

# **English Immersion Camp for English Teachers in Baojing County Western Hunan Miao and Tu Jia Minority Autonomous Region, Hunan Province (4 - 7 August 2009)**

## **Report**

### **Summary**

4 trainers and 6 organisers conducted a 3 full day and a half day English Teaching Training camp, from 4 to 7 August 2009, with 38 participants who are English teachers from 16 secondary school and vocational schools in Baojing County.

The three and half days camp was consisted of demo classes in a rural school, and more than 4 sessions designed specifically to address needs and demands of the participants as we understand from our experience gained from last year camp and knowledge of English education in poverty stricken rural areas in China. The sessions include making use of game in teaching, lesson planning, teaching English through activities, visualization of reading and writing.

The objectives were well achieved: 100% of the teacher participants reported that they have become a lot more (67%), quite much more (30%) or average (3%) confident in teaching English; they have improved their teaching skills through learning how to use games and activities to involve their students in classes and make them to speak up; and they promised to us and to themselves that they would put into practice what they have learned. All of them (100%) would like to join the camp next year if it is organized again and would recommend to other teachers of English.

The camp ended but the training continues with a number of support measures to the participants being planned: funding to support networking among the participants for exchanges of teaching ideas and mutual support; monthly email correspondences to the participants and an account in an online English learning platform will be created to each of the participants to facilitate their self improvement of English skills.

# 1. Objectives

The objectives of the camp are:

- to benefit rural students through training their teachers.
- to enhance the English ability of the English language teachers in rural China;
- to expose the English language teachers in rural China to a wider variety of teaching practice and develop their potentials in teaching English to their students well.

# 2. Background information

Baojing County (保靖縣) is located in Western Hunan (湘西) and mainly inhabited by Tu (土家族) and Miao (苗族) minorities. It is one of the 586 counties designated by the State Council as a poverty-stricken county.

Teaching is not a highly respected career in poor rural regions in China. One of the main reasons is that remunerations and benefits to teachers are very low. The growing gap between rural and urban areas leads to tremendous difficulties for rural schools to recruit and retain good teachers. Less than competent and confident teachers will in turn bring unpleasant learning experiences to students.

The participants of the camp are the first batch of English teachers in Baojing junior secondary schools. They received a sub-degree or degree in English language but have had limited formal teacher training. Most of them are not confident in pronunciation and oral English.

# 3. Trainers and Participants

## Trainers

Feher Rachel Marie	Experienced Teacher (Hong Kong)
Atkinson Sarah Jane	English Education Consultant (England)
Tse Sze Wan	Analyst (Hong Kong)
Wong Hei Fung	University Student major in linguistic (Hong Kong)

## Participants

38 teachers of English from 16 secondary school and vocational schools in Baojing County participated in the camp and 1 of them left earlier due to private reasons. A list of the participants is at [Appendix 2](#).

## Organisers

Chan Hok Nam (IRD, HK), Alan Sze (IRD, HK); Sek Yuen Wah (IRD, mainland office); Sek Yuen Fok (IRD, mainland office); Chow Lop Mei (IRD, mainland office); Cheng Chui Fa (IRD, mainland office).

## Local Organisers

Teacher Sek (head of English language section, education research unit, Education Bureau)  
Staff members of Teacher Training Institute, Baojing County

## 4. Curriculum framework and division of work

<b>Curriculum:</b>
<b>Principles</b> <ol style="list-style-type: none"><li>1. to build participants' confidence</li><li>2. let participants contribute and we enrich them</li><li>3. to focus on skills on involving students in the class</li><li>4. to train speaking abilities of the participants</li><li>5. share the participants' experiences and wisdom</li></ol>
<b>Contents</b> <ol style="list-style-type: none"><li>1. Phonics</li><li>2. Using game in teaching</li><li>3. Lesson plan</li><li>4. Teaching through activity</li><li>5. Visualization of reading</li><li>6. Visualization of writing</li></ol>
<b>Format:</b>
<ol style="list-style-type: none"><li>a. A short lecture</li><li>b. group activities</li><li>c. group teaching performance</li><li>d. individual feedback; NO TEST; NO GRADE</li><li>e. reward for excellent trainees</li></ol>

## 7. Schedule

Date	Time	Activity
<b>Pre-camp</b>		<ul style="list-style-type: none"> <li>- preparatory meetings (2)</li> <li>- pre-camp survey</li> <li>- Learning Journal</li> <li>- English teaching resource kits</li> </ul>
3/8 P.M.	2:30 – 4:00PM	<ul style="list-style-type: none"> <li>- Meeting with last year’s participants</li> <li>- A short course on phonics</li> </ul>
4/8 A.M. Ice Breaking Introduction: Using game in teaching	9:00 – 9:30AM	Grouping (name tag, group photo) Time capsule
	9:30 – 10:00AM	Ice Breaking - Games 1. “Name and Action” 2. “Introducing myself” 3. “Birthday”
	10:00-10:15 AM	Tea break
	10:15-12:30PM	Using games in teaching- principles, ideas and examples. 1. “Last letter” 2. “Country search”
4/8 P.M. Using games in teaching Phonics	2:00 – 3:00PM	Games in teaching – by students
	3:00 – 5:00PM	Phonic: games
5/8 A.M Lesson plan Teaching through activity	9:00-9:20AM	Revision of phonics and skill of ice-breaking
	9:20-10:20AM	Short introduction of lesson planning
	10:20-11:20AM	Trainees’ practice: Group preparation of Demo class
5/8P.M Demo class	2:00-3:00PM	Teaching through activity : Trainers’ demonstration
	3:00-4:00PM	Trainees’ practice: Class demonstration by trainees
6/8A.M visualization of reading	9:00-11:00AM	Reading through activities: an introduction and illustration
	11:00-12:00AM	Practice of reading through activities: design of drama by trainees
6/8P.M visualization of writing	2:00-4:00PM	Writing through activities: an introduction and illustration
	4:00-5:00PM	Trainees’ practice: - writing letter to pen pal -introducing country

<b>Date</b>	<b>Time</b>	<b>Activity</b>
7/8A.M Rounding up	9:00-11:00AM	Roundup Summary and game demonstration by trainees
	11:00-12:00PM	Individual feedback - Cards, Postcards (to be sent from HK) - Questionnaire Distribution of teaching materials - English Song CD - Letters from 40 primary school students in England (for making pen friends with students in rural villages of mainland ) Graduation Ceremony - giving certificate to participants and excellent trainees

## 8. Feedback

It is quite satisfying to report that we are quite confident that the objectives of the camp were well achieved (more at [Appendix 1](#)) as revealed in the feedback forms the participants completed at end of the camp:

- 100% of the teacher participants reported that they have become a lot more (67%), quite much more (30%) or average (3%) confident in teaching English;
- 100% of them opined that they have improved their teaching skills through learning how to use games and activities to involve their students in classes and make them to speak up; and they promised to us and to themselves that they would put into practice what they have learned.
- They unanimously (100%) would like to join the camp next year if it is organized again and would recommend to other teachers of English.

The following are suggestions they made to us in the feedback form:

- More activities
- 1) Teach us teaching methods. 2) How to use powerpoint or flash in teaching English.
- More good warm up games and good teaching methods.
- I would like to give me one more than teaching methods as like in Yiangchao primary school.
- More time. More chances.
- I hope we can learn more about pronunciation. And also some new games.
- I hope you can bring your class VCR here next time if you'll come again. So, all of us can see what you teach for your students
- Give us more method for teaching. Take us to another school or place to learn..
- Ask every teachers speak English. no Chinese in order to practice our oral English well.
- I hope this camp can last for a long time. And once every summer holiday.
- More activities.
- 1) Should give us more speaking time to chat with foreigners. 2) Let Chinese-English teacher do their demo-class to the trainers.
- 1) Give more chance to listen to other teachers' lessons. 2) give us more days. 3) Teach us more teaching activities, methods...
- 1) maybe we can spend more time in this camp. 2) maybe we can do more activities than before.
- Time is very short and limited.
- I should be more confident, speak English loudly.
- I hope more and more foreign teacher will come here and play with us.
- I like more teaching methods. I hope this camp can last for a long time.
- I hope we can learn from you for a long time. I wish you can be happy here. See you next year..
- I have learned a lot. I was very relaxing and happy. Thanks a lot.
- Chances to more teachers.

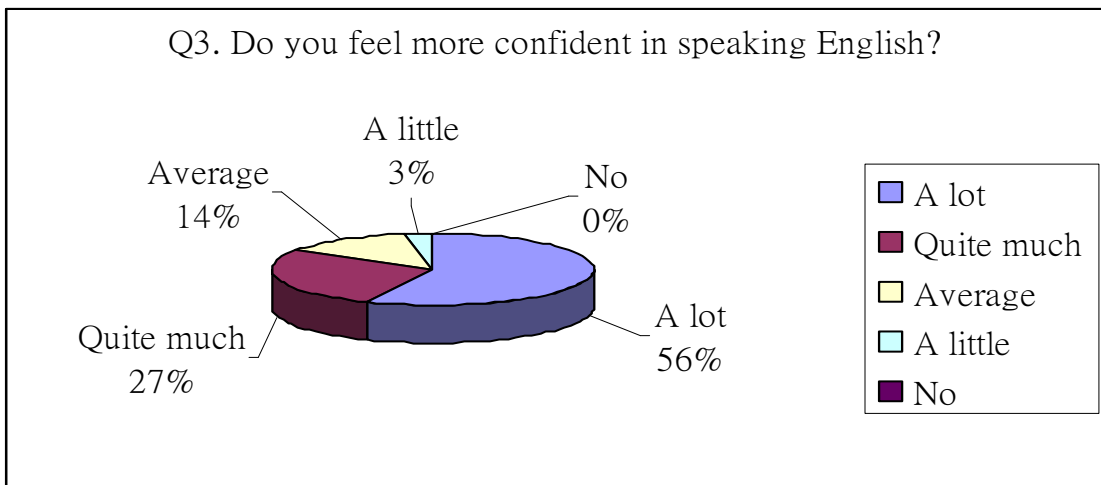
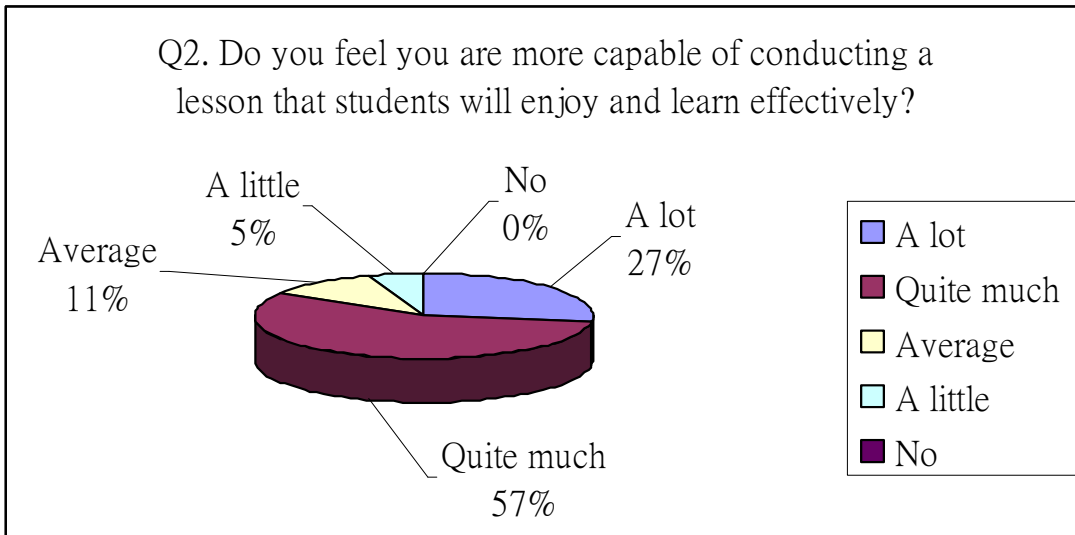
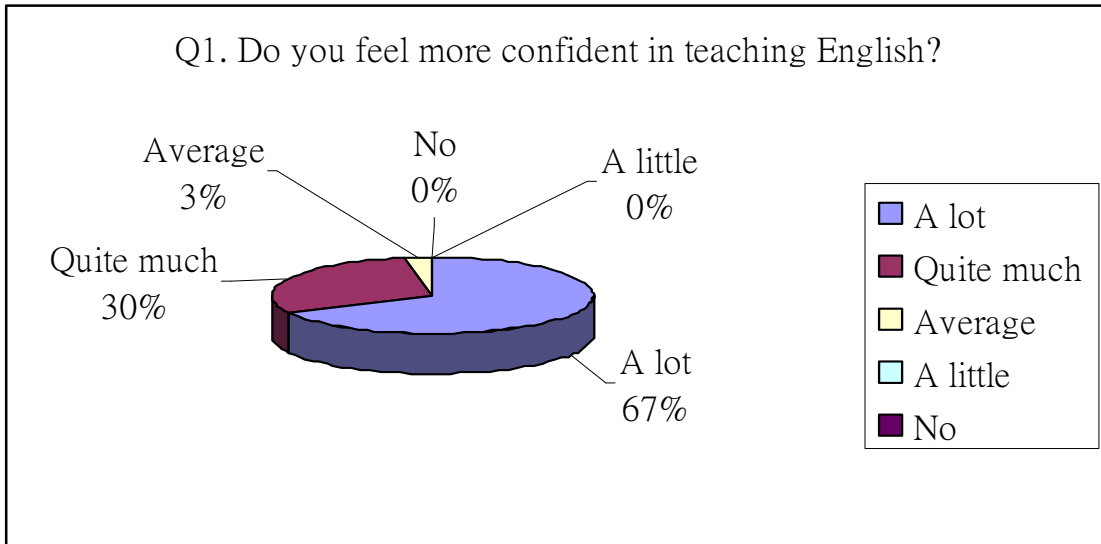
- We can talk more with each other. You can give us more Demo Lessons.
- This way is the best way. Welcome you next time.
- I like this camp very much. Whatever we do I will like it forever!
- Before you come, I hope you can hold a deeply survey in the rural schools of our county, because some of the methods you teach are not reality to practise in our school.
- More teaching methodology and more games.
- Give more games in teaching English. You are very friendly. Welcome to Baojing next year. See you.
- How to help the backward students?
- The training time is limited. Could we have more time to train? And I want to know how to teach the alphabet.
- Teach us more games.
- I hope this camp longer.
- The time can last longer, invite the teacher to give us a lesson from our text book.
- 5 days not enough. Maybe next time we should learn more things if we have enough time.
- 1) I would like this camp to change the time. I hope it can be longer. 2) I want to learn more teaching methods.
- I hope time is more longer. More foreign teacher.
- Generally, the camp is mainly deal with the problems in teaching pupils and students in grade 7 or 8. I hope there may be more methods for teaching students in higher grade. Although we think it's fairy helpful in teaching activities, it's still very hard to put into practice in teaching older students.

To the tutors, one of the most gratifying scenes are the postcards the participants wrote for us to post to themselves in Hong Kong –some of them promised themselves to keep and practise what they have learned in the camp and among the best of what they have learned is their growth in confidence! Some of the cards are scanned at **Appendix 3**.

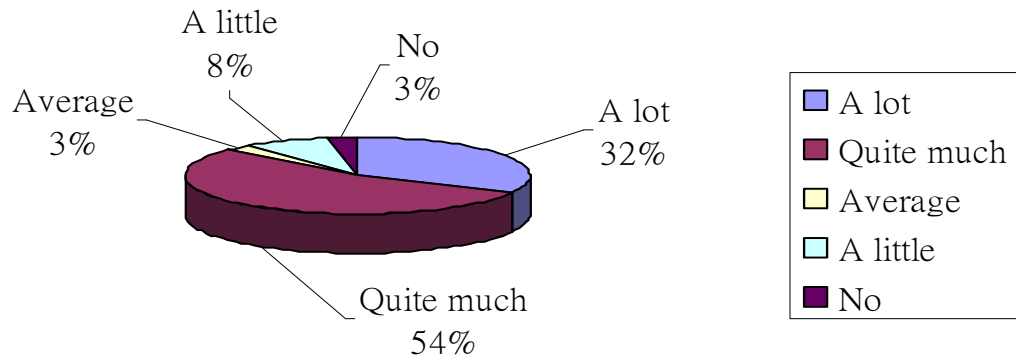
## **9. Follow-up plan**

- Monthly emails will be sent to all participants, giving them encouragement and relevant teaching resources
- Small funding support for participants to organise gatherings among themselves and with other English teachers
- an individual account in a Hong Kong e-learning programme (<http://www.i-learner.com.hk>) will be given to every participant to facilitate their self-learning.
- Publication of relevant materials to share with English teachers in other poor rural regions is being planned after the second camp in 2009.

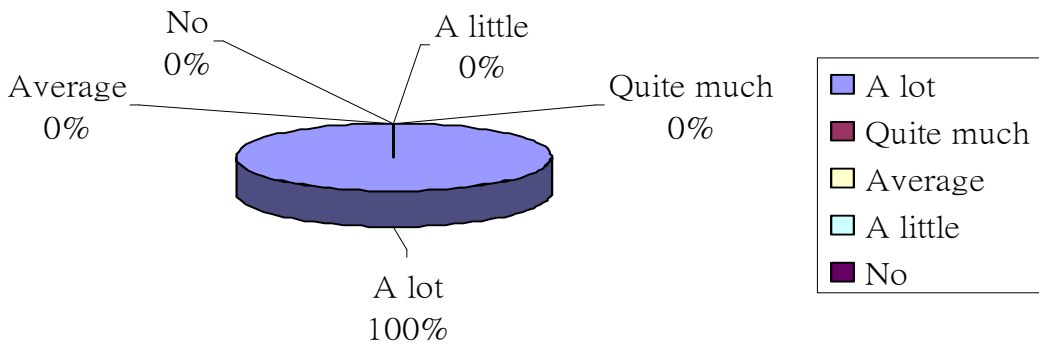
**Appendix 1. Post-camp survey results**



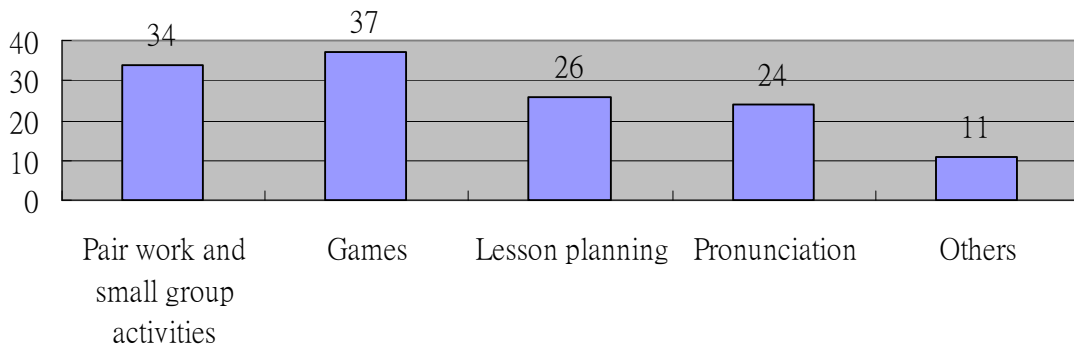
Q4. Do you think you have more resources for teaching English well?



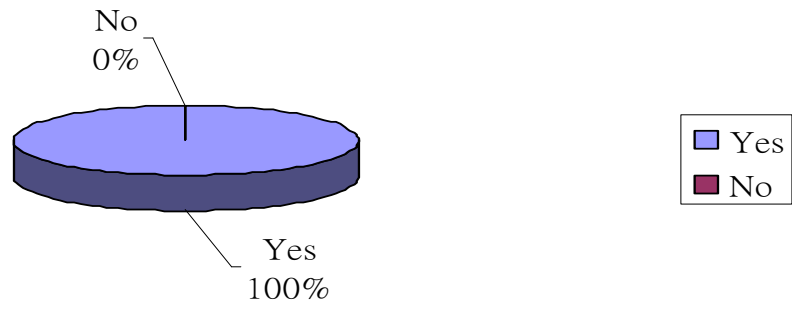
Q5. Did you enjoy the camp?



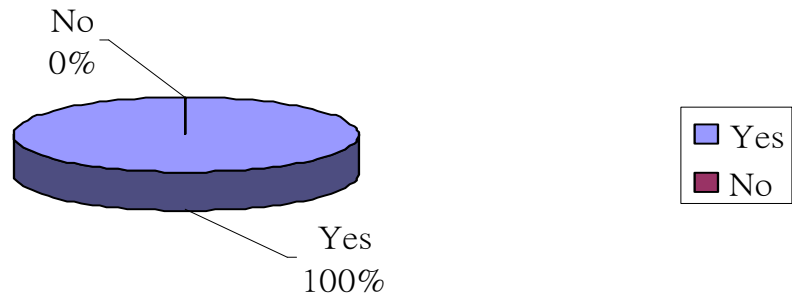
Q8. In which of the following aspects you have improved most? (you may choose more than one item)



Q9. Would you like to join this camp next year if we come again?



Q10. Would you recommend this camp to other teachers of English?

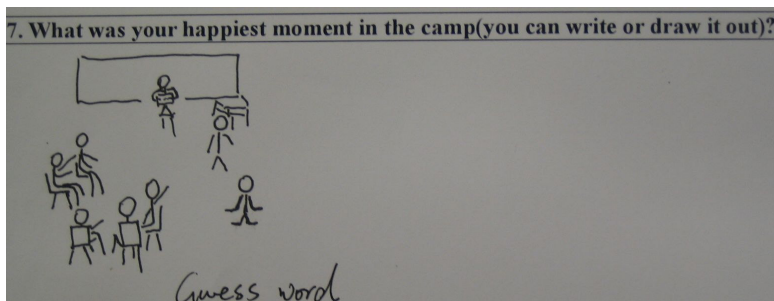
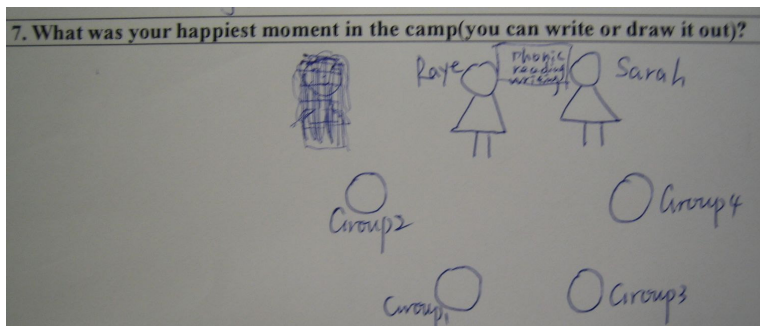


**Q6. Which games /activities will you try to use in your own class?**

- ✧ 20 questions, Hangman
- ✧ 20 questions, Hangman
- ✧ Bingo, Hangman
- ✧ Hangman, last letter first
- ✧ Hangman, last letter first, twenty questions, words search, drama, picture & writing etc
- ✧ Too much. For example: Hangman, last letter first.....
- ✧ 20 questions, Hangman, last letter first
- ✧ Bingo, Hangman
- ✧ Search words, Hangman, last letter first, 20 questions, “China” - stand up, “Canada” -turn around
- ✧ Hangman, Last letter first & Around the world
- ✧ Simon Says, Hangman
- ✧ 20 questions, Hangman, last letter first, words search
- ✧ 1. Last letter first 2. Words search
- ✧ Hangman, last letter first, words search, 20 questions
- ✧ Hangman, words search, Simon says, use questions
- ✧ Hangman, last letter first, 20 questions, words search
- ✧ Hangman, last letter first, 20 questions
- ✧ Guessing game, Bingo says “stand up” , search word, Hangman, 20 questions, one stand up.
- ✧ Bingo, Hangman, last letter first, 20 questions
- ✧ I will use Simon says···, ice breaker, word search, Hangman, last letter first, drama for writing.
- ✧ Ice breaker
- ✧ last letter first, word search
- ✧ Around the world, word search, Simon says, Hangman, 20 questions, last letter first, letter game
- ✧ word search, 20 questions
- ✧ Hangman, 20 questions, guessing words
- ✧ 1. Catch the chairs 2. 20 questions 3. Hangman 4. Last letter first 5. Words research and some games made by myself.
- ✧ Last letter first, Words research, 20 questions, Hangman
- ✧ Hangman, Last letter first, 20 questions
- ✧ Last letter first, 20 questions, Hangman, picture story, Simon says, words chain
- ✧ 20 questions, Hangman, Words research
- ✧ Hangman
- ✧ Hangman, 20 questions, word search, last letter first and so on.
- ✧ Hangman, Simon says
- ✧ Hangman, word search, Simon says, stand up, 20 questions, and so on, I will choose one

according to the particular topic each time.

- ✧ 1. 20 questions 2. Last letter first 3. Hangman
- ✧ 20 questions, Simon says, last letter first, Hangman
- ✧ Warm up



✧ Q7. What was your happiest moment in the camp (you can write or draw it out)?

- ✧ Play games
- ✧ When we play games together.
- ✧ When our group play games together, especially the game "exchange chairs" .
- ✧ I' ve enjoyed the teaching process, the happiest moment is when we play the games designed by our team members, especially when the teacher give us compliment.
- ✧ Play games
- ✧ We prepare for the activities in group and we take part in the games.
- ✧ Playing games
- ✧ Play games
- ✧ When my group (group 4) members do warm up on August 6, I feel the happiest moment in the camp. I can remember that forever.
- ✧ Playing games
- ✧ Listening, reading and writing teaching can be in group work or do in games way.
- ✧ When I enjoyed the activities & took part in the game.
- ✧ Play games
- ✧ Warm-up and play the game. From the warm-up, I learn a lot. I can make students more confident by playing games.
- ✧ Warm up, Playing games
- ✧ In class
- ✧ 1. Play the games (Hangman, ice breaker)

2. Listen to Ray (teach) have a lesson

- ✧ I' m relaxing and happy. Play games
- ✧ Happy and relaxing class, learning more games, new teaching methods.
- ✧ When we play these games, I feel more happy.
- ✧ Play the last letter first game and teaching in the Yang Chao School.
- ✧ I can learn a lot from the camp. Playing games, for example: Guess words.
- ✧ Playing games
- ✧
  1. Look at the beautiful sky at night.
  2. Talk with friends.
  3. Share the delicious food.
  4. Listen to the music.
- ✧ Playing games with others. For example: play “Hangman game” “20 questions”
- ✧ Do the new games in group. Speak and talk with the friends and teachers.
- ✧ Everyone in our group is very kind.
- ✧ Play the games in class.
- ✧ When foreigner teachers play games
- ✧ I think happiest moment in the camp is play games and make a week plan.
- ✧ My happiest moment in the camp is doing warm-up. It means that all of us play games together. That' s very relaxing, interesting and wonderful.
- ✧ When we play games.
- ✧ In the games.
- ✧ When the foreigner play games
- ✧ When we play games and exchange our ideas with members.
- ✧ Guess word

**The Institute for Integrated Rural Development, Hong Kong (IRD)  
4/8 – 7/8 English Immersion Camp for English Teachers in Baojing  
List of Participants**

	<b>Chinese name</b>	<b>English Name</b>	<b>School</b>
1	羅波		職業中學
2	賈丹	Jade	保靖民中
3	滕建菊	Sally	保靖民中
4	向錦萍	Linda	雅麗中學
5	龔雪華	Jane	雅麗中學
6	郭春花	Karen	岳陽中學
7	彭麗	Lee	岳陽中學
8	彭久蓉	Zoe	岳陽中學
9	孫春芬	Daisy	職業中學
10	彭司春	Snipes	職業中學
11	曾宪芳	Mary	遷陵學校
12	賈俐源	Melesa	遷陵學校
13	左婭	Diana	遷陵學校
14	陳明兵	Johnson	清水坪學校
15	謝清雙	Andrew	清水坪學校
16	屈飛燕	Swallow	比耳學校
17	王永鵬	Fisher	比耳學校
18	向清華	Amy	普戎學校
19	彭梅玉	Rachel	普戎學校
20	李葉廣	Nick	白坪學校
21	龍元	Kuker	白坪學校
22	向曉君	Mary	昂洞學校
23	彭司蓉	Velour	碗米坡中學
24	吳昕珂	Daisy	復興中學
25	曾芳	Shelly	花橋中學
26	金梅艷	Kimmy	水田中學
27	梁雪暉	Snow	水田中學
28	向元生	Jake	葫蘆中學
29	田洪霞	Anne	葫蘆中學
30	洪黨恩	Deven	葫蘆中學
31	梁金枝	Jerry	大妥中學
32	彭運芳	Beth	大妥中學
33	馬家夢	Sophie	毛沟中學
34	温建軍	Oscar	毛沟中學
35	彭貴花	Susan	毛沟中學
36	王艷英	Tina	白坪中學
37	黃永芳	Livia	雅麗中學
38	賈燕	Heidi	大妥中學

Appendix 3. Some postcards wrote by trainees

CBL 69A CAMERAMAN CARDS

Dear Fisher.

How are you? You did very well in the camp. Your oral English is getting much better than before. I hope you can keep practicing all the time. I hope we can see you again next time when we come to Beijing. I'm looking forward to your reply.

Yours  
Mary

The Island at dusk. 港島黃昏  
This dramatic view is made possible by the building of the West Kowloon reclamation, the largest ever done in the urban area, increasing the size of the peninsula by a third and extending the waterfront into the harbour by almost 1 km. To the left is the China Ferry pier and Ocean Terminal and across the sea the Island stretches from Causeway Bay (left) to Western District (right).  
西九龍填海區擴大了九龍半島與海港的面積。中環碼頭、海運大廈與對岸的銅鑼灣及西區遙遙相對。

Photography: Keith Macgregor. ©2005 Published by Cameraman Ltd. Tel: 2376 2085 Fax: 2376 2147

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To: 中国. 湖南省保靖  
县比耳学校  
王永鹏 收

PDC 1D CAMERAMAN CARDS

Dear Diana:

You're so lucky to join in this camp to learn. You have learned so much English methods, good activities. And your English speaking is much better than before.

湖南省保靖县  
迁陵学校  
左娅(老师)收

Photography: Keith Macgregor. ©2005 Published by Cameraman Ltd. Tel: 2376 2085 Fax: 2376 2147

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I will try my best to be  
an excellent teacher for  
my students!

I'm going to use all the  
teaching methods that Ray  
and Sarah taught us!  
Where there is a will,  
there is a way!

Photography: Keith Macgregor. ©2005 Published by Cameraman Ltd. Tel: 2376 2085 Fax: 2376 2137

湖南省保靖县碗  
米垵中学

彭司蓉 (收)  
(Uelour)

MSN: hz760728@hotmail.com