Session 2:

Using IT-Supported Language Arts Resources for the Interactive Learning and Teaching of English

1

What is Language Arts?

☺ Focus on aesthetic experience and entertainment aspect of the language

☺ Stories, drama, poetry, songs, creative writing, prose, jokes, language games, nursery rhymes, drama, musical, films…

☺ Integrate attractive graphics (e.g. cartoons) and multimedia experience

2

CLASSWORK

☺ *Go online and find some songs / rhymes / tongue twisters that are good for learning English*

☺ *How will you use them??*

3

Reasons/Criteria for Selecting Appropriate Language

Advantages of using IT-supported resources:

- Ensures a good standard of delivery of primary information
- Sometimes more attractive to students – some resources are produced for interactive learning; audio/visual effects are helpful in attracting attention
- Enhances the effect of presentation of language arts materials

Notes:

- ☞ *IT-supported resources cannot work effectively on their own.*
- ☞ *must be aided by teachers.*
- ☞ *very important to choose appropriate IT-supported resources*

4

Types of IT Devices:

- CD, VCD (less videos now, but still available), DVD, CD-ROM, etc.
- Available in the market as well as from resources libraries
- on-line resources (some free, some not)
- What kinds of language art resources are you using in teaching English?

5

How do you find these resources?

📖 **Hong Kong Public Library Website**

http://www.hkpl.gov.hk/e_webpac.htm

1. Select <Library Catalogue Via Web>
2. Select <Media Resources>
3. Enter search term <English> by Subject Key Word
4. You will find, e.g., Early English drama: Quem quaerities; Abraham and Issac; The second shepherds' play (videorecording); The Three Little Pigs (CD-ROM)

6

Slide 7

📖 **Alternatively, you may go to:**

http://www.hkpl.gov.hk/index.html

1. Select <Electronic Resources>
2. Select either <CD-ROM Databases> or <On-line Databases> or <ebooks>
3. Select either <by subject> or <by alphabetical order>

📖 **What is the difference between searching in this way and from the library catalogue system?**

■ **From the library catalogue system, we can have detailed information on the resources, incl. the loan status, whereas the database system only provides the name of the resources.**

7

Slide 8

📖 **Hong Kong Educational Software Platform:**

http://www.hkedcity.net/esp/index.phtml

1. By Educational Level, select <primary school>
2. By Software Type, select <e-learning> or try another one (e.g., can you find good resources for Drill and Practice?)

📖 **Each participant chooses 1 IT-supported language art resource and shares with the class.**

8

Slide 9

On-Line Language Arts Resources:

■ **To locate on-line language arts resources, participants can first try a simple search using a popular search engine on the web:**
www.google.com

■ **What is (are) your search term?**

■ **E.g., <children rhymes>, <children song>, <children short story> (Young learners…)**

9

Slide 10

Classwork

■ Divide into groups of 2 or 3 and evaluate some Educational Software/web resources (ELT Links/Language Arts) with Language Arts Resources

■ How would you extend the activities??

10

Slide 11

www.eastoftheweb.com/short-stories/indexframe.html

■Select <children's>

■You will find a lot of good and short (sample) stories for children.

■<Teacher Forum>: questions and suggested activities

Concluding Remarks:
■know your criteria of selecting resources
■know the types of resources you are going to find
■know where you can find those resources

11

Slide 12

Increasing Motivation

➢ According to the Curriculum Guide (2002), "increasing motivation" is discussed under the short-term strategies for development (1.4.1). It is very important because language learning is not uncommonly seen as "boring", and thus engaging students' interest is essential to effective teaching.

➢ The Curriculum Guide suggested some ways of increasing motivation: use of I.T. (e.g., writing e-greeting cards, interactive story-reading and games) for primary school students

➢ teachers may create more opportunities for students to use IT in language communication e.g.:
  ➢ send e-greeting cards
  ➢ making small jokes on school web
  ➢ uploading a class picture with caption on web
  ➢ etc.

12

Communication Skills

Meaning:

- ☞ *Communication:* **dynamic & ongoing process in which 2 or more people interact in order to achieve a desired outcome or goal**

- ☞ **to learn to communicate effectively, learners should learn to speak, listen, read and write effectively**

13

Junior Primary Students

1. **Able to interact with teacher and classmates in classroom situations and activities**

- ■ *Possible activities:*

  After reading an electronic book, discuss the story with teacher &/or classmates (e.g., why they like or dislike the story, the characters they like or dislike and then role-play the story

  Students may use Paintbrush to draw their favourite character and Show & Tell in front of the class.

  Story World 1: Goldilock & The 3 Bears

- ■ For skills and techniques refer to: *Let's Experience and Appreciate Drama, Resource Package Series (Primary) Volume 6, 2002 English Section CDI, ED, HKSAR*

14

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2. Able to converse about feelings, interests, experience and ideas on familiar topics

Teachers may show pictures on the internet and ask students to express their feelings either orally or by drawing using Paintbrush (What..if..).

(Some expressive words/language may need to be taught beforehand)

http://www.yahooligans.com/

15

Senior Primary Students

1. **May use short notes and short personal letters to exchange information with others on a wider range of familiar topics**

- ■ *Possible activity:*

  Ask students to write a short, simple poem on a Christmas E-card and send it to a person they love.

  http://greetings.yahoo.com/browse/Holidays/

  Christmas/

16

Critical Thinking Skills

Meaning:

- ☞ **extracting meaning from given data or statements**

- ☞ **aims at generating & evaluating arguments**

- ☞ **By questioning & enquiring we engage our judgement of what to believe & what to disbelieve**

17

Ways to promote critical thinking:

- ■ Ability to question (yes/no, what, when, where, who, whom, why, how, what if…)
- ■ categorize / sort
- ■ summarise
- ■ elaborate with reasoning
- ■ Related skills & abilities: observe, identify, remember, compare for similarities & differences...

18

Junior Primary Students

1. Able to understand cause-and-effect relationships conveyed in simple texts

■*Possible activities:*

Teachers may use resources from the web.

Here we introduce two websites for your use:

A) The Internet Public Library created by the University of Michigan

■www.ipl.org/div/kidspace/storyhour

■ Kid Space >> Story Hour

on-line stories in text-only or illustrated form

B) A good online collection of e-books from the hkedcity.net:

http://elibrary.hkedcity.net/browse/sortlist.asp?sort=lang#

■ Photos & Cartoons are very useful materials.

■ After reading the story, predict or re-create the ending of the story using Paintbrush &/or Word.

Senior Primary Students

2. Able to make predictions, inferences and evaluative comments about characters & events in simple narrative texts

■ After reading an electronic book, teachers may ask students to express their own ideas to complete a story with illustrations or provide a different ending to a story. Students can download clip-arts, pictures or photos from the internet as illustrations of their story endings.

Creativity

To develop students' creativity:

☞ ask them to go beyond given information
☞ allow them time to think
☞ strengthen creative abilities
☞ reward creative efforts
☞ value creative attitudes
☞ teach them creative thinking techniques and the creative problem-solving model
☞ create climate conducive to creativity

Senior Primary Students

To strengthen their creative abilities through reading and listening to a broad range of imaginative texts including poems, novels, short stories, plays, films, jokes, etc. and demonstrate sensitivity in their critical appreciation of these texts

■ Teachers may guide students to look for interesting jokes from the internet.

http://www.yahooligans.com/content/jokes/

■ Questions to ask and for discussion include:
  – Where do you find the joke?
  – Why is it interesting?
■ Filling in Dialogue Bubbles for comics, writing up captions for photos, joke about a picture that the children are being shown, creating funny dialogue for cartoons or photos.

Classwork

- Divide into groups of 2 or 3 and think of an activity that can enhance students' communication skills / critical thinking skills / creativity using I.T. tools. You may use the links and/or educational software we provided or find your own resources.

  - Share your ideas with the class.

25

Possible activities in relation to introducing Language Arts materials for ELT that can promote Communication skills, Critical thinking skills and Creativity:

- *A. Spin off activities from Reading:*
  Reading can be exercised as a pleasurable shared event instead of a personal activity. By using big book / projected electronic books, more students can take part in the enjoyable and educational reading process...

26

Reading reports: (Spoken report or written report depends on level and variations)

- *Use Word to edit, Paintbrush to draw & Powerpoint to present*
  - My favourite character from the book ...
  - My favourite character from the book is ... , because ...
  - If I were the main character of the book, I would ...
  - Writing a new ending for the story...
  - Design a new look for one of the characters in the story
  - Close your eyes and imagine for a moment that you have magically entered the story. What would you say to the characters in the story?

27

- **- Draw a picture to show an unforgettable incident that took place in the story (can use the Paintbrush application to do this).**
  - Create my own storybook
  - Rewrite into play scripts, dramatise and role-play it. Children of higher ability can act out a full drama with Sets, Props, Costumes, Make up etc.
  - Describing your feelings about the story and the characters.

28

B. Develop other activities in the progress:

- Guess the ending, complete the story …
- Pick out vocabulary and phrases for phonological awareness and use of English activities. e.g. Phonics tree, phonics train, phonics wall (Ref. ED's SAMPLE)
- Worksheets that involve gap filling, complete the sentence, open-ended questions.
- Any other suggestions??

29