



Multicultural Language Arts Learning Hub (MLA)

October 19, 2024 Saturday (KTESC)

Glocalisation: Developing Students' Language and Intercultural Competence through a Multicultural Language Arts Programme in KS2

Seed Project 2021-2024

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.

Roles of Language Arts in Our Curriculum

“To provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium” is one of the overall aims of the English Language Education KLA curriculum.

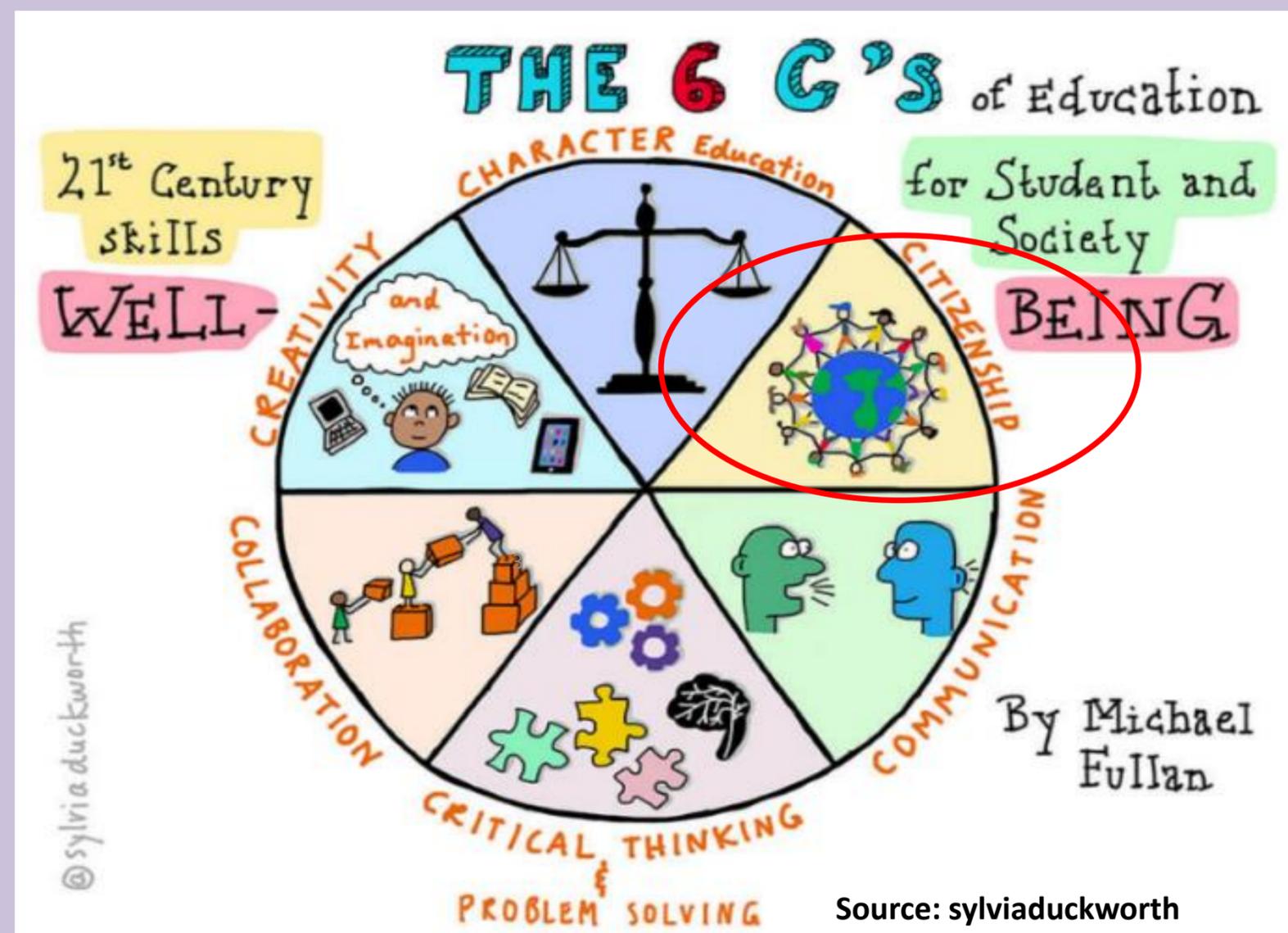
(ELE KLACG, 2017)

Stories, fairy tales, legends, humour, jokes, sayings, proverbs and idioms collect and preserve culture, the wisdom of nations, their customs and ways of life

Language arts materials which deal with universal issues can be used as resources for simulating activities to enable students to develop positive values, think from different perspectives and make thoughtful and reasonable judgements (p.36)

... to guide students to consider and accommodate diverse views, remove bias, re-prioritise choices and show respect for multiculturalism, but also to provide them with opportunities to practise the language skills in meaningful contexts ... (p.36)

What Qualities & Skills Make 21st Century Global Citizens?



Objectives of MLA Learning Hub

- Enhance Literacy Skills with Engaging Contexts
- Foster Critical Thinking
- Promote Cultural Awareness
- Reflective Practices
- Provide Opportunities for Cross-Curricular Collaboration

Motivate, **L**evel Up, **A**chieve:
Gamify Learning for Meaningful
Engagement!



HKCLA Buddhist Ching Kok Lin Association School
Miss SO Ching Yee Jenny



Let's explore: Motivate, Level up and Achieve

01 School Background

02 What do we want to achieve?

03 How to level up and motivate?

04 Reflection & Way Forward

05 Q&A

01 School Background



02

What do we want to achieve?

- adopt diversified learning & teaching
- help students establish a **global vision**
- the identity of a global citizen

O3 How to level up and motivate?

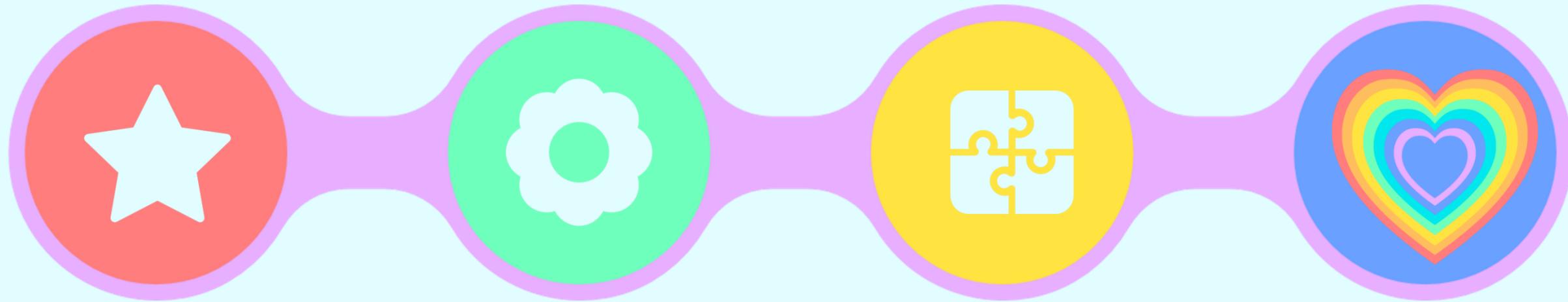
Gamify Learning

- Learning
- Engagement
- Reward
- Goal
- Challenge

9

- T** heme
- H** igher order thinking skills
- I** ntercultural understanding
- N** avigation
- K** nowledge of English Language

Games Around the World



10

Learning
objectives &
outcomes

Lesson
highlights

How to cater
for learner
diversity

Values
education:
empathy

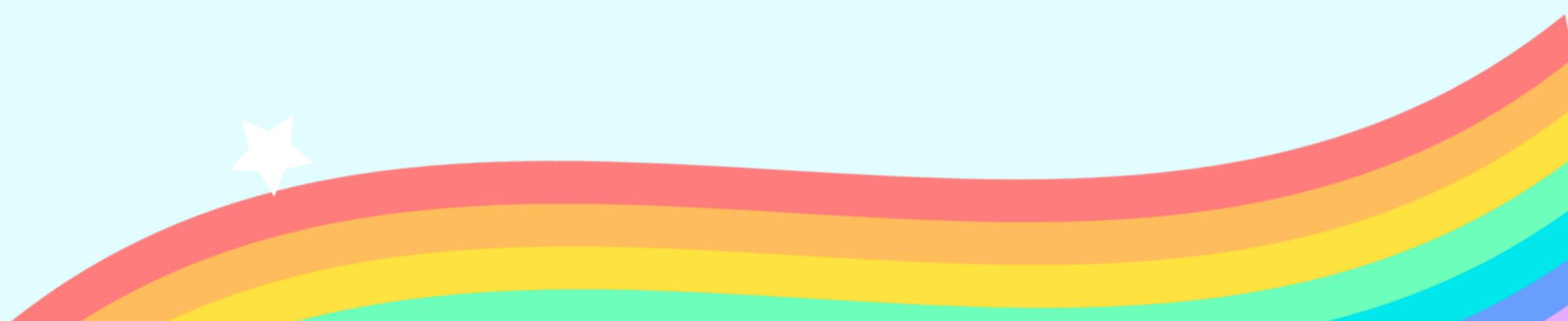
From the P4 Textbook Unit to...

Chapter	Task	Vocabulary	Language focus	Text types	Phonics
Module: Happy days			Unit: Hobbies		
1. My favourite activities	Write a play about weekend fun	-Hobbies	<ul style="list-style-type: none"> Use the simple present tense to ask and answer questions about spare time activities Use adverbs to talk about frequency 	<ul style="list-style-type: none"> -webpages -personal descriptions -notices 	syllables
2. Let's watch TV		<ul style="list-style-type: none"> -TV programmes -Adjective about TV programmes 	<ul style="list-style-type: none"> Use the simple present tense and adverbs to talk about likes and dislikes Use 'both...and' for emphasis in positive sentences Use 'or' to link ideas in negative sentences 	<ul style="list-style-type: none"> -plays -TV guides -interviews 	ew (long 'u')

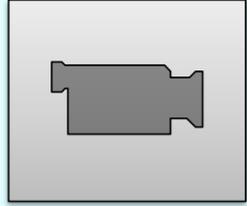
★ Making Connections & Learning Objectives



- Knowledge
- Extension (blended)
- Empathy
- Exploration
- Creation
- Reflection



★ Learning Outcomes



WE CAN HELP!

What can we do to help those in need?

Your mission:
You are the **BOSS** of a game company.
Design a game for the poor children.

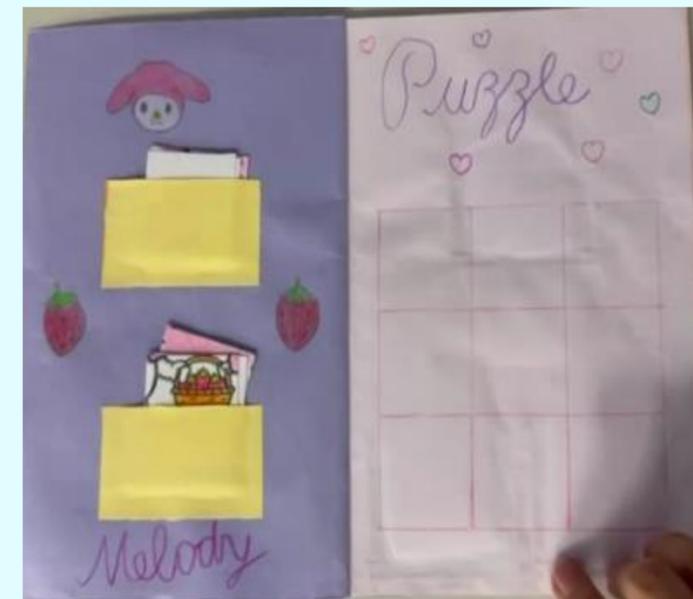
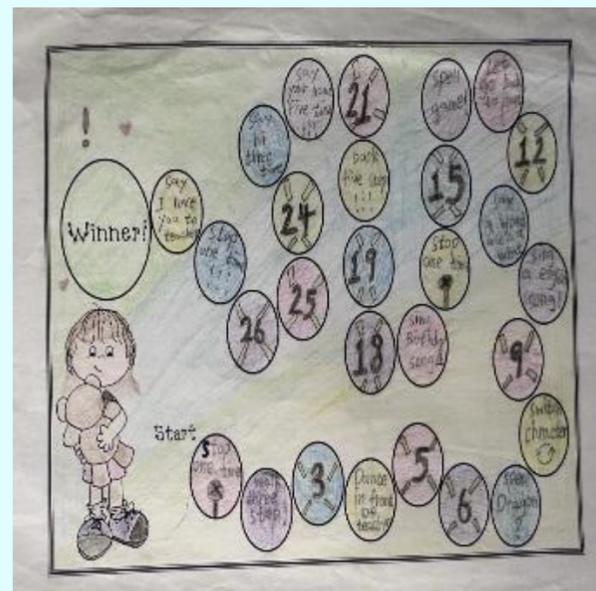
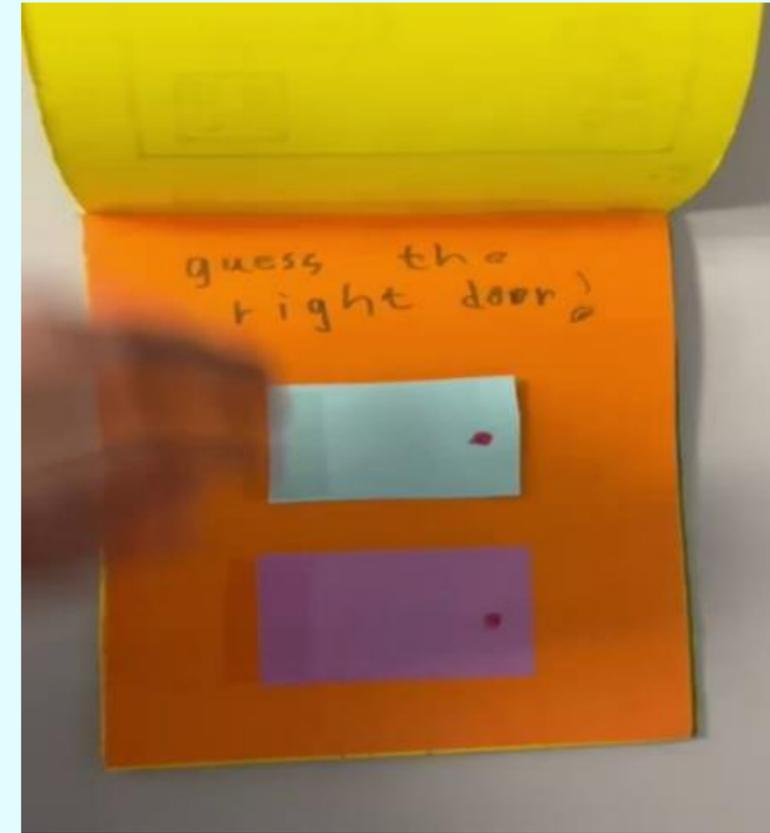
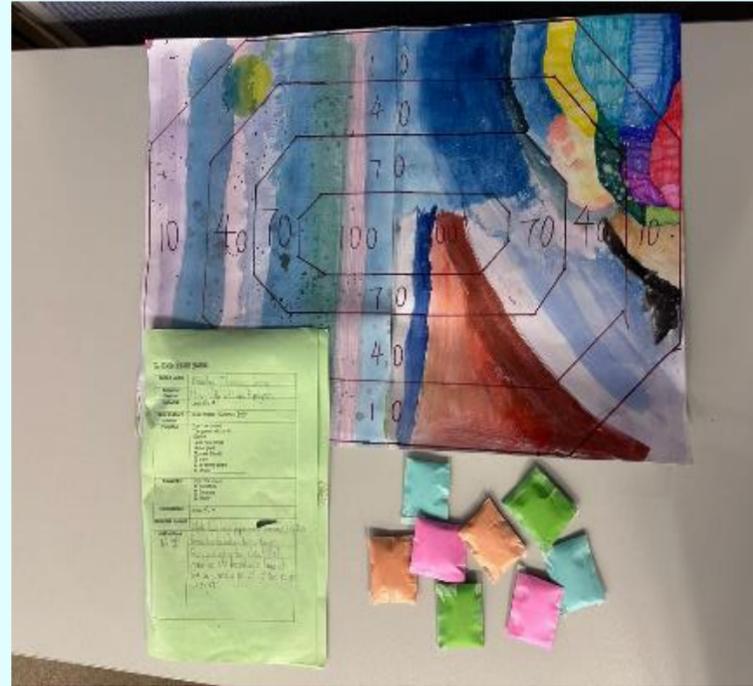
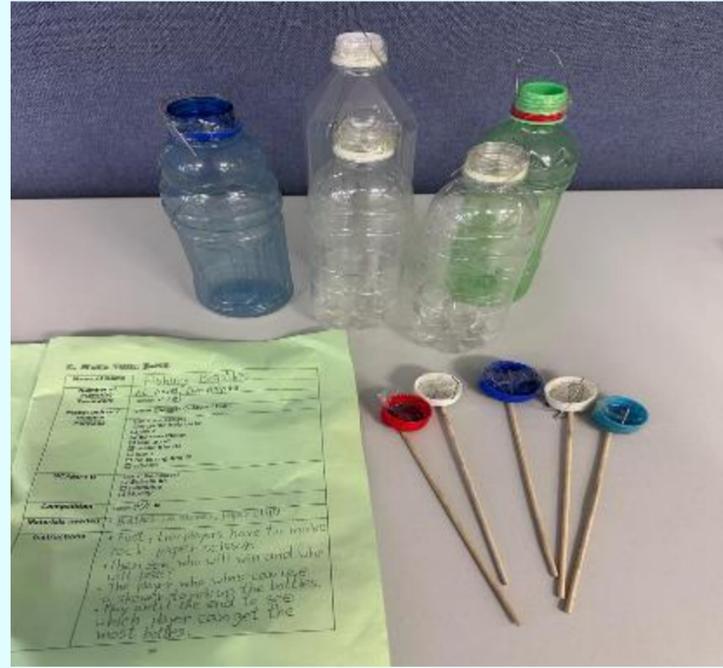


IDEAS FOR THE NEW GAME

SCAMPER

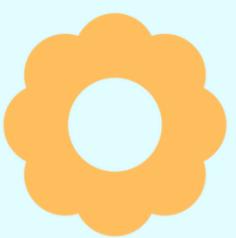


End Products

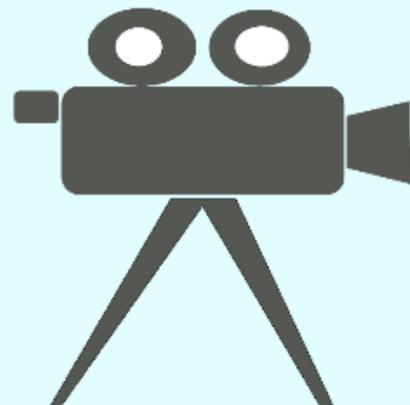


DIY The Book Cover



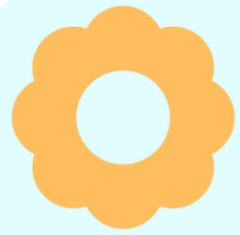


Explore the Theme with Multimodal & Multi-genre Input



- Videos
- Songs
- games
- Maps
-  Graphic organisers





Deepen Intercultural Understanding & Navigation in Progress



Jacks around the World



People in different countries use different things to play.



United States

- ❖ Use 6-12 plastic jacks and a small ball

Europe

- ❖ Use 6 seeds
- ❖ first use the right hand, then with the left hand



Japan

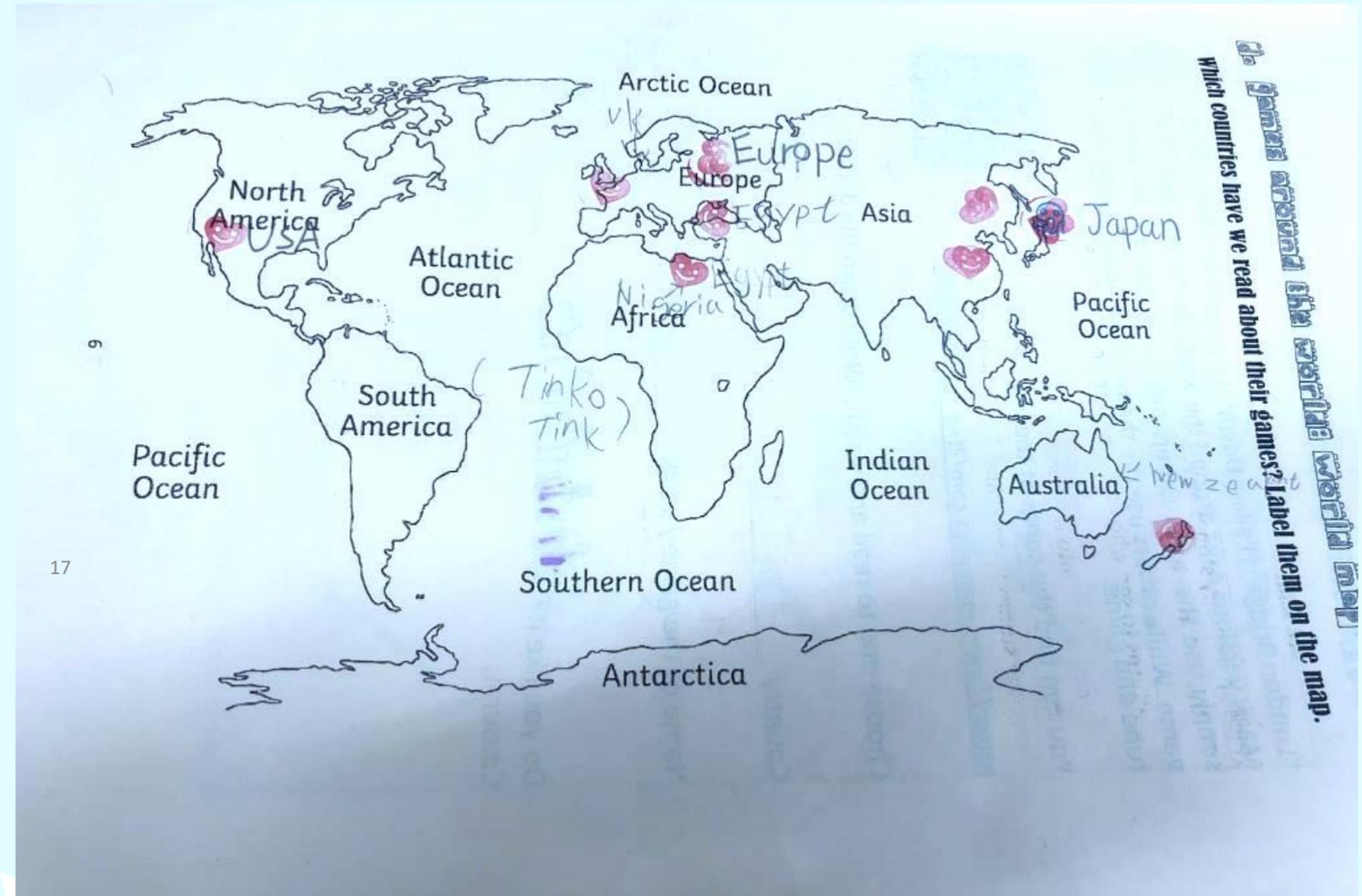
- ❖ Use cloth bags filled with rice, sand, or beans

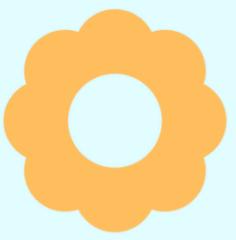


Egypt

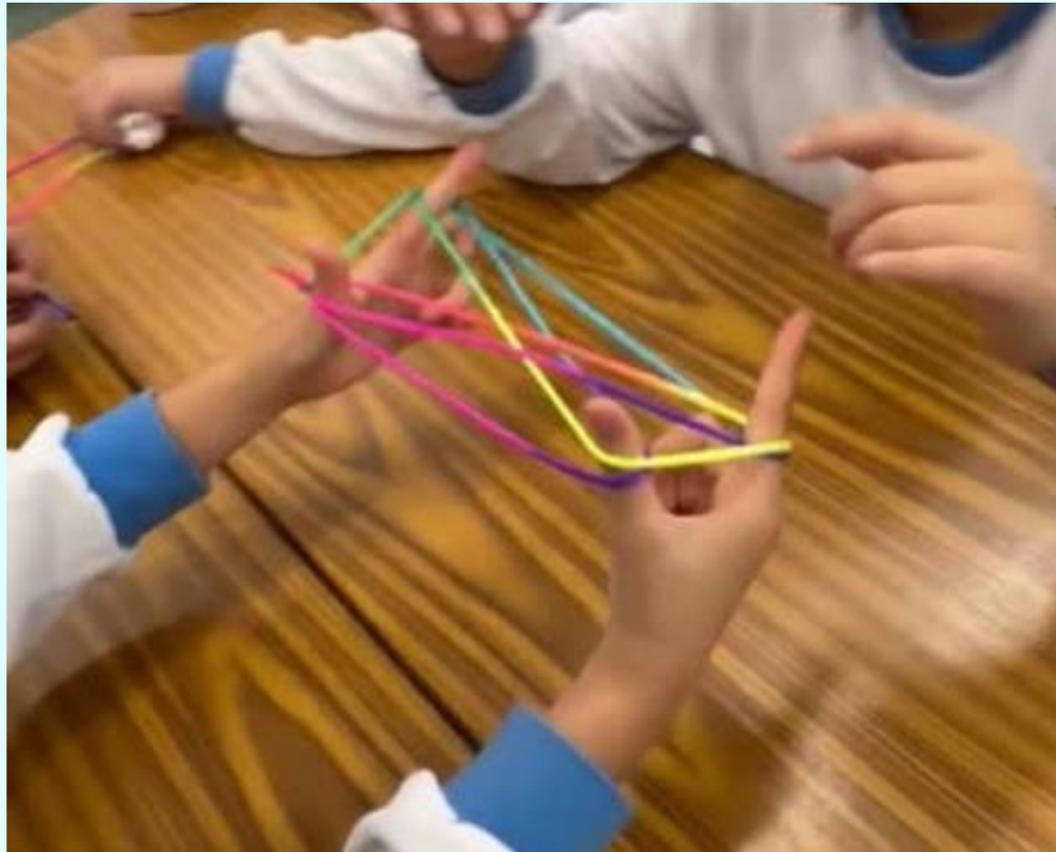


- ❖ No more than 10 apricot seeds
- ❖ Toss one seed in the air





Getting to Know Local Traditional Games



Traditional Games in Hong Kong

Have you played this game?

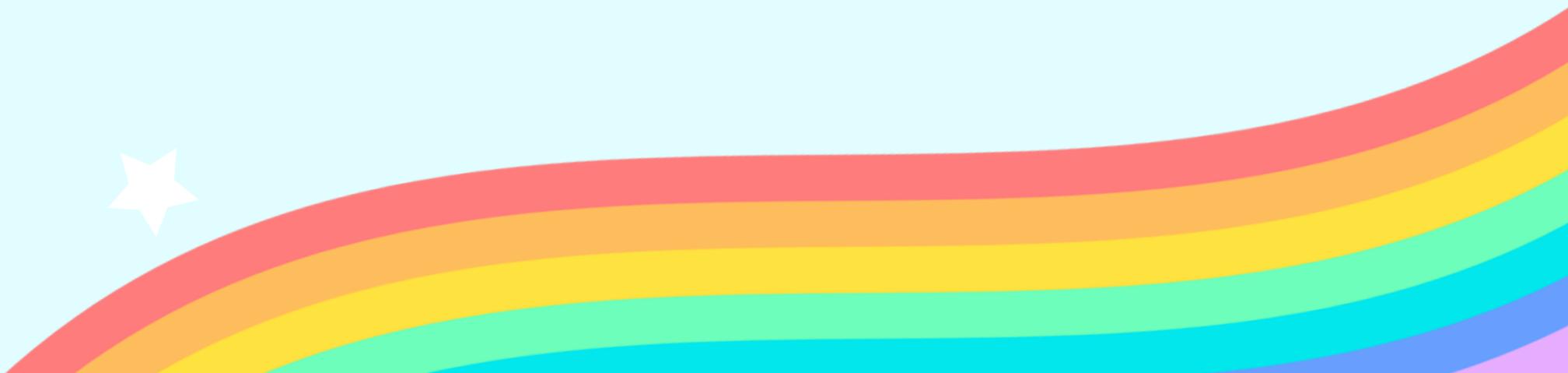


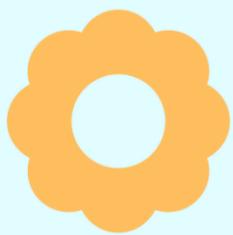
Black and White



2. Which game is similar to this?

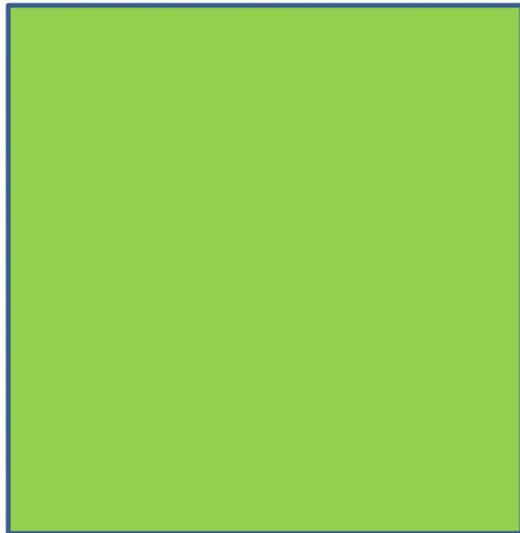
Tinko Tinko from Nigeria.





Higher Order Thinking – To Compare & Contrast

Traditional Games in China



1. Which game is similar to this?



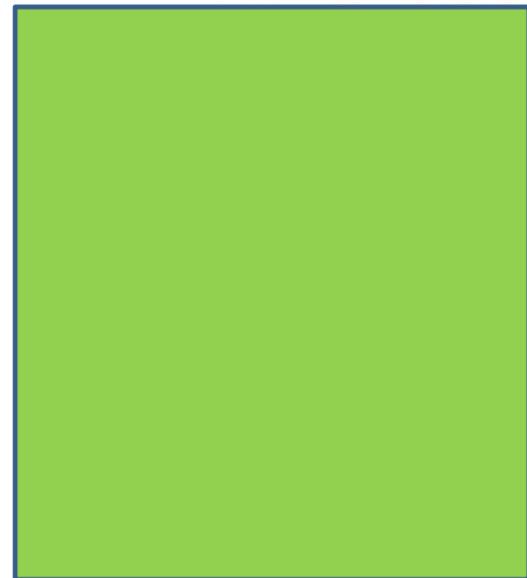
Yoyo.



Diabolo

Traditional Games in Hong Kong

Have you played this game?



Bean Bags

19



3. Which game is similar to this?

Jacks.



How to Play Jacks

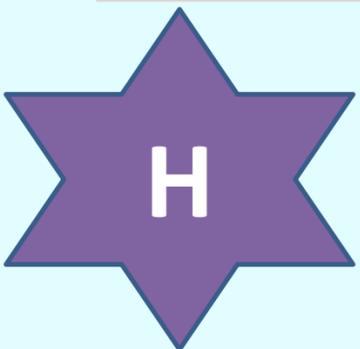
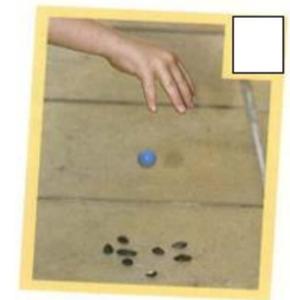
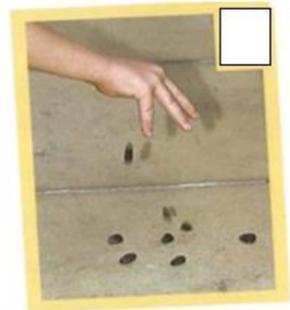
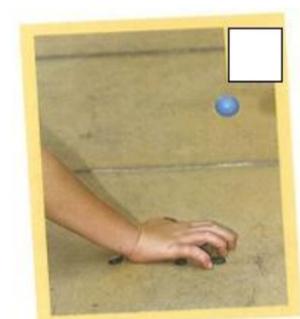
What you need:

- six to ten small stones
- a small ball

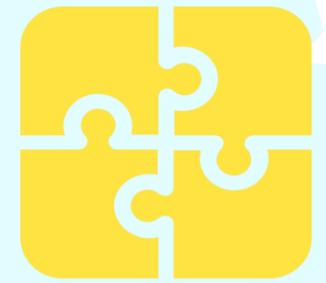


What you do:

1. Hold the stones in one hand. Drop them onto the ground.
2. Bounce the ball into the air.
3. Pick up as many stones as you can with one hand. Do this before the ball hits the ground.
4. Take turns to see who can pick up the most stones.



How to Cater for Learner Diversity



Pictures & Realias
Visual aids



E-learning tools
Utilize Technology as an Enabler



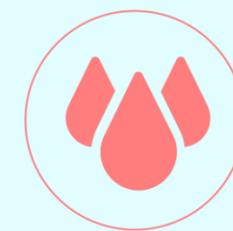
Blended Learning



Mini Project
Collaborative learning



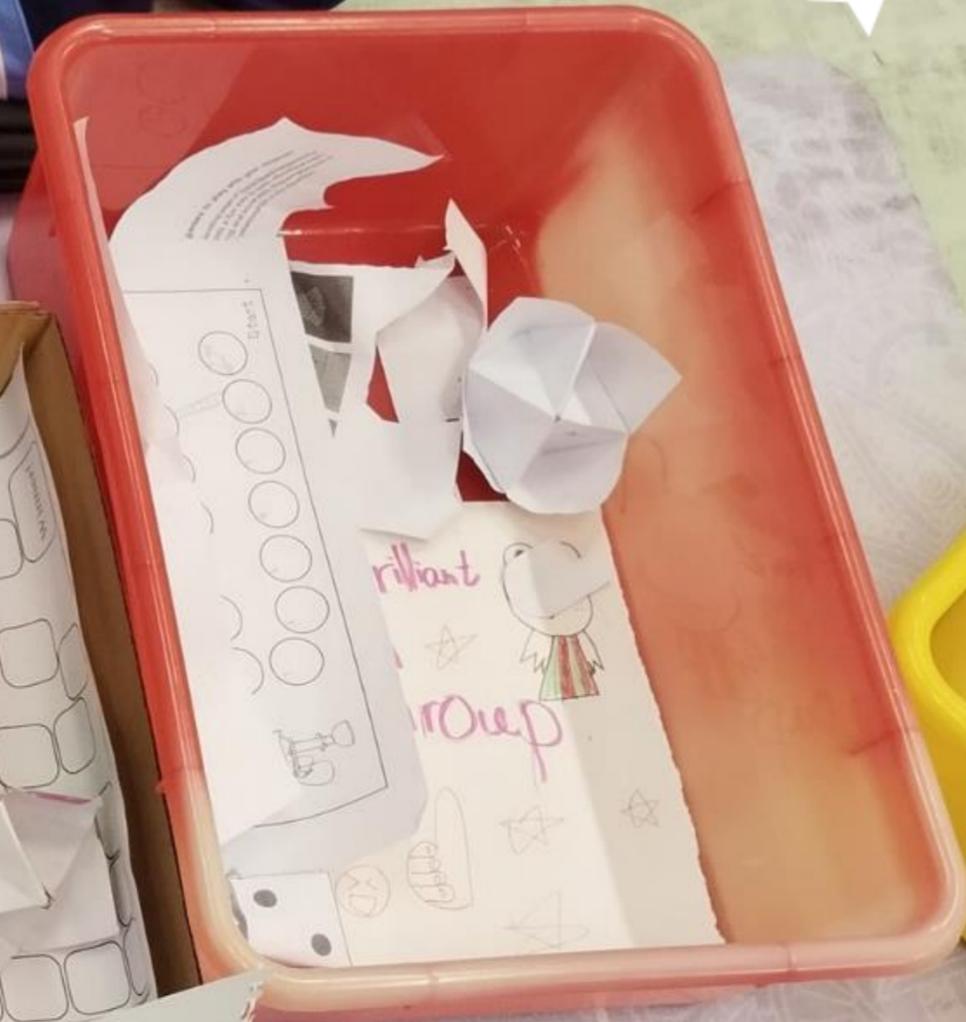
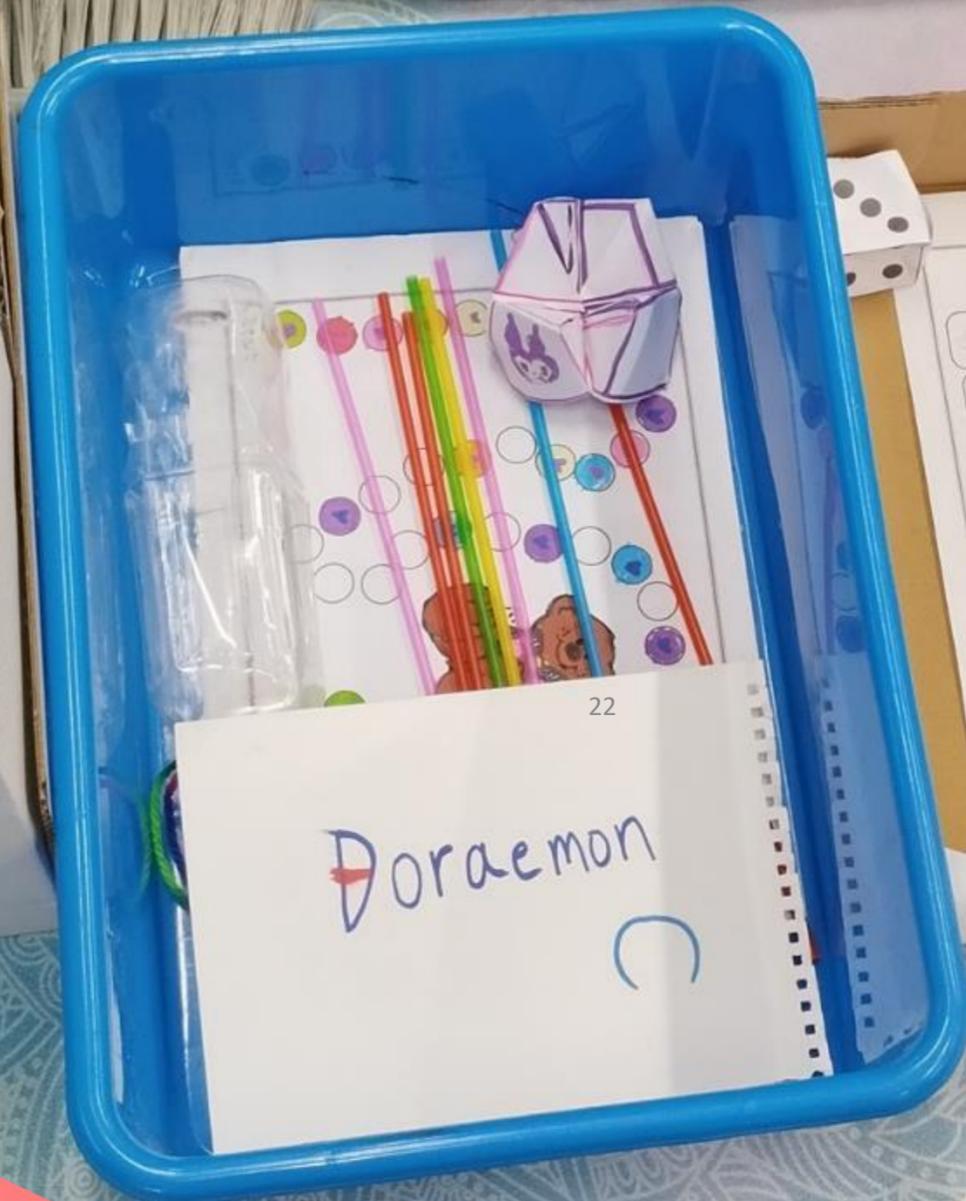
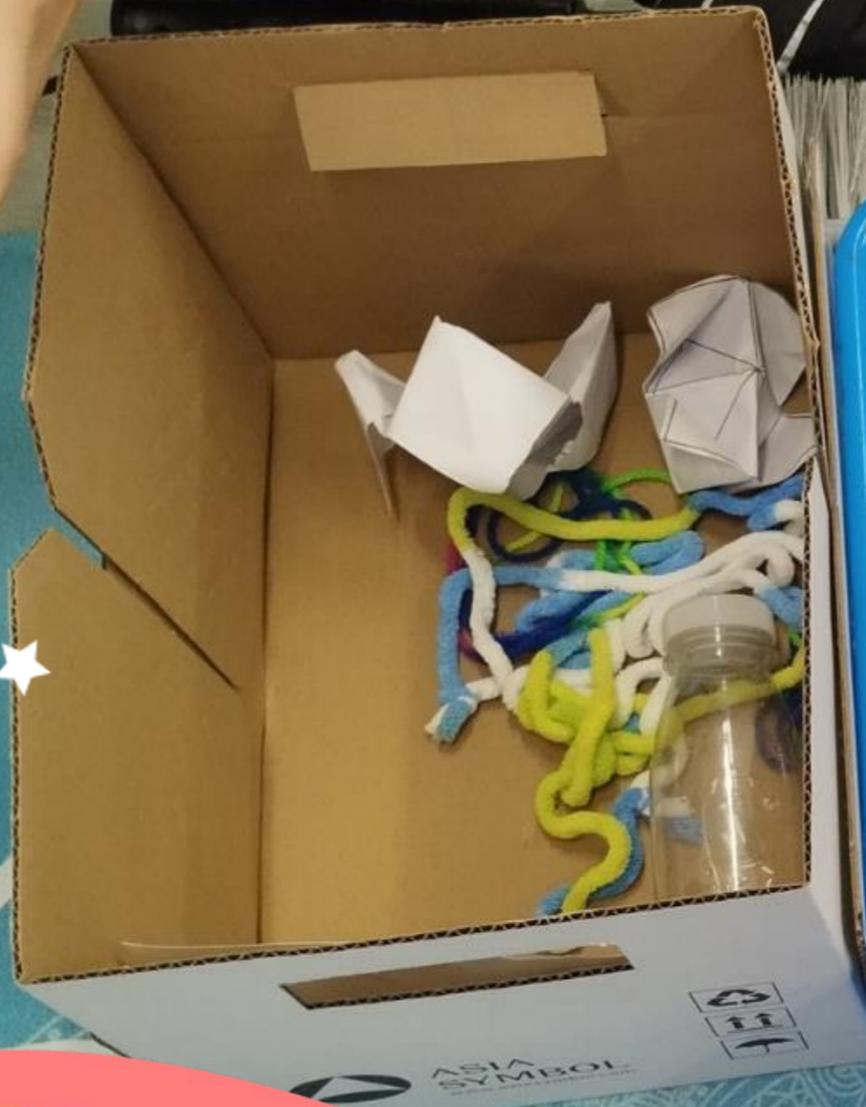
Learning by Doing



Simplified texts & Questions



Pictures & Realias



Props for games creation



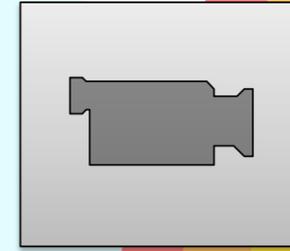


E-learning Tools

❖ Padlet

❖ Power Lesson2

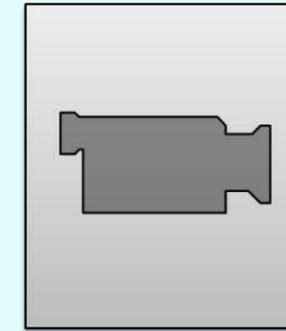
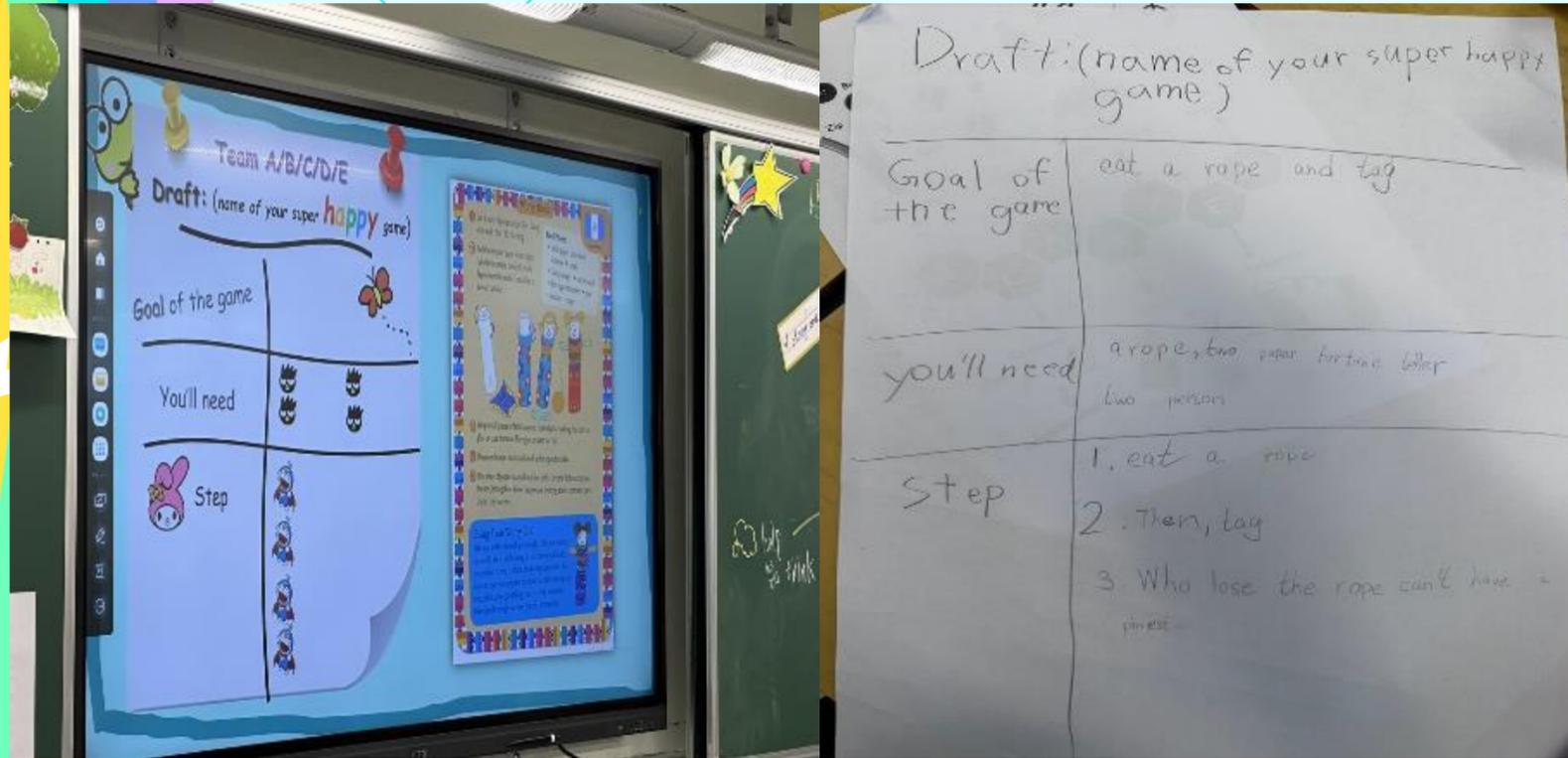
❖ Video



Mini Project



Learning by Doing

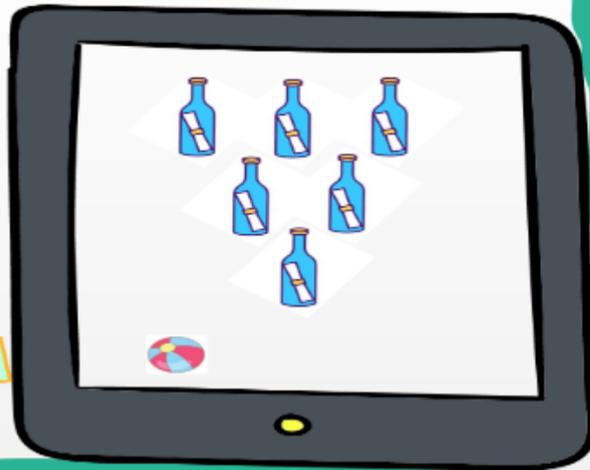


Let me show you my game!

Name of Game	Mystery Bowling Mission
Number of Player(s)	2 teams with at least four players
Teamwork	Circle: <input checked="" type="checkbox"/> / ✕
Place: indoor / outdoor	Circle: <input checked="" type="checkbox"/> Indoor / Outdoor / Both
Purpose	Tick ✓ the box(es): The game help us to <input type="checkbox"/> think <input checked="" type="checkbox"/> do new things <input checked="" type="checkbox"/> feel good <input checked="" type="checkbox"/> make friends <input type="checkbox"/> learn <input checked="" type="checkbox"/> be strong and fit <input type="checkbox"/> others: _____
SCAMPER	Tick ✓ the box(es): <input type="checkbox"/> Substitute <input type="checkbox"/> Combine <input checked="" type="checkbox"/> Modify
Competition	Circle: <input checked="" type="checkbox"/> / ✕
Materials needed	<ul style="list-style-type: none"> • 6 plastic water bottles with paper (mission) inside • a ball

Goal of the game

You'll need...





Simplified Texts & Questions

4AB

Traditional Games in China



Flying kites

Kites have quite a long history. The earliest kites were made of wood, instead of paper. Nowadays, the three most famous kites are the Beijing kite, Tianjin kite and Weifang kite. The swallow-shaped kite is a well-known Beijing style.

4C-E

Traditional Games in China



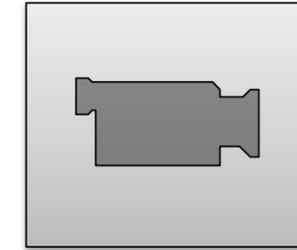
swallow-shaped kite

Flying kites

Kites have quite a long history. The earliest kites were made of wood, instead of paper. The swallow-shaped kite is a well-known Beijing style.



Values Education: Empathy



Sharing on favourite toys

Think - Pair - Share



1. **What** do you think about the boy's **favourite toy**?
Is it good to play with? Why or why not?
2. What do you think if you are asked to play with his **favourite toy**?
How do you feel?

26



What do you need to do to design a game?

Your mission:

You are the **BOSS** of a game company.
Design a game for the poor children.



Requirements:

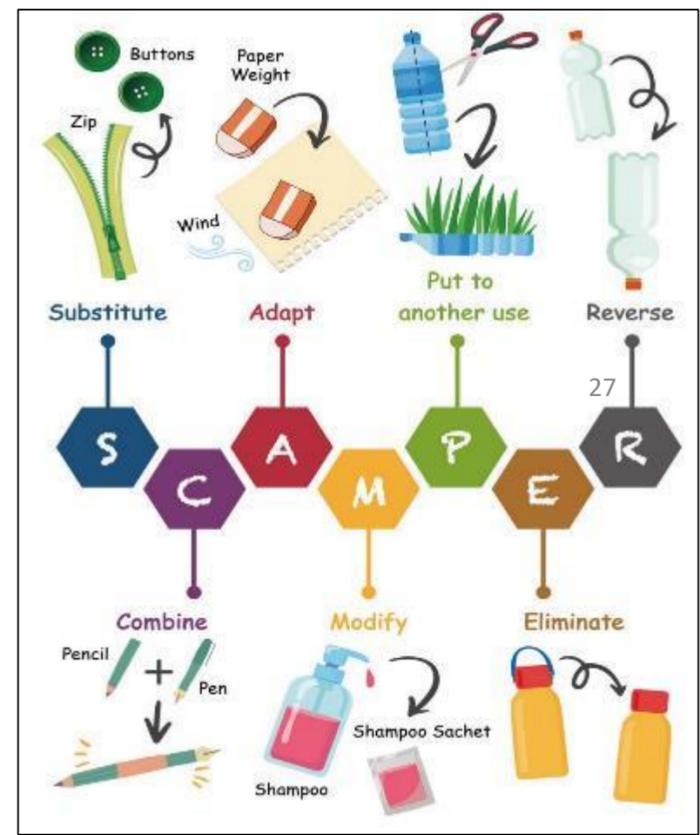
1. The game must *help the children feel good*.
2. Reuse some things you have,
e.g. paper, bottles, toilet paper rolls

YOU ARE THE BOSS

Game Book

Collaboration towards their Goal

- Show **empathy** with others and tell ways to help.
- Use the thinking tool: SCAMPER (**SCM**) to create their new games.



4AB: Substitute & Combine

4CDE: Modify





Celebrating their Achievement

MI lesson:

- Introduce the game they designed
(Games Ambassador)

28

English FUN Day:

- Share their games with everyone

Reflection & Way Forward

HHCKLA Buddhist Ching Kok Lin Association School
P.4 Multicultural Language Arts Seed Project
Games Around the World

321 Reflection Tool

3 things I have learnt... (colour  to show your answers)

-  The history of a country
-  Game can train us become strong
-  We don't need expensive toys
-  Game helps us to feel good
-  Game helps us to make friends
-  Game helps us to learn

2 things I want to know more... (colour  to show your answers)

-  The games in South America
-  The most exciting games in the world
-  The most popular game
-  The games in China

1 BIG question that I still have...

GAME TIME! 

Why China games are fun?

29

HHCKLA Buddhist Ching Kok Lin Association School
P.4 Multicultural Language Arts Seed Project
Games Around the World

321 Reflection Tool

3 things I have learnt... (colour  to show your answers)

-  The history of a country
-  Game can train us become strong
-  We don't need expensive toys
-  Game helps us to feel good
-  Game helps us to make friends
-  Game helps us to think

2 things I want to know more... (colour  to show your answers)

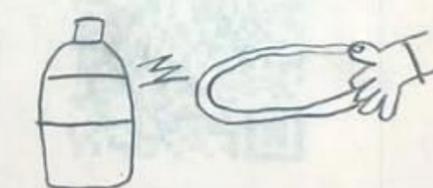
-  The games in South America
-  The most exciting games in the world
-  The most popular game
-  Hong Kong

1 BIG question that I still have...

GAME TIME! 

Why ^{do} I like playing English games?

How to make Your Game

Name of Game	string water bottle
Number of Player(s)	4
Teamwork	Circle: <input checked="" type="checkbox"/> / *
Place: indoor / outdoor	Circle: Indoor / <input checked="" type="checkbox"/> Outdoor / Both
Purpose	Tick ✓ the box(es): The game help us to <input type="checkbox"/> think <input checked="" type="checkbox"/> do new things <input type="checkbox"/> feel good <input type="checkbox"/> make friends <input type="checkbox"/> learn <input type="checkbox"/> be strong and fit <input type="checkbox"/> others: _____
SCAMPER	Tick ✓ the box(es): <input checked="" type="checkbox"/> Substitute <input type="checkbox"/> Combine <input type="checkbox"/> Modify
Competition	Circle: <input checked="" type="checkbox"/> / *
Materials needed	string and water bottle
Instructions	It can do new things and make friends. 

[Redacted]

Class: 4A (23)

Date: 15th January, 2021

321 Reflection Tool

3 things I have learnt...

1 We don't need expensive toys to play. 2 Games make us strong and fit. 3 playing games help us think.

2 things I want to know more...

1 why is toys invented? 2 where was toys invented?

1 BIG question that I still have...

1 who invented toys?

inventive

[Redacted]

Date: 15th January, 2024

321 Reflection Tool

3 things I have learnt...

1 The history of a country. 2 Game helps us to feel good. 3 We don't need expensive toys.

2 things I want to know more...

1 The games in South America 2 The most popular game.

1 BIG question that I still have...

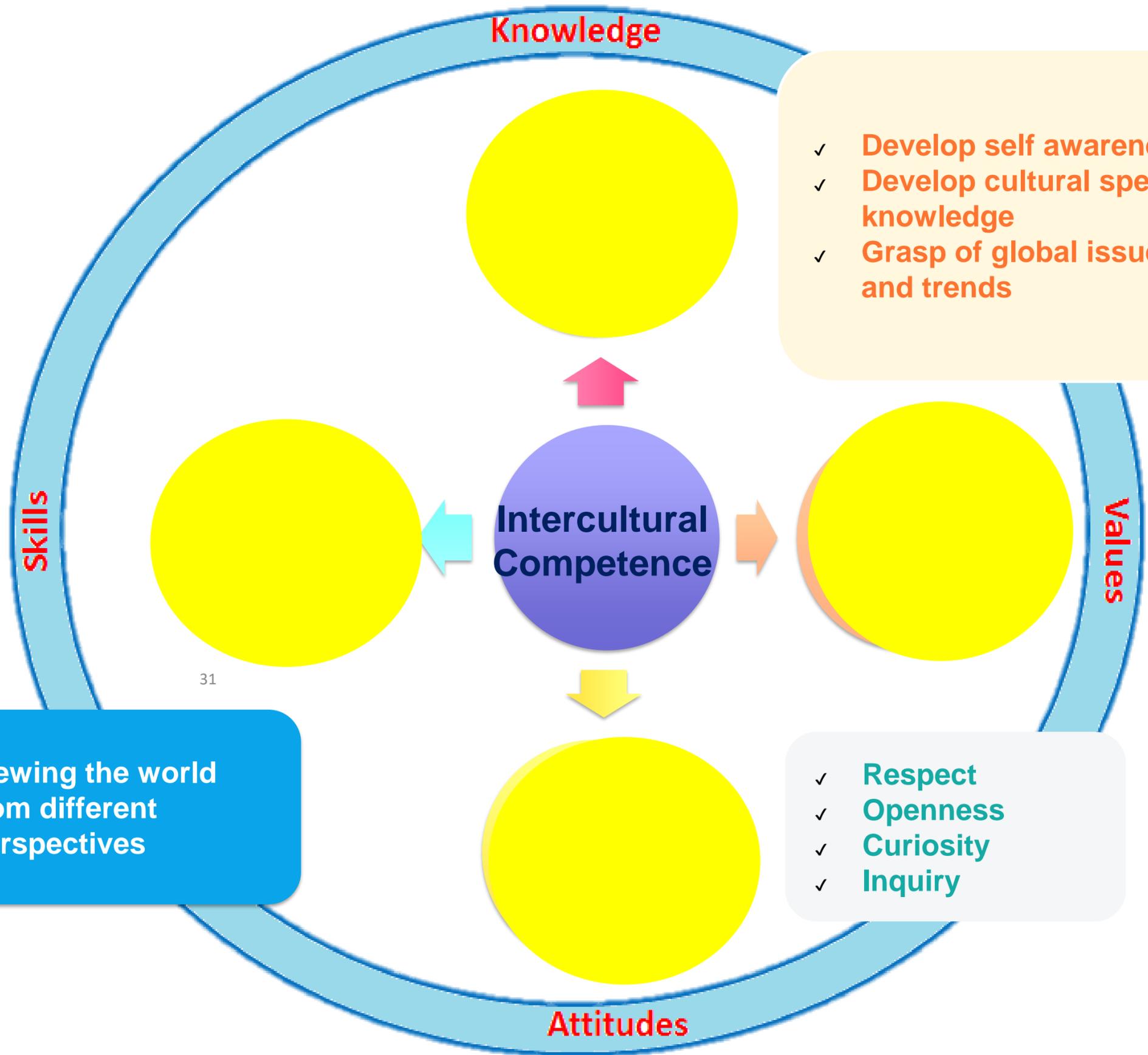
1 Why do we have games?

inventive

What do we expect students to learn?



- ✓ Viewing the world from different perspectives



The linkage between MLA and you



Literature that is multicultural provides students with opportunities to reflect on their own cultures (mirrors) and examine other ways of perceiving the world (windows). Specific cultures explored must be examined through multiple viewpoints that investigate their unique, diverse, and universal characteristics.

(Harvard Educational Review, Vol 65, Issue 4)

YOUR FIRST TOOL

TOOL: ACTION PLAN

★ Think and reflect on how integrating Multicultural Language Arts (MLA) into your current English curriculum will enhance students' intercultural understanding and enable them to become responsible global citizens.

GE / CCA 	<hr/> <hr/> <hr/>	Year Level (s) 	<hr/> <hr/> <hr/>
Theme/Unit 	<hr/> <hr/> <hr/>	Existing school-based resources 	<hr/> <hr/> <hr/>
No. of lessons / hours 	<hr/> <hr/> <hr/>	Cross-curricular collaboration 	<hr/> <hr/> <hr/>
Planned school events 	<hr/> <hr/> <hr/>	Other resources you might need 	<hr/> <hr/> <hr/>

Key documents for reference: <ul style="list-style-type: none"> ■ GE textbook / school based resources ● Annual English Programme Plan / Scheme of Work 	Anticipated Challenges: <hr/> <hr/> <hr/>
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TOOL: ACTION PLAN

★ Think and reflect on how integrating Multicultural Language Arts (MLA) into your current English curriculum will enhance students' intercultural understanding and enable them to become responsible global citizens.

GE / CCA 	<hr/> <hr/> <hr/> GE	Year Level (s) 	<hr/> <hr/> <hr/> P.4
Theme/Unit 	<hr/> <hr/> <hr/> Hobbies	Existing school-based resources 	<hr/> <hr/> <hr/> Extension from GE
No. of lessons / hours 	<hr/> <hr/> <hr/> 4-6 lessons (35 minutes)	Cross-curricular collaboration 	<hr/> <hr/> <hr/> No
Planned school events 	<hr/> <hr/> <hr/> English Fun Day	Other resources you might need 	<hr/> <hr/> <hr/> Thinking Tools

Key documents for reference: <ul style="list-style-type: none"> ■ GE textbook / school based resources ● Annual English Programme Plan / Scheme of Work 	Anticipated Challenges: <hr/> <hr/> <hr/>
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Resources and support available



<https://nets.edb.hkedcity.net/individual.php?p=178>



Thanks!



Credits



Special thanks to all the people who made and released these awesome resources for free:

- * Presentation template by [SlidesCarnival](#)
- * Photographs by [Unsplash](#)

