

Supporting Students with Special Educational Needs through Integrating New Literacies in the Junior Secondary English Classroom

Dr Benjamin Luke Moorhouse
Department of Education Studies
Hong Kong Baptist University

Workshop Objectives

- Develop an awareness of **different educational needs of students** that teachers in the mainstream English classroom need to address and the role of e-learning in helping to address these needs
- Explore the **affordances and constraints of integrating new literacies** (e.g. the use of multimodal texts and new technologies to gather and communicate information) into the school English language curriculum **to help students with SEN learn more effectively in the mainstream English classroom**

Run Down

- Part A: Introduction
 - A little bit about SEN and related terms
 - An exploration of multimodal texts, e-learning resources, and real-life literacy practices
- Part B: Use of e-learning resources and strategies for developing the language skills of students with SEN
 - Use of differentiated instruction as a framework to cater for SEN through multimodal texts e-learning resources

What do we mean by SEN?

the term special educational needs is very broad and includes a wide range of needs, from mild forms of dyslexia to severe forms of autism (Hockly, 2016).

What do you hope to learn from the workshop today?
(Share your experience in the chat)

In today's session, we are going to focus on...

- Specific Learning Difficulties in Reading and Writing (Dyslexia)
- Attention Deficit/Hyperactivity Disorder (ADD/ADHD)
- Autism Spectrum Disorder (ASD)

Specific Learning Difficulties in Reading and Writing (Dyslexia)

- Dyslexia is a neurobiological disorder that affects the development of both decoding (written word pronunciation) and encoding (spelling)
- In the English language classroom, students with dyslexia can face some of the following challenges:
 - Learn the letter names and sounds of the alphabet
 - Confusion of letters and words (b/d, p/q and was and saw, dog and god)
 - Reversal of letter (persist past the age of 7 or 8)
 - Confusion with letters with similar sounds (/f/ or /v/)
 - Retaining the visual representation of irregular words for reading and spelling (once)
 - Spell words differently on the same page (wuns, wunce for once)
 - Spell word the way they sound rather than their look (sed/said)
 - Slow word perception – reading rate and fluency

Attention Deficit/Hyperactivity Disorder

- Attention Deficit Hyperactivity Disorder (ADHD) is a condition that becomes apparent in some children in the preschool and early school years. It is hard for these children to control their behavior and/or pay attention
- In the English language classroom, students with ADD/ADHD can face some of the following challenges:
 - Concentrating for long periods of time
 - Focusing on tasks they don't find interesting or engaging
 - Staying still and often fidget in chair or with hands and play with things
 - Executive function: Disorganization / time management

Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder (ASD) is a complex developmental disorder that affects the brain's normal development. Children with ASD have difficulties with social communication and interaction. They also have narrow interests and repetitive behaviour, and might have sensory sensitivities.

In the English language classroom, students with ADD/ADHD can face some of the following challenges:

- Often have difficulty in social interaction
- Often have difficulty reading emotions
- Often have difficulty in change and unexpected situations
- Like logical and systematic
- Following requirements and instructions
- Coming up with ideas and awareness of different genres (Can recount events but difficulty with fiction and imagination)

An inclusive classroom

- finding out why students do not learn well and why some learn better than others
- using appropriate strategies to make each student learn better, including removing barriers to learning
- not intended to even out abilities and performances, but to enable all students to learn and perform to the best of their abilities. (CDC, 2017)



e-learning and new literacies

How can utilizing e-learning and new literacies help us create an inclusive classroom?

New Literacies + e-learning

- New literacies refer to **new forms of literacy made possible by digital technology developments**. Commonly recognized examples include instant messaging, blogging, social networking, podcasting, photo sharing, digital storytelling, and conducting online searches.
- E-learning refers to the use of digital technologies in supporting the learning process.

Activity 1: Comparing different kinds of literacy practices

- Read the text. Think about what you do as you read.
 - What do you know about the text just from looking at it? (How do you know this?)
 - How would you read this text?
 - Does it look 'right' to you?

In one bowl mix 1/2 cup (4 oz) glue and 1/2 cup water. Add food coloring if you want coloured slime. In the other bowl, mix 1 teaspoon borax with 1 cup water until the borax is dissolved. Add the glue mixture to the borax solution, stirring slowly.

Activity 1: Comparing different kinds of literacy practices

What differences did you notice about how you 'read' the texts?

How did the texts influence how you read?

What are the benefits and negatives of each kind of text?

What could these different literacy practices mean for teaching in an inclusive classroom?

Things to think about

- Digital technology fundamentally changes how we conduct tasks – creating new literacy practices.
- Students are engaging in new literacy practices out of the classroom
- Different literacy practices require different skills and knowledge
- Different modes can support and hinder meaning-making
- Scaffolding students' exposure and use of new literacies is important

E-learning and digital tools

- In addition to digital technologies creating new literacy practices,
- We have also seen a huge growth in digital tools that can aid our interaction with texts and others, helping our teaching and learning.
- Here are a few examples

Word hippo

Seesaw

Wordwall

Part (b) Use of e-learning resources and strategies for developing the language skills of students with SEN

- How can we create an inclusive classroom with the help of new literacies and digital tools?

Differentiated instruction

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
- **Learning environment** – the way the classroom works and feels.

Some good practices

- Creating videos modeling tasks and activities for students to review in their own time
- Providing prompts of tools and techniques learners can use to support their own learning
- Creating an open channel of communication between students and the teacher in and out of the classroom
- Sharing classroom digital activities for students to engage with again outside of the classroom
- Allowing learning to be demonstrated in different ways depending on students' interests and abilities
- Providing targeted and positive feedback on student contributions and work

Activity 2: Differentiated Instruction in Practice (Breakout rooms)

- Take a look at the two different example lesson sequences.
- Consider how they are different and how technology is utilized to enhance the learning experience while helping create an inclusive classroom.
- How might students of different needs be supported?

Activity 3: Considering SEN in our teaching using Differentiated Instruction (Breakout rooms)

- Look at the teaching plan. How could you use the differentiated instruction framework to help you create an inclusive classroom with the use of technology and new literacies?
- Read the teaching sequence.
- Suggest modifications.
- Share in the chat or turn on your mic 😊

Wrap-up

- What are your main take-aways today?
- Do you have any questions?
- Feel free to contact me: blmoorhouse@hkbu.edu.hk

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Supporting Students with Special Educational Needs through Integrating New Literacies in the Junior Secondary English Classroom

Jasmine PUN Kit-wah

CCC Tam Lee Lai Fun Memorial Secondary School

Seconded Teacher, ITE, EDB

Why eLearning?

- ✓ To prepare students for the 21st century
- ✓ To enhance students' motivation
- ✓ To foster students' learner autonomy
- ✓ To cater for students' diversity

Inclusivity

SHOW DON'T TELL

Communicate your vision in an impactful and meaningful way by creating experiences, using illustrative visuals, and telling good stories.

FOCUS ON HUMAN VALUES

Empathy for the people you are designing for and feedback from these users is fundamental to good design.

CRAFT CLARITY

Produce a coherent vision out of messy problems. Frame it in a way to inspire others and to fuel ideation.

EMBRACE EXPERIMENTATION

Prototyping is not simply a way to validate your idea; it is an integral part of your innovation process. We build to think and learn.

BE MINDFUL OF PROCESS

Know where you are in the design process, what methods to use in that stage, and what your goals are.

BIAS TOWARD ACTION

Design thinking is a misnomer; it is more about doing that thinking. Bias toward doing and making over thinking and meeting.

RADICAL COLLABORATION

Bring together innovators with varied backgrounds and viewpoints. Enable breakthrough insights and solutions to emerge from the diversity.

The Theory-Design Thinking Approach

Students' Background

Students' Level: S3 Students

Number of students: 16

Proficiency of English: Mixed Ability

SEN students: 25%

Students' attitude: Most students were willing to learn

Blended Learning Mode in the pandemic

1. Visiting Australia

Group Project

Task: Group Presentation in a Speaking Lesson

Your school is considering holding an exchange tour to Australia after the pandemic. The Exchange Tour Board is now interviewing students who are interested in the tour and see where they would like to go. The winning team will receive a subsidy from the school to join the tour.

You and three other members would like to join the tour. Discuss with your members:

- the aim of the visit
- the city/ cities you plan to go
- four places your team suggests
- anything else important

Use Google Earth or Google Slide to ease your presentation. Enjoy!

Learning Objectives

- ✓ Students are able to organize their ideas with details.
- ✓ Students can acquire cooperation skills in the presentation.
- ✓ Students are able to take care of the target audience.
- ✓ Peer evaluation can help students appreciate others' work and learn from each another.

eTools we used

- GoodNotes
- Google Earth
- LoiloNote School

Before the lesson:

Writing - Visiting Australia (TSA 2016)

You are Jackie. Your teacher is organising a school trip to Australia for your class. She needs to choose three activities for the students and has asked you for your opinion. Send her an email explaining which **three** activities you would like to do and why.

You may use some of the ideas from the pamphlet below and/or your own ideas in your writing. Write the email in about 150 words.

AUSTRALIA TRIP ACTIVITIES		
<ul style="list-style-type: none">• meet famous Australian animals e.g. kangaroos and koalas• only in Australia 	<ul style="list-style-type: none">• enjoy the beach• summer fun 	<ul style="list-style-type: none">• learn English• meet Australian students 
<ul style="list-style-type: none">• climb the bridge• see great views 	<ul style="list-style-type: none">• visit a museum• find out about Australia's history 	 <ul style="list-style-type: none">• go shopping• buy souvenirs
 <ul style="list-style-type: none">• try some Australian food	<ul style="list-style-type: none">• meet native Australians (Aborigines)• learn how to play a didgeridoo (Aboriginal musical instrument) 	

**Display the writing work done by
students through the use of
GoodNotes**

Learning and Teaching Process

教學環節 Sequence	時間 Time	教學內容 Content of Teaching	教學活動 Teaching Activities		設計理念 Rationale of Design
			教師活動 Teacher Activities	學生活動 Students Activities	
引起動機 Motivation	7	Lead in	Introduce the task with instructions.	Ss pay attention at what to do.	- Prepare students for the task
發展 Development	5	Presentation One	Invite students to share their plans for the exchange.	Gp 1: presentation Others: evaluation	- Peer assessment
	5	Presentation Two	Invite students to share their plans for the exchange.	Gp 2: presentation Others: evaluation	- Peer assessment
	5	Presentation Three	Invite students to share their plans for the exchange.	Gp 3: presentation Others: evaluation	- Peer assessment
	5	Presentation Four	Invite students to share their plans for the exchange.	Gp 4: presentation Others: evaluation	- Peer assessment
鞏固/延伸 Consolidation/ Extended learning	8	Round Up	Give comments.	Ss give feedback.	- Prize presentation

The Lesson Flow

Groupings

Group 1: Students A, B, C, *D

Group 2: Students E, F, G*, H

Group 3: Students H, I, J*, K

Group 4: Students L, M, N, O*

*might need more attention

Cooperative work can make SEN students learn with confidence with the support from stronger students, making them contribute and grow in a balanced way.

Video - Group Presentation by using Google Earth

Advantages of using Google Earth

- ✓ By using Google Earth, SEN students could present their ideas through visualized geography and details of the places they would like to indicate.
- ✓ It enables students to present their ideas in an organized way.
- ✓ The sharing function fosters students' collaboration skills when face-to-face teaching is impossible.

Students had to fill in an assessment form through LoiloNote School while their classmates were doing presentations

The Peer Assessment (with the use of LoiloNote School)

Advantages

- Encourage students to be involved
- Develop their judgmental skills
- Maintains the fairness of assessment
- Students learn more from each others' work

Positive Comment only!!

2. Charity Week - A Helping Hand

Individual Presentation

Task: Individual Presentation in a Speaking Lesson

You are the Chairperson of the Social Service Club.

Suggest three activities for your students to join for the Charity Week.

You may include:

- **the purpose of the Charity Week**
- **the target participants for the Charity Week**
- **three activities for them to join**
- **Which organizations will the proceeds be given to**

Learning Objectives

- ✓ Prepare students for the targeted vocabulary with Quizlet.
- ✓ Students are able to learn the vocabulary with exciting games.
- ✓ Students present their ideas with Adobe Cloud Express (formerly Adobe Spark) at their own pace.
- ✓ Students are able to do a group interaction on a similar topic more effectively.

eTools we used:

- Quizlet
- Adobe Creative Cloud Express

Vocabulary Building – The Teaching Flow

1. Flashcard
2. Quizlet Live
3. Dictation

Students played Quizlet in
team mode or individual mode.

**Students played Charity - Student's Adobe Cloud Express
(previously named as 'Adobe Spark')**

**Charity - Student's Adobe Cloud Express
(previously named as 'Adobe Spark')**

Adobe Creative Video

- Music & other functions
- Recording
- Photos

Advantages of using Adobe Creative Cloud Express (formerly called Adobe Spark)

- It sparks students' creativity.
- It is easy to use with many beautiful templates and fonts.
- Students can add music to their work.
- It caters for learners' diversity.
- Students can view their work with a sense of achievement.

Charity - Student's Final Topic Group Discussion- Charity Week (HKEAA, TSA 2013, 9ESG6)

Your principal has asked the Student Union to help set up a stall to raise money for poor people. You and two other members of the union are talking about the stall.

In your discussion, you may include:

- items for sale e.g. stationery, second-hand books...
- where and when to set up the stall
- handling money e.g. where to keep the money, how to set the prices...
- how to promote the stall
- anything else that you think is important

You may begin by saying:

We are setting up a stall to raise money for poor people. First, let's talk about the items for sale.

3. Writing

Task: Writing - Letter of Advice

You are Chris Wong. Ms Lee, the school counsellor, wants you to help her write a letter of advice to your friend Mandy in about 150/200 words.

eTools we used

- Pages
- Google Form

Learning Objectives

- ✓ Adopt levelled worksheets to cater for students' learning needs at the pre-writing stage.
- ✓ Motivate students to write with pages and Apple Pencil so they can be more expressive at the while-writing stage.
- ✓ Students are expected to write clearly with connectives and paragraphs.
- ✓ Students are able to do sentence writing as consolidation at the post-writing stage.

Writing - Letter of Advice

Graded assignment 1

Graded assignment 2

Advantages of using Google Forms

- More timely feedback from teachers
- More mobile-friendly
- Easy to use
- Better follow-ups
- Printable

Food for thought

Let students try something new. Let them find the joy in learning. You will be amazed by what they contribute.

4. Biography

Angelina Jolie

Yuzuru Hanyu

Tasks

Listening

✦ Fill in the blanks with targeted vocabulary.

Clips making

✦ Tell the story of your favourite celebrities.

Learning Objectives

- ✓ Let students know the structure of a biography in a listening task.
- ✓ Let students explore the stories and the human qualities of their favorite celebrities.
- ✓ Remind students the importance to organize events with years.
- ✓ Remind students the importance to use various adjectives to describe the person or the events.

eTools we used

- Clips
- LoiloNote School

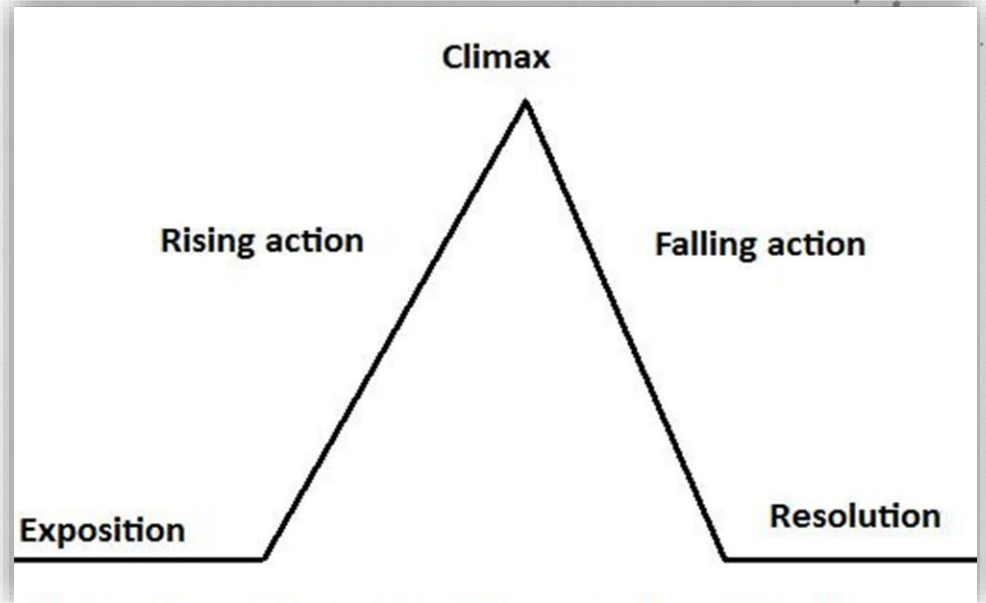
**Display students' work and teachers'
comments by using LoiloNote School**

Food for Thought

According to Albert Einstein, creativity is intelligence having fun.

No matter who the students are, by giving them plenty of time, they are able to express the stories they love creatively.

5. Story Writing



The task

Create a story with the following elements:

- The setting - when and where the story takes place.
- The characters - who the people are in the story.
- The dialogue - what happens in the story and what the characters say.
- The end - A surprise ending with a twist.

Learning Objectives

- ✓ To help students understand the composition of a story
- ✓ To remind students the tenses to be used in a story
- ✓ To remind students the importance in using sequencers to link the ideas or events up appropriately
- ✓ To encourage students write creatively for their own e-book

eTools we used

- My Storybook
- Clips

Create stories by using these two e-tools

Food for thought

Let your students write freely with visual support.
Let them have a taste of the experience of creating
a book. You will always find their work amazing.

6. Japan-Hong Kong Cultural Exchange 2022

Learning Objectives

- ✓ To let students exchange our culture with Japanese students
- ✓ To let students express themselves in English with real-life tasks

Introducing Our Food Culture to Japanese Students

Food for thought

Don't just tell your students about the world.

Show them!

Thanks!