Making the Impossible Possible with WIT
- Amid and Beyond the Pandemic

Nicole Tavares & Team
Teacher Education and Learning Leadership Unit, Faculty of Education, HKU

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Holly Ho (Good Hope School, Secondary Section)
Cherry Lam (St Paul’s College)
An illuminating, enlightening & empowering journey

2019–2021
11th November 2019

What does this day mean to you?
It worked!!!!!
Ultimately, a dynamic and productive online speaking session, which was once thought to be unfeasible, was held successfully.

Upon the class resumption, my students had to complete a School-based Assessment task. Their performances were commendable despite the prolonged suspension. Undoubtedly, it was attributed to the efficacious training from the workshop. Remarkably, my Principal highly recommended our language teachers to conduct oral practices with our students via online platforms in case of future suspension during a staff meeting.

MR. KO Wai Yip
English Teacher (2018 – 20)
Jockey Club Government Secondary School
Hey!

Why didn’t they...?
Mr Freddie Sum (HKUGA) demonstrating Interactive Assessment on Zoom
Let's dream a bigger dream
BA&BEd & MA(TESOL) MICRO-TEACHING REAL STUDENTS

1. Collaborative lesson-planning in teams & peer feedback on Micro-Teaching & Perusall

2. Input from English teachers on Micro-Teaching & Zoom

3. Advice from BA&BEd alumni on Video Vox & Zoom

4. Further planning with Nicole on Zoom

5. Micro-teaching in 10 teams (166 students + 10 teachers) & joint reflections on Zoom

6. Video-ed lesson on Video Vox / Perusall for closer analysis & more peer feedback

7. Evidence-based critical reflection

"Have micro-teaching!!!! We can really put into practice what we have learnt!!"
Lesson Plan

School and Class Profile:
King's College is a local government funded boys' school with English as the MOL. The students are from an S1 class in the school. The students have mixed ability and struggle with note-taking and predicting skills in particular with regards to listening. Among the 11 boys, most students' first language is Cantonese, with two non-Chinese students. According to their teacher, one student is particularly good at English while there are two whose ability may be weaker.

Topic or Theme:

Traveling in Tokyo

Objectives:
- To enable students to identify the change of topics while listening through locating key words in the text.
- To enable students to grasp specific information while listening through focusing on the task of creating a travel guide.

Language Focus and Analysis:

Vocabulary + Phrases:
- Names of locations, e.g. Harajuku, Ginza, Akihabara, Shinjuku (be able to listen to and identify)
- Phrases that show transition of place/topic: If..., head to..., north/south of... (be able to listen to and understand)
- Phrases/words that suggest an activity is worthy of trying: renowned, check out, & superlatives (be able to listen to and understand)

Modal Verbs and Negatives
“Have micro-teaching!!!! We can really put into practice what we have learnt!!”

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Dialogue with Alumnus Ms Muriel Weng (BA&BEd 2008-12)
BA&BEd & MA(TESOL) Micro-teaching Real Students

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"Have micro-teaching!!!! We can really put into practice what we have learnt!!"
More Collaborative Planning with Nicole
BA&BEd & MA(TESOL) MICRO-TEACHING REAL STUDENTS

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Ms Holly Ho engaging our students in post-lesson joint reflections
FORM 4 SPC X HKU ORAL ENGLISH WORKSHOP

On 26 April, more than 20 Form 4 students took part in the SPC X HKU Oral English Workshop on Zoom after school.

During the workshop, the participants made individual presentations, engaged in group discussions and interacted with student teachers from the Faculty of Education, HKU.

The comments and feedback from the student teachers immensely helped our students understand better their strengths and weaknesses, as well as boosting their confidence in speaking English.

The workshop was such a success that we look forward to more opportunities of collaboration with the faculty staff and students.
Take And Provide

**TAKE**
* Opportunities to...
  - get out of our comfort zone
  - learn
  - invigorate our teaching
  - have a fresh perspective
  - engage in dialogue

**PROVIDE**
* Opportunities to...
  - put theory into practice
  - have exposure
  - learn
  - share
  - ask
Walk the Talk

* Lead by example
* Provide assistance
* Make it possible

Report
- Share your analysis with the whole class.
- Write down other ways of convincing people that you think are good.
Observation:

1. Preparation
2. Lesson - resources, pedagogy, context, relevance and engagement
3. Attitude
4. Teamwork

Debriefing:

1. Provide feedback
2. Offer suggestions
3. Answer questions
4. Invite opinions
My Takeaways

1. What I have learned
2. What worked well
3. What can be improved upon
4. Collaboration is Key to Success
"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."

Robert John Meehan
Dear Nicole,
I want to share my feelings with you, in case I forgot about all this.

This is a very good experience for us, and each of us puts a lot of effort into the task, especially Joy. She is in the states, so we always worry about her sleep. But our kind Joy always said it was ok, we really appreciated it.

I want to say thank you to Kingsley, and we had a very good talk in the feedback session. Miss Kingsley said all the students loved Nicole, lol. What she said today made me burst into tears. I asked a really stupid question about the workload in HK. Please forgive me! She told me
“No matter where you are, no matter what students you are teaching, treat them like they are the kindest, the smartest, the best people.” It reminded me of my student who is in hospital because of depression, then somehow I became emotional. Kingsley also showed us her project about gratitude journals, which is amazing.

I just want to mark down this moment and share it with you, and really appreciate what you did for us. I think I met a lot of teachers that I can look up to and I can learn from for life. I really think I am happy during my study, even though I am not perfect.

Just want to share this with you.
Thank you so much!

Sweet dreams,
Quinn
Ms Holly Ho

Good Hope School
(Secondary Section)
Lesson observation?
Appreciation of the Big Idea
Question ➔ Reflection ➔ Solution ➔ Action
Interaction
Teacher-Observer’s Summary

• Appreciation
• Question → Reflection → Solution → Action
• Interaction
‘The most valuable resource that all educators have is each other. Without collaboration our growth is limited to our own perspectives.’

- Robert John Meehan
The hybrid mode

1. Identifying and addressing students’ needs **online**
2. Empowering students **offline**
<table>
<thead>
<tr>
<th>Nature of the event</th>
<th>From these</th>
<th>→ To these</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“candidates”, “utilise the preparation time”, “impress the markers”</td>
<td>“I plan to watch movies and listen to podcasts in English. I should also apply thinking skills learnt from LS”</td>
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<td></td>
<td></td>
<td>“I will record myself to check my performance”</td>
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<tr>
<td>Descriptions of their needs</td>
<td>“use of language”, “content”, “organisation”</td>
<td>“I took the initiative to speak”</td>
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<td></td>
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<td>“I am proud that I gave examples on different aspects”</td>
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<td></td>
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<td>“I have to work on intonation and stress because the teacher said that I usually speak with a very flat tone.”</td>
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<td></td>
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<td>“I should use body language or eye contact to engage others when I speak.”</td>
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<tr>
<td>Chester</td>
<td>Alex</td>
<td>Toby</td>
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<td>--------------</td>
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<td>--------------------------</td>
</tr>
<tr>
<td>(Pronunciation and delivery)</td>
<td>(Vocabulary and language patterns)</td>
<td>(Communication strategies)</td>
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<thead>
<tr>
<th>John</th>
<th>Kit</th>
<th>Hayden</th>
<th>Nelson</th>
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**An extension offline**
Picture of Toby's sign

Look at other student(s)

Body language
### Written comments by Alex and Cody

**SPC 2020-2021 Term 2 4D Oral Practice - Exam Practice 6.2**

**Area of focus: Vocabulary and language patterns (Alex)**
- Lexis: Range of vocabulary; accuracy
- Sentence pattern: Variety and accuracy in language patterns
- Rephrasing/paraphrasing

<table>
<thead>
<tr>
<th>Speaker 1</th>
<th>Speaker 2</th>
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<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
</tr>
<tr>
<td>can use advanced word such as <strong>sufficient</strong></td>
<td></td>
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<tr>
<td>Work on</td>
<td></td>
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<tr>
<td>sometimes could think of the correct word (e.g. condition)</td>
<td></td>
</tr>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
</tr>
<tr>
<td>can use specialized vocabulary (e.g. enforced) which is legal term</td>
<td></td>
</tr>
<tr>
<td>Work on</td>
<td></td>
</tr>
<tr>
<td>should avoid mistakes in legal terms, e.g. referring to animals</td>
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</table>

**Hayden** (Cody)

- Work on fillers
- work on
- x real examples too rough
Let’s work with concerted effort to continue to make the impossible possible.

Special thanks to...

Ms Petunia Kingsley

Ms Holly Ho

... and everyone here today

Miss Cherry Lam
THANKS

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Holly Ho misshollyho@gmail.com
Cherry Lam cl@spc.edu.hk

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