB P.4 (B:1-6) |  |  |
<table>
<thead>
<tr>
<th>Write down 3 differences between Version 1 and Version 2 of the story “The Lion and The Mouse”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) In Version 1,  ________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________;</td>
</tr>
<tr>
<td>while in Version 2, ________________________________________________________________</td>
</tr>
<tr>
<td>2) In Version 1,  ________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________;</td>
</tr>
<tr>
<td>while in Version 2, ________________________________________________________________</td>
</tr>
<tr>
<td>3) In Version 1,  ________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________;</td>
</tr>
<tr>
<td>while in Version 2, ________________________________________________________________</td>
</tr>
<tr>
<td>1) Mary is a nice girl. Even when she is angry, she doesn’t _________ _______ her classmates. She always speaks politely.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1) Mary is a nice girl. Even when she is angry, she doesn’t _________ _______ her classmates. She always speaks politely.</td>
</tr>
</tbody>
</table>
**Lesson 4 - Topic: Grammar**

*Objectives*: After the lesson, Ss should...

1) be able to use the object pronouns “her, him, them, me, you, us” to replace nouns in the object position;

**Teaching materials:**
PLE P.13, ebook, WS (notebook), sentence stripes

**Blackboard Arrangement:**

<table>
<thead>
<tr>
<th>Characters: Mary, Matt, Millie, Leo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Pronoun</td>
</tr>
<tr>
<td>Mary</td>
</tr>
</tbody>
</table>

- **She** is playing with her little brother and sister. – The noise wakes **him**.
- **He** is sleeping nearby. – Leo Lion shouts at **them**.
- **They** are afraid. – Matt and Millie hide behind **her**.

**Moves & Stages**

<table>
<thead>
<tr>
<th><strong>1</strong></th>
<th>Presentation (Situated Practice)</th>
<th>Activities</th>
<th>Types of Multiliteracies</th>
<th>Time/Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Overt Instructions)</td>
<td>-T plays the ebook (PLE P.10-11, the story: The Lion &amp; the Mouse). -T asks Ss to tell all the characters in the story (Mary, Matt, Millie, Leo). <strong>Subject Pronouns:</strong> -T sticks 1\textsuperscript{st} set of sentence strips (subject pronouns) on bb. -T reads out each sentence and asks Ss what the “subject pronouns” stand for. -T concludes that “She, He, They” are used to stand for “people or things” appear at the beginning of a sentence. <strong>Object Pronouns:</strong> -T sticks 2\textsuperscript{nd} set of sentence strips (object pronouns) on bb.</td>
<td>Visual, audio</td>
<td>10 ebook</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Linguistic</td>
<td>10 1\textsuperscript{st} &amp; 2\textsuperscript{nd} sets of sentence strips</td>
</tr>
</tbody>
</table>
- T reads out each sentence and ask Ss what the “object pronouns” stand for.
- T concludes that “her, him, them” are used to stand for “people or things” appear at the end of a sentence.

| Practice (I) (Critical Framing) | - Ss in pairs are given a copy of the story (notebook, WS 1). They are to use suitable object pronouns (her/ him/ them) to replace the underlined objects in sentences.  
- T checks answers with Ss.  
- T discusses what the highlighted object pronouns (me/ you/ us) in the story stand for.  
- Ss respond accordingly. | Linguistic | 10 WS 1 |

| Practice (II) (Critical Framing) | - Ss are to do classwork (WB P.7-8) | Linguistic | 10 WB P.7-8 |

| 1 Assignment | 1) Gr P.7,8 |
| | 2) Rev: EB P.4 (B: 7-11) |

| Listening: Chapter 2 | | | | 40 |
Mary Mouse is playing with her little brother and sister, Matt and Millie (them), in the forest. “Ha Ha!” laugh the little mice.

Leo Lion is sleeping nearby. The noise wakes the lion (__________). He is angry. “Roar!” he shouts at the mice (__________). Matt and Millie are afraid. They hide behind Mary (__________). “Don’t hurt my brother and sister (__________),” says Mary.

“Ha! What a brave mouse!” says Leo.

“Please don’t eat my sister (__________),” says Matt.

“Mary looks after us. She can look after you too,” says Millie.

Leo laughs at the mice (__________). “A tiny mouse can’t look after me! You’re funny. You can go.”

Later Mary is walking in the forest. She sees Leo Lion (__________) in a net. He cannot get out. “I can help you,” says Mary. “A mouse can’t help me,” says Leo.

Mary bites a hole in the net. Leo is free.

“Thanks a lot!” says Leo. “You’re a small mouse but you’re a big friend.”
<table>
<thead>
<tr>
<th>Revision: EB P.4 (B: 1-6)</th>
<th>Revision: EB P.4 (B: 1-6)</th>
<th>Revision: EB P.4 (B: 1-6)</th>
</tr>
</thead>
</table>
| 1) The cartoon is ___________.  
   All the children like to watch it. | 1) The cartoon is ___________.  
   All the children like to watch it. | 1) The cartoon is ___________.  
   All the children like to watch it. |
| 2) Mary Mouse is ___________.  
   She is not frightened of Leo Lion. | 2) Mary Mouse is ___________.  
   She is not frightened of Leo Lion. | 2) Mary Mouse is ___________.  
   She is not frightened of Leo Lion. |
| 3) The baby is so ___________.  
   You need to carry it carefully. | 3) The baby is so ___________.  
   You need to carry it carefully. | 3) The baby is so ___________.  
   You need to carry it carefully. |
| 4) Miss Shiu is ____________ to see the noisy students. | 4) Miss Shiu is ____________ to see the noisy students. | 4) Miss Shiu is ____________ to see the noisy students. |
| 5) It is so dark. I am very ____________. | 5) It is so dark. I am very ____________. | 5) It is so dark. I am very ____________. |
| 6) Henry is a ____________ boy.  
   He doesn’t listen to the teachers and he often shouts at his classmates. | 6) Henry is a ____________ boy.  
   He doesn’t listen to the teachers and he often shouts at his classmates. | 6) Henry is a ____________ boy.  
   He doesn’t listen to the teachers and he often shouts at his classmates. |
**Lesson 5 - Topic: Writing**

*Objectives*: After the lesson, Ss should...
1) be able to write up a story mind-map of their own animal fable about friendship;
2) be able to write up a story with animals as characters;
3) be able to construct the story with a moral teaching.

**Teaching materials:**
Mind-map, free-writing book

**Blackboard Arrangement:**

<table>
<thead>
<tr>
<th>****</th>
<th>Moves &amp; Stages</th>
<th>Activities</th>
<th>Types of Multiliteracies</th>
<th>Time/Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-writing (Overt Instructions)</td>
<td>-T informs Ss that they are going to write a fable about friendship.</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-T revises with Ss the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) What is a fable? What are the characteristics of a fable? (animal characters, a moral teaching)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) What is the structure of a story mind-map? (setting, characters, events, ending)</td>
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<tr>
<td></td>
<td></td>
<td>-T states that in their stories, Ss need to use “object pronouns” to stand for the characters to avoid redundancy.</td>
<td></td>
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</tr>
</tbody>
</table>
| 1 | While-writing  
(Transferred  
Practice) | **Individual/ Pair Work**  
-Ss first construct the mind-map & get feedback from T.  
-Ss are to write their stories after getting T’s approval. | Visual, linguistic |
| 2 |   |   | 10  
Mind-map |
| 3 |   |   | 20  
WS  
(writing) |
|   | Post-writing  
(Critical Framing) | -Ss in pairs share their writings and guess the moral teachings of others’ writings.  
(**Ss who finish writing fast will do this task in class. The others will do it later after the lesson.) |   |
|   | Assignment | 1) GWS(2.3) P.1-2  
2) Rev: EB P.5 (C) |   |
What can we learn from the story? ____________________________________________

____________________________________________________________________________

Setting

Place

Characters

Events

1)

2)

3)

4)

What can we learn from the story? ____________________________________________

____________________________________________________________________________
**Write a fable about friendship.**

<table>
<thead>
<tr>
<th>teaching</th>
<th>teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>setting</td>
<td>setting</td>
</tr>
<tr>
<td>Time:</td>
<td>Time:</td>
</tr>
<tr>
<td>Place:</td>
<td>Place:</td>
</tr>
<tr>
<td>animal</td>
<td>animal</td>
</tr>
<tr>
<td>characters</td>
<td>characters</td>
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<tr>
<td>events</td>
<td>events</td>
</tr>
<tr>
<td>1)</td>
<td>1)</td>
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<tr>
<td>2)</td>
<td>2)</td>
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<td>3)</td>
<td>3)</td>
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<tr>
<td>4)</td>
<td>4)</td>
</tr>
<tr>
<td>ending</td>
<td>ending</td>
</tr>
</tbody>
</table>

Paragraph 1  The setting and the characters
Paragraph 2  The events of the story
Paragraph 3  The ending with the teaching
Appendix 10
Lesson Plans: Theme 2 (Now and then)

Date__________________      Class: P.3      Time: 40min

**Objectives**: After the lesson, Ss should...
1) be able tell the physical appearance and the eating habit of the 1-year-old twin pandas, Mei Lun & Mei Huan;
2) be able tell the physical appearance and the eating habit of the baby pandas.

Teaching materials:
Websites (www.zooatlanta.org/home), WS (report, in notebk)

Blackboard Arrangement:

<table>
<thead>
<tr>
<th>****</th>
<th>Moves &amp; Stages</th>
<th>Activities</th>
<th>Types of Multiliteracies</th>
<th>Time/Teaching Aids</th>
</tr>
</thead>
</table>
| Motivation | -T: We have just read a story which is about animals. Today we will really study a special kind of animal.  
- T: This kind of animal can only be found in China. It is black and white. Who is it?  
-Ss guess it accordingly. (panda) | Visual, linguistic | 5 |
| Pre-task | -Ss sit in pairs with a computer.  
- T: What do you know about pandas?  
-Ss answer accordingly.  
- T shows a website of “Atlanta Zoo”.  
- T introduces 2 twin pandas “Mei Lun & Mei Huan” to Ss described on the website.  
- T: In Atlanta Zoo, in the US, there live 2 twin pandas. They are called Mei Lun & Mei Huan.  
- T: Mei Lun & Mei Huan are twins pandas. They live in the Atlanta Zoo in the US. They are now 1 year old.  
- T shows the picture of the 1-year-old twins. | Visual, linguistic | 15 |
| Overt Instruction | -T: Now they are 1 year old.  
1) What colour are they? (black & white)  
2) Where can you see the black colour on their bodies? (ears, eye patches, muzzle, legs, shoulders)  
3) What colour is it for the rest of their bodies? (white)  
4) Can you guess how heavy is each of them? (about 50-60 pounds)  
5) What is your weight? (Ss answer accordingly.)  
6) What do you think Mei Lun and Mei Huan like to eat? (bamboo, carrots, apples, sweet potatoes...)  
-T: Do you know how they looked like when they were still babies?  
1) Were they black and white?  
2) What heavy was Baby Mei Lun?  
3) Did Baby Mei Huan eat bamboo when it was small?  
4) What did they eat then?  
-Ss guess the answers.  
-T clicks “video & photos” & shows Ss the video of “360 days of the twins”.  
-Ss watch it on the main screen.  
-T: Can anyone tell me something you know about the 1-year-old twin pandas?  
-T prompts Ss to respond.  
-T: Can anyone tell me something you know about the baby pandas?  
-T prompts Ss to respond. | Task (Critical Framing) | Pair Work  
-T: Now in pairs you need to browse the “Learn about pandas” on the webpage to complete a report about Mei Lun & Mei Huan. | Assignment | 1) WB P.7-8  
2) RWS (2.1) P.1-2  
3) Rev: EB P.4 (B: 7-11) | Visual, linguistic | 20 WS (report) |
Report: Twin Pandas “Mei Lun” & “Mei Huan”

Visit the website: [www.zooatlanta.org/home](http://www.zooatlanta.org/home)

1) Follow this path to browse the information: Panda Cam -> Learn about pandas

-> video & photos

2) Complete the report below by filling in the blanks with suitable words.

<table>
<thead>
<tr>
<th>1-year-old panda cubs</th>
<th>• Now Mei Lun and Mei Huan are __________ year old.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• They __________ black and <em><strong><strong><strong><strong><strong><strong><strong><strong>. They have black fur (毛皮) on e</strong></strong></strong></strong></strong></strong>, e</strong></strong></em>_______ patches (小塊), muzzle (動物的口鼻), l__________, and sh______________. The rest of the animal’s coat is ________________.</td>
</tr>
<tr>
<td></td>
<td>• Mei Lun is about __________ to __________ pounds (磅) now.</td>
</tr>
<tr>
<td></td>
<td>• In the zoo, Mei Huan eats b______________, s______________ cane, b______________, c______________, a______________ and sweet p______________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baby pandas</th>
<th>• When Mei Lun and Mei Huan were born, they __________ very small and weak. The colour of their fur was __________.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Baby Mei Lun _____________ only about ¼ pound at birth.</td>
</tr>
<tr>
<td></td>
<td>• Baby Mei Lun and Baby Mei Huan drank _________________.</td>
</tr>
<tr>
<td></td>
<td>• 25 days after birth, the colour of their fur became (變成 ) black and _________________.</td>
</tr>
<tr>
<td></td>
<td>• After 72 days after birth, Baby Huan opened his ________________ fully.</td>
</tr>
</tbody>
</table>
### Giant Panda

<table>
<thead>
<tr>
<th>Geographic distribution (地理分佈)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giant pandas live in mountain in Sichuan, China.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical description (體格)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The giant panda is a black-and-white bear. It has black fur on ears, eye patches, muzzle, legs and shoulders. The rest of the animal’s coat if white. The panda’s thick, wooly coat keeps it warm in the cool forests.</td>
</tr>
<tr>
<td>Giant pandas have big and strong teeth for crushing hard bamboo. They can be as dangerous as any other bear.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Size (大小)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male pandas are bigger than female pandas. Male pandas can be up to 250 pounds; while female pandas are less than 220 pounds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status (現況)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are only about 1,600 pandas left in the forests in the whole world. More than 160 pandas live in zoos.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Span (壽命)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoo pandas can live up to 35 years. However, pandas living in forests live shorter than zoo pandas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diet (日常飲食)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pandas live in forests mainly eat bamboo.</td>
</tr>
<tr>
<td>In zoos, giant pandas eat bamboo, sugar cane, biscuits, carrots, apples and sweet potatoes.</td>
</tr>
</tbody>
</table>
Lesson 2 - Topic: Grammar & Reading (Now & Then)

*Objectives*: After the lesson, Ss should...
1) be able to tell the functions of “is/are” & “was/were”;
2) be able to tell the facts about Le Le and Ying Ying by completing a report on them;
3) be able to tell what the text (PLE P.20-21) is about by finishing the reading comprehension Ex. (GWS 3.1)

Teaching materials:
Report (Panda Mei Lun & Mei Huan), sentence stripes, PLE P.20-21, ebook, Report (Le Le & Ying Ying) (in Notebk), GWS (3.1)

<table>
<thead>
<tr>
<th><strong>Moves &amp; Stages</strong></th>
<th>Activities</th>
<th>Types of Multiliteracies</th>
<th>Time/Teaching Aids</th>
</tr>
</thead>
</table>
| **1** Presentation (I) (Critical Framing) | - T checks the answers to the report about Pandas Mei Lun & Mei Huan with Ss.  
- T highlights the use of “is/are” and “was/were” in the report by sticking the specific sentences from the reports on bb.  
- Ss are to think about when to use “is/are & was/were”.  
   (is/are: used in present situations; was/were: used in past situations)  
- T concludes the use of the different forms of “verb to-be”.  
   (*T shows the table PLE P.23.) | Linguistic, Visual, linguistic | 10 report sentence stripes |
| **2** (Overt Instruction) | | | |
| Pre-listening & reading (Situated Practice) | -T: Pandas Mei Lun & Mei Huan are living in the USA. Today we will come back to Hong Kong and learn something about the pandas who are living in Hong Kiong.
   1) Who are they? (Le Le & Ying Ying)
   2) Where can we find them in HK? (Ocean Park)
   3) How old are they now?
-T: Open your book & turn to PLE P.20-21. Listen & read the text about the conversation between Le Le & Ying Ying. Then complete the report about Le Le & Ying Ying by filling in the blanks with suitable words. | 5 |
| While-listening & reading | -T plays ebook (without showing the image; Ss are to read the text from their textbooks). | Audio & linguistic | 5 |
| 1, 2 Post-listening reading (Critical Framing) | -Ss in pairs are to complete the report about Le Le & Ying Ying (the table of information).
-T asks Ss to write inf. in the table on bb.
-Ss start to complete the written report accordingly.
-T checks the writing by asking Ss to write their sentences (in report) on bb. | Linguistic | 10 |
| 3 Classwork: GWS (3.1) P.1-2 | | Linguistic |
| Assignments | -Rev. bk: corr + sign
-GWS (2.3) P.1-2 | |
| **Follow-up: Writing (my favourite friend) 2nd draft | | 40 |
## Pandas in Ocean Park, Hong Kong

### In the past (在過去)
(e.g.: a few years ago, when it was born...)

<table>
<thead>
<tr>
<th>Colour</th>
<th>Weight</th>
<th>Height</th>
<th>Character</th>
</tr>
</thead>
</table>
| ______ | ______ g | ______ cm | 1) n__________
|        |        |        | 2) sh_____t   |
|        |        |        | 3) c__________|

<table>
<thead>
<tr>
<th>Colour</th>
<th>Weight</th>
<th>Height</th>
<th>Character</th>
</tr>
</thead>
</table>
| ______ | ______ g | XXXXXXXX | 1) st________g
|        |        |        | 2) g____________
|        |        |        | 3) c____________|

### Now

<table>
<thead>
<tr>
<th>Colour</th>
<th>Weight</th>
<th>Height</th>
<th>Character</th>
</tr>
</thead>
</table>
| ______ & ________ | ______ kg | ______ cm | 1) ________ kg
|        |        |        | 2) ________ cm tall |
|        |        |        | 3) ________ cm tall |

<table>
<thead>
<tr>
<th>Colour</th>
<th>Weight</th>
<th>Height</th>
<th>Character</th>
</tr>
</thead>
</table>
| ______ | ______ g | XXXXXXXX | 1) ________ kg
|        |        |        | 2) ________ cm tall |

### In the past: (was / were)

1) Le Le and Ying Ying (was / were) p__________.
2) Le Le (was / were) ________ g;
   while Ying Ying (was / were) ________ g.
3) Le Le (was / were) ________ cm tall.
4) Le Le (was / were) naughty, ________ and ________; while ______ (was / were) ________.
**Lesson 3 - Topic: Grammar & Vocabulary (Now & Then)**

*Objectives*: After the lesson, Ss should...
1) be able to use adjectives “good/naughty, weak/strong, careful/careless, shy/friendly” to describe people’s characters;
2) be able to use “is” & “was” to describe people’s characters in the past & at present.

**Teaching materials:**
Flash cards, Ppt (Praise: Now & Then), WS (Praise: Now & Then), PLE P.25, WS (sentence making)

<table>
<thead>
<tr>
<th>Blackboard Arrangement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the past</strong> (was/were)</td>
<td><strong>Now</strong></td>
</tr>
<tr>
<td></td>
<td>2007(8yrs ago)</td>
</tr>
<tr>
<td></td>
<td>2014(last year) 2015(now)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Baby</td>
<td>Praise</td>
</tr>
<tr>
<td>Child Praise ...</td>
<td>1) weak</td>
</tr>
<tr>
<td></td>
<td>2) careless</td>
</tr>
<tr>
<td></td>
<td>3) shy</td>
</tr>
<tr>
<td></td>
<td>4) good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Moves &amp; Stages</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Types of Multiliteracies</strong></th>
<th><strong>Time/Teaching Aids</strong></th>
</tr>
</thead>
</table>
| Revision           | -T drills Ss to read aloud PLE P.20-21.  
                    -T checks answers to the “Panda Report” (about Le Le only).  
                    (*T drills Ss to use “was” or “is” to tell the answers in complete sentences) | Linguistic | 10 PLE P.20-21 Notebk |

(*T sticks flash cards and Panda report on bb before starting the lesson.*)
In the past
1) What colour was Le Le when it was born? (It was pink.)
2) How heavy was it when it was born? (It was 100g.)
3) How tall was it when it was 1 year old? (It was 50cm tall.)
4) Was Le Le tall? (No, it wasn’t tall. It was short.)
4) What was Le Le like in the past?
   (It was short. It was naughty and careless.)

Now
1) What colour is Le Le now? (It is black and white.)
2) How heavy is it now? (It is 95kg.)
3) How tall is it now? (It is 170cm tall now.)
4) What is Le Le’s like now? (It is strong, good but careless.)
   -T concludes: In the past Le Le was naughty but now it is good.

1,2 Presentation
   (Situated Practice)
   -T: Le Le and Ying Ying are lovely. We can see how they grow and change in appearance at Ocean Park. Today I want to share the change of my own daughter, Praise.
   -T: Here are some words. They can be used to talk about my daughter, Praise. Let’s learn them first.
   -T shows flash cards and drills Ss the vocabulary.
   -T: Before I show you my daughter’s photos, let me give you some details about my daughter first.
   -T draws a timeline on bb. and marks the following times as she gives the information (2015, last year 2014, 8 years ago 2007).
   -T shows Ss a ppt about the photos of her daughter (now & then).
   -T: Look at this baby. She is Baby Praise...
-T shows another set of slides of Child Praise. Now she is 7 years old. She is a Primary 2 student...
-T shows slides of photos of her daughter to introduce the following vocabulary: good/naughty, weak/strong, careful/careless, shy/friendly
-Ss choose the suitable words to describe Baby Praise & Child Praise as T presents ppt. & T writes the suitable adjectives under “in the past” and “now” accordingly.
-T drills Ss the adjectives.

<p>| 1,2 | Practice (Critical Framing) | -Ss are given WS to write sentences describing Praise. (**e.g. When Praise was a baby, she was shy. Now she is friendly.) -T concludes again the use of “is/was”. | Linguistic | 15 WS (Praise: Now &amp; Then) |
| --- | --- | --- | --- |
| Assignment | 1) GWS (3.1) P.1-2 2) Rev.: EB P.6 (1-4) | | |</p>
<table>
<thead>
<tr>
<th>MISS SHIU’S DAUGHTER, PRAISE</th>
<th>MISS SHIU’S DAUGHTER, PRAISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>When Praise was a baby, she was ...</td>
<td>Now Praise is 8 years old. She is ...</td>
</tr>
<tr>
<td>1) _____________________</td>
<td>1) _____________________</td>
</tr>
<tr>
<td>2) _____________________</td>
<td>2) _____________________</td>
</tr>
<tr>
<td>3) _____________________</td>
<td>3) _____________________</td>
</tr>
<tr>
<td>4) _____________________</td>
<td>4) _____________________</td>
</tr>
</tbody>
</table>

**What can you say about Praise as a baby and as a child?**

1) When Praise was a baby, she (is / was) ___________________.
   Now she (is / was) ___________________.

2) When Praise _______ a baby, she _______  ___________.
   Now she _______  _______________.

3) When Praise ________________________________________,
   she ____________________________________________.
   Now she ________________________________________.

4) When __________________________________________,
   she ____________________________________________.
   Now she ________________________________________.
<table>
<thead>
<tr>
<th><strong>MR CHENG’S SON, RONNIE</strong></th>
<th><strong>MR CHENG’S SON, RONNIE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>When Ronnie was a baby, he was ...</td>
<td>Now Ronnie is 18 months old. he is ...</td>
</tr>
<tr>
<td>1) _____________________</td>
<td>1) _____________________</td>
</tr>
<tr>
<td>2) _____________________</td>
<td>2) _____________________</td>
</tr>
<tr>
<td>3) _____________________</td>
<td>3) _____________________</td>
</tr>
<tr>
<td>4) _____________________</td>
<td>4) _____________________</td>
</tr>
<tr>
<td>What can you say about Ronnie as a baby and as a child?</td>
<td>What can you say about Ronnie as a baby and as a child?</td>
</tr>
<tr>
<td>1) When Ronnie was a baby, he (is / was) ________________ .</td>
<td>1) When Ronnie was a baby, he (is / was) ________________ .</td>
</tr>
<tr>
<td>Now he (is / was) ________________ .</td>
<td>Now he (is / was) ________________ .</td>
</tr>
<tr>
<td>2) When Ronnie _____ a baby, he _____ ____________ .</td>
<td>2) When Ronnie _____ a baby, he _____ ____________ .</td>
</tr>
<tr>
<td>Now he _____ ________________ .</td>
<td>Now he _____ ________________ .</td>
</tr>
<tr>
<td>3) When Ronnie ______________________________________ , he __________________________________________ .</td>
<td>3) When Ronnie ______________________________________ , he __________________________________________ .</td>
</tr>
<tr>
<td>Now he ______________________________________ .</td>
<td>Now he ______________________________________ .</td>
</tr>
<tr>
<td>4) When __________________________________________ , he ______________________________________ .</td>
<td>4) When __________________________________________ , he ______________________________________ .</td>
</tr>
<tr>
<td>Now he ______________________________________ .</td>
<td>Now he ______________________________________ .</td>
</tr>
</tbody>
</table>
**Lesson 4 - Topic: Grammar & Vocabulary (Now & Then)**

*Objectives*: After the lesson, Ss should...

1) have revised the adjectives “good/naughty, weak/strong, careful/careless, shy/friendly” to describe people’s characters;
2) have practised to use “are” & “were” to describe people’s characters in the past & at present;
3) be able to “is/are” & “was/were” to describe people’s characters in the past & at present.

**Teaching materials:** Flash cards, PLE P.23 & 25, WS (sentence making), sentence stripes

**Blackboard Arrangement:**

<table>
<thead>
<tr>
<th>Past time</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This morning</td>
<td></td>
<td>He was good.</td>
</tr>
<tr>
<td>Yesterday</td>
<td></td>
<td>She was shy.</td>
</tr>
<tr>
<td>Last Monday</td>
<td></td>
<td>I was naughty.</td>
</tr>
<tr>
<td>Two days ago</td>
<td></td>
<td>You were weak.</td>
</tr>
<tr>
<td>Last week</td>
<td></td>
<td>They were careless.</td>
</tr>
<tr>
<td>Last night</td>
<td></td>
<td>We were careful.</td>
</tr>
</tbody>
</table>

**8 flash cards (adj. to describe character)**

<table>
<thead>
<tr>
<th><strong>Moves &amp; Stages</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Types</strong></th>
<th><strong>Time/Teaching Aids</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Revision</td>
<td>-T drills Ss the target vocabulary.</td>
<td>Visual,</td>
<td>5</td>
</tr>
<tr>
<td>1,2 Presentation</td>
<td>(*TV screen shows PLE P.23: the use of “was/were”)</td>
<td>linguistic</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>-T verbally tells some situation and Ss are to respond with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the following structures: e.g. He/She was good.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) (*T shows the time phrase “this morning”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This morning Tom helped an old lady cross the road.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do you think about Tom? (He was good.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(*T sticks the sentence stripe “He was good.” on bb.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) (*T shows the time phrase “yesterday”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yesterday Little Mary met some new friends but she</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>was so scared and she turned away</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do you think about Little Mary? (She was shy.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Last Monday you played tricks on your classmate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1) I was naughty.

4) Two days ago I got the flu and became sick. (You were weak.)

5) Last week John and Matt played football and fell. They got hurt. (They were careless.)

6) Last night we finished our homework without making any mistakes. (We were careful.)

-T asks Ss to open PLE and turns to P.23.
-T concludes how to use “am/is/are” and “was” & “were”.

| Practice (Critical Framing) | -T: Turn to PLE P.25. This is a school newsletter of Sunny School.
Look at these children. They are schoolmates in Sunny School.
Look at these children. David & Jimmy from Primary 3 say, “2 years ago, we were careless. What about now?”
-Ss: They say, “We are careful.”
-T: Right! Now continue to read the school newsletter to tell what the teachers and students write about themselves and complete the newsletter for them.
-Ss in pairs finish the exercise.
-T checks the answers with Ss. | Visual, linguistic | 10 PLE P.25 |

| Production (Transformed Practice) | -T: I want to learn more you.
1) What were you like last year when you were a P.2 student?
2) What are you like now as a P.3 student?
-Ss are given a WS (sentence making) and write down at least 3 sentences to tell their changes.
(*Last year I was lazy because I did not like to study. This year I am hard-working because I do my homework well.)
-T walks around to help Ss with vocabulary and tenses.
-Ss share with one another about how they were/are like. | Linguistic | 10 WS (sentence making) |

Assignment | 1) WB P.9-10, 11-12 | 2) GWS (3.2) P.1-2, GWS (3.3) P.2 | 3) Rev: EB P.6 (5-8) |
Use the following words if necessary to tell the change of you and your classmates from Primary 2 to Primary 3.

<table>
<thead>
<tr>
<th>good/naughty</th>
<th>weak/strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>careful/careless</td>
<td>shy/friendly</td>
</tr>
<tr>
<td>lazy/hard-working</td>
<td></td>
</tr>
</tbody>
</table>

1) Last year I (was/were) ________ because I ________________________________.
   This year I _______ _________ because I ________________________________.

2) Last year my friend, ________, (was/were) ________ because ____________________.
   This year he/she _______ _________ because ________________________________.

3) Last year our whole class (was/were) ________
   Because they ________________________________.
   This year they _______ _________ because ________________________________.
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| 1) Little May did not like to meet friends. She was _________________.
| 2) Tom liked to play tricks on friends. He was _________________.
| 3) Alice helped the old woman. She was _________________.
| 4) John and Sue were nice to classmates. They were _________________.
| 5) You were sick last week. You were ________________.
| 6) We could carry the big box. We were ________________.
| 7) I made mistakes in my homework. I was ________________.
| 8) You never made mistakes. You were ________________. |