

# Blended Learning in English Writing Teaching

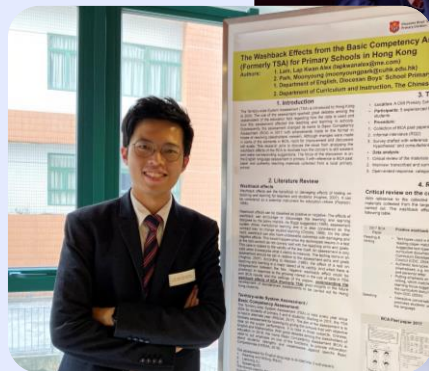
## A Case with e-Portfolios in A Primary School

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**Learning and Teaching Expo 2022**



# Introduction

- Doctoral Candidate for EdD at CUHK  
(Curriculum and Instruction)
- Computer-assisted Language Learning  
**(CALL)**
- e-Learning Development
- School-based Curriculum Development



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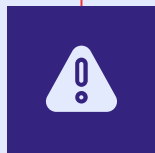
# Background

Rationale and motivation of the study



# Current Situation in Hong Kong for English Language Writing

**Writing – the  
hardest  
among the 4  
English skills**



(Bai & Guo, 2021; Lam, 2019; Lee, 2011a)

**Lacks  
Motivation**

**1**

Lacks incentives and interests in writing tasks.

(Bai & Guo, 2021; Lam, 2019; Lee, 2011a)

**Lacks  
Confidence**

**2**

The grammatically all-correct product approach reduces confidence.

(Dewaele & Li, 2021; Stapleton & Kin, 2019)

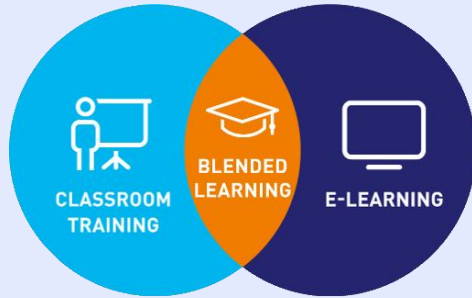
**Lacks  
Innovative  
Pedagogies**

**3**

e-Learning methods is under-researched in primary school levels.

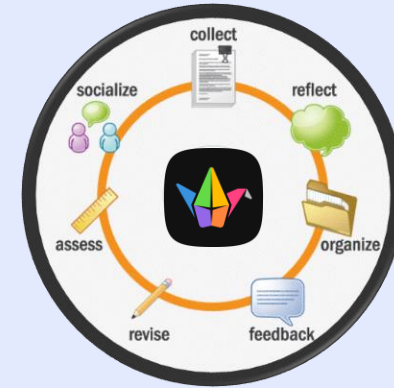
(Bai et al., 2021; Park & Wang, 2019; Lee, 2011b; Sze, 2008)

# Proposed Answers



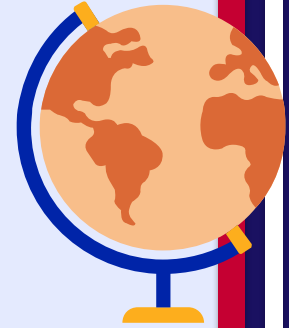
## Blended Learning

The combination of conventional classroom lessons with e-learning elements (Graham, 2006).



## e-Portfolios

- AKA electronic portfolios
- Students compile and reflect upon multimodal texts that they have produced over their learning journey in a task.
- (Yancey, 2019)

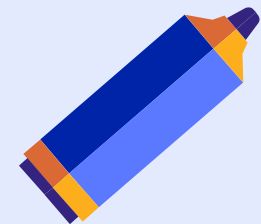


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# Objectives

Study objectives



1

## **Pedagogical**

To explore the effects  
of using e-portfolios  
on students in  
primary school level

# **Objectives**

2

## **Practical**

Identify difficulties in  
conducting English  
writing lessons with  
e-portfolios

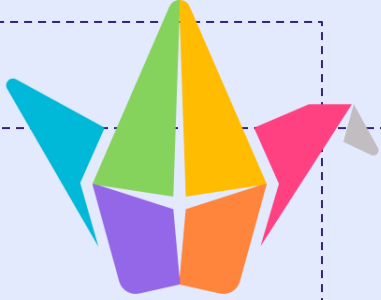


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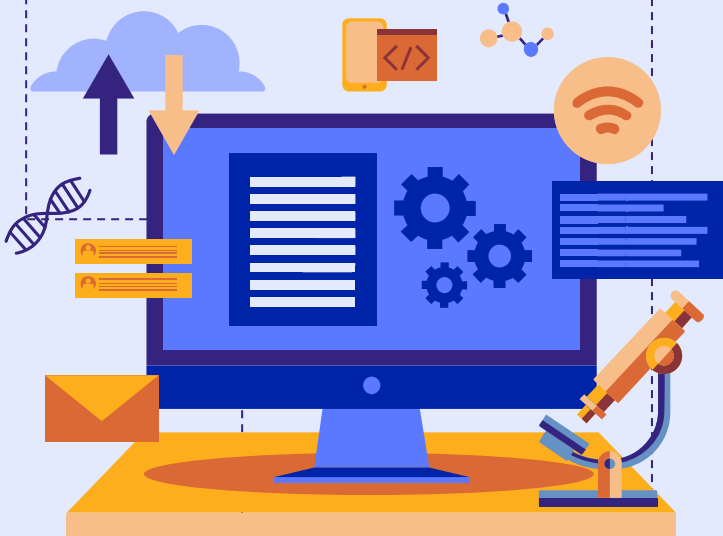
## **Future-proofing**

Investigate the use of e-  
learning elements in  
preparing our students for  
21<sup>st</sup> century learning skills





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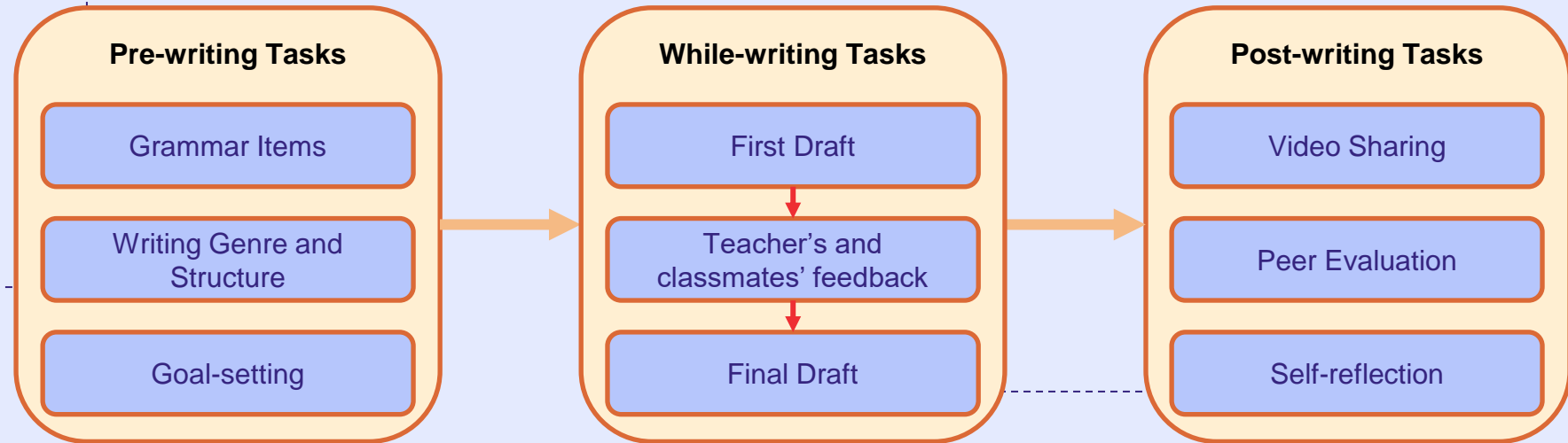


# Methodology

Tools used and procedures

# Pedagogical Design and Strategies

- Task-based Learning (TBL) Approach
- Assessment **as** Learning (AaL)
- Everything will be hosted on **ONE** online platform



# e-Portfolio Sample

**Quizlet**  
as vocabulary  
learning task

**Goal-Setting - Colour Poems**

What are my goals for my colour poem?

- ☐ Each line has included a different sense
- ☐ All the five senses are included in the poem (sight, sound, smell, touch and taste)
- ☐ Adjectives and adverbs are included to make the poem more vivid
- ☐ Similes are used in the poem
- ☐ Similes and metaphors are used to compare or contrast in the poem
- ☐ Each line has at least 1 poetic device used
- ☐ Each poem is at least 10 lines long

**Google Form**  
as goal-setting

**6P - My Writing Portfolio - Colour Poem (04)**

**Pre-writing Task**

Structure

- Line 1: sight
- Line 2: sound
- Line 3: smell
- Line 4: touch
- Line 5: taste
- Line 6: an emotion
- Line 7: an emotional message

**Green**

CHEN CHUAN LEE (1992) (1992)  
an emotional message

**My Checklist**

Google Forms

**1st Draft**

**Green**

As green as grass,  
But it's a hat  
With green grass  
Where the bees  
Tummy green apples which smells so sweet,  
And Apples which is full of healthy fat  
My green schoolbag which I wear on holiday,  
With green parrots which fly in the sky  
And Apples which are swimming in the water

**2nd Draft**

**Green**

As green as grass,  
But it's a hat  
With green grass  
Where the bees  
Tummy green apples which smells so sweet,  
And Apples which is full of healthy fat  
My green schoolbag which I wear on holiday,  
With green parrots which fly in the sky  
And Apples which are swimming in the water

**Self-reflection**

**My Checklist**

Google Forms

**Flipgrid Sharing**

Flipgrid

CHEN CHUAN LEE (1992) (1992) (1992)  
an emotional message

**Pre-writing**

**While-writing**

**Post-writing**

**Padlet** as student's e-Portfolio

**Writing e-Portfolio - Colour Poem**

CHEN CHUAN LEE (1992) (1992) (1992)  
an emotional message

**Flip**  
as video sharing  
platform

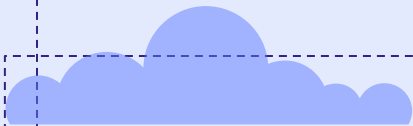
**Self-reflection - Colour Poems**

CHEN CHUAN LEE (1992) (1992) (1992)  
an emotional message

What are my goals for my colour poem?

- ☐ Each line has included a different sense
- ☐ All the five senses are included in the poem (sight, sound, smell, touch and taste)
- ☐ Adjectives and adverbs are included to make the poem more vivid
- ☐ Similes are used in the poem
- ☐ Similes and metaphors are used to compare or contrast in the poem
- ☐ Each line has at least 1 poetic device used
- ☐ Each poem is at least 10 lines long

**Google Form**  
as Self-reflection



# Lesson Details

## Learning Objectives:

- To write **a short poem** to express a chosen emotion
- To be able to use **similes** and **metaphors**
- To be able to write with **rhyming words**

} Previous knowledge

## Target students:

- 1 class of mixed-ability Primary 6 students (21 students)

## Resources needed:

1. iPad (or any other tablets)
2. Padlet accounts (one for each student)
3. Quizlet
4. Flip (Previously called Flipgrid)
5. Google Suite

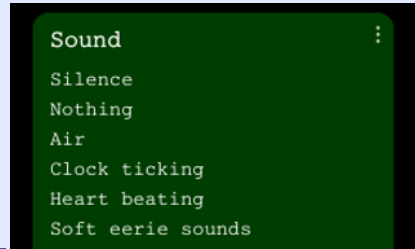
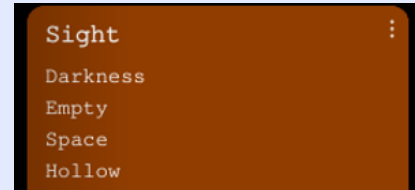
# Lesson Details

## Lesson plans – Lesson 1

Lesson 1	Items
Pre-writing Task	<ol style="list-style-type: none"><li>1. Elicit what students know about poems</li><li>2. Ask students to think about one of the 5 senses that they want to write about</li><li>3. Ask students to think about the emotion that they want to write about</li><li>4. Ask students to think of a colour that can represent them</li></ol>

1. Activate schemas for previous knowledge

2. Brainstorming activities



# Lesson Details

## Lesson plans – Lesson 2

Lesson 2	Items
Pre-writing Task:  <b>Sampling &amp; Goal-setting</b>	<ol style="list-style-type: none"><li>1. Allow students to read from the sample (WS) on the screen</li><li>2. Ask them to recognize as many poetic devices as they can</li><li>3. Let students finish the brainstorming in pre-writing task</li><li>4. Allow students to set their goals for the coming writing task for the colour poem on Google Form</li></ol>

1. Activate schemas for previous knowledge

2. AaL – setting learning goals

### Structure

Line 1: sight  
Line 2: sound  
Line 3: smell  
Line 4: touch  
Line 5: taste  
Line 6: an emotion

♥ 0

🗨 Add comment

### Goal-setting - Colour Poems

Here are my goals for my colour poem!

Tick the box of the goals that you want to achieve. \*

- ☐ Each line has included a different sense.
- ☐ All the five sense are included in the poem (sight, sound, smell, touch and taste).
- ☐ Adjectives and adverbs are included to make the poem more vivid.
- ☐ Similes are used in the poem.
- ☐ Correct punctuation marks and grammar is used in the poem.
- ☐ Each line has at least 1 poetic device used.

# Lesson Details

## Lesson plans – Lessons 3 - 4

Lessons 3 - 4	Items
Writing Lessons	<p><b>First Draft</b></p> <ol style="list-style-type: none"><li>1. Students are asked to work on the <b>first draft</b> with reference to the materials and pre-writing tasks that they have gone through</li><li>2. Students are given the lesson to write their first draft</li></ol> <p><b>Self-evaluation</b></p> <ol style="list-style-type: none"><li>1. Students are asked to finish the table for self-evaluation on Google Form</li></ol> <p><b>Peer-evaluation</b></p> <ol style="list-style-type: none"><li>1. Students are asked to read comment on each other's poem</li></ol>

1. Process pedagogy

2. AaL - Self-evaluation

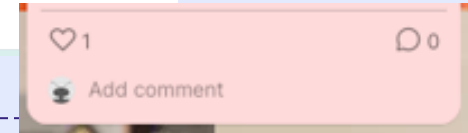
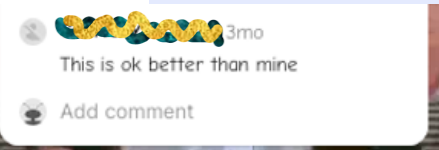
3. AaL - Peer-evaluation

### Goal-setting - Colour Poems

Here are my goals for my colour poem!

Tick the box of the goals that you want to achieve \*

- ☐ Each line has included a difference sense.
- ☐ All the five sense are included in the poem (sight, sound, touch, taste, smell)
- ☐ Adjectives and adverbs are included to make the poem more interesting.
- ☐ Similes are used in the poem.
- ☐ Correct punctuation marks and grammar is used in the poem.
- ☐ Each line has at least 1 poetic device used.



# Lesson Details

## Lesson plans – Lesson 5

Lessons 5	Items
Writing Lesson	<b>Final Draft</b> <ol style="list-style-type: none"><li>Students are asked to rewrite their poems with reference to the feedback given by the teacher and the classmates</li></ol>

### 1. Process pedagogy

#### General Improvement Recognised:

1. Expanded and better-elaborated ideas
2. Better rhyming words
3. More poetic devices used
4. More stanzas

<b>Draft 1</b> The senses of red  When I see red stuff, I think of the sun, and China's arsenal of guns.  When I hear red noises, I think of someone getting pound, And my mom's super loud sound.  When I smell red smells, I think of spilled ketchup, And fire in a cup.  When I touch red things, I think of fire, And bully magguire.  When I eat red foods, I think of the death chilly, And straberry harvested by Billy.	<b>The senses of red</b>  When I see red stuff, I think of the sun, And China's arsenal of guns.  When I hear red noises, I think of getting pound, And my mom's loud yelling sound.  When I smell red smells, I think of strawberry jam, And a stinky man.  When I touch red things, I think of a fire extinguisher, And an ice cream which is strawberry flavor.  When I taste red stuff, I think of the death chilli, And a tomato that tastes silly.  When I feel red emotions, I think of anger, And a deadly dagger.
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# Lesson Details

## Lesson plans – Lesson 6

Lesson 6	Items
Post - writing task	<p><b>Presentation</b></p> <ol style="list-style-type: none"><li>1. Students are asked to film themselves presenting their poems on Flipgrid in video.</li><li>2. Students are asked to watch each other's submission and give comments.</li></ol>

1. AaL – Peer-evaluation

2. Reduce the anxiety level for presentations





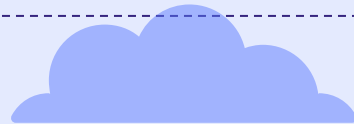
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# Analysis

Simple data analysis



# Instruments Used



1. Student's scores on the writing task
2. Questionnaire about their emotions
3. Teacher's observation
4. Student's group interviews



Section I: Personal Information (個人資料)

Please write your information on the lines provided. 請在下列欄位上填寫你的個人資料。

Class 班級: \_\_\_\_\_ Age 年齡: \_\_\_\_\_

Class no. 學號: \_\_\_\_\_ Gender 性別: M 男 F 女 Please circle (圈出你喜歡的一個)

The writing task described:

Section II: Questionnaire about learning of English writing 英文寫作學習的問卷調查

We would like to find out your views about the learning of English writing. Circle ONE number in each question according to the following scale.

我們想了解你對英文寫作的看法。請在每個問題中圈出一個號碼。在每個問題下方內圈出你對每個問題的一體數字。

4 = I strongly agree (我強烈同意) 3 = I slightly disagree (我稍微不同意)

3 = I agree (我同意) 2 = I disagree (我不同意)

2 = I partly agree (我部分同意) 1 = I strongly disagree (我強烈不同意)

1. 我不喜歡學習英文寫作。 I don't get bored for learning English writing.	1	2	3	4	5	6
2. 我喜歡學習英文寫作。 I enjoy learning English writing.	1	2	3	4	5	6
3. 在學習英文寫作的時候，我做了許多有趣的事情。 I've learnt interesting things during English writing lessons.	1	2	3	4	5	6
4. 我為自己可以在班上發表意見感到自豪。 In class, I feel proud of my own contributions on English writing.	1	2	3	4	5	6
5. 英語寫作能幫助我提高英文水平。 English writing helps me improve my English writing.	1	2	3	4	5	6
6. 學習英文寫作能讓我了解許多有趣的知識。 It is fun to learn English writing.	1	2	3	4	5	6
7. 我的英文老師很嚴厲。 The teacher is over-strict.	1	2	3	4	5	6
8. 我的英文老師很友善。 The teacher is friendly.	1	2	3	4	5	6
9. 我的英文老師很支持我。 The teacher is supportive.	1	2	3	4	5	6
10. 我的英文老師是個很好的人。 There is a good atmosphere.	1	2	3	4	5	6
11. 我是一個很聰明的人。 I am a very smart person.	1	2	3	4	5	6
12. 我的英文寫作水平很高。 The English writing class is very good.	1	2	3	4	5	6
13. 我的英文寫作水平很低。 I am not good at English writing.	1	2	3	4	5	6
14. 我的英文寫作水平很高。 I am good at English writing.	1	2	3	4	5	6
15. 我的英文寫作水平很低。 I am not good at English writing.	1	2	3	4	5	6
16. 我的英文寫作水平很高。 I am good at English writing.	1	2	3	4	5	6
17. 我的英文寫作水平很低。 I am not good at English writing.	1	2	3	4	5	6
18. 我的英文寫作水平很高。 I am good at English writing.	1	2	3	4	5	6

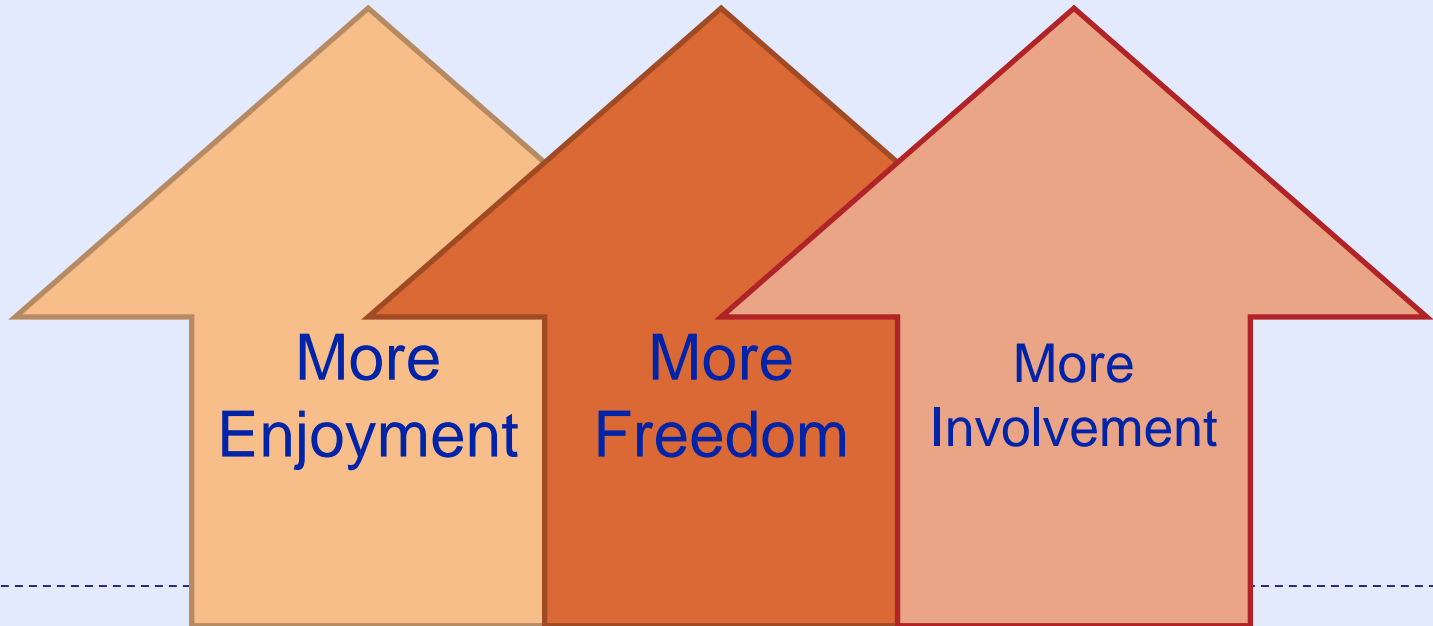




# Data Analysis

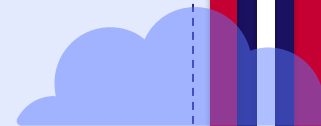


- Qualitative and quantitative data are collected.





# Data Analysis



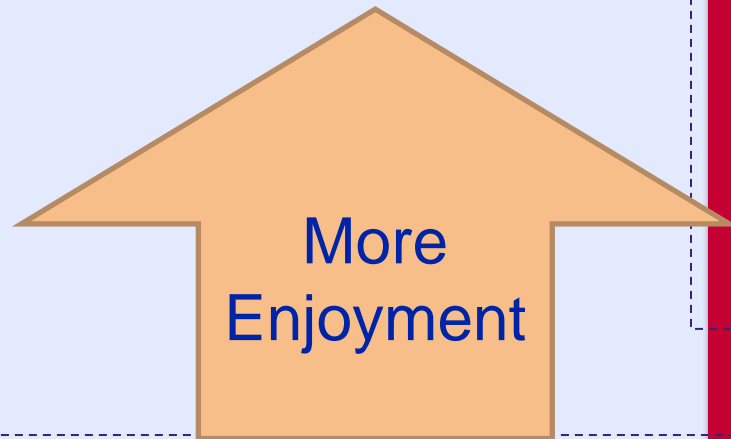
- Foreign Language Learning Boredom Scale
- Foreign Language Enjoyment Scale
- Significant increase in language learning enjoyment (20 % / Sig. 0.00)
- Significant decrease in language learning boredom ( 12 % / Sig. 0.00)



## Learner's emotions

- (Li et al., 2018; Li et al., 2021)

More  
Enjoyment

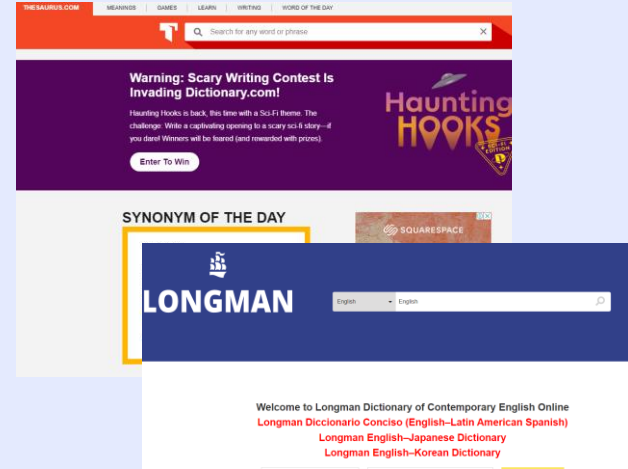
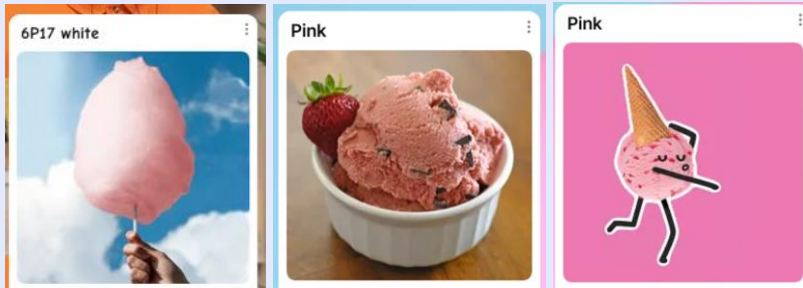




# Data Analysis



- Right amount of freedom
- Right balance of a structured learning task and an extensive learning task
- Catering different learning preferences





# Data Analysis



- Better collaboration skills
- Better communication among classmates
- Better ICT Literacy



More  
Involvement

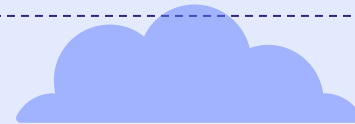
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# Conclusions

Insights gained from the study





# Insights Given

## **Pedagogical**

- Promising future for its implementation in primary school level
- Showed the feasibility of having an all-tablet learning environment

## **Practical**

- Tested out the procedure for implementation in large scale
- Investigated the basic and essential tools needed to implement e-portfolios



# Limitations and Difficulties



## Limitations

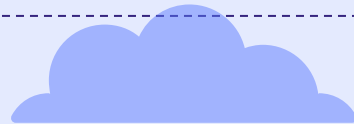
- Participants -> not a large group
- More data on emotional changes and perceptions can be collected when it is implemented in bigger groups of participants

## Difficulties

- Technical issues can take time to solve
- Professional training to teachers needed



# Future Directions



## Teaching Pedagogy

- Spreading to other grades
- Grade 4 – 2 times this academic year (2022 – 2023)

## Support to Other Subjects

- Technical supports for practical issues
- Introduce to other subject teachers

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# Special Thanks





Questions?

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