Capstone Final Report

Enhancing the learning motivation through learning English vocabularies

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Abstract

Motivation is very important for everyone, especially when they are learning a new language. Students who have low motivation will lead to low academic performance. In Hong Kong, schools are mainly focus on academic performance, but less focus on the learning process and students' motivation. There are a few studies focus on students' English learning motivation, however the targets are high grade students. Therefore, the needs of lower grade students had been omitted. This capstone project aimed at enhancing the students' learning motivation for learning English vocabulary through game-based learning and the target participants were primary one student. In order to increase the students' learning interest and learn to cooperate with other members, the 6-sessions workshop will be used game-based learning, which used different kinds of games and activities to learn twenty vocabulary words, which are chosen from primary two English book. The pronunciation, spelling and meaning of the words were learnt in this workshop. Results showed that the project is effective to increase the learning motivation for learning vocabularies through playing different games and activities in the sessions. However, since the workshop was held in a short period, some participants reported that they do not think they had a big improvement and the difference between the pre-test and post-test were not significant. Therefore, further research is needed to explore how the teachers and parents can help to use game-based learning in their daily life.

Keywords: game-based learning, learning motivation, workshop, English vocabulary learning

Declaration

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Student Name: ___Chiu Nga Man _____

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Name of Lecturer: ___Dr. Patrick Connolly_____

Course Code and Title: _PSY 374 Capstone Project_____

Title of assignment: <u>**Enhancing the learning motivation through learning English vocabularies**</u>

I certify that the material now submitted is entirely my own work and I have cited all sources used and have faithfully indicated their origin.

Signature: _____   Date: ____3-12-2020_____

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Introduction

English has become one of the official languages in Hong Kong for many years. Since many parents think that learning English can increase their social mobility and job opportunities, some of them may teach their children English before they get into the kindergarten. Also, there are numerous schools, including kindergartens, primary schools, secondary schools and universities, use English as a medium of instruction. However, most of the Hong Kong people's mother tongue is Cantonese, but not English. Therefore, we can see that motivate students to learn English is extremely important. The present study is to find out whether the game-based learning can help Hong Kong primary school students to learn English vocabulary effectively. In this paper, the target problem is low academic motivation for English language learning amongst students in Hong Kong. In this study, a 6-session workshop was provided to lower primary students. Within these 6 sessions, the group members played different kinds of games and activities, which can improve their English and increase their motivation of learning English. After this workshop, the group members could learn how to use different games and activities to learn English effectively, so that they can also use games to learn other subjects and increase the motivation of learning, but not only English.

Literature Review

The definition and seriousness of the problem

Academic motivation is defined as the level to which students pay attention and effort when they have different kinds of pursuit (Cave, 2003). Academic motivation is usually assessed through behavior such as the effort they put and their level of persistence in their studies (Joseph, Anikelechi & Marumo, 2019), and instruments including Academic Motivation Scale (Fehmi, Mahmut, Kürsad, Ihsan, & Erdi, 2014). This scale is used to measure the academic motivation. The scale includes 20 items which related to "self-transcendence", "using information" and "discovery". All items are scored using a 5-point Likert type scale, which 1 represents absolutely inappropriate and 5 represents absolutely appropriate. Participants have to choose one option for each item and add up all the scores at the end. The higher their scores, indicates the higher academic motivation they have. In these terms, 'poor' academic motivation would usually be defined as the feeling of lack of interest towards subjects, it can be observed through behavior such as students do not participate in the lessons, listen to their teachers and slouch in their chairs (Joseph, Anikelech, & Marumo, 2019).

The problem that this paper mainly focus is the poor academic motivation among students learning a second language in Hong Kong. Motivation is an extremely important element for learning, and it may directly affect the academic results of

students. K Sarojani and Zahid (2013) states that motivation stimulates the interest of student, especially when they learn a foreign or second language. Motivation can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation is the behavior that driven by the inner desires of an individual when there is no external rewards or consequences, while the extrinsic motivation is the behavior that driven by the external rewards or consequences (Kachoui, 2018). There is another term that related to motivation---demotivation. Demotivation is the negative counterpart of motivation, and it defined that a demotivated learner is student who had lost his/her interest because of different kinds of demotives, which is the counterparts of motives, for example an uninteresting book and distracting environment (Meshkat & Hassani, 2012). A study had tended to think demotivation is equal to low motivation (Tran Thi & Baldauf, 2007).

According to a survey from Hong Kong Paediatric Foundation, it reported more than one thousand kindergartens and primary students' parents. Nearly 70 percent of the primary students' parents mentioned that their children are unhappy because of academic performance. Besides that, the survey points out that the stress level of children increases 60 percent after they get into primary school. Another survey from The Boys'& Girls' Clubs Association of Hong Kong claims that the primary students focus on their academic achievement a lot, and they feel great pressure from their

study. A research supports that the students who have high stress level have a lower mean score of achievement motivation than those who have slight stress (Ramaprabou & Dash, 2018).

In Hong Kong, every primary school has its own ranking and secondary schools have divided into different bandings. Students who have higher academic abilities and performance will mainly get into a higher-ranking school (Cheung, 2014). Students in lower ranking schools has lower academic performance and have fewer learning resources than those in higher-ranking school. Hence, these students are more disadvantaged in learning English. The study had also discovered that some students in low ranking school has low English proficiency, including weak in reading, writing and speaking. Besides that, they resist to learn and use English, and they have a negative attitude towards learning English (Cheung, 2014). According to Pennington (1998), it reported that some students faced obstacles when they learn English and they felt frustrated because of lack of success. Therefore, it is shown that academic motivation is very important in English learning of Hong Kong students.

Benoit(2017) claims that vocabulary is a vital and essential component of learning a second language. A research from Taiwan had pointed out that some participants are bad at memorizing vocabulary when having grammar and listening tests, which the researchers and teachers should pay more attention to (Hu, 2011).

Although vocabulary is not the whole to master languages, we cannot master any language without memorizing their vocabulary well. For example, English vocabulary covers in four areas: reading, writing, listening and speaking. However, there are only very few studies that related to students' motivation in Hong Kong, and they put less attention on the demotivation of students and the solution of helping these students. Therefore, this study is mainly focus on helping Hong Kong's demotivated students to learn English more effectively.

The consequences of the problem

Motivation is essential for everyone, especially for students. When they lack of motivation, it may lead to different consequences. Wilbourne (2006) mentions that "there is a positive correlation between the intrinsic motivation and academic achievement". Also, he mentions that when students are lack of intrinsic motivation, they may have lower scores in their examinations, do not enjoy the academic activities. It may also affect the students' pursuit of learning, the effort that they put in learning, the importance of the rating towards them and how they master the challenging tasks, or even it may lead to a society problem when they grow up (Wilbourne, 2006). Another research confirmed that students who have low academic intrinsic motivation had a lower academic achievement, especially in reading (Ganga,

2004). Klinger and Nelson (1996) found that one of the reasons of students' low achievement is low or no motivation. Falout, Elwood & Hood (2009) point out that "demotivation can negatively influence the learner's attitudes and behaviours, degrade classroom dynamics and teacher's motivation, and result in long-term and widespread negative learning outcomes" (p.403). You(2018) mentions that strong motivation can help students' to overcome the academic stressors and become less affected by those stressful conditions.

Han et al. (2019) state that the demotivating factors cause negative effect on learner's language learning motivation and it may annihilate their eagerness to participate in language learning activities. Besides that, the demotivated students may affect the dynamic of the classroom too. It may become the demotivation factors of other students and make them become demotivated too.

The causes of the problem

There are numerous factors that lead to the demotivation of students. Han et al. (2019) point out that there are six main demotivating factors, including teacher-based factors, the characteristics of class, failure experience, the atmosphere of class, class materials and lack of interest. Several researches (Keblawi, 2006 ; Qashoe, 2006 ; Hu, 2001) mention that factors that related to teacher are the major factors lead to the

demotivation of students. However, another study (Arefinezhad& Golaghaei, 2014)

mentions that the self- confidence of students was the most important demotivating

factor for the higher English proficiency group and they believe that students have to

memorize a lot of vocabulary is a reason that makes students feel demotivated in

learning English. Although some researchers had mentioned that academic stress can

be a stimulant for boosting the students who have low competency (You, 2018), stress

may also negatively affect the students' academic motivation. A study supports that the

loss of intrinsic motivation is one of the sources of the language learning demotivation

(Han, Takkaç-Tulgar, & Aybirdi, 2019). Stress may resist motivation, especially for the

first response after receiving the outcome that is lower than the desired result (Sammi,

n.d.).

Strategies for addressing the problem

    In order to help the low motivation students to learn English vocabulary

effectively, game-based learning is one of the effective ways to increase the students'

English interest. Benoit (2017) points out that almost all boys and girls engage in

interactive gameplay and she believes that the students' gaming experiences are useful

to the game-based learning activities in the classroom. Plass, Homer, & Kinzer (2015)

define that game-based learning is "the design process of games for learning involves

balancing the need to cover the subject matter with the desire to prioritize game play".

Another study defines that the game-based learning is not exactly a game, it defines

the game-based learning as a player perform in an artificial conflict that characterized

by means of rules and produce a quantifiable result (Salen & Zimmerman, 2004, p.

80). Students may need to win against a competitor or to complete different levels, and

they will gain various knowledge and skills (Sillaots & Maadvere, 2013). It combines

different kinds of learning strategies into effective techniques that help the students to

gain, practice and apply new knowledge (Benoit, 2017).

Game-based learning can be divided into two types: digital game-based learning

(DGBL) and non-digital game-based learning (NDGBL). Siew (2018) explained that

DGBL is a method that combined the computer or video games with the educational

content. For NDGBL, it covers all types of board games, card games or even physical

games (Naik, 2014). DGBL uses the innovative technology and increase the students'

academic achievement and engagement (Little, 2015). However, besides achieving

these outcomes, NDGBL has many advantages over DGBL (Naik, 2014). First, it is

cost effectiveness. Since teachers who use DGBL may need to buy some innovative

techniques to teach the students, the software may cost a lot. On the contrary, NDGBL

do not need to use a lot of money, board games and card games are cheaper than

software. Second, little or no teacher skills are required. Since the techniques in DGBL

are quite new to teachers, they may need to learn how to use those software in order to teach the students how to play. On the contrary, the game in NDGBL is quite easier to learn. Naik (2014) believes that the NDGBL is "a co-instructional strategy to complement the classroom teaching".

A research conducted from Tuan (2012) support that game-based learning is effective than traditional learning. Traditional teaching of learning vocabulary mainly focuses on writing but lose sight of combining the vocabulary to other language domains (Benoit, 2017). Some of the traditional learning methods focus on memorizing but not apply words, and may be outdated, such as substitution drills and memorizing dialogues, therefore students may not have the desired outcome for learning vocabulary. Besides that, this type of learning cannot let students actively engaged in learning. Since the game-based learning provides a fun learning experience to students, it can help them to enhance their vocabulary acquisition, motivation in learning vocabulary and provide a large amount practice of English. Sillaots & Maadvere (2013) report that game-based learning can increase students' motivation and interest in learning. A survey from Sandford (2006), it surveyed 924 teachers in primary and secondary schools, more than 60% of them agreed that game-based learning can help them in teaching and improve students' skills. Besides that, some teachers response that they are more interested in non-digital games than digital games

and about 90% of them don't want to change the NDGBL into DGBL (Naik, 2015).

From these literatures, we can see that we should more effort on motivating

students to learn vocabulary, increasing the intrinsic motivation of the students, so that

they can build their interest in learning English and learn effectively. This can help to

reduce their demotivation. Also, we can see that game-based learning is effective for

the teachers and students, non-digital game-based learning is more effective than

digital game-based learning. Therefore, this paper focuses on using non-digital game-

based learning approach to help demotivated students to learn English effectively.

Purpose of the project

Rationale

None of Program Including Non-Digital Based Learning in Hong Kong.

There are a few studies focus on DGBL of learning English vocabulary in Hong Kong,

including using apps, online learning games, etc (Zou et al, 2018; Yip & Kwan, 2006).

However, there is no program focus on NDGBL. Students who cannot access to

electronic devices may not experience this type of learning, therefore this project is to

try to use NDGBL to let student learn English vocabulary.

None of Program focus on increase motivation through game-based learning.

Studies of game-based learning are mainly focus on their effectiveness, however the

effectiveness may be affected if students are lack of motivation. Therefore, increasing

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students' motivation is the main focus of this project.

Neglect of the needs of lower grade student. Studies of English vocabulary mainly investigate the higher-grade student (Primary 3 or above). However, it is important to establish a good foundation of language, English vocabulary learning of lower grade student must not be overlooked. Therefore, this project is designed for primary one student.

Goals of the project

The overall goal of this project is to let group members to increase their motivation through learning more English vocabularies. Any one of the areas of English proficiency is also expected to have slightly improvement after the group finished. Goals for this group included:

1. To learn 20 vocabulary including the pronunciation, meaning and spelling.

2. To response learning English is more positive than before.

3. To practice ~~train~~ the members' reaction speed, attention and observation.

4. To provide opportunities to ~~enhance members' ability of cooperating with others and problem solving~~cooperate and problem solve with others.

5. To learn some new~~to~~ communication skills~~e~~ with group members during the games.

Methodology

Techniques

According to Shaw (2009), it mentioned that the adult participants were so
engaged in the "word bingo" game, they response a lot and try to pronounce the
English words. In this project, since the participants are quite small, there will be
adjustment for the game. The first time to play this game, which is in the first session,
the words that picked out will be read out by the leader because the participants may
not know how to pronoun them.

The puzzle game is a modification of Scrabble. Leah (2019) stated that Scrabble is
a game that can let children to learn to spell words, to unscramble the alphabets to
form words. In order to make the game become more interesting, the alphabets will be
written on a paper and stick around the room.

According to a website "Toppr", it stated that the "Letter Number coding" game
can help to judge the ability of coding a particular word by observing the rules.
Besides that, problem-solving skills can be also enhanced in this game. In order to
increase the difficulties of the game, besides playing "Letter Number coding", there is
a modification of this game in this project. Each number consists of three to four
letters, participants have to think deeply and this can make them more familiar to these
vocabulary.

"Big TV" can let members to practice using English to express their thoughts.

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Members have to use English to describe the food to other members, without saying the name of the food, and other members have to guess the name of the food.

According to a website from Educator Certification Program (ECP), it affirmed that the Pictionary game allows students to understand the meaning of the vocabulary by drawing their representation of the words. "Draw Something" is the similar to Pictionary, the modification of this project is no time limit for each round, the participants can modify their drawings before others guess correctly. "Passing Paper" is also a similar game, the difference between "Draw Something" and this game is the number of members in each group and participants have to draw one by one in this game. Since no talking is allowed, this will increase the excitement of the game.

According to the website of ESL Game Plus, it affirmed that the interactive board game can help students to review and practice English vocabulary. Members have to read out the words after they roll the dice and flip the card.

Word Search can enhance children's spelling skills, boost working memory and develop word recognition (Word Search: Puzzles and Worksheets, n.d.). Members can deepen their memory by finishing a word search worksheet of the 20 vocabularies.

The idea of "Picture Swat" and "Word Swat" is from the "Sight Word Fly Swat". According to a website of sight word, it confirmed that "Sight Word Fly Swat" can build speed and confidence when identifying sight words. Since the target participants

in this group is quite small and they may not identify the word at the first time they

play, the participants will play "Picture Swat" first, which is a modification for

matching the pictures with the pronunciation.

"Team Match" in this workshop is based on the author's experience. This game

can increase the children's excitement and interest towards this workshop. The

competition between the group members can enhance their motivation of learning

those vocabularies. Children can gain sense of satisfaction by winning the competition

and getting rewards.

Participants

The workshop is formed by four participants (2 boys and 2 girls) aged between 6

to 8 years old. The participants were recruited by a community center, Family Links

Social Services. Participants are from primary one to two students. After

communicating the content and details of the workshop with the social worker who is

responsible for child service, phone interview was done by the social worker to recruit

participants. The workshop started recruiting members since 25th July. The 6-session

workshop was held during the summer holiday. The length of each session was one

hour, and two sessions for weekly. This group was a closed group, which no new

applicant would be allowed to join once the group had started.

Session Plan

Sessions	Main activities
1	"Big TV"
2	Board Games
3	Basic& Advanced "Letter Number Coding"
4	Basic &Advanced "Passing Paper"
5	Basic & Advanced "Team Match"
6	Puzzle

Materials

The vocabulary used in this workshop was picked in a primary two English book--- "Primary Longman Express" Book 2A, which was used in Hong Kong's primary school. There were twenty vocabularies picked to use in this workshop, they were about different kinds of food.

Flash cards   Refer to appendix B,T they were printed with the 20 pictures and their names at the back. They were printed on both sides. Usually, it is used to teach kids vocabulary and deepen their memory because there are pictures at the back of the words.

Letter Number coding worksheet   There are some questions with numbers under each blank. Participants can follow the coding rules to find out the words.

Word Search worksheet____——There were a lot of alphabets on the

worksheet, the participants had to find the vocabulary they learnt in the workshop

hidden in the grid. Words were distributed vertically, horizontally, diagonally,

forwards, or even backwards.

Matching words cards_ ——They were printed with the 20 pictures and their

names. They were all printed on one side of the cards.

Method of evaluation

There were three methods of evaluation, asking ~~questions~~verbal feedbacks,

observation and pre-test and post-test.

First is asking ~~questions~~verbal feedbacks. Since the group members in this project

were primary one and two students, it was difficult for them to fill in the questionnaire

or write words to express their opinions. Hence, the leader asked the participant serval

questions (refer to appendix E) in order to get feedback from them, participant raised

their hands up to answer the questions. However, there may trigger a problem, which

is the participants' feedback may affected by others. When they see others raise up

their hands, they may follow them because they don't want to be an outsider.

Therefore, the other two methods can help to receive feedbacks and the result from

asking questions can be a reference.

Second is the leader's observation. During the whole workshop, leader observed

every participant to see whether their interest of learning increase, whether they get

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involved in the workshop and any changes of attitude towards learning English.

Third is the pre-test and post-test (refer to appendix F). Before the workshop began, the leader showed 20 pictures that will be learn in this workshop on the screen, each participant had to spell the words and write them on a paper. After that, the leader interviewed the participants to ask them to try to pronounce the words and explain the meaning of the words. They were encouraged to say it in English, however, when they could not express in English, they may say it in Cantonese. At the last session, the leader showed the same pictures from the pre-test, they also had to spell the words and had interview with the leader one by one. The leader marked their answers in a worksheet. The spelling, meaning and pronunciation of each word carries one mark, which means the total mark of the pre-test and post-test is 60 marks. The leader compared the marks of each participant in the pre-test and post-test, in order to understand how much they learnt in this workshop. The participants did not know their own marks and other member's marks, therefore the leader told the participant to do the worksheet without pressure, and no any punishment if they don't know what the answer is.

Basic ground rules

In order to maintain the classroom order easily and facilitate members' sense of belongings toward the group, some basic ground rules were established. The leader

introduced the rules to the members in the beginning of the first session.

Do's: 1. Be punctual
              2. Respect others
              3. Listen to the instructions
              4. Active participation
              5. Raise hands before speaking up / after completing the game

Don'ts: 1. Leave the seat without permission
              2. Eating / Drinking (water is excluded)
              3. Speak foul language / words of disrespect

All ground rules were shown in PowerPoint slides. When members violated the

rules, the leader reiterated the ground rules and gave that member a verbal warning.

Members who received three verbal warnings in a session, he/ she was not allowed to

join the activity for a round.

Ethical consideration

First, for the consent form, since the target group in this project is junior primary

students, a parental consent form was distributed to their parents. The goals, benefits,

risks and the permission of the audio recording were included in the consent form. The

leader explained the consent form to the group members, asked them whether they

were willing to join this group and mentioned that their voice was recorded in the

audio recording. Also, the consent form (appendix G) mentioned that all information,

audio recording and the whole project were evaluated by the supervisor.

Second, all the information and audio recording were stored in a secure location

with password and will be deleted after 6 months the whole capstone project ended.

Third, since the parents of the group members had the right to know what their children doing in the session, the leader explained to the group members that if their parents ask, the leader will tell them the important information or answer the questions they ask, but things that members share in the sessions will not be disclosed to the parents.

Fourth is the confidentiality, things we do and the content we share in this workshop may shared by others. Therefore, the leader encouraged the participants not to tell others about things in this workshop and not to share with each other too much about the group activities outside the group. Confidentiality and its importance were explained to the participants clearly in the beginning of the first session.

Fifth, the leader observed whether the participants feel stressed a lot. If the leader discovered the participants have high stress level, or they reported feel stressed during the sessions, they could tell the leader and they were allowed to take rest and resume anytime when they feel better. Also, participant could withdraw the project at any time after notifying their parents. If they had stress problem, the leader would refer them to the center and the staff in the center would provide help for them.

Evaluation of implementation

Adherence to timeline

The process of plan implantation includes contacting the center and parents,

recruiting participants and data collection. The details were should in the following

table.

Date	Original schedule	Adherence Y/N	Revised schedule
June	• Searching the appropriate center to hold the workshop (Early June) • Contact & Confirm the centers through sending emails and having meetings (Mid – Late June)	Y	• Searching the appropriate center to hold the workshop (Early June) • Contact & Confirm the centers through sending emails and having meetings (Mid – Late June)
July	• Prepare for the workshop (Late June – Early July) • The workshop started (Mid / Late July)	N	• Prepare for the workshop (Late June – Early July) • Confirm the details of online workshop with the center (Mid – Late July) • Contact & Confirm the workshop with the parents (Late July)
August	• Integrate the information from the workshop	N	• Start & End the workshop (From 10th August to 27th August, every Monday and Thursday)
September	• Integrate the information from the workshop	Y	• Integrate the information from the workshop
October	• Outline of final project	N	• Integrate the information from the workshop
November	• Presentation of the final project	N	• Draft of the final project • Presentation of the final project
December	• Final revision of the final project	Y	• Final revision of the final project

In June, the project was adhered to the original timeline. However, due to the

coronavirus outbreak, the progress of the project had been delayed since July.

Unanticipated difficulties

Method changes

Due to the coronavirus outbreak, all primary schools had suspended. In order to wait for the arrangement from the government, the workshop was postponed. In July, the social gathering ban was still being implemented, which the classroom should not be more than four people, including the group leader. Therefore, the centre was not allowed to hold the workshop in face-to-face and the workshop had changed into online workshop. Each session of the online workshop had reduced to 45 minutes to take into account participants' concentration ability. All members attended the workshop through Zoom. By this change, there was less interaction among the group members.

Participant changes

The participants in the original plan were eight primary one students. Since the primary students had suspended their lessons for more than half year, a lot of parents planned to let their children to have tutorial lessons. Also, it was hard to manage the online group if we have too many participants, and it was hard to find eight participants under this situation, therefore the number of participants had reduced to four participants. Moreover, the social worker in the centre reported that there were only two primary one students registered for the workshop, therefore they suggested

two primary two students, who are extremely weak in English, to join the workshop.

As a result, the workshop had four participants, two of them are from primary one and

two of them are from primary two.

Changes made on the content

Since the workshop had been changed into online and the duration of each

session had been reduced, many changes were made when it compares with the

original plan.

The review part of some sessions was replaced by two online games, in order to

make the session more interesting. First was "Kahoot!". The answers were all

represented by different shapes and colors. The leader shared the screen to host the

game and asked the participants to answer through Zoom. After they responded, the

leader chose the answer on the iPad. In session 1, the quiz was true false questions,

and the participants were asked to act the shape out to represent their answers at the

same time. In session 3, the quiz was multiple choice questions, and the participants

were asked to show the same color pen as the answer. Second was "Nearpod". The

leader had designed two matching games for the group. This game was planned to

proceed at the same time, and all members use their own devices to finish the

matching games. However, these matching games had changed due to the technical

problem of different members, which the leader could not solve in the session. The

participants were asked to finish the games by themselves after the sessions. The

original schedule for Nearpod were changed to other activities. In session 2, it changed

into self-introduction of the absent children in previous session and reiterate the

ground rules to all members.

Some of the games had been cancelled and some of them had been moved to

other sessions. The instructions of the games had also been modified. Moreover, there

were some small changes in the modified online session plan (refer to appendix A). In

the activity "Passing Paper" in session 2, it was planned to have only 10 seconds for

the member to draw the pictures. However, it was observed that the group members

did not have enough time to draw. Therefore, the time had expanded into 30 seconds.

For the word search activity in session 3, it was noticed that the members did not

have enough time to finish the word search worksheet. Therefore, the time limit had

increased into 20 minutes in session 5, but most of the members still could not find out

all the words.

For the letter number coding activity in session 4, there were 3 rounds in this

game originally. However, it was observed that the members enjoyed playing the game

and they played quickly. Therefore, the leader had added 5 more rounds for the game.

Difficulties faced in the middle of the session

First is the involvement of the parents. Parents would not involve or appear

during the session if the group was held face-to-face, the members would attend the

sessions by themselves. However, since the group had changed into online, members

had to attend the group at home, their parents or family members may appear around

them or even sit next to them. It was observed that some of the parents told the

participants the correct answer when the leader asked them questions. This affected the

performance and reaction of the participants during the sessions.

Second is the connection between the devices. Since every group member used

different devices to access Zoom, for example, iPad, mobile phone, and computer, the

connection of the devices and the stability of the Wi-Fi were different. During the

sessions, it had appeared the situation of disconnecting the screen or sound, which led

to inconvenient and hindered the process of the group and the participant to join the

group.

Third is to get the attention of the group members. As the group members did not

look at the camera all the time, it was hard to observe whether the group members pay

attention to the group. Also, there were many distractions at their home, some of the

members were hard to concentrate in the session.

Fourth is to listen to the response from each member. The response from the

group members were played over the loudspeaker on the computer, and it was hard to

distinguish their voices. Also, when the group members speak out the answer together,

it was hard to find out who did not response and who spoke the wrong answer.

However, if the group held face-to-face, the leader could observe the facial expression

of each member and walked in front of them to listen their answers.

Self-evaluation

From my experience, I had hold group in face-to-face for many times, but this was the first time for me to hold a group online. In the past, I thought that we have to pay attention to many details when we have groups with children, including the difficulties of the activity and classroom order. However, I knew that having online groups with children need to be aware to more details, and there will be more unpredictable situations appear in the sessions. Therefore, I thought that it was very challenging, and I felt nervous before the group started, I was afraid that I could not control the members. However, in this project, I thought I had managed the group well. Although some unpredictable situations were really happened in the sessions, I could still make modifications during the sessions, in order to fit to the needs of the group members. During the sessions, I could implement all the activities in the sessions. I could learn more about how to communicate with the group members, how to organize the activities that can teach students online and how to get attention from the students under the online situation. Besides that, throughout the sessions, I had always checked the progress of the group members, I always asked them whether they could follow the pace of the group, whether they understood about the activities and had demonstration before the game started.

Findings

Observation

The leader had recorded how the group members performed during the sessions, how they were involved in the sessions, and their improvements, which were the observation of the leader during the sessions, in order to evaluate the group.

Participant 1 (F). She is 7 years old who was quite active in the group. She was diagnosed with attention deficit hyperactivity disorder (ADHD). It was observed that she could not sit still in the sessions, especially in the pre-test session, she kept jumping around when the leader was talking with her mother. After talking to her mother, she had improved, but she still fidgeted and squirmed in her seat in the remaining sessions. She was excited and enjoyed all the games, she participated and responded in the sessions actively. However, her mother helped her a lot and she relied on her mother a lot. In the game "Picture Swat", her mother helped her to find out the cards that were spoken by the leader, and she only showed the cards in front of the camera without thinking. In the activity "Word Search", most of the time her mother was doing the worksheet, and she seldom helped her mother to finish it. Even though the leader had encouraged her to finish the worksheet with her mother, she just had a look at the worksheet and did not help her mother. Also, she attracted others' attention in the sessions, such as she sang and made noises while other members were doing the

worksheet.

Participant 2 (M). He is also 7 years old who was quite silent in the group. He immigrated to Hong Kong from Mainland China a year ago. He was concentrated in the session and participated in every activity actively. Although he had some troubles connecting the devices, it was hard to listen to his voice, which the leader always asked him to repeat, he still tried his best to respond to the leader and participate in every activity. For example, he could not find the words in the activity "Word Search", and he did not give up, his mother helped him a little bit and he tried his best to finish the worksheet. It was observed that he became more involved and enjoyed the group after a few sessions. Therefore, it was shown that his motivation of learning English had improved.

Participant 3 (M). He is 8 years old who was always be the first one to join the meeting. He was diagnosed with ADHD and autism spectrum disorder (ASD). He responded to the leader and participated in most of the activity actively. However, when the activities required more concentration and more time to complete, he looked a bit impatient and distracted by other things easily. For example, in the activity "Word Search", he worked hard on his worksheet in the beginning, and he started distracting from other things later because he thought the worksheet was difficult and he wanted to give up. After the leader encouraged him, he was willing to continue to work on his

worksheet. Also, he attracted others' attention, he always turned on and turned off his

camera.

  Participant 4 (F). She is also 8 years old who was active in the group. She

engaged in all the activities cooperatively and responded actively. She was

concentrated in every session, and she tried her best to finish all activities by herself.

In the post-test session, she was willing to chat with the leader and mentioned that she

would like to continue to join the group. It was observed that she had passion to learn

English and she could enhance her learning motivation by playing games.

Verbal Feedback from the participants

  Since the group members gave the verbal feedback through Zoom, they were told

to raise their fingers to represent their feedback (one is totally disagree and five is

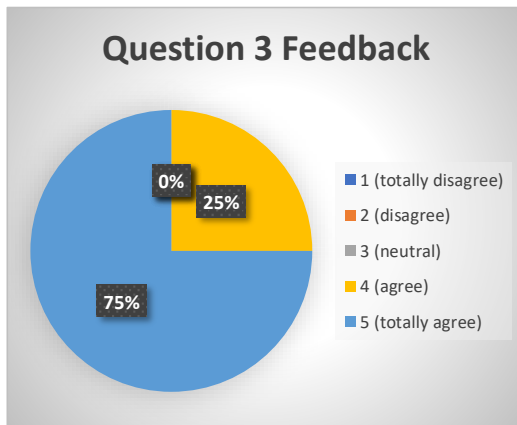totally agree). Here are some feedbacks records.

Question 1: How much do you agree that you have learned English vocabularies in
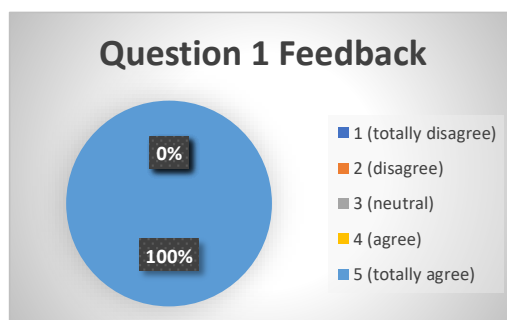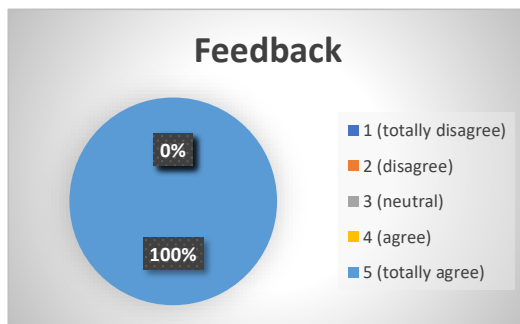
this workshop?

Question 2: How much do you agree that you become more interested in learning
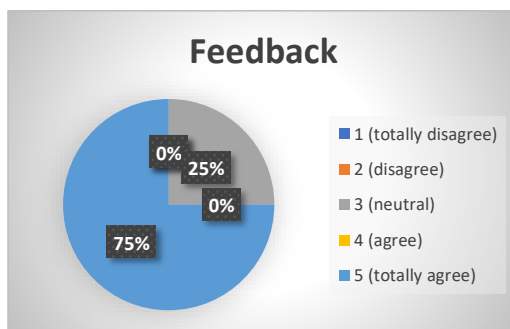
English after attending this workshop?
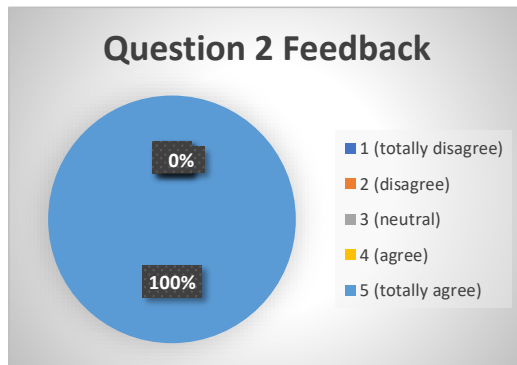
Question 3: How much do you agree that you enjoy involving in this workshop?

Question 4: How much do you agree that you want to learn more vocabularies by

using these games?

Question 5: How much do you agree that you have improved your English?

From the above charts, all group members agreed that they could learn English vocabularies in this workshop, and they became more interested in learning English after attending the workshop. Also, they enjoyed learning vocabularies by playing the games that they played in this workshop. Besides that, all group members agreed that

they enjoyed involving in the workshop, and most of them were totally agreed. Most

of the group members think that they had improved their English and one of the

members thinks that she had no differences on their English ability after attending this

workshop.

Results of Pre-test and Post-test

The worksheet for pre-test and post-test were used to examine how much the

group members learnt in this workshop. The number of participants in the project (N)

is 4. The participants were aged 7 and 8, which in average 7.5 years old. As we did not

know whether the data were normal distributed or not, Wilcoxon Signed Ranks test

and Paired Sample T-test were both done for this project.

Table 1. Mean and standard deviation of the pre-test and post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-T	28.875	4	5.3600	2.6800
	Post-T	48.750	4	5.4848	2.7424

According to the T-test, table 2 shows that the mean of the participants' score is

28.88 and with the standard deviation of 5.36 in the pre-test. The mean had increased

to 48.75 in the post-test and with the standard deviation of 5.48 in the post-test. It

represents that the participants had learnt the English vocabularies by using games in

this workshop.

Table 2. Test Statistics Table from Wilcoxon Signed Ranks Test

Test Statistics[a]

	Post-T - Pre-T
Z	-1.826[b]
Asymp. Sig. (2-tailed)	.068

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The table shows that the p-value (Asymp. Sig. (2-tailed)) is 0.68, which is greater than and very close to 0.05. Therefore, we failed to reject the null hypothesis. As a result, there is no significant difference on the scores in the pre-test and that in the post-test, and the invention may not be successful.

Table 3. Paired Samples Test Table from T-test

Paired Samples Test

| | | Paired Differences | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-T - Post-T	-19.8750	6.4856	3.2428	-30.1950	-9.5550	-6.129	3	.009

The table shows that the p-value is 0.009, which is less than 0.05. Therefore, we reject the null hypothesis. As a result, there is a significant difference between the scores in pre-test and post-test, t (3) = -6.129, p < 0.05. From this, it was shown that the invention may have been successful.

From table 3 and table 4, it was shown that Wilcoxon Signed Ranks Test showed that the result was not significant while T-test showed that it was significant. Since the sample size in this study was relatively small, the statistics was not reliable enough. Also, there is no method to examine the reliability and validity of the pre-test and post-test, and there is no control group in this study. Therefore, we cannot treat these findings as valid.

However, when the statistics combined with the observation and verbal feedbacks, it may interpret that the intervention may have been successful.

Conclusion

Nowadays, most of the Hong Kong students have a busy schedule. Their parents focused on their academic performance a lot, which they may pushed their children to attend different tutorial lessons and extra-curricular activities. Time by time, the students lost their learning motivation, they just tried to fulfill the expectation of their parents. When the children could not memorize the vocabularies, most of the parents would blame on them and scold them, which makes the children become more and more demotivated. In this project, the objectives were mainly focused on increasing Hong Kong students' learning motivation through learning English vocabularies by playing games and activities. From the results of the pre-test and post-test, and the responses of the group members, it could be concluded that the workshop could

achieve the goals.

Due to the coronavirus outbreak, the implementation of this workshop had changed a lot. Therefore, it is recommended to continue the workshop in the future, in order to examine the effectiveness of this workshop. Since Hong Kong students are busy studying but most of them learned in a boring way, which affects their learning motivation. Therefore, this workshop is suitable for Hong Kong students. Therefore, the Hong Kong government should invest some money into changing the vocabulary education in the future, in order to increase the learning motivation of students. However, this workshop is more likely suitable for up to Primary four students. It is because students starting from primary five have to prepare for their public examination and they should not only focus on vocabulary. Also, learning vocabularies by playing games is quite time-consuming, students may not learn lots of vocabularies in a short period.

Recommendations

As this workshop could only be held online under the coronavirus outbreak, many activities had been restricted. Children could only sit in front of the camera, which reduces the interestingness of the workshop and may lower their motivation. For future study, the researcher can increase the enjoyment and movement of the activities, which would increase the members' motivation more. Also, the researcher

can hold the group face-to-face, in order to observe and assist the group members easily and directly. The future researcher can give more opportunities to the members to interact more, so as to fulfill the remaining goals, which are providing opportunities for members to cooperating, problem solving and communicating with others.

Besides that, since the workshop was very short, it is observed that there were no significant differences between the pre-test and post-test and some of the members reported that they do not think that he or she had improvement in English. The future study can explore how the parents and teacher use the game-based learning in the daily life, so that the children can learn different subjects by using game-based learning, and it can help the students to increase their learning motivation in a more effective way, but not just learning in the workshop.

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Appendices

Appendix A

Online Session Planner

Student Name: Chiu Nga Man Angela (178050)	University Supervisor: Dr. Patrick Connolly
Group Title: "Playing with English"	Number of Group Members: 4-6
Session Number: One	Duration: 45 mins

Program Schedule (45 mins)

Time	Activity Name	Goal(s)	Description of the activity	Materials needed
5 mins	Welcoming and briefing	➢ To introduce the leader ➢ To introduce the goals of the workshop ➢ To arouse the interest of students	Mini lecture for introducing the leader, the purpose of the workshop and things we will do in the workshop. Informed consent and confidentiality will be introduced and explained to participants.	/
5 mins	Self- introduction	➢ To build up relationship between group members ➢ To let the members get ready to use English in lesson ➢ To let members practice using English to express their thoughts	The leader will ask each member three questions and members have to introduce themselves by answering the questions in English. 1. What is your name? How would you like others to call you? 2. What are your hobbies? 3. What is your favourite food? The leader will have a demonstration and write sentences on the board to guide students to answer the questions. 1. My name is ……You may call me…… 2. My hobbies are……/ I love to ……	1. Pen 2. Paper

			3. My favourite food is……	
5 mins	Basic ground rules	➢ To maintain classroom order easily ➢ To facilitate the members' sense of belongings	The leader will introduce, elaborate and explain basic ground rules that members should follow in this workshop. Members can also give suggestions to add rules.	1. Ground Rules
15 mins	"Big TV"	➢ To let members practice using English to express their thoughts	There will have 10 rounds in this game. In each round, the leader will ask all the members to turn their backs to the camera and ask a member to look at the camera. The leader will show 1 vocabulary. After that, all members can face back to the camera and that member have to try to use English to describe the food to other members, without saying the name of the food. Other members have to guess the name of the food. Leader will guide that member by the following questions if he / she cannot describe it. 1. What is the special features of this food? 2. What colour is it? 3. When do people usually eat it?	1. Flash Cards
5-10 mins	Mini Lecture	➢ To introduce the 20 vocabulary we learn in this workshop	The leader will introduce the 20 vocabulary with the flash cards, including the pronunciation, meaning and spelling of each word.	1. 20 flash cards
5-10 mins	Summarizing and Ending	➢ To deepen the memory of group members	The leader will recap the 20 vocabulary with the online game Kahoot!	1. Kahoot! Quiz 1 (True/ False)

Session Planner

Student Name: Chiu Nga Man Angela (178050)	University Supervisor: Dr. Patrick Connolly
Group Title: "Playing with English"	Number of Group Members: 4-6
Session Number: Two	Duration: 45 mins

Program Schedule (45 mins)

Time	Activity Name	Goal(s)	Description of the activity	Materials needed
10 mins	Reviewing	➢ To review and recall the vocabulary we learnt in the previous session	The leader will recap the vocabularies with the online game.	1. Nearpod Matching 1
25 mins	"Passing Paper"	➢ To build relationship between the group members ➢ To enhance the cooperation between group members ➢ To deepen the memory of the vocabulary	Members will take turn to be the one who draw and the one who guess. All members have to keep silent in the whole activity. First, the leader will tell the members the order in which they play the game. All the members will face back to the camera, except the first member who draw. Then, the leader will show the vocabulary to the first member (if he/she cannot understand, the leader will show the picture). After that, the leader will say "1,2,3,4,5", the second member can also face to the camera, and the first member can start to draw the picture. Then, the first member has to hide his/ her drawing. The second member have to copy the first picture or add something on the picture and show to the third member……etc. The last member has to guess the correct food names. **Everyone has only 10 seconds to draw the pictures.	1. 20 flash cards 2. White paper 3. Pens
10 mins	Summarizing and	➢ To deepen the memory of	The leader will recap the vocabularies with the members	1. 20 flash cards

	Ending	group members	by using the flash cards.	

Session Planner

Student Name: Chiu Nga Man Angela (178050)	University Supervisor: Dr. Patrick Connolly
Group Title: "Playing with English"	Number of Group Members: 4-6
Session Number: Three	Duration: 45 mins

Program Schedule (45 mins)

Time	Activity Name	Goal(s)	Description of the activity	Materials needed
10 mins	Reviewing	➢ To deepen the memory of group members	The leader will recap the vocabulary with the online game Kahoot!	1. Kahoot! Quiz 2
20 mins	"Picture Swat" (Modified)	➢ To train the members' reaction speed ➢ To train the members' attention and observation ➢ To let the members match the words with the correct picture.	The leader will ask the members to print out the pictures before the session starts. Then, members need to put some food pictures on the table. When the leader says the food name, members have to raise the correct picture. The leader will be the host (the one who says the food name) for 5 rounds. Then each member will take turns to be the host for 4 rounds. The leader will try to ensure that all words are read out.	1. Food pictures (Appendix D)
10 mins	Word Search	➢ To train the members' attention and observation ➢ To deepen the memory of the spelling of the vocabulary	Each group members will receive a word search worksheet. The vocabularies will be printed on the worksheet and they have to find them out in the word search worksheet.	1. Word search worksheet 2. Pens
5 mins	Summarization and ending	➢ To deepen the memory of group members	The leader will recap the vocabulary with the flash cards and asking questions.	1. 20 flash cards (Appendix D)

Session Planner

Student Name: Chiu Nga Man Angela (178050)	University Supervisor: Dr. Patrick Connolly
Group Title: "Playing with English"	Number of Group Members: 4-6
Session Number: Four	Duration: 45 mins

Program Schedule (45 mins)

Time	Activity Name	Goal(s)	Description of the activity	Materials needed
10 mins	Reviewing	➢ To review and recall the vocabulary we learnt in the previous session	The leader will recap the vocabularies with the online game.	1. Nearpod Matching 2
10 mins	"Letter Number Coding"	➢ To let group members try to spell the words by observing the numbers and filling the alphabet ➢ To train their attention and observation	The leader will show a photo on the screen (refer to appendix B) and each member will prepare a piece of paper. The leader will show and speak out some numbers and members have to guess the vocabulary. The group members can try by writing on the paper. There are 3 rounds in this game.	1. Letter Number Picture (Appendix B) 2. White Paper 3. Pens
15 mins	Advanced "Letter Number Coding"	➢ To let group members try to spell the words by observing the numbers and filling the alphabet ➢ To deepen the memory of the spelling of the vocabulary ➢ To train their attention and observation	The leader will show a photo on the screen (refer to appendix C). The leader will show and speak out some numbers and members have to guess the vocabulary. The group members can try by writing on the paper. There are 5 rounds in this game.	1. Phone Number Picture (Appendix C) 2. Pens
5-10 mins	Summarizing and Ending	➢ To deepen the memory of group members	The leader will recap the 20 vocabulary with group members, including the pronunciation and meaning.	1. 20 flash cards (Appendix D)

Session Planner

Student Name: Chiu Nga Man Angela (178050)	University Supervisor: Dr. Patrick Connolly
Group Title: "Playing with English"	Number of Group Members: 4-6
Session Number: Five	Duration: 45 mins

Program Schedule (45 mins)

Time	Activity Name	Goal(s)	Description of the activity	Materials needed
15 mins	Word Search	➢ To train the members' attention and observation ➢ To deepen the memory of the spelling of the vocabulary	Each group members will receive a word search worksheet. Only pictures will be printed on the worksheet and they have to find out the 20 vocabulary in the word search worksheet.	1. Word Search Worksheets 2. Pens
20 mins	Hangman	➢ To review and recall the vocabulary we learnt in the previous sessions	The leader will think of a word that have learnt in this workshop and write a blank line for each letter in the word. Members have to say out the letter, if the letter is correct, the leader will fill in the blanks. However, if the letter is wrong, the leader will draw part of the "hangman". If members guess the words correctly before the "hangman" is complete, members will win. Every member will have a chance to be the host.	/
5-10 mins	Summarizing and Ending	➢ To deepen the memory of group members	The leader will recap the 20 vocabulary with group members, including the pronunciation and meaning.	1. 20 flash cards (Appendix D)

Session Planner

Student Name: Chiu Nga Man Angela (178050)	University Supervisor: Dr. Patrick Connolly
Group Title: "Playing with English"	Number of Group Members: 4-6
Session Number: Six	Duration: 45 mins

Program Schedule (45 mins)

Time	Activity Name	Goal(s)	Description of the activity	Materials needed
10 mins	Word Bingo	➢ To review and recall the vocabulary we learnt in the previous sessions ➢ To practice pronouncing and spelling the words	Each group members will receive a white paper, they have to draw a 3x3 grid of squares. Members have to pick 9 words that taught in this workshop and try to spell their names and write them into the grid squares. After that, the leader will pick and read out 10 out of 20 vocabulary from the box one by one. Members have to cross out (X) or circle (O) the words that have been read out. Members that get three in a row win the game.	1. White paper x 8 2. A box with 20 flash cards 3. Pens/ coloured pencils
20 mins	Puzzles	➢ To deepen the memory of the spelling of the vocabulary ➢ To enhance the cooperation between group members ➢ To enhance members' ability of problem-solving	Group members will put the alphabets on the table. The leader will show pictures of food in front of the camera. Group members have to pick the correct alphabets to spell the words according to the pictures.	1. Alphabets 2. Food pictures (Appendix D)
5 mins	Revision	➢ To deepen the memory of group members	The leader will recap the 20 vocabulary with group members, including the pronunciation and meaning.	1. 20 flash cards (Appendix D)
5-10 mins	Conclusion	➢ To restate the goals of this workshop ➢ To observe the feedbacks from the members	The leader will restate the goals of this workshop and capture out the main concept of this workshop. The leader will ask members questions in the questionnaire.	1. Questionnaire

Appendix B2

Letter Number Coding (Original)

A	= 1	K	= 11	U	= 21
B	= 2	L	= 12	V	= 22
C	= 3	M	= 13	W	= 23
D	= 4	N	= 14	X	= 24
E	= 5	O	= 15	Y	= 25
F	= 6	P	= 16	Z	= 26
G	= 7	Q	= 17		
H	= 8	R	= 18		
I	= 9	S	= 19		
J	= 10	T	= 20		

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Appendix C3

Letter Number Coding (Advanced)

Appendix D

Flash cards

Strawberry	Salad	Congee	Cake
Ice-cream	Rice	Soup	Mushroom
Dim Sum	Noodles	Pudding	Tomato

Egg	Jam	Soya Milk
Ham	Juice	Sandwich
Cheese	Lemon Tea	

Appendix E

Questionnaire for asking verbal feedbacks

Rate 1 (totally disagree) to 5 (totally agree)

- How much do you agree that you have learned English vocabularies in this workshop?
- How much do you agree that you become more interested in learning English after attending this workshop?
- How much do you agree that you enjoy involving in this workshop?
- How much do you agree that you want to learn more vocabularies by using these games?
- How much do you agree that you have improved your English?

Appendix F

Pre- test &Post- test
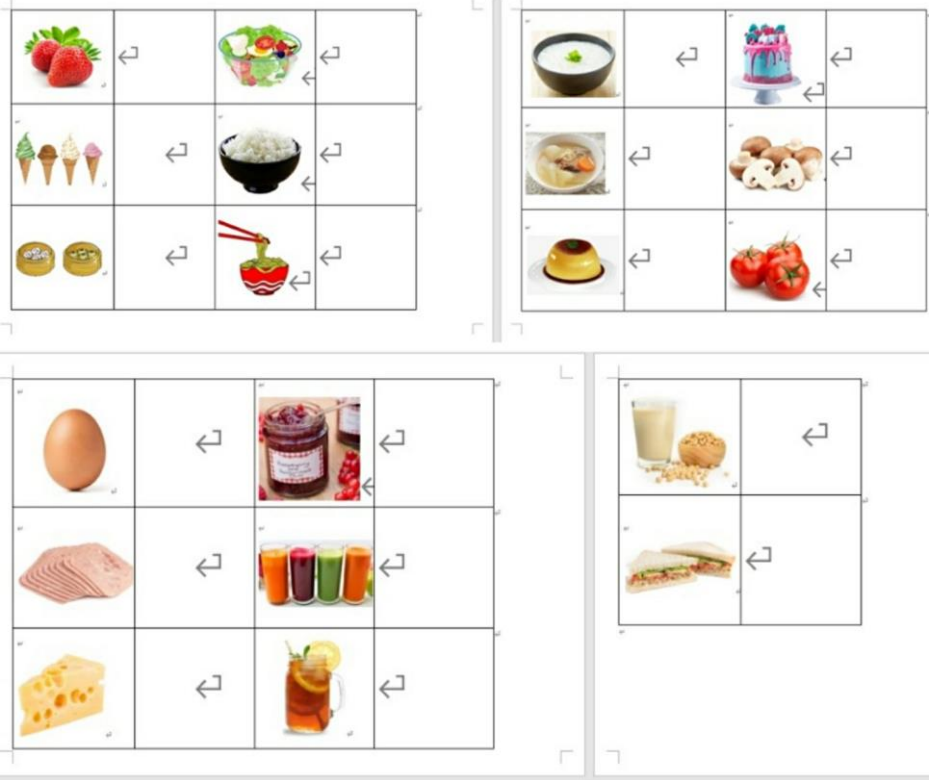
Appendix G

Parent/Guardian Consent Form

15-4-2020

Dear Parents,

I am Chiu Nga Man, a student in the Bachelor of Social Sciences (Hons) in Counselling and Psychology from the Department of Counselling and Psychology at Hong Kong Shue Yan University. I will conduct a research project on "Enhancing the learning motivation through learning English vocabularies" and would like to invite you child to participate. The purpose of this project is to enhance the learning motivation through learning English vocabularies and this project is looking for primary one student.

Students who participate in this research will complete 6 sessions of workshop, which is a workshop for increasing participant's learning motivation through learning 20 vocabulary by participating different kinds of games and mini lecture. Participants may feel stressed when they learn the vocabulary in 6 sessions. The handling method will be told to the participants if they feel stressed, they can seek help from the leader or the center.

Please be notify that audio recording will be made during the sessions. Please complete the reply slip below to indicate whether you would allow your child to participate and have audio recording in this research. Children can enhance their learning motivation and learn more English vocabulary. Moreover, they can apply these games or activities in their daily life, in order to apply them in different subjects, so that the learning motivation towards other subjects will also be enhanced. Participation is entirely voluntary, all information obtained will be used for research purposes only, they will be stored in a secure location with password and will be deleted after 6 months the whole capstone project ended. If you have any questions or concerns about the research, please feel free to contact Chiu Nga Man (angelachiu_hk@yahoo.com, 95792256). If you have further questions about the rights of participants in research, please contact the Supervisor of the Investigator, Assistant Professor, Dr. Patrick Connolly at SYU (jconnolly@hksyu.edu , 25707110).

Your help is very much appreciated.

Yours sincerely,
Chiu Nga Man
Department of Counselling and Psychology
Hong Kong Shue Yan University

Reply Slip

Student Name: _____

      I _____ ** will / will not give permission for my child to participate in the research.

      I _____ ** agree/ disagree to audio recording.

      (** Please delete if inappropriate.)

Parent Name: _____   Parent Signature: _____

_____   Date:_____

Appendix G (con't)

Parent/Guardian Consent Form (Chinese Version)

研究計劃同意書

通過學習英語詞彙來提升學習動機

2020 年 4 月 15 日

親愛的家長:

　　我是香港樹仁大學輔導及心理學系三年級學生趙雅雯。我將進行一個關於「通過學習英語詞彙來提升學習動機」的研究項目,希望能邀請你的孩子參與。這個項目的目的是通過學習英語詞彙來提升學習動機，而對象是小學一年級的學生。

　　參與本研究的學生將會完成六節工作坊，這工作坊是通過參與不同的遊戲和迷你講座來學習 20 個英文詞彙，從而提升他們的學習動機。參與者在六節中學習英文詞彙時，他們可能會感到有壓力。研究員將會在工作坊中把處理方法告訴參與者，如果他們感到有壓力，他們可以向研究員及該中心職員尋求協助。

　　請注意在這工作坊中會進行錄音。請填寫下面的回條，以表明是否允許你的孩子參與該項研究和是否同意在這工作坊中進行錄音。在這項研究中，孩子可以提高他們的學習動機和學習更多英語詞彙。此外，他們可以在日常生活中把在工作坊所學習到的遊戲和活動，應用在不同的科目中，從而加強對其他科目的學習動機。參加者是完全自願的，所有資料將僅用於研究目的，將儲存在有密碼的安全地方並在研究完成後刪除銷毀。如果你對研究有任何問題或擔憂，請隨時聯絡趙雅雯 (angelachiu_hk@yahoo.com, 95792256)。如果你對參加者的權益有任何疑問，請與研究員的教授，助理教授，香港樹仁大學的 Dr. Patrick Connolly (jconnolly@hksyu.edu , 25707110)。

　　非常感謝你的幫忙!

--同意書--

參加者名字:_____

我允許/不允許我的孩子參與是次工作坊。

我同意/不同意在工作坊中進行錄音。

家長名字:_____   家長簽署:_____

日期:_____

Appendix H

Transcript of Session Six   178050 Chiu Nga Man Angela

Participant 1 (F, P.1, 7 years old)	Participant 2 (M, P.1, 7 years old)
Participant 3 (M, P.2, 8 years old)	Participant 4 (F, P.2, 8 years old)

Angela	So today…… Let's start the last session of the group. (Participant 3), where are you?
Angela	(Participant 3) ~
Participant 3	My sister said she may find it.
Angela	OK, never mind, can we find it later? Well, let's first…… Our first activity needs a piece of white paper first.
Participant 1	I'm ready.
Angela	I can't hear you……Yes, then we need a pen.
Participant 1	A pen.
Angela	Yes, correct. Then, do you…… let me see……Let's wait for (Participant 4) first.
Participant 4	OK
Angela	Ok, right? OK, has any children played tic tac toe before?
Participant 1	No
Angela	Yes or no? Has anyone played Bingo before?
Participant 1	No
Angela	No? OK, if no, then I explain once. First, all children draw a "井"on your paper. Wait a second, I will demonstrate first.
Angela	OK, you can draw a similar one, two horizontal lines and two straight lines.
Participant 1	Oh, I already know……
Participant 3	Tic Tac Toe……
Participant 1	I have played it before.
Angela	Yes, I have just said tic tac toe and bingo. OK, everybody draw this first.
Participant 3	I have drawn already.
Angela	Yes, it can be drawn larger because we have to write words inside the boxes. Later we need to write words in the boxes, therefore we can draw larger. Is it OK?
Angela	OK, (Participant 4) finished, right?
Angela	(Participant 2) have you drawn? Did you draw, (Participant 2)?
Participant 1	I have to draw larger.

Angela	(Participant 3), did you draw?
Participant 3	I have finished drawing for a long time.
Angela	OK, you have finished drawing, right? How about (Participant 2)?
Participant 3	I have finished drawing for a long time.
Participant 2	Two horizontal lines......
Angela	Have any children not yet finished drawing? OK, (Participant 2) OK already, (Participant 1), have you finished?
Participant 1	I have finished drawing.
Angela	OK, if everyone finished drawing, then you can see how many grids are there?
Participant 3	Nine
Angela	Nine, very good. OK, so now I want you now...... We had learnt 20 vocabularies, right? You can just pick nine vocabularies randomly, and write them in different boxes, which means that we have 9 vocabularies in total. Each grid can only write one vocabulary. So you guys have to try to write it by yourself, try not to copy from the cards. (Participant 3), is it OK?
Angela	(Participant 3) ~
Participant 3	OK
Angela	Yes, so try to write the words by yourself, OK? After writing the words, I have 20 cards here, and I will pick 10 of them, so let's see who can bingo.
Angela	That means, If I read the vocabulary out, you have to cross it out or circle it. If you can cross or circle three vocabularies in a row, no matter is vertical, horizontal, or diagonal, that means bingo. Is it OK?
Participant 2	BINGO
Angela	OK? So the first step is you have to write the word...... Try to write 3 words by yourself.......ererer.......write nine words, OK? I will write with you, and let's see who can bingo first.
Angela	Does any children do not know how to write? Do you know how to write? OK, so look at this, this is what I have written. So you guys have to write a similar one as mine, but you don't have to copy what I have written, OK? You guys need to write inside the boxes.
Participant 3	I have already finished writing.
Angela	OK, very good. So let's wait for other children.
Angela	(Participant 2), are you finished too? Yes? Very good, let's wait for a while. (Participant 1), did you turn off the camera? I cannot see you, did you turn off the camera?

Participant 1	No
Angela	No?
Participant 1	No
Angela	Oh, I can see you now. OK, so did you finish writing?
Participant 1	I have already finished writing.
Angela	Already finished writing? How about (Participant 3)?
Participant 3	Me…… OK.
Angela	OK, wow, you guys finished very fast, so let me ready to pick the words, I don't know which words I will pick, so let's see who will bingo first?
Angela	OK, so the first one is……this one, what is this?
Participant 1	I know, Bingo.
All	Bingo
Angela	What is it? Wait…… We can only bingo when we have three in a row, is it ok? So there will not bingo now.
Angela	OK, the first one, what is this word?
Participant 3	HAM
Angela	Ham, ok, if you have ham, so you can…… just like me, I have ham, so you can cross it out or circle it, is it ok? So I will circle it.
Angela	Ok, just like this, can you see it?
Angela	Yes, (Participant 2) very good. You can do it, very good.
Angela	Did everyone finish? Then, let's move to the next one.
Angela	I picked from the middle, I don't know what word it is. OK, what is this?
Participant 1	Cheese
Angela	Yes, Cheese, anyone have cheese?
Participant 3	I have
Angela	I have it too.
Participant 4	I have it too.
Angela	I have two circles already, can you see it? I'm ready to bingo.
Participant 1	I have two circles too.
Angela	Yes, everyone did very good, you guys can guess the right words. OK, so the next one is this one……
All	Egg
Angela	Egg
Participant 3	One bingo again…..
Angela	You have bingo already?
Participant 1	Not yet
Angela	Not yet bingo, right? Ok, next one……

Angela	Bingo already, right? (Participant 4), you have bingo already?
Participant 4	Yes
Angela	OK, so let's continue and see how much bingo we can get, the next one is this, how to read it?
All	Tomato
Angela	Yes, tomato, Ok? Yes, correct, then the next one, what is this?
All	Soup
Angela	Soup, has anyone write soup?
Participant 2	I don't have
Angela	I don't have it too. So the next one is this……
	(Participant 1's mother: Sandwich)
Participant 1	Sandwich
Angela	Sandwich
Participant 1	No, I don't have sandwich
Angela	Oh, (Participant 2) has bingo, right? Yes, (Participant 2) has bingo already, the three words in the column, can you see? Yes, the next one is this…….
Participant 3	JAM
Angela	JAM, very good, (Participant 3) has bingo already, I still haven't bingo yet.
Participant 3	Bingo in this row
Angela	Yes
Participant 1	I don't have.
Angela	I still haven't bingo yet, never mind, (Participant 1), let's see.
Angela	This one, what is this?
Participant 4	I have bingo already.
Angela	Yes, yes, I know, but we still have children not yet bingo, so let's read this first, OK? How to read this?
Participant 3	Congee
Angela	Congee, (Participant 1), do you have congee?
Participant 1	No.
Angela	I don't have too.
Participant 4	I don't have it too.
Angela	No? OK, so let's see the next one, how about this? Has anyone written this word? I think very few people will write this word.
Participant 1 &4	Dumplings

Angela	Oh? (Participant 4) has written this word?
Participant 1	I don't have too.
Angela	I don't have it too. How about this?
Participant 4	I have another bingo.
Angela	Do you have? No? Then, the next one.
Participant 3	I have it too.
Participant 4	I have three bingo already.
Angela	Wow, you have three bingo, very good. How about (Participant 1)? Did you bingo?
Participant 1	Not yet
Angela	Not yet? How about this?
Participant 1	I have, I have one bingo.
Angela	You have one bingo, right? Ok, so let's read this first, what is this?
Angela	This is……. How to read this word?
All	Ice-cream
Angela	Good, ice cream, ok, children who have already bingo can follow me, can you see there is a bingo diagonally? So let's draw a line through the three words, just like this, which means bingo, can you see?
Participant 3	Oh…..If the middle one, then bingo……
Angela	Really? Never mind, we have some words that did not pick, right? I just one bingo.
Participant 4	I have three bingo already.
Angela	Three bingo? So you chose the words which the same with what I picked……
Angela	Ok, so let's play the next game, OK?
Participant 1	OK
Angela	OK, so you have to take your alphabets……here, alphabets
Participant 3	Wait me for a while
Angela	OK
Participant 4	Wait me for a while too.
Angela	OK, also……
Participant 1	I' ready
Angela	Take the blue tape and tape.
Participant 3	Did you think I looked so sluggish just now?
Angela	Why?
Participant 3	Because I am peeling the blue tape.
Angela	O? You have blue tape?

Angela	OK, so you can put the alphabets on the table.
Participant 1	Put on the table……
Angela	Yes, this can let you look at the alphabets easily. (Participant 2), you have questions to ask? Wow, your tape is very thick……er…… you can use a thinner one, normal tape is ok. Actually, I want you to stick on the paper, so that you can raise it up to let me see.
Participant 4	I can not use tape or blue tape.
Angela	Um……then you can …… you use mobile phone, right? Is it, (Participant 4)? Then you can take your up, then……
Participant 4	Not phone, I'm using Ipad.
Angela	Oh…..Ipad, it's also ok, for example, after you make the word, you can put the camera to face to the words, so that I can see whether you spell it correctly, is it ok? (Participant 2), you can also do this.
Angela	Ok, so let me talk about how to play first, let me talk about how to play first. Later, I will show you some pictures, for example this one, what is this?
All	HAM
Angela	Ham, so you guys have to spell ham, OK? You have to use your alphabets to spell, how to spell ham? Do you guys know?
Participant 4	But I have A to…….
Participant 2	HAM
Angela	Yes, (Participant 2) very good, HAM. So if you have blue tape, you can use blue tape, take a little bit and stick it behind your alphabets, then…… you can take a paper and stick on it, then you can show to me easily, can you see?
Angela	If you don't have blue tape, then you may put the alphabets on the table, and put the camera to zoom to the words, can you see? Just like this, then we can see the words, OK?
Participant 4	I……
Angela	I can't hear you, (Participant 4).
Participant 4	I have A,B and C only.
Angela	You have written A,B and C only, right? We also have to write D to Z. Otherwise we can spell words.
Participant 4	I have A,B and C only.
Angela	Then you write D to Z quickly now. OK, other children can put your alphabets on your table, so that you can find it easier.
Participant 3	I am sticking blue tape.
Angela	We don't have to stick blue tape now.

Participant 3	No, I am sticking the blue tape behind the words.
Angela	So you have to use a lot of blue tape, right?
Participant 1	H…I…J…K…Q…
Angela	Ok, we don't have to use a lot of blue tape, we just need little to stick it still, then it's ok.
Participant 3	I am sticking the blue tape, I don't know whether I have enough blue tape to make this.
Angela	(Participant 4), write it faster……
Participant 4	Oh, very fast, it's finish after I cut it out.
Angela	Yes, very good, we play like this, do you guys understand? (Participant 2), very good, exactly, we will play like this. We will try again later, OK? Just now it's a demonstration, very good. OK, I would like to ask if later some children do not know how to spell the words, so what should we do?
Participant 1	Don't know
Angela	What should we do if we do not know how to spell the words? Just like when we have dictation at school, we do not know how to spell, so what should we do?
Participant 1	Look back to the words
Angela	What if you cannot look? When you are having dictation, you can't look back to the words, and you forget how to spell the words, so what should you do? Do you know?
Angela	OK, so we can spell the words by listening to the pronunciation of the alphabets, we can hear the sound by speaking it slowly. For example, ham, you will hear "ha", " ha" is the sound of h, right? Then you know the first letter is h, then you can read ham slowly, "h" "am", so you can hear h, how to spell "am"?
Participant 1	M
Angela	A, then um, that is m, right? So you can read it slowly and spell it out, (Participant 4), are you ready?
Angela	Do all children ready their alphabets?
Participant 1	Yes
Angela	So if yes, let's start.
Participant 4	Wait…Wait…
Angela	Wait? OK
Participant 3	Let me stick more blue tape on the words first.
Angela	OK? (Participant 4) are you ready?
Participant 3	Not yet, let me stick more blue tape on the words, I'm afraid it's too……

Angela	We can stick it later, I haven't stick it yet too. We can stick it later, OK? If ok, then let's start the first one.
Participant 3	OK
Angela	OK, the first one is this one, remember not to look at the card. How to read this first? Does anyone read this word for me?
Participant 1	Cheese
Angela	Cheese, correct, so we have to spell cheese.
Participant 3	Then……
Angela	Try to read it out slowly.
Participant 3	Oh, I didn't think carefully, it has more than one E.
Angela	OH? Yes…Yes…, I realize now, so……you guys can take one more paper and write more Es, I have to find a paper to write more Es too.
Participant 3	Luckily I'm clever.
Participant 1	OK
Participant 4	I'm ready
All	I'm ready
Angela	Who is ready? OK, good, (Participant 4) is ready, but you have to wait for a while.
Participant 3	OK, I can use blue tape
Angela	OK, I'm ready. Any children ready?
Participant 3	Are you ready?
Angela	Does anyone ready too?
Participant 1 &4	OK
Angela	Ok, (Participant 2) are you ready? Are you finished? It seems he has not ready, so let's wait for him…… (Participant 4) you have to wait for a while. Just now I saw you have spelled it already, let's wait for (Participant 2) first.
Angela	E? (Participant 3), your alphabets were very tiny.
Participant 3	Yes, actually I have a big book but I cannot write……
Angela	Never mind, it's ok as long as we can write and see it.
Participant 4	Let you see a book, I want this book for a long time, wait for a while, I take it out…
Angela	OK
Participant 3	I……
Angela	(Participant 3), you have to put it closer later, otherwise I cannot see it.
Participant 3	No, let me do this……

Angela	Oh……
Participant 3	But you can't see it……
Angela	Oh, I can see it, (Participant 4)
Participant 4	I have watched this movie before.
Angela	Is Sumikko Gurashi, right?
Participant 4	Yes
Angela	Is it Sumikko Gurashi?
Participant 4	Yes, it is Sumikko Gurashi.
Angela	OK, (Participant 2),you are ready, right?……It has a lot of characters inside.
Participant 4	Yes, I bought it in Mong Kok with my dad yesterday.
Angela	OK, (Participant 2) is ok now. So……everyone show your word to the camera and let's see who is correct.
Participant 3	Wait me for a while, I have to turn it upside down.
Angela	Turn it upside down? OK
Participant 3	NO, because this will……
Angela	OK, I can see (Participant 2), wait for a second, (Participant 1) you have to put it closer…… cannot see……OK, (Participant 1) also ok, let me see, (Participant 3)
Participant 3	It's upside down.
Angela	No, it's correct. But I can't see because you are keep moving. Put it closer, good, it's correct, ok. (Participant 4), OK, I can see it. But (Participant 4) you have little wrong, do you know what is the difference between yours and ours? (Participant 4) spell like this, she missed an "E", right? OK, so do you know if we miss an "E", it will become "chese". Why? OK, listen, just now we read the word cheese, right?
Participant 1	Yes
Angela	Ok, so when we see c & h, it pronounces "ch" "ch", so when we heard cheese, we can hear "ch", that is "ch", Ok? Ok, then we can hear "eese". E…but if there is only one E, it will not pronounce "ee", it pronounces "e", for example, "e" for elephant, is it OK? One "e" will not pronounce "ee", how about putting two E together? When they put together, it will pronounce "ee" like that, is it OK? Then is "se"……Cheese like that…… so we will put two Es together, is it ok? If there is only one "e", it becomes "e", is it OK? Do you understand?
Participant 4	Understand
Angela	Understand, right? OK, then let's move to the next word, (Participant 4) only missed a little bit but it's ok……OK, get ready…… OK, what is this?

Participant 1	Juice
Angela	Yes, Juice
Participant 3	I
Participant 4	I'm ready
Angela	Wow, so fast. Ok, so let's wait for other children first, I'm not yet ready too.
Participant 1	I'm ready too.
Angela	Wow, so fast. Let me do it faster…let me see…yes, (Participant 1) is correct…Let's wait for other children first… (Participant 1), you can put it down now, let's wait for (Participant 2) first……(Participant 2) are you ready? Not yet, ok, so let's wait for a while.
Participant 3	I'm making a person (using blue tape)
Angela	OK, let us try……let us try to read the words slowly, let's listen what sound can we hear.
Participant 1	Joy(?)
Angela	Not joy, how do we read it? ju……ice, j..u..ice…Yes, juice, correct. If (Participant 2) not yet ready, let's see other children's answer first… I know just know (Participant 1) has answered correctly, how about (Participant 4)? Ok, let's see (Participant 4)'s answer.
Participant 4	Can you see it?
Angela	No, move closer to the camera…j…u…move right a bit…ok…j..u..s…move closer….move right a bit…Juse, right? OK, (Participant 4) ok.
Participant 4	There's an "I" here.
Angela	OK, (Participant 2) ok, right? How about (Participant 3)? Put it closer, let's see, is your "J" upside down?
Participant 3	What?
Angela	"J" should be turning to your left hand side, is it upside down?
Participant 3	Yes
Angela	Remember it should be turning to your left hand side.
Participant 3	Yes
Angela	Yes, but you spelled it correctly…Ok, (Participant 4), is a good try, you can hear j…u…these two sounds, ok……juice, "u"…because if we put one "u", it pronounces "u", "u" for umbrella like this, but now it's "juice", so putting u and I together will make this sound, is it Ok? Sometimes these words we can have to see more, then we can know, therefore is ok, OK? But you have to try. Also, "ce" pronounces "si" "si" like this, just like "s", OK? Sometimes we have to memorize when should we use "s" and when should we use "ce", OK? OK, never mind, we made mistakes now,

	so we should know the answer in the test later, OK? OK, so let's move to the next one, let's see what is the next one. What is this?
Participant 2	Sa……
Angela	Salad, let's read it once, salad
All	Salad
Angela	Good, spell it slowly, sa…lad
All	Sa…lad
Angela	Yes, spell it.
Participant 1	I'm finding
Participant 4	A
Participant 1	I'm ready
Angela	Ok, wait for a second, I'm not yet ready too.
Participant 4	A
Angela	OK, let's have a look… (Participant 1), put it closer…closer…closer, OK, move to your left hand side…right hand side…
Participant 4	I'm ready
Angela	Yes, correct, (Participant 1)…ok, (Participant 3), you missed a letter, you think it by yourself.
Participant 3	I have written an "A" on the paper
Angela	Oh? You have written an "A"? Ok, good, it's correct, how about (Participant 4), let me have a look with it.
Participant 3	Don't said I miss it
Angela	Yes, very good, (Participant 4), very good. This is L, right? Ok, (Participant 2) left, let's look at (Participant 2)'s answer.
Angela	Ok, (Participant 2) is still working hard… OK, very good, very good (Participant 2), it's correct, good, the next one, what is this?
Participant 1	Sa..chu
Angela	No
Angela	This one, what is this?
Participant 2	Mushroom
Angela	Yes, I heard (Participant 2) said mushroom, everyone read once, mushroom.
All	Mushroom
Angela	Yes, this word has more alphabets, you guys can try to spell it out slowly, mushroom
Participant 2	Mush room
Participant 1	Ok

Angela	Wow, very fast….wait a second
Angela	Give a hint to you, this word is very long
Angela	Wait a second, I am not ready yet….how come so fast, where is the "M"?
Participant 3	I spell five questions only
Angela	I can't see what you are spelling, Oh, (Participant 3), it seems that you have something wrong.
Participant 3	Yes
Angela	You can think again, mush…room
Participant 3	I can't think
Angela	Mush…room…
Participant 3	I have spelled room already, but I forget the alphabets in the front.
Angela	Um…so you can try to spell it out… ma…ash…room
Participant 1	Mushroom
Angela	Mushroom
Participant 1	Mushroom
Angela	Very good, (Participant 4), let me see your word.
Participant 4	OK
Angela	OK, very good, (Participant 2) is correct, very good, (Participant 2). Let me see…ok, move to your right hand side, (Participant 4), yes, very good, good, (Participant 3) left…OK, (Participant 3), you spelled the alphabets at the back correctly, right?
Participant 3	Yes
Angela	You don't know in the front, right? Ok, this word is quite long, but it was not hard to memorize, Why? Ok, so you can hear mush, so you know is m, OK, do you remember what I have said how to pronounce "u" just now? "u" right? Mush…m…ush…,u…sh, therefore, u is "u", ok, so "sh" is very silly, when others asked you to keep quiet, they will said "sh" like this, is it OK? So, when we hear "sh" the word, it's "s" and "h", can you hear?
Participant 4	I can hear it
Angela	(Participant 1), do you hear it?
Participant 1	I can hear it.
Angela	Yes, sh is "s" and "h", mush, so it's "sh". Then room, "oo" is two Os, if one o, it will not pronounce this sound. If only one O, it will pronounce "o". Two Os pronounce "oo", is it ok? Then m, room just like that, so we can spell the words slowly, therefore it's not too hard, is it ok?
Angela	Ok, everyone is ok, so we move to the next one is this one, it's quite

	easy, how to read it?
All	Congee
Angela	Yes, so listen carefully, con…gee, let me see does anyone remember what I said how to pronounce "ee", how to spell it? How to spell "ee"?
Participant 4	Ok
Angela	Wow, so fast…
Participant 1	I'm ready too.
Angela	Ok, let's wait for other children, wait for a while, wait for other children first.
Participant 1	I'm ready too
Participant 3	I'm ready too
Angela	OK
Participant 4	I'm ready, teacher
Angela	I saw it, I saw it. Ok, I'm ready too. OK, Children who are ready can give me have a look first.
Angela	Let me see, er…… (Participant 3), why do you have a "k"?
Participant 3	What?
Angela	You write "ckeeg", right?
Participant 3	What? Ck eeg, Yes
Angela	OK, so you can listen again, congee don't have k sound, therefore we don't have k, you can think again. Ok, (Participant 1) and (Participant 4) are ok, (Participant 4), you have a "m", right?
Participant 4	That is the others, not in this word.
Angela	Oh, ok, ok, then it's correct, (Participant 3), you can think again, we don't have k sound……ok, (Participant 2) very good, ok, con…gee, con…c…on…
Participant 3	OK, is it this?
Angela	Try to spell it out, because your alphabets are too small, I can't see it.
Participant 3	C…gee
Angela	Er….. not really…ok, what we said just now is c…on…gee, right? OK, so look here first, (Participant 3), look here first, "c" so it's c…other children had to look here also, because you have to know how to spell too, this can help your dictation, ok? Congee, "c" therefore is C, can you see? C…on…on…You know how to spell on, right? On from on the table, OK? So is on, you know how to spell, c…on…, then is gee, is g and just now I have said "ee" is two Es, right? So it's two Es, therefore congee, OK? It's not too hard to spell.
Participant 4	I have learnt it before.

Angela	Yes, so you need to try to divide the words into different sounds, then it will become easier, is it ok? Ok, the last one, how to read it?
Participant 3	To…
Participant 2	Tomato
Angela	Tomato, yes, tomato is easier, to…ma…to
Participant 2	To…ma…to
Participant 3	Wait a second, why is it disappear?
Participant 3	No T, Why I don't have t?
Angela	Why do you don't have T?
Participant 3	So I can only write a T on it.
Participant 4	I'm ready
Angela	Ok, if you are ready, just show it to me.
Angela	I can't see it, (Participant 4), I can't see it, ok, move upward, ok, toma…then? Move to your right hand side, right hand side, downward, downward, move to your right hand side, upward, upward, ok, ok, I can see now, it's correct.
Angela	Ok, (Participant 1) is correct too, very good.
Angela	Ok, (Participant 2) and (Participant 3) are you ready?
Participant 3	Not yet
Participant 2	I'm ready
Angela	(Participant 4) show us Sumikko Gurashi again.
Participant 4	Haha
Angela	Ok, (Participant 3) can you spell it out? Because I cannot see…t….me? OK
Participant 3	No, I wrote the "t" too small.
Angela	Ok, I saw it, (Participant 2) ok too, good
Participant 3	I missed a "t"
Angela	I know, ok, everyone listen, here "to" t…o…to…ok? To…ma…, "m" "a" "m" "a", so it's "m" and "a", OK? If me then it pronounce me, OK? So, ma, then to…ma…to, so it's the same with the front one, do you remember? So to…ma…to…, or you can speak it out "to…mei…to" is ok, but for spelling, you speak "tomato" will spell easier, is it OK?
Participant 4	OK
Angela	Yes, this should be the last one
Angela	Ok, so this game will stop here. (48:30)