

Effective Use of Blended Learning to Develop Students' English Language Skills and Self-directed Learning Capabilities at Primary Level

Centre for Learning Sciences and Technologies - CUHK

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Course Speaker

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Learning objectives

- To empower primary-level educators with the proficiency to seamlessly integrate blended learning approaches for cultivating students' English language skills and fostering self-directed learning capabilities
- To master strategies to combine traditional classroom methods with online resources, enhancing listening, speaking, reading, and writing proficiencies
- To design blended learning activities, utilize technology effectively, and nurture students' language skills and self-directed learning competencies in the primary English classroom



Rundown of this session

Take a poll on your experience with e-teaching and e-learning



Introduction



Use of Blended Learning in English Language Development



Demonstration and Hands-on Activities



Reflection and Closure

Rundown of **Part I**

Take a poll on your experience with e-teaching and e-learning



Introduction



Blended Learning Models and Benefits



Icebreaker Activity: “Share and Reflect”

Rundown of **Part I**

Take a poll on your experience with e-teaching and e-learning



Introduction



Blended Learning Models and Benefits



Icebreaker Activity: “Share and Reflect”

Self-directed learning

| Scholar(s) | Definition |
|---|---|
| Knowles (1975) | Self-directed learning is a process in which individuals take the initiative to diagnose their own learning needs, formulating their own learning goals, identifying resources for learning, choosing the appropriate learning strategies and evaluating their own learning outcomes. |
| Brockett & Hiemstra (1991); Caffarella (1993) ; Merriam, Caffarella, & Baumgartner (2007) | Self-directed learning is a process of learning where individuals take the primary responsibility in the learning process, as well as a set of personal attributes or personal characteristics of the learner. |
| Williamson (2007) | Self-directed learning is the basis of all learning, whether formal or informal. |

Self-directed learning (pedagogical approach)

- it requires students to take personal responsibility for their own learning, and
- the SDL process or teaching-learning transactions often involve interactions with the teacher as well as with other learners (Brockett & Hiemstra, 1991)

Taking personal responsibility over one's learning does not exclude a student from working with the teacher or his peers (Banz, 2009).



Key components and indicators of Self-directed learning

| SDL indicators | Description |
|-----------------|--|
| Goal setting | <ul style="list-style-type: none">• Students identify own learning goals and learning activities |
| Self-planning | <ul style="list-style-type: none">• Students regulate and plan for the detailed decisions and arrangements associated with own learning, such as planning, creating outline of schedule |
| Self-monitoring | <ul style="list-style-type: none">• Students self-manage their own time• Students monitor own repertoire of learning strategies• Students adjust own learning pathway as they progress |
| Self-evaluation | <ul style="list-style-type: none">• Students are aware of the assessment criteria• Students critically evaluate work according to set criteria |
| Revision | <ul style="list-style-type: none">• Students revise their work based on the feedback received from their teacher or peers at various stages• Students reflect on their own learning and apply what they have learnt to new contexts |

Blended Learning

- a style of education in which students learn via electronic and online media as well as traditional face-to-face learning

- Source: Oxford Dictionaries



Types of Blended Learning Models

- Face-to-face Driver
- Flipped Classroom
- Station Rotation
- Peer Teaching and Collaboration
- Online Driver
- Flex



Type I: Face-to-Face Driver

- Definition: where the teacher drives the instruction and augments with digital tools
- This is the closest model to a typical classroom training.
- Online instruction decided on a case-by-case basis to allow students (who are struggling / working above their grade level) to progress at their own pace using technology in the classroom.



Type 2: Station Rotation

- Definition: students cycle through a schedule of independent online study and face-to-face classroom time
- In a classroom setting, students rotate through stations (face-to-face and online) on a fixed schedule, where at least one of the stations is an online learning station.



Type 3: Online Driver

- Definition: all curriculum and teaching are delivered via a digital platform and face-to-face meetings are scheduled or made available if necessary
- Students work remotely and materials are primarily delivered via an online platform. Students can communicate with teachers online.



Type 4: Flex

- Definition: most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support
- Learning is primarily self-guided and teacher stays in the same place with students to provide on-site support.



Type 5: Self-Blend

- Definition: students choose to augment their traditional learning with online coursework
- Students are provided with opportunities to take classes beyond what is already offered at school.
- Supplement learning can be done through online courses.



Type 6: Flipped Classroom

- Definition: students cycle through a schedule of independent online study and face-to-face classroom time
- Students learn at home via online coursework and lectures.
- Teachers use class time for teacher-guided practice or projects.



Benefits of blended learning

- Personalized Learning
- Enhanced Engagement
- Collaborative Skills
- Data-Driven Instruction
- Self-Directed Learning



Share and Reflect

Share your own experiences with blended learning or online tools in the classroom.



Rundown of **Part II**

Introduction



Use of Blended Learning in English Language Development



Pedagogical Practices for Blended Learning



Implementing Blended Learning in the English Classroom

Considerations and Challenges



Pedagogical Practices for Blended Learning

- Differentiated Instruction
- Formative Assessment
- Active Learning and Collaboration
- Flipped Learning and Pre-Reading
- Blended Writing Workshops
- Language Immersion and Authentic Resources



Example 1: Flipped Classroom Approach in Vocabulary Building

Students are introduced to the topic during the lesson and have to complete a self-learning task at home.

- Level: Primary 5
- Module: Caring for others
- Topic: Getting along with others
- Number of lessons: 1
- Objectives:
 - To understand the vocabulary about things we should and shouldn't do with / to our friends (verbs phrases with prepositions)
 - To understand verb and preposition collocations



Example 1: Flipped Classroom Approach in Vocabulary Building

Target words

- Things we should and shouldn't do:
help ... with, share ... with, get along with,
quarrel with, argue with, fight with, listen to,
talk to, be nice to, be mean to, laugh at, shout
at, take care of

E-learning tools

- Quizlet
- Self-learning activity: Flashcards → Match
- In-class activity: Classic Live



Quizlet: Classic Live

Quizlet Live is an in-class, team-based learning game. Students work together to correctly match a Quizlet set's terms and definitions.



Suggestions of effective blended learning activities

- Before lesson starts:
 - Students can learn the meaning of the target words via Quizlet flashcards.
 - Teachers can track each student's learning progress and design class activities accordingly, so as to allocate class time more effectively.
- During lesson:
 - Teachers can focus on the vocabulary items students frequently miss more often.
 - More interactive class activities, for example, role-play, can be included for to reinforce students' understanding in a meaningful context.
 - Game-based learning can be employed for both self-learning and in-class activities.
 - Teachers can conduct regular assessment to identify areas of improvement.



Example 2: Language Immersion Through Authentic Multimedia

Students are introduced to a foreign country during the lesson and have to complete an in-class speaking task at the end.

- Level: Primary 3
- Topic: All around the world - Australia
- Number of lessons: 2
- Prior knowledge:
 - Students know some basic facts about Australia
 - Students are able to use adjectives to describe people and animals



Example 2: Language Immersion Through Authentic Multimedia

Objective (Listening and Speaking)

- To introduce the landmarks of Australia using simple sentence structures (e.g. This is... It is...) and describe the landmarks with appropriate adjectives

E-learning tools

- Quizlet
- Eduventure VR
- Google Forms



Eduventure VR

EduVenture®-VR provides immersive 360° VR learning experience for students in an affordable and scalable way.



Suggestions of effective blended learning activities

- **Before lesson starts:**
 - Students can revisit the adjectives via Quizlet flashcards.
 - Students can research about Australia's landmarks using online resources and choose their favourite landmarks.
 - Teachers can decide on an itinerary based on students' interest.
- **During lesson:**
 - Students can use Eduventure VR to enjoy virtual tours of the landmarks they have researched about.
 - Teachers can prompt students to interact during the tour with MC questions or speaking prompts.
 - Students can work in pairs to complete a mission sheet on Google Form and tell their partners about what they see. Teachers can assign two sets of virtual tours and mission sheets to Student A and Student B.
- **After lesson:**
 - Students can research more about Australia's landmarks using online resources.
 - Teachers can assign students to create a digital poster or a slideshow about a specific landmark in Australia.



Example 3: Digital Storytelling

Students read a classic story, rewrite part of the story during the lesson and create a virtual story at home.

- Level: Primary 4
- Story: The Lion and the Mouse fable
- Number of lessons: 2 double lessons
- Objectives:
 - To develop imagination and foster creativity
 - To create virtual scenes for a story
 - To read aloud a short story imitating appropriate stress, rhythm and intonation



Lesson 1: Introduction to the Story

- Before lesson
 - Students are assigned to watch a YouTube video and complete a digital worksheet.
 - Teachers track each student's learning progress via the platform.
 - Suggested e-learning tool: Google Form, Nearpod
- In lesson
 - Students read “The Lion and the Mouse” in class with guidance from the teacher.
 - The class discuss the story's main elements, e.g. theme, characters.
 - Suggested e-learning tool: Nearpod, Quizizz
- After lesson
 - Students create a simple digital storyboard of the story.
 - Suggested e-learning tool: Padlet



Lesson 2: Story Re-writing

- Before lesson
 - Students create a simple digital storyboard of the story.
 - Suggested e-learning tool: Padlet
- In lesson
 - Teachers introduce different ways to rewrite a story by changing the story elements.
 - Students work in groups and rewrite parts of the story. They read and comment on their classmates' work, and revise their stories.
 - Students record voiceovers for their stories.
 - Suggested e-learning tool: Google Slides, Padlet
- After lesson
 - Students use a virtual environment tool to create a scene from the story.
 - Suggested e-learning tool: CoSpaces, Google Slides



CoSpaces

CoSpaces Edu allows students build their own 3D creations, animate them with code and explore them in magical ways.



Considerations and Challenges

- Student Learning Needs and Interests
- Evolving Teacher Role
- Data Utilization and Personalized Feedback
- Technology Integration and Access
- Curriculum Integration and Alignment
- Classroom Management and Engagement
- Authentic Assessment and Skill Development
- Continuous Professional Development
- Ethical Use of Data and Online Resources



Rundown of **Part III**

Use of Blended Learning in English Language Development



Demonstration and Hands-on Activities



Demonstration of E-learning Resources and Tools



Hands-on Activities: Designing Blended Learning Activities

Resources for Digital Reading Platforms

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E-Book Resources in Hong Kong Public Libraries

<https://www.hkpl.gov.hk/en/e-resources/e-books/home>

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English e-Books in Hong Kong Public Libraries

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English Audio Books in Hong Kong Public Libraries

Naxos Spoken Word Library

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Sample Resources for Extensive e-Reading

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「EdBookShelf 教城書櫃」 eBook Reader

<https://edbookshelf.hkedcity.net>

- '[EdBookShelf](#)' is a **cross-platform**, multi-functional eBook reader by EdCity, with the following features: **text-to speech function** in Cantonese, Putonghua and English; **Chinese and English interface**; built-in tools such as **bookmarking, note-taking, highlighting, 'Dictionary'**; eBooks synchronised in the cloud; **online or offline reading** on tablets and smartphones; and multi-book reading via browsers. Readers can enjoy reading anytime and anywhere on EdBookShelf.



E-Book Resources: epic!

Free account limitation:
Access from 7am to 3pm
Monday to Friday



Another example: BookFlix

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Another example: Raz-Kids Kids A-Z

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Audio books: Spotify

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Hands-on Task 3

Search for and read e-books on HKPL website and Epic!

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Affordances of Technology for e-Reading

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Hands-on Task 4

Explore the functions of e-Dictionaries

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Resources for Intensive e-Reading

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Nearpod

- Simple way of distributing different resources
- Simple presentation delivery
- Live formative assessment
- Ongoing assessment
- Collaborative tasks
- Open-ended tasks
- etc.

Gamified activities

Poll

Quiz

Draw-it

Slide

Video

Flipgrid

Matching pairs

Fill in the blanks

Open Ended Question



Google Sites

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Flip

- Increase accessibility of students
- Share book reviews
- Practice language skills
- Build student portfolios
- Share and celebrate work
- etc.



Hands-on Task 5

Create digital multimodal texts with different IT tools

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Resources for e-Writing

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Padlet

- Add posts with one-click, copy-paste, or drag and drop
- Simple link sharing allows for quick collaboration
- Work with unlimited contributors
- Watch updates instantly across devices
- etc.



Use Padlet for Ss to share thoughts on a certain topic

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Google Docs

- Collaborative writing
- As an inbox
- Collaborative brainstorming
- Virtual copy machine
- etc.

Special features

Chatroom

Feedback

Voice typing

Template links

Cite sources

Find a GIF

Access offline

Edit MS files directly



Google Slides

- Make a self introduction
- Create an eBook report
- Write a Choose Your Own Adventure Story
- Create a narrated storybook
- Play a 'Jeopardy!' Game
- etc.



Google Forms

- Make an auto-graded quiz
- Submit information in logs
- Create a Choose Your Own Adventure Story
- Give answer with an image
- etc.

Question types

multiple choice
checkboxes
text
paragraph
choose from a list
scale
grid



Clips (only for iOS device)

- Create a personal narrative
- Record interviews
- Try Digital storytelling
- Film a Thank You Note
- Make a How-To Video
- Re-create a favourite story
- etc.

Special feature

live titles

filters

stickers

posters

music

editing clips



Book Creators

- Add images or take your own photos
- Drop in video or music
- Record your voice
- Use the pen tool to draw or annotate
- Use shapes, icons, arrows and emojis to express your ideas
- Portrait, square or landscape book layouts
- etc.



Storybird

- Create, read and share visual stories
- Offer different artistic options with built-in image library
- Add texts and book covers
- etc.



Web Whiteboard

- Create collaborative boards for lectures, class activities, or student projects.
- Use the Pen Tool feature to ensure students are viewing the right area of the board.
- Use fun features like emojis and mind maps to engage your students.



Hands-on Task 6

Create a digital assignment with different IT tools

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Resources for polling and brainstorming

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Use a word cloud tool

- activate prior knowledge,
- predict the content of a text



Use a mind map tool

- Create mind maps and flowcharts
- Allow real time collaboration
- Add text labels and images



Hands-on Task 7

You're about to read a passage about Japanese culture. Submit words, one word at a time, that are about Japanese culture (food, beliefs, costumes, history, leisure activities, etc.)



Apps for creating quizzes and polling

- collect Ss' initial thoughts
- stimulate thinking



Hands-on Task 8

Go to PollEverywhere and experience engaging activities.

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Resources for Gamification

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Kahoot!

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Quizlet

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Quizizz

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Wordwall

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Hands-on Task 9

Experience engaging activities with different e-learning tools.

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Hands-on Activity

Design blended learning activities with what you have learnt today.

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General Guidelines + Google Slides

- Divide participants into small groups
- Provide each group with a sample English lesson topic
- Instruct participants to collaboratively design a blended learning activity using the demonstrated tools and strategies
- Each group presents their activity to the larger group, highlighting how it develops language skills and self-directed learning



Share and Reflect

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Rundown of this session

Take a poll on your experience with e-teaching and e-learning



Introduction



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Demonstration and Hands-on Activities



Reflection and Closure

Conclusion

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Learning through trying

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Learning through Experimenting

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Thanks to advances in technology, the prospects for interesting, engaging, and effective e-teaching are infinite.



**Wish you a happy e-teaching
journey!**

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