



**Booklet on English Pull-out Programme -
Critical Thinking (Secondary Level)**

**Gifted Education Section
Curriculum Development Institute
Education Bureau**

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Gifted Education Section
Curriculum Development Institute
Education Bureau
Hong Kong Special Administrative Region

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Preface

This booklet on the English gifted programme, *Unlocking the Critical Minds of Linguistically Gifted Students*, is the outcome of the collaboration between the members of the Gifted Education Section, Education Bureau and the teachers of Buddhist Sin Tak College. The programme focuses on facilitating the learning and teaching of English language for a selected group of high ability English learners. With this booklet, we aim to provide secondary schools with recommendations on the design, implementation and evaluation of a school-based gifted language programme.

Living in the 21st century which is a globalised era full of speedy transmission of data, abstract concepts, events, similarities and differences, students are supposed not only to be educated but also critical thinkers who can practise good judgement for life-long pursuit for knowledge, happiness and virtue. Learning to think critically is a developmental process rather than a short cut to devouring a bulky amount of facts and data without any analysis, reasoned interpretation, evaluation and self-regulation. Counting on gifted students' linguistic sensitivity, precocious reading ability, experience and/or ardent interest, *Unlocking the Critical Minds of Linguistically Gifted Students* aims to embark on exploring students' judgement by strengthening their critical language awareness. Learning to see beyond the conceptualised facts, opinions and messages in a vocal voice presented by an author for silenced, marginalised, unprivileged views and data equips students with the capacity to deal with the challenges of the complex world for justice, objectivity and the well-being of humans.

News, featured articles and adverts are three of the text-types that can be used to support the learning and teaching of English language. As specified in the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3) 2002* and *English Language Education Key Learning Area English Language Curriculum and Assessment Guide (Secondary 4 - 6) 2007*, students are expected to achieve the Learning Targets under the Knowledge Strand as follows:

- to provide or find out, select, analyse, organise and present information on familiar and unfamiliar topics;
- to interpret and use more extensive and complex information through processes or activities such as ordering, describing, defining, classifying, comparing, explaining, justifying, predicting, inferring, summarising, synthesising, evaluating and drawing conclusions;
- to identify and discuss critically ideas, issues, themes, arguments, views and attitudes in spoken and written texts, make connections, refine or generate ideas, and express or apply them;
- to identify and define more complex problems from given information, consider related factors, explore and discuss options, solve the problems, evaluate and justify the solutions, or offer alternatives;
- to develop, refine and re-organise ideas, and to improve expression by making appropriate revisions to one's own written texts independently and collaboratively; and
- to understand how the English language works in a wide range of contexts and how more complex texts are organised and expressed; and apply this understanding to one's learning and use of the language.

In this regard, the use of news articles, featured articles and adverts in the pull-out language programme have much to offer, as it develops students' critical language awareness as well as cognitive skills like analysis, interpretation and evaluation. While this booklet is produced with the main aim of promoting the learning and teaching of authentic texts to unlock the critical minds of the linguistically gifted, teachers are highly encouraged to select and adapt the activities herein for use in your students' language enrichment programmes. For a full understanding of the connection between the development of critical thinking and the English Language Curriculum, please also refer to all related documents on the next page.

The related documents are:

- *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3) 2002*
- *English Language Education Key Learning Area English Language Curriculum and Assessment Guide (Secondary 4 - 6) 2007*
- *Suggested Schemes of Work for the Eight Modules in the Elective Part of the New Senior Secondary (NSS) English Language Curriculum (available online only)*

Aims

This booklet aims to:

- enable linguistically gifted students to question, inquire and judge what to believe and what to reject while processing information from different text sources;
- provide teachers with ideas in teaching critical thinking especially for linguistically gifted students; and
- extend students' reading interests.

The booklet introduces the selection procedure adopted to place students in the programme, the learning and teaching material presenting six lesson plans, activities and task sheets with highlights of gifted education considerations and remarks on programme evaluation for teachers' reference.

We welcome feedback and suggestions from teachers when you have tried out the activities with your students. Comments and suggestions can be sent to the Chief Curriculum Development Officer, Gifted Education Section, Education Bureau, Rm E328, 3/F, Kowloon Tong Education Services Centre, 9 Suffolk Road, Kowloon Tong, Hong Kong, by e-mail to gifted@edb.gov.hk or by facsimile on 2490 6858.

For further enquiries about this booklet, please contact the Gifted Education Section on 3698 3472.

Acknowledgements

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Introduction

Gifted and talented students in English take greater interest in language usage, enjoy reading various challenging text types and are more eager to articulate their insights and the linguistic patterns they discover than their peers. With appropriate instruction and development, their language and literacy growth will extend a ripple effect on personal and intellect advancement which comes in the ultimate educational aim – the life-long whole-person development and actualisation, as stated in *Learning to Learn Life-long Learning and Whole-person Development (2001)*. Following the learning targets, objectives and outcomes of the English Language curriculum framework, schools are encouraged to plan and develop coherent and extensive language programmes for linguistically gifted learners whose interests in language learning extend beyond the implemented curriculum.

Unlocking the Critical Minds of Linguistically Gifted Students is one of the recommended language enrichment programmes that secondary school teachers may include in their well-organised series of pull-out programmes for the linguistically gifted according to their learning interests and needs.

Selection Procedure

The need for pull-out English programmes arises from the emergence of a pool of students outstanding in English. Nonetheless they are not necessarily all-rounders in language skills. Some students can display a good command of reading skills but lack the awareness of strategic use of them and therefore their precocious reading abilities may be neglected and even untapped. Some can demonstrate oral English proficiency as they enter school but experience difficulties in reading and writing. With daily observation and interaction with students, teachers are the crucial people who can tell students' characteristics, personalities and learning abilities which are essential for the identification of gifted students for special provision. According to the teachers' experience in the programme, some students who master English grammar usage were reluctant to brainstorm ideas with peers at the initial stage of the programme. By multiple assessments of their English language proficiency, cognitive skills and creativity in different contexts, students competent in certain literacy skills while mediocre in others can still be the targets of the special provision which aims to strengthen their creativity and higher-level thinking skills. In this programme, the teacher of the participating school attempted to use the following means for placement with reference to its readiness and school policy:

- Students' previous results in English Language
- Standardised placement test (Oxford Placement Test 1)
- Pre-programme assessment tasks (Appendix 1)
- Student interview (Appendix 3)
- Teacher observation

Please also refer to the *Curriculum Guide on School-based Gifted Development Programmes* and *Reference Resource on Pull-out English Gifted Programmes* for more details of identification.

Learning and Teaching

Title: Unlocking the Critical Minds of Linguistically Gifted Students

Key Learning Area: English Language

Resource Type: Lesson plan

Text Type: News report and news advertisement

Level: S3

Programme Type: Pull-out

No. of Students: 15

Duration: 1 hour

Objectives:

1. To enhance students' critical thinking skills through analysing, interpreting and evaluating texts and issues from multiple perspectives.
2. To arouse students' awareness of linguistic features in recognising the viewpoint of a writer and gaps in a text.
3. To nurture students to be self-regulated learners and independent thinkers.

Lesson Plan

Lesson 1

Learning Objectives:

By the end of this lesson, students should be able to:

1. identify the different text types in the newspapers;
2. discriminate facts and opinions;
3. write an appropriate headline for a given text; and
4. predict the content of a piece of news based on a given headline.

Stage	Objectives	Learning Activities/Procedure	Materials
5 mins	<ul style="list-style-type: none"> • To negotiate with students the learning goals. 	<p>Introductory session</p> <ul style="list-style-type: none"> • To discuss briefly the pre-programme task with the students (Ss). • To show Ss how individuals' opinion and experiences affect the way they write. 	Task Sheet 1 Newspapers
10 mins	<ul style="list-style-type: none"> • Have students identify the different types of texts in the newspapers. • To guide students to discriminate facts and opinions 	<p>1. Warm-up activity</p> <ul style="list-style-type: none"> • Ss work in groups of four. • Ss identify the different types of texts in the newspapers. • Provide Task Sheet 1 as a guiding aid if necessary. Discuss their findings with the group members. • Share thoughts. 	
10 mins	<ul style="list-style-type: none"> • To apply skimming skill for effective reading. 	<p>2. Pair work</p> <p>Step 1: Matching game</p> <ul style="list-style-type: none"> • Ss work in pairs to match the headlines to the articles. • Ss tell whether each article presents only facts or opinions or both and explain their thoughts. • Give prompts where appropriate. 	

For bright students, instead of asking them to list the genres that usually appear in the newspapers, teachers may engage students in recognising a range of genres in the newspapers given within a time limit. This can be a way of understanding students' previous knowledge on the one hand and getting them prepared for the next learning task on the other.

15 mins	<ul style="list-style-type: none"> Have students write a headline for a given newspaper article. To demonstrate their understanding of the language features used in newspaper headlines. 	<p>Step 2: Writing headlines</p> <ul style="list-style-type: none"> Give each pair some newspaper articles (Task Sheet 2) to read and ask them to create a headline for them. Ss write their suggested headlines on the board. Ss choose the best headline and explain why. Ask the pairs to develop a news story based on the chosen headline. 	Task Sheet 2 *1-4
15 mins	<ul style="list-style-type: none"> Have students predict what happens to a given headline. To develop thought processes. To encourage students to read different text types in the newspapers. To encourage students to give their opinions on a news article. 	<p>Step 3: Predict what happens</p> <ul style="list-style-type: none"> Give each pair a headline. In pairs, Ss predict what happens, elaborate and justify why. Remind Ss to use a mind map to brainstorm ideas for the story. <p>Extended task</p> <ul style="list-style-type: none"> Give Ss Extended Task Sheet. In group of four, Ss read their news articles and say what they think about them. 	Pen and paper Newspaper Extended Task Sheet
<p>Assessment for Learning</p> <ul style="list-style-type: none"> Student reflective journal Teacher questionnaire and anecdotal 			

This is to encourage students to communicate effectively with their partners in arriving at a logical answer written in an alternative form. It allows them to evaluate the use of sophisticated language.

This is to cultivate students a risk-taking attitude in giving an opinion on a text.

***References:**

- Reuters. (February 4, 2007). Italy vows action after soccer death. *South China Morning Post*. Retrieved February 4, 2007, from <http://www.scmp.com/>
- Sun, C. (February 4, 2007). Expired food sold at discount prices. *South China Morning Post*. Retrieved February 4, 2007, from <http://www.scmp.com/>
- Zhung, P.H. (March 5, 2007). Our only child died, the pain is unbearable. *South China Morning Post*. Retrieved March 5, 2007, from <http://www.scmp.com/>
- United States Associated Press. (March 5, 2007). Couple stunned by delivery of body parts. *South China Morning Post*. Retrieved March 5, 2007, from <http://www.scmp.com/>

Lesson 1 Task Sheet 1

Lesson 1 - Task Sheet 1

Version 1

Read the newspapers and complete the table.

- List the text types you can find in the newspapers.
- Put a '✓' in the appropriate boxes to show whether the text presents facts or opinion or both. Give reasons for your answer.

Type of text	Presents facts or information	Presents opinion
Cartoon	✓	✓
News story		
Letters to the editor		
Feature article		
Sports report		
Column		
Advertisement		
Classified		
Headline		

Lesson 1 - Task Sheet 1

Version 2

Read the newspapers and complete the table.

- List the text types you can find in the newspapers.
- Put a '✓' in the appropriate boxes to show whether the text presents only facts or opinion or both. Give reasons for your answer.

Type of text	Presents facts or information	Presents opinion	Explain why
Cartoon	✓	✓	Use of 'I believe that ...' in speech bubble.

Lesson 1 - Extended Task Sheet

Retell a news article in the next lesson. Tell the class what you think about it.

Write the headline of the news you read.

Jot down the main points of the news and your opinion.

Lesson 2

Learning Objectives:

By the end of this lesson, students should be able to:

1. develop questions for clarification or further quest and study of knowledge; and
2. make prediction on current issues.

Stage	Objectives	Learning Activities/Procedure	Materials
10 mins		1. Extended task <ul style="list-style-type: none"> • Ss work in group of four. • In their group, Ss take turns to interpret the story and give their opinions about a news story. 	Student's work
15 mins	<ul style="list-style-type: none"> • Have students write the incident in a logical sequence. 	2. Read a news article Step 1: Read a news article and list the sequence of the incident <ul style="list-style-type: none"> • Read a news article. (Reading 1) and complete a sequence chart. (Task Sheet 1). • In pairs, compare the answer and discuss. 	Resource 1: news article *1 Task Sheet 1
25 mins	<ul style="list-style-type: none"> • To guide students to apply what they know in a different situation. • Have students frame questions and suggest logical answers. • Have students make prediction and explain why. 	Step 2: Apply knowledge in different situations <ul style="list-style-type: none"> • Ss work on their own to frame questions and make predictions for the situation mentioned in the news. (Refer to Task Sheet 2) • Teach Ss some tactics they can use in their discussion. The tactics are: 	Task Sheet 2

This helps develop students' critical reading behaviour by giving them an opportunity to exercise their interpretation skills and respond critically to texts.

Gifted students are more capable of interacting with others to come up with a logical answer. In addition, it cultivates a good team spirit in a cooperative learning environment.

When given a chance to frame questions, students can practice their logical thinking skills.

Teachers may facilitate group discussion by suggesting some discussion tactics for them to use. More able students can, therefore, employ them in responding to, analysing and evaluating the given texts.

		<ol style="list-style-type: none"> 1) agreeing /disagreeing (I don't think so because...) 2) giving opinions and comments (I really think that...) 3) giving explanations for own or others' ideas (If you ask me, .../It is clear to me that ...because...) 4) giving examples for own or others' ideas (For example, .../...like.../... such as) 5) asking for clarification (What do you mean by ...?) 6) adding another point to an argument (Besides.../Not only that, but...) <ul style="list-style-type: none"> • Share and discuss the answers either in pairs, in group of four or as a class. • Present to the class the final verdict for the suspect they agree on in their group. The rest listen and give their feedback. After each group presents their verdict, they choose the best one as a class and explain why. 	
Assessment for Learning <ul style="list-style-type: none"> • Student reflective journal • Teacher questionnaire and anecdotal 			

*References:

1. Ma, R. (December 10, 2006). Would-be suicide turns on Samaritan. *South China Morning Post*. Retrieved December 10, 2006, from <http://www.scmp.com/>.

Lesson 3

Learning Objectives:

By the end of this lesson, students should be able to:

1. understand the foregrounding and silencing tactics an author may use to present his/her presentation; and
2. understand the underlying motives of an author through analysing his/her language choice.

Stage	Objectives	Learning Activities/Procedure	Materials
5 mins	<ul style="list-style-type: none"> To understand what critical reading means. 	<p>1. Introductory session</p> <ul style="list-style-type: none"> Ss discuss what a reader is expected to do while reading. Ss compile a list of reading behaviour after collecting the views from everyone in the class. Distribute the tips for becoming a critical reader (Reading 1) to Ss. Have them compare the list they just compiled with Reading 1. Ask them to rate their own reading behaviour against the tips. 	Reading 1
30 mins	<ul style="list-style-type: none"> To be aware of the foregrounding and silencing tactics that an author uses to affect the reader's perception. 	<p>2. Read, analyse and present different opinions on an article</p> <p>Step 1:</p> <ul style="list-style-type: none"> Ss read a newspaper article about international Ss cheating in Australian universities. Ss discuss and respond to the guiding questions on Task Sheet 1. 	Task Sheet 1

This task encourages students to walk through the process of comparing the information in a given text with their internalised logic to question and judge the validity of the information. Students also make inferences based on the information and the language used by the author.

15 mins	<p>Through discussion, students are given the opportunity to listen actively, respond to and analyse the information critically on the one hand and to be respectful of divergent ideas and opinions on the other.</p> <p>Gifted students need to learn to master the Analysis, Evaluation and Synthesis levels of Bloom's Taxonomy. To lead students to get hold of the higher-order thinking skills step-by-step, teachers are encouraged to assign students in different groups requiring them to learn and use one specific thinking skill only according to their ability. Students in that case can focus on the skill they are using while they see how other skills can be applied by other peers.</p>	<p>Step 2:</p> <ul style="list-style-type: none"> Ss work in groups of four. Referring to the tips given in Reading 1, each student highlights as many perception-controlling tactics as they can in five minutes. They need to discuss with their members and justify their choice and argument. Come up with an agreement and their grounds in the group. Have a debate with one side on the author's perspectives and another raising queries. Three of the students can opt to be the outsiders and are in charge of giving conclusive comments on the language power that an author can manipulate in persuading the reader while how the reader should perceive the facts and opinions are presented by an author. <p>Extended task</p> <ul style="list-style-type: none"> Ss asked to read the article 'Husband must Approve' and respond to the questions on Task Sheet 2. Ss need to present their thoughts in the next session. 	Task Sheet 2*1
<p>Assessment for Learning</p> <ul style="list-style-type: none"> Student reflective journal Teacher questionnaire 			

*Reference:

1. Fairclough, N. (1992). Husband Must Approve. *Critical Language Awareness*. pp 88. Longman Group, UK.

Tips for Becoming a Critical Reader

All texts are written by authors who have their own set of beliefs, culture and social background.

- An author may create a text for some purposes, whether to inform, entertain or to persuade others to accept their version of reality.
- An author may choose the language they want based on their beliefs about a given topic.
- Some language choices privilege or foreground certain beliefs and groups of people.
- Some language choices will silence the voice of some people or beliefs.
- An author may tend to present a version of reality that gives some people power and silences other people.
- Readers have their own background, beliefs and culture and this will often affect how they respond to texts.
- Often readers may tend to accept the version of reality presented to them by authors, even though they themselves are the people who are silenced.
- A critical reader seeks to be aware that the author's text gives some people power and takes power away from other people.
- A critical reader thinks critically about a text and opposes the version of reality created by an author.
- A critical reader looks at how the author has constructed a text.
- A critical reader responds to a text in a way that demonstrates reason and power.
- A critical reader attempts to return the voice of minority groups in reconstructed texts.
- A critical reader empowers themselves and other minority groups by creating texts that foster equality.

Guiding questions to explore your critical mind...

1. Try to describe the author of this article.
(Hints: The author's gender? His/her nationality? His/her social and/or cultural background?)
2. Is there any specific group of people the article is describing?
Any words used to criticise the people?
3. Does the author give the people a voice or are they silenced?
4. Who does the article give a voice to?
5. Do you agree with the reality presented by the author?
6. What other factors might we need to consider before making a judgment about the people criticised by the article?
7. If you were the author, how would you give the people a voice?

Lesson 3 - Task Sheet 2

More guiding questions to extend your critical mind...

1. Can you describe the author and his or her background?

2. What beliefs does he/she have about wives working?

3. Who has the most power in this article?

4. What groups of people are silenced in this article?

5. What language is used to describe or talk about the silenced people in this article?

6. Do you support or oppose this article? Why or why not?

Lesson 4

Learning Objectives:

By the end of this lesson, students should be able to:

1. interpret the underlying message of a visual image/picture; and
2. use the binary-opposite technique.

Students need to be guided, without any preferred judgement and values, to read with an objective, discerning eye. Teachers are encouraged to lead students into free-of-frame discussions where there is no absolute, single answer to value judgments. That is what gifted students should know about the significance of multiple interpretation, language awareness and power in a world of complex norms and stereotypes.

Stage	Objectives	Learning Activities/Procedure	Materials
10 mins	<ul style="list-style-type: none"> To reinforce students' learned knowledge in the previous lesson. 	<p>1. Sharing session</p> <ul style="list-style-type: none"> Discuss briefly a news article 'Husband Must Approve'. Ss present their views. 	Task Sheet 2 (Extended task in Lesson 3)
20 mins	<ul style="list-style-type: none"> To guide students in a discussion and tell what appears normal may be a construction by an author. 	<p>2. Read a news advertisement</p> <p>Step 1:</p> <ul style="list-style-type: none"> Ss are given an advertisement on a watch brand. Ss discuss the guiding questions on Task Sheet 1 and learn to see how some presumed values are embedded in advertisements. Discuss the use of binary opposites and how to use this technique. Draw a chart on the board to show binary opposites. For example, in the advertisement, it says 'The slimmer, the more beautiful you are.' The author is actually trying to say, 'The fatter, the uglier you are.' 	Task Sheet 1
20 mins	<ul style="list-style-type: none"> To encourage and support students in using the 'Binary Opposite' technique. 	<p>Step 2:</p> <ul style="list-style-type: none"> Class discussion on a watch advertisement and how this relates to critical language awareness techniques. 	
Assessment for Learning			
<ul style="list-style-type: none"> Student reflective journal Teacher questionnaire 			

Teachers should encourage students to explore different ways of interpreting an advertisement. It allows students to be respectful of different ideas and appreciate divergent thinking.

Gifted students' communication skills are crucial in comparing different opinions, discussing and expressing views before arriving at any conclusions. Students need to understand and value both the interactive and questioning processes which are means of innovating, constructing and refining ideas.

Lesson 4 - Task Sheet 1

Guiding questions to get you to read an advert wisely...

1. What is this advert advertising?
2. Who are the intended audience for this product?
3. Why does the author include 'You never actually own a ...(a watch brand). You merely look after it for the next generation'?
4. Why is there a man and a boy in the picture? What is their relationship to each other? How do you know this?
5. Who is being silenced in this picture?
6. If you are the advert designer, what would you suggest for a new scene?
7. What does a man's watch look like? How is it different from a woman's watch? Why is this so?
8. How does this advertisement make you feel?

Lesson 5

Learning Objectives:

By the end of this lesson, students should be able to:

1. establish the meaning from a photo and a news article;
2. identify problems that may be associated with a photo/a news article; and
3. be aware of divergent opinions and interpretations of an issue.

Stage	Objectives	Learning Activities/Procedure	Materials
Pre-reading 20 mins	<ul style="list-style-type: none"> To guide students to develop an advanced organiser. 	<p>1. Lead-in activity – 'What is it about?'</p> <ul style="list-style-type: none"> Show Ss the Task sheet. In pairs, Ss talk about the photo on the Task Sheet. Encourage discussion by asking the basic wh-word questions, i.e. 'when', 'what', 'where', 'who' and 'how.' Ss draw a mind map to develop an advanced organiser showing their interpretation of the photo. Ss display their mind maps and illustrate them to the class. Neither judgment nor discussion should be made at this stage. 	<p>Task Sheet</p> <p>Guiding gifted students to create their advanced organiser is one of the self-talk techniques to direct their own learning as an independent learner.</p>
While-reading 30 mins	<ul style="list-style-type: none"> To make, confirm prediction and negotiate the meaning of what they 	<p>2. Write a headline and a caption</p> <ul style="list-style-type: none"> Ss read Reading 1. Guide Ss to review their mind map with the meaning they can grasp from Reading 1. They should discuss, revise and modify the map where appropriate. Ss create a headline and a caption to the photo (Task Sheet). Ss post their revised map, together with their suggested headline and caption on the board again. Compare the different versions. Discuss and judge which best illustrates the story. 	<p>Reading 1 - Photos and news articles: *2,3 'King of the hill' and 'Stalemate over demolition'.</p> <p>Students should be encouraged to take an active role in discovering and reflecting on what they are processing (i.e. constructing the knowledge) instead of solely receiving the knowledge.</p>
Post-reading		<p>3. Extended task</p> <ul style="list-style-type: none"> Ss choose one of the questions on the Task Sheet which they think the most crucial in making a script for a journalist to report the news. Write up the script and show to the class. Experience and see how people view the same issue with different interpretations. 	
<p>Assessment for Learning</p> <ul style="list-style-type: none"> Student reflective journal Teacher questionnaire or anecdotal 			

*References:

1. AFP. (March 12, 2007). King of the hill. *South China Morning Post*. Retrieved March 12, 2007, from <http://www.scmp.com/>
2. China News Service. (March 24, 2007). Photo of Stalemate over demolition. *South China Morning Post*. Retrieved March 24, 2007, from <http://www.scmp.com/>
3. Wang, I. (March 24, 2007). Stalemate over demolition. *South China Morning Post*. Retrieved March 24, 2007, from <http://www.scmp.com/>

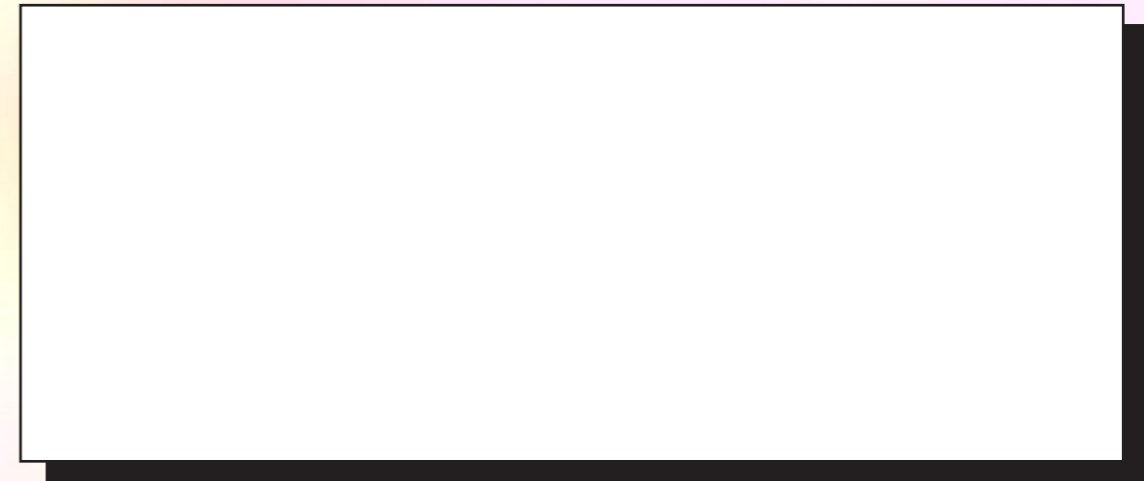
Lesson 5 - Task Sheet

Part A Write a headline and a caption for the photo below.

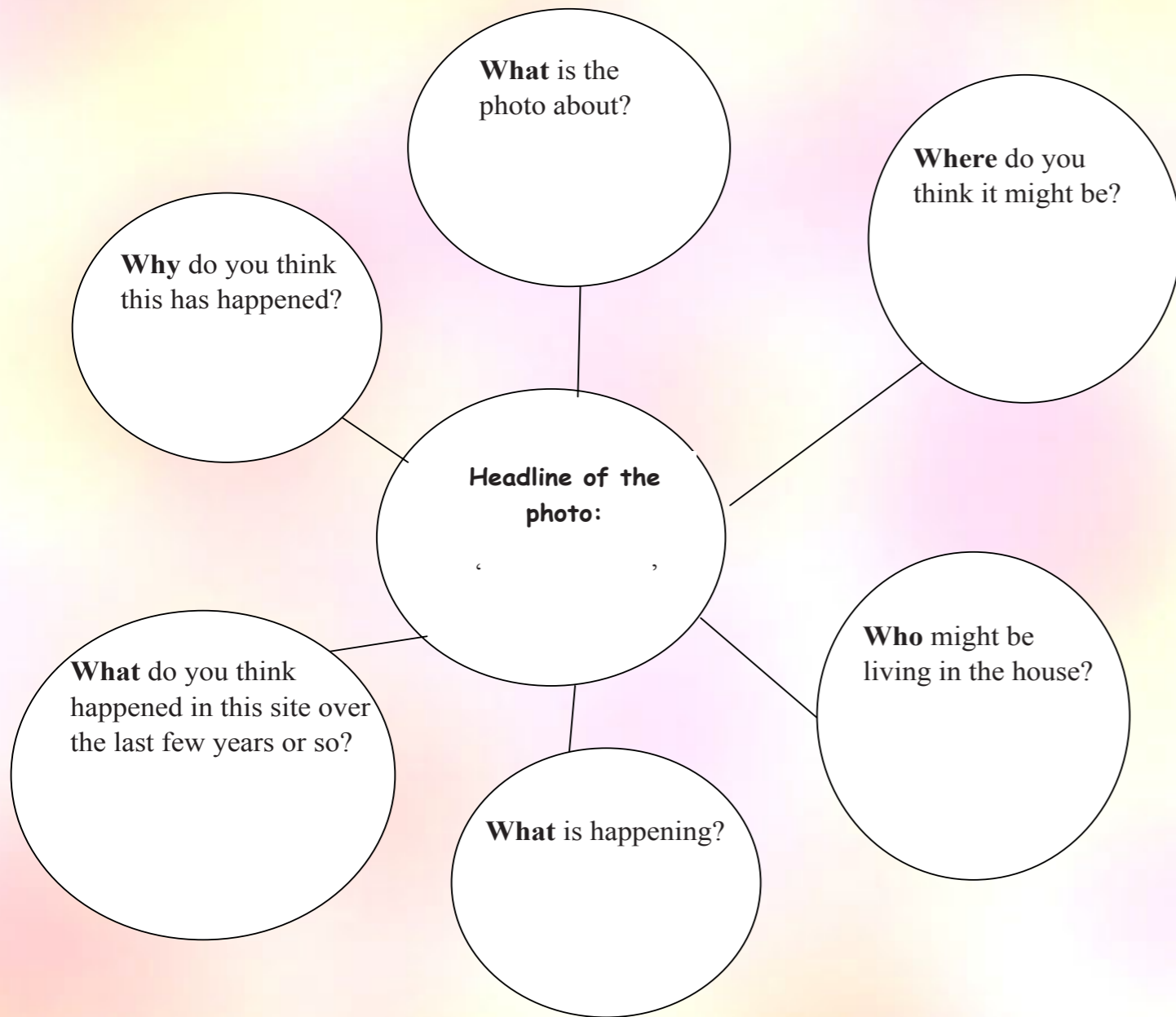
Headline: _____

Source of the text: AFP. (March 12, 2007). King of the hill. *South China Morning Post*. Retrieved March 12, 2007, from <http://www.scmp.com/>

Caption:



Part B Talk about the photo in Part A in pairs and answer each question below.



Lesson 6

Learning Objectives:

By the end of this lesson, students should be able to:

1. identify problems that may be associated with a photo/a news article; and
2. generate, and evaluate ideas and views on an issue.

Stage	Objectives	Learning Activities/Procedure	Materials
Pre-writing 10 mins	<ul style="list-style-type: none"> • To identify any problems that may be associated with a photo by using the learned brainstorming skill. 	<p>1. Reinforcement - Identify the problem</p> <ul style="list-style-type: none"> • Ss retell/recap what the news article 'King of the Hill' is about. • Ss work in pairs. Each pair is assigned a group number. Ss are put in six different pairs. Some groups may have three members. In pairs, they identify and write down the problems they think the people might have on the six Task sheets (Lesson 6) given. 	Task Sheets 1-6
While-writing 50 mins	<ul style="list-style-type: none"> • To listen actively and critically when interacting with their partners/other group members. • To analyse and derive the crucial details from the collected views. • To evaluate the collated views and present them. 	<p>2. Find a solution</p> <p>Step 1: 'Gallery Walk'</p> <ul style="list-style-type: none"> • In the first round, Ss keep working in pairs. Each pair moves to the next pair clockwise to suggest possible solutions to each of the problems listed on the six task sheets. No discussion is allowed at this stage. • In the second round, each pair can challenge others' answers verbally. The contrasting views should be recorded by the challenged pairs. Ss may not necessarily be challenge makers. They can contribute solutions to others if they like. • Ss are encouraged to collect as many challenges and solutions as possible through interaction. Those who get a long list should be asked to share their techniques used to tap different ideas within limited time given. <p>Step 2: Oral presentation</p> <ul style="list-style-type: none"> • In groups of four, Ss look at the written feedback, talk about whether they agree or disagree with it, clarify, comment, elaborate and suggest more solutions to the problem spotted. 	

Collaborative learning not only allows gifted students to use the language, learn mutually and construct knowledge through interaction but also develop their leadership and time management skills given that each of the group members is assigned an explicit task or a role.

		<ul style="list-style-type: none"> • Each group chooses and presents two to three most typical problems together with the most convincing solutions to the class. • Ss and T compare and contrast the problems and solutions and decide on their significance and effectiveness respectively. 	
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Assessment for Learning

- Student reflective journal and student post-programme reflection (Lesson 1 to Lesson 6)
- Teacher questionnaire or anecdotal

Gifted students need to learn to judge and focus on the crux of a task after the idea generation stage to achieve the Evaluation and Synthesis levels of Bloom's Taxonomy.

Lesson 6 - Task Sheet 1

Write any problems and solutions you think there might be for the people who live in the house on the hill.

	Problems	Solutions
<p>The people who live in the house on the hill.</p>		

Lesson 6 - Task Sheet 2

Write any problems and solutions you think there might be for the people living opposite the old building.

	Problems	Solutions
The people living opposite the old building		

Lesson 6 - Task Sheet 3

Write any problems and solutions you think the excavators might have (Look at the excavation site).

	Problems	Solutions
The excavators		

Lesson 6 - Task Sheet 4

Write any problems and solutions you think the developers might have.

	Problems	Solutions
The developers		

Lesson 6 - Task Sheet 5

Write, in your opinion, any possible problems and solutions for conservationists who want to keep the last house on the hill.

	Problems	Solutions
Conservationists who want to keep the last house on the hill.		

Write any problems and solutions you think the government or the court might have.

	Problems	Solutions
<p>The government or the court</p>		

Impact on Learning

The ability to solve problems and make informed decisions is integral in learning and career. Students need to get rid of being a spectator in receiving knowledge and become a proactive learner who can think critically and creatively to achieve their academic and personal goals.

To prepare students to cope with various facets of daily problems, the piloted pull-out programme was to suggest strategies students can use and opportunities for them to apply what they learn in order to develop their critical thinking skills. In the long term, it is hoped that students will develop an in-depth insight and the wisdom of interacting with a variety of written texts, people from different walks of life and problematic situations.

Students enjoyed working in groups to generate, identify, analyse and judge problems and arrive at a logical conclusion or solutions to a given issue. They tried to persuade others of their value and beliefs. In the initial stage of the programme, students found it difficult to question the validity of the article. It might be due to Confucian teaching and cultural norms. However, after the discussion on critical language awareness in the third lesson, they became aware that Asian students were not given an opportunity to defend the claims made against them. They became more aware of the fact that authors might produce texts from their social, cultural and personal experiences and that texts privilege some ideas or people and silence others. At a later stage of the programme, students tended to think from different angles rather than accept everything in a text they read. They realised that some people were given more power or greater acceptance over others. Also, they are now aware that there is no absolute right and wrong and there may be many different opinions held by people. That tells they need to frame questions to explore an issue.

Students are learning to weigh the influences of the author's motives and bias when reading any texts. Different possible viewpoints or perspectives will be considered before making any judgement on an issue, proposing any solutions to an identified problem or deciding what to or what not to believe.

Teacher Reflection

It is not enough these days to be just literate in the traditional sense of the word or just understand how to read and write. Students in the early 21st century are bombarded with a myriad of texts, especially texts on the internet. There are so many points of view, beliefs and philosophies that require the modern students to have a new set of literacy tools to help them understand, accept or resist all the texts they are exposed to. This is why critical language awareness, CLA, is now more important than ever. Today's students trained in CLA are given the ability to see through a text and understand the purpose of the text, the motives of the author and what groups or ideas are privileged and those who are silenced. The ultimate aim of CLA is to help students create texts that are socially just and to respond to texts that perpetuate inequalities.

The purpose of the programme was to teach students a number of beliefs about critical language awareness, so they would be able to engage written texts in a way that would empower themselves and 'others'. By empowering themselves and others, we mean that the students would be able to see that all texts were created by authors who carry with them a certain 'cultural baggage' and that texts privilege or silence certain minority groups because of the author's 'cultural baggage.' Providing students with critical tools to respond to and interpret texts would give students the opportunity to resist/question and re-write texts that marginalise, discriminate and silence the voices of themselves and others, and thus, hopefully, create more equitable texts or more equitable responses to them. That was the plan.

The pull-out programme was to be taught over several lessons, with a pre-course task evaluation at the beginning and a post-course evaluation after the course had been taught. The 16 students were to attend several after-school lessons, each one hour long. However, it became clear that we were going to experience attendance and commitment problems.

Despite these problems, the students that attended began to develop, understand and start using some of the key beliefs of the pull-out programme. Students began to understand that many types of texts silence or privilege certain ideas and/or groups of people in society, that there were usually many opinions to any given issue, that authors create texts that reflect their own beliefs, culture, language, gender and so on. Students could see that the linguistic choices authors made when writing a text could include other people's views or silence them. In addition, students learnt that they can resist texts, disbelieve them, re-write or respond to texts to seek social justice, such as writing letters to the editor and so on.

At first, many students balked at some of the ideas presented to them and generally agreed with the views of the authors' texts. This was probably a case of hegemony, where people will resist change or attacks on the present status quo of a system because they think it appears normal. Also, in general Hong Kong students are very respectful and have learnt not to challenge people older than themselves. However, over time, the students began to see that nothing is really 'normal or natural' and began to realise that it was possible to challenge authors and their texts.

Interesting Observation

As the English subject teacher of all students in the course, it was interesting to note that when I was marking the term two writing exam, I noticed that some of the competencies that we taught in the pull-out programme were filtering through the compositions written by the students who attended the pull-out programme. The Term 2, Form 3 Writing exam asked students whether they agreed with the trend of girls going on diets to lose weight in order to look prettier. So really, the students were asked to produce a one-sided argument. All of the pull-out programme students disagreed with this trend, but a number of these students started using a few of the competencies taught during the course. One student used the 'binary opposite' tool, in which students write down the key adjectives in a text in one column and then write down the opposite meaning of the adjectives in the other column. So, the student said that if slim is beautiful, logically, the trend is also saying that fat is ugly. Slim is beautiful/fat is ugly. In addition to this, some students mentioned that over-weight people were being silenced and marginalised.

Programme Evaluation

In addition to observing the CLA ideas in the written exam, it was also observed that pull-out programme students would comment on articles found in 'English Street' during newspaper reading work. Some students would comment that particular groups in various articles were being silenced and other ideas privileged. Some students even questioned the motives that motivated the author to write in a certain way.

The objective of evaluation is not only to assess outcomes and performance, but also to examine, improve and develop educational plans. Programme evaluation is carried out by collecting data and providing evidence records to relevant personnel (including decision-makers and teachers) with the aim of improving existing programmes and making appropriate judgments about their value and effectiveness. Student assessment is a crucial part of programme evaluation.

Evaluation supports the development of programmes in the following ways:

1. Diagnosis – identifying problems and difficulties, and finding ways to handle them appropriately.
2. Adaptation of programmes – evaluation can serve as the basis for the adaptation of programmes, so that the quality of education can be continuously improved.
3. Comparison – evaluation can be used to compare different plans, teaching methods and other areas of school education.
4. Anticipation of educational needs – evaluation can be used to assess educational needs and build educational objectives. It can also be used as reference for determining the directions of education reform.
5. Monitoring - evaluation can be used to determine the degree to which educational objectives are being realised, and help decide whether such objectives or programmes require modification to make them better suited to the needs of students.

In this programme, qualitative data, for example, students' written work, pre- and post-programme assessment tasks (Appendices 1, 3, 5 and 7), reflective journal (Appendix 9), performance and participation in activities and teacher's reflection (Appendix 10) were collected to evaluate the programme for improvement and extension in future. Please also refer to the *Curriculum Guide on School-based Gifted Development Programmes* for more details of programme evaluation.

Recommendations

The effectiveness of a pull-out programme hinges on many factors. Selection procedures, school administrative arrangement, cooperation and mutual support among English teachers and connection between language enrichment activities and the general English Language curriculum are of prime significance. From the piloted pull-out programme, we consider the following components critical for the implementation and development of pull-out English programmes:

- i. Students have their unique strengths and weaknesses. A range of activities should be conducted in the English classroom to facilitate students' learning. The activities can also be a means of demonstrating students' learning abilities to inform instruction. Multiple means of assessment, therefore, should be used to chart students' learning progress and place them in appropriate provision while their results in English tests should be referred to as one of the indicators only.
- ii. Students should keep a research notebook to take notes and write ideas on readings and after in-class and out-of-class discussions. This helps them to evaluate their thought process (i.e. meta-cognition), which is what a critical thinker does to monitor their learning process.
- iii. This pull-out programme can be planned as a fundamental part of a training series on critical thinking in which students should be challenged using progressive skills at different levels. Students who have mastered the critical thinking basics in this programme should move on to open-ended opportunities where students should learn to apply, evaluate and synthesise the skills in multidisciplinary contents.

Appendix 1

Guiding Questions for Pre-programme Assessment Task (Writing)

Read a news article carefully and then answer the questions on the following page.

Section 1 (25 minutes)

1) What is the article about?

2) According to the article, who are the biggest cheaters?

3) What message does the title suggest?

4) What is the cause of “collapsed standards”?

5) Do you think this article is fair? Why/Why not?

Section 2 (35 minutes)

Writing Task

Now, write a letter to the editor of this newspaper and state whether you agree or disagree with this article. Give at least three reasons as to why you agree or disagree. Write on the paper provided.

Appendix 2

Pre-programme Assessment Criteria (Writing)

The pre-programme task seeks to assess the following skills students have before under-taking the English pull-out programme and contrast these with a post-programme task. Students should be able to:

- understand and have basic comprehension of the article.
- realise that the author of the text will make language choices based on his/her own culture, ideology, race and sex.
- realise that the author’s beliefs will affect how the author views the world and in turn, will write according to this belief system.
- realise that certain voices or beliefs will be privileged and how some voices will be silenced.

From the article, students:

- will realise that the author is empowering certain voices or belief systems and marginalising other belief systems, in this case privileging ‘white, middle-class, anglo-saxon culture’ and marginalising Asian culture and students.
- are aware that the author is blaming a ‘collapse of standards’ at Australian Universities on Asian students and Asian culture.
- are aware that it makes links between Asian culture and cheating.
- will realise that the author silenced any Asian voices to challenge, explain or defend the allegations made.

Students should then be able to demonstrate that:

- they realise they can resist, disbelieve or challenge the validity of the article.
- they have the right to question the author’s background, motives and information.
- they can empower themselves by challenging the validity or accuracy of the article.
- they can construct a text which points out inequalities and offers a more just perspective.
- they can organise ideas effectively to challenge the article.
- they can use the generic structure of a letter to the editor competently in order to be more effective and to increase the chance their article will be published.

- they can make logical and powerful language choices to make their text effective in challenging unfair discourses.
- they can re-write, explain and offer more equitable versions of reality by manipulating language choices.
- the best way to solve problems is to make sure they understand all the information available, make wise language choices, be polite but firm and realize that no one's voice should be marginalised and that social justice is for all, not just a few.

Reference:

Fairclough, N. (1992). *Critical Language Awareness*. Longman Group, UK.

Appendix 3

Pre-programme Assessment Task (Speaking)

Student Interview

Task 1: 'One-minute Talk'- Individual interview (3-minute preparation)

Two parts:

- Each student (S) states his/her expectations and gives reasons of why he/she would like to join the English Pull-out Programme.
- S tells the teacher (T) his/her strengths.

Task 2: 'Crossroads' Activity – Group interview of six (5 to 10 minute brainstorming session, 20-minute feedback time)

- To respond to, to make prediction and judgment based on a given text /photo(s) taken from the newspaper.

Step 1 - Brainstorming as a whole-group activity (5 to 10 minutes)

- Show a photo to Ss and discuss.
- Then show another photo to Ss and discuss.
- Try to help Ss to use prior knowledge or personal experience to understand the context and construct meaning using contextual cues.
- Some 'wh-' questions can be provided to help Ss to construct meaning.
- Examples:
 - Describe what you see in Photo 1 or Photo 2.
 - What might the news article be about?
 - What do the photos tell you about the content?
 - Where might this event take place?
 - What word will you use to describe the man in the photos?
 - How would you describe the man in the photo?
 - Why do you think he wore socks with holes?
 - Explain the message behind the newspaper journalist using 'Holy socks!' for the headline.

Step 2 – ‘Crossroads’ activity (15 to 20 minutes)

- T makes a statement: World Bank President, Paul Wolfowitz, should not wear socks with holes when he visited the mosque in Edirne, western Turkey.
- Ask Ss to say whether they agree or disagree with the statement by going to Zone A (Agreeing zone) or Zone B (Disagreeing zone).
- T intervenes as little as possible and facilitates discussion.
- T observes and records how Ss express their opinion, give reasons to support their opinions, make judgement of the situation and influence others to change their decision.
- Ss are allowed to change their mind and go from one zone to another during the whole discussion time.
- If all Ss choose Zone A or Zone B, T may need to ask them questions to help them think at a different perspective.
- Guiding questions:
 - Have you ever worn socks with holes? Why or why not?
 - If you were a Bank President, would you wear socks with holes when you visited a mosque?
 - What impression/image would he give to the public? Give reasons.
 - Why do you think the newspaper journalist is interested in reporting this news?

Source of Photo 1 and 2:

Associated Press. (January 31, 2007). Holy socks! *South China Morning Post*, pp.A8.



Appendix 4

Pre-programme Assessment Criteria (Speaking)

Pre-programme Assessment Criteria (Speaking)				
‘One-minute Talk’				
Student’s Name: _____			Date: _____	
Class: Form 3 _____				
No	Item	Well done	Satisfactory	Needs improvement
1	Communication	Can give an opinion and express self using verbal and non-verbal communication effectively 9 8 7 () () ()	Can give an opinion and express self. 6 5 4 () () ()	Has difficulties in giving an opinion and expressing self. 3 2 1 () () ()
2	Confidence	Can tell the teacher his/her strengths with elaboration 9 8 7 () () ()	Can tell the teacher his/her strengths without any elaboration 6 5 4 () () ()	Cannot tell the teacher his/her strengths 3 2 1 () () ()
3	Learning Motivation	Can tell the teacher his/her expectations of and reasons for joining the Programme clearly 9 8 7 () () ()	Can tell the teacher very little about his/her expectations of joining the Programme 6 5 4 () () ()	Cannot tell the teacher the reasons why he/she wants to join the Programme 3 2 1 () () ()

Remarks: The higher the score, the better the student demonstrates in terms of his/her communication skill, confidence and learning motivation.

Appendix 5

Post-programme Assessment Task (Writing)

Name of student: _____

Class: _____

Post-Teaching Task Questions

Source of the text:

Lee, S. (2007). Ex-street sleeper just wants to help in new teaching job. *South China Morning Post*. Retrieved June, 2007, from <http://www.scmp.com/>

After reading the article 'Ex-Street Sleeper Just Wants to Help in New Teaching Job,' answer these questions.

1. What is this article basically about?

2. Rewrite the title of this article.

3. What was Chris's life like last week?

4. In your opinion, why is Chris Venables' story in the newspaper?

5. Why are so many people helping Chris Venables? What sort of upbringing do you think Chris Venables had? Why do you think so?

6. Are any groups in society being silenced?

7. Why did the author use the words 'ex-street sleeper'?

8. Do you think this article is 'fair'? Why/why not?

Writing Task

Now, write a letter to the editor of the newspaper that published this article and write how they can make this article 'fairer' for other disadvantaged people.

Appendix 6

Post-programme Assessment Criteria (Writing)

By the end of this programme, students should be able to demonstrate:

- that they know texts serve some purpose, i.e., to entertain, to criticise, to inform.
- that they know they can resist, disbelieve or challenge the validity of the text.
- that they have the right to question the author's background, motives and information.
- that they know the authors of the texts write from their own perspectives which include their experiences, beliefs, culture, gender, race etc and that these beliefs will shape the texts they create.
- that they can empower themselves by challenging the validity or accurateness of the article.
- that they realise that certain voices or beliefs will be privileged and some will be silenced or marginalised.
- that they know that language can be used to perpetuate inequalities in society.
- that they can use techniques, such as binary opposites, to help them realise where the inequalities in texts are.
- that they know that they can challenge the author by rewriting the text or by responding to the article.
- that they know there will always be more than two opinions on any issue and that to be equitable, they should be aware of other's perspectives.
- that they can make logical and powerful language choices to make their text effective in challenging unfair discourses.
- that they can rewrite, explain and offer more equitable versions of reality by manipulating language choices.
- that they know the best way to solve problems is to make sure they understand all the information and VIEWPOINTS available, make wise language choices, be polite but firm and realize that no one's voice should be marginalised and that social justice is for all, not just a few.

Reference:

Fairclough, N. (1992). *Critical Language Awareness*. Longman Group, UK.

Appendix 7

Post-programme Assessment Task (Speaking)

Source of the text:

Flaherty, G. (2005). Mobile Phone Madness. *Which side are you on? Forming views and opinions*. SCMP Books.

Read the magazine column (Article 1) and then discuss questions 1 to 4 in your group.

Questions

1. What is this article about?
2. Can you see the author's point of view or identify a social issue? If yes, what is your opinion?
3. Do you think the author's point of view is subjective or biased? Why? Tell us what you think and explain your perspectives.
4. How would you survive without a mobile phone?

Instructions for Group Discussion

Assessment Task: Group Discussion (30 mins)

- Put Ss in groups of three.
- Ss are given 15 minutes to read the article and prepare questions 1 to 4 before their group discussion.
- In their group, Ss take their turns to express their opinions on questions 1 to 4 and respond to others' views.
- Then, they come up with a concluding statement after a 15- minute group discussion.
- Teacher does not intervene during the group discussion but records the observations on the Speaking Assessment Checklist.

Appendix 8

Post-programme Assessment Criteria (Speaking)

Post-programme Assessment Criteria (Speaking)

Please tick the category you think best describes the students.

Categories (1) Almost always (2) Often (3) Occasionally (4) Seldom (5) Never

In the group discussion, the students...

No	Characteristic	1	2	3	4	5
A. Content understanding						
1	show an understanding of main ideas in the article by giving accurate information.					
2	can select appropriate pieces of information to make a point.					
3	present ideas reasonably clear.					
4	contribute ideas supported by some facts and examples.					
B. Reasoning skills						
5	actively participate in order to complete the task.					
6	can elaborate a statement or take a position and defend it with explanations and reasons.					
7	can argue by analogy.					
8	can ask clarifying questions and knows when to ask them.					
9	can distinguish fact from opinion.					
10	summarise points of agreement and disagreement to set the stage for further discussion.					
C. Interaction skills						
11	are responsive to others' statements and indicate that they understand them.					
12	contributes and invites contributions from others as needed.					
13	all share the role in decision making.					
14	attempt to resolve conflicts when they arise.					
15	can demonstrate positive nonverbal and verbal behaviour.					

Reference:

Arter, J. & McTighe, J. (2001). Scoring Rubrics in the Classroom. Corwin Press, Inc. A Sage Publications Company. Thousand Oaks, California.

Appendix 9

Student Reflective Journal (Samples)

Lesson Reflective Journal

Lesson ()

Date: _____

Name: _____

In this lesson, I learned...

The most interesting thing I liked was...

Key Tasks / Activities	Remark(s):(Why?)

I would like to improve myself in...

I would like to learn more about...

Student Post-Programme Reflection

Congratulations! You have completed the challenging English programme. Let's cheer to our effort and accomplishment! It's time you thought about how much you learned and gained from our gatherings in the past months to set your own further learning goals in the next step.

Part A

You have gone through 7 sessions to learn how to read and think critically. Do you remember the key language skills we talked about? Read the skills in the table below and tick the appropriate box.

Skills learned	Frequency of performance				
	Always	Often	Occasionally	Seldom	Never
1. I can identify the different types of texts in a newspaper. (L1)					
2. I can discriminate facts and opinions. (L1)					
3. I can grip the key message of a text. (L1)					
4. I can skim a text for certain information I aim at. (L1)					
5. I can write a headline for an article. (L1)					
6. I can understand the language features in newspaper headlines. (L1)					
7. I can predict the key messages with a headline given. (L1)					
8. I can retell an event and give opinions (L2)					
9. I can write an incident in a logical sequence. (L2)					
10. I can formulate questions and suggest logical answers. (L2)					
11. I can make predictions and explain why. (L2)					
12. I can focus on the crux of a news article. (L3)					
13. I can explain main ideas of text foregrounding, silencing and that language reflects who has power. (L3)					
14. I can tell what appears normal is a construction of one's opinions/perspective. (L4)					

Skills learned	Frequency of performance				
	Always	Often	Occasionally	Seldom	Never
15. I can use the 'Binary Opposites' Technique. (L4)					
16. I can establish meaning from a photo. (L5)					
17. I can supply information in response to questions. (L5)					
18. I can use appropriate tactics in group discussion. (L5)					
19. I can organise information and write a caption and a headline. (L5)					
20. I can identify problems that may be associated with a photo/news article. (L6)					
21. I can frame questions to find out more information, to check or clarify any information given. (L6)					
22. I can suggest possible solutions to a problem. (L6)					
23. I can give an opinion on a current issue. (L6)					
24. I can identify any problems that may be associated with a photo. (L7)					
25. I can listen to, discuss and negotiate with my partner/other group members when different views arise. (L7)					
26. I can analyse, evaluate and synthesise the given information. (L7)					
27. I can present my well-organised thoughts with elaborated reasons in a group sharing. (L7)					
	Total no. of ticks:	Total no. of ticks:	Total no. of ticks:	Total no. of ticks:	Total no. of ticks:

Part B

Stop and think! Write as much as you can while you are looking back at the programme. Let's refresh our memory.

1. Recalling all the writing pieces you produced in this programme, which one do you think can best show your performance / your learned skills?
2. Which piece of work / activity you experienced shows your strengths and weaknesses? (You may name more than one. But remember to tell how and why.)
3. What will you do to further develop / apply your strengths?

4. What improvement do you need to make?

5. How do you now understand about critical thinking?

6. How do you now understand about language power?

Appendix 10

Teacher Reflection Form (Sample)

Lesson 1 - Teacher Reflection and Feedback

Date: _____ School: _____

This questionnaire serves as a self reflection for teachers to express their opinions about using newspaper in teaching English and as a means to foster students' critical thinking skills, problem-solving skills, confidence and ability to express themselves in spoken and written English.

1. Could students identify the different kinds of texts in a newspaper?
2. Could students tell whether a newspaper article contains only fact or opinion?
3. Could students match a headline to a newspaper article?
4. Could students explain to the classmates about the headline they chose?
5. Could students predict what happened to a given headline?
6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!

Lesson 2 - Teacher Reflection and Feedback

Date: _____ School: _____

This questionnaire serves as a self reflection for teachers to express their opinions about using newspaper in teaching English and as a means to foster students' critical thinking skills, problem-solving skills, confidence and ability to express themselves in spoken and written English.

1. Could students write an incident in a logical sequence?
2. Could students frame questions for a news article?
3. Could students suggest logical answers to the questions written by other classmates?
4. Could students predict what happened to the man and explain why?
5. Could students give feedback to their classmates using the appropriate discussion tactics in pairs/their group or as a class?

6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!

Lesson 3 and 4 - Teacher Reflection and Feedback

Date: _____ School: _____

This questionnaire serves as a self reflection for teachers to express their opinions about using newspaper in teaching English and as a means to foster students' critical thinking skills, problem-solving skills, confidence and ability to express themselves in spoken and written English.

1. In what ways are the objectives of the lesson achieved?
2. Do you think the lesson has met the student's need and interest?
3. What is the area they are having difficulty with?
4. In what way do you think the lesson has enhanced student's critical thinking?
5. Was the lesson plan easy to follow?
6. Was the time and pace of the lesson good?

7. What would you change if you taught the lesson again?

8. Any other comments?

Thank you!

Lesson 5 - Teacher Reflection and Feedback

Date: _____ School: _____

This questionnaire serves as a self reflection for teachers to express their opinions about using newspaper in teaching English and as a means to foster students' critical thinking skills, problem-solving skills, confidence and ability to express themselves in spoken and written English.

1. In what ways are the objectives of the lesson achieved?
2. Do you think the students are able to establish meaning from the photo?
3. What is the area they are having difficulty with?
4. Do you think the students are able to frame questions to check and clarify given information?
5. In what way do you think the lesson has enhanced student's critical thinking?

6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!

Lesson 6 - Teacher Reflection and Feedback

Date: _____ School: _____

This questionnaire serves as a self reflection for teachers to express their opinions about using newspaper in teaching English and as a means to foster students' critical thinking skills, problem-solving skills, confidence and ability to express themselves in spoken and written English.

1. In what ways are the objectives of the lesson achieved?
2. Do you think the students are able to identify the problem and provide a logical solution for it?
3. What is the area they are having difficulty with?
4. In what way do you think the lesson has enhanced student's critical thinking?
5. Was the lesson plan easy to follow?

6. Was the time and pace of the lesson good?

7. What would you change if you taught the lesson again?

8. Any other comments?

Thank you!

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- AFP. (March 12, 2007). King of the hill. *South China Morning Post*. Retrieved March 12, 2007, from <http://www.scmp.com/>
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