

# e-reading classroom

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# Keeping Students Speaking in English (Supp. ELE KLAG) (CDC, 2018, p.19)

- Teachers may appoint **a group member** to **remind others** in the group to speak in English.
- Teachers may also incorporate the use of e-learning tools (**e.g. eplatforms/apps that support voice/video recording and editing**) to record each group's speaking performance for **analysis** and **discussion**.
- These techniques **help raise students' awareness** of their speaking performance as well as **enhance their engagement** in the speaking activity.

# Intensive and Extensive Reading (Supp. ELE KLAG) (CDC, 2018, p.45)

- The **e-learning tools** available in the media present interesting opportunities **to meet young readers' reading needs**.
- To help students appreciate reading more fully, they **should be motivated to** take advantage of the additional opportunities provided by **different media and technologies to experience content presented in a multisensory context**.
- With a range of digital media that are becoming more embedded in everyday lives, students should be encouraged to embrace reading beyond the confines of the classroom **as a habit**.

# Brainstorming

(Supp. ELE KLAG) (CDC, 2018, p.59)

- Students can generate ideas collectively with their peers more conveniently with the aid of e-learning tools.
- For example, they can exchange, on an online class forum, their views and information about a topic they are going to write about before class.

# Peer Review

(Supp. ELE KLAG) (CDC, 2018, pp.60-61)

- PEER REVIEW WORKSHEET
  - Complete the following statements: 
    - The best part of this piece of writing is ...
    - I agreed with you when you said ...
    - I disagreed with you when you said ...
    - The suggestions I want to make to improve this paper are ...
- Peer review can also be conducted with the use of information technology.
- The interactive functions of e-learning tools (e.g. online learning management systems, weblogs, discussion forums) facilitate peer review through providing an e platform where students can give comments and suggest revisions on their peers' works.

# Time Constraints (Process Writing) (Supp. ELE KLAG) (CDC, 2018, p.7)

- takes up too much of their class time
- Information technology has contributed much to **creating an environment conducive to teaching process writing**. For example, the work of **drafting** and **revising** has been greatly relieved by **e-learning tools** (e.g. **word-processing software, online graphic organisers**)
- students do **not** need to go through the **entire writing process** every time they are given a writing task.
- teachers make use of each writing assignment to draw students' attention to **a specific aspect** of the writing process, be it **idea generation, planning, drafting, revising or editing**.

# Use of Group Activities (Supp. ELE KLAG) (CDC, 2018, p.64)

- make effective use of e-learning tools
- (e.g. discussion forums, weblogs, online graphic organisers) to facilitate collaborative writing, so as to enhance students' participation, provide opportunities for peer- and self-assessment and increase the input for the writing task.

# Planning and Designing Activities Using Language Arts Materials

(Supp. ELE KLAG) (CDC, 2018, p.74)

- Flexible use of e-learning resources can effectively help students understand, interpret, analyse, appreciate and respond critically to language arts materials.
- Students can make use of the e-features (e.g. graphics, sound, animation) available to explore imaginative or literary texts in the e-learning environment
- the use of e-platforms or apps (e.g. discussion forums, online graphic organisers) facilitates the exchange of ideas, helps them better organise their ideas during brainstorming activities, and fosters collaboration among students.
- The use of information technology to give expression and respond to ideas and experiences in language arts materials can also increase students' learning motivation, develop creativity and enhance their language skills.



# e-reading and e-悅讀

- CMS (with dormitory) ☐ reading during breaks/ self-study period after school
- Chinese KLA + English KLA + Library/Reading Promotion Team
- First year of using e-悅讀
- Subscribed book series:
  - 中學組合19/20 (250本) // 18/19 ( 200本 )
  - 英文經典系列
  - 中華里系列
  - NET Series
  - 現代經典作家系列 (19/20)
  - 中國古典名著系列 (19/20)

# Reading Promotion Schemes

1. Forms 4-6 Free Newspapers (Ming Pao) Reading Scheme (Trial) (Lib+LS+Chi)
2. Form 1 Extended Reading Scheme (Trial) (Lib+Chi)
3. Forms 1-3 English Reading Scheme (Trial) (Lib+Eng)
4. NETs Recommendation Corner (Trial) (Lib+Eng)
5. e-悅讀 e-reading Scheme (Trial) (Lib+Chi+Eng)
6. Librarian Service Reward Scheme
7. i-pads provided for e-reading

# Library Activities

1. First term Book Fair
  - Chinese History X Literature X Culture
2. Second term Book Fair
  - Integrated Humanities X Liberal Studies X Chinese History X Ethics and Religious Studies X Hotel and Hospitality
3. Reading Across Curriculum (15 KLAs) Book Sharing
4. A Visit to Book Store (Purchase of books)
5. Librarian Training Courses and Prize Giving Ceremony
6. Rainbow Reading Scheme Prize Giving

<https://sites.google.com/cmos.edu.hk/cmslib/%E6%9C%80%E6%96%B0%E6%B4%BB%E5%8B%95>

<https://sites.google.com/cmos.edu.hk/cmslib/%E5%9C%96%E6%9B%B8%E9%A4%A8%E6%B4%BB%E5%8B%95%E5%92%8C%E6%9C%8D%E5%8B%99>

# E-悅讀 survey and statistics(18/19)

## A. E悅讀電子閱讀計劃問卷調查數據（科主任+圖書館主任，共4份）

|    |                            | 認同                        | 中立  | 不認同 |
|----|----------------------------|---------------------------|-----|-----|
| 1. | 我認為此計劃能有效加強學生對閱讀的興趣。       | 100%                      |     |     |
| 2. | 學生喜歡嘗試閱讀電子書。               | 75%                       | 25% |     |
| 3. | 本科科組同事願意配合此活動推行。           | 75%                       | 25% |     |
| 4. | 我認為圖書館積極配合此活動推行。           | 100%                      |     |     |
| 5. | 我認為如香港教育城未能提供手機版，應考慮其他供應商。 | 50%                       | 50% |     |
| 6. | 我認同宿舍部明年可參與本計劃。            | 100%                      |     |     |
| 7. | 我認為此計劃值得在明年繼續推行。           | 100%                      |     |     |
| 8. | 其他意見                       | 因本年度 E 閱讀沒有手機版，所以較難推行此計劃。 |     |     |

# E-悅讀 survey and statistics (18/19)

## B. 2018-19 年度 e 悅讀統計

|      | 總訂閱書目數量<br>(本) | 總閱讀書目數量<br>(本) | 總閱讀分鐘<br>(計算到分鐘) |
|------|----------------|----------------|------------------|
| 1A   | 96             | 28             | 85               |
| 1B   | 148            | 14             | 18               |
| 1C   | 10             | 0              | 0                |
| 2A   | 96             | 35             | 475              |
| 2B   | 14             | 1              | 0                |
| 2C   | 10             | 0              | 0                |
| 3A   | 19             | 0              | 0                |
| 3B   | 123            | 9              | 66               |
| 3C   | 45             | 8              | 30               |
| 4A   | 312            | 125            | 5252             |
| 4B   | 14             | 0              | 0                |
| 4C   | 9              | 0              | 0                |
| 5A   | 25             | 5              | 107              |
| 5B   | 11             | 3              | 4                |
| 5C   | 7              | 0              | 0                |
| 6A   | 14             | 0              | 0                |
| 6B   | 8              | 0              | 0                |
| 6C   | 9              | 0              | 0                |
| 全校總數 | 970 本          | 228 本          | 6037 分鐘          |

# Demonstration

- Pre-reading (Quizlet and Google Form)
- While-reading (e-reading on HKEdCity and in-class reading aloud and Kahoot!)
- Post-reading (Google form and Google Classroom)