

**“Seed” Project (2015/16) on
“The Power of Digital Texts in Promoting
Literacies across the Curriculum in the
Junior Secondary English Classroom”**

Lock Tao Secondary School



School Background

School



The school is supportive in the implementation of e-learning and hopes to enhance students' learning motivation through the use of IT. The MOI is Chinese except English.

Teachers



The English teachers hope to explore effective strategies in the use of IT to raise students' motivation towards English learning & promote reading and writing across the curriculum.

Students



The students' English ability varies. There are Students with Special Educational Needs (SEN), Non-Chinese Speaking students (NCS) and Newly-arrived Children (NAC).

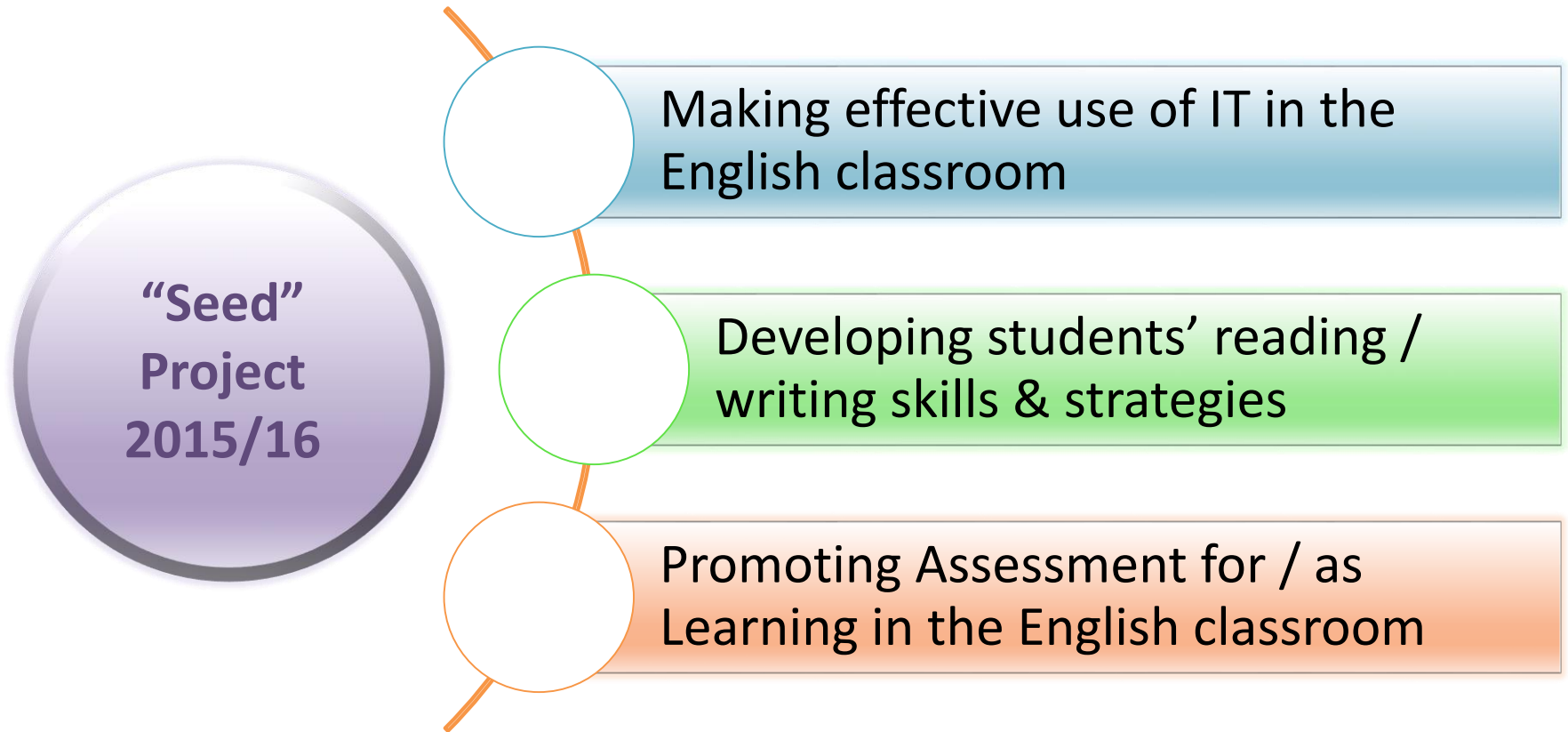
Aim of the ‘Seed’ project

- To investigate how digital texts with interactive features and tools (e.g. images, videos, glossary, note-taking) can be effectively used to support junior secondary students in reading and writing across the curriculum

Objectives of the ‘Seed’ project

- To enhance English teachers’ knowledge and competence in developing students’ literacy skills across the curriculum by:
 - examining the connection between English for general purposes and English for academic purposes including identifying rhetorical functions commonly found in non-language subjects (e.g. defining, comparing and contrasting) to raise students’ academic content and language awareness
 - selecting appropriate digital texts and exploring the effective use of digital features and tools
 - designing suitable learning, teaching and assessment activities for digital texts

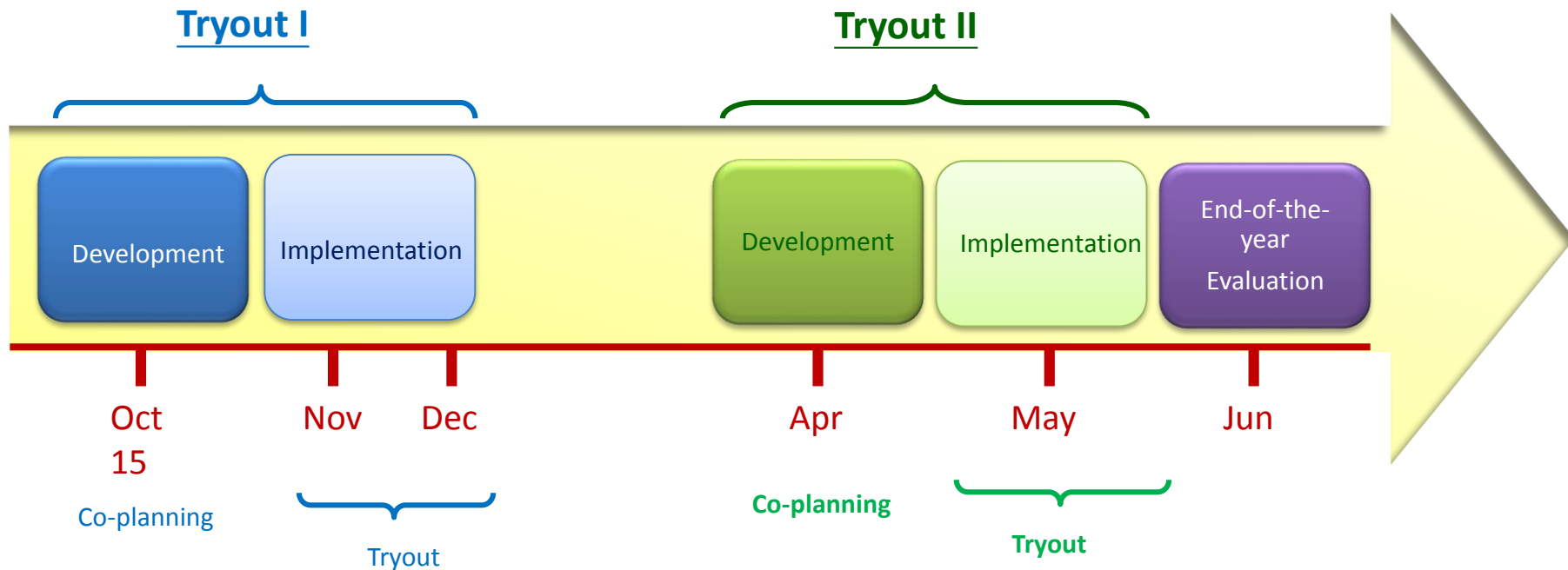
Other Focusses of the “Seed” Project



Planning & Implementation of the “Seed” Project

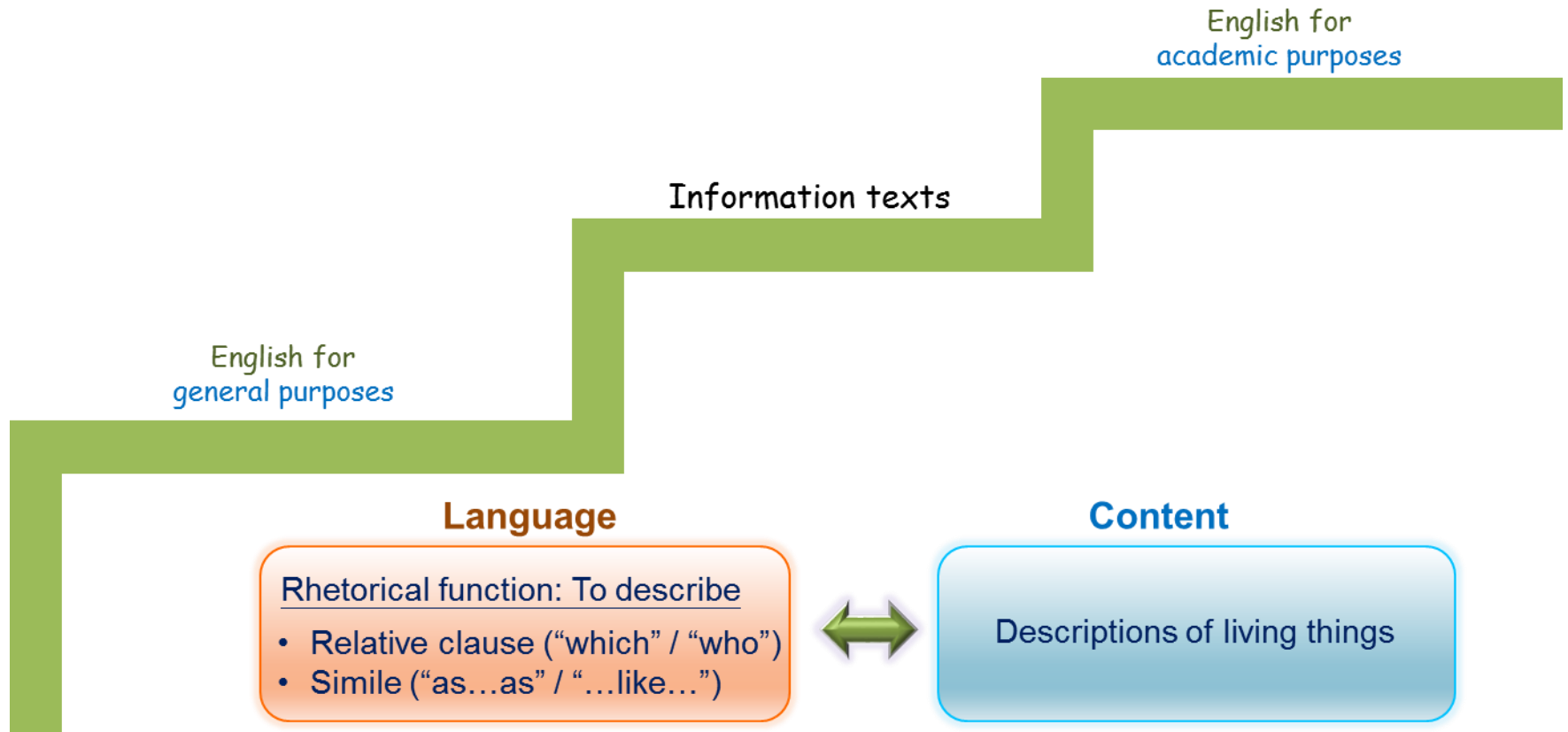


Level:	S.1
No. of Students:	21



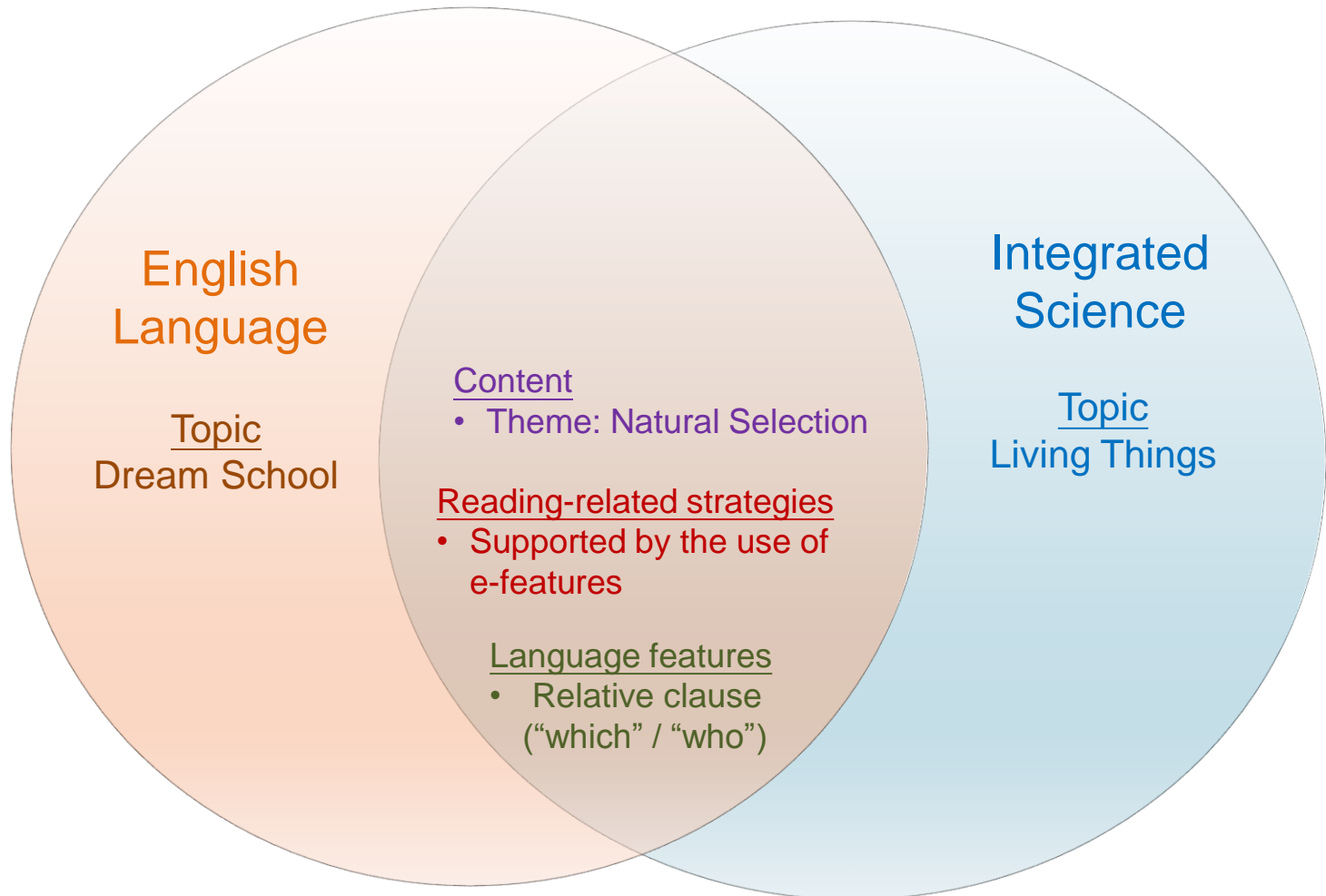
**Connecting students' learning experience
between English Language & Integrated Science**

Integrating the Use of the **Digital** Version of **Information Texts** into the School-based Curriculum



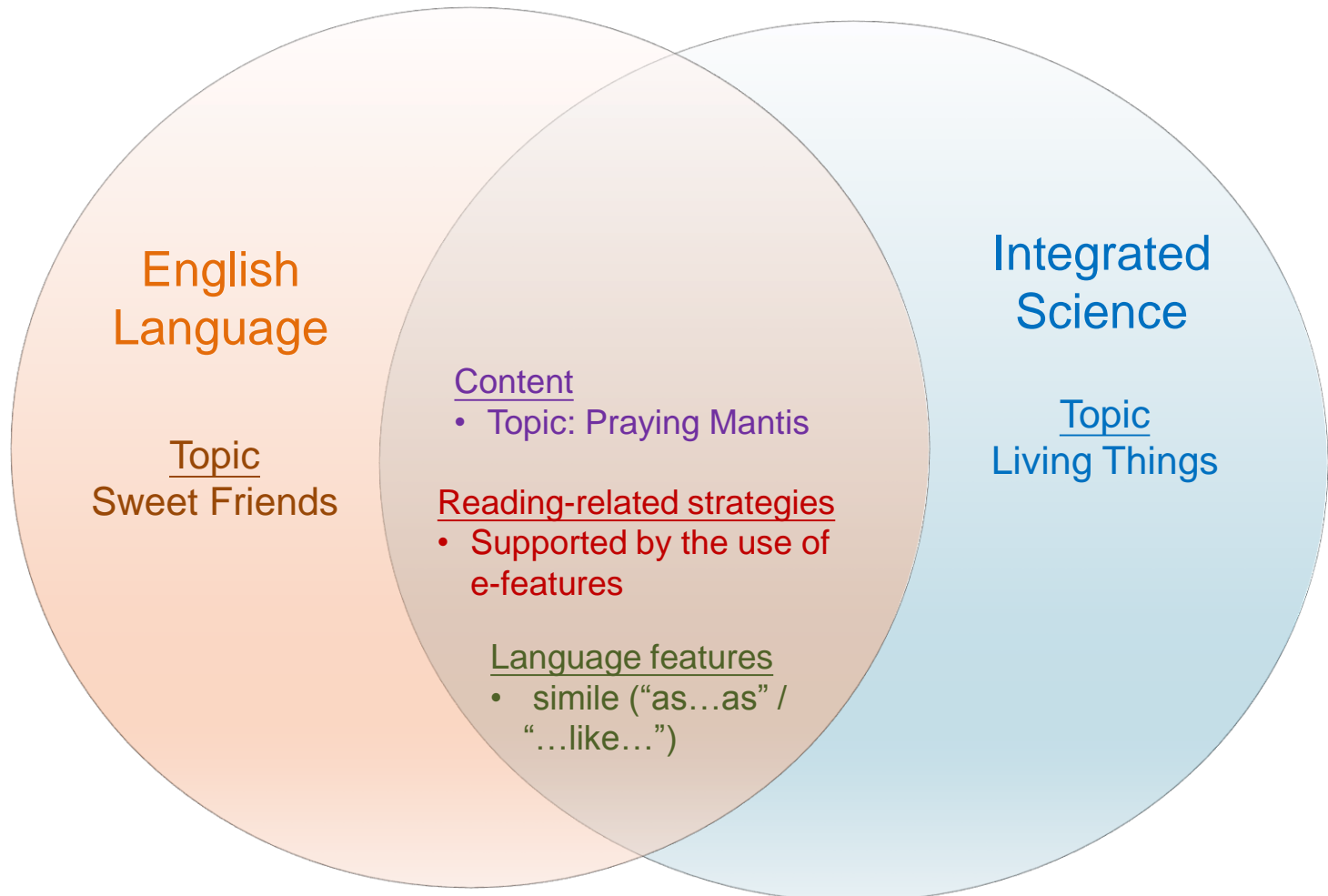
Integrating the Use of the **Digital** Version of **Information Texts** into the School-based Curriculum

Designing a Cross-curricular Task (Tryout 1)



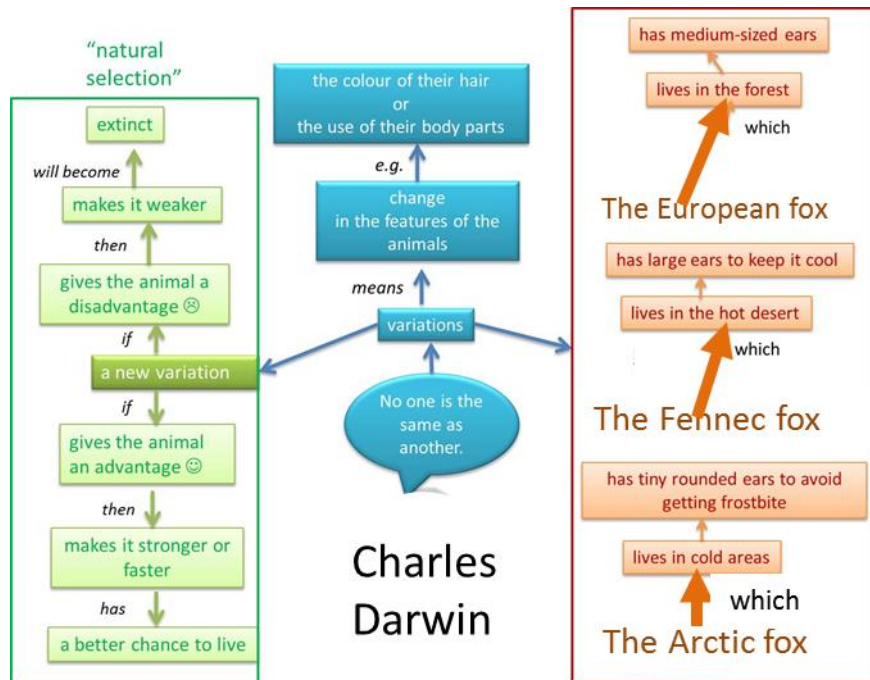
Integrating the Use of the **Digital** Version of **Information Texts** into the School-based Curriculum

Designing a Cross-curricular Task (Tryout 2)

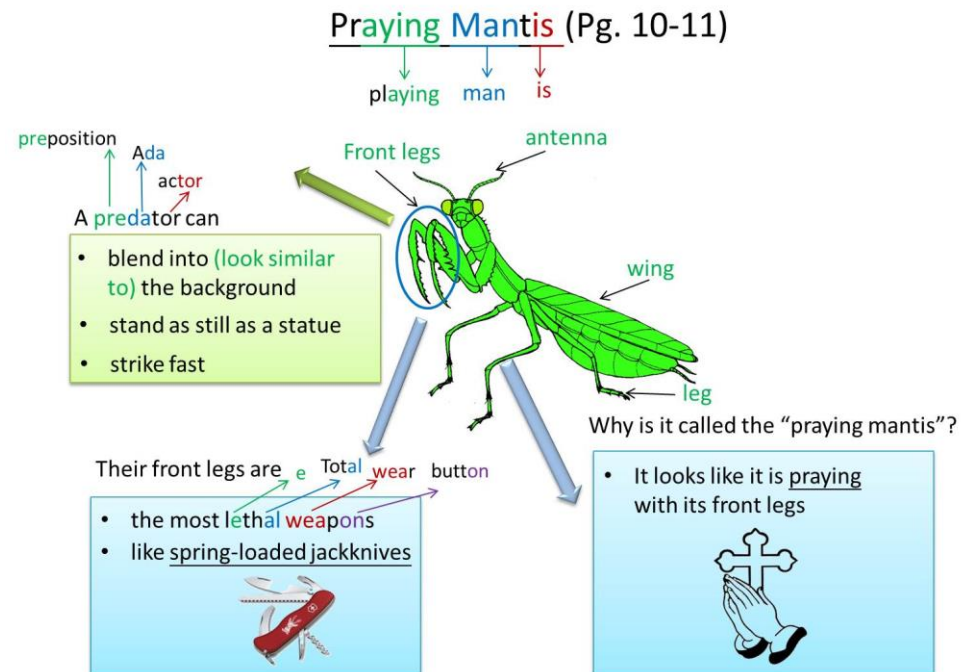


Making Use of Graphic Organisers to Deconstruct Content & Language of the Texts

Natural Selection (Tryout 1)



Big Bugs, Bad Bugs (Tryout 2)



Making Use of **Interactive Features** that **Facilitate Understanding** of the Reading Texts

These three foxes have variations which depend on where each lives.



Reading aloud function to help students work out pronunciation of unfamiliar words

...

The Arctic fox, which lives in cold areas, has tiny rounded ears to avoid getting [frostbite](#).



Hyperlinks for explanation of unfamiliar words and concepts

Making Use of **Interactive Features** that **Facilitate Understanding** of the Reading Texts

Video clips (for difficult concepts)

Word explanation (with pictorial clues)

Promoting Assessment for / as Learning through Process Writing

- Identifying strengths

(Content)

To describe the *facilities* and *school activities* of your dream school

Our Facilities There are a Swimming pool, a theatre and a Dancing room. Students can swim in the swimming pool when they feel hot. Students can watch any movie in the theatre in the recess ~~time~~. Dancing room is very popular in our school because they can ask the teacher to play any songs they like, Korean, Western and Eastern songs, is opened after school. More than 200 girls go to the dancing room after school and the clothes are free of charge.

facilities

activities

Promoting Assessment for / as Learning through Process Writing

(Organisation)

Headings

Final Draft

My Dream school

This sunny and happy school is in the south


Our Facilities

We have a theatre for students to perform plays there.

There is many souls from canteen. You can swim in my school big swimming pool. In my school library has 10000 books, you can read in library. In my school there is a big playground. The science lab is modern. You can doing experiments in the science lab. They are many happily in our school.

School Activities

On the lunch time, you can go to the computer room to play the games. We have 1000 classroom in my school. We first class at 9:30. So you should not worry to be late to school. We have many good subjects in my school. You can draw after class in Art room and you can play the computer games after school. On Friday you can eat many different food in canteen. Is it sunny? You can study many stuffs in my school.



Call 12344321 to learn more about this famous school.

Title

Slogan

Photo

Contact information

(by Yu Chi Kwan)

Promoting Assessment for / as Learning through Process Writing

(Language)

Final Draft

Cloud city secondary school

The ~~is~~ school is made in cloud.

This school's name is "Yun Cheng Secondary school", because the principal's name is "Cheng Yun Cheng", so the school is called "Yun Cheng school". It means city in the cloud.

Our facilities

There are 1200 students at our school. We have two huge halls for our assembly. One is for F1 - F3, other one is for F4 - F6.

The library has 50,000 books in it. Students can choose any book he likes. Library is between the F1 hall and the F4 hall. The school, which makes in the cloud, it can fly any where!

School Activities

We have lot of activities, such as running, high jump, long jump and any ball games. If you like music, you can go to the sky music room. You can play the piano by your-self, you can feel the music, enjoy music. I prefer doing sports to playing music. Because doing sports can make me strong and healthy.

~~This~~ This is all my dream school!

(by Chen Yun Cheng)

- To use the "Simple Present Tense" to talk about
 - Things that are always true / that are true now
 - Feelings, opinions & preferences

- To make descriptions by using
 - "There is / There are" to talk about someone / something

Promoting Assessment for / as Learning through Process Writing

- Identifying areas for improvement

(which / who-clause)

- Form ✓
- Function ✓

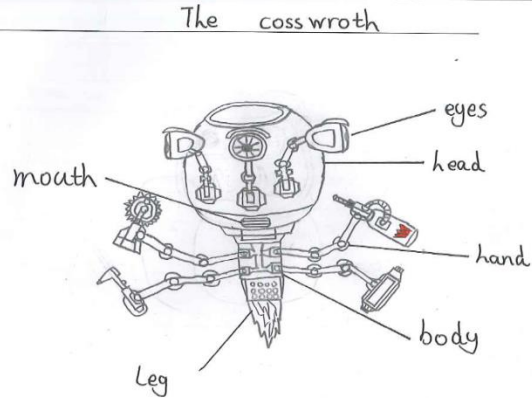
~~School Activities~~ My school club which has ^{an} art club, drama club, music club, p.E club, computer club, is for 400 students. my school which has many cats. ~~it is funny.~~



Promoting Assessment for / as Learning through Process Writing

(Language)

First Draft



✓ Making descriptions by using

- "...like..."
- "as...as"
- "which / who"

The Cosswroth is as cute as a dog.

The Cosswroth is like my brother who always helps me.

The Cosswroth which has strong hands can help me.

I (went) to tell you my monster. My monster is a robot. He name is cosswroth. He from the dianond city. He like a ball. He have a big and circle head. He have three big and cute eyes. He always listen to me and help me. He have four long and strong hand. They can help me do anything. He have smile body and disfferen leg. The cosswroth is as cute as a dog. The cosswroth is like my brother who always helps me. The cosswroth which has strong hands can help me. He is my best friend. He always play with me. I like he. This is my monster. Cosswroth. I like play with he. It is so Sunny! He always my best friend!

(by Yu Zhi Kwan)

Impact on Teachers & Students

Impact on Teachers

- Explicit teaching of reading strategies

Making use of the *Learning Progression Framework (LPF) for Reading* in the design of post-reading activities to help students develop reading skills and strategies that support their understanding of the reading texts

Reading – ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate
<p>Pointers</p> <p>Learners can, for example,</p> <ul style="list-style-type: none"> recognise some high frequency words (e.g. the you) decode words by using knowledge of letter-sound relationships process simple sentences by using knowledge of basic conventions of written English (e.g. by punctuation) follow predictable texts recognising the repetitive use of sentence patterns follow instructions and signs by recognising key words with visual support master basic book conventions (e.g. titles and names of authors) locate specific information by recognising simple formats (e.g. birthday or invitation cards) 	<p>Pointers</p> <p>Learners can, for example,</p> <ul style="list-style-type: none"> work out the meaning of words by using knowledge of letter-sound relationships recognise common connected forms by connecting them to their full forms process simple sentences by identifying meaningful chunks locate specific information by identifying key words follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) identify characters, setting and sequence of events in stories make predictions about the context from the titles, illustrations or contents page 	<p>Pointers</p> <p>Learners can, for example,</p> <ul style="list-style-type: none"> work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) process compound and complex sentences locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) identify main ideas and some supporting details explicitly stated in the text make predictions about the likely development of the text by identifying key words infer information, ideas and feelings by using clues identify simple stylistic features (e.g. personification) 	<p>Pointers</p> <p>Learners can, for example,</p> <ul style="list-style-type: none"> work out the meaning of words and phrases by using semantic and syntactic clues locate details which support the main ideas from different parts of a text follow ideas by recognising simple text structures and understanding the use of cohesive devices infer feelings of characters from pieces of information in narrative texts deduce information and ideas by using semantic and syntactic clues distinguish facts from opinions by using semantic and syntactic clues identify the stylistic features in texts (e.g. flashback in narrative texts) 	<p>Pointers</p> <p>Learners can, for example,</p> <ul style="list-style-type: none"> work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) distinguish facts from opinions by using semantic and syntactic clues identify the stylistic features in texts (e.g. flashback in narrative texts) 	<p>Pointers</p> <p>Learners can, for example,</p> <ul style="list-style-type: none"> work out the literal and implied meaning of words and expressions by using semantic and syntactic clues gather, distil and summarise more extensive information and ideas from texts compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing tables with appropriate headings, using point form, and own shorthand and symbols) deduce themes based on information and ideas from texts identify writers' attitudes clearly signalled in texts 	<p>Pointers</p> <p>Learners can, for example,</p> <ul style="list-style-type: none"> work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues analyse the development of ideas, views or arguments in texts interpret ideas and opinions presented in different texts and draw conclusions analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications analyse the use of different text types in presenting a message appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved 	<p>Pointers</p> <p>Learners can, for example,</p> <ul style="list-style-type: none"> justify interpretations of writers' intention by using well-chosen evidence from texts analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications analyse the use of different text types in presenting a message appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved



Lock Tao Secondary School
2015/16
F1 English Language: Reading
Natural Selection

Name: _____ () Class: _____ Date: _____

Read the text again using the tablet computer and answer the following questions.

Questions	
1. Who discovered "Natural Selection"? <i>Charles Darwin</i>	ATM2 Locate specific information, i.e. the name "Charles Darwin", by identifying the capital letters "C" & "D"
2. What happened to the "short-neck" giraffes? Why? <i>They died / became extinct, because they could not eat the leaves on the trees. / They died of hunger.</i>	ATM4 Deduce information, i.e. the "short-neck" giraffes" no longer exist, by using semantic clues, i.e. the picture on the book cover and the video about "Natural Selection" ATM4 Deduce information, i.e. the "short-neck" giraffes died of hunger, by using semantic clues, i.e. the picture on the book cover and the video about "Natural Selection"

Impact on Teachers

- Learning and teaching strategies (Phonics skills)

cat future total
Natural



Selection
me correction dictation



Impact on Teachers

- Learning and teaching strategies (Making use of contextual clues)

What is a predator?

*(e-feature: word explanation)
something that catches and eats other things*

(Refer students to the **picture** & the **caption**)

- “What is this little animal here?” (*fly*)
- “What is the praying mantis trying to do with the fly?” (*eat the fly*)

Impact on Teachers

- Making effective use of IT in the English classroom
- **The production of digital texts provides the context for the development/practice of creativity, speaking and writing skills & self-directed learning skills.**
- **The use of grammar games can engage students in the grammar practice activities in a fun manner while helping them consolidate the grammar knowledge.**
- **The use of the polling app can enhance participation and interaction among the students.**

Impact on Teachers

With the use of the polling e-platform, students were motivated to express themselves and provide feedback on their peers' work; the instant feedback generated on the screen could enhance participation and interaction among the students.

With the use of the book creator app, some students were willing to spend extra time on improving their own work, which in turn promoted assessment for/ as learning



The use of apps for developing grammar practice activities was effective in supporting students' understanding of the grammar items. Students were interested in playing the grammar games.

Impact on Teachers

Data Collected from the Post-Tryout Teacher Interview

Explicit teaching of reading skills and strategies, e.g.

phonics skills and making use of contextual clues, can enhance the learning and teaching effectiveness of the reading lessons.

The "Seed" project can provide exposure for students to learn English with topics and language features related to Science.

It was impressive to see that students, whose English ability was comparatively low, were able to manage texts of comparatively higher complexity with support from the e-features of the e-books together with the explicit teaching of reading strategies.



Impact on Students

Data Collected from the Post-Tryout Student Interview

I find it fun to read digital texts. It is more interactive.

The topics help me learn more about science.

The audio clips, word explanations, video clips and pictures can help me understand the reading texts more easily.

The app can help me practice my speaking skills.



I particularly like the grammar/vocabulary games. They help me remember the language items more easily.

I like the voting game. I'm more willing to participate in the lessons.

I prefer using e-books to printed texts.

I use the Internet for entertainment. It is part of my daily life. I'm excited to use it in the English lessons. I'm more willing to do the English activities which involve the use of the Internet.

Future Plan of the “Seed” School

Staff development

- **Demonstration and sharing** on the “Seed” project experience with other teachers by the project teachers; and
- Incorporating IT into the English classrooms through **co-planning and co-teaching**.

Curriculum planning and development

- Making adaptation to the existing school-based English curriculum with reference to the “Seed” project experience;
- Extending the learning and teaching experience related to **reading, e-learning and cross-curricular learning** in planning the school-based English Language curriculum across levels;
- Introducing the use of **digital texts in the school-based extensive reading programme** (providing opportunities for students to produce their digital texts); and
- **Explicit teaching of reading skills & strategies**.

Staff development (During the tryouts)

- Observation by other teachers during the tryouts



Staff development (Post-exam activities 2015/16)

- Demonstrating the use of IT and digital texts through co-teaching
- Cross-curricular topic: Living Things



Staff development (Post-exam activities 2015/16)

- Introducing the grammar item “relative clause (which-clause)” to make descriptions



Staff development (Post-exam activities 2015/16)

- Students who have participated in the “Seed” project were identified as student-teacher to support students of other classes in using the app to create a digital text



Future Plan of the “Seed” school

Introducing the use of digital texts in the school-based English Language curriculum

- Making adaptation to the junior secondary school-based English Language curriculum
- Introducing the use of digital texts in holiday assignments and the extensive reading programme

Explicit teaching of reading skills & strategies

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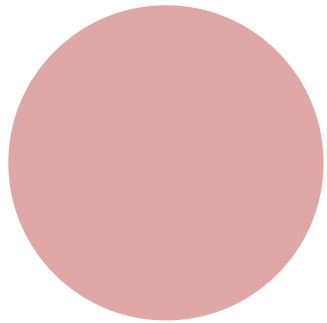
Shared Reading

- ◆ Focusing on the part that students may find particularly difficult

Supported Reading

- ◆ Engaging students to read some of the parts silently





Questions and answers

Thank you