

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

Centre for Learning Sciences and Technologies - CUHK

Centre for Learning Sciences and Technologies (CLST)
The Chinese University of Hong Kong



Course Speaker

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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



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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Multimodal Literacy

Technological Pedagogical Content Knowledge (TPACK)

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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: ELE KLACG (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

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: ELE KLACG (2017)



Adopting e-Learning in the English Classroom

- Strengthening Interaction and Motivation with the Use of e-Platforms
- Making Effective Use of Lesson Time with the “Flipped Classroom” Strategy



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Multimodal Literacy

Traditional Learning V.S. Digital Learning

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



Affordances of Technology for e-Reading

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Multimodal Literacy

Resources for Extensive e-Reading

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E-Book Resources in Hong Kong Public Libraries

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

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English Audio Books in Hong Kong Public Libraries

Naxos Spoken Word Library

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Sample Resources for Extensive e-Reading

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「EdBookShelf 教城書櫃」 eBook Reader

<https://edbookshelf.hkedcity.net>

- '[EdBookShelf](#)' is a **cross-platform**, multi-functional eBook reader by EdCity, with the following features: **text-to speech function** in Cantonese, Putonghua and English; **Chinese and English interface**; built-in tools such as **bookmarking, note-taking, highlighting, 'Dictionary'**; eBooks synchronised in the cloud; **online or offline reading** on tablets and smartphones; and multi-book reading via browsers. Readers can enjoy reading anytime and anywhere on EdBookShelf.



Another example: epic!

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Another example: BookFlix

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Another example: Raz-Kids Kids A-Z

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Hands-on Task A

Search for and read e-books on HKPL website and Epic!

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Affordances of Technology for e-Reading

Merriam-Webster

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Affordances of Technology for e-Reading

Cambridge Dictionary

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Affordances of Technology for e-Reading

Oxford Learner's Dictionaries

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Hands-on Task B

Explore the functions of e-Dictionaries

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Resources for Intensive e-Reading

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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

Flip

Matching pairs

Fill in the blanks

Open Ended Question



Nearpod – Time to Climb

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Nearpod – Flip

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Use Nearpod to deliver the whole lesson

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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

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Google Sites

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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

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Resources for e-Writing

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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.

Question types

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

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Resources for polling and brainstorming

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Use a word cloud tool

- activate prior knowledge
- predict the content of a text



Use a mind map tool

- Create mind maps and flowcharts
- Allow real time collaboration
- Add text labels and images



Hands-on Task E

AnswerGarden

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.)



Apps for creating quizzes and polling

- collect Ss' initial thoughts
- stimulate thinking

Examples

- kahoot
- quizizz
- polleverywhere
- questionpro
- socrative
- jotform
- wordwall



Example: Clickable image

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Hands-on Task F

Go to PollEverywhere and Wordwall and experience engaging activities.



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Multimodal Literacy

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 I

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 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 2

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 task**

Students are asked as 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.



e-Platform: Padlet

- **online writing**



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Multimodal Literacy

How do we do multimodal literacy teaching?

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Learning through trying

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Conclusion

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Learning through Experimenting

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



Wish you a happy e-teaching journey!

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