

World Voice

童心同唱

Education programme
教育計劃

Teachers' sharing
老師分享



WHAT IS WORLD VOICE?

甚麼是 WORLD VOICE 「童心同唱」？

World Voice is a teacher-training programme, developed by the British Council, which trains primary school teachers to use singing as a pedagogical tool to enhance children's learning in a wide range of subjects. World Voice is aimed at teachers who have no musical training and who may not be able to sing.

Since 2013 the British Council has introduced World Voice to 16 countries across the world and is developing the programme in a further four. In each country, World Voice is tailored to meet local curricular, pedagogical and cultural needs. For example, in Senegal, Jordan, India and Kenya, the World Voice programme focuses on English learning.

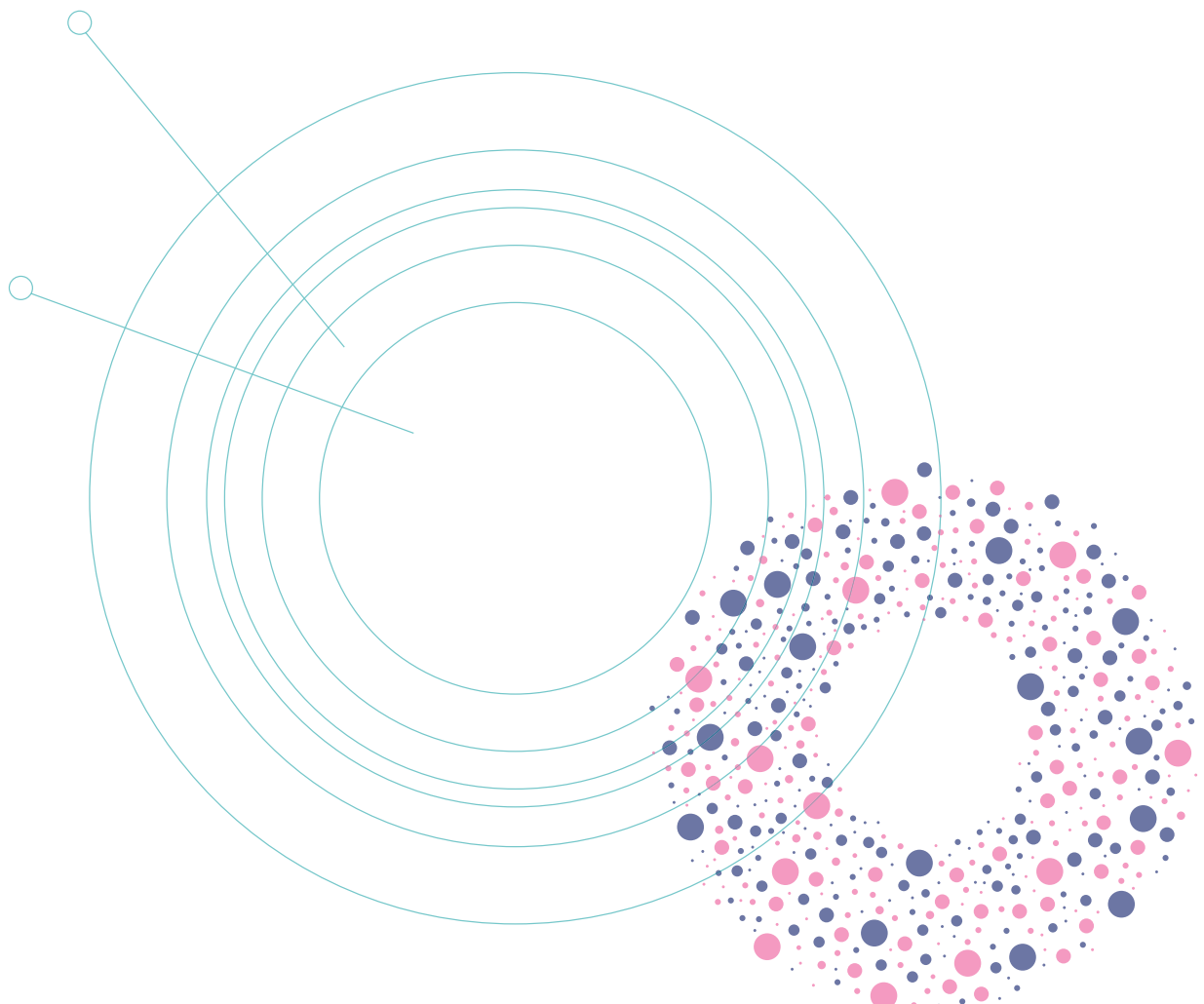
In Hong Kong, the World Voice programme runs differently. We focus on

the diversity of learning needs of the children (e.g. learning difficulties, behavioural problems.) to ensure that they feel **socially included with the neuro-typical children** as well as to adequately equip the teachers to teach in mainstream schools. The programme has been endorsed by the Education Bureau in Hong Kong.

World Voice 「童心同唱」是由英國文化協會開拓的教師培訓計劃，旨在訓練小學教師以歌唱輔助教學，提升孩子在不同學科的學習成效。參與這個培訓計劃的老師，毋需具備音樂或歌唱經驗。

自2013年至今，英國文化協會已把「童心同唱」計劃推廣至16個國家，未來更會拓展到4個新增地點。每個國家的「童心同唱」計劃都會按照當地的課程、教學和文化需要而特別設計。舉例說，在塞內加爾、約旦、印度和肯尼亞，當地的「童心同唱」計劃均以英語學習為重點。

在香港，「童心同唱」計劃則聚焦在孩子多元化的學習需要(如學習困難、行為問題)，期望促進他們與一般孩子之間的社交共融，並協助老師裝備自己。這項計劃亦已獲得香港教育局的全力支持。



TEACHERS' SHARING

老師分享

Mina Hui

TWGHs Yiu Dak Chi Memorial Primary School (Yuen Long)
東華三院姚達之記念小學 (元朗)

In 2015, I joined a programme called 'World Voice', organised by British Council. Actually, I didn't have many expectations but I was interested because the programme was taught by Richard Frostick. I thought I could learn some skills from him and singing songs in lessons sounded interesting.

When I attended the training workshops, I found that singing songs was really relaxing. But I had a question in my mind — is it just for fun or truly useful in developing learning? As teachers, we already used lots of songs, especially in lower forms. But how effective was this?

Throughout the training program, we learned how to implement songs into the curriculum and did practice in class. This was really useful because I was able to see how it works. Although I was not one of Richard's co-teachers, I learned a lot by observing lessons, and then I applied those skills in my P1 and P6 classes. I also invited other teachers to have lesson observations and incorporate parts of what we were doing in their teaching.

Through songs, my pupils picked up the sounds and the meaning of the vocabulary

items more easily since I sang along with actions. My P1 pupils enjoyed this very much, and so we sang songs as motivation before I started my lessons, meaning I had some spare time to set up my computer. Even my P6 pupils, who are really weak and lack motivation, were more willing to open their mouths wide when they sang. It made it easier to correct their pronunciation. Personally, it was very encouraging when I saw their happy faces and how they enjoyed their learning. I put the main vocabulary items and target language into the songs, and in this way, they found it easier to remember the content. They welcomed this way of learning and always asked for songs. Once I gained their interest, I even asked them to write their own lyrics and share them with others. Their confidence improved and their awareness of pronunciation was raised.

Teaching English in Hong Kong is not easy, since most pupils think that it is an 'alien language'. As teachers, we try to find out different ways to enhance our teaching. So try a bit more singing in class: you'll be surprised to find how much everyone benefits.

2015年，我抱著平常心參加由英國文化協會主辦的「童心同唱」教師培訓計劃，起初並沒甚麼特別寄望，只是覺得「以歌授課」這形式相當有趣，也想從導師Richard Frostick身上學習一些教學技巧。

參與工作坊時，我發現唱歌確實讓人感覺輕鬆，但這對學習真的有幫助嗎？身為老師，我們經常會以歌曲作教材，用於低年級課堂的次數尤多，但究竟有何成效？

受訓期間，我們學習怎樣把歌曲融入常規課程，並在班上練習。這一次，我親眼見證了「唱歌學英文」的效果！雖然我並不是Richard的助教，但從旁觀察已獲益良多。其後，我把這些技巧用於小一和小六的英文課，並邀請同事觀課，希望他們在課堂中加入一些歌唱元素。

我在領唱時加入了動作，學生因此很快便能掌握發音和詞彙的意思，一年級學生尤其享受這種學習模式。我會在上課前先讓學生們唱歌「熱身」，一來希望激發他們的學習意欲，二來讓自己有充足時間設置電腦。即使是較缺乏學習動力的的小六學生，竟也願意「大開金口」！事實上，通過唱歌糾正發音是較為容易的。看見學生們樂在其中的笑臉，使我也信心大增。在歌曲中加入課程的主要詞彙和句式，能有效提升學生的學習興趣和加強記憶。大家都很喜欢這種學習模式，甚至主動要求在堂上唱歌！成功踏出第一步後，我嘗試讓學生們創作歌詞，與同學和老師分享，他們的自信心明顯大增，英語發音亦進步不少。

在香港教授英語並非易事，因大部分學生都認定這是陌生的「外星語言」！為人師表，我們需要不斷尋找新方法提升教學質素。我認為以歌唱輔助教學絕對值得一試，師生雙方均會獲益不淺。



TEACHERS' SHARING

老師分享

Candy Ho Wing Yee

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仁愛堂劉皇發夫人小學

At the beginning, I was skeptical about using the World Voice techniques in my classroom as I am not a music teacher. But through workshops, Richard taught us how to use different strategies to use music and song to teach in the classroom. Before we started our lessons, he recommended we do some warm-up exercises like body movements and making some sounds. In this way, students could quickly become involved in the lesson. Then he reminded us to make good use of some children's folk songs that children are familiar with. In our lesson plans, I learned how to merge folk songs and the passages in the textbook together. I found this technique very useful for my P1 class. They were no longer afraid of English. They actually enjoyed in English lessons because they thought they were having fun in my lessons. Besides singing, clapping helped them to have good pronunciation too. It helped students to master the intonation of the sentences more easily.

In the last demonstration session in May, I used some of the techniques that I learned from Richard. The P1 lesson was about different action words. I used the song **'Ten Little Indians'** to teach the lesson. Taking the first verse as an example: 'Kate is dancing in the living room, Kate is dancing in the living room., Kate is dancing in the living room, Wearing a beautiful dress.' Then I used another song, **'Oh My Darling'** to test students' understanding. 'Where is Kate? Where is Kate?', I sang. Students needed to answer me by singing back 'She is in the living room.'

In that lesson, I also made good use of the drum. I asked students to use the drum to 'hit' the sentences. In this way, students would know the intonation of the sentence when they say the sentence.

Through World Voice Hong Kong, I met lots of professional teachers, and I learned new ways to teach English. Singing is an effective way for students to make progress easily. Even for SEN students, they were no longer afraid of learning English. I hope more teachers from other schools can benefit from this programme.

我並非音樂老師，最初對在課堂上應用「童心同唱」教學技巧是有點猶豫的；不過，Richard在工作坊中講授了多種以音樂和歌唱輔助教學的技巧，使我眼界大開。他建議開始上課前，先讓學生動動身體和做一些聲音模倣的熱身練習，幫助他們集中精神。接著，他提醒我們要善用耳熟能詳的兒歌，以及如何在編寫教案時，把這些歌謠與課文結合。這些技巧對我教導小一學生十分實用。自此，孩子感受到學習英文的樂趣，對這一科非但不再抗拒，反而樂在其中。除了唱歌，拍掌對孩子學習英語發音也很有幫助，使他們較易掌握句子的語調。

在五月最後一節示範課中，我運用了Richard所教的部分技巧。這節小一英文課是有關不同的動作詞彙。我首先借用**Ten Little Indians**這首兒歌，並改動了一些歌詞：'Kate is dancing in the living room, Kate is dancing in the living room, Kate is dancing in the living room, Wearing a beautiful dress'，接著選了另一首歌**Oh My Darling**，來考考他們對歌詞內容的理解。當我唱Where is Kate? Where is Kate?時，學生就要接着唱'She is in the living room'。

在這節課中，我還利用擊鼓來教導說英語時的語調。我要求學生一邊讀句，一邊跟着語調擊鼓。這樣，他們就可自然地掌握說句子時的正確語調了。

香港「童心同唱」計劃讓我認識許多經驗豐富的老師，也學會了一些嶄新的英語教學方法。唱歌有助學生提升學習成效，這一點毋庸置疑。即使是有特殊學習需要的學生，他們都不再懼怕英文。衷心希望將來有更多學校和老師因這計劃而受惠。



Deborah Chan

Yan Chai Hospital Law Chan Chor Si Primary School

仁濟醫院羅陳楚思小學

My student is from Primary 2 and below I will refer him as M. M is very weak at English and has no interest in learning this subject. Before joining the World Voice Pilot Programme, he was very reluctant to pay attention in class, not to mention his lack of willingness to get involved in lesson activities.

After introducing this programme into my lessons, which is using music to teach English, this student has shown a slow improvement in terms of his interest participating in class activities as well as his confidence. I remember when I first taught him, he was not paying attention in class and would not willingly to take part in any kind of lesson activities. His English was not up to an average standard to a point which he could not even understand a very simple classroom instruction such as 'open your book to page five'. I think it is probably because he finds it hard to understand English since it is a completely different language. And because he cannot understand the language, he found himself not able to do anything related to English. He then lost confidence and interest in learning it or even joining activities in class.

In order to help him, I tried to use music to teach English, since music, as I believe, is a common language for all. Even though some people may not understand English, I think they can at least do something with music. And what happened next proved what I always believed. After I introduced the World Voice programme into my classroom, I started to use different teaching strategies such as clapping the beat, slowing down and exaggerating the mouth movement when I pronounce words, singing and so on to teach my Primary 2 students English. I remember one time when I clapped the beat of a word to show the correct rhythm when pronouncing it and asked the class to repeat, M started to follow and clapped his hand. Though he might not have been able to catch the beat right away, it was delightful to see that he at least tried.

Then later on I sang a song with the class and clapped the rhythm of one of the lyrics to allow students to better remember the line as well as to demonstrate the correct rhythm when we speak. After some more practice, I asked students to come out and try to clap the rhythm with me in front of the class. This time M did not just participate in the practice time, but he also showed his interest in coming out to try clapping in front of the class for the very first time.

I was very heartened to see his change. I think it is because for him learning English is not just only about words anymore, but it also involves different kinds of elements which he finds fun and are within his ability to complete. Clapping itself is an easy action that almost every child can do and it has nothing to do with language. Using this technique to teach students English not only helps them visualise and better memorise the correct rhythm of words, but it also arouses students' interests and confidence in learning the language as this is something a child can easily do.

Other than clapping, I have also slowed down and exaggerated my mouth movement when I pronounce a word in order to give students clear word articulation. Everyone's mouth formation is basically the same, so I believe that demonstrating how my mouth moves can help students pronounce the words correctly. I usually ask my students to look at my mouth closely and copy. Students show a great improvement in pronunciation, especially for M. As I mentioned before, M's English is not up to standard and he has no interest in learning. After allowing him to look closely to my mouth movement and repeat, his memory of words and pronunciation improved. Once he finds that what he needs to do is within his ability, I believe he will slowly develop his interest and confidence in learning English.

I also use songs in class not only as a lead-in, but also to increase students' memory of vocabulary. Music is a sign

of relaxation and fun. By using music to introduce new vocabulary, it can help create a fun learning environment as well as a concrete context of the target vocabulary. And this teaching strategy does have a positive effect on M. One time I was teaching a topic about weather and seasons. I used the melody of 'Oh My Darling' and made up a song which included the target vocabulary. In the song each verse talks about a season, what weather it is like, what clothes to wear and what people can do. There is one line, 'Summer's hot, summer's sunny' to describe weather in summer. And one time M asked me what the weather is like in summer when he was answering questions in the exercise book, I sang the first bit of that line and M sang the rest and got the answer right away --- Teacher: 'Summer's hot, summer's...', M: 'Summer's sunny! Oh! I know the weather in summer is hot and sunny.' --- How surprising the change is! He now can even answer short questions like this because he pays attention to the song and with music it creates a deeper memory of the vocabulary. This is very encouraging.

The World Voice programme provides teachers with various teaching strategies such as clapping as well as singing, slow and exaggerated mouth movement, using puppets to tell stories and so on. Trainings are given to make sure teachers are well prepared and to equip us with the techniques to assist students of different kinds of educational needs to learn English in a fun and less-pressurised environment. Using clapping, slow and exaggerated mouth movement as well as singing, I saw how M changed from firstly starting to try to get involved in class activities, moving on to be able to pronounce words correctly, then to a point where he can answer simple short questions by himself with only little hints provided. Even though it might be only a slight change and it takes a long time, I think gradually little changes will accumulate and students will greatly derive benefit from it.

以下是有關我的學生M的故事。

M是小二生，對英文科全無興趣，成績欠佳，參加「童心同唱」香港試點計劃前，上課時總是「魂遊太虛」似的，更不用說積極投入課堂活動了！

可是，當我開始實踐從計劃中學到的技巧，嘗試以音樂輔助教授英語，M竟然逐漸進步起來，不但願意參與課堂活動，亦明顯較具自信，與從前判若兩人。回想最初接觸這學生時，他的英語欠佳，甚至連「把書揭到第5頁」這類極之簡單的指示也茫然不懂。在他眼中，英語似乎是一種完全陌生的語言，根本不知從何著手；既然無法理解，自然難以參與和英語有關的一切，久而久之，信心與興趣漸失，連堂上的活動也懶得理會了！

為了幫助M，我決定嘗試從音樂入手。音樂是人類的共通語言，即使不懂英語，我相信音樂總會使學生有所得著。接著發生的事，證明我的信念正確。我在小二的英文課上開始應用「童心同唱」的種種教學技巧，除了唱歌，還會拍掌顯示句子的節奏，並在發音時故意放慢速度和誇張口形。還記得有一次我拍掌顯示一個英文字的讀音節奏，然後請全體同學依樣重複，M居然也一起拍掌！他當時或許還沒掌握正確的節奏，但看見他起碼勇於嘗試，那一刻真的非常欣慰。接著，我與學生一起唱歌，邊唱邊按歌詞的節奏拍掌，一則讓他們易於記誦，二則示範說話時的正確節奏。大家練習

了一會，我便請學生站出來與我一起示範拍掌。M這時不再沉默，而是鼓起勇氣，主動參與，完成這彌足珍貴的首次表演。

看見M的轉變，我不禁既驚且喜。也許改變教學模式後，上英文課對他已非純粹學習文字的場所，而是一個讓他感到歡愉和有力參與的遊戲。拍掌是簡單動作，小孩子做起來也輕而易舉，而且跟語言毫無關係。運用這項技巧教授英語，不但能將詞彙的正確韻律具體呈現在學生腦海，更有助他們記誦。由於學生毫不費力便可完成拍掌的動作，當中的成功感，自然令他們學習英語的興趣和信心大增。

除了拍掌，我還特意在發音時放慢速度和誇張口形，好讓學生聽得清晰。人的口腔結構大同小異，我深信示範口形是幫助他們正確發音的好方法。上課時，我通常會先示範，請同學仔細留意，然後依樣練習。大家的發音都因此大有進步，M的進展尤其明顯。正如之前所說，M的英文不濟，亦欠缺學習意欲，但透過觀察口形和重複練習，他在記誦新詞和發音兩方面都大有進境。當他發覺堂上一切活動都是自己能力所及，便會逐漸建立學習英語的興趣和信心。

我認為唱歌除了可用作「熱身」，亦可幫助學生牢記詞彙。音樂有放鬆神經，使人心情愉快的功用。借助音樂教授新詞，可營造趣味盎然的學習環境，並提供實質的語境，有利孩子吸收。這套

策略再一次在M身上奏效！我在堂上教授與天氣和季節有關的詞彙時，借用了‘Oh My Darling’的旋律，並自行填上包含學習目標的新詞。曲中每段都會講述一個季節，像季節的天氣如何？應穿甚麼衣服？人們會幹甚麼等等？有關夏季天氣的一句是這樣的：‘Summer’s hot, summer’s sunny’有一次，M在做練習時問我怎樣形容夏天天氣，我只是唱出這一句的頭一小節，M已即時會意，接口唱下去，毫不費力就得出正確答案。我唱：‘Summer’s hot, summer’s...’，M接口：‘Summer’s sunny! Oh! I know the weather in summer is hot and sunny.’從前怎能想像有這一天呢！因為M用心唱歌，音樂加深了他對詞彙的記憶，他現在已可回答這類簡短問題了。身為老師，那份喜悅實非筆墨所能形容。

「童心同唱」計劃介紹的教學技巧繁多，包括拍掌、唱歌、放慢發音速度和誇張口形、使用手偶講故事等。參與的老師都得到全面培訓，確保能充分掌握各種教學方法，具備足夠能力照顧有不同教育需要的學生，讓孩子在輕鬆愉快的環境學習英語。應用以上技巧後，我見證了M的轉變——從嘗試參與堂上活動，進而可以正確讀出詞彙，再進步到只需略作提示，便可自行回答簡單問題。M的進步雖小，而且過程漫長，但我深信水滴石穿的道理，只要持之以恆，每日一小步，最終也可成就大事，做出成績！







For programme details 計劃詳情

<https://www.britishcouncil.hk/en/programmes/education/world-voice>

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