20th Anniversary Conference of the Enhanced NET Scheme in Secondary Schools

'Collaborate, Innovate, Create: Celebrating the Past, Awakening Possibilities'

Details of Parallel Sessions

Round A (2.05 p.m. – 2.45 p.m., except those marked with *, which run from 2.05 p.m. to 3.35 p.m.)

Session	Speaker(s)	Topic	Synopsis
A1* Room 220	Darren TAY Public Speaking Academy	Use of Technology to Transform the Teaching Methodologies for Public Speaking Training	In this session, Master Trainer and World Champion of Public Speaking, Darren Tay will share his insights on how to use technology to transform the teaching methodologies for public speaking training. Having spent a decade researching and teaching public speaking skills to students and adults in 18 different countries, Darren believes in evolving his training methods to suit the evolving learning needs of his clients. The rise of technology promises to disrupt the way public speaking is taught (technology such as the VR technology and sophisticated audio-visual recording devices). While disruption is inevitable, technology cannot substitute the core elements of public speaking training. It is with that perspective in mind that Darren has been researching and partnering key players in the technology industry to weave the use of technology into his training methodologies including training materials and in-class exercises to engender the optimal learning experience for the end-users. Darren will be demonstrating (LIVE) the use of VR technology to teach a specific module in his training syllabus.

			Participants will also be privy to the proprietary 3-tier evaluation model which Darren and his team of trainers use to complement the use of technology. Join us for a session of fun and engagement.
A2* Room 216	Prof Mary Shepard WONG Department of Global Studies, Sociology, and TESOL, Azusa Pacific University	Sustaining Professional Growth through Collaborative Practice	The TESOL International Association recently released the 'Six Principles of Exemplary Teaching for English Language Learners'. The 6th principle: 'Engage and collaborate within a community of practice' is one that this session will explore with participants in greater depth. Exemplary teachers meet with colleagues to co-plan and share expertise. They engage in lifelong learning and critical thinking and take on professional development opportunities such as attending conferences, offering workshops, and mentoring colleagues. In this session, several professional development opportunities will be presented. Participants will be asked to consider which opportunities they might engage in, and be led through the process of creating a personalised professional development plan to carry out, with an emphasis on collaborative learning and professional development.
A3* Room 235	Scott WILKINS The Theatre Bus	Everything's a Puppet! Using Object Theatre to Enhance English Learning	Object Theatre is a unique form of puppetry using everyday objects to create characters and tell stories as opposed to puppets specially designed for the task. This creates a special trust between the performer, who must manipulate the objects in such a way that it gives them life, and the

			spectator, who must use their imagination to decipher what the character is supposed to be. In this workshop, we will explore how Object Theatre can be an important and cost-effective classroom tool to enhance students' creativity, showcase a deeper understanding of characters and stories, and engage students with English in a fun and imaginative way.
A4 Room 215	Dr Cheri CHAN Faculty of Education, University of Hong Kong	Taking on Critical Literacy Together: Challenges and Possibilities of Boundary Crossing	What happens when educators from different contexts and cultural backgrounds come together to enact critical practices in Hong Kong's English language classrooms? What are the challenges and possibilities of making English learning practices more critical? In this workshop, educators who participated in the "Seed" project *Developing Critical Readers and Writers (CR&W) through Reading-driven Units of Work at the Junior Secondary Level* will have an opportunity to share their critical literacy learning stories. The purpose of the session is for participants to explore, confront and deal with the emotional terrain of enacting critical literacy to make a difference (Boler & Zembylas, 2003). At the end of the workshop, participants will gain deeper insights into what critical practices look like, discover ways to address concerns when implementing critical practices in classrooms better understand how NETs can enact the roles of boundary workers (Wenger-Trayner, Fenton-O'Creevy, Hutchinson, Kubiak, & Wenger-Trayner, 2014) and cultural border crossers (Bartolome, 2004) to

			support the integration of critical literacy into Hong Kong's English language curriculum.
A5 Room 214	Dr Perry BAYER CCC Ming Kei College	Inculcating Individual Excellence in Hong Kong English Language Students	The presenter will share opportunities to develop and extend gifted and talented students' potential through the use of formal training and competition in debating and drama. He will describe the flow-on effects that these have, both on students' motivation to develop their English skills and on territory-wide assessment measures such as the HKDSE Examinations, particularly the Oral Paper. He will then discuss how to maximise the potential of the NET to meet the needs of gifted and talented students through the formal timetabling of such training sessions.
A6 Room 219	Professor Icy LEE Faculty of Education, Chinese University of Hong Kong	Promoting Assessment as Learning through the Writing ePlatform	In traditional English classrooms, writing assessment tends to focus mainly on the product of learning, with the teacher playing a dominant role in providing judgment of student learning at the end of the instruction. Such an approach to assessment, referred to as assessment of learning, serves primarily summative purposes, where students play a minimal role in the assessment process. In the writing classroom, although teachers often remind students to edit their writing, students either do not take self-editing seriously or they simply do not know how to do it. As a result, they tend to make a large number of errors in writing, and teachers end up spending a massive amount of time responding to these errors. To help students play a more active role in learning and

| | | | writing, it is important that students are put at the centre of learning and helped to take charge of their learning. To this end, assessment should be used as a tool to enable students to play an active role in learning. This entails a paradigm shift towards assessment as learning (AaL), whose ultimate goal is to develop students' autonomy so that they can become metacognitively aware of their own thought processes and the strategies they use to improve learning. In an AaL-focused classroom, with guided instruction from the teacher, students develop their capacity to reflect on, monitor, and assess their own learning.

In this presentation, the presenter will examine how students can be supported in an AaL-focused classroom with the use of the Education Bureau's Writing ePlatform. She will introduce the features of the Writing ePlatform and show how technology can be leveraged to encourage students to play an active role in reflecting on, monitoring and assessing their own writing, with a specific focus on language use. Towards the end of the presentation, participants will be provided with hands-on opportunities to explore the Writing ePlatform. The benefits and limitations of the technological tool will also be discussed. |
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| A7

Room 218 | Kanyu WONG & Sam CHAN Carmel Alison Lam Foundation Secondary School | Making Use of e-Tools to Enhance Students' Interest in Reading | The presenters will explain how they created two 12-13-week courses based on selected readers, *Night at the Museum* (Form 3) and *Descendants* (Form 2), using Nearpod, an interactive e-platform |

			that allows teachers to manage content on student devices such as iPads, tablets and Chrome books, while students answer quizzes, watch videos and complete surveys. Ms Wong will discuss the course design, including content, constraints, assessment and the different elements in each lesson. Mr Chan will describe the practical aspects of collaboration and classroom management.
A8 Room 217	Native English-speaking Teachers' Association (NESTA) & Dave GATRELL The British Council	Using Augmented Reality Apps for Transformative Learning	Tablets can be transformative when learners use them to interact with content in new ways and take part in learning activities that were previously inconceivable. Augmented reality apps have the potential to transform the way learners interact with content. In this practical workshop, participants will try out a learning activity using an augmented reality app and think about other ways of using augmented reality in and outside the classroom. Participants are encouraged to bring their own device and download two apps, HP Reveal and Padlet, beforehand.
A9 Student Activity Room	Lauren MINNIE Marymount Secondary School	STEM- and STEAM-related Activities in the English Classroom	The presenter will explore creative and innovative ways to support STEM/STEAM education in the English classroom through incorporating English language skills as an integral part of the whole process, not only at the end. She will debunk the myth that only teachers skilled in Science, Technology, Engineering or Mathematics could do this. She will demonstrate how to harness and encourage the existing skills of the learners, as have already been mastered through different

			disciplines. The session focuses on a 'getting-started' approach by exploring potential cross-curriculum topics and creative task ideas.
A10 (identical to B10) Room 212	Dr Simon CHAN Faculty of Education, University of Hong Kong	The Role of Text Grammar in the English Language Curriculum and How to Promote it at the Classroom Level	In this session, participants will be guided to explore the notion of text grammar and its relevance to the English Language Teaching curriculum in Hong Kong classrooms. Some pedagogical suggestions on how the local teachers and NETs can incorporate text grammar in their lessons will also be discussed.
A11 Room 211	John ORAMS Hong Kong Red Cross John F. Kennedy Centre	Teaching in Special Educational Needs Schools in Hong Kong	The presenter will provide an overview of the SEN (Special Educational Needs) schools, the facilities that exist in Hong Kong for SEN students and the part played by the NETs in these schools. He will share his experiences of teaching SEN students in Australia and at two SEN schools in Hong Kong where he has involved disabled students in rock climbing and scuba diving. The presenter will also show some of the film-making efforts that he and his students at HK Red Cross John F Kennedy Centre have made for the NET Section Filmit competition.

Round B (2.55 p.m. – 3.35 p.m.)

Session	Speaker(s)	Topic	Synopsis
B4 Room 214	Kenneth MURRAY Ho Ngai College (Sponsored by Sik Sik Yuen) & Paul LEE Holy Trinity College	Adjudicating Debates without Marks	The Australian style of debating such as that described in TAKING THE INITIATIVE, the most recent authoritative guide to the conduct and adjudication of debating and public speaking competitions run by the Department of Education and Communities in New South Wales, no longer uses marks. The 20th Hong Kong Professional Teachers' Union Debating Competition will also be introducing adjudications without marks in the 2018/19 school year and so it is timely that our NETs and local English teachers become familiar with this reform of debate adjudication.
B5 Room 217	Dr Nicola GRAM	Working and Learning Together: Creating Teaching Communities of 'Active Mutual Learners' Co-constructing Cross-cultural Understandings and Classroom Practice	This presentation draws from a study into the lives of newly-arrived Native-speaking English teachers (NETs) to Hong Kong and explores some of the tensions experienced by these teachers as they entered unfamiliar school and classroom landscapes. With a better understanding of the lived experiences and stories of the new NETs, the presentation offers suggestions for creating school environments of collaboration and co-learning that might lead to the co-construction of cross-cultural ontologies and classroom practices. The presentation suggests a conceptualisation of NETs and their local colleagues as 'active mutual learners', an idea that may be helpful to realising positive and inclusive roles and relationships in

			schools, and may contribute in practical ways to open-mindedness and dialogue, thus leading to a more global-minded approach to learning and teaching within the unique and specific school contexts of Hong Kong.
B6 Room 215	Sindy SIU CCC Hoh Fuk Tong College	Integrating Critical Literacy into the School-based English Language Curriculum – A Three-year Journey	The presenter will take participants on her three-year journey with the NET Section "Seed" Project, *Developing Critical Readers and Writers (CR&W) through Reading-driven Units of Work at the Junior Secondary Level,* from developing a single focused unit of work to integrating critical literacy as a regular activity. Her units have focused on Hunger, Homework and Role Models. She will discuss the importance of critical literacy for understanding 21st century texts and how she has integrated multimodality, e-learning, and collaboration to motivate and engage students in English language learning.
B7 Room 219	Tanya KEMPSTON Faculty of Education, University of Hong Kong	Rethinking Feedback: Using Audio Feedforward to Help Students Improve Their Written Work	In seeking to conceptualise what 'good' feedback is, Boud and Molloy (2013) advocate a move to one which focuses on the needs of learning, rather than teacher capabilities. However, many teachers of English in the Hong Kong setting are faced with relatively large class sizes and this poses an inevitable constraint not only on the amount of feedback that can be offered, but also the nature of the feedback. In this practically-focussed session, the presenter will propose the use of the iPhone Voice Memo function along with a rubric to give timely *feedforward* to students on their writing in

			order to help students improve. She will share her experiences of using audio feedforward in the tertiary setting and show how this can help students to revisit and refine their writing. How this *feedforward* also provides 'free' listening practice will also be considered. Participants will be given samples of secondary school students' work and asked to experiment using audio feedback to give formative *feedforward* and consider how this practice might be adapted to their own professional setting to better serve the needs of their students. This session is practical in nature. Participants should bring their iPhone or device and ensure that this has a Voice Memo function.
B8 Room 218	Valerie PRITCHARD Concordia Lutheran School – North Point	Integrating Technology into the English Language Classroom	Many e-platforms and apps have been developed to involve students in interactive surveys, quizzes, polls and videos in real time with immediate feedback. To make students more active in their learning and thus more motivated, the presenter will share ways by which she has engaged students in both collaborative and self-directed learning through the use of such platforms as Google Docs, Google Forms, Google Classroom, Padlet, online Blog writing and Adobe Spark. The presenter will also share ways to use such technology to ease administrative work.

B9 Room 213	Megan IRELAND Fanling Rhenish Church Secondary School & Peter HAKIM Salesian English School	Using Authentic Learning Experiences in the English Language Classroom	The presenters will discuss how they are developing authentic language use for low to mid-ability students through a wide range of real-world activities. These include Skype sessions with students in other countries, identifying work/life goals and building relevant language skills, interpreting manuals and study books as a co-curricular activity, developing interview skills using videos, using restaurant apps, filmmaking, guitar playing, jewellery-making, knitting, puppetry, mask-making, and debating. They will explain the effectiveness of each according to feedback from both students and colleagues, and their own observations.
B10 (identical to A10) Room 212	Dr Simon CHAN Faculty of Education, University of Hong Kong	The Role of Text Grammar in the English Language Curriculum and How to Promote it at the Classroom Level	In this session, participants will be guided to explore the notion of text grammar and its relevance to the English Language curriculum in Hong Kong classrooms. Some pedagogical suggestions on how the local English teachers and NETs can incorporate text grammar in their lessons will be discussed as well.
B11 Room 211	Ian SANDERSON TWGHs Kap Yan Directors' College	Setting Up a Students' Film Festival	In 2006, the presenter and one of his colleagues engaged five groups of Form 1 and 2 students in the first TWGHs Kap Yan Directors' College Film Festival, which has since become an annual whole school event, creating authentic contexts for language learning while celebrating creative achievement. Students engage in language intensive activities, such as screenwriting, casting, scheduling, acting, editing, subtitling, promoting,

			screening, judging and accepting awards. The presenter will describe the history and benefits of the Festival and share proven strategies for engaging students in filmmaking.
B12 Student Activity Room	Jackaline MCPHIE & Daniel AU De La Salle Secondary School	Breaking Barriers: Increasing Student Participation in English through Curriculum Renewal and Arts-based Activities	The presenters will share what they learnt while embarking on the school's major curriculum renewal that caters for a range of learning styles and abilities in the junior school. Their strategies include drama, Readers' Theatre, film and song, kinesthetic activities such as games and mask-making, engagement in IT, and engaging senior form students to produce materials. Their students have since met with success in the Hong Kong Speech Festival's Thematic Speaking and Dramatic Duologue performances, as well as the NET Section's Filmit, Hands on Stage and Stories on Stage competitions.
B13 Room 114	Ann PRICE & Lion LAI Kwun Tong Government Secondary School	Enhancing the English Classroom with Critical Literacy	Do your students believe everything they read? Are they aware of the social impact of a text? The presenters will discuss how they have introduced essential critical literacy objectives into their S2 curriculum, the challenges they have faced, and how students have responded, while participating in the NET Section "Seed" project *Developing Critical Readers and Writers (CR&W) through Reading-driven Units of Work at the Junior Secondary Level*. Participants will experience critical literacy activities with classroom materials that they have developed for two books, *Billy Elliot* and *Matilda*.