Effective Use of e-Resources to Develop Students' English Language Skills at the Secondary Level

Jenny Leung

Hello!

I am Jenny Leung

BBA (Marketing; French) ; PGDE (Secondary English) ; MA in English Language Teaching ;MFA in Drama and Theatre Education

Head of 21st Century Learning Design

English & Performing Arts (Drama) Teacher

Tai Kwong Hilary College

International Faculty Member

Flipped Learning Global Initiative

Secretary

FlippEducatros@HK

Apple Distinguished Educators (Class of 2017)

Flipped Learning Certified Trainer

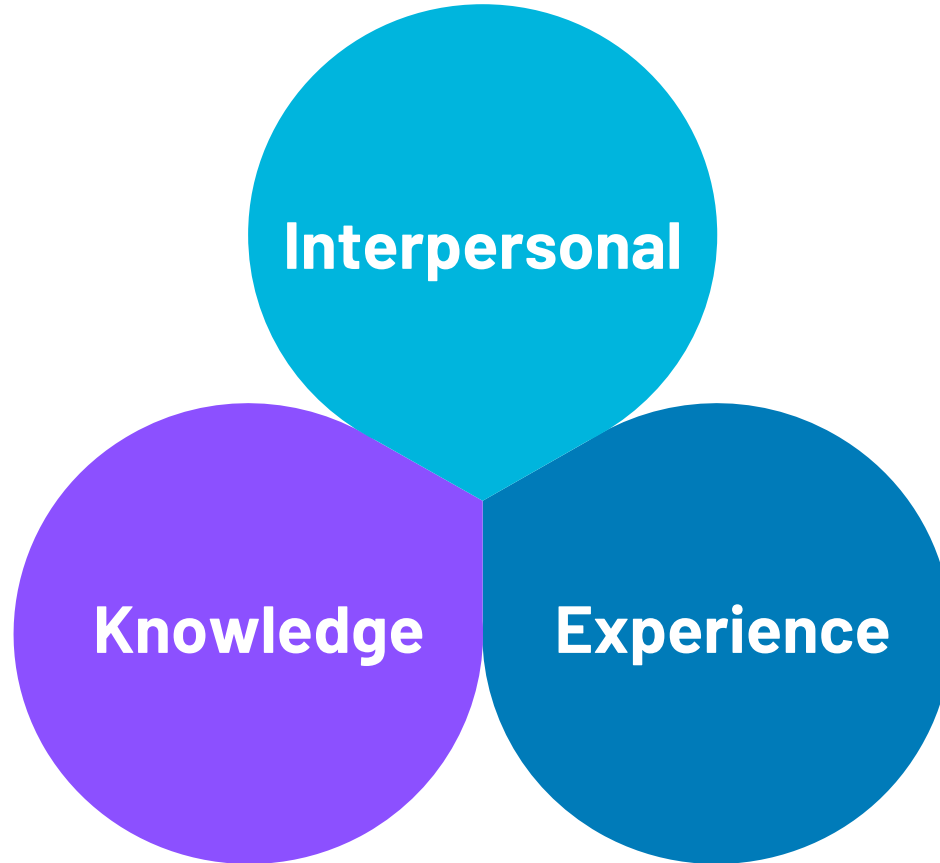## Google Certified Trainer & Google Certified Innovator

Tel: 7073 6646
Email: missjennyhk@gmail.com

Introduction

Let's start with the first set of slides

General purposes of learning English

Generic skills

1. Collaboration skills
2. Communication skills
3. Creativity
4. Critical thinking skills
5. Information technology skills
6. Mathematical skills
7. Problem-solving skills
8. Self-management skills
9. Self-learning skills

Skilled Communication	**Are students required to communicate their own ideas regarding a concept or issue?**
	Must their communication be supported with evidence and designed with a particular audience in mind?

Collaboration	Are students required to share responsibility and **make substantive decisions with other people?** Is their work interdependent?

Use of ICT for Learning	Are students passive consumers of ICT, active users, or **designers of an ICT product** for an **authentic audience**?

Source from: Rubrics for 21st Century Learning Activity Design. (n.d.). Retrieved January 06, 2021, from https://fcl.eun.org/tool5p2

Knowledge Construction	**Are students required to construct and apply knowledge?** Is that knowledge interdisciplinary?

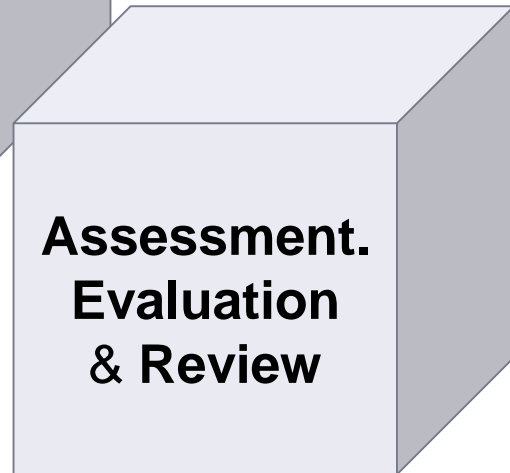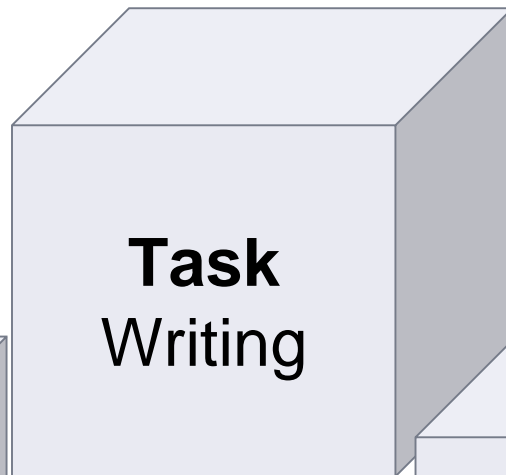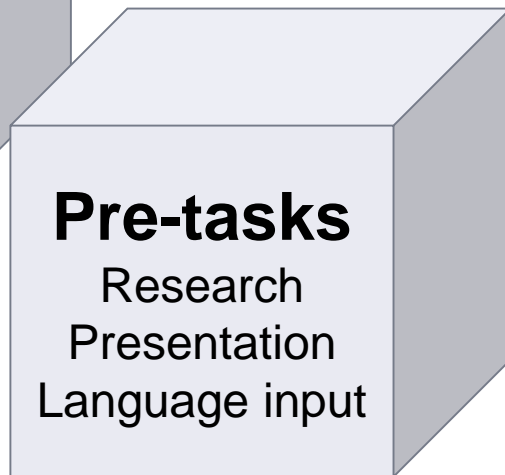| **Real-world Problem-solving and Innovation**	**Does the learning activity require solving authentic, real-world problems? Can students' solutions be implemented in the real world?**

Exercise? Activity? Task?

Self-Regulation	Do students **plan and assess their own work**, and **revise their work** based on feedback?

Ready for an English lesson?

Unit structure

Lead-in
Fun activities to arouse interest

Pre-tasks
Research
Presentation
Language input

Task
Writing

Assessment.
Evaluation
& **Review**

Writing:
- Travel blog

Language focus:
- Simple past tense
- Adjectives
- Connectives

Lead-in
Fun activities to talk about travelling
Lead in to travelling around HK

Pre-tasks
Research & presentation
Peer evaluation
Reading a model essay
Language input: Grammar, text types & vocabulary

Task
Writing with Google doc

Evaluation & Review
Selective marking & correction with Google Form
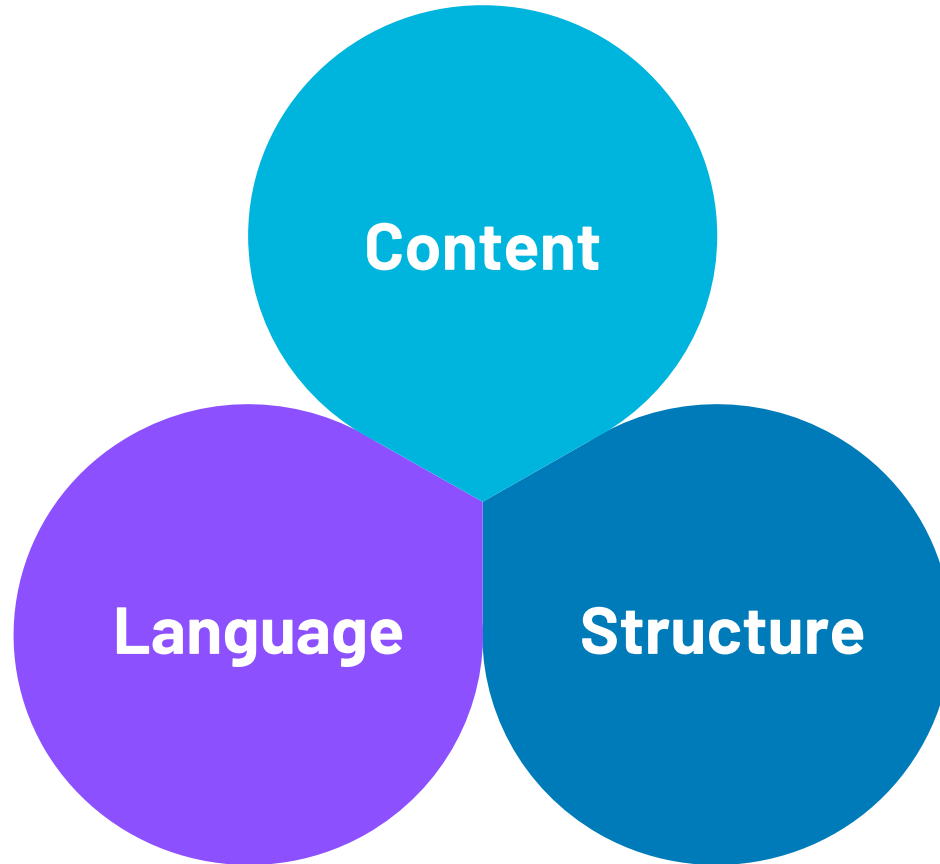
Lead in

To introduce the topic and to arouse interest

Pre-tasks

What do students need to learn to help them complete the final task?

Prerequisite of writing

Content

Language

Structure

Research

▶ In groups of four, choose a location in Hong Kong that you wish to explore.

▶ It can be a street, a landmark, a shopping mall, a park or theme park, etc.

Research

- Prepare a short presentation and answer the following questions:
    - What is this place?
    - Where is it?
    - What is so special about it that you wish to introduce this place to others?
    - What can you do there?

Presentation

- Rotation presentation (Envoy) will be done.
- Each presentation = 4 minutes
- On each of the slides, there must be photos/videos, and no complete sentences are allowed, only key words.
- Peer evaluation will be done by audience.

Other e-Resources for reading

- Newsela
- Read Theory
- Encyclopedia Britannica
- East of the Web

Language input

Vocabulary
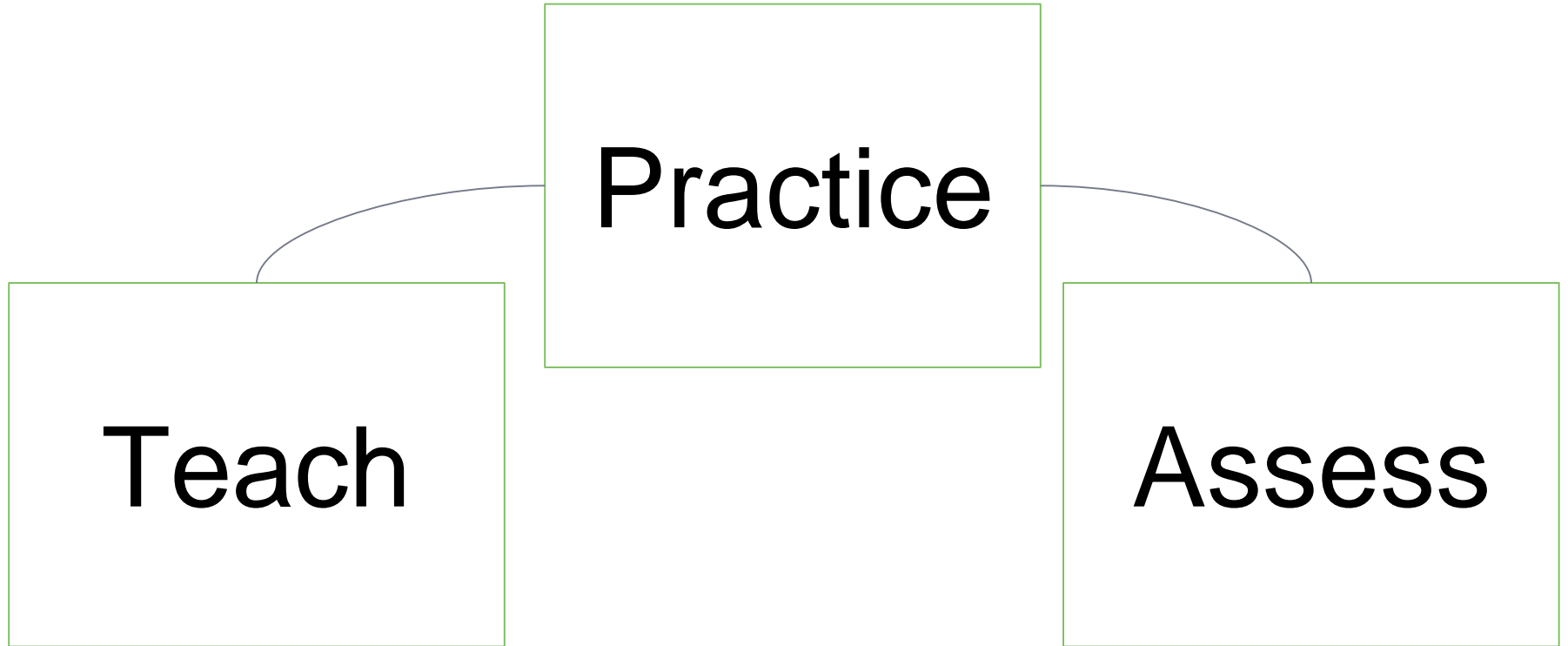
Grammar

Grammar teaching

Normally, we flip...

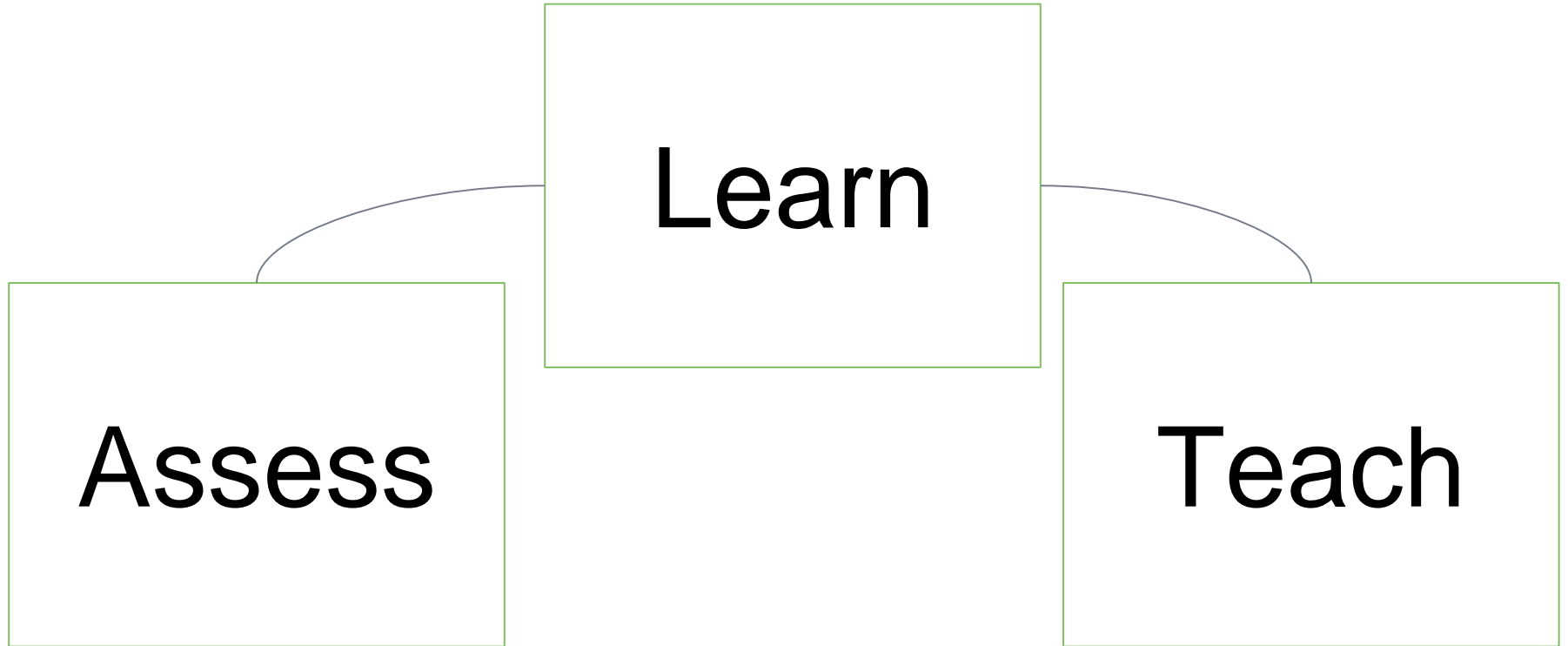# Teaching Instructions

I don't flip
teaching instructions

I flip teaching & learning

Students
LEARN first

Deductive (traditional) approach

Practice

Teach

Assess

Inductive (flipped) approach

Learn

Assess

Teach

Sample lesson
Preposition of place

CHECK

EXPLORE

PRESENT

Checking students' background knowledge

Students will explore the content

Peer sharing

Sample lesson
Relative Clause

EXPLORE

LEARN

PRESENT

Students self-learn with worksheets

Students will explore the content

Peer sharing

Learning grammar with AR

Flipped video
AFTER
The lesson

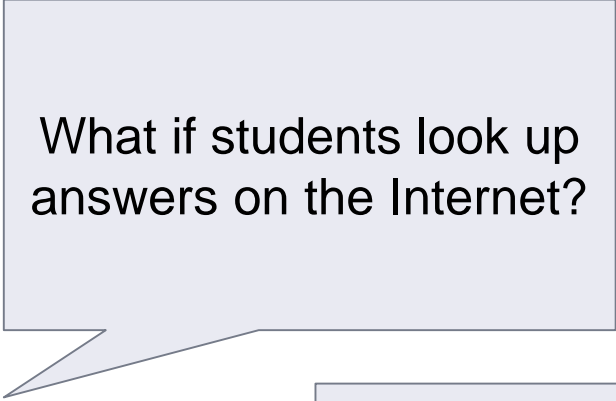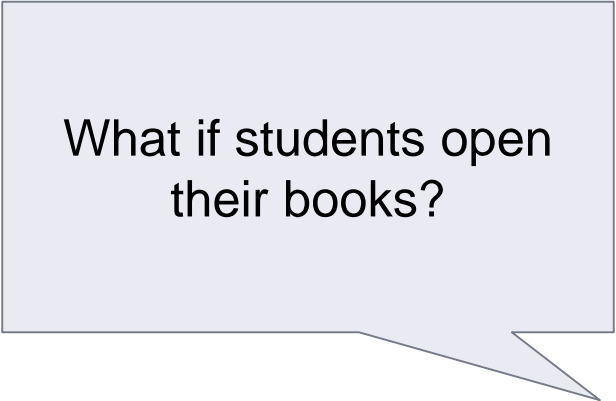# Main task: Writing

Authenticity?

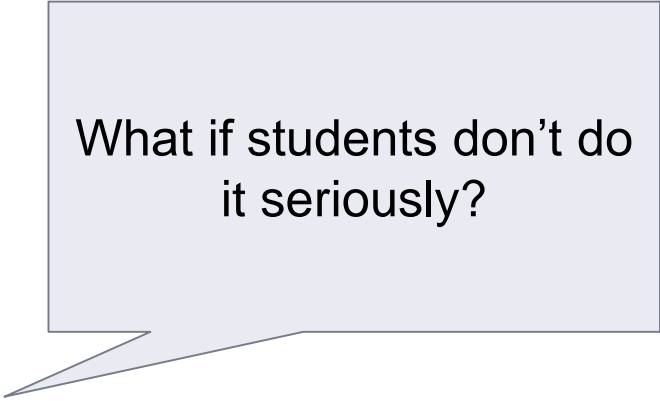# Review & Evaluation

Reshaping Assessment

Online assessment

What if students look up answers on the Internet?

What if students open their books?

What if students don't do it seriously?

What is assessment?

Assessment is the process of gathering and discussing information from **multiple and diverse sources** in order to **develop a deep understanding** of **what students know, understand, and can do with their knowledge as a result of their educational experiences**; the process culminates when assessment results are used to **improve subsequent learning**.

(Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Purpose of the assessment

1 Consolidate learning

2 Check understanding

3 Assessment as Learning

Assessment under the new norm

Why do we need assessment?

What are we assessing?

What is the best tool to understand students' true performance?

Assessment under the new norm

- Discussion / Socratic seminar
- Explanatory student's videos
- Self-assessment & retrospective learning
- Simulations and labs
- Projects
- Peer review
- Blogs
- Competitions
- Process journal

Sources from: **Ferrero, M. (2020, July 24). 10 Alternative Ideas for Online Assessment. Retrieved December 07, 2020, from https://medium.com/the-faculty/redefining-students-learning-assessment-for-online-teaching-f5cd32ac0563**

Conclusion

Values & Attitudes

- law-abidingness
- empathy
- perseverance
- respect for others
- responsibility
- national identity
- commitment
- integrity
- care for others

To promote positive values and attitudes that echo with the themes of My Pledge to Act (MPA):

- Cherish what we have
- Be grateful
- Be proactive
- Be optimistic