

TDG Project Sharing Seminar March 2, 2020

Exploring Teacher-made e-books as a Tool to Support Learning to Read

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英語教育學系

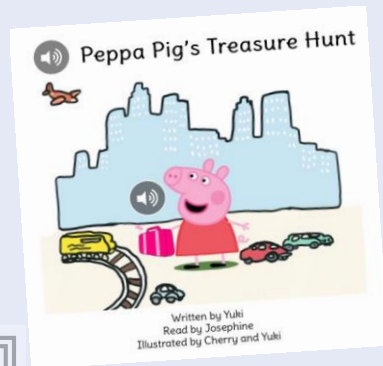
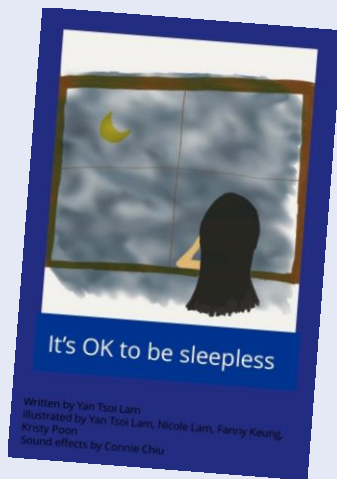
ENGLISH LANGUAGE
EDUCATION

Outline

About the project

Student sharing

Key findings and recommendations



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About the project

Hooking Struggling Readers With Books They CAN and WANT to
Read: Teacher-made E-books



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Two challenges



How to **better prepare** our preservice English teachers to support young English learners who struggle with learning to read

28 preservice teachers



38 primary one pupils



How to **provide them with opportunities to explore** new ways to enhance the teaching of reading with technology



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Implementation

Feb-May 2018

1. Lit review + systematic study of over 50 children's e-books



Mar-May 2018

2. Four training workshops for recruited Ss



May-Jul 2018

3. Recruited Ss collaborated in groups to develop eight e-books and lesson plans



Jul-Aug 2018

4. Trial lessons in two local primary schools



Sep 2018-Jan 2019

5. Data analysis + generation of findings and recommendations

Feb-Jun 2019

6. Dissemination + project evaluation



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What makes a good e-book for young struggling readers?

Two characteristics according to research:

**Considerations for children
who are learning to read**
(Yokota & Teale, 2014)

**Take advantage of ‘added
digital affordances’ to
support and engage the
reader, not simply good
print books transferred to
the screen (Zpike, 2013)**



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Our e-book design framework

Support for 'learning to read'

- Text-illustration coordination
- Highlighting of words
- Quality of narration
- Control over narration
- Layout
- Text appearance
- Opportunities for word learning
- Encouraging reading by the reader
- Readability (Qualitative dimension > quantitative dimension)

Support for 'learning engagement'

- Affective engagement
- Interactive engagement
- Shared engagement
- Sustained engagement
- Creative engagement
- Personalised engagement

Cahill & Franzen, 2013; Kormos and Smith, 2012; Kucirkova et al., 2017; Sierschynski et al., 2014; Springer et. al, 2017; Yokota & Teale, 2014; Zipke, 2013

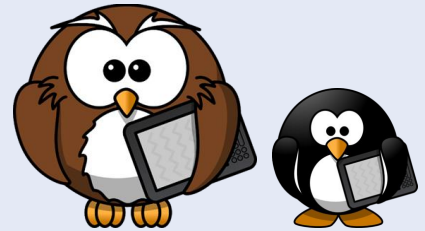


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Hook struggling readers with e-books
which they **CAN** and **WANT** to read!



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Book creation tool adopted



Book Creator for Chrome

Affordances for supporting and engaging young struggling readers

- Allowing text to be integrated with images, sounds, videos and hyperlinks
- 'Read to me': word-by-word highlighting in sync with the reading voice
- Recording button to record audios directly
- Easy control through swiping and touching

Ease of use by language teachers

- Allowing sharing with a link on all devices & across different operating systems
- Real-time collaboration
- Intuitive design and easy to use

ANYONE
can be a
book
creator!



任何仁



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Our teaching framework

Five essential components of effective reading instruction (Moats & Dakin, 2008)

- 1) Phonemic awareness
- 2) Phonics and word recognition
- 3) Reading fluency
- 4) Vocabulary development
- 5) Reading comprehension



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Our teaching framework

Four strands of a well-balanced language course (Nation, 2007)

- 1) Meaning-focused input
- 2) Meaning-focused output
- 3) Fluency development
- 4) Language-focused learning



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Suggested structure for each trial lesson

1. **Pre-, while- and post-reading activities to support comprehension and language learning (40 mins)**
 - **Pre-reading** to activate/ build background knowledge and arouse interest
 - **While-reading** to support comprehension and teach reading strategies
 - **Post-reading** to engage Ss in giving personal response and language-focused activities (e.g. phonics and vocabulary)
2. **Recording new narration in groups (15 mins) and book selling session (10 mins)**
 - Pupils break into groups and record new narration for the book read in Part I
 - Book selling session to build reading interest and encourage ss to read both e-books and print books outside class



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Reading Log

Here are the fun books we introduced at the end of each lesson. You can find them in the school library. Have fun reading!

Book title	Call. number	Rating	Parents' signature
Super Fly Guy	P1 - F	😊😊😊😊	
Doodle Bites	F DUN	😊😊😊😊	
Recycling Fun	P1 - F	😊😊😊😊	
Kipper's Birthday	F HUN	😊😊😊😊	
Noah's Ark	230	😊😊😊😊	
Suddenly	F COL	😊😊😊😊	
A Bark in the Night	F HUN	😊😊😊😊	
The Day the Teacher Went Bananas	F	😊😊😊😊	

給家長的話

電子書和紙本書含有其優點，但都互補不足，亦帶給讀者不同的閱讀體驗，希望家長能透過本計劃，鼓勵貴子女閱讀不同形式的書籍，豐富其閱讀經驗。

My Reading Log

Name: _____

Class: _____ ()



Happy reading!

No. of times read

Parents' signature & comments

Dear Children,

Hope you have enjoyed reading our e-books in the classes. It would be great if you can share them with your parents too! Here's how you can read the e-books at home.

If you are using a **mobile phone or tablet**,

1. Find the QR code scanner.
2. Scan the QR code below with your device.



QR code

If you are using a **desktop notebook computer**,

1. Type this link in the browser: <https://goo.gl/ooKJKw>
2. Press 'Enter'.

With love,
EDUHK Teachers

給家長的話
-如用 Chrome 瀏覽器來閱讀我們的電子圖書，操作會
-建議可先將一次電子書的閱讀，然後鼓勵貴子女自己閱讀。
-每當貴子女閱讀完一本書，請在此記錄上簽署（評論則屬選擇性填列），分享孩子閱讀的喜悦。

E-Book Title	Number of times read	Do you like the book?	Parents' signature and comments (if any).
Aargh! I See a Monster!		😊😊😊😊	
Peppa Pig's Treasure Hunt		😊😊😊😊	
RAWR!		😊😊😊😊	
Friends are Like....		😊😊😊😊	
My Friend is Sad		😊😊😊😊	
Elephant Cannot Dance		😊😊😊😊	
It's OK to Be Sleepless		😊😊😊😊	
"Ding Ding Ding..." What a Day!		😊😊😊😊	

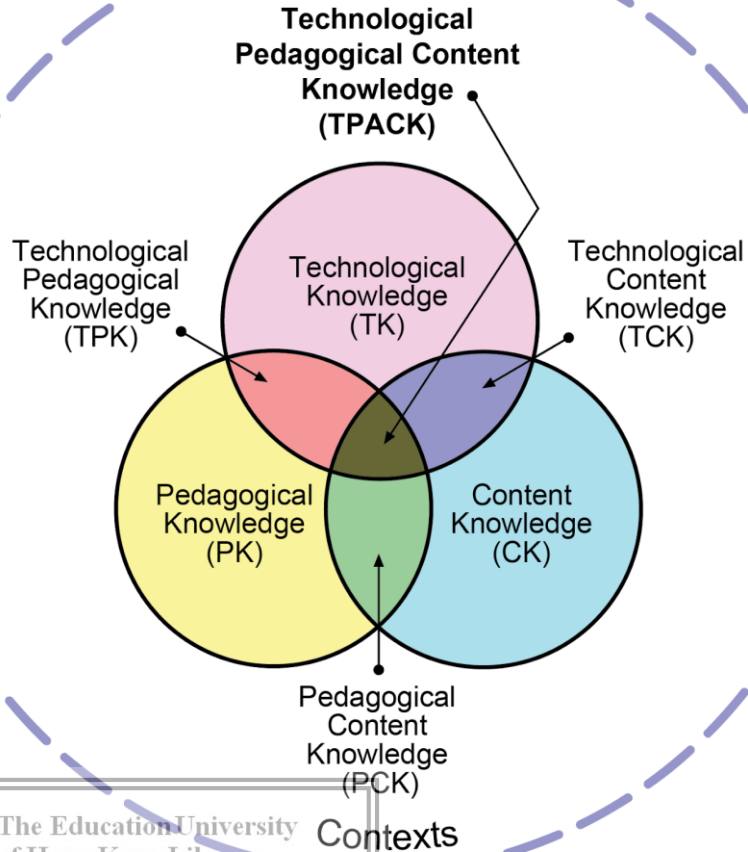


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Integration of Technology

Koehler's TPACK framework (2006) to help our preservice teachers to consider the interplay among **content, pedagogical and technological knowledge** for meaningful integration of technology with teaching.



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When teaching with digital texts/ tools

Teachers will need to consider:

- Can the text/ tool help to model and guide the use of a literacy skill/ strategy?
- How will you model and guide how to use the digital affordances of the text/ tool?
- To what extent will you capitalise on the digital affordances of the text/ tool?
(as suggested in the Puentedura (2010)'s SAMR model: Substitution, Augmentation, Modification, Redefinition)

Baxa and Christ, 2017



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Student sharing



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Thank you



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Key findings and recommendations



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On e-book design

As mentioned earlier, a good e-book is not just a good print book transferred to the screen, but one that can take advantage of its **added digital affordances** to provide **support for reading** and **reading engagement**.



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Books they *CAN* read

In our experience, e-books designed with appropriate supportive features did help make reading **less laborious**, potentially improving struggling readers' **reading enjoyment and motivation**.



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Pupils' perceptions of e-books in general

Do you think e-books are **easier** to read than print books?

Strongly agree (72.7%); agree (4.5%), slightly agree (4.5%); disagree (18.2%), strongly disagree (0%)

Do you think e-books are **more fun** to read than print books?

Strongly agree (68.2%); agree (9.1%); slightly agree (9.1%); disagree (13.6%), strongly disagree (0%)

Do you like **learning English through e-books?**

Yes, very much (77.3%); quite like (9.1%), like a little (9.1%); neutral (0%); No, not at all (4.5%)



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Do you like learning English through e-books? Why?

- a. I can listen to the audios. Paper books do not have audios for you to listen to.'
- b. 'I can listen to the read-aloud. I don't have to read aloud by myself. It's **easier**'.
- c. 'It reads for me.'
- d. 'I hope learning English in P.2 will be less laborious. Using ebooks is **less laborious**.'
- e. 'I can listen to the teacher's read aloud. If I read by myself, I will fall asleep. I won't take a book and read. It's **more fun**.'
- f. 'I can listen to the audios; I can play an audio **by myself**.'
- g. 'It's **playful**. It's fun'.
- h. 'Because you can **record audios**.'
- i. '(These books) can **motivate** me to learn English.'



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Books they WANT to read

E-books have **rich potential in enhancing multiple aspects of reading engagement** (e.g. *affective, interactive and personalised* engagement). In our experience, when appropriate technology was used to support these aspects of reading engagement, their appeal to young struggling readers also increased.



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Pupils' favourite books



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Reasons cited by the pupils

The drawing
is nice.

I like Peppa
Pig.



The story is fun.



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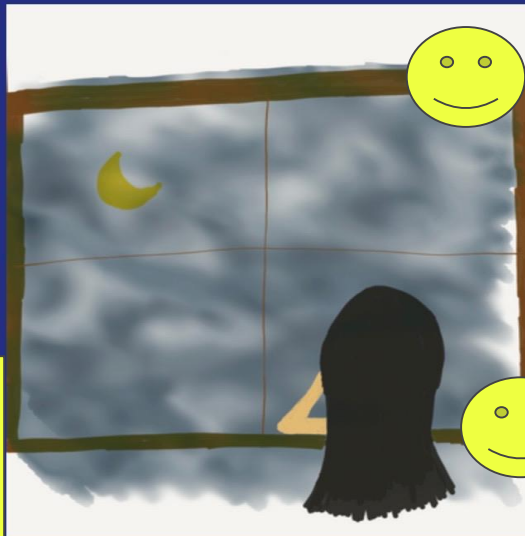
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Reasons cited by the pupils

The snoring sound is fun.

I like sleeping.

I sleep and snore too.



It's OK to be sleepless

Written by Yan Tsoi Lam
Illustrated by Yan Tsoi Lam, Nicole Lam, Fanny Keung,
Kristy Poon
Sound effects by Connie Chiu

The book is simple. The words repeat. This book is suitable for me.

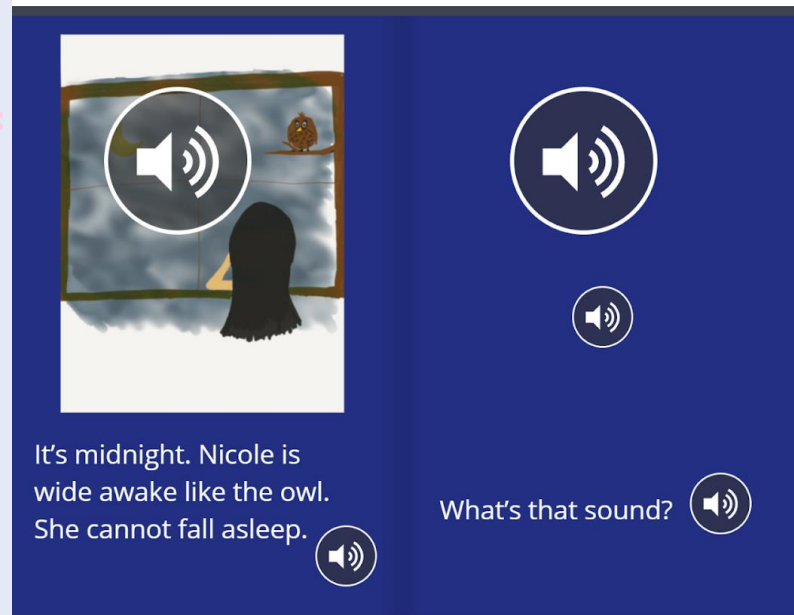
I like the hamster. I have a hamster at home.

The story is good.

Affective engagement

How a book evokes **positive attitudes/ satisfaction** such as pleasure, enjoyment and inclusion

- Children were generally engaged by their **favourite characters** and topics that are **interesting or familiar or relevant** to their lives.
- Some expressed a liking for **quirky drawing** and **snoring sound effects**.



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Interactive engagement

How a book encourages students' **active involvement** in the reading process



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Personalised engagement

How a book provides **an individualised/ tailored reading experience** to a reader

Here's an example of how the pupils **made the book their own**:

https://read.bookcreator.com/6WzGMg93DjU5c23x90H7GkqTDfm2/d2-dbp-WQfyhclQuVSWd_w



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On effective use of e-books

As mentioned earlier, in order for e-books to support reading to learn effectively, a teacher ***must consider ways technology can be used to enhance the teaching of reading***. In our experience, e-books did not make much difference to the way reading was taught. However, e-books did have the potential to encourage more practice on **reading fluency** in an **enjoyable** way.



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Lack of emphasis on reading fluency

- As shown in our observations, there was a lack of emphasis on reading fluency in **Part 1** of the trial lessons. Out of the ***eight*** lessons analysed, opportunities for reading fluency practice were observed in **one** lesson only.
- In fact, lack of reading fluency practice is a common problem in HK classrooms as well. The main reasons for this issue could be (1) the **tight curriculum** in HK and (2) **lack of reading materials** which are **accessible and appealing enough** to be re-read by struggling readers on their own comfortably and enjoyably.



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Suggested structure for each lesson

1. Pre-, while- and post-reading to support comprehension and learning (40 mins)

- **Pre-reading** to activate/ build background knowledge and arouse interest
- **While-reading** to support comprehension and model reading strategies
- **Post-reading** to provide pupils with opportunities to respond to the story and consolidate learning

2. Audio recording in groups (15 mins) and book selling session (10 mins)

- Pupils break into groups and record new narration for the book
- Book selling session to build reading interest and encourage ss to read outside class



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Pupils' perceptions of teacher-made e-books

Do you like **recording audios** for these e-books?

Yes, very much (63.6%); quite like (22.7%); like a little (0%); neutral (4.5%); no, not at all (4.5%)

How often do you **re-read** these ebooks at home?

Always (40.9%); often (22.7%); sometimes (18.2%); never (18.2%)

Do you like listening to books **read by the teachers** or books **read by yourselves** more?

Teachers (36.4%); **pupils themselves (54.5%)**; no preference (9.1%)

In general, do you **like** these ebooks?

Yes, very much (81.88%); quite like (9.1%); like a little (9.1%); neutral (0%); no, not at all (0%)



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Conclusion

- Teachers can make use of technology to create texts that are accessible and enjoyable to all. It is particularly important to make reading a **less laborious** experience for the struggling readers to **improve their reading enjoyment and motivation**.
- Potential of e-books in enhancing the teaching of reading will need further research—but at least we can see its potential in providing **enjoyable reading fluency practice** to the struggling readers.



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Conclusion (cont.)

- As can be seen from our student sharing, this project was **helpful** in increasing their understanding of e-books as a tool to support early literacy practices.
- We hope this encouraging result can show the **value** of providing opportunities for preservice teachers to engage in projects where **time and space** are given for them to **explore** new technological tools together with **customised training workshops** and **supervised practice** opportunities. This is especially true when training for such tools is not available in their regular teaching methodology courses.



Time and
space

Customised
training

Supervised
practice



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Conclusion (cont.)

- In addition, given the **complex nature** of the process of **learning to read**, many pre-service teachers may need **additional learning opportunities beyond their regular courses** to acquire knowledge and skills necessary for facilitating this complex process.



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