

# Advancing ELT in Macao with the BAA framework

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November 29, 2014

## 3 Why' s

- 1. *Why* teach/learn English?
- 2. *Why* has the BAA framework the potential to bring English Language teaching in Macao to an even higher level?
- 3. *Why* should we bother?



## Task 0

- *Install the app 'Socrative' on your mobile phone. (Student Version)*



Socrative Poll 1: What situation are you facing?


???

# 1. Why teach/learn English?


???

## First lesson from my P.1

*Lesson One*




a man



a pan



a man and a pan



a pan and a man

1. It is a pan.  
2. Is it a pan?  
3. Yes, it is a pan.

4. He is a man.  
5. Is he a man?  
6. Yes, he is a man.

7. He is a man and it is a pan.  
8. It is a pan and he is a man.

x

## English lessons in my secondary school



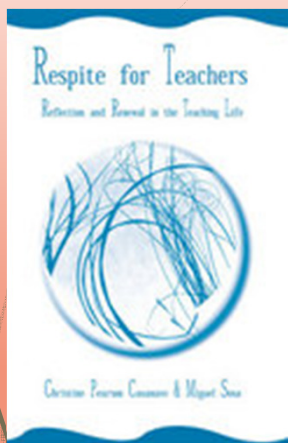
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## Task 1

Complete the following sentence:  
*A successful ESL learner is  
someone who ....*

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## Why teach English?



- ...The point of Miguel's story is that no matter how many components we incorporate into a grade in a language class, in the end, everything boils down to the same question: **Can you use language in ways that allow you to convey whatever your thoughts are?**

## Task 2

What would you say in those circumstances?



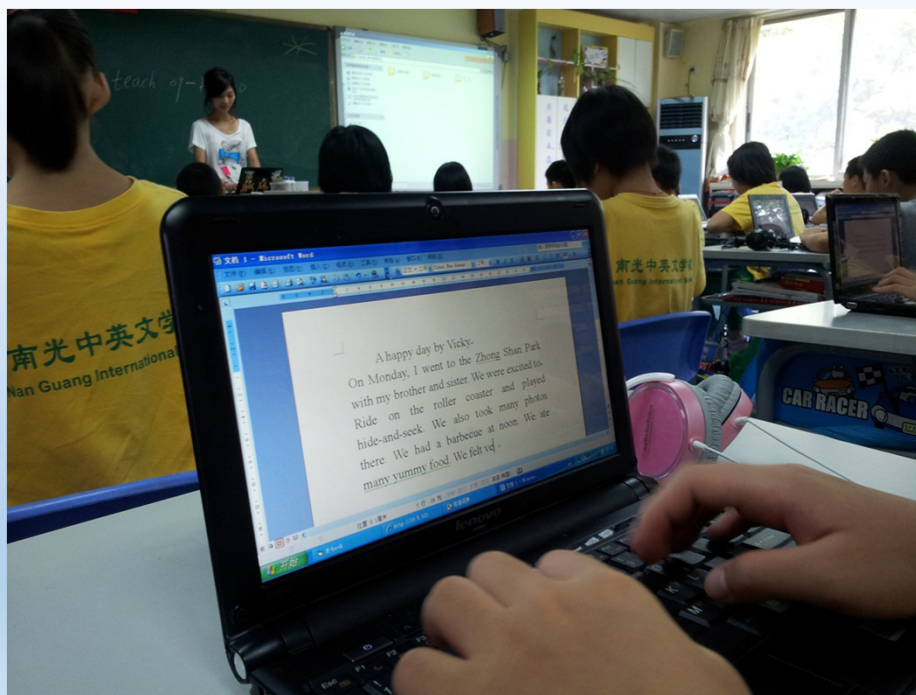
## David Graddol on English learning in China

In 7 years' time, the average student in China will have better English than the average student in Hong Kong.



March 2011

## A P2 lesson in Guangzhou



Will Hong Kong  
lose out to China,  
even in the area of  
English?



What about Macao?



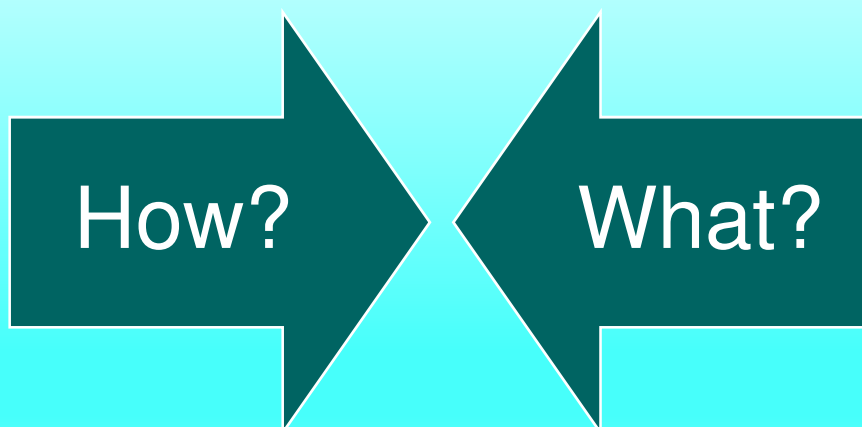
*1. Why teach/learn English?*



2. Why has the BAA framework  
the potential to take ELT in  
Macao to an even higher level?

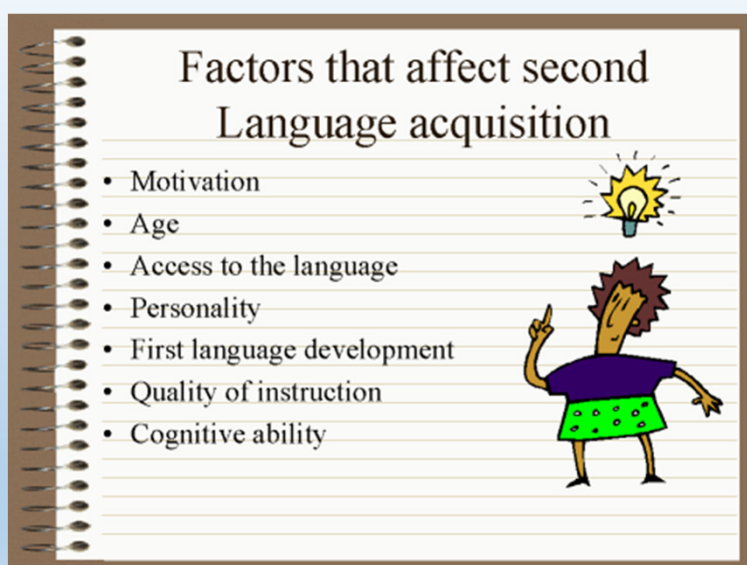
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Two dimensions of successful L2 teaching



## Socratic Poll 2

### How do people acquire a language?

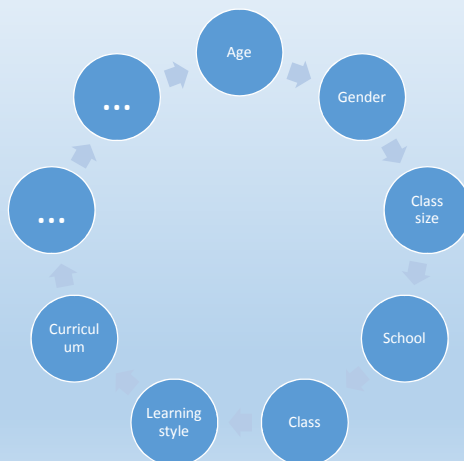




## Nature of second language teaching



## Teaching: A context-dependent activity

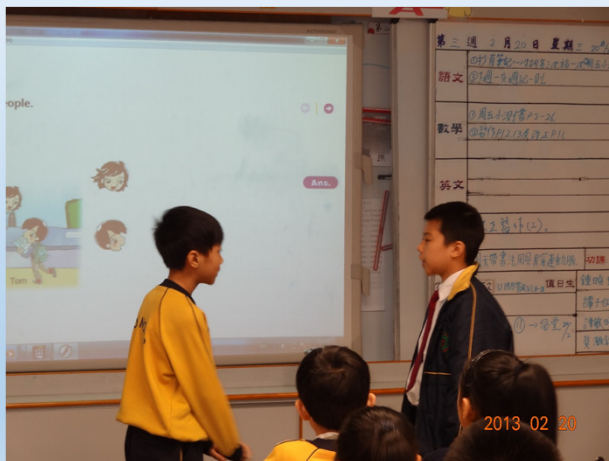


*"There is no such thing as good teaching.  
There are only good teachers."*

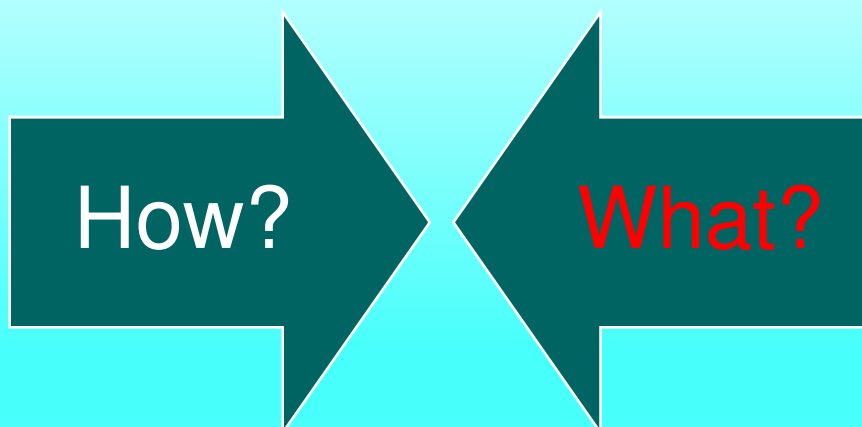


Professor Jack Richards

Pilot Project: a chance for us to develop our methodology further (eg, lesson planning + lesson observation)



Two dimensions of successful L2 teaching



## BAA framework

The basic skills that students should be able to do at the end of primary education

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### The 4 Language Macroskills

Listening

Speaking

Reading

Writing



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## UK National Curriculum: Reading – KS2

- They should be taught to use grammatical understanding and their knowledge of the content and context of texts to:
  - i. understand how word order affects meaning
  - j. decipher new words, and confirm or check meaning
  - k. work out the sense of a sentence by re-reading or reading ahead l. focus on meaning derived from the text as a whole
  - m. use their knowledge of book conventions, structure, sequence and presentational devices
  - n. draw on their background knowledge and understanding of the content.

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## Singapore, End of P2

- 1 Read and respond to a variety of texts and demonstrate a positive attitude towards reading and language
  - a) Recall, talk and write about books read b) Enjoy the creative use of language in e.g. similes, poems and jokes c) Respond creatively and imaginatively e.g. act out a story
- 2 Listen for information from a variety of sources
  - a) Listen for a sustained period of time: when a teacher is reading a book aloud b) Demonstrate understanding that audio cues (tone, volume) convey meaning
- 3 Speak fluently and expressively on a range of topics
  - a) Use the stress patterns and rhythm of English appropriately b) Pronounce words clearly c) Speak to convey meaning using intonation: rising tone for question

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## Mainland China, 2011: Level 2

- **Speak** 1. Clear and comprehensible pronunciations; 2. Able to engage in short conversations on family and familiar people; 3. Able to use some common daily expressions (like: greeting, bye, thanks, apology, etc.); 4. Able to tell simple stories with the help of the instructor;
- **Reading** 1. Able to recognize and read learned words; 2. Able to read new words; 3. Able to understand the simple instructions and directions in the textbook; 4. Able to understand simple information in greeting cards; 5. Able to understand simple stories and short passages with the help of pictures; 6. Able to read learned stories or short passages.
- **Writing** 1. Able to make sentences based on samples; 2. Able to write simple greeting expressions; 3. Able to write short topics or descriptions for pictures and real objects; 4. Able to write alphabetical letters in upper- or lower-case and punctuations.

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## The Macao BAA framework

- *A document that sets out the main learning outcomes in terms of the 4 macroskills.*
- *A reference that provides a direction for their teaching.*

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## Task 3

Categorise some BAAs into Listening, Speaking, Reading, and Writing

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### The Pilot project

#### **For DSEJ**

- To further promote the BAA framework;
- To validate the first draft of the BAA framework

#### **For schools and teachers**

- An opportunity to further refine:
  - *Their school-based curriculum*
  - *Their methodology for teaching English*

## Further refining the school-based BAA-oriented curriculum



Lessons				Listening	Speaking	Reading	Writing	
15/9-19/9 (2)	Teachers teaching Primary 3	<ul style="list-style-type: none"> <li>To revise the different subjects</li> <li>To know the subject teachers this year</li> <li>To learn the Question word "Who"</li> <li>To let the students have more chances of speaking in English</li> <li>To arouse their interests in learning English and to let the students work together</li> </ul>	<ul style="list-style-type: none"> <li><b>Subjects and subject teachers (Revision)</b> <ul style="list-style-type: none"> <li>To know the subject teachers for each subject this year</li> <li>To know the class advisor for this year</li> </ul> </li> <li><b>Ask and Answer questions about teachers teaching Primary 3</b>                      e.g. Who is your Class Advisor?                      My Class advisor is Miss .....</li> <li><b>Project</b> <ul style="list-style-type: none"> <li>To make the poster for the</li> </ul> </li> </ul>	A-1-1 A-1-3 A-1-4 A-1-6 A-2-1	B-1-1 B-1-3 B-1-4 B-1-5 B-1-8 B-1-9	C-1-2 C-1-9 C-1-10	D-1-1 D-1-2 D-1-3	<ul style="list-style-type: none"> <li>Students' participation in class</li> <li>Observation</li> <li>Oral presentation</li> <li>Can tell all the teachers teaching Primary 3 orally</li> </ul>

## Refining the School-based BAA-oriented Curriculum

Top-down  
approach

Bottom-up  
approach

## Directions for Fine-tuning

Coverage

Are all BAAs more or less covered?

Relevance

Do teaching activities contribute to BAAs?

Balance

Is there appropriate balance between the 4 macroskills?

Recycling

Are higher-order BAAs suitably recycled?

## Top-down approach

*Analyse the Schemes of Work, Unit Plans, Lesson Plans, etc., to see to what extent they have satisfied the 4 criteria.*

## Bottom-up approach

*After a lesson/a unit/a month, etc., go back to the stated BAAs for that lesson, unit, month, etc. to see if revisions need to be made.*

# Task 4

## Analysing some BAA descriptors

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**PROFESSOR MARY SHEPARD WONG'S  
SEMINAR ON NET-LET COLLABORATION  
JANUARY 7, 2013, CUHK**



**Harmony,  
Cacophony, & Silence:**

**English Language Teacher  
Collaboration in Hong Kong**

Mary Shepard Wong, PhD  
Azusa Pacific University

## Drilling or Teaching?

L: We have been under certain kind of pressure. Especially if we teach classes going to take **public exam**. And I, I think that right now in Hong Kong we spend **extra time drilling exam schemes** rather than **teach them English**. And this is what students are looking for. I think that as an English teacher **I should do more than that**. But in order to **cope with the public exams**, I need to focus on that.

## Drilling or Teaching?

N: You know often here they, it is a very **exam-oriented** system and these kids have daily **mark-bearing tests, exams, quizzes** and everything is about just assessing them. You know, and basically I came in and, as far as I am concerned, I came in and wanted to help the students **develop skills- whether they be reading, writing, or speaking skills**. Through a range of different materials. And um, whereas the local teacher's feel that, by **practicing the past paper- practice makes perfect**. But there is a logical disconnect there. Yes, practice does make perfect but you need to practice the skills. As opposed to just the format. That's the idea that by keep on **practicing past papers**- somehow the students are gonna do better in the next paper. But in the meantime the student hasn't developed any skills and as I said to you before- to me, the best metaphor is **like treading water**- or your just **jogging on the spot**. You're using a lot of energy- your sweating, your working hard, you're trying your best, but you're not going anywhere.

## 2. Find a Work/Life Balance . . .



The work/life balance of teachers and students in some of Hong Kong's schools may need adjustment. What will be the long term cost if not addressed?

L: "We are also the class teachers and we have some functional groups that we have to handle. Just like, so there is a lot of nonteaching duties. So if we had more focus on teaching we have more chance to collaborate. I enjoy the time when we share the teaching ideas and materials and the progress of the students. I enjoy all that but we don't have time to do that."

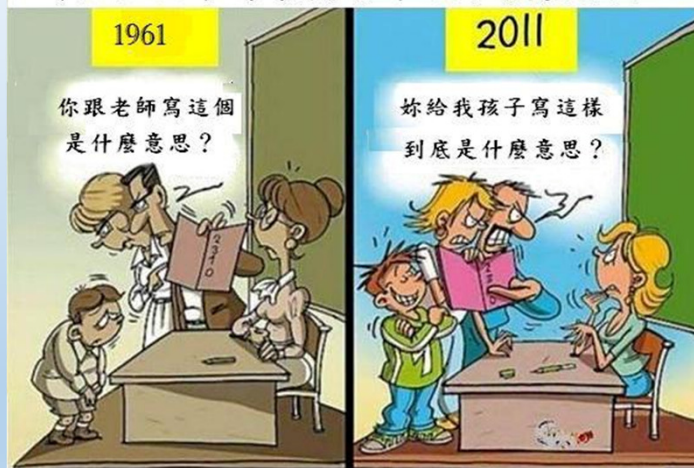


## 2. Find a Work/Life Balance . . .

# N: Totally! I believe in sort of life after work. I just think that the philosophy [here is] if they fail at it, then they have to do more, more of the same, more of the same. I try to explain that if you fill up a glass of water and it's full and if you pour more water into it, it's not going to help. And I see exhausted kids, exhausted students, and they start to hate English as there is always extra English, extra English. Any self-respecting teenage student would do the same thing. You dig your heels in and just don't like it.



才短短50年,家長與老師之間的變化...



## Socrative Poll 3

*What do you think about your job as an English Language teacher?*

# Sense of mission among teachers in Macao

Not often seen in Hong Kong



## WHY SHOULD WE BOTHER ABOUT GOOD TEACHING?



My own answer



<https://www.youtube.com/watch?v=zTPHqubSUhw&list=PL81013553B21E3525>

