



# Adopting e-Learning to Cater for Students with SEN in the Junior Secondary English Classroom

## *Case Study: A three-year Writing Project*

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## ***Presentation contents:***

1. Background of the school and students
2. Role of E-learning in the English Writing Class
3. Adoption of assorted e-learning tools in and beyond classroom
4. Other factors affecting students' performance
5. Outcomes of learning
6. 1-minute video
7. Inheritance of experience
8. Reflections

# 1. BACKGROUND OF THE SCHOOL AND STUDENTS

Our students' intellectual background and learning difficulties

- \* dyslexia
- \* low average &  
limited IQ
- \* ADHA
- \* autism.....

- We face a great difficulty to teach them English, not to mention completing an essay.


**But we believe everyone is  
teachable and valuable!**

Decision :

- A three-year remedial writing project (2016-2019)
- A remedial class of 10 reported SEN students who are also ranked as the bottom ten in English proficiency (according to the pre-S.1 attainment test 2016)

## 2. ROLE OF E-LEARNING IN THE WRITING CLASS

It was believed that all the students including the SEN students are interested in playing computer games or using their WhatsApp to deliver messages.

 E-learning is a good intervention to motivate their learning in classroom.

Context  
Cohesion  
Grammar  
\*Sentences  
\*Vocabulary

Some of the examples:  
E-book (revision booklet)  
Video  
Google classroom  
Kahoot

Use of e-learning tools

Bottom-up discourse approach  
(Labov)

Other variables

- Class size
- T-S relationship
- Group activities

Writing output

Learning process

Content

Organisation

\*Language

Enjoyment

Engagement

Self-learning

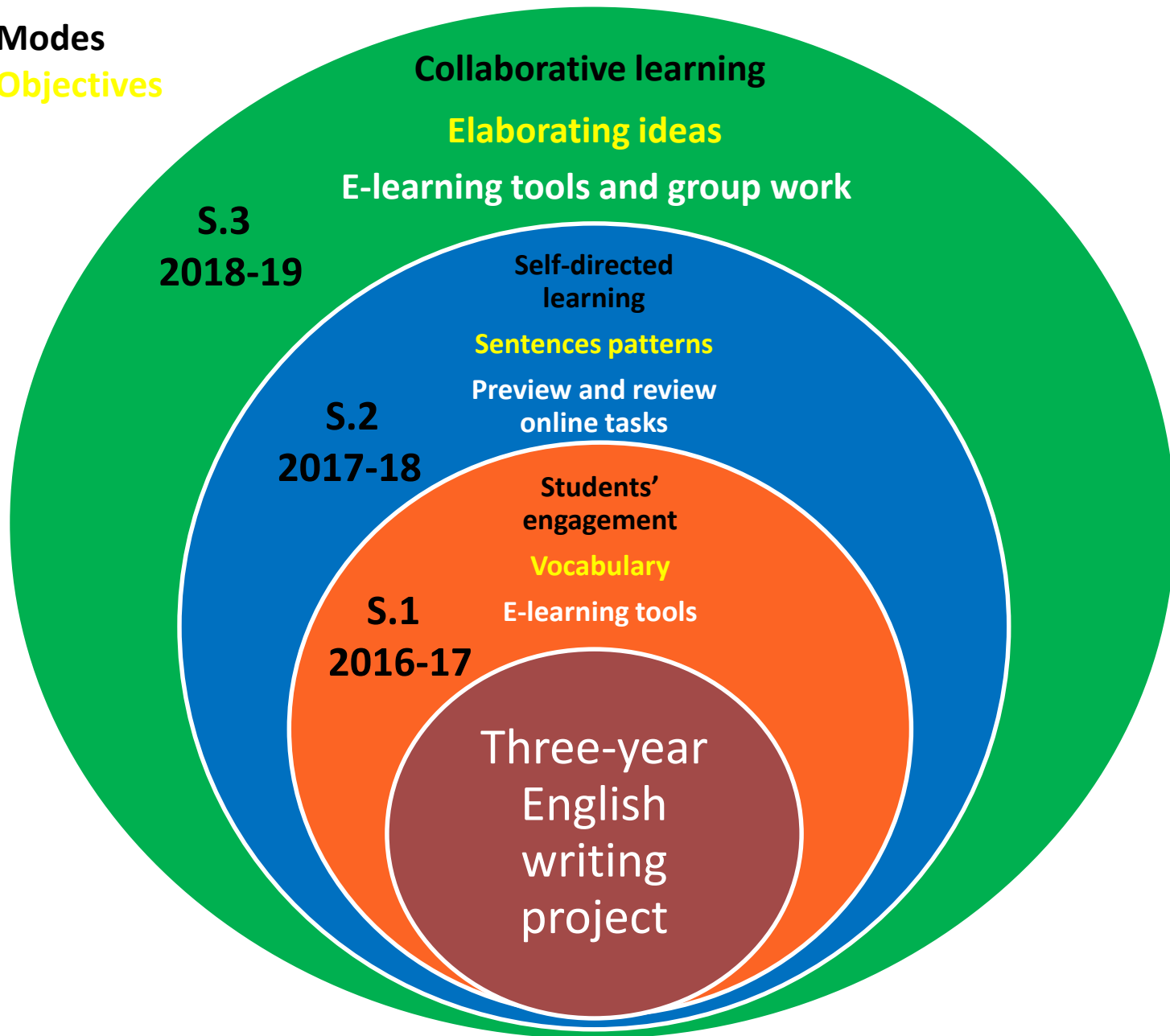
Vocabulary

Sentences

Grammar



**Learning Modes**  
**Learning Objectives**



## ***Example: S.3 Writing Class (2018-2019):***

Area of Concern:

Elaborating ideas in English Writing through the **use of e-learning tools** and **collaborative learning**

Strategies:

- Use of assorted e-learning tools
- Collaborative learning

## ***Expected outcomes after the course:***

1. Students are able to elaborate ideas for a paragraph based on the hamburger writing graphic organizer.
2. ***Students enjoy the learning process in lessons through a variety of e-learning tools.***
3. Students can complete a writing task through ShareStart Learning Model.

# 3. ADOPTION OF E-LEARNING TOOLS IN AND BEYOND LESSONS

## IN-CLASSROOM

# 1. Short Youtube video: *For motivation*

e.g. Healthy eating

## 2. Mentimeter: word cloud or voting

### *For lead-in exercise*

e.g. Top three healthy food

<https://www.mentimeter.com/s/b370fa0b9cce3c867e422bc7caea0e28/44679a424daa>

### 3. Kahoot: *For acquiring new knowledge/* *For revision quiz*

e.g. Elaborating an idea

<https://play.kahoot.it/#/lobby?quizId=b2fc19f3-b50b-4ff9-862e-6077b5cad25e>

## 4. Jamboard: *For brainstorming*

e.g. Eliciting ideas



# 5. Google classroom: *For consolidation* *For sharing*

# ***6. Presentation***

# BEYOND CLASSROOM

## ***7. Preview Exercise***

***Use of WhatsApp and selfie video***

***For self-learning before lesson***

# WhatsApp Exercises

# Selfie video

e.g. My favourite healthy food

## ***8. Review Exercise***

***Use of WhatsApp recording function  
For self-learning after lesson.***

# Revision Exercise

M-learning Revision Task:

1. Read out two sentences about the solutions to cyberbullying. (From Part C, Kahoot Time Exercise)
2. Type and send me the paragraph (Part D) to our WhatsApp group.

\*\*Due date and time: before 15/12 (Fri) 9:00 p.m.

M-learning Revision Task:

1. If you were bullied by your classmates, what would you do?  
**Type two solutions ( ) to the problem.**
2. Read out paragraph 3 from Part D.

\*\*Due date and time: before 12/1 (Fri) 9:00 p.m.



## **9. Others like tailor-made revision booklet**

***For self learning at home***

# 4. OTHER FACTORS AFFECTING STUDENTS' PERFORMANCE

## <Class Routine>

**1. Preview**



2. Youtube → 3. Mentimeter → 4. Teaching



5. Kahoot/ Jamboard Game



7. Presentation ← 6. Group Work



**8. Review**

## <Design of Learning Materials>

### Characteristics:

1. The format design is similar every time.  
(make them feel safe)
2. The focus of content is different.  
(let them try and create)
3. Exercises are progressive and attainable.  
(Keep them engaged)

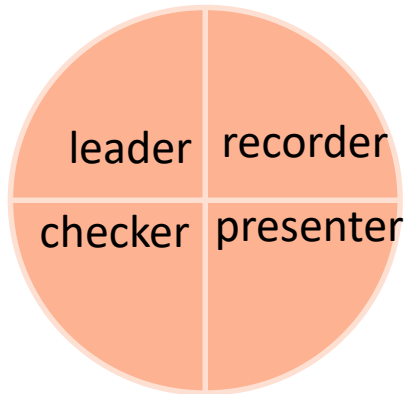
**e.g. Lesson 14 \***

# <Collaborative learning mode>

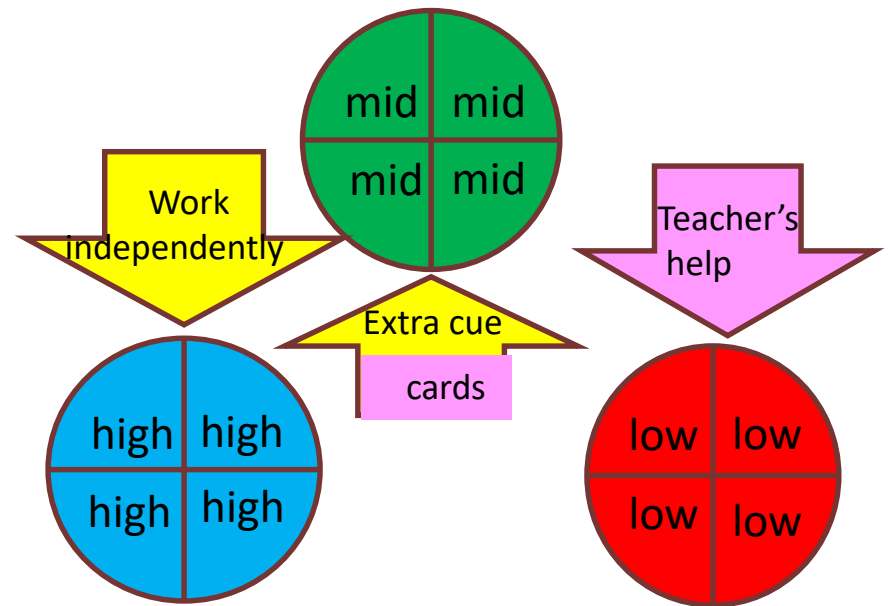
Mixed ability learning group

VS

Same-ability learning group

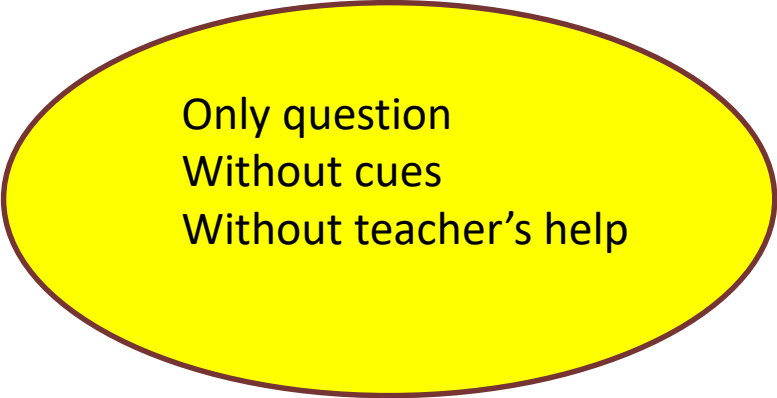


e.g. Learning Community Model



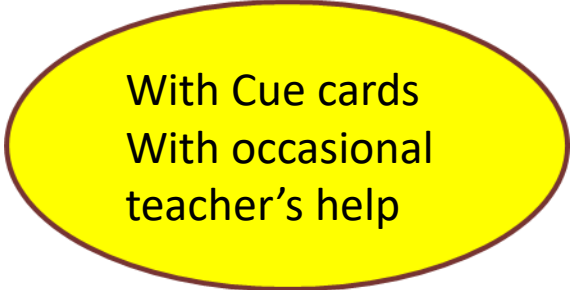
e.g. ShareStart Model

# HIGH-ABILITY GROUP



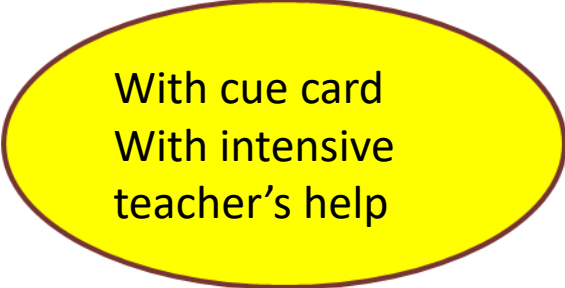
Only question  
Without cues  
Without teacher's help

# MID-ABILITY GROUP



With Cue cards  
With occasional  
teacher's help

# LOW ABILITY GROUP



With cue card  
With intensive  
teacher's help

Three groups demonstrate their hamburger paragraph on the board.

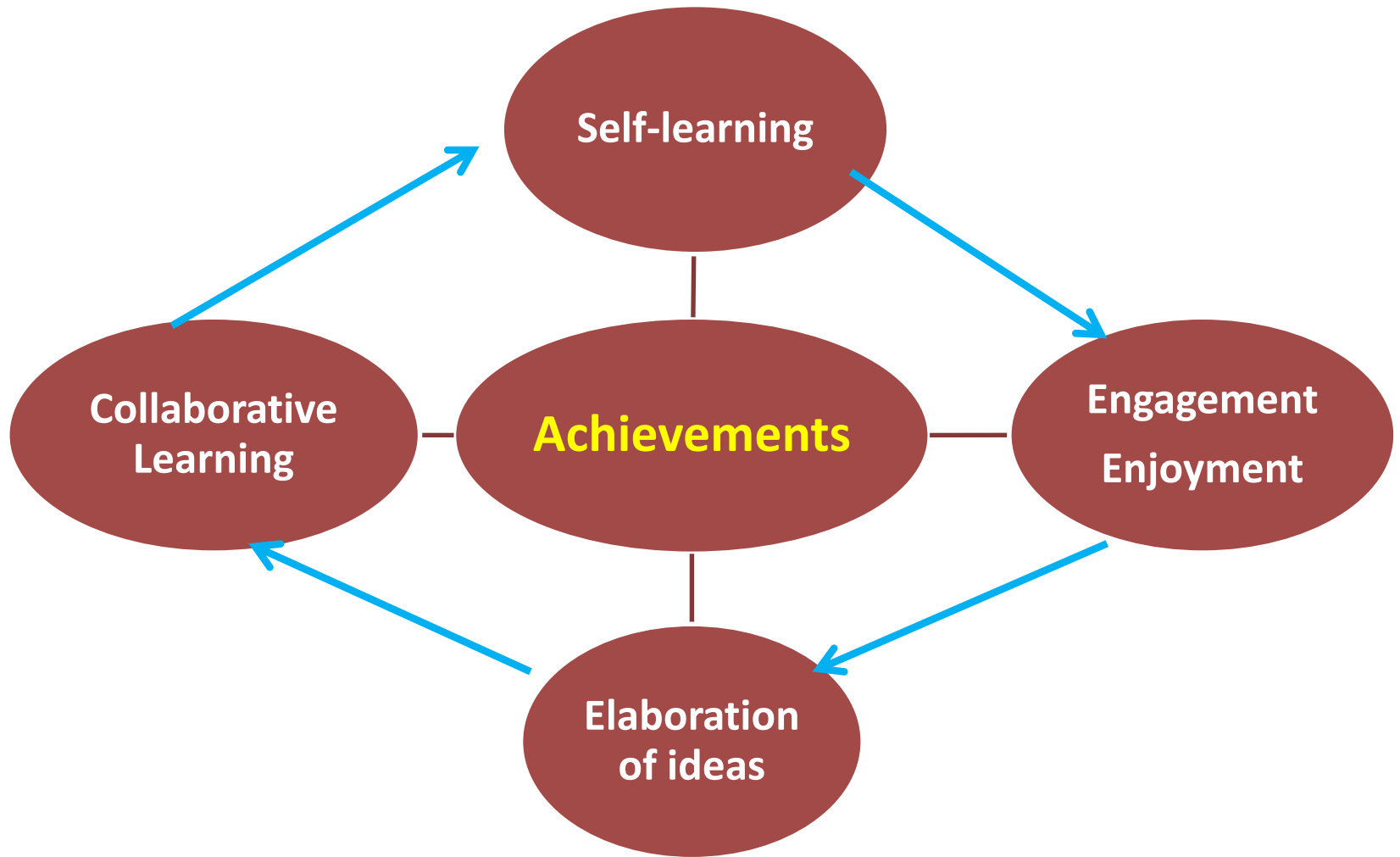


# 5. OUTCOMES OF LEARNING

Measurements:

1. Evaluate writing output by pretest and posttest writing exercise.
2. Evaluate learning process by questionnaire and observation.

# - Achieving the objectives?



# 7. INHERITANCE OF EXPERIENCE

1. *Dissemination of good practices*
  - *sharing session, conference presentation, cross-school staff development workshop...*
2. *Publication of learning materials*
  - *A resource book entitled 'Learning picture writing through integration of e-learning tools' was published by QEF and EDUHK.*

### 3. In-school inheritance

#### *2020-2021 School Focus*

- Adopting e-learning to cater for learner diversity in Junior English reading class

Hope that our students will regain  
autonomy and confidence in learning English!

## 8. REFLECTIONS BY TEACHER

1. The SEN students are unique and teachable.
2. They need guidelines to learn (Class routine) but they do need *initiative* to LEARN BETTER (e.g. E-learning) !!!
3. Create a self-learning atmosphere in and beyond classroom is important.
4. Preparing for IT teaching/ preview/ review materials is less time-consuming than we expect.