Effective Use of Information Technology to Develop Literacy Skills in the Primary English Classroom

Centre for Learning Sciences and Technologies - CUHK

Learning objectives

- To enhance English teachers' capacity to draw upon the interactive features of various e-learning resources and tools to develop students' literacy skills
- To provide suggestions on designing learning and teaching activities/tasks to facilitate the development of literacy skills with the use of e-learning resources and tools

Course Speaker

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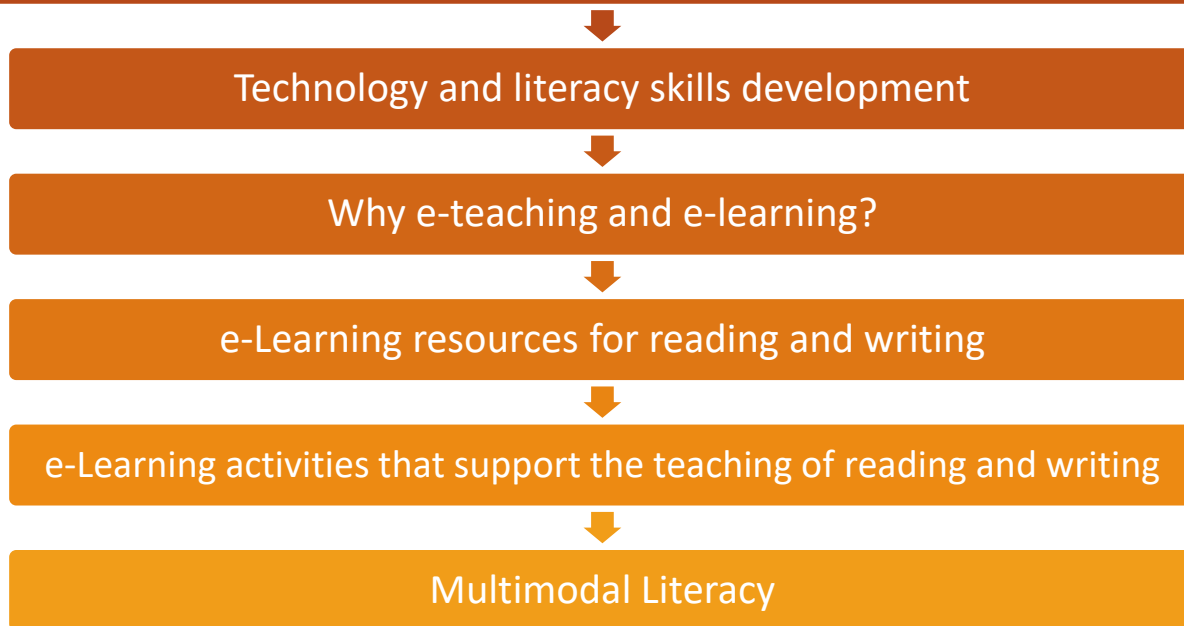Advisor, Centre for Learning Sciences and Technologies, The Chinese University of Hong Kong

Rundown of this session

Take a poll on your experience with e-teaching and e-learning

Technology and literacy skills development

Why e-teaching and e-learning?

e-Learning resources for reading and writing

e-Learning activities that support the teaching of reading and writing

Multimodal Literacy

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Technological Pedagogical Content Knowledge (TPACK)

https://youtu.be/yMQiHJsePOM

Major Renewed Emphases of Curriculum Development

Information Technology in Education (ITE)

- Schools are encouraged to leverage information technology to enhance learning, teaching and assessment through e-learning, and promote information literacy to prepare students better for the challenges in the rapidly changing digital world.

- e-Learning refers to an open and flexible learning mode involving the use of electronic media such as digital resources and communication tools to achieve the learning objectives. Teachers can integrate e-learning in the design of learning, teaching and assessment activities to complement the traditional mode of learning, enhance learning and teaching effectiveness, and accommodate the diverse needs of students.

- Information literacy, which refers to the essential abilities and attitudes that lead to effective and ethical use of information, is essential to lifelong learning and self-directed learning.

- Traditionally, "literacy" refers to the ability to read and write effectively to achieve desired goals or outcomes and develop one's knowledge and potential. With the rapid development of IT and social media, "literacy" has taken on a new meaning as texts are no longer a linear form of presentation limited to words but are composed of various modes of communication (e.g. images, animations, sounds, graphics). Students, therefore, need to be equipped with new literacy skills to process and create multimodal texts in which messages are conveyed in different modes (e.g. linguistic, audio, visual, gestural, spatial), and the skills to search for and manage information.

Source: English Language Education Key Learning Area Curriculum Guide (2017)

Multimodal literacy

- Many texts are multimodal, where meaning is communicated through combinations of two or more modes. Modes include written language, spoken language, and patterns of meaning that are visual, audio, gestural, tactile and spatial.

Types of multimodal texts
- Paper-based multimodal texts
- Digital multimodal texts
- Live multimodal texts

Source: Department of Education and Training, Victoria, Australia

Why is multimodal literacy important?

- Young people need to be able to communicate effectively in an increasingly multimodal world. This requires teaching children how to comprehend and compose meaning across diverse, rich, and potentially complex, forms of multimodal text, and to do so using a range of different meaning modes.

- As communication practices have become increasingly shaped by developments in information and multimedia technologies, it is no longer possible for us to think about literacy solely as a linguistic accomplishment (Jewitt, 2008, p. 241).

- Multimodal is the combination of two or more of these modes to create meaning.

- Most of the texts that we use are multimodal, including picture books, text books, graphic novels, films, e-posters, web pages, and oral storytelling as they require different modes to be used to make meaning.

- Each individual mode uses unique semiotic resources to create meaning (Kress, 2010) and teaching of these needs to be explicit.

Source: Department of Education and Training, Victoria, Australia

Information Technology (IT) for Interactive Learning

- advise students to make use of e-platforms for quick and easy access to information and learning resources within and outside the school campus;
- enhance students' motivation in language learning by identifying suitable e-resources to cater for their interests, abilities, learning pace and styles;
- develop students' language learning strategies by encouraging them to use different e-learning tools (e.g. online dictionaries, concordancers, search engines) and features of various e-resources (e.g. interactive features of e-books/webpages) to facilitate their understanding of some abstract concepts and complex ideas;
- develop students' information literacy skills and guide them to think critically and evaluate the data or information on the Internet;
- develop students' metacognitive skills (e.g. knowledge management skills), which are essential for future studies or work and lifelong learning, by allowing them to take charge of their own learning (e.g. setting learning goals, monitoring learning progress, conducting self-reflection) with the use of e-learning tools and e-resources; and
- foster students' interaction and mutual support as well as encourage peer learning and feedback by engaging them in collaborative work through the use of e-platforms.

Source: English Language Education Key Learning Area Curriculum Guide (2017)

Adopting e-Learning in the English Language Education Classroom

- Strengthening Interaction and Motivation with the Use of e-Platforms

- Making Effective Use of Lesson Time with the "Flipped Classroom" Strategy

https://youtu.be/BCIxikOq73Q

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Traditional Learning V.S. Digital Learning

- Learning style
- Cost
- Technical involvement
- Physical V.S. Virtual

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Resources for Extensive e-Reading

E-Book Resources in Hong Kong Public Libraries

https://www.hkpl.gov.hk/en/e-resources/e-books/home

English Audio Books in Hong Kong Public Libraries
Naxos Spoken Word Library

Sample Resources for Extensive e-Reading

「 **EdBookShelf 教城書櫃」eBook Reader**

https://edbookshelf.hkedcity.net

- An eBook Reader developed by HKEdCity
- Support the latest EPUB
- Cross-platform support (Android, iOS and web browsers)
- Support both Chinese and English interface
- Book-marking, note-taking and annotation functions
- Inbuilt Cantonese / Putonghua / English text-to-speech function
- Integrated with multilingual 'Dictionary' in mobile devices

Another example: epic!

https://www.getepic.com/educators

Hands-on Task A

Searching for and reading e-books on HKPL website and Epic!

Affordances of Technology for e-Reading

http://learnersdictionary.com/

"My Saved Words"

Affordances of Technology for e-Reading

https://dictionary.cambridge.org/plus/

Word lists

Quizzes

Hands-on Task B

Explore the functions of e-Dictionaries

Resources for Intensive e-Reading

Nearpod

- Simple presentation delivery
- Simple way of distributing different resources
- Live formative assessment
- Ongoing assessment
- Collaborative tasks
- Open-ended tasks
- etc.

Nearpod

Gamified activities

Poll
Quiz
Draw-it
Slide
Video
Flipgrid
Matching pairs
Fill in the blanks
Open Ended Question

Nearpod – Time to Climb

Padlet

- Add posts with one-click, copy-paste, or drag and drop
- Simple link sharing allows for quick collaboration
- Work with unlimited contributors
- Watch updates instantly across devices
- etc.

Use Padlet for Ss to share thoughts on a certain topic

Google Sites

https://youtu.be/9axgV_cPtlU

Examples

The life of Oscar Wilde:

a Google tour builder journey

A Christmas Carol:

a Google Site

Hands-on Task C

Create digital multimodal texts with different IT tools

Resources for e-Writing

Google Docs

- Collaborative writing
- As an inbox
- Collaborative brainstorming
- Virtual copy machine
- etc.

Special features

Chatroom
Feedback
Voice typing
Template links
Cite sources
Find a GIF
Access offline
Edit MS files directly

Google Slides

- Make a self introduction
- Create an eBook report
- Write a Choose Your Own Adventure Story
- Create a narrated storybook
- Play a 'Jeopardy!' Game
- etc.

Google Forms

- Make an auto-graded quiz
- Submit information in logs
- Create a Choose Your Own Adventure Story
- Give answer with an image
- etc.

<u>Question types</u>

multiple choice
checkboxes
text
paragraph
choose from a list
scale
grid

Clips (only for iOS device)

- Create a personal narrative
- Record interviews
- Try Digital storytelling
- Film a Thank You Note
- Make a How-To Video
- Re-create a favourite story
- etc.

Special feature

live titles
filters
stickers
posters
music
editing clips

Book Creators

- Add images or take your own photos
- Drop in video or music
- Record your voice
- Use the pen tool to draw or annotate
- Use shapes, icons, arrows and emojis to express your ideas
- Portrait, square or landscape book layouts
- etc.

Storybird

- Create, read and share visual stories
- Offer different artistic options with built-in image library
- Add texts and book covers
- etc.

Hands-on Task D

Create a digital assignment with different IT tools

Resources for polling and brainstorming

Use a word cloud tool

- activate prior knowledge,
- predict the content of a text

Hands-on Task E

Go to https://answergarden.ch/1528396

You're about to read a passage about Japanese culture. Submit words, one word at a time, that are about Japanese culture (food, beliefs, costumes, history, leisure activities, etc.)

Create a word cloud with any text

https://www.jasondavies.com/wordcloud/

Apps for creating quizzes and polling

- collect Ss' initial thoughts
- stimulate thinking

Examples

- http://kahoot.com/
- http://quizizz.com/
- http://polleverywhere.com/
- http://questionpro.com/
- http://socrative.com/
- https://www.jotform.com/

Hands-on Task F

Go to PollEverywhere and experience engaging activities.

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Sample 1

Students are introduced to a diary entry during the lesson and have to complete a class-based task "Super Lion Project" at the end.

- Level: Primary 3
- Module: Me, my family and friends
- Topic: My diary
- Number of lessons: 2
- Prior knowledge:
  - Use the simple past tense to talk about past states and events
  - Use adverbs or adverb phrases to express time
  - Use the connective 'so' to show results

Sample 1

Reading

• Recognize the format and language features of a common text type, i.e. *diaries*

Writing

• Provide personal ideas and information based on a model or framework provided

• Use appropriate formats and conventions of short written texts such as *diaries*

• Use concepts of order and time

• Use appropriate cohesive devices

• Express imaginative ideas

Reading: Teddy Bear Project

Students are provided with a meaningful purpose for reading and viewing the texts.

e-Platform: Padlet
- **collaborative writing**
- **peer feedback**

Students are asked to write an online diary for the Super Lion. Peer feedback is encouraged in order to foster student engagement.

Sample 2

Students are introduced to a food label during the lesson and have to complete a class-based task "My favourite snacks" at the end.

- Level: Primary 4
- Module: Food and drinks
- Topic: A balanced diet
- Number of lessons: 2
- Prior knowledge:
  - Use the general determiners to show quantities
  - Use 'such as' to give examples
  - Use the simple present tense to give advice

Sample 2

Reading
- Recognize the format and language features of a variety of text types, e.g. *food labels*

Writing
- Gather and share information and ideas by using strategies such as brainstorming
- Plan and organise information, and express own ideas and feelings by deciding on the sequence of content
- Present main and supporting ideas, and where appropriate with elaboration
- Use appropriate cohesive devices

Speaking
- Connect ideas by using cohesive devices
- Develop main ideas by providing information on a topic
- Elicit more responses by adding or giving examples and explaining

Reading: Food Labels

Reading: Students are asked to read food labels and use them to compare the nutrients in different food items.

Worksheet: Students are asked to read the food label and explore the health consequences of consuming too much sugar.

e-Platform: Google Classroom
- video presentation

Sample 3

Students are introduced to a hiking story during the lesson and have to complete a pair work "A fun day out" at the end.

- Level: Primary 5
- Module: We love Hong Kong
- Topic: A fun day out
- Number of lessons: 2
- Prior knowledge:
  - Use adjective phrases to describe length
  - Use prepositions to indicate distance
  - Describe simple situations and conditions
  - Identify names of some places in Hong Kong

Sample 3

Reading

• Skim a text to obtain a general impression and the gist or main ideas

Writing

• Plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task

• Use a small range of language patterns such as different verb forms and structural patterns

e-Platform: Google Slides
- **online research**
- **collaborative writing**

Students are asked to do research and write about a hiking trail in Hong Kong. Slides on Google Slides can help students complete the task step by step.

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How do we do multimodal literacy teaching?

Learning
through trying

Conclusion

Learning through Experimenting

Thanks to advances in technology, the prospects for interesting, engaging, and effective e-teaching are infinite.

Wish you a happy e-teaching journey!