



**My philosophy and reflections regarding
English Language Education KLA**

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Introduction

I have been an English teacher for 24 years. I have been the English Panel Chair of a CMI school for 6 years and I have been the English Panel Chair of Tak Sun Secondary School, an EMI school at Ma On Shan, for more than 5 years. Throughout these unforgettable 24 years, I have been a Workshop Presenter on creative English writing at The International Language and Education Conference (ILEC) for 5 years, the writer of an article published in *New Horizons in Education*, a co-organiser of the cross-cultural cross-curricular Australia Festival highly praised by Mr Chris Wardlaw and Miss Chan Wai Ming, a facilitator in an EMB-run workshop for new English teachers, the writer of an article published in *Ming Pao*, a presenter of a talk entitled “Building an English-rich Environment in EMI schools” for all teachers at Tsuen Wan Ho Chuen Yiu Memorial College, a University Tutor for the University of Hong Kong, and so on (**For details, please refer to my biodata attached to this piece of writing**).

My philosophy of English Language Education KLA

First, **an English teacher should only use English to communicate with his/her students inside and outside the classroom**. Since 1992, I have only used English to talk with my students inside and outside school. I remember coming across one of my old students at the University of Hong Kong. He approached me and we talked happily for half an hour all in English.

Second, **an English teacher should act as a role model and only use English at school at all times** since we, as English teachers, have the uphill battle of creating an English-rich environment on campus. If you came to the Department of English at Tak Sun Secondary School, you could not hear one Cantonese word 24/7 and I call it the English as the medium of Communication (EMC) Policy. I am really proud of this achievement. It took me one year to persuade my colleagues to use English at all times in the Department. In the last 5 years, I have never used one Cantonese word at Tak Sun Secondary School. I talk to everyone, including the security guard, in English. Working in a DSS school, sometimes I need to work long hours. I remember being alone in the Staff Room and my wife phoned me. On the phone, she spoke Cantonese and I talked to her all the way through in English. In order to create an EMI-rich environment, every English teacher needs to use English on campus at all times.

Third, **an English teacher should try to think in English and use English proactively outside school**. For sixth and seventh formers, the name of the English subject they are studying is called Use of English. This name is, in my opinion, very well put. For students and English teachers, the only way to master this target language is to **USE** it daily, proactively and joyfully. Being a devoted English teacher, I tend to think only in English and I only use English to communicate with people

in places such as HMV, Page One, local universities, Dan Ryan, just to name a few. We always talk about creating an English-rich environment for students. How about English teachers creating an English-rich environment for themselves for their Continuous Professional Development (CPD) for English Language Teaching?

Fourth, **an English teacher should have a strong passion in English Language Teaching**, grasping every chance to upgrade himself/herself in ELT. As a dedicated English professional, I read at least 15 different English magazines every week and I use student-friendly articles in my English lessons. I remember reading the cover story of FORTUNE magazine and it compares London and New York, I worked out a worksheet based on the cover story and my Form 6 students read the cover story and worked on the worksheet before engaging in group discussions. The Form 6 students enjoyed this Section E-similar practice and found it interesting since the FORTUNE cover story was authentic, thought-provoking and relevant to students' experience of the global village. Besides, an English teacher needs to constantly read books, articles and journals about the latest ELT theories, methodologies and good practices. Every month, I usually purchase several books on ELT and I regularly order ELT books from Cambridge University Press. In April 2007, I spent almost \$5000 purchasing the two-volume *International Handbook of English Language Teaching* published by Springer since this book provides a holistic view about ELT all over the world. There is an urgent need for an English teacher to be informed of the newest ELT theories, methodologies and good practices.

Fifth, **an English teacher should be willing to share what he/she knows about ELT with other like-minded professionals**. As the English Panel Chair, I have organized the annual Professional Sharing Session for several years. In May of every year, there is an after-school Professional Sharing Session in which all English teachers share their bags of tricks and we support one another and grow professionally.

Sixth, **an English teacher should realize that students learning English as their foreign language need to acquire 5 skills – listening, speaking, reading, writing and viewing**. Viewing has become an important element in ELT, especially in Western countries that emphasize the importance of multiliteracy for students. I always use visuals, such as an advertisement, to motivate my students to learn their target language. This methodology is totally in line with the fact that our students are mostly visual learners.

Seventh, **an English teacher needs to provide students with English lessons that are entertaining, unexpected, and student-friendly**. A lot of students in the territory simply abhor English lessons since they find English lessons utterly boring and uninspiring. A lot of ELT research has found that motivation is the key to successful ELT. In my English lessons, I tend to include a lot of tasks (i.e. pair work and group work), games (i.e. tongue twisters), songs, visuals, popular culture stuff (i.e. celebrity news), and sudden quizzes to motivate my kids to fall in love with this global language – English.

Eighth, **an English teacher needs to convey the message to his/her students that learning English is beneficial to them for the rest of their lives to his/her students.** Sad to say, many local students do not know the importance of English and English has become more and more remote from them. As English teachers, we need to let students know that being proficient in English can help them tremendously in both their tertiary studies as well as their future career paths.

Ninth, **an English teacher should realize that successful ELT means that his/her students can realize that learning English is closely related to having a better understanding and appreciation of English-speaking cultures.** In December 2008, I, together with all the English teachers, organized the British Week to let students become exposed to the different dimensions of the British culture. For example, I chose a special BBC television episode of Dr Who, in which Rose and Dr Who meet Queen Victoria who is in grave danger due to the presence of a werewolf. Fortunately, Dr Who and Rose succeed in protecting the Queen. Queen Victoria is an icon of the British Empire and the Dr Who BBC television series epitomizes the sine qua non of the British sci-fi genre on the telly. This television episode was an eye-opening experience for students coming to see it in the British Week 2008.

Last but not least, **an English teacher should be reflexive and constantly think of better ways to better his/her ELT.** For more than 20 years, I have administered questionnaires to my students to collect their views on my ELT and their suggestions for improvement. After collecting the questionnaires, I go over them very carefully and reflect on my students' comments and suggestions. In fact, I have never been satisfied with my ELT because I know I can always upgrade my ELT for the betterment of my students and my professional development.

My views on “excellence” in the English Language Education KLA

Simply put, “excellence” in ELT must include the above-mentioned ten factors in my philosophy of ELT. Besides, there are other factors constituting “excellence” in ELT.

First, **I try my utmost to develop my students' language proficiency.** In every English lesson, I try to integrate all the five skills and students are not allowed to use one Cantonese word and this is the English as the Medium of Communication (EMC) Policy. At first, students have problems using English all the time during English classes. But as time goes on, they get accustomed to using all English during English classes. Every time a student speaks in English, he/she indirectly develops his/her skills in listening, reading, writing and viewing since there is only one skill in learning English – USE.

Second, **I always make use of learner-centred instruction to encourage learner independence.**

Independent presentations, pair work and group discussion are used regularly to empower all my students and to provide them with learner autonomy. It is very important that we can accept students' ideas and suggestions since there is no absolute answer in the world. Besides, I try to praise my students, no matter how big or small their achievements are since learning a foreign language like English is a Herculean task for most local students and the constant practice of praising my students can minimize their learning anxiety in their process of learning English.

Third, I always use literary or imaginative texts to develop my students' critical thinking skills and encourage their free expression and creativity. I am teaching in a boys' school and most of my students enjoy watching the British Premier League. Accordingly, I have always used BBC soccer articles and British soccer magazines to design learning tasks for my students and my kids simply enjoy working on these soccer-related tasks. Also, I have always used eye-catching advertisements with words, imaginative texts, to motivate my kids to develop their free expression and creativity. The English words used in the advertisements are usually succinct, powerful and persuasive since the advertising writers would like to convince you to buy their products without hesitation.

Fourth, I always promote language development strategies. For writing, I encourage my students to read the SCMP Editorials and Letters to the Editor every day. Besides, I always encourage my students to spend at least 15 minutes writing their English diaries. Last but not least, I taught my students how to do freewriting first pioneered by Peter Elbow so that my students can write more than 300 words within 15 minutes and my students are simply thrilled. For listening and speaking, reading and viewing, I encourage my students to watch either TVB or ATV English news with English subtitles, DVDs with chosen English subtitles, documentaries and sitcoms on television. I told my students the best way to develop their English proficiency is to use English every day on a regular basis.

Last but not least, **I always tell my students that being good at English is very useful to them in both their academic studies and future career paths.** I introduced the cover story of the TIME magazine to my students who had to work on some reading and writing tasks to make my students realize that they need to be very good at English in order to survive at the university level since a university undergraduate needs to be able to read the TIME magazine articles without too many difficulties. I used the cover story of Kate Winslet in the TIME magazine and tailor-made some reading, writing and speaking tasks for my Form 6 students who absolutely enjoyed working on them. Through the above-mentioned tasks, I have developed my students' positive values and attitudes conducive to their effective, independent and lifelong learning of this global language – English.

My reflections on the domain of “Professional Competence”

First, I have always tried to attain a mastery of subject knowledge, skills and communication ability in ELT. I read books and articles regarding ELT extensively and regularly. For the NSS English curriculum, I have basically taken all the courses except the course on Popular Culture. I have recently taken a 12-hour course training English teachers to tackle different aspects of the Speech Festival out of my self-initiative. Last but not least, I tend to think in English all the time and English has sort of become my “first language”.

Second, I set appropriate learning objectives for every English lesson. However, I will make adjustments if I find that students particularly enjoy working on a certain task or they have great difficulty working on a certain task. Student-friendly improvisation is an absolute must and the master key to bringing about successful ELT for students and teachers alike.

Third, I always talk with my students during the recess, lunch break and after school to fully understand them in order to develop appropriate teaching strategies and to use suitable teaching skills to cater for learner diversity in my English classes. Students in my English classes find the atmosphere student-friendly since I regard them as my bosom friends.

Fourth, I put my cards on the table in the first English lesson – my students cannot use one Cantonese word during the English classes. I have had no problem implementing this EMC Policy since students understand that this policy is good for them in the long run. If a student uses one Cantonese word, he has to apologize to me by saying “sorry” to me and to himself. Students realize the usefulness of this policy and they support it.

Fifth, I came across an interesting article about how Hong Kong men and women think of one another. I jumbled this text and it became a matching task for my students who found it very interesting and they enthusiastically worked in pairs to discuss and tried to solve the puzzle. At the beginning of each term, I ask my new students to do a two-minute self- presentation to familiarize themselves with their new classmates. Thereafter, I play a game of “Who am I?” with the whole class. Each student has to write 5 sentences to describe himself and write his own name at the bottom of the paper. Thereafter I read every paper and this game fully develops students’ five skills and scaffolds their knowledge of their classmates. As usual, my students have great fun and they enjoy learning English much more.

Sixth, my students have to work on two regular assignments – biweekly newspaper cutting and journal writing. In correcting their journal writing, I try to focus on one type of error each time. For example, this week I just focus on misspelling. Regarding the newspaper cutting assignment, all students must include two items – time spent and self-evaluation. In the item of “time spent” they must honestly tell me how much time they have spent working on this assignment and in the item of

“self-evaluation” they must tell me what grade they reckon they should get. By incorporating these two items at the end of the newspaper cutting assignment, I try to empower my students to reflect on the **process** and **product** of their English learning. Going through this process of self-introspection, my students become better and more reflexive English learners.

My reflections on the domain of “Student Development”

First, I would like to argue that the most crucial time for students to learn English is the time when they are exposed to English outside the classroom. Thus I, together with many English teachers, organize many English Society activities on a weekly basis. The English Society activities constitute the informal English curriculum helping students of different abilities attain the desired learning outcomes.

Second, the colourful English Society activities inspire and motivate students of different backgrounds and abilities to learn English. On Mondays, after-school movie shows enable students to appreciate movies of different genres and to enhance their viewing skills. On Tuesdays, different activities, including the Pronunciation World Cup, General Knowledge Quiz, Grammar Olympics and Hyde Park are organized respectively to help students develop their 5 language skills and to help them become people who care about the world they live in. On Wednesdays, the weekly Lunch Broadcast provides students with an English-rich campus during the lunch break. At the same time, the Board Game Extravaganza provides all students with a golden opportunity to play student-friendly board games while conversing with English-speaking Ambassadors, the committee members of the English Society (**For more details, please refer to the Road Maps of the English Society 2008-2009 aiming at developing students’ 9 generic skills**).

Third, I tend to talk to all students in English proactively outside the classroom and I talk to them as if they were my bosom friends. Such a humanistic approach brings about a positive impact on students’ holistic development, building trust and rapport with them.

Fourth, the English Week focusing on the British culture provides students with unique learning experiences. For example, in the Drink of the Day activity in each recess, students running to the Student Activity Centre could get a drink at half price, join the lucky draw with unique British gifts (i.e. one official Manchester United magazine) and answer a question related to the British culture (i.e. Who is the Prime Minister of the UK now?) if chosen. In the ball game demonstration, hundreds of students learned how to play rugby under the guidance of native speakers. The big lucky draw in the Fusion Barbecue provided students with lots of great fun while using English in an English-rich environment. Taken together, the English Week 2008 has provided all students with unique learning experiences to increase their English proficiency for study, work, leisure and personal enrichment, to develop their knowledge, skills, values and attitudes regarding English in a

positive manner, and to promote lifelong learning so as to enhance their personal and intellectual development, cultural understanding and global competitiveness.

Fifth, the English Week 2008 has provided the English Society committee members with a golden opportunity to further promote their personal and intellectual development and global competitiveness. The English Subject Stream was given \$5000 by the Education and Manpower Bureau to set up a Harry Potter Museum and the English Society committee members were given the unique opportunity to design the Museum, use the budget to buy props, go out to buy props, arrange the props, design and develop Harry Potter games, work out the duty list and manage the Museum for 5 days. The Chairman of the English Society, Davies Wong, even wrote a letter and sent it to Miss J K Rowling to ask for good pieces of advice regarding the design of the Harry Potter Museum. Surprisingly, the English Society committee members were thrilled when they got a reply from the literary agent of Miss J K Rowling in early 2009.

My reflections on the domain of “Professional and Commitment to the Community”

First, I always have the drive to pursue continuous self-improvement and professional development. For the NSS English curriculum, I have taken all the EDB-run courses except the course on Popular Culture as well as several courses on the NSS elective modules run by private organizations. I have undertaken a 12-hour CPD course regarding the Speech Festival. Concerning CPD, I have purchased and read a lot of books on ELT on a regular basis. Also, I am a member of the ELT Network run by the British Council.

Second, I always keep myself abreast of developments in education practices and policies, including the trends and content of the English curriculum. The fine-tuning of the policy of the Medium of Instruction has been a controversy among different stakeholders in society. I am currently reading *Bilingual Education Southeast Asian Perspectives* written by Dr Angel Lin and Dr Evelyn Man and published by the University of Hong Kong Press. As the English Panel Chair of an EMI DSS boys' school, I need to reflect on the issue of the fine-tuning of the MOI policy to work out strategies for Tak Sun Secondary School since we need to recruit new Form 1 students and the future situation of recruitment can be an uphill battle for our school when all CMI schools can offer EMI classes since the competition to recruit new Form 1 students can simply become a cut-throat business.

Third, I set myself as a role model of using all English at school. For more than 5 years, I have been using English to liaise with everyone, including the security guard. If you came along to the Department of English, you could not hear one Cantonese word at any time. This year, I have rolled out the Extended English as the Medium of Communication Policy – all English teachers only use

English to liaise with all other teachers on campus. Accordingly, a more English-rich campus can be brought about, producing positive washback effects on ELT for students, teachers and staff alike.

Fourth, on 15 December 2000, I was invited by Miss Chan Wai Ming, then in charge of the English Language of the CDI of the EMB, to be a facilitator in the experience sharing session of the Seminar for New Teachers of English Language in Secondary Schools held at Hong Kong Teachers' Centre. In 2004, I was invited by Mr Raymond Ng, the Acting Chief Curriculum Development Officer (English Language Education), of the EMB to provide feedback to the New Senior Secondary English Curriculum during its drafting stage. On 6 June 2007, I was invited by the Principal of Tsuen Wan Public Ho Chuen Yiu Memorial College, Dr Goretti Kwok, to talk to all the teachers about "Building an English-rich Environment in EMI schools" from 8:30 am to 12:30 pm; an analysis of teacher questionnaires reveals that all teachers found the talk impressive, useful, inspiring and encouraging. On 22 February 2009, I was invited by i-learner, an online educational service provider, to be the keynote speaker for the i-learner Prize Presentation 2008-2009 for hundreds of secondary students and parents and the topic was "How to learn English well?" My talk was well received. On the afternoon of 8 April 2009, I was invited by Mrs Maggie Hung, the English Panel Chair of Lim Por Yen Secondary School, to run a Professional Sharing Session with the Principal, the two Vice Principals and all the English teachers. The English teachers were impressed with what the English Subject Stream at Tak Sun Secondary School had been doing to bring about a real EMI school.

Fifth, I was the workshop presenter on creative English writing at the International Language and Education Conferences (ILECs) at the University of Hong Kong and the Hong Kong Institute of Education for 5 years. In 1998, I presented my text ownership project of my students in my old school at the Hong Kong Institute of Education. In this teacher-initiated research project, I first asked my students to write letters to Your Say in the Young Post and more than 20 letters were published. Then I asked my students to write letters regarding social issues to the SCMP Editor. Surprisingly, more than 13 letters were published and this was indeed wonderful since usually only letters written by professionals were published in the 1990's. Last but not least, at that time Chow Yun Fat made his debut in Hollywood and the cover story of the TIME magazine was about Chow's debut in the United States. I asked my students to read the TIME cover story and write a short letter to the TIME Editor. Despite the fact that no letter was published, one girl got a reply letter from a TIME Editor in New York, explaining to her that they could not publish my students' letters due to some reasons but he congratulated her on the fact that my students had done a great job and he further said that my students' letters had been circulated among the TIME Editors in New York. Throughout this text ownership project, my students realized that in the real world rewriting and editing play important roles in the process of publication and they realized that good writing could only be brought about by rewriting. Back in November 1994, my research article entitled "Which Pictures Produce the Best Student Writing?" based on my action research project in my PC Ed course was published in *New Horizons in Education* (No. 35, pp. 59-67). In 2005, the translated version of my article entitled "Building an English language rich environment in EMI

Schools” was published in Ming Pao at the request of the Education and Manpower Bureau. In the same year, the online publication of the English version of the above-mentioned article was made possible by the Task Force on Language Support unit of the Education and Manpower Bureau. **On 27 June 2008, my article entitled “Opportunities abound for practicing English” was published in the Saturday column of Education Mailbag in the South China Morning Post.**

Sixth, in September 2008, I was invited by Dr Tammy Kwan to give a talk to hundreds of HKU student-teachers on preparations for becoming a teacher at the PGDE (Full-time) Teaching Practice Orientation Seminar 2008-2009 at the University of Hong Kong. **In 2008, I was invited by the University of Hong Kong to be a University Tutor to pay class visits to 10 HKU student-teachers majoring in ELT on behalf of the Faculty of Education of the University of Hong Kong to provide them with professional support, feedback and encouragement.** All the 10 visits were completed in 2009 and I thoroughly enjoyed this unforgettable experience since I could have a lot of in-depth sharing with these student-teachers. On 28 March 2009, I was invited by Dr Tammy Kwan to be a guest panelist of HKU’s 3rd Mentoring Workshop. On 10 June 2009, I was invited by Dr Tammy Kwan to be a guest panelist of HKU’s June Partnership Forum on mentoring for student-teachers. On that day my articles entitled *My Experience as a University Tutor* and *My experience as a Mentor Teacher* were published in a special brochure entitled *Celebration of Encouraging Outcomes of School-University Partnership Different Voices to Make a Symphony*.

My reflections on the domain of “School Development”

First, I am the secretary of the Parent-Teacher Association. I only use English in all PTA meetings and I proofread all the PTA minutes to facilitate a better home-school collaboration.

Second, I use English at all times on campus and what I have done has actually inspired all English teachers and other teachers to collaborate for the improvement of learning and teaching in English since every teacher in an EMI school is actually an English teacher helping students develop their English proficiency through their own subjects. Whenever I send i-mails to colleagues to promote English Society activities, I always add that it is our joint objective to make Tak Sun Secondary School become a top-notch EMI school in the territory. In the first English Panel meeting of both last year and this year, I emphasized that the objective of the English Subject Stream at Tak Sun is to help our School become the best EMI school in Hong Kong. Despite the fact that we have not achieved the above lofty goal so far, such an objective does empower all English teachers to push the boundaries and try to better their ELT every day.

Third, I always try to promote a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community. With

English teachers, given the fact that all English teachers sit in the same area, I tend to talk to them regarding ELT every day. In May of every year, I organize the Professional Sharing Session for English teachers to share their bags of tricks so that we can all grow professionally. Every day, I talk to all colleagues, including Chinese teachers, to remind them that Tak Sun is an EMI school and they need to use English proactively on campus. Through these small talks, non-English teachers will find it more natural to use English on campus. When meeting parents, I use all English to drive home the point that Tak Sun is an EMI school and parents, being the primary educators, need to encourage their kids to proactively learn English since being good at English can help students excel in an EMI school like Tak Sun Secondary School.

Fourth, the vision and mission of Tak Sun Secondary School aim at producing Christian gentlemen with a global outlook. In this age of globalization, English is the truly global language students need to master. By creating an English-rich campus through the vibrant English curriculum, English society activities, the English Week, the EMC Policies and other EMC-friendly measures, I have taken a leadership role among colleagues and stakeholders in promoting a consensus on and the actualization of the school mission and vision, focusing energy on achieving continuous school development, and realizing the essence of the school culture and ethos through a variety of effective EMI school-friendly channels mentioned above.

Dissemination of good teaching practices with other local English teachers

If awarded, I will disseminate my teaching practices in the following aspects.

First, my teaching is dynamic, interactive, student-centred, task-based and student-friendly. I can demonstrate my teaching and share what I know with other English teachers.

Second, it is my strong belief that all kids are teachable. As a University Tutor of HKU, I visited the English classes of a student-teacher at a Band 3 Buddhist school in Tai Po. Entering the classroom, I was totally shocked by what I saw. Some students were reading Chinese gossip magazines. Some students were chatting with others. Some students were sleeping. The student-teacher told me that she had never heard her students using one English word. During the class observation, I sat down among a group of three female students and we started talking all in English and the conversation miraculously lasted for 5 minutes. This touching incident highlights that all kids are teachable, provided that English teachers can empower and encourage them regularly. I will convey the message that all kids are teachable to other local English teachers.

Third, I use a lot of things related to Popular Culture, such as comic books, advertisements, horoscopes, pop songs, movie clips, soccer news and celebrity news, in my English classes and my students love them a lot. I will share my experience of incorporating elements of Popular Culture into my English lesson planning.

I can take forward my dissemination in the following ways.

First, I can do a presentation in an EDB-run Professional Sharing Session with other awardees so that good practices can be shared among English teachers in the territory.

Second, I can visit the English Departments of other schools and share experiences, just like what I did at Tsuen Wan Public Ho Chuen Yiu Memorial College and Lim Por Yen Secondary School respectively.

Third, I can have my English lessons videotaped so that they can be part of the EDB archive of ELT for professional sharing among novice and/or experienced English teachers.

Fourth, I can write articles sharing my experience in ELT and what I know can be shared among English teachers in the territory.

Last but not least, I can help the EDB run some mentoring courses or seminars for new English teachers, which is similar to my role as a University Tutor of HKU in the academic year 2008-2009.

Conclusion

Hong Kong is at a crossroads. In this age of globalization, our young people need to be good at English to compete with their counterparts in the global village. Unfortunately, the English standard of the young people in Hong Kong is at an all-time low. A thought-provoking research done by Professor Tsang Wing Kwong at the Chinese University has found that students in CMI schools simply dislike English. If this situation continues, Hong Kong will finally become a quiet backwater in China. As an ELT professional, I would like to try my utmost to contribute to the betterment of English Language Education KLA in Hong Kong. Engaging in this nomination process has enabled me to become a more reflexive ELT professional and I must take this golden opportunity to thank all of you, from the bottom of my heart, for reading my essay.

Biodata of Mr Tony Lau

BA Eng Lit (Simon Fraser), PCEd ELT (HKU), MEd TEFL (HKU)

- English teacher for 24 years
- English Panel Chair of a CMI school for 6 years
- English Panel Chair of Tak Sun Secondary School, an EMI school, for nearly 6 years
- Graduate of Simon Fraser University in Canada (majoring in English Literature)
- PCEd (majoring in ELT) and MEd in Teaching English as a Foreign Language (TEFL) at the University of Hong Kong
- Workshop Presenter on creative English writing at the International Language and Education Conferences (ILECs) at the University of Hong Kong and the Hong Kong Institute of Education for six years (1992 – 1995 & 1997 – 1998)
- Publication of an article entitled ‘Which Pictures Produce the Best Student Writing?’ in *New Horizons in Education* (No. 35, pp. 59-67, November 1994)
- Co-organiser of the cross-cultural cross-curricular Australia Festivals, an educational reform initiative, that received extremely good comments from high-ranking officers of the EMB, including Mr Chris Wardlaw (now retired) who commented that the Australia Festival “should be followed by all schools in Hong Kong”, Miss Chan Wai Ming (now retired) and Mr Simon Tham (he is still in charge of the NET section of the EDB), as well as from the ex-Director of the English Centre at the Chinese University, Dr. Arthur McNeill who is now working at the Hong Kong University of Science and Technology
- Invited by Miss Chan Wai Ming, who was then in charge of the subject of the English Language in the CDI of the EMB, to talk to new English teachers in a Professional Sharing Session
- Invited by Mr Raymond Ng, the Acting Chief Curriculum Development Officer (English Language Education), of the EMB to provide feedback to the New Senior Secondary English Curriculum during its drafting stage in 2004
- In 2005, Joran Tang, my Form 6 student, won the Championship of an International Writing Contest organized by the Surrey District of Vancouver, Canada

- In 2006, the Department of English at Tak Sun Secondary School got good remarks from the Comprehensive Review Report and they were as follows:
 - . An active EMI learning environment has been successfully implemented
 - . The School has established a clear policy on EMI
 - . Many students were able to express themselves effectively in English
- In 2007, Edwin Leung, my Form 6 student, got the Championship of Solo Verse Speaking with 96 marks out of 100 marks at the Speech Festival
- Successfully implemented the EMC (English as a Medium of Communication) policy in the Department of English, where no Cantonese is used at all times while English teachers try to talk to students all in English inside or outside the classroom and the EMC policy has been successfully implemented ever since 2005
- Publication of the translated version of an article entitled ‘Building an English language rich environment in EMI Schools’ in Ming Pao at the request of the EMB in 2005
- Online publication of the English version of an article entitled ‘Building an English language rich environment in EMI Schools’ by the Task Force on Language Support unit of the EMB (now the EDB) in 2005
- Invited by the Principal of Tsuen Wan Public Ho Chuen Yiu Memorial College, Dr Goretti Kwok, to talk to all the teachers about “Building an English-rich Environment in EMI schools” on June 6 2007 from 8:30 am to 12:30 pm; an analysis of teacher questionnaires reveals that all teachers found the talk impressive, useful, inspiring and encouraging
- Publication of an article entitled ‘Opportunities abound for practising English’ in the Saturday column of Education Mailbag in the SCMP on June 27 2008
- Invited by Dr. Tammy Kwan to give a talk to hundreds of HKU student-teachers on preparations for becoming a teacher at the PGDE (Full-time) Teaching Practice Orientation Seminar 2008-2009 at the University of Hong Kong
- Invited by i-Learner to be the keynote speaker for the i-Learner Prize Presentation 2008-2009 for hundreds of secondary students and parents and the topic was “How to learn English well”
- Invited by the University of Hong Kong to be a University Tutor to pay class visits to ten student-teachers of HKU on behalf of the Faculty of Education of the University of Hong Kong to provide them with professional support, feedback and encouragement

- Invited by Dr. Tammy Kwan to be a guest panelist of HKU's 3rd Mentoring Workshop on March 28 2009
- Invited by Mrs Maggie Hung, the English Panel Chair of Lim Por Yen Secondary School, to run a Professional Sharing Session with the Principal, the two Vice Principals and all the English teachers on the afternoon of April 8 2009; the teachers in Lim Por Yen were impressed with what the English Subject Stream at Tak Sun has been doing to bring about a real EMI school
- Invited by Dr. Tammy Kwan to be a guest panelist of HKU's June Partnership Forum on June 10 2009
- Publication of *My Experience as a University Tutor* and *My Experience as a Mentor Teacher* in a special brochure entitled *Celebration of Encouraging Outcomes of School-University Partnership Different Voices to Make a Symphony*.