

Learning and Teaching Expo 2017

Developing an online learning platform for students with reading and writing problems in Chinese and/or English in junior secondary schools

**開發網上學習平台提升學生
中文及英文科的閱讀/寫作技巧**

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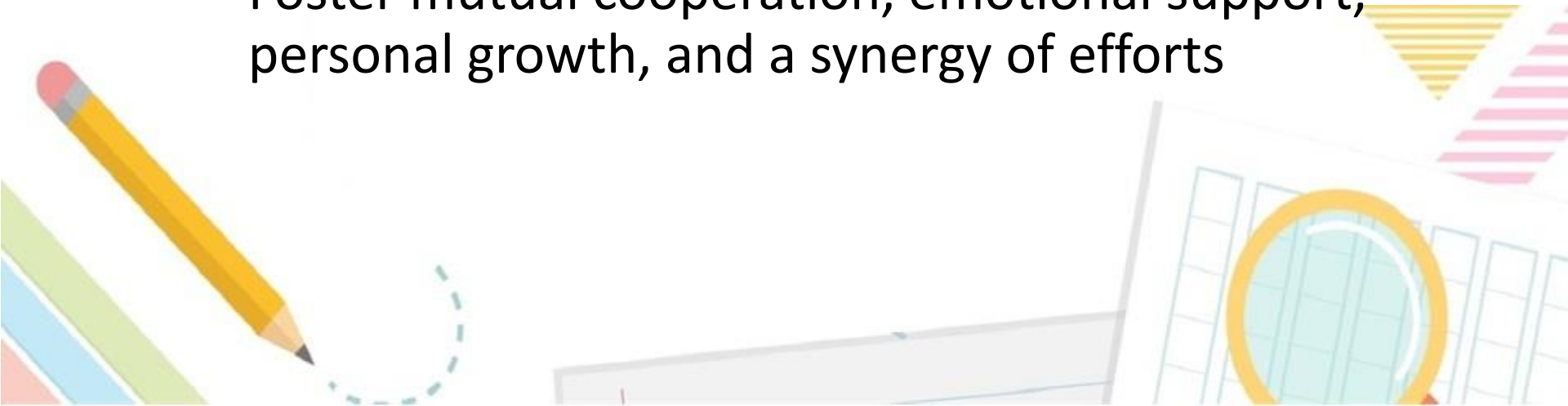
Miss Celest Chan (Lam Tai Fai College)

Outline

- Project Background & Introduction of Website Development
- Website Demonstration
- Q&A session



- Funded by Quality Education Fund from 2013
 - Use the mode of Network to **develop instructional materials** and **enhance professional skills of teachers** in the education of students with reading and writing problems.
 - Foster mutual cooperation, emotional support, personal growth, and a synergy of efforts



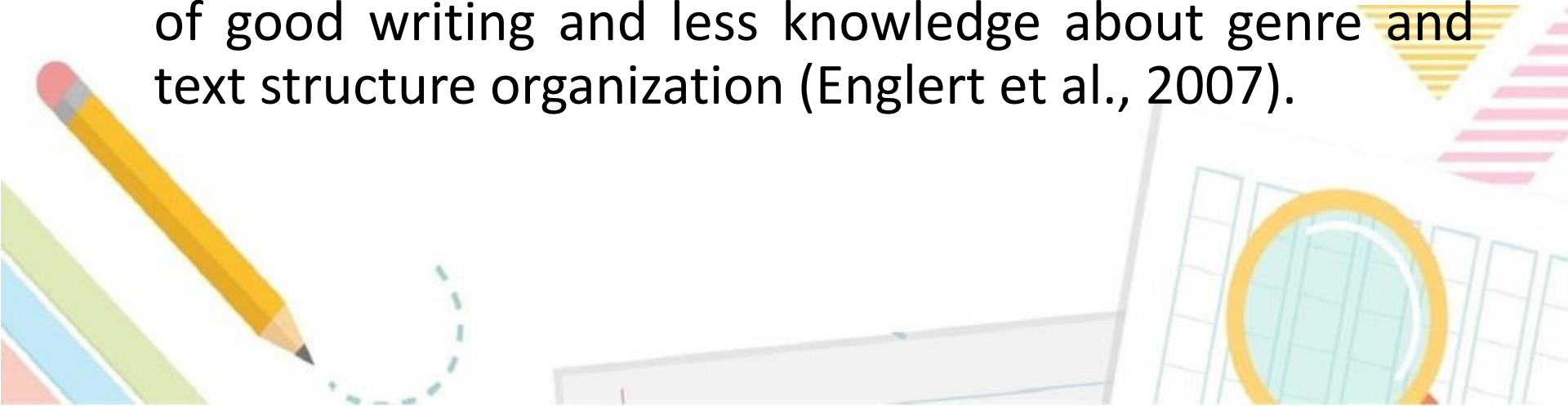
Students with special educational needs (SEN) in ordinary school of Hong Kong

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorder	ADHD
Primary School	8861	671	5019	4349
Secondary school	11259	907	2802	5093
Total	20120	1578	7821	9442

	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
Primary School	114	29	296	2517
Secondary school	190	78	351	354
Total	304	107	647	2871

Writing difficulties of students with SpLD

- Do not have the writing skills to meet classroom demands.
- Contain more sentence formation errors (Deatline-Buchman & Jitendra, 2006; Troia & Graham, 2002).
- Lack the knowledge base of the various components of a story (Swanson, Harris, & Graham, 2003).
- A less sophisticated understanding of the requirements of good writing and less knowledge about genre and text structure organization (Englert et al., 2007).



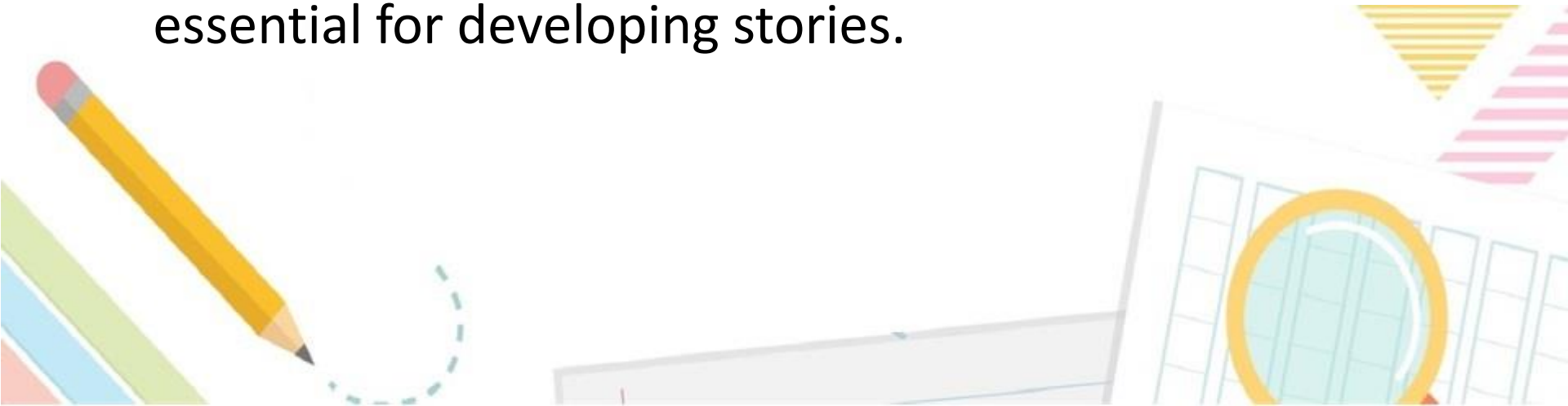
Computer interactive materials

- Research has shown that students with special needs often **respond well to teaching techniques that are presented visually** (Bondy & Frost, 1994; Whalen et al., 2010)
- Lessons in the computer program can be repeated; thus, **creating consistency in structure and the development of a training routine** (Golan & Baron-Cohen, 2006).



Narrative writing

- One of the common types of writing genres that students are required to produce in schools, and it is one of the most difficult to master (Wong, 2000).
- Involvement of the production of stories or personal compositions.
- The **use of creativity** and **powers of observation** are essential for developing stories.



Website

- Objective:
For junior secondary students with special learning difficulties (SpLD) to **self-learn writing skills of narrative text**
- Reason:
Limited interactive materials that were designed for students to work on their own





Website

- The Website consists of 3 parts
 - Chinese Language
 - English Language
 - eBook of existing developed teaching materials

The screenshot shows a web browser window with the address bar displaying "qtnreadwrite.eduhk.hk". The page features a header with the logo "讀寫策略" (Read Write Strategy) and the text "發展網絡計劃 (初中)" (Developing Network Plan (Secondary)). To the right, there are logos for "香港教育大學 The Education University of Hong Kong" and "優質教育基金 Quality Education Fund". The main content area contains three large, colorful buttons: "中文網站" (Chinese Website), "English Website", and "電子書 e-book". The footer includes the copyright notice "Copyright©2017 Quality Education Fund. All rights reserved.", the URL "http://qtnreadwrite.eduhk.hk/", and two links: "計劃詳情" (Plan Details) and "聯絡我們" (Contact Us).

Website Demonstration



中文網站



讀寫策略

發展網絡計劃 (初中)

記敘文寫作訓練 學習·遊戲·應用



教學區

一、計劃目的

本校課程

1. 能自

2. 豐富

為文章結構、段落內容與字數要求三方面：

- 文章結構：分段自然合理
- 段落內容：靈活運用「心理描寫」、「環境描寫」、「添加小情節」、「對話」四種豐富段落元

落元

• 字數

我們期望

1. 多於80%的計劃對象能夠完成上述指標

2. 撰寫結構完整、內容豐富的文章

教學區



遊戲區

遊戲區

二、計劃對象

中二級

應用區



應用區

三、設計理念

本計劃的理念以提升不同學習需要的學生，在寫作方面以讀寫結合貫穿十週教學內容，運用合作學習模式及互評，設計能夠照顧不同能力差異的寫作活動，以視像及錦囊等工具輔助教學，並教授學生摘錄筆記及繪畫腦圖的技巧，以掌握段落成份，從而協助學生寫作完整段落，以及建構情節合理、文意通暢的文章。



• 教學區

記敘文 | 描寫文 | 說明文 | 議論文 | 抒情文 | 文體總表 |

記敘文

記敘文是記載和描寫我們在日常生活中看到的、聽到的一些關於人物和事件的文章，它可以寫人物的一生，也可以寫一個片斷：它可以記一件事情，也可以記一個情景或一個鏡頭。因此，記敘文和生活特別密切：脫離實際生活，沒有實際的感受，是無論如何也寫不出好的記敘文來的。

三、敘述的方式

一、記敘文的特點

- 以記敘為主要的表達方式
- 以記人、記事、寫景、狀物為主要內容
- 通過描寫人物、事件以及狀物、寫景來表達作者的思想感情

二、記敘文的六大要素

- 時間
- 地點
- 人物
- 事情的起因
- 事情的經過
- 事情的結果

名稱	特點	好處
順敘法	按事情發生、發展的先後次序來敘述。	自然、清楚，比較容易掌握，用得最多。
倒敘法	把事情的結局或某個重要的情節放在前面，然後按時間順序來敘述事情的起因和發展。	以強烈的印象，吸引讀者，使文章曲折有致，避免平鋪直敘。
插敘法	在敘述的過程中，暫時中斷敘述線索，插入一些與主要情節有關的內容。	使文章內容更充實，交代更清楚，同時使文章更有波瀾。
補敘法	在順敘或倒敘的結束之後，對讀者感到困惑的一些問題，再作一番補充交待。補充交待的常常是事件的原因或事物的來歷。	能造成懸念，吸引讀者看下去。
散敘法	把一些有一定聯繫的時間組織在一起敘述，內容都是圍繞同一主題。	透過各個不同側面的敘述，把人物或事件寫得更全面和清晰，有層次豐富的效果。





• 遊戲區

讀寫策略

發展網絡計劃 (初中)
記敘文寫作訓練
學習 · 遊戲 · 應用

歡迎到臨
「麵包達人工作坊」！
➔ 請選擇遊戲 ➔

• 麵包達人工作坊 •

見習麵包師日記



中文網站



- 應用區

應用一

★
辨識
內容元素
★

★
辨識
修辭手法
★

★
綜合練習
★

應用二

★
段落大意
★

★
承上啟下
★

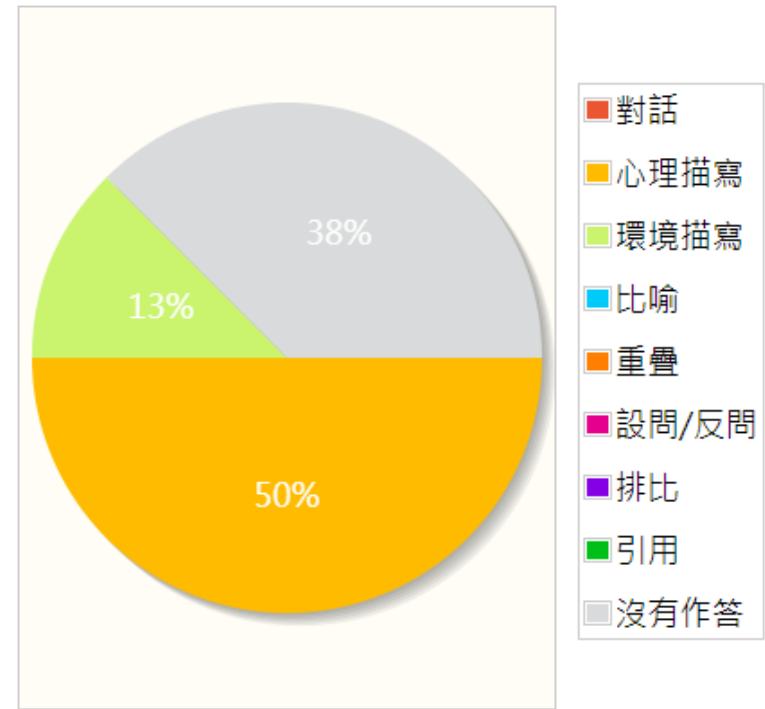
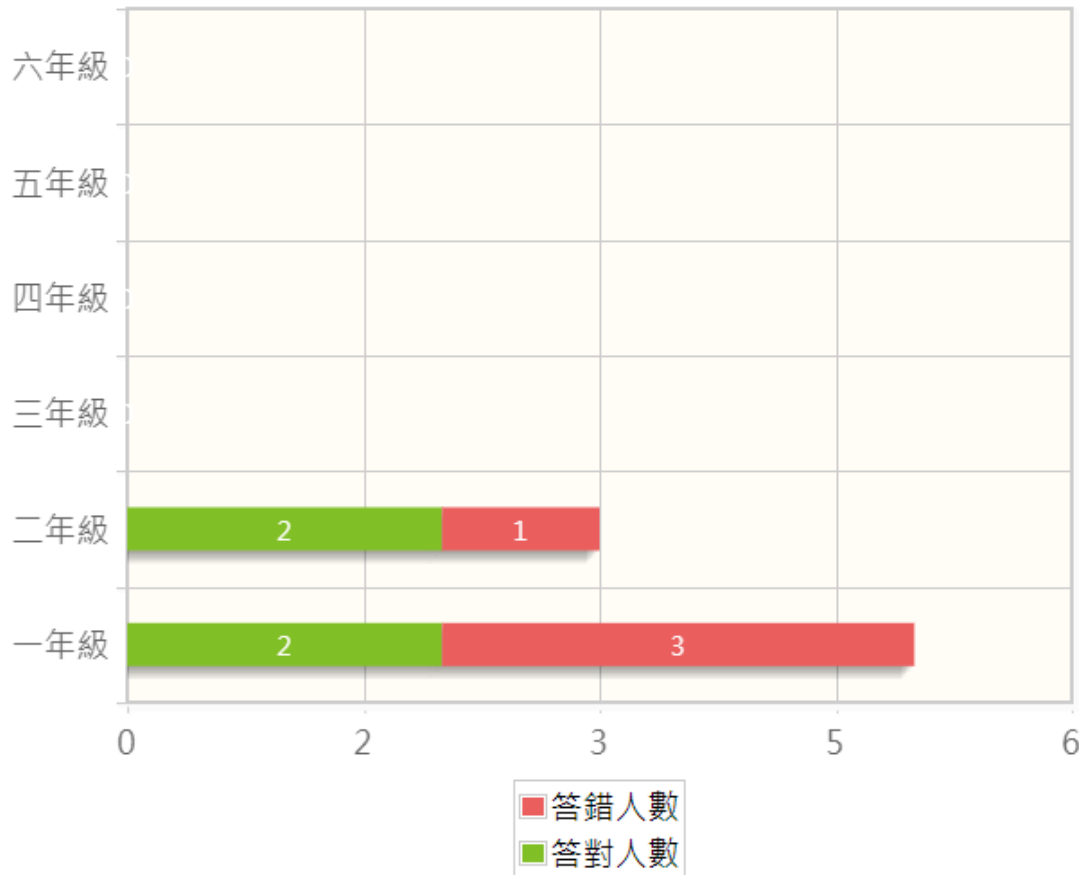
★
句子邏輯
★

中文網站

報告 1

- 顯示學生於每題練習中的整體成績

第一題 我內心不停掙扎，要不要站起來讓座給她， - 心理描寫



中文網站

報告 2

- 顯示每個學生於每題練習中的詳細成績

正確答案

正確答案

我內心不停掙扎，要
不要站起來讓座給她，而四圍的人都只是默
默地做自己的事情，完全沒有看到這裏有一
位腹大便便的孕婦需要幫助。

「阿姨，你坐我的位置吧！」

「你真乖巧，謝謝你。」

「讓座給有需要的人是應該的，老
師都教我們這麼做，我只是盡了自己的責任
，你快點坐下吧！」

你的答案

學生答案

曾經有件小事發生在我身上，至今仍使
我念念不忘。

「啦啦啦……」我正坐在車廂中聽着節
奏強勁的音樂，這時一位孕婦挺着大肚子走
進車廂，我看到座位都坐滿了，她只好站着
，摸了摸隆起的肚子。我內心不停掙扎，要
不要站起來讓座給她，而四圍的人都只是默
默地做自己的事情，完全沒有看到這裏有一
位腹大便便的孕婦需要幫助。

這時孕婦掃視了車廂內的乘客一遍，正
好目光跟我對上了，我尷尬得面紅耳赤。這
時，坐在對面的一個小妹妹站起來，輕輕地
對她說：「阿姨，你坐我的位置吧！」孕婦
頓時笑容滿面，摸了摸小妹妹的頭，溫柔地
說：「你真乖巧，謝謝你。」小妹妹輕輕搖
着頭說：「讓座給有需要的人是應該的，老
師都教我們這麼做，我只是盡了自己的責任
，你快點坐下吧！」孕婦笑得更燦爛，連聲



* **Producing an English
Writing Platform for local
Junior Students Using the
Game-Based Approach**

* **Lam Tai Fai College
Head of Administration
Former English Panel Chairperson
Celest Chan**

Rationale behind the design of the online writing platform:

- Adopt *multi-sensory instruction* & students more than one way to *make connections and learn concepts and skills*
- Create a *fun* and *educational self-learning* platform
- Provide *graded, step-by-step practices* for students to apply different targeted language focuses and writing skills
- Impressed by EduHK & Dr.Ho's insight in creating an online platform about writing skills in Chinese Language

Features

- i) Align the website content to curriculum objectives in Writing in CDC English Language Education Curriculum Guide (P 1- S3)
- ii) Complement textbooks and writing support produced by different local textbook publishers
- iii) A quick revision guide on commonly tested text types in writing for S4-6 students when preparing for DSE and TSA
- iv) Promote self-learning through adopting the game-based approach

Target users in Phrase I

Targets:

- i) Teach local S2 - S3 students the layout, content, style, sentence patterns and related grammar items commonly used in a specific text type
- ii) Teachers teaching junior and senior forms in local secondary schools
- iii) Two selected text types
 - Feature Article
 - Letters / Email (of Advice)

*Structure of the online writing platform:

3 zones:



Teaching Zone:

4 parts

- [Feature article](#)
- [Letter or Email of advice](#)
- [Grammar](#)
- [What is T.A.P?](#)

Game Zone:

4 games

- [Simple Tenses](#)
- [Modal Verbs](#)
- [Adjective Patterns](#)
- [If-conditionals](#)

Application Zone:

Graded exercises

- [T.A.P. Analysis](#)
- [Content break down](#)
- [Logic & register](#)

Application Zone



Task 1: T.A.P Application

At the end of each article:

Text type		
Audience		
Purpose		
General public	To tell a story	Editor
Your friend	To inform	Feature Article
Email	To persuade	Letter

Application Zone



Task 2: Break down the content

Highlight all the special writing features that you can find in the following letter of advice. Look at the hint box for clues:

Suggestion x 5

**Understanding and
empathy** x2

**Encouragement and
support** x3

Identify the reader's problems x2

Dear Mandy,

I know that you must be feeling very lonely at the moment.

Perhaps I can give you some advice.

From your letter, I see that your parents wanted to provide the best for you by enrolling you to those classes. But do they know how you're feeling? You should sit down and tell them your problems. You should explain to them that you feel tired because of school and tutorial classes, and you fall asleep in lessons. Tell your parents that you also think school work is very important but you need some time to rest and relax. If you explain to your parents calmly, I am sure they will understand.

play basketball with your friends too. Then, your parents will not think you are wasting time. At the same time, you are not lonely anymore.

Don't be miserable. There's a solution to every problem. I am always there to support you.

Best wishes,

Elvis

Application Zone

Application
Zone

Task 3: Logic and register

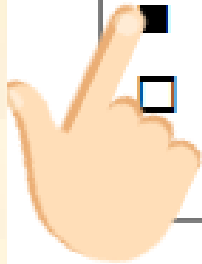
Dear Mandy,

I know that you must be feeling very lonely at the moment.

Perhaps I _____ give you some advice.

Example:

- ought (Try again! There is no 'ought'; but 'ought to'.)
- can (Correct!)
- must (Try again! Wrong tone!)
- have to (Try again! Wrong tone!)



Sample Question: Grammar/tone

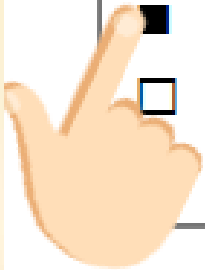
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Perhaps I _____ give you some advice.

Example:

- ought (Try again! There is no 'ought'; but 'ought to'.)
- can (Correct!)
- must (Try again! Wrong tone!)
- have to (Try again! Wrong tone!)



Sample Question: Logic

From your letter, I see that your parents wanted to provide the best for you by enrolling you to those classes. But do they know how you're feeling? You _____ . You should

Q1

- must not follow what they say.
- can tell the police about the situation.
- should just let it go and go with the flow.
- should sit down with them and tell them your problems.

Sample Question: Layout/Format of a particular text type

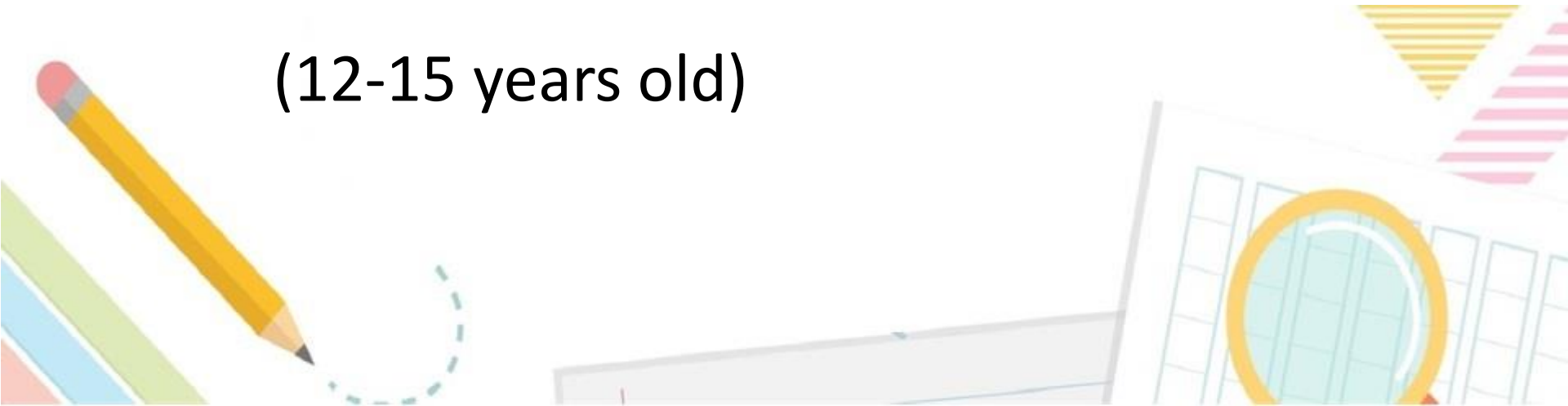
Don't be miserable. There's a solution to every problem. I am always there to support you.

Q5

- With appreciation,
- Thank you,
- Yours faithfully,.
- Best wishes,

Launch of Website

- Launch:
 - 中文網站: July 2018 (Trial Jan 2018)
 - English: August 2018
- Target Group:
 - Junior secondary students in HK
(12-15 years old)



Q & A



Thank you!

Website: <http://qtnreadwrite.eduhk.hk>

Email: qtnreadwrite@eduhk.hk