



澳門大學
UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU



教育學院
Faculty of Education

Workshop on “Quality English Learning Experience in Kindergartens: Use of Vocabulary Games in Story Reading”

Date: Tuesday 21 November 2017

Time: 13:00 – 14:00

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/sBmJvU> or QR Code



Speaker

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.



**For enquiries, please contact Mr. Alan CHANG of FED
Tel: 8822-4109, E-mail: FED_Event@umac.mo**

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Speakers:

Prof. Mei Lee NG, Assistant Professor of Department of Early Childhood, the Education University of Hong Kong

Abstract:

Storybook reading activities provide a meaningful context for young children to understand the meanings of vocabulary which is found to be highly predictive of future literacy skills including word reading and reading comprehension (e.g., Outlette, 2006). But how to engage learners effectively to interact with the vocabularies that are presented in the story reading ? This workshop introduces the various games that can be generated from the storybook reading which provides multiple exposure of the target vocabularies to children. Participants are led to have hands-on experience of designing the games, playing the games and reflecting on how the games induce an active engagement from the very young children.