



TLS 4029 Honors Project

Final Thesis Cover Sheet

Name of student

Chan Chun Ho

SID

Name of tutor

Dr. Chang Benjamin Johnson

Program

Bachelor of Education (English Language)

In Hong Kong primary school context, how does cooperative learning increase student's learning efficiency in English language teaching?

Abstract

Cooperative learning is an innovative teaching methods in teaching language learning especially in English language. Although there are lots benefits of adopting cooperative learning class in theoretical perspective, still the effectiveness and the implication of adopting cooperative learning in real Hong Kong classroom is being experimented and researched. As a result, the aim of this study is to find out the learning efficiency of adopting cooperative learning in Hong Kong. In this study, some background information and the research objective as well as the research question will be introduced. The Literature review and the methodology will be followed. After that, there will be finding and discussion part. At last, there will be a conclusion related to the cooperative learning in Hong Kong. Throughout the study, four instruments will be used, which are questionnaires, interview, observation and assessments, to measure students' motivation and learning achievement. Students achieved academic improvements and positive attitude changes towards English learning in the cooperative Students are much more engaged in the class activities and are more motivated to learn English.

Keywords: Cooperative learning, motivation, learning efficiency

1 Introduction

1.1 Direct instruction

In Hong Kong educational context, direct instruction is adopted in most of the school as the style of teaching. Direct instruction is considered to active teaching (Good, 1979). According to Barak Rosenshine (1979), the characteristics of direct instruction are an academic focus, a teacher-centered focus and little student choice of activity activities. Since in Hong Kong educational setting, there are normally 30 students in one classroom. Direct instruction is considered to be the most ‘suitable’ method for teaching students in big classroom and exam-oriented educational setting in Hong Kong. However, from my observation and experiences of teaching in primary school, most of the students are not motivated or interested in listening to teacher’s instruction, which only target in improving their academic result. From the research of Leung, Yung and Tso (2005), Hong Kong students performed better in gathering data and solving quantitative problems than in dealing with complex information. Under this teaching method, students have less chance to participate in some group activities, they may have less chance to learn other generic skills, for example social interactive skill, problem-solving skills.

1.2 Constructivist learning

Hong Kong education bureau has adopted education reform in 2000. The education reform aims to train students to have critical-thinking, problem-solving abilities and good communication skills (Education Commission, 2000). The new curriculum focuses on generic skills rather than content and knowledge (Poon and Wong, 2008). In order to facilitate the education reform, more group leaning approach is adopted in schools. From the constructivist learning perspective “social interactions are important in knowledge construction” (Bruning, Schraw, Norby, & Ronning, 2004). Constructivism believes that group learning is the way of students help from others to build and improve their mental models and their problem solving strategies (Woolfolk, 2007). However, in the group learning, the learners in these groups do not need to learn how to cooperate since teachers manages the organization and the structure of the groups (Johnson and Johnson, 2002). Cooperative learning, which allows students to cooperate in groups to finish the tasks, start to be adopted as a new teaching method in schools.

2. Research objectives

Cooperative learning is a new approach of teaching in Hong Kong and is still in experimental stage. Although there are lots benefits of adopting cooperative learning class in theoretical perspective, still the effectiveness and the implication of adopting cooperative learning in real Hong Kong classroom is being experimented and researched. There are not much research articles and findings about cooperative learning of language teaching in Hong Kong.

As a result, first, I want to conduct this participatory action research to find out the relationship between cooperative learning and its learning effectiveness. Through this research, I want to find out whether the learning effectiveness of student is positively affected by cooperative learning.

Second, from the teacher perspective, I want to find out the learning efficiency of adopting cooperative learning in Hong Kong school context. Through this participatory action research article, I want to use my own experience and observation of using cooperative learning in teaching, to find out the learning effectiveness and students motivation of learning English when adopting cooperative learning in Hong Kong context.

3. Research questions:

Throughout this research article, three research questions will be mainly discussed.

1) How does cooperative learning method affect primary student's interest in English leaning compared to direct instruction method?

Through this question, I want to find out students' attitude towards cooperative learning, whether they like it or not.

2) How does cooperative learning increase primary student's achievement of learning English?

I want to find out the relationship between student's achievement and cooperative learning.

3) How can primary students increase their English ability in cooperative learning teaching method?

From my personal observation as the teacher in class to discuss whether the implication of cooperative learning in English teaching in class can motivate students' interests towards English and increase their English ability.

4. Literature review

4.1 Cooperative learning

Slavin (1988, p. 2) defines cooperative learning to a variety of teaching methods in which students work in small groups to help one another learn academic content. Schul (2011) defines cooperative learning as the teaching method allows active communication of personal opinions among students and between the teacher and students. In communication process, students are asked to use their social skills and to cooperate with peers, which, in the long run, contributes to the development of their cognitive and affective learning outcomes (Kose, Sahin, Ergun and Gezer, 2010).

4.2 Cooperative learning and learners' achievement

Constructivism considers “social interactions are important in knowledge construction” (Bruning, Schraw, Norby, & Ronning, 2004). Cooperative learning, which allows student to have social interaction in class, can benefit to students' knowledge construction and learning achievement, especially in language learning. The research of Krause & Stark (2010) states that cooperative learning can promote knowledge acquisition. Since social interaction can benefit to student's knowledge construction, it helps to increase students' learning efficiency in cooperative learning. Supported by the study of Hsiung (2010), students achieve higher learning efficiency in cooperative learning. As students are benefit from cooperative learning, cooperative learning is considered to be an effective teaching strategy rather than direct instruction teaching strategy. (GÜ VENÇ & Ü N AÇIKGÖ Z, 2007)

4.3 Cooperative learning in Hong Kong context

As I have discussed in the beginning, the adoption of cooperative learning in Hong Kong is just started in these few years. The implication in local school is still experimenting. From the study of Sachs (2003), there are lots of difficulties in adopting cooperative learning in real Hong Kong educational context. Since the curriculum circulated by EDB is heavily packed, it does not allow teachers to have many opportunities to adopt cooperative learning in a long period of teaching time. Although there are difficulties in adopting cooperative learning, teachers find out that

cooperative learning can increase students' engagement and interest to use English in English class (Tinker Sachs, Candlin, Rose and Shum 2003). The implementation of cooperative learning will be increased in Hong Kong school context.

4.4 Methodology

The design of BÖLÜKBAŞ (2011) research can be used as reference to my design. Since, my design and BÖLÜKBAŞ (2011) design also focused in the learning effectiveness of second language acquisition under the implementation of cooperative learning, I can reference the data collection method of BÖLÜKBAŞ (2011). In BÖLÜKBAŞ study (2011), only assessment method is used in the research and the marks of the assessment is used to operationalize the students' learning effectiveness. As a result, I am going to follow its study to use assessment method as one of my research method to collect data for determining students' achievement. However, compared with the research of BÖLÜKBAŞ (2011), my research is conducted as a participatory action research, there is no need to include control group in my study. Since my research question also include the students' attitude towards cooperative learning, questionnaires and observation methods will also be added in my research.

5. Research Design

5.1 Participant:

With reference to BÖLÜKBAŞ (2011) method design, the research encompasses 22 participants as the experimental group. They are all came from one Chinese primary school in Hong Kong. The medium of teaching of the school is Chinese, English will only be used in teaching English lesson. The levels of the participant will be primary 3 students. They are all came from same English class, and I will be their English teacher. During the English lesson, I will use cooperative learning to teach them English. The students will be divided in group of 4. In the group, the students are required to finish the task and worksheet together. They are required to do questionnaire and assessment before and after my 1.5 weeks English teaching for comparing the learning effectiveness before direct instruction and cooperative learning. After the teaching program, my supporting teacher and my co-teaching partner will be invited to have an interview,

in order to ask their opinions and interest towards adopting cooperative learning strategy in teaching English in Hong Kong school context.

5.2 Level

The level of the research will be in primary school level. The research will focus on discussing cooperative learning in English lesson and its learning effectiveness in the Chinese medium teaching (CMI) primary school context.

5.3 Schedule

The teaching program will most likely be conducted during 1.5 weeks, from 12th December to 20th December. The research will be conducted from the 12th December to the 4th April. After the teaching program, my supporting teacher and co-teaching partner will be interviewed. For the teaching program, there are 10 lessons all together. At the beginning of my class teaching, I will give the questionnaire for the students to indicate their interests of learning in English lesson, which they were taught by the original teacher with the direct instruction method. Also, I will give them reading assessment for them to test their English ability. In the following two weeks, the students will spend the time with me learning English by the use of cooperative learning strategy. After my 1.5 weeks teaching, students will be given same set of questionnaire for them to fill in. They will also be given one reading assessment with same level for them to do. The data collected will be compared with the data before have the cooperative learning in class to evaluate the effectiveness of cooperative learning. After the teaching program, my supporting teacher and co-teaching partners will be asked to have an interview towards their opinions and interests towards adopting cooperative learning teaching in Hong Kong primary school context.

5.4 Instruments

Two sets of standardized questionnaires for 22 students, two sets of same-level of difficulties assessments for 22 students, 2 interviews with my supporting teacher and co-teaching partner and field notes of my own teaching observation will be utilized as the instruments in the course of data collection.

5.5 Data collection method

5.5.1 Questionnaire

5.5.1.1 The design of the Questionnaire

One set of questionnaire will be distributed to students for two times. Since the participants of the study are primary 3 students, they may not be fully expressed their ideas and interest. Open ended question will not be applied in the questionnaire. Close-ended question types will be adopted in the questionnaire. Since the questionnaire will mainly be used for indicating students' opinions and interests towards English leaning in class, the question format will be majority of rating scale and little of semantic differential for them to indicate their interests.

5.5.1.2 The rationale

The design of this instrument is to answer the first research question about student interests in cooperative learning. Although the questions of the questionnaires are the same, the purpose of two times questionnaire distributed are different. For first questionnaire, it is used to indicate their attitude in English learning under direct instructions method. For the second questionnaire, it is used to indicate their attitude towards English learning after adopting cooperative learning in class. Two results can be used for comparison. The differences can show the student attitude change towards the cooperative learning.

5.5.1.3 Limitation

The students may indicate their changes of interest towards English learning in class not only due to the adoption of cooperative learning, they may have other reason to choose the indication. For example, they may choose all negative just want to express anger to the original teacher or the new teacher, or they just fill in the questionnaire without paying attention.

5.5.2. Assessment

5.5.2.1 The design of the assessment

The assessment is designed in primary 3 level. There will be 2 sets of assessment given to students before and after 10 lessons teaching. I will reference to the P.3 English textbook and examination paper to design these two assessment. The assessments will be focused in testing students'' reading and grammar ability. The levels of the assessment are the same. With reference to Appendix 5, in the first set of the assessments, there are 7 questions related to

reading questions and 9 questions related to ‘tenses’. The full marks of the assessment are 16 marks. For the post-test, with reference to appendix 6, there are 5 questions related to reading and 12 questions related to ‘tenses’.

5.5.2.2. The rationale

The purpose of designing this instrument is to answer the second research question about students’ achievement and cooperative learning. I will use the marks from the assessment to operationalize student’ achievement. I am going to use and compare the marks of two assessments before and after 10 lessons teaching to discuss whether cooperative learning is positively or negatively affected student’s achievement in English.

5.5.2.3. Limitation

Although the level and difficulties of two assessments are similar, still there will be difference in terms of content. The results may be affected by these variables.

5.5.3. Observation

5.5.3.1 The rationale

In order to answer the research question three about the effects on adaptation of cooperative learning in English teaching to student’ English ability. While I am teaching, I am going to observe my teaching and students’ performance under the implementation of cooperative learning in the class. While they are doing group activities, I will briefly write down some key points and major observation. After the 40 minutes’ lesson, I will make detailed field notes on my teaching and typed it in the word file. I will make mainly in 7 parts, which are revision, grouping, instructions, tasking, task completion, conclusion and evaluation part. At last, I will keep on evaluating this teaching methods, since this is a participatory action research project.

5.5.3.2 Limitation

The observation may be very subjective. Since this is my personal observation, some personal feelings and perception may be added in the observation. The observer comments may affect the

objectivity of the field notes, as I may mark down the observation of students' performance based on my stereotype thoughts and perception towards particular student. The objectivity of the research may be affected.

5.5.4. Interview

5.5.4.1 The rationale

In order to have deeper understanding towards the teacher opinions and interest towards using cooperative learning at school, 2 interviews will be conducted after the teaching program. In these two interviews, I am expected to hear more from my supporting teacher and my co-teaching partners' experiences of having the English with cooperative learning strategy. During the interview, questions regarding the effectiveness of students learning English in cooperative learning and whether cooperative learning is achievable in Hong Kong school context will be asked.

5.5.4.2 Limitation

The result and the way of asking the question may be subjective, since the information from interviews may subject to bias introduced by the interaction between interviewers and interviewees. During the interviews, interviewers may unintentionally encourage or discourage the opinions of the interviewees.

6. Data analysis

After doing the research, I will use different methods for data analysis. I will start to the data analysis after every instrument have collected back, including the interviews with two teachers. I will finish the teaching program in December, and analyze the data in April.

I will use qualitative approach to analyze the data collected from the interview and observation notes. While, I will use quantitate approach to analyze the data collected from the questionnaire and assessments.

For the questionnaire, I will use bar chart with two different colors for showing the results of student's indication of their interests towards English learning before and after the adoption of cooperative learning. For the assessment and field notes, I will use chart for my presentation of the data analysis.

7. Findings

After the cooperative learning program, students have achieved the changes of attitude and learning achievement. In the following parts, I am going to use the results of questionnaire, observation field notes, assessments and interview to illustrate the views towards the research questions.

7.1. Attitudes and motivation

Throughout the program, students had positive attitude towards using cooperative learning in English lesson. I will use the questionnaire and abstract of interview to illustrate the attitude of the students towards cooperative learning.

Students have increased their interests towards English lesson after adopting cooperative learning. With reference to Appendix 1, from the question 1 of the questionnaire, there were more students consider they liked to attend the English lesson. There were 10 students strongly agree that they liked to attend the English lesson after the program, while there were 5 students strongly agreed that they liked to attend the English lesson before the cooperative learning program. There were 50% increase of the student that strongly agree they like their English class

Students increased their interests towards learning reading, listening and writing. With reference to appendix 1, in question 7A, there were 2 more students strongly agreed that they liked to learn reading. Since in the program, I had lots of group tasks for the students to do reading practice, they gained interests in learning reading. In question 7B, there were 4 more students strongly agreed that they liked to learn writing in English lesson, while, in question 7D, there were 3 more students strongly agreed that they liked to learn listening in English lesson.

The reason of increasing students interest towards having English lesson probably was because of the changing nature of the lesson. Before the program, teacher had adopted traditional

teaching at class. With reference to appendix 1, in question 2, there were only 5 students strongly agreed that English lesson is fun, however after adopting cooperative learning strategy, 9 students in the class strongly agreed that English lesson is fun. There were 40% increase of the student that agreed English lesson is fun.

Since students increased their interests to attend the lesson, they engaged more in the class activities. By participating in the activities, they were more motivated in learning English. With reference to the Appendix 2, the interview scripts, both teachers suggest that students engage more in class.

“I think cooperative learning can have more students engagement, and student are more motivated in attending the lessons,..” ----- My supporting teacher

“...cooperative learning methods, students enjoyed more and participated more in the class, and during their discussion, it can improve their communication skills as well as language skills....”

----- My co-teaching partner

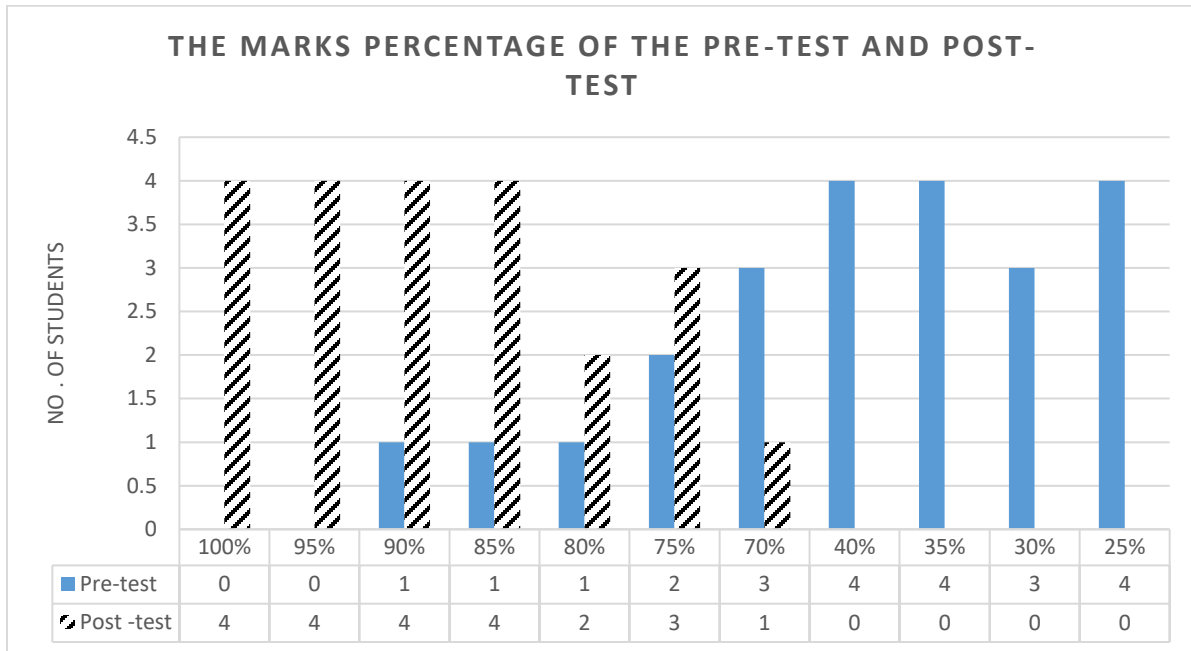
In general, students considered they like learning English more after the program. With reference to question 5 in appendix 1, there were two more students agreed that they like learning English after the program. There were more students rate themselves ‘good’ in the English lesson. In question 6, there were one more student chooses to rate him to be ‘the best’ and there were 3 more students chose to rate themselves ‘good’ in English lesson.

7.2 Student’s achievement of learning English

In order to measure the learning achievements of students learning English, two sets of assessments, which are pre and post-test have been done to test the effectiveness of cooperative learning

From the table below, it could show the improvement of students’ achievement. For the pre-test, there were only 1 student that achieved 90% marks of the assessment, while most students achieved ranged from 25%-40% of the assessment. However, after the cooperative learning scheme, there were much more students achieved good result. There were 4 students attained full marks, 4 students attained 95% and 4 students attained 90%. It is obvious that students achieved

improvement in reading and grammar structure. Most the class improved from gaining around 40% to around 80% of the assessment.



Moreover, from my observation, students were much more confidence in using English in class and they were more active in class. Just as my co-teaching partner observed, students felt much more confidence in using English in their daily lives.

“...students become more active in the English lesson and they are more willing to use and speak English with their friends in the lesson. I think they are more confident in using English in their daily live.” ----- my co-teaching partner

7.3 The process of student learning

Students learnt English from passively to actively. They changed the learning mode from just listening to teachers to participating in the class discussion. Although at first, some of the students were not willing to participate in the class discussion and used English in class, at the end, all students participated in the class activities actively.

With reference to Appendix 3, the observation field notes, in the first few days, the students were not willing speak in English and followed the instructions well. However, after adopting

reinforcement scheme, which students would get points for their group if they used English in class, students were more eager to speak in English and were more eager to compete with others groups. Also, setting up the interesting context for linking the whole class activities also helped students to use English in class and engaged more in class.

For the learning diversity, in the first few days, the weaker ability students were not participating in the group activities. Most of the group task work were done by higher ability students. And weaker ability students were just sitting there and did nothing. Since I adopted the ‘Student Teams-Achievement Divisions’ strategy, which counts the group point by the improvement that the students have achieved, higher ability students were willing to help with lower ability students. And for the lower ability student, they were motivated and were willing to participate in the group activities.

By engaging more in the group discussion, students can master the English language as well as the interpersonal skill. The process of subject knowledge learning is through communicating with the groupmates and finishing the task actively rather than one-way learning the subject knowledge from the teacher passively.

“...students enjoyed more and participated more in the class, and during their discussion, it can improve their communication skills as well as language skills.”

----- my co-teaching partner

8. Discussion

8.1 Motivation and learning

From the results, students were much more motivated in learning English. It can be proved by showing students were more engaged in the class activities, not only for the higher ability students, but also with the weaker ability students. The results of my research is similar to the study of Chan(2014), they all concludes that student were more motivated and engaged in the class activities more often than using with the direct-teaching approach.

8.1.1 Contextualization

Educational activities that promoting contextualization of subject matter can increase students' learning motivation. (chan, 2014). In my teaching programs, I have set up some real context for students to use English authentically, for example, setting the detective game for learning the 'past tense' structure or setting the finding Santa Claus for teaching 'future tense'. With reference to Lepper (1988), it is important for helping students to see how the subject knowledge can apply and be relevance in the "real world", so they will be motivated to learn. Similar to the study from Planet Science(2003), when teaching in social science in elementary school, many students would like to learn more about the contemporary or controversial issues in science that relate to their everyday experiences rather than the formulas of science.

8.1.2 Goal setting and competitive atmosphere

Besides setting up the context for the students, setting up the goal for the group and competitive atmosphere of the class is essential in cooperative learning. Students will strike their best to contribute to the group goal and to win in the competition among groups. From my observation of the class, students tried their best to contribute in the group and engaged more in the class activities to win the competition among groups. And from the questionnaire done by the students, they enjoyed having English lesson than before which the teacher had used direct-teaching method.

Based on what Johnson and Johnson (1994) suggests, an effective classroom must have the right mix of cooperative learning and competitive learning. In the cooperative learning group, teachers need to let students to believe that they are 'positive interdependence', they need to contribute their effort for contributing the group goal. Also, students must have "promotive interaction" in that they are forced to work together and cannot accomplish the goal at hand alone. (Johnson & Johnson, 1998). According to Locke and Latham's (1990) goal setting theory, claims that human behaviors are regulated by goals or purposes. Students will try their best to accomplish the goals. It suggests that having group goals on top of personal goals brings about higher goal commitment to the personal goals than having personal goals alone. It leads to the result of students' motivation of learning is increased. With reference to Slavin's (1995) model of cooperative learning, it suggests that the setting of group goals will trigger motivation to learn, motivation to encourage group members to learn, and motivation to help group members to learn.

8.2 Constructivism and students' achievement

In cooperative learning, students are required to have active learning and discussion with the groupmates to finish the task. Students learn the subject knowledge, especially language, by social interaction. Language is acquired not in the role of spectator but through use. (Bruner, 1990) Since language learning of students is socially constructed in cooperative learning, it is more interactive for students to learn and use it in daily live. Students' achievement can be enhanced and improved. Language learning is shaped by the nature of the interactions among learners, the tools they use within these interactions, the activity itself, and the social context in which the activity takes place. (Hansman, 2001, p. 45).

From my observation, students were more eager to learn English and engaged more in the class activities. Students learnt English through interacting with groupmates and completing the group task. For the achievement, students could recall the knowledge which had been taught in the previous lesson. And from the assessment, students has achieved improvements in the reading and grammar knowledge. Supported with Slavin's model (1995), cooperative learning facilitates learning not only because it motivates learners with shared goals, but also because it can further stimulate learners in a social context, which provides a stage for cognitive development through elaborated explanations and peer tutoring.

8.2.1. Socialization and learning

In the cooperative learning English lesson, English is used in the group task. From my observation, students were not willing to use English in the first few lessons. They tended to use their first language-Chinese to communicate in class. Thus, they could hardly recall the knowledge that had been taught in the previous lessons. After setting the reinforcement scheme and context for them to learn, they were more willing to use English. They could successfully recall what they had learnt in the previous lesson. According to Vygotsky (1978), the acquisition of subject knowledge (English language), is a progression that begins with an interpersonal process before it proceeds into an intrapersonal one, which in another way, a learner's development first takes place on the social level (between people) before it moves on to the individual level (inside an individual). Also, as Perry (1970) suggests, that peer interactions help

a learner advance from a lower level of cognitive development towards the subject knowledge into a higher level. These theories can support my finding that students achieved improvement in their reading and grammar skills.

8.2.2 Zone of proximal development

Furthermore, Vygotsky(1978) suggests that the process of group tasking offers an opportunity for learners to operate within his/her “zone of proximal development”, which will facilitate the subject knowledge learning of the student. “Zone of proximal development” defines as the distance between the “current level of development”, which means what a learner can do without assistance and the level of “potential development” as indicated by what a learner can accomplish with assistance from peers. (Vygotsky,1978)

In cooperative learning, higher ability students are expected to help the lower ability students. From my observation, at first, higher ability students were not willing to help with the lower ability student. However, since adopting Student Teams-Achievement Divisions strategy, students were willing to help with each other. With reference to Vygotsky (1978), cooperation with peers lets learners work closely within one another’s levels of proximal development, which can enhance the learning process. When learners work closely within one another’s levels of proximal development, the lower ability student can receive explanations that presented by the higher ability student in a simpler and more comprehensible way. For the higher ability student, they can have a chance to explain the knowledge to the weaker ability students, which can consolidate their knowledge. As a result, the process of cooperation with peers benefits both higher and weaker ability students academically. Just as what Vygotsky(1978) has mentioned

“... what is in the zone of proximal development today will be the actual developmental level tomorrow..”

In my research, students could finish the group task during the class. At the end of the program, students could achieve high marks in the reading and grammar assessment. With reference to Vygotsky(1978), it suggests what a learner can accomplish through the tool of social interaction at the moment, he or she will be capable of accomplishing independently in the nearly future. Since the students could do the tasks during the lesson, they could finish and achieve higher marks in the assessments which were located at the end of the program(future).

8.3 Pedagogical Implication

From the questionnaire that collected from the students, there were increased of students enjoyed having English class. From my observation, students got more engaged in the classroom activities and were motivated to learn in class. Learning efficiency is enhanced by this teaching method.

8.3.1. Cater with learning differences

In cooperative learning, it gives opportunity for teachers to cater better for learning differences of the students. In my study, I gave lots of opportunities to the students to speak for themselves and collected their feedback. Also, at the end of each class, I would ask their opinions and kept on evaluating my teaching. In cooperative learning, the level of student involvement is increased. Students are actively encouraged to explain their actions and thoughts to other students and their teacher. The role of the teacher not only the instructor, but also a mentor or a listener.

Communication with students not only with one way, but with mutual way. It can facilitate the collection of the learning progress and the interest of the students towards the topic. With reference to Wentzel (1997), under cooperative learning, there is a tendency which teachers can socialize with students on a professional level. There are lots of opportunities for teachers to communicate to the students on a personal level. During cooperative learning, teacher facilitates the learning process by interacting with each student while moving around the class and observing students interacting. Teachers can keep monitoring and keeping track of different students learning progress. Extra remedial action could be given to the weaker ability student. Extra work can be offered to the higher ability student.

8.3.2. Student-Teacher relationship

With reference to the results of the questionnaire, students were more eager and gained much more interest to attend the English lesson than direct teaching methods. Cooperative learning has been shown to develop positive student-teacher attitudes (Johnson & Johnson, 1985). With

reference to Wentzel (1997), the study has found that students described teachers who care as those that demonstrate democratic interaction styles and those that model caring behavior to their students. During my teaching, I kept on asking their opinions towards the teaching techniques and showed extra care to the weaker ability student. Students are motivated to engage in classroom activities if they believe teachers care about them. (Wentzel, 1997). The teacher with warm, autonomy supportive style makes the student gets better results (Goldberg et al., 2001).

9. Challenges

9.1 Tight curriculum

Although there are lots of the advantages of adopting cooperative learning in English lesson, it is hard for teachers to adopt the cooperative learning in every lesson. In Hong Kong primary school context, teachers need to catch up with heavily packed schedule. They tend to use direct teaching in class. *Just as my supporting teacher suggested,*

“.. the teaching curriculum is so tight, direct teaching can catch up with the tight schedule.”

“...in one term we need teach for 5 chapters, and each chapter there are target vocabulary, target sentence structure, listening, writing part, but we just had 2 weeks for finishing one chapter. So, it is supposed that per lesson we need to finish one target structure. And even someday there are special events that make the lessons can be completed, for example, the teacher development day, over-run of the assembly. In general, there are just 1.5 weeks for one chapter.”

My finding is similar to the study of study of Sachs (2003), which teachers felt that time to plan cooperative learning was inadequate and the curriculum too crowded to accommodate cooperative learning task-based activities. It will take too long to prepare the students for the activities during the lesson.

10. Limitation

Time limitation is one of the limitations of this research. With reference to BÖLÜKBAŞ (2011) study, the teaching period is in 8-weeks, while my teaching period of research study is 1.5 weeks. As a result, students may not be affected under cooperative learning. The effectiveness of cooperative learning on students may not be fully tested.

Objectivity of the research is also the limitation of the research. Since this is a participatory action research, I as a researcher will be participating in the teaching process, some of the results may be very subjective and may even be affected due to my role as the teacher in the research. The objectivity of the research will be affected.

11. Conclusion

The aim of this study is to find out the learning efficiency of adopting cooperative learning in Hong Kong. Questionnaires, interview, observation and assessments are used in this research to measure students' motivation and learning achievement. From the questionnaires, the positive results of students' interests towards cooperative learning can be shown. From the assessment, students achieved improvements in the cooperative learning scheme. From my observation and the interview, students are more engaged in class and more motivated to learn English.

Students' motivation in learning English language is increased due to contextualization and setting goal and competitive atmosphere for the groups. Students learn English language by socializing with group mates and enhanced by achieving growth in their 'zone of proximal development'. Students-teachers' relationship is improved and hence motivated students to learn English. However, because of the tight curriculum, it is hard for teachers to adopt cooperative learning in every lesson. Still, it is possible to choose some target structure and use cooperative learning as the teaching strategy in the English Language lesson. To conclude, all these factors conclude the increasing of learning efficiency of teaching English under cooperative learning.

12. References:

- Bruner, J. (1990). *Act of meaning*. Cambridge, MA: Harvard University Press.
- Bruning, R., Schraw, G., Norby, M., & Ronning, R. (2004). *Cognitive psychology and instruction*. Upper Saddle River, NJ: Prentice Hall.
- BÖLÜKBAŞ, F. (2011) the learning effectiveness of cooperative learning on the reading comprehension skills in Turkish as a foreign language. *The Turkish Online Journal of Educational Technology*.
- Education Commission. (2000). *Suggestions on Hong Kong Education Reform*. Retrieved January 2, 2012, from Education Commission Online Database.
- Good, T.L (1979). "Teacher Effectiveness in the Elementary School." *Journal of Teacher Education*
- Goldberg, K., Foster, K., Maki, B., Emde, J., & O'Kelly, M. (2000). *Improving student motivation through cooperative learning and other strategies*.
- GÜ VENÇ, H. & Ü N AÇIKGÖ Z, K. (2007). The Effects of Cooperative Learning and Concept Mapping on Learning Strategy Use. *Educational Sciences: Theory & Practice*
- Hansman, C. A. (2001). Context-based adult learning. In S. B. Merriam, *The new update on adult learning theory*. San Francisco: Jossey-Bass.
- Hsiung, C.M (2010). An experimental investigation into the efficiency of cooperative learning with consideration of multiple grouping. *European Journal of Engineering Education*, 35(6), 679-692.
- Johnson, D. W. Johnson R. T. (2002). *An overview of cooperative learning*.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *The new circles of learning: Cooperation in the classroom and school*.

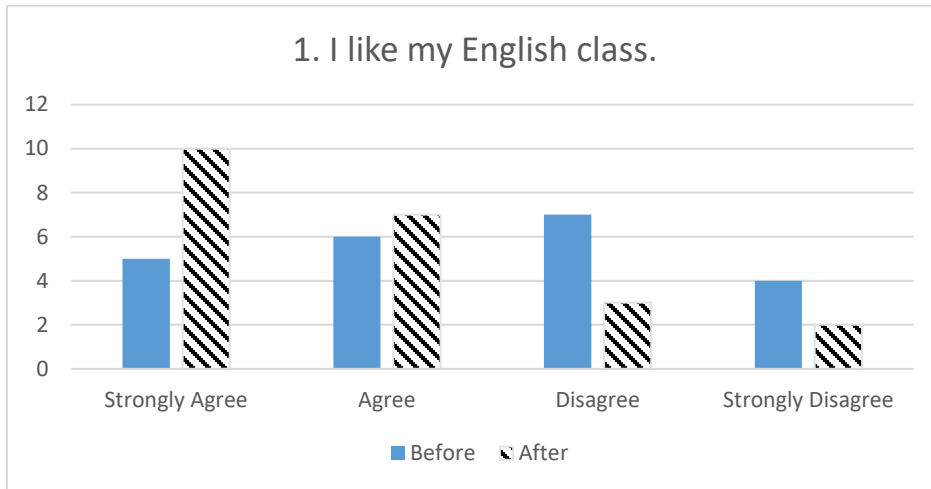
- Johnson, D.W., Johnson, R.T., Roy, P., & Zaidman, B. (1985) Oral interaction in cooperative learning groups: Speaking, listening, and the nature of statements made by high, medium, and low achieving students. *Journal of Psychology, 119*
- Kose,S., Sahin, A., Ergun, A. & Gezer, K. (2010). The Effects of Cooperative Learning, Experience on Eighth Grade Students' Achievement and Attitude Toward Science.
- Krause, U. and Stark, R. (2010). Reflection in example- and problem-based learning: effects of reflection prompts, feedback and cooperative learning. *Evaluation & Research in Education, 23(4)*
- K.W. Chan (2014) Cooperative learning in a Hong Kong primary school: perceptions, problems and accommodation, *Intercultural Education, 25:3,*
- Lepper, M.R. (1988). Motivational considerations in the study of instruction. *Cognition and Instruction, 5(4), 289-309.*
- Leung, F.K.S., Yung, B. H.W. & Tso, A. S.F. (2005). Digging Below the Surface: Secondary Analysis of TIMSS Data for Hong Kong and Its Implications for Educational Reform, *Canadian Journal of Science, 5(3),*
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance.* Englewood Cliffs, NJ: Prentice Hall.
- Perry, W. G. (1970). *Forms of intellectual and ethical development in the college years: A scheme.* New York: Holt, Rinehart and Winston
- Planet Science. (2003). *Student review of the science curriculum: Major findings.* London: Planet Science.
- Poon, A. Y. K. & Wong, Y. C. (2008). Education Reform in Hong Kong: The “Through-road” Model and its Societal Consequences, *International Review of Education, 54,*
- Rosenshine, B.V. (1979). Content, Time, and Direct Instrucion. *Research on Teaching: Concepts, Findings, and Implications.* Berkeley, California: McCutchan

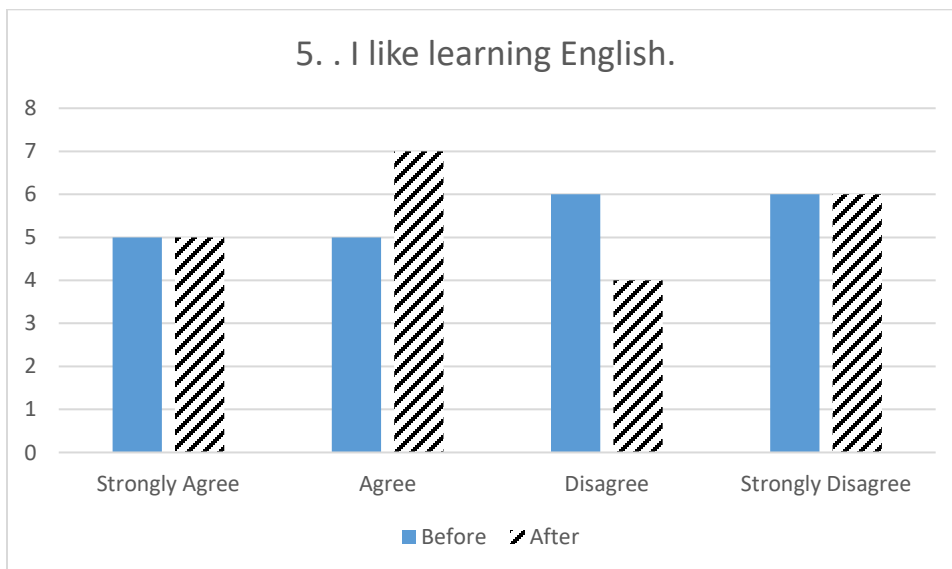
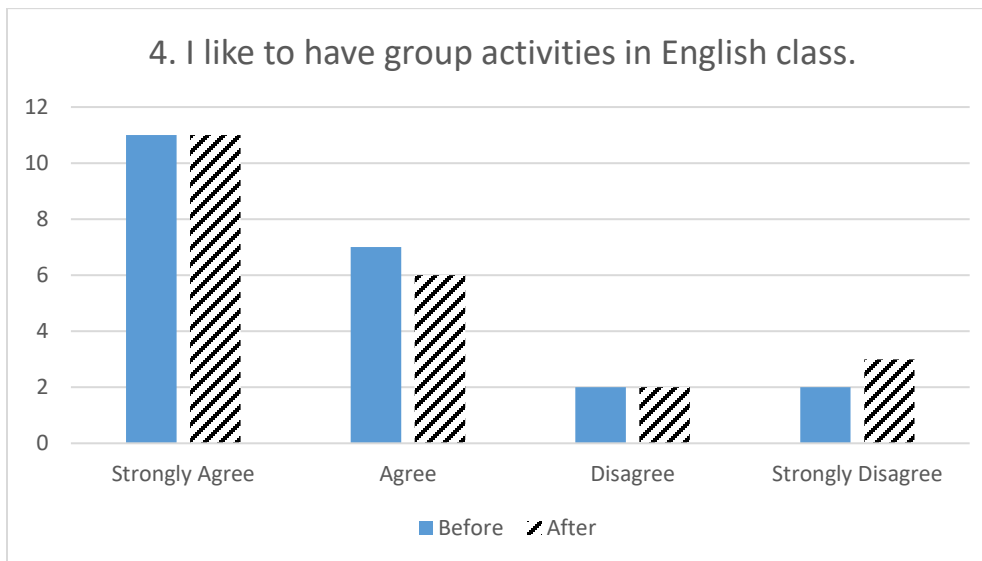
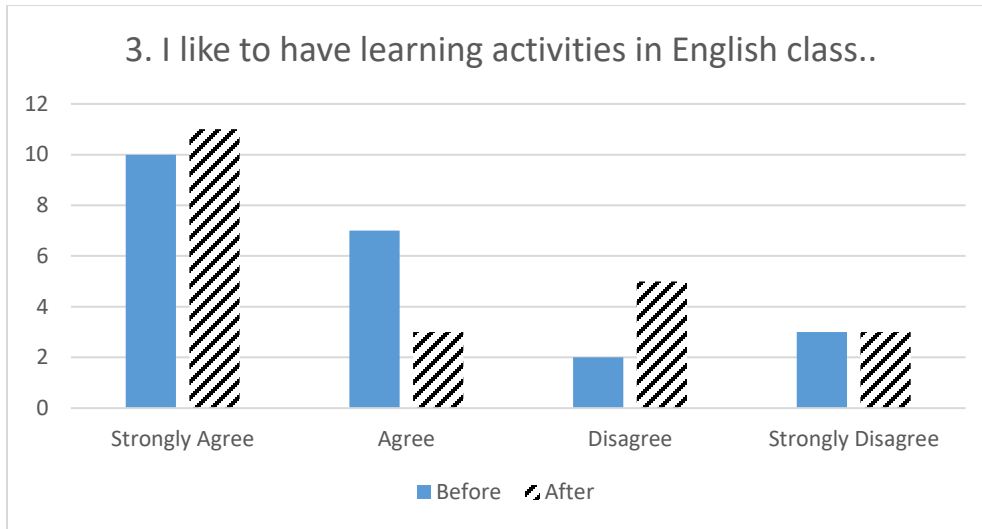
- Sachs, G., Candlin, C., Rose, K. & Shum, S. (2003). Developing cooperative learning in the EFL/ESL secondary classroom. *RELC Journal*, 34(3), 338-371.
- Schul, J. E. (2011). Revisiting an Old Friend: The Practice and Promise of Cooperative Learning for the Twenty-First Century. *The Social Studies*, 102(2), 88-93.
- Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice (2nd ed.)*. Needham Heights, MS: Allyn and Bacon.
- Slavin, R.E. (1988). Cooperative learning and students' achievement. *Educational Leadership*, 46:3.
- Tinker Sachs, G. (Ed.). (2003). Fostering the development of EFL cooperative contexts. Teachers' CL resource book. *City University of Hong Kong*
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wentzel, K.R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology*, 89(3), 411-419.
- Woolfolk, A. (2007). *Educational Psychology*. Boston: Pearson Education.

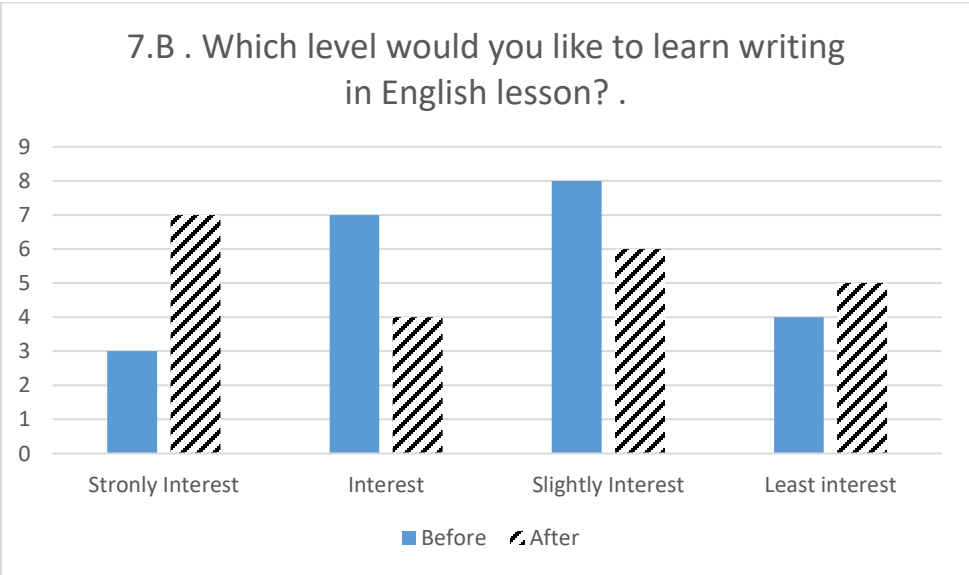
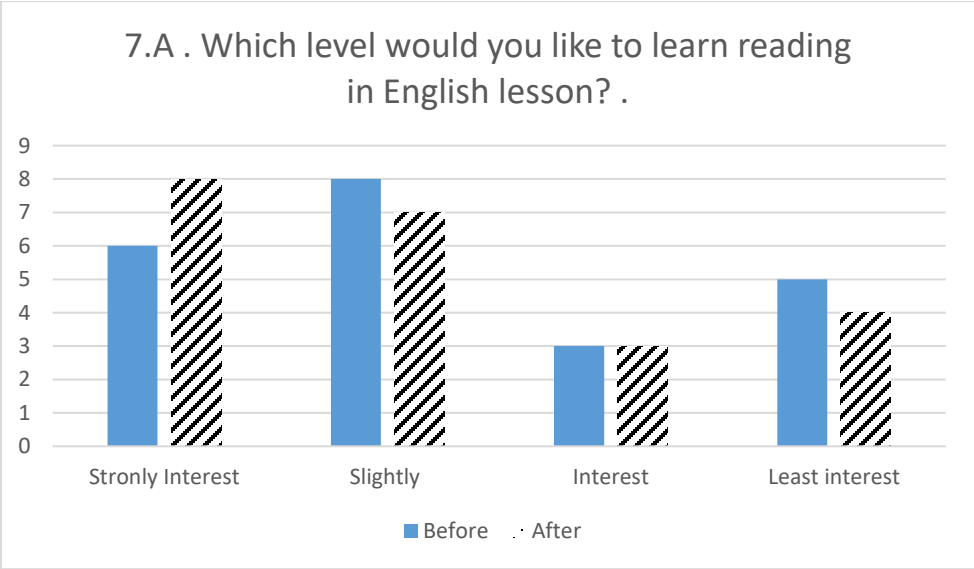
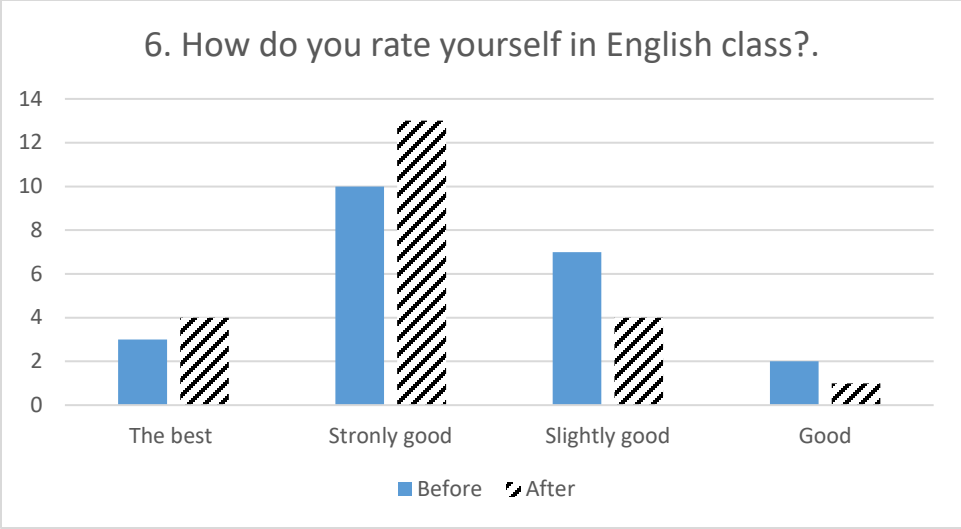
13 Appendix

13.1 Appendix 1

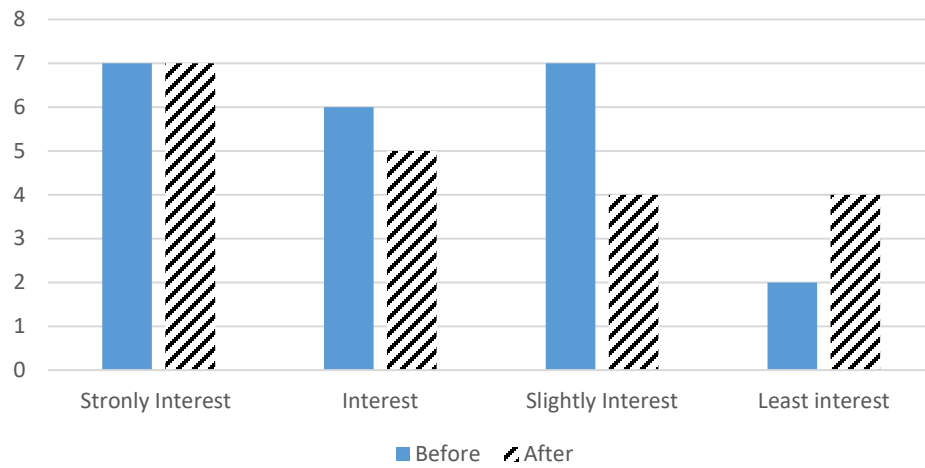
The results of the questionnaires



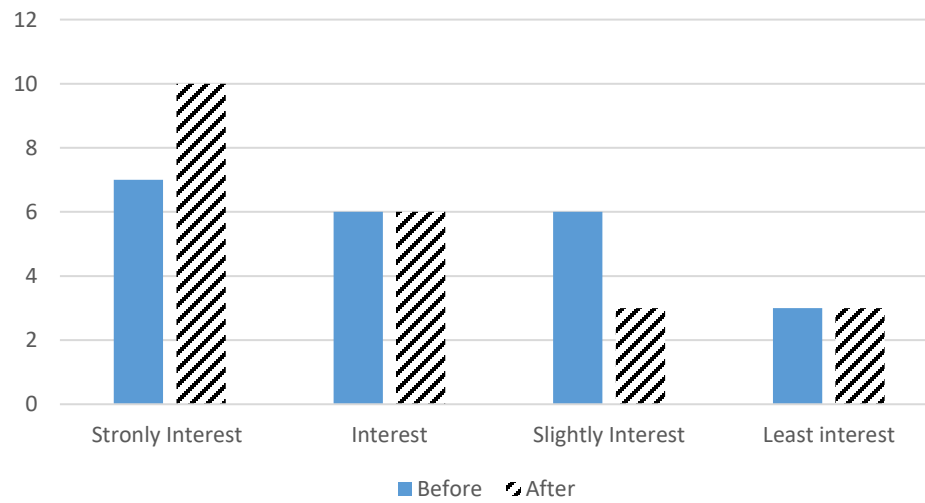




7.C . Which level would you like to learn speaking in English lesson? .



7.D . Which level would you like to learn listening in English lesson? .



13.2 Appendix 2

13.2.2. Interview script of my supporting teacher

Me : Thank you Miss Yip for attending this interview. And i think this interview will just cost around 5 minutes. Is that ok for you?

X: If it is around 5 minutes than I think it should be ok. Because I got to have the meeting afterwards.

Me : Ya, alright, then let's get into the main point, Miss Yip. And ar, how long have you been teacher in this school?

X: I have been this school for 4 years, and I haven't been teaching in other school after I graduated.

Me : And ar, I want to ask what teaching methods will you use in your class ?

X : Normally I will use direct teaching method in the class. Because the teaching curriculum is so tight, direct teaching can catch up with the tight schedule. But if there is time, I will set up some real context for them to have experiential learning in class, for example let them have real experience in buying the food in the market.

Me : What you mean the tight schedule , can you elaborate more about it ?

X : Ya, in one term we need teach for 5 chapters, and each chapters there are target vocabulary, target sentence structure, listening, writing part, but we just 2 weeks for finishing one chapter. So, it is supposed that per lesson we need to finish one target structure. And even someday there are special events that make the lessons can be completed, for example, the teacher development day, over-run of the assembly. In general, there are just 1.5 weeks for one chapter. So, we basically we use direct teaching in English lesson.

Me: So, after observing my cooperative learning lesson, what do you think of the differences between direct teaching and cooperative learning?

X : I think cooperative learning can have more students engagement, and student are more motivated in attending the lessons, but at the same time, it cost a lot time for setting up the scenes, grouping, saying the instructions. And the target structure in your program, are just focus

in past tense, future tense and reading. And so, you can have much more time to elaborate and make them apply in your classes. So, I think time differences and students' engagement are the differences between direct teaching and cooperative learning.

Me: So, what are your opinions towards it ?

X : You mean cooperative learning ?

Me : Ya, I mean your opinions towards cooperative learning?

X : Well, I think this is a good strategies for motivating students to learn English, and they really having such strategies in class. However, it is not achievable in the reality, which teachers need to catch up with the tight curriculum and insufficient English lessons. Anyway, I think if there is reform of the curriculum, I think it is good for using cooperative learning in English lesson .

Me: What you reform of curriculum, do you mean to shorten the chapters?

X : What I mean is right now in each chapter, you need to teach writing, speaking, reading, listening and grammar, some of them are overlapped. So, if later, one chapter just focus in one target structure, for example, reading or grammar. Teachers can better control the time and adopt more innovative or interactive way for teaching. For example, adopting cooperative learning in the classroom.

Me : But in general, do you think it is effective for students to learn when using cooperative learning in class ?

X : I can see that students' understanding towards reading and tense knowledge have been increased. However, I am not sure whether it is the time that you spend longer of teaching the target English knowledge or using cooperative learning. So, maybe next time you can do another research to find out this effectiveness. But in general, after the program, students' English ability has been increased.

Me : At last, what is your attitude towards using cooperative learning strategy in English lesson ?

X : Well..... My attitude is open, I won't say I rejected to use cooperative learning in class. In fact, I think it is quite useful and fun for students to learn English. But just because of the heavy curriculum, in this moment, it is not achievable to adopt in normal English lesson. But I am

looking forward that one day the curriculum will be reformed, and I am willing and welcomed to use this learning strategies in class..... And ar, I think it time for me to go the meeting now.
Good luck for your academic.

Me: Thank you Miss Yip for having this interview and thank you for your help. Good luck in your teaching .

13.2.2. Interview script of my co-teaching partner

Me : Jessica, thank you for allowing me to have a short interview with you.

Y : Ya, its all right, but I really long time for seen you since co-teaching with you.

Me: Ya, I think just around 3 months, 4 months, haha anyway, let's start the interview then.

Y: Ya, it's all right.

Me : So may I ask what is the techniques that to use in your practicum ?

Y : Well, I use the blended learning strategies or some experiential strategies for the practicum. But if the time was limit, then I used direct teaching strategies in the lesson for catching up the schedule.

Me : So, you mentioned you used direct teaching for your lesson sometimes, so what is view towards using direct teaching ?

Y : I think it is quite boring for the students to learn, they don't have chance to participate in the activities. However, I got to admit that it is kind of the most direct and time-saving strategies for teaching English, especially with some grammar structures.

Me : After you observing and assisting me using cooperative learning in teaching, what do you think the differences between using direct teaching methods and cooperative learning methods?

Y : I think the differences are cooperative learning methods, students enjoyed more and participated more in the class, and during their discussion, it can improve their communication skills as well as language skills. However, using direct teaching, they will learn the English knowledge passively and there are no ways for testing their understanding towards the topic. So, I think learning passively and actively is the main differences between these two teaching methods.

Me : And what is your view towards the effects of the students using cooperative learning to learn English? What I mean is ar, what are the changes of students when using cooperative learning?

Y : In my point of view, students become more active in the English lesson and they are more willing to use and speak English with their friends in the lesson. I think they are more confident in using English in their daily live. And of course, I am happy with their changes. Although your program just last for short period, and I am quite surprised of their changes. So, I am happy with their changes of more willing to speak English in class.

Me : Apart from the willingness of students to speak in English, do you think it is effective for to learn English when using cooperative learning and why?

Y : I think it is quite effective for students to learn English in cooperative learning. Students will higher ability can help the lower ability students. Both students can benefit from it and improve their English abilities. Since students are motivated and encouraged to use English in their daily live, they would start to study and English more. They would start to find ways to improve their English, so I think it is quite effective for motivating students to learn English by themselves.

Me : Apart from all the advantages using cooperative learning, do you think it is achievable to adopt this strategy in Hong Kong Primary school context ?

Y : I think it is achievable in adopting in this class, but not every lesson can use cooperative learning. At the beginning of the chapter, it is better to use direct teaching as the input of the subject knowledge, and cooperative learning can use as the output session or the application session. Since in cooperative learning, students can apply the subject knowledge as well as their communication skills in this output session, so I think it is achievable but not in every lesson.

Me: Ok, and last question, what is your attitude towards using cooperative learning strategy in class while teaching English?

Y : I think cooperative learning is a good methods for students to apply and use English so I am willing and happy to use cooperative learning in my teaching later on. So, I am positive towards using cooperative learning in my teaching.

Me : Ok, all right. Got it. And I think the question is enough for me to do research, thank you so much for your help.

Y: No worries, if you have any question need to ask, just feel free to contact me. And good luck for your research project.

Field notes of my teaching observation

Day 1

Grouping

Because it was the first time to divide them in group

- Spent lots of time in dividing them in groups (need to spend extra 20 mins)
- They couldn't understand the English of how to divide themselves in groups
- Need to use Chinese to explain to them (around 5 mins)
- After dividing them groups, it took time for them to move around and settle down (around 7 mins)
- Marucs and Yonlanda didn't want to be in one group, and it needed to use extra time for settling their dispute (around 3 mins)

Instructions/Knowledge Input

Because the students were too excited after the grouping

- They couldn't concentrate in the lesson afterwards
- They could understand of the instructions
- I needed to say the instruction clearer, and simplified the instruction

Tasking

Because the students don't understand the instructions

- The students couldn't follow the instructions
- Teacher needed to spend extra time in repeating the instructions
- Most of the students used Chinese in the activities
- And most of the work are done by the higher ability students in the group, while the lower ability students didn't participate much in the discussion

Task completion

Since lots of the previous part had over-ran

- Most of the groups couldn't complete the tasks

Conclusion

Since there was not much time left

- Teacher could just roughly to conclude the subject knowledge with them
- Reminded that the seating and grouping would last for a week

Evaluation

Overall, I think the students were too excited for this teaching methods,

- Needed to have to extra time to settle down
- tomorrow the instructions needed to be clearer
- Needed to state clearly that need to use English in the discussion

Day 2

Revision

When the teacher asked the questions related to yesterday class

- Not many students could answer it correctly
- The students were hard to recall what is the target knowledge learnt
- Needed to have better conclusion this time

Grouping

Although this was the second lesson

- Students didn't remember where should they sat (Tom and alan)
- Teachers needed to say the grouping again
- After repaeating the grouping, it took time for them to settle down (around 3 mins)
- Next lesson could draw their seating plan and stick it on the blackboard

Instructions/Knowledge input

- Teacher used simple sentence to say the instructions
- And teacher repeated the key point of the instructions
- Teacher reminded students to use English in the activities
- Most students could answer the questions related to the instructions

Tasking

Although the students could catch up with the instructions

- The students didn't follow it (Especially group 3,4,5 students)
- Most of the students still used Chinese to discuss
- Teacher needed to stop the discussion and tells student to use English
- After that, students used English to discuss
- Still the distribution of work was not even in the group

Task completion

Although the students didn't follow the rules

- Most of the groups could complete the tasks
- Not every groupmate could participate in the activities

Conclusion

Since last lesson didn't conclude well and it lead this lesson revision not that good

- Teacher allocated enough time for conclusion
- Reminded students to use English all the time

Evaluation

Overall, I think the students could follow the instructions. However, they were not willing to speak English.

- Needed to think of some reinforcement scheme for them to encourage them to speak English
- Reminded them to divide the workload evenly

Day 3

Revision

Most of the Students could answer the questions correctly (only Sam and Jayden can't)

- The other students helped them to answer the correct answer.
- They could remember last lesson's subject knowledge

Grouping

This was the third time for grouping

- Most of the students knew which group to sit (Just Ngo and Chloe forgot)
- Probably because of the help of the seating plans
- Still it needed to cost 2 mins for them to settle down

Instructions/Knowledge input

- Teacher used simple sentence to say the instructions
- Teacher launched the reinforcement scheme (If use English during discussion, plus one point ; whereas use Chinese during discussion, minor marks)
- Teacher reminded students to share the workloads, need everyone to participate in the groups

Tasking

- When the teacher came closer to the group, they would speak English, but went further to the group, they spoke Chinese afterwards
- Couldn't motivate students to speak English
- Needed to think of some interesting context for use English
- The teacher saw half of the class, every groupmate participates, while half of the class, there is still groupmates didn't participate in it

Task completion

- Most of the task could be completed
- And the quality of the task quite good

Conclusion

Teacher concluded today lesson

- Appreciated student participated in the task with using English
- Reminded the groups that every student need to participate in the activities, if the teacher said one sitting there, will deduct the marks

Evaluation

Overall, I think the students could start to use English when having the reinforcement scheme

- Could build up an interesting context for them to use English
- Also, launched the positive reinforcement scheme for ensuring equal participation of the students

Day 4

Revision

Some students couldn't respond to my questions towards last lessons

- Maybe these lessons were after P.E lesson, students hard to concentrate in class
- The top students could answer the question

Grouping

Although this was the fourth day ,

- Needed to spend times for grouping
- Some students, Jayden and Zahid forgot his group, they needed to come out and look at the seating plan
- Today needed extra 3 minutes to settle down the students
- Told students that the reinforcement scheme also applied in grouping , motivated them to remember its group

Instructions

- This time teacher said in short sentence, repeated the instruction again
- This time said in short instruction
- Students could follow the instruction by answering the questions
- Told the students that the reinforcement scheme also applied to the participating of the groupmates
- Set a detective context for students to use English and learnt about past tense

Tasking

Most of the students were willing to use English

- Although with grammatical mistake, they were still willing to speak in English
- Still, I heard Eason spoke Chinese, deducted marks

Since there was the reinforcement scheme

- All the students in the group would participate in the group activities
- The week students would join the discussion
- A good start, however, the higher ability students didn't teach the lower ability student
- Especially for Henry's group → He did the most of the part. Joey just copied from him
- May probably adopted STAD technique

Task completion

Every group could finish the task on time

- Could catch up the schedule

Conclusion

Most of the students could answer the question and did the error-correction.

Evaluation

Overall, today students were excited in the detective context, could use this context afterwards

- Needed to set up STAD for motivating students to participate in the group

Day 5

Revision

This time, teacher used matching game to have revision

- Students were more eager to participate in the matching game
- Most of the students could match with the correct answer, just Eason couldn't match, Yolanda helped him
- They could recall last lesson knowledge

Grouping

- The students knew where to go
- Everyone could settle down in 2 minutes, because of the reinforcement scheme

Instructions

- Teacher used detective context again to teach past tense, however, this time was finding who was the robber of the bank, instead of the killer
- Since most of the instructions, just same as yesterday
- Students understood what to do
- Teacher told student that this time was not counting the fastest, was giving marks to the greatest improvement → Motivated them to help with the lower ability student

Tasking

Because of the STAD, higher ability student was willing to teach the lower ability student to do the task

- But when they helped the lower ability student, Chinese was used
- Both Jayden's and Eason's group points were deducted because of speaking Chinese
- The students were willing to discuss within the group
- But teacher heard Kitty's group discussing something not related to the lesson, deducted marks

Task completion

Every group could finish the task on time, some of them even finished it earlier

- Students were more and more got used to this learning pattern

Conclusion

Teacher used error-correction methods to consolidate students' knowledge

- Remind student only discussed lessons related things
- Had a short conclusion within this week
- Appreciated students' active participation in the activities.

Evaluation

Overall, both students and teachers were get used to this learning methods in class

- Students felt interested in setting the context
- Reinforcement scheme and STAD could motivate them to participate in the activities

Day 6

Revision

This time, teacher used matching game to have revision

- Students were hard to remember last week knowledge
- Probably it was happened because this lesson was after a weekend
- The chosen students couldn't match with the correct answer, they needed the help of Henry and Marcus

Grouping

- The students knew the group where they belong
- Everyone knew what to do and just spent 2 minutes to settling down.
- Every group got one point

Instructions

- Teacher used Space exploring context to teach future tense,
- Teacher used simple sentence and with the visual aid of the PowerPoint to say the instructions
- Teacher reminded student the reinforcement scheme and STAD scheme
- Students could answer the questions related to the instruction

Tasking

Student was familiar with the procedure

- The class was not excited as the context of detective games, still they participated in the activities actively
- Most of the groups used English to communicate
- The stronger ability student would help the weaker ability student, not by giving them to copy the answer, but by teaching them, for example Henry taught Chloe how to do the task in simple words
- Students could work in groups and finish the task

Task completion

Every group could finish the task on time

- Students were familiar with this learning pattern

Conclusion

Teacher used error-correction methods to consolidate students' knowledge

- Students could do the error-correction
- Teacher appreciated students of their active participation in the activities.

Evaluation

Overall, students participated in the group activities actively and they were willing to work as a group

- Needed to use less time for setting up the rules and instructions
- Could allocate more time for students to do task

Day 7

Revision

This time, teacher also used matching game to do the revision

- Students could match with the correct wordings

Grouping

- The students were familiar with the grouping
- They just spent 1.5 mins for finishing the grouping.
- Every group got two points

Instructions

- Teacher used finding Santa Claus context to teach future tense,

Since the instruction was mostly same as yesterday

- Students could easily catch up with it
- Teachers reminded student the reinforcement scheme and STAD scheme

Tasking

This was the last lesson, students were familiar with the procedure

- The class was excited as the context of Santa Claus, since there were just 5 days more to have Christmas
- They participated in the group activities actively
- Most of the groups used English to communicate
- And from my observation, students were willing to help with each other

Task completion

Every group could finish the task on time

Conclusion

Teacher used error-correction methods to consolidate students' knowledge towards future tense

- All the selected students could finish the error-correction correctly
- Teacher had a general conclusion to conclude the 1.5 weeks' program
- Teacher lastly appreciated students of their active participation in the activities.

Evaluation

Throughout this program,

- Most of the classmates were willing to use English in the lesson
- Higher ability student was willing to help those with lower ability
- Lower ability students felt more confident in participating in the discussion
- Students engagement in class was increased






13.4 Appendix 4

Sample of the questionnaire




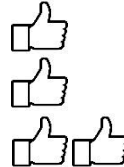
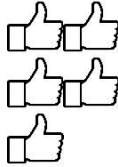
Name: _____

Questionnaire






Please spend some time to finish the following questionnaire. In question 1-5, please tick ✓ the suitable choice to indicate how much you agree or disagree with each statement.

Questions					
1. I like my English class.					
2. The English lesson is fun.					
3. I like to have learning activities in English class.					
4. I like to have group activities in English class.					
5. I like learning English.					

In question 7, please tick ✓ the suitable choice below to indicate how you rate yourselves.

Questions					
6. How do you rate yourself in English class?					

In question 8, please tick ✓ the suitable choice below to indicate how much you like to learn following skills in English lesson.

Questions					
7. Which level would you like to learn following skills in English lesson?					
A. Reading					
B. Writing					
C. Speaking					
D. Listening					

-That's the end of the questionnaire. Thank you for your participation. -

The sample of the pre-test**Assessment 1**

Please finish the following assessment 1 in 20 minutes.

- A. The Wong family is going to Ocean Park during the holiday. Sally is writing a letter to her friend, Bosco. Read her letter and Bosco's schedule. Choose the best answer by blackening ● the circle.**

18 th November, 2015 (Wed)
<p>Dear Bosco,</p> <p>How are you? My family is going to Ocean Park during the weekend. Are you free? Do you think you can join us?</p> <p>Helen is my neighbour. She has promised to join us. We will be at Ocean Park from 1 p.m. to 4 p.m. We will ride on the roller coaster and the cable car. I think it must be exciting.</p> <p>I will meet Helen at the post office at 11:00 a.m. It is near Mong Kok MTR station. It is next to Pizza Hut.</p> <p>Please give me your reply tomorrow.</p> <p style="text-align: right;">Your friend, Sally</p>

1) This is Bosco's schedule.

21 st November, 2015 Saturday		22 nd November, 2015 Sunday	
8 a.m. – 9:30 a.m.	tea with Grandma	8 a.m. – 10 a.m.	go to the library
10 a.m. – 11:30p.m.	go swimming with Paul	10:30 a.m. – 12 p.m.	learn the piano
12 p.m. – 2:30 .m.	go to Mary's birthday party	12 p.m. – 2 p.m.	
2:30 p.m. – 4 p.m.		2 p.m. – 4 p.m.	
4 p.m. – 6 p.m.		5 p.m. – 6 p.m.	meet Tom
6 p.m. – 8 p.m.	visit Aunt Judy	6 p.m. – 8 p.m.	see the dentist

1. When did Sally write the letter?
○A. 18th November, 2015
○B. 21st November, 2015
○C. 22nd November, 2015
○D. 28th November, 2015
2. When does Sally want to visit Ocean Park?
○A. on Monday
○B. on Friday
○C. on Tuesday
○D. on Saturday or Sunday
3. How long will the Wong family stay in Ocean Park?
○A. 1 hour
○B. 2 hours
○C. 3 hours
○D. 4 hours
4. Where will Sally meet Bosco?
○A. at the post office
○B. at Mong Kok MTR station
○C. at Ocean Park
○D. at Pizza Hut
5. When can Bosco go to Ocean Park with Sally?
○A. 19th November, 2015
○B. 20th November, 2015
○C. 21st November, 2015
○D. 22nd November, 2015
6. What will Bosco do at 11 a.m. on 22nd November?
○A. go swimming with Paul
○B. have a piano lesson
○C. go to Mary's birthday party
○D. go to Ocean Park
7. In line 6, 'Helen is my neighbour.' shows that _____.
○A. Helen lives next to Sally.
○B. Helen and Sally are good friends.
○C. Helen lives with Sally.
○D. Helen likes Sally.

B. Uncle Peter visited Mary last Sunday. Fill in the blanks with the correct form of the given words.

Uncle Peter (e.g.) is (be) a cook. He (1) _____ (like) cooking delicious food. He (2) _____ (work) in a restaurant.

Last Sunday, he (3) _____ (visit) Mary. First, he (4) _____ (buy) some fruit at the supermarket. Then he (5) _____ (go) to Mary's home. Mary (6) _____ (not know) how to make a ham sandwich.

Uncle Peter

(7) _____ (teach) Mary how to make it. Finally, they (8) _____ (have) a big dinner together. They (9) _____ (be) happy.

- The End -

The sample of the post-test

Assessment 2

Please finish the following assessment in 20 minutes.

A. Read the invitation card carefully. Choose the best answer by blackening ●the circle.



The invitation card features a central title "Come to My Easter Party" in a curved font. To the left is an illustration of a grey rabbit holding a basket of colorful Easter eggs. To the right is an illustration of a yellow chick surrounded by colorful Easter eggs and a rainbow. Below the title is a wide illustration of a grassy field with several colorful Easter eggs and two yellow chicks. At the bottom left is an illustration of a wrapped gift box with a red ribbon. The text on the card provides the date, time, and location of the party, along with a request for a gift and contact information.

Come to My Easter Party

Date: 19th April (Saturday)
Time: 2 - 4 p.m.
Place: McDonald's, 10 Tai Ping Road, Mong Kok.

Bring a gift under \$20

Can you come? Please call me: or
send me an e-mail:

1. The invitation is for a _____ party.

- A. birthday B. Easter C. New Year
 D. Halloween

2. The party is _____.

- A. in the morning B. in the afternoon
 C. in the evening D. at night

3. Where is the party? It is in _____.

- A. Tsim Sha Tsui B. Shatin C. Mong Kok
 D. Kwai Fong

4. You want to go to the party. You must _____.

- A. call McDonald's B. tell Candy's mother
 C. write Candy a letter D. send her an e-mail

5. You are going to Candy's party. Which gift will you take?



\$24

A.



\$36

B.



\$100

C.



\$18

D.

B. Kelly is writing a letter. Read the letter and fill in the blanks with the correct form of the given words.

Dear Grandma,

How are you? It (e.g.) is (be) hot and sunny **now**. I

(1) _____ (not like) summer because it (2) _____ (be) very hot.

Today, I (3) _____ (have) a trip to Hong Kong Wetland Park with May. We (4) _____ (go) there by bus. After we (5) _____ (get) off the bus, we (6) _____ (walk) for five minutes. First, we **visited** the birds' house. There (7) _____ (be) many birds there. Then, we (8) _____ (watch) the tropical fish.

I (9) _____ (be) very excited because I (10) _____ (take) many photos. I (11) _____ (buy) some souvenirs in the shop too.

Next month is Christmas. What (12) _____ you _____ (do) at Christmas?

Write back soon.

With love,
Kelly

- The End -