



南屯門官立中學

South Tuen Mun Government Secondary School

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Exploring our Nation: Fostering Students' National Identity through English Vlogs

EDB NET Section School-based Support Service

By Mr CHING, Mr CHU, Ms LEUNG and Mr POON

South Tuen Mun Government Secondary School

Disclaimer

To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.



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School Context

- An EMI Secondary School in Tuen Mun
- Provides a rich English language learning environment for students
- Some students are confident in speaking English.



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Project Background

- S4 students went on exchange tours (Beijing / Chongqing) and/or local tours (The Hong Kong Palace Museum / local universities).
- Encouraged students to use English in an authentic setting



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Objectives

- To promote self-directed learning (Major Concern)
- To encourage students to collaborate in the project
- To motivate students to use English in their daily lives
- To foster values education (e.g. national identity)



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Curriculum Guide

4.2.2

Students are strongly encouraged to learn and exercise the integrated use of skills for **authentic, purposeful communication.**



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Development of Ideas for Unit 5: "Happy Travels Alone"

Dates: 6/3 – 4/4

→ Text: Argumentative essay on the pros and cons of becoming a YouTuber as a lifelong career

- Writing Task: Write an argumentative essay discussing the advantages and disadvantages of choosing YouTuber as a career.

→ Travel Vlog Examples:

- General Travel Vlog: <https://www.youtube.com/watch?v=nuBHNWIKUxw&t=5s>
- Food Travel Vlog: <https://www.youtube.com/watch?v=40ixlj-BJk4>
- General City Introduction: https://www.youtube.com/watch?v=a_IFzM9LrSE



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Lesson Structure and Activities

→ Pre-lesson Task (Flipped Learning):

- Students post their favorite travel vloggers on a shared Padlet.
- These examples were used for classroom activities.

→ Lesson Activities:

1. Lead-in: Students discuss countries they want to visit and explain their reasoning.
2. Pre-discussion: Small group discussion on prior knowledge
3. Jigsaw Viewing Task: Watch assigned vlogs and note multimodal features (e.g., subtitles, text, shots, sound effects)
4. Analyze language features typical of travel vlogs
5. Presentation: Students share and combine their findings with the class.



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Examples of Pre-lesson Task (Flipped Learning):

- Students post their favourite travel vloggers on a shared Padlet: <https://padlet.com/rnccdrobotson/your-favourite-travel-youtubers-dfopd30dbhiqbqbt> .
- These examples will be used for classroom activities.



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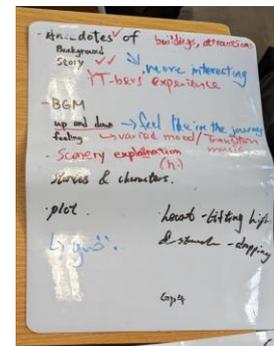
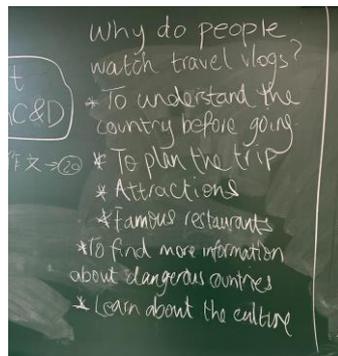
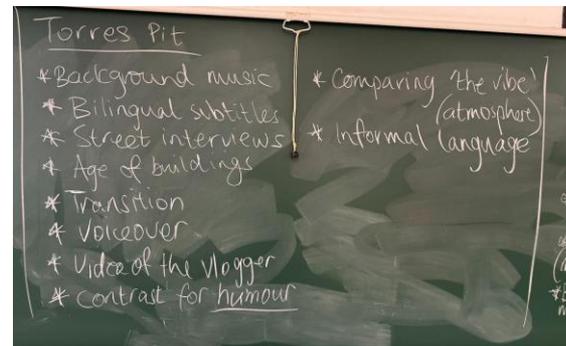
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1. Lead-in



2. Pre-discussion



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Other multimodal elements the students may want to discuss:

- Use of sound: background music or music between scenes to set the tone.

Language features

- Questions for street interviews (could be conducted in L1 or L2 and translated in subtitles)
- If filming on location, present simple tense, present perfect tense or 'going to'.
- If describing the trip after the visit, past tenses.
- 'a trip to X wouldn't be complete without Y'
- 'the thing that impressed me most was...'
- 'you don't have to...you have to...'
- Features of informal language
- Personal pronouns to speak directly to the audience.
- Humour to keep the audience engaged.



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4. Analyze
language features

3. Jigsaw Viewing Task



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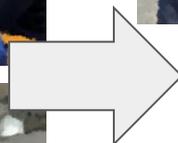
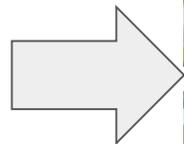
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Final Tasks



5. Presentation



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Theories

Curriculum Guide

4.2.1 Task-based Learning and Teaching

Projects have various advantages as they provide an effective framework for more **extensive language use** and language learning, help students develop **independence** and a sense of **responsibility**, and facilitate **lifelong and lifewide learning**.



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Final Tasks: Vlog Making and Showcase

- Making good use of the exchange tour opportunities
- Students collected the footage during their visits to
 - Chongqing (late Mar 2024)
 - Beijing (mid May 2024)
 - Hong Kong Palace Museum / universities (late Mar 2024)
 - Any places in Hong Kong
- Editing videos with features taught in the lessons
- Submitted by end of May





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Final Tasks: Vlog Making and Showcase

- 6 best entries were shortlisted for the “Exploring our Nation: STMGSS Vlog Competition” in early July.
- Students of shortlisted videos had to
 - Introduce their videos (1 minute)
 - Show the videos (2-5 minutes) and
 - Reflect on their learning (2 minutes)
- 8 awards: Best Overall Vlog / Best Video Editing / Best Use of English / Best Teamwork / Best Narrative / Most Creative Vlog / Most Informative Vlog / Most Popular (voted by all S4 students)
- Adjudicated by the NET Section





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Exemplar (00:00 - 01:00, 03:28~)

- Best Overall Vlog Award
- Best Use of English Award
- Popular Vote Award





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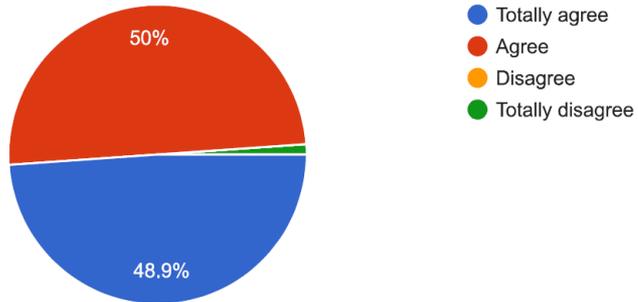
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Learning outcome (Survey)

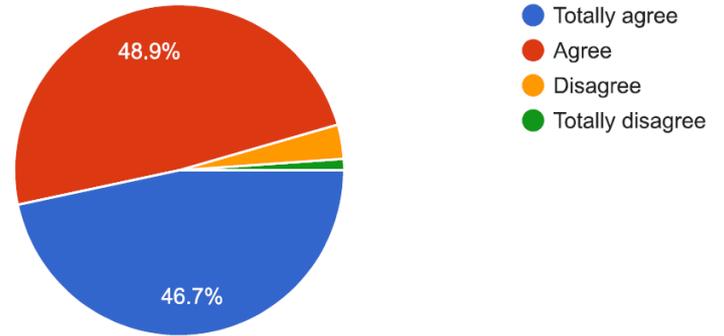
4. The reflections provided by each group enhanced my understanding of the team's learning experiences.

90 responses



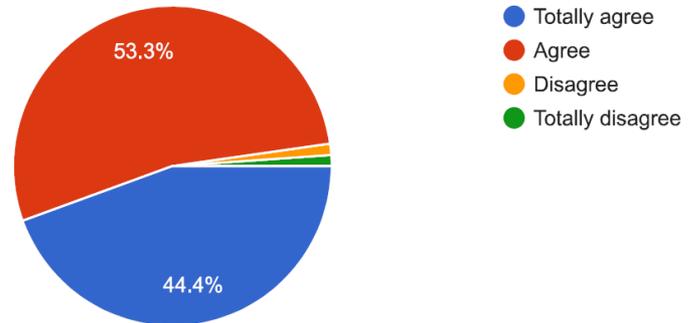
5. The adjudicator's comment was engaging and useful.

90 responses



6. Overall, the experience of the vlog presentation in terms of promoting creativity, teamwork, and English language skills was good.

90 responses





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7. What have you learnt from the process of making a vlog entry?

Generic Skills / Personal Growth	Language and cultures	Technical Skills
<p>Communication Presentation Teamwork Cooperation Engaging (interesting ideas are needed / getting audience's attention) Adaptability Creativity Good planning Talkative Confidence (not care about others' views / talking to strangers)</p>	<p>English Chinese culture Chongqing and Beijing Local culture Other cultures (food / speciality)</p>	<p>Editing Shooting Making a (good / travel) vlog Different styles of vlogs Using suitable background music Photo-taking skills</p>

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Evaluation

→ Strengths of our students

- Willing to adapt to this new learning paradigm (e.g. the use of multimodal texts and technologies which involve subtitling, image/video editing, and voiceover)
- Strong creativity and often thinking out of the box

→ Weaknesses of our students

- Difficulty in managing a project of such a scale (e.g. division of work, unexpected extra time spent on fixing technical hitches, and the use of casual English in daily life)



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Challenges (and way forward)

- Were there technical difficulties, resistance from students, or other obstacles?
- Students were reluctant to try out new technologies (i.e. always taking the role of a user/viewer of videos/vlogs rather than a producer).
 - However, we expect our students to produce English in an authentic, meaningful context after receiving input.



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Teachers' gain & final takeaways

- Teaching students to take on the audience' perspective: the need to guide students to create their work through a foreigner's perspective, someone who knows little or nothing about the Chinese culture and lifestyle
- Promoting Chinese culture: the target audience of our students' work can be a foreigner or anyone who wants to know more about Chinese culture.
- Students' effort paid into the project: Students were very dedicated to crafting their video, e.g. from simply recording their language to learning to make use of voiceover, subtitle, or other visual effects.



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Question? :)