

Music and  
Language  
Acquisition

Page 2



English Kitchen

Page 3



STEM@LTSS

Page 8



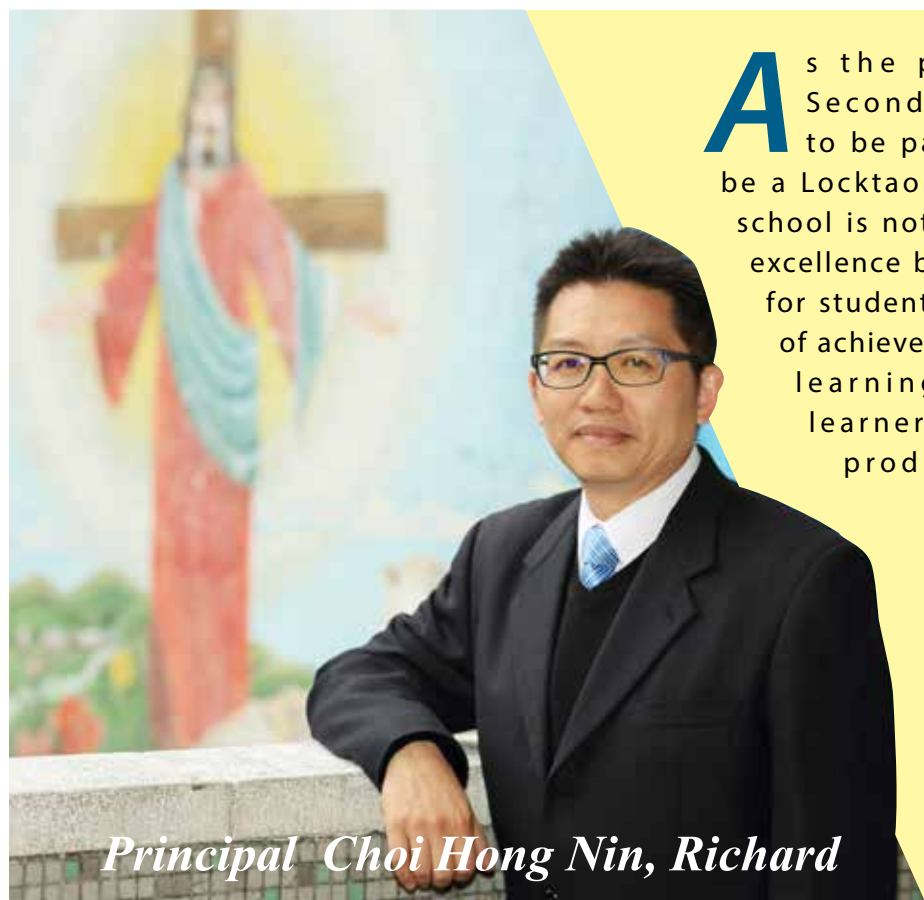
# LTSS NEWSLINE



Lock Tao Secondary School 樂道中學 英文報 English Department

June 2019 Issue 4

## Principal's Message



Principal Choi Hong Nin, Richard

As the principal of Lock Tao Secondary School, I am proud to be part of this big family and be a Locktaonian. Today, the role of a school is not only to pursue academic excellence but also to offer a platform for students to reach greater heights of achievement, so that they embrace learning and become lifelong learners, critical thinkers, and productive members in this ever-changing global society. At Lock Tao Secondary School, we provide a student-centric and English learning environment where students are motivated to channelize their potential in the

pursuit of excellence and instilled with strong values combining strong academics and extra-curricular activities established in our new three-year plan, for example, the English Drama, Cultural Exchange with Singaporean students and Human Library, etc. Through these activities, every individual student is hoped to learn to be a mature, independent and respectable citizen. In addition, students are taught to set clear goals and make specific plans within their reach, so that they can make their dreams and move forward purposefully in life. With such a supportive, student-centric environment at Lock Tao Secondary School, students can develop their potential and contribute to society.

## A Message from the Editor

In this fourth issue, we proudly present to you our Editorial Board. We have recruited four student editors to assist the production of our newspaper. As mentioned in the previous issue, the best way to learn is to involve students in the learning process rather than instructing them or doing the "chalk and talk". Our student editors have previously joined writing workshops to build a good foundation in writing skills. It is hoped that this platform would allow them to develop their potentials and enhance their skills in writing.

Fostering an  
English-rich

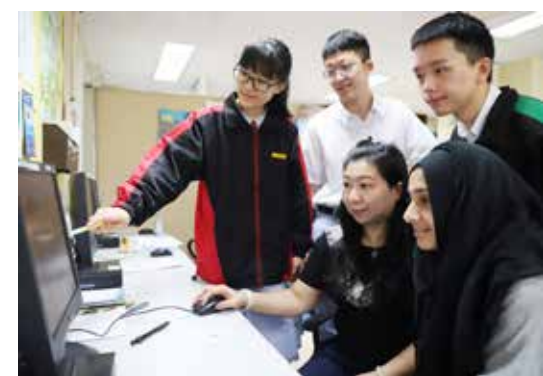
environment is one of the goals of the English Department. Students are exposed in authentic situations where they can communicate in English purposefully and immerse themselves in a language-rich environment that allows them to acquire the target language meaningfully and confidently. In this issue, you can see how students learn English through different activities and how much they enjoy the activities from the photos.

With love,

Ms. Celine Chan



## EDITORIAL BOARD



Editor-in-chief  
Ms. Celine Chan

Student Editors  
4A Ye Jiali

4B Aisha Shehzad Dar

5A Luo Yuzhu

5A Ye Zhong Zheng





# MUSIC AND LANGUAGE ACQUISITION

Music has long been used in the ESL classroom to create learning environment, to enhance listening comprehension, reading, writing and speaking skills; and to expand vocabulary. There are numerous researches and studies on the effectiveness of music on vocabulary acquisition, language usage and meaning.

Research neurologists, Burkhard Maess and Stefan Koelsch, have conducted a research on the relationship of music and language syntax. They have found that "language and music share cognitive resources for structural processing". Their results provide evidence for an overlap in structural processing between language and music. One of the most significant findings in the research is that musical and language processing occur in the same area of the brain. (Maess & Koelsch:2001)

Using songs in the ESL classroom has many benefits. Usually students enjoy listening to songs and thus, they are motivated and engage more actively in the lesson. Apart from being an useful motivation tool, songs can help students to master language skills that are less concrete and explicit, like intonation, inferencing, interpreting figurative language, and understanding the tone of the writer. Indeed, good lyrics are good sources to teach rhetoric. It is not difficult to find metaphors and similes in songs, like "you are my sunshine", "like a candle in the



Band performance at Shui Chuen O Estate

wind", and many more. As students want to understand the songs, they will learn the vocabulary and try to understand the rhetorical devices.

Our English Department not only makes good use of songs in enhancing students' English skills, but also has put our students on stage to share the joy of performing English songs confidently both in school and outside school. We held a concert in March and it was a wonderful moment as students from each class could show off their musical talents. The performance of the English Band was the highlight of the concert. Our English Band has gained good reputation in the community and has many public performances in Shatin. In August, our Band was invited to perform in the Shatin Elite Students Prize Presentation Ceremony; in December, we performed in Mei Tim Estate; in January, our performance amazed the residents in Shui Chuen O Estate; and recently, we were invited by the Shatin District Board Officer to perform in our local community, Mei Lam Estate.



Band performance at Mei Lam Estate



Band performance at Mei Tin Estate



Band performance at Shatin Elite Students Prize Presentation Ceremony



# Mother's Day



Though many things have gone electronic these days, our English Department still wants our students to appreciate the beauty of writing letters or cards to parents to express love and gratitude. In the Mother's Day celebration activity, students were taught to write

phrases or poems that express their love to their mothers or guardians. It is a good chance of creating a meaningful task and at the same time cultivating positive values for our students.

Nowadays, the society is comparatively more affluent than the previous generations. With more resources, our children may not treasure the things they have as things come in abundance and are so readily available. It is important to teach our next generation to cherish things and be grateful. So, the Mother's Day activity is not only a language activity, but also value education.

After making a nice personalized card and then presenting it to the student helpers, a student can choose a carnation for his/her mother. On the day of the flower redemption, the covered playground was crowded with students who longed for choosing a beautiful carnation to bring home for their beloved ones.



# English Kitchen

*"The way to a student's heart is through his/her stomach"*

It is often said that "the way to a man's heart is through his stomach", and it is true for students as well. Students at Lock Tao enjoy making desserts in English Kitchen. English Kitchen, which is sponsored by Project WeCan and Prince Jewellery & Watch, is one of the signature activities of the English Department. Students like making desserts because almost everyone has "a sweet tooth" and perhaps it has something to do with the release of endorphins. Studies have shown that desserts trigger endorphins release. No wonder every time when we make desserts with students, they are so motivated and joyful.

As students are eager to make the desserts, they are very attentive in the lesson and read the recipes carefully. They can also develop interpersonal skills and teamwork. More importantly, the learning outcome is instant and tangible. When students see the desserts they make, they have a strong sense of achievement and satisfaction. They also want to share the desserts with their parents so we further enrich the learning opportunity by teaching students to write thank you cards to their beloved ones.

The English Kitchen is definitely an activity that goes to students' stomachs as well as to their hearts!







# A KALEIDOSCOPE



2018

Oct-dec

Drama



Nov

Writing workshop



2019

March

Human Library



Concertino





# OF ACTIVITIES

## Singaporean Cultural Visit



Dec-Jan

English band



## Drama appreciation



May

Mother's Day



English Kitchen





# SHOULD DEATH PENALTY BE REINTROAUCED?

Death penalty is an old, cruel and inhumane form of punishment which was invented in the ancient times. It has been a controversial motion on whether it is necessary for present countries to reintroduce death penalty. In my opinion, a decent and humane society should not take away the life of a person as a punishment. Also, sentencing a person to death violates the right to live.

However, some organizations in Hong Kong have been urging the government to establish the death penalty. They argue that it is the only suitable punishment for those who take innocent lives and cause the victims' families to suffer. This seems to be logically contradictory for taking one life in exchange of another. For instance, if a person kills a victim, we think the act is cruel and cannot be tolerated. We then execute the person for his brutal act. For those who call for the reintroduction of death penalty think that this is the most appropriate punishment for the murderer. Yet, if the murderer is executed, it is also deliberate homicide even it bears a nice term "penalty". Should this notion of "stop killing by killing" be justified? Indeed, nobody should be given the right to kill human beings since each individual's life is precious. It is true that the murderer has committed a serious crime, but still his basic human right, the right to live, should not be deprived.

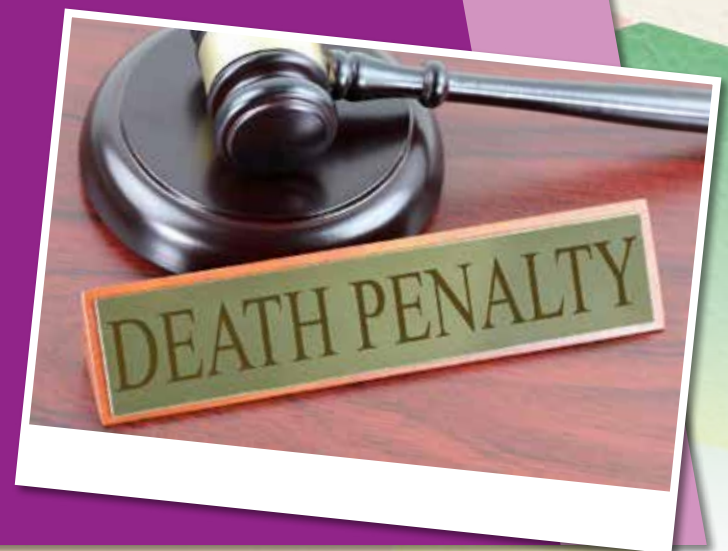
Apart from violating the human right, death penalty may also cause innocent lives. There may be mistakes in court trials and convictions. There have been many cases that innocent people were sentenced wrongly and later new evidence came up and the innocent people were then released after a few years or even decades of imprisonment. If there is death penalty, what will happen if there are mistakes or errors in the trials? Wrong prosecution may lead to the death of innocent people for crimes which they did not commit. What's worse, death penalty is irrevocable. It implies that no sooner than the person is sentenced to death, he will lose the right to appeal.

What's more, statistics show that death penalty is not an effective deterrent for serious crimes. Instead, it will promote the escalation of crime under certain circumstances. For example, if a murderer knows that he is bounded to be sentenced to death after killing, he may choose to commit suicide or commit murder more cruelly without scruple. There are countries with death penalty but there are still many murder cases. Another example is the US. There are criminals with life imprisonment who cannot be converted into parole. It may be more painful for them to lose freedom forever than to push them to die directly. It is a better deterrent and there is also a chance for criminals to turn back.

All in all, death penalty is an inhumane form of punishment. It violates people's basic right to live. It has never been shown to deter people from committing serious violent crimes. Besides, it does not allow the culprit to repent and to correct the mistake. In view of these, death penalty should not be reintroduced.



SA Luo Yuzhu Robin



SA Ye Zhong Zheng William

## SOME PEOPLE THINK THAT STUDENTS WHO GRADUATE FROM HIGH SCHOOL SHOULD HAVE ONE YEAR'S TIME TO OBTAIN WORK EXPERIENCE BEFORE GOING TO UNIVERSITY. DO YOU AGREE OR DISAGREE?

Upon finishing high school, teenagers face the dilemma of whether to get a one-year work experience or continue their study. As far as I am concerned, while there are some advantages to having a job first, I would argue that the drawbacks outweigh the benefits.

Perhaps the most persuasive reason is that students who just graduated from high school may be incompetent for working, which could be detrimental to their careers later in life. It is widely accepted that when they come fresh out of high school with insufficient capability, either in the academic background or work experience, these young individuals do not have a clear understanding of the harsh realities of the world. Therefore, they are not in a strong position to undertake early employment and are easier to make mistakes. As a result, unpredictable and daunting circumstances will easily cause a sense of frustration and shake their confidence, both having a bad influence on their mental health in the future.

Another noteworthy problem of working is that it might draw youngsters' attention away from his or her academic objectives. It is widely acknowledged that the kind of person who is confronted with work at an early age is one who has plenty of things to deal with, like the category of occupation, or the money that they earn, or the relationship among their colleagues, and the likes. In this case, they are likely to get used to dabble something of no significant. When they go back to universities, it is easily to find that the students almost lose the ability to concentrate on long-term projects. In addition, courses in universities are much more difficult and wide-ranging than that in high school. If they have a one-year suspension of study, not only will they forget some knowledge, but they may be affected by some social factors as well, which makes students challenged in difficult subjects.

It is, therefore, clear that students should not divert their attention to employment after they finish high school's study. Instead, they should go to college directly, and ensure that their knowledge and experience are abundant, which can help them effectively adapt in society.





# STEM Education @ Lock Tao



STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teaching the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

The report from the Education Bureau on 2016 stressed the importance of STEM education. It aims to strengthening students' ability to integrate and apply knowledge and skills, nurturing creativity, collaboration and problem solving skills of students, and also strengthening the partnerships with community stakeholders, and developing talents/experts in STEM-related areas to foster the development of Hong Kong.

At Lock Tao we have started STEM education since 2013. Initially, we started with a small robotics team and joined several local and international competitions. With the experience and success gained in these competitions, we have developed a school-based STEM curriculum, which is run in a whole-form basis. In other words, we have a tailored STEM education curriculum for all junior form students. In S.1, our focus is on coding application, Apple Swift Playground. In S.2, students can master another coding application, Scratch and they can learn silicon moulding. In S.3, students can learn mobile phone app, Apps Inventors 2, the drone-controlling app, DJI Tello, iMovie, underwater robot and Google AIY. In our STEM Week, students participated in different inter-class competitions, like Go Kart and Aerial shooting.

We believe that STEM education can help broaden students' horizons, and enhance students' abilities to communicate, collaborate and construct knowledge. Robotics Education can also promote student-centered learning. Students are motivated to learn effectively and independently. It also fosters essential work skills such as problem solving and project management skills.

| Year | Name of local / overseas competition                            | Award  |
|------|---|--|
| 2013 | HKBU MindDrive Competition                                      | Best Posture Design  |
| 2014 | Internet of Everything Application Design Competition 2014      | Merit  |
|      | Asia-Pacific Youth Robot Competition                            | 1st Runner-up and 2nd Runner-up                              |
|      | Asia-Pacific Youth Robot Competition (Taiwan)                   | Hong Kong Representative Team                                |
|      | World Robot Olympiad 2014                                       | The Best Project Award of Open Category                      |
| 2015 | Hong Kong FLL Robotics Tournament                               | The Best Poster Award  |
|      | HKUST Underwater Robot Competition                              | Silver Award, Best Joint School Inclusion Team               |
|      | Asia-Pacific Youth Robot Competition                            | Best Robot Design  |
|      | World Robot Olympiad 2015                                       | 3rd Place of Open Category                                   |
|      | World Robot Olympiad 2015 - Open Category (Doha, Qatar)         | Hong Kong Representative Team                                |
| 2016 | IET/MATE Underwater Robot Competition                           | Adventure Team   |
|      | World Robot Olympiad 2016                                       | 3rd Place of Open Category                                   |
|      | World Robot Olympiad 2016 - Open Category (New Delhi, India)    | Hong Kong Representative Team                                |
| 2017 | FIRST Tech Challenge 2016-2017                                  | Champion of Winning Alliance Award (Captain)                 |
|      | FIRST Tech Challenge 2016-2017                                  | World Championship in Houston, Hong Kong Representative Team |
|      | HKUST Underwater Robot Competition                              | Gold Award, Best Joint School Inclusion Team                 |
| 2018 | MakeX Robotics Competition 2018                                 | 3 <sup>rd</sup> place of junior secondary, Gold Award        |
|      | Makeblock Robotics Competition for Primary and Secondary School | Champion (Secondary Section)                                 |
| 2019 | HKUST Electric Vehicle Winter Camp 2019                         | Champion   |
|      | STEM Alliance - Snowflake Puzzle Challenge                      | First Runner-up  |



If you have feedback or story to share with us, please send it to the editor at [cwm@locktao.edu.hk](mailto:cwm@locktao.edu.hk). Students who wish to have their nice works published can also send your compositions to the above email address.