
Lock Tao Secondary School
School Background

School

The school is supportive in the implementation of e-learning and hopes to enhance students’ learning motivation through the use of IT. The MOI is Chinese except English.

Teachers

The English teachers hope to explore effective strategies in the use of IT to raise students’ motivation towards English learning & promote reading and writing across the curriculum.

Students

The students’ English ability varies. There are Students with Special Educational Needs (SEN), Non-Chinese Speaking students (NCS) and Newly-arrived Children (NAC).
Aim of the ‘Seed’ project

To investigate how digital texts with interactive features and tools (e.g. images, videos, glossary, note-taking) can be effectively used to support junior secondary students in reading and writing across the curriculum.

Objectives of the ‘Seed’ project

To enhance English teachers’ knowledge and competence in developing students’ literacy skills across the curriculum by:

- examining the connection between English for general purposes and English for academic purposes including identifying rhetorical functions commonly found in non-language subjects (e.g. defining, comparing and contrasting) to raise students’ academic content and language awareness
- selecting appropriate digital texts and exploring the effective use of digital features and tools
- designing suitable learning, teaching and assessment activities for digital texts
Other Focusses of the “Seed” Project

- Making effective use of IT in the English classroom
- Developing students’ reading / writing skills & strategies
- Promoting Assessment for / as Learning in the English classroom

“Seed” Project 2015/16
Planning & Implementation of the “Seed” Project

- Level: S.1
- No. of Students: 21

Tryout I
- Development
- Implementation
- Co-planning: Oct 15
- Tryout: Nov
- Tryout: Dec

Tryout II
- Development
- Implementation
- Co-planning: Apr
- Tryout: May
- End-of-the-year Evaluation: Jun
Connecting students’ learning experience between English Language & Integrated Science
Integrating the Use of the **Digital** Version of Information Texts into the School-based Curriculum

- **Language**
  - Rhetorical function: To describe
    - Relative clause ("which" / "who")
    - Simile ("as...as" / "...like...")

- **Content**
  - Descriptions of living things
Integrating the Use of the Digital Version of Information Texts into the School-based Curriculum

Designing a Cross-curricular Task (Tryout 1)

English Language  
Topic Dream School

Integrated Science  
Topic Living Things

Content  
• Theme: Natural Selection

Reading-related strategies  
• Supported by the use of e-features

Language features  
• Relative clause (“which” / “who”)
Integrating the Use of the **Digital** Version of Information Texts into the School-based Curriculum

**Designing a Cross-curricular Task (Tryout 2)**

**English Language**
- **Topic**: Sweet Friends

**Integrated Science**
- **Topic**: Living Things

**Content**
- **Topic**: Praying Mantis

**Reading-related strategies**
- Supported by the use of e-features

**Language features**
- simile ("as...as" / "...like...")
Making Use of Graphic Organisers to Deconstruct Content & Language of the Texts

Natural Selection (Tryout 1)

Big Bugs, Bad Bugs (Tryout 2)
Making Use of Interactive Features that Facilitate Understanding of the Reading Texts

These three foxes have variations which depend on where each lives.

Reading aloud function to help students work out pronunciation of unfamiliar words

The Arctic fox, which lives in cold areas, has tiny rounded ears to avoid getting frostbite.

Hyperlinks for explanation of unfamiliar words and concepts
Making Use of Interactive Features that Facilitate Understanding of the Reading Texts

Video clips (for difficult concepts)

Word explanation (with pictorial clues)
To describe the facilities and school activities of your dream school

Our Facilities

There are a swimming pool, a theater and a dancing room. Students can swim in the swimming pool when they feel hot. Students can watch any movie in the theater in the recess time. Dancing room is very popular in our school because they can ask the teacher to play any songs they like. Korean, Western and Eastern songs are opened after school. More than 200 girls go to the dancing room after school and the clothes are free of charge.
Promoting Assessment for / as Learning through Process Writing

(Organisation)

(by Yu Chi Kwan)
Promoting **Assessment for / as Learning through Process Writing**

(Language)

- To use the “**Simple Present Tense**” to talk about
  - Things that are always true / that are true now
  - Feelings, opinions & preferences

- To make descriptions by using
  - “**There is / There are**” to talk about someone / something

(by Chen Yun Cheng)
Promoting Assessment for / as Learning through Process Writing

• Identifying areas for improvement

(wich / who-clause)  
• Form ✓
• Function ✓

School Activities: My school club which has art club, drama club, music club, P.E. club, computer club, is for 400 students. My school which has many cats. It is funny.
Promoting Assessment for / as Learning through Process Writing

(Language)

✓ Making descriptions by using
  ➢ “...like...”
  ➢ “as...as”
  ➢ “which / who”

The Cosswroth is **as cute as** a dog.

The Cosswroth is **like** my brother **who always** helps me.

The Cosswroth **which** has strong hands can help me.

(by Yu Zhi Kwan)
Impact on Teachers & Students
Making use of the Learning Progression Framework (LPF) for Reading in the design of post-reading activities to help students develop reading skills and strategies that support their understanding of the reading texts.
Impact on Teachers

- Learning and teaching strategies *(Phonics skills)*
Impact on Teachers

• Learning and teaching strategies (Making use of contextual clues)

What is a predator?

(e-feature: word explanation)

something that catches and eats other things

(Refer students to the picture & the caption)

• “What is this little animal here?” (fly)
• “What is the praying mantis trying to do with the fly?” (eat the fly)
Impact on Teachers

• Making effective use of IT in the English classroom

- The production of digital texts provides the context for the development/practice of creativity, speaking and writing skills & self-directed learning skills.

- The use of grammar games can engage students in the grammar practice activities in a fun manner while helping them consolidate the grammar knowledge.

- The use of the polling app can enhance participation and interaction among the students.
With the use of the book creator app, some students were willing to spend extra time on improving their own work, which in turn promoted assessment for/ as learning.

With the use of the polling e-platform, students were motivated to express themselves and provide feedback on their peers’ work; the instant feedback generated on the screen could enhance participation and interaction among the students.

The use of apps for developing grammar practice activities was effective in supporting students’ understanding of the grammar items. Students were interested in playing the grammar games.

Impact on Teachers
Impact on Teachers

Data Collected from the Post-Tryout Teacher Interview

Explicit teaching of reading skills and strategies, e.g. phonics skills and making use of contextual clues, can enhance the learning and teaching effectiveness of the reading lessons.

It was impressive to see that students, whose English ability was comparatively low, were able to manage texts of comparatively higher complexity with support from the e-features of the e-books together with the explicit teaching of reading strategies.

The “Seed” project can provide exposure for students to learn English with topics and language features related to Science.
Impact on Students

Data Collected from the Post-Tryout Student Interview

I find it fun to read digital texts. It is more interactive.

The topics help me learn more about science.

The audio clips, word explanations, video clips and pictures can help me understand the reading texts more easily.

The app can help me practice my speaking skills.

I particularly like the grammar/vocabulary games. They help me remember the language items more easily.

I like the voting game. I’m more willing to participate in the lessons.

I prefer using e-books to printed texts.

I use the Internet for entertainment. It is part of my daily life. I’m excited to use it in the English lessons. I’m more willing to do the English activities which involve the use of the Internet.
Future Plan of the “Seed” School

Staff development
- Demonstration and sharing on the “Seed” project experience with other teachers by the project teachers; and
- Incorporating IT into the English classrooms through co-planning and co-teaching.

Curriculum planning and development
- Making adaptation to the existing school-based English curriculum with reference to the “Seed” project experience;
- Extending the learning and teaching experience related to reading, e-learning and cross-curricular learning in planning the school-based English Language curriculum across levels;
- Introducing the use of digital texts in the school-based extensive reading programme (providing opportunities for students to produce their digital texts); and
- Explicit teaching of reading skills & strategies.
Staff development (During the tryouts)

- Observation by other teachers during the tryouts
Staff development (Post-exam activities 2015/16)

- Demonstrating the use of IT and digital texts through co-teaching
- Cross-curricular topic: Living Things
Staff development (Post-exam activities 2015/16)

Introducing the grammar item “relative clause (which-clause)” to make descriptions
Staff development (Post-exam activities 2015/16)

Students who have participated in the “Seed” project were identified as student-teacher to support students of other classes in using the app to create a digital text.
Future Plan of the “Seed” school
Introducing the use of digital texts in the school-based English Language curriculum

- Making adaptation to the junior secondary school-based English Language curriculum
- Introducing the use of digital texts in holiday assignments and the extensive reading programme
### Explicit teaching of reading skills & strategies

**Shared Reading**

- Focusing on the part that students may find particularly difficult

**Supported Reading**

- Engaging students to read some of the parts silently

---

<table>
<thead>
<tr>
<th>Reading - ATN 1</th>
<th>Reading - ATN 2</th>
<th>Reading - ATN 3</th>
<th>Reading - ATN 4</th>
<th>Reading - ATN 5</th>
<th>Reading - ATN 6</th>
<th>Reading - ATN 7</th>
<th>Reading - ATN 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and interpreting information, ideas, and arguments in many forms and contexts</strong></td>
<td><strong>Understanding and interpreting information, ideas, and arguments in many forms and contexts</strong></td>
<td><strong>Understanding and interpreting information, ideas, and arguments in many forms and contexts</strong></td>
<td><strong>Understanding and interpreting information, ideas, and arguments in many forms and contexts</strong></td>
<td><strong>Understanding and interpreting information, ideas, and arguments in many forms and contexts</strong></td>
<td><strong>Understanding and interpreting information, ideas, and arguments in many forms and contexts</strong></td>
<td><strong>Understanding and interpreting information, ideas, and arguments in many forms and contexts</strong></td>
<td><strong>Understanding and interpreting information, ideas, and arguments in many forms and contexts</strong></td>
</tr>
</tbody>
</table>

---

**Notes**:
- Lessons can be high frequency words (e.g., the, and)
- Teaching reading in the context of other learning experiences
- Focus on self-contained units (e.g., a focus on reading a book)
- Engage students in reading as part of their daily routine
- Provide opportunities for reading across different subjects and contexts
- Include reading as part of the curriculum

---

**ATTEND & SEARCH**

- **Semantic (Knowledge & Experience)**
- **Syntactic (Structure)**
- **Graphophonic (Letters & Sounds)**

---

**ANTICIPATE**

- **Self-Correct**
- **Check**
Questions and answers
Thank you