

# The Effectiveness of Blended Learning in Enhancing English Language Learning and Teaching

Lok Sin Tong Leung Kau Kui Primary School (Branch)  
Tin Yan Estate, Tin Shui Wai. NT.

FUNG, Cham-sum

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**樂善堂梁球琚學校(分校)**  
LOK SIN TONG LEUNG KAU KUI PRIMARY SCHOOL (BRANCH)



# Teachers under the pandemic.....



Source: Google Image

# Teacher vs E-learning.....

Teacher's Role

**Batman**



E-learning's Role

**Robin**

Source: Google Image

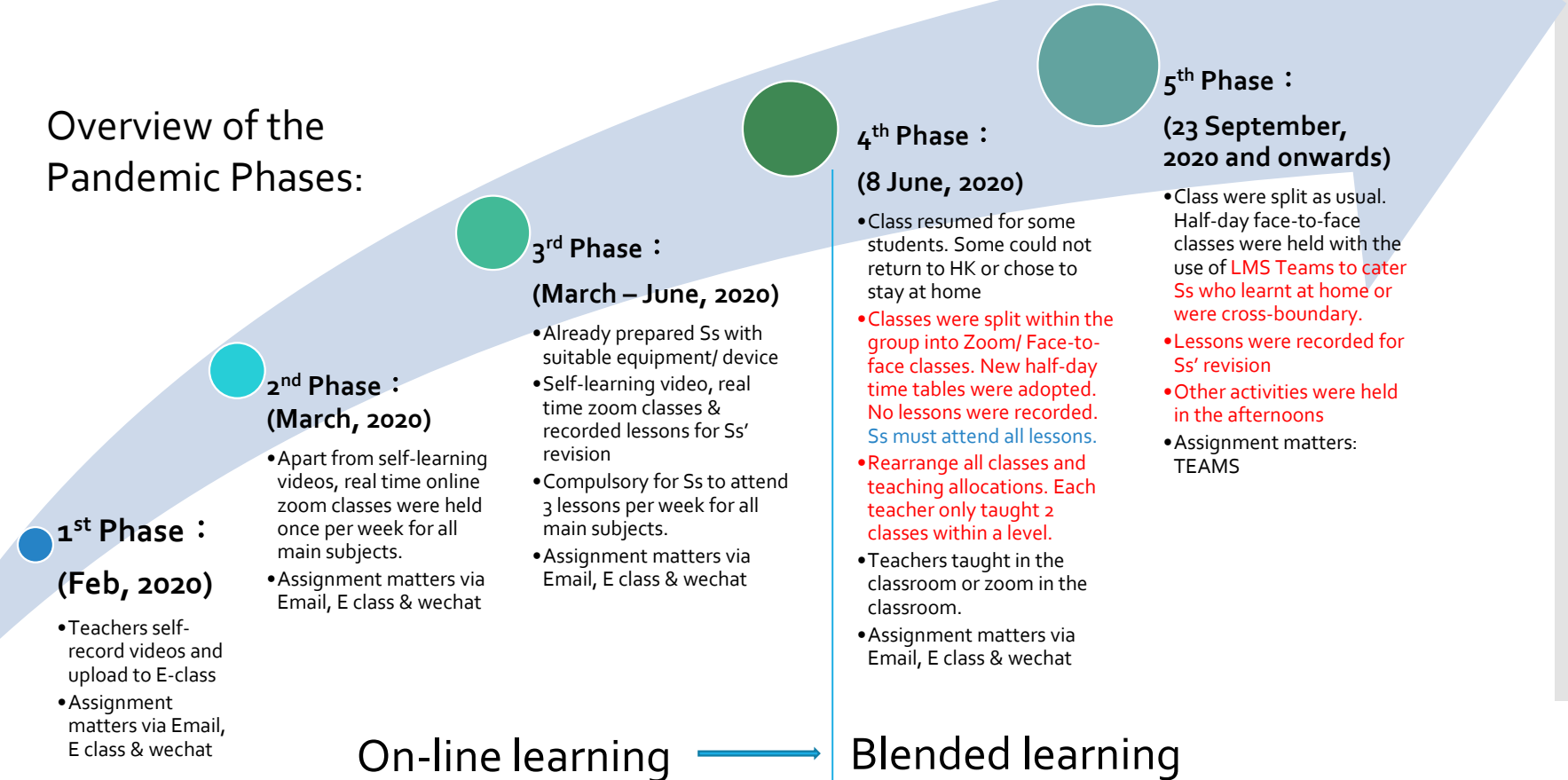


# Background

- An aided primary school in Tin Shui Wai
- Small Class Teaching
- Bring Your Own Device (BYOD) for all classes in P.4 – P.6 since 2018-19



## Overview of the Pandemic Phases:






## Our Challenges:

- A lot of students are of humble backgrounds
- Students' ability: Weak in the foundation
- Little exposure to English outside class time
- Low motivation and lack of confidence in using English for communicative purposes
- English teachers are experienced and well versed in students' needs
- Yet bound to a didactic approach and textbooks

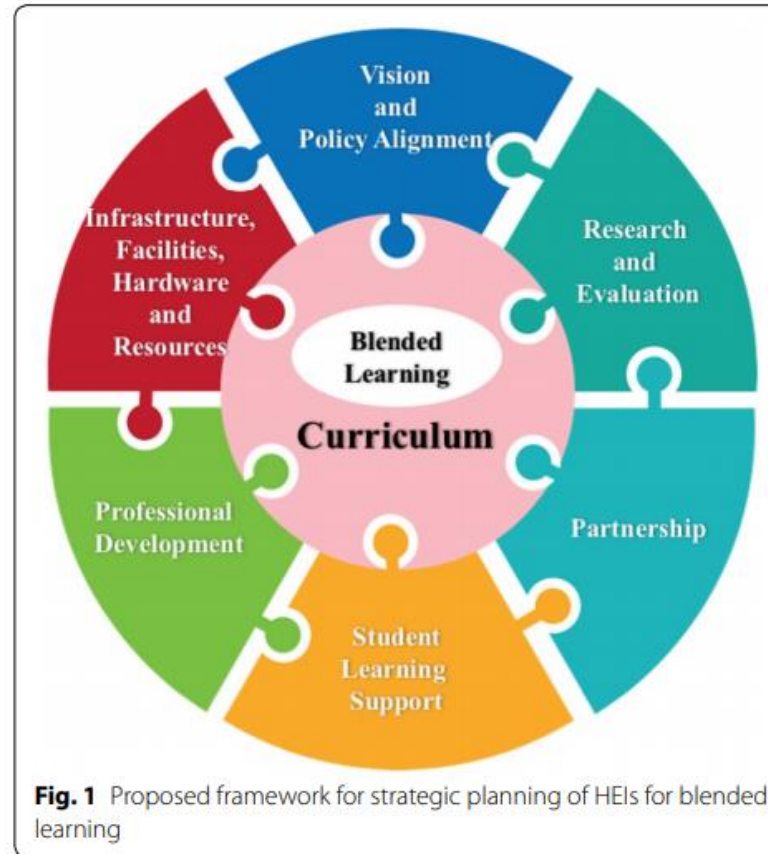


## Objective

### Aim:

- Keep students motivated to learn
  - Builds collaboration between learners
  - Develop language skills and all-round skills
  - Develop students to become independent and reflective learners
  - Maximize participation/ time spent on learning
  - Develop our teachers' e-learning repertoire
- 

# Proposed framework for strategic planning of HEIs for blended learning

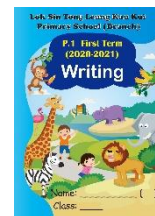
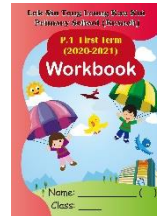
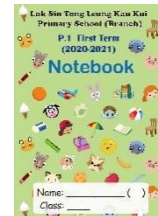


Driving, sustaining and scaling up blended learning practices in higher education institutions: a proposed framework

Cher Ping Lim , Tian chong Wang and Charles Graham

## Strategic dimension 1: curriculum

- Content Knowledge , process, analyse and create the knowledge and cope with the developments of the knowledge economy
- Which part can be delivered online and which for discussion in lessons
- Fun and engaging lesson activities
- Assessment for & as learning



**LMS**  
**(Microsoft Teams)**

**Apps**

**E-Assessment Tools**

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## • Strategic dimension 2: vision and policy alignment

- School 3-year Plan & Annual Plan
- Encourage teachers to actively engage teachers in Blended Learning and knowing what to achieve
- Constructing reasonable and workable policies

【學校發展計劃 (三年期)】

配合關注事項(一)：優化學與教

關注事項	目標	策略大綱	預期成果	時間表(請加上✓號)		
				2021-22	2022-23	2023-24
優化學與教	1.教師運用混合式學習 (BLENDED LEARNING / HYBRID LEARNING)，提升教學效能及學生自主學習能力。	<ul style="list-style-type: none"> <li>● 安排教師參與專業培訓。</li> <li>● 透過共同備課及課研進行教學設計。</li> <li>● 全體老師進行分享會以交流策略的應用及成效。</li> <li>● 透過焦點性觀課檢視教師運用技巧。</li> <li>● 讓學生在學習過程中善用電子學習媒介(包括網上自學平台、題目庫、學習應用程式等)進行自學。</li> <li>● 培養學生成為獨立自主學習者，引導學生運用不同的學習監察工具，檢視自己的學習過程，從而作出回饋訂正、反思改進。</li> </ul>	<ul style="list-style-type: none"> <li>● 全校教師能接受相關培訓。</li> <li>● 教師能在共同備課教案中顯示出如何運用混合模式學習教學設計。</li> <li>● 教師認同分享會能使其反思其教學設計，並有所增益。</li> <li>● 透過觀課，觀察教師教學設計，能否讓學生達致預期的教學目標。</li> <li>● 學生同意老師電子教設計能增加課堂趣味，師生及生生互動，並能引發其自主學習的動機。</li> </ul>	✓	✓	✓

### (二) 2021/22至2023/24年度之關注事項

#### 1. 優化學與教:

- 1.1 混合式學習
- 1.2 英語教育
- 1.3 人工智能學習
- 2. 推展藝術教育
- 3. 推展正向教育

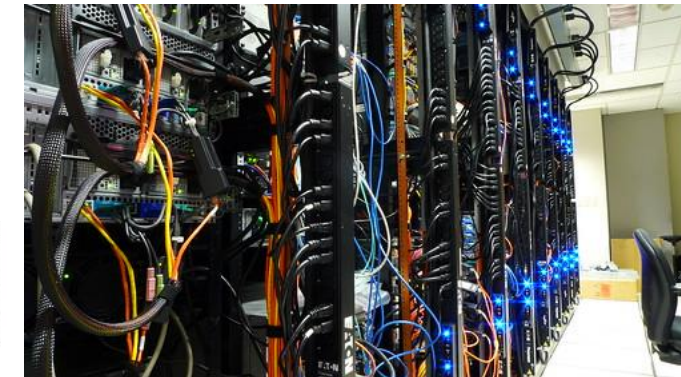
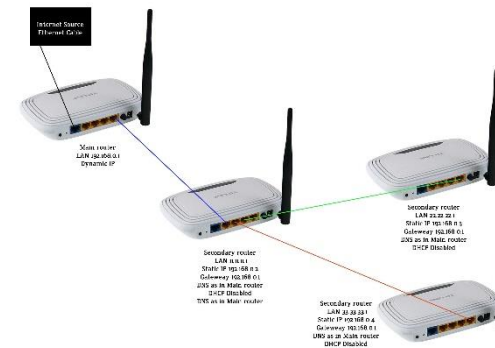
#### 1. To nurture independent English learners.

*(Area of Concern 1: Enhance teaching and learning – Enhance the effectiveness of teaching and learning to promote self-directed learning through the promotion of Blended Learning.)*

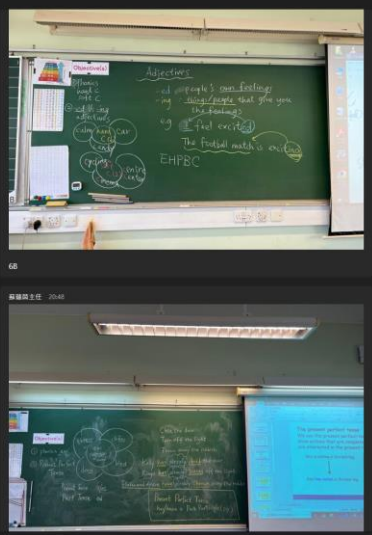
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- **Strategic dimension 3:**  
**infrastructure, facilities, hardware, resources and support**

- Digital learning device
- Internet
- LMS
- BYOD
- Teaching resources
- Technical Support



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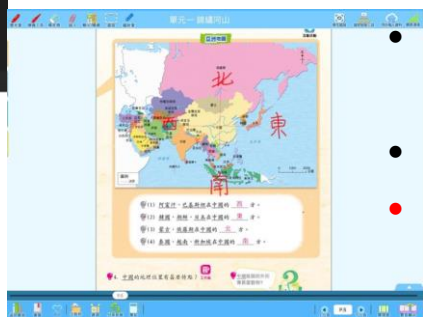
# Strategic dimension 4: professional development of teaching staff

- E-teaching Techniques
- Professional Development Conditions and measures
- Peer support
- Professional Development Culture

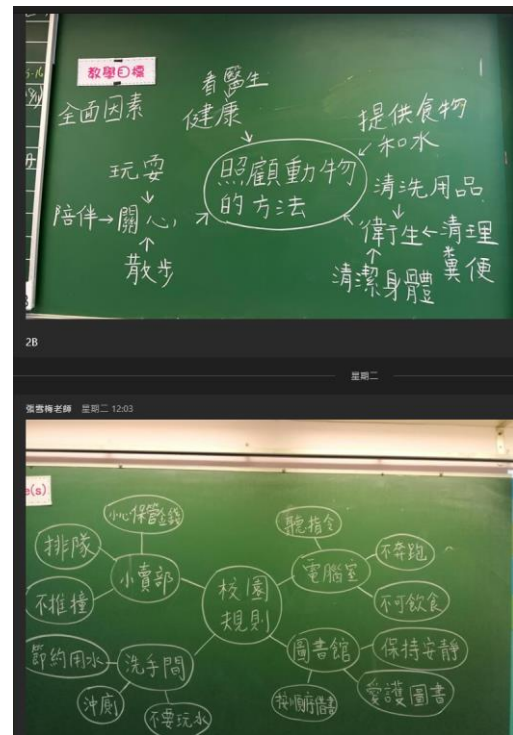
Establish "Blackboard Arrangement" TEAMS Chat. Teacher upload blackboard arrangement photos for sharing.

百分数应用

男 40	男比女	40/30 = 4/3 = 1 1/3	男比女多	40/30 - 1 = 1/3	40/30 × 100% = 133%
女 30	女比男	30/40 = 3/4	女比男少	1 - 3/4 = 1/4	30/40 × 100% = 75%
全 70	男比全	40/70 = 4/7	女比全	30/70 = 3/7	40/70 × 100% = 57 1/7%
	男比女多	40/30 = 1 1/3	女比男少	30/40 = 3/4	40/30 × 100% = 133%
	女比男少	30/40 = 3/4	男比女多	40/30 = 1 1/3	30/40 × 100% = 75%



- Taking "pros" of traditional teaching into account
- Cross-level sharing platform
- Building a modern way of sharing culture



8 3/10 - 1/6 - 3/10 = ?

$$= \frac{8}{10} - \frac{1}{6} - \frac{3}{10} = \frac{24}{30} - \frac{5}{30} - \frac{9}{30} = \frac{10}{30} = \frac{1}{3}$$

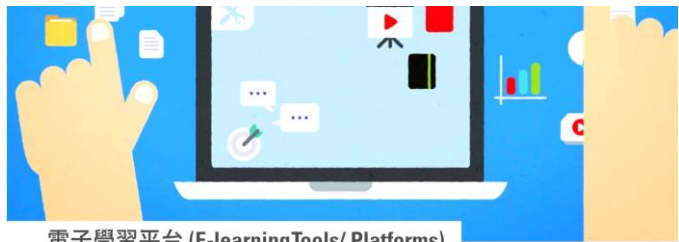
5 1/5 - 6/10 = ?

$$= \frac{5}{1} - \frac{6}{10} = \frac{50}{10} - \frac{6}{10} = \frac{44}{10} = 4 \frac{4}{10} = 4 \frac{2}{5}$$

1. c.m. = 30

- 通分
- 借位
- 整数公积
- 公分母

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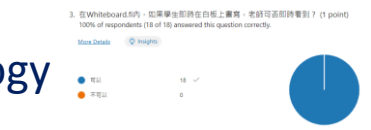
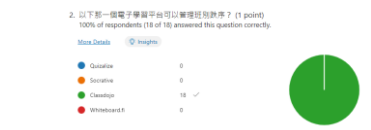
電子學習平台 (E-learning Tools/ Platforms)

<p>CapCut (English version) (IPAD / IPHONE / Android)</p> <ol style="list-style-type: none"> <li>1. Download Capcut (Iphone/ Ipad)</li> <li>2. Capcut Home Introduction</li> <li>3. Adding Videos/ Photos</li> <li>4. Basics + Editing Cover page for the</li> </ol>	<p>socrative (Chinese version only)</p> <p>學生體驗</p> <ol style="list-style-type: none"> <li>1. 簡介與學生體驗</li> </ol> <p>老師製作</p>	<p>Quizlet.com (Chinese version only)</p> <p>學生體驗</p> <ol style="list-style-type: none"> <li>1. 簡介與學習 (一)</li> <li>2. 簡介與學習 (二)</li> </ol>
<p>BANDICAM Bandicam (Chinese version only)</p> <ol style="list-style-type: none"> <li>1. Bandicam (桌面螢幕錄影)</li> </ol>	<p>Recording Powerpoint as MP4 (Chinese version only)</p> <ol style="list-style-type: none"> <li>1. 錄製Powerpoint 轉 MP4(方法一)</li> <li>2. 錄製Powerpoint 轉 MP4(方法二)</li> </ol>	<p>Class Dojo (Chinese version only)</p> <p>教師製作</p> <ol style="list-style-type: none"> <li>1. 登入</li> <li>2. 建立班層</li> <li>3. 班層管理</li> <li>4. 建立 QUIZ</li> <li>5. 數據運用</li> <li>6. 分享 Class Code 及連結</li> </ol>
<p>CLASS DOJO (Chinese version only)</p> <p>教師使用</p> <ol style="list-style-type: none"> <li>1. 介紹</li> <li>2. 功能展示</li> <li>3. 註冊及新增班別</li> <li>4. 新增學生</li> </ol>	<p>WHITEBOARD.FI (Chinese version only)</p> <p>學生體驗</p> <ol style="list-style-type: none"> <li>1. 簡介</li> <li>2. 學生體驗</li> </ol> <p>教師製作</p> <ol style="list-style-type: none"> <li>1. 賬戶註冊</li> </ol> <p>Useful Information Links</p> <ol style="list-style-type: none"> <li>1. Official Website</li> <li>2. Official Starter Guide (English Version only)</li> <li>3. Official Teacher's Guide (English version only)</li> </ol>	<p>robo wunderkind</p>

# Strategic dimension 4: professional development of teaching staff

## Current Professional Development Learning Circle :

- Establishing core members
- TPCK structure (Technology Knowledge, Pedagogy Knowledge, Content Knowledge)
- E-learning platform for Teachers:**
  - Core members record videos (SOP) instead of hosting workshops for colleagues for learning e-learning tools. (Quizzes were given for completion and attendance)**
- Set objectives for lessons that involves Blended Learning
- Peer + other forms of lesson observation



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## Strategic dimension 4: professional development of teaching staff

### Professional Development Sharing:

- Held sharing sessions for all teachers after a trial-out lesson. (Main subjects)
- Reflections on the effectiveness of Blend Learning Teaching and Learning.
- Compare the difference between pre-pandemic & post-pandemic teaching



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### Learning and Teaching of Present Perfect Tense

#### While-lesson

#### Stage 3: Sentence writing

- 3) Improve language accuracy
- 4) Learn by observation
- 5) Instant feedback
- 6) Increasing complexity of tasks to cater for learner diversity

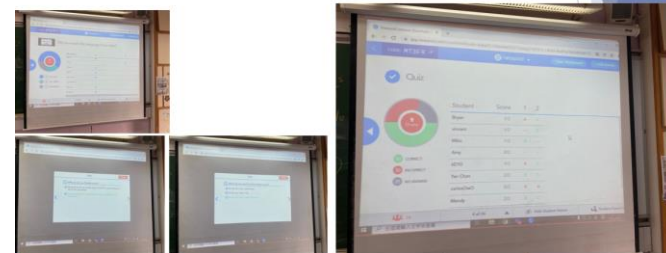
Yoyo's mum left her a message.  
 When I'm away, please:  
 1. Close the window  
 2. Put away the toys  
 3. Turn off the computer

What has/ hasn't Yoyo done?  
 3. Yoyo has turned off the computer.

Yoyo's mum left her a message.  
 When I'm away, please:  
 1. Close the window  
 2. Put away the toys  
 3. Turn off the computer

What has/ hasn't Yoyo done?  
 4. Yoyo hasn't turned off the computer yet.

利用Nearpod 的Quiz 查看學生有否進行預習及其掌握程度。(同步)



## • Strategic dimension 5: student learning support

- Technical Support
- Information Literacy



## • Strategic dimension 6: partnerships

- Internal Partnerships
- External Partnerships, Professional Learning circle, Professional Learning Communities



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敬啟者:

本校運用不同程度的電子學習支援學生在家及在校學習，本校建議家長及學生協議以下政策：

家長方面:

- 請於平板電腦上貼上學生名字標貼。
- 學生的平板電腦乃學習工具，請盡可能不要安裝「非學習」用的程式。
- 陪伴子女在光線充足的環境下使用平板電腦，及提示子女正確的坐姿。
- 定時檢查子女的平板電腦，開啟相關平台，以了解子女的學習情況。
- 時刻提醒子女小心保管平板電腦，不應在上學或放學回家途中取出平板電腦使用。
- 請提示子女須自行妥善保管及小心使用，如有遺失或損毀，校方概不負責。
- 如借用學校平板電腦，只可於課堂上借用，放學前須歸還到學校213室。
- 提示子女每晚為平板電腦充電，以備有足夠電力於課堂上使用。
- 所有保養、維修、替換、修整，需由家長及學生負責。
- 如裝置上包含任何個人的資料，請提示子女須自行備份，如因意外導致資料損毀或遺失，學校不負相關責任。



- Strategic dimension 7: research and evaluation

- Data analysis

- LMS

Draw It  
Slide 9

93%  
Participation

Sort by A-Z

???

SE01 SE 11 T6

Are these Billy's sunglasses?  
Ans: No, they aren't. They are Ken's.

Are these Billy's sunglasses?  
Ans: No, they aren't his. They are Ken's.

Not submitted

Are these Billy's sunglasses?  
Ans: No, they aren't his. They are Ken's.

大大 路人小杰

Agnes

Bobo

Hailey

Are these Billy's sunglasses?  
Ans: No, they aren't his. They are Ken's.

Are these Billy's sunglasses?  
Ans: No, they aren't his. They are Ken's.

Are these Billy's sunglasses?  
Ans: No, they aren't his. They are Ken's.

Are these Billy's sunglasses?  
Ans: No, they aren't his. They are Ken's.

All (8)			Search
Question	Type	Correct/incorrect	
1 Rocky always listens _____ me. He is a good listener.	Quiz	100%	
2 John is kind. He _____ nice to everyone.	Quiz	100%	
3 Sam never shouts _____ others.	Quiz	100%	
4 Suki is my good friend. She always _____ her snacks with me.	Quiz	100%	
5 Hippo and Panda are classmates. They get on with _____.	Quiz	100%	
6 Monkey and Snake are naughty. They are mean to _____.	Quiz	100%	
7 Tiger, Lion and Bear often quarrel with _____.	Quiz	100%	
8 Bird, Cat and Turtle always help _____ with their homework.	Quiz	100%	

STUDENTS	TOTAL Participation	DRAW IT Participation	DRAW IT Participation	DRAW IT Participation	DRAW IT Participation	DRAW IT Participation
Class Averages	94%	93%	93%	93%	100%	93%
???	100%	✓	✓	✓	✓	✓
Nickname: ? ID: 115.140.188.523						
SE01 Nickname: SE01 ID: 115.140.188.523	100%	✓	✓	✓	✓	✓
SE 11 ID: 115.140.188.523	80%	—	✓	✓	✓	✓
T6 ID: 115.140.188.523	100%	✓	✓	✓	✓	✓
大大 路人小杰 ID: 115.140.188.523	100%	✓	✓	✓	✓	✓
Agnes ID: 115.140.188.523	100%	✓	✓	✓	✓	✓
Bobo ID: 115.140.188.523	100%	✓	✓	✓	✓	✓
Hailey ID: 115.140.188.523	100%	✓	✓	✓	✓	✓
Kate ID: 115.140.188.523	100%	✓	✓	✓	✓	✓
Kitty Nickname: Kitty ID: 115.140.188.523	100%	✓	✓	✓	✓	✓
Lam Nickname: Isiah ID: 115.140.188.523	100%	✓	✓	✓	✓	✓
Miki ID: 115.140.188.523	100%	✓	✓	✓	✓	✓

**100%**  
correct

## Perfection!

Play again and see if the same group can stay perfect or see if new players can match this score.

[Play again](#)

# Applications used in Blended Learning

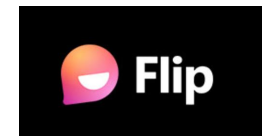
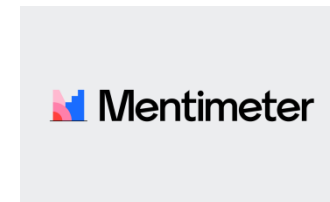
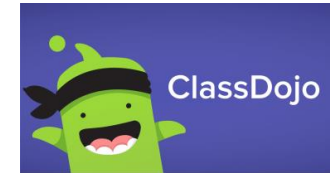
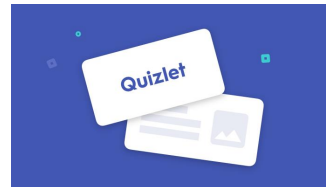
Pre-lesson



In-lesson



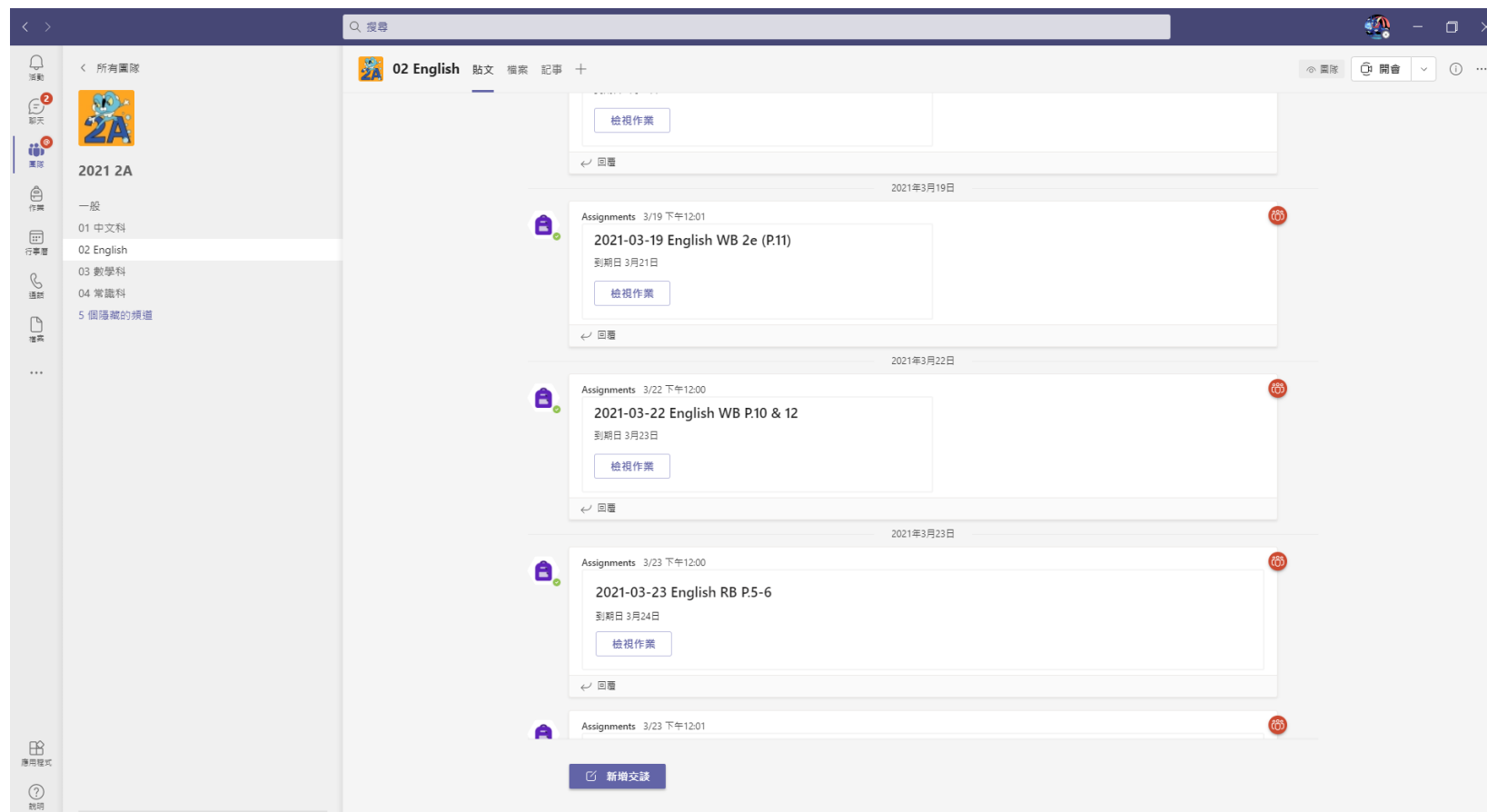
Post-lesson



# Blended Learning



- Assign homework



# Blended Learning



- Post different game links in your own channel

A screenshot of a Microsoft Teams channel named '02 English'. The left sidebar shows a list of teams: '2021 2E', '01 中文科', '02 English', '03 Mathematics', '04 General Studies', '05 PE', '06 普通話', '07 Visual Arts', '08 ICT (Computer Studies)', '09 Music', and '10 Library Section'. The main channel area shows two posts from '葉滿昕老師'. The first post, dated 3/25 下午1:56, is titled 'Mr. Ravi's Optional Homework (Global Eyes Lessons)' and includes a Kahoot! challenge link: [https://kahoot.it/challenge/09979915?challenge-id=30d3c8de-30c9-478e-904f-9e891ad37be1\\_1616597576914](https://kahoot.it/challenge/09979915?challenge-id=30d3c8de-30c9-478e-904f-9e891ad37be1_1616597576914). A preview card for the Kahoot! challenge is shown, titled 'Play Kahoot! challenge: P2 - Module 4 Festivals'. The second post, dated 星期一 下午3:06, is titled 'Chapter Four - Preview activities' and includes a Quizlet link: [https://quizlet.com/\\_9r23wl?x=1jqt&i=vqqp1](https://quizlet.com/_9r23wl?x=1jqt&i=vqqp1). A preview card for the Quizlet link is shown, titled 'P.2 2nd Term Ch.4 My day'. The channel interface includes a search bar at the top, navigation icons on the left, and a 'Meet' button at the top right.

# Blended Learning



- Upload documents in files

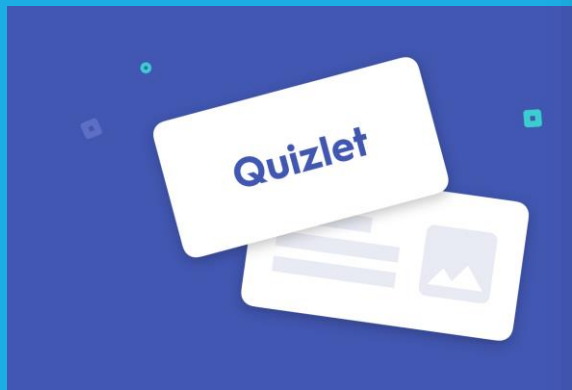
The screenshot shows the Microsoft Teams interface for a channel named '02 English'. The left sidebar shows navigation options like '活動', '聊天', '檔案', '作業', '行事曆', '通訊', and '檔案'. The main area displays the 'Files' tab with a list of folders and files. The 'Files' tab is active, showing a table of files with columns for 'Name', 'Modified', and 'Modified By'. The table lists various folders and files related to English learning, such as 'Dictation Content & Videos', 'Exam 1', 'Flipgrid', 'Follow Up Exercise', 'Global Eyes', 'Quiz', 'Reading Assistant', 'Reading Lessons', 'Self-learning Materials', and 'Speaking Exam'. The 'Modified' column shows dates and times, and the 'Modified By' column shows the user 'hyip'.

Name	Modified	Modified By
Dictation Content & Videos	October 23, 2020	hyip
Exam 1	November 29, 2020	2E
Flipgrid	October 4, 2020	hyip
Follow Up Exercise	December 17, 2020	hyip
Global Eyes	September 26, 2020	hyip
Quiz	October 11, 2020	hyip
Reading Assistant	October 31, 2020	hyip
Reading Lessons	November 25, 2020	hyip
Self-learning Materials	September 6, 2020	hyip
Speaking Exam	January 26	hyip

eLearning  
tools:

## Quizlet

- A platform that offers a variety of learning modes e.g. Flashcard, Test, Space Race Game
- Assign as a preview



Ch 3 What can you see?

留下第一個評分

學習

- 單詞卡
- 學習
- 書寫
- 拼寫
- 測試

遊戲

- 配對
- 重力
- Live

pond

4/14

建立者

+

+

+

+

+

Quizlet

搜索 建立

返回

重力

分數 0

總則 1

暫停

重新開始

貓

cat

返回

配對

用時 5.1

toilet

classroom

playground

花園

課室

廁所

禮堂

操場

music room

garden

hall

音樂室

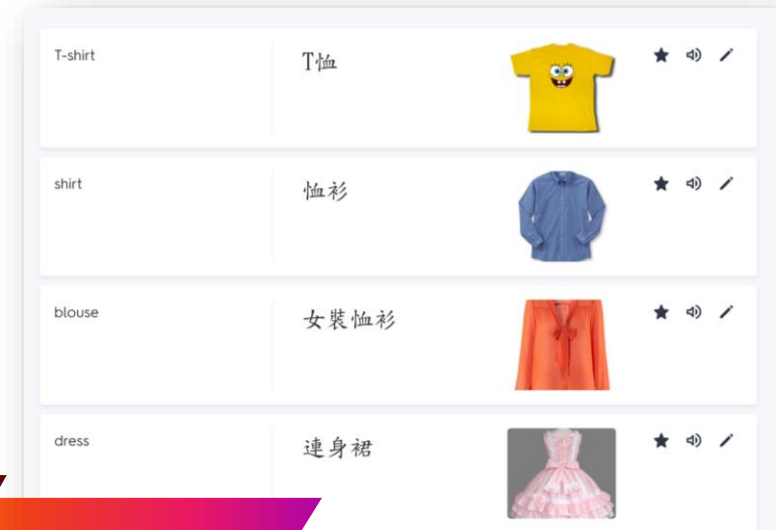
eLearning  
tools:

## Quizlet



## Benefits

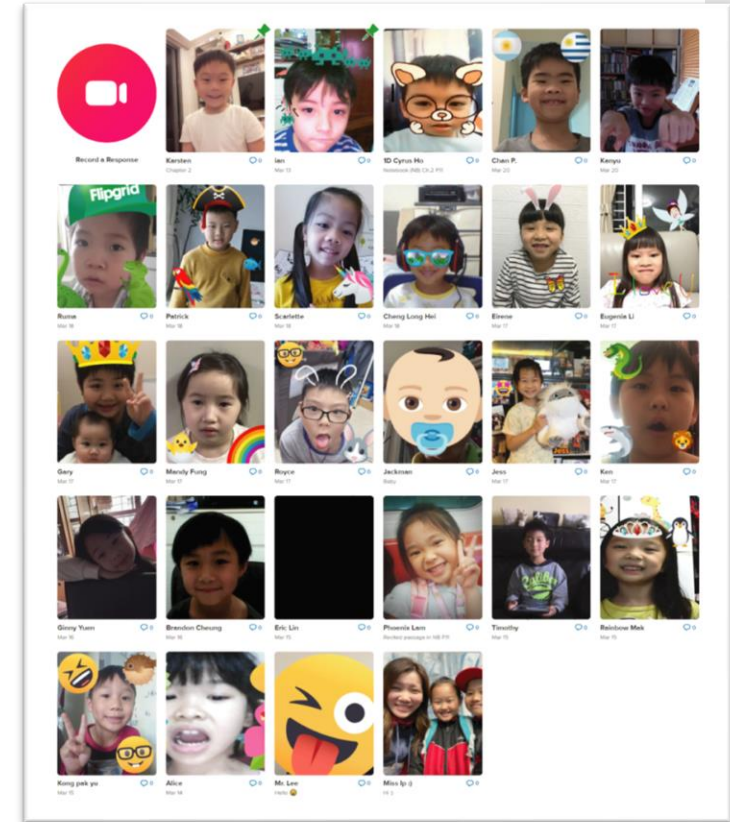
- A way for students to prepare before class
- Include **text-to-speech audio** prompts that help ELLs to learn and remember information
- Include **images and diagrams** to provide better context



# eLearning tools:



- A discussion platform that allows students to record themselves on video and watch and respond to classmates
- Easy to use for both students & teachers



## Benefits

- Promote **autonomy** and **self-evaluation** skills
- Supports self-assessment and reflection for students

eLearning  
tools:



Hahaha, I want to taste it too!!!

Thanks Byron 😊

Very beautiful 😊

😊❤️ nice

eLearning  
tools:



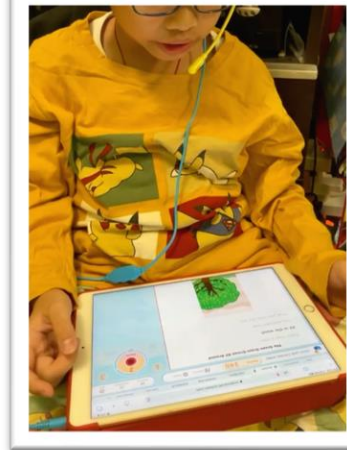
## Benefits

- Increase **accessibility** for all students
- Increase **engagement**



# Benefits

- Motivates students to speak



eLearning  
tools:



eLearning  
tools:

**Nearpod**



- Teachers can create interactive presentations that can contain Quiz, Polls, Videos, Collaborate Boards
- In-class digital learning response systems
- Enable teachers to respond to student work in real time



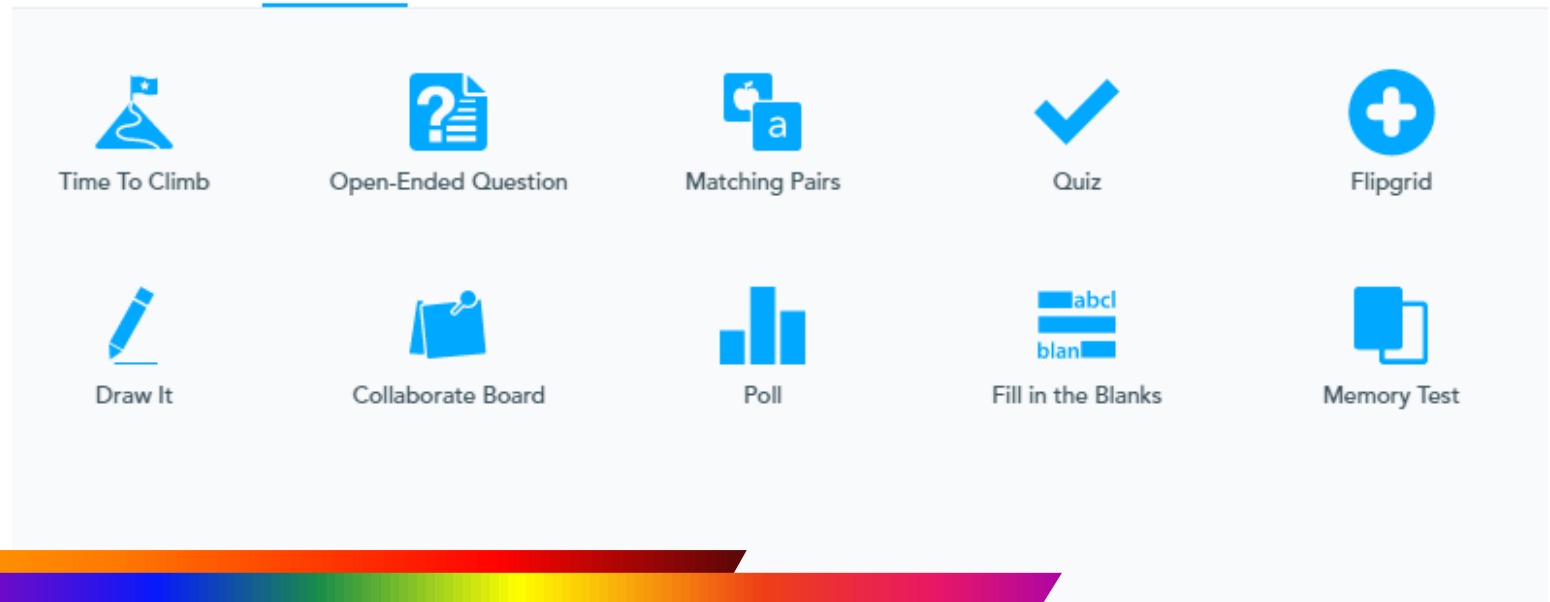
eLearning  
tools:

**Nearpod**



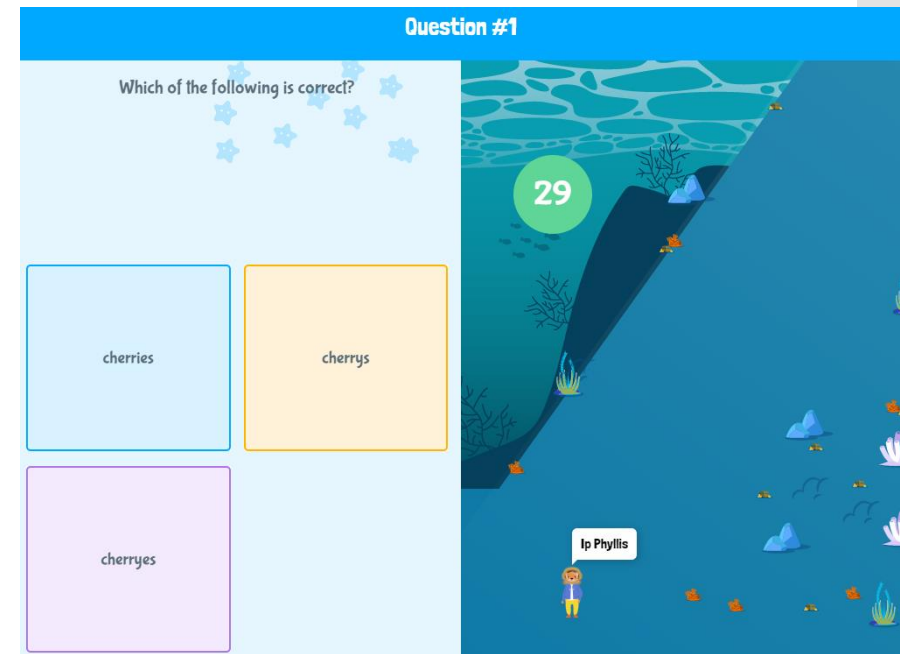
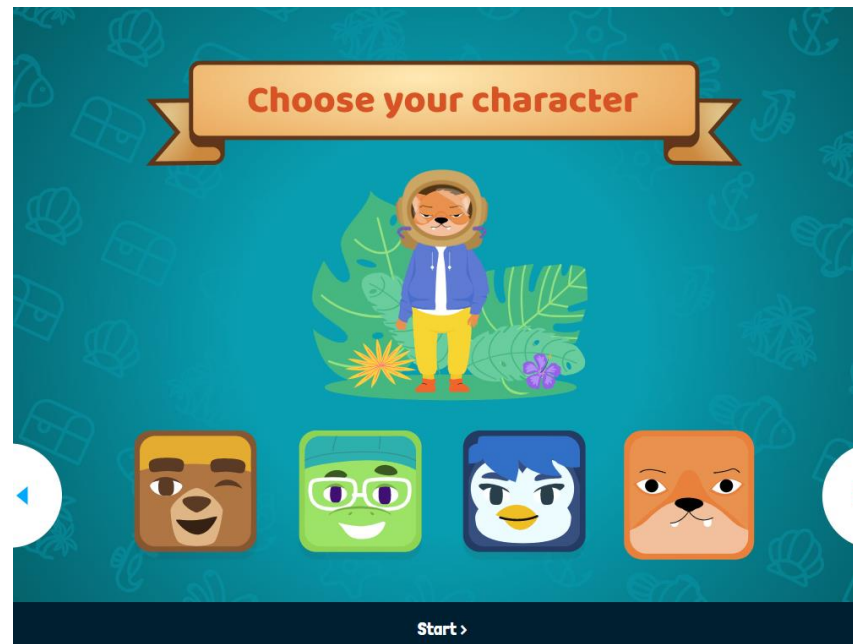
- Various features to use
- Formative assessment features like Polls, Game-based quizzes, Matching pairs, Time to climb

Content **Activities**



eLearning  
tools:

Nearpod

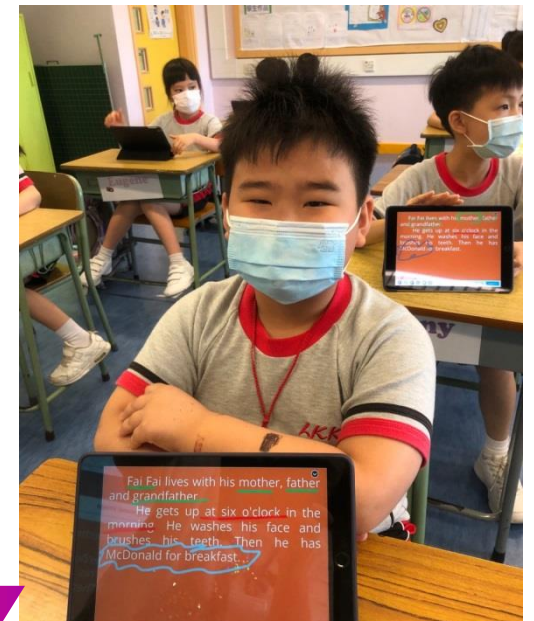


# Benefits

- Make learning **interactive & interesting** (Instead of using traditional PPT / Google slides)
- To create a multimedia organizer
- Teachers have complete **CONTROL** of student devices

eLearning tools:

**Nearpod**



eLearning  
tools:

Nearpod



## Draw- it function (whiteboard)

- To enhance student engagement and interaction
- Use a **modeling** ('share' individual whiteboard with the entire class)

A screenshot of the Nearpod interface. At the top, there is a navigation bar with tabs for "SUMMARY", "Quiz", "Poll", "Draw It", "Matching Pairs", "Time To Climb", and "Fill the Blanks". The "Draw It" tab is currently selected and highlighted in green. Below the navigation bar, the name "Byron" is visible with a small heart icon. A "close" button with an 'x' icon is also present. The main area of the whiteboard shows a hand-drawn illustration of a fireman wearing a helmet and uniform, with the word "fireman" written in a simple, hand-drawn font above the figure.

He She His Her

This is Cherry. Her hair is black.



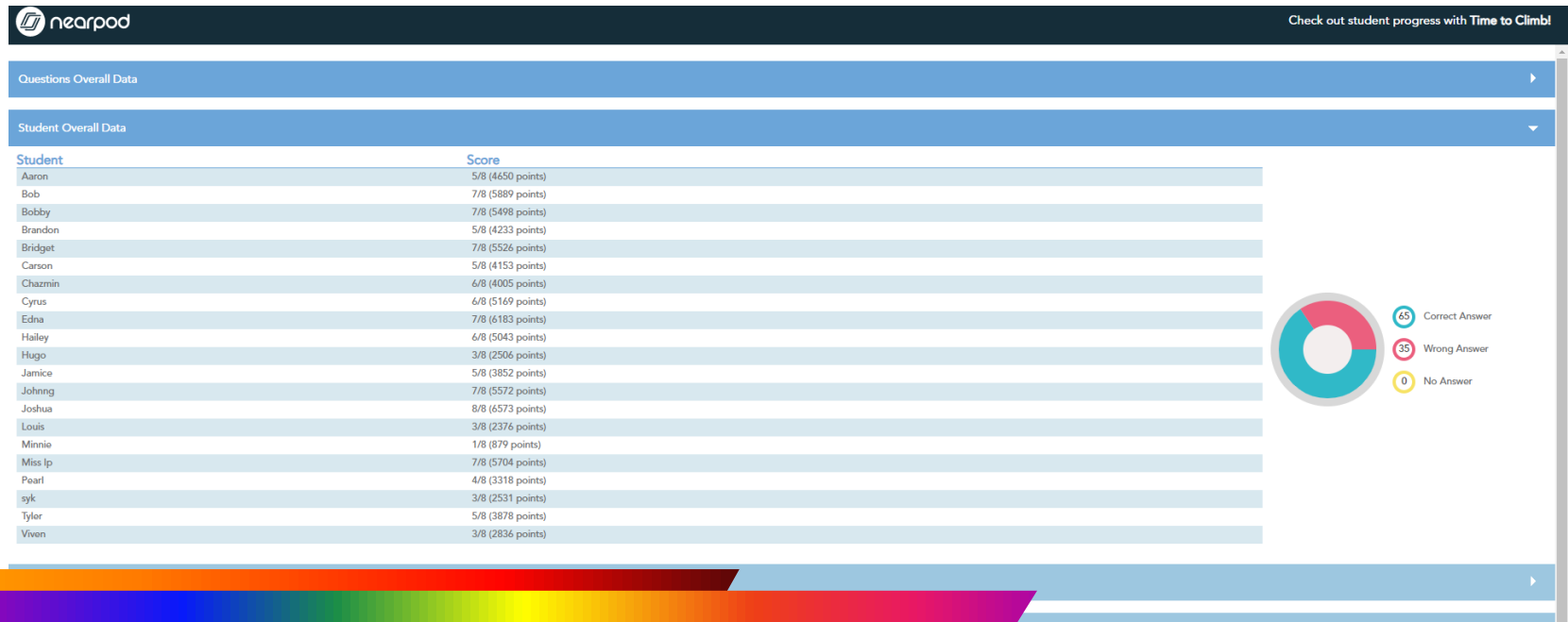
eLearning  
tools:

Nearpod



# Benefits

- Intuitive and **easy** to use as a teacher and student
- Receive immediate feedback & post-session reports



# A demonstration on blended learning in designing P5 English Lessons

How e-learning tools are applied to facilitate learning and teaching?

How is learning or teaching different when Blended-learning approach was adopted?



# Background of P5A Chapter 6 - Out and about in Hong Kong

Level: P.5

Chapter: Out and about in Hong Kong

Objective:

- Use the present perfect tense to relate past events to the present.
- Use adverbs to indicate number of times

## Key structure

Have you ever been to the Space Museum?

Yes, I have.

No, I've never been to the Space Museum.  
there.

How many times have you been to the Space Museum?

I've been there to the Space Museum once / twice / three times.

What did you do there? I watched a sky show.

**6 Out and about in Hong Kong**

**Reading** Tune: Pop Goes the Weasel!

What have the two tourists done in Hong Kong? Sing the song and find out.

Have you ever been to Hong Kong? What things have you done there?  
Yes, I've been there many times.  
I know Hong Kong well.

How many times have you been to the Hong Kong Space Museum?  
I've been there once. I watched a sky show.  
It was exciting.

How many times have you been to the Cultural Centre?

# How would you implement different strategies in different stages?

Pre

While

Post



Worksheets

Quizlet



Kahoot!

**Out and about in Hong Kong**

**Reading** Tune: Pop Goes the Weasel

What have the two tourists done in Hong Kong? Sing the song and find out.

Have you ever been to Hong Kong? What things have you done there? Yes, I've been there many times. I know Hong Kong well.

How many times have you been to the Hong Kong Space Museum? I've been there once. I watched a sky show. It was exciting.

How many times have you been to the Hong Kong Cultural Centre? I've been there once. I watched a show. It was called Swan Lake.

# Blended Learning

## How it can be implemented in P5 English

### Pre-stage

P5 Ch.6 Out and about in Hong Kong

### While-stage

### Post-stage

**Production**  
Students record and share their experience using the language learnt




**Practice**

A: How many times have you been there?  
B: I have been there twice.

VR experience with questions as preview activities

**Lok Sin Tong Leung Kau Kui Primary School (Branch)**

**English Learning Platform P5**

**Chapter 6 Part 1**  
Have you ever been to Hong Kong? What did you do there?  
Part 1  
How many times have you ...?  
... once / twice / three times.

What can we do at Disneyland?

Students are **PREPARED** to learn and discuss in lessons.



Blackboard arrangement is Still necessary

**Consolidation activities using Nearpod Draw it Function**

**Production**  
Students write about the things to do before a trip

Vocabulary learning also as preview activities.

Language Focus Video uploaded to sway for students to watch in advance + Quiz in Teams

## Traditional Teaching



## Blended Learning

	Traditional Teaching	Blended Learning
Pre	No preview activities	Watch preview videos to learn and understand the use of language focus. Finish Microsoft forms for checking.
While	Teacher directly teaches and deliver the lesson on the use and form of passive voice	Check students' understanding and use statistics of Microsoft forms to follow up. Teachers guide students in discussions to make clarifications. ◦
While	Use powerpoint, questioning techniques and activities to consolidate students' understanding	Use Nearpod to help students consolidate their understanding. Provide extended and deepen learning where necessary.
Post	Assignment and Worksheets	Assignment and worksheets. Students record and share their experience in Flip using the language learnt

# Reflection

- Is it necessary to implement Blended Learning when the pandemic's over?
- What benefits can Blended Learning bring?
- What can students do with the extra time?
- What KLA will I apply Blended Learning to?
- If I implement Blended Learning in my school, what difficulties will I face?



THANK  
YOU! 😊

## References:

Cher Ping Lim, Tian chong Wang and Charles Graham (2019), “Driving, sustaining and scaling up blended learning practices in higher education institutions: a proposed framework”,  
<https://innovationeducation.biomedcentral.com/articles/10.1186/s42862-019-0002-0>

