

Teaching Showcase Session 3

Handout

1. Values-Based English Learning: Tablet-Supported Safety Education Showcase

袁焯

Target Teacher Audience

This session is designed for upper-primary English teachers who aim to integrate moral, safety, and language education. It is especially relevant for those teaching in large classes (30+ students), utilizing digital interactive tools, implementing personalized instruction, or exploring project-based and cross-curricular approaches.

Showcase Description

This lesson, titled "Stay Safe from Online Tricks," is designed for sixth-grade students and effectively integrates digital tools into English language teaching to enhance both cybersecurity awareness and language proficiency. The lesson is structured around a real-world diary entry about online fraud, with each student using a tablet to enable real-time interaction and automated feedback.

Materials and Methodology: Key materials included interactive slides, digital task sheets, paper-based role-play scripts, and hand-drawn bookmarks as achievement incentives. The methodology emphasized reading comprehension tasks, collaborative group performance, and real-time digital interaction. Students used tablets to look up vocabulary, listen to and read sentences, complete an online risk prediction survey, and submit answers. The system instantly generated visual data to support instructional decisions.

Challenges and Adaptations: The main challenge was integrating online safety education naturally into language teaching without making it overly theoretical. To address this, I designed situational tasks such as role-playing scam scenarios and used multi-level reading activities. Another challenge was managing real-time feedback in a large class. I adapted by using the tablet system for instant polling and keyword annotation, allowing efficient monitoring of each student's progress.

Student Responses: Students showed high engagement throughout the lesson, particularly during the group performance and interactive polling segments. The use of familiar contexts like online messages and prizes helped them connect with the content. By the end of the lesson, over 85% of students were able to identify common online tricks and express basic refusal strategies in English. The combination of digital and hands-on activities effectively supported both language and safety learning objectives.

Key Takeaways for Teachers

- How to incorporate values-based education into reading instruction using authentic texts
- Designing interactive English tasks with tablets to support real-time participation
- Using online surveys and feedback systems for formative assessment and adaptive teaching
- Fostering language output and critical thinking through role-play and group tasks

2. Real-Life Grammar Learning: Digital Tools for Self-Improvement Education

李秀芳

Target Teacher Audience

This course has no specific restrictions on class size and is suitable for:

1. Educators working with beginner and intermediate English learners (aged 12-15);
2. English teachers in urban or rural junior middle schools (grades 7-9) equipped with devices such as tablets and Seewo;
3. Educational practitioners committed to exploring smart classroom models integrating technology, conducting English grammar teaching based on real-life situations, and enhancing students' core competencies.

Showcase Description

Materials and Methodology: This grammar lesson is conducted in Sep. 2024, based on Unit 2 Grammar Focus 3a-3c of the eighth grade of the People's Education Press (2012), which won the first prize in 2024 Hunan Provincial Collective Lesson Preparation

www.teachingenglish.org.uk

Competition. It was further promoted in March and May 2025.

The course focuses on the application of frequency adverbs (e.g., always) and frequency expressions (e.g., once a week) in real life. By creating authentic teaching situations, it guides students to think about how to form good living habits by changing the frequency of daily behaviors, providing suggestions to others and themselves to solve real problems, and ultimately achieving self-awareness, self-management, and self-improvement.

It integrates information technology, such as the 101 online teaching platform, mainly used for student-centered classroom evaluation (referring to naturally generated evaluation scales, as the picture below). In order to know about the students' problems, Questionnaire Star is used for pre-class survey. To increase student participation, the courseware designed on Seewo Whiteboard 5 focuses on natural progression and student interaction. Generally, the entire course integrates visual, auditory, and kinesthetic learning methods.

Challenges and Adaptations: One challenge was that during group work, students did not comprehensively use frequency adverbs to describe daily behaviors and propose improvement suggestions. Based on this, I emphasized the content of the evaluation scale and provided suggestions for the previous group presentations. The subsequent groups showed significant improvement.

Another was that due to limited class time, not all groups had the opportunity to present their work. Therefore, I assigned an after-school activity called “Plan Exhibition and Evaluation.”

Student Responses: At the start, students were fascinated by a video of my 3-year-old daughter, Yarima. Although some were initially unsure about identifying the causes of her issues, they all engaged after guidance, actively took part in individual and paired tasks, and even corrected the teacher during interaction. All groups participated enthusiastically in collaboration, with 2 groups regretting not presenting. Through assignments and self-assessment, about 70% of them confirmed mastering adverbs and expressions of frequency, only less than 5% need more practice.

Key Takeaways for Teachers

- Step-by-step methods for using authentic family videos and digital tools (CapCut, Seewo) to make grammar instruction personally relevant and engaging;
- Through teacher-student interaction, pair work, and group work, make students the dual subjects of classroom learning and evaluation;
- Practical progression techniques for scaffolding grammar learning from individual practice through collaborative problem-solving activities;
- Implement a closed-loop teaching model of “pre-class→in-class→after-class” and highly integrate educational goals with language learning.

3. Digital Menu Creation Project: Canva-Enhanced Large Class English Teaching Showcase

尚皓

Target Teacher Audience

Secondary school teachers working with elementary English learners (aged 13-14) in the English as foreign language (EFL) context, instructors lacking experiences with digital tools, teachers coping with large classes (40+ students), educators exploring effective approaches in a project-based language learning.

Showcase Description

This showcase presents a project-based lesson that uses digital tools to boost student engagement and project completion. The lesson is adapted from Unit 4 'Eat Well' in Grade 7, Volume 2 (PEP version). It was successfully taught on April 3rd, 2025, with immediate positive student response and successful completion of digital menus at Qiwen Middle school in Hangzhou. Forty-three Grade 7 students (aged 13-14) participated in this lesson.

Most students had already learned basic food vocabulary and sentence patterns and were starting to grasp the importance of a balanced diet. However, they needed more instruction and practice to systematically consolidate this knowledge and apply it in a real-world context.

Materials and Methodology: To increase engagement, the teacher created a context where students volunteered at the Hangzhou International Cuisine Festival. In groups, they created English menus and role-played conversations between waiters and customers. Unlike traditional classes that rely on physical materials, this lesson used Canva, an online collaborative platform, to help students create their menus. This approach provided a scaffold for their learning. Using a digital platform allowed students to quickly handle the design, freeing up more time to focus on the language content they were learning and applying.

Challenges and Adaptations: There are two main challenges. First, some students, especially underachievers, find it hard to involve in the teamwork and consequently fail to engage in the class. Therefore, the introduction of the context and digital tools could be a scaffold to support their learning. Second, students may spend hours thinking about how to decorate their menu, rather than finding proper language to complete a project. By using Canva, students can accomplish the aesthetics part and have more time to think about the language they learned and used.

Student Responses: Students, including those underachievers, were fully engaged and made meaningful contributions. Most learned how to use Canva for creative projects and acquired the language and etiquette needed in a restaurant setting.

Task-based language learning and communicative language teaching were embedded throughout this lesson and guide students to develop their abilities, especially thinking qualities through these tasks.

Key Takeaways for Teachers (3-4 bullet points)

- Step-by-step strategies for using Canva to engage all students, including underachievers, in collaborative digital menu creation for classes of 40+ students.
- Strategies for using authentic tasks to promote deeper learning.
- Practical methods for using authentic restaurant contexts and role-play to motivate reluctant learners in EFL settings
- Time management techniques for balancing creative design work with language learning objectives using digital tools