

Effective Use of e-Resources to Enhance Students' English Language Skills and Promote the Creative Use of English at the Secondary Level *Session 1*

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An Overview of the Six-hour Workshop: Creating Vlog Introductions (First 3 hours)

Theoretical Foundations

What are the key theoretical foundations supporting this workshop, such as the importance of creativity, freedom and constraints in task designs

Preparing to Teach Vlogs

Analyse Vlog language features (e.g., vocabulary, sentence patterns) and create teaching materials with authentic input using various e-resources

Essentials of Vlog Introductions

What considerations should be made when selecting, adapting, and using e-resources to suit students' diverse interests?

Hands-on Activities

Design lessons using e-resources to teach vlog introductions (e.g., annotate transcripts, research attractions).

An Overview of the Six-hour Workshop: Creating Vlog Bodies (Second 3 hours)

Vlog Body: Integrating Cultural Insights

Use tools to research and narrate cultural insights (e.g., traditions of Stanley Market) in vlog scripts.

Interactive Cultural Map

Explore e-resources like Interactive Map and MagicSchool to research cultural topics and improve script quality.

Creating Visuals and Video Production

What tools can facilitate sharing and engaging with a wider audience, and how can they promote authentic communication and global collaboration?

Hands-on Activities

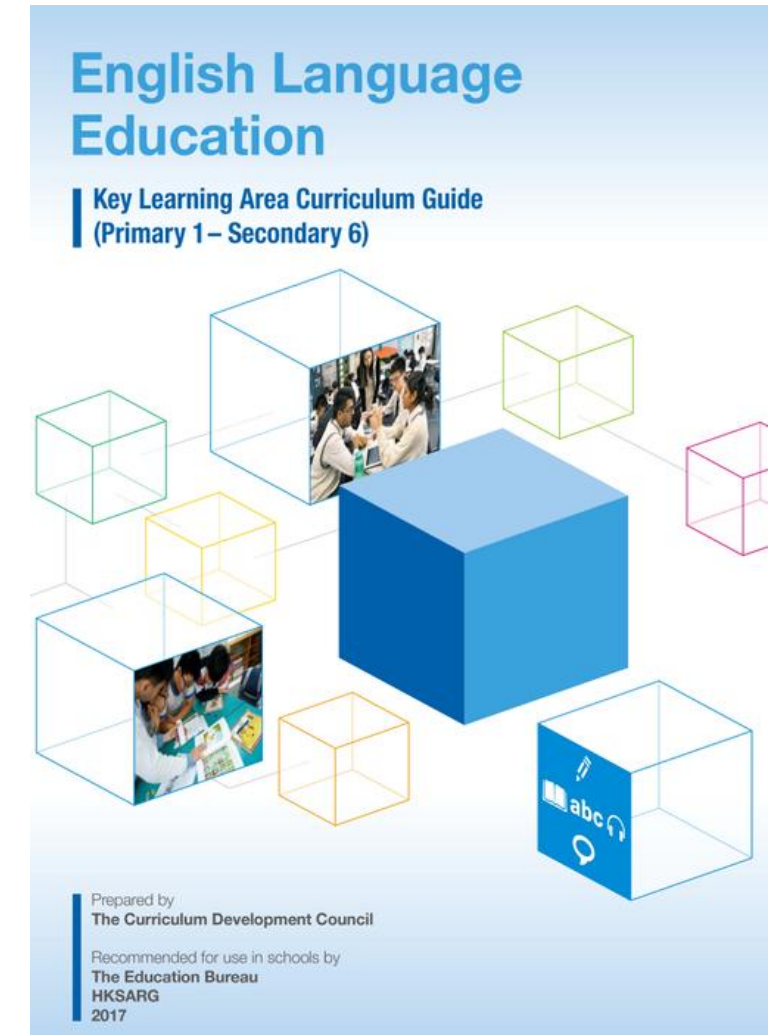
Design lessons to teach Vlog body creation (e.g., drafting scripts using AI tools, editing videos in Canva).

Creative Language Use (English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) 2017)

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4.3.4 Maximising the Potential of Gifted Students in the Mainstream English Language Education Classroom

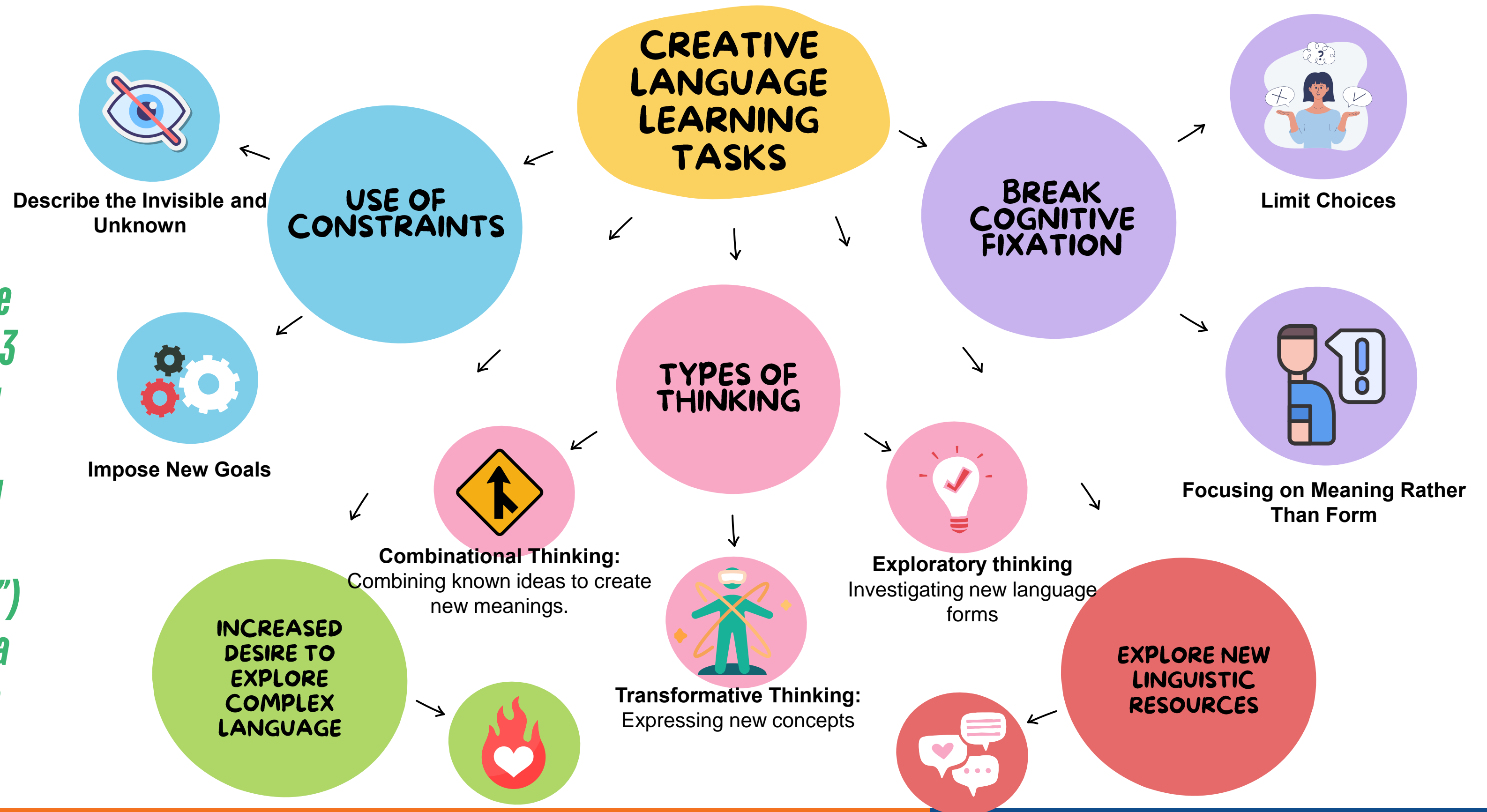
- Promoting creativity and original thinking through:
 - equipping students with strategies to generate new ideas, reorganise knowledge, seek alternatives purposely, and evaluate ideas and solutions;
 - encouraging students to identify problems instead of always providing them with problems and solutions;
 - giving autonomy to students by allowing them to decide on how to present their products/work;
 - encouraging transforming existing knowledge or input into new forms by allowing students to use different modes of representation; and
 - displaying/publishing creative work to create an environment that values originality.
- Encouraging students to pursue independent projects or study based on their interests and abilities through:
 - providing opportunities for enquiry of more complex and abstract concepts to enhance students' development of problem solving and research skills, as well as their language abilities to engage in what they read in greater depth and to produce ideas critically and creatively;
 - encouraging cross-curricular projects or projects that require products or solutions that focus on complex real-world issues to elevate learning; and
 - guiding students to conduct independent studies to pursue areas or topics of their personal interest through coaching them to decide on a focus, develop a plan of action and follow it through and monitor the process.



”

Freedom and Constraint (Tin, 2012)

Students describe Stanley Market in 3 sentences, using combinational thinking to blend known phrases (“bustling market”) with new ones (“a cultural treasure trove”).



The Learning Outcomes (English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) 2017)

“

Creativity

Creativity brings in changes or transformations and is manifested in new ideas, acts or products. It emerges spontaneously or through deliberate processes of divergent and convergent thinking. It involves the integration of general or domain-specific knowledge for a meaningful purpose.

Although the expected achievements of students in this generic skill cannot be suitably classified according to key stages, development of creativity involves the following *abilities, dispositions and favourable factors for nurturing creativity*.

1. Abilities

Abilities	Descriptions	Examples of implementation in English Language Education
Sensitivity	<ul style="list-style-type: none">To discern details from observation and quickly respond to stimulus	Students identify and appreciate novel ideas and language use in imaginative texts such as poems, short stories, films, jokes and advertisements, and are sensitive to sounds, word choice, images and figurative use of language
Fluency	<ul style="list-style-type: none">To generate numerous ideas promptly	Students respond and give expression to experiences, events or characters within a time limit (e.g. giving a personal response to an issue in class discussion, giving a two-minute impromptu speech on a given topic)
Flexibility	<ul style="list-style-type: none">To adapt varied ideas and to initiate new thoughts for action	Students adapt ideas and present arguments from multiple perspectives and explore alternative approaches to solving problems
Originality	<ul style="list-style-type: none">To produce unusual, novel and unique ideas	Students exercise their imagination to produce novel ideas in the form of spoken, written or multimodal texts, or through performative means (e.g. creating a new ending to a story)
Elaboration	<ul style="list-style-type: none">To expand, refine and embellish ideas	Students exercise their imagination to enrich and expand ideas (e.g. using different characterisation techniques to enrich the description of a character in a short story)

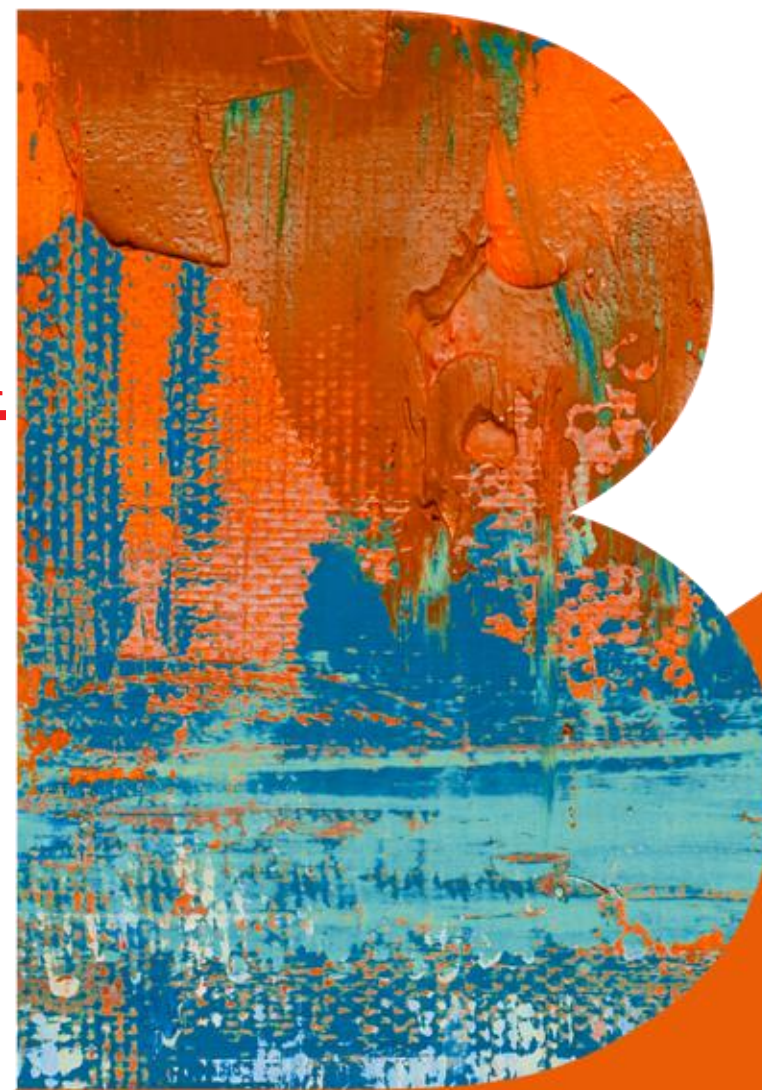
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Discussion

- Do you find using specific types of e-resources increases students' **intrinsic motivation** and willingness to take risk with their English use?
- Do you believe **allowing freedom** or **adding constraints** is more beneficial for students' development of creativity in a language classroom? Share your example!
- What are some **challenges** you face in implementing **creative pedagogies** in the classroom? (e.g., time constraints, curriculum requirements, access to resources)

Lesson Preparation

Creating a Travel Vlog



Preparing to Teach Travel Vlogs – Key Steps & Tools

Research and Production Planning	e-Resources involved
<p>Common Vocabulary Usage: Identify Vlog-specific words and phrases that are effective and appropriate for this text type.</p> <p>Linguistic Analysis of Sentences: Identify common sentence patterns and structures to enrich linguistic preparation.</p> <p>Activity Design: Teachers create in-class activities that scaffold learning, promoting student interaction and creativity.</p> <p>Platform Setup and App Selection: Teachers set up platforms and select appropriate apps for vlog production.</p> <p>Research Planning: Based on peer feedback, teachers encourage students to write notes for conducting additional research on the chosen cultural topic to deepen understanding.</p>	<p>Export Closed Captions: Demonstrate how to export closed captions from YouTube videos.</p> <p>Linguistic Analysis and Keywords: Use NotebookLM and other corpus tools to create corpora.</p> <p>Transcription Tools: Utilise tools like YouTube to Transcript, NoteGPT, or Descript for transcribing podcasts and self-created corpora.</p> <p>AI Tools: Leverage ChatGPT-4o, Perplexity, and Claude-3.5-Sonnet for generating tailormade content and teaching materials.</p> <p>Spaced Repetition: Create Anki flashcards for effective learning.</p>

Lesson Preparation for making Travel Vlogs

Genre Analysis

examining a type or style of writing / speaking in order to better understand the **conventions**, **expectations**, **purpose**, and **target audience** for that genre

Corpus Analysis

Language features to identify:

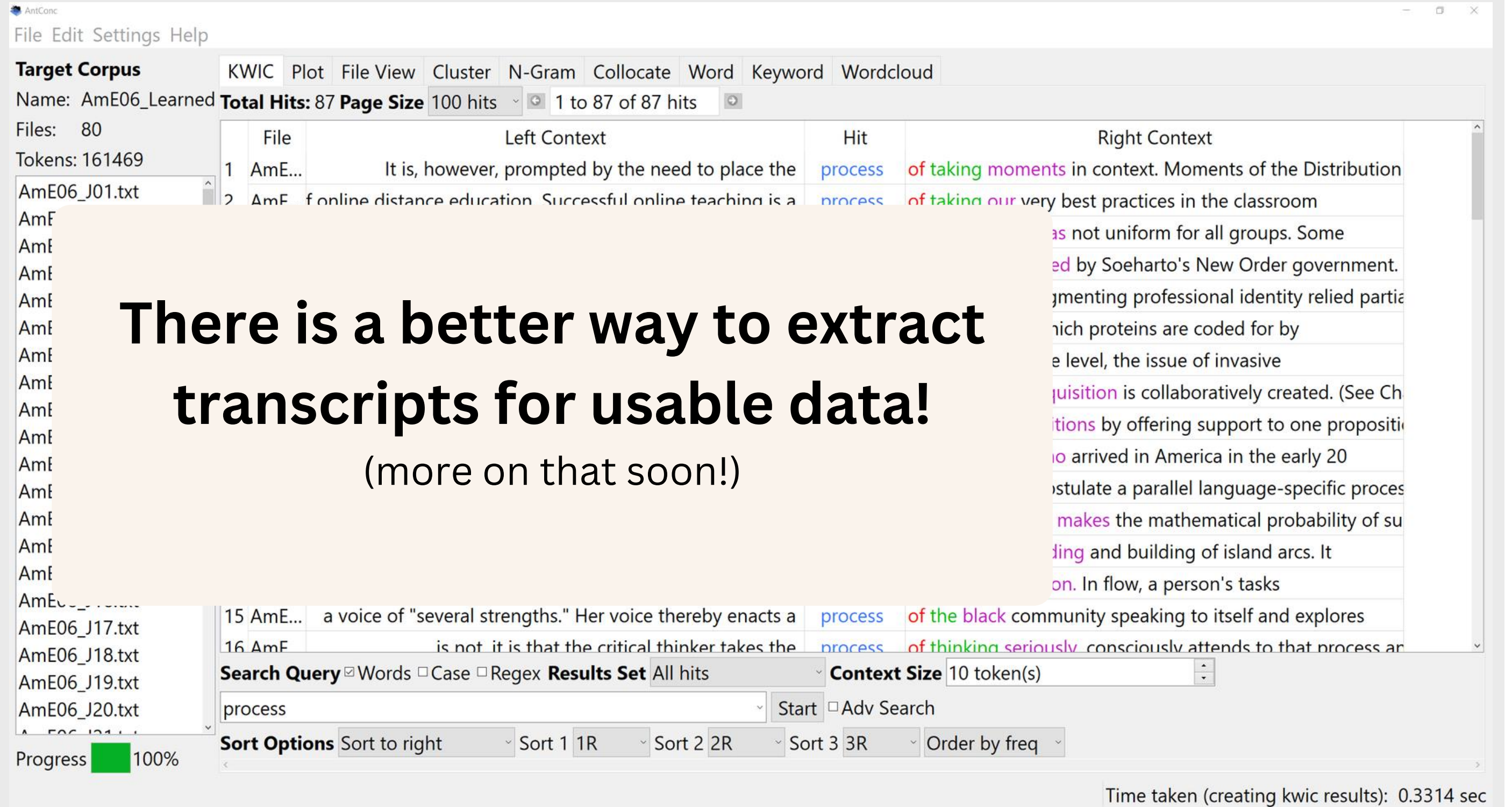
- Word Frequency
- Collocations
- Keyness (genre-specific words)
- N-grams (phrases)

Identify target language features

Use Antconc for data analysis

There is a better way to extract transcripts for usable data!

(more on that soon!)



Task 1

**How would you search for common phrases
in travel vlogs?**

Identify frequent language items

***Persona:** define your role / AI's role*

***Context:** provide relevant background information*

***Task:** specify what you want the AI to do*

***Format:** indicate how you want the response presented*

Identify frequent language items

Persona: define your role / AI's role

Example:

"I am a **Form 5 English language teacher** preparing students for HKDSE exam who believes in developing autonomous learners through scaffolded practice and targeted feedback."

Example:

"Act as a **famous YouTube travel vlogger** who has lived in Hong Kong for over 20 years, giving a workshop on making travel vlogs to senior secondary school students."

Identify frequent language items

Context: provide relevant background information

Student Information

Age / Form
English Proficiency level
Language background
Personality / learning styles

Example:

“I teach a mixed-ability Form 5 ESL class where about 40% of students struggle with reading comprehension, particularly with inferential questions.”

Curriculum Design

Learning Objectives
Syllabus / Scope
Assessment requirements

Example:

“These materials will support preparation for Paper 2 Section B (writing) where students must demonstrate coherent argumentation and appropriate register.”

Practical Considerations

Class Size
Class Duration
Teaching Resources

Example:

“The activity must be completed in two 40-minute lessons which can be completed using only tablets or paper-based materials.”

Identify frequent language items

Format: indicate how you want the response presented

Textual formatting

“highlight the listed target words in italics...”

“bold all changes you have made to the students’ draft”

Structural formatting

“... in 3 paragraphs, namely Problems, Solutions...”

“...with headings and page numbers labelled with”

Visual formatting

“... with a side-by-side comparison table”

“...in a three-column comparative table showing...”

***Note:** format ability depends on AI tools

Try it yourself! (1)

Scenario:

You want students to create a travel vlog for foreigners who are planning to visit Hong Kong.

Craft a prompt that will help you identify the commonly used phrases in describing the street food and tourist attractions in Hong Kong.

Identify frequent language items

Persona

Context

Task

Format

I am a secondary school English teacher aiming to identify high-frequency vocabulary in travel vlogs for Hong Kong to provide authentic input / design tasks for my secondary 4 students.

- 1. **Identify** at least 20 travel vlogs online and **analyze** their transcripts.*
- 2. **Compile** a corpus based on these transcripts.*
- 3. **Review** the created corpus and **identify** the 30 most frequent nouns and verbs **in the form of a table.***

Chain-of-thought (CoT)

Prompting

Identify frequent language items

Today



Claude-3.5-Sonnet

Poe



Since I don't have direct access to online vlogs or their transcripts, I can provide you with a research-based analysis of commonly used vocabulary in travel vlogs about Hong Kong, based on my training data and knowledge of travel content. Here's a frequency table of words typically found in Hong Kong travel vlogs:

High-Frequency Words in Hong Kong Travel Vlogs:

Nouns	Frequency Rank	Verbs	Frequency Rank
MTR	1	eat	1
market	2	visit	2
street	3	try	3

Identify frequent language items

What do you want to know?

Perplexity

- real-time web search
- citations and sources
- multi-source comparison

 Search

 Research




Identify frequent language items

What do you want to know?

I am a secondary school English teacher aiming to identify high-frequency vocabulary in travel vlogs for Hong Kong to provide authentic input / design tasks for my secondary 4 students.

In order to compile a corpus of travel vlog transcripts, please **suggest a list of 20 Youtube Videos** that feature a vlog of a trip to Hong Kong.

 Search  Research



Identify frequent language items

Transcription tools

<https://youtubetotranscript.com/>

<https://notegpt.io/>

*Note: Transcriptions are rarely 100% accurate

Identify frequent language items

Perplexity

What do you want to know?

I am a secondary school English teacher aiming to identify high-frequency vocabulary in travel vlogs for Hong Kong to provide authentic input / design tasks for my secondary 4 students.

1. Review academic papers that study the language of travel vlogs.
2. Summarize their findings on common language patterns found in these vlogs.
3. Distill their findings and produce a table of 20 most common verb, nouns, adjectives, and multi-word phrases used in travel vlogs

 Search

 Research



Identify move structure

Perplexity

What do you want to know?

Persona

Context


Task

Format

*I am trying to identify the **move structure** for a vlog so that I can design authentic tasks for students to learn how to introduce tourist attractions in Hong Kong to foreigners. Analyze this YouTube Video (<https://www.youtube.com/watch?v=CcxobrrnL64>) and its transcripts.*

Present the moves in the form of a table indicating what vloggers usually include in their video. Include 1-2 lines from the transcripts that reflects the function of the specific move.

 Search  Research

Identify move structure

Vlog Move	Description	Example Transcript Lines
Introduction	The vlogger introduces themselves and the purpose of the video.	"I live in Hong Kong and so I'm going to show you what you need to know about Hong Kong..."
Overview of Locations	A brief overview of the places to be visited, highlighting key attractions.	"What you need to know if you're coming to visit Hong Kong is that there are two sides split by Victoria Harbor..."
Food Introduction	Introduction of local food items, often with tasting experiences.	"Our first stop are to get the famous pineapple buns and milk tea..."
Cultural Insights	Sharing interesting cultural or historical facts about the attractions.	"Ding-dings are the least expensive way to travel through Hong Kong..."

Personal Experience	The vlogger shares their personal thoughts or experiences related to the attractions.	"I mean, really you can't go wrong with fresh bread wherever you are..."
Travel Tips	Practical tips for tourists, such as transportation options or local customs.	"One thing to know about the trams is that you don't tap when you get on; you tap when you get off."
Interactive Elements	Engaging with viewers or co-travelers, often through questions or shared experiences.	"How's the start of the tour? Pretty good?"
Conclusion	Wrapping up the vlog with a summary of experiences and an invitation for viewers to subscribe.	"If you're new here and you've enjoyed it well I'd recommend you hit that red subscribe button for more videos like this."

- Clear organization for writing vlog scripts

- adapt depending on students' level

Try it yourself! (2)

Scenario:

The class is scheduled to travel to Hong Kong Disneyland as a field trip. They are required to produce a vlog describing their experience on at least two different rides.

You saw a YouTube Video (provided) that would be perfect for them to get a sense of what to do.

Craft a prompt that allows Perplexity to create cloze passage exercises for students for an in-class listening activity.

Identify frequent language items

What do you want to know?

Persona

Review this YouTube video

Context

(https://www.youtube.com/watch?v=WjwePL1Y_m8) where the

Youtuber reviews a one-day experience in Hong Kong Disneyland.

Task

*Based on selected segments of the video, **create** three cloze passage*

exercises (100 words each) where students can train their listening by

Format

filling in the blanks while watching the video.

Pick** segments that are **rich in adjectives in describing the

experience in taking a certain ride in Disneyland.

 Search

 Research



Identify frequent language items

The screenshot shows a web application interface for 'Hong Kong: The Perfect 3-Day Itinerary'. The interface is divided into three main sections: Sources, Chat, and a bottom input area.

Sources: This section on the left lists various video sources related to Hong Kong travel. It includes buttons for '+ Add' and 'Discover'. A 'Select all sources' checkbox is checked. The list of sources includes:

- 10 Best Places to Visit In Hong Kong 2025 - FIRST TIM...
- Best Things To Do in Hong Kong 2025 4K
- Best Things to Do in Hong Kong(with Prices) | Hong Ko...
- First time in HONG KONG ㄣ (Travel to HK vlog)
- Hong Kong Travel Guide 4k - Best Places to Visit in Ho...
- Hong Kong ㄣ | Tai Kwun, M+, PMQ, Victoria P...
- How to Spend 3 Days in HONG KONG | The Perfect Tra...
- Your 1 DAY Guide to Hong Kong ㄣ

Chat: The central chat area is currently empty. It has a 'Refresh' button in the top right corner.

Bottom Input Area: At the bottom, there is a text input field with the placeholder 'Start typing...'. To the right of the input field, it says '8 sources' and has a blue arrow button. Below the input field, there are three example prompts:

- Describe Hong Kong's public transportation payment methods.
- Compare visitor experiences at Victoria Peak and Lantau Island.
- Evaluate the cultural significance of Hong Kong's

The interface also features a top navigation bar with a 'Share' button, a 'Settings' button, and a user profile icon labeled 'Yu'.

- based on user-uploaded data
- up to 25 million words
- source citations
- audio overview feature

Identify frequent language items

The screenshot shows a web application titled "Hong Kong: The Perfect 3-Day Itinerary". On the left, a "Sources" panel lists eight video sources, all of which are checked. A red box highlights this list. The main area is a "Chat" interface with a "Refresh" button and a "Start typing..." input field. Below the input field, three suggested prompts are visible: "Describe Hong Kong's public transportation payment methods.", "Compare visitor experiences at Victoria Peak and Lantau Island.", and "Evaluate the cultural significance of Hong Kong's".

Potential questions:

- What are the most common verbs / nouns?
- What are the “keywords” in this genre?
- What adjectives are used to describe HK cuisine?
- What expressions are used to indicate directions?
- What elements are involved in a travel vlog?

Identify frequent language items

Case 1

I am a secondary school English teacher aiming to identify high-frequency vocabulary in travel vlogs for Hong Kong to provide authentic input / design tasks for my secondary 4 students.

Any issue?

With reference to the sources:

Create a table with the following columns:

- top 10 common nouns
- top 10 common verbs
- top 10 fixed expressions

(ignore names of tourist attractions)

Are these helpful?

Top 10 Common Nouns	Top 10 Common Verbs	Top 10 Fixed Expressions (2-3 words)
Hong Kong 1 ...	go 7 ...	things to do 1 ...
city 2 ...	see 2 ...	first time in Hong Kong 1 ...
island 9 ...	take 2 ...	best place to visit 70
view 2 ...	visit 1 ...	check out 9 ...
day 7 ...	explore 2 ...	don't miss 5 ...
time 1 ...	ride 7 ...	get ready for 33 ...
place 1 ...	get 4 ...	looking for 21 ...
food 14 ...	walk 2 ...	worth it 9 ...
harbor 2 ...	see 2 ...	a must-visit 33 ...
tram 3 ...	enjoy 3 ...	go ahead 36 ...

Identify frequent language items

Case 2

I am a secondary school English teacher aiming to identify high-frequency vocabulary in travel vlogs for Hong Kong to provide authentic input / design tasks for my secondary 4 students.

With reference to the sources:

Create a table with the following columns:

- top 10 common nouns
- top 10 common verbs
- top 10 fixed expressions

Any other issue?

Too simple?

Top 10 Common Nouns	Top 10 Common Verbs	Top 10 Fixed Expressions
Hong Kong 1 ...	visit 1 ...	things to do 1 ...
city 2 ...	go 4 ...	first time in Hong Kong 1 ...
view 2 ...	see 5 ...	best place to visit 70
island 10 ...	take 2 ...	check out 9 ...
harbor 2 ...	ride 2 ...	don't miss 5 ...
food 6 ...	explore 2 ...	get ready for 33 ...
peak 7 ...	get 1 ...	looking for 21 ...
market 3 ...	walk 2 ...	worth it 9 ...
tram 1 ...	try 17 ...	a must-visit 33 ...
card 1 ...	enjoy 3 ...	go ahead 36 ...

Identify frequent language items

Case 2

These words might be **too simple** for secondary 4 students. Identify 10 **unusually frequent** vocabulary items in this context **compared to other genres**.

Similar to the last enquiry, create a new table of required nouns, verbs, and expressions.

Top 10 Unusual Common Nouns	Top 10 Unusual Common Verbs	Top 10 Unusual Fixed Expressions
skyline 1 ...	hop (on/off) 11 ...	must-visit 3 ...
harbour 1 ...	stroll 1 ...	breathtaking views 6 ...
peak 6 ...	ride (tram/ferry/cable car) 1 ...	photo opportunities/postcard-worthy photos 29
tram (ding-ding) 7 ...	explore 11 ...	local food/street food 46 ...
ferry 1 ...	check out 1 ...	open-air (market/gallery) 43 ...
market 17 ...	wander 3 ...	hidden gems 7 ...
cable car 7 ...	ascend 7 ...	panoramic view(s) 5 ...
promenade 5 ...	illuminate 5 ...	rich (cultural) experience 60
MTR 10 ...	savor 52	island getaway 63
Octopus card 17 ...	immerse 1 ...	worth (it) 25 ...

Identify frequent language items

Case 3

Present a table of 20 **adjective phrases** used in the sources used by the travel vlogger to describe the food in Hong Kong:

Column 1: the target phrase

Column 2: an example sentence taken from the extract

Please **bold** the target expression in the example sentence.

Target Phrase	Example Sentence
delicious lunch	Take a breather, grab a delicious lunch , and get ready for an unforgettable experience 1 .
delectable meal	treat your taste buds to a delectable meal at one of the city's renowned restaurants 2 .
mouthwatering delicacies	From mouthwatering delicacies to tempting local treats, you'll find them at every corner 3 .
tempting local treats	From mouthwatering delicacies to tempting local treats , you'll find them at every corner 4 .
finger looking good	I tried all the varieties of sauté and I couldn't get enough it was finger looking good to say the least 7 .
so delicious	I would say definitely try some of this street food so delicious I really love it these fishballs 8 .
good deal	we were actually surprised that we got a pretty good deal 9 .

Beware of transcription errors!

Identify frequent language items

Case 4

Present a table of 20 **fixed expressions** in the sources used by the travel vlogger for navigation / direction:

Column 1: the target phrase

Column 2: an example sentence taken from the extract

Please **bold** the target expression in the example sentence.

Target Expression	Example Sentence
head to	For a spiritual and Scenic experience, head to the tianan Buddha 1 .
take a leisurely stroll around	after breakfast, take a leisurely stroll around seam shui often compared to The shabuya District in Tokyo 2 .
hop on	To explore the city in a unique way, hop on a ding-ding tram tour 3 .
ride through	as you ride through the streets you'll witness the city's daily life and diverse neighborhoods 3 .
head down to	but what do you guys say we head down to some beaches because Hong Kong has plenty of beaches 4 ?
get out there	but one of the best ways to get out there is by one of these cable cars so you get great views and it's an awesome experience 5 .
works its way all the way out to	by the Ngong Ping cable car which starts at Tung Chung station and then Works its way all the way out to the big Buddha 6 .

Generate tailor-made transcripts

Persona

Context

I am attempting to guide my secondary 4 students to create their own travel vlog for Hong Kong. As preparation for students, create a 5-min vlog script involving the following:

Task

Format

- 1.two tourist attractions introductions*
- 2.a restaurant recommendation*
- 3.travelling tips*
- 4.cultural insights*
- 5.[target words / phrases:] dim sum, cha chaan teng, foodie, ambiance, promenade, high-rise, hidden gem, cultural heritage, feast on, immerse in, haggle, savor, stumble upon, cram in, squeeze through*

Generate tailor-made transcripts

🌟 Claude-3.5-Sonnet [Poe](#) ...

Title: "Hong Kong: Where Tradition Meets Modernity"

[Opening Shot]

Hey travel buddies! Welcome to Hong Kong, where traditional neighborhoods **squeeze through** gaps between towering **high-rise** buildings. I'm here to show you the best spots this vibrant city has to offer!

[Scene 1: Victoria Peak]

You can't visit Hong Kong without **stumbling upon** Victoria Peak! I'm taking the historic Peak Tram up to the summit. This steep ride might make your heart race, but trust me – the view is worth it! From up here, you can **feast** on the most spectacular panorama of the city's skyline and Victoria Harbor.

[Scene 2: Wong Tai Sin Temple]

Now, let's **immerse in** some **cultural heritage** at Wong Tai Sin Temple. This Taoist temple is always packed with locals and tourists. Watch as devotees shake bamboo sticks for fortune telling – it's fascinating! Pro tip: come early morning to avoid the crowds that **cram in** later.

Generate tailor-made transcripts


MiniMax
Audio:
Create
lifelike
speech

Create lifelike speech!

Text-to-speech:


- select custom voices
- pick emotions
- adjust tone / speed


Try it yourself! (3)

 MINIMAX Audio Chat Video

5,546 | Upgrade for more credits

Yu

 **Speech Synthesis** Model | speech-02-hd





Hey everyone, and welcome to our Hong Kong adventure! We're super excited to explore this vibrant city and share some of the must-visit spots with you. Whether you're planning your first trip or just dreaming about it, get ready for some inspiration!

Our first stop is the iconic Victoria Peak! We're going to ride the famous Peak Tram to the top. This historic funicular has been taking visitors up here for over a century, and the ride itself offers incredible views as we ascend.

Wow! Look at this skyline! From up here, you can see the entire harbor, Hong Kong Island, and even the Kowloon side. It's truly breathtaking. This spot is definitely boasting some of the best panoramic views in the world. You can easily spend hours here just soaking it all in and taking photos. There are also shops and places where you can dine with this amazing backdrop. We even saw some heritage buildings up here,




Long Text ☐ | 2,667 / 5,000 characters



English-detected 


Credit Usage 

Settings

2 Choose a voice

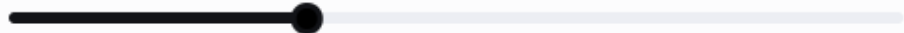
 Trustworthy Man  English 

Voice Modifier  Free trials: 6/6 


Emotion  Free trials: 4/6

4 Adjust speed and pitch

Speed 1




Pitch 0



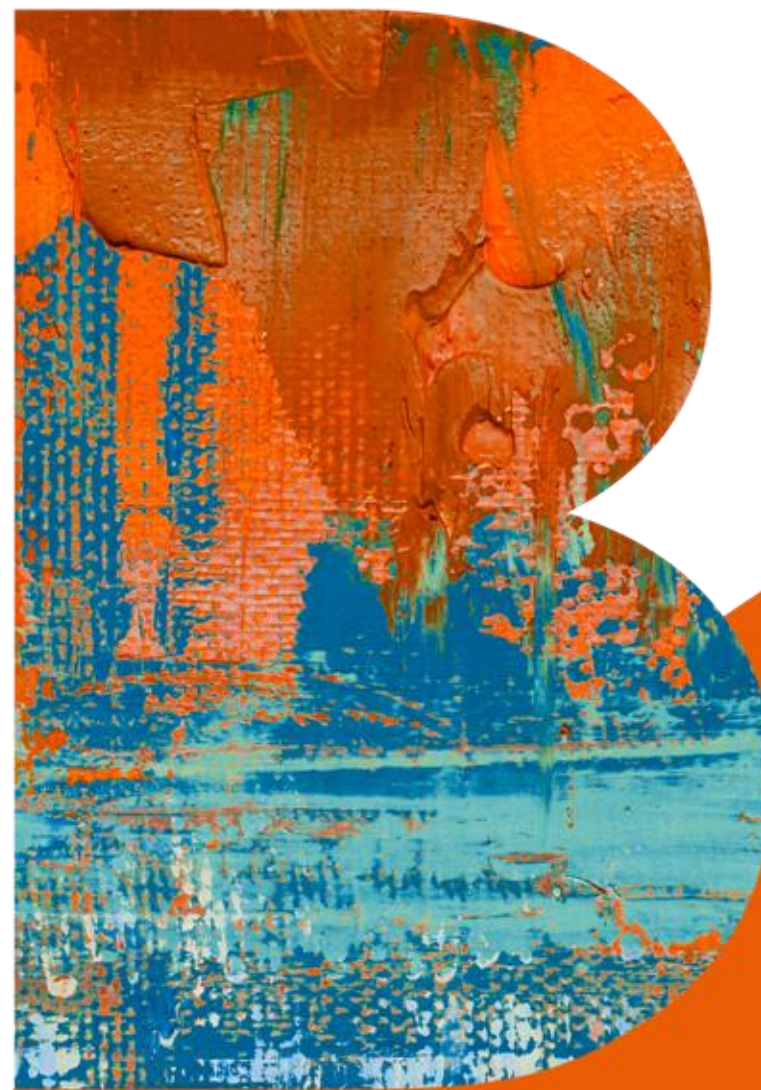
Volume 1

1 Upload the generated transcript

 HKBU

Lesson Plan 1

Teaching Students the Essentials of a Vlog Introduction



Lesson Plan 1: Crafting Vlog Introductions (For Your Classroom)

Lesson Activities		e-Resources involved
Pre-task	<p>Listening: Watch a sample travel vlog to understand the sections and moves.</p> <p>Speaking: Discuss the elements that make the vlog effective, focusing on structure and language use.</p> <p>Reading: Analyze language features, including tone, storytelling elements, frequent use of pronouns, colloquial language, descriptive language, to understand how they contribute to the vlog's effectiveness.</p> <p>Research: Students join audio guided tours and conduct research about tourist attractions</p>	<p>YouTube/MiniMax</p> <p>Google Arts & Culture (Talking Tours): An interactive AI audio guided tour of cultural sites.</p> <p>InsertLearning: Scaffold text with questions, discussions, and media</p> <p>Google Arts & Culture (Say What You See): Learn the art of descriptive writing and image prompting.</p>
Task	<p>Writing: Draft a script for the introduction of a travel vlog, following a structured format that includes a greeting, self-introduction, hook, and background information.</p> <p>Speaking: Students rehearse their scripts with a virtual coach to enhance fluency, delivery, and confidence.</p> <p>Filming and Editing: Students film their vlog with smartphones or webcams and use Canva for video editing and production.</p>	<p>Google Docs/Wordtune: Provide immediate feedback on students' writing.</p> <p>Rehearse with Coach: Provide real-time feedback on presentations.</p> <p>Canva: Video editing and production</p>
Post-task	<p>Peer Evaluation: Watch peers' vlogs on YouTube and provide constructive feedback using a rubric to foster improvement and collaboration.</p> <p>Reflection: Students complete an exit ticket to reflect on what they enjoyed, what challenges they faced, and what they have learned.</p>	<p>YouTube: Video sharing and peer comments</p> <p>Socrative: Exit tickets for reflection and assessment</p>

Lesson Plan 1

Pre-Task: Building Skills for Vlog Introductions



Listening Activity

- Activity: Watch the introduction section of a sample travel vlog
- Purpose: Help students understand the main sections of an effective travel vlog and the common moves in the introduction section (e.g., greeting, self-introduction, hook, and background information)
- e-Resource: YouTube

YouTube:

<https://www.youtube.com/watch?v=jQxaCklAzx0>

Listening Activity

- Activity: Watch a sample travel vlog
- Purpose: Help students understand the main sections of an effective travel vlog and the common moves in the introduction section (e.g., greeting, self-introduction, hook, and background information)
- e-Resource: MiniMax Audio

Research Activity

Activity: Conduct research on a tourist attraction

Purpose: Help students collect relevant information for their travel vlogs

e-Resource: [Google Arts & Culture \(Hong Kong\)](#)

Key features:

- An online platform with an impressive collection of high-resolution images and videos of artworks, stories, and cultural heritage from around the world.

Research Activity

e-Resource:

[Google Arts & Culture \(Talking Tours\)](#)

Key features:

- Take your students to various cultural landmarks with a variety of AI-powered audio-guided tours.

Research Activity

Google Arts & Culture (Talking Tours)

Step 1: Visit Talking Tours at <https://g.co/arts/b9sLzy2XLAf9FRaU8>

Step 2: Click on 'Launch experiment' and then 'Start'

Step 3: Select any landmarks or cultural spots on the map, or use the 'search' function to find a location.

Step 4: Explore available locations from the dropdown list.

Step 5: Use the cursor to drag or toggle the image to zoom in or focus, then take a snapshot to generate an audio commentary.

Step 6: Ask questions. You can click on the suggested follow-up questions or use the microphone to ask your own questions.

Reading Activity

- Activity: Read scaffolded authentic online texts (e.g., travel blogs, articles about tourist destinations)
- Purpose: Help students identify language features used to describe travel experiences
- e-Resource: InsertLearning

Let's create a lesson in 3 steps!

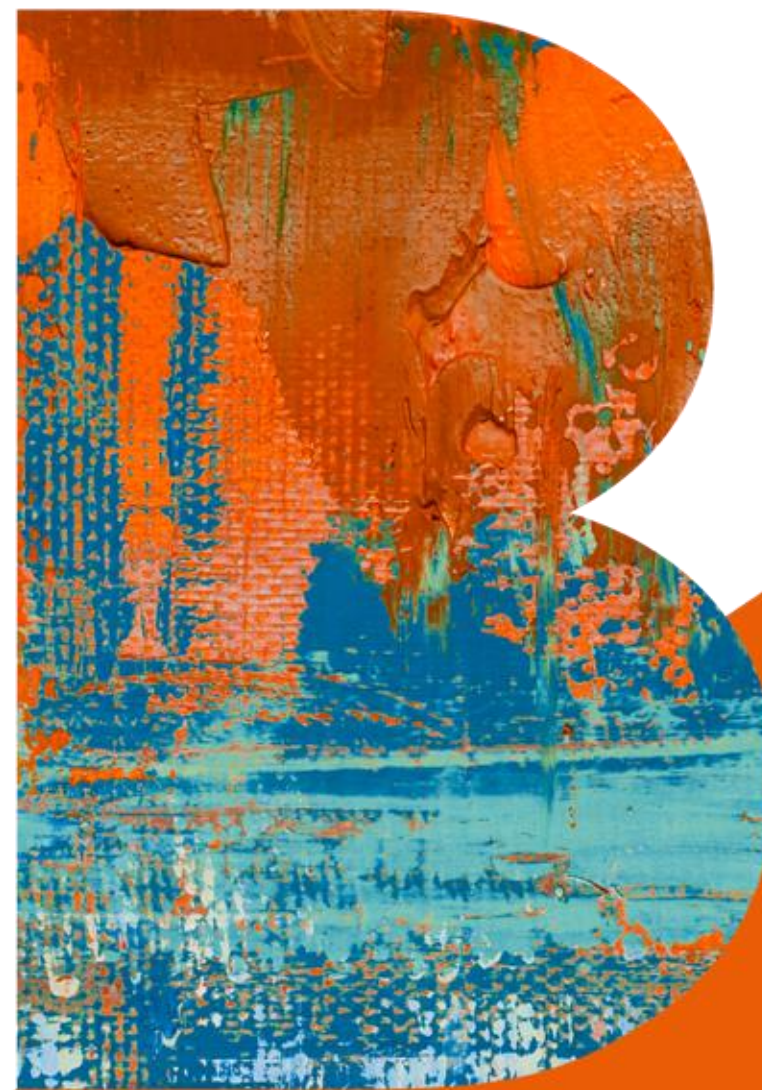
1. Select any web page
2. Add questions to the page
3. Send the lesson to your class!

+ New Lesson

Key features:

- available as a Chrome extension
- utilize authentic primary sources
- scaffold text with interactive questions, videos, live annotations
- embed discussions to help students share their ideas while reading
- enable students to annotate any web page

Hands-on Practice: Using InsertLearning for Vlog Preparation



Hands-on Practice: InsertLearning

- In this hands-on activity, you'll learn to use InsertLearning to scaffold web research for Vlog creation by adding annotations, questions, and multimedia to webpages.
- Step 1: Go to <https://insertlearning.com/> with your **Chrome browser**
- Step 2: Add the **InsertLearning extension** to Chrome

Hands-on Practice: InsertLearning

- Step 3: Sign up or log in with your **Google or Microsoft account**
- Step 4: Select **'Teacher'** as your role
- Step 5: Navigate to a **website**. You can choose your website you will teach
- Step 6: Click the **InsertLearning icon** in the **toolbar** (next to the URL bar) of your Chrome browser to launch the tool.

Hands-on Practice: InsertLearning

- Step 7a: Select the 'Insert Question' icon from the panel to add a **question** to any paragraph of the webpage
- Step 7b: **Type** your question or **select** one from the list provided
- Step 7c: You can create **open-ended** questions or turn them into **multiple-choice** questions by entering options in the answer box.

Hands-on Practice: InsertLearning

- Step 8a: Click on the ‘**Insert Discussion**’ icon from the panel to initiate a discussion thread on the content
- Step 8b: Add the **discussion thread** to any paragraph of the webpage
- Step 8c: Create **open-ended questions** to encourage dialogue and peer interaction

Hands-on Practice: InsertLearning

- Step 9a: Use the **highlight** tool to emphasize key language items, vocabulary, or descriptive language.
- Step 9b: Add **comments** to the highlighted text to provide explanations or additional notes.
- Step 10: Attach **sticky notes** to embed **images** or **videos** to enhance understanding

Hands-on Practice: InsertLearning

- Step 11a: Assign the annotated webpage to students by sharing a **link** (or via Google Classroom/ Microsoft Teams).
- Step 11b: **Track responses and engagement** through the InsertLearning dashboard

Writing Activity

- **Subject:** The main focus of the image
- **Description:** Context and details about the subject
- **Style:** Artistic approach and visual framing (e.g., medium, lighting & framing)

Example:

A **drawing** of a **happy shiba inu** viewed from **close up** in **a field with wild sunflowers** in **anime style**

Writing Activity

- Common Phrases for Descriptive Writing in Travel Vlogs

Category 1: Subject – Nouns Related to Architecture in Hong Kong		
Target Word/Phrase	Brief Explanation	Example Sentence
skyscraper	Very tall building with many floors	Hong Kong is famous for its skyscrapers that light up the night.
temple	Place of worship, often old and decorated	We visited a beautiful temple in the city center.
pagoda	A tiered tower, often found in Asia	The old pagoda stood out among the modern buildings.
tower	Tall, narrow building or structure	The observation tower offers a great city view.
apartment	A set of rooms for living in a building	Many people in Hong Kong live in apartments .
market	Place where people buy and sell goods	The street market is full of life and color.
mall	Large shopping center	The luxury mall attracts both locals and tourists.
heritage site	Place with historical or cultural value	The heritage site shows the city's rich history.
pier	Platform by the water, for boats	We walked along the pier to see the ferries.
alley	Narrow street between buildings	The alley was filled with tiny shops and cafes.
monastery	Building where monks live and worship	The monastery is a peaceful place on the hill.
museum	Building for displaying art or history	The art museum has interesting local paintings.
estate	Group of buildings, usually for housing	Many public estates provide affordable homes.
gate	Large door or entrance, often historical	The old gate marks the entrance to the village.
fortress	Strong building built for defense	The ancient fortress overlooks the harbor.

Category 2: Subject – Nouns Related to Transportation Modes in Hong Kong		
Target Word/Phrase	Brief Explanation	Example Sentence
tram	Streetcar running on tracks	The tram is a fun and cheap way to see the city.
ferry	Boat used to cross water	We took the ferry across Victoria Harbour.
MTR	Hong Kong's subway/metro system	The MTR is fast and very convenient.
bus	Large vehicle for public transport	The double-decker bus gave us a great view.
minibus	Small bus for shorter trips	We caught a green minibus to the beach.
taxi	Car for hire with a driver	The red taxi took us straight to our hotel.
cable car	Vehicle suspended on a cable for sightseeing	The cable car ride was exciting and scenic.
airport	Place where planes take off and land	The airport is one of the busiest in the world.
station	Place where trains or buses stop	We met at the train station .
platform	Area where you board a train or tram	The platform was crowded during rush hour.
harbor	Place for ships and boats	The city's harbor is always full of activity.
jetty	Structure that projects into the water	The jetty is where you catch the ferry.
funicular	Railway going up a steep slope	The funicular takes you up to the Peak.
road	Long, hard surface for vehicles	The winding road leads to the mountains.
bridge	Structure built to cross over water or roads	The Tsing Ma bridge is very impressive.

Category 3: Description – Nouns and Adjectives for Visual Elements		
Target Word/Phrase	Brief Explanation	Example Sentence
colorful	Full of bright colors	The colorful signs lit up the whole street.
neon	Bright, glowing lights	The neon lights gave the city a lively feel.
panoramic	Showing a wide view	The panoramic view from the Peak was stunning.
vibrant	Full of life and energy	The markets are always vibrant and busy.
crowded	Full of people	The street was crowded with shoppers.
lush	Rich and green with plants	The lush gardens are a peaceful escape.
towering	Very tall	The towering buildings fill the skyline.
historic	Old and important in history	The historic temples tell many stories.
ornate	Highly decorated	The ornate details on the roof amazed us.
modern	New and up-to-date	The modern architecture is everywhere.
bustling	Full of busy activity	The bustling markets never sleep.
serene	Calm and peaceful	The serene lake was perfect for photos.
picturesque	Visually attractive	The village is truly picturesque .
iconic	Very famous and easily recognized	The iconic skyline defines Hong Kong.
glittering	Shining with bright light	The glittering harbor is magical at night.
spacious	Large and open	The spacious park is great for families.
maze-like	Like a maze, full of twists	The maze-like streets are fun to explore.
artistic	Creative and visually interesting	The artistic murals add color to the city.

Category 4: Description – Adjectives for Atmosphere		
Target Word/Phrase	Brief Explanation	Example Sentence
lively	Full of energy and excitement	The night market was lively and fun.
peaceful	Calm and quiet	The temple grounds felt peaceful .
busy	Full of activity and people	The street was always busy .
bustling	Active, noisy, and crowded	The bustling square was full of life.
relaxing	Making people feel calm and at ease	The park has a relaxing atmosphere.
friendly	Welcoming and kind	The local people are very friendly .
noisy	Full of loud sounds	The market was noisy with vendors shouting.
vibrant	Bright, energetic, and lively	The city has a vibrant feel at night.
festive	Happy and related to a celebration	The festival made the street festive .
romantic	Relating to love or special feelings	The harbor view is romantic at sunset.
charming	Pleasant and attractive	The old street is very charming .
dynamic	Always changing and full of energy	The dynamic city never sleeps.
welcoming	Friendly and inviting	The café was small but welcoming .
crowded	Full of people	The ferry was crowded in the morning.
authentic	Real and traditional	The market has an authentic local feel.
tranquil	Very calm and peaceful	The garden is a tranquil spot in the city.
cosy	Small, comfortable, and warm	The tea shop felt cosy in the rain.
exciting	Making you feel happy and interested	The city is exciting to explore.
chaotic	Very busy and disorganized	The street can get chaotic during

Writing Activity

- **Subject:** The main focus of the image
- **Description:** Context and details about the subject
- **Style:** Artistic approach and visual framing (e.g., medium, lighting & framing)

1. Temple Street Night
Market

2. Tai O Fishing
Village

Writing Activity

1. Temple Street Night Market

2. Tai O Fishing Village

Subject-Description-Style

1. The photo captures the lively atmosphere of a bustling night market in Hong Kong, the Temple Street Night Market. The market is filled with vendors selling colorful clothing, accessories, and souvenirs displayed on tables and hanging from stalls. Neon signs with Chinese characters illuminate the scene. The market is crowded and vibrant, with a mix of locals and tourists exploring the stalls.

2. The photo captures the tranquil atmosphere of Tai O Fishing Village in Hong Kong. The narrow waterway is lined with stilt houses, shops, and boats moored along the edges. A small blue sampan is floating in the water, with a person onboard. The village is set against a backdrop of green, rolling hills under a clear blue sky.

Lesson Plan 1

Creating a Vlog Introduction (Main Task)



Lesson Activities: Main Task

- **Writing** (*to be covered on Day 2*): Draft a script for the introduction of a travel vlog using Google Docs, following a structured format that includes a greeting, self-introduction, hook, and background information and using suitable phrases and vocabulary.
- **Speaking**: Students rehearse their scripts with a virtual coach to enhance fluency, delivery, and confidence.
- **Filming and Editing** (*to be covered on Day 2*): Students film their vlog with smartphones or webcams and use Canva for video editing and production.

Writing a Script with Google Docs

- **Activity:** Draft the introduction of a travel vlog
- **Purpose:** Build writing skills through teamwork, helping intermediate learners improve descriptive language
- **e-Resource:** Google Docs/Wordtune

Speaking Practice

- Activity: Rehearse the scripts with a virtual coach before filming the vlog
- Purpose: Help students build confidence and improve speaking skills (e.g., pronunciation, fluency, delivery)
- e-Resource: Microsoft PowerPoint (Rehearse with Coach)

Rehearse with Coach

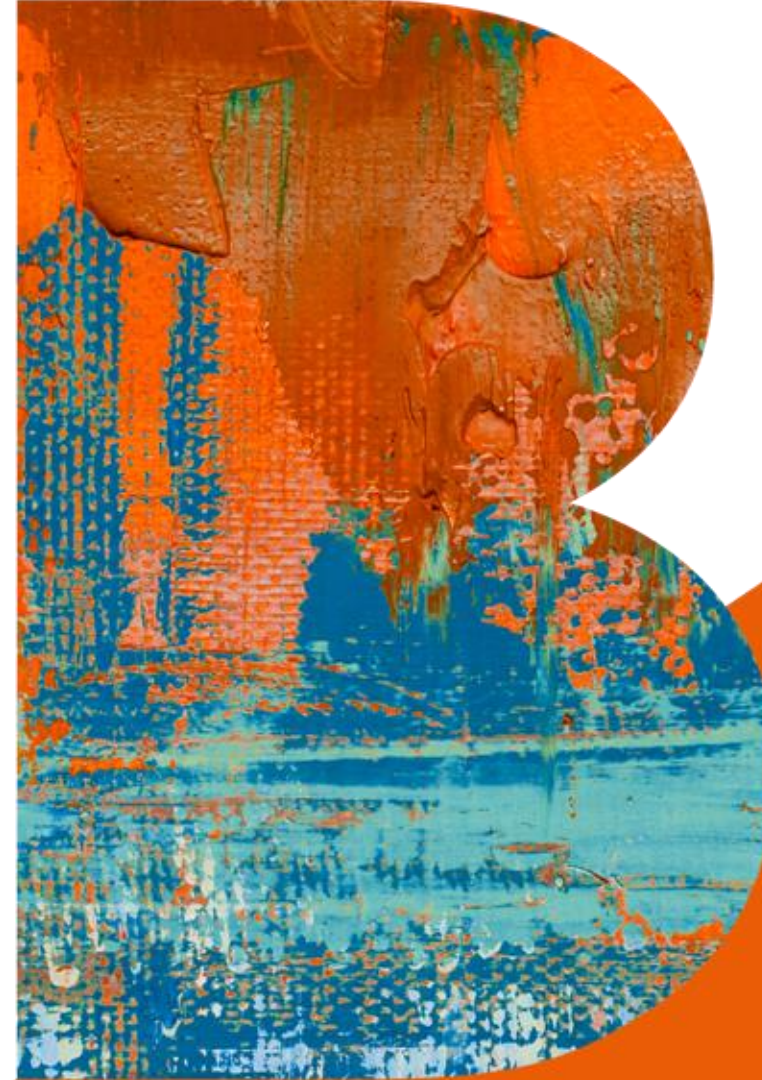
- Step 1: Open your PowerPoint presentation. You may use the file titled PowerPoint Slides for Rehearse with Coach Practice.
- Step 2: Sign in with a personal Microsoft account (hotmail.com, outlook.com, live.com, msn.com), or an Microsoft 365 work or school account.
- Step 3: On the Slide Show tab, select Rehearse with Coach. The presentation opens in a full-screen view, similar to Slide Show.
- Step 4: Select Get Started at the lower right when you are ready to begin rehearsing.

Rehearse with Coach

- Step 5: As you speak, Coach gives on-screen guidance (in the lower-right corner of the window)(see example) about pacing, inclusive language, filler words, pronunciation, etc.
- Step 6: When you're through, exit the full-screen view. Coach opens a Rehearsal Report that summarizes what it observed and offers recommendations.

Lesson Plan 1

Creating a Vlog Introduction (post-task)



Lesson Activities: Post-task – Reflect and Improve

- **Peer Evaluation:** Watch peers' vlogs on YouTube and provide constructive feedback using a rubric to foster improvement and collaboration.
- **Purpose:** Foster collaboration and improve vlog quality through constructive feedback.
- **Reflection:** Students complete an exit ticket to reflect on what they enjoyed, what challenges they faced, and what they have learned.
- **Purpose:** Encourage self-reflection and assess learning outcomes.

Peer Evaluation

YouTube: <https://www.youtube.com/>

- Activity: Students share their vlogs on YouTube, watch peers' vlogs, and provide constructive feedback using a rubric (see *sample rubric on the next slide*)
- Purpose: Foster a collaborative learning environment by encouraging students to gather peer feedback before moving on to create other sections of the vlog
- e-Resource: YouTube

Sample Rubric for Peer Evaluation

Criteria	1 - Needs Improvement	2 - Fair	3 - Good	4 - Very Good	5 - Excellent
Creative Use of English Language	Limited creativity; many clichés and repetitive language	Some creativity, but lacks originality	Uses some creative phrases; moderately engaging	Engaging use of language with some unique expressions	Highly creative and engaging use of language; very original
Content and Creativity	Content is unclear or lacks focus; minimal creativity	Content is somewhat relevant but lacks depth; some creativity	Relevant content; shows some creativity in presentation	Content is engaging and creative; clear narrative	Highly engaging and original content; very creative presentation
Vocabulary	Limited vocabulary; frequent repetition	Basic vocabulary; some variety	Good vocabulary; some attempts at varied language	Strong vocabulary; varied and appropriate use	Excellent vocabulary; highly varied and sophisticated use
Fluency	Frequent pauses; choppy delivery	Some fluency but noticeable pauses and hesitations	Generally fluent; occasional pauses	Mostly fluent; smooth delivery with minor interruptions	Highly fluent; seamless and smooth delivery throughout
Flow	Disjointed; difficult to follow	Some logical flow; transitions need work	Mostly logical flow; some effective transitions	Good flow; effective transitions between ideas	Excellent flow; seamless transitions that enhance narrative coherence
Engagement	Little to no engagement; viewer disinterest	Some engagement; lacks excitement	Moderately engaging; keeps viewer's interest	Very engaging; captures and holds the viewer's attention	Highly engaging; captivates the audience throughout
Visual Presentation	Poor visual quality; distracting elements	Acceptable quality; some distracting elements	Good visual quality; enhances content	Very good visual quality; well-composed shots	Excellent visual quality; enhances storytelling significantly
Overall Impression	Lacks appeal; hard to recommend	Some appeal; may not recommend	Generally appealing; would recommend with reservations	Appealing; would highly recommend	Outstanding; must-see vlog; highly recommend

Hands-on Practice: Socratic



Hands-on Practice: Socrative

- In this hands-on activity, you'll learn to use Socrative to create **Exit Tickets**.
- Step 1: Go to <https://b.socrative.com/login/teacher/>
- Step 2: Sign up or log in with your **Email** or **Google** account

Hands-on Practice: Socrative

- Step 3: Click on the “Library” tab located at the top of the interface. Then, then click on “Add Quiz.”
- Step 4a: In the pop-up window, select “Import Quiz” to import a sample quiz.

Hands-on Practice: Socrative

- Step 4b: Click on the **pen** icon to edit questions, the **bin** icon to delete questions, or use the **arrows** to rearrange the questions.
- Step 4c: Click the “**Save and Exit**” button to finish.

Hands-on Practice: Socrative

- Step 5a: Click on the “**Library**” tab located at the top of the interface. Then, then click on “**Add Quiz.**”
- Step 5b: In the pop-up window, select “**Blank Quiz**” to create a quiz from scratch.

Hands-on Practice: Socrative

- Step 5c: Enter a title for your quiz.
- Step 5d: Add questions to your quiz by selecting the question type (Multiple Choice, True/False, or Short Answer).

Hands-on Practice: Socrative

- Step 6a: Click on the “Launch” tab located at the top of the interface. Then, then click on the “Quiz” icon.
- Step 6b: Choose the quiz you want to launch from the pop-up window.
- Step 6c: Select the Delivery Method and adjust the settings. Click on the “Launch” button to launch the exit ticket.
- Step 6d: Share the “room name” with your students

Hands-on Practice: Socratic

- Step 6c: Select the Delivery Method and adjust the settings. Click on the “Launch” button to launch the exit ticket.
- Step 6d: Share the “room name” with your students

Room Name: WONG1234

Discussion & Reflection

This workshop emphasized the importance of creativity in enhancing language learning through travel vlogs.

1. How can you incorporate creative tasks, such as vlog-making, into your existing curriculum? What challenges do you foresee, and how might you address them?
2. Which specific e-resources do you find most effective for encouraging the creative use of English?

Effective Use of e-Resources to Enhance Students' English Language Skills and Promote the Creative Use of English at the Secondary Level *Session 2*

Caleb Acton and Leo Yu
Language Centre, HKBU

Session 1 Recap: Building the Foundation for Travel Vlogs

- Overall framework—creating a travel vlog
- Tools for preparation of the lesson
- Tools for scaffolding texts, doing research and assessing students' engagement through exit tickets

Now, we're ready to focus on technologies that can help us tell stories.

Creating Vlog Bodies (Second 3 hours)

Vlog Body: Integrating Cultural Insights

Explore tools to support narration, foster language creativity, and integrate cultural insights into Vlogs.

Interactive Cultural Map

How can we promote editing and language awareness through e-resources to ensure high-quality production?

Creating Visuals and Video Production

What tools can facilitate sharing and engaging with a wider audience, and how can they promote authentic communication and global collaboration?

Hands-on Activities

What are practical ways to use technology to design materials and teach?

Coffey & Patel's (2023) Intersemiotic Approaches

INTERSEMIOTIC APPROACHES

Multiple modes of communication (like visual, auditory, and textual) to enhance language learning

E.g., Students use various art and visual materials to represent themselves. They can include background music, voiceovers, and on-screen text to enhance their storytelling

CHALLENGING TRADITIONAL METAPHORS

Rethink conventional views of language and learning

E.g., In vlog making, prompt students to reframe their language using metaphor analysis, self-dialoguing, and narrative sound bites to creatively explore the language uses

ACCESSIBILITY OF ACTIVITIES

Creative unleashing is instant, without needing prior artistic skills

E.g., vlogs can be made with devices that students already own and are familiar with

EMOTIONAL AND EMBODIED LEARNING

Recognising somatic and emotional investments connected to learners' identities

E.g., Activities like 'seeing and touching' and rehearsing scripts helped participants verbally and mentally engage with materials

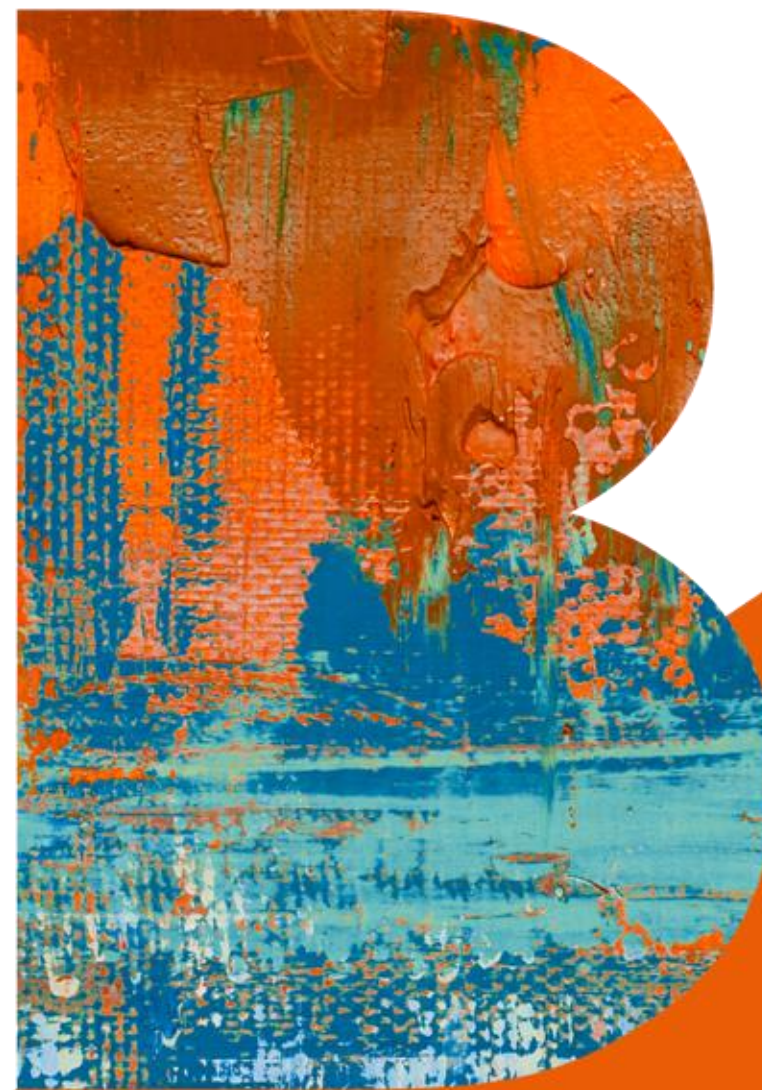
TRANSGRESSIVE PEDAGOGY

Moving beyond prescriptive teaching methods, allowing for more creative and personal expressions

E.g., experiment with English idioms that demonstrate multilingual identities

The basics about Narrating and Storytelling

Why?



Why Storytelling for Travel Vlogs?

‘Digital storytelling inspires students to **think creatively** and **communicate confidently**, transforming classroom English into compelling narratives.’ (Bai, 2023, adapted)

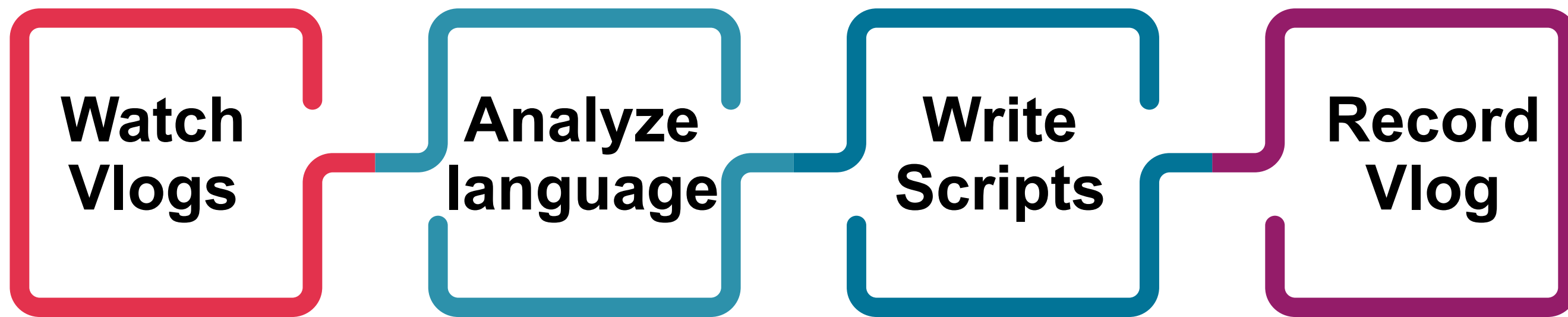
‘Digital storytelling empowers students to use classroom English in real-world contexts, **sparking creativity**, **strengthening communication**, and **building skills** with tools like vlogs.’ (Itani-Adams, 2021, adapted)

Setting the Stage for Vlog Body Creation

- Our goal is for students to create a travel vlog that showcases their English skills and creativity.
- Within that process, multiple tasks are completed where students practise the skills and acquire the knowledge necessary to complete the vlog.
- By practising these skills in authentic ways, like narrating a market visit or describing a local festival, students stay motivated and see the real-world value of their English learning (Chen & Brown, 2012)

Narrating and Storytelling in Travel Vlogs

Listening, reading, speaking and writing will all be used to tell a story in a travel vlog.



From Scripts to Videos: The Next Step in Vlog Creation

Input (Learning from Vlogs)

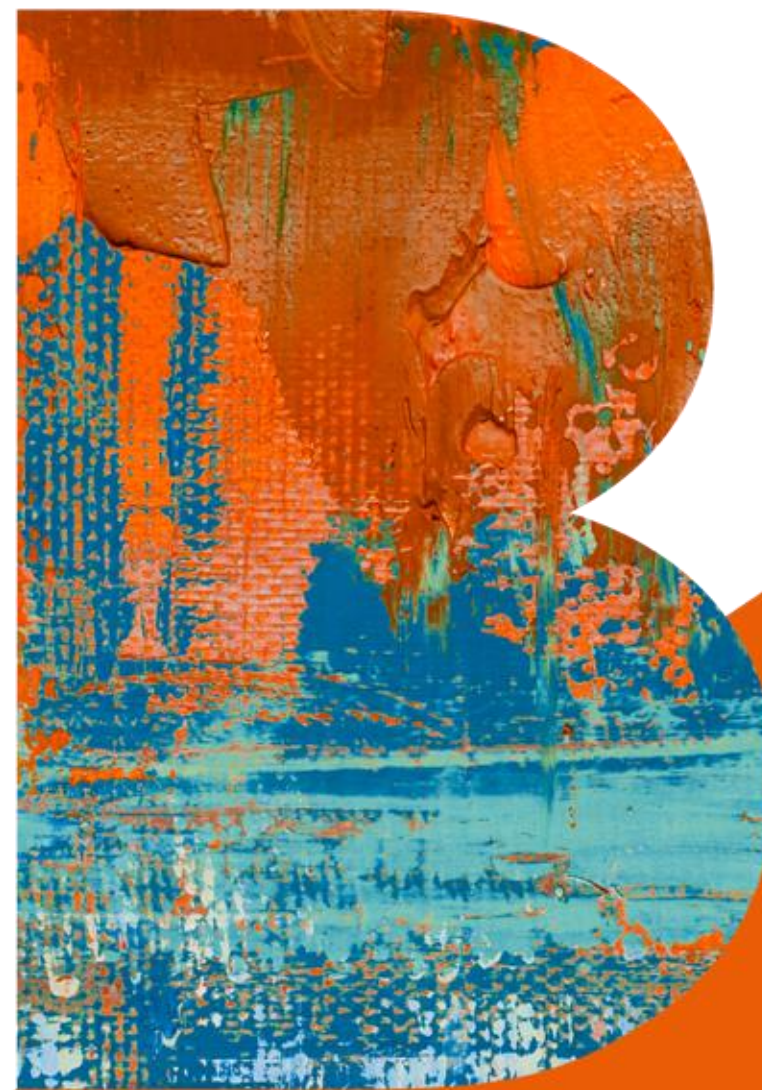
- Listen to the audio in travel vlogs and identify the storytelling techniques (e.g., tone, pacing).
- Read transcripts to identify vivid language (e.g., “bustling market”).
- Analyse content and structure (e.g., how vloggers describe cultural insights).
- Research Hong Kong Island spots for students’ own vlogs (e.g., Victoria Peak’s history).

Output (Creating Their Vlogs)

- Plan vlog content (e.g., a 3-minute vlog on Stanley Market).
- Write script drafts with descriptive language (e.g., ‘The Star Ferry glides across the shimmering harbour’).
- Receive peer feedback in Google Docs (e.g., ‘Add more sensory details!’).
- Edit scripts for clarity and engagement, using various AI tools.

Lesson Plan 2

Expression of Cultural Insights in Vlogs (pre-task)



Expression of Cultural Insights

Lesson Activities	e-Resources involved
<p>Listening: Watch a selected YouTube clip with a guided handout focusing on content and delivery.</p> <p>Listening and Speaking: In small groups, discuss observations on effective communication by the speaker to analyse their techniques.</p> <p>Research Planning: Using peer feedback on the vlog introduction, students conduct further research on their chosen cultural topic to enhance their understanding.</p> <p>Drafting: Students create an outline focusing on the cultural insights of their selected tourist attraction. This outline will be submitted for peer feedback before developing a script that emphasizes the cultural relevance for the intended audience.</p>	<ul style="list-style-type: none">• Padlet's Map for interaction• MagicSchool for ideation• Google Docs to compile scripts, provide writing templates, and highlight sections for focused peer feedback• Poe or Wordtune for editing• Mindomo for mind maps

Listening & Speaking Activity

- **Activity:**
 - Watch some segments of a sample travel vlog (e.g. introduction 00:01-04:30, street food 14:42-22:20)
- **Purpose:**
 - Help students explore the techniques used by the speaker to introduce culture
- **e-Resources:**
 - YouTube

YouTube:

<https://www.youtube.com/watch?v=jQxaCkIAzx0>

Listening & Speaking Activity

- Ask students to discuss whether any of the following features the speaker has used when introducing the culture of Tai O fishing village:
 - **Descriptive language:** vivid descriptions to paint a picture of the village's scenery, people and atmosphere
 - **Cultural context:** background information about the village's history, traditions, and customs
 - **Visuals:** video footage to showcase the unique aspects of the village, such as architecture, local markets
 - **Comparisons:** comparisons of people's lifestyle between Tai O and city to highlight its unique features and cultural differences
 - **Engagement:** activities or places to visit to explore or learn more about Tai O

Lesson Plan 2

Pre-Task: Researching with Padlet & MagicSchool



Research Planning

- Activity:
 - research tourist attractions
 - offer cultural tips for foreigners
- Purpose:
 - engage students in primary research
 - raise cultural awareness
 - peer feedback / collaboration
- e-Resource:
 - [Padlet Map](#)
 - [Recipes (View All → Map)]

Research Planning

- **Activity:**
 - Ideation and research on the topic
- **Purpose:**
 - Deepen students' understanding of the cultural significance of their chosen tourist attraction
- **e-Resource:**
 - [MagicSchool](https://www.magicschool.ai/)
 - <https://www.magicschool.ai/>
 - [Demo Link](#)

Lesson Plan 2

Expression of Cultural Insights and Augmented by AI Tools



Drafting

- **Activity:**

- Create an outline focusing on cultural insights
- Submit the outline for peer feedback before script development

- **Purpose:**

- Help students organise ideas
- Facilitate collaborative learning through peer feedback

- **e-Resource:**

- [Google Docs](#) (*Review Mode*)

Introduction to Lantau Island's Cultural Heritage

- Briefly introduce Lantau Island as one of Hong Kong's earliest settlements
- Mention its historical importance and the preservation of traditions

Tian Tan Buddha (Big Buddha)

- *Cultural Significance:* Explain how the Big Buddha symbolizes peace and harmony in a busy urban environment
- *Experience:* Describe the journey via Ngong Ping 360 Cable Car, emphasizing the stunning views and serene atmosphere
- *Visitor's Insights:* Share a personal experience or a fun fact about the statue's significance in Buddhism

Po Lin Monastery

- *Cultural Role:* Discuss the monastery's founding in 1906 and its role as a spiritual sanctuary
- *Architecture:* Highlight the beautiful structures like the Main Shrine Hall of Buddha, showcasing traditional Buddhist design
- *Food & Tradition:* Describe the vegetarian meals served at the monastery and the significance of the traditional wooden bracelets

Tai O Fishing Village

- *Historical Insight:* Explain Tai O's history as a fishing village and its role in preserving local culture
- *Unique Features:* Describe the stilt houses and how they reflect the traditional way of life
- *Local Delicacies:* Share my experience trying local seafood and the vibrant market atmosphere

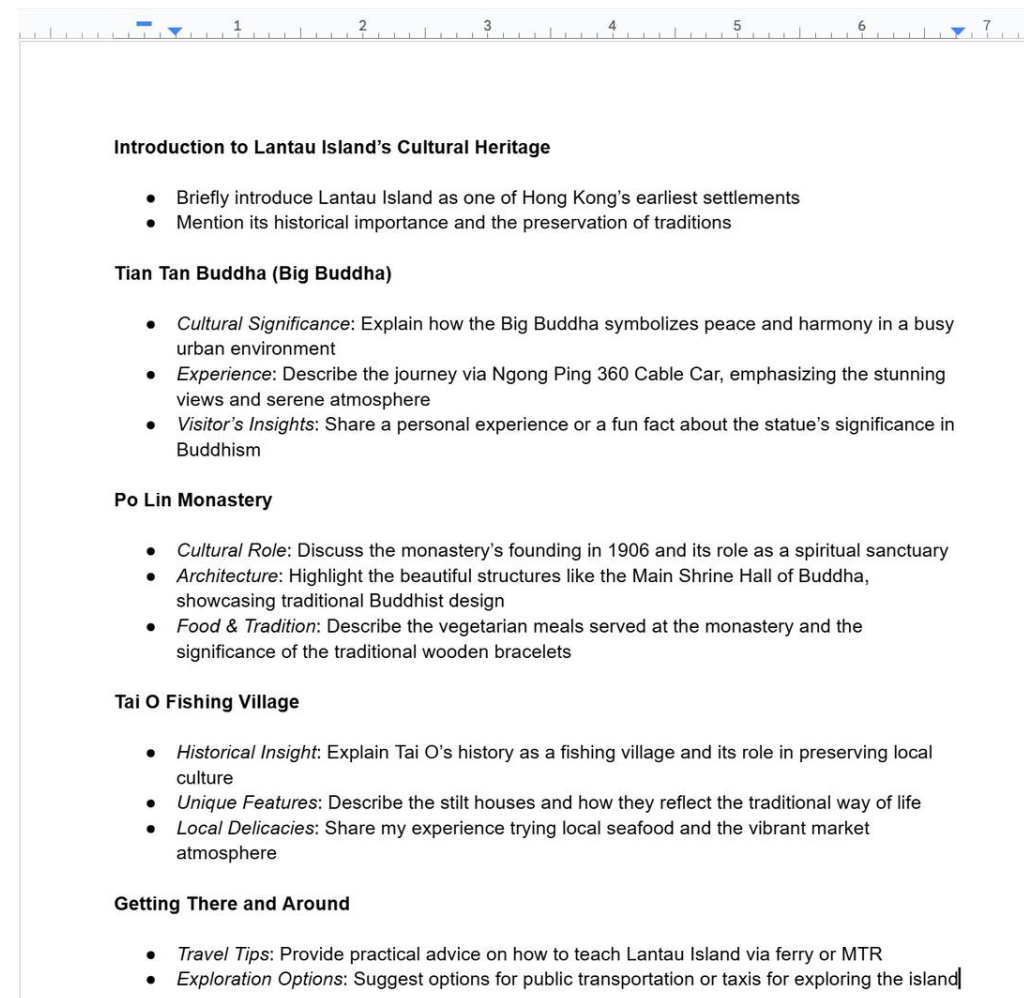
Getting There and Around

- *Travel Tips:* Provide practical advice on how to reach Lantau Island via ferry or MTR
- *Exploration Options:* Suggest options for public transportation or taxis for exploring the island

Editing by AI Tools

- **Activity:**
 - Apply AI tools to polish the language
- **Purpose:**
 - Enhance text-based comparisons by analyzing how AI tools improve language and engagement in vlog scripts
 - Support language acquisition by exposing students to different language models
- **e-Resource:**
 - [Poe](#)
 - [Wordtune](#)

Use a Mindmap AI tool to examine the structure of a script



Mindomo

Lesson Plan 3

Canva video for
creative expression



Let's orient ourselves:

- Video creation happens near the end
- The vlog is the ultimate task
 - Accessible through the necessary completion of many other tasks and skills practice
- Students have already...
 - observed and analysed
 - written outlines
 - written scripts
 - gathered materials (research, photos, videos)
 - practised narrating

Canva video editing for creative expression

Basic functions needed for editing travel vlogs

- **Part 1** adding video clips and images
- **Part 2** using transitions and animations
- **Part 3** adding text overlays, captions, and subtitles
- **Part 4** incorporating background music or voiceovers

Let's start with setting up our Canva video

- Look at the Canva worksheet handout
 - Complete the “Getting Started”
 - Complete Step 1

Part 1 - Why should we use video clips and images?

- **Transmediation**--translating meaning from one sign system to another: visual-->linguistic
 - Requires deep cognitive processing and stimulates linguistic creativity
 - Example: Students using a metaphor to describe the feeling of entering a new, unique location.
- Students develop more nuanced vocabulary and syntactic structures when required to narrate visual content (Kress & van Leeuwen, 2001).
- Selection and sequencing of visual elements develops narrative competence (Kress & van Leeuwen, 2001).

Part 1 - Video clips and images

Browse the photos and videos

Brainstorm and jot down a few notes about a narrative you could tell with this media.

(In your classroom, students would already have written their narratives and scripts.)

Part 2- Why should we use transitions and animations?

- Transitions and animations are visual conjunctions
- Linguistically, they'll cultivate awareness of cohesive devices and discourse markers

Part 2- Transitions and animations

Work on **Step 6** to create a flow between the scenes and images.

Consider: How would you describe the visual transition using language?

Part 3- Why would we use text overlays and captions?

- The multimodal juxtaposition of spoken and written language increases metalinguistic awareness as students consider how these modes complement or contrast with each other.

Part 4 - Why would we add voiceovers and music?

- Strengthen oral fluency, prosody and pronunciation through multiple recordings and refinements
- Help increase awareness of intonation patterns and stress
- Matching verbal content to visual rhythm requires sophisticated register awareness
- Adding music can be another example of transmediation-
-translating meaning from one sign system to another

Review and Adjust

- Review your project
- Click the “Share” button
- Click “Public View Link”
- Post your public link to the Padlet and share it with the class

Reflection

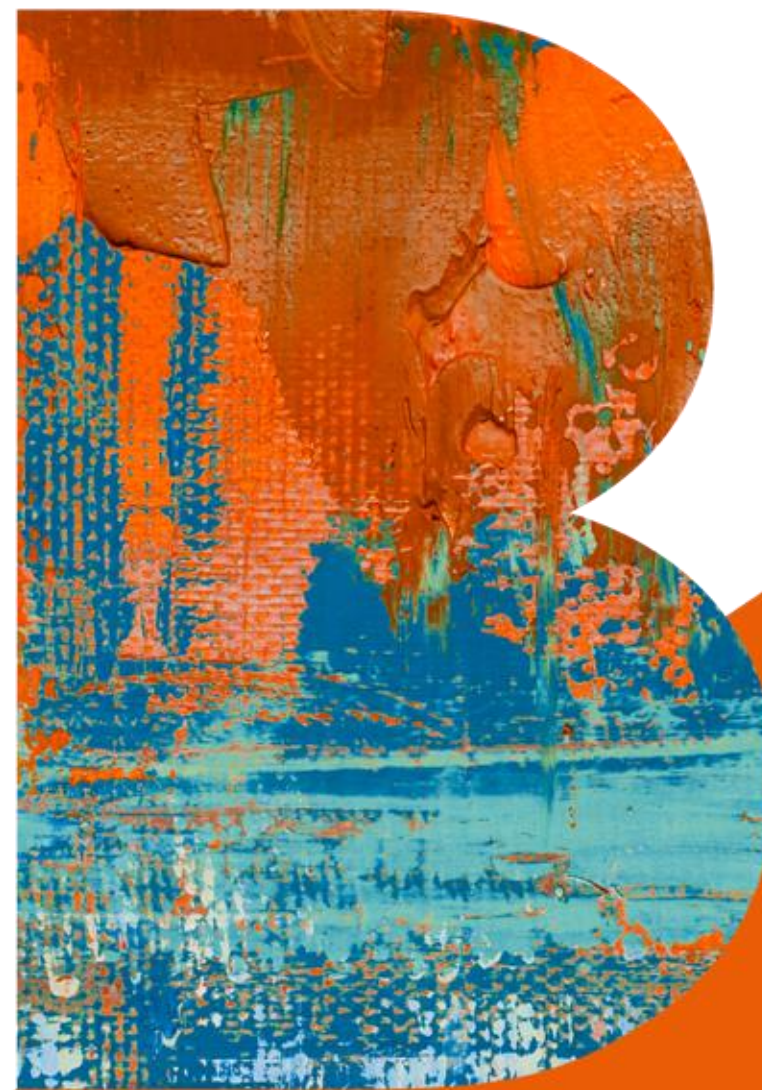
- In what ways does this multimodal approach (combining visuals, audio, text, and speaking) encourage more creative use of English than single-mode activities?
- How might you scaffold this activity for students with different English proficiency levels?

Recap

- In a unit where we are creating a travel vlog, one section of the unit could focus on the storytelling elements of a travel vlog.
- Reading, listening, writing and speaking skills are all engaged using interactive and collaborative tools such as YouTube, InsertLearning, Google Docs, and Canva.
- The production of the student's own travel vlog is an example of digital storytelling that helps the student develop an authentic voice, engenders motivation and provides significant input and output of authentic language.

Lesson Plan 4

Sharing of Students' Vlogs Online



Why should we share the students' work?

- It increases students' motivation and engagement because they know it will be seen by others (Wahbeh et al., 2021).

Platforms to share:

Padlet

- Students can comment on each other's work-interactive feedback environment
- Privacy settings range from public to password-protected
- Simple interface

YouTube

- Authentic real-world contexts--mirrors travel content creators share their work
- Unlisted or private video options
- Comment features for feedback
- Playlist functions to organize videos by theme, destination, language focus etc.

Extension Activities:

- **Language-focused watch party:** Students take notes on effective language techniques used by their peers. Brief discussion after each video as a class or completed in small groups.
- **Written travel reviews:** Students write formal reviews of their classmates' travel vlogs, focusing on content and language use. Reinforces critical listening and writing in a particular genre.
- **Cross-cultural exchange:** Partner with a class from a different region or country and have students exchange vlogs.

Final Remarks



Final discussion questions:

- How might the travel vlog creation process motivate your specific student population to use language in ways that traditional assignments don't?
- In what ways could you adapt the vlog project to accommodate different proficiency levels within the same classroom? How might you scaffold the activity for learners of different proficiencies?
- What technological barriers might you face in implementing this project, and what creative workarounds could address these limitations?

Final discussion questions:

- Beyond language acquisition, what transferable skills would this project develop in your students that might benefit them in other subjects or future careers?
- In what ways could you assess this type of creative language production that would fairly evaluate both language accuracy and communicative effectiveness? What would your assessment criteria include?

Ethical use of AI and Information Literacy

- **Definition of Information Literacy (IL):** The ability to effectively and ethically use information, fostering responsible citizenship and lifelong learning (Education Bureau, 2024).
- **Importance of Ethical Use:**
 - Respect intellectual property rights and privacy
 - Avoid initiating or participating in cyberbullying; promote a safe digital environment
- **Evaluating Information:**
 - Equip students with skills to assess the reliability, accuracy, and bias of information sources
 - Encourage critical thinking skills to discern credible information from disinformation
- **Digital Well-being:**
 - Promote healthy internet usage and awareness of digital footprints to protect personal reputation
 - Encourage responsible social media etiquette and understanding of online risks
- **Integrating Information Literacy into Curriculum:**
 - Embed IL skills into key learning areas, providing authentic learning contexts (Education Bureau, 2024)

Ethical Use of AI & IL

Category	Nine Literacy Areas		Details
Effective and Ethical use of information	1	Use, provide and communicate information effectively, ethically and responsibly	<ul style="list-style-type: none">● Respect intellectual property rights (IPR), including copyright and Creative Commons.● Protect privacy rights of oneself and others.● Beware of possible dangers and risks on the Internet.● Communicate information properly in relevant contexts.● Provide information in consideration of diverse perspectives and representations and be aware of how editing shapes meaning in visual media and their messages (e.g. omission of alternative perspectives, filtered or implied viewpoints and emphasis on specific ideas).● Protect oneself from online threats, such as cyberbullying, and refrain from initiating and participating in such acts.● Use the Internet in a healthy manner and avoid Internet addiction.● Practise good social media etiquette.● Manage digital footprints and understand their impact on one's social image and reputation.

Source: [“Information Literacy for Hong Kong Students” Learning Framework \(2024\)](#)

Ethical Use of AI & IL

Literacy Area 1

3 S1 - S3		4 S4 - S6	
<ul style="list-style-type: none">● Become aware of the legal, social and ethical responsibilities in using IT, including IPR (e.g. copyright, freeware, Creative Commons and plagiarism) and data privacy.	<ul style="list-style-type: none">● Be able to use citations and referencing in relevant learning activities.	<ul style="list-style-type: none">● Understand the legal, social and ethical responsibilities in using IT, including IPR (e.g. copyright, freeware, Creative Commons and plagiarism) and data privacy.● Know about and make use of different social media platforms.● Know how to share information without infringing on others' rights (e.g. using correct academic practices in quoting, citing and paraphrasing information of others).	<ul style="list-style-type: none">● Respect the privacy of others and handle their personal information ethically.● Know about the adverse effects of cyberbullying on victims' psychological health and the legal consequences that bullies may face.● Be able to suggest ways of tackling Internet addiction at the personal level and influence others positively to achieve digital well-being and use IT properly.
<ul style="list-style-type: none">● Apply IT ethically to information searching (e.g. knowing how to search for pictures in the public domain or licensed pictures in Creative Commons) and processing with good knowledge and practice.● Know about and make use of different publication platforms.	<ul style="list-style-type: none">● Be able to suggest ways of safeguarding personal information online and offline.● Know about the adverse effects of cyberbullying on victims' psychological health and the legal consequences that bullies may face.● Be able to suggest ways of tackling Internet addiction at the personal level to achieve digital well-being and use IT properly.● Be able to manage digital footprints.	<ul style="list-style-type: none">● Understand and be able to apply IT skills to process information ethically and with a reflective mindset.	

Source: [“Information Literacy for Hong Kong Students” Learning Framework \(2024\)](#)

Ethical Use of AI & IL

Category	Nine Literacy Areas		Details
Information World	9	Recognise the ethical issues arising from the application of emerging and advanced information technologies	<ul style="list-style-type: none">● Understand some ethical issues arising from the application of emerging and advanced information technologies, such as Internet of Things (IoT), big data and artificial intelligence (AI).

Source: [“Information Literacy for Hong Kong Students” Learning Framework \(2024\)](#)

Ethical Use of AI & IL

Literacy Area 9

3 S1 - S3	<ul style="list-style-type: none">● Understand and identify the ethical issues arising from emerging and advanced information technologies (e.g. cyber security and privacy concerns of IoT and big data, consequences of excessive dependence on technology, potential concerns regarding academic integrity and copyright due to improper use of generative AI).● Be able to suggest ways to avoid unethical use of emerging and advanced information technologies
4 S4 - S6	<ul style="list-style-type: none">● Understand the latest developments and applications of emerging and advanced information technologies, and reflect on the pros and cons of their use.● Understand and identify the ethical issues arising from emerging and advanced information technologies (e.g. AI bias, deepfakes, moral reasoning by AI machines, AI chatbots, algorithm bias and AI bots disseminating fake news).● Understand the liability for the use of emerging and advanced information technologies.

Source: [“Information Literacy for Hong Kong Students” Learning Framework \(2024\)](#)

Ethical Use of AI & IL

- **AI Hallucinations**

- when a large language model (LLM) perceives patterns or objects that are nonexistent, creating nonsensical or inaccurate outputs ([IBM](#))
- Factcheck (e.g. citations, [BU Fact Check](#))

- **AI Plagiarism Detectors**

- [ZeroGPT](#)
- [GPTZero](#)

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Thank you for listening.
Let us know what you think.