Sharing Session on “Seed” Project 2016/17
(LST Yu Kan Hing Secondary School)

Collaborative Research and Development “Seed” Project: EE0116

Promoting Text Grammar to Support Students’ Literacy Skills Development with the Use of Information Technology in the Junior Secondary English Classroom

English Language Education Section
Curriculum Development Institute
Education Bureau

Aim of the "Seed" Project

- To develop students' literacy skills through promoting text grammar with the use of information technology

Objectives of the "Seed" Project

- To develop teachers' capacity in:
  - supporting students in understanding the relationship between language and context as well as how grammar contributes to the coherence and the structure of a text;
  - adopting effective teaching strategies to guide students to understand the use of grammar items and structures to achieve different communication purposes in a text;
  - engaging students in applying grammar knowledge to create texts for purposeful communication, where grammar learning goes beyond sentence grammar to text grammar; and
  - making effective use of e-learning resources to facilitate learning, teaching and assessment activities for students to apply, consolidate and extend their grammar knowledge.

Other Focusses of the “Seed” Project

“Seed” Project
2016/17

Adopting an Inductive Approach in the Learning and Teaching of Grammar

Promoting Assessment for / as Learning in the English Classroom

Planning & Implementation of the "Seed" Project

Developing Students' Literacy Skills

Connecting Reading and Writing

Tryout 1

Reading

A feature article from the textbook unit

Writing

A Feature Article

Festival in Hong Kong

People in Hong Kong celebrate different fascinating and joyful festivals. Here are a few of them.

On the first day of the lunar new year usually in january or early February chinese people all over the world celebrate chinese new year. They new clothes visit relatives homes, say greetings and children get red pocket money form adults. They celebrate this festival because they want to celebrate the beginning of a new year and to wish for a better.

In cheung chau Bun Festival in late April or early May and to wish for a healthy body, we go to cheung chau. children do not eat meat. Take part in a bun snatching competition children dress up to Take part in a parade. people will in Hong Kong.

In Mid Autumn Festival At september. I am go to my white the family. she homes is in Hong Kong. we likes eat mooncakes. have big dinner play with lanterns and admire the moon at my white home. we

(Sample from 1B)

Content

- Festivals of light

Organisation

- Text type: A feature article
- Repetitive structure across paragraphs

Language features

- Simple present tense
- Pronouns

Connecting Reading and Writing

Tryout 2

Reading

An itinerary from the textbook unit

Writing

An Itinerary

(Sample from 1B)

Content
- Places in Hong Kong

Organisation
- Text type: An itinerary
- Repetitive structure across paragraphs

Language features
- Simple future tense
- Imperatives

The Learning & Teaching of Text Grammar with the Use of Information Technology

Extending Students' Grammar Learning Experience from Sentence Level to Text Level

Analysing Language Items and Structures at Text Level

(Tryout 1)

Repetitive structure across paragraphs

Festival name + Light + Where? + When? + What do people do?

What you are going to read about — Opening

Descriptions of the 3 festivals — Body

Title → **Festivals of Light**

Light plays an important part in many .....

On the longest night of the year, people in Iran light big bonfires and stay up all night with family and friends to celebrate the Yalda Festival. The Iranians believe that the light from the fires .....

In Thailand, people celebrate a light festival called Loi Krathong every November. They gather beside rivers at night and release small boats called krathongs onto the water. They light a candle in the .....

On 11th November, children in Holland, Belgium and other countries in Europe celebrate Saint Martin's Day. .....
.....
children visit their neighbours' homes. They carry lanterns and sing songs. As they go from door to door, they receive sweets and other treats.

Analysing Language Items and Structures at Text Level

- Use of graphic organisers: To help students see the overall organisation of the text

Festivals of Light

Festival Name	Yalda Festival	Loi Krathong	Saint Martin's Day
Light	Bonfires	Candles in krathongs (small boats)	Lanterns
Where?	Iran	Thailand	Countries in Europe
When?	The longest night of the Year	November	11th November
What do people do?	• Light big bonfires • Stay up all night with family & friends	• Gather beside rivers at night • Release small boats onto the water	Children • visit their neighbours' homes • carry lanterns and sing songs • receive sweets & other treats

Analysing Language items and Structures at Text Level

(Tryout 2)

Repetitive structure across paragraphs

Scenic spot + Location + Time + Activities

What you are going to read about — Introduction

Descriptions about the 3 scenic spots — Body

Invitation to readers — Closing

Title

Sub-headings — To sequence events

Movie Magic Tour

A tour that will be fun for all movie fans.....
.....
.....

Morning

The tour will begin at the Hong Kong Film Archive in Sai Wan Ho at 10 a.m.
.....
show you around the Archive. You'll also watch a special film about Hong Kong
.....

Lunch

Lunch is going to be at Mido Cafe in Temple Street. Both the cafe and Temple
.....
.....
.....

Afternoon

After lunch, a coach will take you to Shaw Studios in Tseung Kwan O. You'll arrive at the studios at 3 p.m. .....
..... I introduce you to the history of Shaw Studios.

This is a tour that movie fans won't want to miss...

Analysing Language Items and Structures at Text Level

- Use of graphic organisers: To help students see the overall organisation of the text

Movie Magic Tour

	Morning	**Lunch**	**Afternoon**
Place	Hong Kong Film Archive	Mido Cafe	Shaw Studio
Where?	Sai Wan Ho	Temple Street	Tseung Kwan O
When?	10 a.m.	Lunchtime	3 p.m.
What do people do?	• Meet the guide • Go around the Archive • Watch a special film	Have lunch	• Go on a private tour • Know more about the history of Shaw Studios
Why do people go there?	/	• Famous for their many appearance in Hong Kong films and TV series.	/

The Processes of Learning Grammar

The Inductive Method

What learners can find out for themselves is **better remembered** than what they are simply told (Ellis, 2003).

The discovery process can **promote greater depth of processing and engagement** on the part of the learners, which in turn results in more significant learning (Larsen-Freeman, 2003).

Hedge, T. (2000) *Teaching and learning in the language classroom* . Oxford University Press.

The Processes of Learning Grammar

The Inductive Method

Noticing

- Noticing the specific language patterns in texts

Reasoning & Hypothesising

- Hypothesising the grammar rule

Structuring & Restructuring

- Structuring the grammar rule in mind
- Restructuring it & applying it in new contexts

Automatising

- Automatising the grammar rule & using it naturally

Hedge, T. (2000) *Teaching and learning in the language classroom* . Oxford University Press.

Analysing Language Items & Structures with the Help of Information Technology

Reading

Noticing

The Inductive Method

Engaging Students in Noticing the Target Grammar Items

(Tryout 1)

(Tryout 2)

Analysing Language Items & Structures with the Help of Information Technology

Reading

Reasoning & Hypothesising

The Inductive Method

Engaging Students in Hypothesising the Grammar Rule

(Tryout 1)

(Tryout 2)

Analysing Language Items & Structures with the Help of Information Technology

Writing

Structuring & Restructuring

The Inductive Method

Engaging Students in Structuring the Grammar Rule & Applying it in New Contexts

(Tryout 1)

Festivals in Hong Kong

People in Hong Kong celebrate different fascinating and joyful festivals. Here are a few of them.

In Hong Kong people celebrate the Chinese new years.

On the frist day of the Lunar new year usually in January or early February. It is because we celebrate the beginning of a new year and to wish for a better life. People all over the world celebrate Chinese new year. They wear new clothes, visit relatives home, say greetings and children get some red packet. It is the Chinese people will do at the Chinese new years.

In Hong Kong people celebrate the Cheung Chau Bun Festival. This is late April or early May. The Chinese people in Hong Kong will go to Cheung Chau celebrate this Festival. It is because they wish their have a healthy body. We don't eat meat, take past in a bun snatching

(Sample from Group 1D)

(Tryout 2)

Cheung Chau

Parents teachers and student will go to Cheung Chau in the PTA annual tour. We will have the tour on 30th June 2017. We will go to Mini Great Wall, Cheung Chau seafood street and Pak Tai Temple in the tour.

Morning

In the morning. We will go to Pak Tai Temple at 10 am. It is at the western part of Cheung Chau. Walk along the coast for 30 minutes to the temple from the pier. You will bring your torch and you will explore the winding passages. We will go to Cheung Po Tsai Cave because We might be able to find one or two cans.

stick your picture here.

(Sample from Group 1CD)

Analysing Language Items & Structures with the Help of Information Technology

Grammar Learning goes beyond **Sentence Level** to **Text Level**

Raising students' awareness of the **connection (repetitive structure) across paragraphs**

Body

Analysing Language Items & Structures with the Help of Information Technology

Grammar Learning goes beyond **Sentence Level** to **Text Level**

Raising students' awareness of the **communicative function of the grammar item (imperative) in the text**

Movie Magic Tour

A tour that will be fun for all movie fans.....
.....
.....

Morning

The tour will begin at the Hong Kong Film Archive in Sai Wan Ho at 10 a.m.
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show you around the Archive. You'll also watch a special film about Hong Kong
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Lunch

Lunch is going to be at Mido Cafe in Temple Street. Both the cafe and Temple
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.....
.....

Afternoon

After lunch, a coach will take you to Shaw Studios in Tseung Kwan O. You'll arrive at the studios at 3 p.m. .....
..... I introduce you to the history of Shaw Studios.

This is a tour that movie fans won't want to miss...

Invitation to readers **Closing**

Apply Grammar Knowledge in Context

Grammar Learning goes beyond **Sentence Level** to **Text Level**

Repetitive structure across paragraphs

Scenic spot
↓
Time
↓
Location
↓
How to get there
↓
Activities

Title

Introduction

Sub-headings

PTA Cheung Chau Tour

Parents, student and teachers will join this tour to Chung Chau, We will have the tour on 30th June, 2017. We will have lunch and will explore Cheung Chau in the tour.

Morning

First, we will go to Pak Tai Temple at 11:00 am. It is at the Northern part of Cheung Chau. To get there, we walk along San Hing Praya Street, turn right to Kwok Man Road and then turn left to Pak She Street. When we are there, you will admire the classic Chinese temple. Pak Tai Temple was built 200 years ago to honour the Taoist God of the Sea. The dragon sculptures on the roof are classic. There is a gold-plated woodcraft from the Qing Dynasty and a Song Dynasty iron sword.

stick your picture here.

Lunch

Second, we will go to Praya Street - Cheung Chau Seafood Street at 12:30 p.m., it is at the Northern part of Cheung Chau. To get there, we turn left from the pier, walk along Sang Hing Praya Street. When we are there, You will find the freshest seafood here with many other kinds of local snacks. Besides, you will have a great chance to hang out with the locals as well.

stick your picture here.

Afternoon

Then, we will go to Mini Great Wall at 2:00 p.m., it is at the Eastern part of Cheung Chau. To get there, we walk towards Kwun Yam Temple along Chau Beach Road from the pier. When we are there, You will enjoy the spectacular ~~co~~ coast coastal scenery. You will see some strangely shaped rock

stick your picture here.

Don't miss this valuable chance to join the tour! Book the tour now!

Closing

(Sample from 1C)

Promoting Assessment for / as Learning in the English Classroom

Purposes of Assessment

	Purpose	Key Assessor
Assessment **as** Learning	Self-monitoring & self-correction or adjustment	Student
Assessment **for** Learning	Information for teachers' instructional decisions, attainment	Teacher / Students
Assessment **of** Learning	Judgments about placement, promotion, attainment	Teacher

Self-directed Learners

Adapted from Lorna (2003) *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning*. Thousand Oaks, Ca, Corwin Press.

Extending from Assessment for Learning to Assessment as Learning in the English Classroom

Role of Teachers

- Sharing of learning objectives / goals
- Guiding students to make connection with their prior knowledge
- Explicit teaching of learning strategies
- Revisiting the learning objectives / goals
- Providing constructive feedback

Source: Lorna (2003) *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning*. Thousand Oaks, Ca, Corwin Press.

Extending from Assessment for Learning to Assessment as Learning in the English Classroom

Source: Lorna (2003) *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning*. Thousand Oaks, Ca, Corwin Press.

Extending & Consolidating Students' Learning Experience with the Use of Information Technology

Consolidating Students' Learning through Creating their e-Books

Reading

A feature article from the textbook unit

Writing

Content
- Festivals of light

Organisation
- Text type: A feature article
- Repetitive structure across paragraphs

Language features
- Simple present tense
- Pronouns

A Feature Article

The Festivals in Hong Kong

People in Hong Kong celebrate different fascinating and joyful festivals. Here are a few of them.

On the first day of the Lunar new year, usually in January or early February, people in Hong Kong all over the world celebrate the Chinese New year to celebrate new year. They wear new clothes, visit their relatives home and say greetings to them, the student can get red pocket money for them.

In the May or early April, Chinese people in Hong Kong celebrate the Cheung Chau Bun Festival to wish have a healthy body in the year. They do not eat meat, take part in a bun scrabbling competition in Cheung Chau, Children dress up to take part in a parade.

In the September, Hong Kong people celebrate Mid-Autumn Festival to unite the family in Hong Kong. They eat mooncakes, have big dinner, play with lanterns and admire the moon.

Content
- Festivals of light

Organisation
- Text type: A feature article
- Repetitive structure across paragraphs

Language features
- Simple present tense
- Pronouns

A Feature Article (e-Version)

(Sample from 1C)

Consolidating Students' Learning through Creating their e-Books

Support from Audio-Visual Modes

- Vocabulary learning
- Understanding of the topic

Learning Motivation

- Ownership of their work
- Speaking skills development

Learning of Language Features Reinforced

- Repetitive structure across paragraphs
- Development of ideas

e-Books Created by Students

Including different modes of representations

Impact on Teachers and Students

Impact on Teachers

Fewer grammar items could be introduced at a time to support the less able students in particular.

Majority of the students were able to discover the forms and functions of the target grammar items with teachers' scaffolding and the use of the app.

A sense of ownership of learning was strengthened with the incorporation of e-resources, in particular in the process of creating their own e-books.

Text Grammar

Literacy Skills

e-Learning

Learning Motivation

The connection between reading and writing tasks was strengthened.

I'm delighted to see that students are able to apply the repetitive patterns learnt in the recent writing test.

Some of the students with SEN were more willing to participate in the learning activities and complete the tasks with the use of e-learning tools.

Many of the students were critical about their speaking performance in doing the recording for their e-books and made improvement to their work appropriately.

With the use of the app, students have become more engaged in the learning tasks as they had to submit their work upon completion and their work would be shared on the screen.

Impact on Students

Data Collected from the Post-Tryout Student Interview

Literacy skills

I would definitely use the language patterns and organisation learnt in my future writings.

I like process writing because after getting feedback from the teacher, I can learn from my mistakes and make improvement.

I could understand the content of the reading text more easily when the teacher highlighted the main ideas to us using computer.

Learning motivation

It is fun to make my own e-book.

We are more engaged in doing the grammar practice using NearPod.

It is more fun to learn grammar using NearPod and the iPads. I can remember the grammar items better.

Impact on Students

Data Collected from the Post-Tryout Student Interview

Text grammar

Highlighting the grammar items helps me remember the use of the grammar items better.

e-Learning

I felt much more comfortable speaking in front of a tablet instead of my classmates.

I found the app "Book Creator" very useful because I can read my writing again when doing the recording. I would take that opportunity to refine my draft as well.

Through creating my own e-book, I have a better understanding of the language features of the writing task and the pictures of the e-book help me remember the newly learnt vocabulary.

The 'Read to Me' function of the Book Creator helped me pronounce unfamiliar words.

Future Plans

- The two packages will be re-run in S.1
- “Grammar in text” approach is adopted in S.1 and S.2 curriculums
- “Multimodal text” is adopted in both senior and junior forms
- Introduce e-books to the S.2 curriculum
- Continue to explore new e-learning platforms