

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

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Workshop Objectives

1. To enhance teachers' knowledge and understanding of **effective blended learning strategies** commonly adopted in the primary English classroom, including the “Flipped Classroom” strategy;
2. To explore the **benefits** of blended learning in developing students' **English language skills** and **self-directed learning capabilities**;
3. To provide examples on **how blended learning can be implemented** in the primary English classroom through effective planning and pedagogy; and
4. To provide **suggestions** and **hands-on activities** on e-learning resources and tools, including AI tools, that could facilitate blended learning in the primary English classroom.

Before we start...

- **Think** about these questions:

What does “Blended Learning” mean to you?

Have you done anything with this before?

- **Pair** up with someone around you
(2 – 3 people a group)
- **Share** what you have on your mind in 3 minutes



Introduction

Do you know these terms?

e-Learning

Flipped Learning

Blended Learning



Definitions

e-Learning

Instructions delivered on a digital device that is intended to support learning (Clark & Mayer, 2016)

Definitions

Flipped Learning

An instructional strategy where traditional lecture and homework elements are reversed. Students first gain exposure to new material outside of class, usually via video lectures, and then use class time to do the harder work like discussion.

(Bishop & Verleger, 2013)

Definitions

Blended Learning

Blended learning is the combination of face-to-face instruction with computer-mediated instruction.
(Graham, 2006)

(Hannon & Macken, 2014)

e-Learning

- Using **digital and electronic** resources, platforms materials in ELT
- In **English language teaching**, we have:
 - Computer-assisted language learning (CALL)
 - Technology-Enhanced Language Learning (TELL)

Flipped Learning

Blended Learning

(Hannon & Macken, 2014)

What does the EDB say?

4.10 Adopting e-Learning within and beyond the English Language Classroom

Teachers should leverage information technology to enhance learning, teaching and assessment through e-learning, and promote information literacy. They should make judicious use of digital resources and communication tools to achieve the learning objectives, integrating e-learning through, for instance, adopting blended learning, computer applications, e-platforms, the “Flipped Classroom” strategy, to enhance learning and teaching effectiveness, accommodate learner diversity and develop students’ potential.

What does the EDB say?

Teachers should encourage students to make use of different e-learning tools (e.g. online dictionaries, search engines) and features of various e-resources (e.g. the interactive features of e-books/webpages) to facilitate their understanding of some abstract concepts and complex ideas and develop language learning strategies. Teachers should also guide students to think critically and evaluate the data or information on the Internet, and check their accuracy and reliability as well as any biases or stereotypes embedded in the data and information. Thus, **information literacy** is promoted and students are nurtured the ability and attitude for making effective and ethical use of the vast amount of information.

What does the EDB say?

Strengthening Interaction and Motivation with the Use of e-Platforms

- To encourage more interaction, teachers can upload a discussion topic to an e-platform for a group of students. The students can be invited to express their ideas on the topic and leave messages in response to the comments made by their peers. Interaction among students and between teachers and students is no longer confined to the classroom as students can communicate with their teachers and one another without geographical or time constraints.
- The use of e-platforms also enhances students' motivation in using English for communication. Students can be required to submit their work which can be written, oral or multimodal, by uploading it to the platform. Realising that their work will be shared with and/or evaluated by their peers, students are more likely to exercise extra caution, which provides a drive for them to try their best in completing the task.

Extracted from *English Language Education Key Learning Area English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2025)

What does the EDB say?

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.

Extracted from *English Language Education Key Learning Area English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2025)

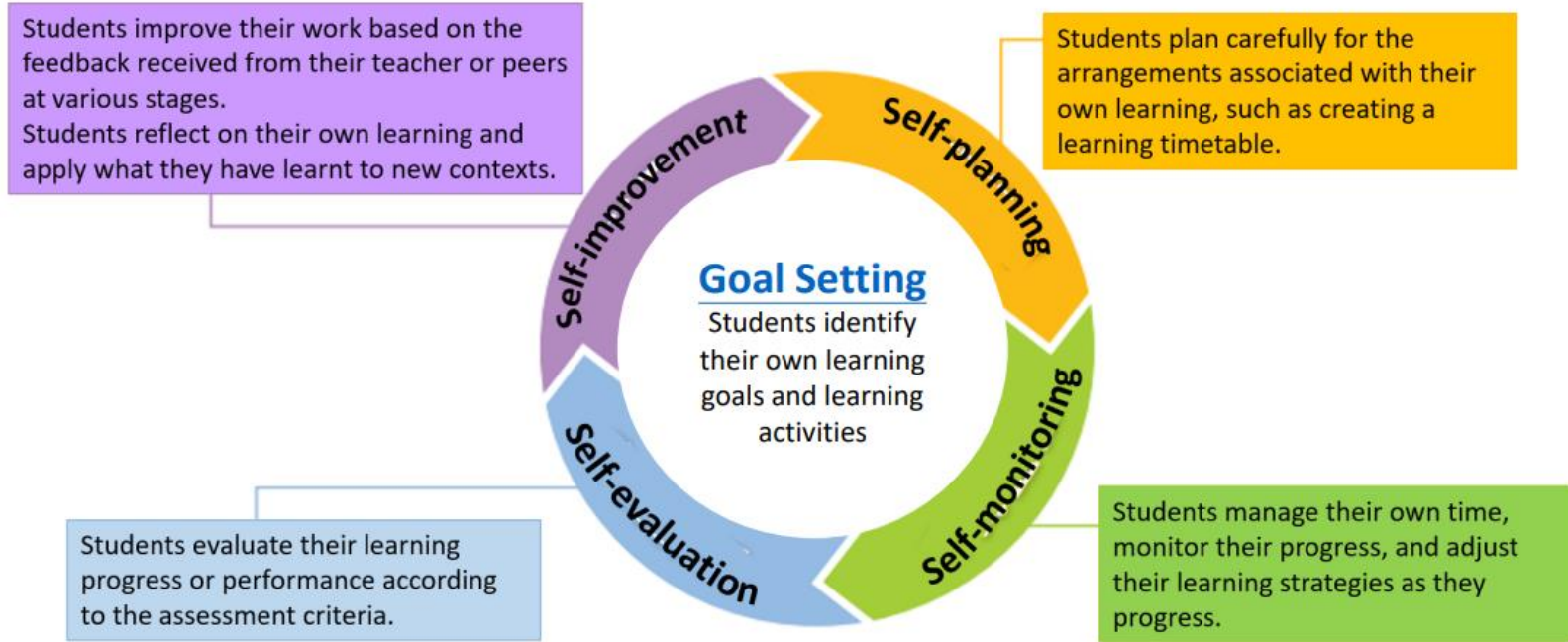
Benefits and relevance of using blended learning

- **Enhances Learning Flexibility**
Combines face-to-face and online learning for **continuity** during disruptions (e.g., the COVID-19 school suspension) (Garrison & Kanuka, 2004; Graham, 2006)
- **Promotes Active and Personalised Learning**
Students learn **at their own pace** through digital playlists and flipped classrooms (Lapitan et al., 2021)
- **Supports Self-directed Learning**
Encourages **goal-setting, monitoring, and reflection** (Zimmerman, 2002)

Benefits and relevance of using blended learning

- **Fosters Collaboration and Cross-disciplinary Skills**
Opportunities for project-based and cross-subject tasks
(Kong & Song, 2015)
- **Improves Student Engagement and Ownership**
Gamification, immersive VR, and authentic tasks increase motivation (Chi, 2009)

Self-directed Learning



Adapted from: *Primary Education Curriculum Guide (2024)*
(Figure 4.2, Section 4.2.6)

Relationship between Blended Learning and Self-directed Learning

- Blended Learning fosters autonomy
Students manage learning beyond classroom settings
(Garrison & Kanuka, 2004; Graham, 2006)
- SDL skills developed with e-learning tools:
 - Goal-setting:
Students plan learning milestones (Zimmerman, 2002)
 - Monitoring & Self-reflection:
Track progress and adjust strategies (Lapitan et al., 2021)

Relationship between Blended Learning and Self-directed Learning

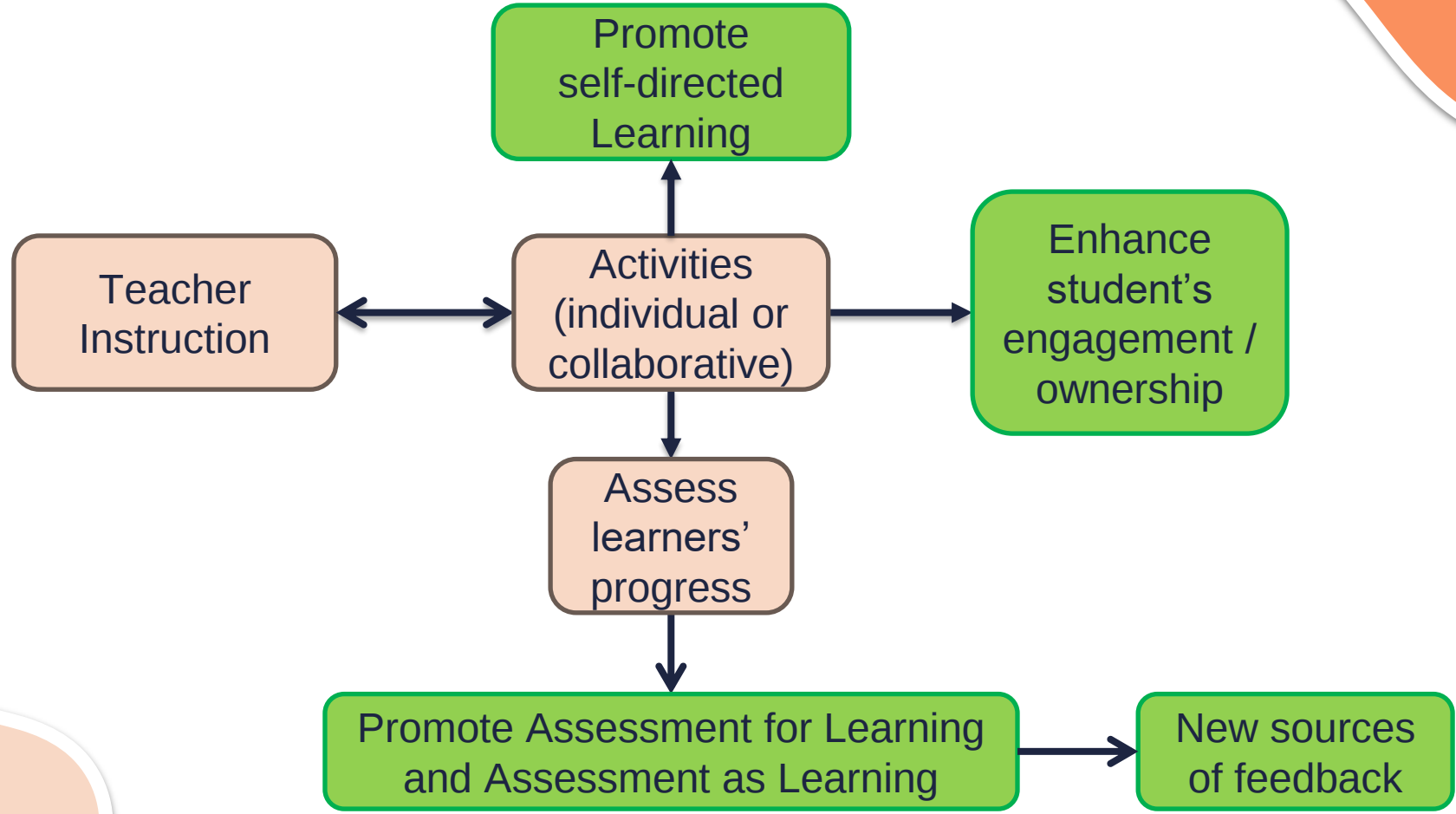
- Personalised & Flexible Learning

Digital playlists of selected materials and video lessons allow self-paced learning (Kong & Song, 2015)

- Ownership of Learning

Authentic tasks and project-based learning increase engagement (Chi, 2009)

How Blended Learning helps us in English language teaching



Recommended lesson design: Backward design

- **Educational objectives** become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared.
- The **purpose** of a **statement of objectives** is to indicate the kinds of **learning and development**.
- **Instructional activities** can be planned and developed in a way **likely to attain these objectives**.

Recommended lesson design: Backward design

Step 1: diagnose needs

Step 2: decide on objectives

Step 3: select content

Step 4: organise content

Step 5: select learning experiences

Step 6: organise learning experiences

Step 7: decide what to evaluate and how to
evaluate (assessment)

01 Teaching Reading

Wayground



Teaching **Reading** : Multiple Film Reviews (P4)

- **Traditional** Lesson Plan:
- Introduction (5 minutes):
Introduce the topic of film reviews.
- Reading Activity (10 minutes):
- Ask students to open the book to the pages of the article.
Read the film reviews together as a class, with different students taking turns reading aloud.
- Discussion (10 minutes):
Write key questions on the board:
What is the plot of each film?
What did the reviewers like or dislike about the films?
How did the reviewers feel about the actors or special effects?
Discuss these questions as a class, encouraging students to share their thoughts.

Teaching Reading : A real example 1

- Writing Activity (15 minutes):
Distribute printed worksheets with prompts for writing a film review.
Students complete the worksheets with given details.
- Sharing and Feedback (10 minutes):
Pair students up and have them exchange their written reviews.
Each student reads their partner's review and provides feedback.
Volunteers can share their reviews with the whole class.
- Review and Conclusion (5 minutes):
Summarize the key points of writing a good film review.
Encourage students to watch films and write reviews as practice.
Collect the worksheets for further assessment.

Sample worksheet

ABC Primary School

A

Reading Worksheet (Film Reviews)

Name: _____ Class: _____ () Date: _____

A. Match the following items to the content in the boxes.

What did you dislike about the film?	A
Title of the film:	B
How were the special effects/actors?	C
Summary of the plot:	D
What did you like about the film?	E
Would you recommend this film? Why or why not?	F

Film Review 1:

	Finding Nemo
	Finding Nemo is an animated film about a clownfish named Marlin who goes on a journey to find his son, Nemo, who has been captured by a diver and placed in a fish tank in a dentist's office. Along the way, Marlin is helped by a forgetful fish named Dory. Together, they face various challenges and make new friends, ultimately reuniting with Nemo.
	I liked the beautiful animation and the underwater scenes. The characters were very funny, especially Dory, who always made me laugh.
	There wasn't much I disliked, but some parts were a little scary, like when Marlin and Dory faced the sharks.
	The animation was amazing, with very realistic underwater environments.
	Yes, I would recommend this film because it's a heartwarming story about family and friendship.

ABC Primary School

B

Reading Worksheet (Film Reviews)

Name: _____ Class: _____ () Date: _____

A. Match the following items to the content in the boxes.

Would you recommend this film? Why or why not?	A
Summary of the plot:	B
Title of the film:	C
What did you dislike about the film?	D
How were the special effects/actors?	E
What did you like about the film?	F

Film Review 2:

	Toy Story
	Toy Story is an animated film about a group of toys that come to life when their owner, Andy, is not around. The main characters are Woody, a cowboy doll, and Buzz Lightyear, a space ranger action figure. Woody feels threatened by Buzz's arrival but eventually, they become friends and work together to return to Andy before he moves to a new house.
	I liked the creativity of the film and how it shows the secret life of toys. The friendship between Woody and Buzz was very touching.
	There wasn't much I disliked, but Sid, the <u>neighbor</u> who destroys toys, was a bit frightening.
	The animation was excellent, especially considering it was one of the first fully computer-animated films.
	Yes, I would recommend this film because it's a fun and imaginative story that teaches important lessons about friendship and loyalty.

How can Blended Learning help us enhance this lesson?

Enhance
student's
engagement /
ownership

Assess
learners'
progress

Promote
self-directed
Learning

Promote Assessment for
Learning and Assessment
as Learning



Using *Wayground* for an interactive lesson

Teaching **Reading** : Multiple Film Reviews (P4)

Blended Learning Lesson Plan:

1. Introduction (5 minutes):

- Introduce the topic of film reviews.
- Ask students if they have seen any of the films mentioned in the article and briefly discuss their opinions.

2. **Interactive Reading Activity** (15 minutes):

- Using an online interactive presentation tool (e.g., **Wayground**), read the film reviews together as a class, with different students taking turns reading aloud.
- Discuss the main points of each review: plot summary, special effects, and personal opinions with interactive activities.

3. Discussion (10 minutes):

- Write key questions on the board:
 - What is the plot of each film?
 - What did the reviewers like or dislike about the films?
 - How did the reviewers feel about the actors or special effects?

Teaching **Reading** : Multiple Film Reviews (P4)

4. **Writing Activity** (10 minutes):

- Provide an online activity for students to complete a film review with given information. (e.g., Padlet)

5. **Sharing and Feedback** (5 minutes):

- Pair students up and have them exchange their written reviews.
- Each student reads their partner's review and provides feedback.
- Volunteers can share their reviews with the whole class.

6. **Review and Conclusion** (5 minutes):

- Summarize the key points of writing a good film review.
- Encourage students to watch films and write reviews as practice.
- Collect the worksheets for further assessment.

02

Teaching Writing

Padlet (Canva) and Canva



Teaching **Writing** : Film Reviews (P4)

Traditional Lesson Plan:

1. **Introduction (5 minutes):** Teacher introduces the writing task (e.g., A film review).
2. **Brainstorming (10 minutes):** Students brainstorm ideas and create an outline using a graphic organiser.
3. **Writing (20 minutes):** Students write their writings on writing paper.
4. **Self-evaluation and Peer Review (5 minutes):** Students finish self-evaluation table and exchange writings and provide feedback.
5. **Revision (10 minutes):** Students revise their work based on peer feedback.

Enhance
student's
engagement /
ownership

Promote
self-directed
Learning

Teaching **Writing** : Film Reviews (P4)

Traditional Lesson Plan:

1. **Introduction (5 minutes):** Teacher introduces the writing task (e.g., A film review).
2. **Brainstorming (10 minutes):** Students brainstorm ideas and create an outline using a graphic organiser.
3. **Writing (20 minutes):** Students write their writings on writing paper.
4. **Self-evaluation and Peer Review (5 minutes):** Students finish self-evaluation table and exchange writings and provide feedback.
5. **Revision (10 minutes):** Students revise their work based on peer feedback.

Blended Learning Lesson Plan:

1. **Introduction (5 minutes):** Teacher introduces the writing task and go through the features of a sample text.
2. **Brainstorming (10 minutes):** Students use **Padlet** for brainstorming in groups. T shares good work in class.
3. **Writing (20 minutes):** Students write their paragraphs on a shared **Canva**.
4. **Self-evaluation and Peer Review (5 minutes):** Students finish self-evaluation table on **Google Forms** and exchange writings and provide feedback.
5. **Revision (10 minutes):** Students revise their work based on peer feedback.

03

Teaching Listening

Edpuzzle and GenAI Images





**How do we learn and teach
listening?**

There is more to teaching listening.

- **Top-Down Processing**

- Learners use **prior knowledge, context, and expectations** to interpret meaning. They focus on the **overall message** rather than individual sounds or words.

Teaching Strategies:

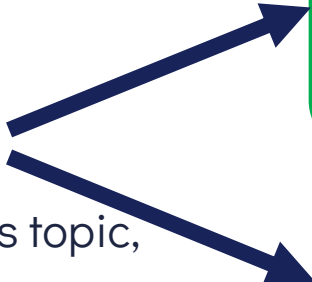
- **Pre-listening activities:**

Activate background knowledge (e.g., discuss topic, predict content from title or pictures).

Ask guiding questions: “What do you expect to hear?”

- **Listening tasks:**

Listen for main ideas, gist, or speaker’s purpose, and answer some questions.



Enhance
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SDL Task

- **Edpuzzle**
 - Learners can access extra listening materials for a certain topic
 - Customisable questions for teachers to assess students' learning progress, or for students to check their own understanding
 - Some videos support AI-generated questions
 - Support students' self-directed learning

04

Teaching Speaking

Mapify and Proseable



Some problems in teaching speaking

(Ur, 2012)

1. Shyness and inhibitions

Speaking requires real-time exposure to an audience

Students are...

- **inhibited**
- **worried about making mistakes**
- **scared of criticism**
- **losing face.**

2. Finding things to say

Students need to feel that they have **something relevant and original** to contribute to the discussion so that it is worth making the effort to speak.

Some problems in teaching speaking

(Ur, 2012)

3. Low participation of individuals

- Only one participant can talk at a time
- A tendency of some students to dominate
- Some speak very little or not at all

4. First language (L1) use

- Students fall back on L1 when they could
- They do so because **it is easier and feels more natural to talk to each other in their own language.**

Teaching **Speaking** : A group discussion (P4)

Traditional Lesson Plan:

1. **Introduction (5 minutes)**: Teacher introduces a presentation topic (e.g., “How global warming will affect Hong Kong”).
2. **Preparation (10 minutes)**: Students prepare their points with notes on cue cards.
3. **Practice (15 minutes)**: Students practice their presentations in pairs.
4. **Presentation (15 minutes)**: Selected students present their speeches to the class.
5. **Feedback (5 minutes)**: Teacher and peers provide feedback.

Enhance
student's
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Learning

Teaching Speaking :

A group discussion (P4)

Traditional Lesson Plan:

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2. **Preparation (10 minutes):** Students prepare their points with notes on cue cards.
3. **Practice (15 minutes):** Students practice their presentations in pairs.
4. **Presentation (15 minutes):** Selected students present their speeches to the class.
5. **Feedback (5 minutes):** Teacher and peers provide feedback.

Blended Learning Lesson Plan:

1. **Introduction (5 minutes):** Teacher introduces the speaking topic through an online platform (e.g., Nearpod, Edpuzzle).
2. **Preparation (10 minutes):** Students use a digital tool to prepare their notes as a class (e.g., Mapify).
3. **Practice (and peer evaluation) (15 minutes):** Students practice with their partners and do peer evaluation on Google Form.
4. **Presentation (15 minutes):** Selected students present in the class for sharing.
5. **Feedback (5 minutes):** Teacher and peers provide feedback in class with reference to the data from Google Form.
6. **Extended Learning Task:** Students upload their presentation video on a collaborative platform (e.g., Padlet) for peer evaluation and feedback.

05

Teaching Vocabulary

Quizlet and Padlet TA



Teaching Vocabulary :

A list of words

Traditional Lesson Plan:

1. **Introduction (5 minutes):** Teacher begins by discussing the importance of describing people and introduce the topic. The teacher shows the vocabulary page from the textbook and read the words aloud.
2. **Presentation (10 minutes):** Teacher writes the words on the board and provides definitions, grouping them by endings (-ing, -ive, others).
3. **Practice (15 minutes):** Students complete a worksheet with exercises like matching words to definitions and filling in blanks (in pairs).
4. **Production (5 minutes):** Students describe a famous person using the new vocabulary.
5. **Review (5 minutes):** Teacher reviews answers with the class.

How do we design
the lesson with the
blended learning
approach?

Teaching Vocabulary :

A list of words

Traditional Lesson Plan:

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5. **Review (5 minutes):** Teacher reviews answers with the class.

Blended Learning Lesson Plan:

1. **Introduction (5 minutes):** Teacher begins by introducing the topic. The teacher shows the vocabulary and read the words aloud through an interactive online presentation (e.g., Nearpod, Wayground).
2. **Presentation (5 minutes):** Teacher writes the words on the board and provides definitions, grouping them by endings (-ing, -ive, others).
3. **Interactive Practice (15 minutes):** Students use a vocabulary app (e.g., Quizlet) to learn and practice the words through flashcards and games.
4. **Collaborative Production (10 minutes):** In pairs, students make sentences on Padlet about a famous person, incorporating the new vocabulary.
5. **Review (10 minutes):** Students go through each pair's sentences and vote for the best one.

06

Teaching Grammar

Blooket



Teaching Grammar : passive voice

Traditional Lesson Plan:

1. **Introduction (5 minutes):** Teacher introduces a grammar topic (e.g., active vs. passive voice).
2. **Presentation (10 minutes):** Teacher explains the rules and structure on the board.
3. **Practice (15 minutes):** Students complete a grammar worksheet with exercises like fill-in-the-blanks and sentence rewriting.
4. **Production (10 minutes):** Students read from the worksheet to each other in pairs. (e.g. info. gap)
5. **Review (5 minutes):** Teacher reviews the answers with the class.

Enhance student's
engagement /
ownership

Assess learners'
progress

Promote
Assessment
for Learning
and
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Teaching Grammar : passive voice

Traditional Lesson Plan:

1. **Introduction (5 minutes):** Teacher introduces a grammar topic (e.g., active vs. passive voice).
2. **Presentation (10 minutes):** Teacher explains the rules and structure on the board.
3. **Practice (15 minutes):** Students complete a grammar worksheet with exercises like fill-in-the-blanks and sentence rewriting.
4. **Production (10 minutes):** Students read from the worksheet to each other in pairs. (e.g. info. gap)
5. **Review (5 minutes):** Teacher reviews the answers with the class.

Blended Learning Lesson Plan:

1. **Introduction (5 minutes):** Teacher introduces the grammar topic through a short video lesson (e.g., Edpuzzle).
2. **Presentation (5 minutes):** Teacher explains the rules and structure on the board.
3. **Interactive Practice (10 minutes):** Students complete interactive grammar exercises on a learning platform (e.g., Kahoot!, WordWall).
4. **Collaborative Production (15 minutes):** In small groups, students rewrite sentences from active to passive voice.
5. **Review (5 minutes):** Teacher asks selected students to present in front of the class.
6. **Extended Learning Task:** Teacher assigns an interactive online quiz (e.g., Gimkit, **Blooket**).

Conclusion

What are we able to do today?

1. Acquire hands-on knowledge on effective blended learning strategies
2. Explored how Blended Learning can develop students' self-directed learning capabilities
3. Tried out multiple platforms for different aspects of English language teaching



“Creativity is just connecting things.”

— **Steve Jobs**



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