

# Ready Steady

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## Foreword

What comes to your mind when you think of e-learning?

Some teachers have endless stories and experiences to share with you; their eyes sparkle with enthusiasm when you tell them about the latest software and apps out there, and you know they cannot wait to try them out in their classes. Others may express worry, doubt or even disapproval upon hearing the term. They will tell you numerous reasons why it is not possible for them to use technology to teach. It may be due to hardware, resources or time.

Our students have all grown up in the digital age, and are probably more advanced than we are when it comes to using different kinds of devices. Tablets and smartphones are not add-ons, but an essential part of their daily life. So instead of trying to avoid them in classrooms, why don't we make good use of the things students are familiar with and enjoy using?

In this issue of **Ready Steady**, we have invited two experienced professionals to share with us how e-learning is beneficial to your students and yourself. We also have some tips and ideas that you may want to try out before you design your own. Just remember, you do not have to become perfectly tech-savvy at once. Start slowly, using one e-learning tool at a time, and soon you will realize it is not that scary after all. I hope this issue of **Ready Steady** can be your little guide to the e-learning world.



**Lily Cheung**

Senior Teacher Trainer,  
Oxford University Press



An e-learning workshop titled 'Get ready to enhance students' language awareness through e-learning' was held on 25 May 2016, when we invited Dr Paul Sze, Adjunct Assistant Professor of the Chinese University of Hong Kong, to share his valuable insights on enhancing students' grammatical competence through e-learning language awareness (LA) tasks.

Dr Sze first stressed the importance of enhancing students' language awareness and explained how it can be achieved by e-learning adoption. He mentioned that e-learning can help teachers save time when doing lesson preparation and demonstrated the use of various e-learning applications that assist language learning through informal and formal assessments. Dr Sze concluded by pointing out that apart from facilitating language learning, e-learning is also

beneficial to the development of students' soft skills such as communication and cooperation skills.

During the workshop, teachers were all actively engaged in the e-learning tasks prepared by Dr Sze and the workshop received favourable feedback from teachers attending the workshop.



## Hong Kong Book Fair 2016 Seminar

### English in Jasper's Life

Following the positive feedback on our first title of the series, *English and I*, Oxford University Press has released another inspiring story featuring The Hon. Jasper Tsang, former President of the Legislative Council of Hong Kong. We invited Mr Tsang and Mr Dominic Tsim Tak-lung be our guest speakers at the Hong Kong Book Fair seminar on 21 July 2016 to share with our audience their insights and ways to master English.

During the seminar, they chatted about how songs and films became an irreplaceable element in their English learning, and about the balance between learning grammar rules and observing the English usage. The audience listened with great interest and participated enthusiastically in the Q&A session that followed it.

If you are curious to find out how Mr Tsang learnt English and how English has shaped and enriched his life, both personally and professionally, get hold of a copy of *English in Jasper's Life*!



Scan to know more about English in Jasper's Life



## FROM APPLES TO A PIE

### Workshops on how to help students write better through process writing

In order to provide teachers with examples of how to use the process writing approach in lessons, four process writing workshops were held in April 2016. There were two topics: 'Teaching students the process of writing' by Mrs Julia Wan and 'Interweaving learning, teaching and assessment in primary writing classrooms' by Professor Icy Lee.

In Mrs Julia Wan's workshops, she first explained what process writing is and the five steps in the writing process. Mrs Wan then shared how to conduct a process writing programme using a step-by-step approach. Mrs Wan emphasized the importance of scaffolding students in both Key Stage 1 and 2 before, throughout and after the lessons.

In Professor Icy Lee's workshops, she explained, using authentic examples, how student learning can be promoted by integrating teaching, learning and assessment in the writing classroom. Professor Lee also mentioned some techniques to achieve the learning goal such as aligning instruction with assessment, combining genre with process approach and incorporating assessment for/as learning.



Scan to know more about the events.



## Teacher's Corner

Although in today's classroom the use of the e-learning approach is not a choice but a necessity, some teachers are still unsure as to how and where to start. International Outstanding e-Learning Awards winner Miss Tobey Lam from Fung Kai No.1 Primary School is going to share her experience and insights in using e-learning in her school.



**Our** school first started integrating IT into our English classroom in 2006. We started by using desktop computers and netbooks, and now students use their own tablets during lessons. We utilize different e-resources such as e-books, online platforms and apps in our English class. We use e-books on a daily basis during lessons, and we also use e-learning platforms and resources provided by publishers. By integrating these resources into our school-based curriculum, we provide a diversified learning experience for our students. These activities enhance teacher-student interaction and avoid traditional one-way teaching. Other learning apps are also used to promote students' self-regulated learning after class. The use of IT resources not only provides an interactive and comprehensive learning atmosphere for our students, but also a pleasant learning process.

At first, we thought that e-learning must be a challenge for teachers as we need to spend extra time designing and preparing the e-resources, but it is worth the effort implementing e-learning in language teaching. The fruitful learning outcomes and joyful teaching process are the best motivations for teachers to implement and utilize

IT tools in lessons. After practising e-learning in our school for a few years, we actually find that it helps solve the problems of limited time and a packed learning schedule. Students have adequate opportunities to practise, share and reflect on what they have learnt. Our students enjoy e-learning lessons and they are always actively engaged in class, and are keen to finish tasks after lessons.

In the past two years, we have adopted iClass with e-resources from Oxford University Press. The e-resources on iClass are readily available and teachers can tailor their own school-based courses with the help of this diversified courseware. It is a user-friendly and convenient platform as students only need to click and finish different tasks according to simple instructions, while the teacher can monitor each individual's performance. We also like the sharing, discussions and peer-evaluation functions embedded in iClass.

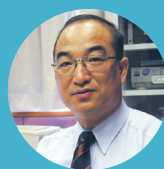
E-learning is essential in today's classrooms. Proper use of IT tools not only facilitates teaching and learning, but also helps students to be self-regulated, responsible and active.



Photo credit:  
Fung Kai No.1 Primary School

# Meet our Expert

## E-learning for English Language Teaching: What's in it for me?



**Dr Paul Sze**

*Professional Consultant (Honorary),  
Department of Curriculum and Instruction,  
Faculty of Education,  
The Chinese University of Hong Kong*

A lot of people have written about the benefits of e-learning for students, so I shall not elaborate on that. But what about the benefits for teachers? I have worked with quite a few frontline teachers on e-learning projects in the last few years, and I have observed that teachers who are fanatical about e-learning share certain personal attributes.

First, these teachers are usually fun-loving. They dislike giving students boring lectures, and instead, they will look for ways to make their lessons fun for their students, and for themselves too. Teachers who are e-learning fanatics are usually highly creative. Many e-learning tools, such as Kahoot, Socrative, and Quizlet, provide teachers with interesting and exciting activity formats. But teachers still have to feed the tools with content, and figure out how to conduct the e-learning tasks with the students. Take Kahoot. One teacher, after trying out the tool a couple of times, came up with the idea of having her students create Kahoot games for their classmates. The students got really excited because they could show off their language knowledge and test each other with their games. Another teacher has come up with an ingenious way of using the application Padlet. On top of its other functions, Padlet can be used as an online display board. This teacher has created a 'Padlet of Padlets', with some of the sub-Padlets showing her teaching materials and the rest displaying the students' work. In effect, she has created a virtual classroom for her students.

Teachers who are e-learning enthusiasts are active and spirited people. They seem to have endless energy, and are constantly exploring new e-learning tools and designing fun e-learning tasks for their students. Related to this is my observation that e-learning teachers are generous in sharing—sharing tools they have found useful, ways of using the tools, and also ways of incorporating e-learning tasks made with those tools into lessons.

I am a member of a WhatsApp group of English teachers interested in e-learning. Just one week ago, a teacher realized that Powtoon, which used to produce animated videos only, can now also create animated slideshows. She immediately tried the new function and then shared her first Powtoon slideshow with group members. Two days ago, a group member found out that Google Forms can now produce quizzes, in addition to online questionnaires, and he could not wait to update members about it. Similarly, if you go to YouTube, or HKedCity, you will find lots of videos produced by teachers explaining how to create learning resources with different e-learning tools or how to use them in the classroom.

Hence, teachers also benefit from e-learning. That is why in the first session of the course on Computer Assisted Language Learning this year, I welcomed the teacher-students with the assurance that e-learning will (a) keep them young, (b) turn them into highly creative teachers, (c) bring them closer to their students, (d) keep up their passion of teaching, and (e) equip them with an important 21st-century professional skill.






# Power Bank

## Simple ways to start on your e-learning path

Don't let new technology intimidate you. The rapid pace of development means that new websites, courseware, apps... are introduced every day! Your students are likely to be interested in using these e-resources in class because they are new and exciting. Although it is good to encourage the interest, you also need to bear in mind your language teaching goals. Here is a sample lesson using simple e-learning tools to facilitate learning:

### Before the lesson

- 1 Look for a video with your intended learning target (<https://goo.gl/lmAbdM>). 
- 2 The video may include vocabulary items that are new to students. In this case, allow students to learn the vocabulary before showing them the video.
  - (a) Use a child-friendly picture dictionary (<https://goo.gl/Hij3bd>) or
  - (b) Create your own flashcards using e-learning tools online (<https://goo.gl/uuRCMx>, password: oxford).
- 3 Use an activity to test students' understanding of the video. It can be in the form of a quiz or a game (<https://goo.gl/uuRCMx>, password: oxford).


### Learning objective (KS1)

- use 'can' and 'cannot' to ask and talk about animal's abilities


### Vocabulary

- animals: giraffes, tigers, kangaroos, monkeys, penguins
- abilities: run, walk, swim, hop

### During the lesson

- 4 Prepare two piles of word cards: animals and abilities word cards. Revise target vocabulary with students.
- 5 Write 'Can \_\_\_\_\_?' on the board. Stick one animal word card in the first blank, and one ability word card in the second blank. Encourage students to use 'Yes, they can.' and 'No, they cannot.' to answer the question.
- 6 Use an e-learning activity to consolidate students' understanding of the target vocabulary and structure (<https://goo.gl/TolJxH>). 

### After the lesson

- 7 Allow students to use the structure in an authentic context. Ask students to upload pictures and write about their abilities using 'I can' and then share them with their classmates through a show-and-tell presentation (<https://goo.gl/zki97W>). 

- A** Many words related to technology are **compound words**. They are two words joined together that create a new meaning. Circle the two words that make up each compound word below.

1. online

5. smartphone

9. backup

2. download

6. laptop

10. keyboard

3. database

7. software

11. username

4. desktop

8. website

12. password

- B** Use the above words to complete the story below.

Kelly and Grandpa Joe are in the living room. Kelly is sitting on the sofa and doing her homework on her 1) \_\_\_\_\_ computer. Grandpa Joe is sitting next to her reading the newspaper.

'Kelly, can you help me with something? My friend Uncle Rick tells me about this 2) \_\_\_\_\_ where I can read the news. Can you show me how to do it?' asks Grandpa Joe.

'Sure, Grandpa! It's very easy. First, you have to go 3) \_\_\_\_\_ and get on the Internet. Click on this icon on the 4) \_\_\_\_\_,' Kelly explains as Grandpa Joe walks towards the desk.

'Grandpa, where are you going?' asks Kelly.

'I'm trying to find the icon on the desk. Where is it?'

Kelly laughs, 'It's not a real desk, Grandpa. It's on the computer. Let me show you.' Grandpa Joe sits down next to Kelly. 'Now, you have to use the 5) \_\_\_\_\_ to type the address. Look, you can find the latest news here on the home page of this website. If you want to search for something, you click here to search the 6) \_\_\_\_\_. You can also 7) \_\_\_\_\_ the news and read it later,' says Kelly.

'It sounds so difficult. I think it's much easier to read the news on my 8) \_\_\_\_\_,' says Grandpa Joe as he takes out his phone from his pocket.



Photocopiable

# Watch This Space

Things to look out for in the coming months



## Upcoming events

### E-learning seminar in December 2016

The speakers will explain, using practical classroom examples, how to design and conduct e-learning tasks that create a fun and motivating classroom and enhance students' learning at the same time. Stay tuned for details!

## Fun With English (Answers)

### Part A

- |               |              |
|---------------|--------------|
| 1. online     | 7. software  |
| 2. download   | 8. website   |
| 3. database   | 9. backup    |
| 4. desktop    | 10. keyboard |
| 5. smartphone | 11. username |
| 6. laptop     | 12. password |

### Part B

- |            |            |            |              |
|------------|------------|------------|--------------|
| 1 laptop   | 2 website  | 3 online   | 4 desktop    |
| 5 keyboard | 6 database | 7 download | 8 smartphone |












### In the next issue

- Focus on the hottest ELT issues
- More news, interviews and students' activities

Look out for the next issue of **Ready Steady** in February 2017.

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