



Seminar on “Quality English Learning Experience in Kindergarten: An Enriched Oral Language Program with Phonological Awareness Exposure”

Date: Monday 20 November 2017

Time: 12:00 – 13:00

Venue: E33-G021, Tin Ka Ping Lecture Hall, Faculty of Education

Language: English

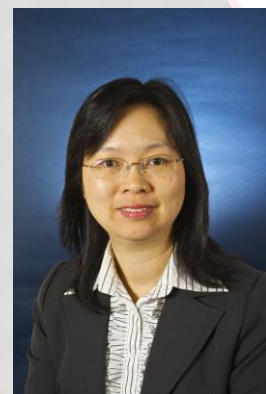
Target Audience: Pre-Primary Major Students & Kindergarten Teachers

Online Registration: <https://goo.gl/m1GgwJ> or QR Code



Speakers

Prof. Mei Lee NG has been an experienced English language teacher in the secondary school for 12 years before she joined EdUHK (formerly as The Hong Kong Institute of Education) in 2000. She obtained her two Master degrees on Teaching English as A Second Language and Early Childhood Education from the Institute of Education, London University in 1989 and 1998 respectively. Combining her two specialisms, she has developed her particular interest in researching preschoolers' second language teaching and learning and completed her doctoral studies on teaching English to kindergarteners in Hong Kong. She has taught at the university level mainly in the areas of second language learning of young learners. Her research interests also include early literacy and language development, parent education and parental involvement.



Prof. Siu Sze YEUNG has been with the EdUHK since 2004. She has taught at the university level in the areas of educational psychology, developmental psychology, cognitive psychology and young children with special needs. Her research interests revolve around young children's language and reading development. Other research foci include affective and cognitive factors associated with language and reading development and effects of reading intervention.



For enquiries, please contact Mr. Alan CHANG of FED

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Speakers:

Prof. Mei Lee NG, Assistant Professor of Department of Early Childhood, the Education University of Hong Kong and Prof. Siu Sze YEUNG, Assistant Professor, Department of Psychological Studies, the Education University of Hong Kong

Abstract:

Providing quality English learning experiences to very young learners is important for future language and literacy outcomes. In Hong Kong and many other Asian societies, English learning begins very early but the teaching approaches adopted by kindergartens are very diverse and not evidence-based. In this talk, the speakers will share the project findings from a number of research projects in the area of second language learning among very young Chinese ESL learners. Specifically, the rationale and design of enriched oral language program with exposure to phonological awareness will be presented. Effects of the program on second language learning in Chinese ESL kindergarteners will be discussed.