

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



Level:	S.1
No. of Project Teachers:	4
No. of Students:	104 students (Groups 1B, 1C, 1CD & 1D)



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



Developing Students' Literacy Skills

Connecting Reading and Writing



Tryout 1

Reading

Writing

A Feature Article

A
Textbook
Unit

Content

- Festivals of light

Organisation

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

Language features

- Simple present tense
- Pronouns

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 home, say greetings and children get red packet money from 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 unite the family. She lives in Hong Kong. We likes eat mooncakes. have big dinner, play with lantern and admire the moon at my unite hear. we

(Sample from 1B)

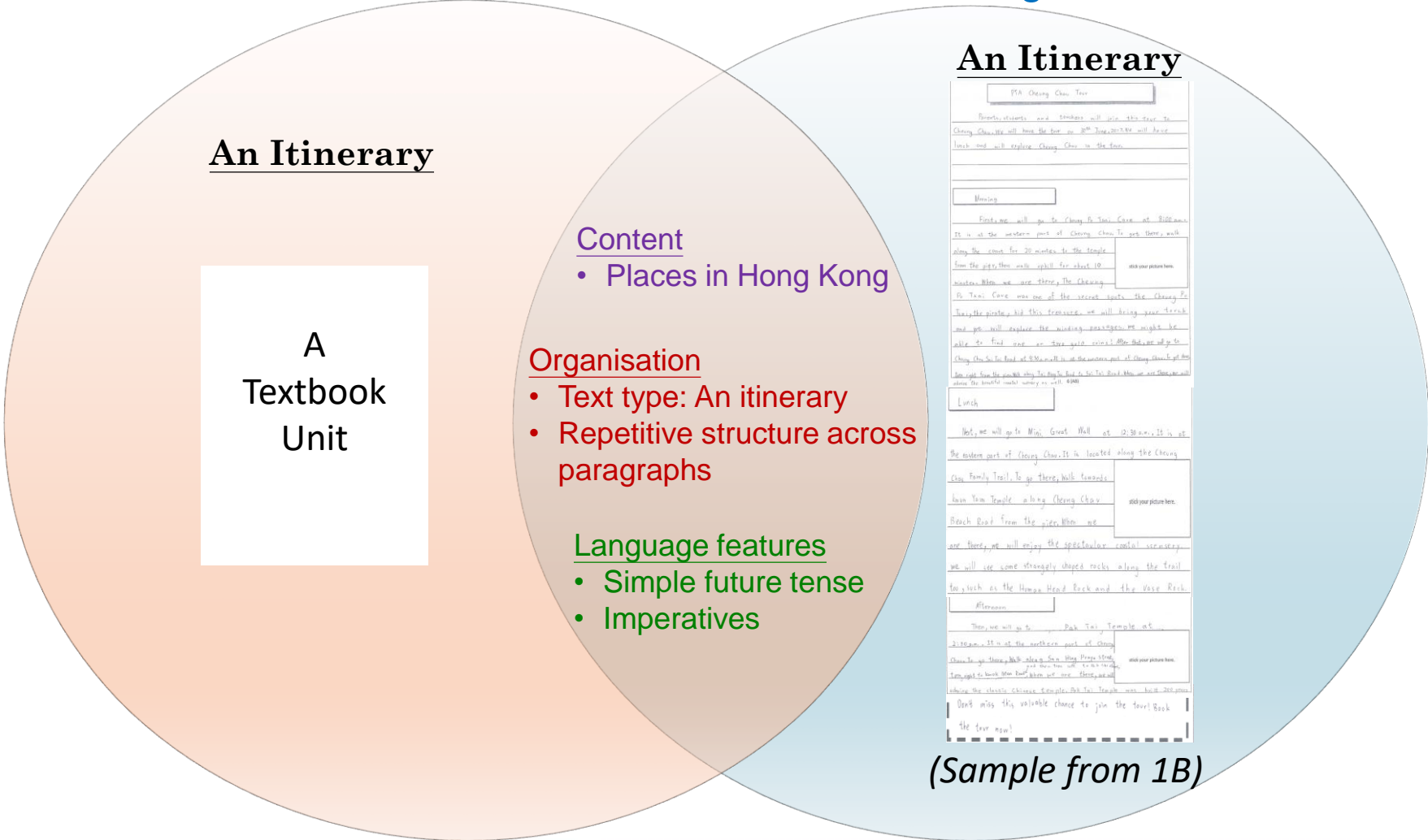
Connecting Reading and Writing



Tryout 2

Reading

Writing



An Itinerary

A
Textbook
Unit

An Itinerary

PM Cheung Chau Tour

Parents, visitors and students will join this tour to Cheung Chau. We will have the tour on 28th June, 2016. We will have lunch and will explore Cheung Chau in the tour.

Morning

First, we will go to Cheung Chau Ferry Pier at 9:00 am. It is at the western part of Cheung Chau. To get there, walk along the coast for 20 minutes to the temple. From the pier, there will be a boat for about 10 minutes. When we are there, the Cheung Chau Ferry Pier is one of the scenic spots. The Cheung Chau Ferry Pier is a temple. We will bring your torch and get to explore the winding passages. We might be able to find one or two good views. We have to go to Cheung Chau Ferry Pier at 9:00 am. It is at the western part of Cheung Chau. We will have lunch and will explore Cheung Chau in the tour. We will have lunch and will explore Cheung Chau in the tour.

Lunch

Next, we will go to Ming Great Wall at 12:30 p.m. It is at the eastern part of Cheung Chau. It is located along the Cheung Chau Family Trail. To go there, walk towards Lam Yau Temple along Cheung Chau Beach Road from the pier. When we are there, we will enjoy the spectacular coastal scenery. We will see some strangely shaped rocks along the trail too, such as the Heron Head Rock and the Dove Rock.

Afternoon

Then, we will go to Pak Tai Temple at 2:30 p.m. It is at the southern part of Cheung Chau. To go there, walk along the Hong Kong Family Trail. From the pier, there will be a boat for about 10 minutes. When we are there, we will enjoy the classic Chinese temple. Pak Tai Temple was built 200 years ago. Don't miss this valuable chance to join the tour! Book the tour now!

(Sample from 1B)

Content

- Places in Hong Kong

Organisation

- Text type: An itinerary
- Repetitive structure across paragraphs

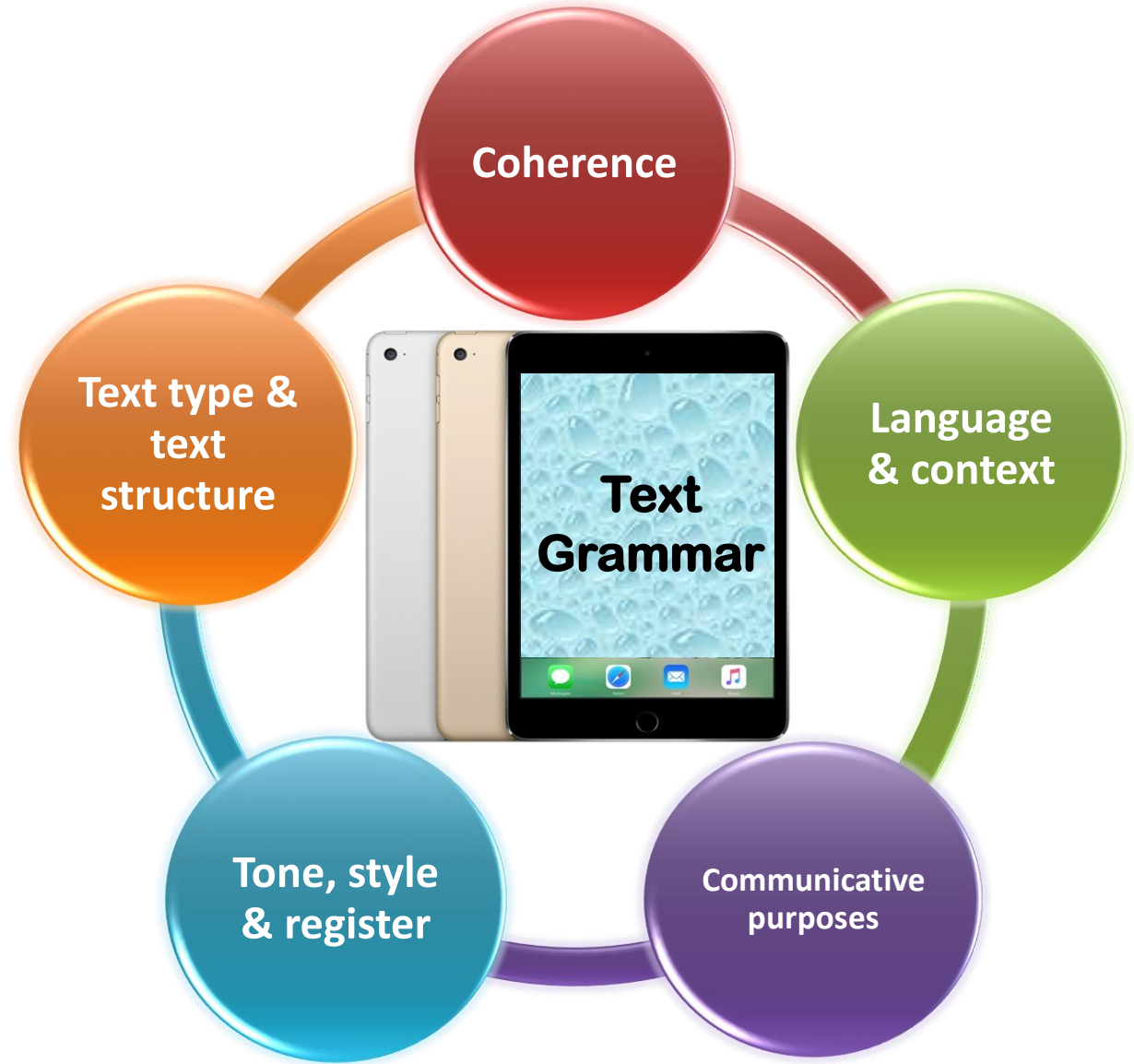
Language features

- 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

Repetitive structure across paragraphs

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

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



Festivals of Light (Tryout 1)

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	11 th November
What do people do?	<ul style="list-style-type: none">Light big bonfiresStay up all night with family & friends	<ul style="list-style-type: none">Gather beside rivers at nightRelease small boats onto the water	<ul style="list-style-type: none">Childrenvisit their neighbours' homescarry lanterns and sing songsreceive sweets & other treats

Analysing Language Items and Structures at Text Level



Repetitive structure across paragraphs

Scenic spot + Location + Time + Activities

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

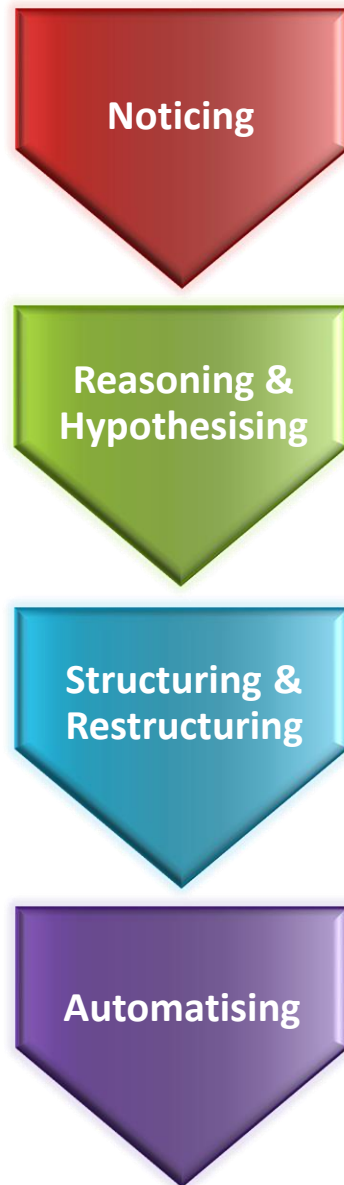
Movie Magic Tour (Tryout 2)

	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?	<ul style="list-style-type: none">Meet the guideGo around the ArchiveWatch a special film	Have lunch	<ul style="list-style-type: none">Go on a private tourKnow more about the history of Shaw Studios
Why do people go there?	/	<ul style="list-style-type: none">Famous for their many appearance in Hong Kong films and TV series.	/

The Processes of Learning Grammar



The
Inductive
Method



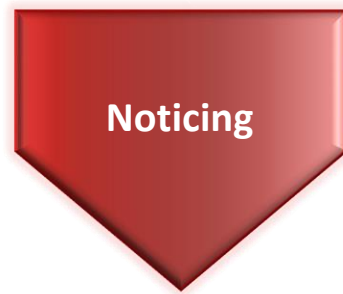
What learners can find out for themselves is better remembered than what they are simply told (Ellis, 2003).

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).

The Processes of Learning Grammar



The
Inductive
Method



Noticing

- Noticing the specific language patterns in texts



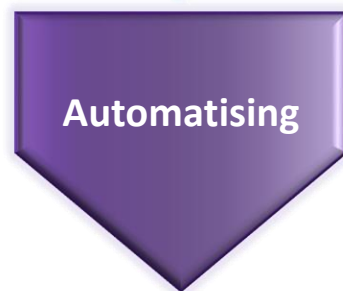
Reasoning &
Hypothesising

- 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

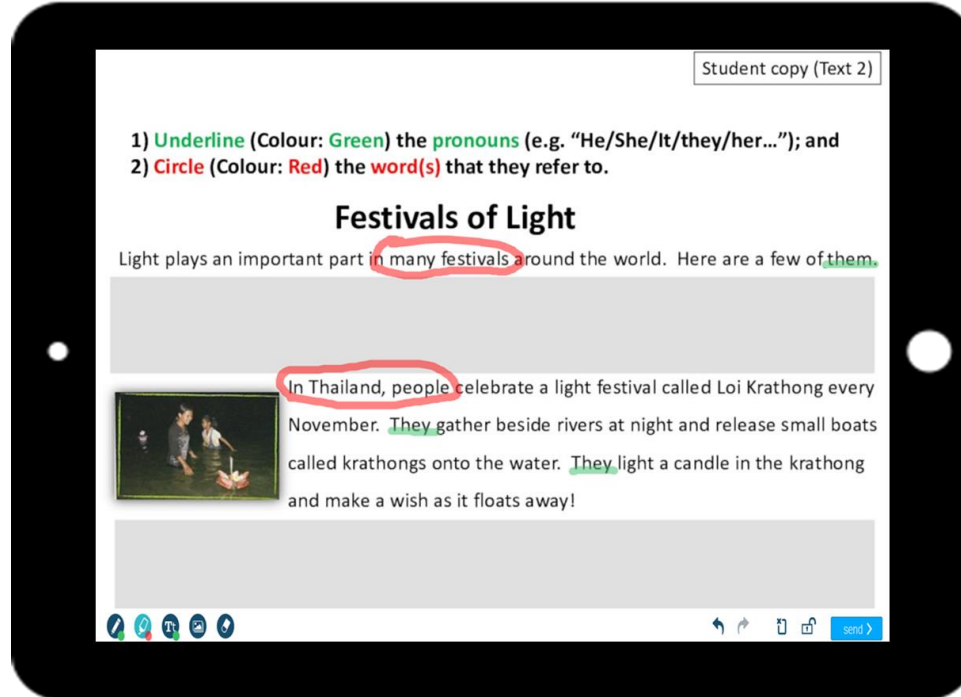
Analysing Language Items & Structures with the Help of Information Technology

Reading

Noticing

Engaging Students in **Noticing** the **Target Grammar Items**

(Tryout 1)




Student copy (Text 2)

1) **Underline** (Colour: Green) the **pronouns** (e.g. "He/She/It/they/her..."); and
2) **Circle** (Colour: Red) the **word(s)** that they refer to.

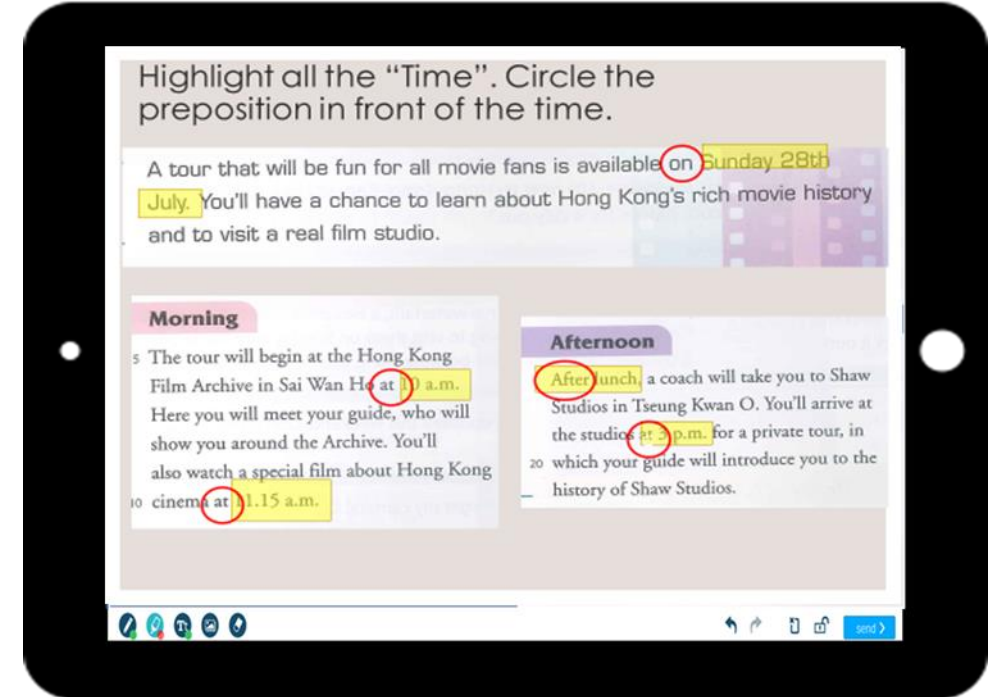
Festivals of Light

Light plays an important part in **many festivals** around the world. Here are a few of **them**.



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 krathong and make a wish as it floats away!

(Tryout 2)



Highlight all the "Time". Circle the preposition in front of the time.

A tour that will be fun for all movie fans is available **on Sunday 28th July**. You'll have a chance to learn about Hong Kong's rich movie history and to visit a real film studio.

Morning

5 The tour will begin at the Hong Kong Film Archive in Sai Wan Ho at **10 a.m.**
Here you will meet your guide, who will show you around the Archive. You'll also watch a special film about Hong Kong cinema at **1.15 a.m.**

Afternoon

After lunch, a coach will take you to Shaw Studios in Tseung Kwan O. You'll arrive at the studios **at 2 p.m.** for a private tour, in which your guide will introduce you to the history of Shaw Studios.

The Inductive Method

Analysing Language Items & Structures with the Help of Information Technology

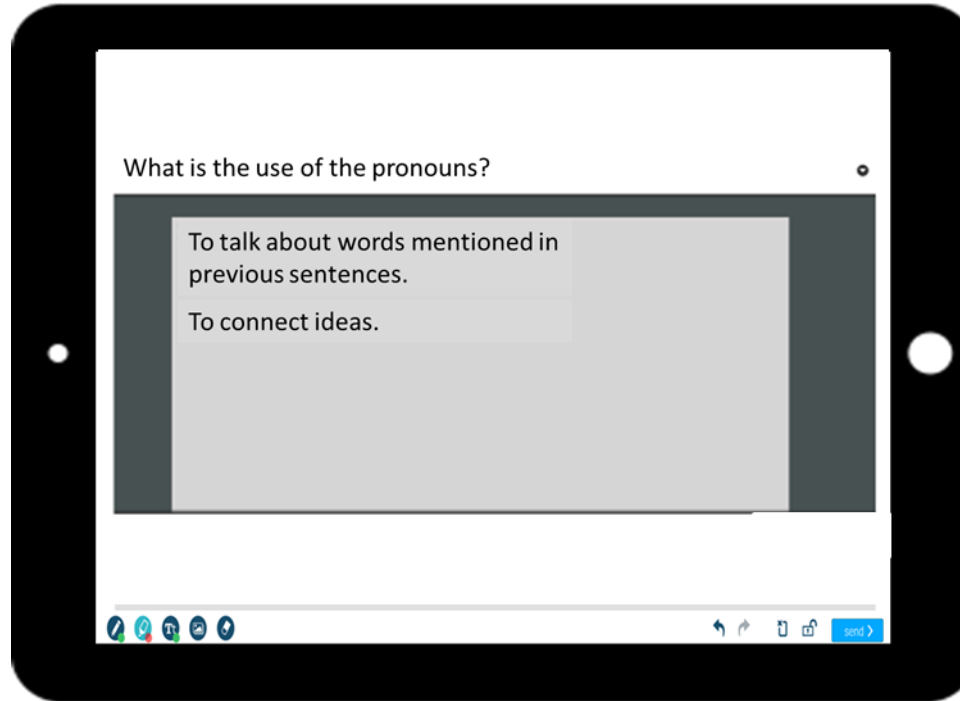


Reading

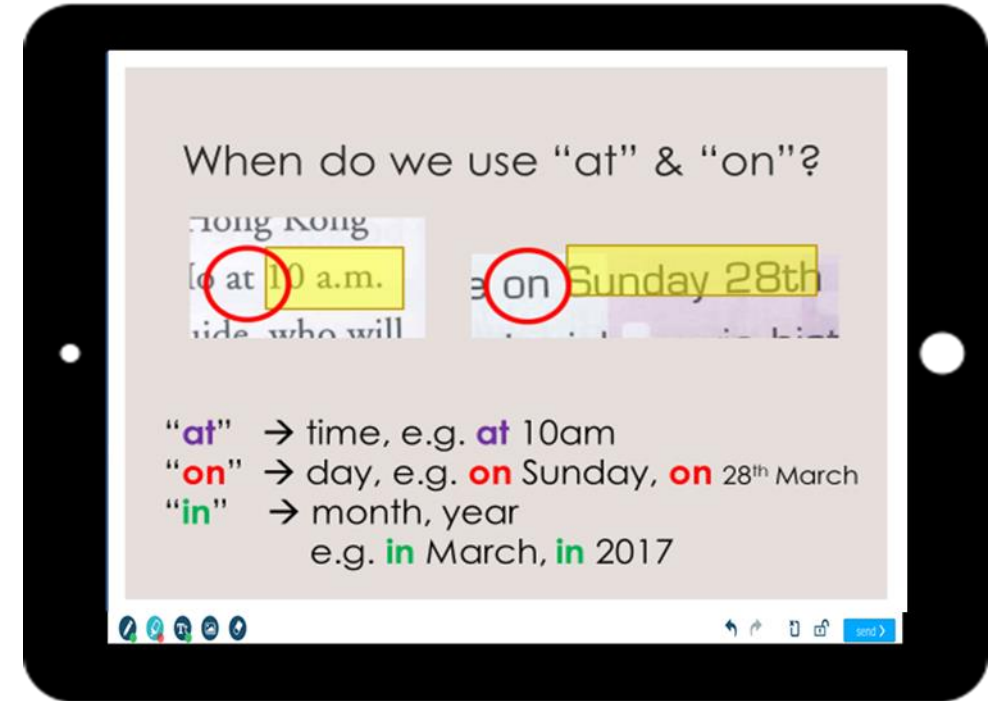
Reasoning & Hypothesising

Engaging Students in Hypothesising the Grammar Rule

(Tryout 1)



(Tryout 2)



The Inductive Method

Analysing Language Items & Structures with the Help of Information Technology



Writing

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

Structuring & Restructuring

The Inductive Method

(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 first 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 part 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 3th 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 20 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.

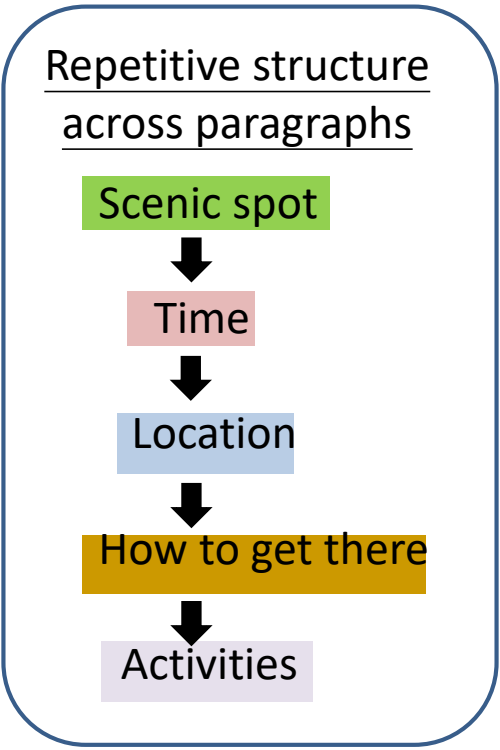
stick your picture here.

(Sample from Group 1CD)

Apply Grammar Knowledge in Context



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



Title

Introduction

Sub-headings

Title → PTA Cheung Chau Tour

Introduction
 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.

Sub-headings
 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.

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.

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 coastal scenary. You will see some strangely shaped rock

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

stick your picture here.

stick your picture here.

← Closing

(Sample from 1C)

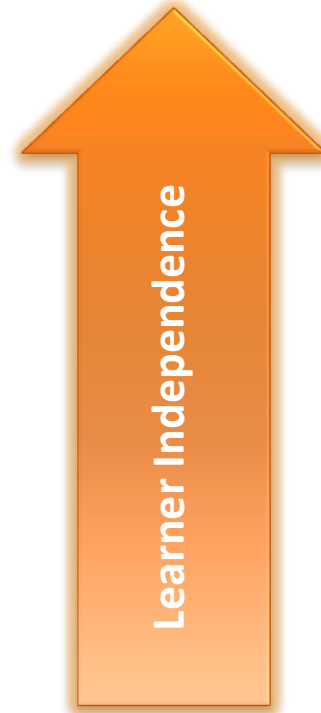


Promoting Assessment for / as Learning in the English Classroom

Purposes of Assessment



Self-directed
Learners



	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

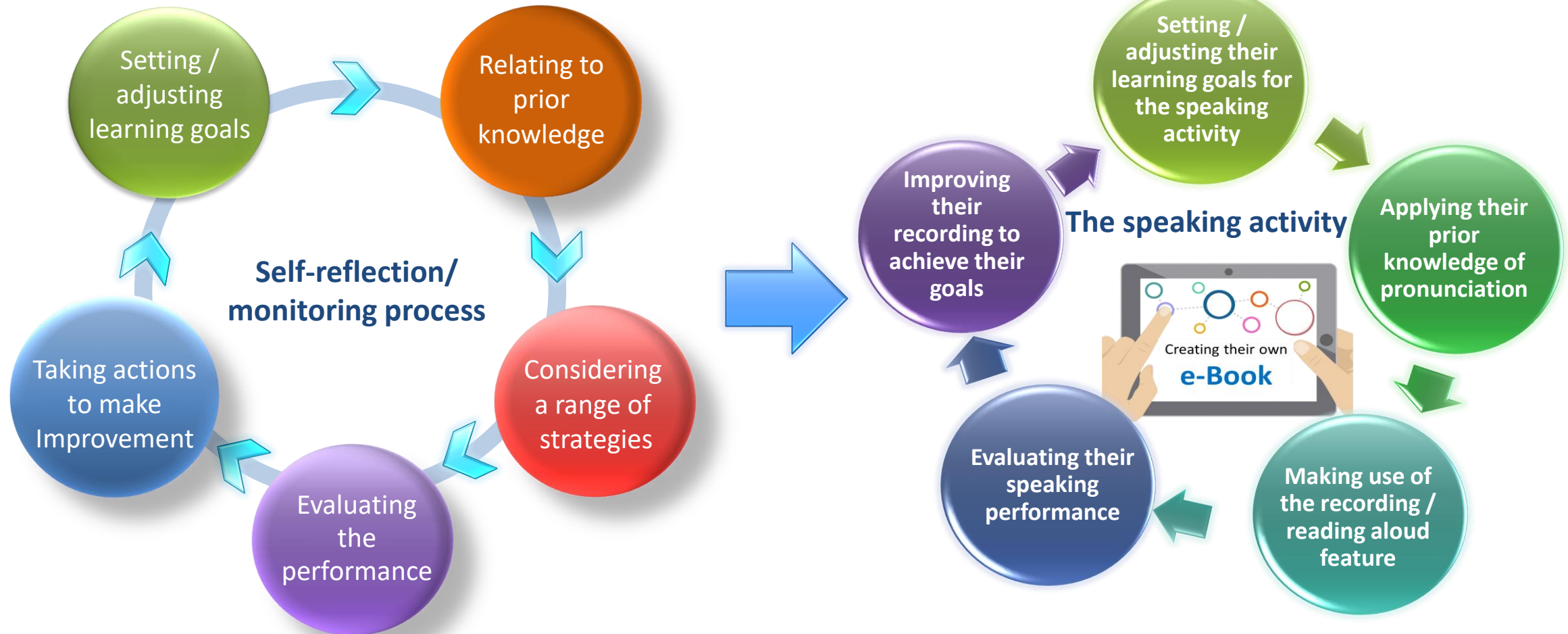
Extending from Assessment **for** Learning to Assessment **as** Learning in the English Classroom



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

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





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

Consolidating Students' Learning through Creating their e-Books

Reading

A Feature Article

A
Textbook
Unit

Content

- Festivals of light

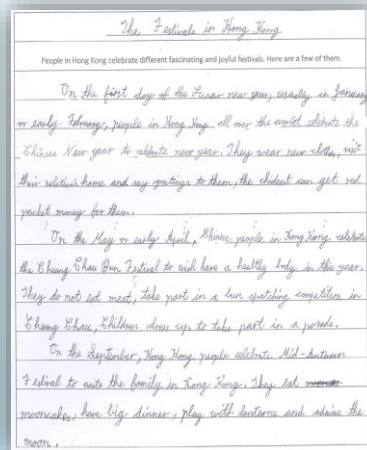
Organisation

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

Language features

- Simple present tense
- Pronouns

A Feature Article



Writing

A Feature Article (e-Version)

Content

- Festivals of light

Organisation

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

Language features

- Simple present tense
- Pronouns



(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



Impact on Teachers and Students

Impact on Teachers



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.

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.

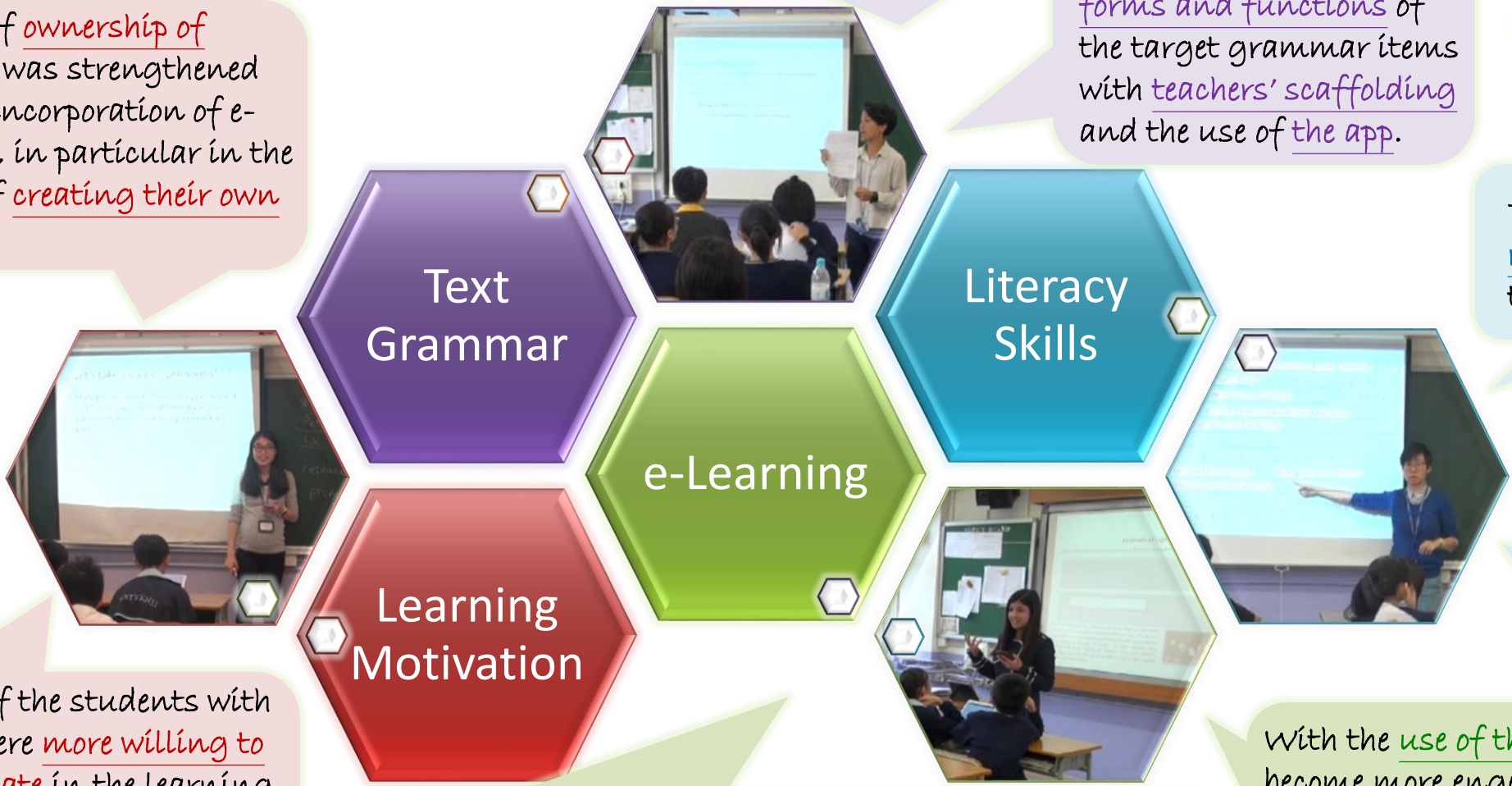
The connection between reading and writing tasks was strengthened.

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

Literacy skills

Data Collected from the Post-Tryout Student Interview

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.

It is fun to make my own e-book.

Learning
motivation

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.

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

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.



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

Pronouns (Gp D) Date: 28-9-17

Name: Vithines Tony (34) Class: 1C

Do you remember what pronouns are? They are very useful and let's learn about them.

Exercise 1: Circle all the pronouns below. (from P.3 of JS1A)

Miss Tai loves to give us riddles. The writer and his classmates say, "They're fun!" She gives us a riddle four times a week. In other words, every time we have a Maths lesson, she always says they're as easy as pie. I don't think so. What's easy about pie anyway? Today Miss Tai gave us this riddle. She said she would treat us to an ice cream cone if we could solve it. I want to give it a try.

Exercise 2: Fill in all the boxes above and match them with the appropriate pronouns.

Exercise 3: Complete the table and fill in the blanks in the arrows.

Personal Pronoun	Possessive		Reflexive Pronoun	
	Object	Adjective	Pronoun	
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

When the subject is also the object.

Before a verb After a verb Before a noun As a noun

