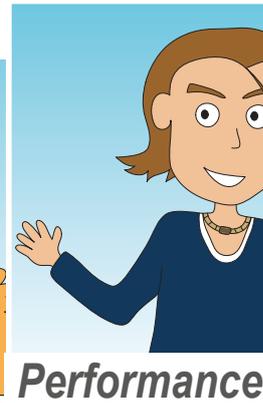
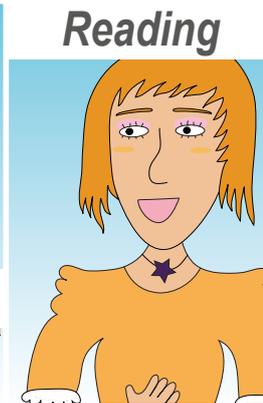
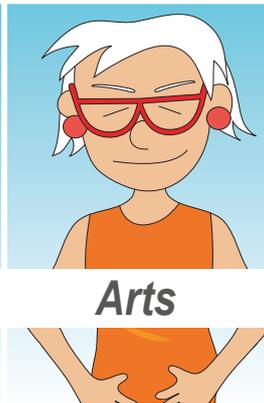


Stellar Programme

Strategies for English Learning through Language Arts and Reading



What is Stellar?

Stellar (Strategies for English Learning through Language Arts and Reading) is a three-year programme which started in the school year 2009/10. The programme has been taken up by 20 schools in Hong Kong. Currently 2506 students in S1, 2611 in S2 and 2130 in S3 are participating in Stellar.

Developing Language Skills Progressively

By using poetry, drama, short stories and the language associated with these disciplines, students' listening, speaking, reading and writing skills are developed. Students learn to use contextual and visual clues in reading. They learn text structures that are associated with particular text types in writing. They find a voice to show emotion and reveal character in speaking. They learn to identify the main ideas in listening. To extract information, students learn to use semantic and syntactical clues to work out meanings.

These language skills are built on over the 3 years and 12 modules of the programme and prepare students for the Senior Secondary English Language curriculum.

Integrating Language Skills in Tasks and Activities

Over the course of eight lessons, each Stellar module brings together a wide variety of literary and other texts. Using lesson notes for teachers and student-centred activities, the programme builds a structure where language arts materials and activities foster effective learning.

In Stellar, language skills are not taught in isolation but in the context of the module narratives. Students are given opportunities to practise and apply their skills and knowledge, and to experiment with specific concepts they have learnt. Activities are purposeful and related to the module, such as writing a letter, poem or a play for a particular reason - not merely to practise the skills.

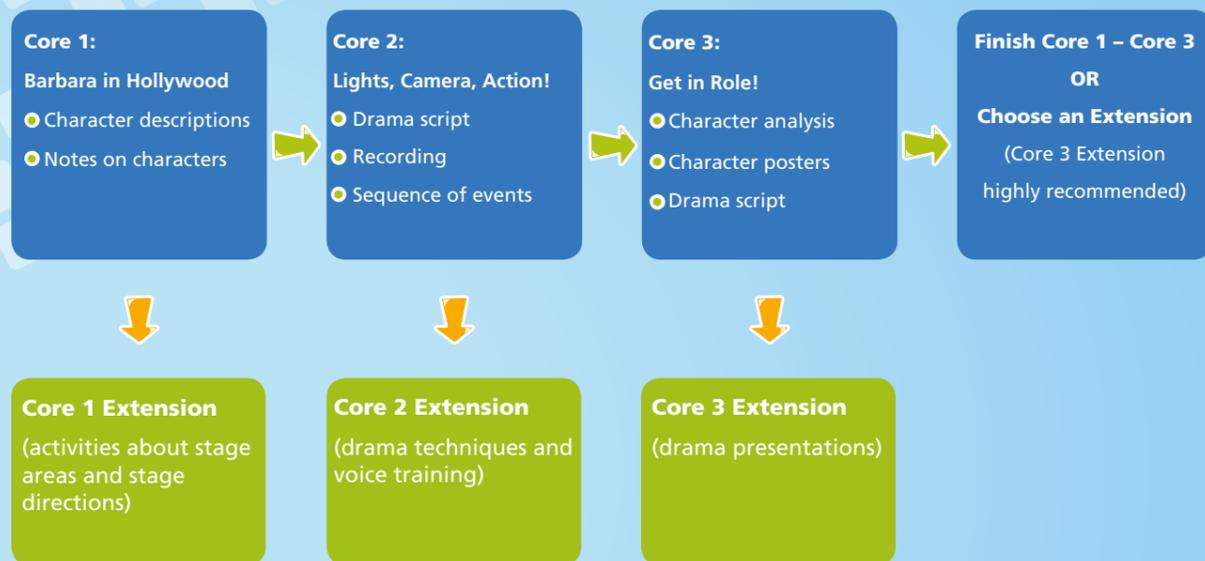
Strategies for English Learning through Language Arts and Reading

NET Section CDI EDB HKSAR



Exemplar Module Overview for S2

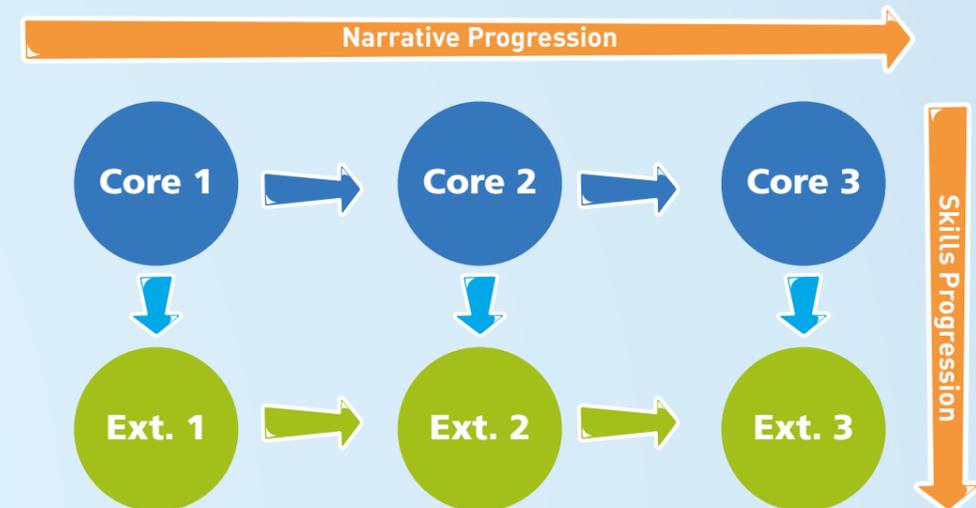
Module 6 'Glitz, Glamour and Movie Magic'



Module	Language Arts and Reading	Vocabulary	Grammar Features	Tasks
Just for Fun Glitz, Glamour and Movie Magic Grandma Bagging relates how she became a stunt woman and met someone special in Hollywood, California.	<ul style="list-style-type: none"> • Character descriptions • Drama script 	<ul style="list-style-type: none"> • People who work in the movie industry • Stage directions 	<ul style="list-style-type: none"> • Prepositions of movement • Comparative and superlative adjectives 	<ul style="list-style-type: none"> • Take notes on characters • Sequence events • Analyse characters • Read with fluency and expression • Present a stage play

Module Structure

Each Stellar module has 3 cores and 3 optional extensions. All modules have elements of the 4 language skills of reading, listening, writing and speaking and provide a context for teaching vocabulary and grammar.



Learning and Teaching Reading

The Stellar Programme provides teachers with structures that support the teaching of reading skills and strategies. Teachers help students develop a repertoire of their own thinking strategies to handle a variety of text types and guide students to be increasingly in charge of, and aware of their own thinking processes.

Stellar Workshops

English teachers face an on-going challenge to integrate the use of language arts resources into the General English programme. The Stellar Programme provides extensive professional development workshops to introduce teachers to the Stellar materials. The workshops demonstrate strategies and techniques to use in the Junior Secondary English classroom. An example of this is cooperative learning skills. Teachers are taught skills such as Think-Pair-Share, Jigsaw, and Round Robin.

By participating in such cooperative learning scenarios in professional development workshops, teachers have first-hand experience on how effective these techniques are. Teachers are able to take these cooperative learning strategies back to their own classroom for application and to guide students to effectively work in small groups and teams.





Quality Interaction and Classroom Environment

Student-centred activities

The Stellar Programme encourages student-centred activities where students take up more responsibility for their own learning. They are involved in more decision-making processes, and they learn by doing, rather than just by passive listening. Learning becomes more active and more memorable.

Quality Interaction

Students are encouraged to engage in the use of English. Teachers' questioning techniques and a variety of interaction modes guide students to deeper levels of understanding, i.e. from comprehension to inferential levels. They come to appreciate the artistic/mood/tone qualities of particular text types.

Drama

Students experiment with English in dramatic interpretations. They practise drama techniques through acting, reading aloud, modelling by the teacher and other students, and by trying out the language for themselves. They gain insight into, and reflect on, their own and others' lives. Through Reader's Theatre and oral presentations of various supplied scripts, the Stellar characters come to life. Students also gain confidence in using the language and applying appropriate pauses and stress when speaking.

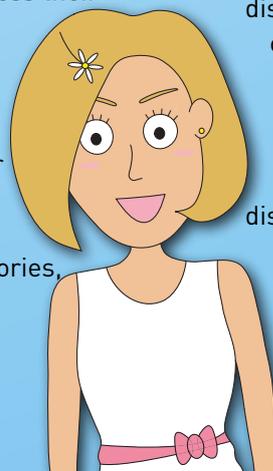
Integration

The Stellar Programme is integrated into the school-based English Language Curriculum and not an add-on or a stand-alone component. Teachers can balance the study of grammar structures as they teach the process of using a literary text. Students learn how language works, including how grammar features contribute to meaning and how texts are organised.

Stories provide opportunities for reading strategies as well as jumping off points for grammar, writing and language arts.

Creativity

Creativity is an important but elusive concept. Imaginative contexts combined with a language-rich environment in the classroom encourage a climate conducive to creativity. In the Stellar Programme, students work in collaboration to generate and share ideas. They are encouraged to negotiate meaning and express their imaginative ideas. The engaging texts motivate them by giving expression to their experiences and provide them with models of short stories, poems and plays.



Learner Diversity

Teachers are provided with teaching strategies that cater for learner diversity. 'Tips' on how to make an activity easier or more difficult are offered. There is flexibility for teachers to select activities out of modules as well as freedom to modify worksheets and PowerPoint slides to cater for their students' needs. These topics are discussed in professional development workshops and quite often teachers share their modified learning and teaching resources with other Stellar schools.

Imaginative contexts combined with a language-rich environment in the classroom encourage language arts learning and create a climate conducive to creativity.

Print-rich Environment

A print-rich environment with charts, word walls, labels, displays of student writing, and co-created print stimulates learning, imprints words into long-term memory and supports success in reading and writing. Visual displays of words serve as a reference when students write.