

The background of the slide features a collection of large, 3D, colorful letters and shapes. On the left, there are letters like 'G', 'R', 'D', 'H', and 'O' in shades of pink, red, and blue. In the center and right, there are green and yellow letters and shapes, including a large 'C' and 'K'. The letters are scattered across the slide, creating a playful and educational atmosphere.

# Using **STORIES** as a vehicle for English language exposure in pre-primary school classrooms

*The Neighbourhood Advice Action Council Tung Chung Day Nursery*

# School background

- Located in Yat Tung Estate of the New Territories.
- Joined the 'Quality English Language Education at Pre-primary Level' Project in 2009.
- Project levels:  
(K3) 2 classes.  
(K2) 2 classes.
- Most children received limited English language support from parents.



# School background

Before joining the project, the school...

- adopted course books and activity books as their main English learning and teaching materials;
- teachers introduced the vocabulary and sentence patterns suggested in the course books by using flash cards and games primarily;
- the children had limited exposure to English stories.

# School background

Gradually, the school...

- noticed that the language activities did not facilitate the children in remembering the vocabulary and sentence patterns;



# School background

Gradually, the school...

- saw a need to do something different to provide their children with quality English language exposure;
- believed that exposing young children to stories would be one of the simple and effective ways to engage children's interest in English language learning.



# Why stories?

- According to the *Guide to the Pre-primary Curriculum* (Curriculum Development Council, 2006), teachers should cultivate children's interest in listening to and reading stories, and also, to motivate them to learn by using authentic materials.
- Stories are fun and they are a good motivator for language learning.

# What were the main objectives?

*The main objectives of using stories in the pre-primary school classrooms were to support young children:*

1. in developing interest in listening to and reading English stories; and
2. in learning language features in a fun and meaningful context.



# What happened?

- Starting November 2009, the K2 and K3 teachers incorporated **big book stories** into the school-based plan for English language exposure.





# What happened?

*After completing the first project year...*

- teachers found the learning and teaching experiences rewarding.

*In the second project year...*

- the school continued to incorporate course books and big book stories into their school-based plan for English language exposure.
- some chapters of the course books were replaced by big book stories.
- teachers had difficulties finding suitable big book stories to match some themes and contents in the school-based plan for English language exposure.

# Small picture books

Example			
Level	Month	Theme	Language features
K3	September	My body	head, shoulders, knees



***Story: From Head to Toe***



# Adapted stories

Example			
Level	Month	Theme	Language features
K2	April	Spring time	flower, grass, orange, pink
	June	Green life	hat, shirt, T-shirt

***Story: Let's Go on an Easter Egg Hunt***

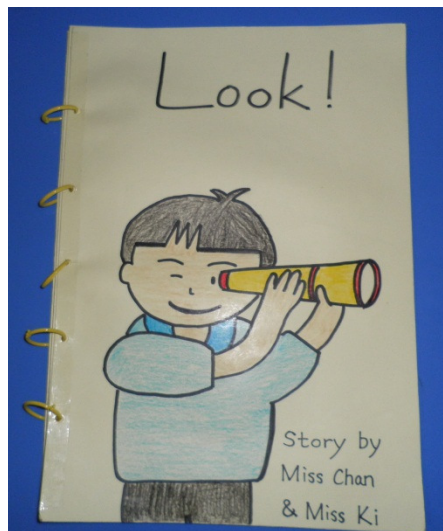


***Story: A Hot Summer Day***





# Self-developed big book stories



**Story: Look!**



Example			
Level	Month	Theme	Language features
K2	March	People who help us	doctor, nurse, fire, fireman, driver





# Kamishibai stories

Example			
Level	Month	Theme	Language features
K3	November	Numbers and size	big, small, /f/



***Story: Max Goes Fishing***



***Story: The Little Caterpillar***

Example			
Level	Month	Theme	Language features
K2	December	Four seasons	green, red, yellow, leaf

# What happened?

*After the second project year, the K2 and K3 teachers have used...*

- big book stories
- small picture books
- adapted stories
- self-developed big book stories
- kamishibai stories

# Findings

1. The children rapidly developed a habit of listening to and reading English stories.





# Findings

2. The children enjoyed and looked forward to listening to and reading stories with teachers.





# Findings

3. Through reading and telling stories, the language features were embedded in a fun and authentic context.
4. Children were provided with ample chances to listen to and say the language features naturally.



# Successful experiences

## Teacher's reflection:

- Gained hands-on experience in selecting, creating, planning and using stories in the pre-primary classrooms.
- The children developed a love for listening to and reading English stories.
- Children were able to retain and use some of the language features learnt in the stories.

*Both teachers and the supporting officer agree that:*

- exposing children to stories was an effective and authentic way to promote children's interest in language learning;
- children should be given opportunities to listen to and read stories.



# Way forward

Starting September 2011, the existing K2 and K3 course books have been replaced by big book stories from different publishers.

The teachers have designed the school themes, target language features, language activities, and take-home assignments based on the big book stories.

The K2 and K3 levels have incorporated the Pilot English Letter Story Series (Kamishibai stories) and other adapted stories into the K2 and K3 school-based curriculum.

Children were exposed to target language features such as vocabulary, sentences, patterns, and letter sounds through listening to and reading stories with teachers.



# Meet the challenge

- Finding suitable teaching materials and incorporating them into the English language plan.
- Planning and implementing the new English language plan.
- Passing on the knowledge and skills to other colleagues.



# Thank you!