

Incorporating e-Learning into the Learning and Teaching of Grammar at Primary Level

**English Language Education Section
Curriculum Development Institute
Education Bureau
June 2019**

Rundown of Today's Programme

Time	Focus
2:00-3:30pm	<ul style="list-style-type: none">• Warm-up• An introduction to e-learning in the English classroom and the TPACK model• Effective grammar learning and teaching
3:30-3:45pm	Break
3:45-4:15pm 4:15-4:50pm	<ul style="list-style-type: none">• School sharing – HHCKLA Buddhist Wong Cho Sum School• Hands-on: Designing effective tasks and activities to facilitate grammar learning and teaching using technology
4:50-5:00pm	Q & A

Objectives

- To enhance teachers' knowledge and understanding about the learning and teaching of **grammar in context** through the use of various e-learning resources in the primary English classroom
- To provide suggestions on how to incorporate **e-learning resources** to facilitate grammar learning and teaching
- To provide **hands-on activities** on how to design activities/tasks to enhance the learning and teaching of grammar
- To share **school-based practices** on the effective use of e-learning tools and resources to facilitate the learning and teaching of grammar

Warm-up

In groups, discuss and share on the following:

1. How is e-learning implemented in your school?
(e.g. Do you use e-learning resources to supplement your teaching? What do you use? How often do you use them? When do you use them?)
2. What is your school's practice in grammar teaching?
(e.g. What to teach? How to teach?)

Literacy Development in the English Classroom

Promoting Reading across the Curriculum (RaC)

Communicative Functions for General Purposes

VS

Rhetorical Functions for Academic Purpose

Equipping Students with New Literacy Skills

Lifelong learning

Challenges in the 21st century

Promoting Language across the Curriculum (LaC)

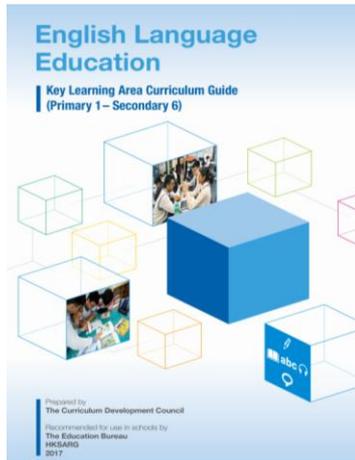
Literacy Development in the English Classroom

The ability to read and write effectively

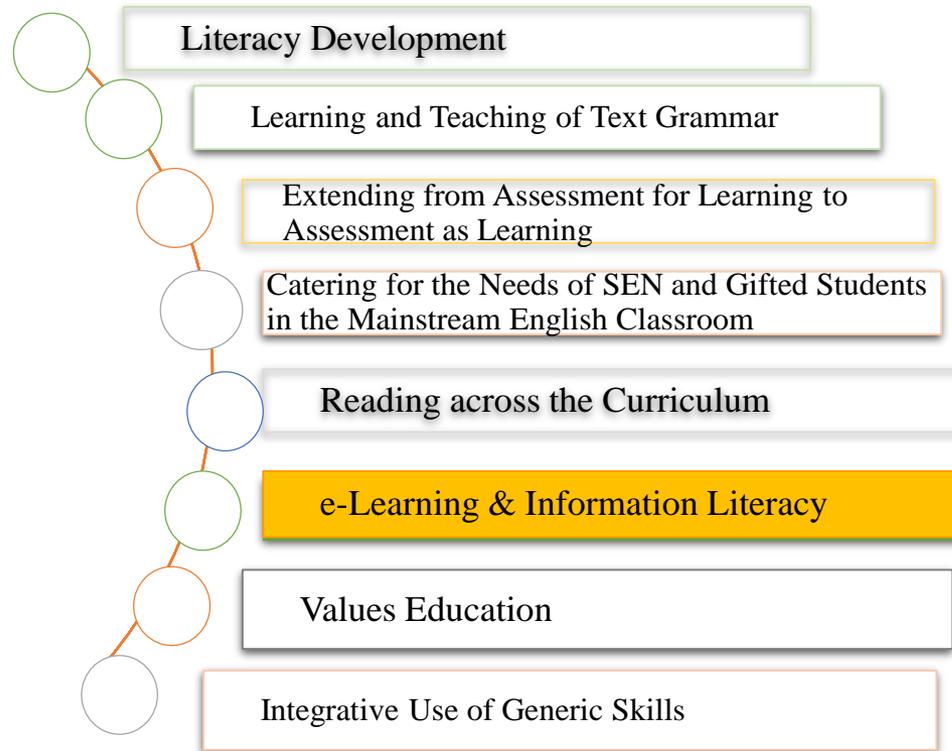
Processing and creating multimodal texts

- audio
- visual
- gestural
- spatial
- linguistic

Major Updates of the ELE KLACG (P1-S6)



ELE KLACG (P1-S6)(2017)



e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives.

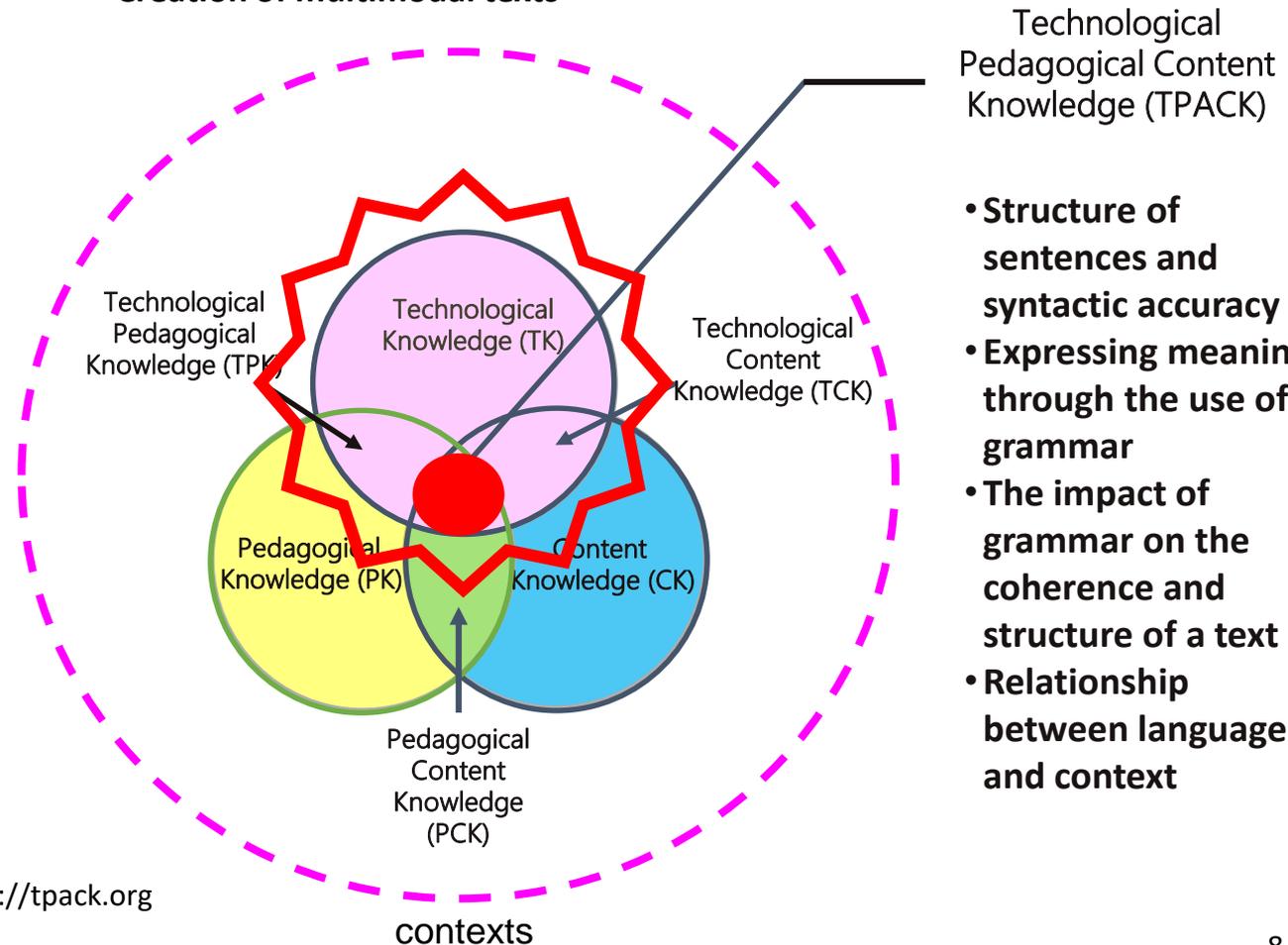
"Pedagogy empowered by digital technology"

English Language Education KLA Curriculum Guide (P1-S6) 2017, Chapter 1, p.7

Learning and Teaching of Grammar with Technology

- Exposure to authentic texts in various modes of representation
- Collaborative problem-solving tasks
- Creation of multimodal texts

- Teaching grammar in context
- Exposing learners to authentic language use
- Adopting an inductive approach
- Engaging learners in communicating in the target grammar item and structure for various communicative purposes
- Meaning-focused activities



Technological Pedagogical Content Knowledge (TPACK)

- Structure of sentences and syntactic accuracy
- Expressing meaning through the use of grammar
- The impact of grammar on the coherence and structure of a text
- Relationship between language and context

<http://tpack.org>

Learning and Teaching Grammar in Context

Teachers

Providing a context

set the scene and activate students' prior knowledge

**Input
(content / language)**

expose students to some language samples to illustrate the forms and use of the target grammar items and structures

Learning through games, activities & exercises

design information gap activities for students to explore the use of the language items and structures in context and make use of the exercises to provide opportunities for students to practise and consolidate the items learnt

Application

provide a new context for students to apply the grammar knowledge learnt

Students

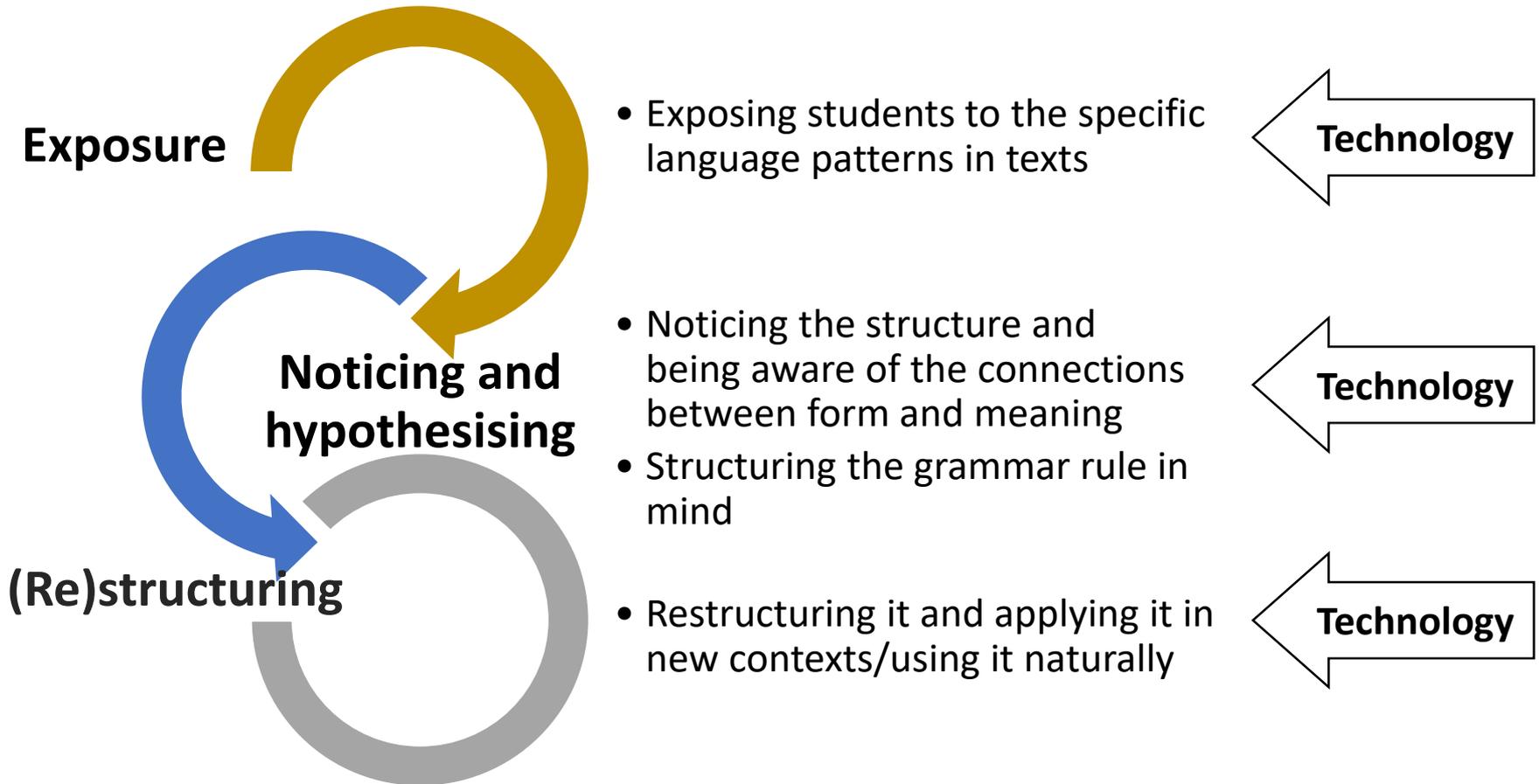
become motivated and connect their own experiences

gain ideas and notice some repeated language patterns and how they are used

gain confidence and internalise the use of the grammar items and structures through the guided/controlled practice

apply the grammar knowledge in meaningful contexts, e.g. to solve problems, express views, or communicate with others

Stages involved in the learning of grammar



Effective Strategies for Teaching Grammar



Providing rich language exposure through classroom interaction and the use of spoken and written texts

Engaging students with the texts or situations provided meaningfully

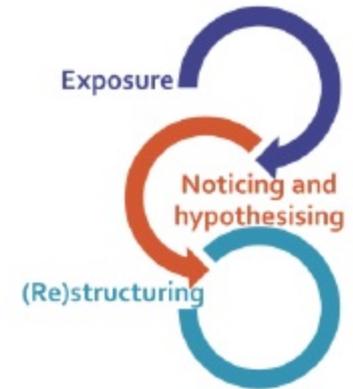
Guiding students to notice and identify the forms and functions of the target grammar items and structures through child-appropriate activities

Designing tasks and activities in which students could apply their language resources and knowledge of language form

What kind of input and exposure should we provide for students?

Texts as authentic input and response

- Contextualised
- Authentic use of grammar
- Varied text types
- Age-appropriate and with interest-value
- Meaningful texts
- Meaningful and natural interaction with the text



<https://www.youtube.com/watch?v=iIn8sjN1pgw>



Noticing is "an active process in which learners become aware of structure".



- Noticing an aspect of form is the first stage of learning
- Attention to form is vital
- Learners need to be helped to notice grammatical patterns of the language
- Once noticed, they are more likely to become part of their interlanguage, their internal grammar
- Noticing is an active process: raise awareness of structure, notice connections between form and meaning
- Learners notice: they do not use or manipulate the language themselves at this stage

The spider is small.

The spider is hairy.

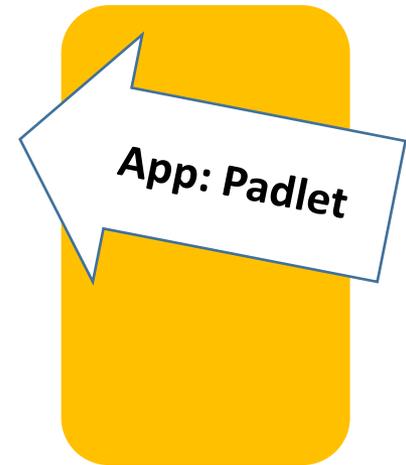
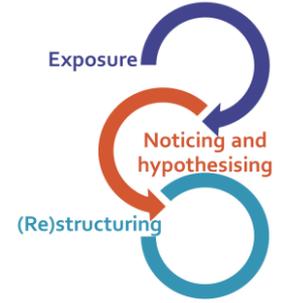
The monkey is furry.

The spider has eight legs.

The bat has wings.

The parrot has sharp claws.

The parrot has a beak.



How can we guide students to notice patterns and identify the form?

Noticing grammar in stories: categorising



- is + (adjective)

- The spider is small.
- The spider is hairy.
- The monkey is furry.

- has + (noun)

- The spider has eight legs.
- The bat has wings.
- The parrot has sharp claws.
- The parrot has a beak.

Exploiting Repetition as a Literary Device



- **“Brown Bear, Brown Bear, What do you see? I see a red bird looking at me. Red Bird, Red Bird, What do you see? I see a yellow duck looking at me. Red Duck, Red Duck ...**

[Brown Bear, Brown Bear, What Do you See? by Eric Carle]

- **“Oh NO! I can’t stand THIS.” So he got up and went to sleep in Baby Bear’s room...”Oh NO!” said Mr. Bear. “I can’t stand THIS.” So he got up and went to sleep in the living room...”Oh NO!” said Mr. Bear, “I can’t stand THIS.” So he went off to sleep in the kitchen. “Oh NO,” ...**

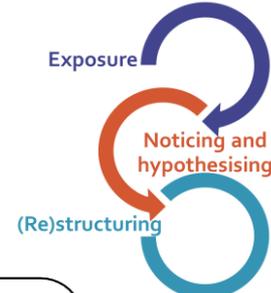
[Peace At Last by Jill Murphy]

- **“My tie is a scarf for a cold giraffe, But look me up and down – I’m the smartest giant in town.” ... “My tie is a scarf for a cold giraffe, My shirt’s on a boat as a sail for a goat, But look me up and down – I’m the smartest giant in town.” ...” “My tie is a scarf for a cold giraffe, My shirt’s on a boat as a sail for a goat, My shoe is a house for a little white mouse...”**

[The Smartest Giant in Town by Julia Donaldson]

- **I wrote to the zoo to send me a pet. They sent me a ... He was too big. I sent him back. They sent me a ... He was too tall. I sent him back. They sent me a ... He was too fierce. I sent him back ...**

[Dear Zoo by Eric Carle]



Focuses on form, meaning and use

**Grammar at text level
(*not* isolated sentences)**

Opportunities for students to use the language and for (re)structuring

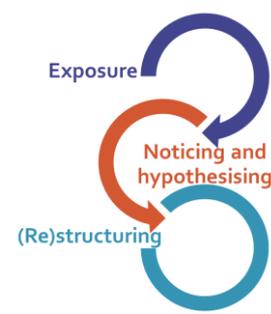
(Re)structuring activities

**Language is contextualised
(meaningful and purposeful)**

Opportunities for students to experience the process of noticing and hypothesising again

Opportunities for students to think, e.g. making choices in form and thinking about the meaning communicated through those forms

Can you suggest some (re)structuring activities for the *Monkey Puzzle*?

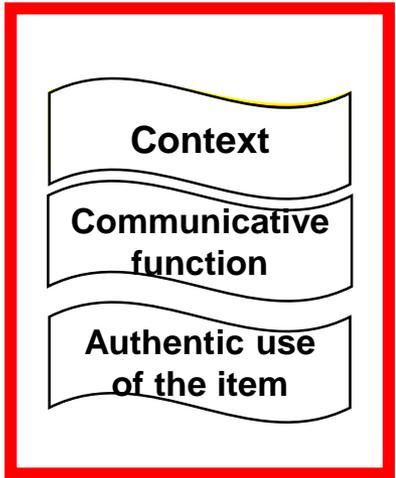


- | | |
|--|---|
| <ul style="list-style-type: none"> • is + (adjective) • The spider is small. • The spider is hairy. • The monkey is furry. | <ul style="list-style-type: none"> • has + (noun) • The spider has eight legs. • The bat has wings. • The parrot has sharp claws. • The parrot has a beak. |
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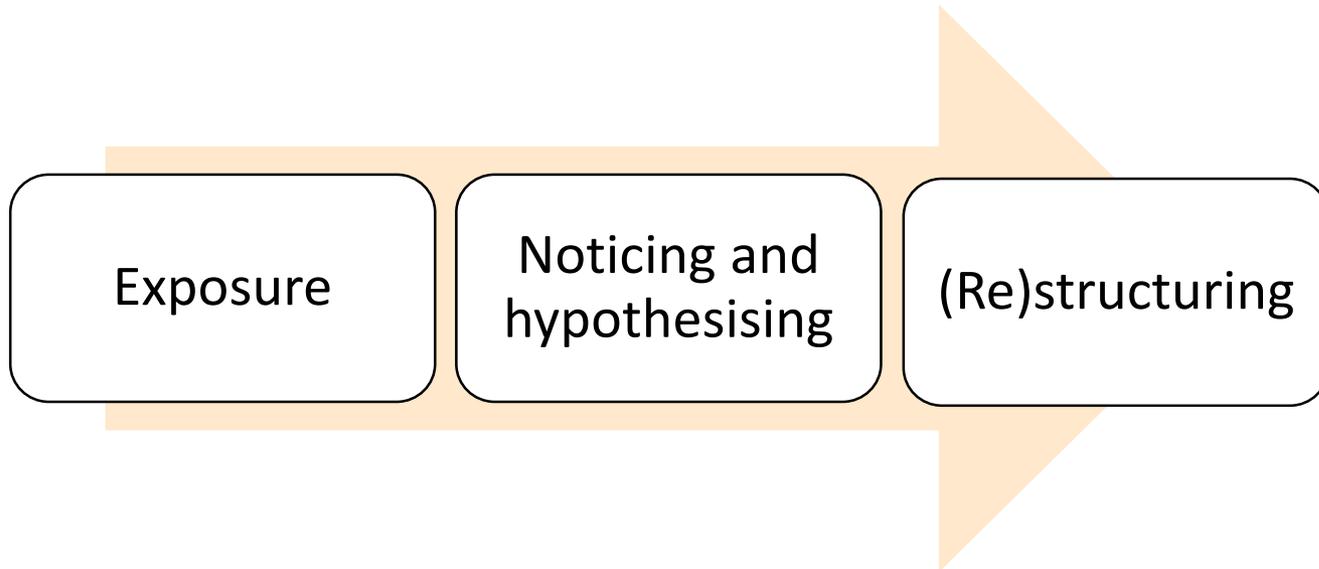
Suggestions:

- *Design an ebook about the person I admire most*
- *Design a Lost poster*
- *Describe my teacher/ parent/ classmate*
- *Role-play between the monkey and an animal policeman*
- *Show and tell – my favourite toy*
- ...



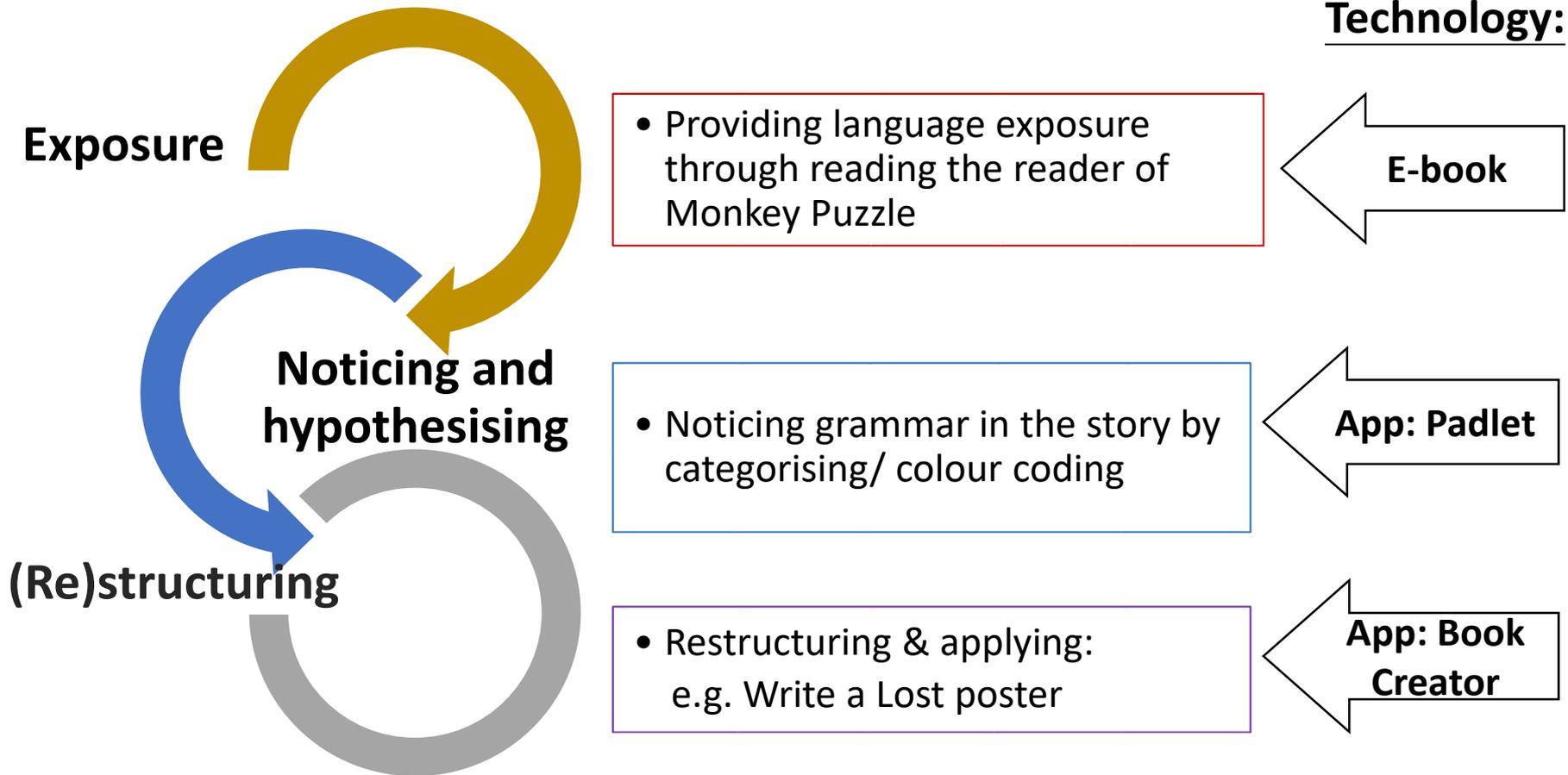
Incorporating e-Learning into the Learning and Teaching of Grammar

Teaching grammar in context



Lesson Planning: An Example – *Monkey Puzzle*

Lesson Objective: To use the simple present tense (e.g. is, has, etc.) to talk about what people/animals look like



Characteristics of Quality e-Learning Resources

Involving good models of English use

Supported by teaching approaches based on sound pedagogical principles

Consisting of user-friendly design, and appropriate graphics, sound and animation to increase students' motivation and support learning

Promoting the integrated use of language skills

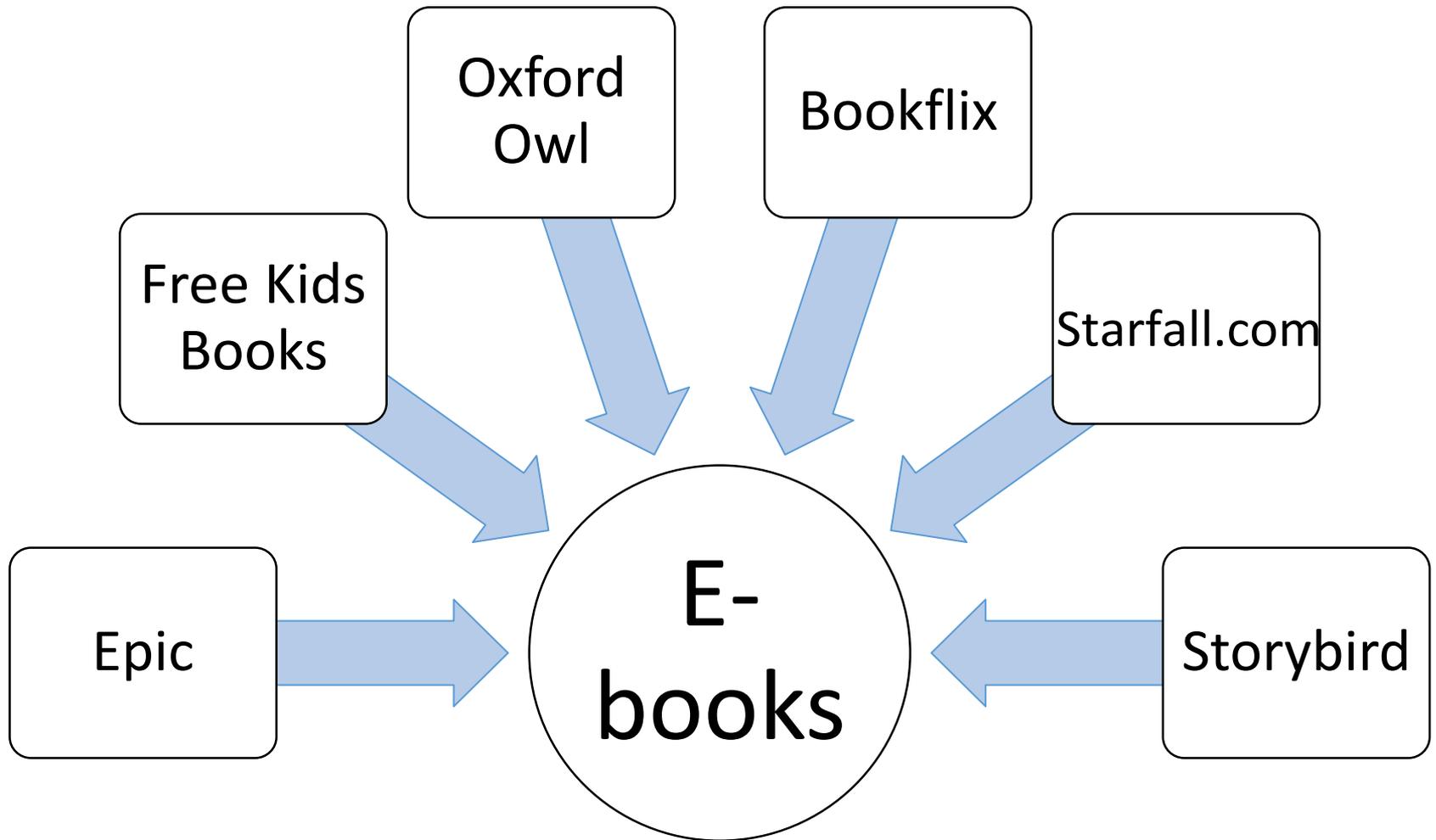
Promoting interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them

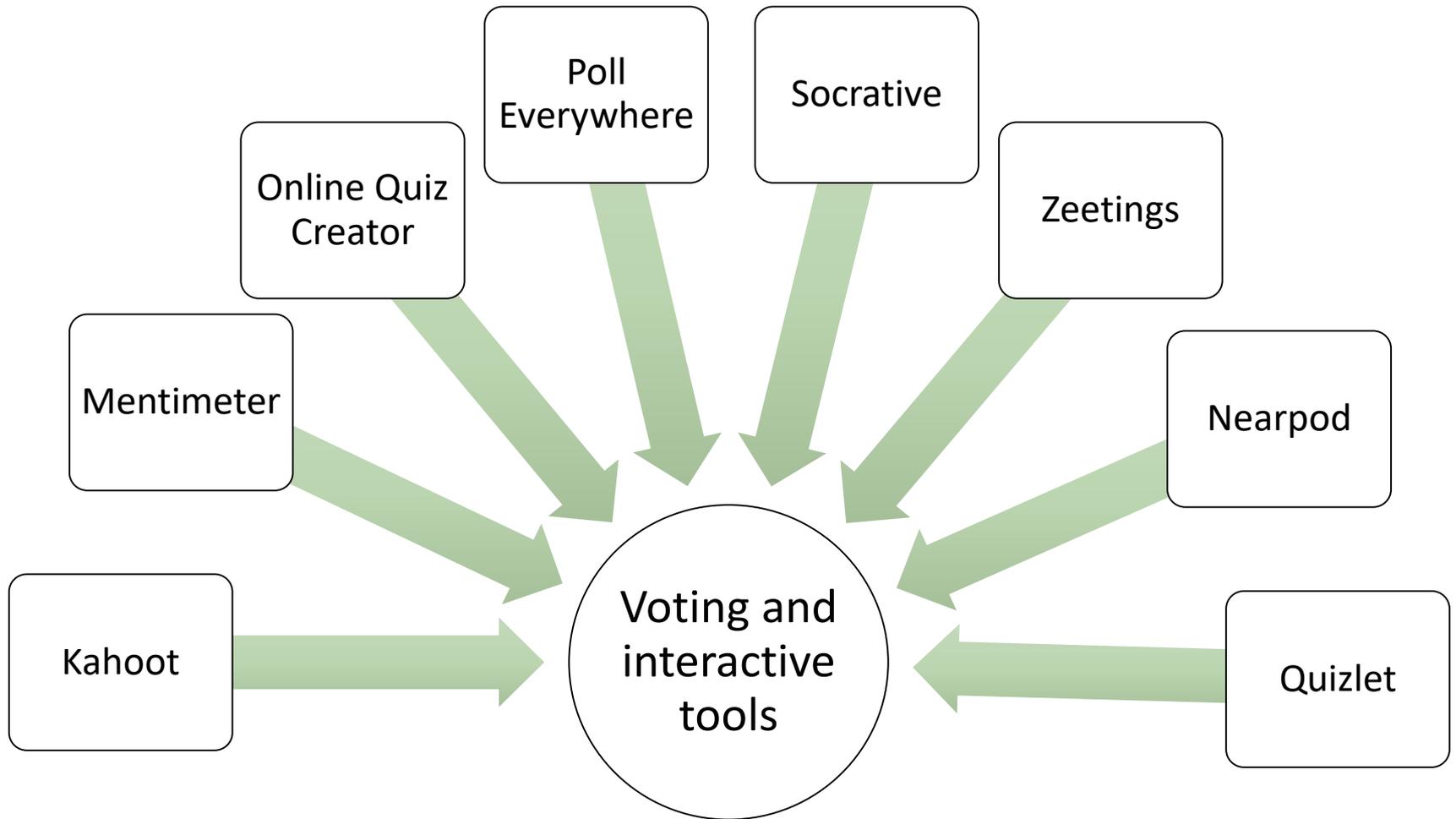
English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), p.103

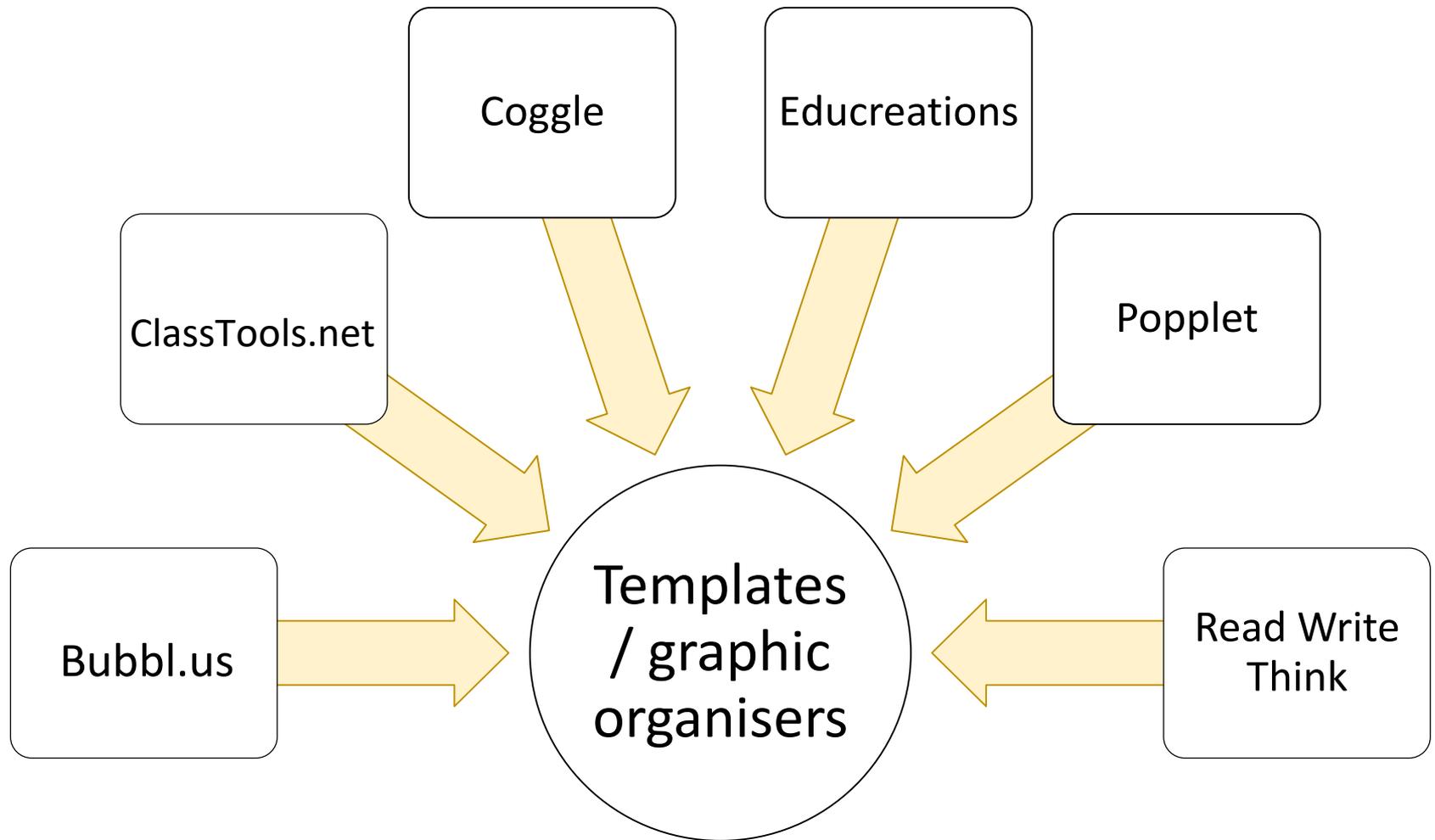
“...any use of technology needs to be integrated into your lessons, and it needs to support your language aims. There is clearly no point in using technology for technology’s sake. Unless it enhances the lesson in some way, don’t use it.”

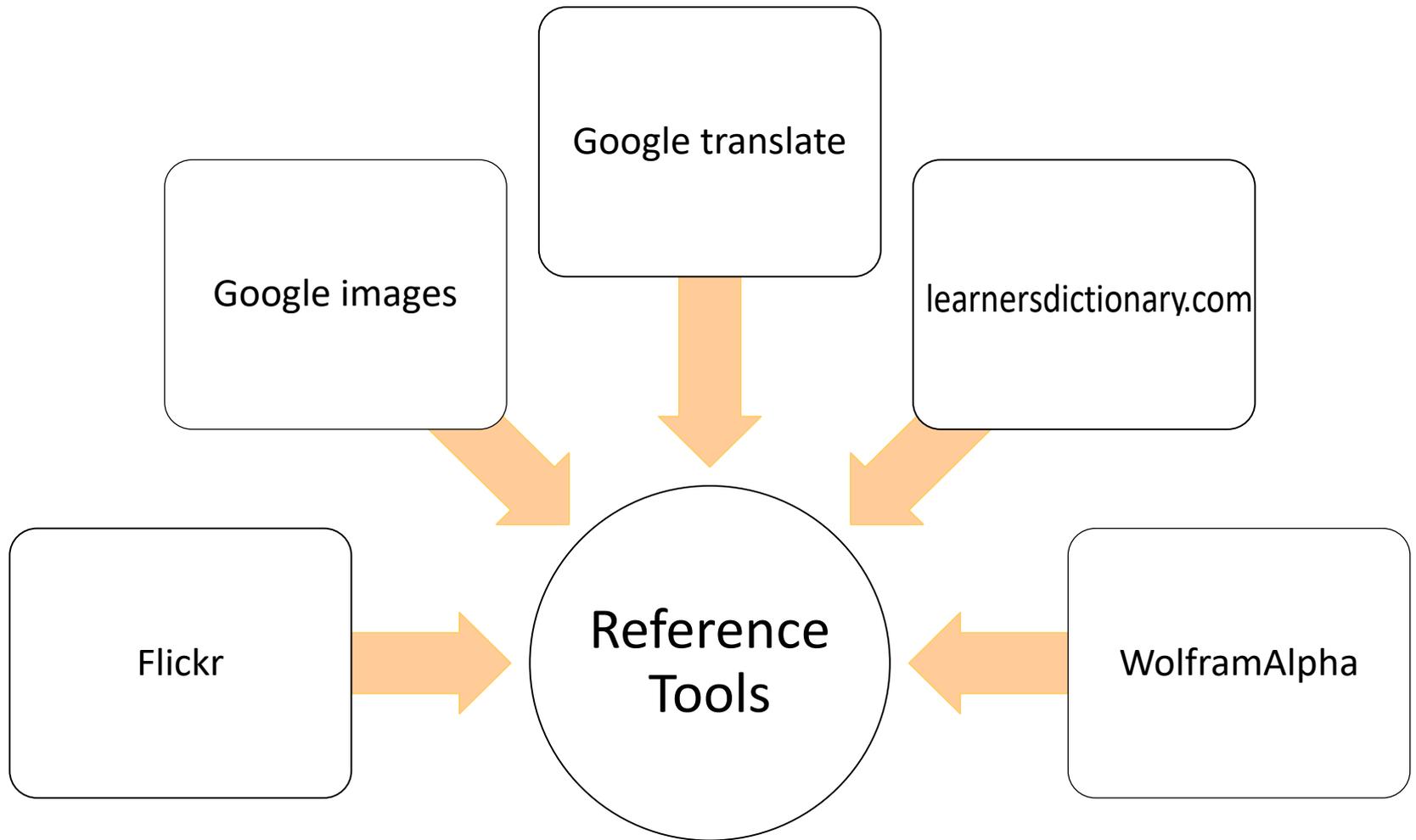
(Hockley, 2015)

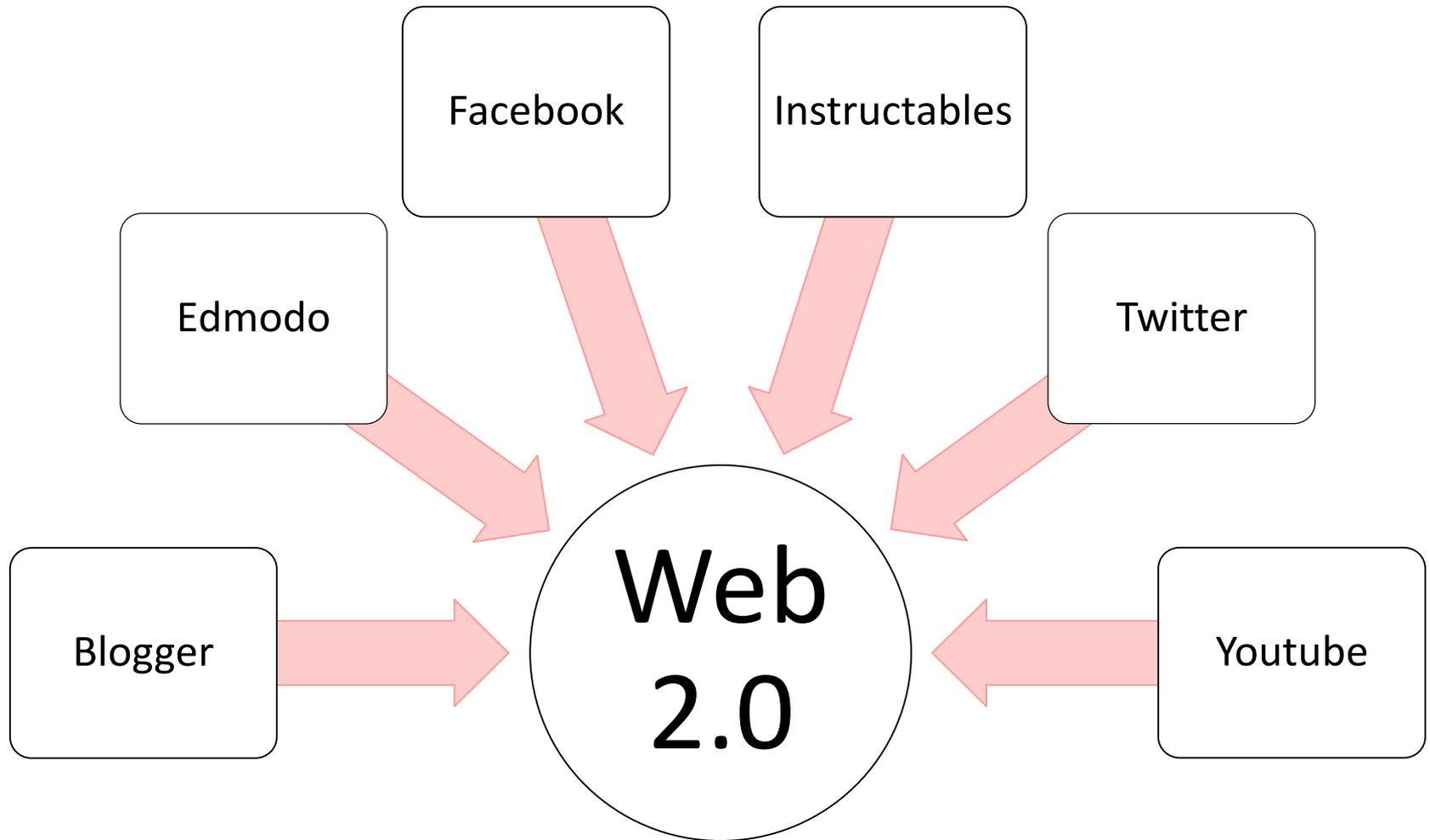
Go to **Electronic Resources** → **e-Databases** via the HKPL website
(www.hkpl.gov.hk)

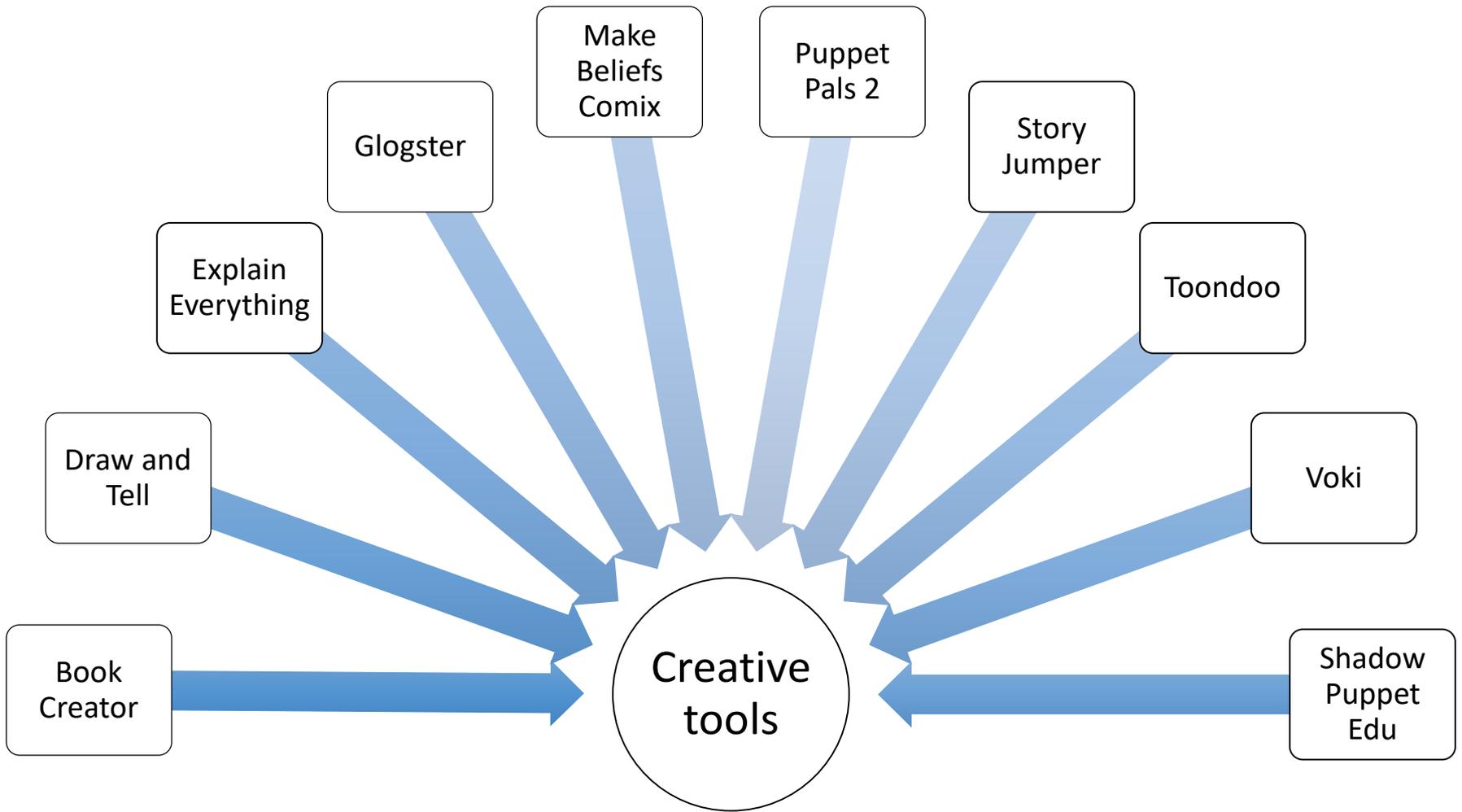


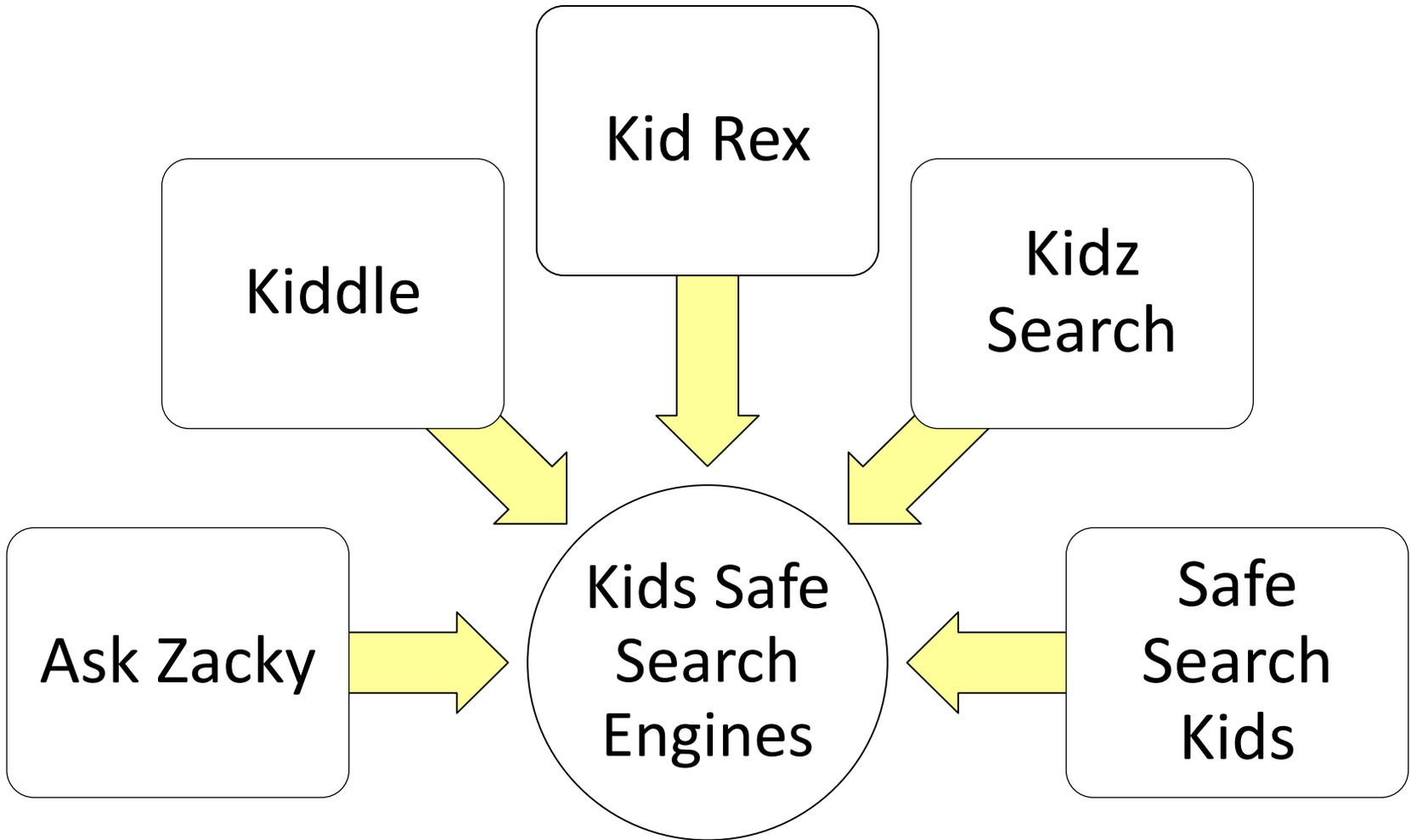


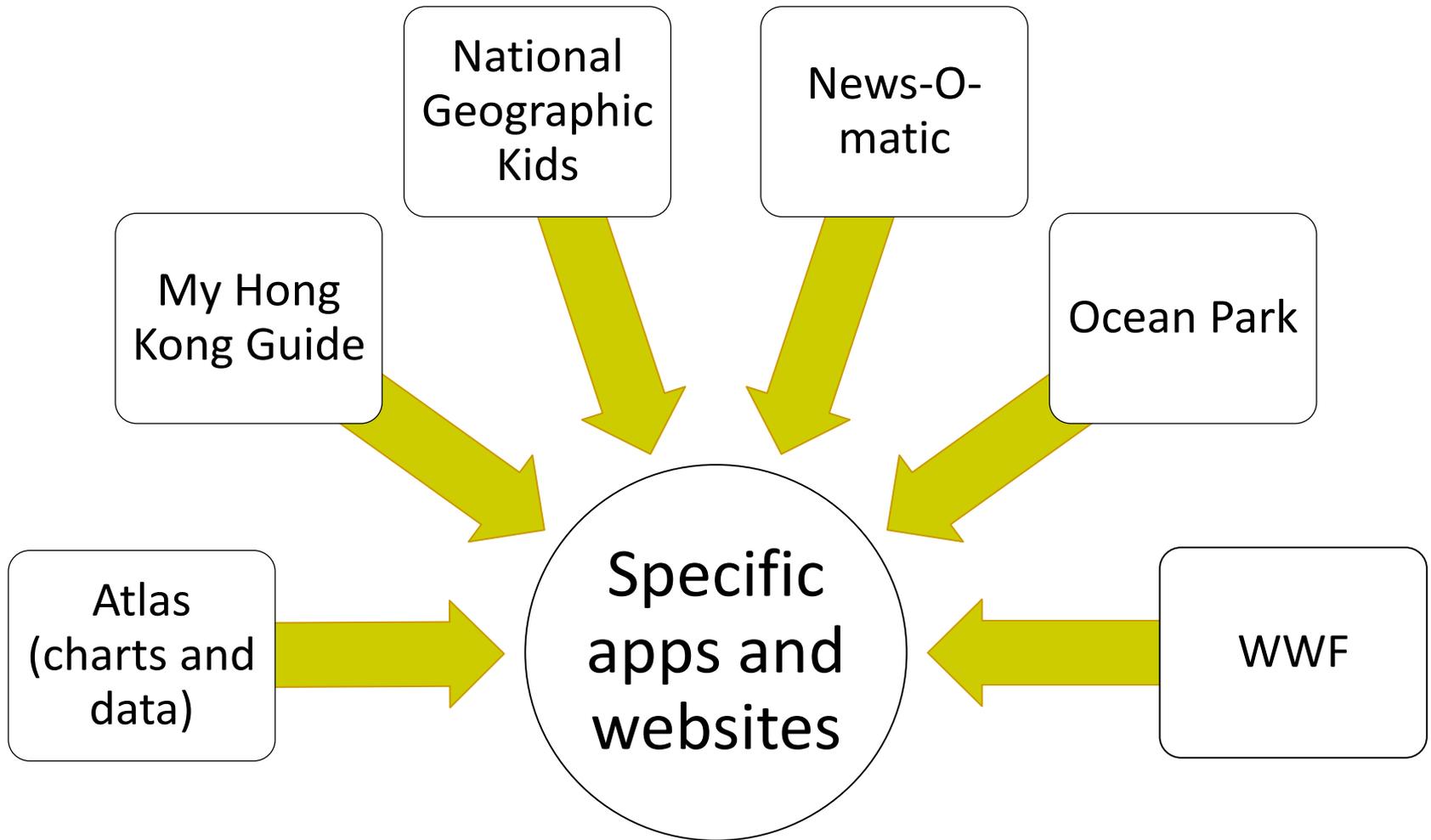












Hands-on: Lesson Planning

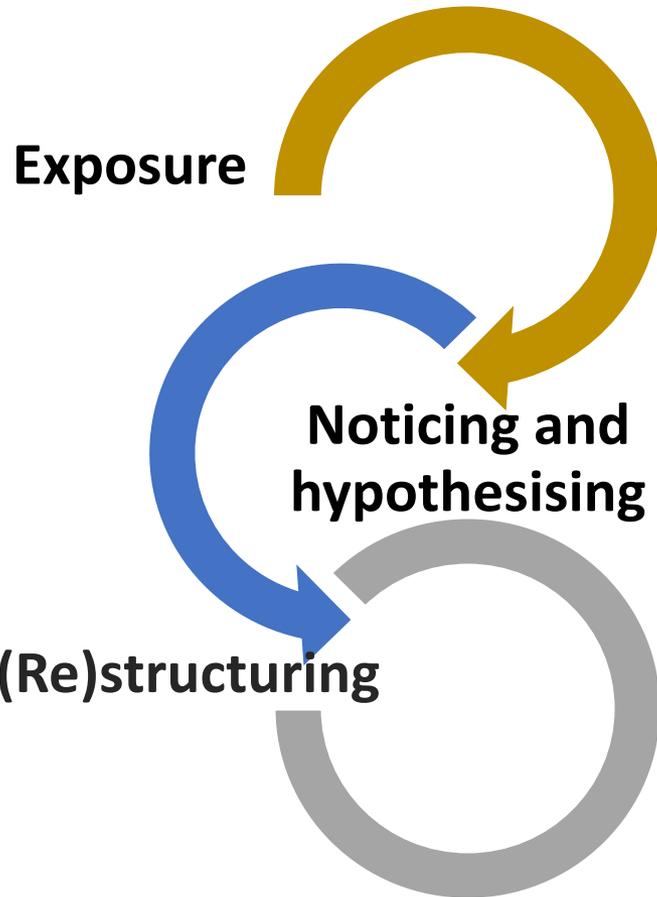
In groups, study the textbook unit and design a learning task or activity to help students learn the target language item:

- What is the target language item?
- What are the teaching steps involved?
- What are the e-learning resources/tools that will be used to facilitate learning and teaching?

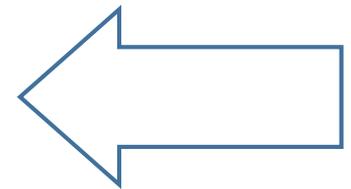
Lesson Planning

Lesson Objectives:

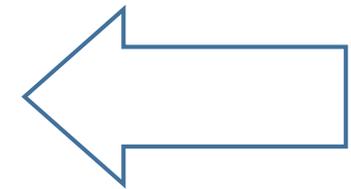
Technology:



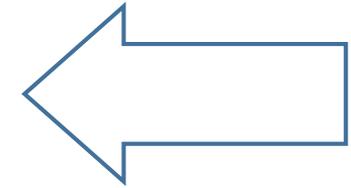
Empty rectangular box for lesson planning.



Empty rectangular box for lesson planning.



Empty rectangular box for lesson planning.



Considerations for Selecting Appropriate e-Learning Resources

