

Final Report

Project No. : 2010/0512

1. Attainment of Objectives

Table 1: Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
To apply dialogic reading and creative activities to enhance children's English use and proficiency as well as positive attitudes in English learning	<ul style="list-style-type: none"> - English classes in local primary schools using dialogic reading and creative activities 	Fully achieved	<ul style="list-style-type: none"> - According to teachers' feedback (please refer to <i>Appendices 1 & 2</i>) and our observation from the visits, students have become more interested and more actively involved in class. - Based on the analysis of students' performance, the longer the dialogic reading training the students received, the more growth of their vocabulary knowledge. - Also, based on the analysis, students' reading attitude was enhanced after having classes with creative activities. 	
To provide trainings for teachers to engage dialogic reading with their children in class, so that children are supported to use English and express their ideas with confidence	<ul style="list-style-type: none"> - Teachers' training workshops on dialogic reading - Class observation visits - Post-visit discussion with teachers - A talk opened for all teachers in the school 	Fully achieved	<ul style="list-style-type: none"> - Two training workshops were held for teachers of the participated schools. - Feedback was given to teachers and suitable modifications were made with teachers after the class observation visits to improve the utilization of techniques in teaching. - A talk about the project outcome and teachers' experience in using dialogic reading was opened for all teachers in the school. - Based on our observation in the class visits, teachers were increasingly more familiar with the teaching techniques, and were able to create additional teaching 	

			<p>materials for their classes using the techniques.</p> <ul style="list-style-type: none"> - Based on teachers' feedback, they would continue creating teaching materials using the techniques. - Based on teachers' feedback and our observation from the visits, students were more actively involved in class and expressed their ideas with higher confidence. 	
To create methods which integrate generic skill (i.e. creativity) development and language instruction	<ul style="list-style-type: none"> - Teachers' training workshops on creative activities - English classes with creative activities - Student worksheets for creative activities - A talk opened for all teachers in the school 	Fully achieved	<ul style="list-style-type: none"> - Two training workshops were held for teachers of the participated schools. - A talk about the project outcome and teachers' experience in using creative activities was opened for all teachers in the school. - Based on teachers' feedback, students' worksheets (please refer to <i>Appendix 3</i>) and our observation from the visits, creativity and English instruction were well-integrated. - Students have demonstrated a high level of creativity with a more active use of English during creative activities. - Based on students' performance during the class visits, they enjoyed doing creative activities. 	
To promote these techniques to all primary schools in Hong Kong	<ul style="list-style-type: none"> - Publication of newspaper articles about dialogic reading and creative activities - Publication of an online article about dialogic reading - Publication of a manual about dialogic 	Fully achieved	<ul style="list-style-type: none"> - Two newspaper articles about dialogic reading and creative activities were published in the Hong Kong Economic Journal (please refer to <i>Appendices 4 & 5</i>). - An article about dialogic reading was published online and made public on the LifeStyle Journal Website. - 1,000 copies of manual about dialogic reading and creative activities were produced and delivered to local primary schools in Hong Kong. - A website containing similar content of the manual was created and made available to the general 	



	<p>reading and creative activities</p> <ul style="list-style-type: none">- Production of a website about dialogic reading and creative activities- Two public talks promoting dialogic reading and creative activities		<p>public.</p> <ul style="list-style-type: none">- Two public talks were held to promote dialogic reading and creative activities to the general public, receiving a total of 216 online and walk-in registrations from headmasters, teachers and students who are interested in pursuing a career in education.	
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2. Project Impact on

2.1. Learning effectiveness:

The project has positive impacts on students' learning effectiveness and teachers' teaching effectiveness. Based on the data analysis, the longer the dialogic reading training the students received, the more the improvement of their vocabulary knowledge. Dialogic reading emphasizes on the interaction between teachers and students. Through rigorous questioning and sentence expansion exercises about the textbook contents, students were given a lot of opportunities to practise accurate use of word in different contexts. Such practicing opportunities helped to deepen their understandings in vocabularies. This greatly facilitated the process of language learning by encouraging active use of newly learnt vocabularies in students, and hence forming deeper memory in them.

Moreover, students' reading attitude was found to increase after having classes with creative activities. Creative activities provide an environment without boundaries for students to make full use of their creativity and imagination. This has given them a high degree of flexibility to actively use English which led to more enjoyment in the learning process. Hence, a stronger intrinsic motivation could be cultivated in them. The creative activities widely broadened students' horizon by providing a lot of innovative and exciting contexts which they rarely had the chance to experience in the usual and traditional English classes. This effectively inspired students and raised their interests in class. Thus, this helped to increase students' interest in reading and had a profound influence on their reading habits and lifelong learning.

Based on the observation from the class visits and teachers' feedback, students have become more interested and more actively involved in class. This maximized the interaction in class and hence improved the learning atmosphere. Also, they enjoyed working on tasks of the creative activities in groups which effectively fostered team spirit in students.

Apart from students, teachers' horizon was also broadened as they were trained to engage innovative techniques with students in class so that students are supported to use English and express their ideas with confidence. The teachers found the techniques useful for improving teaching effectiveness and stated that they would continue using the techniques. They would further develop more teaching materials for students using these techniques after the implementation of this project.

2.2. Professional development:

The project enhances professional development of not only the teachers involved in this project, but also teachers in other primary schools. During the project period, teachers involved in the project were given trainings on dialogic reading and creative activities. They found the techniques useful for supporting them to cope better with learners' diversity in the English classes. These innovative and interactive techniques improved their knowledge and skills in strengthening the speaking, reading and creative writing elements in the process of English teaching and learning. The techniques they learnt are actually also applicable to other subjects as well. After the implementation period, a talk introducing dialogic reading and creative activities, sharing teachers' experience and project outcomes was opened for interested teachers in the school. These training and practice opportunities provided the schools with new teaching methods that enhance student-teacher interaction and teaching effectiveness.

To further improve teaching quality, class observation visits were conducted. Feedback which helped to improve the application of techniques in class was provided to teachers after the visits based on the observation in class, including students' as well as teachers' performance and responses. Based on the observation, suitable modifications were also made to the teaching materials to facilitate the teaching process according to students' level of English.

From our observation and teachers' feedback, they have become more familiar with the new teaching techniques and more confident to adopt them in teaching. Lessons were carefully and strategically planned. The dialogic reading technique was smoothly delivered and demonstrated with well response from students during classes. Being given the chance to engage in designing and modifying teaching materials for dialogic reading and creative activities, teachers felt that their teaching effectiveness and efficacy were enhanced. They said that they would continue creating teaching materials for students of other grades using the techniques they learnt from the training workshops.

Apart from teachers in the participated schools, this project also contributed to the professional development of teachers in other primary schools in Hong Kong and widened the horizons of people who are interested in pursuing a career in education. To promote dialogic reading and creative activities, a website was made public and a manual was published and distributed to each primary school in Hong Kong. The website and manual both contain comprehensive information about children's reading and creativity development, as well as methods that local schools could employ in enhancing children's reading and creativity abilities, including dialogic reading and creative activities. They help to promote the two teaching methods and enhance professional development of teachers in schools that did not participate in this project. The website and manual also help to widen the horizon of the general public by introducing them to these interactive teaching methods. Moreover, two talks were arranged for the general public for teachers and those who are interested in pursuing a career in education. The talks covered comprehensively the theories, concepts, application and examples of dialogic reading and creative activities. The talks received highly



positive feedback in general:

- (1) 99% of the participants agreed that the talk and manual increased their understanding of dialogic reading and creative activities.
- (2) 96% of the participants agreed that the talk and manual helped them to master and apply dialogic reading and creative activities.
- (3) 99% of the participants agreed that dialogic reading and creative activities can enhance children's learning.
- (4) 99% of the participants would like to apply dialogic reading and creative activities to facilitate children's learning.
- (5) 100% of the participants would like to employ dialogic reading and creative activities in class.
- (6) 100% of the participants hoped there can be more similar research and activities in the future which help children to learn.

3. Cost-effectiveness

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Project Staff Basic Salaries	HK\$307,156	HK\$277,771	-9.6%
Furniture and Equipment	HK\$83,240	HK\$43,048	-48.3%
General Expenses	HK\$133,504	HK\$125,037	-6.3%
PROJECT TOTAL	HK\$523,900	HK\$445,856	-14.9%

3.1. Utilization of available resources:

The actual expense was kept within the approved budget while the funding was utilized effectively for hiring staffs, purchasing equipments and materials as well as for handling general expenses.

3.2. Unit cost for the direct beneficiaries:

The direct beneficiaries included: 22 English teachers and 251 primary school students from the participating schools; 216 audiences attending the public talks; and about 600 primary schools (having approximately 4,800 English teachers) who received our manuals. So the total number of direct beneficiaries is 5,289.

Unit cost for the direct beneficiaries = HK\$445,856 / 5,289 = HK\$84.3

3.3. Sustainability of the learning programme and materials developed:

They are highly sustainable. Developed teaching and learning materials will be used by the schools. The website will remain accessible for the general public. The manuals distributed to primary schools in Hong Kong will serve as helpful referencing materials for teachers to design teaching curriculum and develop teaching materials.

4. Deliverables and Modes of Dissemination

A range of deliverables were made during the project period as listed in Table 3.

Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
A set of teaching manual and materials on “Dialogic Reading” and “Creative Activities”	The materials were for training workshops given to teachers. They contain detailed guidelines on the use of dialogic reading and creative activities. They also include useful teaching materials which facilitate the engagement of dialogic reading and creative activities in the classroom.	Distributed to teachers in the two participated schools at the training workshops in Sep 2012 and Mar 2013.	No
An online article Article title: “Interactive teaching improves children’s English ability”	It is the online version of the newspaper article with the same title, “Interactive teaching improves children’s English ability”.	The online article was published on the LifeStyle Journal Website on 27 May 2013: http://lj.hkej.com/artculture/article/id/85087	Yes; QEF can state the website in the QEF Cyber Resource Centre.
A newspaper article (please refer to Appendix 4) Article title: “Interactive teaching improves children’s English ability”	The newspaper article introduces dialogic reading, the progress and outcomes of this project under QEF’s support.	A newspaper article was published in the Hong Kong Economic Journal on 18 May 2013.	No

<p>A newspaper article (please refer to <i>Appendix 5</i>)</p> <p>Article title: “Creative education unleashes children’s potential”</p>	<p>The newspaper article introduces creative activities, and the progress and outcomes of this project under QEF’s support.</p>	<p>A newspaper article was published in the Hong Kong Economic Journal on 22 Nov 2013.</p>	<p>No</p>
<p>1,000 copies of manuals about “Dialogic Reading” and “Creative Activities”</p> <p>Manual title: “Interactive English Education: Dialogic Reading and Creative Activities”</p>	<p>The manual contains comprehensive information about children’s reading and creativity development, and also methods that local schools could employ to enhance children’s reading and creativity abilities, including dialogic reading and creative activities.</p>	<p>The manuals were delivered to local primary schools in Hong Kong in Dec 2013.</p> <p>The manuals were distributed to participants in the public talks in Jan and Feb 2014.</p>	<p>Yes; QEF can produce and make the manuals available for purchase. QEF can also upload the manual in electronic format online to the QEF Cyber Resource Centre.</p>
<p>A website about “Dialogic Reading” and “Creative Activities”</p>	<p>The content of the website is similar to that of the manual.</p>	<p>A website was created with the link: http://cityuass.wix.com/index It was uploaded to the CityU Central Web Server with the link: http://www6.cityu.edu.hk/ss_dialogic_reading/wix.html Both webpages have been made available to public since Dec 2013.</p>	<p>Yes; QEF can state the websites in the QEF Cyber Resource Centre.</p>
<p>A paper presentation on “Enhancing positive reading attitudes through interactive classroom literacy activities in children learning English as a second language.”</p>	<p>This paper promotes the outcomes of this project to scholars and educators internationally.</p>	<p>This paper was presented in the 2014 Annual Conference of the British Psychological Society held on 7-9 May in Birmingham, England (please refer to <i>Appendix 6</i>).</p>	<p>No</p>



The frequent communication and evaluation between teachers and the research team contributed a lot to the success of this project. This played a very important role in adhering to the application of dialogic reading and creative activities in class. The frequent communication and evaluation also helped the teachers and research team to refine the teaching materials to better suit the needs and ability of students so as to maximize the teaching effectiveness. The close connection between the teachers and the research team helped to solve queries about the teaching techniques and to increase teachers' confidence and efficacy in using the techniques in class as well as in developing related teaching materials. The feasibility of continuing the project can therefore be sustained.

The interactive nature of dialogic reading and creative activities was the key to the success in motivating students to learn. Unlike traditional teaching methods, dialogic reading and creative activities often emphasize on student-teacher interaction and interaction among students. Such emphasis on interactions could enhance children's English usage and proficiency as well as foster positive attitudes in English learning.

Last but not least, the detailed guidelines provided in the teaching manual and public talks by the research team effectively helped teachers to master the skills of using dialogic reading and creative activities. With the comprehensive teaching manual, teachers could learn and master the skills, and further develop materials by themselves to use in class.

5. Activity List

A series of activities were conducted during the project period as listed in Table 4.

Table 4: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Language and reading assessment 1	<u>Date:</u> - 7–24 Sep 2012 - 4–14 Mar 2013 <u>Theme:</u> Pretest <u>Venue:</u> - Christian Alliance H. C. Chan Primary School - Ng Wah Catholic Primary School	2	NA	251	NA	
Training workshop for teachers	<u>Date:</u> - 19 Sep 2012 - 26 Mar 2013 <u>Theme:</u> Training on dialogic reading and creative activities <u>Venue:</u> - Christian Alliance H. C. Chan Primary School - Ng Wah Catholic Primary School	2	9	NA	NA	
Project implementation	<u>Date:</u> - 25 Sep – 30 Nov 2012 - 8 Apr – 31 May 2013 <u>Theme:</u> Implementation of dialogic reading and creative activities in English classes <u>Venue:</u> - Christian Alliance H. C. Chan Primary School - Ng Wah Catholic Primary School	2	8	251	NA	Please refer to Appendices 1 & 2



Class observation visit	<p><u>Date:</u> - 11 & 12 Oct; 14, 16, 28 & 30 Nov 2012 - 18 & 30 Apr; 3, 10, 24 & 31 May 2013</p> <p><u>Theme:</u> Three rounds of observation visit to all classes, a total of 31 lessons were observed</p> <p><u>Venue:</u> - Christian Alliance H. C. Chan Primary School - Ng Wah Catholic Primary School</p>	2	8	251	NA	
Language and reading assessment 2	<p><u>Date:</u> - 3–13 Dec 2012 - 13–17 Jun 2013</p> <p><u>Theme:</u> Posttest</p> <p><u>Venue:</u> - Christian Alliance H. C. Chan Primary School - Ng Wah Catholic Primary School</p>	2	NA	251	NA	
A talk opened for all teachers in the school	<p><u>Date:</u> 16 Jan 2013</p> <p><u>Theme:</u> Introduction and training on dialogic reading and creative activities</p> <p><u>Venue:</u> Christian Alliance H. C. Chan Primary School</p>	1	13	NA	NA	
QEF school visit	<p><u>Date:</u> 29 Apr 2013</p> <p><u>Theme:</u> Introductory session on dialogic reading and creative activities; class observation; post-observation discussion.</p> <p><u>Venue:</u> Christian Alliance H. C. Chan Primary School</p>	1	2	33	9 QEF members	Please refer to the Interview report from QEF



Public talks	<u>Date:</u> - 23 Jan 2014 - 22 Feb 2014 <u>Theme:</u> Introduction and training on dialogic reading and creative activities <u>Venue:</u> City University of Hong Kong	NA	NA	NA	216 registered participants (headmasters, teachers and students who are interested in pursuing a career in education)	Please refer to the feedback results (<i>Section 2.2</i>)
Paper presentation in the 2014 Annual Conference of the British Psychological Society	<u>Date:</u> 7–9 May 2014 <u>Theme:</u> Enhancing positive reading attitudes through interactive classroom literacy activities in children learning English as a second language <u>Venue:</u> International Convention Centre, Birmingham, England	NA	NA	NA	About 500 scholars, educators, psychologists and students from different countries	

6. Variations, Difficulties Encountered and Solutions Adopted

There were four major variations adopted to further facilitate the project's effectiveness. These variations had seek approval from and had been reported to QEF.

6.1. Change of participants' grade in one participated school:

Because of the tight schedule of learning activities planned for the grade 2 students, primary grade 1 students were included in Ng Wah Catholic Primary School instead of primary grade 2 students as in Christian Alliance H. C. Chan Primary School.

6.2. Incorporation of dialogic reading and creative activities in the current English curriculum:

After discussing with the schools, it was decided to be more feasible to use dialogic reading and creative activities in their regular classes primarily based on their English textbooks instead of storybooks with creative texts. Therefore, the materials for dialogic reading and creative activities were developed based on the textbooks, and storybooks were used as supplementary to facilitate the instruction.

6.3. Change of testing and implementation periods in one participated school:

To facilitate the effectiveness of the program implementation, the implementation was conducted in two separate periods for the two schools (i.e., the first semester in Christian Alliance H.C. Chan Primary School; the second semester in Ng Wah Catholic Primary School), instead of having the program implemented in the two schools at the same period of time. It enhanced better time and resources management, and allowed for better support to be provided to each school.

Moreover, testing and implementation periods in Ng Wah Catholic Primary School were started at a later time in early April and the implementation period was shortened to 8 weeks. These modifications were made with the consideration of the tight teaching and examination schedules, and the discussion with teachers. The modifications enhanced better time and resources management, and minimized disturbance to the class curriculum in school. The successful program implementation in the two schools proved that these project variations helped to achieve our project aims.

6.4. Extension of project period:

The project was extended for two more months until 28 February 2014 because the public talks which were originally planned to be held in December 2013 were postponed to January and February 2014. According to our proposal, we would arrange public talks to promote the use of dialogic reading and creative activities in schools. We planned to provide each participant in the talk with a teaching manual which would be very helpful for consolidating their skills in the utilizations



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of dialogic reading and creative activities. As the manuals were created and printed in December 2013 (as scheduled), the talks had to be postponed. The public talks have been successfully held, and have drawn great attention of headmasters, teachers, and students who are interested in pursuing a career in education.

Appendix 1: Feedback from Christian Alliance H. C. Chan Primary School

通過對話式閱讀及創意教學活動，學生能在英文課堂靈活運用英語，多與老師互動交流。在教學過程中，老師用了不同層次的提問技巧去刺激學生的思維，並以多元化的視像圖表（graphic organizers）去培養學生具創意及批判性思考，提升他們的閱讀質量及語文表達能力。這些教學技巧不僅改善了學生的說話和聆聽能力，還訓練了他們的閱讀和寫作技巧，兼顧了語文教學聽說讀寫各範疇，既切合本校英語教學發展方向，也有望改善英文科的學與教效能。此外，這個研究給了教師一個增值進修的機會。從參與教師培訓和工作坊，我們掌握了創新且具互動性的教學技巧，使我們認識了有效加強學生的說話能力、閱讀能力和創意寫作能力的教學策略。英文老師通過實踐可教學相長，既提升了我們的教學效能，又加強了學生的英文閱讀興趣。這不但有助我們語文教學的課程設計，還對教師的專業發展有很大裨益。

宣道會陳元喜小學

羅婉儀副校長

Appendix 2: Feedback from Ng Wah Catholic Primary School

對話式閱讀促進學生閱讀能力，教師就閱讀篇章內容，以不同提問技巧，如填充問題 (Completion)、回想問題 (Recall)、開放式問題 (Open-ended)、wh-問句 (Wh-) 及融入生活體驗問題 (Distancing) 等刺激學生思考，加強其表達能力，而後三者對語文能力較強的學生更見成效。閱讀篇章後，經教師指導下，學生進行相關創意學習活動，發揮創意寫作，學生對活動感興趣，而且學習更主動。

從教師的角度而言，教師除運用對話式閱讀策略於閱讀活動外，亦可融會貫通於其他教學範疇，從而促進英語科學與教效能。



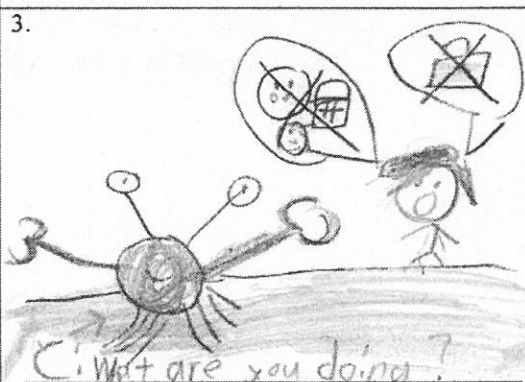
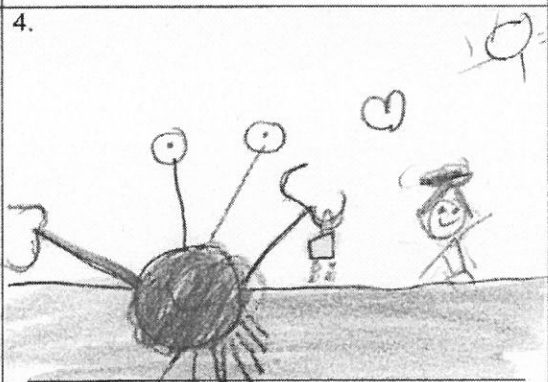
天主教伍華小學

英文科科主任 傅詩韻老師



Appendix 3: Students' work for creative activity

What happens when Little Red Riding Hood (L) meets other animals.....?
Please draw and write about the new story.

<p>1.</p>  <p>L: Oh, no!</p>	<p>2.</p>  <p>L Milk #</p>
<p>3.</p>  <p>C: What are you doing? L: my basket is in the sea. C: can I help you? L: yes, you can.</p>	<p>4.</p>  <p>C: Is this your basket? R: yes, this is mine, thank you C: Welcome!</p>

Appendix 4: Newspaper article—"Interactive teaching improves children's English ability"

C3 信報 www.hkei.com

優質教育

2013年5月18日/19日 星期六、日

教育論壇

撰文：周詠妍博士

（香港城市大學應用社會科學系助理教授）

許娜娜博士

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三名學生均認為，師生互動的對話式閱讀，有助小學生的英語能力有顯著進步。

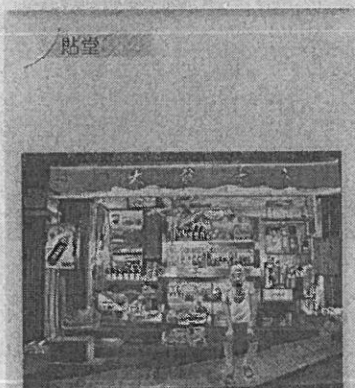
香港學生從小開始學習英語，但由於傳統的教學模式被動且缺乏讓學生實踐的機會，只有助應付考試而往往忽略了日常運用，以致學生未能於不同的環境下活用英語。

根據筆者最近的一項研究發現，著重師生互動的對話式閱讀（Dialogic Reading）能有助小學生學習英語；經過為期十周的對話式閱讀訓練，學生的英語能力於多方面都有顯著的進步。由此可見，互動教學能有效提升兒童的英語能力。



多點用英語與老師教學或日常生活中的對話，有助活用英語。

互動教學提升兒童英語能力



香港一隅

作者：陳國明
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這間小土多坐落在一條小路上，但作者卻在結構上表現出平衡感。牆上的分配做到恰到好處，帶出多平衡地處於牆上，也善用牆面的每個角落。最突出的是畫中坐在右下方的老伯，他雙腳擺放的位置亦表現出地面高低的感觉，同時作者用色鮮明，筆觸細膩，把土多中的水果、飲品活活地表現出來。

在全球化的趨勢下，英語的重要性與日俱增。英語是香港學童必須學習的第二語言（Second Language）。香港學生普遍於幼稚園開始接觸英語，然而從幼稚園起就大量學習和時間學習這種第二語言，仍有不少香港人無法精通英語。究其原因在於缺乏互動的學習模式。

香港傳統的英語教學模式，大多由教師向學生單方面傳授教學內容，並要求學生反覆背誦。語法教學著重學生能否正確使用不同的句式、詞語、介詞的用法等等，而非學生能否靈活運用英語。這種教學模式無疑為學生增加了不少文法知識，可是卻沒有給予學生真正實際、活用英語的機會。

傳統教學欠實踐

英語至為活用的一種語言，於不同的語境下練習對學生是十分重要的。然而，香港的大部分學生只有在英文課堂上才會運用英語，而卻很少會於日常生活中以英語溝通。由於缺乏於不同語境下練習和實踐的機會，學生往往很難把從書本上學到的英文知識與日常的英語運用聯繫起來，尤其當活動一旦與所學的課文沒有直接關係時，學生更容易感到束手無策。因此，被動的英語教學模式僅有助學生應付基本的考試內容，而對於學習如何於不同的環境下活用英語卻沒有太大的幫助。

大的幫助。

在日常生活中缺乏實際應用的機會，以致在不同的語境下無法靈活運用是學習外語最困難的地方。有見及此，筆者致力發展和研究著重互動的教學模式。其中一項研究證實能有助學習的教學方法為著重師生互動的對話式閱讀（Dialogic Reading）。最近更獲得優質教育基金的資助，把對話式閱讀引入本地小學的英語教學。

對話式閱讀教學

對話式閱讀可以在學校或家中進行，由老師或家長充當兒童的輔助者，為兒童提供適量的支援從而提升他們的語言學習能力，使他們有更好的學習態度和更大的自信心，幫助他們日後由自己主導學習。在傳統的教學模式中，老師和家長一般作為主動的教導角色，而兒童則被動地接受教學。強調互動交流的對話式閱讀卻改變了這種固有的角色：兒童成為了說故事的人（Storyteller），而老師和家長則作為活躍的聆聽者（Active Listener）。在適當的時候引導及鼓勵兒童積極參與互動。

對話式閱讀的四步驟可簡稱為【PEER】。首先是激發兒童說話（Prompt），接著是評估兒童的回應（Evaluation），並擴展兒童的答案（Expansion）。最後讓兒童重複擴展了的句子（Repetition）。在激發兒童說話的時候，我們可利用不同形式的問題，例如比較簡單的填充問題（Completion）——即留空句子末端由兒童回答；以及鼓勵兒童用自己的文字表達故事內容的開放式問題（Open-ended）。還有較高層次並融入了生活經驗的問題（Distancing）——即聯繫了日常生活與故事或課文內容的問題等。老師或家長在這種問題方式時可靈活選擇，並交替使用，從而更有效地激發兒童說話，透過對話閱讀實踐和活用所學語言。

助增強英語能力

根據筆者的研究發現，經過在英文課堂中為期十周的對話式閱讀，學生的英文能力進步了20%；英文閱讀理解進步了25%。一般英文詞彙知識亦進步了10%；而當測試的為英文課本內的詞彙時，進步更高達43%。由此可見，對話式閱讀對兒童學習英語有著顯著的幫助。這些研究結果進一步顯示了互動交流在學習過程中不可或缺的地位。

對話式閱讀其實並不局限於學習英語，更可用來學習母語以及其他外語。教師和家長不妨增加兒童在學習過程中的參與，並加強與兒童的互動，從而協助兒童更有效地在不同的環境下靈活運用所學語言。

教育版徵稿

《信報》教育版歡迎徵稿。學校校長、老師可投稿「校長開聲」、「老師點地」，文章約為600字；學生可投稿「貼堂」，學生來函上，學生需要撰寫100字介紹，而文章約為800字。至於各界教育界資深人士可投稿「教育論壇」，字數約為1300字。來稿請註明有關投稿類別、聯絡方法，以及所屬學校或教育機構，並電郵至 culture.education@hkei.com。本報有最終採用權。



佔一個重要的位置，無論什麼行業，英語都



兒童除了多點用英語與老師教學或日常生活中的對話，有助活用英語。

Appendix 5: Newspaper article—"Creative education unleashes children's potential"

C4 信報 www.hkqef.com

優質教育

2013年11月22日 星期五

教育講論

撰文 周詠妍博士
許嫻嫻博士
徐曉彤

在香港這個知識型社會中，創造力是一種十分重要的技能，不少人認為創造力是一種與生俱來、不能改變的潛能。然而，過往多年的研究皆指出我們可以透過教育和訓練培養創造力，若我們把創意應用在教學上，不但可提升學生的創造力，而且能增強他們的學習興趣。

最近一項由優質教育基金資助的研究將「創意教學」引入本地小學的英語教學，透過為期八至十周的創意教學，致力提升學童的英語能力和學習興趣。



圖：創意教學以發展兒童的創意思維為教學目標，引導兒童以有創意的形式學習。



圖：周詠妍博士（左）、許嫻嫻博士認為創意教學可激發學生的潛能。

創意教學發揮兒童潛力

貼堂



《人？》

學校：聖若瑟英文中學
作者：關玉麟

清晨以金碧輝煌的宴會廳為背景，描繪一羣身穿華麗服飾、頭戴不同動物面具的貴族，參加晚宴後陸續散去的情景。當大家藉出門一刻，看見一人躺在地上，他是誰呢？還是宿醉者？作者沒有交代，只描繪一羣貴族只是若無其事，沒有人願意伸出援手，這沒人性的表現，與「禽獸」無異。這正是作者想透過畫作呼籲大家多關注身邊有需要的人。

要說創造力，「爆發性思維能力」是不可或缺的。這種思維能力包含五大認知能力：第一是「敏覺力」，即發現缺點、漏洞、需求、不和諧、不尋常和不完整部分的能力。第二是「靈敏度」，即對問題提出多個概念或解決方案的能力。第三是「變通力」，即從多個角度及方向思考同一個問題的能力。第四是「洞察力」，即想到別人想不到的概念或主意的能力。第五是「精確力」，即不斷補充新概念以達致精益求精的能力。

激發兒童潛能

「創意教學」以發展兒童的創意思維為教學目標，由教師和家長以創新的教育方式施教，並引導兒童以有創意的方式學習。在香港，由於大部分學校的課程較為繁重，故課堂一般只是夠用而沒有太多時間予學生接觸課程以外的東西，使他們的思維往往受到限制；創意教學可讓兒童在學習過程中訓練爆發性思維，從而發揮並提升創造力，正好解決了因教學時間有限而無法讓兒童一展潛能的問題。

創意教學可以在學校或家中進行，由老師或家長為兒童提供有趣的讀物，並設計與讀物相關的創意活動，如繪畫、話劇、故事創作等。



圖：創意教學可以在學校或家中進行，由老師或家長為兒童提供有趣的讀物，並設計與讀物相關的創意活動，如繪畫、話劇、故事創作等。

等，此類型的活動讓兒童發揮創造力，沒有太多規範，因此兒童可享有較大的自由度當情發揮創意。一些比較簡單和獨立的活動，如繪畫、可以個人形式進行，讓兒童自由創作。一些較大型和複雜的活動，如話劇、角色扮演等，則可以由三至五名兒童以小組形式進行，兒童不但可從中發揮創意，亦可透過與別人的合作和互動進一步刺激自己的思維，形成更多創新的概念。

例如當閱讀經典故事《小紅帽》時，我們可讓兒童幻想當中的情節，如果故事主角小紅帽遇上的是其他角色而非大野狼，故事將如何發展呢？然後，我們可讓他們以圖畫形式，並附上文字去表達他們所創意的故事。另外，我們亦可讓他們以小組形式，將那些故事以小短劇的方式演繹出來。

這些創意活動既可讓兒童於過程中加以運用及改善語文，又可讓他們發揮創意，絕對是一舉兩得。

促進思維能力

更重要的是，這些活動能夠有效促進爆發性思維能力。當構思角色時，很多兒童都會想到貓、狗、熊、獅子等動物，他們所創意的角色也多，即表示他們的靈敏度愈高，我們亦可說

他們多想了些不同類型的角色，如魚、向日葵、甲蟲等。這也包含了三種截然不同的角色：動物、植物和昆蟲。若兒童能構思愈多不同類型的角色，即表示他們的變通力愈高。

然後我們可更進一步鼓勵他們跳出框框，構思一些比較特別的角色，如大衛王、美國總統、外星人、幽靈等。由於只有少數人才會想到這些答案，所以若兒童能構思愈多這類獨特的答案，則代表他們的洞察力愈高。最後，我們可鼓勵他們為角色加入更多細節，如把「當小紅帽遇上外星人」擴展為「當小紅帽遇上喜歡於石頭上跳芭蕾舞的紫色外星人」，使故事變得更有意思和創新，從而提升兒童的精確力。

若老師或家長希望把創意教學融入英語學習中，可嘗試以英語設計創意活動，並以英語作為創意教學的指導語言。當完成設計活動後，老師或家長可先教授兒童一些相關的詞彙，避免因英語上的不足而限制了他們於進行活動時所發揮的創造力。這樣不僅可以提升兒童學習英語的興趣和熱誠，更能為他們營造一個豐富的英語學習環境。除了英語，創意教學亦可用於學習任何一門語言，包括中文。創意教學能有效地促進兒童的語文學習，亦能為兒童於學習過程中增添更多樂趣。

教育版徵稿

《信報》教育版誠徵來稿。學校校長、老師可投稿「校長論壇」、「老師天地」，文章約為800字；學生可投稿「貼堂」、「學生樂園」，畫作需畫滿A4紙介紹，而文章約為800字；至於各界教育界資深人士可投稿「教育講論」，字數約為1300字。來稿請註明有關投稿題目、聯絡方法，以及所屬學校或教育機構，並電郵至 culture@education.hkqef.com，本報有最終採用權。

