

# VOICE AND CHOICE: ENHANCING THE AUTONOMY OF TEACHERS AND ADVANCED STUDENTS THROUGH PROMOTING PUBLIC SPEAKING

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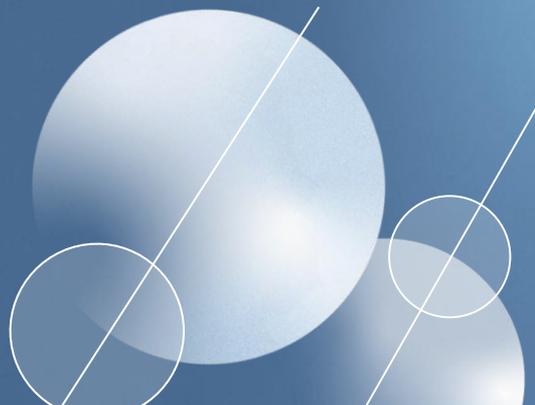
## **Disclaimer**

*To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.*

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# SCHOOL BACKGROUND



# WAH YAN COLLEGE, HONG KONG - A JESUIT SCHOOL

- Sponsoring body: Society of Jesus
- Cura personalis at 2 levels:
  - Students have diverse language learning needs
  - Teachers need autonomy and space to develop professional capacity and creativity
- Small Class Teaching:
  - F2 & F3 enrichment classes
  - To stretch the potential of higher-ability students
  - To allow space and autonomy for fostering teachers' creativity in curriculum design



02

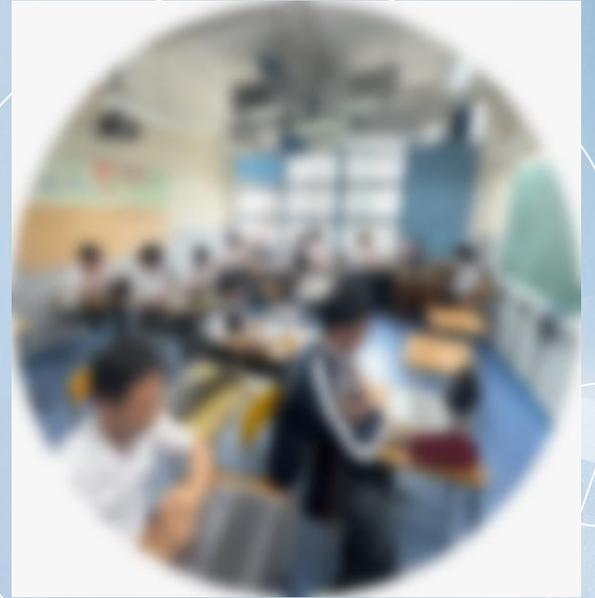


TIME  
TO  
TALK

# THE WORLD HAS CHANGED, AND SO MUST WE

- Relevance of spoon-feeding to the current L&T situation
- Language learning extends far beyond just preparing for exams (creative use of English; promoting positive values and attitudes).
- Fewer opportunities to interact with others and speak up

→ Utilise public speaking as a lead-in



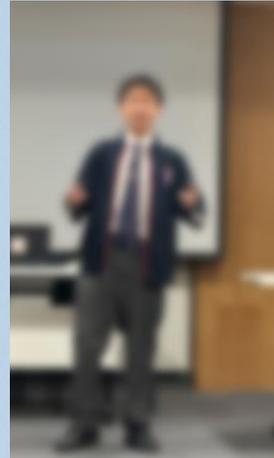
# LEARNING FROM EXPERIENCE AND REFLECTION

*SPEECH  
FESTIVAL*



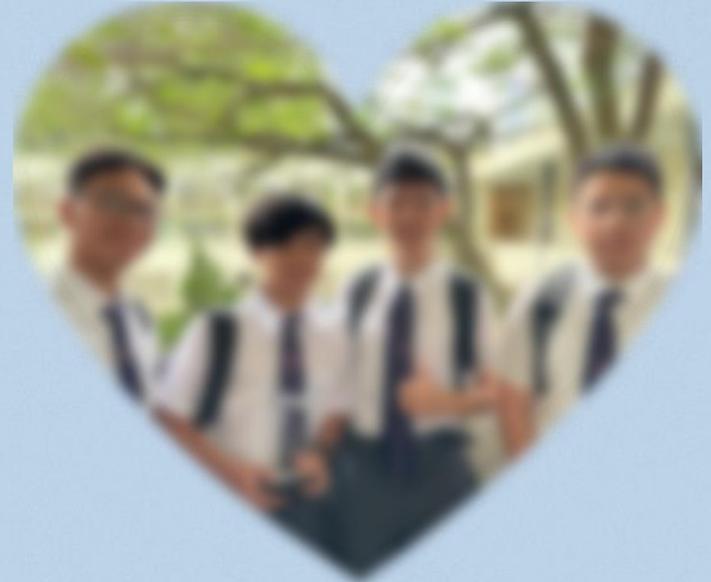
*IMPROMPTU  
SPEAKING  
TRAINING*

*PUBLIC SPEAKING  
ENHANCEMENT  
TRAINING*



# TTT AS A GOLDEN OPPORTUNITY

- Songs as a stimulus
- Close alignment with the unit (involving literary analysis of songs and values education)
- Research done by students on the topic: reading and viewing of relevant materials
- Language use in context



# TTT FOR TEACHERS AND STUDENTS

## *STUDENTS*

- Promote presentation, research and critical thinking skills
- Enhance collaboration with others
- Encourage imagination and originality
- Make better, more informed decisions (use of props, word choice, ways to engage the audience, etc.)



## *TEACHERS*

- Foster a more personalised learning environment
- Explore innovative ways to engage students
- Create a more supportive network

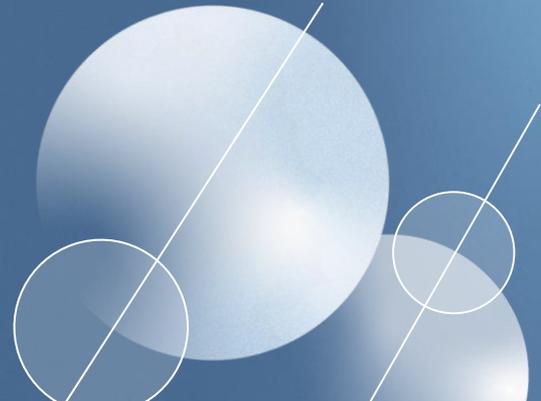


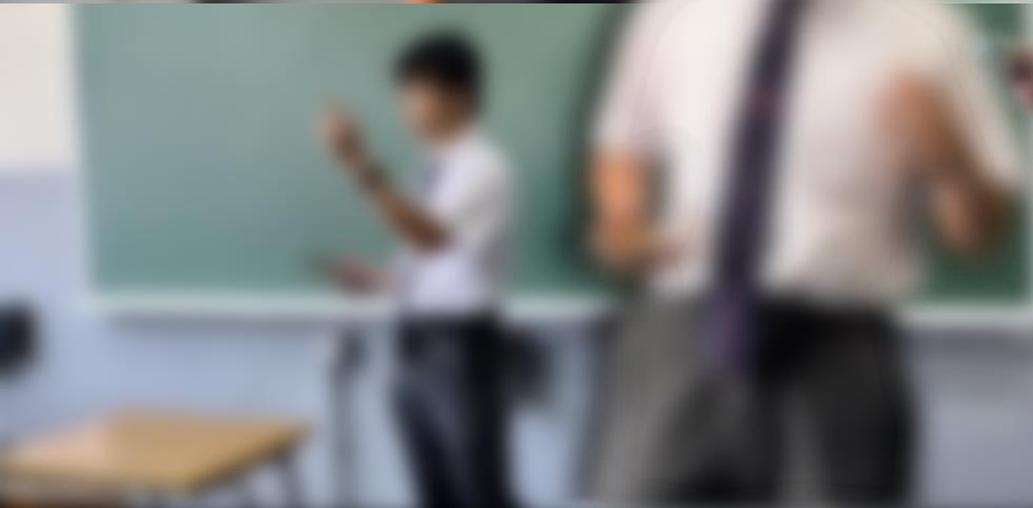
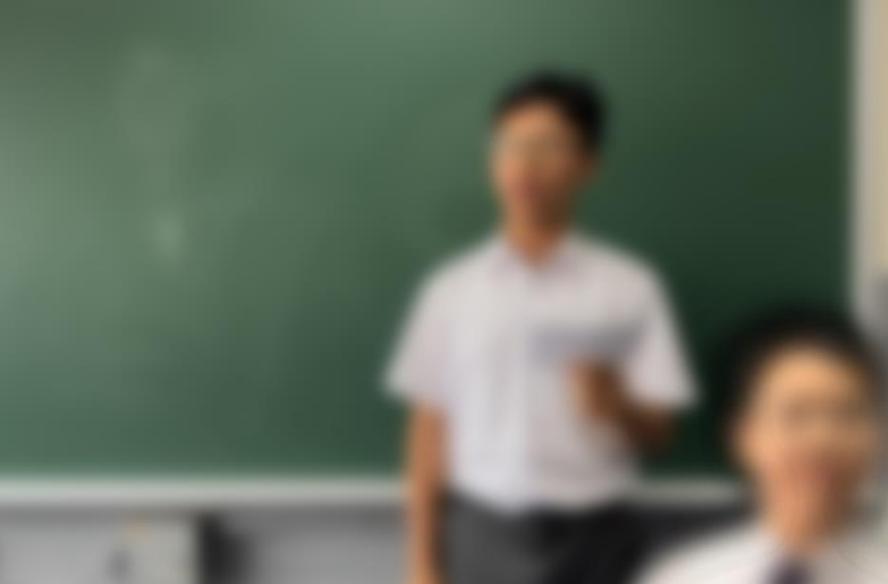
**Enhance autonomy**

03

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FOSTERING A  
VIBRANT  
SPEAKING  
ENVIRONMENT





# TTT AS A SPRINGBOARD TO...



- Promote public speaking
  - Activation/consolidation of prior knowledge/experience
  - Peer evaluation & reflection

A.	I like it when you...
	because it made me think/realise/feel...

B.	I wish you had...
	because...

C.	I am wondering... (if-/wh-word question)



# TTT AS A SPRINGBOARD TO...

- Hone students' advanced public speaking/presentation skills
  - Persuasive strategies (e.g. evoking emotions and using quotes to enhance effect)
  - Rhetorical devices
  - Impromptu speaking

**ETHOS**  
*Credibility*

**PATHOS**  
*Emotion*

**LOGOS**  
*Logic*



THANKS!