Collaborative Research and Development ("Seed") Projects for the 2015/16 School Year

The Power of Digital Texts in Promoting Literacies across the Curriculum in the Junior Secondary English Classroom

English Language Education Section
Curriculum Development Institute
Education Bureau

Leung Shek Chee College

INTRODUCTION

School Background – Leung Shek Chee College

School

- A well-established girls' school
- e-Learning – direction of development
- 37 tablets for students' use
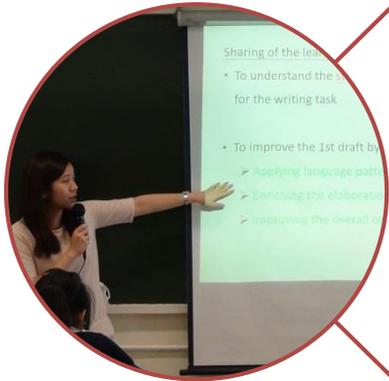
Teachers

- Devoted teachers
- Ready to incorporate e-learning
- Strong culture of collaboration

Students

- With above average language abilities
- Interested in the use of IT
- Well-behaved and cooperative

Connecting reading and writing using digital texts

## Designing a Task in Reading and Writing across the Curriculum

Reading		Writing	
Tryout 1	**Tryout 2**	**Tryout 1**	**Tryout 2**
Monster Hunting	What a Mess!		
A digital text on animals	A digital text on oil spill	A digital poster on hybrids	An educational video on endangered species
Web-based e-book http://www.csi-literacy-cloud.com/		Pic Collage	Explain Everything
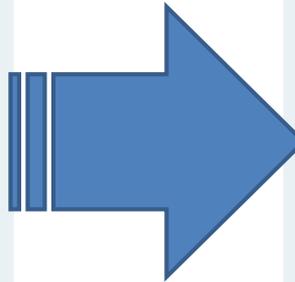
Focusses of the "Seed" Project

"Seed" Project 2015/16

Incorporating e-learning in the junior secondary English classroom

Promoting reading and writing across the curriculum
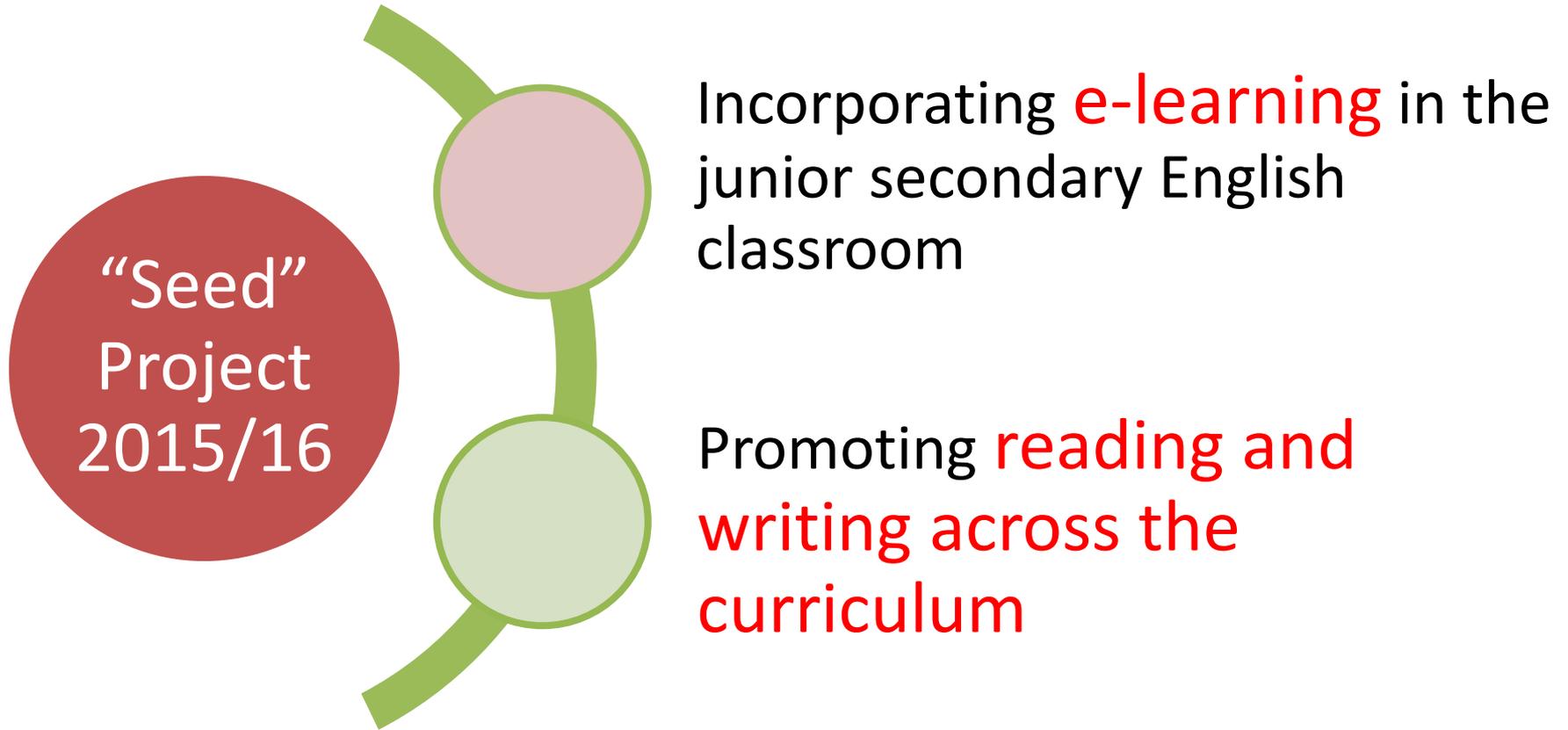
FOCUS 1
E-LEARNING

e-Learning

- to develop students' reading skills and strategies

e-Books
The use of electronic features, e.g. multimedia and masking, to develop students' reading skills and strategies

Making prediction	Inferencing
➢ Facilitated with the e-feature of masking	➢ Facilitated with the use of videos

e-Learning

- to develop students' ability to make predictions

To help you learn more about animals with special features, your boss has given you an article about mythical creatures to read.

Preparing to read

Look at the title and picture of the text below. Indicate if you agree or disagree with the statements by ticking the appropriate boxes under the column "before reading".

Students predicting the content of the text with the picture in the e-book and an anticipation guide.

| Before reading		Statements	After reading		
Agree or Disagree			True or False		
		1. This article is mainly about dragons, the mythical creature.			
		2. Animals that look like dragons all eat meat.			
		3. Dragons are wicked creatures. They will bring black luck to people.			
		4. Only one animal, i.e. dragons, is mentioned in the article.			

Anticipation Guide:
Before reading, students listen to or read several statements about key concepts presented in the text; and then choose to agree or disagree. They confirm whether these statements are true after reading.

Making use of "masking" to:

- guide students to make prediction while reading
- demonstrate how to predict the content of the text

e-Learning

- to develop students' inferencing skills
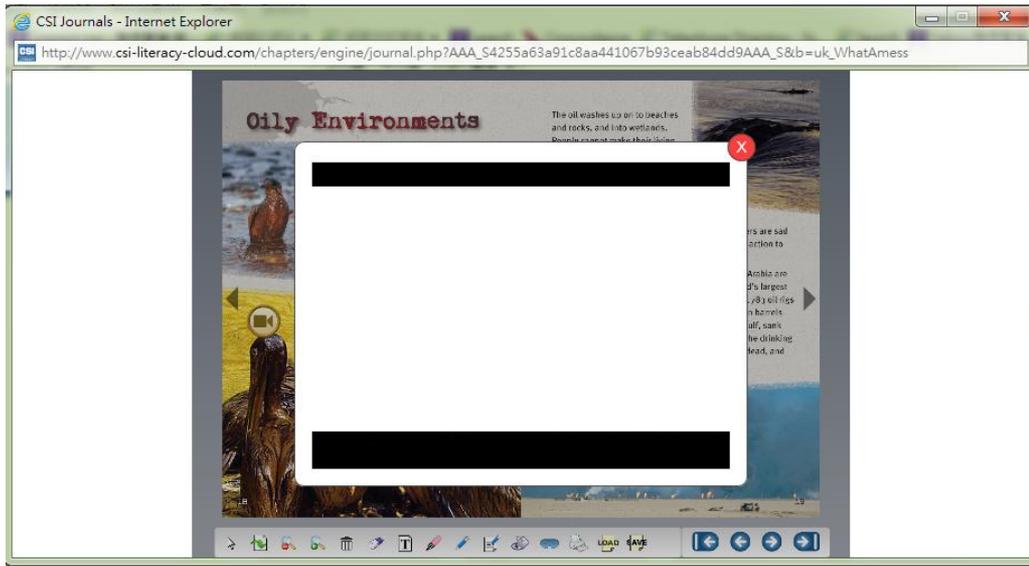
Students inferring the feelings of birds after watching a video

Making use of "videos" to facilitate inferencing through:

- engaging learners with moving images and sound
- providing a sensory experience that allows concepts and ideas to become an experience and come to life

e-Learning

- to support collaborative learning

Google Site

Setting up a class-based website for students to upload their assignments (text, image, audio and video) for peer learning and evaluation

e-Learning

- to support collaborative learning

Learning from peers to enrich ideas and deepen their knowledge of the topic

- making writing tasks purposeful as students can share their works online
- facilitating assessment as learning as students read information prepared by other groups and comment on their content and language use
- promoting peer learning through the interactive e-platform

Group 7 - Threats

🌹 engaging everyone including the quiet ones

The dangers faced by the wildlife

The lives of porpoises in Hong Kong are threatened lost their habitat degradation , vessel strike and water pollution .They will face going from endangered to extinct because their habitat has been decreased of coastal development habitat is in danger . Due to high-speed ferries travelling between Hong Kong and Macau / Zuhai , they can be hit or even killed . As Hong Kong water contain a lot high level of organochlorines and heavy metal , these can weaken reproductive capability .

Student-teacher communication

Peer-to-peer communication

註解

您沒有新增註解的權限。

KEI SUET VIVIAN CHAU
We should take action to our oil spill problems
下午9:2

NGA TING SO
"so their habitat is in danger" is"So",not "so".
下午4:

Ng Wing Ying, Winnie
Good use of linking words. You have used "Due to" and "As" correctly! =)
上午9:

WING LAM TSANG
I really agree with you , i think that the governmental organizations should put more concern on those problem about those endanger species . They should disallowed those ferries in order to provide a better habitat for them to live in
下午10:

e-Learning

- as sources of input and information to facilitate self-directed learning

Access to the Internet

Online dictionaries, encyclopedia and access to the Internet facilitate the research of information and data and extend students' knowledge base to other subjects
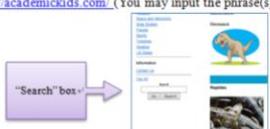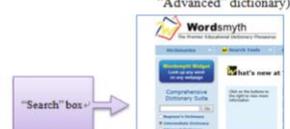
Students researching information on an assigned topic on the Internet before giving a presentation
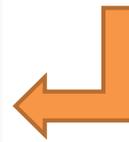
- develop students' research skills
- enable students to further explore the topic and acquire knowledge about other subjects
- empower students to become makers of their own knowledge

e-Learning

- as sources of input and information to facilitate self-directed learning

- Instant explanation on terminology from the online encyclopaedia
- Acquisition of knowledge in other subjects
- Enriching the content of the writing task

e-Learning

- to enhance students' writing skills and multiliteracies

The production of digital texts facilitates:

➤ process writing
➤ development of multiliteracies

Tryout 1	Tryout 2
- creating a poster using the app "Pic Collage"	- creating an educational video using the app "Explain Everything"

e-Learning

- to facilitate process writing

Draft 1
- Teacher and students commenting on the content and language use on Google Site

Draft 2
- Teacher providing more concrete comments on the organisation and language use of the written draft

Product
- Students creating the digital texts with "Explain Everything"

Recording buttons: Students can rewind, record, play or fast forward the recording.

Slide 1 of 1   00:00:00
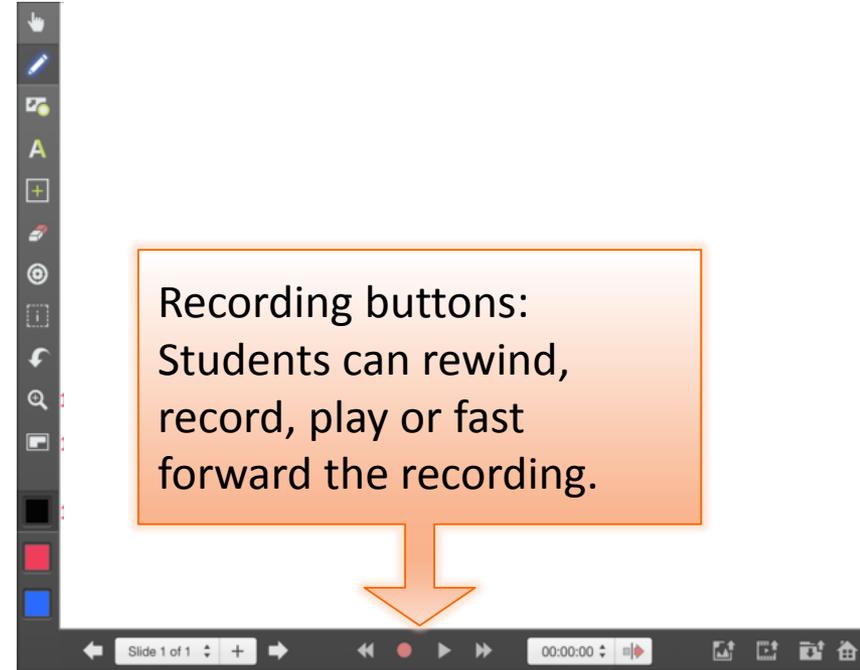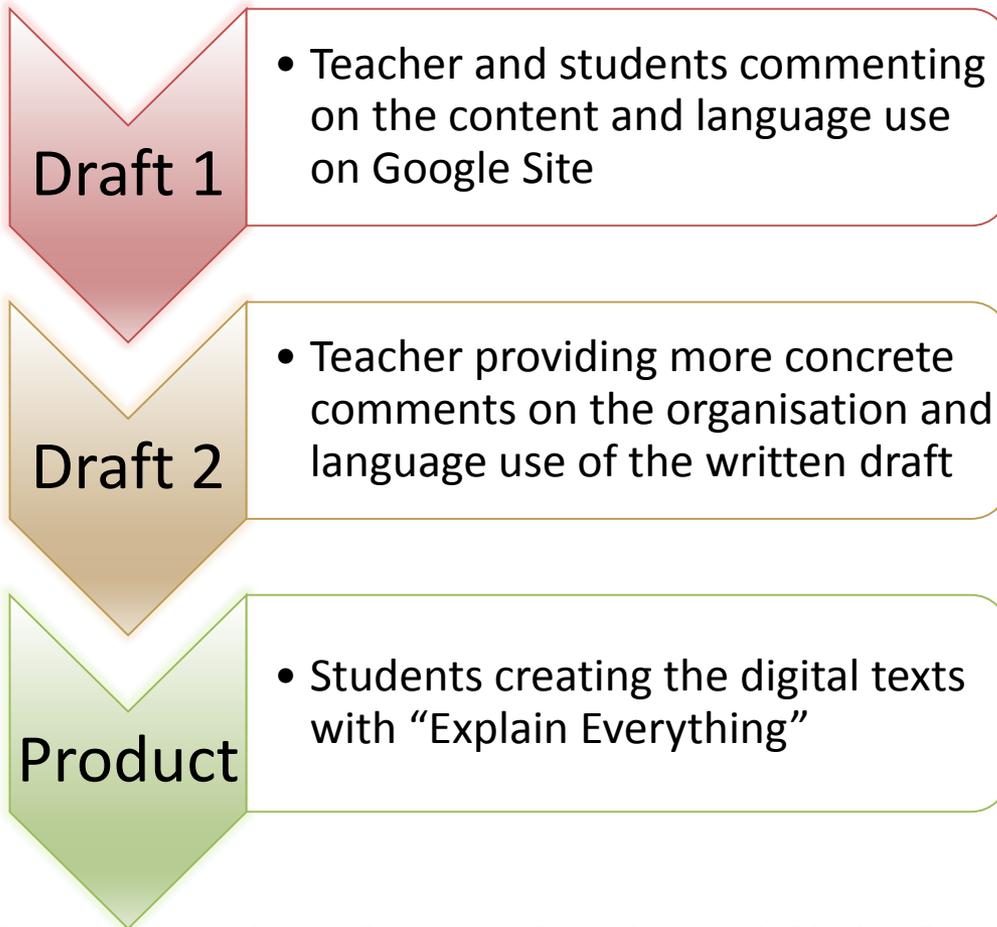
Incorporating the production of digital texts facilitates process writing by :

- making rewriting authentic and purposeful
- enabling students to rehearse and revise their recording, which facilitates self-directed speaking practice

e-Learning

- to enhance students' multiliteracies

Pictures created by the app "SwitchZoo" to illustrate what the hybrid looks like

Graphic design to enhance the presentation

Weaker students are able to demonstrate creativity and express themselves through good use of the apps

Incorporating the production of digital texts to develop students' abilities to:

- present their ideas with diverse modes of communication (e.g. pictures, videos)
- communicate with the use of new technologies (e.g. apps)

FOCUS 2:
READING AND WRITING ACROSS THE CURRICULUM

Reading and Writing across the Curriculum

- to introduce appropriate texts to promote language across the curriculum

English Language

What a Mess!

Monster Hunting

Geography
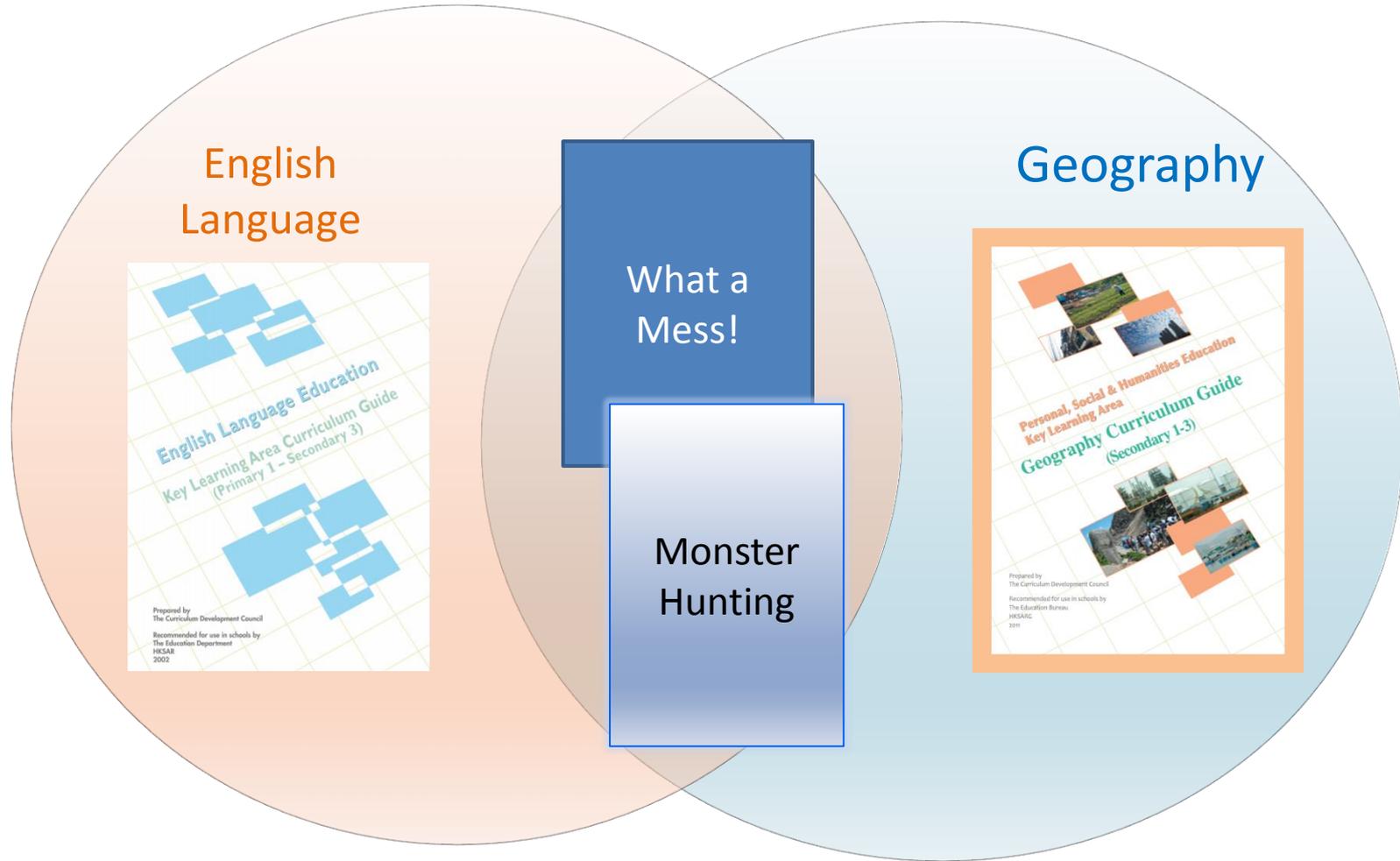
Language ⟺ Content

Promoting reading and writing across the curriculum with digital texts
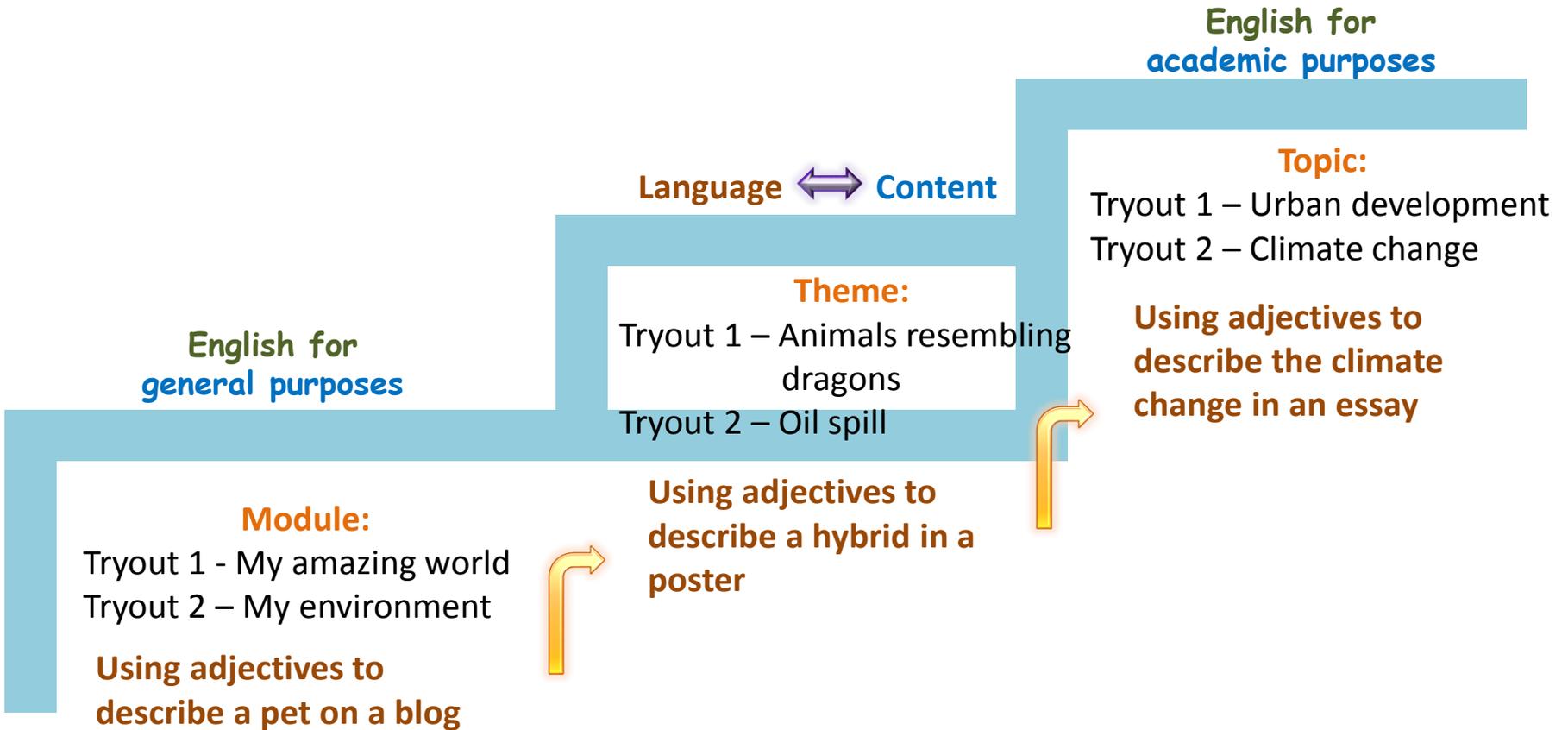
English for academic purposes

Topic:
Tryout 1 – Urban development
Tryout 2 – Climate change

Using adjectives to describe the climate change in an essay

Language ⟺ Content

Theme:
Tryout 1 – Animals resembling dragons
Tryout 2 – Oil spill

Using adjectives to describe a hybrid in a poster

English for general purposes

Module:
Tryout 1 - My amazing world
Tryout 2 – My environment

Using adjectives to describe a pet on a blog

Reading and Writing across the Curriculum
- to develop students' understanding of language features

develop students' understanding of language features in English texts written for academic purposes, e.g. rhetorical functions	
Tryout 1	Tryout 2
➤ To describe: - adjectives - relative clauses - prepositional phrases	➤ To explain: - connectives of cause and effect - modal verbs

Reading and Writing across the Curriculum
- to develop students' understanding of language features

Now read p.20 to p.22.

> *What are the writer's key message(s) on p.20 to p.22?*

1. Highlight in the e-book what can be done to solve the problem of oil spills. Complete the table by filling in the action takers and grammar items that are used to introduce the actions and providing an example.

Action taker	Grammar item	One example (underline the grammar item)
Government	Simple Present Tense	Governments in most countries <u>have</u> <u>laws</u> to help prevent oil spills from happening. / They <u>make sure</u> oil companies use safe practices. / They <u>demand</u> that all underground storage tanks use double linings and that tankers use double hulls to prevent leaks.

The target language item, modal verbs, is used in the digital text to explain what the government can do

The production of the digital texts provides the context for:
- the application of language features
- the development of multiliteracies

NEW HYBRID SPECIES DISCOVER!

The new hybrid is named Lemur Cat. It is the hybrid of cat and Ring-tailed Lemur. Its body and tail are both black-and-white-striped. Its fur is black. It also has a smooth tail which is as thick as the elephant's 200 cm long trunk. With the size of 2 to 9kg. Lemur Cat swims very fast and climb trees easily. It eats grass and nuts, so it is a plant eater. Besides, it lives in the enomerous grasslands in Africa. When it sneezes, it will giggle and roll on yhe ground.

- Compound adjectives
- Relative clauses
- Prepositional phrases
- Originality
- Appealing typeface

Why is it produced?

It is produced because some

Recommendations

- Whole-school approach can facilitate the implementation of e-learning.

- Technical problems are inevitable but can be solved by e.g.:
  - ➢ Collaborative learning
  - ➢ Allowing time for students to familiarise themselves with the e-resources
  - ➢ Strategic introduction of e-resources

Future Plan of the "Seed" School

- Making use of digital texts as reading input

- Identifying suitable topics / themes & incorporating reading and writing across curriculum at the junior secondary level

- Extending the use of apps to facilitate the production of digital texts by students

Acknowledgement of the photographs

- Slide 5: Dolphin by nakhon100 (2008)
  https://www.flickr.com/photos/8058098@N07/2718571627/
- Slides 12 & 13: Daisy the porpoise by Ruth and Dave (2012)
  https://www.flickr.com/photos/ruthanddave/6828030642
- Slide 16: Dolphin 2 by SSShupe (2013)
  https://www.flickr.com/photos/ssshupe/1046062696
- Slides 16 & 18: Zebra by steam_rocket (2014)
  https://www.flickr.com/photos/8015956@N04/1415422295
- Slides 16 & 18: Panther leo by Blake Matheson (2009)
  https://www.flickr.com/photos/34328261@N02/4073462214
- Slide 23: IMG_1408 by brianfagan (2011)
  https://www.flickr.com/photos/diamondace/5379416194
- Slide 24: Cat by Amayita (2007)
  https://www.flickr.com/photos/amayita/427349249

Attribution (http://creativecommons.org/licenses/by/2.0/)