

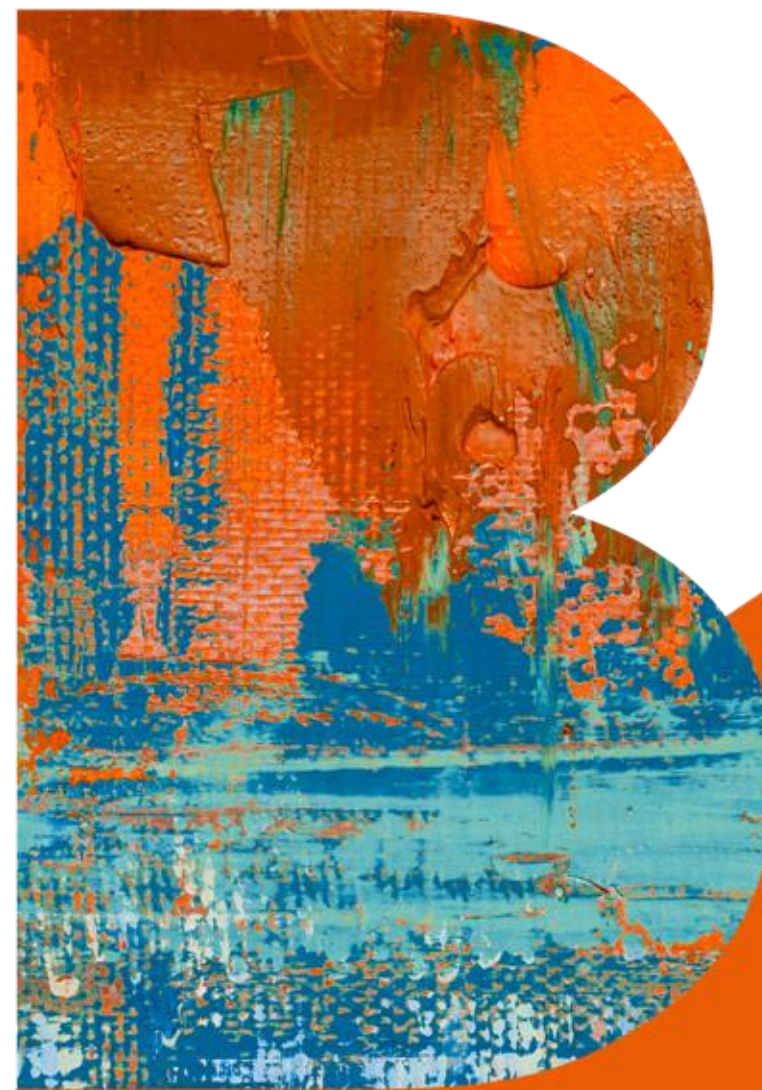
# Effective Use of Blended Learning to Develop Students' English Language Skills and Self-directed Learning Capabilities at Primary Level

Leo Yu, Joshua Chan, Vince Wu  
Language Centre, HKBU

# Workshop Objectives

- To introduce primary school teachers to effective blended learning models, including the 'Flipped Classroom' strategy
- To demonstrate how blended learning can diversify instructional strategies and promote self-directed learning
- To explore practical considerations and challenges when customising blended learning activities
- To encourage teachers to integrate blended learning strategies with specific objectives, such as developing speaking, reading, and writing skills
- To engage teachers in hands-on activities using learning strategies to design student-centered activities.

# Introduction: Why Blended Learning?



# What is Blended Learning?

## Definitions

- “The thoughtful integration of classroom face-to-face learning experiences with online learning experiences” (Garrison & Kanuka, 2004)
- "Blended learning systems [that] combine face-to-face instruction with computer-mediated instruction" (Graham, 2006)

Ossiannilsson, E. (n.d.). Blended Learning: State of the Nation

# What is Blended Learning?

## Benefits

- Creates room for students to actively participate and take **ownership** of their learning through self-paced, self-regulated, self-directed and personalised learning
- Avoid passive learning from teacher in a synchronous lesson (Kong, 2022)

Ossiannilsson, E. (n.d.). Blended Learning: State of the Nation



# Blended Learning or Flipped Classroom Approach (ELE KLACG, 2017)

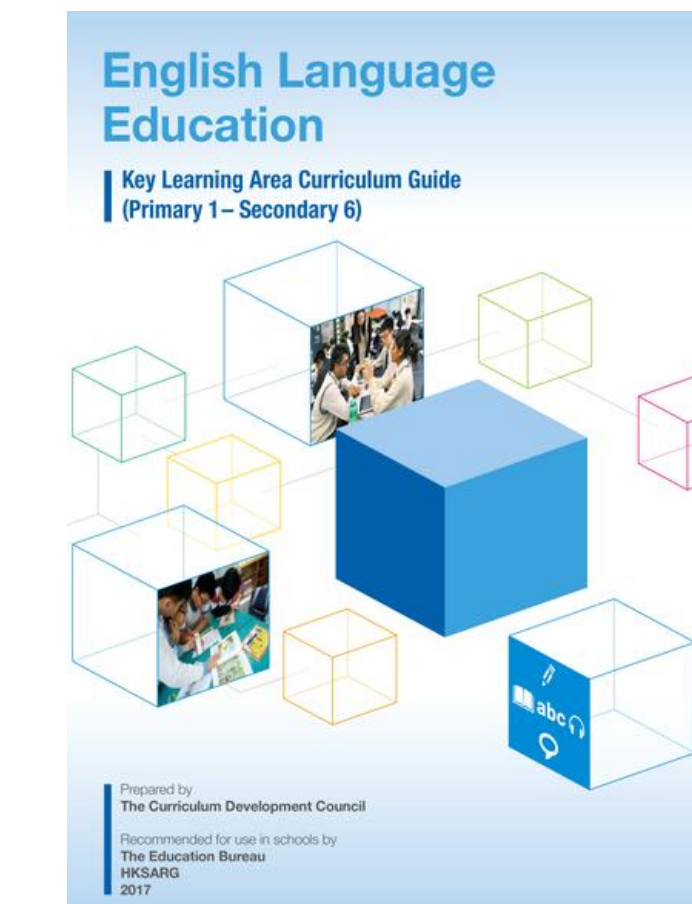
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## 3.1 Guiding Principles

- promote learner independence and autonomy by engaging students in language learning activities beyond lesson time (e.g. pre-lesson preparation for “Literature Circle” and “Flipped Classroom”); and

## 4.3.2 Learning, Teaching and Assessment Strategies

- engaging students in active and self-directed learning through the use of IT (e.g. e-platforms, “Flipped Classroom” strategy) to enhance learner autonomy and allow students to learn at their own pace.



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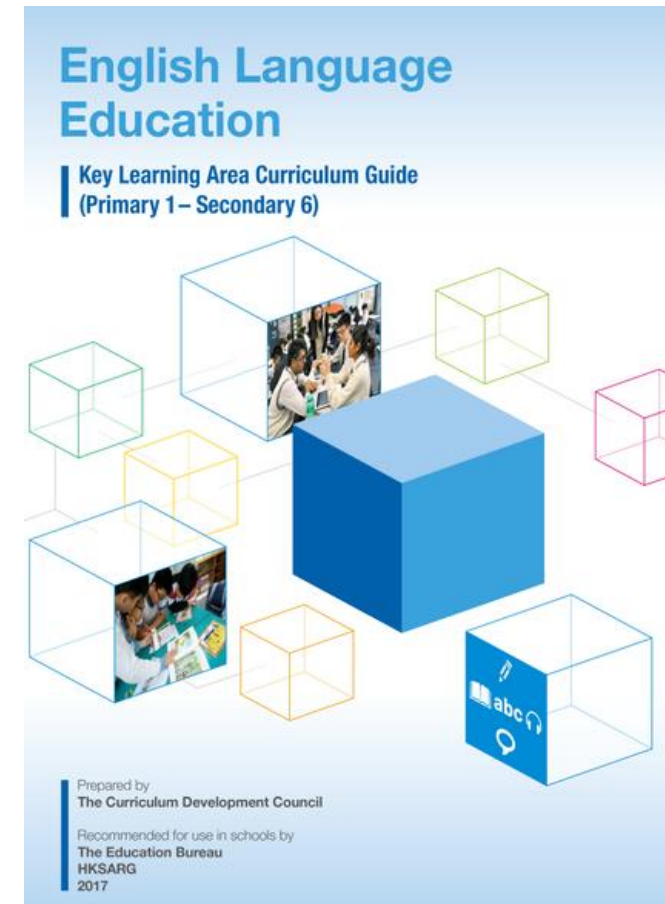
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## 4.2.5 Adopting e-Learning in the English Language Education Classroom

### *Making Effective Use of Lesson Time with the “Flipped Classroom” Strategy*

- To prepare students for a writing lesson, teachers can select or record a short video clip about the language features of the text type concerned, and upload it to an e-platform for students to watch prior to the lesson. The video clip can include an illustration of the text structure, the related language items and their communicative functions. During the lesson, teachers can check students’ understanding of the language and text features, clarify their misconception and conduct more cognitively demanding activities such as an in-depth analysis of the text to further enhance students’ understanding of the various features.
- The use of the “Flipped Classroom” strategy can promote self-directed learning, cater for the needs of students with different proficiency levels and facilitate effective use of lesson time. Students watch the assigned video clip at their own pace in their own time while teachers make good use of the lesson time by engaging students in activities that generate quality interaction and/or require higher-order thinking skills.

”



# Benefits of Blended Learning (insights from Kumar, 2021)

## 01 Increase Activity Variety (In-class)

Teachers design lessons that incorporate various platforms.

For example, one platform could focus on online games, while another could involve hands-on activities or group discussions.

## 02 Offer Flexibility (Outside Class time)

Teachers offer a variety of online resources and activities that students can access at their own pace.

This model allows teachers to cater to individual learning needs.

## 03 Design Your Own Blended Activities (Outside Class Time)

Teachers can create their own blends.



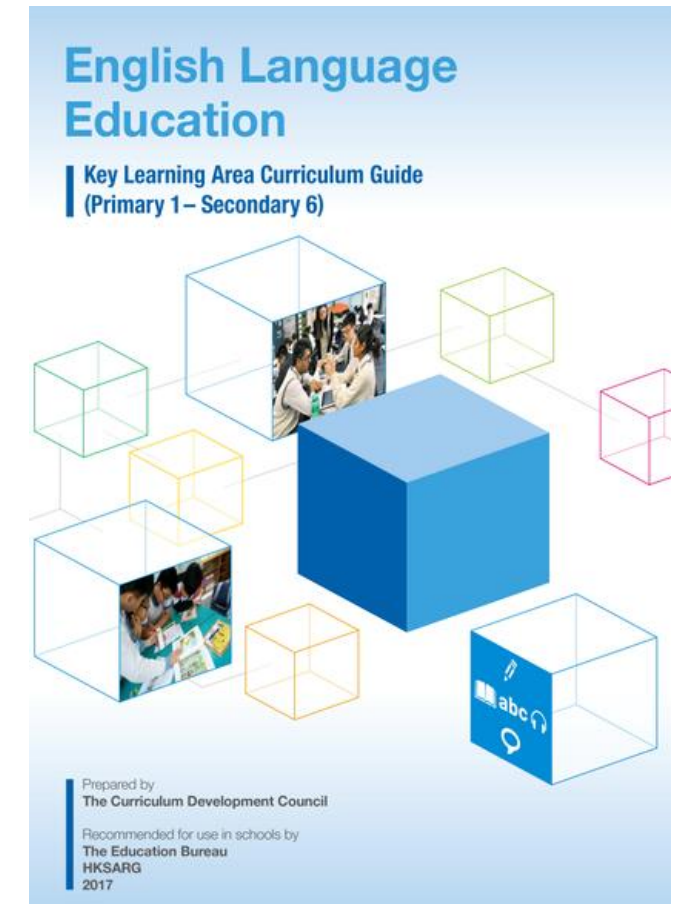
# Use of Blended Learning to facilitate the development of English language skills and self-directed learning capabilities



# What is self-directed learning (SDL)?

- SDL aims to help students **plan for, monitor and evaluate** their own learning
- Teachers' role: providing considerable online learning opportunities to allow students to assume greater responsibility in their own learning
- *IT for Interactive Learning* as one of the **Four Key Tasks** as learning and teaching strategies to help students progress towards the vision of whole-person development and learning how to learn

(For the details, please refer to ELE ALACG, 2017, pp.62-63)

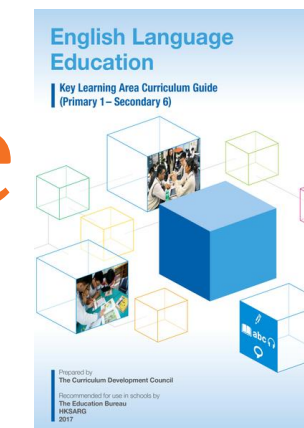




# What is a Flipped Classroom?

- **Flip teaching** is a pedagogical approach to blended learning by turning the order of **classroom activities (CA)** and **homework (HW)**
  - From "CA->HW" to "HW->CA" (Hung, 2015)
  - Similar terms: *Inverted classroom* (Lage & Platt, 2000), *Just-in-time teaching* (Novak, 2011), *Flipped classroom* (Bergmann & Sams, 2012), and *Inverted learning* (Davis, 2013)
  - **Instructional videos**: narrated PowerPoint, tailor-made or available online (e.g. YouTube, E-books, TED videos)
  - **Pre-class assignments**: reading quizzes or worksheets
  - To help students better prepare for **active in-class** learning activities (Hung, 2015)

# Flipped Classroom-An example



## Collaborative Problem Solving Skills

Collaborative problem solving skills, an example of integrative use of generic skills, refer to students' ability to solve problems with synergised efforts through effective division of labour, as well as incorporation of information from multiple sources of knowledge, perspectives and experiences. Compared to individual problem solving, collaborative problem solving has distinct advantages because it enhances the creativity and quality of solutions through stimulation brought by the ideas of other group members<sup>4</sup>. In the 21<sup>st</sup> century, it is particularly important for people with different perspectives and talents to solve problems as a team with the effective use of communication technology.

The expected achievements of the students in collaborative problem solving skills are classified according to different levels of mastery.

- Theme: *Our Next School Trip*
- Focus: Collaborative problem-solving skills
- Learning Objectives (=Goals)
  - Students seek information of locations
  - State opinions and express feelings
  - Language control (part of speech, use of modals)
- What is Flipped?
  - Traditional: Teacher delivers lessons in class; students do homework at home (Classroom → Homework).
  - Flipped: Students learn content at home (e.g., videos, research); class time is for active collaboration (Homework → Classroom)

Primary 5

Module:  
Entertainment  
and leisure

Unit:  
More places  
to see in HK



# Pre-Tasks: Learn at Home

- Focus: Prepare Primary school students for the Wetland Park visit with a teacher-prepared video practising asking questions (e.g., Wh-words), fostering self-directed learning
- Tasks (Tell students):
  - **Watch the Teacher's Video** about Hong Kong Wetland Park.
  - Learn **Wh-words** like 'who,' 'when,' and 'how' with questions like 'How do we get there?' from the watching.
  - Prepare for the **Reading Passage** in this unit.
  - **Ask Kids ChatGPT**: Ask Kids ChatGPT a Wh-question, like 'What can be do in the Wetland Park?' or 'When is a good time to visit?'
  - (Alternative tool: Copilot)

A general-purpose video

# Pre-Task Worksheet

Name: \_\_\_\_\_ Class: Primary 3

**Read the following dialogue. You are Cindy, and your class is planning the Wetland Park visit in class. Fill in the blanks with how, when, who, do, can, or will. These words help make Wh-questions!**

*Picture:* Cindy and classmates at desks with a Hong Kong Wetland Park map and a calendar.

**Cindy:** Hey, everyone! We watched that interesting video about Hong Kong Wetland Park. Let's plan our visit! First, (1) Who do we ask about people going with us?

**Sam:** Oh, I know! "(2) Who visits the park?" Like, students and teachers, right?

**Teacher:** Great! Next, let's plan the timing. (3) Which question helps us know the best day?

**Lily:** Maybe, "(4) \_\_\_\_\_ will we go?" I think next Saturday sounds fun!

**Cindy:** Awesome! Now, (5) \_\_\_\_\_ can we find out about getting there? Like, "How do we get to the park?" Maybe by school bus! Let's ask Kids ChatGPT to help plan more!

**Your Turn:** Write a fun Wh-question to ask **Kids ChatGPT** about the Wetland Park visit. Use a complete sentence.

**My question:** \_\_\_\_\_

# Prompting Skills for Children

Simple: Ask short questions (e.g., 'What are the main activities in the park?').

Targeted: Ask only about a specific place in Wetland Park; not other things.

Ask in a fun way: Use happy words like 'fun' or 'great' so Kids ChatGPT answers in an interesting way'

# Pre-Task: Kids ChatGPT

Ask students to do it at home or in class

Simple: Ask one short Wh-question about the picture.

Targeted: Ask only about the picture, like ‘What games can we play at the maze?’ Not other things!”

Ask using simple language: ‘When is a great time to see birds?’



# In-Class Task (Controlled Activity)

Name: \_\_\_\_\_ Class: Primary 3

**Read the following dialogue. You are Cindy, and your class is planning the Wetland Park visit in class. Fill in the blanks with how, when, who, do, can, or will. These words help make Wh-questions!**

*Picture:* Cindy and classmates at desks with a Hong Kong Wetland Park map and a calendar.

**Cindy:** Hey, everyone! We watched that interesting video about Hong Kong Wetland Park. Let's plan our visit! First, (1) Who do we ask about people going with us?

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**Your Turn:** Write a fun Wh-question to ask **Kids ChatGPT** about the Wetland Park visit. Use a complete sentence.

**My question:** \_\_\_\_\_

# In-Class Task (Semi-Controlled Activity)

Name: \_\_\_\_\_ Class: Primary 3

**You are making a plan for a one-day visit to Hong Kong Wetland Park from 9:00 AM to 4:00 PM! Use pictures of Wetland Park to ask **Kids ChatGPT** how long to stay and what to do. Discuss with your groupmates and write your plan in the table below.**

Write down the questions you will ask Kids ChatGPT:

My question: What are the main places to visit in the park?

**Map of the Park**

**Mangrove Boardwalk**

**Crocodile Pool**

Time	Activities (What to Do)	Why?
9:00 AM–10:30 AM		
10:30 AM–12:00 NOON		
12:00 NOON–1:00 PM		
1:00 PM–2:30 PM		
2:30 PM–4:00 PM		

# Post-Visit Task: Make Your Own Wetland Park Video

- **Focus:** Students create a video to plan the Wetland Park trip, fostering collaborative problem-solving
- **Task:**
  - **Make Your Video:** Use PowerPoint to make a 1-minute video with pictures and voice-overs, similar to the teacher's video. Present your favourite spot and what you did there. Use your Kids ChatGPT words to make it fun!
  - Watch other products on **Padlet** and **vote for your favourite spot!**

## **Collaborative Problem-Solving**

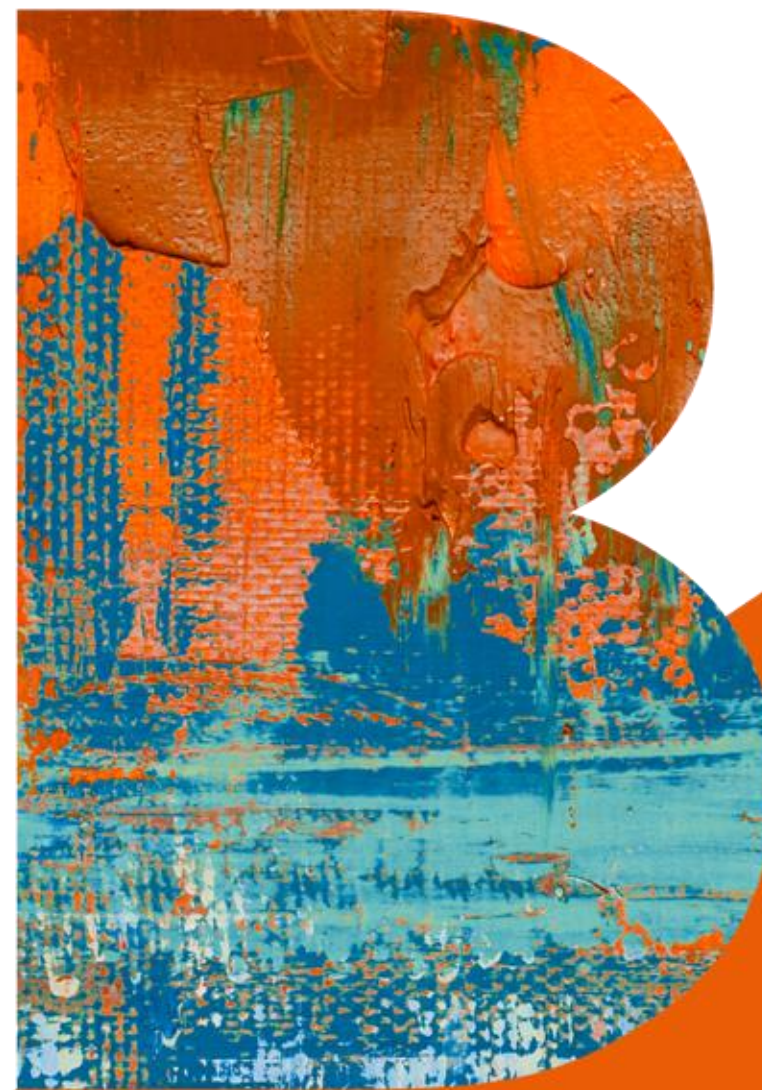
Work together to solve the problem of planning the best park visit, sharing ideas, voting, and dividing video tasks (e.g., scripting, narrating).

# Post-Visit Activity – Reflection

- **Final Output:** Share videos and pictures from the trip
- **Tasks:**
  - **Upload Videos:** Post 1-minute videos for class voting.
  - **Self-Reflection:** Check adjective/modal use using an online dictionary.
  - **Peer Feedback:** Comment on videos (e.g., “Your idea was creative!”).



# Resources for increasing activity variety



# Quizlet

# Quizlet - Flashcard Tool

Platforms like Quizlet, Anki can be used to create and personalize flashcards. It could then be sent to students to assess their understanding of knowledge or vocabulary before lessons.

## Benefits of flashcards

- Learn Vocabulary
- Assessment
- Collaborative Learning
- Independent Study
- Fun and Games

# Google Forms



# Google Forms - Auto-graded Quiz Tool

- Make an auto-graded quiz
- Check responses

## Question types

- Multiple choice checkboxes
- Text (short/long answers)
- Linear scale
- Grid

# Nearpod

# Nearpod: Flip-class Assessment Tool

## Making Effective Use of Lesson Time with the “Flipped Classroom” Strategy

- **Flipped Classroom Strategy:** Promotes self-directed learning.
- **Diverse Needs:** Addresses varying student proficiency levels.
- **Teacher Commitment:** Success relies on meaningful activities to boost engagement and learning.

(ELE KLACG (2017) - p. 70)

# Nearpod: Flip-class Assessment Tool

- **Engaging Activities:** Interactive quizzes, polls, and collaborative tasks make assessments enjoyable
- **Anonymous Responses:** Reduces anxiety and encourages participation
- **Real-Time Data:** Teachers can assess understanding and adjust instruction immediately
- **Effective Assessment Tool:** Nearpod supports both formal and informal assessments

# Resources for classroom collaboration





# Padlet

# Padlet - Collaborative Board

## Padlet

**Visual Brainstorming:** Students post ideas and resources visually

**Interactive Discussions:** Engage through comments and reactions

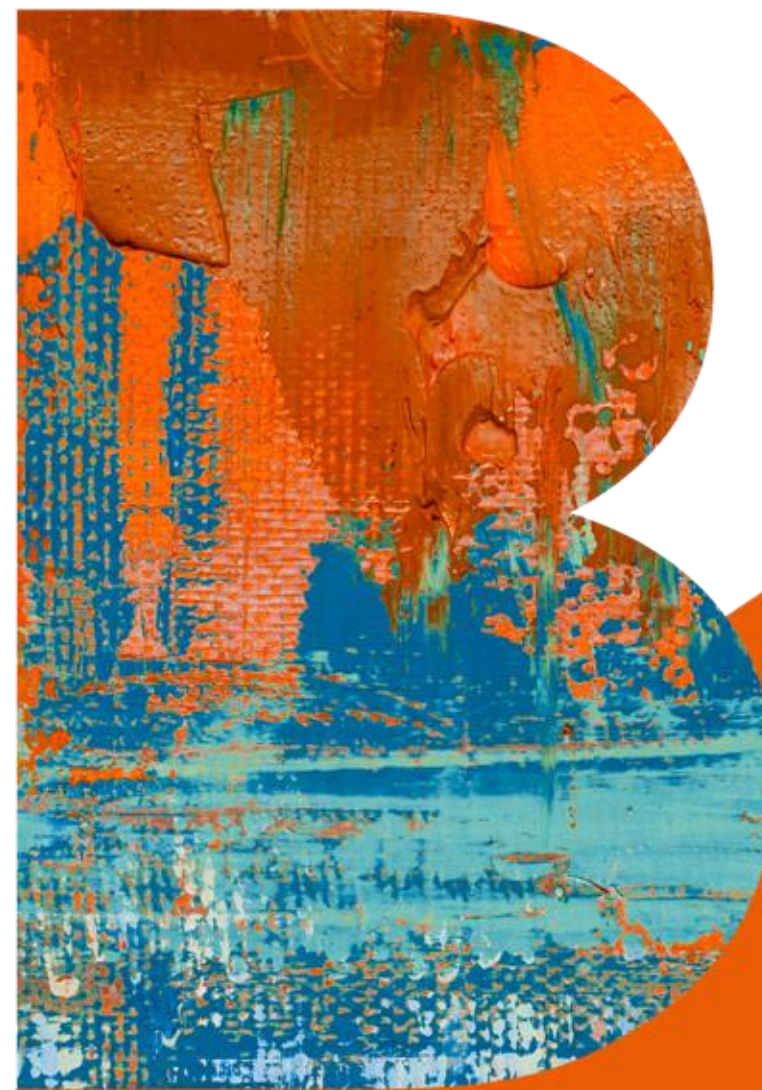
**Multimedia Integration:** Share images, videos, and links

**Flexible Layout:** Organize content freely and creatively

**Topic Exploration:** Generate ideas and research collaboratively

<https://padlet.com/site/templates/vocabulary-list-v1?audience=education>

# Resources for teaching flexibility



# Oxford Owl

# Oxford Owl – E-book Library

Oxford Owl provides a diverse free e-book library with educational resources catering to various **ages** and **levels**, promoting literacy, engagement, and learning accessibility for students worldwide according to their abilities and interests.

After creating a free account, teachers can access the e-books and utilize them in lessons.



# HarperKids Vooks

# HarperKids & Vooks – Audiobooks YouTube Channels

HarperKids (by Harper Collins Publishing) and Vooks are YouTube channels that provide a great source of audiobooks. Users can find **age-** and **topic-specific books**, with **reading tips** recommended in the video.

# Project Gutenberg

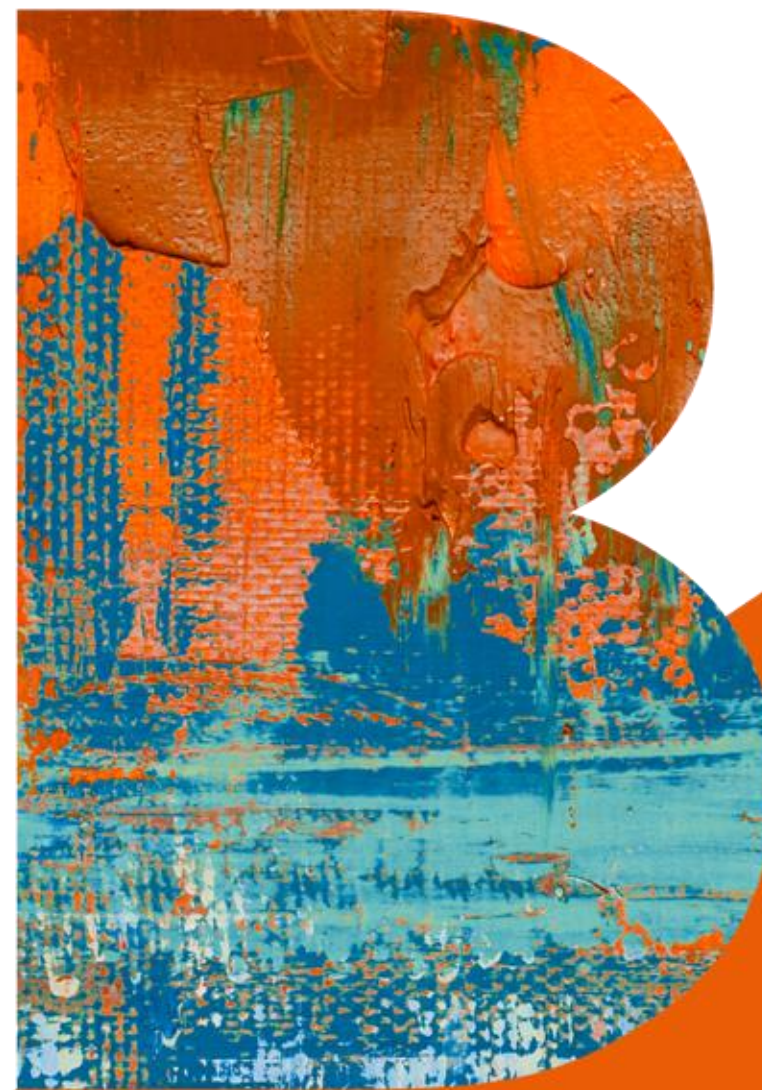
# Project Gutenberg - Online Books Collection

Project Gutenberg is a database dedicated to digitising and archiving cultural works, encouraging the creation and distribution of eBooks.

Some rather **older books**, including children's book, could be found and freely read online.



# Resources with AI-assisted speaking tools



# Microsoft Teams (Speaker Coach)

# Speaker Coach - AI Speaking Tools for Feedback

- Record speaking performance through Teams meeting
- Get an overview of the speaking performance with the **Speaker Coach reports**.

## Feedback

- Total speaking time
- Repetitive language
- Pace
- Filler words
- Intonation

# ElevenLabs



# ElevenLabs - AI Speaking Tool for Brainstorming

## Free Plan

- 10,000 credits per month



- 10 minutes text to speech
- 15 minutes of Conversational AI with up to 4 concurrent requests

More information about the subscription plans:  
<https://elevenlabs.io/pricing>

- Generate speech in 32 languages using thousands of unique voices with dubbing (watermarked)
- Create synthetic voices and sound effects
- API access

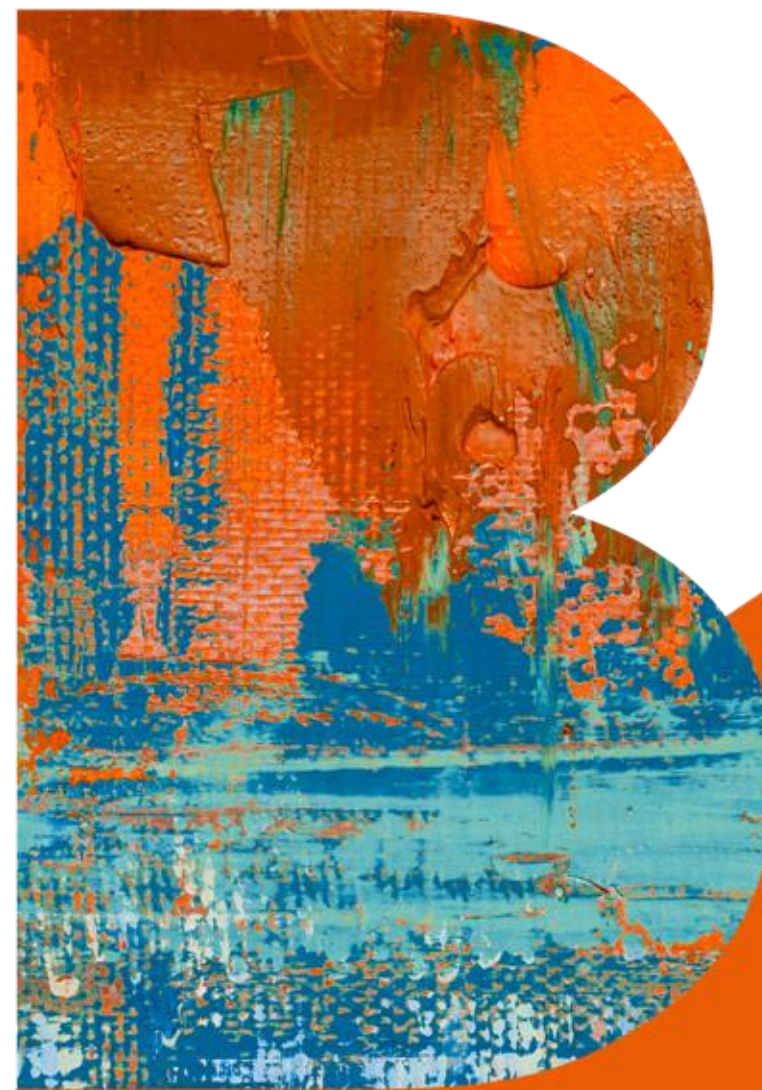
Teaching preparation

# LinguaTalk: Self-Directed Speaking Practice

## Key features:

- Define your goals (e.g., fluency level or topic mastery)
- Customise AI feedback, which is of great importance to primary school learners

# Resources for promoting active participation



# Voice-over Presentation Slides

# Flipped-Class Video with Voice-Over Slides

Step 1: Content Creation	Step 2: Recording Voice-over	Step 3: Export Video
Prepare PowerPoint presentation slides with clear learning objectives, concise text, engaging visuals, and interactive elements.	Record a clear narration explaining each slide with the recording function in PowerPoint, ensuring smooth transitions and clear sound quality.	Export the full video from PowerPoint in MP4 format, and then upload it to, e.g., Google Classroom, for students to access.



# Flipped-class Video by PowerPoint Voice-over

**Narration** can be added to describe the information displayed on the PowerPoint slides while controlling the slides to move forwards or backwards. Please note that **no recording will be captured while transitioning to other slides.**

# Flipped-class Video by PowerPoint Voice-over

The narrated slides can then be **exported as a full video in MP4 format**. Subsequently, the video can be uploaded to any LMS platform as a flipped-class video for students.

# Creating Flipped-class Videos with Canva

**Animated Video Creation:** Canva facilitates the development of animated videos, adding dynamic elements to the flipped-class video to engage students effectively.

**Enhanced Visual Elements:** Canva allows users to incorporate diverse visual elements to make the content more visually appealing.

**User-Friendly Video Editing Interface:** Canva provides a user-friendly interface that simplifies the video editing process, making it accessible for educators with varying levels of technical expertise.

**Voice-Over Functionality:** The inclusion of a voice-over function in Canva allows for the seamless integration of narrations, fulfilling the needs of creating flipped-class videos.

# Canva: Selection of Templates and Graphics

**Design Templates:** Canva offers a **broad range of design templates** tailored for crafting visually captivating and informative flipped-class videos, facilitating the creation of engaging educational content across a variety of subjects with ease.

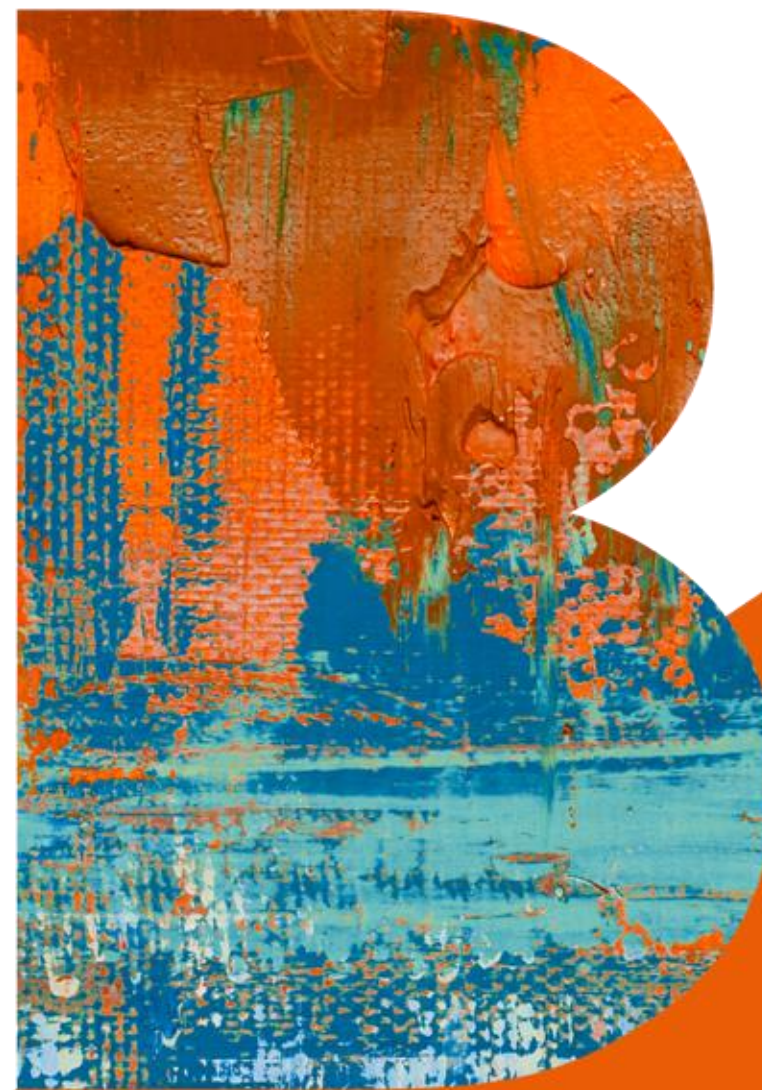
# Canva: User-Friendly Video-Editing Interface

**Visual Storytelling:** Canva allows users to create visually appealing slides with a wide range of layouts, fonts, colours, and graphics.

**Animations and Effects:** Canva offers animations and effects that can add a dynamic element to the videos to highlight key points, transition between slides, or introduce new topics. This visual movement can help maintain students' interest and enhance comprehension.



# Reflections and other considerations



# Tip: Customising Blended Learning with Rule Difficulty

Tailor blended learning tools to language rule difficulty for Primary school learners

## Dekeyser’s Framework (2003) for Blended Learning:

Rule Difficulty	Example	Role of Teaching
Very easy rules	Simple words (e.g., ‘green’ for Wetland Park)	use Wordwall quizzes for <b>quick practice</b> .
Easy rules	Basic structures (e.g., ‘This is a bird’ and ‘These are birds’).	<b>Speed up</b> with Nearpod quizzes (e.g., choose correct park sentences)
Complex rules	Complex sentences (e.g., ‘The park is vibrant because...’).	<b>Enhance noticing</b> with Kids ChatGPT and Copilot for sentence generation. <b>Stretch learning</b> with conversational practice, e.g., LinguaTalk or Elevenlabs.
Very complex rules	Advanced vocabulary (e.g., ‘look after’) and descriptions	use Canva or PPT video explainers for <b>creative output</b> (e.g., narrate park visit).

# Tips: Introducing e-learning tools and platforms to students

Integrating e-learning tools with familiar in-class activities

Break down features gradually

From collectively completing an activity to working on their own/making their own sets of materials.

Regulating online communication

Email (echoing the syllabus of Computer Education)

Learning Management System (LMS) (e.g. discussion forum, poll)



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