

Mindfulness for well-being and English language teaching: an exploration



Katherine Chen

Abstract

Neuroscientist Richard Davidson concludes his decades of research in mindfulness that “well-being is a skill”, and that “if one practises the skill, one would get better at it”. In the first half of this talk, I will briefly review what we know so far about the scientific study of mindfulness for well-being: what it promises and what it has not proven. In the second half of the talk, I will review the current application of mindfulness in the field of English language teaching, and explore potentials and possibilities for mindfulness to improve teacher (and learner) wellbeing, as well as providing some examples of mindfulness application in the English language classroom.

The public and research interest in mindfulness have exploded exponentially in the last two decades with what may seem like a jungle of mindfulness information, programmes, and products. I will also advise how best to navigate this jungle, and suggest where we can learn the skill from trusted sources and professionals, and where to go for support if a teacher wants to take it further to the classroom.

About the Speaker

Dr. Katherine Chen is Associate Professor of Applied Linguistics and Director of the English Language Centre at the University of Macau. She had previously taught at the University of Hong Kong and the University of Michigan, and had trained international PhD students to be instructors in Michigan. Her research specialities include language ideologies and identities, multilingualism and transnationalism, the discourse and application of Mindfulness. She has completed Mindfulness-based Cognitive Therapy for Life foundational teacher training programme with the University of Oxford Mindfulness Centre.

Learn more at <https://sites.google.com/view/katherine-chen/mindfulness>

Engaging students with video making: A tale of two teachers in Hong Kong

Abstract

Recent research shows that video making can be regarded as a form of digital multimodal composing and can be used as a valid English learning activity in TESOL classrooms. Yet can P1-P6 students be engaged with video making as well? What might be the benefits and trade-offs? What forms of teacher scaffolding may be needed?

This talk will begin with a theoretical framing of video making, followed by narratives of one NET teacher and one local teacher in Hong Kong.



Jiang Lianjiang

About the Speaker

Dr. Jiang Lianjiang is an Assistant Professor at Faculty of Education, The University of Hong Kong. He is review editor for Frontiers in Psychology, Educational psychology. His publications have appeared in international

journals such as TESOL Quarterly, Language Teaching Research, System, ELT Journal, Journal of Second Language Writing, Computer Assisted Language Learning.
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Kam, Hay Nam Hayley

About the Speaker

Kam, Hay Nam Hayley, is a local English teacher who teaches at a local government-aided primary school. Having taught a school-based curriculum and traditional textbooks, she is a believer in teaching grammar in context. She is also fond of exploring different e-learning tools to motivate students in learning the second language.

She loves involving my students in creating video content for teaching English. Students can learn English in a fun way, regardless of their English proficiency. They can also have a taste of being a superstar. Students can be teachers as well!



Daniel Ferguson

Daniel Ferguson is from the UK and has been an English teacher in a local government-aided primary school here in Hong Kong under the Primary Native English Teacher

(PNET) scheme since 2012. His current area of interest is Assessment for Learning (AfL).

