Structuring a COIL Course: From Start to Finish
Experiences, Reflections and Insights

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Newcastle University & The University of Hong Kong Partnership

A COIL Teacher Education programme (within MA TESOL)
12 weeks
85 students
English Language Teaching (ELT) Methodology: Theory-Practice Integration
Practical Teaching: Micro-Teaching & Peer Teaching
Aim of the HKU-NU COIL Initiative

To engage our student-teachers in experiential learning:

1. To broaden their repertoire of English language teaching methodological practices beyond the Asian context
2. To heighten their multicultural awareness
3. To sharpen their communication and collaboration skills
4. To strengthen their multicultural competencies
ELT Methodology: Theory-Practice Integration

**Theories and principles**
- Communicative Language Teaching (CLT) & Task-Based Language Teaching (TBLT)
- Grammar teaching: Form or meaning
- Language skills (speaking, listening, reading & writing)
- Vocabulary

**Practice**
(HKU-NU partnership)
- ELT activity design
- Classroom skills
- Lesson planning
- Micro-teaching

Synchronous Friday webinars: Practice sessions
Asynchronous collaboration via Perusall
HKU: Teaching in a real school (14 Nov 2023)
NU: Peer teaching (20 Oct, 27 Oct, 17 Nov 2023)
Assessed peer teaching (8 Dec 2023)
HKU & NU Partnership
Practical sessions, lesson preparation, material design, implementation and reflection

1. co-planning lessons and co-developing T&L materials for teaching practice
2. sharing of experience and knowledge via collaborative work
3. observing and reflecting on classroom teaching
4. exchanging peer feedback
5. meeting international friends
6. preparation for assessment (i.e., teaching and evidence-based reflective essay)!
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1. Co-development of lesson plans and T&L materials

2. Peer feedback on recorded TP/micro-teaching lessons
Online collaboration in preparation for the delivery and reflection of the micro-teaching experiences via...
Working and learning together on Perusall

Social Learning Tools for Students: How to Comment in Perusall

perusall.com

#SocialLearning
Students will be able to upload PDFs, Word documents, and PowerPoint files to this folder directly.

Contains 15 items:

- Red (Team A)
- Red (Team B)
- Orange (Team A)
- Orange (Team B)
- Yellow (Team A)
- Yellow (Team B)
- Green (Team A)
- Green (Team B)
- Lime (Team A)
- Lime (Team B)
- Blue (Team A)
- Blue (Team B)
- Purple (Team A)
- Purple (Team B)
- Lesson plans and materials for 14 groups
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1. Co-development of lesson plans and T&L materials

2. Peer feedback on recorded TP/micro-teaching lessons
Ice-Breaking Activity: Scavenger Hunt!

Time limit: **10 minutes**

1. **Find one of each** of the following in your team:
   - something they’ve had since they were a child
   - something they’d eat for breakfast
   - something that would look good on them as an accessory
   - something they were reading
   - something they could find and hold up literally within arm’s length
   - something that always makes them happy
   - something that would make their screenshot unique

2. **take a fun screenshot of your team** with everyone holding their items above

3. **send the screenshot as a file via Chat** to us when you return to the main room

4. **share** with us in **no more than 1 minute** something interesting about your team photo

---

The team that demonstrates the strongest team spirit and creativity wins 😊
Scavenger Hunt 1-Minute Presentations
Follow-up Activity: Introducing ourselves on video (using Flip 😊) to our HKU & NU buddies

- Go to https://flip.com/11730a5e, do a 1 – 1.5 min. video recording via Flip in one click, introducing yourself, telling your buddies the following:

1. Your name
2. (Teaching and) learning experience
3. Interests and hobbies
4. Aspirations
5. Anything else

Have your video clip up on Flip by 5th Oct.
Let’s meet our buddies and say a warm hello :)

This is a space to record your ‘greeting videos’ to introduce yourself and get to know your learning buddies from the two universities.

Introduce yourself to your new friends. Record a 1.5-minute max. video sharing with us...
- the name you’d like us to call you by,
- what brought you to your MA study,
- your previous teaching experience (if any),
- your career aspirations,
- what you’d hope to get out of this partnership, and
- ...

Nicole Torresa 75 1955 25 26.7 hours of discussion
Winners of the Scavenger Hunt Activity

Webinar 2
we have. Jane, who’s got at the water bottle with her for years and then for me and Miffy we got a doors okay and the forment and then as she she got a bracelet with her with her names, initial which is very special and then for our new buddy is Lingyu she’s got a speech figure and then for you I have
LIME (Team A)

And meeting for the first time being from such different places, it was very nice to find something in common, being from such different places, it was very nice to find something in common straightaway between all of us.
ORANGE (Team B)

At, each of us make a different shape of art. But we do have the same commonalities is just using a symbol of parts which represent that we will be working unity and cohesion.
Hong Kong University-Newcastle University Collaboration

Winners of the Scavenger Hunt Activity

1st

Orange (B)
Spokesperson: Sophie

Module Leaders: Jim Chan & Nicole J. Tavares
Oct 5, 2023
Understanding the School Context
Time for Teamwork

In your breakout rooms…

1. Read the relevant class and student profile and all the info provided
2. Find out what the English teacher suggests your team teach
3. Start by discussing *how to begin* your collaborative lesson planning (CLP), e.g.:
   - what could be possible topics for the 35-minute lesson
   - what lesson objectives you may set…
   - what you would appreciate getting further information about
4. Decide *how* to prepare for the CLP in Webinar 3 (13th Oct) and what to bring to the session for your team meeting
Preparation for micro-teaching

1. Discuss your action plan for collaboration
   a) Key milestones and timeline (Deadline for uploading lesson plan and materials: 23 Oct)
   b) Assigning a role for each team member (e.g., materials, task design, classroom management, matching lesson with learning outcomes, coherence, coordination for the collaboration – checking progress, etc.)

2. Consider the following areas for your group lesson plan on Perusall:
   a) Topic
   b) Lesson objectives + language/skills foci
   c) Materials
   d) Stages (e.g., pre-/while-/post-task)
   *One student shares the screen in the breakout room

3. Report to the whole class - decide on who will report
**Google Doc to initiate collaborative lesson planning**

**LESSON PLAN – ORANGE (B)**

| Action plan & timeline for lesson planning: | 13th Oct:  
- Meet together with NU to brainstorm  
- Set the timeline include next meeting day and time.  
- Distribute the roles of each member  
18th Oct  
- Online communication with NU  
- Each group member share their work for the fair stand  
- Receiving the suggestion from NU  
23rd Oct  
INITIAL LESSON PLAN DUE  
| 16th Oct  
- HKU group branch first official group meeting  
- Brian storming session  
- Compiling notes, draft  
19th Oct  
- Finalise everything.  
- Ensure lesson plan is cohesive  
Contribute any final ideas and thoughts |

| Roles of team members: | **Andromeda**: assessment & evaluation, while-teaching  
**Sophie**: warm-up, pre-teaching, rationale  
**Evelyn**: objectives and learning focus, brief descriptions of target learners  
**Alarice**: while-teaching, post-teaching  
**Xinyi**: revision and modification  
**Xiaoli Huang**: revision and modification |
Co-development of lesson plan and ELT materials

Date: 14 Nov.
Time & Duration: 10:00-10:35; 35 min
Class: 1J/M (Room 106) - Justice & Mutuality (Group 3)
Class Size & Proficiency Level: 23 students; 3a - Ss have a limited English vocabulary bank and a weak English foundation

Topic or Theme: Personality

Objectives and Learning Focus

Language Form and Use:

By the end of the lesson, students are expected to be able to:

(i) know the form, meaning and usage of different adjectives about personalities (i.e., fearless, diligent, slothful, self-centered, offensive, responsible).

(ii) use “because” and “as” to further explain their claims on personalities.
Between 23 Oct and 3 Nov, your paired team’s lesson plan and teaching materials, comment on any of the following aspects using the collaborative annotation functionalities on Perusall and the ‘Two Stars and a Wish’ approach, and engage in professional dialogues with your peers to support one another in strengthening your plans and materials and delivering the most pedagogically sound lessons possible:

- **Lesson Objectives [O]**: Are all the lesson objectives S-M-A-R-Tly (i.e., Specific, Measurable, Achievable, Relevant, Time-bound) stated, including the related language functions, skills and items?

- **Task Achievement [T]**: Are the tasks well-designed to engage students in meaningful, authentic and purposeful activities and various modes of interaction?

- **Scaffolding [S]**: Are students given sufficient conceptual and linguistic scaffolding to accomplish the tasks?

- **Coherence [C]**: Is the lesson structured with a good lead-in and set, clear pre-, while- and post- stages and coherent steps that build on one another? Is there a sound rationale for each teaching step?

- **Subject knowledge**: How well does the plan show the teacher’s pedagogical and methodological knowledge with evidence of skill, creativity, originality and innovation, considering the target students' abilities and needs?

- **Learning Outcomes**: Do the teaching content, materials, and learning tasks meet the intended lesson objectives? Are they likely to be met?
HKU-Newcastle students’ collaborative lesson planning and peer feedback on Perusall

**PROCEDURAL STAGES**

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<td>T greet class and tell students that they notice there are students in different skin colors in their school.</td>
<td>To gain Ss’ attention and arouse Ss’ interest in the lesson</td>
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<tr>
<td>(3 mins)</td>
<td>S-S</td>
<td>T display questions on screen and have Ss share ideas in pairs:</td>
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<tr>
<td></td>
<td></td>
<td>- Do you know anyone in this school with a different skin color?</td>
<td>To give Ss the time and space to warm themselves up for later interactions</td>
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<td></td>
<td>- Where are they from?</td>
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<td>T introduce a task context (see Appendix) for the listening lesson and lesson objectives to Ss.</td>
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<td><strong>KAHOOT!</strong> (5 mins)</td>
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<td>To cater for the needs of visual and kinaesthetic learners</td>
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HKU and Newcastle buddies engaging in professional exchanges on Perusall

| T-Ss | Assign colored pens and glue or tapes  
Ask students to write on a paper slip and finally paste them on the A3 paper  
Coffee shop presentation activity |
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<td>T-Class</td>
<td>In groups of 5 members, T assigns one member to be the monitor and presenter. The presenters should highlight the shining point and the difficulty they encounter while writing. Each group selects 2 students to go to other groups to present their A3 paper. The other 2-3 students stay in their groups to listen and share instant feedback. Teachers ask students who stay in the groups to take out the peer evaluation sheets and complete the forms according to the criteria while listening to other groups’ presentations. T visits groups to monitor Ss’ progress, give support and guidance as necessary, and record Ss’ performance.</td>
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| S | To encourage students to learn from peers  
To monitor students’ language output and examine how well they master what they have learnt  
To provide students with the criterion for writing through peer evaluation |

Presentation & Evaluation (3min)
### 16 exchanges in Yellow (B)

**Introduction: Lead-in**

**3 mins**

- **T** greet class and tell students that they notice there are students in different skin colors in their school.
- **T** display questions on screen and have Ss share ideas in pairs:
  - Do you know anyone in this school with a different skin color?
  - Where are they from?
  - What food is famous in their country?
  - Can they have that food at your school?

**Pre-listening activity:** **KANHOOT!

**(5 mins)**

- **T** introduce a task context (see Appendix) for the listening lesson and lesson objectives to Ss.
- **T** instruct Ss to enter and play a Nearpod game (the other two T's help with the distribution of iPads).

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Before our next webinar on 3 Nov...

Meanwhile...

1. Maintain regular communication with your team members
2. Follow your role and action plan/timeline
3. Co-develop your lesson plan and materials on Perusall as a team
4. Upload your initial lesson plan and materials by 23 Oct for peer feedback.
5. Prepare for the lesson demonstration before the next webinar – details to be provided

*As time difference may be an issue, you may always use the ‘comment’ function on Perusall when reviewing and discussing different parts of your lesson plan!
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1. Co-development of lesson plans and T&L materials

2. Peer feedback on recorded TP/micro-teaching lessons
Preparation for the Use of the C-O-S-T Framework in Giving Peer Feedback on the Micro-Taught Lesson via a Trial Video Clip

**Preparation task before Webinar 3**

In the upcoming webinar on Friday, you will begin co-developing your lesson plan with your team members. To facilitate this, we invite you to review a sample lesson plan and prepare some ideas for your lesson before attending the webinar.

1. Read and evaluate a sample lesson plan, ‘Seek a balance’, on Perusall in the ‘Webinar 3’ folder according to the following criteria – please use the ‘comment’ function. This should give you an idea about how we could develop a lesson plan. We will watch a video of this lesson later.

   - **Lesson Objectives [O]**: Are all the lesson objectives S-M-A-R-T (i.e., Specific, Measurable, Achievable, Relevant, Time-bound) stated, including the related language functions, skills and items?
   - **Task Achievement [T]**: Are the tasks well-designed to engage students in meaningful, authentic and purposeful activities and in a variety of modes of interaction?
   - **Scaffolding [S]**: Are students given sufficient conceptual and linguistic scaffolding to accomplish the tasks?
   - **Coherence [C]**: Is the lesson structured with a good lead-in and set, clear pre-, while- and post- stages and coherent steps that build on one another? Is there a sound rationale for each teaching step?
   - **Subject knowledge**: How well does the plan show the teacher’s pedagogical and methodological knowledge with evidence of skill, creativity, originality and innovation, considering the target students’ ability and needs?
   - **Learning Outcomes**: Do the teaching content and materials, and learning tasks meet the intended lesson objectives? Are they likely to be met?

2. Review your given class profile.

3. Research and brainstorm ideas for your lesson based on the lesson plan template (also on Perusall). Consider the following aspects:
   - Topic
   - Lesson objectives
   - Materials
   - Stages (e.g., pre-/while-/post-task)
Collaborative Annotation of a ‘Mock’ Lesson using the C-O-S-T Criteria
Today’s webinar

(A) Breakout room discussion

Stage 1: Preparation (14 SMALL groups) (5mins)
1. Planning for your lesson plan sharing (e.g., considering the roles of your members)

Stage 2: Lesson plan sharing and feedback (7 BIG groups) (20mins)
1. Form BIG groups according to your colour (e.g., RED (A) joining RED (B) to form a big group)
2. Take turns (1) presenting your teaching plan and (2) providing feedback according to the lesson planning criteria

Stage 3: Revision (14 SMALL groups) (10mins)
1. Return to your own SMALL groups (e.g., RED(A), GREEN(B))
2. Revise your plan/materials based on the feedback

(B) Reporting (2 mins per group)
1. Very briefly describe the foci of your lesson
2. Report on your major changes based on the feedback
The Upcoming schedule

1. **10 Nov**: upload your finalised lesson plan and materials

2. **14 Nov**: Micro-teaching in Hong Kong

3. **Oct-Nov**: Peer feedback on NU TP videos (Perusall)

4. **24 Nov (5th webinar)**: Reflection on lesson implementation & adaptation of lesson plan for NU students
Micro-Teaching in Hong Kong on 14 Nov 2023
HKU-Newcastle students’ collaborative annotation of their video-ed micro-taught lessons and conversations on Perusall

We know that there are certain students who are extroverts and want to answer all the questions by themselves. So it would have been good if you gave students a chance by pointing them to answer the questions.

Pros 1: This is a relatively live class with students being kept busy with the task-based activity, which means they were very well engaged in class. Students were basically learning by doing the whole time.

Pros 2: The teacher’s instructions were clear. The other teachers kept checking on students’ performance and engagement, which is a rather reflective and useful way for teachers to respond to their teaching in a real class.

Cons 1: However, as the video shows, some of the students at the back were not very responsive to the teacher’s instruction. One boy kept looking at the other classmate and wasn’t listening carefully enough. So would some disciplinary rules instructed at the beginning of the class helpful?

Cons 2: The teacher gave students only 15 seconds to have a group checking for their note-taking. The purpose of the activity was good, but some students did not have enough time, as can be seen from the video, and hence they could not really discuss anything before the teacher stopped them and went on the next activity.

ShuZen Liu: Thank you for providing us such insightful and practical suggestions and feedback to our micro-taught lesson. We are really grateful for this.

- -> disciplinary rules

definitely, I agree that some students are distracted and my voice cracked when I tried my best to shout and get everybody’s attention. In realistic teaching, setting classroom rules is a good way to make sure classroom management is proper in each lesson, so that classes can be conducted smoothly. We would bear this in mind and see if we could establish simple rules for students that we meet for the very first time in order to maintain classroom discipline.

- -> time for activity

our group had a tough time struggling how much time to allocate in the discussion activities, and due to time limit we made the session really short. We realized students actually needed time to warm themselves up before talking, and achieving what they were expected to talk about. We would definitely increase discussion time to better maximize student talking time and give them actual opportunity to negotiate and interact with their peers.

Thank you for taking the time to provide some feedback for us! ShuZen Liu

We really appreciate your suggestion about setting some disciplinary rules at the beginning of the class. It’s a great idea to ensure better focus and attentiveness from all the students, especially those who may be less responsive. We’ll definitely give it a try in our future classes.

And it is true that some students didn’t have enough time to discuss before moving on to the next activity. We will make sure to allocate more time for these discussions so that everyone gets a chance to participate fully.
Peer Feedback on Perusall

Yellow (B)

We know that there are certain students who are introverts and want to answer all the questions by themselves. So it would have been good if you gave students a chance by pointing them to answer the questions.

Pros: 1. This is a relatively large class with students being kept busy with the task-based activity, which means they were very well engaged in class. Students were basically learning by doing the whole time.

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Shuzhen Liu: thank you for providing us such insightful and practical suggestions and feedback to our micro-taught lesson. We are really grateful for this. :) disciplinary rules

We definitely agree that some students are distracted and my voice cracked when I tried my best to shout and get everybody's attention. In realistic teaching, setting classroom rules is a good way to make sure classroom management is proper in each lesson, so that classes can be conducted smoothly. We would bear this in mind and see if we could establish simple rules for students that we meet for the very first time in order to maintain classroom discipline.

We group had a tough time struggling with how much time to allocate in the discussion activities, and due to time limit we made the session really short. We realized students actually needed more time to warm themselves up before talking, and achieving what they were expected to talk about. We would definitely increase discussion time to better maximize student talking time and give them actual opportunity to negotiate and interact with their peers.

Thank you for taking the time to provide some feedback for us! Shuzhen Liu: We really appreciate your suggestion about setting some disciplinary rules at the beginning of the class. It's a great idea to ensure better focus and attentiveness from all the students, especially those who may be less responsive. We will definitely give it a try in our future classes.

And it is true that some students didn't have enough time to discuss before moving on to the next activity. We will make sure to allocate more time for these discussions so that everyone gets a chance to participate fully.
More Peer Feedback on Perusall

21 conversation threads!
... Even More Peer Feedback on "Purple (B)"

18 conversation threads!

- I really appreciate that your group had considered using board work for giving points, giving gro...
- Hope my comments are helpful for your group! I really enjoy your lesson 😊
- It's a very smart way to use name labels to form groups as well as notice their name. If I were one...
- I really love the way Annie and Summer interact with the students 😃 It's really interesting and fun...
- As our group are doing the same topic as yours, we had gained a lot of valuable ideas from your ...
- Again, foster Ss engagement to listen carefully of instructions - the fastest students who stand u...
- I was a bit shocked by answer of the boy in group red actually as he seemed to be one of the hi...
- Maybe Aimne should not give one point to Group Red. The student's answer is wrong/conf. Because ...
- This actually shedded some light on reflecting my teaching in scaffolding Ss on forming Wh-q...
- Use of correct sentences to generate structure rules in forming Wh-questions - it was easy for st...
- In example sentence 3, there is no main verb but an adjective. So it maybe better to introduce another...
- Referring to the activity 3 on Ss' worksheet, there are no highlight parts. I think Ss' worksheet can a...
- It seemed to me that this activity was focusing on the correct use of Wh-word instead of the sent...
- When conducting peer review, I find that some students don't take part in the answer checking ... 😞
- Maybe teacher can give students 1 min to look at the results of peer review and make some correction...
- Despite it was running out of time, teachers' instructions and roles were made very clear bef...
- I really appreciate the collaboration between teachers here - so that, each group could be assessed...
- What I was thinking was how to let student think the question fast and motivate them to ask tea...
- According to my observation, most groups spend much time in thinking and forming the question...
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<thead>
<tr>
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1. Co-development of lesson plans and T&L materials

2. Peer feedback on recorded TP/micro-teaching lessons
Today’s webinar

(A) Breakout room discussion (7 BIG groups)

Stage 1: Reflection on the lessons in Hong Kong (HKU students) (15 mins.)

1. HKU students reflect on the Hong Kong lesson micro-taught and discuss with NU students (1) what went well and (2) what could have been done better.

Stage 2: Lesson plan sharing and feedback (30 mins.)

2. Two groups of NU students take turns to present their lesson plan and materials
3. Other students provide feedback according to the ‘lesson planning criteria’

(B) Reporting (2 mins. per group)

4. NU students very briefly describe the objectives and foci of your lesson
5. Report on your major changes based on the peer feedback
HKU students commenting on their Newcastle buddies’ Peer Teaching in university-based classes via collaborative online annotations on Perusall.
HKU students commenting on their Newcastle buddies’ Peer Teaching in university-based classes via collaborative online annotations on Perusall.
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Peer Teaching in university-based classes 
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HKU students commenting on their Newcastle buddies’ Peer Teaching in university-based classes via collaborative online annotations on Perusall.

As what Roanna has mentioned, I found your use of visual aids to be very effective and engaging. The visuals were related to the students’ lives, which made the lesson more relatable and attracted their attention. The gamification approach also helped to motivate the students and create a fun learning environment.

Additionally, the use of cue cards was a good teaching approach. It created a felt-need for the students to answer the questions, which added an element of challenge and encouraged active participation. The cue card served as a helpful prompt for the students, guiding them through the activity and keeping them focused.

And I agree with Roanna. The transition between tasks seemed a bit abrupt and may make some students confused, so it would be beneficial if you could make the shift more coherent by providing a clear connection or bridge between tasks. This can help students understand the purpose and flow of the lesson better.

Thank you so much. I too felt that was an abrupt shift. I would surely rectify it in my next teaching. Thank you so much.
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Webinar 6
Joint reflections (Breakout rooms – 15mins)

In your own colour group (e.g., Green A, Blue B):

1. What gave you the greatest satisfaction?
2. Who (in your team) would you most like to thank and why?
3. What would be one key area you feel you could do even better in? Why? ('you’ as an individual and as a team)
4. Any further comments and suggestions on the organisation of the HKU-NU collaboration?
Students’ Overall Learning Experience

HKU and Newcastle students sharing their learning gains
Team & Individual Awards
Team Awards

- Most **active participation** in peer feedback activities
- Highest quality feedback
- Most **encouraging** feedback
Individual Award

- Most frequent participation on Perusall

Ruby Chen (NU)  Roanna Ng (HKU)
Sheline Varghese (NU)  Zoe Zhan (HKU)
Other Reported and Observable Gains

- “Share knowledge and insights on teaching methodologies”
- “Peer learning and support”
- Technological gains:
  - Affordances of Perusall as a platform
  - How to maximise the use of technology in English language teaching
- Communication skills
- Greater confidence
- Language enrichment
- Broadened perspectives and openness/receptiveness to feedback
- Approaches to feedback-giving and sensitivity to language use
- Quality and depth of students’ reflections
- Richness and strength of the evidence cited in HKU students’ critical reflections shown in their Lesson Study assignment
Impact of COIL on the Quality of HKU Students’ Evidence-Based Critical Reflection (Lesson Study)

Lime (B)

their engagement and generate meaningful discussions. This approach will also allow us to understand students’ language ability of the target content and hence have control of the teaching rhythm, as suggested by our Newcastle partners (Luo & Zheng, 2023).

Blue (B)

Throughout the process of lesson planning to actual micro-teaching practice, we had received constructive feedback on our actual performance from students and lesson observers and had engaged collaboratively in designing lesson plans with our NU buddies, HKU classmates and our teacher Nicole. This has greatly enhanced our sense of self-efficacy in our future teaching to critically think of our teaching style, flow of the lessons and learning environment to best suit students’ needs by setting clear objectives, creating an authentic context with coherent task design and adequate scaffolding aligning with learning objectives.

Yellow (A)

possible reasons is that quiet students tend to reject full involvement in collaborative learning (Medaille & Uisinger, 2020), and our peers from Newcastle University also noticed that students were reserved (Luo & Zheng, 2023). The teacher and teaching assistants tried to offer...

Appendix 2 — Feedback from NU buddies and Purple B Teammates in Perusall
4. Justification and Modification

4.1. Modifications of Warm-up

As previously mentioned, two questions in the warm-up part should be modified according to students' English proficiency level and everyday experiences. For questions to be an effective tool, they need to connect to students' background knowledge and promote deeper thinking about ideas (Fusco, 2012). Based on classroom observation, Newcastle peers, and the teacher’s feedback (See Appendix 1), we have revised the questions as follows:

1. When and where did you meet your best friend? How did you feel? (Visual aids are provided on the PPT for reference)
2. Who is your good friend in the class? Why?
Teacher and Student Challenges

- Time difference
- Students’ readiness to get started and address challenges
- Clarity in the communication of the goals of the COIL project
- Technological issues
  - Choice of LMS
  - Acquainting students with **Perusall**
  - Technical support during the 12 weeks
- Alignment of the HKU+NU ‘ELT Methodology’ curricula
  - Shared topics
  - Parallel sessions
“I would say that the module we are learning in Newcastle, English Language Teaching Methods, became complete when we collaborated with our new HKU buddies because I could see a transition of our ideas to a higher level. That transition could be seen when we began collaborating. As an Indian, it is the first experience for me to collaborate with students from neighbouring countries. So it was a great opportunity for me. I could really see myself developing as a teacher.”

“Thank you for introducing us to the Perusall annotation tool. This tool enhances our engagement and collaboration, allowing us to review the teaching materials we developed and get feedback from our Newcastle peers. It is invaluable for our reflective process.

Moreover, I had the opportunity to broaden my perspectives and learn from others who have more teaching experience than me and who have had different learning experiences before. The practical advice shared by my peers from Newcastle was thoughtful and helpful indeed.

Also, I want to thank Jim and Nicole for their exceptional organization of the webinars, using a student-oriented teaching approach and creating a collaborative atmosphere. We felt inspired to share our reflections with our peers during the breakout room session, which enabled us to listen to and benefit from other groups through reflection.”
**HKU SLEQ indicates**

<table>
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<tr>
<th>HKU SLEQ 2022-23</th>
<th>Area</th>
<th>MA(TESOL) 2021-22</th>
<th>MA(TESOL) 2022-23</th>
<th>+ / -</th>
<th>Effect Size</th>
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<td>78.1</td>
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<td>93.8</td>
<td>+9.3</td>
<td>+M</td>
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<td></td>
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<td>+6</td>
<td>+S</td>
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<td>91.4</td>
<td>+8.7</td>
<td>+S</td>
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<td>84.4</td>
<td>+5.8</td>
<td>+S</td>
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<td>Global Perspective</td>
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<td>79.7</td>
<td>+13</td>
<td>+S</td>
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<td>63.4</td>
<td>70.8</td>
<td>+7.4</td>
<td>+M</td>
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“During the previous peer teaching sessions, I utilized various technological tools such as videos, audio clips, and Mentimeter to facilitate learning. These methods received positive feedback... Additionally, my experience of using Perusall in collaboration with friends from The University of Hong Kong during our Friday webinars makes me realize the significance of technology in teaching and communication.

Reflecting on these experiences, I've considered exploring "The Impact of Technology-Enhanced CLT on L2 Learner Motivation and Outcomes in Speaking" as my dissertation topic. This subject intrigues me, but I am uncertain about its feasibility.”

(Liya Li, Newcastle University)
Our Take-aways from the Two COIL Projects

- Stress the long-term impact and learning outcomes of COIL, e.g. on career opportunities
- Relationship-based expectations given as much emphasis as task-based expectations
  - Soft start! Ice-breaking, rapport- and team-building
  - Making effective use of online platforms to establish social presence
  - Promoting understanding of one another’s teaching and learning contexts
  - Sharing of and guidance given to students by their seniors
  - Ongoing joint-reflection activities (Problem-solving and plans ahead)
  - Acknowledgement of student success: Celebration of team effort and new learning

- Aligning the curricula and assignment task(s) related
  - SAME pace (?!) or peer teaching
  - Learning goals made explicit to students
  - SAME assessment task: Clarity of task requirements
  - Transparency of assessment criteria

- Student roles/responsibilities shared and clearly defined: Cooperation vs. collaboration

- Learner autonomy in planning and delegation of roles and responsibilities: esp. approach to teamwork and evaluation of the learning process
We welcome comments, suggestions and questions 😊