HEAD START

School Talk

Multi-modal Learning: An Array of Resources for Schools to Enrich Students' Learning Experiences

Research has shown that learning in multiple ways reinforces knowledge comprehension, underlining the need for a multi-modal learning strategy in classrooms. Students should not be forced to learn in a way that does not match their particular learning style. To take it one step further, multi-modal learning allows students to learn in a variety of ways, hence increasing their participation in learning. In this issue, we are glad to have the English Panel of Po Leung Kuk Fong Wong Kam Chuen Primary School (PLKFWKC) to share their valuable views on how they enrich students' learning experiences.

School Profile
Po Leung Kuk Fong Wong Kam Chuen Primary School aims at developing a task-based curriculum by engaging students in meaningful and authentic learning activities through multi-modal means and multi-genre texts. Students are now using *Head Start* coursebook series in their English lessons.

We develop students' English skills by incorporating multi-modal platforms into our regular learning and teaching activities. We also make language learning fun through various English activity clubs like English Ambassador, Drama Society, English Activity Class and Gifted Programme. Outing activities are also arranged to expand students' exposure outside the school.

Ms Loong Pui Fun
English Panel Chair

Ms Wong Wing Sze
English Panel Chair

Ms Helen Kwan
English Panel Chair

Mr Espen Larsen
NET teacher

Educational Publishing House

" School Talk "

Interview School: Po Leung Kuk Fong Wong Kam Chuen Primary School
Interviewees (English Panel Chairs): Ms Helen Kwan, Ms Wong Wing Sze
Special thanks to Po Leung Kuk Fong Wong Kam Chuen Primary School

Adopting a different approach towards teaching: more engaging and enjoyable lessons

Making English lessons more entertaining and interactive can trigger students' inner motivation in learning.

Ms Wong: Since one of the aims of our school in English language teaching is reading, we arrange Morning Reading session twice a month, providing different reading materials to students, likes journals, recipes, etc., with the hope of cultivating their reading habits. Also, Mr Espen Larsen, our native English teacher further enriches the English environment by guiding students to read aloud the storybooks with catchy tunes. Besides the oral lessons, students can interact with the NET via playing games and participating in English Learning Centre activities as often as they like.

Ms Kwan: We aim to help our students strengthen their language proficiency while developing other potential through a variety of activities, like inter-class drama competition that is held every year in Primary 2. With various exposures to an authentic English environment, students' language skills, as well as their interest and confidence in English, can be fostered. From choosing the storybook, writing their own scripts to performing on stage, students can achieve a balanced and whole-person development with enriched learning experiences. Students with different English levels will be grouped together to complement one another, which also helps promote inclusion within the classroom and reduces their learning differences. Through this type of multi-modal learning, students become more engaged in their English learning.

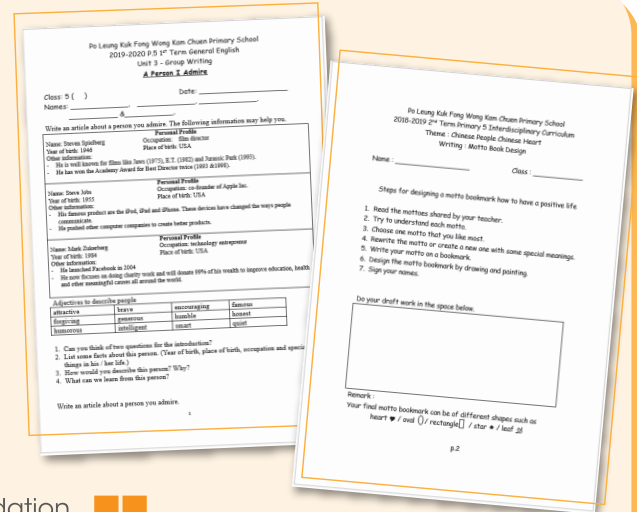# Flexible use of resources to meet students' learning needs

"Learning from only one type of instructional material is not enough; thus, different learning materials can be beneficial for both teachers and students.

Ms Kwan: Before using *Head Start*, we used storybooks to complement English lessons and as the main teaching resource. *Head Start* really helps a lot and provides a great variety of resources. We appreciate that *Head Start* provides different types of resources such as **web-based materials, online learning platforms**, etc. The series also features **user-friendly interactive digital resources with engaging animations, songs and chants, vocabulary games and other handy classroom tools**. It provides a valuable routine for us to guide and explain language items while students find them **easy to understand and prepare for tests**. Some learning materials such as **worksheets, group activity instructions, games** and **PowerPoint presentations allow us to modify assignments and exam papers to best activate students' learning style and utilise those resources**. For example, the textbook unit 'Discover Hong Kong' in Primary 4 introduces some places that students might not have been before and might find it hard to relate to. Thus, we will make some adjustments but still use similar structures and content from the textbook, like adding Tuen Mun Butterfly Bay, Tuen Mun Park, etc. These practical resources definitely enhance the effectiveness in various aspects of English Language teaching and learning."

Inspiring students' creativity in writing

"**Ms Kwan:** Sometimes, we arrange some extended learning activities for students based on the content from *Head Start*. For instance, there is a unit related to nature in Primary 1, so teachers will give students outing time in the park to inspire their creativity and motivation in writing. We also gained some inspiration from the Primary 5 textbook unit ' People we admire', and made good use of the resources to create our own assignments, which require students to search for other famous people's biographies that are not included in the textbooks and write whatever they want. Those worksheets provide them with important opportunities to practise the skills they have gained in class. This practice aids in students' learning process by allowing them to explore the knowledge independently as well as providing a suitable context for consolidation."

e-Learning to motivate students in the classroom

"**Ms Wong:** One of our core focuses this year is learning effectiveness. We expect students to be self-motivated in learning and they often use online resources, like **English Diagnostic System (EDS)**. Our students are excited when using **Classroom Practice System (CPS)** as they can review the unit's target grammar items in a fun and interactive manner. We can also issue assignments through CPS instantly and monitor students' learning progress.

Besides, **Rewarding System** allows students to assess what they have learned individually to unlock fun games. Parents have also given positive feedback towards *Head Start* **Augmented Reality (AR) App** as there is read-aloud function and built-in recording function, and also Cantonese teaching, which is very useful for enhancing parents' understandings."

Engaging Students Through Multi-modal Learning Environment

Augmented Reality (AR) App

- The learning experience is enhanced by the use of Augmented Reality (AR) technology, which allows students to use their tablets to view additional pre-loaded resources such as songs and chants, videos and animations
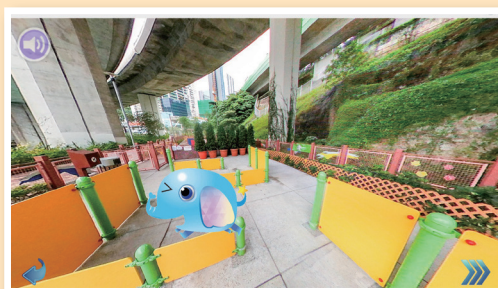
BBC videos

360° slideshows

- Interesting videos are available at your fingertips to get students immersed in the topics

Hmm ... What is it?

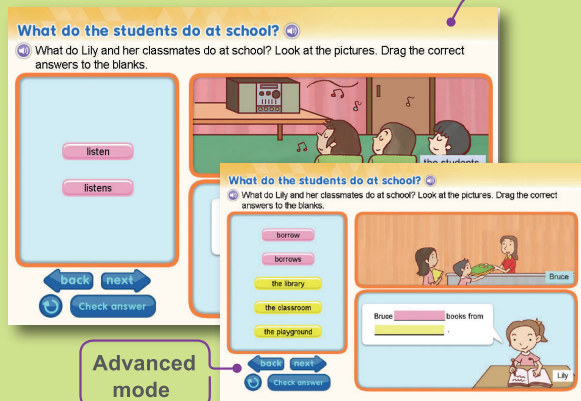Where would I go if I wanted to escape the busy streets of Hong Kong?

Game Apps

- Students review the grammar items and vocabulary in a fun way

Grammar
Easy mode

What do the students do at school?
What do Lily and her classmates do at school? Look at the pictures. Drag the correct answers to the blanks.

listen
listens

back next
Check answer

Advanced mode

What do the students do at school?
What do Lily and her classmates do at school? Look at the pictures. Drag the correct answers to the blanks.

borrow
borrows
the library
the classroom
the playground

Bruce
Bruce _____ books from _____ .
Lily

back next
Check answer

Vocabulary

Ordinal numbers

seven
three
second

Phonics

+75