

e-Learning series: Effective Use of IT to Explore Literary Texts in the Junior Secondary English Classroom

Workshop presenters:

Tanya Kempston and Ben Moorhouse,
English Language Education Division,
Faculty of Education, University of Hong Kong

Download PPT here →



Welcome to today's workshop!

Introduction and Housekeeping

Workshop aims:

You will:

- Explore how **individual tech** – iPads - can be used with **junior secondary school students** to help students use all four language skills (reading, writing, speaking and listening) to **work collaboratively** and **respond creatively** to episodes in prose texts, particularly the class novel;
- Examine an example of how **group tech** - moving image - displayed on the classroom screen **acts as a stimulus** to engage students' interest in, understanding of and responses to narrative and how individual tech (phones, iPads) can be used alongside group tech;
- **Evaluate the use of free apps** introduced by the workshop presenters as **tools for students to create and publish their own literary work** and
- Discuss how the **tools, techniques and strategies** mentioned above can be used in and **adapted to your own professional contexts**.

Overall aims for the English Language Education KLA curriculum in *ELE KLACG (P1 – S6) (2017)* document

‘1. To provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium.

From: http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_eng_draft_2017_05.pdf

2. To enable every student to prepare for the changing socio-economic demands resulting from advances in information technology, these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.’

Accessed 31st October, 2017

From the *English Language Education KLA curriculum in ELE KLACG (P1 – S6) (2017)* document

Learning and Teaching

‘Schools are encouraged to enrich English Language learning and teaching through:

- Incorporating the renewed Four Key Tasks (ie, Moral and Civic Education: Towards Values Education, Reading to Learn: Towards Reading across the Curriculum, Project Learning: Towards Applying and Integrating Knowledge and Skills across Disciplines and *Information Technology for Interactive Learning: Towards Self-Directed Learning*’

From: http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_eng_draft_2017_05.pdf
Accessed 31st October, 2017

From the *English Language Education KLA curriculum in ELE KLACG (Primary 1 – Secondary 6) (2017)* document

Resources

Schools are encouraged to enhance English language learning and teaching through:

- utilising a variety of print and non-print resources which include quality textbooks, language arts and non-fiction materials, *electronic materials with multimodal features, multimedia resources such as videos, e-books, interactive games, application software and authentic online resources*

From: http://www.edb.gov.hk/attachment/en/curriculumdevelopment/renewal/ELE/ELE_KLACG_eng_draft_2017_05.pdf
Accessed 31st October, 2017

The Mentimeter moment

Please take out your phone or device and go to www.menti.com to answer the following questions:

- Which literary texts do you and your students use in class?
- How do you and your students feel about literary texts/IT?
- What sorts of IT do you and your students use in class?

Your responses to the Mentimeter questions

What do the three word clouds formed by your responses to the Mentimeter questions tell us?

**What technology do you see in the
room today?**

Participants said...?

Let's get our hands on some tech!

- **Activity 1: Reading and Reading between the lines**
- **Activity 2: Mixing group and individual tech using the Silent Narrative**
- **Activity 3 – App navigation, exploration and professional sharing**

Open the app, 'SeeSaw' and click 'I'm a student' Scan the code →



Activity 1 – Reading and reading between the lines

Reading the lines and reading between the lines:
using excerpts from the class reader and iPads to
create still images and captions.

You will be divided into small groups of 3 – 4 and
each group will use a short extract from a novel as
the basis for their still image.

You will read the extract in your group and
collaborate to carry out Activity 1(see handout 1).

Ben and Tanya will circulate to assist as necessary

Activity 1

Procedure: In your groups of 3, you will form a still image or tableau (demonstrated by Tanya and Ben) of a scene from *Oliver Twist* by Charles Dickens. You will then use your iPad to take photos of the still images and then write a *caption* to accompany the still images.

Then you will work in groups to create your own still image and use Seesaw to photograph and add captions to your still image.

Theory – practice relationship

Gee and Hayes (2011) argue that digital media is a powerful force because it can 'power up' language, granting it new abilities. Images (moving or still) reinforce text and vice versa and for learners this is an undeniably rich context, granting them greater opportunities and more diverse ways to communicate.

Gee, J.P and Hayes, E. R. (2011). *Language and Learning in the Digital Age*, New York: Routledge

Brief reflection on Activity 1

- How did the use of tech enhance the learning experience?
- How could you introduce this activity in your own literacy classroom?
- What challenges might you face?

Activity 2: Mixing group and individual tech using the Silent Narrative

Our stimulus text today is *Teeth* – a short silent film (2007: Length 2:08)

<https://www.youtube.com/watch?v=87AkewNcgwU>

We will use group technology that virtually every classroom has to watch *Teeth* and then explore the use of *silent narrative* as a literary text that enables students to respond creatively and also caters for learner diversity.

Activity 2

Question – what are the benefits and challenges of showing a *silent narrative* to our students?





You will engage in three tasks from your handout and then evaluate them. Please think about the skills that are used as well as their level of difficulty and possible usefulness of the activities with your own students. Please refer to your handout.

1. A cloze exercise
2. Sequencing a mixed up version of the narration, work in pairs or small groups to sequence it and then create their own live narration using a device with a recording app (on your phone, iPad or Seesaw).
3. Write and record your own narration– using the dictation/recording app on their phone – and send (email) to teacher (possibly using tumblr.com).The teacher saves and plays a selection in class.

How to record the screen on your iPhone, iPad, or iPod touch

In iOS 11, you can create a screen recording and capture sound on your iPhone, iPad, or iPod touch.

Record your screen

1. Add Screen Recording to Control Center. Go to Settings > Control Center > Customize Controls, then tap  next to Screen Recording.
2. [Open Control Center](#).
3. Tap , then wait for the three-second countdown. To capture sound while you record, press deeply on  and tap Microphone Audio.
4. To stop recording, [open Control Center](#) and tap . Or tap the red status bar at the top of your screen and tap Stop.

You can find your screen recording in the Photos app.

Learn more

Learn how to [take a screenshot on your iPhone, iPad, or iPod touch](#).

Challenges and Opportunities

(from the *English Language Education KLA curriculum in ELE KLACG (P1 – S6) (2017) document*)

‘ ...leveraging information technology to facilitate e-learning, develop new literacy skills, enhance collaboration and interaction inside and outside the classroom, build learning networks, motivate self-directed learning to prepare students better for the challenges in the rapidly changing digital world, as well as promoting information literacy to equip students with the ability and attitude for effective and ethical use of information

...strengthening values education through the use of a wide array of learning and teaching resources which provide contexts for students to explore a wealth of value-laden issues and stimuli for critical and imaginative responses’ pp7-8

From: http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_eng_draft_2017_05.pdf

Accessed 31st October, 2017

Brief reflection on Activity 2

- How did the use of tech enhance the learning experience?
- How could you introduce this activity in your own literacy classroom?
- What challenges might you face?

Time for a ...

BREAK

**See you in 15
minutes**

Activity 3 – App navigation, exploration and professional sharing

Exploring apps to realise the Fourth Key Task in the updated ***ELE KLACG 2017*** document,

Information Technology for Interactive Learning: Towards Self-Directed Learning

- *You will be divided into small groups of 3. Each group will use one of the iPads as well as a selection of short language arts texts. Some of the language arts texts are relatively easy, others are more difficult in terms of lexis and grammar.*
- *In your group, you will explore the use of around 3 - 4 of the apps pre-loaded onto the iPad. Each group will then **use and evaluate** the apps in terms of their potential usefulness. Be ready to add the notes from your handout to the communal A3 size 'note sheets' posted around the room.*

Ben and Tanya will circulate to assist and support as necessary, so please feel free to call us over if necessary.

Theory – practice relationship

Gee and Hayes (2011: p. 69) call the use of shared media 'passionate affinity spaces' because participants share a particular interest which they feel strongly about. They suggest that these spaces provide new learning systems which are very different in nature from traditional classrooms.

Gee, J.P and Hayes, E. R. (2011). *Language and Learning in the Digital Age*, New York: Routledge.

Brief reflection on Activity 3

- How did the use of tech enhance the learning experience?
- How could you introduce this activity in your own literacy classroom?
- What challenges might you face?

Final food for thought...

‘...we draw no hard lines between activities that take place inside or outside the classroom. Digital tools and technologies have made the once hermetically sealed walls of the classroom quite permeable. If the goal is to empower learners to use English as a tool at work or in their everyday lives, then we should provide opportunities for them to practise in as many different contexts as possible.’

Goldstein, B and Driver, P. (2015) *Language Learning with Digital Video*. Cambridge: Cambridge University Press, p. 6

Questions

Please feel free to ask

Key references

Apkon, S. (2013). *The Age of the Image: Redefining Literacy in a world of Screens*, New York, Farrar, Straus & Giroux.

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017) (Draft).

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Goodwyn, A. (2004). *English Teaching and the Moving Image*, London: Routledge Falmer.

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Ware, C. (2009). 'Viewer participation', in Nicholas Rombes (ed.) *Cinema in the Digital Age*, pp.140-141, London: Wallflower Press.