EDB Professional Development for Teachers 2016-17

Adopting e-Learning to Enhance Secondary Students’ Grammar Knowledge and Promote Self-directed Learning

Wednesday 18 January 2017, 14:00-17:15

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Introduction

Warm up and icebreaker questions

- How do you approach teaching grammar?
- What challenges do you face teaching grammar?
- What areas of grammar pose challenges for your students?
- Have you used any online resources or apps to help you? Why? OR Why not?

Important info

end of the corridor silent any time
Introduction

(b) About today’s workshop

Aims:

(1) Consider how e-resources can facilitate self-directed learning of grammar

(2) Consider the purpose of the task-based approach to teaching and learning grammar

(3) Take part in demonstrations and activities which illustrate how to incorporate e-learning into grammar learning activities

(4) (a) Be exposed to quality resources and (b) be given the opportunity to consider how to use and adapt the resources for self-directed learning for different forms of grammar learning and practice
Discussion: grammar, e-learning and self-directed learning
Key concepts: 1. e-learning

E-learning refers to an open and flexible learning mode involving the use of the electronic media, including use of digital resources and communication tools to achieve learning objectives. The essence of e-learning is the use of technology to deliver learning content more effectively and the learning process in e-learning environments is expected to consider three key elements for maximising learning opportunities conducive to 21st century skills development.

*Continued on next slide*

**Source:** Basic Education Curriculum Guide / Glossary
Key concepts: 1. e-learning

They include blending formal and informal learning approaches, balancing individualised and collaborative learning to help learners to increase awareness of learning achievement and collecting evidence of improvement.

Source: Basic Education Curriculum Guide / Glossary
Self-directed learning is an umbrella notion related to self-regulated learning, self-learning and independent learning. Self-directed learning generally has the following key characteristics and skills:

1. learners' control and self-management
2. learners' reflection
3. personal autonomy in context
4. tendency of self-learning, such as the independent pursuit of learning outside school.

Each has its features to enhance the learning autonomy of students through building a sense of agency and motivation in their learning process.

Source: Basic Education Curriculum Guide / Glossary
Key concepts:

What is grammar?

How is grammar learned?

To what extent do you agree with the following summary?

Stephen Krashen: The **input hypothesis**: learners progress in their knowledge of the language when they comprehend language input that is **slightly more advanced than their current level**.

The **acquisition–learning hypothesis**: there is a separation between *acquisition* and *learning*; acquisition is a **subconscious process** and learning is a **conscious process**; improvement in language ability is only dependent upon acquisition and not on learning.

**Source of text:** trainer summary
Consider aspects of design in e-resources to support learners

British Council LearnEnglish Teens
http://learnenglishteens.britishcouncil.org/grammar-vocabulary

Look at: **Future Forms**

Source of image: British Council Learn English Teens website
Consider elements which provide support for your learners

Contextualisation of grammar in video with female and male audio track

Source of image: British Council Learn English Teens website
Use of question-answer format to sequence and organise key meaning or use of the form

We have different ways of talking about the future. We often use going to (+ infinitive), the present continuous (to be + -ing) or will (+ infinitive). The structure we use depends on the function of what we want to say, whether we are talking about arrangements, plans, predictions, etc.

I thought will was the future tense in English.

It’s one of the ways of talking about the future, but there are a few others. Let’s look at will to start with. We use will / won’t (= will not) + the infinitive for predictions about the future.

Oliver’ll be back soon.
We won’t be ready.
Do you think it’ll rain this afternoon?

We also use will when we decide something at the moment of speaking.

(The doorbell rings) I’ll get it.

Source of text: British Council Learn English Teens website
‘Check your grammar’ sections to organise the grammar into **functions**

<table>
<thead>
<tr>
<th>Spontaneous ideas</th>
<th>Plans and arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>You'll feel better soon.</td>
<td>Are you going to the cinema tomorrow night?</td>
</tr>
<tr>
<td>I'll ask him.</td>
<td>I'm playing basketball tonight.</td>
</tr>
<tr>
<td>What are you doing next week?</td>
<td>I don't think I'll ever be famous.</td>
</tr>
<tr>
<td>I'm sure you'll enjoy it.</td>
<td>It won't take long to get there.</td>
</tr>
<tr>
<td>I'm seeing Jenny on Sunday.</td>
<td>I'll wash. You dry.</td>
</tr>
<tr>
<td>I'll hold the door for you.</td>
<td>We'll help you!</td>
</tr>
</tbody>
</table>

**Source of text:** British Council Learn English Teens website
‘Check your grammar’ sections to provide **controlled practice**

**Future forms**

Choose the correct option to complete the sentence.

Don't worry about your driving test! I'm sure ___.

- you'll pass
- you're passing

**Source of text:** British Council Learn English Teens website
‘Check your grammar’ sections to provide error correction practice

Future forms

Correct the mistakes with future forms.

1. That looks heavy. I help you.

That looks heavy. [ ] you.

2. I'll play at a music festival this weekend.

[ ] at a music festival this weekend.

Source of text: British Council Learn English Teens website
Design in e-resources

Worksheets and downloads
Including transcript of video

Worksheets and downloads

- Future forms - grammar snack
- Future forms - exercises
- Future forms - answers
- Future forms - transcript

Source of text: British Council Learn English Teens website
BBC KS2 Resources for grammar in discourse
http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/nouns_adjectives_prepositions/play/

- Grammar section includes:
  - nouns and adjectives
  - verbs and adverbs

See Terms of Use on the website

Visit the following page to see language in context
http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

An updated version of the page:
http://www.bbc.co.uk/education/subjects/zv48q6f
Englicious – English language resources for schools
http://www.englicious.org/

- For UK Key Stage 3, 4 and 5
- Wide range of ‘grammar sample’ and commentary sections
- Choose: level, language in use, grammar and content type
- Requires registration
Discuss with a partner

Self-directed learning
- Which sections of this resource could be used for self-directed learning?

Teacher support and framework
- What type of guidance would a student need for:
  (a) assessing students’ needs
  (b) goal-setting with the student, pacing and timing
  (c) getting the study done
  (d) ensuring the student gets feedback
  (e) getting a concrete sense of progress for the student

Teacher assessment
- How do you know the student has learnt what they need to?
- What evidence of completion and progress do you need?
- What other reflections or input from your students may be useful?
  e.g. sense of enjoyment, engagement, enrichment (or other?)
Discuss

- Do you use questionnaires to find out learner needs and readiness for self-directed learning?
- How could questionnaires be helpful:
  (a) to gain information from each student
  (b) to be able to group needs across the class?
  (c) to be able to differentiate needs across the class?
  (d) to raise students’ own awareness of learning areas?

Learning needs questionnaire: https://goo.gl/forms/nI0OQe8KX7lDGcNS2

Decide two ways in which you would tailor this questionnaire

How might the results inform decisions you make about supporting learning and teaching processes?
I can understand when English people speak at normal speed. *

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No - hard to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes - I understand everything</td>
<td></td>
<td></td>
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</tbody>
</table>

I can say most things I want to in English. *

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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No - hard to speak in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes - I can speak easily</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Source of text: produced by teacher trainer on Google docs
Discuss

- Do you believe *newspaper items or articles* can help students understand how grammar is used in context?
- What are the *challenges* around using news items with your learners?

E-resource: Newsela

- *News reading resource* at *five levels* of proficiency
- Uses a measure to assess *complexity* of texts (called a ‘lexile’)
- *Annotation* function
- *Quiz* tool
Possible approach for teacher preparation

- Take two articles about the same text, e.g. John Glenn, the astronaut
- First – at lower level
- Second – at higher level
- Identify – language for complexity in text 2
- Highlight useful features to notice for students

The following are the first three sentences from two texts at different levels from *Newsela*.

**Task**

- Identify which text is more complex
- Why? Which language demonstrates this?
- How is this language connected with text type?
Task

**Group A:**
Look at two versions of **paragraph 2** (easier and more challenging versions)

Identify two features of complexity that would be of use for your learners to highlight and study

**Group B:**
Look at two versions of **paragraph 3** (easier and more challenging versions)

Identify two features of complexity that would be of use for your learners to highlight and study

**Stand up**
- Find a partner from a different table
- Share your findings and explain your choices
Recap

So far, we have considered:

- The **structure** and range of well-designed grammar-focused e-resources
- Designing online **questionnaires** to identify and differentiate learner needs
- Using online **differentiated news texts** with annotation functions to expose students to greater complexity

In the next section, we consider:

- Using **wikis** to provide a writing-based task to add **cohesion** to texts
- Using a **live game show** to provide practice in differentiating grammar items
Discuss

- Have you used wikis with students? If so, how?
- What are the key functions of wikis?
- How are they useful to support learners?

I was sitting in my classroom

I was sitting in my classroom.

1. The school principal walked in.
2. I heard a loud bang.

Source of text: produced by teacher trainer
Writing an adventure narrative with multiple outcomes

The following simple wiki shows:

- Two **starting points for a simple narrative**
- Student create **two parallel narratives** with different outcomes
- The sentences are simple and **have no cohesion**
- There are **no descriptive details**
- Students’ task is to develop the narrative with:-
  (a) **plot** points (what happens?)
  (b) to review their text to **add details** about character, look, attitude, circumstances and context
  (c) linking ideas together with **connectives**
Look at the following wiki
- Read both starting points then click on each of them for the next stage of the narrative
– Now, improve all four clickable options with:
  o more information about the character and his / her feelings
  o more detail about the situation

I was sitting in my classroom

I was sitting in my classroom.

1. The school principal walked in.
2. I heard a loud bang.

Source of text: produced by teacher trainer
Example

I was sitting in my classroom when the school principal walked in looking very serious. After a moment of silence when everyone in the class closed their books and slowly looked up, the principal announced in a stern voice, ‘I am considering doubling homework from next week, and I would like students’ views on this’
What type of support would students need to achieve some of these features of complexity?

I was sitting in my classroom when the school principal walked in looking very serious. After a moment of silence when everyone in the class closed their books and slowly looked up, the principal announced in a stern voice, ‘I am considering doubling homework from next week, and I would like students’ views on this’
Discuss

- How often do you use games to expose students to grammar items?
- Do you believe that games can help learners? Why/why not?
- Which type of support can a game provide that other methods can’t?
- Are there any issues with using games?
KAHOOT! is an editable live game with multiple choice functions

Let’s play a game

kahoot.it

Link for trainer
https://play.kahoot.it/#/k/19715015-23fd-42a3-b118-f2b1e959332a
Consider the following:-

1 what **features** of the game might appeal to secondary students?
2 what’s the **mood** of this game?
3 **when** and **why** might this game tool be useful for you as a teacher?
4 would you **ask your students to develop a game for each other**?
5 what type of **support and preparation** would you need to provide to make the game meaningful?
6 how would you **assess** the **impact** of a game on learners?
7 how would it fit in with a **self-directed learning plan**?
In this section, we have considered:

- The **structure** and range of well-designed grammar-focused e-resources
- Designing online **questionnaires** to identify and differentiate learner **needs**
- Using online **differentiated news texts** with annotation functions to expose students to greater complexity
- Using **wikis** to provide a writing-based task to add **cohesion** to texts
- Using a **live game show** to provide practice in differentiating grammar items
Reflection

• Which resources might be useful to you in your context?
• Which resources might require more selection and preparation on your part for self-directed learning?
• How can the learning be documented and monitored?

In the next section:
we go into grammar-study in more depth and consider a task-based cycle focusing on one area of grammar
E-learning resource in this section:
Sonic Pics
Can you work out how to do these things?

• Start a new project
• Add images using the camera
• Reorder the images
• Record your voice
• Pause the recording
• Swipe from one image to another while recording
• Save the recording
Read the headline and discuss the questions

‘Bank robbers caught by police thanks to secondary school students’

1 Are the ‘robbers’ still active?

2 How do you know?

3 Which key phrase tells who the heroes were?

Source of text: produced by teacher trainer
Decide on the order of the pictures

Put the pictures in the order you think is correct.

Materials source for handouts: New Cutting Edge Pre-intermediate Teacher’s Resource Book, p.159-160 (photocopiable)
Task

Now you have the pictures in order
- tell the story of the bank robbery
- use the record function and say at least two sentences about each picture.

Take turns speaking and recording with your partner.
Language focus

Read the model article.

• How much money was stolen?

• Why might the robbers be released early from prison?
Practical demonstration 2: task-based cycle

Cloze test maker

http://l.georges.online.fr/tools/cloze.html

1. Select and copy the whole article about the robbery.
2. Go to the website above.
3. Paste your text into the window.
4. Below the window, select ‘Interactive’ and ‘Clues’.
5. Select the grammar area you want to practise on the right hand side.
6. Press the red ‘Submit’ button and start.
Startext (text reconstruction)
http://esl.fis.edu/learners/writing/misc/star1.htm

Let’s try recreating paragraphs 3 and 4 of the article we have just read. You will need to use your memory, and your grammar and vocab knowledge to work out the words that you can’t remember.

Play in a team. Guess a word, and if it appears in the text, points will be awarded.
Re-task
Let’s try the narrative task again. This time, can you add extra details?
Pay attention to the grammar point(s) which you have just practised.

Alternative task
Now write the narrative.
Write captions for each picture in the ‘Image description’ field.
Reflection

• What benefits did e-learning bring to this lesson?
• Which e-learning tools did you like?
• How can these activities encourage self-directed learning?
Further exploration

LearnEnglish Teens: Grammar Snack videos
http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos

BBC Learning English course
http://www.bbc.co.uk/learningenglish/english/english/course/lower-intermediate

BBC World Service Grammar Challenge
http://www.bbc.co.uk/worldservice/learningenglish/grammar/grammar_challenge/

LearnEnglish Grammar (iPad/iPhone app)

LearnEnglish Grammar
Recap of aims of this workshop

(1) Consider how grammar can be taught with the use of e-resources

(2) Consider the purpose of the task-based approach to teaching and learning grammar

(3) Take part in demonstrations and activities which illustrate how to incorporate e-learning into grammar learning activities

(4) Be (a) exposed to quality resources (b) given the opportunity to consider how to use and adapt the resources for self-directed learning for different forms of grammar learning and practice

Source of text: screenshot of British Council questionnaire