

The Development of an English Language Teaching Package – Trials, Feedback and their Implications for a Blended Learning Programme

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Content

A)

Report on the development and adaptation of existing English language teaching materials to an online home e-learning programme

B)

Highlight students' perceptions towards their learning experience during the pandemic in a Direct Subsidised (DSS) primary school in Hong Kong





Task-based Learning

- Well-established
- Support from different research
- Completion of a central task
- Target language items
- Make use of authentic language
- Meaningful tasks

(Meri-Yilan, 2020)



Blended Learning

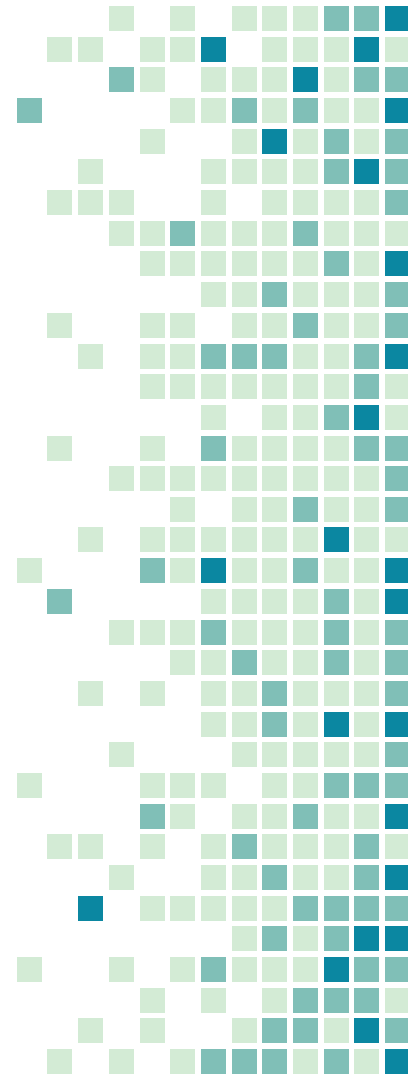
- Combination of face-to-face teaching and online materials
- Exposes students to
 - authentic and meaningful learning experience
 - more comprehensive and quicker feedback
- Provides a more flexible and active learning experience for students

(Dalsgaard & Godsk, 2007).
(Bonk, Olson, Wisner & Orvis, 2002)



The adaptation

From suspension to home learning



The aims of the teaching package:

- Facilitate students' English language development
- Focused on their needs during the online home learning period
 - Collaborative planning
 - Individual essay writings



Sample Teaching Package

- Grade 4 students
- Planned right after the announcement of Hong Kong-wide school suspension
- Self-directed learning
- Facilitated with the use of Zoom lessons (as the mode of delivery)



Features of the teaching package

- Task-based approach
- With reference to blended learning approach
- Easily made & accessible
 - Readily available and popular online e-learning platforms
 - For teachers and students





The components

The design of tasks and the assessment of the learning outcomes for the teaching package



Overall Approach (3-Step Task Learning)

Pre-tasks

- Reading Comprehensions
- Vocabulary learning
- Grammar items
- Planning / guidelines
- Collaborative brainstorming

Main tasks

- Oral Presentation
- Persuasive Writing

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Pre-tasks – Quizlet (Vocabulary Learning)



G4: Unit 9 Old Towns

3.2 ★★★★★ 5 reviews [Leave a rating](#)

STUDY

Flashcards

Learn

Write

Spell

Test

Play

Match

Gravity

Live









Created by Peter_Moran49 TEACHER

Indefinite Pronouns

Terms in this set (6)

Original

store	the American word for 'shop'.		★ 🔊
ghost town	a deserted town with no or very few inhabitants.		★ 🔊
mountain lion	a large American wild cat. Also called cougar or puma.		★ 🔊
historical	belonging to the past.		★ 🔊
attraction	a place which draws people by providing something of interest or pleasure.		★ 🔊
Wild West	the western regions of the US in the 19th century, when they were lawless frontier districts.		★ 🔊



Pre-tasks – Google Quiz

(Reading Comprehension + Grammar Exercises)



Unit 10 Revision: 'New Towns' (4D)



G4 Unit 7 'The New Street Art' Part 1 (4D)



G4 Unit 9 'Old Towns' Part (4D)



G4 Unit 9 'Old Towns' Part 2 (4D)



Unit 9 What is a City? (4D)



Suspension WS 9: Improving a City (4D)




Pre-tasks – Padlet

(Collaborative Brainstorming)



Alex Lam + 18 + 3mo
Design a City (ideas) - 4D
Write your ideas under the appropriate heading. *There were impolite comments on different posts on this Padlet. The comment function has been disabled. The next time we do a Padlet activity, you MUST log into your Google account first.

Recreation	Health	Housing	Transportation	Education	ADD COLUMN
<p>Isaac Build flying playgrounds that you can go to it anytime.</p> <p>Boris Leung movable trash bin it will automatically move to waste centre when it is full</p> <p>Daniel Cheung Floating toilets where u can admire the magnificent (but smelly) harbour Open air cinemas where u can watch ETVs all day long</p>	<p>4D(20) HC (Leon) Candies that can cure any virus or bacteria, such as pneumoultramicroscopicsilicovolcanoconiosis or ebola. P.S. It is very yummy.</p> <p>Bryan Wu 4D29 Apple that you can eat anytime.</p> <p>Keith Yung develop medicine that can kill all types of viruses Also make medicines that can cure long-term diseases like cancer</p> <p>Nathaniel</p>	<p>Isaac Build new extreme tall skyscrapers for people to live.</p> <p>Boris Leung disinfection bed room</p> <p>Zachary Yu underground cities</p> <p>Alastair Sky scrapers for only one person to live</p>	<p>Isaac Build wider roads.</p> <p>Boris Leung detergent car the wheel is use by detergent</p> <p>Daniel doraemon gadgets</p> 	<p>Keith Yung Make more online homework and upload worksheets on e-learning platforms, also let us use I-pads to open e-books in order to reduce the use of paper</p> <p>Nathaniel more tests to do online even on holidays, to be REALLY familiar with the subject, but not letting AI take place of teachers</p> <p>Isaac Use electronic books that can help pupils search their unknown words.</p>	



Pre-tasks – PDF Printable WS (Reading Comprehension)

Diocesan Boys' School Primary Division
English Suspension WS 9 (2019-2020)

Name: _____ () Class: 6.4 () Date: _____

- A** Read the text. Circle all instances of "used to", underline uses of the present perfect, and put a rectangle around uses of the simple past.

Hong Kong in 2035: The City of the Future

Have you ever wondered what the perfect city would look like? Or maybe you have dreamed about how great the city you live in could be, if only somebody made a few improvements? We, the citizens of Hong Kong, have done exactly that. The city is now a much better place to live, and I hope that we can persuade you to come and live in Hong Kong of the future!

First of all, we have improved the education system. We used to have only four primary schools in the whole city, so many children had to go to schools in other cities by bus every day. To solve this problem, we have built three new 'smart' schools. Now, children don't need to get up at five o'clock anymore. In fact, we have also improved our education system by making schools less focused on homework and assessments. We learned from Finland's schools that children enjoy school more when they don't have to worry so much about their grades, and that helps them learn better.

Now that we have better schools for the kids, we expect that more people will want to come and live in Hong Kong. Fortunately, we anticipated this, and so we have also built more 'smart' housing estates. The air flow in our business district used to be hindered by the tall buildings, causing increases in temperature and pollution. To solve this problem, we have



Pre-tasks – Planning WS

(Guidelines to the products / Main Tasks)

<p style="text-align: center;">Diocesan Boys' School Primary Division</p> <p style="text-align: center;">Summative Composition 4 - Planning Worksheet (2019-2020)</p> <p>Name: _____ () Class: 6.4 ()</p> <p>Date: _____</p> <p style="text-align: center;">Persuasive Essay (My City)</p> <p>The purpose of a persuasive essay is to convince the reader to agree with your viewpoint or to accept your recommendation for a course of action. You are going to describe how your imaginary city is such a great city to live in and persuade people that they should go and live there. Write at least 140 words. Read Suspension WS 9 for an example and to get ideas.</p> <p>Introduction</p> <p>The introduction should capture the reader's attention. It should state your purpose for writing. Asking questions is a good technique for arousing interest.</p> <p>Body Paragraphs</p> <p>You should write two to three body paragraphs. Each body paragraph will begin with something that has been improved in your city. You can refer to the following 4 areas, Education, Transport, Recreation and Health. After that, state how you made the improvements possible and what more can be made in the different areas. Follow this with supporting evidence and examples.</p> <p>Conclusion</p> <p>In your conclusion you should restate your opinion about living in your city and paraphrase your reasons into one sentence. End your writing with a strong concluding sentence which will convince the reader to go and live there.</p> <p style="text-align: center;">1</p>	<p>Features</p> <p>Your essay will be written in Simple Present Tense, Present Perfect Tense and Future Tense. Use Simple Present Tense to present the facts about your city; Present Perfect Tense to describe what kind of changes have been made to your city, and Future Tense to express what further improvements can be made to the current state.</p> <p>Use descriptive language to "paint a picture" of your city as a desirable place to live. You can use facts, statistics and quotations when describing it.</p> <p>Vocabulary</p> <p>Here are some words and topics which you can think about using in your writing.</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>language</td> <td>transport</td> <td>education</td> <td>entertainment</td> <td>medical services</td> </tr> <tr> <td>employment</td> <td>parks</td> <td>population</td> <td>crowded</td> <td>variety</td> </tr> <tr> <td>universities</td> <td>multilingual</td> <td>polluted</td> <td>multicultural</td> <td>theatres</td> </tr> </tbody> </table> <p style="text-align: center;">2</p>	language	transport	education	entertainment	medical services	employment	parks	population	crowded	variety	universities	multilingual	polluted	multicultural	theatres	<p>Planning (You should write in point form)</p> <p>Introduction</p> <p>You can first talk briefly about the background of your city and state at least three reasons why you want to live here, which will be further supported or explained in the body paragraphs.</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p>Body Paragraphs</p> <p>Describe what kind of changes have been made to your city to make it better and what improvements you think can be done in the future. Plan your topics and write a topic sentence for each one, followed by supporting details, like in suspension WS 9.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Your City</th> </tr> </thead> <tbody> <tr> <td>Education</td> <td></td> </tr> <tr> <td>Transport</td> <td></td> </tr> <tr> <td>Recreation</td> <td></td> </tr> <tr> <td>Health</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">3</p>		Your City	Education		Transport		Recreation		Health	
language	transport	education	entertainment	medical services																							
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Main task– Google Classroom / Docs (Persuasive Writing)

The screenshot shows a Google Classroom interface for a class named '19-20 4D English'. The assignment is titled 'My City Composition - Persuasive Writing' and is worth 100 points. It shows 21 students have turned in their work and 10 are still assigned. The interface is divided into a left sidebar with a student list and a main grid of student submissions. Each submission card displays the student's name, ID, and the status of their work (e.g., 'Turned in', 'Turned in late', 'Done late').

Student Name	ID	Status
BOK YI TAK	4D01	Done late
CHAN CHUN HEI	4D02	Turned in
CHAU JASPER CHUN YUE	4D03	Turned in late
CHENG CHEUK YIN	4D04	Turned in
CHEUNG DONG YIN	4D05	Turned in
CHOW CHING HEI OLIVER	4D06	Done late
FOO TSUN HEI	4D07	Turned in
HO TSZ HEI	4D09	Turned in
HUNG SHUN REXX	4D10	Done late
LAU CHI CHING GORDON	4D12	Turned in
LEE CHING YIN	4D14	Turned in late
LEUNG SHEK LONG	4D16	Turned in
PAN HAYDEN HEATH	4D21	Turned in
SONG YAN WEN KEVIN	4D22	Turned in
TSU CHUN HEI ALASTAIR	4D23	Turned in
WONG CHEUK YAT	4D25	Turned in
WONG NOK HEI	4D27	Turned in
WONG YI LI	4D28	Turned in
WU BRYAN	4D29	Turned in
YU LI FENG ZACHARY	4D31	Turned in
YUNG MARCUS KA SHING	4D32	Turned in



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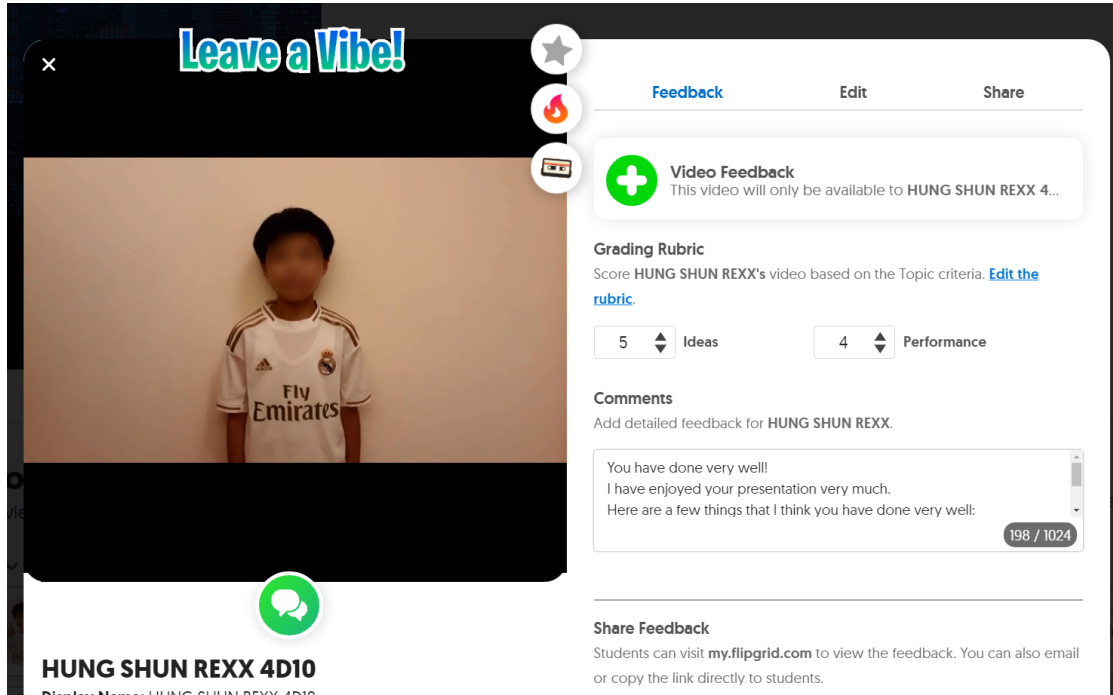
Post-tasks

- Peer Evaluation
- Constructive feedback
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Post task

Peer Evaluation and Feedback



Leave a Vibe!

Feedback Edit Share

Video Feedback
This video will only be available to HUNG SHUN REXX 4...

Grading Rubric
Score HUNG SHUN REXX's video based on the Topic criteria. [Edit the rubric.](#)

5	Ideas	4	Performance
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Comments
Add detailed feedback for HUNG SHUN REXX.

You have done very well!
I have enjoyed your presentation very much.
Here are a few things that I think you have done very well:

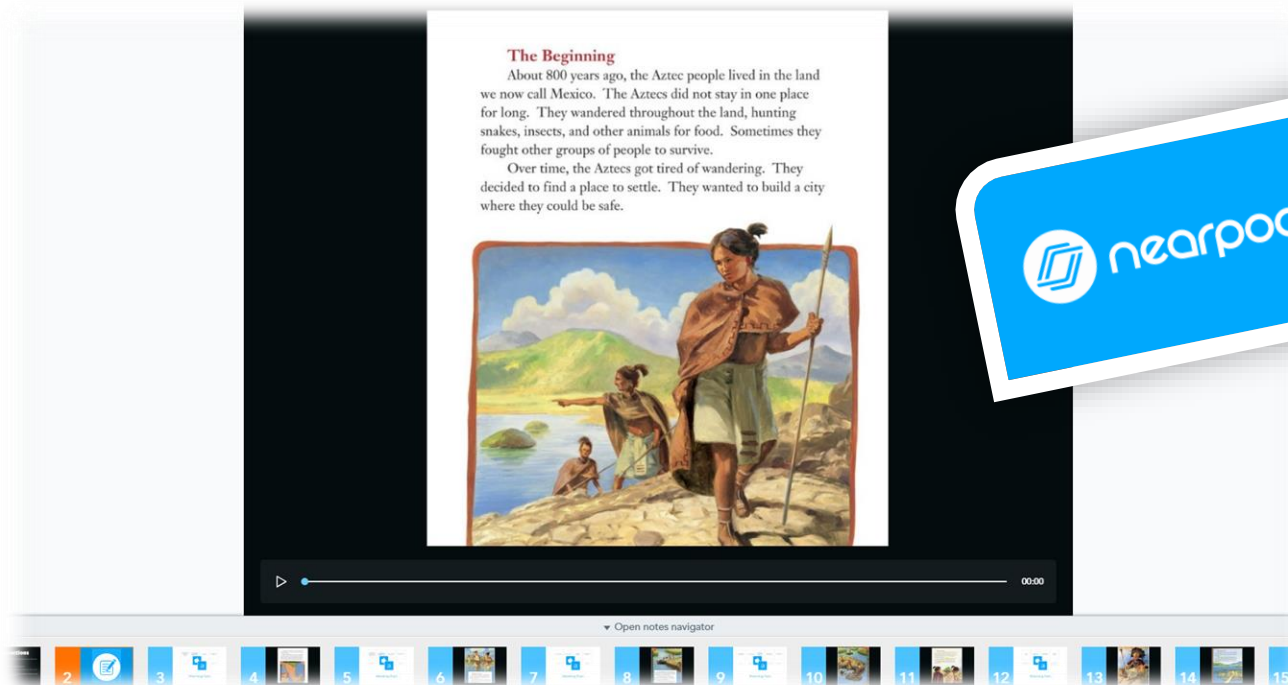
198 / 1024

Share Feedback
Students can visit my.flipgrid.com to view the feedback. You can also email or copy the link directly to students.

HUNG SHUN REXX 4D10
Display Name: HUNG SHUN REXX 4D10




Extended learning – Nearpod Lesson (Extra Reading Comprehension on Civilization - Aztec)



The Beginning

About 800 years ago, the Aztec people lived in the land we now call Mexico. The Aztecs did not stay in one place for long. They wandered throughout the land, hunting snakes, insects, and other animals for food. Sometimes they fought other groups of people to survive.

Over time, the Aztecs got tired of wandering. They decided to find a place to settle. They wanted to build a city where they could be safe.



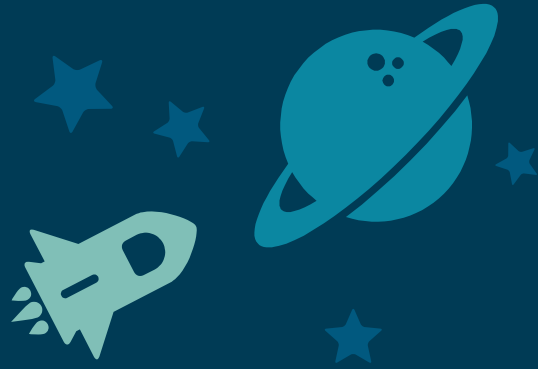
nearpod

00:00

▼ Open notes navigator

2 3 4 5 6 7 8 9 10 11 12 13 14 15





Students' perceptions

Students' experience with the sample teaching package



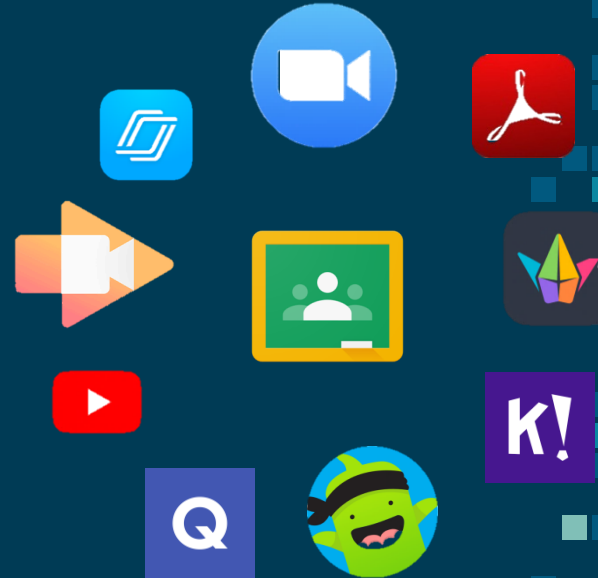
E-Learning Survey

Objective: To collect feedback from students and parents for improvement of future e-learning programmes.



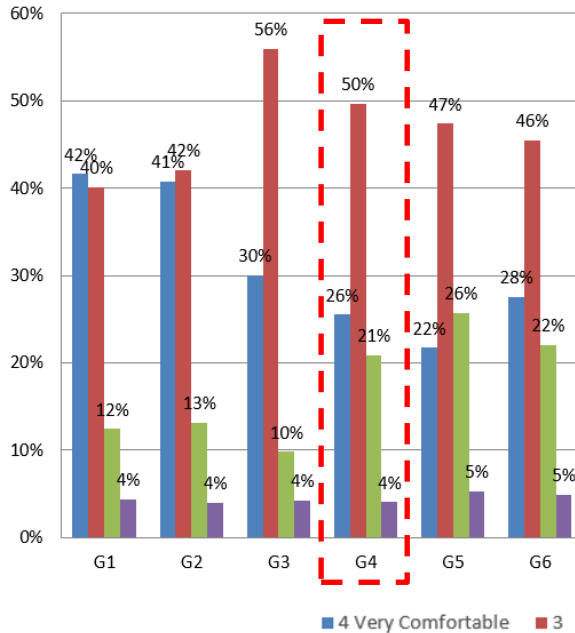
RESPONSE RATE JUNE 2020 SEPT 2020

Students	Grade 1	91%	86%
	Grade 2	95%	95%
	Grade 3	91%	100%
	Grade 4	94%	93%
	Grade 5	94%	91%
	Grade 6	96%	92%
Parents		44%	86%

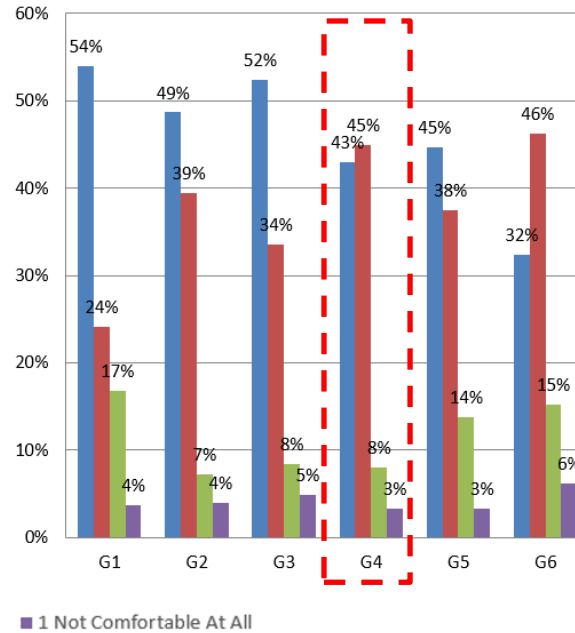


3. How **comfortable** were you in using **e-learning platforms and tools** at the **BEGINNING/ END** of the class suspension period?

E-Learning Survey (Students)

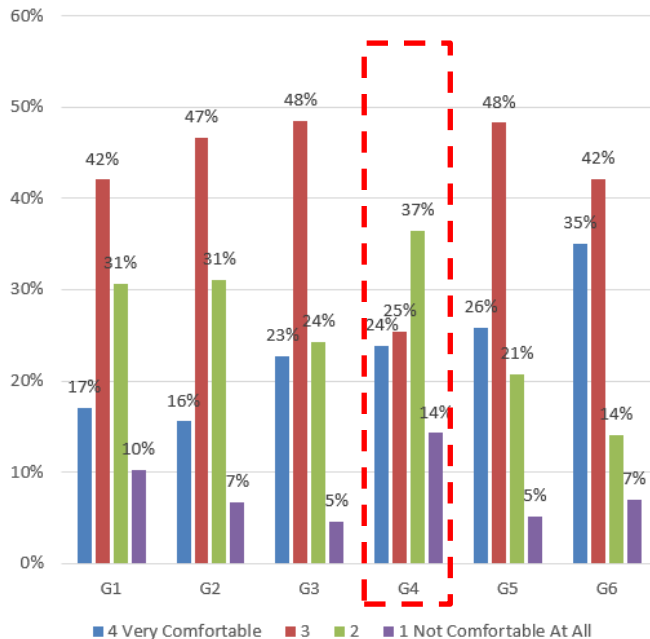


E-Learning Survey (Students)

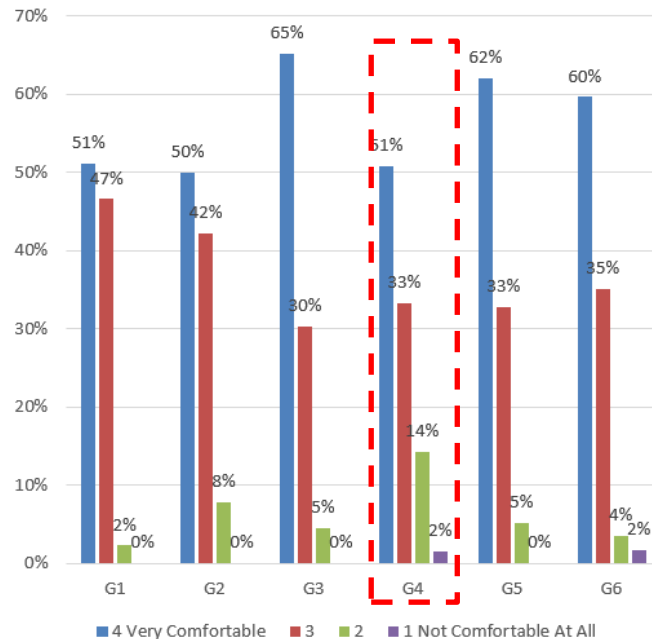


3. How comfortable were your child in using e-learning platforms and tools at the **BEGINNING**/ **END** of the class suspension period?

E-Learning Survey (Parents)

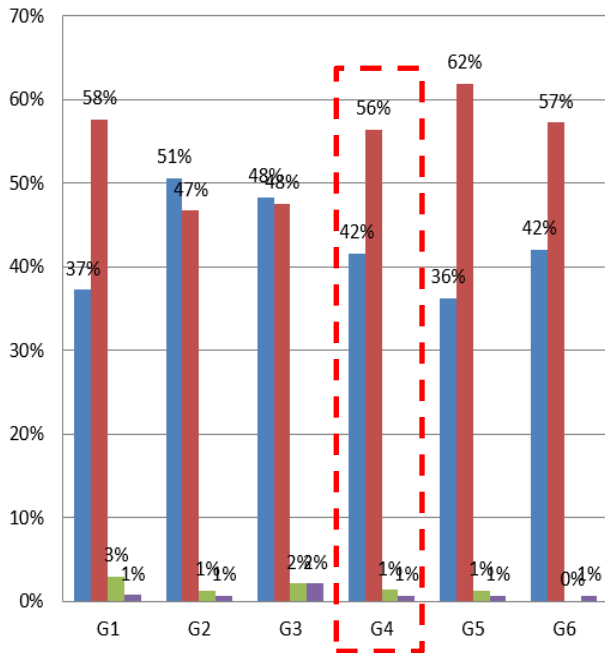


E-Learning Survey (Parents)

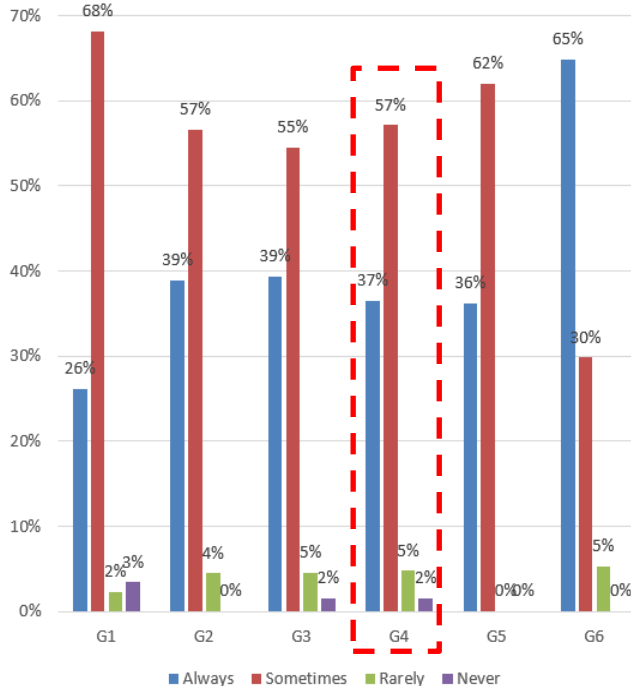


4. Were you able to **work independently** following the e-learning instructions delivered to you during the suspension period?

E-Learning Survey (Students)

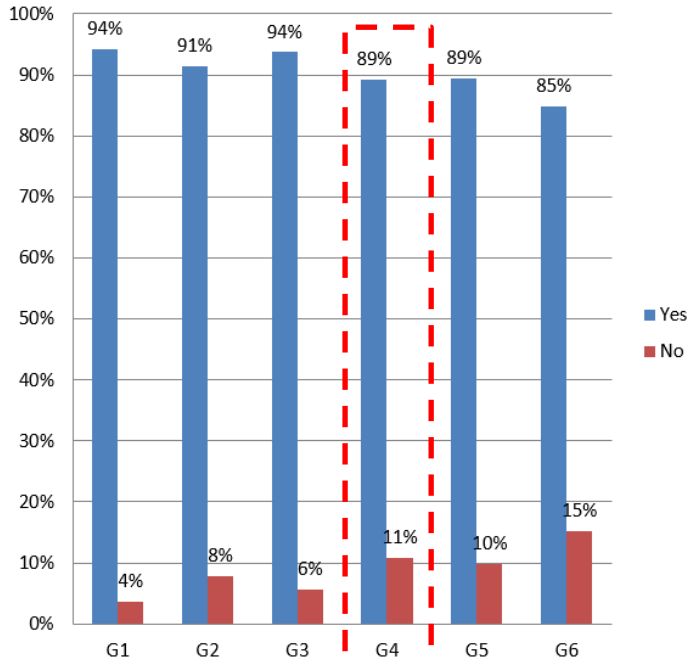


E-Learning Survey (Parents)

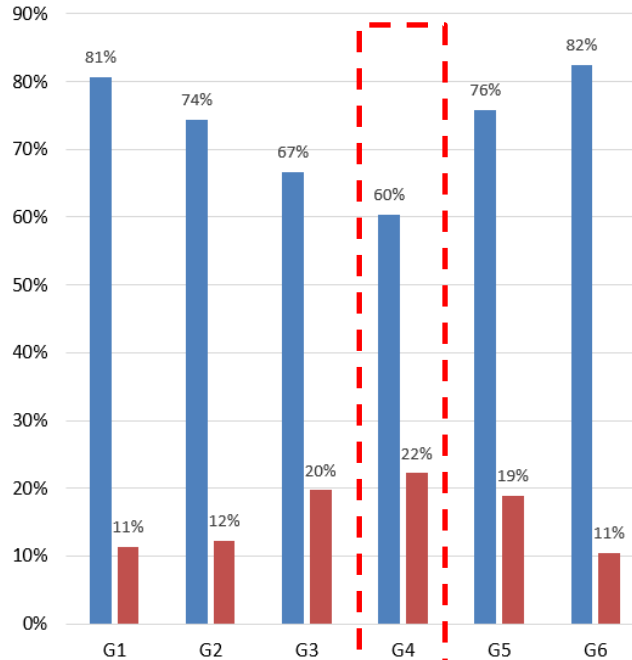


14. Are you **satisfied** with the e-learning arrangements during the class suspension period?

E-Learning Survey (Students)

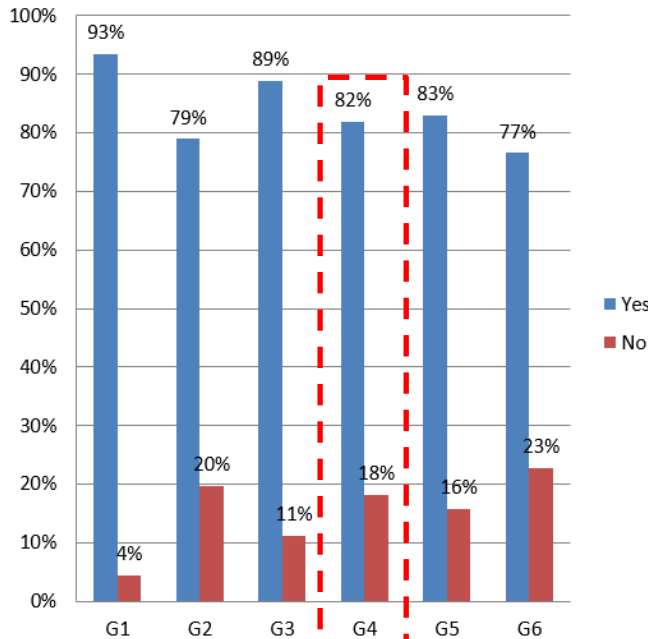


E-Learning Survey (Parents)

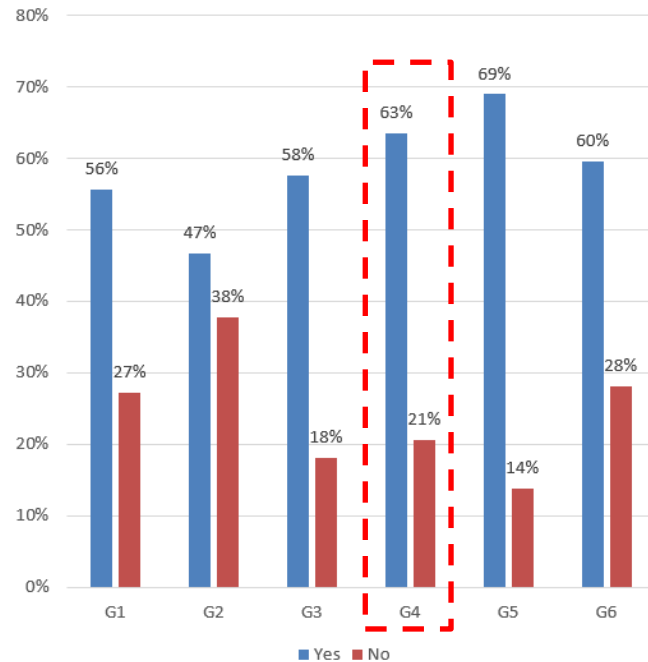


15. Would you like to see more e-learning tools being used in the classroom and at home in the future?

E-Learning Survey (Students)



E-Learning Survey (Parents)



Conclusion

- With the results from the survey, we can conclude that:
 - e-Learning is generally supported by the students and parents
 - Students and parents has indicated readiness for our blended learning programme to be offered in the future



CREDITS

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Ms. Phyllis Lo, Headteacher

Ms. Tracy Riccio, Head of English Department

Mr. Joshua Winkie, Panel Chairperson of English Department



Reference

Bonk, C. J., Olson, T. M., Wisner, R. A., & Orvis, K. L. (2002). Learning from focus groups: An examination of BL. *International Journal of E-Learning & Distance Education*, 17(3), 97-118

Dalsgaard, C., & Godsk, M. (2007). Transforming traditional lectures into problem-based BL: challenges and experiences. *Open learning*, 22(1), 29-42.

Meri-Yilan, S. (2020). Task-Based Language Learning through Digital Storytelling in a Blended Learning Environment. *Education 4.0 revolution: transformative approaches to language teaching and learning, assessment and campus design*, 37.



THANKS!

For professional exchange
opportunities

You can contact us by email

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