

The Study and Improvement of the Current Springboard Program English as a Foreign Language Curriculum

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An Interactive Qualifying Project Report submitted to the Faculty of the Worcester Polytechnic Institute in partial fulfillment of the requirements for the Bachelor of Science degree

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May 16, 2008

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Abstract

Caritas-Hong Kong, a Hong Kong based social service organization with an interest in education, is concerned about the weak English skills of Springboard Program students and for this reason sponsored this project. The goal of the project was to develop more effective teaching materials and provide suggestions for the future development of the Springboard English as a Foreign Language Program. Several new EFL teaching modules were developed and tested based on an evaluation of student and teacher needs.

Acknowledgements

The project team would like to thank Caritas-Hong Kong for sponsoring this project. Ms. Amy Chan, Ms. Catherine Li, and Mr. Andrew Ma did a great deal to open Caritas and the Springboard Program to us. Ms. Alice Chan, Assistant Organizer for Academic Affairs, was a fantastic liaison and organizer. She put in a great deal of personal time and effort. Ms. Chan was invaluable to the success of this project. Also at Caritas we would like to thank the teachers who allowed us to observe their classes and interview them individually. We are especially grateful to the teachers who allowed us to test our experimental modules in their classrooms, delaying their start on the current syllabus. Everyone in Caritas who was involved in the project willingly gave us their valuable time and kind support.

Several other organizations were of great help to the completion of this project. Ms. Katherine Fung-Surya, Director of the Institute of International Education, gave us insight into the TOIEC Exam, employer contacts, and educational insights. She also allowed us freedom to use resources at her offices. Ms. Amelia Cheung, Director of Personnel and Training at the Kimberley Hotel, was a great help in giving us background on the Hong Kong hotel industry and its difficulties with the current English proficiency levels in Hong Kong. Mr. Anthony Koo, Director of Itventures Limited, and Mr. Chee-Lung Tham, Managing Director of Executive Interim Management, enlightened us on the serious and humorous sides of poor English proficiency in the workplace. Thank you again to all the employers and directors who made time for our inquiries.

Finally, the project team would like to acknowledge our advisors: Professor Creighton Peet and Professor Y. H. Ma. Their guidance and skilled editorial pens gave the project cohesiveness and direction. They sincerely believed in our success and helped us achieve it.

Executive Summary

Caritas-Hong Kong, a Hong Kong based social service organization with an interest in education, is concerned about the weak English skills of Springboard Program students and for this reason sponsored this project. The goal of the project was to develop more effective teaching materials and provide suggestions for the future development of the Springboard English as a Foreign Language (EFL) Program.

In the United States, an extensive literature review was conducted to form a solid theoretical foundation for effective EFL instruction. In Hong Kong, the current EFL curriculum in the Springboard Program was studied by interviewing teachers, students, and employers. The resulting information was used to develop EFL class modules that were tested and evaluated by Springboard teachers and students. Based on the feedback on the modules and interview information, recommendations for future educational developments in the Springboard EFL program have been made.

The project team observed five of the eleven Caritas Springboard EFL classes. A wide range in teaching styles, classroom sizes, and student proficiency levels were noted. All but one of the classes were taught mostly in Cantonese. The fifth class was taught entirely in English. This class had students with the highest English proficiency. This class also had the most motivated and well-behaved students. The other classes had students of lower motivation with varying levels of disobedience.

The teachers of the five observed classes were interviewed individually. Most of the teachers had little experience and little if any teacher training. Teachers felt the current material was too difficult for the students. They also felt the students were unmotivated and lacked fundamental English skills. Teachers wanted more freedom to teach at an appropriate pace and level for their students as well as the freedom to supplement the provided materials with their own.

Two focus groups were held with students from the observed classes. Like the teachers, they also felt the current material was too difficult. They felt the material didn't teach practical language skills for everyday life. The students wanted fewer lectures and more interactive activities. All students felt learning English is important.

Four employers were interviewed to find out English proficiency requirements for various areas of employment. All employers said English skills were important, but

depending on the area of business, different skills were emphasized. One employer said writing skills were the most important, but another felt speaking was the most important for their positions. Overall, high English proficiency is needed, and all employers have had trouble finding qualified applicants to fill their positions.

A new teaching module with the theme, “My School Life” was developed and tested on two of the observed classes. The most proficient and least proficient classes were chosen. A module is a week to two-week long session of classes bound by a common theme. Various activities incorporating reading, writing, speaking, and listening skills are incorporated into the theme. The students were taught the sample material for one week. They were given a pre-exam and a post-exam to monitor their improvement. The students were also given a satisfaction survey at the end of the week.

Surprisingly, the students did much worse on the post-exam than the pre-exam. In re-evaluating the exams, it was found that the post-exam was harder than the pre-exam. One week also may not have been enough time to allow for measurable improvements. Students tended to do well on the fill-in-the-blank portion of the exam but had more difficulty with the listening and reading comprehension.

The students reported they enjoyed the experimental materials more than their current materials overall. They especially enjoyed the interactive activities. The more English proficient class enjoyed the experimental material more than the less proficient class. Most students reported that the material was not difficult, and some even reported that it was too easy. This contrasts with their poor performance on the exams.

To combat the lack of experienced English teachers, Caritas should consider providing more training for its instructors. It may also wish to begin a mentoring program that pairs experienced teachers with inexperienced ones. This would allow new teachers to gain insight and skills without as many costly training seminars. All EFL teachers should also get together quarterly to discuss their difficulties and discoveries. Caritas should encourage the free flow of information among teachers to encourage development.

Springboard teachers and course developers should complete the development of new materials started by the project team. The materials should focus on practical, everyday language skills and be based on topics of interest to Springboard students. The materials should be activity based and allow adequate freedom to allow teachers to meet the unique needs of their students.

Disruptive behavior should not be tolerated in the classroom. This hinders the ability for serious students to learn. Caritas should develop policies to define acceptable class

conduct. It should also provide teachers with appropriate authority and methods for maintaining control of their classrooms. This will allow both students and teachers to excel in the Springboard Program.

To help students in the long term, Caritas should encourage the involvement of parents in their children's education. Parents should support their children and act as role models. In its primary and secondary schools, Caritas should emphasize the importance of learning English as it is being taught to help keep motivation to learn high. Hopefully, Caritas will be able to influence other educational institutions to follow its progressive lead.

Authorship

All project team members contributed to in editing all of the sections of this report.

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Methodology

Results and Discussion

Conclusions and Recommendations

Pre and Post Exams

Teacher's Manual

Modules One and Two

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Introduction

Conclusions and Recommendations

Appendix A

Module Four

Compiled and formatted entire report

Gregor Kronenberger:

Literature Review

Results and Discussion

Conclusions and Recommendations

Appendix O and Q

Module Three

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Chapter 1 - Introduction

Since the world is currently in the process of globalization, the English language has become an important factor in connecting people worldwide. It is widely used in business, communications, educational studies, technology, and diplomacy. Many international companies, organizations, and even governments use English as their predominant language for communication and business. Liu (1988) claims that the key language issue confronting Hong Kong is to maintain its international status in tourism, finance, trade, and industry, which will require English as the dominant medium of communication for the whole industry and business sector. For this reason, the need for English language fluency has become vital for employment, and the teaching of English as a second or foreign language has grown with this need.

Over the past few decades, teaching English as a Foreign Language (EFL) has changed immensely. To comply with the changes, the teaching methods and the teaching materials have been improved to meet the needs of diverse populations. English as a Foreign Language students vary not only in terms of their own purposes for learning English but also in terms of individual differences in learning styles and abilities due to their diverse educational and cultural backgrounds.

In Hong Kong, there has been a community-wide dissatisfaction over the years that the standards of English are falling, and teachers and students are not as good as before (HK Education Department, 1989). These concerns about falling English language proficiency have continued to this day (HKSAR Education Commission, Jan. 2002). Students who have graduated from high schools are believed to have inadequate English skills for success in higher education as well as for business applications. The reasons for this may vary. Students may lack motivation to learn English in school, or the teaching staff may have insufficient aids or training for teaching the students effectively. Alternatively, some language programs may not be geared to the needs of the particular students enrolled.

Caritas in Hong Kong, a non-governmental, Catholic social service organization, offers myriad services to all people regardless of race, sex or religion. A division of Caritas in Hong Kong, the Adult and Higher Education Service, offers many programs to individuals so they may strive for social, economic, and intellectual excellence. One program being offered by Caritas is the Springboard Program, which was designed particularly for students

who had low scores on the Hong Kong Certificate of Education Examination. The purpose of the Springboard Program is to offer students another chance to go on to higher education or better employment. This program includes various core topics such as Putonghua (Mandarin), Chinese (Cantonese), English and Communication Skills, to name a few. With English as one of the core subjects, Caritas is looking for an improved EFL curriculum that will best suit the needs of the Springboard Program in Hong Kong. To this end, Caritas has sponsored this project.

The objective of the project is to improve the EFL curriculum for the Springboard Program to help students improve their English language skills, whether it is grammar or conversation, improvement of test scores, or the general improvement of their overall English proficiency. Students will be better prepared for tests such as Test of English for International Communication exam, commonly known as TOEIC, so that they will be able to increase their job opportunities. Students will become equipped with more knowledge to succeed in the international workplace.

To achieve this objective, our initial step was to determine the needs of the students and to examine in what skills they need improvement and in what they excel. The next step was to design several teaching modules, which include student and teacher materials, focused on speaking and listening, reading, and writing as part of an EFL Course. Along, with the student and teacher materials, a teacher's manual was compiled to aid the teachers to develop their own modules. The modules were designed particularly for Hong Kong students with terms they can relate to and use in their everyday lives to increase their overall enthusiasm and motivation to learn. Once the test modules had been developed, Caritas employees taught one module so they could become familiar with how to teach it. Teaching the module was an effective way to test the module to discover any modifications that were needed. Finally, the students' achievements in the theme based, modular approach have been analyzed to draw conclusions and produce recommendations for future EFL development in Hong Kong.

Chapter 2 - Literature Review

2.0 General Language Instruction

2.0.1 Effective Teaching Methods

For a long time, foreign language teaching was generally done by teaching grammar and having students translate texts. This changed during the Second World War (Willis, 1973). The United States military realized that students using the method of translating texts and following grammar rules had not acquired sufficient skills for the military's needs. Hence the United States military and government started language training programs for personnel using native speakers of the foreign language. This approach, generally referred to as the linguistic approach to teaching a foreign language, though it was criticized at times, was widely used until 1970.

Wan (1996) has pointed out that two major approaches to teaching foreign languages are still being used. The two theories are generally referred to as the behaviorist and cognitive theories. The behaviorist theory is the same approach that Willis (1973) called the grammar and memorization method of teaching languages. Wan agreed with Willis that this theory was widely used until the 1960's. In the 1970's the cognitive approach became more popular.

The cognitive approach was developed based on how children learn their native tongue (Wan, 1996). As is commonly known, young children learn how to speak and understand a language before they learn how to read and write. In foreign language teaching, the new language is taught focusing on providing meaningful learning experiences. Discussions are to be focused on familiar topics or experiences that occur in real life situations.

Another interesting point, which was raised by Gebhard (1996), is that he strongly believed that the English as a Second Language (ESL) teachers' self development should be an integral part of improving the quality of teaching. Instead of teaching English in the way it had been done for years, Gebhard suggested that the teacher keep up with new developments in the field of ESL teaching strategies. This would discourage teachers from still teaching ESL in the inefficient grammar and translation method.

McGowen states it is important to note that there is a difference between teaching EFL and ESL (personal communication, November 12, 2001). EFL is teaching English in a

country where the native language is not English. ESL, on the other hand, is teaching English to non-native speakers in a country where English is the common language. This distinction might seem superfluous to the casual reader. One has to realize that the distinction between ESL and EFL has to be made, since students who will not be exposed to English outside of the classroom will not be able to achieve the same results at the same speed as students who are constantly exposed to English. Constant exposure to English in an ESL context will often yield better results in shorter amounts of time than what can be achieved with EFL during many years of learning.

The teacher was another main point of focus for Wan (1996). If the teacher does not provide the students with interesting material, the students will become inattentive. Wan suggested a combination of multiple methods to keep student interest and attention high during the course. On the one hand, the teacher should provide the students with positive feedback, thus giving them confidence in the development of their language skills. On the other hand, the teacher will need to create a learning environment that will allow the students to make errors without the fear of humiliation.

2.0.2 Classroom Style & Length, Homework Amount

Wan (1996) explained that a successful classroom must include topics and activities that are relevant and interesting to the learners. Teachers should provide a low anxiety setup, to allow students to take risks and not make them feel afraid to speak out. Wan quoted Krashen and Terrell (1983; Pica, 1994) explaining that, “Corrections are made through modeling from teachers or peers,” which explains how students often correct themselves based on the other members of the classroom. Only a low anxiety classroom can provide the students with the environment necessary for effective learning.

Even if the classroom provides a comfortable setup for the students, the ESL teacher has to realize how little influence the classroom time has on the student (Marckwardt, 1973). For a normal high school student, a 45-minute class period will account for less than five percent of the day. This clearly limits the amount of English which can be acquired in school.

According to Duemmel (personal communication, Nov. 2001), an ESL teacher at Worcester Academy, Worcester, MA, and Michael Aymie (personal communication, Dec. 2001), who is teaching ESL at Bunker Hill Community College in Boston, the ideal class size

is about 8 to 10 students. Their regular classroom activities have included group and individual readings followed by discussions on the readings. Multimedia, such as video tapes, were also used for further understanding of the reading. Grammar exercises are felt to be boring by students but are needed to reinforce the fundamentals.

The homework assigned to the students tends to be short in length. The teachers expect the students to use the homework for repetition and also for review of the lesson they learned that day. An example of homework assigned to students by Duemmel for one night would be grammar exercises of about two pages. Most of the work would be done in class, while the homework would be to strengthen that material at night. Aymie feels (personal communication, Dec. 2001) that lengthy homework assignments should be unnecessary. Too much homework will cause the students to fall behind in class work. Watching the students work in class allows the teacher to determine what the length of the homework that night should be.

Since the homework will not be of great significance, in-class exercises are quite important. Gebhard (1996) gave many examples of efficient exercises to be done during the class time. For advanced students Gebhard suggested using either Dialogue Writing or Buzz Groups as activities to teach communication skills. In Dialogue Writing, each student would write up a short dialog, and then that dialog would be acted out by a set of different students. Buzz Groups would require the teacher to split the class into smaller groups of students, who would discuss an issue presented by the teacher. This activity could be enhanced by asking the students to plan an activity that they would do in the future.

For listening exercises, Gebhard (1996) suggested that the teacher read to the students or play a tape recording. He stressed that it is more important that students understand the English which is spoken generally than to learn an exact translation. If students were able to understand the meaning of certain words from the context, which he calls top-down processing of language, they would interact with the other culture more easily. An example of this problem would be a student ordering at a fast food restaurant and not understanding the questions posed by the server. If the student is a good bottom up processor, he might not understand the server speaking to him or her quickly when it comes to whether the food is to be taken out or eaten in. A good top-down processor, on the other hand, would be able to infer the question from the context and would not necessarily need to understand every word.

Gebhard (1996) also stressed that when teaching advanced students how to do composition writing, the teacher should take the students through the process of doing composition writing and explain the phases that go into developing the essay. He

underscores that it is important to teach the students how to go about drafting and revision, as well as to help them understand the concepts of getting started, such as brainstorming.

In order to teach students how to read for meaning, Gebhard (1996) suggested an exercise called “The Best Title”. This exercise asks students to read a paragraph in a specified amount of time and choose the most appropriate title for the paragraph from a list. This would force the students to read quickly and skip words, but even if they do not understand the complete text, they should be able to choose the best title, since they would understand the overall meaning.

2.1 English as a Second or Foreign Language Specific Information

2.1.1 Effective English as a Second or Foreign Language Instruction

Both Willis (1973) and Alatis (1970) agreed that Charles Fries was the first major advocate for the oral or linguistic approach to teaching languages. Alatis pointed out that a major change in teaching foreign languages took place when the US government sponsored teachers in teaching ESL during the summers of 1964-1968. During this time, close to 1,600 ESL teachers were trained under the program called the National Defense Education Act (NDEA). The NDEA was first established in 1958 but did not include the language training program until it was supplemented in 1965.

The Act and the associated programs had a significant effect on the ESL teaching situation in the 1960's. Alatis (1970) pointed out that a majority of the teachers then desired to receive further instruction in ESL. Continued training in ESL instruction needs to include studies on what language is and how humans acquire the ability to use language to communicate.

Mackey (1973) wrote that a language is much more than a collection of words in a dictionary, but rather it is a code to transmit information between individuals. Hence teaching just the words of a language would not be sufficient to learn it. Marckwardt and Fox (1973) reinforced this point by reminding the reader that humans, as a species, were using verbal communication long before written.

Mackey (1973) also commented that a major problem with learning ESL is that many students learn the language by reading first, which often causes them to associate the wrong sound with some words. Another common mistake is that these students often think that two words which are spelled the same way are pronounced the same way as well, which is often

not correct (Mackey, 1973). For example, a student could easily believe that the double ‘o’ in ‘door’ and in ‘choose’ are pronounced the same way. This point is once again supported by Marckwardt and Fox (1973), who urged teachers to stress speaking during and outside of the classroom to build students’ confidence.

One problem seen by many authors is that the students are not willing to speak English during class time. Gebhard’s (1996) solution was based on using an interactive classroom to force students to speak more English. Unlike most classroom settings, where the teacher usually asks grammar questions, or questions based on the text that is currently being read, Gebhard recommended that the teacher get more involved in the students’ private life. He reasoned that the students would show more interest in interacting in the classroom, if the topic being covered was one that affected them personally.

The importance of English in everyday life is a point on which Wiola (1997) decided to focus. She claimed that in Hong Kong many students are aware of the fact that they could get by in everyday life without speaking a single word of English. If the teacher could show the student that there are good reasons to know English, the students’ motivation would surely increase (Gebhard, 1996).

One major pitfall, which is to be avoided if at all possible, is not to use the primary language to translate texts (Krashen, 1985). Krashen warned that if the students knew that they would have the text translated for them after it had been read, they would not put all the effort they could into trying to understand the text in the original language. Consequently extreme caution should be used when speaking in the students’ native language during the class time.

2.1.2 General Course Layout

Analyzing the students’ needs and defining objectives for a course are important tasks, which every teacher has to undertake before starting a course (Valdez, 1999). Valdez pointed out that many authors have made a point of using standardized tests to evaluate the needs of the students at various points before, during or after the course. Willis and Fox (1973) agreed with this. They emphasized that teachers need to set achievable goals for the course and structure the course accordingly.

2.1.3 Topics to be Covered

Gebhard (1996) and Wong (2000) agreed that it is important to teach the students effective discussion strategies. Gebhard and Wong explained that the students need to be able to hold effective discussions because they will not be completely involved in the language until they do so. While Wong believed that limited English proficiency will limit the outcome of the strategy training, Gebhard urged teachers to incorporate discussion skill training early on in the learning process.

Apart from this innovative idea, there are some standard topics that need to be covered in a course for it to be effective. Grammar, for example, should be taught in a communicative context (Wan, 1996). This will shift the focus of the students away from memorization towards a more integrated approach, which would stress the students' understanding. Vocabulary can be taught the same way, since the students would learn the terms being used inside the classroom. Since the students would not memorize the terms, but rather understand their meaning in the foreign language, the retention time would increase.

2.3 English as a Foreign Language for Chinese Speakers

2.3.1 Frequent Problems for Chinese Speakers Due to Language Structure

While there are many problems and solutions common to all EFL courses, it is clear that most speakers of a certain native language usually have troubles in the same areas, when acquiring English as a foreign language. Native speakers of the Chinese language usually have trouble with pronunciation, as pointed out by Cheng (1998). In order to deal with poor English pronunciation, Cheng (1998) stressed the importance of phonetics and pronunciation training with Chinese students. With correct pronunciation, better speaking skills and confidence will develop. He offered several strategies such as songs, poems, and materials that are meaningful to the students. Also, assessing students' progress and strengthening weak points are a must. A short phonetics course will greatly help the students with their overall progress in learning English.

Apart from pronunciation issues, students in Hong Kong often have problems with writing compositions. "In a typical composition class in Hong Kong, the teacher writes down

the topic on the board, asks the students if they understand the topic and then the students are left alone with the writing process” (Wan, 1996, p. 7). The problem with this is that many students have trouble coming up with ideas to develop the content of their writing assignment. The reasons for this problem are various but are often related to the lack of knowledge on the topic and a high anxiety level because they are afraid to see correction marks on their returned paper. Students may also be overly concerned about grammatical rules, content, and style.

Wan went on to explain that the students were used to changing complete sentences in their compositions, if they could not find a word for the translation (Wan, 1996). To solve this problem, the teaching style has to be changed to allow students to compensate for a single missing word and work around the problem in a context similar to reading for meaning, rather than scrapping the sentence.

Wan also explained that while education in Hong Kong was intended to produce bilingual individuals who could speak, read, and write interchangeably in two languages, the education was based on the behaviorist theory for second language teaching approaches (Wan, 1996). Wan preferred his integrative approach rather than the traditional behaviorist theory, since he believed it to be more effective.

2.3.2 Current State of Affairs in Hong Kong

In 1983, the Hong Kong government had proposed to change the way English was taught. Instead of keeping the oral-structural approach, which was popular in the 1970’s, the teachers were supposed to use the communicative approach (Chan, 2001). With the reforms ratified almost two decades ago, one would expect that the teachers would be currently using the new approach. Looking at the 1999 Syllabus for Secondary Schools (The Education Department, 1999), we can see that these changes have been implemented officially. According to Chan (2001) there are multiple reasons preventing the teachers from using the communicative approach, although it is suggested in the syllabus. The lack of experimental textbooks and overcrowded classrooms are two major obstacles to implementing the reforms. The proposal was a step in the right direction, since it incorporated the ideas of a more communicative, hence more modern, approach to teaching EFL. However, due to various factors, such as those discussed above, schools are not complying with the government reforms.

A large part of education in Hong Kong is driven by examinations (Chang, 2001). Students' chances in continuing on in education and in the job market are influenced by their scores on these examinations. Hence the teachers are not willing to shift their focus from developing strong grammar skills into more conversational topics, which would be required to conform to the 1983 proposal.

Another problem is that the students are not motivated to use English outside the classroom, because they believe that they will not need English, unless they are in high-ranking positions (Chang, 2001). Due to the lack of usage outside the classroom, the students are uncomfortable and anxious about speaking English. Inside the classroom they are afraid of being corrected by the teacher, if their spoken English is poor. Hence, the students will be reluctant to speak with the teacher. Since students will not interact with the teacher in English, the latter will have more difficulty using English effectively in the classroom.

A third point is that many teachers in Hong Kong are not trained to teach English and are not native speakers of English (Chang, 2001). Consequently, they are not teaching in English exclusively but are using both English and Chinese during class time. This will lead to students not trying to understand English, but waiting for the teacher to repeat it in Chinese.

Large class sizes and insufficient supplies of appropriate textbooks are limiting factors for any teacher wishing to try the communicative approach (Chang, 2001). Even if the teacher desires to have the students communicate more in the classroom, he or she is unable to do so, since there are too many students in each class to use teamwork effectively. Apart from that, the teacher will not be able to acquire good textbooks which support the innovative teaching style.

With teaching English as a Second or Foreign Language receiving much more attention than it used to and research being conducted to develop better teaching methods, it is easy to see that the way English is being taught as a foreign language is changing. Most new approaches are focusing on improving the interactivity in the ESL and EFL classroom and consequently training the oral and aural skills. All of our sources agree that this is a step in the right direction and that, while teaching grammar is important, the major focus should be on teaching speaking and interaction in the foreign language.

2.4 The Springboard Program

2.4.1 Overview of the Springboard Program

A new program providing EFL and other higher-level education in Hong Kong is the Springboard Program. Students in Hong Kong who fail to achieve a high enough score in the Hong Kong Certificate of Education Examination (HKCEE) are not allowed to proceed directly into post-secondary education (Chan, personal communication, January 7, 2002). The Springboard Program, which is offered by Caritas Adult and Higher Education Services among other educational institutions, gives these students an alternate way to continue with their education (Wong & Yeung, 2001). Students in the Springboard Program are required to participate in and pass two English courses.

The Project Springboard Program began in 2000, initiated by the Hong Kong Special Administrative Region (HKSAR) Government. The two major objectives are: “(a) develop students’ knowledge and skills comparable to those who had satisfactorily completed S5 general education, (b) enhance language proficiency for further studies and employment purposes” (Wong & Yeung, 2001). The program will be proven successful when the program has made differences in the students’ academics, their career paths, and their personal outlooks. It is supposed to help the students develop self-esteem, which these underperforming students are often lacking.

In the academic year 2000-2001, 3,119 students were offered the Springboard Program at nine tertiary institutions (Wong & Yeung, 2001). Each student was required to complete and pass ten subjects with a total of 600 contact hours to obtain a full certificate. Six of those ten classes are core subjects which include areas in English, Cantonese, Putong Hua (Mandarin), IT Applications, Mathematics in Practice, and Communication Skills; each class is composed of 60 contact hours. If a student completes the program and obtains a full certificate, the HKSAR Government will recognize the certificate as comparable to five passes in the HKCEE.

A reimbursement option is given to the students if they meet the requirements. Students may receive a refund of one-third of their tuition fee if they complete and pass the curriculum. For most of the English courses, there are twenty classes and each class lasts for two hours. It is possible for a student not to pass a subject if he or she fails to meet the

attendance percentage of 85%. This means that each student is allowed only three skipped classes per course.

In November 2001, a survey was conducted on the students who had completed the Springboard Program in the year 2000/ 2001 by the Federation for Continuing Education in Tertiary Institutions (FCE) (Wong & Yeung, 2001). Out of 3,119 students, only 2,416 responded (63% male, 37% female) and their results were analyzed. For the 785 students who reported being employed, 67.6% were employed full time. The remaining individuals, 32.3%, were employed part-time. Students who only partially completed the program were more likely to be employed part-time than students with a full certificate.

Looking at the data from the FCE study, it seems clear that many students do pursue some form of further education after completing the Springboard Program. On the other hand, a large number, about one third of the respondents, will enter the workforce immediately following the completion of the Program. This means that there is a good incentive to focus on work-related English skills within the EFL portion of the Springboard education.

Caritas Adult and Higher Education Services have received many complaints from both teachers and students that the current Springboard EFL curriculum is inappropriate (Alice Chan, personal communication, January 11, 2002). They claim that the curriculum is too hard and focuses on the wrong aspects of English.

2.4.2 Quality Assurance within the Springboard Program

As with any educational program, the results the Springboard Program can provide for students are often dependent upon the teacher. In order to achieve the most consistent results across the institutions within the Springboard Program an extensive quality assurance mechanism is in place (Caritas, 2001). This mechanism also aims to improve the overall quality of the Springboard Program.

With the quality assurance mechanism being manifold, the complete program is constantly being reviewed from multiple angles. This way, few errors and shortcomings will escape the process, and the Springboard Program will be improved. On the one hand, the current implementation is reviewed, and the teachers are required to evaluate their own success (Caritas, 2001). On the other hand, new teachers are required to satisfy certain requirements. The Caritas Springboard Program Management Committee (CSPMC) and the

Office of Academic Affairs (OAA) are the two major bodies in charge of quality assurance at all Caritas Educational institutes.

The OAA is responsible for academic planning, development, and validation of the Program (Caritas, 2001). The OAA monitors the review process to insure that the teachers are evaluated in a fair manner. It also evaluates the teachers' portfolios. The CSPMC is the policy-making and coordination body. It makes sure that the Program is consistent across the eleven Caritas institutes offering it.

To promote professional development, teachers are required to keep a portfolio (Caritas, 2001). This is a personal record of their development. A few of the items to be included in the portfolio are: a summary of teaching responsibilities, course development and modification, and descriptions/evidence of steps taken to improve one's teaching.

Class observations are conducted regularly by institution principals and CSPMC staff to "help them [teachers] identify ways of enhancing their professional skills and performance" (Caritas, 2001, p.3). Overall performance appraisals are performed by the principals of the individual institutes. This helps to provide positive feedback to the teachers and aid better planning and delivery of the curriculum. In this way the teachers are supposed to be encouraged to deliver consistently good work. Caritas believes that the teachers are subject to great amounts of criticism and should not be scolded from within the organization.

To insure a fair evaluation of students across the program, the teachers gather together at the end of each term. They also discuss teaching methods to ensure similar material is being covered in classes. This gathering serves as an audit function in itself. It also provides "an opportunity to enhance professional involvement and skills through collegial support in the form of encouraging teachers to address different conceptions and assumptions, make professional judgments, and justify them openly" (Caritas, 2001, p. 7).

Students and teachers are surveyed at the end of each term to collect their views on the current Springboard Program and whether it is reaching its goals (Caritas, 2001). Informal interviews and discussions with individuals and groups are also conducted. The collected information is sent to the Springboard PMC for evaluation.

Springboard is a new program and is continually being changed and refined (Caritas, 2001). It is striving for constant improvement in teachers, students, and outcomes. This dedication to advancement includes improving the EFL curriculum. If the Springboard Program can quickly prove to be effective, its long-term existence can be guaranteed.

Chapter 3 - Methodology

3.0 Introduction

The task to develop and test an entire EFL course in the Springboard Program is a major undertaking. The project team decided that instead of developing an entire course, we would develop a lesson format that can be expanded to fit an entire curriculum. The process has been divided into several stages.

3.1 Determine Needs of Students

To help determine first-hand what is lacking or excelling in the Springboard EFL curriculum, we sat in five existing EFL classes at various Caritas locations. The team went over written course materials being taught at that time to determine their content and emphasis. The team also observed teaching methods and classroom environment. Notes and observations are in Appendix D.

To understand the current conditions of EFL instruction in the Springboard Program better, we met with the EFL instructors individually at the visited Caritas institutions. Interviewing teachers on what they felt were their greatest challenges and greatest strengths allowed insight into what issues needed to be addressed within the Springboard EFL curriculum. A semi-structured interview format was used. Important issues, such as what topics are currently stressed in the Springboard curriculum, what activities teachers use in the classroom to address these topics, and how teachers judge their students' performance, were included. Questions and responses from the teacher interviews can be found in Appendix E.

Teachers interviewed were not selected at random. The project team interviewed the teachers whose classes were visited by the project team. The classrooms visited were determined by the pre-existing classroom visit schedule developed by Ms. Alice Chan, the assistant organizer for Academic Affairs of Caritas Adult and Higher Education Service. However, it is believed by the project team that a diverse range of classroom environments was observed, since the visits were at locations widely distributed across all of Hong Kong.

In order to develop a program that met students' expectations, it was necessary to determine their perceived needs. To help prevent issues of intimidation and translation, a focus group format was chosen for student interviews. Broad areas under consideration were

information expected from EFL courses and what they, the students, felt were their English language needs. Students were selected from the classes which had been chosen for the testing of the modules. Special care was taken to try to avoid having teachers translate for their own students. Despite this, inaccurate responses might have been given because the students might have felt uncomfortable criticizing their teacher's course. The first focus group was composed of nine students and the second focus group was composed of ten students. Details from the focus groups are located in Appendix F.

To help find an alternative to student and teacher opinions, the team interviewed potential future employers of Springboard students. Employer contacts were difficult to come by, and the employers interviewed were not able to provide specific information on what English skills were often lacking when they were looking to hire new employees. Employers were hesitant to divulge any information about their companies and provided little useful information for developing the modules. Employer interview notes can be found in Appendix G.

To pre-test the interview protocols before interviews were conducted with informants, a Caritas EFL instructor was interviewed by the project team to reduce the possible occurrence of cultural misunderstandings and ambiguities in questions. The different viewpoints obtained from the interviews, i.e. students and teachers, allowed for a broad base of knowledge to work with in developing the EFL modules.

3.2 Develop Modules

Due to the short period of our stay in Hong Kong, it was not possible to conduct and test an entire EFL curriculum. A sample module emphasizing various skills was designed. The sample module was focused on: (1) speaking and pronunciation, (2) listening, (3) reading, and (4) writing. A module is a two-weeklong session of classes incorporating the four major skills areas. Each module should have a content focus such as business or an area of technology. Students are given readings that provide them with the background information they need for activities in class. While some readings are done in class for speaking practice, the vast majority of class time is spent in conversation, presentations, and writing. For example, a module focusing on business would have readings about various office situations and current events in the international business scene. Activities in class involve students preparing resumes, business interviews, and writing papers on various topics of their own choosing relating to business. The modular system provides a basis for a wide

variety of activities to be performed with a common theme. It not only teaches English language skills but also ways in which students can apply them in their own lives.

Research done in the United States and the Hong Kong interviews described in the previous section were not the only sources for information when developing the module. A seminar on English Task-based Listening for the New Syllabus was also a valuable source of input. The seminar was hosted by Diana Esser and Grace Chan, both are EFL teachers in the Hong Kong education system. The seminar justified the importance of practical English and task-based learning as opposed to the traditional lecture approach to teaching English. The seminar also addressed the difficulties students have when studying English as well as obstacles teachers face introducing the New Syllabus presented by the government for implementation by 2004.

The project team extensively reviewed existing EFL course material. This included the current Springboard EFL curriculum materials as well as books published in England, the United States, and Hong Kong itself. The strengths and weaknesses of the various programs were analyzed. After going over these sources, the project team began developing a module to be tested.

The theme for the test module was decided to be, “My School Life.” Springboard students had a term paper assigned for the current semester on this topic. Writing a module on this theme was felt to be appropriate because the sample module might otherwise be seen as delaying students’ progress on the existing curriculum. It was believed that by teaching a module to aid them in writing their term paper, falling behind schedule would be kept to a minimum.

A rough draft of the module was prepared and submitted to Ms. Chan for comment. The module was also given to the teachers who would be testing it for review. After input was received from the teachers and Ms. Chan, the module was modified and refined. Supplementary materials such as tape recordings and worksheets were also provided.

Proficiency exams to help determine the students’ pre-existing English language skills were developed. These proficiency exams were based on existing, well-recognized exams such as TOEIC. This not only made the development process easier but also allowed students to become familiar with the format of the exams they would most likely come into contact with later in the workforce.

During the test phase of the modules an anonymous student survey was conducted at the end of the week. Students were asked about their perceived understanding of the material. The students’ sense of ability helped determine the speed at which the modules

should be taught. This gave the students a unique way to have input about the modules as they were being developed.

Finally, a questionnaire to determine the students' overall satisfaction with the modules was given. This questionnaire tried to quantify qualitative concepts. The format was similar to the course evaluations used by WPI. Students were given a code number to allow them to remain anonymous, but the number allowed the team to cross-reference students' grades with their satisfaction with the course. This enabled the team to compensate for the phenomenon where students who did well in a class will rate it higher than students who did poorly in the same class.

3.3 Share Experience with Caritas Employees

Information was passed on to Caritas teachers to allow research and development to continue after the project ended. The team discussed with Caritas educators the patterns and logic behind the designed modular system. Caritas teachers were trained to teach the sample modules. They taught the sample modules to selected students. The team supervised and observed the teaching of the sample modules and served as teaching aides as needed.

The Caritas educators and the project team discussed the results of each module after class. This helped to identify difficulties and allow for modification during the testing process. The input of the teachers was valuable to the improvement of the modules since the teachers' background and experience gave them a better understanding of what activities are appropriate and effective. The discussions also helped eliminate cultural issues.

A teacher's manual was developed for Caritas instructors. The manual is a detailed guide to developing a module-based curriculum. It also contains several sample modules for further guidance. This manual will serve as a permanent reference for Caritas instructors. Caritas may also share the manual with other EFL institutions in Hong Kong as they feel it is appropriate.

3.4 Test Modules

The developed modules were tested with actual Springboard students at two different Caritas locations. The test module was used as a substitute for the students' regular EFL curriculum. Students were in their regularly scheduled classes. The locations available for testing the modules were limited by which teachers would allow such an experimental

substitution for their regular class. The project team tried to select two classrooms they believed had different levels of student motivation and English proficiency.

The English proficiency levels of the students were tested using the test described in the previous section. They were tested again at the end of the module to measure any improvement. At the end of the week after the module had been completed, the students were asked about their overall satisfaction with the module, as discussed in the previous section.

3.5 Data Analysis

Results from the overall satisfaction survey were counted and tabulated. Exams were graded and differences in individual scores and overall averages were calculated. Correlation between the location of the institute and the average score of the students was also considered. The exams and surveys were reexamined to determine weaknesses and biases, which might have been overlooked in the initial design. These flaws could have affected the validity of conclusions if not taken into account.

The project team was aware that the sample of the test was small and that there was no control group. Although using a control group in which students would be taught with the old Springboard EFL curriculum was considered, the project team was aware that the old curriculum would focus on different skills. This would have made such a comparison extremely difficult, since the interest was in how well the students learned the skills from the module.

Once the data were analyzed, the team drew conclusions from their analysis of EFL teaching in the Springboard Program. From these conclusions, recommendations for improvement of the modular system and training needs of teachers in the Springboard Program have been made. The team tried to develop a framework for a more effective EFL curriculum. More importantly, this report provides a basis for the continuing development of the Springboard EFL curriculum.

Chapter 4 - Results and Discussion

4.0 Preface

In order to protect the privacy of the interviewees, the project team has decided not to name them and to refer to them as being male, regardless of their gender. This is not intended to be discriminating against females in anyway. This has not been done by request from the interviewees, but the project team strongly believes that there is no value in disclosing the sources of our information. This step was considered necessary to maintain individual privacy and to protect our generous informants from any unexpected consequences.

4.1 Current Situation

4.1.1 General results of the EFL program evaluation

First and foremost, the EFL class size is quite large, which is evident to anyone visiting a class. While the class sizes during the observations varied from 14 to 30, after the teacher interviews, the average class size within the sample was established to be 25.4 students. This class size is higher than the recommended class size for EFL classrooms, which is between eight and ten students.

This is a major problem. Ideally, the number of students in an EFL classroom should not exceed ten, but it appears typical classes have more than double this amount. If there were more teachers, the classes could be smaller, and the teachers would be able to control the classrooms more easily. Apart from the control issue, smaller classes generally provide a better learning environment for students. Small class size is especially important in foreign language classes, where interaction is desired from a teacher's point of view and from the students' side as well.

While all rooms were air-conditioned, only two of the five rooms were equipped with microphones. The rooms with microphones available to the teacher also included a tape player. Only one of the five had computer equipment within the classroom. This was one of the rooms with a microphone available as well. The teacher who taught in this room mentioned that he did not use the computer equipment.

Springboard EFL teachers seem to spend a large portion of time per week teaching. Looking at the information the project team was able to gather from three teachers, they are teaching an average of almost 24 hours per week. This figure is only the time spent in class. It does not include the time they spend in their offices to offer extra help or time spent on grading exams, homework and preparing for their classes. One of the teachers interviewed stated that teachers need adequate time to prepare for each of their classes so that they are able to cater to the needs of the students in each class. The teachers mentioned that they were under a great amount of pressure, which has prevented them from better meeting the needs of their students.

With instructors spending close to 30 hours a week inside the classroom teaching, they are overworked. Apart from classroom time, they also need to provide assistance to the students outside the classroom. This leaves little time for preparing class materials. The result within the classroom is that they are sometimes inadequately prepared to teach. Only the most experienced teachers are able to put up with all the stress being put on them.

Most of the teachers are relatively new to teaching EFL. While among the sample of five teachers the average time teaching was 5.1 years, if one teacher is removed, a teacher who had more than twice the amount of experience of any other teacher, the average went down to 3.1 years. The youngest teacher had just completed college the previous fall, and the most experienced teacher had been teaching for 13 years.

Apart from most EFL teachers being new to teaching, only the most experienced instructor has had teacher training. Another one was currently enrolled in a teachers' training program and will have completed that in the summer of 2002. This means that only one in five instructors has had extensive training for their job. The rest are working with the information gathered from a short two-week introduction and instruction course, which was given to them when they first entered the Springboard Program

4.1.2 Current in-class teaching style

During class the most commonly used activities were done in small groups. The teacher usually asked the students to split up into groups and work on the tasks given in the syllabus. At some of the institutions, it was observed that the teacher partnered with one or more students to solve the tasks in front of the rest of the class, instead of having the students work on them among themselves.

The current syllabus often had the students act out a role-play. This was supposed to create a task-based approach to stress English-speaking skills among classmates and illustrate the current topic. According to the students as well as the instructors, these kinds of exercises were well received.

Numerous teachers mentioned that they are using multimedia resources inside the classroom. Favorites among the teachers were having the students look up information on the Internet and watching English movies. One teacher said that the movies he showed had English subtitles as well, which made it easier for the students to understand the movie, since the students would often have problems understanding spoken English.

During class observations, only one of the five classes visited was held completely in English. The other four were taught mostly in Cantonese, with a little bit of English used. Four out of five of the teachers read out the English task assignment and then immediately translated it into Cantonese for the students.

In the English speaking class, the teacher picked students to read part of the assignment to the rest of the class in English. The teacher and the rest of the students helped the reading student pronounce unfamiliar words. The instructor did not translate the assignments into Cantonese at all, unless there were parts that appeared unclear to the students.

Interestingly, the teachers' English proficiency appeared to be sub-standard across the board. While all of them were able to understand the project team well, they often had problems expressing their own points of view on the issues covered. Since private businesses with more financial resources than Caritas are hiring skilled English-speaking staff, the private sector has reduced the already small supply of fluent English speakers even further. This leaves few teacher candidates proficient in English available to be hired by educational institutions. Most teachers in the Springboard EFL curriculum have very few years of experience. The teachers often have never been to an English-speaking country and have never had any English teacher training or even any teacher training at all. These teachers have inaccuracies in their English lessons and have difficulty coping with the challenges they face inside the classroom. This situation results in substandard teaching in the classroom

When one teacher was asked about holding his classes in English, he said that he had tried to hold them in English for a few lessons but had stopped quickly after starting. He had become frustrated when he realized that most students did not understand the material if it were not presented in Cantonese.

During class observations the team noticed a general lack of respect for the teachers who used Cantonese in the EFL classes. The teacher who held his class in English did appear

to be more lax about discipline than some of the other teachers, yet he was still in full control of the classroom.

In one of the larger classes, a number of cell phones rang during class, many students slept and a third set of students were reading comic books. Moreover, another small group was disturbing the class by talking back at the teacher, who was the youngest of the interviewed teachers. He was not in control of the class, and the students did not seem to respect him at all.

Another issue that appeared interesting is that less than half of the instructors had used their own materials in the observed classrooms. Almost all instructors agreed that the current syllabus leaves them with little time to add extra materials. They add their own exercises only as they are able.

4.1.3 Teacher and student opinions on the current EFL program

In order to address effectively the problems that were apparent in the classroom, two focus group interviews with students and five individual teacher interviews were conducted. A summary of the concerns and wishes of both the students and the teachers follows.

During the interviews, the teachers strongly emphasized that the major problem with the English classes was student motivation. Three out of five of the interviewed teachers mentioned that the students were unmotivated, partially due to them thinking, “I am Chinese, why do I need to learn English?”

To combat the problem of unmotivated students, he suggested that Caritas should sponsor, or at least encourage, the students to go overseas for a short amount of time to give them the opportunity to be exposed to English in its native environment.

The same teacher believed that the instructors themselves are the key to motivating the students. This means that it is the responsibility of the teacher to explain to the students why there is a need to learn English and to show the students why there are many benefits to knowing English.

In order to generate student points of view on their motivation, the issue of the importance of learning English was raised during both student focus group interviews. All of the students agreed that it was important to know English. While students during one focus group interview claimed that they were already motivated in many ways, the other focus group, with the students considered to be weaker in English, did not offer anything

motivating them at this point. Thus only the stronger English students believed that it is worthwhile to learn English.

While the students in the focus groups seemed to be motivated to a certain extent, one has to consider that the students in these groups came voluntarily, which implies that the disruptive, least motivated students did not come. Relating the classroom observations with the attendees of the focus group interviews, it was clear that only the students who performed well in class decided to come.

Among the motivated students, most of their drive came from the desire to communicate with people who do not speak Chinese. Outside of the classroom these students were motivated either because they used the Internet to communicate with foreigners, they were planning to date a non-Chinese speaker, and/or they expected to be exposed to English in a foreign country. Inside the classroom their motivation was induced by the teacher having prepared exercises which interested them. They were especially interested in interactive class exercises.

The students who felt they were not motivated requested that their learning environment be changed. They believe that their classroom is void of material that relates to real life. They do not like the fact that most of their classes are currently held in a lecture format with little student interaction. Furthermore, they would like to have more group work and the option of doing extracurricular activities which involve English communication and the use of multimedia.

Springboard students are students who have failed in the traditional school system. They received a score of less than five on the Hong Kong Certificate of Education Exam (HKCEE). These students are considered by many to be the “losers,” the ones who have slipped through the cracks in the system. Because of these past failures, the students often suffer from low self-esteem and low motivation. The Springboard Program’s purpose is to give these students another chance to achieve higher education.

Unfortunately, not all students within the Springboard Program appear to be taking full advantage of the opportunity. Many classes are plagued with disruptive students who disrespect their teachers and hinder other students’ learning. Lack of attendance and not doing homework are also common. The students did not treat one of the teachers with the proper respect, and it appeared that the teacher was afraid to yell at the class to quiet the students down. These difficulties prevent students and teachers alike from achieving their full potential in the Springboard Program.

The lack of spoken English in the classroom came up during one of the student focus groups as well. The students in this focus group mentioned that they would like the whole class to be held in English. While they were afraid that they would not understand everything, they were willing to try this. The teacher would have to support strongly the students during the starting phase of the class, if it were to be held exclusively in English.

The teacher who used English in his classroom said that while the students would initially struggle with the class being in English, they would ultimately benefit from it more than if the class were taught in Cantonese.

The students in the focus groups mentioned that listening to and comprehension of the English language are currently their major problems. Some of them are having problems with different accents. They think that it is hard to understand people from areas where they have not heard the accent before. The lack of exposure to different accents makes it hard for them to talk to tourists, they believe.

Using a task-based approach within the materials will allow a maximum amount of interaction between students and the teacher. It also integrates practical, real-life English language skills well. Springboard students are often the ones who have had difficulty learning in the traditional lecture environment found in the Hong Kong school system, which is evidenced by the fact that they were unable to pass the HKCEE. The activity oriented, task-based approach may be better suited to their learning needs.

Four instructors mentioned that the students are lacking in fundamental English language skills. This includes both grammar and a general ability to make themselves understood. They believe that the students' grammar, specifically tenses and sentence construction as well as pronunciation ability are below the level that the current syllabus is expecting. Some instructors went as far as to say that there is nothing the students excel in.

It has been found that students in the Springboard Program are near a Secondary Form One or Two Level in English. The current curriculum is written at a Form Four or Five Level. This results in the problem of the students finding the curriculum too difficult. Teachers are forced to rush through the curriculum even though their students do not fully understand the material. It is impractical to expect students so far behind in English proficiency to catch up in a single year of study.

4.1.4 Employers' points of view on employees' English proficiency

Two employers were quite disappointed by the standard of English among the available employees in Hong Kong. One of them mentioned that he had left Hong Kong about eight years ago to work overseas in Canada. When he returned, he noticed a sharp decline in the English proficiency of his employees. He said that before he had left, he had been able to have any of his employees write business letters, whereas now he was unable to do so.

Both of the employers said that they currently need to read every piece of business communication that is written in English by one of their employees. One of them mentioned that all their communication with other companies was done in English, so he would have to proofread all letters sent out, and that this took up a lot of his valuable time.

The other employer mentioned that a major problem for his employees is finding the right tone for communication with clients. His employees would write a letter using very rude phrasing, without intending it to sound that way. This could be a problem for his company, as some clients might become disgruntled at receiving such a letter and would no longer request his services. An example he used was that his employees would say, "Give me water" instead of "Please give me some water."

One of the businessmen mentioned that his secretary would need to be able to answer phone calls in English as well and take messages for him in English. He mentioned that his assistant had particular trouble with taking down the names of the people who called him. He would often have to guess who had called him.

Three out of four employers stated that English is quite important for the employee for any position at their companies. The third employer expressed his opinion that English is not particularly helpful for his company because they do not deal with many English-speaking clients.

When asked what skills employees need for the job, two out of three employers agreed that new employees should be able to write simple business communications in English such as business letters and e-mails.

Looking at this, a need for a more practical approach to teaching English is obvious. Not only would such a practical approach help students improve their English skills in the years to come, but it would also help the students who are planning to search for employment directly after the completion of the Springboard Program. They will have a better chance to get a job. Employers are looking for students who are able to use the English they have

learned and not students who theoretically know the material but are inexperienced in applying it.

4.2 Requirements for future development of an EFL curriculum

4.2.1 Teachers' and students' opinions and concerns

Although there were some group activities during class, most of the students would like more such activities during class instead of lectures. Most students prefer to have more interactive activities because they do not like the typical lecture class. Some of the students' favorite activities include role-plays, vocabulary games, and watching English movies.

The activities the students prefer that they feel would help them learn in their English class include oral activities, listening comprehension, writing and activities that include basic grammar and vocabulary. The students would like to learn more colloquial or practical English and vocabulary that is more useful for them, whether it be for everyday use or for business purposes.

Agreeing with the students, the teachers would like more activities that would peak the interest of the students to provide motivation. They feel examples and activities that include more real-life topics would help the students. The teachers seemed to be able to discern, what activities the students would like and which would not be well received by the students.

The current curriculum was affected by the short amount of time in which it was developed. British and American course developers developed the curriculum in less than six months. There was no time to evaluate or test the material before it was used to teach the students. This resulted in material that was too difficult for Springboard students. Another shortcoming of the curriculum is that students and teachers are under the impression that the material within the syllabus is not relevant for them and is not practical for everyday use.

During student focus groups, most students said that they felt it was important to learn English. However, once in the classroom their attitude appeared to be quite negative towards the material to be learned, and they put very little effort into classroom interaction. While changing the material could help solve some of the difficulties, it will not persuade students who simply do not wish to learn.

Some teachers feel that the syllabus should be more flexible in such a way that they can create their own materials to aid their teaching, but there should be a core syllabus with a minimum number of topics and a set of advanced topics to give the teachers suggestions for

their own material. If this were done, the teachers could pick out what activities their students would like. Instructors would also be able to add their own material as desired.

The class observations and interviews have shown that many teachers are not willing to create their own material, since they have misconceptions about how the materials are supposed to be taught. Another problem is that some teachers are unable to develop their own materials because they do not have the time needed since they are overworked.

One of the teachers complained about the syllabus splitting up the material into four units. He believed that some of the exercises are repeated across units, and that time would be wasted teaching the curriculum this way. He would prefer if all the skills were integrated into one unit. The current syllabus is split up into four subsections, called 'Units'. The first of these units is a "Study Skills" unit, which is followed by a "Reading Skills" unit. Unit Three is a unit on "Writing Skills," and Unit Four has a focus on "Listening and Speaking Skills". The four units are to be taught consecutively and in order.

According to another teacher, the current curriculum is pretty good, but it is unrealistic to expect the students to be at the equivalent level of Form 5 students. He said that the first unit should be easy, and then gradually the lessons should become more difficult.

Four teachers would prefer a syllabus that stresses the basic English skills more, such as sentence structure and vocabulary as opposed to more high-level skills such as proper register and intonation. Two of these four thought that the current syllabus is beyond the ability of the students. One thought that the current syllabus is useless and wastes time due to its redundancy across units. The last teacher mentioned that he is currently giving extra classes to stress the basic skills. This instructor was taking extra time to help his students cope with the current syllabus.

During the focus group interview with the stronger students, they mentioned that the current syllabus was focusing too much on material related to the exam. They were referring to the course containing material that is based on the HKCEE. They would prefer that the course materials were less centered on the exam, but rather be for everyday use. The members of the other focus group agreed with that point. All interviewed students wanted more colloquial English in order to converse with foreigners.

While the members of the stronger focus group would rather have the number of writing exercises increased in the syllabus, the members of the weaker class would prefer more oral exercises.

One of the focus groups strongly emphasized the desire for more oral practice, since they wanted to have better pronunciation and wished that the instructor would teach them a way to “spell out” words. By this they were referring to being able to pronounce a word from the way it is written, commonly known as phonics. On the other hand, the other group wanted to increase the overall amount of vocabulary they learned. Not only did they like the vocabulary games, which are currently in the syllabus, but they were also asking to have more vocabulary building exercises throughout the whole course.

Both focus groups agreed on wanting to have more interaction with native speakers and foreigners. Interactivity and the use of multimedia were important factors for all students. Listening to English songs was also enjoyed.

4.3 New course material development information

The project team developed new course materials in order to help determine in what ways the existing material could be improved. A teacher’s manual was written to aid in the development of new material in the future. The results from interviews and observations greatly influenced the shape the new materials took.

A major factor in developing the new modules was the input received from the students during both of the focus group interviews. It was clear that a module must provide materials appealing to the students. Not only does common sense recommend this, but also all interviewees, both teachers and students, agreed that the current materials were not interesting enough.

Most teachers have been incorporating materials covering current events into their teaching materials. Since it would be impossible to have a syllabus that would be applicable and up-to-date at all times, our teacher’s manual stresses the fact that the instructor should develop more materials and develop a contemporary context on his own and should not be limited by the manual. The manual is in Appendix H.

Employer interviews were not obtained until after the modules had been developed. However, the employer interviews helped to confirm that the lesson plans had taken the right direction. Although the material needs to be appealing to the students, the course material should also help the students obtain employment. Some employers stressed that writing ability and verbal expression should be emphasized more in classrooms.

The form of the modules is very close to the form of the existing material. The existing material was generally well thought out and in compliance with the SAR

Administration's new syllabus. The project team also believes that it will be easier for the material to be improved upon in the future if it is close to the original format.

The new modules integrate the various language skills instead of separating them into separate units. These modules are targeted at a more basic level of difficulty that is closer to the students' English level than is found in the current syllabus. The modules also emphasize foundations and practical situations rather than the finer details that help to smooth language function. The skills emphasized in the current syllabus are important, but Springboard students are not yet ready to grasp these higher-level concepts.

As with the current material, the new modules are very activity-based and have very few lessons that are strictly lectures. The students are encouraged to learn by completing tasks. The teachers are given increased control over the pace of the modules as well as which activities are chosen. Teachers are also free to supplement the material with their own.

The new material was tested with two different Springboard EFL classes to determine its potential value for use in the curriculum.

4.4 Module test results

4.4.1 In-class observations

Based on the observations of the classes when teachers used the new material, it became apparent that more students were participating in the class activities than before. There was still a large number of students in Class B that did not pay attention to the teacher and even used their cell phones.

Both teachers did use English as the primary form of communication with students, unless there were questions from students concerning vocabulary. The students appeared to be able to understand the teachers since they completed the exercises as instructed.

The Class B teacher went through his class at a faster pace than Class A's instructor. The difference was significant enough so that Class B was almost done with the module at the end of the week, while the other teacher was not close to finishing. It is important to mention that the instructor for Class A was following the directions more closely, since he had more elaborate discussions during the class time.

One of the most well received exercises was the one from Module 1, Topic Two, Activity Two, where the students are asked to read descriptions of people. The teacher in Class B had improvised on this exercise and had the students draw pictures on the board of

the people who were being described. This exercise modification increased the involvement of the students. Seeing that one of the teachers, who had not used his own material beforehand, was now improving on the modules, clearly shows that the new material had a positive influence on the teacher's attitude.

Although the teachers had little time to look at the materials and to prepare their classes, it appeared that they were comfortable teaching with the newly developed materials.

4.4.2 Student exam performance statistics

The students' averages on the pre-exam were significantly higher than on the post-exam. The average of Class A was reduced by less than the average of Class B. Class A's average dropped by 12.8 percent, and Class B had a 18.0 percent lower mean score.

An in-depth review of the exams used revealed that the second exam appeared to be much harder than the first exam. While the first exam was more focused on grammar issues during the listening section, the second exam also stressed slight differences in pronunciation.

4.4.3 Student satisfaction with the modules

Looking at the results from the survey, overall, the students seemed to be positively inclined towards the new materials and teaching methods. Tallying up all positive responses to questions that were concerned with understanding and satisfaction, 69.6 percent of the students gave a positive response. Class A was generally more satisfied, since they gave a positive response in more than 95 percent of the cases. Class B was more equally split, with only 58.5 percent of responses being 'agree' or 'strongly agree'. Figure 4.1 shows this more clearly.

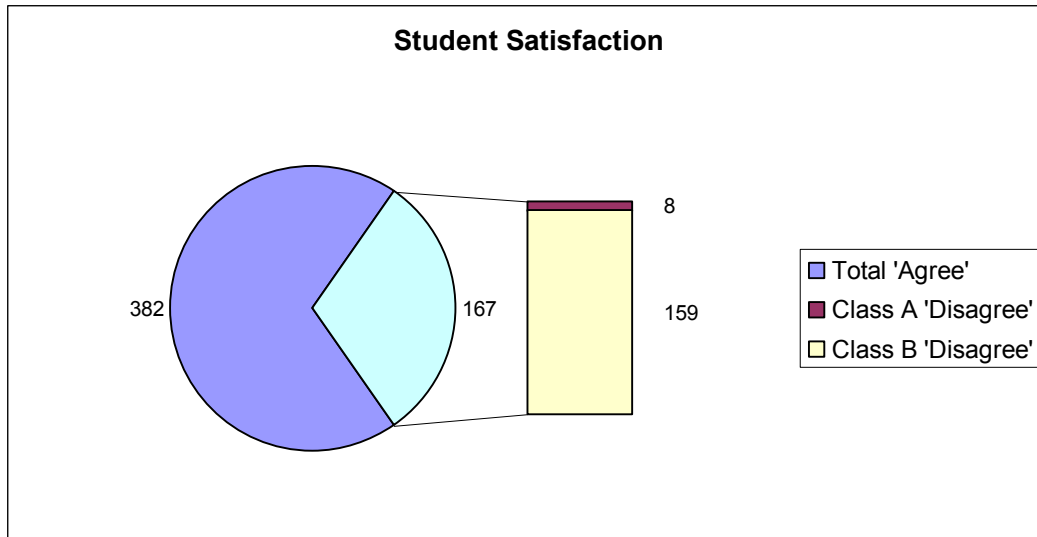


Figure 4.1 – Student Satisfaction

Overall, 65 percent of the students thought that the material was not difficult. On average 24.3 percent of students ‘strongly disagreed’ with the material being difficult. Class A had a larger amount of ‘strongly disagree’ answers, 30.8 percent, than Class B, 17.9 percent.

Looking at Question 8 of the questionnaire, which asks the students to check one or more topics with which he or she had trouble during the week of testing, there is a major distinction between Class A and B. While both classes indicated having the most trouble with vocabulary, only 38.5 percent of Class A mentioned this problem, while 67.9 percent of Class B checked this point. Apart from this, more than half of Class B thought that they had problems with every aspect of the six points presented. Every point was checked by at least 53.6 percent of the students. Class A, on the other hand, did not have any trouble with reading. That point was not checked by any student. On average only 21.8 percent of the students in Class A had trouble with an issue. Table 4.1 shows which answers were checked by which percentage of students in each class.

Table 4.1 – Student Difficulties

I had trouble with		listening	speaking	reading	vocabulary	writing	grammar
Class	A	23.1%	7.7%	0.0%	38.5%	30.8%	30.8%
Class	B	57.1%	60.7%	53.6%	67.9%	64.3%	60.7%

Generally, all students were interested in the material presented in the module and thought that they understood all the grammar presented to them. In Class A there was no negative response to this question, while 18 percent of Class B were not interested in the material.

The students in both classes also agreed on learning a fair amount of new material during the course of the week. Only 32 percent of students disagreed with the statement that they learned a lot that week.

While all students agreed that the content of the module was organized well, only 84.6 percent of Class A thought that the material helped them learn the subject. In Class B less students thought of the material helpful, since 53.6 percent of them thought that the material was not useful for learning the subject matter. On the other hand, 53.6 percent of the students in Class B thought that the homework from the assignments helped them learn. All students in Class A decided that the materials were well designed overall, but they thought that they were not difficult.

The majority of students in Class A were confident that they were able to pronounce the vocabulary as well as understand it. By contrast, just 28.6 percent of Class B's students thought that they could pronounce all of the words, and just 46.4 percent were confident that they had understood all of the vocabulary. In Table 4.2, one can see how the two classes differ.

Table 4.2 – Vocabulary Confidence

Question	Class	Agree	Disagree	No response
Understanding vocabulary	A	92.3%	0.0%	7.7%
	B	46.4%	53.6%	0.0%
Pronouncing vocabulary	A	76.9%	23.1%	0.0%
	B	28.6%	67.9%	3.5%

Students in Class B were split evenly on the issue of understanding the subject material of the module. In Class A, only eight percent felt that they were not able to understand the material. This picture is similar to the responses for question number 6, since 92.3 percent of Class A students thought that the module challenged them to extend their capabilities, while only 53.6 percent of Class B thought that way.

All students agreed that the classes themselves were taught well. Not only did they agree that the modules had clear objectives and that class time was used effectively, but also that the evaluations were a good measure. A point on which they disagreed was that Class A thought the multimedia resources were well used, while Class B was split evenly on that issue.

4.5 Data collection weaknesses

The data collected from the module testing have certain key weaknesses. The major weakness was the limited sample size. Less than fifty students were included in the sample. This is not a large enough sample to be considered representative of the entire Springboard Program. The more classrooms tested, the better representation the study would have of the entire student body.

Another difficulty the project team encountered was that students in Class B did not always put the correct student ID number on their exams. This made it difficult to compare the pre and post exams. Also, some students showed up for the pre-exam and not for the post-exam or vice versa. With random ID numbers and sporadic attendance, some exams could not be correlated to any student. Students in Class A were very good about putting the correct student ID number on their exams, but a few extra students appeared for the post-exam who had not taken the pre-exam.

Due to the Chinese New Year and the regular exam schedule, the module-testing period had to be drastically reduced to one week. This left much less time for student achievement to become apparent. Neither teacher got through all of the material within the test module, so the full range of activities could not be evaluated.

A stronger study would require a much larger sample size, a longer period of time for testing, and more stringent student identification controls for data analysis. The project team hopes that a more thorough study can be completed in the future.

Chapter 5 - Conclusions and Recommendations

5.0 Introduction

There are many weaknesses within the English as a Foreign Language portion of the Springboard Program. Some of these are not exclusive to the EFL portion but seem to arise from problems within the Springboard Program itself.

There is not a single problem which by itself is causing the trouble the EFL program is having, but it is rather a combination of many issues. The two major parts to this problematic system are the institutional side and the student side. On the institution's side, there is a lack of resources such as time and money. The students, on the other hand, have problems with motivation and discipline.

5.1 Money and Teachers

There are insufficient funds available to the Springboard Program to hire a sufficient number of qualified teachers. If more teachers were hired, the class size could be cut down. Additionally, the workload of the individual teachers would be reduced.

Apart from that, inexperienced teachers do not speak enough English in the classroom, but rather use Cantonese as the medium of instruction.

5.1.1 Curriculum

The current Springboard EFL curriculum is too difficult for the students in the program. In addition, it does not relate to their daily life. The curriculum appears to be too rigid for the teachers as well. They feel discouraged from implementing their own materials.

5.1.2 Students

The majority of Springboard students have low motivation and low self-esteem. The students are not provided with enough encouragement to improve. Often the low motivation leads to frustration, and these students often feel the need to disrupt the classroom.

5.1.3 External Problems

The lack of desire to learn English is partially related to the general outlook of the students. The importance of English should be introduced at an early age and should continue to be emphasized as continue their education.

5.1.4 Recommendations

The project team recommends multiple short and mid-term solutions to improve the current situation.

First and foremost, more funding should be given to the Springboard Program, or the current funding system should be reviewed to improve the distribution of the budget.

Next, the development of new course materials should be completed. The new course materials should have a greater focus on interaction between the students and the teacher as well as among the students. Teachers should be involved in the process of developing new course materials.

Also, new teachers should be provided with more opportunities to benefit from the extensive knowledge of the more experienced teachers. A mentoring program would be ideal, but having an idea-sharing session among all EFL teachers on a quarterly basis should be sufficient. Additionally, inexperienced teachers should be encouraged to use English as the medium of instruction in the classroom.

Similarly, the Springboard Program Management Committee (PMC) needs to give its teachers more authority in the classroom. Teachers should be given set methods for controlling the classroom. Students should be told what acceptable behavior in the classroom is as well.

Finally, Caritas may wish to encourage the Hong Kong education system to move towards a more tasked-based learning environment rather than lecture-based. In the long term, this would provide more practical English knowledge as well as help more students succeed within the traditional education system.

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Appendix A – Caritas Background

Caritas is a worldwide organization whose mission “is to be at the service of individuals, families, groups and communities as they strive in the social, economic, physical, psychological, intellectual, moral and spiritual areas of life to pass from less human to more human conditions, to be the principal agents of their own lives and destinies, to build in their environment communities grounded on truth, guided by justice, motivated by love, realized in freedom, flowering in peace.” (Caritas, 2001)

Caritas offers many services to people of any race, sex, religion, or ideology. The idea behind the services is to help draw out the ability of individuals, to nurture their development and co-existence. In Caritas – Hong Kong, there are about 300 service components operating at over 100 locations. The services that Caritas – Hong Kong offer are Family Services, Services for the Elderly, Rehabilitation Services, Youth & Community Services, Community Development Services, Special Education & Vocational Training Services, Vocational Training & Education Services and Adult & Higher Education Services to just name a few. The Adult & Higher Education Service branch first started in 1963.

Although Caritas – Hong Kong is heavily funded by the government, they also rely on the fees and financial support from the participants in the services and also from donations and fundraisers in the region.

“The policy, the hard work of our staff, the devotion of our volunteers, the abiding faith of the aided, and the unyielding support of our donors, all contribute to the great but quiet success of Caritas.” (Caritas, 2001)

Appendix B – US Interviews

Interview Protocol
November 20, 2001
Location: Worcester Academy
Interviewers: Paul Huang, Gregor Kronenberger
ESL Team Group 3

Interviewee: Linda Duemmel – Worcester Academy ESL/EFL teacher
(paraphrasing the responses)

How long have you been teaching ESL?

I've been teaching ESL for about 32 years now.

What is the ideal class size? What are the minimum and maximum class sizes that you feel still allow you to teach effectively?

The ideal class size is about 8-10 students...

How often and how long is it best to have lessons?

We are on a 9 day schedule. My class meets 7 out of the 9 days. 6 days are for 47 minutes and 1 day is for 72 minutes...

Can you give me examples of activities you regularly do in class?

For reading, there are tapes that come with the material. Sometimes i play the tape of a story and have them read along so they can hear the pronunciation.

For grammar, I give them a lot of written exercises. It's boring but you have to do it.

For listening comprehension, I usually prepare the exercise during the 74 minutes class. The duration of the tape is about 20 minutes and then the students are given exercises afterwards. This allows for more exposure to the English language.

Are there any activities you find are more effective at improving English skills?

Reading and listening is the most effective. Grammar exercises are boring but are needed.

Do you use any multimedia resources (video tapes, computer programs, etc.) in your class lessons? Which ones?

Sometimes I show them movies of the stories they read in class. I use the tapes that come with the teaching materials.

Do you assign homework? What kind of tasks do you assign? How often?

Yes, I assign homework every day. Each homework assignment should take about 20 minutes for the students to finish. An example of homework would be grammar exercises of about 2 pages. Most of the work is done in class and the homework is to re-enforce the material at night. By watching how much work the students do in class, it gives me an idea of how much they can do at night. This helps me determine the length of the homework assignment. If too much homework is given, they will never go to sleep or sometimes I cannot cover the material in class. Too much homework can cause the students to fall behind in class work also.

Do you find any skills that Chinese students tend to excel in even at the beginning of the course?

Chinese students tend to have better grammar than anyone else. Unlike the Latin American kids, they do not have any bad habits. The Latin American students create bad habits by translating their language directly to English.

What issues do Chinese students tend to struggle with in the English language?

Pronunciation seems to be the biggest problem among the Asian students. Sometimes they understand the material from the reading but when they read out loud, they struggle with the words. Asian kids do not like to role play. They like to memorize. They do not speak too much.

Were there any books or course materials you found helpful when designing your ESL course?

I found the Delta catalog very useful. The Longman books were very useful for grammar exercises.

Heineman Readers' books were useful story books for the students to read. The Heinle + Heinle sources are very useful as well.

Are there any journal articles or books you would recommend?

No, I have not taken any ESL teaching classes in about 20 years.

Do you know anyone else who might be willing to speak to us about their ESL teaching/learning experience?

Ms. Cotton, she is another ESL teacher here at Worcester Academy.

Would it be possible for me or another member of my team to sit in on one of your ESL sessions?

Yes, but call first so I know when you are coming.

Interview Protocol
December 1, 2001
Location: Interview through e-mail
Interviewers: Paul Huang
ESL Team Group 3

Interviewee: Michael Aymie – Bunker Hill Community College ESL/EFL teacher

Hi Paul,

1. How long have you been teaching ESL?

12 years

2. What is the ideal class size? What are the minimum and maximum class sizes that you feel still allow you to teach effectively?

10 would be ideal
4-16 OK

3. How often and how long is it best to have lessons?

It depends on the individual, but I would say if possible, every day, 6 hours a day would be great.

4. Can you give me examples of activities you regularly do in class?

group and individual readings, discussions on the readings, writing our opinions or answering specific questions on the reading

5. Are there any activities you find are more effective at improving English skills?

Class discussions on topics of general interest.

6. Do you use any multimedia resources (video tapes, computer programs, etc.) in your class lessons? Which ones?

I have used video tapes.

7. Do you assign homework? What kind of tasks do you assign? How often?

Depending on the class, I will typically assign homework 1-3 times a week. However, I expect students to prepare and review lessons, so additional, lengthy homework assignments are usually not required.

8. How do you evaluate your students' performance?

written and oral responses to questions based on reading or taped lecture

9. What issues do Chinese students tend to struggle with in the English language?

pronunciation

10. Were there any books or course materials you found helpful when designing your ESL course?

Yes, I'll get back to you.

11. Are there any journal articles or books you would recommend?

NYTimes.com has lesson plans which might be useful and fun.

Appendix C – Hong Kong Interview Protocols

Hong Kong EFL Student Interview Protocol

Starter Questions:

How long have you been studying EFL at (current location)?

What level are you in school? (If not in school, when did s/he finish?)

How do you plan to use English after you complete this course?

How many days per week do you have EFL class?

How long is each class?

Class Structure:

Can you give me examples of activities you regularly do in class?

Are there any activities you find more effective at improving your English skills than others?

Do you get assigned homework? What kind of tasks do you do? How often?

Do you feel your classes contain the correct content and teach you the topics you need to succeed in the English language?

Is there anything you would change in your current curriculum?

Lifestyle:

Do you think you need to know English to succeed in the future at work and/or in school?

Do you believe after completing this course of study, that you will have adequate English skills to meet your needs?

Would you have time to take an additional class in English outside of school to help you improve your English?

Hong Kong EFL Teacher Interview Protocol

Starter Questions:

How long have you been teaching EFL?

How long have you been teaching at this institution?

What is your typical class size?

How many days per week does your EFL class meet?

How long is each class?

What specific EFL teacher training have you had, if any?

Class Structure:

Can you give me examples of activities you regularly do in class for improving speaking skills?

Can you give me examples of activities you regularly do in class for improving writing skills?

Can you give me examples of activities you regularly do in class for improving reading skills?

Do you have sample lesson plans that we could look at for practicing speech?

Do you have sample lesson plans that we could look at for practicing writing?

Do you have sample lesson plans that we could look at for practicing reading?

Are there any activities you find more effective at improving your students' English skills than others for speaking?

Are there any activities you find more effective at improving your students' English skills than others for writing?

Are there any activities you find more effective at improving your students' English skills than others for reading?

Do you use any multimedia resources (video tapes, computer programs, etc.) in your class lessons? Which ones?

Do you assign homework? What kind of tasks do you assign? How often?

How do you evaluate your students' performance?

What issues do Chinese students tend to struggle with in the English language?

Is there anything you would change in your current curriculum?

Resources:

Were there any books or course materials you found helpful when designing your EFL course?

Do you know any other teachers or students who might be willing to speak to us about their EFL teaching/learning experience?

Would it be possible for me or another member of my team to sit in on one of your EFL sessions?

Hong Kong Employer Interview Protocol

Starter Questions:

How long have you been working at this company/organization?

How long have you been working in the _____ field?

What is your position/title?

How long have you had this position/title?

English use:

How often do you use English at work?

Did you use English in your tasks this week at work? Explain the circumstances.

How often do you speak to people in English?

Did you speak to anyone in English this week at work? Explain the circumstances.

How often do you write documents and communications in English?

Did you write any documents in English this week at work? Explain the circumstances.

How often do you read documents in English?

Did you read any documents in English this week at work? Explain the circumstances.

Hiring:

When your company is looking to hire new employees, do you have difficulties finding Hong Kong citizens with adequate English skills?

What English language skills are possible employees lacking?

What English language skills have possible employees learned well?

What are some specific positions in your company that require English skills?

Do you believe that more emphasis should be placed on certain English skills in school?
What skills?

Appendix D – Class Observations

1. Class 1

Observations:

- The teacher spoke almost exclusively in Cantonese.
- The teacher has little if any control over the classroom.
- Teacher not dressed professionally.
- Teacher cannot correctly pronounce all of the material.
- The teacher translated all text, which she read from English to Cantonese, after she read the English text.
- Teacher did not call on students; few students engaged in class activity.
- The teacher appears to not have a well-organized course.
- The quiz, which was administered, was subject to massive cheating
- Quiz poorly written in unnatural speech.
- There was barely any student/ teacher interaction during class-time, it was more of a lecture format.
- The classroom was unorganized and undisciplined.
- The students were bored; many read magazines and chatted with each other instead of paying attention to the teacher.
- Material in book is confusing mixture of British and American English.
- Few students spoke in English in the exercises.
- Students are apparently poorly motivated.
- Classroom size about 30 students.
- Classroom small, cramped, and noisy.

2. Class 2

Greg:

- The teacher started the class out in Cantonese
- The teacher took attendance
- The teacher used a speaker + microphone
- During class time the teacher spoke a mix of English and Cantonese
- The quiz (number 2, same as on 1/7) was administered
- There was no obvious collaboration during the quiz time
- The computer equipment, which was available in the classroom was not being used
- The latter half of the class time was to be spend on a writing assignment
- The teacher brought in her own material for this writing assignment
- She had drawn up two poster boards with the '10 commandments of writing' and brought in a folder for each group with information about Chinese festivals. The information was made up of cartoon stories, which described the events, which lead to the festivals.
- The teacher split the class into groups, who were supposed to work on gathering background information about the festival and develop some major ideas for their essays
- During the brainstorming time, we were asked to walk around and talk to the students.
- The teacher walked around and helped students out when it was necessary
- The class appeared to be very well organized, although two students showed up late, whom she did mark in her attendance sheet
- While the teacher had the students work on the essays in groups, the rest of the time, the lecture was very teacher centered

Teacher's responses to some question:

- removed to protect privacy

Paul:

- Quiz 2
 - o Quiet quiz
 - o No collaboration
 - o Same quiz as 1/6/02
 - o Teacher used English and Cantonese
 - o 15 students
 - o computer room
 - o more ventilated than classroom at Mong Kok, Caritas Lodge
 - o has projector, speakers
 - o 20 minute quiz
- Teacher uses microphone to gain control of class
- Teacher pretty enthusiastic
- Class activity very different from 1/6/02
 - o Students read Chinese festivals and write on big poster board
 - What they eat? What they see? What they do?
- Group Activity

Kerry-Lee:

- 12 students, mostly girls
- Room full of computers, but not used in class
- Teacher has much better English than class 1
- Classroom spacious and quiet
- Not as much cheating on Quiz 2 as in class 1
- Class finishing Unit 3
- Teacher also uses microphone once in a while
- Teacher's 2nd year with Springboard, first year teaching English
- Teacher says students have poor language skills in English and in Cantonese
- Teacher says students learn better from pictures and activities than from words
- (Note to self: Maybe some have learning disabilities? Are students tested for this in school?)
- Teacher speaks a lot in Cantonese, but more English worked in
- Class activities are used where students work in groups

3. Class 3

Greg:

- The teacher had prepared a handout for students with the material he presented in class
- The handout had some exercises for the students as well.
- There were 25 students in the class, 3 of which were female
- There were no multimedia resources in the classroom and none were brought in by the teacher
- The room was cooled by multiple air conditioners, which were inaudible
- There was very little talking between the students, while the teacher was presenting the material
- Most of the class was taught in Cantonese
- The class was focused on the use of conjunctions, with the teacher showing some

- common ones and explaining how to form sentences with them
- The teacher used visual aids often to help the students understand what time relevance the conjunctions has (i.e. before |--x---x→) timelines were used frequently
- The teacher used arrows and other visual aids on the example sentences he wrote down to show the use of conjunctions
- When coming up with example sentences, the teacher asked the students to help him
- He allowed the students to make errors, but did not continue, until they had found and corrected all the errors
- He stressed the punctuation with the conjunctions, but he made some minor errors himself, by not removing points.
- There were very few students, which were taking any notes during class. It appeared that they were satisfied with having the handout.
- The teacher went off on a small tangent explaining the usage of past tense to the students, when it came up amongst the examples
- He used visual aids of explain conditional conjunctions, such as ‘if’
- He appeared to be in control of the class, since most students were attentive. The ones, which were not, did not disturb the class, since they were usually asleep.
- The teacher has the students complete the exercise portion of the handout and then goes over the correct solutions. There is some team work amongst the students.
- The teacher makes a couple of mistakes in English on the board and does not notice them, nor do any students

Teacher’s responses to some question:

- removed to protect the teachers privacy

Paul:

- 25 students, 22 male, 3 female
- No microphone
- Provides examples in English and Chinese
- Asks question
 - o Student participation
- Speaks Chinese to teach grammar
- Gives examples of sentences and asks the students what’s wrong and asks them to fix the sentence by fitting it in
- Reviews tenses
- Students are pretty attentive
- Uses a timeline to review tenses, singular or plural
- 1 student has a Chinese-English dictionary
- teacher has control over class, has enthusiasm, not boring
- 1 student for corner seems to have no interest in the class work
 - o has his hat down
- 1 student has been asleep for quite sometime with hat down
- one minor grammar mistake
- after 45 minutes, 1 more student put his head down to nap
- Constant subliminal messages to improve English
- Suggestions
 - o have a Chinese teacher teach grammar
 - o advanced students should be taught by English native speakers to improve oral skills

Kerry-Lee:

- Class had 25 students, 3 girls
- Class rowdy, but teacher had relatively good control
- Student motivation appears slightly higher than Prince Edward students, but much lower than Eastern District students
- Class mostly taught in Cantonese
- Wrote Cantonese translations of English sentences on the board
- Not much student interaction
- Teacher made some syntax errors
- Teacher has to create extra notes for material because current material is often too difficult
- Teacher learned to speak English in HK

4. Class 4**Greg:**

- Very few students were on time
- Although the class started late (15 mins), there were still very few students present
- The teacher handed us a timeline for this class
- He speaks in English at all times
- He starts off the class with some personal experience to lead into the current lesson
- He interacts with a student in a role play to explain the situation he had experienced the night before
- Many students appear to be intrigued by the performance and ask questions, but most of them were 'one-word' questions
- 3-4 students are the most active ones, which are actually carrying out a major part of the conversation
- at this point, 9 students are present, of which 6 are female
- 20 mins into class, another male student arrives (10/ 4/ 6)
- the teachers English is not perfect, but good enough to understand what he is trying to explain to the students
- he requires the students to read out aloud part of the student manual, which explains the exercises to be done next
- the students support each other, when reading, by helping out with difficult to pronounce words
- the teacher forces some of the more quiet students to read part of the text
- 22 mins another female student arrives (11/ 4/ 7)
- 27 mins another male student arrives (12/ 5/ 7)
- the new students cell-phone rings, but he is sure to shut it off quickly
- the in class exercise is being worked on. Some students work alone, others in groups
- 35 mins another male student arrives (13/ 6/ 7)
- two students read the dialogue on pg. 8, task 4 unit 4
- 37 mins another male student arrives (14/ 7/ 7)
- group practice with a pair of students reading conversations to each other
- the teacher involves the students in solving an exercise from the student manual
- there is more group practice
- break
- we are supposed to get into groups with students and write a dialog and act it out in front of the class

Paul:

- Starts off speaking only English
- Students work and write a restaurant skit and performs the skit
- Calls on students to role play, add their comments
- Calls on student to read objective, skills, the lesson plan
- Students seem to respect the teacher a lot
- Students normally speak Cantonese but today they spoke English
 - o Students get motivated by visitors
- Air conditioned room
- Medium size room, comfortable, about 16 or so students

Kerry-Lee:

- Few students showed up on time
- Total of 14 students 7 girls, 7 guys
- Teacher spoke mostly in English
- Students were engaged
- Teacher called on students and they responded in English
- Students offered comments and answers in English
- Teacher had students read out-loud
- Late students caused distractions
- Students practiced dialogues in groups
- Teacher called on many students to read and speak out-loud
- Students worked in groups to create own skits in English and perform them for the class

5. Class 5**Greg:**

- The class has 22 students
- There are 4 girls
- The class is taught mostly in Cantonese, partially with English phrases thrown in
- The teacher translates any English, which she speaks or reads from the handbook in to Cantonese for the students
- The teacher requires the students to work on task 6 of unit 4 lesson 1
- The students appear to be confused as to what they are supposed to do
- Two students are reading a conversation, but it is inaudible, because other students are talking
- The teacher tells the disturbing students to be quiet, but does not succeed in making them be quiet
- The teacher does most of the talking in class, with a few students asking question or responding to the questions asked by the teacher
- There is a little group work going on in class
- Task 7 is being completed.
- A set of 'class clowns' is disturbing class, but the teacher does not seem to care
- Task 8 : group work for writing a conversation
- During group work, students appear to be active
- Students are asked to act out their conversations
- They do so, but one can barely understand a word, which they are saying

Paul:

- 23 students
- reasonable size classroom

- air conditioned
- no microphone
- speak in Cantonese and English
- kids read passage on pages, Unit 4
- Contractions in material wrong, or british way
- Group activities, kids are not reading, they are chatting
- Kids are suppose to write a conversation
 - o Students gets more rowdy as time goes on
 - o Very very simple conversation
 - o Some students did not stand up to act out conversation
- Teacher does not have much control
- Teacher calls on students who like to speak. Should also call on students who do not like to speak
- 1 girl sleeping, teacher does not bother to wake them up
- some students not paying attention at all
- some students may seem uninterested or bored of the material

Appendix E – Teacher Interviews

Hong Kong EFL Teacher Interview Protocol – Teacher1 1/22/02

Starter Questions

How long have you been teaching EFL?

6 years

How long have you been teaching at this institution?

1 year; taught part-time the year before

How big is your class?

26 students; 5 dropped out due to their part-time job

How many days per week does your EFL class meet?

3 days per week

How long is each class?

Twice for 1 hour and once for 2 hours (totaling 4 hours/ wk)

Have you had any teacher training?

'not really'; is currently taking an education certificate course, which he will complete in June

Class Structure:

What do you do in class for speaking skills?

Oral drilling; Role Plays; has students answer Questions in English, but this happens rarely

Writing skills?

Springboard is divided into 4 units:

- 1. study skills*
- 2. Writing*
- 3. Reading*
- 4. Communication*

He would prefer to have all skills integrated into every unit, since some exercises are repetitive across units

Reading skills?

He follows the book; sometimes brings in own material, usually newspaper clippings

Do you use any multimedia resources (video tapes, computer programs, etc.) in your class lessons? Which ones?

Audio tapes, sometimes, listening to conversations on them, or the computer room to have the students work online (internet)

Do you assign homework? What kind of tasks do you assign? How often?

He asks the students to prepare for the next lesson; sometimes has her own assignments

How do you judge your students' performance?

Scale is provided by Caritas, based on the exams and assessments

What issues do Chinese students tend to struggle with in the English language?

Pronunciation (Speaking); they rarely listen to native speakers; they can read/ write, but they rarely speak

Is there anything you would change in your current curriculum?

Too difficult for the students; too long; missing the basics: students have problems spelling 'apple'; design the teaching material to cater to the low as well as the high-end

Do you want a flexible syllabus or a strict one?

Have a general syllabus, but he wants suggestions to help him develop his own material; have a 'core' syllabus with a min amount of topics and a set of advanced topics if the students are doing really well (upon asking her)

Other comments

Difficult to motivate the students: 'I am Chinese, why do I need to learn English?'; try to use games etc.; some are not used to games as teaching material, they might think we are wasting time; some want to learn grammar only; motivation: use familiar topics, use most popular stars etc., cut out articles, the right topics will raise the interest of the students

Teacher 2 Interview
January 24, 2002

Starter Questions

How long have you been teaching EFL?

5 years

How long have you been teaching at this institution?

Two years

How big is your class?

Max of twenty, but many students don't show up. Only allowed to miss 3 classes.

How many days per week does your EFL class meet?

2 days

How long is each class?

2 hours

Have you had any teacher training?

No formal training, but attended many one and two day workshops. These workshops focus on teaching skills, attitudes, exam design, and dealing with problem students.

Class Structure:

What do you do in class for speaking skills?

Student dialogs, free speaking, give a topic and have a discussion in English, have dialogs without scripts. Students hesitate, but it helps them. They become more comfortable in time.

Writing skills?

Emphasize ideas and thoughts, a few exercises on tenses, guide on how to write and express self logically. Students learn process before focusing on product.

Reading skills?

Read in class, cartoons and comics, real-life simple readings.

Do you use any multimedia resources (video tapes, computer programs, etc.) in your class lessons? Which ones?

Uses videos and computer programs. Students surf Internet to research in groups on library and presented to the group. Watch movie films in English with English subtitles.

Do you assign homework? What kind of tasks do you assign? How often?

Every class assigns a little bit: revisions of writings, design itinerary for visiting a friend, describe housing district, simple exercises for grammar (self-designed). Does not feel homework should be part of grade.

How do you judge your students' performance?

Judge how much they've improved by exam scores and gives feedback. Dictations are performed before students start taking quizzes.

What issues do Chinese students tend to struggle with in the English language?

Cannot express themselves, can't find equivalent translation between English and Chinese. The basics are difficult, tenses, articles, and pronunciation of sounds at the back of the mouth.

Is there anything you would change in your current curriculum?

Material is too difficult and more time is needed to deal with problems. More real-life examples should be added. Current curriculum is good, but not realistic to have students catch up on English skills in one year. Have 1st unit very easy and chapters gradually get harder.

Do you want a flexible syllabus or a strict one?

Flexible syllabus with room to develop own material. Different students need different activities to learn. Would like set objectives, but freedom of how to teach them. This will allow teacher to interest students better.

Other comments:

Have a day camp. Give pictures and explain in English to learn about other topics in English. Learning can be fun and life long learning is the key to success. Activities are very important. Reading and lectures are not very effective.

Teacher 3 Interview
January 23, 2002

Starter Questions

How long have you been teaching EFL?

1/2 year, fresh graduate from Chinese University with a degree in English

How long have you been teaching at this institution?

1/2 year

How big is your class?

35-40 students per class with a total of 3 classes

How many days per week does your EFL class meet?

3

How long is each class?

1 or 2 hours, five hours total per week for each class

Have you had any teacher training?

No

Class Structure:

What do you do in class for speaking skills?

Ask them to talk in groups, but have to force them to speak English. Have just started speaking unit.

Writing skills?

Students are more willing to write. Follow exercises in course materials.

Reading skills?

Read exercises in course materials, but language and vocabulary are too difficult. The sentences are too long.

Do you use any multimedia resources (video tapes, computer programs, etc.) in your class lessons? Which ones?

Play English songs and then students fill in the blanks on sheets with lyrics, but little time for extra activities.

Do you assign homework? What kind of tasks do you assign? How often?

Sometimes, but students have trouble doing work by themselves or they will copy others work.

How do you judge your students' performance?

Homework and tests graded. No grade for class activities, but participation graded. The assessment is too difficult and worth too much. Grades should be based more on homework and other activities.

What issues do Chinese students tend to struggle with in the English language?

Foundations are poor and the students need grammar the most

Is there anything you would change in your current curriculum?

Some tasks in the syllabus are useless and a waste of time. It is repetitive and other activities would be better for students.

Do you want a flexible syllabus or a strict one?

A flexible one that allows for different activities.

Hong Kong EFL Teacher Interview Protocol – Teacher 4, 1/25/02

Starter Questions

How long have you been teaching EFL?

13 years

How long have you been teaching at this institution?

5 years; springboard for 1 year; he has taught in New Zealand for 3 years

How big is your class?

20 students; the ideal size is 20

How many days per week does your EFL class meet?

2 days

How long is each class?

4 hours total; 2 x 2 hrs

Have you had any teacher training?

Yes, a teacher training certificate, specific for English

Class Structure:

What do you do in class for speaking skills?

Group discussions (interaction); reading aloud in class; pair work; basic pronunciation

Writing skills?

Teach grammar, then vocabulary, then writing; teach the drafting approach; use picture description; topics are usually current affairs, pop idols

Reading skills?

Have the students read silently, then again out aloud; does not use cartoon; uses newspaper cutting, current events

Do you use any multimedia resources (video tapes, computer programs, etc.) in your class lessons? Which ones?

Ask students to go and see English movies in their free time (as homework); sometimes uses video tapes, audio tapes; he thinks that the multimedia resources are helpful, easy to assign as homework

Do you assign homework? What kind of tasks do you assign? How often?

3 big 'portraits':
1. write a pamphlet/ brochure
2. write a composition about their district
3. go out and interview tourists on their views on Hong Kong
all HW assignments are graded

How do you judge your students' performance?

40/20/20 – test, exams, participation

What issues do Chinese students tend to struggle with in the English language?

Motivation, attitude: 'they do not think they need English' (lack of exposure)

Is there anything you would change in your current curriculum?

(lauhs)

it is too exam oriented; there need to be more activities; the curriculum is outdated; the target is wrong – why do they have to learn English? -> focus on this, not interesting to students; need to employ more native speakers, but that is not the ultimate solution

Three major groups of students:

1. students are not motivated
2. students that are motivated, but are lacking the exposure
3. students that are perfect at English and have overcome problems

How to make students more aware of English:

1. teacher needs to explain → communication
2. make curriculum more activity oriented (inside classroom), use guests, songs, invite native speakers to visit

the practical value is missing: the textbook is outdated, has some pre-1997 information, old stuff

more motivation ideas:

- sponsor students to go study overseas for a short time
- teacher training should be improved
- most teachers are ok, but language teaching methods are changing and teachers are not keeping up-to-date with the development
- more exposure to the English environment
- teachers are the key

Do you want a flexible syllabus or a strict one?

The syllabus is already flexible; he cuts out some of the materials and adds others, depending on the students; current materials are too difficult, he usually skips about 20% and adds 20% new material instead; inexperienced teachers might stick to the syllabus, due to their lack of knowledge that they should prepare for each class individually; he does not like out 'core topics' approach; more material in the syllabus is generally better, since it takes the workload off the teacher; NOTE: encourage teachers to do their own adjustments

Strictness in class?

There is a guide as to how strict teachers should be with students; generally he thinks that it depends on the class and that there is no ultimate rule

Other Comments

Teaching in Hong Kong needs to bear in mind the individual student, some are lazy/ obedient /have low studying skills; We need to pay attention to each student and help them individually; the problem partially lies with the teachers; he teachers 30 class hours a week and is therefore unable to prepare well enough for each class; the teacher workload is generally to heavy; some of his 20 students ask for extra help at times

Interesting topics:

If the students are not interested in learning English, they are not motivated; interesting topics depend on the individual class; he usually takes a couple of weeks to get to know the class and administers a questionnaire to find the interests of the students early on in the term, he then teaches the class so that the students will see topics, in which they are interested

Teachers meetings

Some students are really bad, how can we help these; all of caritas teachers are at the meetings; they usually discuss teaching issues

Last note:

The root of the problem is \$\$\$

Teacher 5

Hong Kong EFL Teacher Interview Protocol

Starter Questions

How long have you been teaching EFL?

Has been teaching EFL for 1 year. Substitute teacher for 3-4 yrs, not EFL

How long have you been teaching at this institution?

Has been teaching Springboard for 1 year

How big is your class?

Has 2 classes. 27 students for day class, 21 students for night class

How many days per week does your EFL class meet?

Usually 2-3 times. The 3rd class is for extra help. Students come willingly on their own

How long is each class?

Each class is about 2 hours

Have you had any teacher training?

There are teacher training seminars, which this teacher goes if its important.

The teacher has 2 total classes which means at least 8 hours of teaching per week.

Class Structure:

What do you do in class for speaking skills?

Hardly do any speaking activities

Students don't like to speak

The activities are too time consuming for the students because they don't want to do it.

Writing skills?

Make sentences, Chinese to English translation

fill in the blanks

Reading skills?

Funny stories, easy stories, followed by questions and answers

Not too long or too difficult

Do you use any multimedia resources (video tapes, computer programs, etc.) in your class lessons? Which ones?

Tapes and computers, conversations on tapes,

Use the computer to let the students surf the internet and give them a chance to type in english

Do you assign homework? What kind of tasks do you assign? How often?

Yes, tenses, prepositions, sentence making

How often? Depends on the students weaknesses in skills. Homework will concentrate on students weak skills.

How do you judge your students' performance?

The teacher sees if any of his students are sleeping, talking too much, collaboration in homework, how much do students ask questions.

There are 3 quizzes, 3 assignments, 3 assessments.

The students need 50 marks to pass.

Caritas provides the guidelines

What issues do Chinese students tend to struggle with in the English language?

Vocabulary, comprehension, sentence making

Is there anything you would change in your current curriculum?

Need more time, wants more teaching hours

Do you want a flexible syllabus or a strict one?

Wants a flexible schedule

General Comments

Do not include fundamentals, since the teacher has his/her own material

For the extra classes, only about 30%-50% attend

Appendix F – Student Focus Groups

Class A

Question 1 – What are your favorite class activities:

- Role Plays
- Vocabulary Games
- Videos
- Non-exam related exercises

Question 2 – What do you want to do in your English class:

- Writing
- Vocabulary – focus on everyday use and colloquial English

Question 3 – What is the hardest thing to learn in English:

- grammar
- listening – especially accents (British English, American English accents, Australian English)
- pronunciation

Question 4 – Do you think it is important to know English:

- everybody agreed that it is important to know English

Question 5 – What motivates you to learn English:

- genuine communication needs
- exposure in foreign countries
- dating
- ICQ

More specifically inside the classroom:

- organized classroom practice
- more in-class activities
- no lectures
- task based learning
- games (especially designing their own)
- have more foreign visitors/ exchanges
- listen to English songs
- dramas – write their own scripts
- translate Chinese plays into English

Question 6 – How do you plan to use English after this course:

- in the workplace
- English songs
- Help tourists
- Use ATMs

Class B

Question 1 – What are your favorite class activities:

- Drama (role play)
- Lectures – not liked
- Activities, need more activities

Question 2 – What do you want to do in your English class:

- more oral activities, listening comprehension
- phonics -> pronunciation of the letters
 - look at word and “sound it out”
- more grammar (basic)
- more focus on listening/speaking skills (interaction)

Question 3 – What is the hardest thing to learn in English:

- comprehension
- preposition
- listening
- remember all specific terms (everything in general)

Question 4 – Do you think it is important to know English

- yes, worthwhile to spend more time learning English

Question 5 – What motivates you to learn English:

- environment has to change
 - more group work
 - more extracurricular activities
- lower student/faculty ratio
- more related to real life
- ok to be in classroom at certain times, wants to do stuff outside of classrooms
- avoid lots of notes/lectures – no lecture format classes
- more audio/visual stuff, multimedia
- more interactive stuff, especially with native speakers
- they do want to have English only classroom but they think they might not understand everything - (Teacher needs to give more support to have the students gain confidence)

Question 6 – How do you plan to use English after this course:

- course not useful
- could be useful for communication with English speakers
- basic English
- the students think the course might be useful for further studies
- they want more job related English i.e. letter writing
- daily life reading and instructions, software in english
- reading menu
- English can be helpful in related subjects, science and technology, generally subjects that are taught in english

Appendix G – Employer Interviews

Employer Interview 1 by e-mail 1-31-02

When your company is looking to hire new employees, do you have difficulties finding Hong Kong citizens with adequate English skills?

Somewhat difficult.

What English language skills are possible employees lacking (e.g.: verbal communication/ written communication)?

Verbal expression. Pronunciation and English writing ability.

What English language skills have possible employees learned well?

Daily conversation and/or Commercial English.

What are some specific positions in your company that require English skills?

All.

Do you believe that more emphasis should be placed on certain English skills in school? What skills?

Yes. Grammar, comprehension, composition, listening, and oral.

Hong Kong Employer 2

Starter Questions:

How long have you been working at this company/organization?

7 months

How long have you been working in the _____ field?

Provides consulting + implementation using a temporary senior management

Hiring:

When your company is looking to hire new employees, do you have difficulties finding Hong Kong citizens with adequate English skills?

English communication/ writing

Problem: rude English is written without wanting to do so, he has to read all correspondence

What are some specific positions in your company that require English skills?

Do not require English: people. Cleaning toilet and the other cleaning people, apart from that everybody needs English

Do you believe that more emphasis should be placed on certain English skills in school?
What skills

Verbal and written communication, business letters. The employees should be able to answer an incoming call and understand the person calling.

Employer 3

English use:

How often do you use English at work?

Not often, only uses English to write e-mails because its more "official" Many employees en the company do not use English much at all. Most of the clients if not all are Chinese.

How often do you speak to people in English?

Not often at all.

How often do you write documents and communications in English?

E-mails are the written documents that use English.

Do you believe that more emphasis should be placed on certain English skills in school?
What skills?

There should be more emphasis in writing skills.

Employer Interview 4 February 15, 2002

Starter Questions:

How long have you been working at this company/organization?

Twelve years. Helped start the Kimberley Hotel. It opened in 1990. Also helped to found the Excelsior Hotel.

How long have you been working in the hotel field?

Over twenty years. Before worked in New York City in banking industry for two years.

What is your position/title?

Director of Personnel and Training

How long have you had this position/title?

Eleven years. Went to school in Sydney and studied economics.

English use:

How often do you use English at work?

Daily.

How often do you speak to people in English?

Among office staff, speak Cantonese, but customers and outsider clients speak in English.

How often do you write documents and communications in English?

All documents are in English.

How often do you read documents in English?

Daily.

Hiring:

When your company is looking to hire new employees, do you have difficulties finding Hong Kong citizens with adequate English skills?

Yes, so we hire Chinese students from overseas. Many come from Australia, England, Canada, and Switzerland.

What English language skills are possible employees lacking?

They are afraid to speak and lack education in general.

What English language skills have possible employees learned well?

Students from overseas are fluent in English and can move up to management levels.

What are some specific positions in your company that require English skills?

All positions require English. The second most important language is Japanese—30% of clients from Japan. Frontline workers such as receptionists and waiters need more English skills than back of house people such as cleaning and laundry people. Frontline people mostly need university or polytechnic degrees. Back of house people need university or high diploma.

Do you believe that more emphasis should be placed on certain English skills in school?
What skills?

Teamwork.

Other comments.

No longer hire people directly from Form 5. Higher education levels are needed these days. Train employees in-house. Various programs such as 1 year training, and for students under 18, one week training plus one month on the job training program

Appendix H – Teacher’s Manual

Teacher’s Manual

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Introduction

The Module

The Importance of Speech

Themes of Modules

Activities

- ▲ In-class
- ▲ Homework
- ▲ Projects

Quizzes and Exams

Sample Modules

Introduction

This manual is not a set of strict instructions for creating modules for English class, but rather a guide for creating effective learning activities. The teacher should feel free to expand the modules with their experience and creativity. The modular system should be constantly improved and modified to meet the needs of students and teachers. Indeed, this manual itself may change as new information is gathered from classrooms. Therefore, the user is asked to make full use of this manual but not feel constricted by it in any way.

The Module

The module is the basic unit on which this manual is based. A module is roughly a two-week-long set of classes that are designed around a common theme such as business interviews or shopping. Themes for modules are explored in more detail later on. Each module integrates all of the four basic language skills: (1) speaking, (2) listening, (3) reading, and (4) writing. Activities stressing these skills are unified by the theme on which the module is based.

The Importance of Speech

It is most natural to begin speaking a language before being able to read or write in it. One of the most common mistakes made in foreign language classes is the over emphasis of writing. This does not mean that writing is unimportant, but it should be understood that correct speech leads to better grammar and writing. Good writing, on the other hand, does not help improve speech.

The language teacher may be concerned that emphasizing speaking will sacrifice students' writing skills. Contrary to that belief, studies conducted on this issue have found that students' writing and grammar improved more when speech was emphasized rather than when writing and grammar alone were taught. Students in the writing and grammar-focused class had no improvement in speaking skills (Krashen and Terrell, 1983).

It is essential that English be spoken in the classroom as much as possible. Students need to be encouraged to speak often and interact in the classroom environment as much as possible. This may mean that teachers will have to speak more slowly and with smaller words than if they spoke in Chinese. Students may also struggle in the beginning if they are not used to an immersion environment. Teachers should not be discouraged from using this

method because the long-term effect will be a more rapid improvement in the students' practical English skills.

For these reasons, the modules highly stress speaking in the classroom. Reading and writing assignments are kept at a minimum in the classroom and are often reserved for homework. Instructors should keep this in mind when developing activities for their own modules.

Themes of Modules

The theme of a module is where teachers can truly allow their creativity to flow freely. The only requirement of a theme is that it is relevant and useful to the students. Depending on the background and proficiency of the students, different topics may be more relevant than others. For example, students wishing to study abroad may appreciate a module on college life or college admissions requirements. Other students may require business themes to help them on the job. Other factors that may influence the theme choice are: age of students, gender, future plans, and favorite free time activities. The teacher should try to become familiar with the students' backgrounds beforehand to help create modules that the students will find interesting and useful. A survey given at the beginning of the course will prove useful to find out the students' preferences. More sample themes may include: medical emergencies, shopping, hobbies, staying at a hotel, going on a date, life on the Internet, and visiting a foreign classroom.

The theme is the context for all of the activities done in class or assigned as homework. It is the theme that allows the skills and vocabulary presented to appear useful to the student. It helps to achieve the goal of not only teaching students English skills but also how to apply them to their everyday life. This will help raise the motivation of students to learn English.

Activities

Depending on the theme, certain activities will be more appropriate than others. Instructors should keep this in mind when developing their modules. Activities should have goals to give them direction and purpose. By the end of the activity, a student should have acquired a new skill. Perhaps the student will be able to read train timetables, describe what people look like, or fill out a clothing order form.

Unorthodox activities should not necessarily be avoided. Unusual activities may be just what are necessary to help students learn a particularly difficult concept or interest them in learning English to begin with.

In-class Activities

As stressed before, it is of the utmost importance to have English spoken in the classroom as much as possible. In-class activities should focus on interactive speaking and listening. Teachers should try to ensure that all students have an opportunity to participate in the classroom.

Some students have a difficult time learning from lectures and reading books. It is especially important to make sure these students are participating in class. Generally, it is important to avoid 'lecture-style' classes as much as possible, since that will not help the students learn the language. On the other hand, pictures and other visual aids should be used frequently.

Before new skills can be learned, it should be ensured earlier lessons have been understood. The teacher can have a discussion on a reading required as homework the night before. The teacher could ask questions and demand answers in English. The teacher could choose to have a section of the reading read aloud and discussed. It would also be helpful to go over any writing assignments that were assigned in homework. Only if a student is having severe difficulty should they be allowed to pose a question in Chinese. It is better to make sure that all student questions are answered than having English in the classroom at all times. Once the teacher is satisfied that students understand previous lessons, the class can move on to new material.

Interactive activities could include role-playing where students act out a dialog from the book or one they have written themselves. These games allow students to express their creativity. Although skits emphasize speaking, notice how they also practice reading and writing.

One of the major difficulties in teaching English is the lack of native speakers for students to interact with and listen to. Modern communication technology has helped somewhat in that regard. Videotaping an English television newscast and playing it back during class would be one idea. The teacher and students could discuss the stories presented to assure that the students understood the language and have a grasp of the topics presented. Students may have to write a short paper as homework on what was in the news. Movies and

sitcoms could also be used. Popular English-speaking music could also be worked into class activities.

To help develop spelling and vocabulary and avoid boring drills day after day, students could play popular games such as *Scrabble*. To learn numbers, students might be able to play *Monopoly* or *Life*. Students should receive a penalty in the game if they are caught speaking in Chinese.

These are only a few of the endless possibilities for in-class activities. The important thing is to engage the students. They should not be a passive audience, but active participants in the learning process.

Homework

While students usually dislike homework, it is important that they still have some of it to do. Generally it is not a good idea to give too much homework, but a modest amount on a regular basis is needed to reinforce the concepts introduced in class. Writing assignments are predestined to be good homework assignments, since they will not contribute much to the classroom if they are done during class time.

While class time is spent in conversation and interaction, homework is the time to emphasize reading and writing skills. Grammar concepts and vocabulary are also appropriate topics of assignments. The students' proficiency level and age will determine the structure of the assignments.

Extensive report and essay writing may not be appropriate for students who lack writing and grammatical foundations. These assignments may prove to be too difficult and discouraging to the beginning learner. Worksheets with simplified exercises may be more accessible to these students. Some activities could be fill-in-the-blanks, crossword puzzles, word finds, and word scrambles. As the students advance, the assignments can grow more complex.

Intermediate students may be able to handle translating Chinese sentences into English and vice versa. The teacher should try to have the sentences be useful phrases the students can use in conversation. For an added element of entertainment, the teacher could have students listen to popular songs or read their favorite poems. These students could also be given pictures of scenes and be asked to write short descriptions in English about what is going on. They could also cut out articles that interest them in English newspapers and bring them to class to share. Their language comprehension may not be perfect, but they should be able to understand major concepts.

Students with a strong grasp of fundamental English concepts will be able to handle more advanced activities. These students could be asked to write essays about themselves and their interests. Writing short stories or small dialogs is usually well received with the students. Internet research might be possible, but the teacher should be aware of the Internet access limitations for many students.

All levels of students may need worksheets from time to time to drill particularly difficult grammar or spelling rules. Teachers should feel free to use these when necessary but should keep in mind that if used too often, they will become tedious for the students. Another important factor for worksheets is that the length is important. Shorter worksheets have the advantage that students will not get bored during the latter half of the worksheet.

Listening and speaking can also be integrated into homework. Having the students watch English news or other television programs in English will expose them to the sound of the English language outside the classroom and will help them get more used to it. Apart from that, it will help them be more excited about learning English, since they will see that there are many things one can do with English.

Of course, this list of assignments is not extensive, but it is meant to give the teacher a few ideas of what one can use as course material for assignments. Teachers are strongly encouraged to use their experience and imagination to develop effective homework assignments.

Projects

Certain projects may or may not be feasible, depending on the level of students, time available, and other classroom constraints. Simplified projects can be used when necessary. The instructor must judge the classroom environment to determine if a project is appropriate.

Projects usually tie the themes of more than one module together. For example, students may have to do a project that ties together tourism and transportation. They may have to go to web pages and travel agencies to plan a virtual vacation for their class to take. The students would have to decide where to go, when, how to get there, where to stay, what things to see, and so forth. Another interesting idea would be to have the students develop a brochure to encourage other people to visit Hong Kong, with a focus on their district.

Teamwork and creativity should be emphasized in the project, just as they are in the classroom. Students should work together in groups of two to four, as appropriate. Some class time can be devoted to group work, but some work may have to be completed outside of

class. The projects not only develop English skills, but also the universal skills of working with others, communication, and time management. One should be aware, though, that the students will need to understand that it is imperative that they converse only in English during the time they work on the projects. Should they not, the learning effect will be greatly diminished or non-existent.

Teachers should find projects that allow students to apply their English language skills in useful ways. By the end of the project, students should have learned how to complete a real-life task or produce a useful product in English. Since projects are going to require a lot of work from the students, the teacher should give out no more than three projects for the duration of the course. Generally, the teacher needs to understand that the students have other commitments and should be considerate of their time constraints.

Quizzes and Exams

To help determine how much students have learned from the modules, it is necessary to have regular quizzes and exams. These tests will have to be designed in conjunction with other faculty to ensure all students in the program are being tested at the same level. Government and school administration requirements may also determine the structure and level of exams. Teachers should refer to these regulations when designing their quizzes and exams.

Quizzes should be held often to help the teacher determine what skills students are grasping and which are still misunderstood. These quizzes may also reveal students who are far behind other students but have failed to ask the teacher for additional assistance. Quizzes do not necessarily have to be graded since it will put a large amount of pressure on the students. The teacher could hand out a short quiz that will help the students see whether or not they have understood the material so that they can judge their own performance.

If possible, exams should have not only writing and reading sections, but also listening and oral sections. Writing and reading sections do not adequately measure a student's speaking and listening ability. It can be very difficult to conduct oral examinations due to time constraints and difficulty of grading. If necessary, only a listening section can be used. This section can be conducted in a similar way to the listening comprehension section of the TOEIC exam. This exam is used extensively in the business world to measure English proficiency.

Sample Modules

The modular system of classes provides teachers with the most freedom to develop classes to meet their students' needs. However, sometimes freedom can lead to ambiguities and uncertainty. To help resolve some of these issues, several sample modules have been included in this manual. Teachers may use these modules in their entirety in class or use them merely as examples of what is possible. It cannot be stressed enough that teachers should not feel bound by these examples. These sample modules are only the very beginning of more effective English language instruction.

Appendix I – Module 1 ‘My School Life’

Module 1: My School Life

Teacher’s Copy

This module develops skills to allow students to describe their school environment and interests.

Goals

At the end of this module, students should be able to:

1. Describe their classes
2. Describe extracurricular activities
3. Tell the time of classes and activities
4. Describe friends and teachers
5. Express likes and dislikes
6. Describe future plans

Introduction

Hong Kong has a different education system than other countries. Project Springboard is also a unique program in Hong Kong. When you meet English-speaking students from other countries, they might ask you questions about your school. What classes do you take? When do you go to class? What do you like to do after school? These are only a few questions. Can you answer them?

Topic One

Welcome to class

Activity 1

The discussion below helps students build familiarity with the topic and vocabulary used in discussing school. It will also help you become familiar with your students.

Have a discussion on what courses students take in school. What classes are you currently taking? List as many as you can on the board. Write them all down and save the list as a vocabulary sheet. This list will help you in future tasks.

Activity 2

Before playing the tape to practice listening skills, have students consider what courses students might take in English-speaking countries. How is the education system different there? This will help students know what to listen for on the tape and not be distracted by cultural differences.

Listen to the conversation on the tape that your instructor will play. An American student in Grade 11, Julie, will describe her day. Write down what classes she is taking. Check your answers with your partner. How are Julie's classes different from yours?

Activity 3

Read the dialog below between two students out loud with your partner. Switch roles and read it again, adding in different classes.

Chan: What classes are you taking, Pong?

Pong: I'm (I am) taking Chemistry, Advanced Math, and English.

Chan: Wow. Those classes sound hard.

Pong: What classes do you have this semester?

Chan: I'm (I am) in Putonghua, Biology, and Art.

Pong: It's (It is) time for class. Will I see you at lunch?

Chan: Yes, see you then!

Ask students to notice the different ways Chan and Pong asked about and described what courses they are taking. Have students ask and answer the variations of the questions in different forms if they are having difficulty understanding the equivalency of the various forms.

Topic Two

Outside Class

Activity 1

What do you do after school? Do you play sports? Are you in clubs? English-speakers on the Internet or visiting Hong Kong might ask you your interests. What would you tell them?

Activity 2

This is another vocabulary building activity that will also help you learn about the interests of your students. You can have students read the sentences below the pictures out loud to practice speaking. When students ask how to say a certain activity in English, try to get them to describe it in English before giving them the name of the activity.

Look at the pictures below. Write sentences in English underneath to describe what the people are doing. Discuss with your partner which activities you like to do. What activities that are not in the pictures do you like to do? Help each other find the English words for the activities you like to do. The teacher will help you if you can't find them.



Activity 3

Read the dialog below with your partner. Do you notice any patterns in the dialog below?

Rich: Li, what do you do after school?

Li: *I play sports. I'm (I am) on the school basketball team.*

Rich: Do you play any other sports?

Li: *I also swim, but I'm (I am) not on the team. What do you do?*

Rich: I'm (I am) very bad at sports. I play the violin in orchestra after school.

Li: *Do you play video games?*

Rich: Yes! I love video games!

Li: *Do you want to play video games with me on Saturday?*

Rich: Sure! See you then!

Activity 4

With your partner, write your own dialog talking about your favorite activities. Invite each other to participate in different activities. Practice the dialog and perform it to different groups in the class.

Have students perform the dialogs as time allows. Visit each of the groups to ensure the accuracy of the English in the dialogs.

Topic Three

What time is it?

When you describe your day, it won't make very much sense to other people if you can't say *when* you do something.

Activity 1

Try to divide the students into groups of mixed ability. Hand out a partially filled out time table to each group. After the activity has begun, ensure that groups are interacting in English. Help students' accuracy in asking questions and giving responses. If helpful, write model questions on the board for students to use.

Your teacher will divide the class into several groups. Each group will get a timetable. However, information is missing! Your group must go to other groups to fill in the missing information. Ask each other in English what classes the student takes at various times. The first group with all the information will run up to the board and write out the entire schedule. The class will check if there are any mistakes.

Activity 2

Now that you know how to create a timetable, write up your own for the week. This will help you in future tasks. Be ready for your teacher to ask you about your schedule.

Activity 3

Before playing the tape, tell students what to listen for. Tell them to be careful not to be sidetracked by irrelevant information.

Listen to the dialogs on the tape of students describing their day. Write down what their activities are and when they occur. Check your answers with your partner.

Topic Four

Who is that?

How would you tell someone what your friends are like? What do your friends look like? What do they like to do? How would you describe other people you know?

Activity 1

Below are lists of words to describe people. Match the words that mean the opposite of the other. Notice two words have the same opposite! Check your answers with a partner. What other words can you think of to describe people? Write them down as well.

<i>Tall</i>	Fat	<i>Loud</i>	Boring
<i>Long</i>	Ugly	<i>Shy</i>	Lazy
<i>Dark</i>	Short	<i>Polite</i>	Weak
<i>Nice</i>	Small	<i>Busy</i>	Quiet
<i>Pretty</i>	Light	<i>Strong</i>	Healthy
<i>Big</i>	Mean	<i>Sick</i>	Stupid
<i>Skinny</i>	Short	<i>Smart</i>	Rude
<i>Happy</i>	Sad	<i>Exciting</i>	Outgoing

Activity 2

Read the descriptions of people given below out loud. Can you imagine what the people look like?

Michael is tall and skinny. He has short, light blonde hair and green eyes. He wears glasses. He is very shy and quiet. Michael likes to take photos of skyscrapers. Once he won an award for his photo of the Empire State Building.

Mei is very beautiful. She has straight, long, black hair. Her eyes are dark brown. Mei is athletic and plays on the school football team and swims. Her dream is to swim for China in the Olympics. She is very outgoing and has lots of friends.

Linda is short, has curly red hair and green eyes. She has lots of freckles on her little nose. After school Linda works at a bakery. She is saving money to go to university. Linda is taking biology and wants to be a doctor. She is very smart and works hard.

Activity 3

Now write a few sentences describing yourself in English. Your teacher will collect the descriptions and shuffle them. The teacher will read the descriptions one at a time. The class must guess who is being described.

Topic Five

My favorite things

Activity 1

What is your favorite class? What is your least favorite food? You should be able to tell people what you like and dislike.

In English, there are many levels of like and dislike. The chart below helps describe what phrases are stronger than others.

Love	😊
Really like	😊
Like	😊
Undecided	😐
Dislike	😞
Really dislike	😞
Hate	😞

Activity 2

You are taking a survey on students' likes and dislikes. The teacher will divide the class into groups. Every student in the group is in charge of one question. Ask all of the members in the group your question in English and write down the answers. You must also answer their questions in English. All groups will report the results of their survey to the teacher. The entire class' results will be written on the board by students. Do the results surprise you? Do you agree with the majority?

What is your favorite food?

What is your least favorite class?

What is your favorite football team?

What is your favorite color?

What chore at home do you hate?

Topic Six

Looking towards the future

After they finish the Springboard Program, students may choose to do different things. Some may go on to get an associate's degree. Others will go to work. What are your plans for the future?

Activity 1

Read the sentences below. Write a P next to the sentence if it is in the past tense. Write an N next to the sentence if it is in the present tense. Write an F next to the sentence if it is in the future tense. Check your answers with your partner. What words in the sentence tell you what tense it is in?

I am going to the store.

I went to the museum.

I will fix the car tomorrow.

Jacob lost his wallet.

They are studying for the exam.

She isn't worried about the test.

Ming forgot the book.

I can't find my list.

They will play tennis.

Activity 2

Your teacher will put you in groups of three or four and give you a set of cards. The cards have sentences describing events. Put the cards in the right order from the earliest event to the latest event. Draw pictures for each event. Show your pictures to the class and describe them.

Activity 3

Discuss with your group in English what you plan to do after you finish the Springboard Program. Do the other students plan on doing the same things? What do most students plan on doing?

Module 1: My School Life

Student's Copy

This module develops skills to allow students to describe their school environment and interests.

Goals

At the end of this module students should be able to:

1. Describe their classes;
2. Describe extracurricular activities;
3. Tell the time of classes and activities;
4. Describe friends and teachers;
5. Express likes and dislikes;
6. Describe future plans.

Introduction

Hong Kong has a different education system than other countries. Project Springboard is also a unique program in Hong Kong. When you meet English-speaking students from other countries, they might ask you questions about your school. What classes do you take? When do you go to class? What do you like to do after school? These are only a few questions. Can you answer them?

Topic One

Welcome to class

Activity 1

Have a discussion on what courses students take in school. What classes are you currently taking? List as many as you can on the board. Write them all down and save the list as a vocabulary sheet. This list will help you in future tasks.

Activity 2

Listen to the conversation on the tape that your instructor will play. An American student in Grade 11, Julie, will describe her day. Write down what classes she is taking. Check your answers with your partner. How are Julie's classes different from yours?

Activity 3

Read the dialog below between two students out loud with your partner. Switch roles and read it again, adding in different classes.

Chan: What classes are you taking, Pong?

Pong: I'm (I am) taking Chemistry, Advanced Math, and English.

Chan: Wow. Those classes sound hard.

Pong: What classes do you have this semester?

Chan: I'm (I am) in Putonghua, Biology, and Art.

Pong: It's (It is) time for class. Will I see you at lunch?

Chan: Yes, see you then!

Topic Two

Outside Class

Activity 1

What do you do after school? Do you play sports? Are you in clubs? English-speakers on the Internet or visiting Hong Kong might ask you your interests. What would you tell them?

Activity 2

Look at the pictures below. Write sentences in English underneath to describe what the people are doing. Discuss with your partner which activities you like to do. What activities that are not in the pictures do you like to do? Help each other find the English words for the activities you like to do. The teacher will help you if you can't find them.



Activity 3

Read the dialog below with your partner. Do you notice any patterns in the dialog below?

Rich: Li, what do you do after school?

Li: *I play sports. I'm (I am) on the school basketball team.*

Rich: Do you play any other sports?

Li: *I also swim, but I'm (I am) not on the team. What do you do?*

Rich: I'm (I am) very bad at sports. I play the violin in orchestra after school.

Li: *Do you play video games?*

Rich: Yes! I love video games!

Li: *Do you want to play video games with me on Saturday?*

Rich: Sure! See you then!

Activity 4

With your partner, write your own dialog about your favorite activities. Invite each other to participate in different activities. Practice the dialog and perform it to different groups in the class.

Topic Three

What time is it?

When you describe your day, it won't make very much sense to other people if you can't say *when* you do something.

Activity 1

Your teacher will divide the class into five groups. Each group will get a timetable. However, information is missing! Your group must go to other groups to fill in the missing information. Ask each other in English what classes the student takes at various times. The first group with all the information will run up to the board and write out the entire schedule. The class will check if there are any mistakes.

Activity 2

Now that you know how to create a timetable, write up your own for the week. This will help you in future tasks. Be ready for your teacher to ask you about your schedule.

Activity 3

Listen to the dialogs on the tape of students describing their day. Write down what their activities are and when they occur. Check your answers with your partner.

Topic Four

Who is that?

How would you tell someone what your friends are like? What do your friends look like? What do they like to do? How would you describe other people you know?

Activity 1

Below are lists of words to describe people. Match the words that mean the opposite of the other. Notice two words have the same opposite! Check your answers with a partner. What other words can you think of to describe people? Write them down as well.

<i>Tall</i>	Fat	<i>Loud</i>	Boring
<i>Long</i>	Ugly	<i>Shy</i>	Lazy
<i>Dark</i>	Short	<i>Polite</i>	Weak
<i>Nice</i>	Small	<i>Busy</i>	Quiet
<i>Pretty</i>	Light	<i>Strong</i>	Healthy
<i>Big</i>	Mean	<i>Sick</i>	Stupid
<i>Skinny</i>	Short	<i>Smart</i>	Rude
<i>Happy</i>	Sad	<i>Exciting</i>	Outgoing

Activity 2

Read the descriptions of people given below out loud. Can you imagine what the people look like?

Michael is tall and skinny. He has short, light blonde hair and green eyes. He wears glasses. He is very shy and quiet. Michael likes to take photos of skyscrapers. Once he won an award for his photo of the Empire State Building.

Mei is very beautiful. She has straight, long, black hair. Her eyes are dark brown. Mei is athletic and plays on the school football team and swims. Her dream is to swim for China in the Olympics. She is very outgoing and has lots of friends.

Linda is short, has curly red hair and green eyes. She has lots of freckles on her little nose. After school Linda works at a bakery. She is saving money to go to university. Linda is taking biology and wants to be a doctor. She is very smart and works hard.

Activity 3

Now write a few sentences describing yourself in English. Your teacher will collect the descriptions and shuffle them. The teacher will read the descriptions one at a time. The class must guess who is being described.

Topic Five

My favorite things

Activity 1

What is your favorite class? What is your least favorite food? You should be able to tell people what you like and dislike.

In English, there are many levels of like and dislike. The chart below helps describe what phrases are stronger than others.

Love	😊
Really like	😊
Like	😊
Undecided	😐
Dislike	😞
Really dislike	😞
Hate	😞

Activity 2

You are taking a survey on students' likes and dislikes. The teacher will divide the class into groups. Every student in the group is in charge of one question. Ask all of the members in the group your question in English and write down the answers. You must also answer their questions in English. All groups will report the results of their survey to the teacher. The entire class' results will be written on the board by students. Do the results surprise you? Do you agree with the majority?

What is your favorite food?

What is your least favorite class?

What is your favorite football team?

What is your favorite color?

What chore at home do you hate?

Topic Six

Looking towards the future

After they finish the Springboard Program, students may choose to do different things. Some may go on to get an associate's degree. Others will go to work. What are your plans for the future?

Activity 1

Read the sentences below. Write a P next to the sentence if it is in the past tense. Write an N next to the sentence if it is in the present tense. Write an F next to the sentence if it is in the future tense. Check your answers with your partner. What words in the sentence tell you what tense it is in?

I am going to the store.

I went to the museum.

I will fix the car tomorrow.

Jacob lost his wallet.

They are studying for the exam.

She isn't worried about the test.

Ming forgot the book.

I can't find my list.

They will play tennis.

Activity 2

Your teacher will put you in groups of three or four and give you a set of cards. The cards have sentences describing events. Put the cards in the right order from the earliest event to the latest event. Draw pictures for each event. Show your pictures to the class and describe them.

Activity 3

Discuss with your group in English what you plan to do after you finish the Springboard Program. Do the other students plan on doing the same things? What do most students plan on doing?

Appendix J – Module 2 ‘Emergency’

Module 2: Emergency!

Teacher’s Copy

This module teaches students how to communicate during an emergency.

Goals

At the end of this module, students should be able to:

1. Understand what an emergency is;
2. Describe how they feel;
3. Name basic body parts;
4. Know how to get help;
5. Tell their location.

Advanced Topics

(To be covered as time allows)

1. First aid
2. The emergency care system in the United States

Introduction

In an emergency, communication is very important. If you cannot tell someone what is wrong, they won’t be able to help you. Most English-speaking tourists who visit Hong Kong don’t know Cantonese. If you know English, you will be able to help them in an emergency.

Topic One

What is an emergency?

An emergency is a serious situation that happens unexpectedly (without warning) and needs immediate (fast) action. An emergency is when action or assistance (help) is needed right away.

Activity 1

Encourage the students to talk about their own experiences and subjects that are familiar to them. Moderate the discussion and enforce an English-only policy. When a student cannot think of an English word, ask fellow students to try to help him or her.

Working in groups, write down as many emergency situations that you can imagine. Then as a class, make a list on the board of all the emergencies. Write all of these down and keep them in your folder as a vocabulary sheet. Talk with each other and the teacher. What emergencies are the most serious? What emergencies have you seen? What emergencies have you been involved in? What did you do in these emergencies?

Topic Two

I don't feel very good...

Activity 1

Everyone gets sick. It is important to let people know when you don't feel well. With a partner, read the dialog below.

Li: I don't feel very good.

May: *What's wrong?*

Li: My head hurts.

May: *Does anything else hurt?*

Li: No, but I feel cold.

May: *You should go to bed.*

Li: I think you're right.

May: *If you don't feel better tomorrow, call a doctor.*

Li: Okay.

May: *Get well soon!*

This conversation can be changed very easily. Look at the conversation again below with many suggestions written in. Read the conversation a few more times and try the different suggestions.

Li: I don't feel very good. (I feel sick. I don't feel well.)

May: *What's wrong? (Are you all right?)*

Li: My head hurts. (My stomach hurts. My throat hurts.)

May: *Does anything else hurt? (Is anything else wrong?)*

Li: No, but I feel cold. (I feel hot. I feel dizzy. I feel tired.)

May: *You should go to bed.*

Li: I think you are right.

May: *If you don't feel better tomorrow, call a doctor.*

Li: Okay.

May: *Get well soon! (I hope you feel better! Rest well!)*

Do you notice any patterns? Do you think you could tell someone what's wrong when you feel sick? With a partner, write your own dialog and perform it for the class.

Point out grammatical patterns in the dialog. Help them learn to modify the sentences to be able to express any manner of illness.

Topic Three

The thighbone's connected to the hipbone

Activity 1

Sometimes you don't feel sick, but you've injured (hurt) yourself. Look at the pictures below. All of the people have been injured. Below the picture, it says what they've done.

Hand out a vocabulary sheet with a person on it with all of the major body parts labeled. With the help of the pictures below, have the students decide which injury descriptions are appropriate for which parts



I broke my arm.



I cut my foot.



I poked my eye.



I hit my head.



I sprained my wrist.



Drawing by Dean Norton

I broke my leg.

Activity 2

How do people injure themselves? Discuss in groups how different injuries can happen. The teacher will then ask the entire class what they think. What injuries are most common? What are the most serious? What activities can cause injury? Have you ever gotten seriously injured?

Once again, English speaking only for the discussions. If students think of any other injuries, write them on the board for other students to copy down in their notes.

Activity 3

Help students learn to recognize key phrases that will be in the dialogs on the tape in the next task. The task above should have helped them learn the background information to know what to expect in the dialogs.

The teacher will play a tape of several dialogs. The people on the tape will describe what happened to them to a friend. Listen carefully. What did they injure? How did they get injured? Check your answers with your partner.

Activity 4

With your group, write a skit where someone is injured. Before he or she can get help, you must find out what is wrong. Act out your skit for the class. To help you, some ideas are listed below.

Your friend is skateboarding and sprains her ankle.

Your little brother falls down the stairs and hits his head.

An old man is hit by a car and breaks his arm.

Your mother is making dinner and cuts her hand.

Save your skit in your folder. You will use it in the next task.

Topic Four

Someone help me!

In an emergency, you need to get help fast. Most countries have an emergency phone number to reach the police, fire department, and hospital. When you call for help, you must be able to tell them who you are, what has happened, and where you are.

Activity 1

Read the dialog below with your partner.

Operator: Hello? How may I help you?

Ming: *My friend fell off her bike and broke her leg!*

Operator: What is your location? (Where are you?)

Ming: *We are at 1023 Maple Street.*

Operator: I am sending an ambulance right now. What is your name?

Ming: *My name is Ming Chan and my friend's name is Karen Jones.*

Operator: Don't worry, Ms. Chan. Help will be there soon.

If students are having difficulty with numbers or prepositions, assign an extra grammar worksheet as homework to help reinforce this subject.

Activity 2

Take your dialog from the last task. Add to it a conversation between an emergency operator and the person sent to call for help. Practice with your group. If there is time, you will perform the skit for the group.

Activity 3

Sometimes you may not know the exact address of where you are. You may have to describe to the operator where you are. Discuss with your instructor the meanings of the phrases below. Draw pictures on the board to show what they mean.

I am behind the Lucky Dragon Restaurant.

I am underneath (below) the green bridge.

I am next to Kowloon Park.

I am between the car and the tree.

I am at the corner of Nathan Road and Jordan Road.

I am on top of (above) the building.

I am across from (opposite from) the Ocean Park bus stop.

I am near (close to) (by) the movie theater.

I am far from the hotel.

I am inside the cave.

Topic Five

First Aid

You should be able to help people when they are hurt or aren't feeling well. If the situation is not serious, you may be able to help them yourself. If it is a real emergency, you can take care of them until professional help arrives. Sometimes the emergency operator will tell you what to do until help comes. You can also take classes offered by volunteer organizations. The help you give someone before help arrives is called first aid.

Activity 1

Before playing the tape, talk about what students do when they get hurt or sick. Discuss cultural differences between what English and American people do and what Chinese people do. This will help them know what to expect in the dialog and not be distracted by cultural differences.

Listen to the dialogs on the tape. People will tell you what to do for different problems. Match the problem to the correct solution. Afterwards, check your answers with your partner.

- | | |
|-----------------|---|
| 1. Bruised knee | A. Band-Aid |
| 2. Small cut | B. Antacid |
| 3. Headache | C. Hot tea and don't talk! |
| 4. Stomachache | D. Ice pack |
| 5. Flu | E. Hold still until the ambulance comes |
| 6. Broken arm | F. Aspirin |
| 7. Sore throat | G. Stay in bed and drink lots of fluid |

Activity 2

It is a good idea to keep a first aid kit in your home and in your car. You should also take one when you go camping or hiking. Discuss with the class what goes into a first aid kit. Do you have one? What does it have in it? Have you ever used it? Why is it important to have? Write on the board all of the class's ideas for items to go in a first aid kit. Save this sheet in your folder and use it as a vocabulary sheet.

Activity 3

Before showing the video, discuss with the students what they will be seeing. This will help them be prepared and more able to understand when they are watching the film.

Watch the video of the rescuers performing first aid. If time allows, your teacher will play the video more than once. Discuss in groups what happened. How did the person become injured? What did they hurt? What did the rescuers do to help the person? What would you have done?

Activity 4

Working in groups, produce skits of people performing first aid. If the situation is serious, don't forget to call for help. Perform your skits for the class. Were the skits realistic? Could you really help in an emergency?

Topic Six

Emergency Care System in the United States

Activity 1

The following reading is somewhat complex. Lower proficiency students may not be able to handle it. For students with difficulties in the foundations, more time should be spent in the earlier sections instead of on the advanced topics.

Take turns reading the following passage out loud. Discuss with the class how the United States' system compares to the Hong Kong system. How are they similar? How are they different?

In an emergency, the first thing that needs to be done is call for help. In the United States, people can call 9-1-1. The call is sent to a special center where operators answer the phones. Using caller ID, the operator can often find out the location of the call even if the person calling does not know his or her address. The operator can then send the police, fire department, or an ambulance to the scene of the emergency, as appropriate.

When an ambulance is sent, specially trained medical workers arrive on the scene of the emergency. These workers are called emergency medical technicians, or EMT's.

EMT's have gone to classes to learn specifically how to help victims of traumatic incidents such as car accidents, earthquakes, and heart attacks. Their job is to keep patients safe and alive until they can be taken to the hospital.

There are several levels of EMT's. The lowest level is called the First Responder. If they ride in an ambulance, higher EMT's must accompany them. Often policemen and firefighters are trained as First Responders because many times they arrive at emergencies before the ambulance. First Responders only study for a few months to earn certification. What medical procedures First Responders are allowed to perform is determined by each individual state.

The second level is the EMT Basic, or EMT-B. These EMT's can ride in the ambulance and respond to 9-1-1 calls. They normally train for four to six months for certification. They can provide basic life-support for patients on their way to the hospital.

The EMT Intermediate, or EMT-I is just above the EMT-B. They are allowed to provide more medications to patients at the scene of the emergency and on the way to the hospital. EMT-I's study six months to a year for certification. What EMT-I's and EMT-B's can do is also determined by each individual state.

The highest level for emergency care is no longer called an EMT. These workers train often for two years or more for certification. They are then called paramedics. Paramedics are nationally certified instead of individually by the states. They can give heart attack patients nitroglycerin and perform simple emergency surgeries at the emergency site or on the way to the hospital. Paramedics are sometimes sent only for the most serious emergencies.

These emergency medical workers can only do their job if the public does their job. People must be vigilant and report emergencies to the proper authorities. Keeping citizens safe is everyone's duty.

Comprehension Questions:

What must happen first in an emergency?

Who sends the correct type of help?

What are the four levels of medical workers? Put them in order from lowest to highest.

Who certifies EMT's?

Whose job is it to keep people safe?

Activity 2

Each group should receive a deck of cards with a different emergency story.

Your instructor will put you in groups and hand each group a stack of cards. Each card has a picture on it. The pictures show different events during an emergency. Put the pictures in the correct order from earliest to latest in time. Write a short sentence about each picture. Present your pictures and read your paragraph to the class.

Module 2: Emergency!

Student Copy

This module teaches students how to communicate during an emergency.

Goals

At the end of this module, students should be able to:

1. Understand what an emergency is;
2. Describe how they feel;
3. Name basic body parts;
4. Know how to get help;
5. Tell their location.

Advanced Topics

(To be covered as time allows)

1. First aid
2. The emergency care system in the United States

Introduction

In an emergency, communication is very important. If you cannot tell someone what is wrong, they won't be able to help you. Most English-speaking tourists who visit Hong Kong don't know Cantonese. If you know English, you will be able to help them in an emergency.

Topic One

What is an emergency?

An emergency is a serious situation that happens unexpectedly (without warning) and needs immediate (fast) action. An emergency is when action or assistance (help) is needed right away.

Activity 1

Working in groups, write down as many emergency situations that you can imagine. Then as a class, make a list on the board of all these emergencies. Write all of these down and keep them in your folder as a vocabulary sheet. Talk with each other and the teacher. What emergencies are the most serious? What emergencies have you seen? What emergencies have you been involved in? What did you do in these emergencies?

Topic Two

I don't feel very good...

Activity 1

Everyone gets sick. It is important to let people know when you don't feel well. With a partner, read the dialog below.

Li: I don't feel very good.

May: *What's wrong?*

Li: My head hurts.

May: *Does anything else hurt?*

Li: No, but I feel cold.

May: *You should go to bed.*

Li: I think you're right.

May: *If you don't feel better tomorrow, call a doctor.*

Li: Okay.

May: *Get well soon!*

This conversation can be changed very easily. Look at the conversation again below with many suggestions written in. Read the conversation a few more times and try the different suggestions.

Li: I don't feel very good. (I feel sick. I don't feel well.)

May: *What's wrong? (Are you all right?)*

Li: My head hurts. (My stomach hurts. My throat hurts.)

May: *Does anything else hurt? (Is anything else wrong?)*

Li: No, but I feel cold. (I feel hot. I feel dizzy. I feel tired.)

May: *You should go to bed.*

Li: I think you are right.

May: *If you don't feel better tomorrow, call a doctor.*

Li: Okay.

May: *Get well soon! (I hope you feel better! Rest well!)*

Do you notice any patterns? Do you think you could tell someone what's wrong when you feel sick? With a partner, write your own dialog and perform it for the class.

Topic Three

The thighbone's connected to the hipbone

Activity 1

Sometimes you don't feel sick, but you've injured (hurt) yourself. Look at the pictures below. All of the people have been injured. Below the picture, it says what they've done.



I broke my arm.



I cut my foot.



I poked my eye.



I hit my head.



I sprained my wrist.



Drawing by Dean Norton

I broke my leg.

Activity 2

How do people injure themselves? Discuss in groups how different injuries can happen. The teacher will then ask the entire class what they think. What injuries are most common? What are the most serious? What activities can cause injury? Have you ever gotten seriously injured?

Activity 3

The teacher will play a tape of several dialogs. The people on the tape will describe what happened to them to a friend. Listen carefully. What did they injure? How did they get injured? Check your answers with your partner.

Activity 4

With your group, write a skit where someone is injured. Before he or she can get help, you must find out what is wrong. Act out your skit for the class. To help you, some ideas are listed below.

Your friend is skateboarding and sprains her ankle.

Your little brother falls down the stairs and hits his head.

An old man is hit by a car and breaks his arm.

Your mother is making dinner and cuts her hand.

Save your skit in your folder. You will use it in the next task.

Topic Four

Someone help me!

In an emergency, you need to get help fast. Most countries have an emergency phone number to reach the police, fire department, and hospital. When you call for help, you must be able to tell them who you are, what has happened, and where you are.

Activity 1

Read the dialog below with your partner.

Operator: Hello? How may I help you?

Ming: *My friend fell off her bike and broke her leg!*

Operator: What is your location? (Where are you?)

Ming: *We are at 1023 Maple Street.*

Operator: I am sending an ambulance right now. What is your name?

Ming: *My name is Ming Chan and my friend's name is Karen Jones.*

Operator: Don't worry, Ms. Chan. Help will be there soon.

Activity 2

Take your dialog from the last task. Add to it a conversation between an emergency operator and the person sent to call for help. Practice with your group. If there is time, you will perform the skit for the group.

Activity 3

Sometimes you may not know the exact address of where you are. You may have to describe to the operator where you are. Discuss with your instructor the meanings of the phrases below. Draw pictures on the board to show what they mean.

I am behind the Lucky Dragon Restaurant.

I am underneath (below) the green bridge.

I am next to Kowloon Park.

I am between the car and the tree.

I am at the corner of Nathan Road and Jordan Road.

I am on top of (above) the building.

I am across from (opposite from) the Ocean Park bus stop.

I am near (close to) (by) the movie theater.

I am far from the hotel.

I am inside the cave.

Topic Five

First Aid

You should be able to help people when they are hurt or aren't feeling well. If the situation is not serious, you may be able to help them yourself. If it is a real emergency, you can take care of them until professional help arrives. Sometimes the emergency operator will tell you what to do until help comes. You can also take classes offered by volunteer organizations. The help you give someone before help arrives is called first aid.

Activity 1

Listen to the dialogs on the tape. People will tell you what to do for different problems. Match the problem to the correct solution. Afterwards, check your answers with your partner.

- | | |
|-----------------|---|
| 3. Bruised knee | A. Band-Aid |
| 4. Small cut | B. Antacid |
| 5. Headache | C. Hot tea and don't talk! |
| 6. Stomachache | D. Ice pack |
| 7. Flu | E. Hold still until the ambulance comes |
| 8. Broken arm | F. Aspirin |
| 9. Sore throat | G. Stay in bed and drink lots of fluid |

Activity 2

It is a good idea to keep a first aid kit in your home and in your car. You should also take one when you go camping or hiking. Discuss with the class what goes into a first aid kit. Do you have one? What does it have in it? Have you ever used it? Why is it important to have? Write on the board all of the class' ideas for items to go in a first aid kit. Save this sheet in your folder and use it as a vocabulary sheet.

Activity 3

Watch the video of the rescuers performing first aid. If time allows, your teacher will play the video more than once. Discuss in groups what happened. How did the person become injured? What did they hurt? What did the rescuers do to help the person? What would you have done?

Activity 4

Working in groups, produce skits of people performing first aid. If the situation is serious, don't forget to call for help. Perform your skits for the class. Were the skits realistic? Could you really help in an emergency?

Topic Six

Emergency Care System in the United States

Activity 1

Take turns reading the following passage out loud. Discuss with the class how the United States' system compares to the Hong Kong system. How are they similar? How are they different?

In an emergency, the first thing that needs to be done is call for help. In the United States, people can call 9-1-1. The call is sent to a special center where operators answer the phones. Using caller ID, the operator can often find out the location of the call even if the person calling does not know his or her address. The operator can then send the police, fire department, or an ambulance to the scene of the emergency, as appropriate.

When an ambulance is sent, specially trained medical workers arrive on the scene of the emergency. These workers are called emergency medical technicians, or EMT's. EMT's have gone to classes to learn specifically how to help victims of traumatic incidents such as car accidents, earthquakes, and heart attacks. Their job is to keep patients safe and alive until they can be taken to the hospital.

There are several levels of EMT's. The lowest level is called the First Responder. If they ride in an ambulance, higher EMT's must accompany them. Often policemen and firefighters are trained as First Responders because many times they arrive at emergencies before the ambulance. First Responders only study for a few months to earn certification.

What medical procedures First Responders are allowed to perform is determined by each individual state.

The second level is the EMT Basic, or EMT-B. These EMT's can ride in the ambulance and respond to 9-1-1 calls. They normally train for four to six months for certification. They can provide basic life-support for patients on their way to the hospital.

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These emergency medical workers can only do their job if the public does their job. People must be vigilant and report emergencies to the proper authorities. Keeping citizens safe is everyone's duty.

Comprehension Questions:

What must happen first in an emergency?

Who sends the correct type of help?

What are the four levels of medical workers? Put them in order from lowest to highest.

Who certifies EMT's?

Whose job is it to keep people safe?

Activity 2

Your instructor will put you in groups and hand each group a stack of cards. Each card has a picture on it. The pictures show different events during an emergency. Put the pictures in the correct order from earliest to latest in time. Write a short sentence about each picture. Present your pictures and read your paragraph to the class.

Appendix K – Module 3 ‘Getting Around Module’

Module 3: Getting Around Town

Teacher’s Copy

This module develops skills to allow students to read maps and give and follow directions

Goals

At the end of this module, students should be able to:

1. Read maps;
2. Ask for directions;
3. Give directions;
4. Understand directions.

Introduction

When you travel, you are often faced with problems when you try to get around town. There are many skills that you need to navigate unknown locations effectively (successfully). Reading maps is an essential skill, but at times, that is not enough. It is good to have the option to ask locals for directions. On the other hand, being able to give directions to other people is also a valuable skill.

Teacher Preface

For this module, you will need to bring in a street map of Hong Kong. You will also need to enlarge map M3, or copy it to an overhead slide, to project against a wall. As with any module, this module is not supposed to limit you in any way, but you are encouraged to include your own work and leave out any section, if you feel it is necessary for your class. When you first start teaching this module, you should introduce the vocabulary needed to the students, since the module itself does not address this issue.

Topic One

Maps are your friend – Reading maps

Look at the map below. Can you name the four directions that are indicated by the cross? *Answer: North, East, West, South*

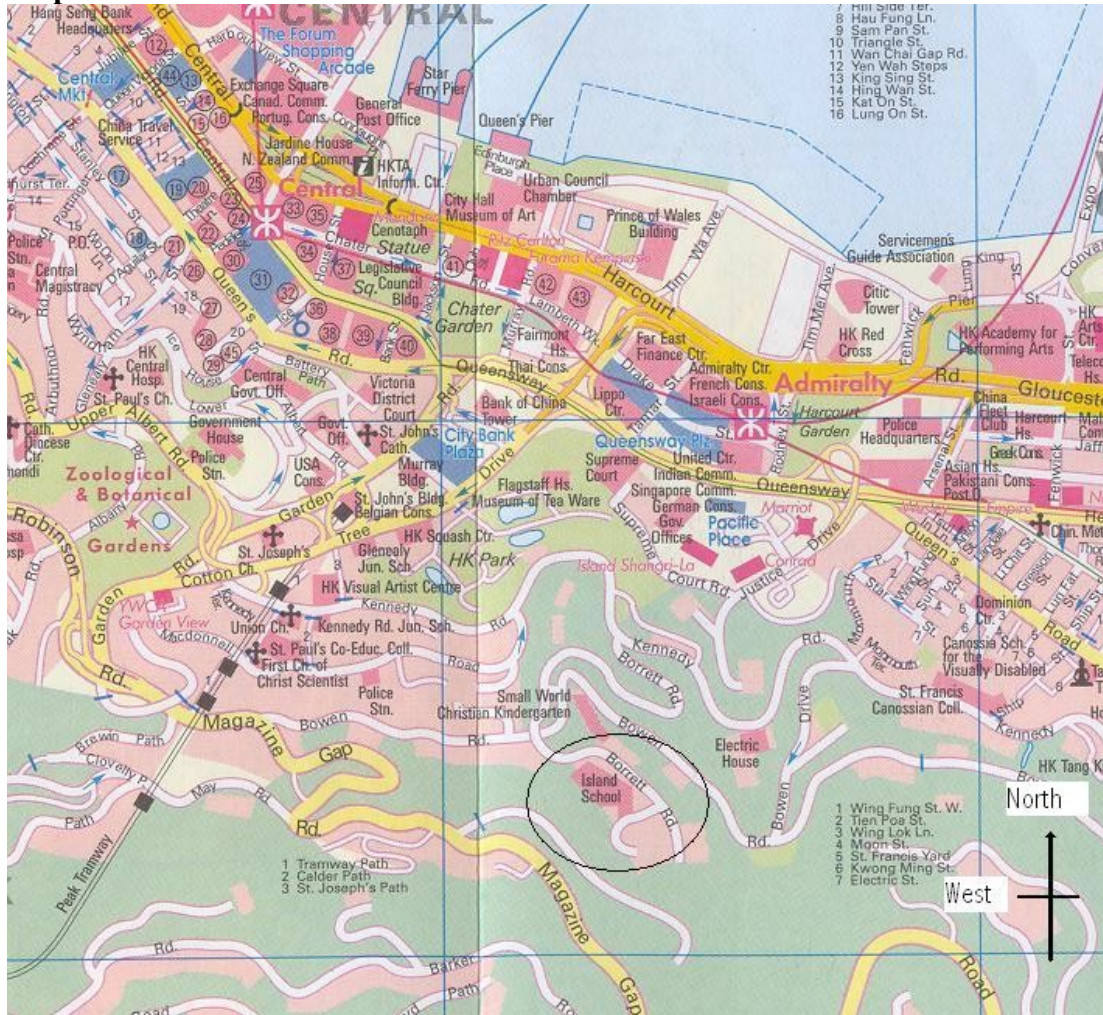
Which direction does the arrow point?

Answer: North

On which street is the 'Island School'?

Answer: On Borrett Road

Map M1



Topic Two

I am lost! – Asking for directions

Activity 1

The inevitable (unavoidable) has happened. You are lost in a foreign city. Nobody speaks English, and you would really like to return to your hotel. Luckily, you only need to get to the next subway station. Read the following dialogue with a partner.

Bill: Excuse me, Sir.

Jim: Yes?

Bill: I am lost. Can you help me?

Jim: Sure, where do you need to go?

Bill: I am looking for an underground station.

Activity 2

Now we will need to learn some vocabulary. The following sets of words shown below include many phrases used for asking directions. With your partner, construct three (3) dialogues using different phrases.

Excuse me. I am looking for... ?

Pardon me. Can you help me find...?

In which direction is...?

I'm sorry. Can you tell me where I can find...?

Sir, how do I get to...?

Topic Four

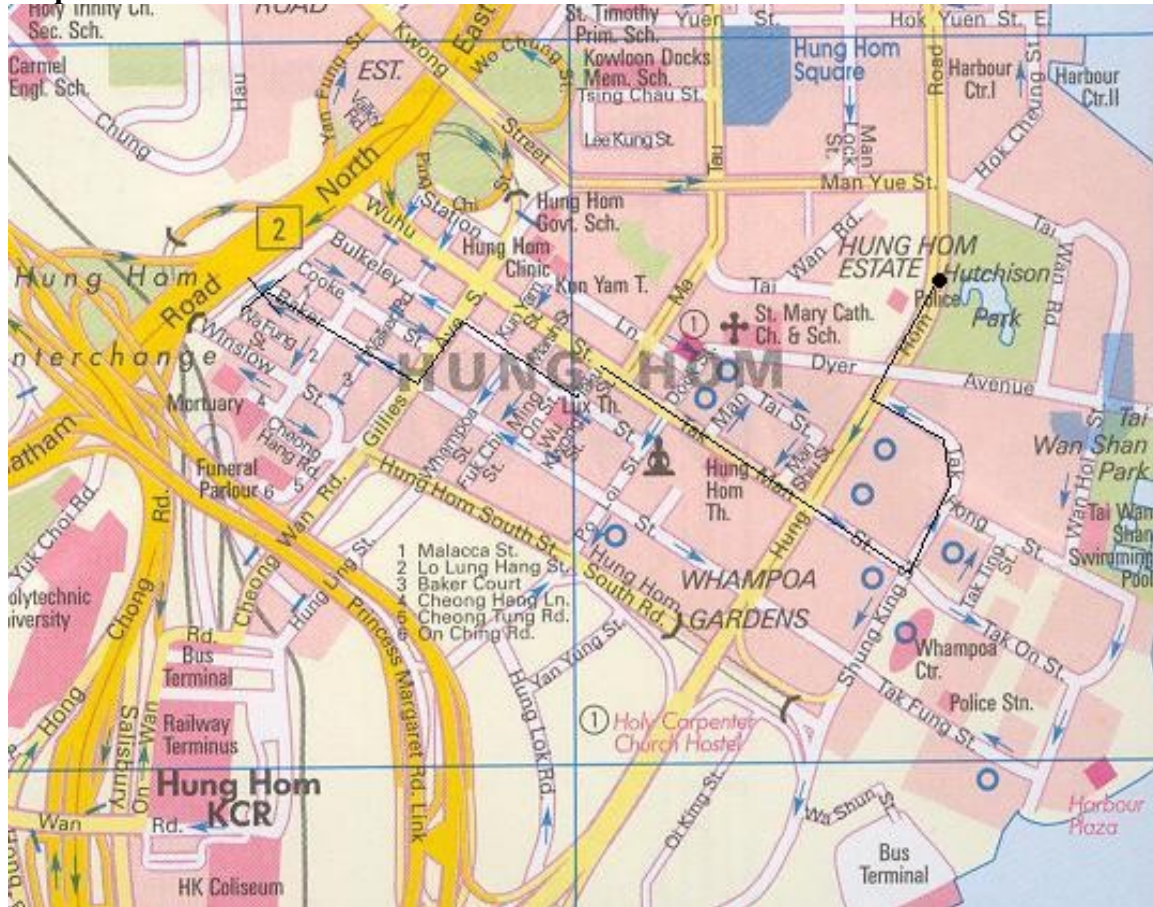
You just need to... - Giving Directions

Activity 1

If you want to give good directions, it is necessary that you have a clear idea of the route along which you will send the lost person. Here is a task to help you do exactly that. Fill in the table below with the directions and the names of the streets people will be on after they have followed the instruction. This will help you get the route organized and you will be able to give better directions. The table refers to the route marked on the map below. You will start out on Baker Street walking to the southeast.

Direction	Street
Follow Baker Street and take your 4 th left	Gilles Ave.
<i>Take your fist right</i>	<i>Bulkeley St.</i>
<i>Take your third left</i>	<i>Toku S.t</i>
<i>Take your first right</i>	<i>Tak Man St.</i>
<i>Take your sixth left</i>	<i>Shung King St.</i>
<i>Shing King St merges with Tak Hong St.</i>	<i>Tak Hong St.</i>
<i>Follow Tak Hong St to the end.</i>	<i>Tak Hong St.</i>
<i>Take a right</i>	<i>Hung Hom Rd.</i>
<i>Follow this street to Hutchison Park.</i>	

Map M3



Activity 2

You are being asked to help someone else out. You need to give them directions. This is a skill that is very important to know. For this exercise, you will be split into groups and the teacher will assign your group a path you have to describe.

Path 1-4: Going from the MTR station marked X to the point marked

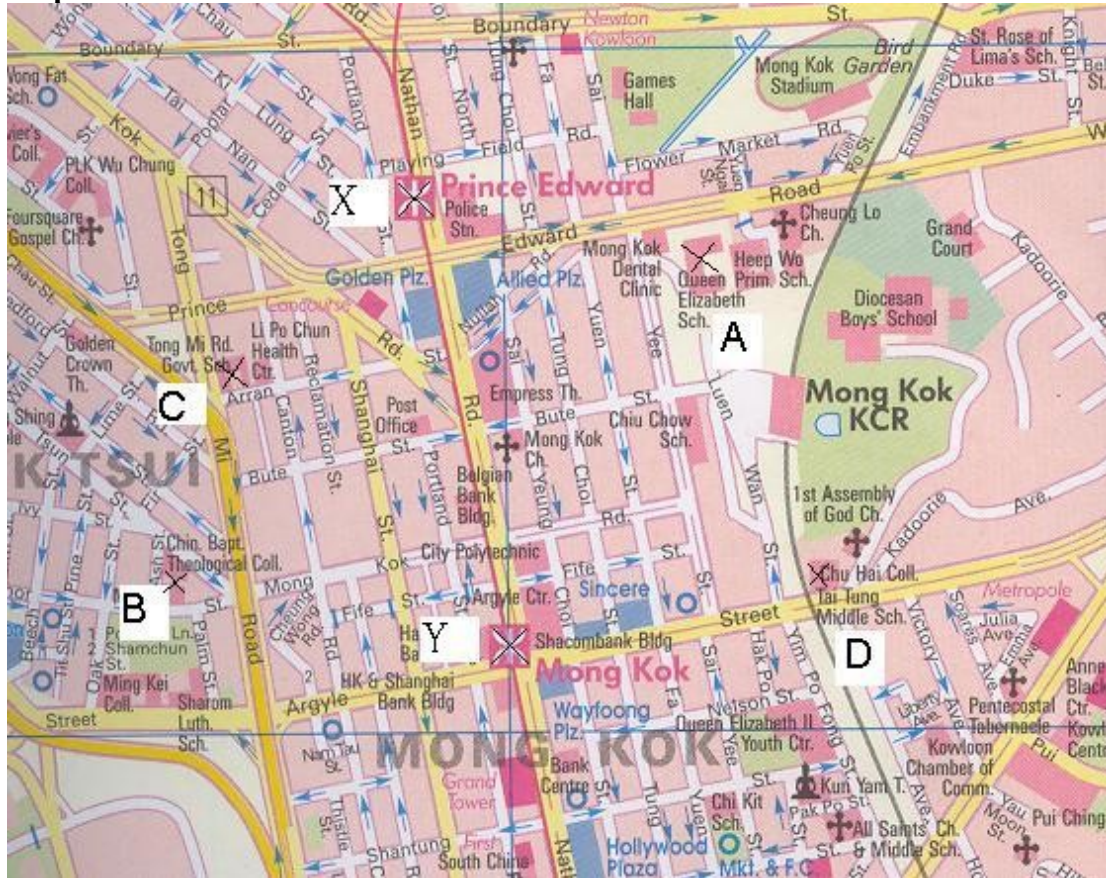
- A – Queen Elizabeth school.
- B – Chinese Baptist Theological College.
- C – Tong Mi Road Government School.
- D – Tai Hung Middle School (or Chu Hai College)

Path 5-9: Going from the MTR station marked Y to the point marked

- A – Queen Elizabeth school.
- B – Chinese Baptist Theological College.
- C – Tong Mi Road Government School.
- D – Tai Hung Middle School (or Chu Hai College).

For this exercise, use the map below:

Map M4



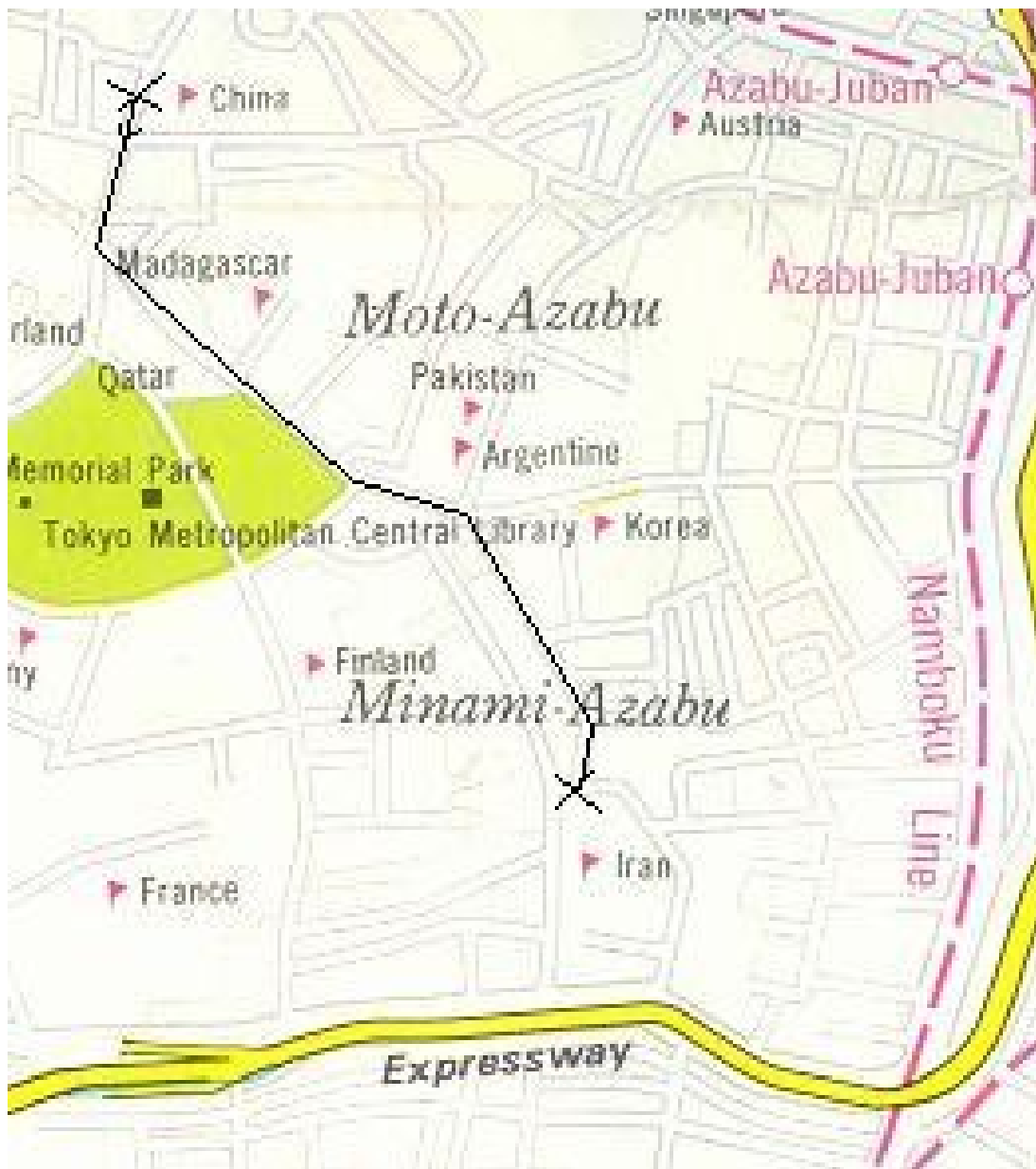
Activity 3 – Homework

Describe the route someone needs to follow, if someone wanted to go to your home from school. Bring this to the next class and present it orally to your classmates and the teacher.

Activity 4 – Your new job

Finally you have gotten a job with the Chinese Embassy in Tokyo! Just a couple of minutes ago, the Ambassador has asked you to have a folder delivered to the Iranian embassy. Since you have to work at the front desk, you need to explain how to get there to your courier. Look at the map below and give the courier directions. As you can see, there are no street names in Tokyo. This will make giving directions harder, but if you follow the procedure outlined above, you can still give good directions.

Map M5



Take the second left. Follow the road you are on past the place, where it makes a slight bend to the left. Take the first right after the bend. After the bend you will walk onto a five-way intersection. At this intersection, take the road that points southwards the most. Then you are heading for the Iranian Embassy.

Teachers note: This is just one answer. There are many other ways.

Module 3: Getting Around Town

Student's Copy

This module develops skills to allow students to read maps and give and follow directions

Goals

At the end of this module, students should be able to:

1. Read maps;
2. Ask for directions;
3. Give directions;
4. Understand directions.

Introduction

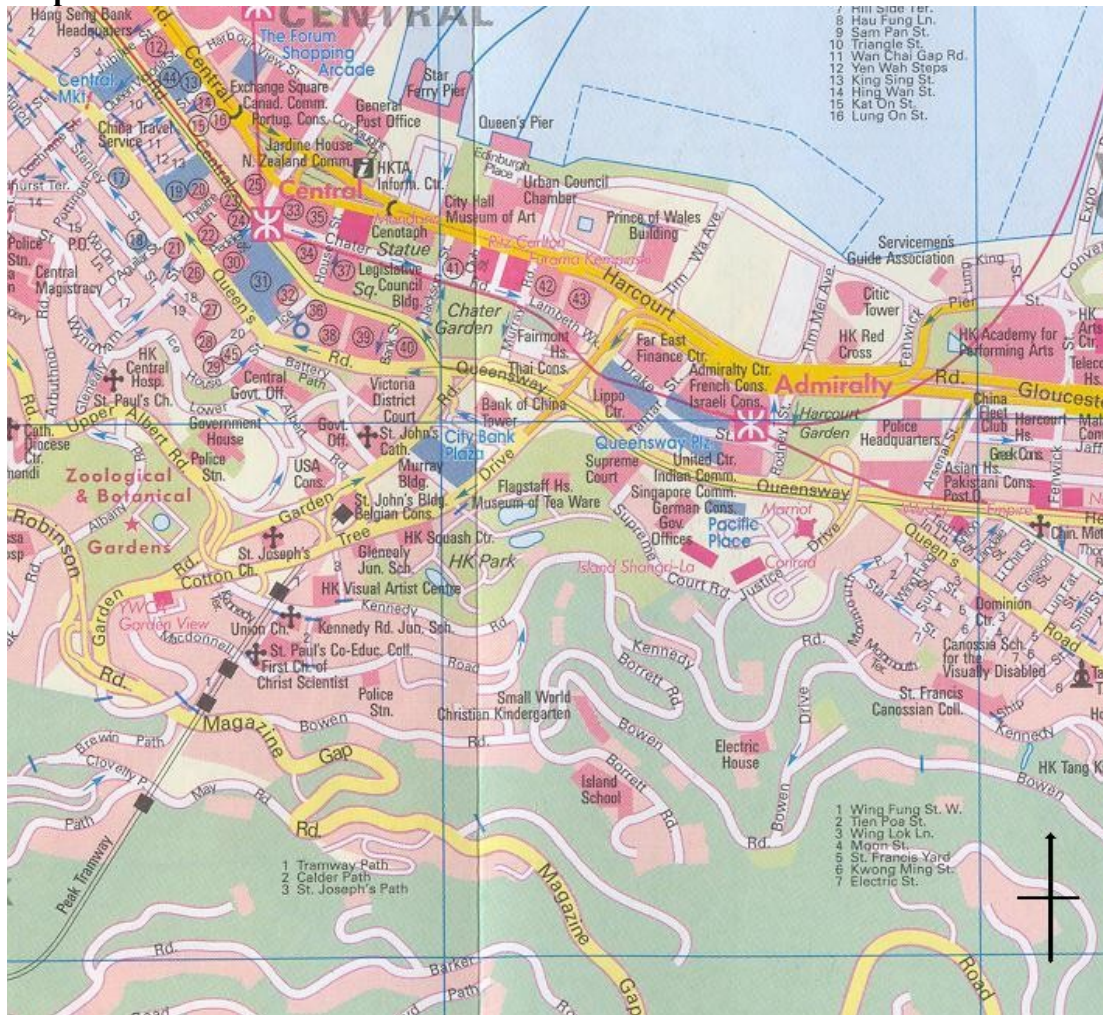
When you travel, you are often faced with problems when you try to get around town. There are many skills that you need to navigate unknown locations effectively (successfully). Reading maps is an essential skill, but at times, that is not enough. It is good to have the option to ask locals for directions. On the other hand, being able to give directions to other people is also a valuable skill.

Topic One

Maps are your friend – Reading maps

Look at the map below. Can you name the four directions that are indicated by the cross? Which direction does the arrow point? On which street is the 'Island School'?

Map M1



Topic Two

I am lost! – Asking for directions

Activity 1

The inevitable (unavoidable) has happened. You are lost in a foreign city. Nobody speaks English, and you would really like to return to your hotel. Luckily, you only need to get to the next subway station. Read the following dialogue with a partner.

Bill: Excuse me, Sir.

Jim: Yes?

Bill: I am lost. Can you help me?

Jim: Sure, where do you need to go?

Bill: I am looking for an underground station.

Activity 2

Now we will need to learn some vocabulary. The following sets of words shown below include many phrases used for asking directions. With your partner, construct three (3) dialogues using different phrases.

Excuse me. I am looking for... ?

Pardon me. Can you help me find...?

In which direction is...?

I'm sorry. Can you tell me where I can find...?

Sir, how do I get to...?

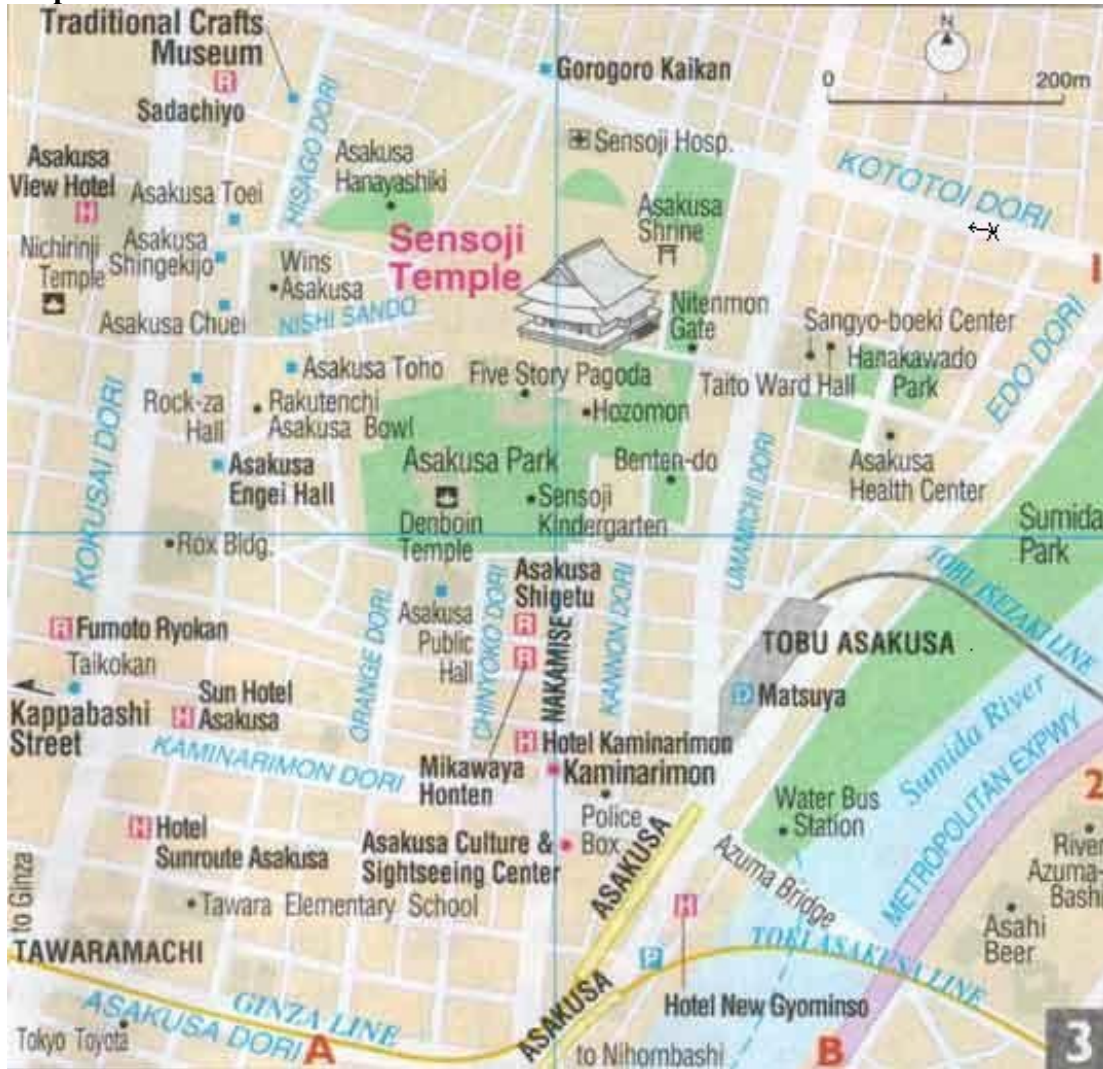
Topic Three

Oh, that is easy... - Following directions

Activity 1

Finally, you have found someone who can give you directions, but you need to be able to understand them. Look at the map on the handout and trace the path that the teacher will read out for you. You are starting at the point marked by the 'X' and are facing in the direction of the arrow. Mark the path with a pen or pencil.

Map M2



Topic Four

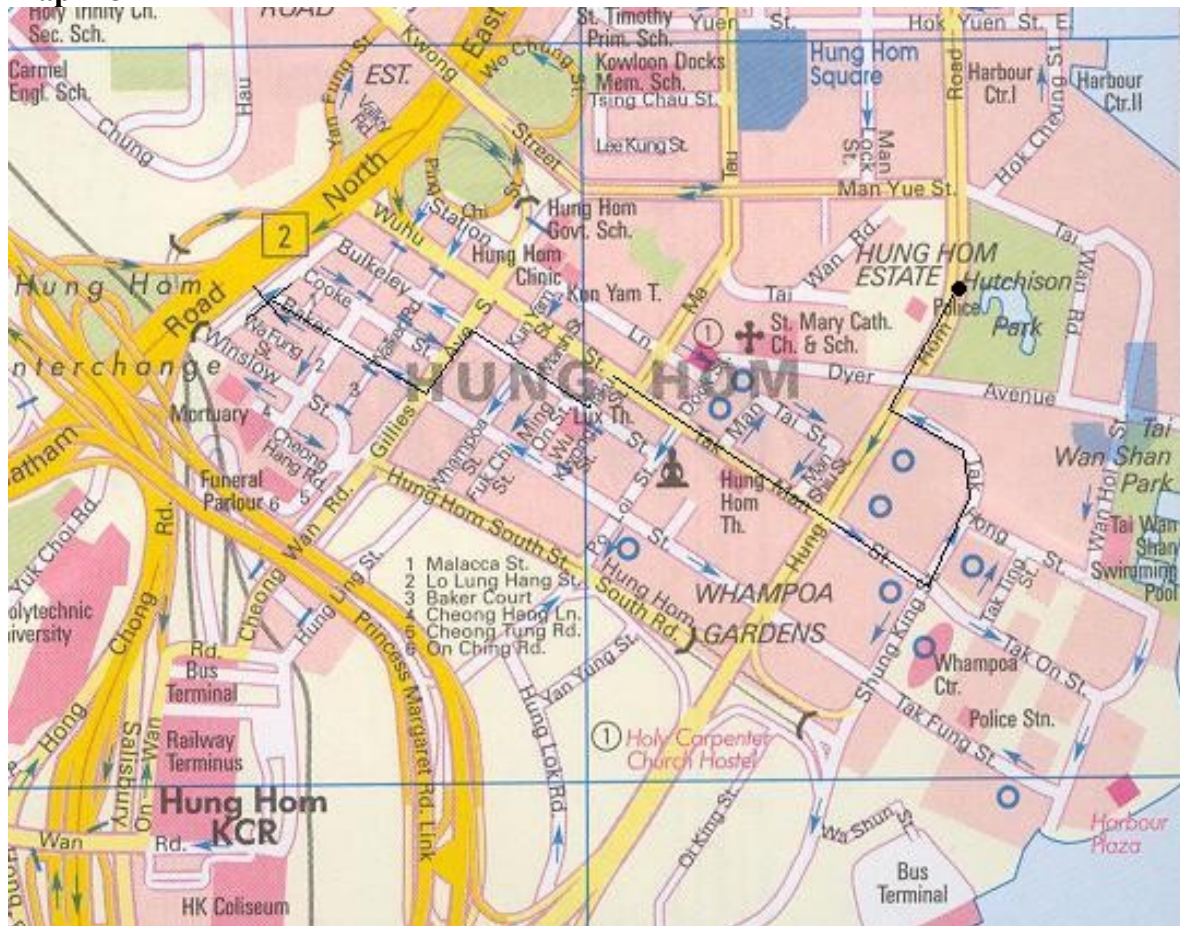
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Activity 1

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Direction	Street
Follow Baker Street and take your 4 th left	Gilles Ave.

Map M3



Activity 2

You are being asked to help someone else out. You need to give them directions. This is a skill that is very important to know. For this exercise, you will be split into groups and the teacher will assign your group a path you have to describe.

Path 1-4: Going from the MTR station marked X to the point marked

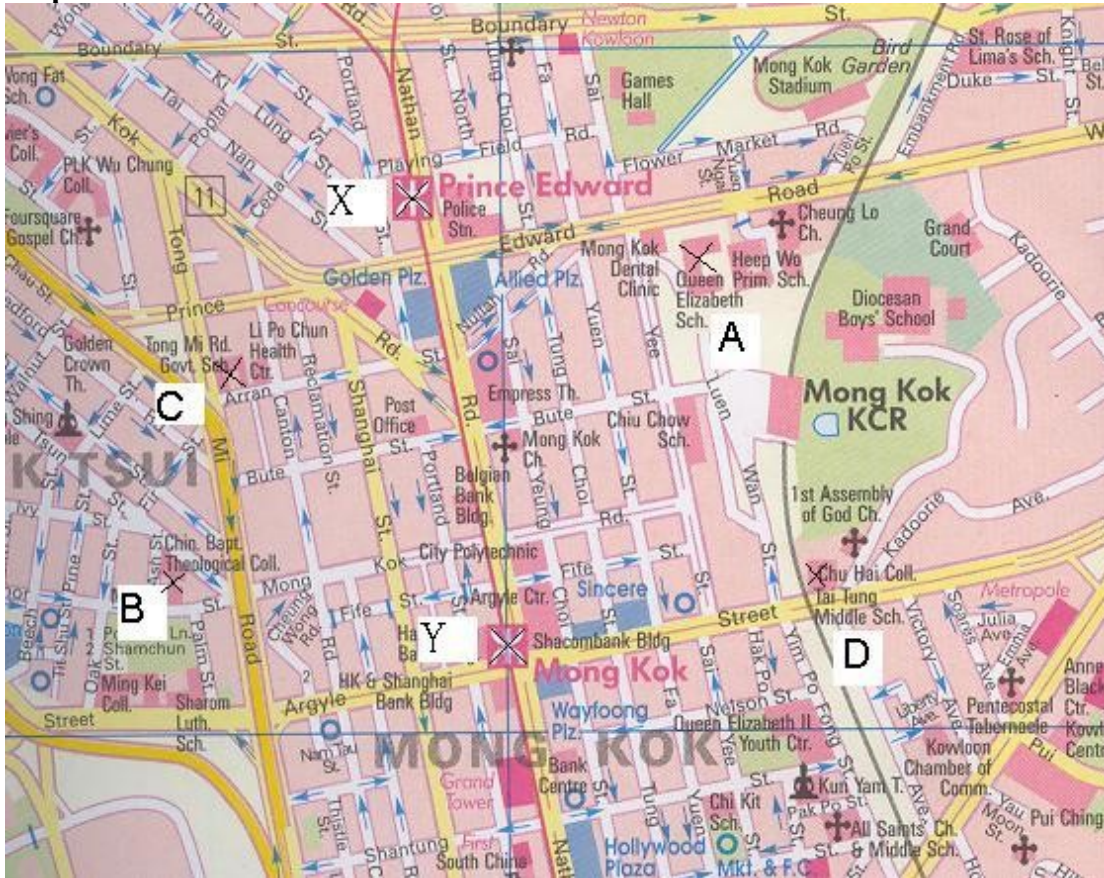
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- C – Tong Mi Road Government School.
- D – Tai Hung Middle School (or Chu Hai College)

Path 5-9: Going from the MTR station marked Y to the point marked

- A – Queen Elizabeth school.
- B – Chinese Baptist Theological College.
- C – Tong Mi Road Government School.
- D – Tai Hung Middle School (or Chu Hai College).

For this exercise, use the map below:

Map M4



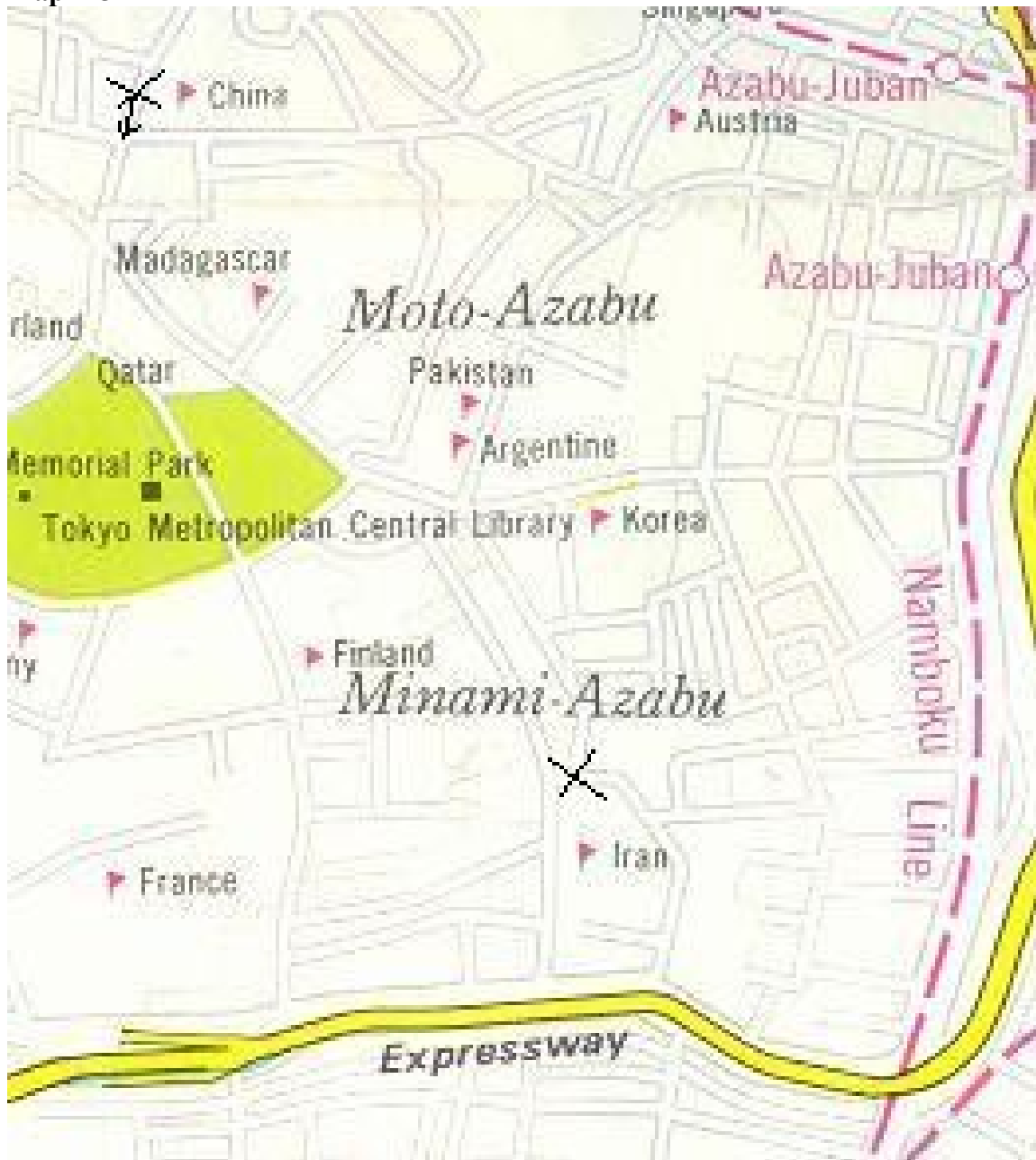
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Activity 4 – Your new job

Finally you have gotten a job with the Chinese Embassy in Tokyo! Just a couple of minutes ago, the Ambassador has asked you to have a folder delivered to the Iranian embassy. Since you have to work at the front desk, you need to explain how to get there to your courier. Look at the map below and give the courier directions. As you can see, there are no street names in Tokyo. This will make giving directions harder, but if you follow the procedure outlined above, you can still give good directions.

Map M5



Appendix L – Module 4 ‘Business Communication’

Module 4: Business Communication

Teacher’s Copy

This module develops basic communication skills to allow students to express their thoughts orally and in writing.

Goals

At the end of this module, students should be able to:

1. Write a letter;
2. Write an e-mail;
3. Greet people;
4. Make telephone calls.

Introduction

Communicating in the business world can be very different from how people communicate in casual situations. You need to know how to communicate appropriately and effectively to be successful in the business world. What are some other forms of communication you can think of that could be useful?

Topic One

Writing a letter

Some people write letters to pen pals to get to know a little information about them and where they come from. A pen pal is someone you communicate with only through writing.

Activity 1

Form into groups of three or four. In your groups, read the following letter and then answer the following questions in complete sentences.

Dear Eric,

Hi, my name is Rob Lee. I have just received your letter. It sounds like the United States is a fun place to visit. Maybe one day I will go visit you. In Hong Kong we have many places tourists can visit as well. A lot of tourists go to Victoria Peak and take pictures of the city. It is a lovely place, and it has a very nice view of Hong Kong. Another popular place is Lantau Island. This island has a very big Buddha statue located upon a mountainside. There are also many beaches on this island. Many people take (ride) the ferry over to Lantau Island. It is pretty (very, relatively, fairly) cheap. I hope one day you can come visit me in Hong Kong. Please write back soon. I enjoy reading your letters.

Your pen pal,

Rob Lee

Question 1:

Where do many tourists visit to take pictures of Hong Kong city?

Question 2:

What island has the big Buddha statue?

Question 3:

How do many people get to Lantau Island?

Activity 2

Pretend you have a pen pal in the United States, and this is the first time you are writing to him or her. Write a short paragraph describing yourself and what you like to do in your free time. What kind of questions could you ask your pen pal? What would you like to know about him or her? The teacher will ask several students to read their paragraphs out loud. Suggest to the students certain hobbies or sports. They can even use examples from a previous module, “My School Life,” and talk about their classes and extracurricular activities.

Topic Two

Writing an e-mail

Nowadays (currently), e-mail or electronic mail is becoming more popular in the business world. When one cannot be reached in person or by telephone, leaving an e-mail will make sure that person will get your message. An e-mail is very much like a letter. You can make an e-mail formal or informal depending on whom you are sending it to. If you are sending an e-mail to a friend, it is usually less formal than a letter. If you are sending an e-mail to an employer, you would want to have a formal e-mail.

Activity 1

To be able to send e-mails, you must be able to recognize the fields to fill in with the required information. Look at the following format.

To:
From:
CC:
BCC:
Subject:
Body:

What are CC and BCC? What should go into the Body of the e-mail? Do you recognize these different fields? If not, discuss with other students what the particular fields mean.

Activity 2

Once you know what the fields are in an e-mail, read the following paragraph and fill in the fields with the appropriate information provided below. The body has been filled in for you already.

Paragraph

Samantha (sammy645@hotmail.com) wants to send an e-mail to her friend Jess (jess1234@aol.com). Samantha wants to write to Jess about the concert coming up this Saturday. Jess is also bringing some friends to the concert, so maybe Samantha should also e-mail them at teacup@hotmail.com and voodoo@aol.com.

To: jess1234@aol.com
From: sammy645@hotmail.com
CC: teacup@hotmail.com ; voodoo@aol.com
BCC:
Subject: Concert
Body: Hey everyone, I just wanted to know if you girls would like to meet me at a restaurant before the concert on Saturday. Please reply back soon so I know. Sam

Activity 3

Many people in the business world are beginning to use e-mails as a way of communication. If your boss asks you to write an e-mail, he or she will not tell how to set up the format. Listen to the following dialogue and pretend he or she is your boss, and you have to send out an urgent e-mail. Fill in the appropriate information in the appropriate fields.

Tape Dialogue

Boss: Excuse me. I need to send an urgent e-mail to Frank Pierce at frankpierce@hotmail.com. I need to have a meeting with him at 1pm to discuss company policies. Could you send him a quick e-mail asking him if he could meet me at my office at 1pm tomorrow? Have him reply to my e-mail account, jimcarter@hotmail.com. Carbon copy the e-mail to yourself as well.

To: frankpierce@hotmail.com
From: jimcarter@hotmail.com
CC: <This should be the students e-mail>
BCC:
Subject: <meeting, or anything related to the subject matter>
Body: Dear Frank, or Dear Mr. Pierce, <Should contain where and when the meeting is and also have an appropriate ending>

Here are some suggestions to end the e-mail:

1. Kind regards,
2. Sincerely,
3. Thank you,

Topic Three

Greetings

How relevant are greetings? Is it important to know when to use certain greetings? When do we need to use proper greetings? When can we use informal greetings?

Activity 1

Decide if the following greetings are formal or informal. *Using a soft ball or a Nerf ball, toss the ball to each student and have him or her decide if the greeting is formal or informal.*

1. Hello _____
2. Good morning _____
3. Nice to meet you _____
4. Good afternoon _____
5. Hi _____
6. Hey _____
7. Good evening _____
8. What's up? _____
9. It's a pleasure to meet you _____

Can you think of any more greetings that are both formal and informal? Discuss with the rest of the class and write them on the board. *Have the students write the different greetings on the board and ask which ones are more appropriate in different situations.*

Activity 2

Have the students form several groups of 2 or 3. Using the greetings above and any additional greetings, create a short dialogue if you were meeting him or her for the first time. What other questions could you add into the dialogue (conversation)? Write down the dialogue and practice it. You will perform (act out) the conversation you wrote down for the class.

Topic Four

Telephone calls

Being able to answer telephone calls is very important in a workplace. You should be able to comprehend (understand) the other person and be able to respond very quickly (fast).

Activity 1

Listen to the following telephone conversation between Tom and his boss Joe. Do you notice anything wrong? Write down any comments you may have.

Tape Dialogue

Joe: Hello.

Tom: Hey boss, I'll be late for work. I need to stop by McDonald's to get breakfast first

Joe: Late again? You can't (cannot) be late for work again, or you'll be fired.

Tom: Why would you fire me? I'm very helpful at work

Joe: You are always late! Come in now.

Tom: No, I'm hungry. I'll (I will) be there when I'm (I am) done eating.

Joe: Bye, Tom.

Tom: *hangs up phone*

Discuss with the students if the dialogue was appropriate, why or why not? Have the students form into pairs of two and have them re-write the dialogue to make it more appropriate.

Activity 2

What are the five (5) W's? They are who, what, when, where and why. When answering a telephone call, these are some things to think about at a workplace. Read the following dialogue and figure out who, what, when, where and why.

Jessica: Good afternoon. Career Development Center, how may I help you?

Melissa: Hello. I would like to set up a meeting for this Friday at 3 pm.

Jessica: Sure. With whom would you like to meet?

Melissa: I would like to meet with my advisor, Mr. Lee, to discuss about my future plans.

Jessica: Okay, he is available at 3 pm. Would you like to meet here in room 101?

Melissa: That sounds good. Thank you very much.

Jessica: You're welcome. Goodbye.

With whom is Melissa meeting? _____

When is the meeting? _____

Where is the meeting? _____

Why is Melissa having the meeting? _____

What happened in this phone conversation? _____

Homework

Word Search – Adjectives

Directions: Find and circle all the words in the following word search puzzle. The words can be circled horizontally, vertically, or diagonally. Write a short paragraph describing any object or person using as many of the words listed below.

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

bad	rich	bright	serious	noisy	quiet
empty	funny	ugly	handsome	old	messy
tasty	neat	new	nice	pretty	wise
wonderful	young	tall	busy	short	good
beautiful					

Module 4: Business Communication

Student's Copy

This module develops basic communication skills to allow students to express their thoughts orally and in writing.

Goals

At the end of this module, students should be able to:

1. Write a letter;
2. Write an e-mail;
3. Greet people;
4. Make telephone calls.

Introduction

Communicating in the business world can be very different from how people communicate in casual situations. You need to know how to communicate appropriately and effectively to be successful in the business world. What are some other forms of communication you can think of that could be useful?

Topic One

Writing a letter

Some people write letters to pen pals to get to know a little information about them and where they come from. A pen pal is someone you communicate with only through writing.

Activity 1

Form into groups of three or four. In your groups, read the following letter and then answer the following questions in complete sentences.

Dear Eric,

Hi, my name is Rob Lee. I have just received your letter. It sounds like the United States is a fun place to visit. Maybe one day I will go visit you. In Hong Kong we have many places tourists can visit as well. A lot of tourists go to Victoria Peak and take pictures of the city. It is a lovely place, and it has a very nice view of Hong Kong. Another popular place is Lantau Island. This island has a very big Buddha statue located upon a mountainside. There are also many beaches on this island. Many people take (ride) the ferry over to Lantau Island. It is pretty (very, relatively, fairly) cheap. I hope one day you can come visit me in Hong Kong. Please write back soon. I enjoy reading your letters.

Your pen pal,

Rob Lee

Question 1:

Where do many tourists visit to take pictures of Hong Kong city?

Question 2:

What island has the big Buddha statue?

Question 3:

How do many people get to Lantau Island?

Activity 2

Pretend you have a pen pal in the United States, and this is the first time you are writing to him or her. Write a short paragraph describing yourself and what you like to do in your free time. What kind of questions could you ask your pen pal? What would you like to know about him or her? The teacher will ask several students to read their paragraphs out loud.

Topic Two

Writing an e-mail

Nowadays (currently), e-mail or electronic mail is becoming more popular in the business world. When one cannot be reached in person or by telephone, leaving an e-mail will make sure that person will get your message. An e-mail is very much like a letter. You can make an e-mail formal or informal depending on whom you are sending it to. If you are sending an e-mail to a friend, it is usually less formal than a letter. If you are sending an e-mail to an employer, you would want to have a formal e-mail.

Activity 1

To be able to send e-mails, you must be able to recognize the fields to fill in with the required information. Look at the following format.

To:
From:
CC:
BCC:
Subject:
Body:

What are CC and BCC? What should go into the Body of the e-mail? Do you recognize these different fields? If not, discuss with other students what the particular fields mean.

Activity 2

Once you know what the fields are in an e-mail, read the following paragraph and fill in the fields with the appropriate information provided below. The body has been filled in for you already.

Paragraph

Samantha (sammy645@hotmail.com) wants to send an e-mail to her friend Jess (jess1234@aol.com). Samantha wants to write to Jess about the concert coming up this Saturday. Jess is also bringing some friends to the concert, so maybe Samantha should also e-mail them at teacup@hotmail.com and voodoo@aol.com.

To:
From:
CC:
BCC:
Subject:
Body: Hey everyone, I just wanted to know if you girls would like to meet me at a restaurant before the concert on Saturday. Please reply back soon so I know. Sam

Activity 3

Many people in the business world are beginning to use e-mails as a way of communication. If your boss asks you to write an e-mail, he or she will not tell how to set up the format. Listen to the following dialogue and pretend he or she is your boss, and you have to send out an urgent e-mail. Fill in the appropriate information in the appropriate fields.

Tape Dialogue

Boss: Excuse me. I need to send an urgent e-mail to Frank Pierce at frankpierce@hotmail.com. I need to have a meeting with him at 1pm to discuss company policies. Could you send him a quick e-mail asking him if he could meet me at my office at 1pm tomorrow? Have him reply to my e-mail account, jimcarter@hotmail.com. Carbon copy the e-mail to yourself as well.

To:
From:
CC:
BCC:
Subject:
Body: Dear Frank, or Dear Mr. Pierce,

Here are some suggestions to end the e-mail:

4. Kind regards,
5. Sincerely,
6. Thank you,

Topic Three

Greetings

How relevant are greetings? Is it important to know when to use certain greetings? When do we need to use proper greetings? When can we use informal greetings?

Activity 1

Decide if the following greetings are formal or informal.

1. Hello _____
2. Good morning _____
3. Nice to meet you _____
4. Good afternoon _____
5. Hi _____
6. Hey _____
7. Good evening _____
8. What's up? _____
9. It's a pleasure to meet you _____

Can you think of any more greetings that are both formal and informal? Discuss with the rest of the class and write them on the board.

Activity 2

Using the greetings above and any additional greetings, create a short dialogue if you were meeting him or her for the first time. What other questions could you add into the dialogue (conversation)? Write down the dialogue and practice it. You will perform (act out) the conversation you wrote down for the class.

Topic Four

Telephone calls

Being able to answer telephone calls is very important in a workplace. You should be able to comprehend (understand) the other person and be able to respond very quickly (fast).

Activity 1

Listen to the following telephone conversation between Tom and his boss Joe.
Do you notice anything wrong? Write down any comments you may have.

Tape Dialogue

Joe: Hello.

Tom: Hey boss, I'll be late for work. I need to stop by McDonald's to get breakfast first

Joe: Late again? You can't (cannot) be late for work again, or you'll be fired.

Tom: Why would you fire me? I'm very helpful at work

Joe: You are always late! Come in now.

Tom: No, I'm hungry. I'll (I will) be there when I'm (I am) done eating.

Joe: Bye, Tom.

Tom: *hangs up phone*

Activity 2

What are the five (5) W's? They are who, what, when, where and why. When answering a telephone call, these are some things to think about at a workplace. Read the following dialogue and figure out who, what, when, where and why.

Jessica: Good afternoon. Career Development Center, how may I help you?

Melissa: Hello. I would like to set up a meeting for this Friday at 3 pm.

Jessica: Sure. With whom would you like to meet?

Melissa: I would like to meet with my advisor, Mr. Lee, to discuss about my future plans.

Jessica: Okay, he is available at 3 pm. Would you like to meet here in room 101?

Melissa: That sounds good. Thank you very much.

Jessica: You're welcome. Goodbye.

With whom is Melissa meeting? _____

When is the meeting? _____

Where is the meeting? _____

Why is Melissa having the meeting? _____

What happened in this phone conversation? _____

Homework

Word Search – Adjectives

Directions: Find and circle all the words in the following word search puzzle. The words can be circled horizontally, vertically, or diagonally. Write a short paragraph describing any object or person using as many of the words listed below.

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

bad	rich	bright	serious	noisy	quiet
empty	funny	ugly	handsome	old	messy
tasty	neat	new	nice	pretty	wise
wonderful	young	tall	busy	short	good
beautiful					

Appendix M – Pre-Exam

Pre-exam Master Copy

Listening Section

Directions: Look at the following pictures. Listen to the sentences on the recording. Select the sentence that best describes the picture. *Note: The sentences will NOT be written on the student's copy. They will only have the letters corresponding to the sentences.*

Question 1



- A) The girl is writing.
- B) They are reading.
- C) The girl is reading.
- D) The girl read.

Question 3



- A) They are reading books.
- B) They are fighting.
- C) They are talking.
- D) They is talking.

Question 2



- A) They are playing baseball.
- B) The men are playing basketball.
- C) The men plays baseball.
- D) They are listening to baseball.

Question 4



- A) The woman is sick.
- B) The woman is eating.
- C) She eat.
- D) She is watching TV.

Question 5



- A) The people is running.
- B) The people are walking.
- C) The people are rioting.
- D) The people are running.

Reading Section

Part One

Directions: Read the sentences and select the best word to fill in the blank.

1. I have class _____ ten to twelve.
 - A. at
 - B. from
 - C. for
 - D. when

2. I am _____ chemistry.
 - A. from
 - B. take
 - C. with
 - D. taking

3. Yesterday he _____ football.
 - A. played
 - B. play
 - C. plays
 - D. paid

4. She _____ getting bad marks. It makes her sad.
 - A. wants
 - B. loves
 - C. hates
 - D. were

5. The basketball player is _____ tall.
 - A. much
 - B. lots
 - C. little
 - D. very

Part 2

Directions: Read the following paragraph and answer the questions below.

“Hong Kong’s education system is based on the British model. Education is free and compulsory for nine years (generally from ages five to fifteen). At secondary level, students begin to specialize—some go on to university or college preparatory programs, while others select vocational education combined with apprenticeships.

An ongoing debate in Hong Kong concerns the medium of instruction at secondary level. While primary school classes are taught almost exclusively in Cantonese (with the exception of international schools), more than 20% of secondary schools use English, with the rest—about 300 schools in total—teaching in the vernacular.”—taken from *Hong Kong and Macau* by Steve Fallon, published by Lonely Planet in 2002.

1. When do children usually start going to school?
 - A. Age fifteen
 - B. Age nine
 - C. Age five
 - D. Age ten
2. What programs can students go on to in secondary school?
 - A. University and college preparatory programs
 - B. Vocational education and apprenticeships
 - C. They have no programs
 - D. Both A and B
3. What language are most primary schools taught in?
 - A. Cantonese
 - B. Putonghua
 - C. English
 - D. None of these languages
4. How many total secondary schools teach in Cantonese?
 - A. Three thousand
 - B. Three hundred
 - C. Thirty
 - D. Thirteen
5. Who wrote the passage about Hong Kong’s education system?
 - A. Steve Fallon
 - B. Lonely Planet
 - C. Hong Kong government
 - D. Hong Kong education system

Appendix N – Post-Exam

Post-exam Master Copy

Listening Section

Directions: Look at the following pictures. Listen to the sentences on the recording. Select the sentence that best describes the picture. *Note: The sentences will NOT be written on the student's copy. They will only have the letters corresponding to the sentences.*

Question 1



- A) The man write.
- B) The man is writing.
- C) The man is talking.
- D) The man is sleeping.

Question 2



- A) The man is driving the car.
- B) The woman is riding in the car.
- C) The woman is driving the car.
- D) The man drive the car.

Question 3



- A) The children are praying.
- B) The children is playing.
- C) The children are playing.
- D) The children pray.

Question 4



- A) The couple is dancing.
- B) They dances.
- C) The couple is drinking.
- D) They are dance.

Question 5



- A) The man is silly.
- B) The man are ill.
- C) He is startled.
- D) He is sick.

Reading Section

Part One

Directions: Read the sentences and select the best word to fill in the blank.

1. I have English class _____ biology.
 - A. after
 - B. from
 - C. for
 - D. when
2. Last year I _____ history.
 - A. takes
 - B. take
 - C. took
 - D. taking
3. Li is always playing _____.
 - A. paint
 - B. skateboard
 - C. party
 - D. music
4. Chan _____ going to concerts. She wants to be a pop star.
 - A. wants
 - B. loves
 - C. hates
 - D. were
5. Mike is lazy. He sleeps _____.
 - A. much
 - B. a lot
 - C. little
 - D. very

Part 2

Directions: Read the following paragraph and answer the questions below.

“He [Shao Bin] started to read the letter. It was from Professor Gong Zheng of the Department of Fine Arts at the Provincial Teachers University. The professor informed Bin that his colleagues and he were so impressed by the photographs of his work and his publications that they would accept him as a special student, since he was too old to be a freshman.”—from *In the Pond* by Ha Jin, published by Vintage International in 1998.

1. Who sent Shao Bin a letter?
 - A. A special student
 - B. Professor Gong Zheng
 - C. His colleagues
 - D. Ha Jin
2. What do they think think of Shao Bin’s work?
 - A. It is very bad
 - B. It is boring
 - C. It is irresponsible
 - D. It is very impressive
3. Which department does Professor Gong Zheng work for?
 - A. Fine arts
 - B. Photography
 - C. English
 - D. Publishing
4. What will Shao Bin be at the university?
 - A. A freshman
 - B. A senior
 - C. A special student
 - D. A professor
5. Who published this book?
 - A. Shao Bin
 - B. Vintage International
 - C. Ha Jin
 - D. Gong Zheng

Appendix O – Exam Results

Class A		Class B	
Pre-exam	Post-exam	Pre-exam	Post-exam
1	0.86666667	0.8	0.53333333
1	0.86666667	0.666667	N/A
0.6	0.8	0.733333	0.66666667
0.8	0.66666667	0.8	0.6
0.733333	0.33333333	0.733333	0.46666667
1	0.6	0.866667	0.6
0.533333		0.666667	0.53333333
0.8	0.6	0.8	0.46666667
0.866667	0.73333333	0.533333	N/A
1	0.8	0.8	0.86666667
1	0.93333333	0.866667	0.66666667
		0.8	N/A
		0.8	N/A
		0.733333	0.46666667
		0.866667	0.8
		0.933333	0.73333333
		0.666667	0.26666667
		0.8	0.73333333
		0.666667	0.73333333
		0.866667	N/A
		0.666667	0.6
		0.8	N/A
		0.933333	0.66666667
		0.933333	0.73333333
		0.933333	0.6
		1	N/A
		0.866667	0.66666667
		0.933333	0.66666667
		0.666667	0.53333333
0.848485	0.72	0.797701	0.61818182
Pre-exam	Post-exam	Pre-exam	Post-exam

mean

Appendix P – Surveys

Module Evaluation Survey

Instructor's Name : _____

Course : _____

Student ID : _____

Date : _____

This survey is to help the research team determine how well you liked the test module and how we can improve it. Your opinions will help us decide how to change the module in the future.

Read each statement and select the option that best fits your opinion by putting a tick (✓) against it.

I Student Self-evaluation

1 *I understand the grammar presented in this module.*

Very well Mostly Little Not at all

2 **I understand the vocabulary presented in this module.**

Very well Mostly Little Not at all

3 **I can pronounce the vocabulary in this module.**

Very well Mostly Little Not at all

4 **I understand the subject of the material in this module.**

Very well Mostly Little Not at all

5 **My interest in the subject matter was stimulated.**

Strongly agree Agree Disagree Strongly disagree

6 **The module challenged me to extend my skills.**

Strongly agree Agree Disagree Strongly disagree

7 **Overall, in this module I learned**

A lot Some A little Nothing

8 **Specifically, I had trouble with (select all that apply)**

Listening Speaking Reading Vocabulary Writing Grammar

II Class Questions

9 The module had clear objectives.

Strongly agree Agree Disagree Strongly disagree

10 Class time was used effectively.

Strongly agree Agree Disagree Strongly disagree

11 Multi-media resources were used in an effective manner.

Strongly agree Agree Disagree Strongly disagree

12 Evaluations used were a good measure of the material covered.

Strongly agree Agree Disagree Strongly disagree

III Material Questions

13 The contents of the module were organized well.

Strongly agree Agree Disagree Strongly disagree

14 The material helped me learn the subject matter.

Strongly agree Agree Disagree Strongly disagree

15 The homework assigned aided my learning.

Strongly agree Agree Disagree Strongly disagree

16 The material used in this course was difficult.

Strongly agree Agree Disagree Strongly disagree

IV Free Form Questions

17 Can you suggest anything that we can do to improve the quality of the module?

18 Other comments?

課程單元意見調查

導師姓名：_____

課程名稱：_____

日期：_____

學生編號：_____

課程研究小組希望藉此問卷調查知道你對這一個英語單元的意見，以便作出改善。

請細閱以下各項，選出最符合你的意見的答案，並以☑號表示。

I 自我評估

1. 我明白此單元內有關文法的內容。
 完全 大部份 少許 完全不明白
2. 我明白此單元內的詞彙。
 完全 大部份 少許 完全不明白
3. 我懂得此單元內的詞彙的拼音。
 完全 大部份 少許 完全不明白
4. 我明白此單元的主題。
 完全 大部份 少許 完全不明白
5. 此單元的主題可以提高我的學習興趣。
 非常同意 同意 不同意 非常不同意
6. 此單元可以令我提高學習英語的能力。
 非常同意 同意 不同意 非常不同意
7. 總括來說，我能夠從這一個單元學習到的東西是
 非常多 一般 少許 沒有
8. 我學習以下的課題時，感到困難。（可選出多於一項）
 聆聽 口語 閱讀 詞彙
 書寫 文法

II. 單元／課堂評估

9. 此單元有很清晰的學習目標。

非常同意 同意 不同意 非常不同意

10. 導師能有效地運用課堂的時間。

非常同意 同意 不同意 非常不同意

11. 導師能有效地運用多媒體輔助教具。

非常同意 同意 不同意 非常不同意

12. 評核方式是否能切合教材的內容。

非常同意 同意 不同意 非常不同意

III. 教材評估

13. 教材內容具備良好的組織。

非常同意 同意 不同意 非常不同意

14. 教材能幫助我學習主題的內容。

非常同意 同意 不同意 非常不同意

15. 家課作業能鞏固我的學習。

非常同意 同意 不同意 非常不同意

16. 教材內容艱深，難於掌握。

非常同意 同意 不同意 非常不同意

17. 你可否提出如何改善此單元的意見？

18. 其他意見：

Appendix Q – Survey Results

Class A								
Question	Strongly Agree	Agree	Disagree	Strongly disagree				Omit
1	4	6	2	0				1
2	2	10	0	0				1
3	3	7	3	0				
4	4	8	1	0				
5	3	10	0	0				
6	4	8	1	0				
7	4	8	1	0				
8	3	1	0	5	4	4	1	
for Q8	Listening	Speaking	Reading	Vocab	Writing	Grammar		
9	3	8	0	0				2
10	3	8	0	0				2
11	2	9	0	0				2
12	1	10	0	0				2
13	2	9	0	0				2
14	2	9	0	0				2
15	1	10	0	0				2
16	1	1	5	4				2

Class B									
Question	Strongly Agree	Agree	Disagree	Strongly Disagree				Omit	
1	5	13	9	1				0	
2	3	10	14	1				0	
3	2	6	17	2				1	
4	5	9	13	1				0	
5	4	19	4	1				0	
6	5	10	12	1				0	
7	4	15	8	1				0	
8	16	17	15	19	18	17	0		
for Q8	Listening	Speaking	Reading	Vocab	Writing	Grammar			
9	2	17	6	2				1	
10	1	17	8	1				1	
11	0	14	11	2				1	
12	1	16	8	1				2	
13	1	18	7	1				1	
14	1	11	14	1				1	
15	0	15	11	1				1	
16	1	9	12	5				1	

Appendix R – Audio Tape

Side A

Pre-exam

Listening Section

Question 1

- A) The girl is writing.
- B) They are reading.
- C) The girl is reading.
- D) The girl read.

Question 2

- A) They are playing baseball.
- B) The men are playing basketball.
- C) The men plays baseball.
- D) They are listening to baseball.

Question 3

- A) They are reading books.
- B) They are fighting.
- C) They are talking.
- D) They is talking.

Question 4

- A) The woman is sick.
- B) The woman is eating.
- C) She eat.
- D) She is watching TV.

Question 5

- A) The people is running.
- B) The people are walking.
- C) The people are rioting.
- D) The people are running.

Post-exam Listening Section

Question 1

- A) The man write.
- B) The man is writing.
- C) The man is talking.
- D) The man is sleeping.

Question 2

- A) The man is driving the car.
- B) The woman is riding in the car.
- C) The woman is driving the car.
- D) The man drive the car.

Question 3

- A) The children are praying.
- B) The children is playing.
- C) The children are playing.
- D) The children pray.

Question 4

- A) The couple is dancing.
- B) They dances.
- C) The couple is drinking.
- D) They are dance.

Question 5

- A) The man is silly.
- B) The man are ill.
- C) He is startled.
- D) He is sick.

Side B

Topic 1

Activity 2

Tape Dialogue

My name is Julie Nelson. I am in the 11th Grade at Middlebury High School. In the morning, I have Biology and Algebra. After lunch, I have English and American History. My last class of the day is Art. It's my favorite class.

Topic 3

Activity 3

Tape Dialogue

Dialogue 1

Paul: Hey, Mark, what are you doing today after school?

Mark: I have basketball practice at 5:00pm.

Dialogue 2

Li: Saturday morning I have dance lessons.

Chan: When do they start?

Li: Too early! 8:00am!

Dialogue 3

Sam: When do you play tennis, Chung?

Chung: Every Tuesday night at 7:00pm.

Sam: When do you finish?

Chung: Usually at 9:00pm.