

TEL.com

**“Seed” Project on Text-types and e-Learning for
Communication**

Report

“Seed” Project
(Collaborative Research and Development Project)
August 2015 – July 2018

SEEDS of KNOWLEDGE

Project Overview and Introduction

Seed Projects

In line with the curriculum reform, the Curriculum Development Institute (CDI) has been implementing a series of collaborative research and development (“Seed”) projects in schools since September 2001. These projects are geared towards enhancing the learning capabilities of students, providing valuable experiences and suggestions, as well as leveraging the synergy gained from the collective efforts of different stakeholders, to achieve the aims of the curriculum reform.

Schools, based on their school contexts and needs, can work closely together with the CDI and expert consultants through participating in “Seed” projects. The CDI will disseminate the invaluable experiences gained and outcomes to the public via effective channels (e.g. seminars, workshops and professional development programmes). Such experiences will also be developed into examples, learning and teaching materials, reports, etc. for teachers’ reference. In the process of participating in the projects, schools find their effectiveness and teachers’ professional capacities being enhanced. School heads and teachers become not only curriculum leaders and instructors, but also lifelong learners. Furthermore, cross-fertilisation of ideas among frontline educators, curriculum developers and other experts in the education field also facilitates the building up of a professional community, which sustainably enhances curriculum development to strive for excellence.

TEL.com as a Seed project

Following on from the GEL.com (Grammar and e-Learning for Communication) Seed project, launched in the 2012-2013 school year with an aim to encourage participating schools to parallel the current educational trend of e-learning, the **TEL.com** project, a Key Stage 2 (KS2) Seed project that began in August 2015 under the name **Text-types and e-Learning for Communication (TEL.com)**, and under the banner of information technology for interactive learning, was a

logical extension to this GEL.com project development experience.

Whereas the initial focus of GEL.com came from a grammar base, the TEL.com project focused on the important roles that e-learning, text types and teaching could play in the creation of new possibilities in and beyond the classroom, leading to an increase in both teaching and learning competency for those involved. Built into this were aspects of cooperative learning that naturally encouraged communication between participants. A focus set of text types appropriate to Key Stage 2 students and aligned with suggestions listed in the Curriculum Guide provided the basis for the language features and language forms to be taught.

Annually within the 3-year project implementation, the same administrative procedure was adopted by the TEL.com team. Following a briefing session conducted by the team, the schools' submission of applications, and a vetting process involving the study of school proposals and on-site school visits, the schools selected for participation in the project were, in the first year (2015/16), **SKH St James' Primary School** in Wan Chai, **Alliance Primary School**, **Sheung Shui** in Sheung Shui and **Tsuen Wan Government Primary School** in Tsuen Wan. In the second year (2016/17), the schools participating in the project were **Alliance Primary School**, **Sheung Shui** and **HKTA Wun Tsuen Ng Lai Wo Memorial Primary School** in Tai Po. In the third and final year (2017/18), the schools participating in the project were the same as in the previous year, i.e. **Alliance Primary School**, **Sheung Shui** and **HKTA Wun Tsuen Ng Lai Wo Memorial Primary School**.

As conforming to the 'school support service model' adopted by the Advisory Teaching Team (ATT) under the NET Scheme for Primary Schools (PNET Scheme), each project school was assigned an Advisory Teacher (AT), and more specifically for this project, an AT who was also a core member of the TEL.com project team. These ATs provided on-site support and took part in the schools' co-planning meetings. The ATs also provided classroom support and were involved in reflection meetings to evaluate the progress and achievement in the process of project implementation.

Project Objectives

Our objectives in the three years of the project (2015/16 to 2017/18) have been to:

- focus on the important roles that e-learning, text types and teaching can play in the creation of new possibilities in and beyond the classroom;
- promote the use of cooperative learning that naturally encourages communication between participants; and
- focus on text types appropriate to Key Stage 2 students, providing a basis for the language features and language forms to be taught.

Project Implementation

Within the TEL.com project, the Seed schools worked towards:

- focusing on the important roles that e-learning, text types and teaching played in the creation of new possibilities in and beyond the classroom;
- promoting the use of cooperative learning that naturally encouraged communication between participants;
- focusing on text types appropriate to Key Stage 2 students, providing a basis for the language features and language forms taught;
- developing meaningful e-learning tasks to support the teaching and learning of selected text types within appropriate contexts;
- using the knowledge gained in these tasks for real-world communication; and
- developing methods of assessment to gauge the effectiveness of e-learning activities in enhancing communication.

The Seed schools also made a commitment to:

- attending a briefing/ information day/ PD day to learn more about the project/develop further skills to enhance the delivery of the project;
- undertaking exchange visits with other participating schools in the TEL.com project to observe the variety of teaching and learning tasks being delivered; and
- hosting regular visits of the TEL.com team to gauge the effectiveness of the project's planning and implementation.

Considerations for student involvement:

Our project enabled:

- there to be an increase in students' motivation and capacity to understand and use the focus text types for communication;
- students to engage in interactive activities that involved the

- integration of the four language skills as well as the use of e-tools and resources; and
- students to learn at their own pace while being given the opportunities to closely collaborate and actively communicate with their learning partners.

Considerations for teacher involvement:

Our project allowed for:

- teachers to enhance, through professional development opportunities provided by the EDB (in particular, the Centralised Professional Development programmes conducted by the NET Section as well as the school-based sessions presented by the Advisory Teachers) their pedagogical knowledge and skills relating to the language features and language forms of the focus text types as well as their knowledge of and skills related to e-learning tools and resources; and
- a range of pedagogical strategies to be identified in order to exploit the potential of e-learning tools and resources to support students in their understanding and use of the focus text types for a variety of communication opportunities and communicative functions.

What is e-learning in the TEL.com project?

Our e-learning approach allowed for:

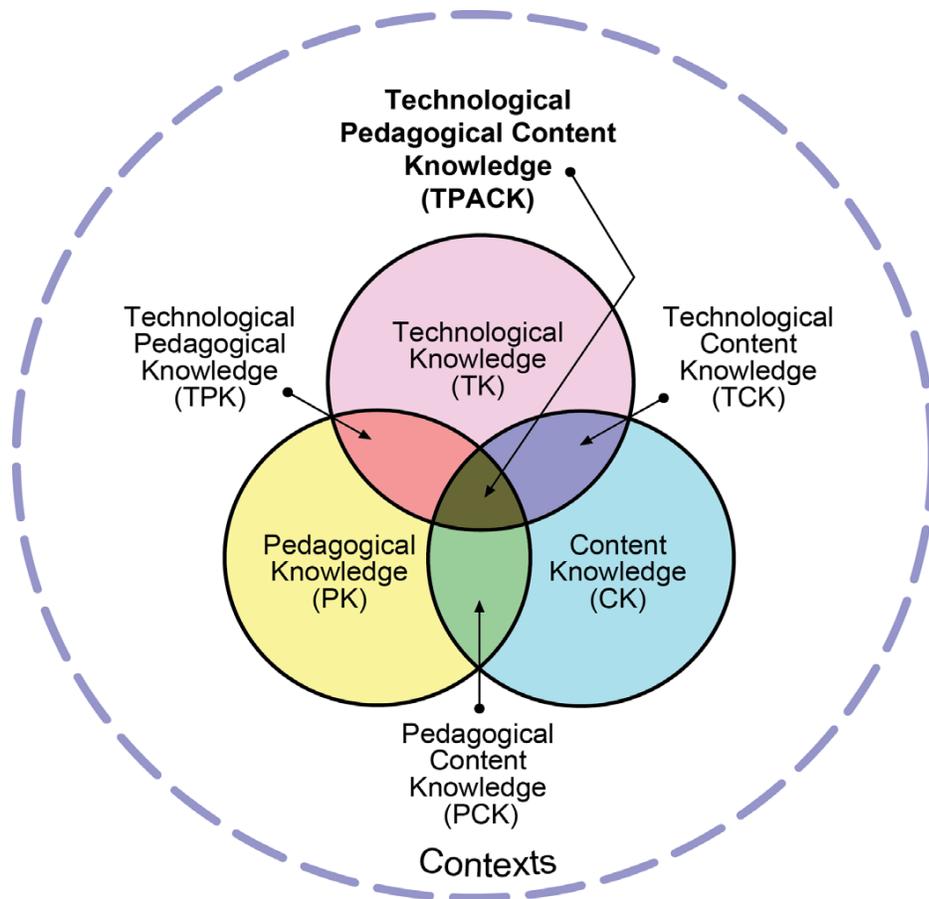
- the TEL.com team to use the SAMR* and TPACK* models in their approach to the usage and development of resources and activities within the project;
- teachers and the TEL.com team to use existing software and hardware and/or develop their own resources;
- the resources to be co-developed and co-implemented with individual schools in conjunction with the school's English language curriculum;
- students to collaborate and actively communicate with their learning partners; and
- students to learn at their own pace.

* See the explanation and diagram below.

The SAMR Model:

- S** – **Substitution** – technology acts as a tool substitute, with no functional change.
 - A** – **Augmentation** – technology acts as a direct tool substitute, with functional improvement
 - M** – **Modification** – Technology allows for significant task redesign
 - R** – **Redefinition** – technology allows for the creation of new tasks, previously inconceivable.
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The TPACK Model:



<http://tpack.org/>

Information technology for interactive learning:

The English Language Curriculum Guide (2004) suggests that the use of information technology for interactive learning:

- enhances learners' motivation and language skills through a process that allows immediate feedback;
- allows learners to take charge of their learning at a pace that suits their ability level;
- encourages learners to become critically active users of English; and
- engages learners in interactive and/or collaborative work.

Project approach taken by TEL.com in relation to e-learning activities:

The e-learning activities were embedded within text types or themes which:

- allowed for authentic communication;
- were readily available on the Internet/able to be produced by the TEL.com team;
- aligned students' learning with their GE programme/textbook themes; and
- encouraged the use of the four language skills through interactive activities.

The Seed schools were expected to:

- nominate an experienced and committed teacher to become the Project Leader to liaise with the NET Section for the year;
- provide strong stable Internet and intranet access including wi-fi;
- provide a computer room with an upgraded system (including technical support) and sufficient hardware to cater for every class (iPads – which are easily transportable - now seem to have taken over from computers as the favoured hardware in use within the project);
- identify a year level in KS2 for the TEL.com project;
- deploy the NET to that particular year level where they would teach and/or participate in the co-development and/or co-implementation of the tasks;
- allocate at least one hour per week for a collaborative planning meeting for all project teachers;
- allocate 45-60 minutes of lesson time per week to the project (some double lesson time is preferable);
- support data collection, e.g. classroom observation, video recordings of TEL.com lessons/tasks, interviewing students/teachers; and
- share good practices with other schools at an experience-sharing seminar.

2015/16



The TEL.com Team:

In this first year of the project, the TEL.com team was made up of the following Advisory Teachers (ATs) from the NET Section office:

- **Allan Wood** (Team Leader) – working with Tsuen Wan Government PS in Tsuen Wan (P6; 5 Classes; 150 students)
- **Kit Yong** – working with Alliance Primary School, Sheung Shui (P4; 3 Classes; 98 students)
- **Sterling Wu** – working with SKH St James' PS in Wan Chai (P4; 4 Classes; 99 students) and
- **Sala Liu.**

Ms Teresa Chu was the NET Section manager overseeing the project throughout the year.

In this first year of the project, text types were the major focus in all three participating schools while the opportunity for the appropriate grammar and language patterns to be taught in context, and relevant e-resources to be adopted, was also provided. The target group was KS2. The other major focus of the project was real-life communication, be that spoken or written.

At Alliance Primary School, Sheung Shui

A total of 14 visits were made to the school by the AT, Ms Kit Yong. The school made an excellent start with the TEL.com programme. The preparation for the introduction of e-learning was meticulous and this was reflected in all the TEL.com lessons. With the strong leadership of an understanding Principal and a hardworking team of key stakeholders including the Vice Principal, English Panel Chair (EPC), NET, the P4 local English teachers (LETs) and the school's capable IT leader, whose efficiency and dedication were highly praise-worthy, the integration of the textbook programme with the TEL.com project was well implemented.



Despite the extra workload and time consumed, every TEL.com teacher benefitted from the project as they spent time on co-planning and co-teaching. The collaboration not only enriched lessons; it was also evident that students were motivated to learn and were hungry for more as they proactively explored new learning ideas beyond what was suggested by the teachers. The school made a big leap forward as it moved into their new 3-year phase, with e-learning as the focus.

The P4 LETs, NET and AT planned, developed and successfully taught many TEL tasks this year. Students actively participated in the lessons and seemed to enjoy themselves. During the course of the school year, students produced an e-magazine, which consisted of many text types such as a magazine cover, restaurant review, news article, advertisement and travel guide. The lessons went well as students were motivated and eager to learn.



Co-planning meetings consistently occurred and were professionally conducted. Teachers divided the duties among themselves and suggested practical ideas to link their textbook to e-learning and to bring technology into their English lessons. The NET volunteered to create resources and spent extra time to help facilitate preparation before the lessons. He also attended co-planning meetings and supported lesson implementations.

The AT was also delighted by the professionalism and commitment of all the teachers taking part in the TEL.com project. The entire TEL.com team and their students had approached the year with great energy and enthusiasm. Given that no lessons would be perfect, teachers always made efforts to identify the strengths and weaknesses in each of the lessons.

The entire TEL.com team at the school put together an enthusiastic presentation at the experience-sharing seminar at the end of the year. The EPC and Project Coordinator took turns to share their views and experiences with the participants on 27 May 2016. Their invaluable feedback and suggestions had surely benefitted those who attended, especially those who were embarking on their own school-based e-learning curriculum.



At Tsuen Wan Government Primary School

A total of 19 visits were made to the school by the AT, Mr Allan Wood. It was a wonderful experience for the P6 teachers and students in this year of the TEL.com project implementation. Since the initial visit in September, co-planning meetings took place regularly to discuss and plan for the confirmed e-learning project – *My Favourite Country*. Staff attended co-planning meetings to co-develop the learning tasks outlined by the TEL.com team, and to assess, amend and inform the TEL.com team of the appropriateness/ suitability of these tasks for their students. Teachers implemented the planned learning tasks, assessed their effectiveness and helped to refine these tasks for future use. Implementation of the planned e-learning task took place in each of the P6 classes. Assessment and refinement of the lesson plans occurred throughout the year.

P.6 Students and iPads

Our Experience with
TEL.com

Planning

- AT support
- Decided on a topic: *Our Favourite Country*
- Replaced the usual paper project
- Decided on the app to use: *Book Creator*
- Planned the teaching and learning steps
- Discussed the plans and modified them

The teachers approached the project with open minds and a desire to replace a previously paper project with an e-book version of the same task - '*My Favourite Country*'. While this involved the setting aside of a large number of double lessons and learning to use new hardware and software before teaching the lessons, the successes that were seen throughout the year made it all worthwhile.

The teachers made many positive comments regarding the project. The excitement of the students was high and truly observable in every class. The students were motivated and proud of what they were able to achieve. Even the students with lower ability in English were able to achieve much more than they would usually produce in

Students using Book Creator



their lessons because of their being able to work with a partner and because of the use of technology which stimulated their interests. A number of these students with lower ability in English were able to display higher ability in their knowledge of technology thus seeing achievement where previously they had not. Further pride was gained when they were able to show the P5 students how to use the Book Creator app that they had used to create their own e-books.

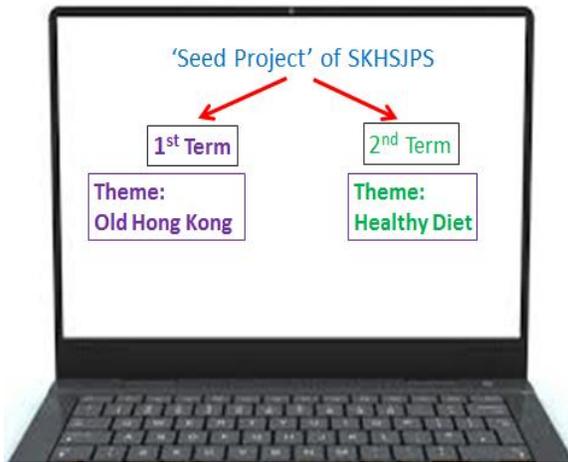
Praise must go to the Principal, who was highly supportive, and to the P6 teachers who were giving of their time, receptive of the ideas and lesson plans for the project and who remained enthusiastic throughout the year. Praise also to the NET who was the leading teacher in each of the P6 lessons involving the project. She was tireless in her efforts to keep the students engaged and motivated throughout the task. The filming of the TEL.com lessons in April for an ETV programme was gratefully accommodated by the staff and students and the film crew were appreciative of the cooperation and input from all those involved.

The P6 students made their teachers proud for the wonderful results in the form of the e-books they had designed and written about a variety of countries from all around the world. The excitement generated by the project was wonderful to see and the interaction, cooperation and motivation displayed by all of the students were heart-warming.





At SKH St James' Primary School



mainstream lessons. The teachers co-developed an outline for a TEL.com task, wrote lesson plans and the AT provided feedback. They actually used a co-planning session to become familiar with an app, Popplet, which was used in the TEL.com task, and Google Docs, which was used to co-develop lessons.

In the first term, teachers made use of Popplet, which is a mind-mapping app, to help students organise and collate information. The students used it to pre-write their books which compared old Hong Kong with Modern Day Hong Kong. The students worked collaboratively to arrange and present their learning in the app

A total of 18 visits were made to the school by the AT, Mr Sterling Wu. The P.4 English teachers met early in the year and were informed about the aims and focus of the TEL.com Seed Project. The teachers were prepared prior to the initial meeting with a unit from the textbook that would serve as the focus for integrating e-learning into mainstream teaching. Subsequently, a timeline was established and the team opted to use Google Docs to collaborate remotely.

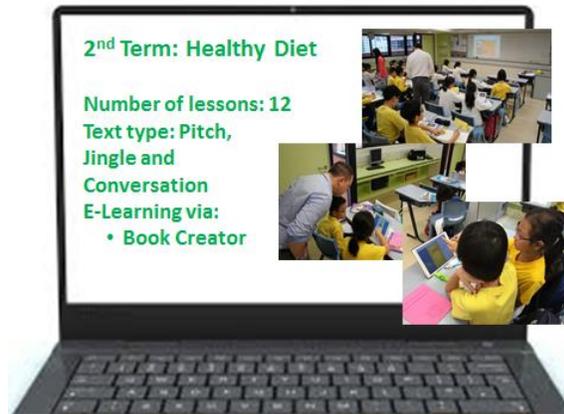
For an initial TEL.com task, the teachers were highly ambitious in creating a 15-lesson unit plan with the unit objective of creating a non-fiction text; and in spite of time limitations, the teachers crafted a genuinely successful unit that utilised e-resources and integrated e-learning strategies into



before writing their final product. Teachers also made use of Kahoot, which is an on-line quiz, to consolidate students' learning. As a final product in the first term, each group produced a booklet on Old and New Hong Kong.

In the second term, with the feedback from the mid-year review of the Advisory Support Plan, teachers clearly planned how they could model the use of e-resources. The new TEL.com task thus designed involved a two-week project where the students created a new healthy snack, which linked well with units 3 & 4 in the school's textbook. As a result of the teachers' diligence, students could see how technology was used to create and present a pitch in Book Creator. With a gradual release of responsibility, the students were able to work more independently and teachers were able to conference with groups to gauge their understanding. Teachers also had more time to become familiar with e-resources and many felt more comfortable using Book Creator as a teaching tool. It was with this tool, Book Creator, that teachers helped the students publish their work. The students evidently had gained much from the year's TEL.com lessons as they used new tools to engage with English language learning in the classroom.

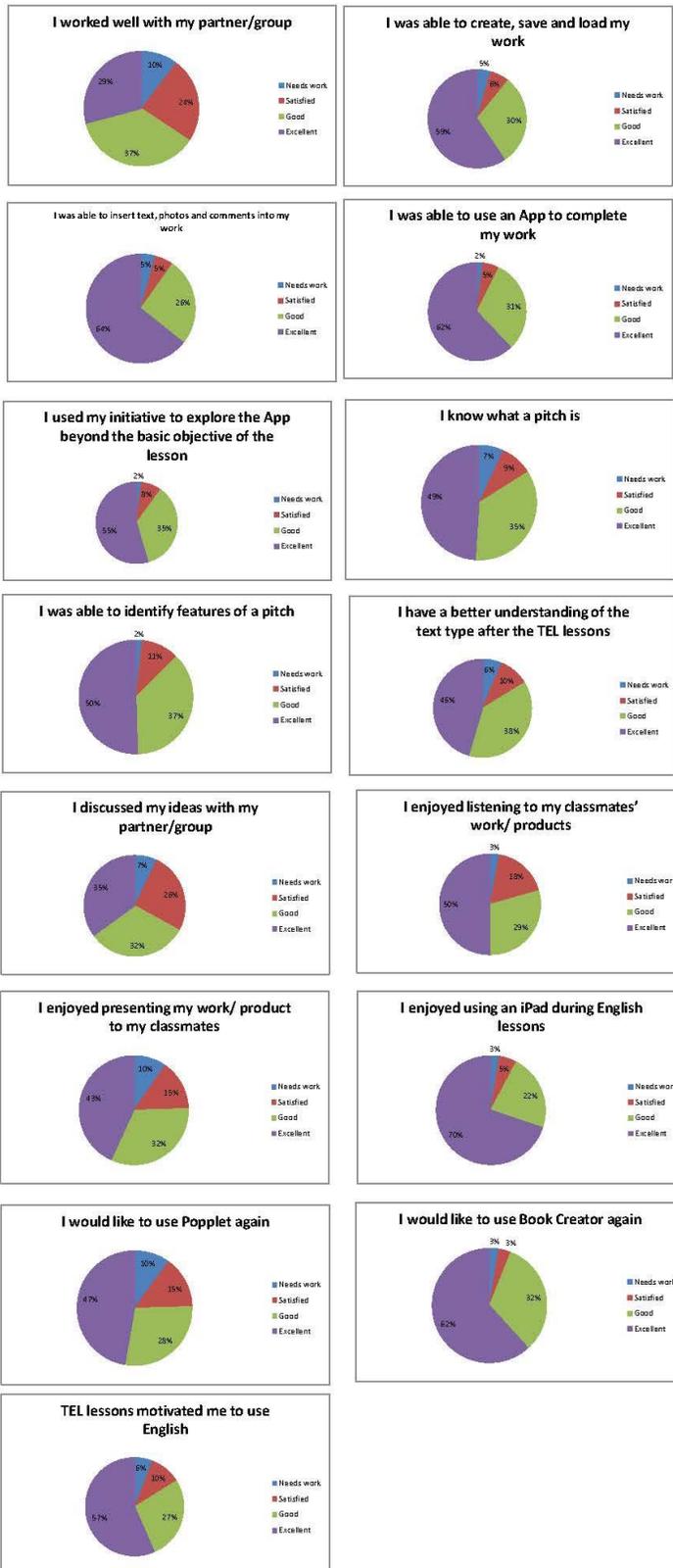
In the end-of-year experience sharing seminar organised by the NET Section's TEL.com team, the teachers shared their experiences and showed how technology, through the project, was integrated into English language teaching and learning in their own school, and what worked and what did not work.



Students were excited and pleased with the project.



Some data collected from the students in SKH St James' Primary School:



Statement	Needs work	Satisfied	Good	Excellent
I worked well with my partner/group	29	30	37	4
I was able to create, save and load my work	5	6	30	59
I was able to insert text, photos and comments into my work	5	5	26	64
I was able to use an App to complete my work	2	5	33	60
I used my initiative to explore the App beyond the basic objective of the lesson	2	3	35	60
I know what a pitch is	7	7	35	49
I was able to identify features of a pitch	2	11	37	50
I have a better understanding of the text type after the TEL lessons	5	20	35	40
I discussed my ideas with my partner/group	7	26	32	35
I enjoyed listening to my classmates' work/products	3	19	29	49
I enjoyed presenting my work/product to my classmates	10	15	32	43
I enjoyed using an iPad during English lessons	3	5	22	70
I would like to use Popplet again	20	15	28	37
I would like to use Book Creator again	3	3	32	62
TEL lessons motivated me to use English	6	10	27	57

I worked well with my partner/group
 I was able to create, save and load my work
 I was able to insert text, photos and comments into my work
 I was able to use an App to complete my work
 I used my initiative to explore the App beyond the basic objective of the lesson
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 I enjoyed presenting my work/product to my classmates
 I enjoyed using an iPad during English lessons
 I would like to use Popplet again
 I would like to use Book Creator again
 TEL lessons motivated me to use English

Experience Sharing Seminar on 27 May 2016

The session was organised with the following objectives in mind:

- To provide an overview of the TEL.com Seed project; its objectives and implementation in this first year of the project
- To provide participants with samples of the tasks, lesson plans and student work that have been developed and taught throughout the year
- To provide opportunities for participants to learn from local teachers' experiences in implementing the tasks within the TEL.com Seed project
- To provide opportunities for participants to share with others, their own experiences in designing and implementing e-learning tasks within their schools, especially in relation to how text types can help to promote communication among students

In the Experience Sharing Seminar, teachers were all positive about the impact the project had on students' learning and teachers' teaching, an experience made enjoyable and interactive. However, technical support proved the biggest challenge within the project.



3
Evaluation Summary
**Experience Sharing Seminar – Text Types and e-Learning for Communication
(TEL.com) - New**

CDI020160513
AA - 27 MAY 2016 (PM)

NET Section

(C)1. Which aspects did you find particularly useful?

AA - 27 MAY 2016 (PM)

- 1 Apps.
- 2 Sharing of other schools.
- 3 Useful and practical materials.
- 4 Introduction of different apps.
- 5 Showing of different apps.
- 6 Very useful apps.
- 7 Bookemon, book creator.
- 8 Seeing students final products was extremely helpful. Always nice to see.
- 9 How I could use the apps in my classroom setting.
- 10 Apps introduction & implementation.
- 11 The e-tools.
- 12 The three schools presented a wide range of students' products which was incredibly useful.
- 13 Session sharing.
- 14 Apps try out.
- 15 The apps for e-learning.

2. Do you have any suggestions for improving this seminar?

AA - 27 MAY 2016 (PM)

- 1 Introduce some more new apps.
- 2 No.
- 3 Promote to schools so more teachers can attend.

3. Please give suggestions on topics you would like to attend in the future.

AA - 27 MAY 2016 (PM)

- 1 How can we integrate the e-learning into the paper assessment?
- 2 Apps demonstrations.

2016/17



The TEL.com Team:

In this second year of the project, the TEL.com team was made up of the following Advisory Teachers (ATs) from the NET Section office:

- **Allan Wood** (Team Leader) – working with HKTA Wun Tsuen Ng Lai Wo Memorial School in Tai Po (P4; 4 Classes; 96 students)
- **Kit Yong** – working with Alliance Primary School, Sheung Shui (P4; 3 Classes; 94 students)
- **Sterling Wu** (September – December)

Ms Teresa Chu was the NET Section manager overseeing the project throughout the year.

In this second year of the project and after following the same procedures as outlined in 2015/16 school year, the schools selected for participation in the project were:

Alliance Primary School, Sheung Shui
Hong Kong Taoist Association Wun Tsuen Ng Lai Wo Memorial

With the experience gained from the first year, the project aimed to further tap into e-learning's rich potential as this proved an area where students were often highly motivated by their actual ability to use computers, tablets, mobile phones, iPads etc.

The tasks developed in conjunction with the schools allowed the students to learn collaboratively with their peers, working at their own pace, based on their abilities – tasks were usually paired work or small group work and when using the e-platform, almost always involved students working together in pairs or groups of 4 on the same tasks.

Text types and e-learning for Communication (TEL.com)

In the project this year, our objectives have been to:

- ❖ motivate and enable students to understand and use the focus text-types;
- ❖ communicate through engaging and interactive activities that involve the integration of the four language skills and the use of e-tools and resources;
- ❖ enable students to learn at their own pace while having the opportunities to closely collaborate and actively communicate with their learning partners;
- ❖ to enhance teachers' pedagogical knowledge and skills relating to the language features and language forms of the focus text-types, and their use of e-learning tools and resources; and
- ❖ identify a range of pedagogical strategies to exploit the potential of e-learning tools and resources.

e-learning in the TEL.com project

Our e-learning approach:

- ❖ Teachers and the TEL.com team have used existing software and hardware and/or developed their own resources.
- ❖ The resources have been co-developed and co-implemented with individual schools in conjunction with the school's English language curriculum.
- ❖ Students have collaborated and actively communicated with their learning partners.
- ❖ Students have been able to learn at their own pace.

At Alliance Primary School, Sheung Shui

A total of 17 visits were made to the school by AT, Ms Kit Yong, who continued to support the school. The Coordinator and the NET were again to be commended for their dedication in leading the P4 team to re-visit, modify and improvise last year's TEL.com scheme-of-work. The Coordinator continued to drive the programme, enabling the two new LETs to comfortably blend into the school's culture, and adapt themselves to the e-learning lessons. The long-serving NET also contributed to the success of the Seed project. Although unable to participate in every TEL.com lesson, the NET co-planned regularly with the team and constantly offered his help in every possible way. The new Principal continued to offer support to the project, thus allowing the TEL.com Seed project to flourish. Signs of fruit-bearing were evident in this second year of the project's implementation in the school. Teachers were more confident in developing lessons enhanced with technology. Students were motivated to learn more as they felt confident in using the tablets during their English lessons.

eSpeak

It's *easy* to *speak* in public
P.5 elite students (12 students)
To extend students' previous *e-Learning* knowledge from *Tel.com* to further develop *public speaking skills*.

eSpeak

Speaking skills
-voki

<http://www.voki.com/site/create>
Select An Avatar
Customize It
Add A Voice
Choose a Background
Publish And Share



Teachers took part in regular co-planning meetings to reflect on previous learning outcomes and identify skills to support students' areas of need. The NET continued to support the local teachers during the lessons and even beyond the classrooms.

A school-based professional development workshop entitled 'Making Good Use of iPads in English Lessons' for all the English teachers was organised by the EPCs. It was very well-received as teachers walked away with basic pedagogy about e-learning, as well as some practical skills for integrating technology into their everyday English lessons.

With the level of the teachers' experiences in using technology being different, students' interest and participation levels also indicated marked differences, resulting in a wide range of learning outcomes. In

one class, most students indicated in their end-of-year survey that they valued the TEL.com lessons. On the other hand, another class strongly felt that using technology did not help with their learning at all. The link between teachers' IT competence and students' learning outcomes was apparent in this project.

Apart from the regular project lessons, a novel idea in the form of a mini-project, 'eSpeak', was introduced to a select group of P5 students in the school. While maintaining the e-elements in the learning process, this mini-project evolving largely from the main project was sharply focused on the persuasive text-type as well as the development of speaking skills. The EPC and Coordinator were piloting 'eSpeak' with the same hard work and enthusiasm as when they began the TEL.com Seed project a year ago. This enthusiasm and hard work were passed on to the students who hugely enjoyed learning English as an additional language as well as developing their own public speaking skills. The EPC and Coordinator brought the P5 eSpeak students to attend the NET Section's Debating Cluster meeting on 11 July 2017. The students had the opportunity to observe a live demo debate and ask the debaters about their experience and learning journey, which significantly fostered their interest and skills in debating. The teachers also had the opportunity to exchange ideas with experienced coaches invited to the event.

eSpeak

The Art of Persuasion (Debate)

-Developing an argument around a motion



eSpeak

Speaking skills

-body language / eye contact

(Big TV, Eye Killer)

-voice / articulation / intonation (Voice projection exercise, tongue twister, voki, Tellagami, Teletory)



At HKTA Wun Tsuen Ng Lai Wo Memorial School

A total of 25 visits were made to the school by the AT, Mr Allan Wood.

The P4 staff and NET attended a co-planning meeting in late September. The AT suggested some possible ideas from the textbook units. With regular co-planning meetings taking place, the teachers amended, shared and implemented the developed lesson plans for each of the TEL.com tasks. They approached the project with an enthusiasm and responsibility that was commendable for a group of teachers generally new to the profession. The more experienced EPC and NET were able to guide these teachers through the lessons to effectively implement the plans, resulting in the unit objectives being met and wonderful product samples being created.

Two major tasks were completed during the year and a minor task was added in Term 2, which was of relevance to the students - planning an itinerary for the NET's brother who was visiting Hong Kong in April. The students were fully engaged in the task as they knew that all of their itineraries were written for a genuinely meaningful purpose and would be up for consideration.

The two major tasks, 'My Dad's Camera' and 'When I Was Little', were implemented in Term 1 and Term 2 respectively. These tasks utilised the school's iPads regularly and the students learnt how to use the iPad camera effectively as well as the Book Creator and ShowMe apps. The co-planning sessions that took place regularly ensured that each teacher had the opportunity to add their perspective to the lessons. This reflection which occurred throughout the implementation of the units meant that these units were dynamic, with amendments and new ideas added prior to or during the lessons. The school was gradually building up a resource that could be used in Key Stage 2 in the coming years, thus ensuring sustainability even after the project was completed.

The EPC and NET had been the driving forces behind the school's participation in this project. They were very willing to share their experiences with other teachers within the school and beyond through their attendance at e-learning workshops organised by the NET Section. Unfortunately, the proposed experience-sharing seminar for TEL.com, scheduled for 24 May 2017, was cancelled due to 'black rain', a disappointment also for the P4 students who were prepared to present their insights and work samples. The event regrettably could not be rescheduled due to venue and registration issues.

2017/18



The TEL.com Team:

In this third year of the project, the TEL.com team was made up of the following Advisory Teachers (AT) from the NET Section office:

- **Kit Yong** – working with both Alliance Primary School, Sheung Shui (P5; 3 Classes; 92 students) & HKTA Wun Tsuen Ng Lai Wo Memorial School (P5; 4 Classes; 95 students)

Ms Teresa Chu was the NET Section manager overseeing the project throughout the year.

In this third and final year of the project, after the same procedures, the schools selected for participation in the project were the same as those in the preceding year. They were:

Alliance Primary School, Sheung Shui
Hong Kong Taoist Association Wun Tsuen Ng Lai Wo Memorial School

Apart from continuing with the initial focus on text types, e-learning and communication, the project was geared towards the creation of new possibilities for students to sharpen their oral communication skills through the study and writing of speeches, such as those used in debates or oral presentations. Text types appropriate to Key Stage 2 students were included to provide the basis for the language features and language forms to be taught. Through a better understanding of the logic of language and its different functions in English such as defining, elaborating, summarising, exemplifying, stating pros and cons, constructing arguments and rebuttals, students developed critical reasoning skills and eloquence and became more familiar with world knowledge, current affairs or controversial issues.

Built into the mode of e-learning promoted through TEL.com would be aspects of cooperative learning that naturally encourage communication between participants. The project was expected to achieve the following in its final year of implementation:

1. Students' motivation and capacity to understand and use the focus text-types for communication to be strengthened through engaging and interactive activities that involve the integration of the four language skills and the use of e-tools and resources;
2. Students to learn at their own pace while having the opportunities to closely collaborate and actively communicate with their learning partners;
3. Teachers' pedagogical knowledge and skills relating to the language features and language forms of the focus text-types, and their use of e-learning tools and resources to put this into practice at the upper primary level, to be enhanced; and
4. A good range of pedagogical strategies to be identified to exploit the potential of e-learning tools and resources to support students in their understanding and use of the focus text-types for a variety of communication opportunities.

At Alliance Primary School, Sheung Shui

A total of 16 visits were made to the school by the AT, Ms Kit Yong, who had been supporting the school since the start of the project in 2015.

Ms Kennes LEE was the guest speaker of the NET Section's debating cluster meeting, 'Public Speaking for Every Student' on 11 May 2018. She shared her experience by modeling how she and Ms Kitman WONG, another English teacher at the school, scaffolded students last year in the mini-seed project, eSpeak. She took participants through the scheme-of-work and showed how teachers used technology to scaffold students to build confidence in public speaking. Participants were happy to learn about different apps and activities that they could modify and adapt for their daily teaching. The Section would like to thank the Principal and the Coordinator for their support towards our debating cluster meetings.

The Principal and the teachers also presented their learning and teaching experiences at the TEL.com Experience sharing seminar conducted in June 2018. They shared valuable reflections, from both the teachers' and students' perspectives. As a result, the participants learned more about the project and gained insights as to how to incorporate text types and e-learning in the classroom.

In the last three years, the AT had worked closely and collaboratively with the school's TEL.com team by making good use of technology in their English lessons. Teachers were able to adapt sections of the P5 textbook to make the activities more meaningful and engaging to the students. The teachers also had the opportunity to observe other teachers working with their students, to see how teacher/student and student /student interactions could take place in a positive learning environment.

Students were highly motivated and engaged in the learning process, using e-tools such as iPads. The e-tools also helped cater for learner diversity. Students were allowed to go through their tasks at their own pace. The tasks also created a lot of chances for interaction among and between students.

Overall, the project enabled students to learn English in a more interactive way.

At HKTA Wun Tsuen Ng Lai Wo Memorial School

A total of 11 visits were made to the school by the AT, Ms Kit Yong.

The hardworking NET was to be commended for his meticulous draft of lesson plans for their TEL.com task of the school year, namely to create a travel agency advertisement. Students were exposed to the persuasive text type and explored the features and format of an advertisement. They gathered information, ideas and language; planned, drafted, wrote and finally, presented their work to each other. Students were also taken through steps of using the Book Creator app to share their published advertisements.

The NET, P5 teachers and students enthusiastically took on the task of researching, writing and producing their own advertisement in the form of an e-book to promote their travel agency tours using iPads and the Book Creator app. This unit of work, entitled 'Out and about in Hong Kong / Shenzhen', replaced a unit of work from the textbook that was previously taught by using pen and paper. The students were taught how to efficiently use the Safari search engine on the iPads, locating specific information rather than blindly copying paragraphs of print.

The NET was the driving force in teaching the students how to make the best use of the Book Creator app before being given free rein with their own ideas for the design and layout of each page while also following a general content plan. This proved to be a most stimulating and rewarding experience for all of those involved. It was particularly pleasing to see students who had lower general English abilities take an interest in the research and design aspects of the project. Through working cooperatively with their partners, they were able to make valuable contributions towards the finished products.

This unit was planned as a co-teaching experience for the NET and the local teachers who were effective in assisting the students with their information search or when they encountered problems with their hardware or software. The school's AT also co-taught with the NET in lessons within the unit.

Experience Sharing Seminar on 7 June 2018

A few power-point slides prepared by Alliance Primary School, Sheung Shui



EXPERIENCE SHARING SEMINAR –
TEXT TYPES AND E-LEARNING FOR COMMUNICATION (TEL.COM)

Ms Li Sin Yue
Alliance Primary School, Sheung Shui
7 June ,2018

**Experience Sharing Seminar –
Text Types and e-Learning for
Communication (TEL.com) – (Refreshed)**

Alliance Primary School, Sheung Shui
Advisory Teacher: Ms Kit Yong
Project Leader: Ms Kennes Lee
NET: Mr Joe Mason
English Panel Chair: Ms Li
eSpeak teachers in charge: Ms Wong (English Panel Chair), Ms Yip

REFLECTIONS ON E-LEARNING TEACHING AND LEARNING

- Do students have adequate interactions with their groupmates?
- Do students have any language inputs or outputs in class?



Adobe Spark Video: Giving opinions on public transport in HK



Teletextory: Do a news script about an accident.

E-LEARNING SHARING

- We shared our e-learning teaching experience with English and other subject teachers as well on 1/6/2018.
- We hope we can make better use of tablets/ e-learning apps/ online resources to enhance pupils to learn English , and even other subjects, effectively.



Closing remarks

<https://padlet.com/5beng/feedback>

What our students gained and teachers valued...

- For students:**
- IT competency and confidence in speaking
 - Learning skills
- For teachers:**
- A collection of e-Learning resources
 - Professional dialogues
 - Teacher capacity
 - Cross-disciplinary collaboration

What comes next???

A few power-point slides prepared by Hong Kong Taoist Association Wun Tsuen Ng Lai Wo Memorial School



Text Types and e-Learning for Communication (TEL.com)

Experience Sharing

7th June, 2018

By
Ms Frances HO & Mr Kiat AU YEUNG

From
HKTA Wun Tsuen Ng Lai Wo Memorial School

Task Objectives



In this TEL.com task, students will:

- **work collaboratively in pairs** to complete activities and tasks;
- read a travel agency **advertisement** and explore its features;
- gather and share information, ideas and language (through **brainstorming** and **building concept maps**);
- plan then draft a 5-page advertisement for their own travel agency;
- **Create** the advertisement, in the form of an eBook that includes audio and/or video, using an app such as **Book Creator**;
- acquire the specific **IT skills** needed to produce the pages of the eBook;
- include key features of advertisements in their eBooks; and
- **share** their work and also **evaluate** peers' work.

Students begin creating their travel agency advertisements. They take turns with their partners to do the typing and the design work.



2. Teachers offer support and provide feedback to students as they continue working on their travel agency eBooks.



3. Students practice and practice reading aloud the sentences in their eBooks with stress and intonation before audio-recording the voiceovers.

Audio	Travel Agency eBook Rubric			
	Exceeds Expectations	Meets Expectations	Approaches Expectations	Far Below Expectations
	Pronunciation and intonation are clear and accurate with virtually no mistakes. Speaks expressively and persuasively, with little hesitation.	Pronunciation and intonation are quite clear and accurate with only a few mistakes. Speaks with a little hesitation, but is still able to persuade.	Pronunciation and intonation errors sometimes make it difficult for the listener to understand. Speaks with some hesitation and a lack of a persuasive tone.	Frequent problems with pronunciation and intonation, misplaces too often and is unable to persuade.



4. When the students have finished their eBooks, they swap their iPads with other students. They read and assess each other's work according to the assessment criteria.

Peer Assessment	Peer Number	
	Peer Number	Peer Number
1. Attractiveness / Organization	😊😊😊😊😊😊	😊😊😊😊😊😊
2. Photos	😊😊😊😊😊😊	😊😊😊😊😊😊
3. Text	😊😊😊😊😊😊	😊😊😊😊😊😊
4. Audio	😊😊😊😊😊😊	😊😊😊😊😊😊
5. Front Cover	😊😊😊😊😊😊	😊😊😊😊😊😊
6. Back Cover	😊😊😊😊😊😊	😊😊😊😊😊😊



Did We Achieve Our Goals?

Use technology as a tool to raise students' English standards

- Engage and motivate students ✓
- Enhance students' knowledge of various text-types ✓
- Encourage collaboration and communication ✓
- Equip teachers' with essential knowledge / skills ✓

Evaluation Summary
**Experience Sharing Seminar – Text Types and e-Learning for Communication
(TEL.com) – (Refreshed)**

CDI020180689
AA - 7 JUN 2018 (PM)

NET Section

(C)1. Which aspects did you find particularly useful?

AA - 7 JUN 2018 (PM)

- 1 Creative part / teaching for SS
 - slogan
 - advertisement
- 2 Useful apps. / experience shared.
- 3 Alliance Primary was very practical information.
Tai Po School was nice to hear about such an in depth project.
- 4 The apps.
- 5 The sharing of which apps were used.
- 6 Lesson sharing.
- 7 It was good to catch up on some of the latest apps available.
- 8 Useful for writing & speaking lesson.
- 9 Integration with textbooks.
- 10 Sharing on how students learn throughout the TEL.com.
- 11 Lesson plans, procedure, rubrics that sch shared.
- 12 Mr. Kiat's part.
- 13 Mr. Kiat's part.
- 14 Sharing by other schools.
- 15 Mr. Kiat's presentation.
- 16 The presentations were very good and I learnt a lot.
- 17 Ss' presentaton & app introduction.

2. Do you have any suggestions for improving this seminar?

AA - 7 JUN 2018 (PM)

- 1 Well-done!
- 2 I would encourage the presenting groups to streamline the information being shared.
- 3 Firmer results for improvement at English.
- 4 Can teachers share their materials with audience as well?
- 5 No.
- 6 No.
- 7 No.
- 8 Suggest place for us to use materials.

3. Please give suggestions on topics related you would like to attend in the future.

AA - 7 JUN 2018 (PM)

- 1 Effective learning fro research.
 - 2 Thanks Kit and Teresa 😊😊
 - 3 No.
 - 4 No.
 - 5 More apps. And more student.
-

Assessment/Feedback/Observations within the Project: **Student/ Teacher/ School Effects - General Observations from the 3 years:**

- assessment was carried out at the end of each year and/or upon completion of a task;
- students were found to generally enjoy/experience success in the tasks as these were different from 'normal' classroom activities - different end-products and skills were developed;
- teachers would often approach the tasks with some initial hesitancy but this lessened/disappeared when they observed the knowledge/skills/value/enjoyment gained by students; and
- overall support from Seed schools has been strong - especially from IT teams which worked miracles even when infrastructure such as limited/untested WiFi sometimes proved much of a challenge.

Actual and possible flow-on effects from participation within the Project:

- students and teachers developed a taste for using e-learning as part of their General English curriculum;
- students and teachers generally improved their knowledge of e-learning tools and related apps and platforms for use within their English lessons;
- students were able to see the value/importance of learning grammar in the context of a particular text type;
- teachers further developed their skills in planning and adapting tasks to suit their students through the process of continual co-planning and task development within the project;
- teachers were often introduced to materials (hardware and software) that they may not otherwise have used within their English lessons, thus developing their skills in utilising these along the way;
- teachers saw the benefits/value in adapting the textbook materials to suit the needs of their students – a skill that will be able to continue after the TEL.com project ceases operation;
- teachers gained access to all the tasks and lesson plans that were developed during the life of the project thereby giving them the opportunity to re-use, adapt and implement any of these tasks in the coming years;
- students and teachers had the opportunity to work with people outside of their school thus broadening their educational experiences and increasing their comfort level with others being in their classrooms to observe their teaching and learning;
- a large bank of resources has been developed for schools interested in e-learning – schools can request sample packs of lessons to trial in their schools through their designated Advisory Teacher; and

- sustained interest in projects promoting e-learning and communication was evident as the project's extension into TEL.com in 2015-2016 attracted at least one GEL.com participating school which would continue as a TEL.com Seed school.

Reflection and recommendations

With the advancements in technology, e-learning, as a new approach to learning, should be explored in greater depth in our system. It is undoubtedly a promotional tool for general learning. It offers variety to cater for learner diversity. It allows for infinite possibilities that invite both learners and their teachers to explore, experience and enjoy the world of learning and teaching. It would be beneficial for greater funding and resources to be allocated to helping both students and teachers gain greater access to the array of tools that facilitate e-learning. For instance, once an app has been earmarked by a school as being appropriate to their use, workshops for teachers to familiarise themselves with the app would encourage more e-learning in the classrooms. Strengthening the school IT support teams and aligning them more closely with the English Panel would also be one strategy to further promote e-learning in schools.

While e-learning has greatly enhanced the quality of learning and teaching, as evidenced in all schools participating in the project, it has ultimately been the level of preparedness that has determined the level of success of the lessons. Where adequate lesson preparation on the part of the teachers has been applied, it has enabled them to maximise the effectiveness of their teaching while preparing their learners to fully engage in the journey of learning, learning that involves grammar, e-learning and communication, and richly culminating in students' better collaboration skills, better language competence, as well as a better knowledge of the different communication tools made available by modern technology to channel their thoughts, feelings and creativity.

The TEL.com Team

Over the three years of the project, the makeup of the Advisory Teachers who formed the TEL.com team remained fairly stable.

The first year saw ATs **Allan Wood** (Team Leader), **Kit Yong** and **Sterling Wu** working closely together on the project, with each supporting one participating school. With Sterling Wu's departure from the Section in the following year, the remaining project team members each took up one of the two participating schools. In the final year with the retirement of **Allan Wood**, the same two schools that stayed with the project were both supported by **Kit Yong**, who became the sole member on the project team. **Teresa Chu** was the NET Section manager overseeing the project throughout its course, with advice from the Section Head, **Joe Leung**, who fully supported the project.

The entire team would like to thank all the schools that worked with us in the last three years. Their extreme patience with the team, their trust and faith in the Seed project, and their kind collaboration with the NET Section truly made the three years a wonderful learning journey, full of exciting discovery and filled with joy and laughter, for the students, the teachers and the Advisory Teachers.

The report ends with some very insightful reflections from the teachers participating in TEL.com. Their kind and candid sharing is most appreciated. As a note of thanks to all, the NET Section manager overseeing the project has also included her reflective piece to celebrate the three-year TEL.com journey, a journey of collaboration, creativity, and incredible fun culminating in learning, and the growth of knowledge.

The TEL.com Journey Some Reflections

by

Joe Mason, NET, Alliance Primary School, Sheung Shui

Kennes Lee, Project Leader, Alliance Primary School, Sheung Shui

Kiat Au Yeung (NET), HKTA Wun Tsuen Ng Lai Wo Memorial School

Teresa Chu, Assistant Project Manager/ TEL.com Coordinator, NET Section

TEL.com Reflections

Joe Mason, NET, Alliance Primary School, Sheung Shui

I have been a member of the APSSS TEL.com team throughout the 3-year span of the EDB seed project. In that time, I have seen great changes and a few challenges in how our school has integrated eLearning into the curriculum.

Overall, the "TEL.com experience" has been extremely beneficial in a wide array of areas; teaching methods, interdepartmental collaboration, school support and most importantly the progress shown in our student's English abilities. I found it very rewarding to watch the student's enthusiasm grow and becoming more engaged and confident in English through our TEL.com lessons.

From time to time, some challenges arose such as Catering for Learner Diversity, and how to prevent English lessons from becoming IT lessons. Both issues were overcome by careful co-planning with teammates and the Advisory Teacher.

On a personal note, I felt my own professional development was further enriched by learning how to implement eLearning much more

effectively. On regular basis I have taken what I have learned from TEL.com and applied it to other lessons and ECAs.

Credit is due to the NET Section, particularly Kit Yong, for insightful guidance and strong support throughout the entire project. Without the continuity of Kit's efforts, our e-learning program would not be as well developed as it stands today. I now believe that my school is fully equipped to continue implementing the strategies and objectives gleaned from the Tel.com project.

Sincerely,
J Mason

The TEL.com Journey

It has been my privilege to work closely with the NET Section for three years and to gain a better understanding of text-type and e-learning in communication (TEL.com). Working with the Advisory Teacher, Ms Kit Yong, has equipped me with numerous innovative pedagogies and a new perspective on e-learning in English language teaching. Through the school-based e-learning tasks which were co-planned with the NET, Mr Mason, and project teachers, my students were exposed to various authentic e-learning resources. Using applications such as Edpuzzle, Nearpod, Padlet, Adobe Spark Video, Tellagami, etc. students were guided through a fruitful learning journey. Take for example, the case of students creating their own news report on the TeleStory App. Following previous learning activities, students were able to take on this task using the language inputs in a very meaningful context. This also allowed them to see the importance of e-learning in English. Both my students and I have gained a great deal from working with the NET Section. With a shared vision and cross-disciplinary collaboration, I am very glad to see that we have successfully created a richer e-learning language environment on campus, after the three-year collaboration.

LEE Chung Man, Project Leader of TEL.com

Alliance Primary School, Sheung Shui

A Reflection on TEL.com at HKTA Wun Tsuen Ng Lai Wo Memorial School

During the 2016-17 and 2017-18 school years, Erica, Suki and I, the NET at the school, participated in the Seed Project - Text-types and e-Learning for Communication (TEL.com), headed by Ms Teresa Chu from the NET Section (EDB). It was a truly positive experience for us both personally and professionally, from attending e-learning-related workshops organised by the NET Section to witnessing the smiles on our students' faces as they presented their finished products.

Admittedly, at the beginning of the Project we were a little apprehensive about TEL.com and what was to be expected from us. Both Erica and Suki were brand new teachers and had virtually no experience of implementing technology in the classroom. As for myself, I had had only six months experience – and that was just making sure that the 15 iPads that our school had purchased that year were not permanently rested on their charging stations but were actually being utilized!

All our initial fears disappeared in a flash after we attended our first NET Section e-learning workshop titled 'Making Good Use of iPads in English Lessons', which was extremely helpful and informative to us, especially after we were introduced to the SAMR and TPACK Models and shown how various apps could be used to enhance learning. The workshop that followed, namely, 'Making Good Use of Tablets to Enhance the Learning and Teaching of Text Types' was equally as beneficial.

Armed with the knowledge gained from the presenters of both workshops, as well as from the Advisory Teachers who provided us with sound advice and timely support during our regular co-planning meetings, we as a team were able to co-develop lesson plans, tasks and resources, covering a range of text types including

- i. factual descriptions,
- ii. personal recounts, and
- iii. advertisements.

In many cases, we were able to exploit e-learning tools to help our students understand these focus text types better. For factual descriptions, our P4 students read a class reader called 'My Dad's Camera' which inspired them to produce 'photo eBooks' that included oral and written descriptions of the different kinds of photos that one could take with a camera together with sample photos of each kind. The students absolutely enjoyed working on this task with their group members, which involved filling in a planning chart, taking photos in different locations around the school and importing the photos into Book Creator before adding text and voice-overs.

Not long after the photo eBooks were published, the students were studying the unit 'When I Was Little' in their Longman Express 4B textbook. For the end of unit task, we decided to have pairs of students write about the things they couldn't do on their own when they were little but could do by themselves at the time and then create a slideshow presentation using an app called ShowMe. While ShowMe is similar in many ways to Book Creator, allowing you to present information on different pages, we opted for the former because it offered the additional possibility of being able to record the screen while writing text or drawing pictures. This made for a truly interactive experience. Our students found that ShowMe was a very easy and fun tool to use and even some of our less able students were able to publish presentations of surprisingly good quality.

About six months later, the same students who were now in P5 were studying the unit 'Out and About in Hong Kong' (Longman Elect 5A). For the end of unit task, we asked the students to imagine that they were travel agents working for their own travel companies and to produce an advertisement in the form of an eBook to promote their tours. After the students had identified the key features of a travel agency advertisement that we had created, they quickly went about their task with boundless enthusiasm, working in pairs to brainstorm places to visit and activities to do and organising their ideas on a mind map. We showed them how to enrich their ideas by extracting key information from authentic travel brochures. Then they completed a drafting template - a 'storyboard' showing how the text and images on each page of their eBook would appear. Once they had edited and revised their drafts, the real fun began. Over the next few lessons the student pairs created the pages of their eBook, adding catchy titles, eye-catching photos, rhetorical questions, special offers and many other features to make their travel agency advertisement as persuasive as possible. The addition of audiovisual elements was just the icing on the cake.

The students were, on the whole, engaged and inquisitive in the TEL.com lessons, seeking help from the teachers when they wanted to know something, for example, when they were not certain about the pronunciation of words they needed to say and record. Some students enjoyed the lessons so much that they asked for additional time outside lessons to make improvements to their eBooks and a few even went as far as using iMovie to convert their eBooks into videos and adding soundtracks to them.

There is no doubt that because of the TEL.com project, many of our students showed significant improvement in their team-working, technology and oral communication skills. They also showed that they were well on their way to acquiring skills of lifelong learning, exemplified by their efforts to search for information from authentic print sources and by their being more inquisitive during the lessons.

What we have benefited most from implementing the TEL.com project are increased pedagogical knowledge relating to the text types that we taught and the e-learning tools we adopted. Our working relationships have also been strengthened considerably.

We would like to take this opportunity to thank Ms Teresa Chu as well as the Advisory Teachers, Ms Kit Yong and Mr Allan Wood, for guiding us throughout the duration of the project. We are truly grateful for the support they have given us.

Eric Chung, Suki Yan and Kiat Au Yeung

“Seed” Project on Text-types and e-Learning for Communication

What an amazing 3-year journey with TEL.com – the project, the team & the school partners. Starting from the 2015/16 school year, and all the way to 2017/18, it has been a meaningful and fun learning journey for all.

Developed from the GEL.com Seed project, the TEL.com project is retaining the key properties of its ‘older’ counterpart – the same keen embrace of technology and e-learning, the same equal emphasis on the four language skills with English proficiency for communication as the ultimate target, and the same magical ‘gelling’ property.

Yes, the TEL.com Seed project has been one good ‘gelling’ agent, bringing closely together, at the NET Section level, the TEL.com project team, including myself. The team met regularly in the office, often on a full-day basis, to brainstorm ideas to tailor-make Seed project materials most suitable for the participating schools, given the different school needs and IT facilities available at the schools. At the teaching level, the teachers taking part in this project have also developed much stronger collaborative relationship through the regular and frequent co-planning meetings both within their own schools and with the AIs from the NET Section. At the learning level, the students have also learnt the art and joy of collaboration as the TEL.com tasks always provided ample opportunities for either pair work or group work, thus fostering collaboration and communication.

The ‘gelling’ effect has also occurred at the school level, and in multiple ways. The project, with the use of technology as one of the key elements, has brought together staff from different departments. In their excitement upon learning a new app or a new e-learning tool, the TEL.com project teams in the participating schools were always eager to share their new discovery with teachers in different departments, such as the science and Chinese teachers. Thus, as the English teachers promoted IT in learning, they were also promoting a more cohesive team among the school staff, and that included not only the professional staff but also the IT teams which offered technical support greatly needed in class during project implementation. The TEL.com team was glad to see principals attending some of the lessons and IT workshops organised for the TEL.com project. What a beautiful sight.

Across schools too, this 'gelling' project, TEL.com, worked wonders in drawing schools together, especially during the cluster meetings held at the end of the first and final year. Teachers from different schools came together to share, to network and perhaps evolve into a learning community.

Apart from its 'gelling' property, the TEL.com project has been one with much to show and 'tell'. Our diligent TEL.com team at the office has introduced and recommended a host of apps and e-tools which have proven effective in empowering both the teachers and the students in the participating schools while making learning a fun and interactive experience. Now 'Kahoot' must have become a 'superstar' in many classrooms, and Book Creator and Nearpod etc. must have also become some 'household names' in these project schools. Thanks to our TEL.com team that loved to tell and show different e-tools to the schools, technology has been successfully brought into the classrooms.

At the end of each year, there would always be some good stories to tell too about TEL.com., such as during the end-of-year experience sharing seminars organised by the TEL.com Team at the NET Section. With the initial seeds gently planted, patiently nurtured, and carefully observed and 'monitored' jointly by the NET Section TEL.com team and the school teams, lovely products would always follow, evidence of the students' growth in English language skills and motivation to learn. The joy of learning apparently radiated from each learning outcome and product, be it an e-magazine, an advertisement or a story.

The TEL.com experience at Alliance Primary School, Sheung Shui proved exceptional. This school has stayed with the project for the entire three years, and with the school's support, the germination of a mini eSpeak project has taken shape, leading further to a flourish of debating cluster meetings and activities that proved popular among many primary schools. So, TEL.com has actually branched out, and the eSpeak too has lots of stories to tell, with students' confident voices ringing loud and clear on the stage, probably having first been recorded on e-tools as part of the practice.

The TEL.com project has proved itself a worthwhile project. It has promoted e-learning; it has greatly increased students' interest in learning English, and it has helped teachers develop themselves professionally especially to meet the needs of the e-learning era. It has allowed collaboration to flower and flourish at different levels, bringing beauty and bounty to the learning and teaching landscape. Besides, the project cost almost nothing on the side of the NET Section – just a small amount of money invested in Nearpod. As for the schools, the project has actually helped them maximise the use of their existing tablets and iPads as well as other IT facilities. How convenient and cost-effective.

Finally, a quote to share with you as the TEL.com team bid farewell to you. Thanks!



*An investment in knowledge
pays the best interest*

Benjamin Franklin

Teresa Chu, Assistant Project Manager/TEL.com Coordinator, NET Section



Thank You

