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Together
We Make the
Difference



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Letter from the Editor

Dear Readers,

Time seems to speed up and it has been almost a year since the ideas of LT and LTSS Newline were first conceived. It has been a great pleasure working with my colleagues on the second issue. May I give my sincere thanks to our dedicated teachers, caring parents and engaged students for making this magazine possible?

When considering the purpose of a school magazine two conflicting ideas arise; the traditional concept of it being purely a record of school life seems to be losing support to the more popular idea of it as an outlet for opinions and imaginative work, with the result that many schools are now producing entirely literary magazines.

If the magazine was created only as a record, then it would not be entitled to be called a "magazine", for the word itself suggests a publication which is intended to be read and not to be stored, and if the main function of the magazine is to be read, then it does lend itself to the inclusion of more imaginative work.

There is, however, a demand for both types of magazine, and because the magazine caters for such a wide range of ages and interests, including staff, students and parents, the most sensible solution would seem to be a magazine which combines both functions, and which is not so specialized, but includes the varied range of school activities.

A magazine should be truly a representative of the whole school; but in order to produce such a magazine, the traditional ideas of it being a chronicle of sporting and academic achievements must be replaced by another concept, an amorphous framework, the shape of which is determined by the contributors, and which may include a wider range of subjects and ideas which reflect those of the readers, for the ultimate content of any magazine depends upon the material submitted.

We are grateful for your feedback — and hope that all we have done for our students this academic year, including the articles chosen for this issue, demonstrates our desire to get every reader engaged both intellectually and emotionally.

Yours,

Mr. Eric

Editor



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GIVING BACK TO THE COMMUNITY

Contributing to the community and fostering better school, family and community involvement are one of many extensive foci that Lock Tao Secondary School (LTSS) are striving to achieve excellence. To accomplish this target, we held our annual caroling event at Mei Tin Estate in December.

Guests representing different communities joined the event on December 18. Mr. Wong Hok Lai (Sha Tin District Council Member), Mr. Woo Chi Hung (Pastor of Lock Tao Christian Association Shatin Church) and Ms. Yeung Lam (Chairperson of Lock Tao Parent Teacher Association) were our honoured guests, as well as our students, parents and teachers supporting this annual celebration. To signify the start of the event, our Principal was invited to give a heartwarming opening speech.

Our students showed their talents in a variety of performances, for instance, magic show, singing, dancing, Chinese opera and orchestra. This year our S.4 students put a lot of effort in preparing for the game stalls, providing a precious learning experience for them to strengthen their leadership and sense of belonging to the school.

The event was so successful that everyone had joy and fun. This event could hardly succeed without the support from Project WeCan, Prince Jewellery & Watch, Partnership Fund for the Disadvantaged and Lock Tao Christian Association Shatin Church.



Heyuan Study Tour

At Lock Tao Secondary School, we believe experiential learning is one of the keys for the students' growth as they have to apply what they have learned at school into the real life practice. In this issue of magazine, we would like to introduce one of the activities for form 1 students - Heyuan study tour. This tour is an excellent opportunity to strengthen and develop students' analytical skills across different subject domains: Chinese, English, Math, Liberal Studies, Science, Chinese History and Computer studies.

Before the Heyuan study tour, students had to attend an intensive training to get a thorough understanding of the concept of case study and learn how to present findings. Then, students were assigned into small groups to examine an inquiry question - whether the development of tourism industry impedes or prospers the overall well being of Heyuan. Each group would deal with one of the following areas: (1) history, (2) natural landscape, (3) architecture and (4) dine and drink. After the preparatory work, students started conducting the project at their own pace.

Students had to complete the case study in 6 months. Both parents and teachers could witness the fruit of each student's hard work and be impressed by the students' presentation in the experience-sharing session. The gradual growth of students through the study tour was clearly seen in the session. They did not only show their hard work, but also their perseverance, responsibility and critical thinking skills. We all know that this satisfactory performance would not happen overnight. Thus, we would like to thank for everyone involved in this study tour including students, teachers as well as parents. Without any of their help and support, this project could not end up a huge success.



Interview with the Principal

Do you want to know what inspired our Principal, Mr Choi Hong Nin, Richard, to pursue a career in education, how he gets the children to give the best of themselves and what he thinks about the main trend in education? Our reporters Chu Pui Ying (4A), Lee Man Lung (4A) and Leung Hin Man (4A) are pleased to bring you an exclusive interview with our dearest Principal.

Meet Mr Choi, Principal of Lock Tao Secondary School



1 What initially inspired you to pursue a career in education?

My school teacher, Ms. Yip Wai King, inspired me to pursue a career in education when I was in primary school. She has helped many students, especially those without much learning motivation. She is my role model for life.

2 How do your own life / work experiences inform your approach to your work?

Personal experience may be the best way to turn a student into a dedicated pupil. I believe experiences guide pupils to make the right choices in life and studies.

3 Which features of the school do parents value the most?

Academic success is always the feature parents value most, but this should not be our only focus. Focusing solely on academic success, but not personal development, would lead to the path of monster parents – irrational parenting. In turn, it is not the best way to bring up our future generations.

5 What would you say makes the learning environment special?

That communication can make learning environment special is what I have learned from Ms. Yip, my primary school teacher. She shared her life and work experience with students including me. From her, I know communication is important as it creates understanding and helps fostering a bond between teachers and students. This bond can have a big impact on students' life.

6 How do you get children to do their best academically?

Encouragement is an essential element inside and outside the classroom. Students may encounter difficulties and failure in their studies, so proper encouragement is necessary. It is important for every student to feel encouraged especially when they are facing hard times. A word of encouragement during a failure worth more than an hour of praise after success. On top of it, we need to help students set and pursue practical goals in their studies.

9 What characterizes the graduate students graduating from your school?

Our students spend most of their adolescence in school. After six years of education at Lock Tao Secondary School, most students become assertive, independent, confident, responsible and disciplined.

10 What are the main trends in education that you are seeing at the moment?

There are two main trends in education, they are STEM (Science, technology, engineering and mathematics) and STEAM (Science, technology, engineering, mathematics, and art). The "A" in STEAM is a broad term that represents liberal arts, language arts, social studies, physical arts, and fine arts and music. Both trends came from the growing concern that today's employees lack skills and talents that are needed to succeed in the 21st century economy.

The aim of STEM is to integrate and apply knowledge of mathematics and science for creating technologies and solutions for real-world problems, using an engineering design approach. STEAM adds one more component in STEM – understanding learning contextually, not only in term of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever changing personal and global development.

Ms. Yip Wai King and Principal Choi



4 What are the main principles and philosophies you promote at the school?

I can sum it up with one word – Love. Love is a Christian value which is as important as other Christian values, like (1) hope, (2) righteousness and (3) putting God first in our lives. God loves us and he gave his only son to the world. We should learn from him to love one another and put the needs of others ahead of our own.

7 Which other areas of education and extracurricular activities are you developing?

At this moment, there are quite a few areas in education and extracurricular activities the school is developing. One important thing I would like the students to know in personal development is they need to take initiative and understand what they want to develop in education or extracurricular activities. They cannot rely solely on other people to tell them what to do.

8 How do you encourage understanding between cultures?

At Lock Tao Secondary School, we are fortunate to have students coming from various backgrounds. We put a lot of effort in providing students with chances for cultural exchange. For example, we have organized cultural exchange tours for junior forms and invited guests from different ethnic communities to share their experiences.



LOCKTAOIAN IN THEATRICAL PRODUCTION



After several months of hard work, our students have put on a spectacular show for a theatrical production of *The Wonderful Wizard of Oz* at Lock Tao Secondary School. Although the school has led the way in placing the teaching of drama on the timetable, the extension of some of the work into the performing arts produced some unforgettable experiences for the students. It enhanced not only their individual development, but also the life of the school.

At the stage of preparation, professional actors came and worked with our students on storytelling, acting, singing, and design and production. This culminated in a lavish production on the main stage of the theatre and the publication of "The Wonderful Wizard of Oz" by the world-famous children's author Lyman Frank Baum.

As the show was produced in the round, the wonderful costumes and props made by students and teachers became a centre of attention. They were visually stunning and when placed in the theatrical set the effect for all those watching was breathtaking.

In addition, every role in the drama was performed with passion and every line was spoken with confidence. The use of drama techniques for supporting and developing language skills was clearly demonstrated. More importantly, English was thoroughly used in the whole production.

The theatrical production of *The Wonderful Wizard of Oz* showed the power of drama and the performing arts in bringing people together and in enhancing lives. For the students who have taken part in a show, this drama is the once-in-a-lifetime experience that they will never forget!



MEET YOUR ENGLISH TEACHERS

In the section "Meet Your English Teachers", our students had an opportunity to interview their English teachers and got to know them up close and personal. A lot of great questions were sent in by our students, so the editorial team got to vote for the questions. Here are the two chosen questions. They can fully highlight the importance of teachers in shaping the students' future through their expertise.

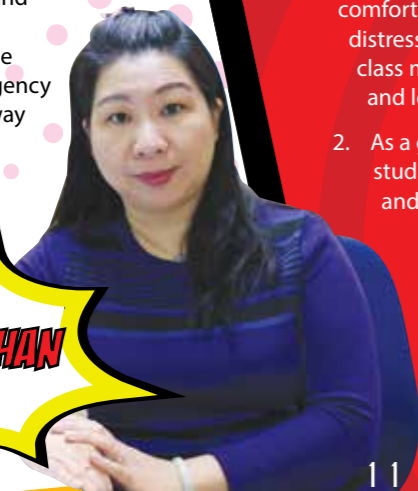
We hope through the article, our students can understand hard work always pays off. No one was born to be perfect. We all make mistakes and we all have bad days. If you want to be good at something you have to work hard to make it happen.

Here are the two most popular questions:

1. What initially inspired you to pursue a career in education?
2. How do your own life / work experiences inform your approach to your work?

1. I was inspired by my English teacher in primary school. She was kind to me and encouraged me to enhance my studies. When I came first in class in English exam, she bought me a nice gift.
2. My life experiences make me believe that I have to think positively and have faith in my work and my ability. Yet, I have to plan for the worst and always have contingency plans if things do not go the way they are supposed to be.

MS. CELINE CHAN



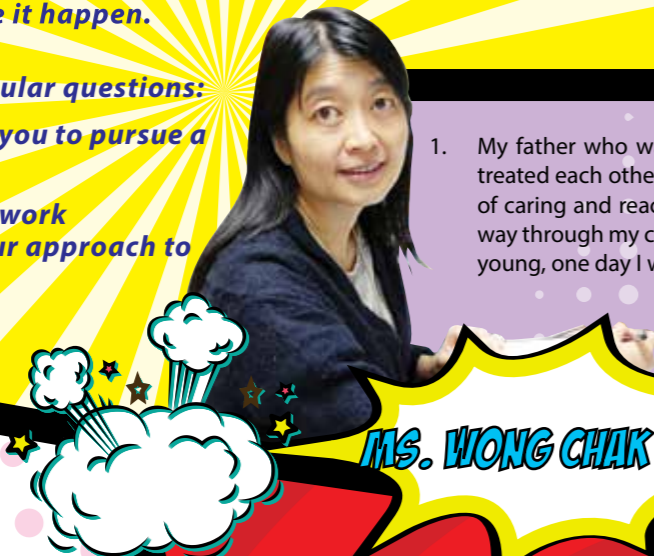
1. Believe it or not, I decided to become a teacher when I was only in Primary One. I could still remember Miss Chan, who was my class teacher teaching me English, was very loving and caring about students. Once, I forgot to bring my English textbook to school and was so scared that I dared not enter the classroom but only crying in the corridor. When she realized it, she did not punish me but comforted me gently. I could never forget how kind she was when I was in distress and needed someone to rely on. Later, she even selected me to be the class monitress that gave me a lot of opportunities to develop my potentials and leadership. Thank you Miss Chan.
2. As a guidance teacher, I am always considerate and would like to work with students as well as their parents to help guide their academic, behavioral and social growth.

MS WAI MAN KAM



1. My father who was also a teacher taught in a remote village treated each other as part of the families. Admiring by his way of caring and reaching out to his students and families all the way through my childhood, I then formed my desire while I was young, one day I wanted to be like him.
2. I am quite a lucky and blessed person all the way in my working life. I want to devote my life to bringing others into that same kingdom, and to be blessed by blessing others.

MS. WONG CHAK KI



Hello!



1. My secondary teachers gave me great inspiration that teachers were very important role models who could help them to develop their potential and learn well so as to achieve their aims.



MS. TAM LAI JIN

2. Teaching my children gave me inspiration, ideas and good experience to adopt suitable approaches to teach my students. One approach can't be applied to all students, so teachers have to understand the students well and adopt suitable approaches in their teaching.

1. I was encouraged to pursue a career in education because of the influence of a number of inspiring teachers.
2. I was raised up under tough situations with limited resources all the way through my childhood. I was glad that both my parents are positive and loving. They always turn miserable incidents to blessing experiences. With their influence, I want to use their secret weapon to touch others of my faith.

MS. CHIU WAN KEI



1. My music teacher in Secondary school who was severely weak in eyesight inspired me. She also suffered from polio which made her walk slightly unbalanced and her voice in singing was just fair. However, she was very brave and taught students wholeheartedly. She was amazing; her life was a living book which could encourage students who lacked confidence. She was inspiring. She was a real Christian.
2. Be the audience, put myself into others' shoes, nourishing ones good attitude and value of life is more important than academic itself.

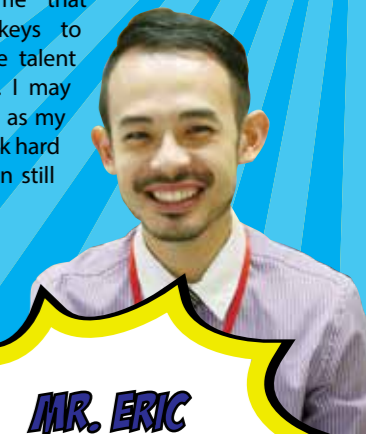
MS. LI KAM FAN



1. It was my elementary school class teacher, Mr. Ted Dewar. He taught me all the subjects throughout my elementary school years. I still remember the first time I met him. He was a man with muscular handsome grey hair and a scorpion tattoo on his forearm. He rode on his classic Harley Davidson motorcycle while wearing a black leather jacket and a pair of Ray-Ban sunglasses. He looked like someone coming out of a movie. He knew almost everything, so he was like a walking encyclopedia. He treated every student like his own children. Even now, I still keep in touch with him on a regular basis.

2. Compared with my siblings, I am not the outstanding one. All my siblings could win a lot of academic provincial competitions and scholarships during their study. However, I won't give up. My parents always remind me that there are two keys to success, which are talent and perseverance. I may not be as talented as my siblings but if I work hard work enough, I can still get ahead.

MR. ERIC



1. When I was a child, it was my teacher and aunt who inspired me to be a teacher. They acted like my idols as I could wear high-heels, use chalk to write on the blackboard, play the piano (as my aunt was a kindergarten teacher and I sometimes visited her home and played her piano). This is always a little girl's dream. But when I got older, I realized that I loved to talk and share with children and youngsters and I found teaching is a meaningful job that I chose it as my career.
2. My family, teachers and religion affect my approach to my work. It can be summed up as our school motto "Honesty, Faith, Goodness and Diligence". That means being honest to myself and others, having faith in our Lord, doing good to the people around and working hard for the best.

MS. WONG WAI KUEN





Written by Ms. Li Kam Fan

Songs, A Means To Learning English



"Johnny, you have been spending hours on singing and listening to songs, What's the point of doing that? A waste of time! Can it help you get good grades? Switch off your cell right now and get back to your books!" Jack recited how his mother complained him to his friend with frustration. It is a commonplace to hear similar complaints like Jack's mother made. Is singing and listening to songs really a barrier to student's learning? I think in the case of Jack, it is his time management that lays the problem. In fact, there is a bright side of using songs in learning a foreign language like English. I am going to talk about this in this article.

Gugliemino(1986) stated that people sing at religious services, bars, in the shower, and listening to the car radio. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value. Researchers have also found that songs can develop the four skill areas of reading, writing, listening and speaking. Schoepp(2001) added that the affective, cognitive, and linguistic reasons for using songs which follow, are all grounded in learning theory and provide insights into the benefits of songs in the classroom.

Regarding the affective reason of using songs in teaching and learning, there is no doubt that learning takes place easily in a threaten free atmosphere. It is not difficult to see that low achievers in English behave less confident in English lessons. Some of them even lack the interest in learning the language. They may also find the lessons boring. Krashen(1982) found that songs are one method for promoting language learning. In fact, songs can help students overcome their affective barrier in learning a foreign language. As reviewed by a research conducted by D. Aguirre, D. Bustinza & M. Garvich(2016) that students felt more relaxed and were more attentive when their teacher played them songs and used songs as part of the teaching material. It showed that songs are effective in motivating students to learn. Students enjoyed the lesson and felt it less boring. They did not feel pressure in the lesson. Jolly(1975) stated that language and music has a close relationship. Songs might be looked upon as occupying the middle ground between the disciplines of linguistics and musicology, possessing both the communicative aspect of language and the entertainment aspect of music. Both have rhythmic and melodic content, and represent forms of communication in a linguistic sense. Students learnt the pronunciation of the lyrics, the meaning of the song and the usage of grammar and sentence patterns in the song. Aguirre, Bustinza and Garvich's findings echoes once Schoepp(2001) stated that there are two processes involved in listening. The first one is 'bottom-up processing' where the listener builds up the sounds into words, sentences and meaning. The second one is 'top-down processing' where the listener uses background knowledge to understand the meaning of a message. Practicing these two processes are essential for developing listening comprehension. Thus, songs provide enjoyment and develop language skills is undeniable.

Learning English through listening to songs can help automatize the language development process as the nature of songs is fairly repetitive and consistent. Having listened to the song for several times, students may have acquired a language pattern. They may internalize it and use it in their speaking and writing.

There are some suggestions for making use of songs to teach English in classroom. Take while-listening activity for instance, teachers can design different gap filling exercises for students. Each time, teachers focus on one or two learning points e.g. pronouns, adjectives or nouns found in the lyrics. Lenka's 'Everything at once' embeds a sentence pattern 'as...as' clearly throughout the song. Teachers can ask students to listen to the song and find out the adjectives in corresponding to the nouns they describe. Or, teachers can ask students to find out the nouns that the adjectives described. Another activity is running dictation. Students can be asked to spell the lyrics, dictate a sentence patterns or other language focus that the teachers designed. Teachers need to post the lyrics on the wall first. Then each student should come out to read the lyrics and memorize a word or a few words from one line of the lyrics. Next, they have to write down the word or words in the worksheet to complete the song lyrics. Next, teachers can ask students to paraphrase the pattern highlighted and create their own sentences and share them with their classmates. Through these, it can ensure students' cognitive and linguistic acquisition.

To conclude, using songs in English lessons is not just for entertainment. It is a means to learning a foreign language. It can motivate students to learn. It facilitates students to learn under a non-threaten classroom atmosphere which students with different academic levels can be benefited.

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Welcome to a new schooling experience, where there are no limits to your children's dreams. We provide more than just education. We nurture your children to their full potential. We develop leaders for the dynamic global society.

Lock Tao Secondary School is a government-aided school which offers high-caliber education in a wide range of subjects from Secondary 1 to Secondary 6. We have a strong and experienced administrative team and faculty staff.

Come and equip your children with tri-lingualism, and to face the world of opportunities.

We are proud of ourselves to be the first school to form a partnership program with The University of Hong Kong.

At LockTao we offer:

- ★ access to annual academic, athletic and arts events and competitions with other secondary schools
- ★ a location near to housing estates, MTR station and bus terminal

At LockTao we believe:

- ★ that great schools hold themselves accountable for the academic success of their students
- ★ that communication between the school and parents is crucial to create a positive environment for children
- ★ that children prosper when school administrators, teachers and parents work cooperatively to meet children's need



*For more information, please visit our website: www.locktao.edu.hk
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