

English Language Education Key Learning Area

English Language Curriculum and Assessment Guide (Secondary 4 - 6)

Jointly prepared by the Curriculum Development Council and
the Hong Kong Examinations and Assessment Authority

Recommended for use in schools by the Education Bureau
HKSARG
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Contents

	Page
Preamble	i
Acronym	iii
Chapter 1 Introduction	1
1.1 Background	1
1.2 Rationale	2
1.3 Curriculum Aims	2
1.4 Interface with the Junior Secondary Curriculum and Post-secondary Pathways	3
1.5 Cross-curricular Links	4
Chapter 2 Curriculum Framework	5
2.1 Design Principles	5
2.2 The English Language Education Key Learning Area Curriculum Framework	6
2.2.1 Strands	8
2.2.2 Generic Skills	8
2.2.3 Values and Attitudes	8
2.3 Structure and Organisation of the Senior Secondary English Language Curriculum	9
2.3.1 Aims	9
2.3.2 Design	9
2.3.3 Learning Targets	10
2.3.4 Learning Objectives	13
2.3.5 Compulsory Part	28
2.3.6 Elective Part	29
2.3.7 Broad Learning Outcomes	48
Chapter 3 Curriculum Planning	51
3.1 Guiding Principles	51
3.2 Central Curriculum and School-based Curriculum Development	52

3.3	Components of the Senior Secondary English Language Curriculum	52
3.4	Curriculum Planning Strategies	55
3.4.1	Developing Modules of Learning	55
3.4.2	Integrating Classroom Learning and Independent Learning	56
3.4.3	Maximising Learning Opportunities	57
3.4.4	Catering for Learner Diversity	57
3.4.5	Cross-curricular Planning	57
3.4.6	Building a Learning Community	58
3.4.7	Flexible Class Organisation	58
3.4.8	Flexible Use of Learning Time	58
3.5	Collaboration within the English Language Education KLA and Cross KLA Links	59
3.5.1	Collaboration within the English Language Education KLA	59
3.5.2	Collaboration with Other KLAs	59
3.5.3	Supporting Students of Applied Learning	61
3.6	Progression	61
3.7	Managing the Curriculum	63
Chapter 4	Learning and Teaching	67
4.1	Knowledge and Learning	67
4.2	Guiding Principles	68
4.3	Approaches and Strategies	69
4.3.1	Task-based Learning and Teaching	73
4.3.2	Integrated Skills	77
4.3.3	The Teaching of Language Arts	87
4.3.4	Promoting Independent Language Learning	93
4.3.5	Information Technology for Interactive Learning	97
4.3.6	Life-wide Learning	98
4.3.7	Assessment for Learning	98
4.4	Quality Interaction	99
4.5	A Learning Community	100
4.6	Catering for Learner Diversity	101
4.7	Meaningful Assignments	104

Chapter 5	Assessment	109
5.1	The Roles of Assessment	109
5.2	Formative and Summative Assessment	110
5.3	Assessment Objectives	111
5.4	Internal Assessment	113
5.4.1	Guiding Principles	113
5.4.2	Internal Assessment Practices	115
5.5	Public Assessment	117
5.5.1	Guiding Principles	117
5.5.2	Assessment Design	118
5.5.3	Public Examinations	119
5.5.4	School-based Assessment (SBA)	119
5.5.5	Standards and Reporting of Results	121
Chapter 6	Effective Use of Learning and Teaching Resources	124
6.1	Purpose and Function of Learning and Teaching Resources	124
6.2	Guiding Principles	124
6.3	Types of Resources	124
6.3.1	Textbooks	124
6.3.2	Other Resource Materials	125
6.3.3	The Internet and Other Technologies	125
6.3.4	Community Resources	126
6.4	Flexible Use of Learning and Teaching Resources	127
6.5	Resource Management	127
Appendices		130
1	Developing Generic Skills and Positive Values and Attitudes in English Language Education	130
2	Helping Learners to Develop Vocabulary-building Strategies	148
3	Text-types for Key Stages 1 – 3	152
4	Community Resources to Support Life-wide Learning	153
Glossary		160
References		164
Membership of the CDC-HKEAA Committee on English Language		

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Preamble

The Education and Manpower Bureau (EMB, now renamed Education Bureau (EDB)) stated in its report¹ in 2005 that the implementation of a three-year senior secondary academic structure would commence at Secondary 4 in September 2009. The senior secondary academic structure is supported by a flexible, coherent and diversified senior secondary curriculum aimed at catering for students' varied interests, needs and abilities. This Curriculum and Assessment (C&A) Guide is one of the series of documents prepared for the senior secondary curriculum. It is based on the goals of senior secondary education and on other official documents related to the curriculum and assessment reform since 2000, including the *Basic Education Curriculum Guide* (2002) and the *Senior Secondary Curriculum Guide* (2007). To gain a full understanding of the connection between education at the senior secondary level and the basic education level, and how effective learning, teaching and assessment can be achieved, it is strongly recommended that reference should be made to all related documents.

This C&A Guide is designed to provide the rationale and aims of the subject curriculum, followed by chapters on the curriculum framework, curriculum planning, pedagogy, assessment and use of learning and teaching resources. One key concept underlying the senior secondary curriculum is that curriculum, pedagogy and assessment should be well aligned. While learning and teaching strategies form an integral part of the curriculum and are conducive to promoting learning to learn and whole-person development, assessment should also be recognised not only as a means to gauge performance but also to improve learning. To understand the interplay between these three key components, all chapters in the C&A Guide should be read in a holistic manner.

The C&A Guide is jointly prepared by the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA). The CDC is an advisory body that gives recommendations to the HKSAR Government on all matters relating to curriculum development for the school system from kindergarten to the senior secondary level. Its membership includes heads of schools, practising teachers, parents, employers, academics from tertiary institutions, professionals from related fields/bodies, representatives from the HKEAA and the Vocational Training Council (VTC), as well as officers from the EDB. The HKEAA is an independent statutory body responsible for the conduct of public assessment, including the assessment for the Hong Kong Diploma of Secondary Education (HKDSE). Its governing council includes members drawn from the school sector, tertiary

¹ The report is *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong*.

institutions and government bodies, as well as professionals and members of the business community.

The C&A Guide is recommended by the EDB for use in secondary schools. The subject curriculum forms the basis of the assessment designed and administered by the HKEAA. In this connection, the HKEAA will issue a handbook to provide information on the rules and regulations of the HKDSE examination as well as the structure and format of public assessment for each subject.

The CDC and HKEAA will keep the subject curriculum under constant review and evaluation in the light of classroom experiences, students' performance in the public assessment, and the changing needs of students and society. All comments and suggestions on this C&A Guide may be sent to:

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Acronym

ApL	Applied Learning
C&A	Curriculum and Assessment
CDC	Curriculum Development Council
EDB	Education Bureau
EMB	Education and Manpower Bureau
HKALE	Hong Kong Advanced Level Examination
HKCEE	Hong Kong Certificate of Education Examination
HKDSE	Hong Kong Diploma of Secondary Education
HKEAA	Hong Kong Examinations and Assessment Authority
HKSAR	Hong Kong Special Administrative Region
IT	Information Technology
KLA	Key Learning Area
KS1/2/3/4	Key Stage 1/2/3/4
P1/2/3/4/5/6	Primary 1/2/3/4/5/6
S1/2/3/4/5/6	Secondary 1/2/3/4/5/6
SAC	Self-access Corner/Centre
SALL	Self-access Language Learning
SBA	School-based Assessment
SCOLAR	Standing Committee on Language Education and Research
VTC	Vocational Training Council

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Chapter 1 Introduction

This chapter provides the background, rationale and aims of English Language as a core subject in the three-year senior secondary curriculum, and highlights how it articulates with the junior secondary curriculum, post-secondary education, and future career pathways.

1.1 Background

The *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) incorporates the key recommendations made in the CDC's *Senior Secondary Curriculum Guide* (2007) and *Basic Education Curriculum Guide – Building on Strengths* (2002), the final report on its Holistic Review of the School Curriculum entitled *Learning to Learn – The Way Forward in Curriculum Development* (2001) and the Education Commission's education reform final report, *Learning for Life, Learning through Life* (2000). The latter four documents provide the overall direction for both education and curriculum development in Hong Kong now and in the years to come, and seek to facilitate the accomplishment of the principal educational aims of lifelong learning and whole-person development.

The *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) is built on the previous English Language curriculum for Secondary 4 – 5 and ASL Use of English curriculum. Following the general direction for the development of the English Language Education curriculum set out in the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (2002), it extends the prior knowledge, skills and positive values and attitudes that learners develop through the English Language curriculum for basic education from Primary 1 to Secondary 3 (P1 – S3).

The *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) delineates the overall aims of the subject and the learning targets and objectives for the senior secondary level. It also provides detailed guidelines, suggestions and exemplars to promote effective learning, teaching and assessment practices, and to help schools and teachers to plan, develop and implement their own school-based senior secondary English Language curriculum.

1.2 Rationale

The rationale for studying English Language as a core subject at the senior secondary level is presented below:

- English is the language of global communication. It is not only a powerful learning tool, a medium by which people gain access to knowledge from around the world, but also a medium through which they develop positive values and attitudes, establish and maintain meaningful relationships with people, increase their cultural understanding and expand their knowledge and world-views.
- English is the language of international business, trade and professional communication. Traditionally much emphasis has been placed on English Language learning in school. Such a tradition must be continued, since proficiency in English is essential for helping Hong Kong to maintain its current status and further strengthen its competitiveness as a leading finance, banking and business centre in the world.
- English plays a crucial role in empowering learners with the capabilities necessary for lifelong learning, critical thinking, problem-solving, creativity, and innovation and for adapting to the rapid changes and demands of society.
- English opens up a world of leisure and entertainment for learners.

The mastery of English, therefore, is vital to learners in Hong Kong, as it opens up new possibilities for intellectual and social development, educational attainment, career advancement, personal fulfilment, and cultural understanding.

1.3 Curriculum Aims

The overall aims of the English Language curriculum are:

- to provide every learner of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
- to enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology (IT) – demands which include the interpretation, use and production of texts for pleasure, study and work in the English medium.

1.4 Interface with the Junior Secondary Curriculum and Post-secondary Pathways

The senior secondary English Language curriculum (S4 – 6) is premised on the tenet that a person's development is a rising continuum and that a lifelong approach should be adopted for English Language curriculum planning and development, rather than a selective approach exemplified by separate and isolated syllabuses. The senior secondary curriculum is therefore part of a common English Language curriculum designed for the full range of diversity of students. The English Language curriculum caters for all levels of school education from Primary 1 to Secondary 6. The latter looks forward towards continuing education after schooling.

While the six-year primary curriculum focusses on laying the foundation of English Language development, the secondary curriculum at both junior and senior levels focusses on the application of English for various everyday learning and developmental purposes. Specifically, the senior secondary English Language curriculum comprises a broad range of learning targets, objectives and outcomes that help learners to consolidate what they have learned through basic education (P1 – S3), as well as to broaden and deepen their learning experiences to help them to develop the necessary language knowledge and skills for their future needs, whether they choose to pursue vocational training or university education, or to work after they complete secondary education.

To enable learners to meet the challenges of the senior secondary English Language curriculum effectively, a solid groundwork must be laid at the junior secondary level. Schools are encouraged to continue with the following practices to build a strong interface between the junior and senior secondary curricula:

- Make use of the learning targets and objectives and the broad learning outcomes provided in the English Language curriculum framework to plan and develop a coherent school-based language curriculum with built-in pedagogical approaches which facilitate learning progression and which suit learners' needs, interests and abilities at both junior and senior secondary levels.
- Provide a language-rich environment to encourage learners to learn and use English, and to support their learning of other subjects in English.
- Make use of a broad range of activities and materials (including those involving the use of creative or imaginative texts) to enhance learners' motivation, and to develop, inter alia, their creativity as well as critical thinking and problem-solving skills.
- Promote a culture of reading among learners.

- Develop skills of learning how to learn as well as positive values and attitudes conducive to independent and lifelong language learning.
- Provide, if appropriate, additional support (e.g. materials adaptation, promotion of cross-curricular and extra-curricular language learning, and the development of self-access language learning (SALL) strategies and activities) to prepare classes for the switch to the English medium of instruction at Secondary 4.

By broadening and enriching students' knowledge, skills and experience, the senior secondary English Language curriculum also provides a firm foundation for further study, vocational training or work. It opens up a variety of post-secondary educational and career pathways, particularly in the areas of media production, performing arts, teaching, business, law and social sciences.

1.5 Cross-curricular Links

Consistent with the primary and junior secondary English Language curricula, the senior secondary English Language curriculum recognises the importance of fostering greater connection between English Language and other subjects through cross-curricular collaboration. Such a vision is rooted in the belief that learners should explore knowledge and gain experience in a comprehensive and integrative manner. When they are able to make connections among ideas and concepts, their motivation will be raised and their learning strengthened. Likewise, the knowledge they acquire, and the skills and positive attitudes they develop in each key learning area (KLA) will be enhanced. For more information on how cross-curricular collaboration can be achieved through language curriculum planning and development, please refer to sections 3.4.5 and 3.5.2.

Chapter 2 Curriculum Framework

The curriculum framework for English Language embodies the key knowledge, skills, values and attitudes that students are to develop at the senior secondary level. It forms the basis on which schools and teachers plan their school-based curriculum and design appropriate learning, teaching and assessment activities.

2.1 Design Principles

The design of the senior secondary English Language curriculum is founded on the following principles, which are congruous with those recommended in the *Senior Secondary Curriculum Guide* (2007):

- Building on the knowledge, skills and positive values and attitudes that learners have developed through the English Language curriculum for basic education (P1 – S3);
- Promoting assessment for learning by building on the experience of School-based Assessment (SBA) and standards-referenced reporting, beginning in the 2007 Hong Kong Certificate of Education Examination (HKCEE) for English Language, and facilitating the use of standards to inform learning and teaching and to enhance alignment between curriculum and assessment;
- Achieving a balance between breadth and depth in language learning to facilitate articulation to further study/vocational training or entry into the workforce;
- Achieving a balance between theoretical and applied learning by giving equal emphasis to both language learning and language use;
- Providing a balanced and flexible curriculum to cater for learners' diverse needs, interests and abilities;
- Promoting independent and lifelong language learning through developing students' learning how to learn skills, and encouraging learner-centred pedagogical approaches involving inquiry and problem-solving;
- Providing a recommended progression plan to facilitate school-based curriculum planning and allow insights into the various aspects of learning that learners will be exposed to at various year levels; and
- Fostering greater connection between English Language and other subjects through encouraging cross-curricular collaboration.

2.2 The English Language Education Key Learning Area Curriculum Framework

The curriculum framework for the English Language Education KLA provides an overall structure for organising learning and teaching for the subjects of English Language (P1 – S6) and Literature in English (S4 – 6). English Language is a core subject in the English Language Education curriculum, whereas Literature in English is an optional subject. The framework sets out what learners should know, value and be able to do at various stages of schooling from Primary 1 to Secondary 6. It gives schools and teachers flexibility and ownership to plan and develop a range of diverse strategies to meet their students' varied needs.

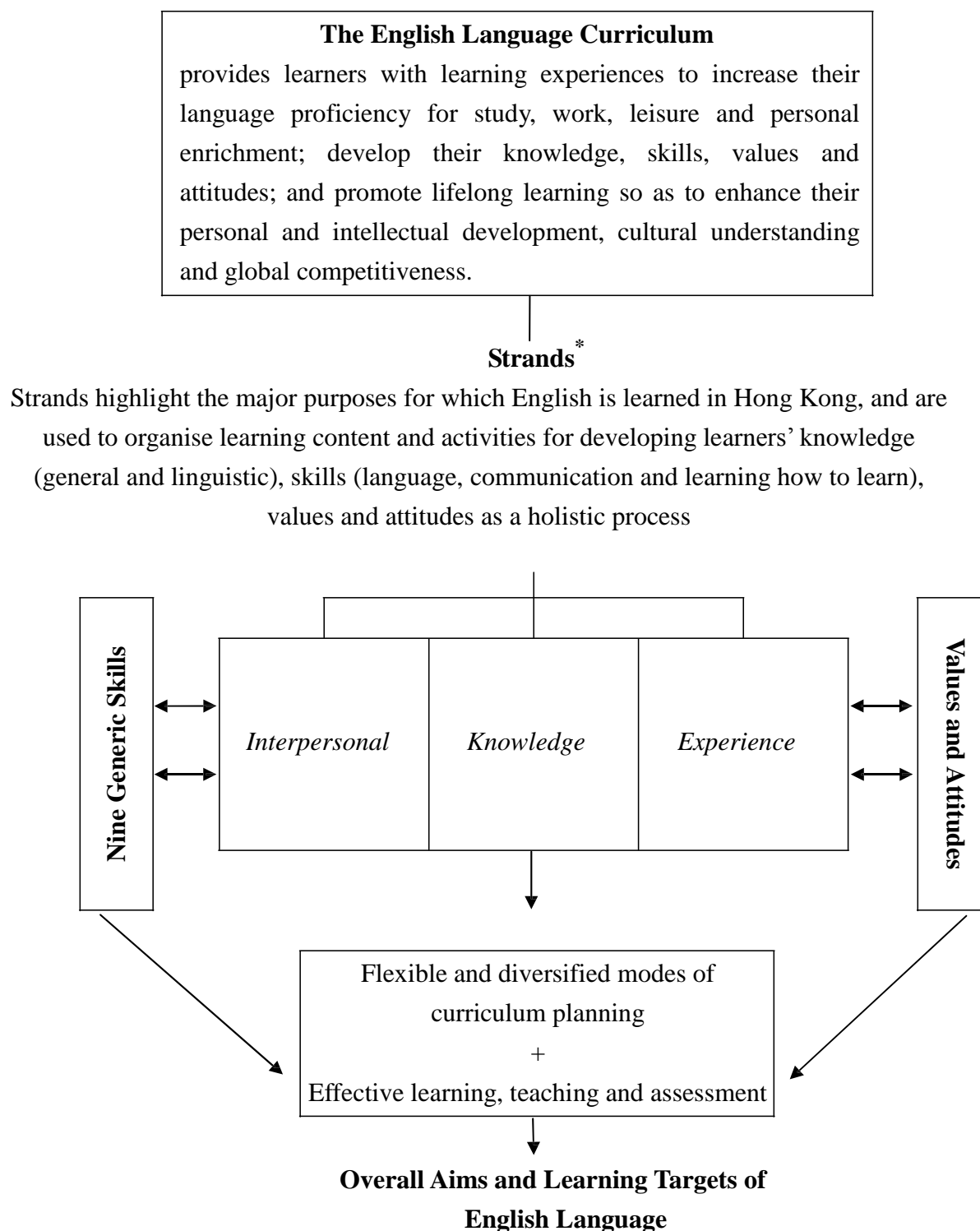
The rest of this section focusses on the framework of the English Language curriculum as a whole. For more information on the framework of Literature in English, please refer to the *Literature in English Curriculum and Assessment Guide (Secondary 4 – 6)* (2007).

The English Language curriculum framework comprises a set of interlocking components including:

- subject knowledge and skills, which are expressed in the form of learning targets in the Interpersonal, Knowledge and Experience Strands, as well as learning objectives;
- generic skills; and
- positive values and attitudes.

Figure 2.1 on the following page is a diagrammatic representation highlighting the major components of the English Language curriculum framework.

Figure 2.1 Diagrammatic Representation of the English Language Curriculum Framework



* Strands have been referred to as "Dimensions" in earlier English Language curriculum documents such as the *CDC Syllabus for English Language (Secondary 1-5)* (1999).

2.2.1 Strands

Strands are categories through which to organise the curriculum. In the English Language Education KLA, three interrelated Strands of Interpersonal, Knowledge and Experience are employed as content organisers for the purpose of developing learners' knowledge, skills, values and attitudes as a holistic process.

2.2.2 Generic Skills

The component of generic skills is fundamental in enabling learners to learn how to learn. Altogether, nine types of generic skills have been identified:

- collaboration skills;
- communication skills;
- creativity;
- critical thinking skills;
- information technology skills;
- numeracy skills;
- problem-solving skills;
- self-management skills; and
- study skills.

These skills are to be developed through learning and teaching in all the KLAs. To a large extent, they are embedded in the curriculum content of English Language. Collaboration, communication, creativity, critical thinking, problem-solving and study skills are in particular nurtured through its delivery.

2.2.3 Values and Attitudes

The values that we develop underpin our conduct and decisions. They can be positive or negative in effect. Examples of positive values include honesty, self-esteem and perseverance. Examples of positive social values include equality, interdependence and tolerance. An example of a negative value is egocentricity.

Attitudes are personal dispositions, which may also affect our behaviour positively or negatively. Learners need to develop positive attitudes such as responsibility, open-mindedness and co-operativeness for healthy development.

Among the learning objectives of the English Language Education KLA, there are language development strategies and positive attitudes related to language learning. They are especially relevant to the development of the generic skills and the personal and social values and attitudes broadly recognised and valued in all KLAs.

Examples of how the English Language Education KLA contributes to the development of generic skills and positive values and attitudes are provided in Appendix 1.

2.3 Structure and Organisation of the Senior Secondary English Language Curriculum

2.3.1 Aims

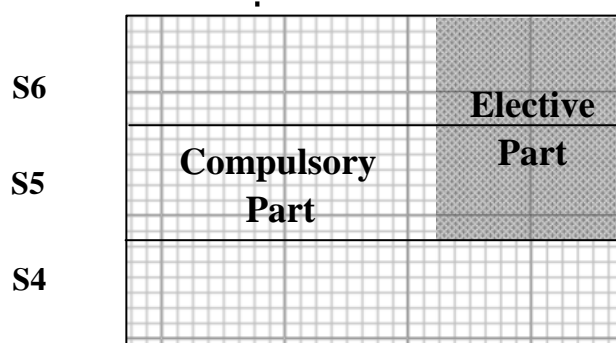
As an integral part of the continuum of English Language education at school level, the English Language curriculum at the senior secondary level specifically aims to enable learners to:

- broaden and deepen the language competencies they have developed through basic education (P1 – S3), so that they are able to use English with increasing proficiency for personal and intellectual development, effective social interaction, further study, vocational training, work and pleasure;
- further develop their interest and confidence in using English as their understanding and mastery of the language grow;
- further broaden their knowledge, understanding and experience of various cultures in which English is used;
- develop and prepare themselves for further study, vocational training or work; and
- further develop learning how to learn skills and positive values and attitudes conducive to meeting the needs of our rapidly changing knowledge-based society. These include the interpretation, use and production of texts for pleasure, study and work in the English medium.

2.3.2 Design

The senior secondary English Language curriculum seeks to build on the effective learning and teaching practices promoted in basic education (P1 – S3). As presented in Figure 2.2, it consists of a Compulsory Part and an Elective Part.

Figure 2.2 Senior Secondary English Language Curriculum



Both the Compulsory and Elective Parts include the learning of English Language in the Interpersonal, Knowledge and Experience Strands. They also comprise the same learning objectives, which embody the essential content of learning for English Language at the senior secondary level.

English Language, as a core subject, accounts for 310 to 375 hours¹ in the senior secondary curriculum. The suggested time allocation for the Compulsory and Elective Parts of the English Language curriculum is as follows:

	Percentage of lesson time
Compulsory Part	75%
Elective Part	25%

More information on the Compulsory Part and the Elective Part is provided in sections 2.3.5 and 2.3.6 respectively.

2.3.3 Learning Targets

The subject target of English Language is for learners to develop an ever-improving capability to use English:

- to think and communicate;
- to acquire, develop and apply knowledge;
- to respond and give expression to experience;

and within these contexts, to develop and apply an ever-increasing understanding of how language is organised, used and learned.

¹ The NSS curriculum is designed on the basis of 2,500 lesson hours. A flexible range of total lesson time at 2,400±200 hours over three years is recommended for school-based planning purposes to cater for school diversity and varying learning needs while maintaining international benchmarking standards.

As always, the amount of time spent in learning and teaching is governed by a variety of factors, including whole-school curriculum planning, learners' abilities and needs, students' prior knowledge, teaching and assessment strategies, teaching styles and the number of subjects offered. Schools should exercise professional judgement and flexibility over time allocation to achieve specific curriculum aims and objectives as well as to suit students' specific needs and the school context.

The subject target is supported by three interrelated Strands which define the general purposes of learning English:

- Interpersonal Strand (for interpersonal communication);
- Knowledge Strand (for developing and applying knowledge); and
- Experience Strand (for responding and giving expression to real and imaginative experience).

At the senior secondary level, learners are expected to achieve the following targets for English Language under the three Strands. These are built on those for Key Stage (KS) 3 (i.e. S1 – 3):

Interpersonal Strand

- a. to establish and maintain relationships and routines in school, community and work situations
- b. to converse, discuss, compare, argue, evaluate and justify points of view about feelings, interests, preferences, ideas, experiences and plans
- c. to communicate a range of more complex messages, both oral and written, for different audiences and purposes
- d. to participate with others in planning, developing, organising, carrying out and evaluating more complex and extended events
- e. to obtain and provide objects, services and information in a wider and more complex range of real and simulated situations

Knowledge Strand

- a. to provide or find out, select, analyse, organise and present information on familiar and unfamiliar topics
- b. to interpret and use more extensive and complex information through processes or activities such as ordering, describing, defining, classifying, comparing, explaining, justifying, predicting, inferring, summarising, synthesising, evaluating and drawing conclusions
- c. to identify and discuss critically ideas, issues, themes, arguments, views and attitudes in spoken and written texts, make connections, refine or generate ideas, and express or apply them
- d. to identify and define more complex problems from given information, consider related factors, explore and discuss options, solve the problems, evaluate and justify the solutions, or offer alternatives

- e. to develop, refine and re-organise ideas, and to improve expression by making appropriate revisions to one's own written texts independently and collaboratively
- f. to understand how the English language works in a wide range of contexts and how more complex texts are organised and expressed; and apply this understanding to one's learning and use of the language

Experience Strand

- a. to develop a response to a wider range of imaginative or literary texts* through activities such as:
 - participating in the presentation of such texts
 - identifying, interpreting and discussing themes
 - appreciating the use of language including the use of rhythm and rhyme, other sound patterns and rhetorical devices
- b. to respond to characters, events, issues and themes in imaginative and other narrative texts through oral, written and performative means such as:
 - making predictions and inferences
 - analysing the actions and motivations of characters and the significance of events
 - relating the characters and events to one's own experiences
 - articulating and presenting one's views and feelings
 - putting oneself in the roles and situations in the story
 - participating in dramatic presentations and reflecting on the way in which authors use language to create effects
- c. to give expression to imaginative ideas through oral, written and performative means such as:
 - reading aloud and solo or choral speaking
 - role-plays, dramatic presentations or improvisation
 - providing oral and written descriptions (or perhaps drawings) to illustrate one's personal response to a situation, object or character, or one's analysis of them
 - writing journals or diaries
 - writing stories with a sound awareness of purpose and appropriate development of plot and character
 - creating poems and lyrics
 - creating short dramatic episodes
- d. to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events, dramatic presentations or monologues,

* Throughout this document, the term "imaginative or literary texts" refers to a broad range of language arts materials including poems, novels, short stories, dramas, films, film scripts, jokes, advertisements, song lyrics, radio and television programmes, etc.

incorporating where appropriate reflections on their significance

2.3.4 Learning Objectives

Learning objectives define more specifically what learners are expected to learn. They serve as a reference list for curriculum, lesson and activity planning. The learning objectives for English Language at the senior secondary level are built on those for KS3 and are organised under the following general areas:

- Forms and Functions;
- Skills and Strategies; and
- Attitudes.

Forms and Functions

Language Items and Communicative Functions

Language items include a range of grammatical forms and structures that learners need to develop as they perform the communicative functions. Learners at the senior secondary level should already have encountered most of the essential structures of English and have applied them in various situations. Items learned at KS3 should be consolidated and extended to a greater degree of complexity at this level.

The following list serves to illustrate the relationships between some of the language items and communicative functions for senior secondary learners. It is by no means exhaustive. Exponents may vary according to contextual elements, such as physical location and the relative social status of addresser and addressee. Teachers are encouraged to provide meaningful contexts in which the language items can be used for purposeful communication.

<i>Language Items and Communicative Functions</i>	<i>Examples</i>
Use adjectives, adverbs, formulaic expressions, etc., to make comparisons and give descriptions of processes and situations	Exercise will make you <u>healthier and stronger</u> . You cannot expect <u>more</u> pay for <u>less</u> work. John walks and talks <u>like</u> his father. Although the twins look <u>alike</u> , they are very <u>different</u> in character. To a large extent, the two pieces of work are <u>similar</u> in terms of content. It's an own goal! <u>What a blunder!</u>

<i>Language Items and Communicative Functions</i>	<i>Examples</i>
Use the simple present tense, gerunds, conditionals, etc., to make general statements about the world and “universal truths”	<p>Greed is not the only force that <u>moves</u> the world.</p> <p>Hong Kong <u>is</u> a financial centre.</p> <p><u>Surfing the Internet</u> is a very popular pastime among Hong Kong teenagers.</p> <p><u>If</u> there <u>is</u> a thunderstorm, you <u>should not swim</u> in the sea.</p>
Use a variety of tenses, the passive voice, reported speech, adverbs, etc., to refer to events in the past, present and future and to the frequency with which things occur	<p>He said that he <u>used to swim</u> for half an hour every morning.</p> <p>I <u>may have thrown</u> away the book by mistake.</p> <p>My brother <u>is working</u> as a nurse in a local hospital for the time being.</p> <p>I was watching the stars <u>when I saw a strange flying object</u>.</p> <p>Manchester United <u>will be playing</u> against Millwall in the FA Cup Final.</p> <p>He <u>has been talking</u> on the cell-phone for two hours already.</p> <p>I <u>will get</u> in touch with you sometime next week.</p> <p>Security in the region <u>is threatened</u> by the recent bomb attacks.</p> <p>She <u>has been</u> the Chief Executive Officer of that company for seven years.</p> <p>The volcano <u>last</u> erupted in 1960.</p>

<i>Language Items and Communicative Functions</i>	<i>Examples</i>
Use conditionals, inversions, formulaic expressions, etc., to express gratitude and regret	<p><u>Had it not been</u> for my teacher, I <u>would never have had</u> the confidence to finish this project.</p> <p><u>I wish I had been</u> more careful with my spending.</p> <p><u>If you had come</u> earlier, <u>you would have met</u> Michael Jordan.</p> <p><u>May I take this opportunity to express our deepest gratitude to</u> all our teachers for their guidance, patience and support?</p> <p><u>I'm sorry</u> I won't be coming to your graduation ceremony.</p> <p><u>It's a pity</u> that the concert has to be cancelled because of the typhoon.</p>
Use adjectives, inversions and formulaic expressions to pay a compliment or to make a criticism	<p><u>Never have I seen</u> such a badly put together documentary.</p> <p><u>Well done.</u></p> <p><u>How clever of you</u> to think of all that.</p> <p>Our students were deeply <u>impressed</u> by the love and respect with which the elderly were treated in your centre.</p>
Use formulaic expressions, adverbial clauses, etc., to make a complaint	<p><u>I've had enough of</u> this nonsense.</p> <p><u>I'm afraid that</u> the noise your dog makes has kept us awake all night.</p> <p><u>What a nuisance</u> it is to have to fill in so many forms!</p> <p>You have shown no improvement in your behaviour <u>even though you have been warned several times.</u></p>

<i>Language Items and Communicative Functions</i>	<i>Examples</i>
Use adverb phrases and adverbial clauses of reason, concession, result, etc., to justify one's behaviour, decision and point of view in a variety of situations	<p>We have put more chairs in the school hall <u>in order that more people can be accommodated</u>.</p> <p>Mr Lee has decided to stop selling deep-fried snacks in the tuck shop <u>because of</u> parental pressure.</p> <p><u>As a result of</u> the new law, many foreign workers are allowed to work in Hong Kong.</p> <p><u>Owing to</u> the heavy rain, the concert was cancelled.</p> <p>The two friends have fallen out <u>due to</u> a misunderstanding.</p>
Use adjectives, adjective phrases, formulaic expressions, etc., to describe one's feelings and responses to happenings and states of affairs in some detail	<p>It's difficult to describe my feelings at the airport. I was <u>thrilled</u> about studying abroad, <u>sad</u> to leave my family and friends, a little <u>anxious</u> about adapting to a new place, and intensely <u>aware</u> that I had to make something of myself.</p> <p>The runners were <u>too tired to move</u> after the marathon.</p> <p><u>Embarrassed by his careless blunder</u>, John went all red in the face.</p> <p><u>You must be joking!</u></p> <p><u>What a shame!</u></p>
Use modals and formulaic expressions to ask for and give advice on a variety of matters	<p><u>We would be grateful if you could</u> supply us with information on university education in the United Kingdom.</p> <p><u>Could you</u> give us some hints on how to solve the problem?</p> <p><u>Why don't you</u> add more illustrations to your project?</p> <p><u>Perhaps you should</u> discuss this with your parents.</p> <p>Yes, <u>it is a good idea</u> for our students to take part in voluntary service.</p>

<i>Language Items and Communicative Functions</i>	<i>Examples</i>
Use modals and formulaic expressions to ask for favours and assistance	<u>Can</u> you pass me the salt please? <u>Could</u> you tell me where the supermarket is? <u>Do you mind</u> changing seats with us please? I <u>should be</u> grateful if you <u>would</u> let me have the results as soon as possible.
Use modals and formulaic expressions to express obligation and prohibition	You <u>ought to</u> report the incident to the police. <u>Under no circumstances</u> should you touch this button.
Use modals and formulaic expressions to request, offer, accept and decline help	<u>Can you</u> give me a hand? <u>What can I do for you?</u> <u>Is there anything I can do for you?</u> <u>Thank you, that's very kind of you.</u> <u>No, thank you. I can finish this project on my own.</u>
Use modals, appropriate verbs and formulaic expressions to invite, make and refuse suggestions and proposals	<u>Please feel free to</u> make suggestions. <u>Let's</u> make a card for mum and dad's wedding anniversary. I <u>suggest that you</u> help create a school garden to grow vegetables. A: <u>Why don't we</u> bring our own tents to the campsite? B: <u>That may not be a good idea.</u> A typhoon is approaching. <u>I'd rather</u> sleep indoors. <u>I'm afraid</u> that your proposal has been rejected by the committee.
Use modals, formulaic expressions, etc., to seek information	<u>Excuse me</u> , we're students from Man Yiu College. We're collecting the views of visitors on Hong Kong. <u>Can you spare us a few moments?</u>

<i>Language Items and Communicative Functions</i>	<i>Examples</i>
Use imperatives, sequence words and formulaic expressions to give instructions in a variety of contexts	<p>The Teaware Museum is in Hong Kong Park. <u>Go</u> by MTR. <u>Get off</u> the train at Admiralty. <u>Then take</u> the Pacific Place exit. From there, it's only a 5-minute walk.</p> <p><u>First, search</u> in the library catalogue for all the books on this topic. <u>Scan</u> the contents page and index to locate useful information. <u>Next, collect</u> illustrations, photos or <u>make</u> your own models. <u>After that</u>, you should carefully consider your own views on the matter. <u>Then, organise and present</u> your materials in an interesting manner. <u>Finally, make sure</u> you hand in your work on time.</p>
Use formulaic expressions to make and answer telephone calls	<p><u>I'm afraid</u> Mr Chan is at a meeting. <u>Can I take a message?</u></p> <p><u>Would you like to leave a message?</u></p>
Use modals, formulaic expressions, adjectives, the passive voice, etc., to make observations	<p>I <u>can see</u> that you have put <u>a great deal of</u> effort into this project.</p> <p>Never have I seen such <u>marvellous</u> work before!</p> <p>We <u>observe</u> that most students in this class prefer to have a packed lunch.</p> <p>He <u>was overheard</u> criticising the project.</p>
Use modals, formulaic expressions, adjectives, etc., to make enquiries	<p><u>I am writing to enquire about</u> the possibility of being exempted from the oral examination.</p> <p><u>I should be grateful if you could inform me</u> of the procedures I have to follow in order to apply for this job.</p>

<i>Language Items and Communicative Functions</i>	<i>Examples</i>
Use adverbial clauses, modals and formulaic expressions, etc., to deal with enquiries and respond to requests or complaints	<p><u>With reference to</u> your request for a replacement for the CD you bought <u>recently</u>, <u>I regret to inform</u> you that this title is already sold out.</p> <p><u>I write to clarify</u> the possible misunderstanding which <u>might</u> have arisen during the meeting between the two parties.</p> <p><u>I represent</u> the Students' Union of our school and wish to apologise for the late payment for our purchases from your company.</p> <p><u>Let me apologise</u> on behalf of the company.</p> <p><u>We deem it necessary</u> to ban smoking in our shopping centre.</p> <p><u>Should you have any queries</u>, please contact me directly.</p>
Use a variety of tenses, prepositions, formulaic expressions, adjectives, adverb phrases, adverbial clauses, the passive voice, etc., to express factual information	<p><u>According to</u> the statistics, there <u>has been</u> a sharp rise in the number of visitors from Mainland China <u>during the last eight months</u>.</p> <p><u>As a matter of fact</u>, more and more university students take up part-time jobs nowadays for a variety of reasons. Some do it <u>because they have a real need to pay their increasingly high tuition fees</u>.</p> <p>UNICEF's work <u>is guided</u> by the Conventions on the Rights of the Child.</p> <p>Family problems have become more and more <u>acute</u> these days.</p>
Use a variety of tenses, prepositions, adjectives, adverb phrases, adverbial clauses, the passive voice, etc., to present plans	<p>The school authority <u>plans</u> to build a new wing next to the hall <u>during the summer holiday</u>.</p> <p>A 4% increase in spending on education <u>has been planned</u>.</p> <p><u>I'm going to send</u> you an e-mail <u>as soon as I get to Canada</u>.</p>

<i>Language Items and Communicative Functions</i>	<i>Examples</i>
Use a variety of tenses, the passive voice, adverb phrases, adverbial clauses, etc., to find and provide evidence for a particular conclusion	<p><u>Considering</u> the figures provided by the government, <u>it is evident that</u> the economy has been enjoying a rebound.</p> <p>It <u>has been proved</u> that passive smoking is extremely dangerous to health.</p> <p><u>As a result of</u> the strengthened police protection scheme for witnesses, more crimes were reported last month.</p> <p><u>There is no information</u> as to which political parties are the more popular among the public, and so a survey is being carried out by local experts.</p> <p>The candidate is likely to win the election <u>since she is way ahead of her opponent according to a recent poll</u>.</p>
Use imperatives, modals, adjectives, adverbial clauses, formulaic expressions, rhetorical questions, etc., to give and justify recommendations and make proposals	<p><u>Stop</u> buying electrical appliances or products that are not <u>energy-efficient</u>.</p> <p><u>In order to</u> stop bullying, victims of bullying <u>must be convinced</u> that they can do something about it.</p> <p><u>I feel strongly</u> that the government should redouble its efforts to stop discrimination against the disabled.</p> <p><u>It is of the utmost importance</u> for the government to review Hong Kong's language policy.</p> <p><u>Would it not make more sense</u> to promote the use of canvas bags instead of plastic bags?</p> <p><u>Another alternative</u> is to encourage manufacturers to use recycled paper as far as possible.</p>

<i>Language Items and Communicative Functions</i>	<i>Examples</i>
Use the simple present tense, adverb phrases, adjectives, gerunds, conditionals, formulaic expressions, etc., to express personal feelings, opinions and judgements, and present arguments	<p>I <u>really appreciate</u> your firm stance on environmental issues.</p> <p>I am <u>very frustrated</u> by the lack of public swimming pool facilities in my neighbourhood.</p> <p><u>Creating more job opportunities</u> should be the most important issue on the agenda.</p> <p><u>If the government had publicised</u> its new policy better, the reactions from parents <u>would have been</u> more supportive.</p> <p><u>In my opinion</u>, child abuse has already become a major social problem in Hong Kong.</p> <p><u>I'm afraid</u> family problems have become more and more acute these days.</p>
Use a variety of tenses, the passive voice, adverb phrases and adverbial clauses, formulaic expressions, etc., to give presentations on a variety of topics	<p><u>I've just read about a topic</u> which worries me a lot: drug abuse.</p> <p><u>There is no doubt that</u> parents are very concerned about recent reports of bullying.</p> <p><u>First of all</u>, I would like to talk about the arrangements for the proposed trip.</p> <p><u>I would like to conclude</u> with the following suggestions: ...</p> <p>My findings <u>can be summarised</u> as follows: ...</p>
Use a variety of tenses, modals, adverb phrases, adverbial clauses, formulaic expressions, etc., to participate in and follow group discussion	<p><u>Should we begin our discussion</u> with the first item on the agenda?</p> <p><u>In that case, do you think it's a good idea</u> to bring in more native speakers <u>even though it may increase our budget</u>?</p> <p><u>May I finish</u> my point first before you voice your opinion?</p> <p><u>Do you mean</u> you don't agree with the idea at all?</p> <p>Well, yes, <u>to a certain extent</u>.</p> <p>It seems we all think differently and it is quite impossible for us to come to a consensus. <u>Shall we take a vote</u>?</p>

Vocabulary

The vocabulary items that learners encounter, acquire and use at each Key Stage vary with the tasks and the amount of language support that learners experience in the learning process. Learners at the senior secondary level need to be exposed to a wide range of vocabulary items, including phrasal verbs, idioms and fixed expressions to help them to communicate and carry out various learning tasks effectively. In selecting these vocabulary items, teachers should pay attention to such factors as learners' needs, including those related to the understanding of topics in other content subjects, the distinction between vocabulary for recognition and active use, frequency of use, and occurrences across different text-types.

In addition, it is essential to introduce senior secondary learners to a range of vocabulary-building strategies, such as:

- knowledge of word formation;
- collocation;
- knowledge of lexical relations;
- guessing and inferencing;
- using the dictionary and thesaurus;
- recording words; and
- retaining words.

For more information on how to help learners to develop and use these strategies, please refer to Appendix 2.

Text-types

Text-types refer to different forms of speech and writing. The intended purpose and audience of each text-type determine its structural, stylistic and linguistic features.

Different text-types provide meaningful contexts for the learning and purposeful use of specific language items and vocabulary. Repeated exposure to a wide variety of text-types from print and non-print sources allows learners to increase their awareness and build up their experience of how text-types work. Conscious learning and explicit, systematic teaching of different text-types, including the features they involve, enable learners to become more effective readers and more proficient language users.

The range of text-types should be widened at higher levels of learning. The text-types that

learners are exposed to and are expected to produce at the senior secondary level will build on those they have learned at KS3 and will be more complex. The selection of text-types will depend on learners' needs, experiences and interests.

The following is not intended as a checklist. Rather, it suggests the variety and range of texts that learners may be exposed to and produce at the senior secondary level, in addition to those developed in KS1 (P1 – 3), KS2 (P4 – 6) and KS3 (S1 – 3):

<i>Additional text-types for Senior Secondary</i>	
<ul style="list-style-type: none"> • Abstracts/Synopses • Agendas • Debates • Documentaries • Editorials • Essays • Feature articles 	<ul style="list-style-type: none"> • Films • Minutes • Novels • Proposals • Public speeches • Resumes • Thesauruses

Please see Appendix 3 for the text-types that learners are expected to have encountered in Primary 1 to Secondary 3.

Skills and Strategies

In order for learners to be able to use English effectively for the purposes described in the learning targets, it is essential that they develop competence in the skills of Listening, Speaking, Reading and Writing. Learners also need to develop Language Development Strategies in order to become motivated, independent and responsible for their own learning. (Please refer to the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – 6)* (2004) and the *CDC Syllabus for English Language (Secondary 1 – 5)* (1999) for more information on the skills and strategies covered in previous Key Stages.)

Listening

Listen for Information, Ideas, Intended Meanings, Views, Attitudes and Feelings in a Variety of Spoken Texts

- understand and interpret spoken texts in a range of situations and for different purposes
- identify details that support a main idea

- predict the likely development of ideas
- understand the use of discourse markers
- establish and infer meanings from clues
- distinguish between facts and opinions in spoken texts
- understand speakers' intentions, views, attitudes or feelings
- understand both connotative and denotative meanings of words
- understand speakers with a variety of accents*

Speaking

Present Information, Ideas, Intended Meanings, Views, Attitudes and Feelings Clearly, Coherently and Appropriately in a Variety of Contexts

- present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies for various contexts and purposes
- describe details that support a main idea
- use a variety of vocabulary appropriately
- use language appropriate to the role or situation at different levels of formality
- use persuasive devices effectively*

Participate Effectively in an Oral Interaction

- open and close an interaction appropriately
- verbalise inability to understand, ask for slower repetition and spelling when needed
- maintain an interaction by being a good listener and take turns at the right moment
- make judgements and suggestions, support and develop the views of others, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate
- lead or guide discussion and negotiations, using effective strategies
- solicit sharing of experiences, views, attitudes and values
- use appropriate interaction skills and conversational strategies
- use appropriate register (formal or informal) in conversations*

Reading

Understand, Interpret and Analyse a Variety of Written Texts

- use linguistic and contextual clues, knowledge of features of different text-types and

* Note: These items are more demanding and require considerable teacher support.

knowledge of the world to determine the meaning of the written text

- identify main and supporting ideas
- relate cause to effect
- relate evidence to conclusions
- recognise the rhetorical functions performed by sentences in the development of a text
- follow and evaluate the development of a point of view or argument
- distinguish different points of view and arguments
- discriminate between different degrees of formality
- appreciate the stylistic variations between text-types
- interpret how linguistic and structural devices achieve certain effects
- understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic*
- understand the different types of meaning of words, and the semantic associations that exist among words*
- detect faulty or misleading arguments*
- evaluate critically views and attitudes*

Writing

Present Information, Ideas, Views, Attitudes and Feelings Clearly, Coherently and Appropriately in a Variety of Written Texts

- plan and produce coherent and structured texts
- organise and integrate information and ideas, and write texts appropriate to the context, purpose and audience
- present different views and arguments clearly and logically
- present and elaborate main ideas and supporting details through exemplifications, paraphrases, explanations, etc.
- relate events and their causes and effects
- adjust the balance of ideas and the length of text to meet the requirements of different text-types
- draft, revise and edit a piece of writing
- use appropriate discourse markers to signal the development of ideas
- use appropriate linguistic and structural devices, a variety of structures and an appropriate range of vocabulary to achieve desired purposes
- use the salient features of a range of text-types appropriately
- use persuasive devices effectively*

* Note: These items are more demanding and require considerable teacher support.

- use appropriate style and register (formal or informal) in writing*

Language Development Strategies

- Develop thinking skills
 - use reasoning skills (e.g. analyse for a particular purpose, make inferences, use induction and deduction, draw conclusions)
 - explore and speculate about possibilities
 - analyse data and situations systematically for better understanding or to solve problems
 - generate criteria and principles for action and judicial thinking
- Develop reference skills
 - use the library and the Internet regularly to collect information and develop research skills
 - identify relationships (e.g. grouping/differentiating, cause/effect, priority/sequence/order, similarities and differences) between the ideas expressed within texts
- Develop information skills
 - collect, evaluate and store information systematically
 - adapt materials, text-types, systems, etc., for supporting and illustrating various topics
 - employ graphic forms (e.g. pie/column charts, cartoons and maps) to organise information and aid the presentation of ideas
 - make notes from spoken and written sources, using abbreviations as far as possible (e.g. i.e., &)
 - take down the main points and important supporting details
 - make precise and concise notes
- Develop enquiry skills
 - ask for advice and suggestions on how to complete an assignment, and take note of such advice and suggestions
 - use appropriate tone and approach when asking for information and explanation
 - repeat questions and seek clarification politely and pleasantly
 - use appropriate opening remarks and formulaic expressions
 - request explanation when there is misunderstanding, or pose questions in a polite and pleasant way
 - understand the use of different tones and degrees of formality

* Note: These items are more demanding and require considerable teacher support.

- ask follow-up questions appropriate to the occasion
- ask for information or material, both formally and informally, by writing simple notes or letters
- Plan, manage and evaluate one's own learning
 - set meaningful realistic goals, and determine what resources are available for improving one's language proficiency
 - seek or create opportunities to learn and use English in natural, realistic settings such as making use of community resources and support
 - make arrangements for broadening and deepening one's learning (e.g. researching job prospects, and finding out about opportunities for further education locally and overseas)
 - evaluate one's own progress and note one's strengths and weaknesses
 - identify ideas and data that support opposite views, weighing pros and cons, advantages and disadvantages
 - look for ideas and information by using printed texts, online bibliographic databases, CD-ROMs, the Internet and the media
- Self-motivation
 - identify tangible goals for self-development
 - take every opportunity to practise as much as possible, and try to look out for or create these opportunities
 - develop endurance and tolerance in the face of hardships
 - overcome shyness and inertia by deliberately urging oneself to face challenges
- Work with others
 - communicate to the point (e.g. explain precisely and clearly, give clear and precise descriptions, justifications or illustrations)
 - ask others for help and offer help to others
 - employ negotiation skills to solicit support, bargain, reach consensus, compromise or solve problems
 - listen to different opinions and respond appropriately
 - express views and suggestions, draw conclusions and make decisions

Attitudes

The development of positive attitudes, along with knowledge and skills, is an integral part of the curriculum. The development of some attitudes, such as confidence in using English, is likely to be important to all learning activities. Others, such as awareness of English as an international language of communication, will only be consciously developed in specific tasks. Opportunities for exploring, developing and encouraging positive attitudes should be

provided in learning tasks.

At the senior secondary level, the development of the following attitudes is encouraged, in addition to those developed in KS1, KS2 and KS3:

- an open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people;
- a serious attitude towards language learning with an attempt to improve one's capability;
- a critical attitude towards the ideas and values encountered in spoken and written English texts;
- an awareness of the value and power of language; and
- a cautious and critical attitude towards the use of language to achieve the desired effect.

2.3.5 Compulsory Part

In this and the next section, the nature, purposes and relationship of the Compulsory and Elective Parts of the curriculum are further described.

In the Compulsory Part, teachers are encouraged to continue with what they do at the junior secondary level, i.e. delivering the learning content by way of the task-based approach to language learning. They will apply the organising structure of Modules, Units and Tasks to facilitate the learning and teaching of the four language skills, grammar, communicative functions, vocabulary and text-types. As noted in section 2.3.2, it is suggested that up to 75% of lesson time be allocated to the learning and teaching of the Compulsory Part.

Below is a list of suggested modules and units for the senior secondary level:

- Getting along with Others
 - Friendship and Dating
 - Sharing, Co-operation, Rivalry
- Study, School Life and Work
 - Study and Related Pleasure/Problems
 - Experiments and Projects
 - Occupations, Careers and Prospects

- Cultures of the World
 - Travelling and Visiting
 - Customs, Clothes and Food of Different Places
- Wonderful Things
 - Successful People and Amazing Deeds
 - Great Stories
 - Precious Things
- Nature and Environment
 - Protecting the Environment
 - Resources and Energy Conservation
- The Individual and Society
 - Crime
 - Human Rights (personal rights, civic rights, respect)
- Communicating
 - The Media and Publications
 - International Network (Internet)
- Technology
 - Changes Brought about by Technology
- Leisure and Entertainment
 - The World of Sports
 - “Showbiz”

2.3.6 Elective Part

The Elective Part includes a range of extension modules which reinforce different aspects of English Language learning. The Elective Part takes up about 25% of lesson time. It serves the purposes of adding variety to the English Language curriculum, broadening students’ learning experience and catering for their diverse needs and interests.

The modules in the Elective Part are categorised into the following two groups:

Language Arts

- Learning English through Drama
- Learning English through Short Stories
- Learning English through Poems and Songs
- Learning English through Popular Culture

Non-Language Arts

- Learning English through Sports Communication
- Learning English through Debating
- Learning English through Social Issues
- Learning English through Workplace Communication

The modules in the Elective Part represent a structured and focussed way of using various approaches to learning English over a sustained period of time. They focus not so much on the explicit teaching of subject knowledge and skills (i.e. the four skills, grammar, communicative functions, vocabulary and text-types) as on providing learners with opportunities to apply them through following a particular approach or exploring a particular topic which may or may not be covered in the Compulsory Part. In addition to developing learners' language skills, the modules enhance the further development of generic skills such as communication, critical thinking, creativity and collaboration.

Schools are encouraged to offer modules that suit the needs of their learners and the school context. In selecting/developing the modules for the Elective Part, teachers should be clear about the purpose and nature of each module, select relevant materials and design suitable learning activities to help learners to achieve the learning objectives. For each module, teachers should aim to engage learners in a variety of activities to develop their language skills, generic skills and cultural awareness, and to help them to gain understanding and knowledge of the topic in focus. Learners should be provided with opportunities to demonstrate their learning or achievements through producing some kind of product. Depending on the nature of the modules, this may be in the form of a performance, a display or a portfolio consisting of learners' work and reflections.

Learners are required to choose three of the modules in the Elective Part during senior secondary, and they should opt for at least one module from each group to avoid a lopsided choice of modules.

Schools are encouraged to start offering the modules in S5, devoting the whole of S4 to the Compulsory Part to lay the necessary language groundwork. However, schools might like to exercise their own discretion and start the modules in S4 if teachers and learners are ready for this. For more information on how to plan and organise the Compulsory and Elective Parts to ensure effective learning progression, please refer to section 3.6. Please also see section 4.3 for ideas about the learning and teaching of the two Parts.

Below are the outlines of the eight suggested modules. For illustration purposes, schemes of work for the modules are provided at <http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html>. The schemes of work provide teachers with detailed information about the kinds of activities and materials they might like to use, as well as suggestions about how to cater for learner diversity. Teachers may refer to the schemes of work for ideas, select and adapt the suggested activities, or make use of other materials available on the market.

LANGUAGE ARTS

Learning English through Drama

General Description

In this module, drama is used as a medium through which learners engage in purposeful communication. Learners will have the opportunity to read/view and appreciate drama texts/performances. Drama activities which offer an extensive range of contexts and roles will be used to boost learners' self-confidence in using English, and to develop their language skills, notably their pronunciation and oral skills, as well as generic skills such as creativity, and communication, collaboration and critical thinking skills. Learners may be asked to participate in the production of a dramatic performance at the end of the module.

Learning Targets

To develop learners' ability to:

- respond to characters, events, issues and themes in dramatic texts through oral, written and performative means
- reflect on the way in which writers use language to create effects
- give expression to imaginative ideas or their own experience through creating drama
- participate with others in planning, organising and presenting dramatic performances
- understand how the English language works in the context of drama, and how dramatic texts are organised and expressed, and apply this understanding to their learning and use of the language

Learning Objectives

1. To strengthen learners' skills of understanding and interpreting dramatic texts through reading and writing
2. To enhance learners' oral skills by encouraging them to experiment with language in different roles and dramatic contexts
3. To strengthen learners' creativity through script writing, oral activities and dramatic performances
4. To help learners to reflect on and evaluate their own performance and those of others

Content

The module comprises three parts.

Part 1 focusses on equipping learners with the knowledge and understanding of the basic skills needed for performing in drama and writing scripts.

Part 2 focusses on providing learners with the experience of writing short scenes and performing dramatised reading.

Part 3 focusses on providing learners with the experience of producing and performing a play.

Time Allocation

Teachers should exercise their discretion in the time allocation for this module.

Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Drama module will focus on learners' demonstration of their ability to:

- use stress and intonation, verbal and non-verbal ways of conveying feelings, emotions and motivations
- use a familiar story to write a short play script
- evaluate scripts given a set of criteria
- perform dramatised reading
- produce and perform a play
- evaluate a performance given a set of criteria

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- quizzes
- process writing
- play scripts
- role-plays
- group rehearsals and performances

Learning English through Short Stories

General Description

This module introduces learners to the world of short stories, encouraging them to read, write and tell them. Learners will be engaged in different activities which aim to develop their understanding of the major features of short stories, their language skills, cultural awareness, critical thinking skills and creativity. Learners will either write their own story or develop a given story outline at the end of the module.

Learning Targets

To develop learners' ability to:

- understand the major features of short stories (e.g. theme, character, plot)
- respond and give expression to the imaginative ideas and feelings expressed in short stories through oral, written and performative means
- understand how the English language works in short stories and apply this understanding to their learning and use of the language

Learning Objectives

1. To help learners to understand the concepts of narration, setting, character, theme and symbol, as well as to consider ways of creating mood, and of writing good story openings, closings and dialogue
2. To help learners to apply the concepts and techniques they have learned in their own writing
3. To enhance learners' skills and interest in reading and appreciating short stories from a wide variety of sources
4. To help learners to talk about works of fiction in an informed way
5. To introduce learners to storytelling as an art form

Content

The module comprises three parts.

In **Part 1**, learners are introduced to the aims, design and content of the module. They will learn to identify and understand the key features of a short story, and read short stories with appreciation.

In **Part 2**, learners read and write specific aspects of a short story such as setting, character, theme, dialogue, opening and closing. They will also start to write their own story for the module by gathering ideas and producing drafts.

In **Part 3**, learners practise oral and story telling skills by sharing a story of their own choice with the class. They will finalise the draft for their module story and perform it to the class.

Time Allocation

Teachers should exercise their discretion in the time allocation for this module.

Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Short Stories module will focus on learners' demonstration of their ability to:

- understand concepts and techniques of short story writing
- apply this understanding to create short examples
- produce a written short story
- comment helpfully on the work of others
- tell or perform stories orally
- read and comment on a number of short stories

A range of activities will be used for assessing learner performance, including:

- short pieces of writing
- an end-of-course short story
- oral performances

Learning English through Poems and Songs

General Description

This module introduces learners to a variety of poems and songs with themes that are of interest to them. Learners will engage in different activities that aim to develop their appreciation of the themes and emotions expressed in poems and songs, acquaint them with poetic language and features, enhance their cultural awareness, stimulate their imagination, and foster their creative use of English. Throughout the module, learners will write/rewrite poems or lyrics and present them through various means. Learners will also produce a journal that contains their own reflections on poems/lyrics they have read in the module.

Learning Targets

To develop learners' ability to:

- understand and appreciate a range of poems and songs
- respond and give expression to the imaginative ideas, moods and feelings expressed in poems and songs through oral, written and performative means
- understand how the English language works to convey themes and evoke feelings in poems and songs, and apply this understanding to their learning and use of the language

Learning Objectives

1. To help learners to understand the themes, structure, features and language in various poetic forms and songs
2. To help learners to understand how moods and feelings are conveyed in poems and songs
3. To help learners to apply the knowledge and techniques they have learned in their own creative production or appreciation of poems and songs

Content

The module comprises five parts.

Part 1 is an introductory component that helps learners to understand what the module will cover and what will be required for the Poem and Song Journal, which is a collection of student-selected poems and songs with their personal responses.

Part 2 introduces learners to various poems and songs. Learners will learn to identify and understand their features, structure, language and themes as well as appreciate them. This part also covers the vocabulary and techniques (e.g. simile, metaphor, rhyme, rhythm) that are used to create feelings, moods and meaning in poems and songs.

In **Part 3**, learners focus on reading and writing different types of poems, such as acrostics, shape poems, limericks, haikus and ballads. Learners will learn the characteristics and features of each of these different types of poem. They will also be encouraged to express various themes and personal feelings by producing poems of their own.

Part 4 focusses on songs. Opportunities are provided for learners to read and identify the language features of song lyrics, to listen to and appreciate songs as well as to write/rewrite lyrics. Learners will also be introduced to a musical and have the chance of performing a song.

In **Part 5**, learners give a presentation or performance based on the poems or songs that they have selected.

Time Allocation

Teachers should exercise their discretion in the time allocation for this module.

Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Poems and Songs module will focus on learners' demonstration of their ability to:

- understand and appreciate the themes and language of poems and songs
- apply some of the techniques they have learned in the creative production of poems and song lyrics
- revise their own poems and songs for content/desired effects
- perform poetry

Assessment will focus primarily on the written and spoken work produced by learners. This will include:

- written personal responses to poems and songs
- creative work, such as original haikus and rewritten lyrics
- presentations and performances
- work that demonstrates the creative use of language in real-life contexts

Learning English through Popular Culture

General Description

In this module, learners will be provided with opportunities to extend their range of English abilities through exploring popular culture. They will be exposed to an array of popular culture texts covering a range of text-types, such as reviews, newspaper/magazine columns, photo captions, advertisements and commercials. They will engage in different activities which aim to increase their critical thinking, creativity and cultural

awareness. At the end of the module, they will present a selection of their work in a form that is agreed upon between them and the teacher (e.g. a time capsule, an online publication, a newspaper-type publication).

Learning Targets

To develop learners' ability to:

- understand a variety of written and spoken texts related to popular culture
- analyse popular culture texts to understand the typical features, language and structures
- respond and give expression to experiences, events, ideas, characters or issues through creative writing, performance and personal reflections
- understand how the English language works in different texts in popular culture and apply this understanding to their learning and use of the language

Learning Objectives

1. To help learners to understand and interpret ideas, information, facts, opinions and intentions presented in written and spoken texts related to popular culture
2. To help learners to develop the vocabulary, language, format and styles used in various texts of popular culture
3. To help learners to apply the knowledge and skills they have learned in their creative production and appreciation of popular culture texts

Content

This module is divided into three parts.

In **Part 1**, learners are introduced to the basic concepts involved in this module, such as what popular culture means and what defines popular culture texts. They also need to consider the form that the end-of-module presentation of work will take.

In **Part 2**, learners are introduced to different text-types that are tied to different areas of popular culture (e.g. photo captions, comic strips, columns, advertisements and commercials, and reviews). Learners are provided with opportunities to learn about the content, language and stylistic features that are typically associated with the text-type in question, and to produce the text-type using a process approach.

In **Part 3**, learners give presentations of the work that they have produced.

Time Allocation

Teachers should exercise their discretion in the time allocation for this module.

Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Popular Culture module will focus on learners' demonstration of their ability to:

- understand and interpret ideas and information in different popular culture texts
- identify the distinguishing language and stylistic features of different popular culture text-types
- identify the purpose and intended audience for different popular culture texts
- apply their knowledge and understanding of the language and characteristic features of popular culture texts in their own production
- revise a popular culture text for content/desired effects
- present their work orally

Assessment primarily focusses on the work produced by learners during the course of the module. This includes:

- short reviews of films
- column contributions (e.g. horoscopes, fashion and style, advice)
- captions (e.g. photo captions, cartoon captions)
- comic strips
- presentations
- group discussions

NON-LANGUAGE ARTS

Learning English through Sports Communication

General Description

This module helps learners to learn to read/view and produce a range of texts related to sports. Learners will also learn vocabulary and expressions related to sports, the skills and strategies sports writers and broadcasters employ to create their texts, the sales pitch in promotional and advertising materials about sports, the ways in which fans express their support, etc. Towards the end of the module, learners will produce a selection of texts for a sports display, media programme or magazine.

Learning Targets

To develop learners' ability to:

- understand a variety of written and spoken texts related to sports
- analyse sports-related texts to understand typical features, language and structures
- organise and present information and ideas on a sports-related topic
- understand how the English language works in different sports-related texts and apply this understanding to their learning and use of the language

Learning Objectives

1. To familiarise learners with the various elements of sports writing, such as types, styles and conventions
2. To help learners to develop the skills needed to create written and spoken materials related to sports
3. To reinforce learners' language skills and learning strategies through providing them with the opportunities to produce texts for sports coverage and promotion

Content

The module has three different types of lesson.

There are writing workshops that examine different types of sport-related text and lead to writing practice. Writing activities will cover fan pages/player profiles, product reviews, sports articles, surveys and reports, etc.

There are lessons that concentrate on developing learners' speaking skills. Oral activities will cover presentations, interviews, discussions, etc.

There are other lessons intended to offer variety and keep learners well-motivated. Activities include quizzes, films and songs, etc. There will also be a display of work done relating to the learners' own school.

Time Allocation

Teachers should exercise their discretion in the time allocation for this module.

Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Sports Communication module will focus on learners' demonstration of their ability to:

- speak and write appropriately about one or more sports
- gather and organise information
- develop materials about sporting activities in the school

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- presentations
- sports articles
- sports product reviews
- fan pages
- survey reports

Learning English through Debating

General Description

This module introduces learners to the format and principles of debating, and its value as a powerful language learning tool. Learners will be engaged in a broad range of activities which aim to enhance their presentation, argumentation, critical thinking, collaboration and information skills, increase their world knowledge and develop their self-confidence. Learners will take part in a debate towards the end of the module.

Learning Targets

To develop learners' ability to:

- converse and argue about points of view persuasively and confidently
- participate with others in planning, preparing for and carrying out a debate
- generate, research, relate, connect, develop, refine, justify and apply ideas
- define and solve problems by considering related factors and exploring options
- understand how the English language works in the context of a debate and apply this understanding to their learning and use of the language

Learning Objectives

1. To familiarise learners with the format, basic set up and rules of a debate
2. To teach learners how to research and prepare for a debate
3. To help learners to develop the skills for debating, in terms of content, structure and style
4. To enhance learners' debating skills by providing them with the opportunities to participate in debates

Content

The module comprises three parts.

In **Part 1**, learners participate in a range of activities which help them to understand the fundamental idea and the basic set up of debating as well as the idea of rhetoric.

Part 2 aims at helping learners to develop the range of skills necessary for debating, such as defining motions, researching information, analysing underlying principles and assumptions, working on arguments and examples, structuring arguments logically, preparing speeches and rebuttals, and using appropriate delivery techniques.

Part 3 provides an opportunity for learners to participate in a debate where they will apply their knowledge and skills in argumentation, organisation, collaboration, oral presentation and self/peer assessment.

Time Allocation

Teachers should exercise their discretion in the time allocation for this module.

Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Debating module will focus on learners' demonstration of their ability to:

- identify issues and problems
- research, analyse and organise information
- develop and elaborate arguments to justify or apply ideas
- plan and produce coherent and structured texts to achieve intended purposes
- use debating skills appropriately

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- quizzes
- group discussions
- role-plays
- presentations
- writing scripts for speeches
- debates

Learning English through Social Issues

General Description

In this module, learners will be provided with opportunities to develop and consolidate their language skills through exploring and researching social issues they are interested in. They will be exposed to a variety of resources through which they will learn to define issues/problems, analyse information, understand the arguments and use of language in the texts on these issues, and express their points of view about the issues through speaking or writing. At the end of the module, they will present their views or arguments on a selected social issue through various oral and/or written means.

Learning Targets

To develop learners' ability to:

- understand a variety of written and spoken texts on social issues
- understand how a social issue may be defined, analysed, perceived, researched and presented in a spoken or written text
- analyse texts on social issues in order to understand their structural and linguistic features
- identify and define problems from gathered information, consider related factors, draw conclusions, explore options or solutions, and justify views or arguments
- develop and refine ideas, plan, organise and carry out presentations on particular issues
- understand how the English language works in different texts on social issues and apply this understanding to their learning and use of the language

Learning Objectives

1. To help learners to understand and interpret ideas, information, facts, opinions, intentions and arguments presented in written and spoken texts on social issues
2. To help learners to develop the skills of understanding and evaluating social issues from various perspectives
3. To develop learners' abilities to evaluate information from various sources and carry out research using different methods
4. To enhance learners' ability to plan and produce coherent and structured texts through providing them with the opportunities to present information, views or arguments on particular issues

Content

The module comprises three parts.

Part 1 is an introductory component that presents the idea of social issues and gives learners the opportunity to consider various ways social issues may affect them personally, their society and the world around them. Learners practise reading, identifying and writing definitions, causes and effects, and solutions to social problems.

Part 2 introduces learners to the idea that social issues can be looked at from different perspectives. They learn how to follow an argument and research a social issue. They also develop strategies for evaluating information from different sources, and techniques for citing and acknowledging sources.

In **Part 3**, learners identify a social problem they are interested in, and carry out research on it. They will define the issue, examine it and analyse it from different perspectives. Learners may choose to present their work in formats such as a letter to the editor, a pamphlet or a report.

Time Allocation

Teachers should exercise their discretion in the time allocation for this module.

Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Social Issues module will focus on learners' demonstration of their ability to:

- understand and interpret ideas and information in texts on social issues
- follow and evaluate arguments
- write about a social issue
- analyse and evaluate information from various sources
- carry out simple research using methods such as surveys and interviews
- summarise a passage
- present a written or spoken text that incorporates a definition of a social problem, its causes and effects, and offers solutions to it

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- quizzes
- paragraphs written on definitions, causes, effects and solutions
- evaluation of information
- questionnaires and interviews
- written or spoken presentations

Learning English through Workplace Communication

General Description

This module introduces learners to different text-types related to the workplace. Learners will engage in a range of workplace tasks (e.g. making and handling telephone enquiries and complaints, writing memos) which aim to develop their knowledge and skills to use the language in a practical way and gain confidence in using English to communicate with others about work-related matters. Learners will develop language skills, presentation skills, organisation skills and interpersonal skills in the process. At the end of the module, learners will perform a series of communication tasks that simulate real work situations.

Learning Targets

To develop learners' ability to:

- establish and maintain relationships and routines in the workplace context
- produce or exchange a range of workplace-related messages, both oral and written
- analyse, organise, integrate and present information, messages and views with suitable reasoning and strategies, and produce texts appropriate to the purpose, context and audience in the workplace
- identify and define problems from given information, explore and discuss options, and solve the problems
- understand how the English language functions in work-related contexts and apply this understanding to their learning and use of the language in real life

Learning Objectives

1. To familiarise learners with the different types of workplace correspondence
2. To develop learners' understanding of the vocabulary, language, formats, styles and conventions used in spoken and written communication in the workplace
3. To help learners to apply the knowledge and skills they have learned in their production of workplace-related texts

4. To enhance learners' ability to carry out workplace-related activities through providing them with opportunities to practise and demonstrate their language and communication skills in simulated tasks

Content

The module has three different types of lesson.

There are lessons that concentrate on work-related reading and writing texts and activities, including business memos, letters, e-mails, sales/promotional materials, meeting agendas and minutes.

There are lessons that concentrate on listening and speaking activities which help to develop skills in handling spoken communication in the workplace. Activities will cover telephone enquiries and complaints, sales presentations and job interviews.

There are other lessons which allow learners to develop work-related vocabulary and discuss business concepts. Learners will also plan and make a final presentation/performance of the work-related texts that they have produced in the course of the module.

Time Allocation

Teachers should exercise their discretion in the time allocation for this module.

Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. More information on public assessment for the modules in the Elective Part is provided separately in Chapter 5.

Assessment in the Workplace Communication module will focus on learners' demonstration of their ability to:

- write appropriate texts
- speak in a suitable style for workplace purposes
- organise and convey information relevant to a workplace-related situation

A range of the following activities from the module can be used for assessment purposes:

- short oral tasks
- short writing tasks
- presentation/performance of workplace-related tasks
- quizzes

2.3.7 Broad Learning Outcomes

The following broad learning outcomes provide an overall picture of what learners should be able to do in English by the end of S6. They form the assessment objectives for English Language at the senior secondary level.

Reading

- Understand and interpret the purpose and meaning of a broad range of texts
- Identify the main theme and key details of a broad range of texts
- Identify the contextual meaning of words and phrases
- Interpret the tone and mood of a writer
- Distinguish and evaluate views, attitudes or arguments in fairly complex texts
- Understand the use of a range of language features in fairly complex texts
- Interpret, analyse, select and organise ideas and information from various sources

Writing

- Write texts for different contexts, audiences and purposes with relevant content and adequate supporting detail
- Convey meaning using a range of vocabulary, linguistic devices and language patterns appropriately and accurately
- Plan and produce coherent and structured texts with ideas effectively presented and developed
- Write texts using appropriate tone, style and register and the salient features of different genres
- Draft and revise written texts

Listening

- Understand and interpret the purpose and meaning of a range of spoken texts
- Identify the key details of a range of spoken texts
- Interpret speakers' feelings, views, attitudes and intentions
- Understand speakers with a range of accents and language varieties in speech delivered at a moderate pace
- Understand the use of a range of language features in fairly complex spoken texts

Speaking

- Express information and ideas (e.g. personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with suitable elaboration
- Convey meaning using a range of vocabulary and language patterns appropriate to the context, purpose and audience
- Establish and maintain relationships/spoken exchanges using formulaic expressions and appropriate communication strategies (e.g. making an appropriate opening and closing, negotiating meaning, making suggestions, using appropriate degrees of formality)
- Produce coherent and structured speeches with ideas effectively/clearly presented and developed
- Pronounce words clearly and accurately
- Use appropriate pace, volume, intonation, stress, eye contact and gesture to support effective communication

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Chapter 3 Curriculum Planning

This chapter provides guidelines to help schools and teachers to develop a flexible and balanced curriculum that suits the needs, interests and abilities of their students, and the context of their school, in accordance with the central framework provided in Chapter 2.

3.1 Guiding Principles

The senior secondary English Language curriculum allows for flexibility and innovation in curriculum planning. To provide access to a rich variety of learning experiences, a balanced and coherent school-based curriculum emphasising the active role of learners in the learning process should be developed. When planning and developing their own English Language curriculum at the senior secondary level, schools and teachers are encouraged to:

- facilitate continuity with the junior secondary curriculum through a comprehensive coverage of the learning targets and objectives to promote integrative use of skills and a balanced development of learning experiences in the Interpersonal, Knowledge and Experience Strands;
- plan and devise appropriate and purposeful language learning materials, tasks and projects to develop learners' language abilities, critical thinking skills, creativity, strategies for learning to learn, and positive values and attitudes conducive to lifelong learning;
- set and work on clear and manageable curriculum goals to develop a progressive and appropriate curriculum that serves to bring about pleasurable, meaningful and productive language learning experiences;
- work closely together as a team to plan the senior secondary English Language curriculum, to select/develop learning materials, activities and tasks, and to collaborate with teachers of other KLAs on cross-curricular projects;
- use appropriately textbooks and other language learning resources, including authentic materials, to suit their learners' needs and interests;
- make flexible use of class time to facilitate learning (e.g. the inclusion of more double or even triple periods per week or cycle in the school time-table to allow for continuous stretches of time for English Language tasks or projects and for outings and visits);
- collect and reflect on evidence of effective learning and teaching to inform further curriculum development;
- make use of both formative assessment (e.g. process writing, projects, portfolios) and summative assessment to inform learning and teaching; and

- review and plan the curriculum flexibly and make appropriate re-adjustments where necessary, taking into account the SBA implementation arrangements as specified in Chapter 5 – Assessment.

3.2 Central Curriculum and School-based Curriculum Development

The open and flexible senior secondary English Language curriculum framework delineated in this document sets out the following key learning elements:

- subject knowledge and skills developed through the learning targets and objectives of the Compulsory and Elective Parts;
- generic skills; and
- positive values and attitudes.

Schools are strongly encouraged to capitalise on this central framework to develop their own school-based curriculum, taking into consideration factors such as learners' needs, interests and abilities, teachers' readiness, and the school context. It is recommended that schools:

- make purposeful use of tasks and activities in both the Compulsory and Elective Parts, and ensure a balanced coverage of the learning targets in the Interpersonal, Knowledge and Experience Strands, of learning objectives such as grammatical forms and communicative functions, and of the four skills;
- make a judicious selection of the modules in the Elective Part to extend students' learning experience and cater for their different needs, abilities and interests; and
- make better use of formative assessment to enhance learning and teaching through providing timely feedback to help learners to make improvements and to help teachers to review teaching plans and strategies.

3.3 Components of the Senior Secondary English Language Curriculum

The Compulsory Part

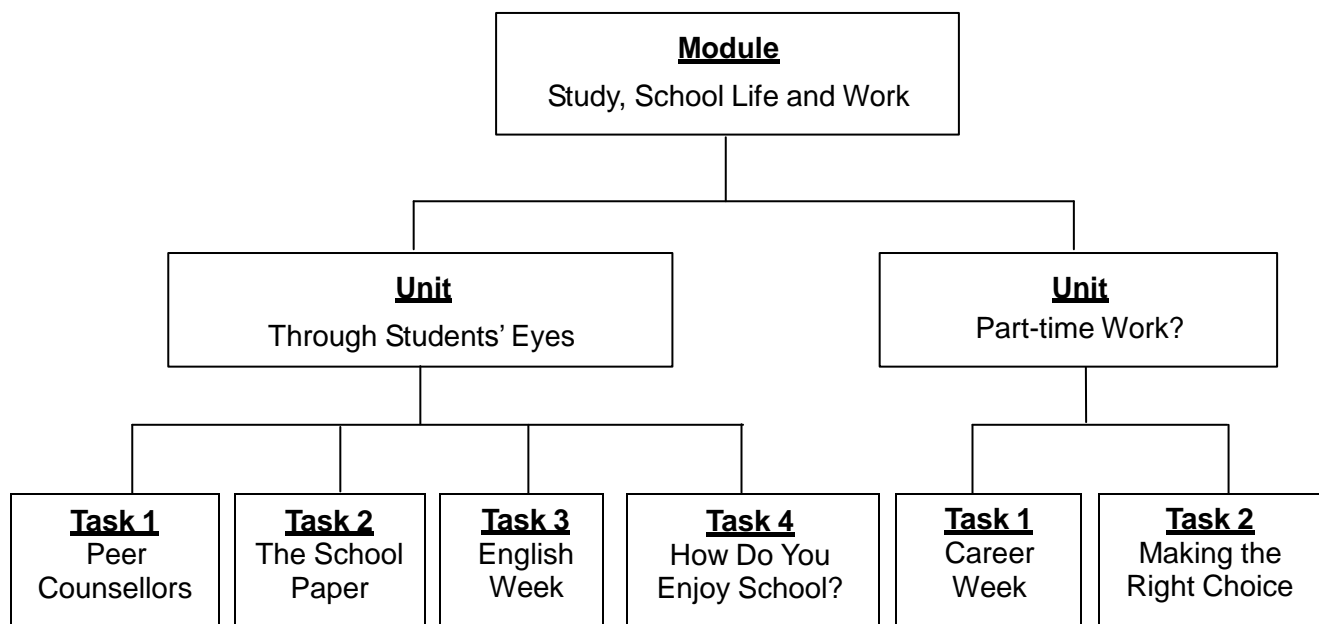
In the Compulsory Part, teachers are encouraged to adopt the task-based approach and make use of the concepts of Modules, Units and Tasks in organising learning and teaching. A module is an organising focus, and usually contains a number of units which are thematically or conceptually related. These themes and concepts are explored through tasks. Using

resources and authentic materials, teachers may develop modules of their own to suit the interests, needs and abilities of their particular group of learners.

Organising learning and teaching materials into modules, units and tasks provides learners with a framework that enables them to learn in purposeful and authentic situations. It also makes cross-curricular planning easier when teachers consider the themes or topics to be used for developing cross-curricular learning materials.

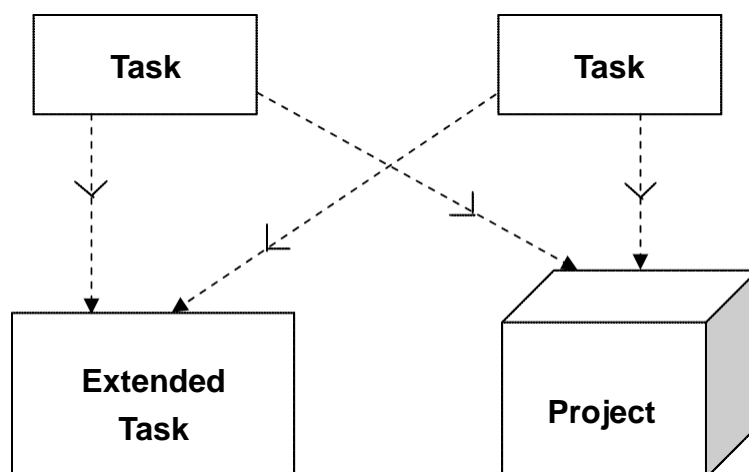
Figure 3.1 shows how units and tasks can be developed and organised within the module “Study, School Life and Work”, which is one of the modules suggested for learners at the senior secondary level.

Figure 3.1 Organisation of Modules, Units and Tasks: An Example



Extended tasks and projects can be further developed from tasks. Figure 3.2 shows the relationship among Tasks, Extended Tasks and Projects:

Figure 3.2 Relationship among Tasks, Extended Tasks and Projects



For suggestions on learning and teaching, see section 4.3.1 “Task-based Learning and Teaching”.

The Elective Part

While Modules, Units and Tasks are to be adopted for organising learning and teaching in the Compulsory Part, the modules in the Elective Part may not necessarily follow the M-U-T structure. However, the general approach to teaching the modules in the Elective Part remains task-based – that is, teachers are encouraged to continue with the principles and practices associated with task-based learning, namely using learner-centred instruction, providing opportunities for meaningful and purposeful communication and promoting integrative and creative uses of language. See section 4.3.1 for details.

The Elective Part covers a range of modules which reinforce different aspects of English Language learning. The modules aim at catering for the diverse needs and interests of learners. Each of these modules has a specific focus which may appeal to a particular group of learners. The modules are not directly linked or restricted to a particular year level. Schools can start offering any of the modules at S5, or possibly S4, depending on teacher and student readiness. The following should be considered when deciding on what modules to offer in the school:

- Learners' background, needs, interests and abilities;
- Teachers' interest in and readiness to teach the modules;
- Learning objectives and content of the modules;
- School culture and support; and
- Resources available, both inside and outside school.

Schools also need to consider the logistics involved in implementing the Elective Part of the curriculum. They need to consider the number of modules to be offered each year, time-tabling arrangements, teacher allocation, availability and allocation of resources, learners' choices, grouping and class size, etc. As learners need to study three modules in the course of the three-year senior secondary curriculum, schools are encouraged to offer sufficient choices to cater for learners' needs and interests. If time-tabling and resources allow, the school can consider offering a range of modules for learners to choose from. Schools can also consider arranging the time-table in such a way that common periods for the whole level are assigned to the study of the Elective Part. This would have the advantage of allowing more flexibility in learner choice, allocation of resources and grouping arrangements. This would also facilitate the sharing of work among teachers, who may then choose to take charge of the particular modules that they are most interested in.

To facilitate learning and to maximise the benefits learners can get from the Elective Part, an orientation or introductory session might be organised, in which information on the aims and coverage of each module is provided to help learners to make decisions on what modules to take. Teachers should also be prepared to advise learners on their choice of modules. To better prepare learners for the modules in the Language Arts group, schools might consider enriching the junior secondary English Language curriculum, through exposing learners to a variety of imaginative and creative texts before they study them in greater depth at the senior secondary level.

3.4 Curriculum Planning Strategies

To enhance the learning and teaching of the Compulsory and Elective Parts, schools are encouraged to consider the following curriculum planning strategies.

3.4.1 Developing Modules of Learning

Organising the thematically or conceptually-related areas of learning into modules in the Compulsory Part helps learners to make better connections in what they learn. For example, a

module such as “Nature and Environment” at the senior secondary level (see section 2.3.5) allows learners to examine different but related areas of knowledge such as environmental protection and resources and energy conservation. It engages them in using English to explore and discuss topics in a variety of ways, such as acting as a tour guide to introduce a conservation park, writing a pamphlet to urge people to re-use, reduce and recycle, or inviting schoolmates to join a “Beach Clean Up Campaign”.

The modular approach can also make it easier to link classroom learning to real-life experience. For example, events that take place in the local and international communities can be drawn upon to develop modules that broaden learners’ knowledge of the world, as well as developing their language proficiency.

Learning is best sustained when it stems from first-hand experience. Teachers are therefore encouraged to include in the modules tasks or projects which motivate and involve learners in “learning by doing”, creativity and experimentation, inquiring, problem-solving and decision-making, so that they find enjoyment and develop ownership and commitment in learning.

Modules for the more able learners can be developed by designing activities that extend and deepen their learning experiences. Similarly, modules can be adapted or developed for remedial purposes to help the less able learners to progress.

3.4.2 Integrating Classroom Learning and Independent Learning

To achieve the goal of lifelong learning, learners at the senior secondary level should be encouraged to move towards autonomy and independence. Teachers should see the development of self-access learning as an integral part of every student’s learning experience. They should make an effort to integrate classroom and independent learning when planning and designing their English programmes. In the learning process, teachers can help learners to:

- learn how to learn;
- make choices as to what, when and how they want to learn;
- use a range of language development strategies;
- carry out self-assessment and self-reflection;
- think and act independently; and
- develop the knowledge, skills, strategies and positive attitudes for lifelong language learning.

3.4.3 Maximising Learning Opportunities

Language learning should not be confined to the classroom. To maximise opportunities for pleasurable and meaningful language learning, schools can:

- encourage learners to interact in English not only during but also outside class time;
- utilise resources to enhance the language environment, so as to provide learners with enjoyable experiences in the use of the language through various types of extra-curricular activities (e.g. language games, drama, choral speaking and short radio plays); and
- explore opportunities for experiential learning in the community (e.g. arranging for learners to attend English talks and go to English plays, inviting English-speaking guests to exchange ideas and share experiences) to widen learners' exposure to the authentic use of the language.

3.4.4 Catering for Learner Diversity

All learners have ever-improving capabilities to learn and perform to the best of their ability. In planning the English Language curriculum, schools should be sensitive to different learners' needs and make use of strategies that will enable each learner to learn better and fulfil their potential. Schools should use a variety of learning materials, activities and instructional/grouping arrangements, appropriately adapting the curriculum, and offering modules in the Elective Part to suit their learners' needs, interests and abilities. For more information on catering for learner diversity, please refer to section 4.6.

3.4.5 Cross-curricular Planning

The senior secondary English Language curriculum recognises the value and importance of encouraging a cross-curricular approach to language learning, as set out in section 1.5, "Cross-curricular Links". To develop cross-curricular modules of learning, teachers can:

- collaborate with teachers of other KLAs to draw up a plan or schedule of work to achieve specific goals, and then develop the materials and activities to work towards them;
- provide learners with opportunities to develop a broad range of generic skills that they can apply in other KLAs, e.g. study skills and critical thinking skills; and
- reinforce students' learning experiences by exposing them to a wide variety of texts covering a wide range of subjects, and encouraging them to read about and discuss the

topics they are working on in other KLAs.

For more information on cross-curricular planning, please refer to section 3.5.2 “Collaboration with Other KLAs”.

3.4.6 Building a Learning Community

Teachers should help to establish a learning community where teachers and learners work and learn together. Through maintaining a close and informal relationship with the students, and displaying a personal interest and a caring attitude, teachers help to foster a trusting environment conducive to the free exchange of ideas, one in which learners actively engage in learning, participation, collaboration, knowledge-building, problem-solving and shared decision-making. For information on how to bring about a learning community in the school context, please refer to section 4.5.

3.4.7 Flexible Class Organisation

Flexibility in class organisation is an important consideration if the varied learning and teaching approaches and strategies that teachers are encouraged to adopt are to achieve their intended effect. Depending on their nature and purpose, learning and teaching activities can be carried out in groups of varying sizes. For example, to cater for a wide range of learners’ needs and abilities, a year level of four classes can be split into five or six groups. Where learning levels and needs are shared, learners from different year levels can be grouped together. Some activities (e.g. discussions and projects) work well with smaller groups of learners, while other activities (e.g. choral speaking or instruction of a general nature) can be conducted in larger groups to maximise the use of the resources and manpower available.

3.4.8 Flexible Use of Learning Time

As indicated in Chapter 2, schools can allocate 310 to 375 hours of lesson time to English Language at the senior secondary level. They are strongly encouraged to make flexible use of the learning time during and outside school hours to facilitate learning and teaching. Confining the learning of English to the classroom may fail to enable learners to construct and apply knowledge and skills coherently and integratively. Instead, schools can:

- arrange for double- or triple-period sessions per week or cycle and half-day or whole-day activity sessions in the school time-table, to allow continuous stretches of time for learning and assessment tasks, including those for SBA, projects, visits, the

modules in the Elective Part, etc.;

- in addition to the regular English Language lessons of which reading is an integral part, set aside a short, regular period of time per day for reading to help learners to develop a taste for this; and
- plan their time-tables and school calendars flexibly (e.g. adjusting the number and arrangement of lessons in each term to cater for the special requirements of the learning programmes), and explore the use of weekends and long holidays to encourage life-wide learning.

3.5 Collaboration within the English Language Education KLA and Cross KLA Links

3.5.1 Collaboration within the English Language Education KLA

To help learners to achieve the aims of the senior secondary English Language curriculum, close collaboration among key stakeholders is necessary. This involves not only collaboration among teachers of English within the school, but also support from the school head, teachers of other KLAs and parents.

Close communication in the form of formal or informal meetings, experience-sharing, professional development days, etc. should be established and maintained in school among teachers and with the school head. Learning resources should be shared between teachers of English and teachers of Literature in English.

Regular consultation with parents should be organised through parent-teacher meetings. Schools might also like to consider networking with other schools, tertiary institutions and/or organisations to share ideas and experiences on the development and implementation of the senior secondary English Language curriculum.

3.5.2 Collaboration with Other KLAs

Apart from striving to reach the important goal of helping learners to learn English effectively, a sound and robust school-based senior secondary English Language curriculum should also address the need to support learners in their learning of other subjects. When drawing up their school-based language curriculum plan, teachers of English are encouraged to collaborate with teachers of other KLAs, and in doing so, they should take the following into consideration:

- the learners' needs, interests and levels;
- the broad topics, themes and concepts that learners will come across in the study of other subjects; and
- the genres, text-types, study skills, grammatical structures and vocabulary that learners will require in order to learn and express themselves effectively in the other KLAs.

The following table presents some examples of the kinds of tasks or activities that learners of English should be encouraged to undertake to reinforce the English required in other KLAs:

<i>Key Learning Area</i>	<i>Examples of Activities</i>
Chinese Language Education	<ul style="list-style-type: none"> • Compare and discuss the cultural events, literary works, lifestyles and values of Chinese and Westerners.
Mathematics Education	<ul style="list-style-type: none"> • Plan surveys, present research findings, and prepare arguments using statistics.
Personal, Social and Humanities Education	<ul style="list-style-type: none"> • Read and discuss texts that examine issues or topics related to Liberal Studies (e.g. interpersonal relationships, the relationship between the individual and society, civic education and environmental protection).
Science Education	<ul style="list-style-type: none"> • Discuss ideas and clarify purposes prior to and in the process of investigation; and • Read and research information on science-related topics (e.g. energy, the earth, the solar system) or works of science fiction.
Technology Education	<ul style="list-style-type: none"> • Explore and communicate ideas and information about the development or impact of modern technology; • Write operating instructions for the gadgets designed in the Design and Applied Technology lessons; and • Plan and produce coherent and structured texts related to workplace communication such as proposals, meeting minutes and reports in support of Applied Learning (ApL) courses.
Arts Education	<ul style="list-style-type: none"> • Engage in different forms of creative writing (e.g. poems, short stories, play or film scripts) or give a dramatic presentation of a short play or a scene from a play; and • Discuss and critique an advertisement, a poster, a film,

	a painting, a sculpture, or a multi-media artwork in a Visual Arts lesson.
Physical Education	<ul style="list-style-type: none"> Engage in learning tasks or activities that examine the pros and cons of various health and physical activities.

3.5.3 Supporting Students of Applied Learning

In the three-year senior secondary curriculum, Applied Learning (ApL) is designed to provide learners with opportunities to explore and develop their potential talents and career interests. Following the recommendations in the *Senior Secondary Curriculum Guide* (2007), the three-year senior secondary English Language curriculum supports the learners of ApL by helping them to develop the language knowledge and skills relevant to work in different sectors of the economy.

The Compulsory Part of the curriculum introduces learners to a number of work-related topics through a broad range of themes (e.g. study, school life and work, technology, cultures of the world). It provides a variety of learning activities and tasks (including those related to work) to enhance learners' language ability and to develop a wide range of generic skills and world knowledge that they can use in ApL. In the Elective Part, the module "Learning English through Workplace Communication" provides further opportunities for learners who might want to pursue a vocational training path to learn and apply their knowledge and skills in workplace contexts.

3.6 Progression

As indicated in the previous chapter, the Compulsory Part accounts for up to 75% of lesson time, while the remaining 25% of lesson time is for the Elective Part. In the course of the three-year senior secondary English Language curriculum, learners need to take three modules in the Elective Part.

In accordance with the recommendation in the *Senior Secondary Curriculum Guide* (2007) the following teaching schedule is proposed:

<i>Year</i>	<i>Contents</i>
S4	Compulsory Part
S5	Compulsory Part and Elective Part
S6	Compulsory Part and Elective Part

- In S4, teachers can focus mainly on the Compulsory Part, developing learners' language knowledge and skills through exposing them to a wide range of themes, tasks and activities.
- In S5, learners will continue with their work in the Compulsory Part. In addition, they may start taking the modules in the Elective Part. It would be beneficial to start the Elective Part in the second year where learners are ready to apply the language knowledge and skills they have learned since the first year has laid the important groundwork by providing them with the necessary language input, learning experience and orientation to the three-year curriculum. Further, since learners' performance on the modules is to be partially assessed through SBA, it is more appropriate for them to start taking the modules in the second year than the first year where they are less experienced and prepared. However, as noted earlier, schools who feel ready can offer the modules in S4.
- In S6, learners will carry on with both the Compulsory Part and the Elective Part.

Depending on learners' needs and interests, and teachers' preferences and priorities, schools are encouraged to use their discretion to decide on how many and what modules to offer in S5 and S6. Given that the lesson time in the third year is shorter than that in the second year because of public examinations, it is suggested that learners take two of the modules in S5 and the remaining one in S6.

Schools should exercise careful curriculum planning and flexible time-tabling to facilitate the learning and teaching of the Compulsory and Elective Parts. They should devote attention to both Parts rather than focussing on one at the expense of the other. For example, instead of completing all the units in the Compulsory Part in S4 and S5, and leaving the Elective Part to S6, the two Parts should be implemented in parallel in S5 and S6. In fact, to provide timely extension opportunities for the learners, schools may choose to offer a certain module of the Elective Part shortly after a unit on the same theme has been taught in the Compulsory Part. For more information on the learning and teaching of the Compulsory and Elective Parts, please refer to section 4.3.

3.7 Managing the Curriculum

To manage the English Language curriculum effectively, the school head, the English panel chairperson and the English teachers need to collaborate. When doing so, they are encouraged to remember the importance of:

- keeping abreast of the developments and innovations in the English Language curriculum, and aligning language learning with the school vision and culture and the central curriculum framework;
- developing a school language policy which clearly defines the scope of learning to cater for learners' needs and interests;
- encouraging team-building and collaboration among teachers of English and between teachers of English and teachers of other KLAs;
- creating time for professional development;
- promoting flexible deployment and use of resources; and
- encouraging assessment for learning and using evidence to make informed changes to the curriculum.

The school head, the English panel chairperson and English teachers all share the responsibility of initiating appropriate curriculum changes, and their roles as curriculum leaders may vary depending on the school context. Below are some of the key roles they may play.

School Heads

School heads take the leading role in planning, directing and supporting school-based curriculum development. They need to understand the central curriculum framework and be fully aware of contextual factors such as the needs of the learners, the strengths of the English Panel and the organisational culture of the school. School heads are encouraged to work closely with their deputy heads or academic masters/mistresses to:

- set a clear and well-defined school-wide language policy;
- plan curriculum, instructional and assessment policies in line with the central curriculum framework;
- set clear targets and prioritise the phases of organisational development, co-ordinate subject panels and support their autonomy;
- set up a curriculum development group to facilitate the school-based senior secondary English Language curriculum and professional development;

- provide support for trying out new initiatives in the learning and teaching of English at senior secondary level (e.g. create curriculum space and time with flexible time-tabling);
- promote a positive and harmonious school culture in which teachers can work collaboratively for a common goal in language learning and teaching (e.g. by arranging for teachers to have collaborative lesson preparation and peer lesson observation);
- create a language-rich and supportive environment in the school, so that learners are provided with ample opportunities to use English for communicative purposes and are not afraid of making mistakes when learning English;
- help parents and learners to understand the school's beliefs, rationale and practices in the implementation of the curriculum, and their roles in facilitating learning;
- appreciate and commend progress made, and sustain appropriate curriculum initiatives, valuing quality rather than quantity; and
- network with other schools to facilitate professional exchange of information and sharing of good practices.

English Panel Chairpersons

The English panel chairpersons help to develop and manage the school-based English Language curriculum and to monitor its implementation. They are the “bridge” between the school management and English panel members.

To develop the school-based senior secondary English Language curriculum, English panel chairpersons should lead their panel to:

- plan and provide an appropriate learner-centred language programme by making use of the guidelines set out in the central curriculum framework;
- decide on what modules in the Elective Part to offer, taking into account learners' needs, interests and abilities as well as teachers' strengths and the school context; and
- collect and analyse evidence of students' learning to make informed decisions.

To facilitate co-ordination and collaboration among panel members and monitor the implementation of the curriculum, English panel chairpersons should:

- appoint level co-ordinators and work closely with them to ensure coherence in planning and collaboration among teachers in the senior secondary year levels;
- hold regular meetings (both formal and informal) to discuss matters such as schemes of work, assessment policies and choice of textbooks, and to explore curriculum

implementation strategies to enhance the quality of learning and teaching;

- promote regular exchange of teaching ideas, experiences and reflections by various means such as peer coaching and lesson observation, collaborative lesson preparation and collaborative lesson analysis and improvement;
- facilitate professional development by encouraging panel members to participate in professional development courses, workshops, seminars, and projects;
- give support and guidance on subject-related professional issues to less experienced teachers; and
- keep a clear record of the work of the English panel, including minutes of panel meetings and lists of available resources as valuable information for future planning and reference.

English Teachers

English teachers can help bring about an effective school-based English Language curriculum by contributing to the development of school language policy, assisting their panel chairpersons as individuals and working closely in collaboration with other English teachers. They can also take the roles of curriculum leaders by initiating innovative curricular changes.

In implementing the school-based English Language curriculum, English teachers should:

- ensure that learners understand the overall plan and purpose of the school-based English Language curriculum;
- foster a motivating learning environment among learners and strengthen their learning to learn skills;
- act as role/language models and communicate with students in English within and outside class time;
- keep abreast of the latest curriculum developments and changes;
- take initiative in trying out and working on innovative strategies;
- initiate the sharing of teaching ideas, knowledge and experiences with other teachers to improve language learning and teaching; and
- participate actively in professional development courses, workshops, and seminars to enhance professionalism.

For more information on the role of teachers as the key change agents, please refer to the *Senior Secondary Curriculum Guide* (2007).

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Chapter 4 Learning and Teaching

This chapter provides guidelines for effective learning and teaching of the English Language curriculum. It is to be read in conjunction with Booklet 3 in the *Senior Secondary Curriculum Guide* (2007) which provides the basis for the suggestions set out below.

4.1 Knowledge and Learning

In the field of language education, many different approaches have been developed, based on various theories of language learning. For example, while some believe that language learning should focus on learning grammar, others espouse a communicative approach. These and other approaches which have evolved over the years have brought together a wealth of expertise and insight into language learning. In fact different approaches need not be incompatible or mutually exclusive. They can be used integratively to the advantage of language learners.

Given the learners' wide range of abilities and needs, strengthening pedagogy and student learning at the senior secondary level is a challenging task. To help enhance students' language proficiency for further study, vocational training or work, it is clearly necessary to go beyond merely teaching grammar and vocabulary (a practice widely adopted in the past, but no longer considered adequate by itself) by providing them with ample opportunities to apply the language they have been taught to express ideas and feelings appropriately in different communicative settings, and through this to strengthen and extend their language knowledge and skills.

The suggestions on learning and teaching presented in this chapter, and the guiding principles that underlie them, are based largely on the above notions. They seek to encourage dynamic interaction among the learners themselves, between the teacher and learners and between the learners and other users of English, and through this to foster active learning and use of the language in a variety of contexts.

Roles of teachers

Apart from being transmitters of knowledge, teachers have a key role to play in facilitating English use and the development of an independent learning capability. To enable learners to assume greater ownership of their own learning, and to provide them with more opportunities to use and communicate in English, teachers are encouraged to:

- negotiate learning goals and content with learners;
- create a supportive, motivating and language-rich environment;
- act as a role model as a learner and user of English;
- adapt teaching to student responses;
- enhance quality interaction in the classroom;
- provide appropriate scaffolding and quality feedback; and
- promote self-access language learning.

Roles of learners

As at the junior secondary level, learners should assume a central role in learning. However, as they are relatively more mature at the senior secondary level, they should be encouraged to take an even greater degree of responsibility in choosing what and how to learn. They should therefore be encouraged to:

- set meaningful and realistic goals for their own learning;
- engage confidently and meaningfully in learning activities;
- reflect on their learning experiences; and
- monitor and evaluate their progress against set goals.

4.2 Guiding Principles

The guiding principles for the learning and teaching of English Language at the senior secondary level are set out below:

- **An interactive process of knowledge building and language learning:** Language learning is a dynamic, interactive process in which the learner plays an active role in using language to make sense of the world and the information they encounter, and in recreating and expressing meaning in a variety of ways to suit different contexts. Any learning and teaching approaches or strategies that teachers adopt or develop should be rooted in this understanding, providing learners with a diversity of learning contexts and activities to enable them to explore, develop and apply the language.
- **An open and flexible curriculum framework:** Schools should make use of the open and flexible central English Language Education curriculum framework to plan for a suitable, balanced and coherent school-based curriculum, and to develop effective learning, teaching and assessment tasks and activities.

- **Building on strengths:** Schools should build on the strengths of their existing practices (e.g. task-based language learning, teaching grammar in context, English through language arts) to allow for a smooth interface between the junior secondary and senior secondary English Language curricula.
- **Setting learning targets and allowing flexibility in learning:** To ensure that students learn purposefully and therefore with motivation, it is sensible to have agreed specific learning targets for them to work towards in and across the Interpersonal, Knowledge and Experience Strands. While the design and implementation of the school-based English Language curriculum should be geared towards helping learners to achieve the agreed learning targets, there should be sufficient flexibility to accommodate the unpredictable, and to cater for individual learning objectives which may emerge in the learning process, as this facilitates personally motivated construction of knowledge.
- **Using a wide range of learning and teaching approaches and strategies:** Helping learners to achieve the learning targets calls for the effective and flexible use of a wide range of approaches and strategies. Depending on the learning context, teachers should design, choose and use approaches and strategies that motivate learners, enhance their English proficiency, personal and intellectual development and cultural understanding, and support the development of the generic skills.
- **Catering for learner diversity:** To cater for the varied needs, interests, abilities and learning styles of different learners, schools are encouraged to adapt the curriculum appropriately, select and develop suitable modules of learning, employ a variety of teaching methods and strategies and fine-tune them to suit different learning styles and situations.
- **Flexible use of resources:** Schools are encouraged to enhance English Language learning, arouse interest and broaden learning experiences through flexible use of a variety of resources, such as quality textbooks and different types of print and non-print resources. Also, relevant community resources should be tapped to provide learners with opportunities for life-wide learning.

4.3 Approaches and Strategies

Given the fluidity of language learning and teaching there is no one agreed approach or methodology for effective delivery. As suggested in the *Senior Secondary Curriculum Guide*

(2007), an extensive range of learning and teaching approaches should be employed flexibly to suit the varying focuses of learning, as well as learners' diverse needs and abilities.

Building on strengths in learning and teaching

The following section highlights some of the major strengths in learning and teaching in Hong Kong classrooms. Teachers are encouraged to make effective use of them, applying them where they are appropriate to the context:

- **Repetitive learning to consolidate knowledge:** Repetitive learning should be distinguished from rote-learning, which often involves memorising without understanding. Repetitive learning implies continuous learning with increasing variation, which ensures retention and leads to enhanced understanding. Hong Kong learners are accustomed to this mode of learning, and teachers should capitalise on its strength by creating plenty of opportunities to recycle language structures and help students to consolidate and apply them.
- **Different sources of motivation to learn English:** While teachers seek to enhance learners' intrinsic motivation by making English learning interesting and pleasurable, learners are also motivated by various external factors, such as the drive to do well academically, to strengthen their employment opportunities, and to develop the level of English proficiency needed for them to succeed in an international city where the language is widely used. At the senior secondary level, it is essential that learners continue to be motivated in different ways, so that language learning becomes for them a practical, enjoyable and rewarding experience.
- **Conscientious learners and teachers:** Hong Kong learners are generally diligent students. They are also co-operative listeners and class participants. Their desire to learn can be used as a springboard for purposeful, creative activities aimed at increasing their confidence and motivating them to be active and independent learners of English. Teachers are also keen and committed to their teaching. Their commitment can be harnessed to their role as language resource persons and facilitators who provide a wealth of learning opportunities, support and timely feedback to their learners.

Views of teaching

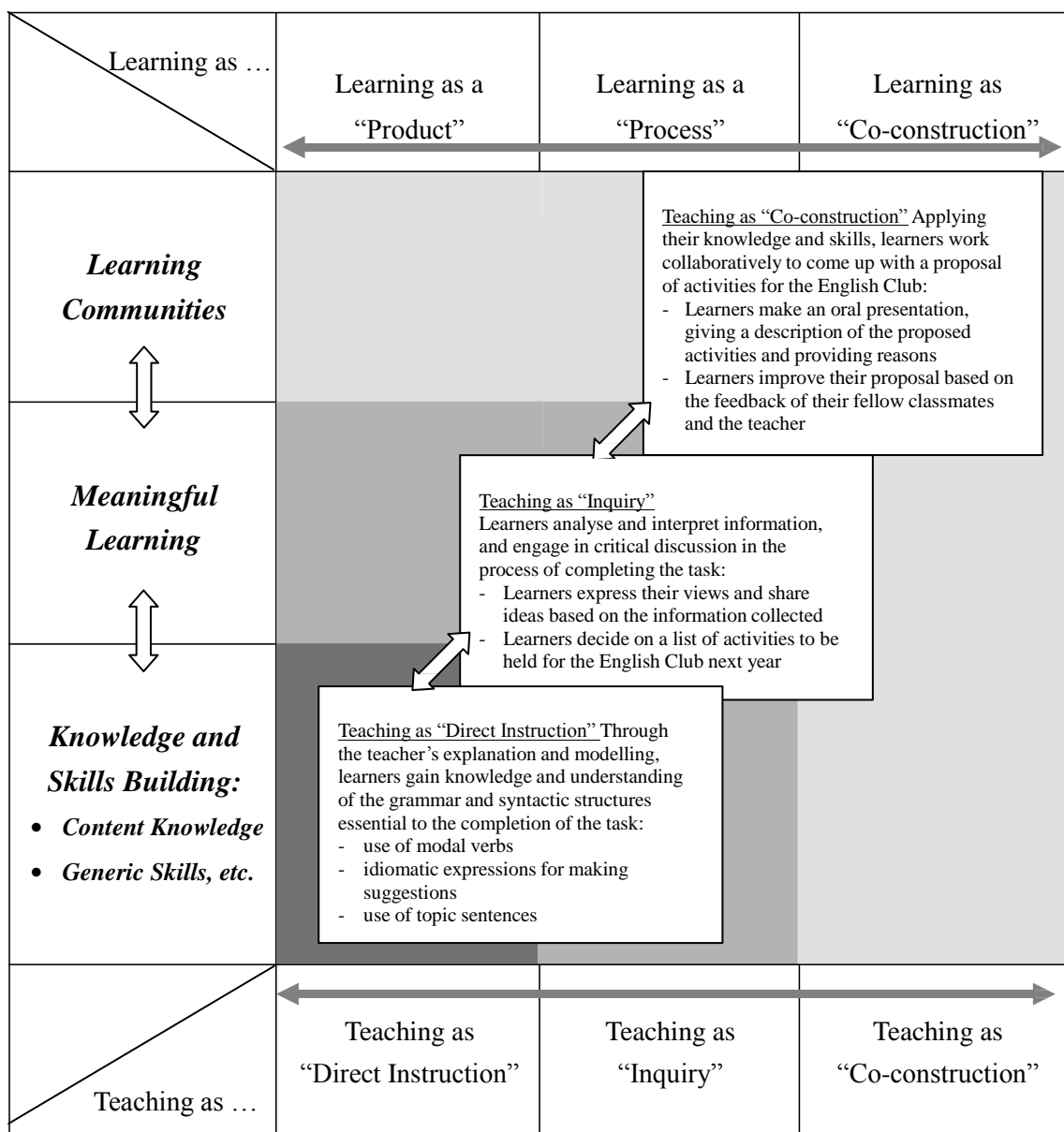
Different learners have different abilities and learning styles and no single teaching approach can meet all their needs. A variety of teaching approaches and strategies are therefore suggested in this chapter to help students to achieve the learning targets and objectives of the

curriculum. They are guided by the following views of teaching and represent intertwining ways of developing and using language knowledge and skills:

- **Teaching as direct instruction:** This view focusses on the teacher as the deliverer of the curriculum. The teacher transmits knowledge and tells learners what to do. This is most relevant to contexts where explanation, demonstration or modelling is required to enable learners to gain knowledge and understanding of a particular aspect of the subject, e.g. grammar rules and syntactic structures of sentences.
- **Teaching as inquiry:** This view places emphasis on the learners engaging in enquiry. The teacher gives learners tasks that emphasise thinking and processing, and encourages them to raise questions and help each other in the meaning-making process. This is most apparent in activities where they are required to exercise their critical abilities and creativity to explore and debate issues and alternative viewpoints, and to communicate ideas, views, experiences and feelings appropriately and convincingly.
- **Teaching as co-construction:** This view focusses on the class as a community of learners. The teacher facilitates the setting up of class networks in which learners contribute collectively to the creation of knowledge and build up criteria for judging it. This is most obvious in activities (such as tasks and projects) in which members of the class negotiate areas of study with the teacher and then work collaboratively to conduct research and make presentations on topics of interest to them. In the process, the learners are encouraged to make contributions, apply their language learning skills and tap sources of knowledge.

Figure 4.1 illustrates the different views of teaching and the various approaches and strategies that may take place in the English class. In this example, learners are asked to complete a task in which they need to come up with a proposal of activities to be organised for the English Club. Different teaching activities/strategies are used to suit different purposes and focuses of learning along the way.

Figure 4.1 Approaches to Learning and Teaching



To help students to master the key learning elements in the Compulsory Part of the English Language curriculum, and to expand their language knowledge and skills through the modules in the Elective Part, teachers are encouraged to consider and, where appropriate, adopt the learning and teaching approaches or strategies set out in sections 4.3.1 to 4.3.7. These encompass the various views of learning and teaching discussed above.

4.3.1 Task-based Learning and Teaching

Language learning should be experiential and should aim at developing learners' communicative competence. The task-based approach to language learning emphasises learning to communicate through purposeful interaction. Through the use of tasks, learners are provided with purposeful contexts and engaged in processes that require them to exercise critical thinking and creativity, explore issues and solutions, and learn to use the language skills and functions, grammar items and structures, vocabulary, and tone, style and register for meaningful communication. The use of tasks also provides opportunities for the development of language learning strategies, generic skills, learner independence, and positive values and attitudes conducive to lifelong learning.

When designing tasks, teachers are encouraged to consider and apply what follows.

Learner-centred instruction

Students learn most effectively when teachers treat them and their learning as the focus of attention. Learner-centred instruction may be provided through:

- designing learning tasks or activities that cater for learners' age, needs, interests, abilities, experiences and learning styles;
- engaging learners in group work or pair work for genuine communication;
- applying suitable questioning techniques to stimulate thinking, encourage experimentation and facilitate knowledge construction; and
- encouraging learners to contribute to the learning process by:
 - sharing their views and learning experiences;
 - playing an active role in consulting the teacher; and
 - negotiating with the teacher on the learning objectives, helping to select learning materials, and suggesting appropriate activities.

Target-oriented English learning

Setting clear and appropriate targets and objectives will enable learners to know what they should strive for. Teachers are advised to:

- work as a team to select appropriate learning targets and objectives to focus on for each learning task; and
- ensure that there is a progression and a balanced, comprehensive coverage of the

learning targets and objectives for all the three Strands within and across year levels.

Integrative and creative language use

Most tasks in real-life situations involve the integrative use of language skills and strategies. Teachers are strongly encouraged to design learning tasks which make use of theme-based materials that cover a variety of text-types (e.g. informational, persuasive, imaginative or literary) and which facilitate the integrative and creative use of an extensive range of language knowledge, skills and strategies. In the learning process, teachers should:

- enhance learners' communicative competence through realistic contexts which call for natural integrated language use;
- stimulate learners' imagination, sharpen their aesthetic sensitivity, promote the sharing of experiences and foster inter-cultural awareness and understanding; and
- encourage learners to use English creatively to respond and give expression to real and imaginative experience.

Learning grammar in context

Task-based learning does not preclude the learning and teaching of grammar. Fluency and accuracy are complementary, and learners need to have a good command of language forms if they are to understand and express meanings effectively.

In the task-based approach, grammar-focussed work takes the form of exercises, which provide learners with the language support they need to carry out tasks. Grammar exercises and activities can be used at different stages of a task, depending on the needs of learners. Grammar learning can take place at the:

- **pre-task stage**, when particular language items or structures which learners will need in performing the task are introduced and practised, often through the teacher's direct instruction;
- **while-task stage**, when practice exercises or activities are provided to address any problems or difficulties that learners may be having with particular language forms, which are preventing them from carrying out the task successfully; and
- **post-task stage**, when further practice focussing on particular grammar items or aspects of language which learners did not use effectively during the task can be covered.

In the task-based approach, grammar is seen as a means to an end and it is not taught as a

system of rules or a stand-alone body of knowledge. In selecting the language items and structures to focus on, teachers should use tasks as a starting point and consider:

- what language support learners will need to carry them out; and
- ways of helping learners to master the target structures and items effectively, which may include exercises on discrete items and contextualised grammar practice aimed at providing learners with the necessary language input to perform the task.

For the learning of grammar to be effective, learners must be given ample opportunities to apply their knowledge of grammar in interaction and communication. Formal explanation of grammatical rules in isolation and the use of decontextualised and mechanical drills are not always useful in helping learners to develop communicative competence. Learners should be helped to see the connection between forms and functions, and internalise the forms through meaningful everyday language use.

Tasks and exercises

Tasks are activities in which learners are required to draw together and further develop their knowledge and skills. They are characterised by an emphasis on activity, participation and communication among participants through a variety of modes and media. Every learning task should have the following five features:

- A task should have a purpose. It involves learners in using language for the range of purposes described in the sections on Learning Targets and Learning Objectives in Chapter 2.
- A task should have a context from which the purpose for using language emerges.
- A task should involve learners in a mode of thinking and doing.
- The purposeful activity in which learners engage in carrying out a task should lead towards a product.
- A task should require learners to draw upon their framework of knowledge and skills and should be designed to enable them to strengthen or extend this.

In order to learn successfully, learners need a judicious combination of tasks and supporting exercises in which they focus upon and practise specific elements of knowledge, skills and strategies needed for the task. Exercises do not usually contain the five features of a learning task. They are good preparation for the completion of tasks and may focus on particular grammar items and structures, vocabulary and text-types. They are best carried out in the context of a task, and should be sequenced systematically and integrated with each other to

support the task.

Extended tasks and project learning

After completing several tasks in a unit or module, the teacher may engage students in an extended task or a project.

Extended tasks provide further opportunities for learners to practise various language skills and use the language items and structures, vocabulary and text-types they have learned in the unit or module. Learners can be encouraged to complete the extended tasks at their own pace within a certain period of time. Such tasks are intended not only for the more able learners but also for those of average and below average ability. Teachers need to design extended tasks that are suited to learners' abilities and may need to adjust their expectations according to the competence of individual learners.

Alternatively, teachers might like to engage learners in project work. Projects have various advantages as they:

- **provide an effective framework for more extensive language use and language learning:** Through the process of planning, information search, note-taking, interviewing, data analysis, discussion, drafting and re-drafting, editing, presentation and other steps that are often involved in project work, learners are able to use language skills and language learning strategies purposefully, extensively and in an integrated way.
- **help learners to develop independence and a sense of responsibility:** Projects allow learners to pursue a topic of interest to themselves, set their own learning targets, and plan and reflect on their course of action. Personal involvement of this sort enables learners to become more responsible for their own learning.
- **facilitate lifelong and life-wide learning:** Projects may encourage learners to move out of the classroom into the community, allowing them to connect what they learn at school with the world at large. Through planning, organising and participating in real-life investigations, which involve exploring problems from various perspectives and presenting information in various modes, learners develop not only language knowledge and skills but also the generic skills, positive values and attitudes that are conducive to lifelong development.

The teacher plays a crucial role in facilitating project learning. Co-ordination across KLAs may be necessary not only for interdisciplinary projects, but also for ensuring that learners

are given a manageable number of projects at the same time. Before assigning project work, the teacher needs to plan and make appropriate arrangements, taking into consideration the theme or topic, the learning targets and objectives, the generic skills, values and attitudes, the resources, the amount of time required, the parties involved and the products.

For project work to be genuinely learner-centred, the teacher needs to be flexible and open-minded when working with learners, and to provide appropriate support.

4.3.2 Integrated Skills

Real-life communication seldom involves the use of just one language skill, and so learners are strongly encouraged to learn and exercise the integrated use of skills for authentic, purposeful communication. However, for the sake of clarity and simplicity, the four language skills – listening, speaking, reading and writing – are presented separately in this section.

Listening

To help learners to develop the various skills required in listening, teachers need to expose them to a broad range of listening experiences and to make use of a wide selection of authentic listening materials such as advertisements, announcements, telephone conversations, speeches, films, poems, songs and rhymes. It is important to draw learners' attention to the use of spoken English in their daily lives and encourage them to make use of available resources such as English language programmes on TV and the radio, and to build their confidence by providing them with learning experiences and activities in which they can be successful. Teachers are encouraged to consider the following activities to help learners to develop effective listening skills and strategies.

- *Skills of anticipation*

The activities suggested below are mostly conducted at the pre-listening stage to motivate learners, set the scene and give them clear purposes for the listening tasks.

- Learners share knowledge and opinions on the given topic and use them as the basis for prediction and comprehension.
- Learners are given the title or background information on what they are about to hear and they guess what the content of the text is going to be.
- Learners listen to a short extract of what they are about to hear and predict what they will hear in the main text.
- Learners read through questions in advance so that they know what to listen for (focussed listening). This will train them to select and pay attention to the key points

in what they hear.

- *Sound processing and sound discrimination*

These activities include the following: recognition of words; sentence and clause boundaries; contracted forms; stress and intonation patterns and their significance; speech rhythm; changes in pitch, tone and speed of delivery; and discrimination between similar speech sounds, homonyms, etc.

- Learners are given sentences containing minimal pairs of words set in context for discrimination practice.
- Learners identify the meanings of different stress and intonation patterns and interpret the speaker's intent and the real meaning of the message. For example, a simple sentence such as "Ms Smith teaches Geography." can be spoken with stress on different words to indicate that **Ms Smith**, not someone else, teaches Geography, or that Ms Smith **teaches**, not studies Geography, or that Ms Smith teaches **Geography**, not another subject.

- *Understanding instructions and following directions*

- Learners follow directions given and trace routes or locate specific facilities on maps or floor plans.
- Learners carry out various tasks based on oral instructions.

- *Understanding the main idea or theme*

- Learners match descriptions they hear with non-verbal forms such as a picture or diagram.
- Learners listen to radio or TV news bulletins and identify the main points, paying attention to the headlines which are normally given at the beginning of news broadcasts.
- Learners write down the most important words or phrases they hear in a passage.
- Learners supply a title for a passage they have heard or summarise the main points of the passage.

- *Understanding the use of supporting ideas or details*

- Learners write down details in support of the main ideas.
- Learners identify illustrations or examples for each main idea.

- *Processing meaning*

- Learners organise the materials into meaningful sections as they listen, e.g. making notes under different headings as they listen, and/or they use a mind map to organise

- information, picking out particular facts, evidence or cause and effect relationships.
- Learners make use of contextual clues to deduce word meanings or implied meanings.
- *Critical listening*
 - Learners listen to others’ ideas in group discussions and evaluate them in the light of their own knowledge, experience and ideas, and make critical judgements.
- *Understanding the speaker’s intent or attitudes*
 - Learners interpret the speaker’s intent or attitudes as well as the underlying meaning of what the speaker says by examining:
 - the language used (e.g. choice of words, use of repetition, use of hyperboles); and
 - the manner of speech (choice of intonation and stress; volume, pitch and pace).

Speaking

For effective oral communication, learners need to acquire a range of speaking skills and strategies. These include:

- *Accuracy*: the skill of using pronunciation (which covers speech sounds, stress, rhythm and intonation), grammar and vocabulary correctly to communicate ideas and express feelings;
- *Fluency*: the skill of linking what one says together and producing it at a reasonably “normal” speed;
- *Appropriateness*: the skill of using the right sort of language (e.g. formal or informal language) to suit particular situations;
- *Cohesion*: the skill of producing spoken utterances which “hang together” grammatically;
- *Coherence*: the skill of producing spoken utterances that “hang together” semantically and logically; and
- *Interaction strategies*, such as seeking further information, asking for clarification, negotiating meaning, and taking turns appropriately at relevant points in an oral interaction.

A wide range of activities should be used to help learners to develop the ability to present information and feelings clearly and coherently, as well as to participate effectively in oral interactions. Some activities are suggested as follows:

- *Conveying ideas and information in conversations*
 - Learners look at a painting, listen to a song, read a book or view a film/TV programme and share their thoughts and feelings in a group or with the class.
 - Learners engage in role-plays and carry out various social transactions or informal chats.

- *Using correct pronunciation and intonation for different purposes*
 - Learners listen to recordings of speeches or dramatic episodes to identify the use of different intonation patterns to convey meaning. They try to imitate the stress, rhythm and intonation used, record their own performance for self, peer and teacher feedback and make improvements on their accuracy.
 - Learners make presentations on a topic of their choice or a book they would like to introduce to the class, taking note of the use of voice, stress and intonation to achieve the desired effect.

- *Using words and expressions appropriate to the context*
 - Learners listen to recorded materials and decide on the degree of formality, and the relationship between the speakers, setting, etc. Then they improvise for similar situations.
 - Learners practise conveying the same information in different roles and contexts, paying attention to whether their choice of words and language is at the appropriate level of formality.

- *Using strategies in leading or participating in discussions and negotiations*
 - Learners listen to recordings and identify useful expressions that encourage people to say more, or identify the use of conversational fillers such as “Really?” and “I see” to sustain interaction. They then apply these strategies in discussions or conversations.
 - Learners engage in discussions where they use communication and negotiation skills to solve problems or reach a consensus. Learners can take turns to be the chairperson or group leader and ensure that each group member contributes to the discussion. Another group of learners may play the role of observers and carry out peer assessment by taking note of the interaction strategies used by each participant and giving feedback to the group on its effectiveness at the end of the discussion.

Reading

Reading to learn

Reading is a means to help learners to seek information, develop thinking skills, enrich knowledge, enhance language proficiency and broaden perspectives. Reading should be promoted in schools and integrated into regular English Language lessons with the other language skills of listening, speaking and writing. It should also be promoted across all KLAs and in the whole-school curriculum. Emphasis has to be placed on motivating learners and providing them with proper guidance and opportunities to enhance their enjoyment, learning capacity and personal growth through reading.

Language teachers can help promote a “reading to learn” culture through reading programmes that encourage learners to read a wide range of text-types with different subject content and to share their personal responses with peers. Teachers select or develop appropriate learning activities based on texts that interest learners, so that they will learn to appreciate the value of reading and become motivated to make reading a lifelong pleasure. For more information on the resources that can be used to promote reading to learn, please refer to section 6.3.2.

Schools can help learners to develop the habit of reading by encouraging them to read outside class time, such as during morning assembly and recess, and after school.

Learners can be encouraged to notice and read the signs, display boards, notices and advertisements in their immediate environment. These materials can promote the development of functional reading skills and help learners to relate English Language learning to daily life.

Suggestions for enhancing reading skills and strategies

To help learners to become effective readers, the following activities can be adopted:

- *Pre-reading activities*
 - Creating a purpose for reading
 - The teacher helps to set a clear purpose by asking learners to consider a question or problem before they read. Learners can then judge which parts of the text to ignore, what to skim over and what to attend to in detail.

- Building background knowledge
 - The teacher gives learners some information on what they are going to read to build their background knowledge.
 - Learners share what they know about the topic. They then compare the points raised with those found in the text.

- Activating learners' schemas

To develop and activate learners' schemas, the teacher guides learners to:

 - predict the content of a text from information such as the title, headings, sub-headings, pictures, table of contents, preface and appendix; and
 - use semantic maps to categorise ideas and concepts and visually illustrate the relationship between ideas and concepts.

- *While-reading activities*
 - Tackling unfamiliar lexical items and structures
 - Learners use structural information, such as the position of a lexical item, the morphology of a word (e.g. affixation) and the various devices used to create textual cohesion (e.g. reference and link-words) to decode the meaning of unfamiliar words and structures.
 - Learners infer the meaning of unfamiliar words from context.
 - Learners use a dictionary with discretion, deciding which words to look up and which ones to bypass.

 - Scanning
 - Learners look through a text rapidly to search for specific details (e.g. a name, a date), looking for clue words or phrases that may indicate the location of the information they are seeking, without attempting to deal with the content as a whole.

 - Skimming
 - Learners examine headings and sub-headings, look at pictures, and locate topic sentences to get a general impression of the content and structure of a text.

 - Prediction
 - While reading a story of some length, learners can, under the teacher's guidance, stop at critical points to make predictions about what may happen next to a certain character, or what may happen as a result of a certain turn of events. They can explain their predictions briefly by pointing to story clues.

- Understanding main ideas
 - Learners identify the key phrases or sentences in a text.
 - Learners select from a list the main ideas most relevant to the text they read.
 - Learners summarise orally or in writing the main points of a text.
 - Learners identify cause and effect relationships presented in the text.
- Identifying supporting ideas or details
 - Learners list the supporting details under each main idea in the text.
 - Learners find one illustration or example for each main idea provided.
 - Learners read strips of paper containing sentences or paraphrases from the text they read and put these strips under the categories of “main ideas” or “supporting details”.
- Recognising the writer’s intent and attitude
 - Learners consider the use of figures of speech, cohesive devices, rhetorical devices and contextual clues which help bring out the underlying meaning.
 - Learners discuss with one another the writer’s points of view and attitude towards specific events or issues.
- Critical reading
 - Learners express opinions on certain ideas developed in the reading text. They then invite comments from peers.
 - Learners initiate and formulate questions. They then discuss the questions among themselves, with the teacher giving feedback on their interpretations.
- *Post-reading activities*
 - Learners record personal responses to the reading text(s) in a reading journal.
 - Learners hold discussions on issues raised in the reading text(s).
 - Learners do further reading on the topic(s) or issue(s) discussed in the reading text(s).

Writing

In the English Language curriculum, a process approach to writing is recommended. This approach focusses on learners exploring and being aware of what they do, and the choices they make, during writing. The following are some suggested strategies and activities which teachers can use to develop learners’ skills at the various stages of the writing process, which include pre-writing, drafting and revising. Teachers should be aware that the process writing

approach is not a mechanical sequencing of techniques and that they do not need to use the suggested activities in the order presented below. To handle time constraints, teachers are encouraged to focus on ONE specific aspect of the writing process at a time (e.g. idea generation, planning, drafting or revising). They should only ask students to apply the whole process when they have gained mastery of all the strategies along the way.

- *Pre-writing*

In the pre-writing stage, learners are mainly involved in generating and planning ideas.

- Idea generation helps learners to get started. Learners may do the following to develop the skill of idea generation:
 - brainstorm in small groups;
 - practise free writing by writing as quickly as possible;
 - make use of questions to stimulate thinking and develop ideas;
 - interview one another to collect information and ideas; and
 - read or listen to texts on the topic and use the ideas obtained to think of new ideas.
- Planning involves consideration of the purpose, audience and overall structure of a piece of writing. To develop the skills in identifying writing purposes and audience, learners may:
 - examine sample texts to consider the writers' purposes and the intended audience;
 - examine how a single event or issue has been reported from a variety of angles;
 - consider an event or a situation from the various points of view presented in the text;
 - rewrite an argumentative text from the perspective of the opposing viewpoint; and
 - assess whether a thesis needs refining, and write a brief and flexible outline which can be reshaped as they discover new ideas.

- *Drafting*

When writing the first draft, learners should focus on content and meaning and leave matters like grammar, punctuation and spelling until later. Teachers should prepare learners for this stage of writing by developing their skills in the following areas:

- Beginning and ending
 - Learners examine and discuss the characteristics of the beginnings and endings of different text-types in terms of the level of interest they generate, the form they take, their relationships to other parts of the text and their relationships to each other. They then apply this knowledge to evaluate the opening and ending of their own drafts.
 - Learners compare examples of effective and less effective beginnings and endings of texts and discuss what makes some beginnings and endings more effective than others.
 - Learners match the beginnings and endings of texts to see the ways in which the endings reflect and relate to the openings.
 - Learners write a beginning and an ending to suit the body of a given text.
- Developing and structuring content
 - Learners engage in reading tasks, which will allow them to develop their thinking, build vocabulary, develop insights into the structures of various text-types and appreciate what makes an effective piece of writing in terms of cohesion within and across sentences, coherence in the logic of the writing and the overall organisation of the text.
 - Learners work on cohesion exercises focussing on one or more aspects of written discourse in order to enhance their power of structuring writing before engaging in freer writing activities.
 - Learners practise writing a broad range of text-types, so as to deepen their understanding and experience of the use of different methods of organisation in different types of discourse.
- *Revising*
 - When revising, learners review and make changes to their draft at the text level (e.g. content, cohesion, coherence, organisation) and check the surface aspects of the text (e.g. grammar, spelling) to make sure that the text is suitable for presentation to the reader.
 - The revising process can be supported by the following activities:
 - Peer and self review

Learners work interactively in pairs or small groups to review each other's draft through questions, suggestions or comments, with the help of a feedback sheet like the one on the following page to guide them through the review process, if

necessary. Alternatively, learners can be encouraged to respond critically to their own work by practising self-feedback, using the same feedback sheet.

Feedback Sheet			
(1=needs improvement, 2=satisfactory, 3=well done)			
	1	2	3
Content			
Is the content clear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the content relevant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation			
Are the ideas put in paragraphs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the ideas presented in a logical way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language use			
Are the grammatical structures appropriately used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the choice of words suitable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional comments:			
<hr/>			
<hr/>			
<hr/>			

- Teacher-learner conferencing
The teacher conducts a conference with learners individually or in small groups to discuss their drafts. Learners can participate actively in negotiating and clarifying meaning before proceeding to revise their work.
- Teachers should give written comments on the drafts they have collected from learners. When giving comments, teachers should offer positive support by praising what learners have done well in their drafts. They should make suggestions which will enable learners to carry out revisions in the areas of organisation, grammar and mechanics.

4.3.3 The Teaching of Language Arts

The place of language arts in the English Language curriculum

Language arts has much to offer in developing learners' capability to use English to respond and give expression to real and imaginative experience. It seeks to develop learners' language sensitivity and cultural awareness, as well as creative and critical thinking, through the use of imaginative texts such as poems, novels, short stories, dramas, films, film scripts, jokes, advertisements, song lyrics, and radio and television programmes. To help learners to progress towards the targets and objectives of the Experience Strand and to handle the modules in the Elective Part involving the use of creative and imaginative texts, teachers are encouraged to use a wide range of language arts materials and activities in the learning and teaching of English.

Reasons for using language arts materials in the English Language curriculum

Language enrichment

- Imaginative texts help sharpen learners' awareness of the range of language itself. They offer genuine examples of a range of styles, registers and text-types at different levels of difficulty. They are enriched with figurative language which often presents familiar experiences in a new light, encouraging the learner to consider the nature of the experience and the potential of the language itself. Learners are encouraged to be creative and adventurous as they begin to appreciate the richness and variety of the language.
- Imaginative texts are by nature open to multiple interpretations. Readers' interpretations of and reactions to a given text are rarely identical. This difference in points of view allows for genuine interaction among learners.
- Imaginative texts often deal with issues of universal significance – for example, human relationships, nature, love, growing up – which can be a powerful source of motivation for learners to give personal responses from their own experience.
- The interest and appeal of imaginative texts make them a key resource for stimulating language activities. Learners have to engage interactively with the text, with fellow learners and the teacher. In the process, learners pay careful attention to the text itself and generate language as they complete tasks.

Cultural enrichment

- One of the overall aims of the senior secondary English Language curriculum is to enhance students' cultural knowledge and understanding. To achieve effective

communication, in addition to language knowledge and skills, the learner needs to have the necessary cultural information to perceive the shades of meaning and allusions in the words and expressions used by speakers of English from different cultures. To foster cultural literacy, learners need to read widely. When used appropriately, language arts materials are a powerful means to this end.

Personal involvement

- Imaginative texts allow for personal involvement. More diffuse than informational discourse, they stimulate the learner to engage in a vigorous process of interactive reading. The focus of the learners' attention is often shifted from the more mechanical aspects of the target language system to the emotional experience represented in the text.

Considerations for selecting language arts materials

The suitability of language arts materials for the language classroom varies from one group of learners to another, depending on their age, needs, interests, cultural background, language level, and intellectual and emotional maturity. It is most important to make use of materials which stimulate their personal imagination and involvement. The following should be considered when selecting language materials to be used in class:

- Appropriateness of content
- Likelihood of interest to the readers
- Amount of cultural knowledge required
- Density, pace, level and clarity of language
- How the materials are related to the learning objectives, themes of the learning units or students' learning in other areas

In selecting films and documentaries, the following also need to be considered:

- Degree of visual support
- Clarity of sound and picture
- The techniques employed in the film/documentary

Learners can be involved in the selection process. In some cases, a class's suggestions may turn the teacher's attention to materials with excellent potential of which he or she was personally unaware.

Planning and designing activities using language arts materials

The following are some suggestions for planning and designing activities that may be used with imaginative texts:

- The reading of an imaginative text is often just one key element in a linked set of activities within a unit. These activities may include a preliminary discussion, interactive work involving the text, and follow-up activities such as speaking or writing.
- Group and shared activities allow the teacher and the participants to tap the knowledge and experience within the group. With its variety of life experiences, a group can foster the development of an individual's awareness of both his/her own responses and of the world represented in the text. Learners working in groups are encouraged to take risks in reading and exploring the text together, sharing experiences, views and interpretations.
- Questions can be designed and organised in such a way that they lead learners to work either individually or through group discussion to achieve a better understanding of the text. Learners can benefit from answering both closed questions aimed at eliciting information-based responses and open questions encouraging investigation and reasoned interpretation.
- In addition to the conventional "text and questions" approach, teachers should employ a broad range of activities to suit learners' interests, level and needs, e.g. role-play, solo/choral speaking, drama, improvisation, creative writing, audio/video production, jigsaw reading, and parallel reading of a text with another text or other media. However, it should be stressed that the variety of activities should aim at increasing learners' confidence to develop and express their own responses. As their critical faculties are sharpened, they will become keener to articulate their own views and assess other perspectives. Also, they are more likely to engage in creative writing and/or extended reading at home.

Suggested activities for using language arts materials

The following is a list of activities that may be used with imaginative texts. It is meant to be suggestive rather than exhaustive, and teachers should feel free to make changes and/or use their own ideas.

- *Preliminary activities*
 - poster presentations on the theme/subject of the text
 - discussion of photos/pictures related to the text
 - predicting what the text is about by reading its title

- personal reactions to the theme(s) which occur in the text
 - discussion among the learners about how they would have responded if they had been in a similar situation to the one in the text
 - brainstorming vocabulary conducive to understanding the text
- *Activities focussing on the text*
 - jigsaw reading, i.e. getting students to read different parts of a text and then getting them to put it all together
 - choosing a description which best summarises the text
 - completing sentences which show “cause-effect” relationships in the text
 - matching definitions with words in the text
 - organising words according to lexical relationships
 - gap-filling, i.e. certain words are removed from the text, and learners fill in the gaps either by themselves or by choosing from a word list
 - choosing from a list of adjectives the one which best describes a certain character, and supplying reasons
 - reading/listening to an extract, and writing and/or presenting the dialogue between the characters
 - answering comprehension questions about certain words or phrases, the content of the text and its underlying meaning
 - considering the same text presented in another form
 - reading aloud
 - *Follow-up activities*
 - discussion/debate on the theme/subject of the text
 - writing creatively on the theme/subject of the text
 - role-play/simulation
 - rewriting the text as a different text-type, e.g. if the text embodies a story, learners may be asked to rewrite it as if it were a newspaper article or film script
 - writing diary entries or a letter reflecting on the events of the story from the point of view of the reader or one of the characters

Suggested activities for using films and documentaries

Using non-print materials such as films and documentaries to increase learners’ motivation and promote language learning has become increasingly popular in the English Language classroom. The use of these materials is further promoted through the reading/viewing programme tied in with the public examination beginning in 2007. To enable learners to make

the most of these materials, teachers should help them to cultivate a habit of watching films/documentaries, and to develop skills and strategies conducive to independent viewing.

To enhance students' learning effectiveness through film/documentary viewing, the teacher should encourage learners to practise the following regularly:

- Selecting films/documentaries for viewing based on criteria such as their interest in and familiarity with the subject and the appropriateness of the content;
- Working together with peers who are interested in viewing the same film/documentary whenever possible, for mutual support and for sharing of ideas or opinions;
- Keeping a logbook in which they note down their personal responses and reflections on the different aspects of the film/documentary; and
- Making the best use of the resources available (e.g. the Internet, the library, teachers, parents, peers) to improve their understanding of the film/documentary.

Some suggested pre-viewing, after-viewing and extension activities are provided below. They aim to develop learners' ability to plan and prepare for, make sense of, reflect on and respond to the viewing. They also provide learners with opportunities to practise research skills, communication skills, presentation skills and creativity, and to reinforce their learning in other parts of the English Language curriculum.

Teachers should give learners appropriate help and guidance on how to choose and use the activities. They may also consider encouraging learners to make judicious use of English subtitles to follow dialogues/commentaries, learn vocabulary and understand context-bound expressions. (The teacher should, however, remind learners that subtitles tend to focus them on reading rather than listening, and that they should not overlook the importance of developing listening strategies during the viewing process.)

Before the viewing

- Learners consider the title and the information in the product cover or promotional materials and make predictions about the development of the film/documentary.
- Learners brainstorm what they know about the film/documentary. They may compile a list of facts (e.g. the setting and background) or write a short paragraph on their initial views and feelings.
- Learners engage in pre-viewing activities that help them to find out more about the film/documentary. They may search for information in the library, or they may browse the Internet where they can visit the official website or read reviews of the film or locate and visit useful websites for ideas about the documentary.
- Learners make a list of useful words and expressions they have learned during the

information search. They may also discuss with each other and write down a few questions about what they would like to learn from the film/documentary.

After the viewing

- Learners engage in pair or group discussion to explore and give their personal response to some of the following:
 - The main theme/purpose of the film/documentary
 - General feelings about the film/documentary (e.g. interesting, boring, horrifying, amusing)
 - The most interesting scene(s)/information/point(s)
 - The most interesting character(s)
 - The relationship between the film/documentary and their personal experience or their own situation
 - New words/expressions/language structures learned
 - The most striking or interesting image(s)/picture(s)
 - The mood/tone of the film/documentary*
 - The paralinguistic features (e.g. facial expressions, gestures and other visual clues) used to convey meaning and to draw attention*
 - The technical and visual effects (e.g. colour, lighting, camera, setting, costume, make-up, props) used to convey meaning and create stylistic effects*
 - Further questions/new ideas raised*
- Learners record their reflections on some of the above points in their logbooks.
- Learners present their reflections and respond to questions raised by peers and the teacher.

Further work

The following activities are indicative of the kind of language extension work that learners are encouraged to engage in. Teachers may select or re-develop some of these activities, taking into account students' interests and abilities and how the activities tie in with the school's other English-related work (e.g. debating, drama, campus radio, school newspaper).

- Learners write a diary entry about a chosen incident, from the point of view of one of the characters in the film, or the narrator or an individual in the documentary.
- Learners engage in some of the following speaking activities:
 - Discussion on issues raised in the film/documentary
 - Prepared talks on a topic related to the film/documentary
 - Debates in which they prepare arguments in favour of or against propositions developed from the film/documentary

* Note: These activities are more demanding and may be better suited to the more able learners.

- Learners choose a character from the film, or the narrator, or an individual from the documentary and work out what they would like to say to him/her in a letter, or e-mail, or telephone conversation.
- Learners write a short review for the school newspaper giving their opinion on the film/documentary. They rate the film/documentary on a five-point scale.
- Learners write an alternative ending, a possible sequel, or an imaginary dialogue based on the film/documentary.

4.3.4 Promoting Independent Language Learning

Learning is most effective when learners take an active role in the learning process, making choices independently and directing their own learning. For this reason, an important goal of school education is to produce autonomous learners who are capable of independent thinking and action. At the senior secondary level, learners should be encouraged to exercise more control over their own learning. Self-access Language Learning (SALL) is a means by which this goal can be achieved.

What SALL is and why it should be promoted

SALL is an approach to language learning. It is not a mere collection of learning materials or a system for organising resources. Its primary aim is to enable learners to take charge of their own learning both inside and outside the classroom. SALL expresses itself through a variety of activities such as project work and classroom-based language learning tasks, providing learners with many opportunities for negotiating and making decisions on what and how they want to learn, as well as reflecting on and evaluating their own learning.

SALL should be promoted for the following reasons:

- Through SALL, learners can choose the materials and activities which suit their interests, level, needs and learning styles, and work on them at their own time and pace. Learning is therefore self-directed and autonomy is encouraged.
- SALL helps to cater for learner diversity. The less able learners can have more time to focus on particular aspects of learning, while the more able learners can proceed to more challenging tasks. All learners can choose to work on areas in which they need most practice. As a result, learning is more individualised with a high degree of flexibility.
- As learners initiate the self-access work themselves, there is a stronger sense of ownership. They will take more responsibility for their learning and show a greater commitment to it, which leads to an increase in motivation.

- SALL gives learners wider exposure to English. Learners have more opportunities to use language in a variety of contexts through self-directed tasks, and this brings about improvement in their language proficiency.

Setting up self-access facilities

SALL can be promoted within the classroom – for example, when learners are given the opportunity to choose their reading materials and to decide on how to approach tasks or activities. More frequently, however, SALL takes place outside the classroom, where self-access facilities are set up to help learners to take charge of their own learning.

Self-access facilities can take many different forms. Boxes can be used to hold SALL materials, which are wheeled around on a trolley when the need arises. Steel cabinets or bookshelves can also be used to store and organise SALL materials. Where space is not a problem, a corner of the classroom, a section of the library/multimedia learning resource centre or even a dedicated room can be set up as a self-access facility.

Where resources allow, audio-visual equipment can be provided in a self-access centre or corner (SAC) to enhance independent learning. Useful equipment includes cassette recorders, television monitors, video players, VCD/DVD players, headsets, computers and projectors. Many computer-based resources are now available for self-access work, e.g.

- word-processing programs – for writing and editing purposes;
- text analysis programs (e.g. concordancers) – for studying how words are used in authentic texts;
- educational CD-ROMs – for providing language practice and information on a wide range of topics and issues;
- simulations and games – for increasing motivation and for practising problem-solving; and
- tests and quizzes – for assessing learners' proficiency.

Developing self-access language learning (SALL) materials

Self-access facilities should be stocked with good and user-friendly language learning materials conducive to independent learning. These materials can be obtained or developed through different means. Teachers can do the following:

- Buy both print and non-print language learning materials they deem interesting and

useful for learners.

- Develop SALL materials by adapting or rewriting books, magazines, newspapers, leaflets, advertisements, user manuals and speeches, and by devising questions and tasks for them.
- Make past examination papers, internal and public, available for individual practice.
- Ask learners to bring in any printed materials or audio/video productions which they enjoy. Teachers can then develop them into self-access materials. Alternatively, learners can be encouraged to design questions on the materials and supply an answer key which not only helps to relieve the teacher's workload but, more importantly, fosters learner autonomy and critical thinking.
- Ask learners to help build up topic-based materials. This can be done by first listing popular topics that are often discussed, e.g. epidemics, pollution, environmental protection. Learners can then collect materials from various sources such as government offices, newspapers and magazines. Alternatively, they can search for relevant information from, for instance, educational CD-ROMs, the World Wide Web and newsgroups.

Teachers may also like to take the following into consideration in developing self-access materials:

- The materials should be relevant, interesting and stimulating to motivate learners to work on them on their own.
- The materials should be categorised carefully and systematically to help learners to locate what they need promptly. For example, colour-coding the materials and labelling materials/book shelves are easy ways to promote user-friendliness.
- The materials should be graded and arranged from easy to difficult to allow learners to progress in a systematic manner.
- Materials on specific skills should be integrated with other skills or areas of language learning to encourage communicative and integrated language use.
- Instructions on how to use the learning materials, how to find books and how to use equipment such as video players and computers are always helpful to learners. Such instructions should be given in written English and enclosed with the materials or posted up at appropriate locations.
- All materials should have built-in self-assessment tools, as far as possible. Answer keys/checklists with explanations and examples should be available. Suggestions on what learners should do next should also be provided.
- Tapescripts, wherever possible, should be included.

To help evaluate the usefulness of SALL materials, learners can be issued with simple forms for giving feedback, which can then be used to improve the materials for future use.

How teachers can encourage the use of SALL

The teacher plays a prominent role as a facilitator as well as a provider of guidance and resources to help learners to make full use of SALL materials. It is recommended that teachers use the following ways to help learners to develop independent study habits:

- Introduce the concept of SALL and explain its importance.
- Help learners to identify their needs and decide which areas of the language they should practise to prevent them from basing their self-directed learning solely on their interests.
- Help learners to set realistic goals. One way of doing this is by making contracts with learners to help them to set manageable objectives and monitor their progress.
- Familiarise learners with the school's self-access facilities so that they know what types of resources are available and can choose the ones they like to work with.
- Maintain contact with learners while they are doing self-access work, getting them to reflect on what they have accomplished and encouraging them to sustain their efforts.
- Help learners to keep records of their work so that they are well aware of their own efforts and achievements. Whenever necessary, check learners' records and make use of them in evaluating their progress and in making further contracts with them.
- Help learners to acquire the skills and habits to monitor and assess their own learning.

How learners can work on SALL

In SALL, learners play a leading role. Self-initiation, commitment and sustained efforts are paramount. Learners should be encouraged to:

- familiarise themselves with the self-access facilities and materials so that they know how to find what they need;
- negotiate with the teacher and decide on the learning objectives, content and process;
- take the initiative to consult the teacher, as through discussion they will gain a better idea of the goals they should be working towards and of the possible ways of doing this;
- carry out learning activities individually or in groups in their own time;
- monitor their own progress and assess what they have achieved (see the section on Self-assessment for further details);
- help build up and evaluate SALL materials in the school; students have a good sense of what topics they are interested in and what areas they need to improve; and

- assist in the day-to-day running of the self-access facilities, as they are likely to be more motivated to use the facilities if they play a part in the operation of the system.

Self-assessment

Training learners to reflect on and evaluate their communicative competence is a crucial part of the learning process. In SALL, learners are offered an opportunity to learn how to monitor, review and assess their performance. Teachers should build self-assessment procedures into learning materials by providing such things as answer keys to gap-filling exercises, comprehension questions and so on. Teachers should also develop various other procedures to enable learners to better assess themselves. For example, learners can:

- keep a language learning log or journal/diary to record and reflect on their learning experiences;
- keep records of their work in a folder, reviewing this from time to time in order to monitor their progress towards their own targets; and
- make use of checklists or answer keys to carry out self and peer assessment. The latter gives them an extra incentive to try their best as they have a real audience.

Learners should be encouraged to see self-assessment as an ongoing process which enables them to identify their strengths and weaknesses, develop a critical awareness of their language learning progress and establish goals for future development.

4.3.5 Information Technology for Interactive Learning

Effective use of information technology (IT) allows for greater flexibility with respect to when and where to learn and who to learn with. It can support both classroom and self-access language learning. The use of web-based or computer-assisted interactive learning tools to complement direct face-to-face contact not only provides learners with powerful mechanisms for communication and collaboration with the teacher and each other, but also promotes better understanding of their learning progress. For example, teachers can:

- present the lesson in a motivating and engaging way by making use of multimedia presentation tools;
- provide opportunities for learners to take charge of their own learning through selective use of online resources;
- encourage learners to become active users of English when they apply their IT skills for presentation, critical thinking, information evaluation and knowledge management, using information on the Internet; and

- engage learners in interactive and collaborative work through online discussions and sharing of ideas.

4.3.6 Life-wide Learning

Life-wide learning provides opportunities for experiential learning through meaningful use of English in authentic settings, including the community and the workplace. To support life-wide learning, teachers are encouraged to:

- interact with learners in English both inside and outside the classroom (e.g. showing appreciation of learners' use of English in their interactions or discussions within and beyond the classroom, and of their persistence in such practice; encouraging learners to join English language camps);
- provide learners with wider exposure to authentic use of English (e.g. inviting speakers of English to give talks or to take part in school activities; use the media as a language learning resource; visit international schools, English speaking business firms, institutions or charitable organisations);
- encourage learners to seek and create opportunities to learn and use English in natural settings (e.g. collecting authentic materials or samples of English use in society and sharing them among peers and with teachers; searching for information on the Internet; watching films or TV programmes in English);
- maximise the use of space and resources in school (e.g. ensuring learners' easy access to computer facilities for language learning beyond lesson time; setting up a SAC; or posting authentic materials and learners' work on the bulletin boards, the walls or the Internet/intranet to facilitate wide reader access); and
- promote learning through formal and informal curricular activities (e.g. essay competitions, verse-speaking, debates, celebration of festivals, drama performances, English Days, singing contests, short radio plays, visits and community services).

4.3.7 Assessment for Learning

Assessment is an integral part of the learning and teaching process. It is an ongoing process that aims to promote and improve learning. Fundamentally, assessment involves both teachers and learners reflecting on assessment data: it should provide learners with appraisal and feedback on their performance in relation to learning objectives, so as to help them to improve on the one hand, and offer teachers information for effective planning and intervention on the other. The following chapter on Assessment will elaborate on how assessment is approached in the English Language curriculum at the senior secondary level.

4.4 Quality Interaction

Section 4.3 has offered a range of learning and teaching approaches and strategies that teachers might like to consider for adoption to achieve specific learning targets and objectives to suit students' needs and abilities. Whatever approaches or strategies they have chosen, however, teachers are encouraged to build in quality interaction to ensure effective learning. The following example, which focusses on the use of a short imaginative text to develop reading skills, illustrates how such a dynamic process can be brought about:

Scaffolding

Before learners approach the text, the teacher should provide scaffolds or means of support to assist comprehension. For example, he/she may help build learners' vocabulary by explaining, or asking them to look up, key words or phrases that are crucial to understanding the text. This can also be achieved through asking learners to use contextual clues to work out the meaning of key words. Further, the teacher may help increase learners' world knowledge by encouraging them to find information about a certain topic, issue, historical event or cultural practice that is related to the central theme or event presented in the text. Likewise, prompting learners to reflect on their own experience, and to project themselves into a situation similar to that which occurs in the text, is a good way of ensuring that learners approach it with the right mental set.

Questioning

To foster a close interaction with the text and develop higher-order thinking skills, open-ended questioning is strongly encouraged. Whether they are involved in a group discussion or are working on a reading comprehension worksheet, learners should not be engaged only with questions which aim at eliciting information-based responses. They should also be provided with questions that stimulate probing investigation and reasoned interpretation. For example, they might be asked to discuss the motive of a certain character, who has opted for a particular course of action, and give justifications for their interpretation. Engaging learners in this inquiry mode of learning will enable them to explore their own feelings, develop their own responses and make their own judgements – crucial skills which they can apply to the understanding and appreciation of a wider range of imaginative texts.

Feedback

Constructive feedback or advice should be provided during and/or after each learning activity

to let students know how well they have done and how they can make further improvement. For example, learners could be asked to rewrite the ending of the imaginative text which they have read, and the teacher may provide comments on their drafts in terms of content, organisation and language, based on which students will make revisions to produce texts of better quality. Of course, the teacher need not be the sole source of quality feedback, which can also come through learners' direct involvement in assessing their own and others' work. Peer and self feedback, based on clear criteria, enhance audience awareness and encourage a critical response to texts.

4.5 A Learning Community

As suggested in section 3.4.6, teachers and learners are encouraged to work closely together as a learning community that is characterised by mutual trust, and which fosters active learning, co-operation and teamwork. A learning community that is conducive to increasing learners' involvement and motivation easily fosters a strong sense of membership, as teachers and learners become partners/joint investigators in the process of developing knowledge. Further, a learning community enables learners to develop their capacity to be responsible for their own learning and to care about the learning of their peers. In the case of English Language learning, a task-based approach naturally involves learners' engagement as users of English in simulated or authentic situations in which they assume different identities or roles (e.g. greeting people, asking for directions and ordering food in an English-speaking environment). The sense of membership within this learning community enables learners to feel free and secure in experimenting with the use of English in varying contexts. With the use of SALL as outlined in section 4.3.4, a strong sense of empowerment can also be generated as learners engage in setting the agenda for their own learning through individual or team effort.

Apart from promoting partnership between students in learning, an effective learning community also involves a close partnership between the teacher and learners. Far from merely being the manager of class activities and transmitter of knowledge, the teacher learns and works closely with the learners, forming a mentoring relationship with them. Strategies for building active learning, which teachers are encouraged to promote, include:

- **Collaborative learning:** This provides learners with the opportunity to learn actively, to negotiate with each other to discover, develop and share language knowledge and skills together.
- **Problem-solving:** This allows learners to work, often in smaller groups, through real or

simulated issues in language tasks or projects to strengthen their critical and collaborative abilities through collecting and analysing data about these issues, proposing alternatives and arriving at solutions.

- **Experiential learning:** This involves the use of a variety of life-wide learning activities, including those that make use of the workplace or community resources, which enable learners to connect theory with practice through applying the language structures and skills they have learned in authentic and purposeful contexts.
- **Ongoing reflection:** Such practice is critical to the success of a learning community; reflective learners who are consciously able to draw on their experiences are more motivated, confident and effective in their learning, as they constantly examine what they have learned, how they have learned it, how that learning might be applied in other situations, and how they could further improve their learning.
- **Peer and self feedback:** Used appropriately, these are powerful assessment tools for improving students' learning. While the former facilitates enhanced interaction between learners, fosters mutual support and allows them insights into others' points of view, the latter encourages self-directed learning and critical self-reflection, placing the onus for determining levels of effectiveness in a certain language activity on the student engagement in that activity.

4.6 Catering for Learner Diversity

Every class is composed of individuals who are different from each other in terms of maturity, motivation, ability, learning styles, aspirations and interests. Catering for learner diversity is a significant and challenging consideration in determining learning and teaching content, level and methods.

General considerations

To enhance curriculum planning as well as learning and teaching in a way that will help different students to learn well, teachers are encouraged to consider the following:

- Be sensitive to the needs of different learners and appreciate their capacity to learn and improve.
- Make use of materials and activities which
 - will arouse different learners' interest;
 - are relevant to learners' ability level; and
 - facilitate the formation of views and solutions to problems that promote conceptual

- development.
- Create situations and select suitable questioning strategies that will provoke thinking as well as encourage creativity and experimentation with regard to language use.
- Respond to and help learners who require extra help and those who are ready to take on greater challenges.

Curriculum adaptation

Teachers may cater for learner diversity by adapting the school curriculum to suit the specific needs and interests of their varied groups of learners. Adapting the curriculum can mean, among other things, trimming down the curriculum, making additions, or both for effective learning. The teacher needs to employ his/her subject knowledge, professional skills and understanding of the learners to select and use appropriate methods to help them to work towards the Learning Targets and Objectives. It is a good practice for teachers teaching the same year level to meet and decide on how the English Language curriculum may be adjusted for a particular class or group of learners. Expansion or reduction of the learning content should be done carefully, and the teacher's decision to go either way should not adversely affect the learners' progress towards the Learning Targets and Objectives at the senior secondary level. Adaptation may enable learners to learn at the level and pace that suit them best. A clear record of how the English Language curriculum has been adapted in a particular year must be passed on to the teachers in the following years so that they know the needs of the learners, and so that continuity in the school curriculum can be achieved.

Teachers also need to exercise care in helping learners to select the modules in the Elective Part, taking into account their levels and preferences. Teachers may refer to the suggested schemes of work for the modules (accessible at <http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html/>) on how to cater for learner diversity. Nonetheless, they should feel free to select, adapt or re-develop the suggested activities and materials.

Learning tasks and exercises

The learning targets describe the intended learning goals for all learners, but the means by which they work towards the common learning targets (e.g. tasks and exercises) may differ in a range of ways. The following examples show how different ways of using tasks and exercises can cater for learner diversity:

- The teacher provides all learners in the class with the same task or exercise but varies the output that learners are to provide or the amount and form of support that he/she

gives.

- The teacher provides further support to the less able learners by, for example,
 - giving them more exercises through which to focus on particular knowledge, strategies and skills;
 - giving them more clues and guidance in the task sheets; and
 - rephrasing some of the guiding questions.
- The teacher provides learners with a variety of tasks or exercises that are graded according to difficulty, so that they work on tasks that match their stage of progress or learning styles.

Teaching methods

In terms of methods, teachers should employ a variety of teaching techniques – for instance, using a variety of questions, giving constant feedback, flexibly employing different kinds of class groupings, giving individual attention during class teaching, and checking the correction work or supplementary language assignments done by individual learners. Teachers should create an atmosphere of trust to encourage learners to be adventurous, allowing them to make choices, find answers to their own questions and pursue their own interests for improvement.

How the same task can be used to cater for learner diversity

The two sets of examples below show how learner diversity can be catered for by giving learners varied instructional support in the learning process along with adjusted expectations in the same task.

Example 1:

- i. Learners write a proposal to suggest ways to improve the facilities and services in a large public housing estate.
- ii. The teacher provides additional support to the less able learners by giving more preparatory work focussing on text-types, language items and skills, giving them more clues and suggestions for ideas and wording, and guiding them to work through a model or example.
- iii. The teacher requires two or more levels of performance:
 - The less able learners focus the discussion on improving some obvious aspects of community life in a large public housing estate, such as cleanliness of the environment, security, sports and recreational facilities for young people.
 - The average learners are required to take a broader view of the various needs of

different sectors of this community, such as working mothers and the elderly, and examine the issue from different perspectives.

- The more able learners argue for a comprehensive policy that addresses not just isolated problems but embodies a vision of how to build a strong community.

Example 2:

- i. A class is divided into groups of different abilities (about six learners in each group).
- ii. The teacher helps learners where and when necessary and to different degrees according to individual ability.
- iii. Each group considers the global developments and challenges in the 21st century.
- iv. Each group chooses, defines and writes about an aspect of global development and prepares a report for the class on, for example, the changing nature of jobs and lifestyles because of technological developments, the challenges to maintaining a sustainable environment and the implications of the global village.
- v. The better groups explore the issues in greater depth and reflect on how they can prepare for the 21st century and the possible roles they can play in it. The weaker groups generalise and report on the information they can collect.
- vi. Sub-groups of two to three learners will be formed; each sub-group reads about its chosen issue and prepares notes for reporting orally to the other sub-groups, with the weaker sub-groups getting help from the teacher as well as their classmates.
- vii. Each group now prepares a formal report in writing, including information and views given by the sub-groups, and then relates it to the whole class for open discussion. A number of periods should be allocated for all the groups to present their reports in turn.
- viii. The teacher gives advice and suggestions on how the groups can improve their work; the reports can be re-drafted and revised a number of times if necessary. The reports are also marked and corrected.

The final outcome of the effort to cater for learner diversity should be to foster pleasure and satisfaction, confidence, motivation, concentration and persistence, and knowledge and skills – not only in the weaker learners, but also in the more able ones.

4.7 Meaningful Assignments

Effective use of assignments can enhance and strengthen classroom learning and teaching. Besides furthering the development of knowledge, skills and attitudes, assignments help to foster learners' ability and self-discipline to work independently. Successful completion of

assignments develops learners' interest and confidence in the subject. The feedback teachers give on learners' assignments helps learners to understand their own progress, identify areas for improvement and reflect on their own learning. For the teacher, assignments provide a means of monitoring teaching effectiveness and learners' progress. Learners' performance in their assignments enables the teacher to reflect on his/her teaching so that suitable adjustments and reinforcement can be made.

Setting assignments

The following are suggested guidelines for teachers when setting assignments:

- They should be set with reference to the Learning Targets and Objectives, involving a well-balanced coverage of knowledge and skills.
- They should be varied in type and format – in written or spoken mode, on a group or individual basis, for daily or vacation practice.
- They should encompass an appropriate mix of language forms and functions, involving both practice and use, since mastery of basic structures and their application for communicative purposes are two interlocking elements in language learning.
- They should be set according to learners' abilities, knowledge, experience, needs and interests as well as the availability of resources (including time, information and materials). Assignments that are too simple, too complex or too time-consuming can cause boredom, frustration, failure and even resentment.
- They should provide learners with ample opportunities to practise the four language skills as well as the generic skills. Tasks are effective assignments as they involve the use of language items and skills in an integrated manner. Projects are particularly useful for recapitulation, generalisation and extension of what learners have learned.
- They should be graded carefully from the easier to the more difficult to give learners a sense of progress and achievement.
- Learners should be given sufficient time to draft and revise their work before submission. Rushing learners through the process deprives them of the opportunity to experiment with language use and to develop skills and knowledge.

There are no hard-and-fast rules about the frequency and number of assignments that should be given to each class level. Teachers are expected to exercise their professional judgement when setting assignments. The following are some guidelines which teachers may want to follow:

- Consider students' learning needs as reflected by their performance in class, class work

and previous assignments.

- Aim at short but frequent assignments rather than lengthy ones.
- Check against the number and scale of assignments given by teachers of other subjects. In consultation with the teaching staff, the school management can work out a policy that aims at maximising the benefits of assignments and minimising the pressure on learners.

Providing guidance

In order that assignments do not become a burden for learners and that they can be completed independently, it is important for the teacher to provide sufficient guidance, explanation, information and materials beforehand.

The guidance provided can take the following forms:

- spelling out the objectives and requirements;
- explaining difficult vocabulary or expressions to bridge gaps in comprehension;
- giving examples to illustrate what learners are expected to do when the format is unfamiliar and when the instructions involved are complicated;
- ensuring opportunities for oral preparation, for example through brainstorming and class discussion; and
- providing learners with adequate guidance for them to accomplish the work on their own.

Marking assignments

There is no one best way of marking English assignments. Different types of work call for different treatments. For example, when assessing an oral presentation, the emphasis can be put primarily on content and fluency. When going through book reports, the focus can be upon learners' ideas and personal responses. When marking compositions, it is advisable to provide learners with comprehensive feedback on content, accuracy, appropriateness, presentation and organisation.

Teachers might like to take note of the following points when marking assignments:

- Informative feedback should be provided rather than just a mark or grade. In addition to identifying areas where improvement should be made, teachers can write constructive and encouraging comments, as these motivate students to do well.

- Consistency in marking ensures fairness in assessment. Teachers are encouraged to work out and abide by standardised scoring guides to provide reliable information on learners' performance and progress.

Recording

Teachers should keep records of learners' assignments. These records enable them to find out how well learners are progressing towards the learning targets. Based on such information, teachers can evaluate the effectiveness of their teaching and make adjustments accordingly. Meetings can be arranged with learners from time to time so that teachers can discuss their performance in assignments with them. In this way, teachers know how much more help they should give learners and in what way.

Learners can also be trained to keep records of their own work. They should get into the habit of writing dates on their assignments and keeping them in a chronological order. This enables them to go back to their previous work and review the progress they have made. Proper and systematic management of work can help learners to develop self-confidence and a positive attitude towards learning English.

Teachers may ask learners to keep portfolios containing the materials that they have produced in the course of their learning. A portfolio is a purposeful collection of a learner's work over a period of time, which can provide a comprehensive picture of the learner's achievements, progress, strengths and weaknesses. Portfolios are becoming increasingly popular as a means of formative assessment.

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Chapter 5 Assessment

This chapter discusses the role of assessment in learning and teaching English Language, the principles that should guide assessment of the subject and the need for both formative and summative assessment. It also provides guidance on internal assessment and details of the public assessment of English Language. Finally, information is given on how standards are established and maintained and how results are reported with reference to these standards. General guidance on assessment can be found in the *Senior Secondary Curriculum Guide* (SSCG) (CDC, 2009).

5.1 The Roles of Assessment

Assessment is the practice of collecting evidence of student learning. It is a vital and integral part of classroom instruction, and serves several purposes and audiences.

First and foremost, it gives feedback to students, teachers, schools and parents on the effectiveness of teaching and on student strengths and weaknesses in learning.

Secondly, it provides information to schools, school systems, government, tertiary institutions and employers to enable them to monitor standards and to facilitate selection decisions.

The most important role of assessment is in promoting learning and monitoring students' progress. However, in the senior secondary years, the more public roles of assessment for certification and selection come to the fore. Inevitably, these imply high-stakes uses of assessment since the results are typically used to make critical decisions about individuals.

The Hong Kong Diploma of Secondary Education (HKDSE) provides a common end-of-school credential that gives access to university study, work, and further education and training. It summarises student performance in the four core subjects (including English Language) and in various elective subjects, including both discipline-oriented subjects and the Applied Learning courses. It needs to be interpreted in conjunction with other information about students as shown in the Student Learning Profile.

5.2 Formative and Summative Assessment

It is useful to distinguish between the two main purposes of assessment, namely “assessment *for* learning” and “assessment *of* learning”.

“Assessment *for* learning” is concerned with obtaining feedback on learning and teaching, and utilising this to make learning more effective and to introduce any necessary changes to teaching strategies. We refer to this kind of assessment as “formative assessment” because it is all about forming or shaping learning and teaching. Formative assessment should take place on a daily basis and typically involves close attention to small “chunks” of learning.

“Assessment *of* learning” is concerned with determining progress in learning, and is referred to as “summative” assessment, because it is all about summarising how much learning has taken place. Summative assessment is normally undertaken at the conclusion of a significant period of instruction (e.g. at the end of the year, or of a key stage of schooling) and reviews much larger “chunks” of learning.

In practice, a sharp distinction cannot always be made between formative and summative assessment, because the same assessment can in some circumstances serve both formative and summative purposes. Teachers can refer to the SSCG for further discussion of formative and summative assessment.

Formative assessment should be distinguished from continuous assessment. The former refers to the provision of feedback to improve learning and teaching based on formal or informal assessment of student performance, while the latter refers to the assessment of students’ ongoing work and may involve no provision of feedback that helps to promote better learning and teaching. For example, accumulating results in class tests carried out on a weekly basis, without giving students constructive feedback, may neither be effective formative assessment nor meaningful summative assessment.

There are good educational reasons why formative assessment should be given more attention and accorded a higher status than summative assessment, on which schools tended to place a greater emphasis in the past. There is research evidence on the beneficial effects of formative assessment when used for refining instructional decision-making in teaching and generating feedback to improve learning. For this reason, the CDC report *Learning to Learn – The Way Forward in Curriculum Development* (CDC, 2001) recommended that there should be a change in assessment practices, with schools placing due emphasis on formative assessment to make assessment *for* learning an integral part of classroom teaching.

It is recognised, however, that the primary purpose of public assessment, which includes both public examinations and moderated School-based Assessments (SBA), is to provide summative assessments of the learning of each student. While it is desirable that students are exposed to SBA tasks in a low-stakes context, and that they benefit from practice and experience with such tasks for formative assessment purposes without penalty, similar tasks will need to be administered subsequently as part of the public assessment process to generate marks to summarise the learning of students (i.e. for summative assessment purposes).

Another distinction to be made is between internal assessment and public assessment. Internal assessment refers to the assessment practices that teachers and schools employ as part of the ongoing learning and teaching process during the three years of senior secondary studies. In contrast, public assessment refers to the assessment conducted as part of the assessment process in place for all schools. Within the context of the HKDSE, this means both the public examinations and the moderated SBAs conducted or supervised by the HKEAA. On balance, internal assessment should be more formative, whereas public assessment tends to be more summative. Nevertheless, this need not be seen as a simple dichotomy. The inclusion of SBA in public assessment is an attempt to enhance formative assessment or assessment *for* learning within the context of the HKDSE.

5.3 Assessment Objectives

The assessment objectives are closely aligned with the curriculum framework and the broad learning outcomes presented in Chapter 2 of this Guide.

The learning objectives to be assessed in English Language are listed below:

Reading

- Understand and interpret the purpose and meaning of a broad range of texts
- Identify the main theme and key details of a broad range of texts
- Identify the contextual meaning of words and phrases
- Interpret the tone and mood of a writer
- Distinguish and evaluate views, attitudes or arguments in fairly complex texts
- Understand the use of a range of language features in fairly complex texts
- Interpret, analyse, select and organise ideas and information from various sources

Writing

- Write texts for different contexts, audiences and purposes with relevant content and adequate supporting detail
- Convey meaning using a range of vocabulary, linguistic devices and language patterns appropriately and accurately
- Plan and produce coherent and structured texts with ideas effectively presented and developed
- Write texts using appropriate tone, style and register and the salient features of different genres
- Draft and revise written texts

Listening

- Understand and interpret the purpose and meaning of a range of spoken texts
- Identify the key details of a range of spoken texts
- Interpret speakers' feelings, views, attitudes and intentions
- Understand speakers with a range of accents and language varieties in speech delivered at a moderate pace
- Understand the use of a range of language features in fairly complex spoken texts

Speaking

- Express information and ideas (e.g. personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with suitable elaboration
- Convey meaning using a range of vocabulary and language patterns appropriate to the context, purpose and audience
- Establish and maintain relationships/spoken exchanges using formulaic expressions and appropriate communication strategies (e.g. making an appropriate opening and closing, negotiating meaning, making suggestions, using appropriate degrees of formality)
- Produce coherent and structured speeches with ideas effectively/clearly presented and developed
- Pronounce words clearly and accurately
- Use appropriate pace, volume, intonation, stress, eye contact and gesture to support effective communication

5.4 Internal Assessment

This section presents the guiding principles that can be used as the basis for designing internal assessment and some common assessment practices for English Language for use in schools. Some of these principles are common to both internal and public assessment.

5.4.1 Guiding Principles

Internal assessment practices should be aligned with curriculum planning, teaching progression, student abilities and local school contexts. The information collected will help to motivate, promote and monitor student learning, and will also help teachers to find ways of promoting more effective learning and teaching.

(a) Alignment with the learning objectives

A range of assessment practices should be used to assess the achievement of different learning objectives for whole-person development. These include teacher assessment, self-assessment and peer assessment and involve the use of learning tasks and activities, projects, portfolios and process writing. The weighting given to different areas in assessment should be discussed and agreed among teachers. The assessment purposes and criteria should also be made known to students, so that they have a full understanding of what is expected of them.

(b) Catering for the range of student ability

Assessment practices incorporating different levels of difficulty and diverse modes should be used to cater for learners with different aptitudes and abilities. This helps to ensure that the more able learners are challenged to develop their full potential and the less able ones are encouraged to sustain their interest and succeed in learning.

(c) Tracking progress over time

As internal assessment should not be a one-off exercise, schools are encouraged to use practices that can track learning progress over time (e.g. portfolios). Assessment practices of this kind allow learners to set their own incremental targets and manage their own pace of learning, which will have a positive impact on their commitment to learning.

(d) Timely and encouraging feedback

Teachers should provide timely and encouraging feedback through a variety of means, such as constructive verbal comments during classroom activities and written remarks on assignments. Such feedback helps learners sustain their momentum in learning and to identify their strengths and weaknesses.

(e) Making reference to the school's context

As learning is more meaningful when the content or process is linked to a setting which is familiar to learners, schools are encouraged to design some assessment tasks that make reference to the school's own context (e.g. its location, relationship with the community, and mission).

(f) Making reference to current progress in student learning

Internal assessment tasks should be designed with reference to learners' current progress, as this helps to overcome obstacles that may have a cumulative negative impact on learning. Teachers should be mindful in particular of concepts and skills which form the basis for further development in learning.

(g) Encouraging peer assessment and self-assessment

In addition to giving feedback, teachers should also provide opportunities for peer assessment and self-assessment in student learning. The former enables students to learn among themselves, and the latter promotes reflective thinking which is vital for students' lifelong learning.

(h) Appropriate use of assessment information to provide feedback

Internal assessment provides a rich source of data for providing evidence-based feedback on learning in a formative manner.

5.4.2 Internal Assessment Practices

A range of assessment practices suited to the English Language subject, such as learning tasks and activities, projects, portfolios and process writing, should be used to promote the attainment of the various learning outcomes. However, teachers should note that these practices should be an integral part of learning and teaching, not “add-on” activities .

Learning tasks and activities

Various tasks and activities in the Compulsory and Elective Parts of the curriculum can be used for formative assessment to monitor learners’ progress. These may range from low to high in cognitive complexity. They include oral tasks (e.g. individual presentations, group discussions), listening tasks (e.g. gap-filling, diagrams and comprehension of a conversation), reading tasks (e.g. summarising, analysing and open-ended questions encouraging informed and creative responses), writing tasks (e.g. reflections, narratives, arguments and expository essays), tasks involving an integration of skills, etc.

To work effectively, the tasks need to be well-designed in terms of alignment with learning objectives, and have clear performance criteria so that learners understand what they need to do. Evidence of learning gathered from carrying out the tasks should form the basis of feedback to promote further learning. It is not always necessary to give marks or to record learners’ performance formally.

Projects

When assessing learners’ performance on projects, teachers should assess the process as well as the product, through, for instance, observation, conferencing and reviewing learners’ drafts. Regular feedback should be given to stimulate learners’ critical reflection and help them to improve their learning. Areas to be considered in assessing projects include:

- content (e.g. relevance of ideas, coverage of topic);

- organisation (e.g. logical development of ideas, connection of ideas);
- language use (e.g. appropriateness, fluency, style, accuracy);
- evidence of the use of generic skills (e.g. communication, creativity, critical thinking, collaboration, problem-solving); and
- attitudes demonstrated (e.g. confidence in using English, keenness to participate in activities, respect for others, an awareness of the potential influences of language use on other people's feelings).

Portfolios

A portfolio is a purposeful collection of a learner's work (e.g. samples of writing and recordings of speech) that can provide information on progress in the development of knowledge, skills, values and attitudes in a given area. Apart from participating in the selection of portfolio content, learners should be encouraged to reflect on their learning process, evaluate their own strengths and weaknesses, and identify ways of making improvements.

Process writing

Well thought-out writing involves a process, which is generally made up of the recursive stages of planning (i.e. brainstorming, researching, outlining), drafting (i.e. writing, rewriting, revising) and finalising (i.e. editing). Teachers should give feedback on learners' drafts at appropriate stages in the writing process. With adequate preparation, learners can also be asked to provide feedback on the drafts of others and on their own. Based on the feedback, learners can improve their drafts by making suitable revisions. Initial feedback can focus on higher-order or global level concerns – ideas, organisation and genre requirements – and thereafter on lower-order or surface-level concerns such as language (grammar and mechanics) and style. Teachers are encouraged to develop and use their own feedback sheets or guidelines with the appropriate criteria to suit the purposes of the writing activities and the learners' needs.

5.5 Public Assessment

5.5.1 Guiding Principles

Some principles guiding public assessment are outlined below for teachers' reference.

(a) *Alignment with the curriculum*

The outcomes that are assessed and examined through the HKDSE Examination should be aligned with the aims, objectives and intended learning outcomes of the three-year senior secondary curriculum. To enhance the validity of public assessment, the assessment procedures should address the range of valued learning outcomes, and not just those that are assessable through external written examinations.

The public assessment for English Language encompasses the four skills of reading, writing, listening and speaking and also includes a school-based assessment component which aims to encourage extensive reading and viewing.

(b) *Fairness, objectivity and reliability*

Students should be assessed in ways that are fair and that are not biased against particular groups of students. A characteristic of fair assessment is that it is objective and under the control of an independent examining authority that is impartial and open to public scrutiny. Fairness also implies that assessments provide a reliable measure of each student's performance in a given subject so that, if they were to be repeated, very similar results would be obtained.

(c) *Inclusiveness*

The assessments and examinations in the HKDSE need to accommodate the full spectrum of student aptitude and ability. A graded approach is adopted in the reading paper and the listening and integrated skills paper to cater for the needs of students with different levels of English proficiency. Please refer to sections 5.5.2 and 5.5.3 for details.

(d) *Standards-referencing*

The reporting system is "standards-referenced", i.e. student performance is matched against standards, which indicate what students have to know and be able to do to merit a certain level of performance. The levels of performance for separate skills/papers are reported as well as an overall level for the subject, accompanied by the level descriptors.

(e) Informativeness

The HKDSE qualification and the associated assessment and examinations system provides useful information to all parties. Firstly, it provides feedback to students on their performance and to teachers and schools on the quality of the teaching provided. Secondly, it communicates to parents, tertiary institutions, employers and the public at large what it is that students know and are able to do, in terms of how their performance matches the standards. Thirdly, it facilitates selection decisions that are fair and defensible.

5.5.2 Assessment Design

The table below shows the assessment design of the subject for the 2014 to 2016 HKDSE Examinations. The assessment design is subject to continual refinement in the light of feedback from live examinations. Full details are provided in the Regulations and Assessment Frameworks for the year of the examination and other supplementary documents, which are available on the HKEAA website (www.hkeaa.edu.hk/en/hkdse/assessment/assessment_framework/).

Component		Weighting	Duration
Public examination	Paper 1 Reading	20%	1½ hours
	Paper 2 Writing	25%	2 hours
	Paper 3 Listening and Integrated Skills	30%	About 2 hours
	Paper 4 Speaking	10%	About 20 minutes
School-based Assessment (for school candidates only)		15%	

5.5.3 Public Examinations

Different types of items are used to assess students' performance in a broad range of skills and abilities. The types of items include multiple-choice questions, short questions, more extended open-ended responses and essays. In the integrated paper, candidates are required to process information by selecting and combining data from spoken/written sources in order to complete various listening/writing tasks in a practical work or study situation. All the information necessary to complete these tasks is provided. In assessing candidates' performance in speaking, tasks on group interactions and individual responses will be set.

Schools may refer to the sample and live examination papers regarding the format of the examination and the standards at which the questions are pitched.

5.5.4 School-based Assessment (SBA)

In the context of public assessment, SBA refers to assessments administered in schools and marked by the student's own teachers. The primary rationale for SBA in English Language is to enhance the validity of the speaking assessment by including aspects that cannot be assessed in public exam settings. The focus of the assessment tasks is on the speaking ability of the students, including their ability to discuss issues in depth and to convey their ideas clearly and concisely. Students' performance in pronunciation and delivery, communication strategies, vocabulary and language patterns and ideas and organisation are assessed.

There are, however, some additional reasons for SBA in English Language. For example, it reduces dependence on the results of public speaking examinations, which may not always provide the most reliable indication of the actual speaking abilities of candidates. Assessments based on student performance over an extended period of time and developed by those who know the students best – their subject teachers – provide a more *reliable* assessment of each student's speaking ability.

Another reason for including SBA is to promote a *positive “backwash effect” on students, teachers and school staff*. Within English Language, SBA can serve to motivate students by requiring them to engage in extensive reading and viewing that helps develop their overall language ability; and for teachers, it can reinforce curriculum aims and good teaching practice, and provide structure and significance to an activity that they are in any case involved in on a daily basis, namely assessing their own students.

The SBA is compulsory for all school candidates. This consists of two parts.

Part A (7.5% of the subject mark)

This part comprises a reading/viewing programme where students need to read/view four texts over the course of three years (at least one each from the following four categories: print fiction, print non-fiction, non-print fiction and non-print non-fiction). They have to write comments and personal reflections on them, and then take part in a discussion with classmates on the texts they have read/viewed, or make individual presentations and respond to their teacher’s questions, which are derived from their written personal comments. The assessment is based on the student’s oral performance. The reading/viewing/writing only serves as the means to this end and is not assessed.

This part consists of a group interaction or an individual presentation. Teachers need to conduct one assessment and report one mark.

Part B (7.5% of the subject mark)

This part consists of a group interaction or an individual presentation based on the modules in the Elective Part of the curriculum. The focus is on the ability of students to reflect on, make use of and speak about the knowledge, skills and experience gained in the module(s). Teachers need to conduct one assessment and report one mark. The assessment is based on the student’s oral performance.

Of the two marks reported for Part A and Part B, one mark should be based on a group interaction and one on an individual presentation.

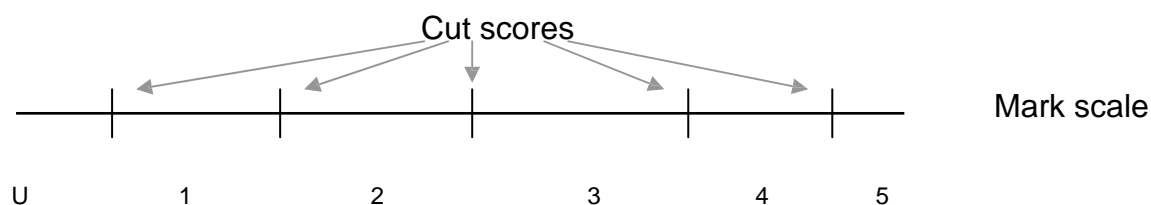
Guidelines on suitable assessment tasks and assessment criteria are provided for both parts, as well as samples of performance to illustrate assessment formats and standards (accessible at http://www.hkeaa.edu.hk/en/sba/sub_info_sba/dse_subject.html).

It should be noted that SBA is not an “add-on” element in the curriculum. The modes of SBA above are normal in-class and out-of-class activities suggested in the curriculum. The requirement to implement the SBA has taken into consideration the wide range of student ability and efforts have been made to avoid unduly increasing the workload of both teachers and students. Detailed information on the requirements and implementation of the SBA and samples of assessment tasks are provided to teachers by the HKEAA.

5.5.5 Standards and Reporting of Results

Standards-referenced reporting is adopted for the HKDSE. What this means is that candidates’ levels of performance are reported with reference to a set of standards as defined by cut scores on the mark scale for a given subject. Standards-referencing relates to the way in which results are reported and does not involve any changes in how teachers or examiners mark students’ work. The set of standards for a given subject can be represented diagrammatically as shown in Figure 5.1.

**Figure 5.1 Defining levels of performance via cut scores
on the mark scale for a given subject**



Within the context of the HKDSE there are five cut scores, which are used to distinguish five levels of performance (1–5), with 5 being the highest. A performance below the cut score for Level 1 is labelled as “Unclassified” (U).

For each of the five levels, a set of written descriptors has been developed to describe what the typical candidate performing at this level is able to do. The principle behind these descriptors is that they describe what typical candidates *can* do, not what they *cannot* do. In other words, they describe performance in positive rather than negative terms. These descriptors represent “on-average” statements and may not apply precisely to individuals, whose performance within a subject may be variable and span two or more levels. Samples of students’ work at various levels of attainment are provided to illustrate the standards expected of them. These samples, when used together with the level descriptors, will clarify the standards expected at the various levels of attainment.

In setting standards for the HKDSE, Levels 4 and 5 are set with reference to the standards achieved by students awarded grades of A–D in the HKALE. It needs to be stressed, however, that the intention is that the standards will remain constant over time, not the percentages awarded different levels, as these are free to vary in line with variations in overall student performance. Referencing Levels 4 and 5 to the standards associated with the old grades A–D is important for ensuring a degree of continuity with past practice, for facilitating tertiary selection and for maintaining international recognition. Secure monitoring tests are used to ensure maintenance of standards over time.

The overall level awarded to each candidate is made up of results in both the public examination and the SBA. SBA results for English Language are statistically moderated to adjust for differences among schools in marking standards, while preserving the rank ordering of students as determined by the school.

To provide finer discrimination for selection purposes, the Level 5 candidates with the best performance have their results annotated with the symbols ** and the next top group with the symbol *. The HKDSE certificate itself records the overall level awarded to each candidate for the subject and the level for each of the components – Reading, Writing, Listening and Speaking.

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Chapter 6 Effective Use of Learning and Teaching Resources

This chapter discusses the importance of selecting and making effective use of learning and teaching resources, including textbooks, to enhance student learning. Schools need to select, adapt and, where appropriate, develop the relevant resources to support student learning.

6.1 Purpose and Function of Learning and Teaching Resources

Appropriate learning and teaching materials can be of great help to learners in developing language knowledge and skills, generic skills, and positive values and attitudes. They also broaden learners' experience and enlarge their perspectives and cultural understanding. The materials that function most effectively are those that suit the learners' needs, interests and abilities.

6.2 Guiding Principles

When selecting textbooks and other learning and teaching materials, teachers should take into account:

- what the learners already know and what they need to learn;
- what will enhance their motivation and learning effectiveness;
- whether the approach and coverage of the materials support the development of the knowledge, skills, values and attitudes promoted in the curriculum;
- the appropriateness of the content;
- the design and organisation of the tasks or activities;
- the quality of the language;
- whether they encourage independent/self-access language learning; and
- whether they cater for learner diversity.

6.3 Types of Resources

6.3.1 Textbooks

Teachers should exercise their professional judgement and adapt textbook materials flexibly

when necessary. The following points should be considered when textbooks are used:

- The textbook content should be matched against the school's English Language curriculum to ensure that there is a balanced coverage of the learning targets and objectives, not only at a particular year level but also across year levels.
- The learning targets and objectives should be kept in mind when identifying the focus of each unit.
- Textbooks should be used selectively, and teachers should adapt tasks and activities to cater for learners' interests and abilities.
- Extended tasks and projects should be designed to encourage extensive reading and viewing and to tie in with the modules in the Elective part of the curriculum.

6.3.2 Other Resource Materials

Apart from textbooks, teachers can make use of other resource materials to enhance learning. For example, language arts materials such as short stories, films and poems can provide learners with enjoyable experiences, and enhance their cultural awareness and creativity. Also, non-fiction materials such as documentaries and news/magazine articles can raise their awareness of different perspectives from which to consider issues. To encourage active use of non-textbook resources, teachers should consider:

- promoting extensive reading/viewing by encouraging use of the school library and public libraries;
- setting up a class library that provides a wide variety of learning materials to further build learners' knowledge of English and promote autonomy in learning; and
- making use of community resources to provide life-wide learning opportunities for learners. For example, schools may organise visits to community facilities such as museums and public libraries to support learning tasks and projects, or generate opportunities for meaningful use of English outside the classroom through inter-school functions such as the Model United Nations and inter-school debate tournaments.

6.3.3 The Internet and Other Technologies

IT is an effective tool for promoting language learning. The Internet, for instance, is a powerful resource that can be exploited for language learning purposes, such as searching for information for a project and accessing online language resources for pleasurable and self-access learning. Teachers should help learners to capitalise on this resource by choosing Web materials appropriate to their linguistic and cognitive abilities and by using suitably

designed activities to prepare them adequately for Internet-based tasks. They may also consider using multi-media resources and IT tools such as e-books, interactive simulation games or activities to enhance learner motivation and promote self-directed learning. However, given their range in terms of quality and accessibility, care should be exercised in the choice of these materials. Good multi-media and IT resources should display the following characteristics:

- They involve good models of English use.
- The design is user-friendly, and graphics, sound and animation are used appropriately to increase learners' motivation and support learning.
- The design of the activities promotes the integrated use of language skills.
- The resources promote interactive learning by encouraging learner input, allowing learners to work at their own pace and providing feedback to them.

6.3.4 Community Resources

Many parties in the community can make useful contribution to life-wide language learning by providing learners with authentic learning experiences, up-to-date information, and professional services and facilities. Teachers are encouraged to explore learning opportunities available in the community and work in partnership with the following parties:

Community organisations, government departments and non-government organisations

Such organisations and departments offer a wide range of programmes, services and activities that provide opportunities for life-wide language learning. Schools should encourage students to learn English through visiting museums, libraries, film archives and resource centres, watching shows and performances, reading extensively and browsing websites. (A number of community resources are provided in Appendix 4 for teachers' reference.)

Parents

Parental involvement in their children's education contributes greatly to the latter's academic, social and emotional growth. Schools should establish regular communication with parents to solicit their support for their children's participation in language learning activities as well as to invite them to become volunteer partners in organising English-related activities.

Alumni

Schools are encouraged to utilise their alumni's expertise and resources in supporting language learning by inviting them to share their language learning experiences or provide services and resources.

Employers

Employers' support may be sought for sponsoring language activities or funding award and scholarship schemes related to English learning. Some companies have customer service centres with information and resources in English, and some offer English guided tours. Students should be encouraged to use these to make language learning more interesting, meaningful and authentic.

6.4 Flexible Use of Learning and Teaching Resources

Learning and teaching resources should be used flexibly in order to cater for learners' diverse needs, interests and abilities. Through careful selection, adaptation and development of materials, teachers can provide many opportunities for learning in which the more able learners are challenged and the less able ones are supported and guided. For instance, opportunities for independent inquiry can be increased for the more able learners, whereas the less able ones can be given supplementary background information or language input for completing learning tasks and activities.

Teachers are also encouraged to exercise their professional judgement in deciding how best to make use of learning and teaching resources to suit learners' interests and learning styles. Teachers can, for instance, supplement or reduce the learning materials and activities in the textbooks, and adjust the input or output of learning tasks to enable students to learn more effectively. For more specific examples of how learning and teaching resources can be used flexibly, please refer to section 4.6.

6.5 Resource Management

Sound resource management is one of the key factors enabling effective implementation of the three-year senior secondary English Language curriculum. To achieve this, teachers are encouraged to work closely with the school librarian to:

- produce strategic plans for the procurement and development of resource materials based on the needs of the school;
- accumulate resource materials over time and develop an efficient storage system that allows easy access and retrieval;
- establish an inventory system that ensures easy expansion and the writing-off of resource materials; and
- devise a review mechanism for evaluating existing resources to further promote learning, teaching and curriculum development.

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Developing Generic Skills and Positive Values and Attitudes in English Language Education

Collaboration Skills

Problem-solving, planning and making decisions in a small group require collaboration skills, namely the skills of listening, appreciation, communication, negotiation, making compromises, asserting leadership, making judgements, as well as influencing and motivating others. Learners with these skills will be able to engage effectively in tasks and teamwork. Ultimately, learners will be able to form relationships that are mutually beneficial.

(The expected achievements of learners in this type of generic skill cannot be suitably classified by Key Stages or Levels.)

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Understanding working relationships</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules recognise that individuals as well as the team have to take the consequences for their own actions 	<p>Learners</p> <ol style="list-style-type: none"> clarify information and seek correction recognise rules and regulations in and outside the school setting identify and accept different roles in collaborative work
<p>Developing attitudes which contribute to good working relationships</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas recognise and avoid stereotypes; withhold premature judgement until the facts are known be willing to adjust their own behaviour to fit the dynamics of various groups and 	<p>Learners show readiness or initiative to</p> <ol style="list-style-type: none"> appreciate the use of English by others respect others' views in a class discussion assume different roles in group work and role-play work co-operatively with others and treat others' suggestions positively to complete a task employ different negotiation skills to reach consensus, compromise, or bargain offer help to others in English learning situations when appropriate

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Achieving effective working relationships</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • select a strategy and plan co-operatively to complete a task in a team • understand the strengths and weaknesses of members and build on the strengths to maximise the potential of the team • liaise, negotiate and compromise with others • reflect on and evaluate the strategy used by the group and make necessary adjustments 	<p>Learners</p> <ol style="list-style-type: none"> 1. appreciate the use of English by others 2. respect others' views in a class discussion 3. assume different roles in group work and role-play 4. work co-operatively with others and treat others' suggestions positively to complete a task 5. employ different negotiation skills to reach a consensus, compromise or bargain 6. offer help to others in English learning situations when appropriate

Communication Skills

Communication is a dynamic and ongoing process in which two or more people interact in order to achieve a desired outcome or goal. In learning to communicate effectively, learners should learn to speak, listen, read and write effectively. They should learn to select the most appropriate means to convey a message in accordance with the audience, the purpose and the context of the communication. They should use accurate and relevant information and organise it systematically and coherently for their audience. They should also evaluate the effectiveness of their communication and identify areas for improvement.

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Key Stage Three* (S1 – 3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • understand, analyse, evaluate and respond to a range of different types of text • use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings • reflect and improve on the effectiveness of their own communication • work and negotiate with others to solve problems and accomplish tasks 	<p>Learners</p> <ol style="list-style-type: none"> 1. acquire, extract, organise and present relevant information in different text-types (e.g. newspaper articles, speeches, reports, brochures, formal letters) 2. identify the sequence of events, causes and effects 3. differentiate facts from opinions 4. relate facts, opinions and information from a variety of sources such as reports, interviews, newspaper or magazine articles and letters 5. understand levels of formality and informality in spoken texts 6. understand, converse or exchange points of view about different feelings, opinions and attitudes 7. identify and discuss ideas in spoken and written texts, form opinions and express them 8. plan and organise information and ideas, and use appropriate cohesive devices, correct pronunciation, intonation and register in presenting them for different purposes 9. describe, express or explain ideas, feelings and experiences clearly and logically, using a wide range of language patterns, appropriate tone, style and register for various specific purposes 10. draft and revise texts according to their purposes for improved effectiveness 11. use simple repetitions and examples to clarify meaning in speech 12. clarify and develop ideas by revising their own written texts through personal reflection, peer feedback and teacher-student conferencing 13. understand how the English language works and how different texts are organised and expressed, and apply this understanding to their learning and use of language in oral and written modes

* Please refer to *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (2002) for Descriptors of expected achievements across the school curriculum and Exemplars of implementation in English Language Education for Key Stages One and Two.

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Senior Secondary (S4 – 6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • listen and read critically, and speak and write fluently for a range of purposes and audiences • use appropriate means of communication to inform, persuade, argue and entertain and achieve expected outcomes • critically evaluate the effectiveness of their communication • resolve conflicts and solve problems with others to accomplish tasks 	<p>Learners</p> <ol style="list-style-type: none"> 1. present information, feelings, views and arguments with suitable reasoning, illustrations, suggestions and strategies 2. use persuasive techniques effectively, such as those associated with explanations, arguments and requesting services 3. use strategies (e.g. using appropriate pauses and stress) and produce expressions that arouse and sustain the audience's or readers' interest 4. plan and produce coherent and structured texts for various specific purposes (e.g. notes, formal and informal letters, reports, stories, poems) 5. use language appropriate to situations of different levels of formality (e.g. class discussions, meetings, debates) 6. use appropriate linguistic and structural devices, a variety of structures and a range of vocabulary to achieve desired purposes 7. organise and integrate information and ideas, and write texts appropriate to the purpose and context (e.g. research reports, projects, analytical essays) 8. understand how the English language works and how different texts are organised and expressed, and apply this understanding to their learning and use of language in oral and written modes 9. present different views and arguments clearly and logically 10. solicit sharing of experiences, views, attitudes and values when working with others to accomplish tasks 11. make judgements and suggestions, support and develop one another's views, disagree and offer alternatives, reply and ask relevant questions, explain and give examples, using appropriate expressions (e.g. group discussions) 12. identify and define problems, consider related factors, explore options, solve problems, explain and justify the solutions (e.g. projects which include the writing of proposals or reports)

Creativity

Creativity is an important but elusive concept. It has been defined in a variety of ways. Some people define it as an ability to produce original ideas and solve problems; others see it as a process; and yet others take it as a personal quality. In fact, creativity is a complex and multifaceted construct. Within the individual, creative behaviour is the result of a complex of cognitive skills/abilities, personality factors, motivation, strategies, and metacognitive skills. A person's creative performance may not correspond to his/her developmental stage.

Although the demanding process of teaching for creativity is hard to make routine, some principles apply in general. To develop students' creativity, we ask them to go beyond the given information, allow them time to think, strengthen their creative abilities, reward their creative efforts, value their creative attributes, teach them creative thinking techniques and the Creative Problem Solving model, and create a climate conducive to creativity¹. These principles can be employed in all KLAs.

(The expected achievements of learners in this type of generic skill cannot be suitably classified by Key Stages or Levels.)

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Learners will learn to</p> <ul style="list-style-type: none"> strengthen creative abilities: fluency², flexibility³, originality⁴, elaboration⁵, sensitivity to problems⁶, problem-defining⁷, visualisation⁸, imagination, analogical thinking⁹, analysis, synthesis, evaluation, transformation¹⁰, intuition, logical thinking develop creative attitudes and attributes: imagination, curiosity, self-confidence, independent judgement, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/methods/approaches, deferment of judgement, adaptability, willingness to take sensible risks use and apply the Creative Problem Solving (CPS) Model and creative thinking techniques: brainstorming, 6W thinking technique¹¹, six hats method, attribute listing¹², idea checklists, synectics¹³, mind mapping 	<p>Learners</p> <ol style="list-style-type: none"> respond and give expression to experiences, events, characters or issues through creative writing (e.g. writing a poem or a play about the effects of TV on children) express freely ideas, views or feelings about a range of topics (e.g. giving a personal response to a certain news event in class discussion) strengthen their creative abilities through reading and listening to a broad range of imaginative texts including poems, novels, short stories, plays, films, jokes, advertisements, songs, radio and television programmes, and demonstrate sensitivity in their critical appreciation of these texts cultivate and demonstrate free and open attitudes towards different opinions, ideas, values and cultures use and apply different creative thinking and problem-solving techniques to explore alternatives and speculate on consequences before deciding on the best approach to undertaking an activity or resolving a problem (e.g. discussing the pros and cons of different proposed ways of celebrating the last day of the school term) exercise their creative imagination and independent judgement to set their own learning agenda (e.g. proposing their own topic for a language learning project, and when approved, planning, researching and carrying out the project)

Notes:

1. Climate conducive to creativity: Respecting the novel and unusual, providing challenges, appreciating individuality and openness, encouraging open discussion, absence of conflict, allowing time for thinking, encouraging confidence and a willingness to take risks, appreciating and supporting new ideas.
2. Fluency: The ability to produce a number of coherent ideas in response to an open-ended problem, question or task.
3. Flexibility: The ability to take different approaches to a task or problem, to think of ideas in different categories, or to view a situation from several perspectives.
4. Originality: Uniqueness, nonconformity in thought and action.
5. Elaboration: The ability to add details to a given idea, e.g. to develop and embellish the idea.
6. Sensitivity to problems: The ability to identify problems, list out difficulties, detect missing information, and ask good questions.
7. Problem-defining: The capability to 1) identify the “real” problem, 2) isolate the important aspects of a problem, 3) clarify and simplify a problem, 4) identify sub-problems, 5) propose alternative problem definitions, and 6) define a problem broadly.
8. Visualisation: The ability to fantasise and imagine, “see” things in the “mind’s eye” and mentally manipulate images and ideas.
9. Analogical thinking: The ability to borrow ideas from one context and use them in another; or the ability to borrow the solution to a previous problem and transfer it to another.
10. Transformation: The ability to adapt something to a new use, to “see” new meanings, implications, and applications, or to change an object or idea into another creatively.
11. 6W refers to “who”, “what”, “where”, “when”, “why” and “how”.
12. Attribute listing: A creative thinking technique that involves listing out all the important characteristics of an item and suggesting possible changes or improvements to the various attributes.
13. Synectics: The joining together of apparently unrelated elements. This technique gives rise to analogies and metaphors to help the thinker to analyse problems and form different viewpoints.

Critical Thinking Skills

Critical thinking is drawing out meanings from given data or statements. It is concerned with determining the potential accuracy of given statements. It aims at generating and evaluating arguments. Critical thinking is the questioning and enquiry we engage in to judge what to believe and what not to.

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Key Stage Three* (S1 – 3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> compare different sources, note contrasts and similarities, and determine their reliability distinguish fact, opinion and reasoned judgement be aware that value orientations and ideologies affect the perspective of a source recognise and challenge stereotypes, inconsistencies, emotional factors, and propaganda draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable consequences 	<p>Learners</p> <ol style="list-style-type: none"> identify, interpret and relate information, facts, opinions and intentions presented in a range of text-types (e.g. preparing a report making use of information from news articles, speeches, brochures) employ contextual clues to analyse and interpret the meaning of sentences and words, and to recognise stereotypes, emotional factors understand the use of connectives and sequencing for logical deduction predict the development and outcome of a variety of stories and dramatic episodes based on reasoning note similarities and differences between a variety of text-types by recognising their features and styles of language use (e.g. the greater emphasis on factual presentation in information texts than expression of personal feelings, the use of reported speech in news articles, the use of personification in fables), and based on such knowledge, produce various texts effectively for specific purposes (e.g. a letter of appreciation, a letter of complaint or an advertisement for a product) express personal response to descriptions of experiences with attempts to give some evaluative comments based on reasoned judgement make hypotheses, explore alternatives, predict probable consequences or test the conclusion and evaluate the effectiveness of their attempt when doing project work in English

* Please refer to *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (2002) for Descriptors of expected achievements across the school curriculum and Exemplars of implementation in English Language Education for Key Stages One and Two.

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Senior Secondary (S4 – 6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • distinguish real and stated issues, false and accurate images, and relevant and irrelevant evidence • recognise and challenge subtle consistencies and inconsistencies, unstated fundamental assumptions, permeating value orientations and ideologies • distinguish sophisticated fact, opinion and reasoned judgement • be aware that the selection and deployment of information/facts is affected by personal perspective • draw warranted conclusions, predict and assess probable consequences and make reasoned judgements in reading, writing, and speech 	<p>Learners</p> <ol style="list-style-type: none"> 1. identify, interpret, relate, organise and evaluate ideas and information, facts, opinions and intentions presented in a range of text-types (e.g. preparing a project making use of survey findings, Web information) 2. form a judgement about the effectiveness of different speakers and writers by discriminating between their styles, tones, etc., when they address different audiences (e.g. comparing the style of a letter from a parent to his or her daughter and that of a letter from the daughter to her parents) 3. distinguish points of view, value judgements, or informed arguments, by recognising the strategies employed by speakers or writers (e.g. humour, sarcasm, figurative speech, quotations, references, comparisons) 4. interpret meaning between the lines (e.g. deducing underlying or hidden meaning and intention in a short story through linguistic clues) 5. identify false information and bias through reasoning in both spoken and written discourse 6. form evaluative judgements of a range of imaginative or literary texts based on an analysis of their structure, plot development, character portrayal, setting, treatment of themes and messages, and the ways these are expressed (e.g. assessing the effectiveness of the use of setting in a short story)

Information Technology Skills

IT skills include the ability to use IT to seek, absorb, analyse, manage and present information critically and intelligently. IT motivates and empowers our learners to learn at their own pace and helps them to develop habits of self-directed learning.

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Key Stage Three* (S1 – 3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • use appropriate IT tools to facilitate learning • use IT tools and strategies for processing and presenting information • communicate with others via e-mail • verify and evaluate the accuracy and reliability of information 	<p>Learners use a range of IT tools (including the Internet) to</p> <ol style="list-style-type: none"> 1. find out, select, organise, interpret and present information on a range of topics (e.g. giving a presentation using information gathered by means of electronic or online search and reference tools) 2. identify and develop ideas, and express opinions (e.g. engaging in process writing using the editing, viewing, inserting and formatting functions of a word-processor) 3. clarify meaning (e.g. editing their own writing using an online or electronic dictionary) 4. solve problems and describe the solutions (e.g. doing a group project which involves using information gathered from a variety of sources, including electronic and non-electronic media) 5. identify, define and discuss problems, consider related factors, form opinions, solve problems and explain solutions (e.g. obtaining information about a topic or a news item from a variety of sources on the Internet for comparison and contrast, and differentiation of facts and opinions) 6. establish and maintain relationships in and outside the school setting (e.g. sending e-greetings or e-messages to a friend through the Internet or an intranet) 7. respond and give expression to their own experience and imaginative ideas, or a range of imaginative texts (e.g. producing a Web publication such as a poem or a short story, using the word-processor to create a song or film review or a journal describing and explaining feelings about characters and events) 8. undertake self-access language learning (e.g. using multi-media resources and participating in IT-supported language learning games and activities)

* Please refer to *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (2002) for Descriptors of expected achievements across the school curriculum and Exemplars of implementation in English Language Education for Key Stages One and Two.

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Senior Secondary (S4 – 6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • improve productivity • use and analyse information • produce multi-media presentations • integrate the use of a wide range of IT tools to fulfil specific purposes • select and apply appropriate IT tools in different aspects of study 	<p>Learners use a wide range of IT tools (including the Internet) to</p> <ol style="list-style-type: none"> 1. find out, interpret, select, synthesise, research, analyse, organise and present extensive information (e.g. making a PowerPoint presentation using information from a variety of sources, including those gathered by means of electronic or online search, reference and data-processing tools) 2. identify, refine, develop and make connections between ideas (e.g. doing process writing using the editing, viewing, inserting and formatting functions of a word-processor) 3. explore, express, explain and justify opinions (e.g. engaging in discussions or debates on a specific topic in an online discussion group or chatroom) 4. solve problems and justify/evaluate solutions (e.g. doing a group project which involves sharing, discussing and applying information gathered from a variety of sources, including those in the electronic media to justify a proposed course of action) 5. develop and clarify meaning (e.g. editing their own writing using an online or electronic dictionary or a concordancer) 6. establish and maintain relationships in a variety of contexts (e.g. sharing experiences with a friend through the Internet or an intranet) 7. respond to a range of increasingly complex imaginative texts with insight and critical appreciation (e.g. having an online discussion on a poem from a CALL software program or a website consisting of literary writing) 8. give expression to and reflect on their own experiences and imaginative ideas (e.g. portraying and reflecting on real or imaginative experiences through an electronic journal, portfolio work or a Web publication such as a poem, a play or a short story) 9. undertake self-access language learning (e.g. using multi-media resources and participating in IT-supported language learning games and activities in a self-access language learning centre or corner) 10. obtain services or information in a variety of situations (e.g. approaching organisations for information or services on the Internet) 11. produce or exchange messages or information in a variety of contexts, including work situations (e.g. participating in planning and organising joint school events through e-mail)

Numeracy Skills

Numeracy skills include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in language, to manage data, to handle money and do stock inventories.

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
Key Stage Three* (S1 – 3) Learners will learn to <ul style="list-style-type: none"> perform numerical manipulations and quick estimates of the accuracy of a calculation understand properties of shape, position, direction and movement apply formulae or choose the appropriate tools and strategies to find measures and note the approximate nature of measurement use appropriate tools and strategies for collecting, processing and presenting quantitative information estimate risks and chances through the use of elementary probability solve real-life experiences utilising quantitative information 	Learners <ol style="list-style-type: none"> provide or find out, select, organise and present quantitative information on topics using appropriate tools and strategies such as surveys, questionnaires, interviews, tables and charts understand, interpret and use quantitative information through processes or activities such as describing, classifying, comparing, explaining, predicting, inferring and drawing conclusions to solve real-life or simulated problems (e.g. calculating and making estimation regarding class or school library resources, services and facilities)
Senior Secondary (S4 – 6) Learners will learn to <ul style="list-style-type: none"> solve problems involving numbers and symbols by using quantitative evidence and appropriate devices evaluate the appropriateness of tools and strategies for collecting, processing and presenting quantitative information adapt to new mathematical demands in various circumstances as needed use quantitative information for personal organisation and planning, and for understanding social problems 	Learners <ol style="list-style-type: none"> provide or find out, select, analyse, organise and present quantitative information on topics using appropriate tools and strategies such as surveys, questionnaires, interviews, tables and charts understand, interpret and use quantitative information through processes or activities such as ordering, describing, classifying, comparing, explaining, justifying, predicting, inferring and drawing conclusions to solve real-life or simulated problems (e.g. drawing up a proposal to request assistance or contribution with the support of quantitative evidence) participate with others in estimating risks and chances in the process of planning, organising and carrying out class or club activities

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Problem-solving Skills

Problem-solving involves using thinking skills to resolve a difficulty. In problem-solving we assemble facts about the problem, analyse its elements and their connections, and determine the best course of action.

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Key Stage Three* (S1 – 3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • explore the problem and identify the issue(s) at stake • suggest and compare the possible outcomes of each alternative course of action and justify the option selected • execute the planned strategy, monitor progress and revise the approach when necessary • evaluate against established criteria the quality of outcomes, and review the effectiveness of the solution process 	<p>Learners</p> <ol style="list-style-type: none"> 1. analyse data, information and situations given in various texts systematically for better understanding or to solve problems 2. explain what information they require in solving a problem and why, rephrase their questions when necessary, sum up points made and redirect the discussion when the need arises 3. explore alternatives in obtaining and organising information relevant to specific tasks (e.g. through further reading, interviews, visits or search on the Internet) 4. identify and define problems from given information, consider related factors, and make use of the information to solve the problems 5. explain the solutions and evaluate the processes and product (e.g. organising a fund-raising function or writing and staging a play at the end of a project)
<p>Senior Secondary (S4 – 6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • recognise the complexity of the problem and search for appropriate information required to solve it • formulate feasible strategies to achieve optimal results, considering both long- term as well as short-term objectives • monitor and critically reflect on the progress in solving the problem • evaluate the overall strategy and anticipate possible future problems related to the solution 	<p>Learners</p> <ol style="list-style-type: none"> 1. analyse data, information and situations systematically for the prediction of the possible effectiveness of a proposed course of action (e.g. organising an English Week for a particular year group of students in the same school) 2. anticipate problems and employ negotiation skills to solicit support, reach agreement or solve problem (e.g. when carrying out a group project in English) 3. identify and define more complex problems from given information, consider related factors, explore options, solve the problems, explain and justify the solutions (e.g. making sound recommendations based on a logically derived conclusion in a report on the best way to keep fit) 4. use and process information in texts to develop problem-solving strategies or solutions for various purposes (e.g. using linguistic and contextual clues and general knowledge to help solve a problem) 5. evaluate the effectiveness of their learning plan and action and suggest ways for improvement in future (e.g. after doing some self-access language learning activities)

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Self-management Skills

Self-management skills are essential for the building up of self-esteem and the accomplishment of goals. Learners who have mastered self-management skills understand their own feelings and preserve emotional stability. They are positive and proactive towards work. They set appropriate goals, make plans and initiate actions to achieve them. They manage time, money and other resources well. They are able to handle stress and tolerate ambiguity.

(The expected achievements of learners in this type of generic skill cannot be suitably classified by Key Stages or Levels.)

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Learners will learn to</p> <ul style="list-style-type: none"> • evaluate their own feelings, strengths, weaknesses, progress and objectives (self-assessment) • consider aspects of their performance, attitudes and behaviour in order to change or enhance future outcomes (self-reflection) • be confident of their own judgement, performance and capabilities (self-confidence) • make informed decisions and safe choices when working towards goals and carrying out tasks, develop good habits and maintain a healthy life-style (self-discipline) • work under unfamiliar, stressful or adverse conditions, accept changes and new ideas and be able to handle diversity and tolerate ambiguity (adaptability/ability to work with diversity) • make decisions and initiate actions on their own and draw satisfaction from their own efforts (self-motivation) • keep promises and fulfil obligations (responsibility) • control their own emotions and impulses and maintain emotional balance (emotional stability) 	<p>Learners</p> <ol style="list-style-type: none"> 1. set meaningful and realistic goals for their own learning of English Language 2. plan studies and prepare for tasks such as practising the necessary language elements and functions, gathering information, data and ideas in support of their learning 3. reflect positively on their learning experiences and evaluate their own progress or achievements against set goals and through means such as reviewing samples of their own work over time and noting the improvement in areas including content, organisation of ideas, tone, accuracy and style 4. show confidence in using English when performing individual and group tasks and make independent judgements 5. seek or create opportunities to learn and use English in natural settings such as selecting materials of interest and increasing challenge to read for pleasure, joining an international pen-pal club, watching English TV programmes, listening to radio programmes or making use of community resources 6. participate actively in English learning tasks despite the risks of making mistakes or encountering difficulties 7. discover and express their own feelings, attitudes and motivation concerning English learning in general and specific language tasks, through means such as discussing with others including the teacher and sharing their own English learning experiences with others 8. appreciate the use of English by others 9. work co-operatively with others and treat suggestions positively in carrying out English Language learning tasks or activities

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
	<p>10. identify and assume different roles in group activities (e.g. in language games or project work), such as leader, partner, organiser, participant</p> <p>11. become aware of and capitalise on the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking to reach a consensus</p> <p>12. identify and accept their own strengths and weaknesses in learning and maintain sufficient self-esteem</p> <p>13. show respect for different cultures through appreciating texts and films originating from different countries and cultures</p> <p>14. cultivate perseverance and develop endurance (e.g. making positive statements to themselves as an encouragement before and while engaging in a language task)</p>

Study Skills

Study skills help to improve the effectiveness and efficiency of learning. They underpin the learning habits, abilities and attitudes that form the essential foundation for lifelong learning.

Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Key Stage Three* (S1 – 3)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • identify accurately complex lines of reasoning and hidden ideas and distinguish facts from opinions • select an appropriate form and style of writing for a specific purpose and develop a writing strategy for organising ideas and information clearly and coherently • define purposes of collecting information, critically investigate sources to distil relevant information and evaluate its quality and validity • review and revise study plans developed for short-term, intermediate and long-term targets to meet new demands and to improve study performance 	<p>Learners</p> <ol style="list-style-type: none"> 1. employ contextual clues to identify implied meanings 2. differentiate facts from opinions 3. identify apparent relationships between materials, data, ideas, events 4. recognise the salient features of various text-types (e.g. maps and legends, brochures, reports, stories, poems) and use them efficiently for locating information and ideas 5. use the library system and the Internet for locating information and ideas for language work or projects 6. use a dictionary to find out about pronunciation, usage and grammar to discover meaning and shades of meaning 7. take notes from both spoken and written texts 8. employ graphic forms (e.g. charts, tables) to present information and ideas for various purposes (e.g. producing simple projects, recipes, itineraries) 9. draft and revise texts for improved effectiveness (showing organisation, coherence, some awareness of tone, style and register) according to the purposes of the texts 10. set meaningful and realistic goals and determine what information or resources are necessary for various purposes (e.g. organising and integrating information and ideas and producing texts appropriate to the purpose and content of a project) 11. make arrangements for gathering information, data and ideas in support of one's learning of English Language 12. schedule their study and maximise the fruitfulness of their time and efforts 13. assess their achievements against the goals and targets of learning English Language

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Descriptors of expected achievements across the school curriculum	Examples of expected achievements in English Language Education
<p>Senior Secondary (S4 – 6)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> • evaluate key ideas, opinions and arguments identified from reading material and synthesise them to construct and develop their own interpretation and reflections • assess their own writing strategy to ensure that information is relevant, ideas and arguments are structured and presented in a logical sequence and the writing is in an appropriate form and style • explore alternative lines of enquiry, refine and integrate information into specific formats and evaluate an overall strategy for refinement and new requirements • evaluate an overall strategy for effectiveness and quality and adapt the strategy and seek alternatives as necessary, based on reflections and feedback 	<p>Learners</p> <ol style="list-style-type: none"> 1. acquire, relate and evaluate ideas and information in both spoken and written discourse 2. understand and evaluate different views and attitudes in both spoken and written discourse 3. identify relations (grouping and differentiating, cause and effect, priority, sequence and order, similarities and differences) between the content of materials, the background and interpretation of ideas and concepts, attitudes, motives 4. extract information from various reference books such as an encyclopedia to carry out language learning activities 5. use strategies such as seeking information through a variety of media and planned discussion in preparation for writing 6. express experiences, views, observations and imaginative ideas through descriptive and narrative texts, stories, playlets, simple poems, etc. with attempts to make good use of the salient features of these text-types 7. evaluate and review their own writing for a well-balanced structure and appropriate tone, style and register (e.g. formal letters, editorials, feature articles, stories) 8. employ graphic forms (e.g. charts, tables, maps) for support and illustration in organising and presenting information and ideas on various topics (e.g. presenting survey findings, reporting on different views and attitudes) 9. seek or create opportunities to learn and use English in natural settings such as making use of community resources and support 10. reflect on their process and style in learning language and literature and evaluate the outcomes against the goals and targets 11. identify specific goals for work or further studies

Personal and Social Values and Attitudes and Examples of Expected Achievements

<u>Values and attitudes</u>			Examples of expected achievements in English Language Education
			Key Stage 3* (S1 – 3)
Core Values: Personal <ul style="list-style-type: none"> - sanctity of life - truth - aesthetics - honesty - human dignity - rationality - creativity - courage - liberty - affectivity - individuality 	Sustaining Values: Personal <ul style="list-style-type: none"> - self-esteem - self-reflection - self-discipline - self-cultivation - principled morality - self-determination - openness - independence - enterprise - integrity - simplicity - sensitivity - modesty - perseverance 	Attitudes: <ul style="list-style-type: none"> - optimistic - participatory - critical - creative - appreciative - empathetic - caring - positive - confident - co-operative - responsible - adaptable to changes - open-minded - with respect for <ul style="list-style-type: none"> • self • others • life • quality and excellence • evidence • fair play • rule of law • different ways of life, beliefs and opinions • the environment - with a desire to learn - diligent - committed to core and sustaining values 	Learners <ol style="list-style-type: none"> 1. reflect positively on their learning experiences with the aim of increasing their language proficiency (e.g. keeping a journal or diary to express their feelings about the texts that they have produced, or texts that they have read or listened to, and see how they can further improve themselves) 2. identify and accept their own strengths and weaknesses in language learning, and take action to address their weaknesses 3. develop self-motivation by cultivating their perseverance and innovativeness in doing language learning tasks or projects 4. develop independence and a commitment to lifelong learning through undertaking self-access language learning both inside and outside the classroom 5. develop an awareness of the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking (through, for example, being exposed to and producing their own spoken and written persuasive discourse) 6. develop cultural interest and appreciation through being exposed to art forms such as music, painting and literature when learning language 7. develop an open-minded attitude, showing understanding and respect for different cultures, ways of life, beliefs and points of view through exposure to a wide variety of texts, both spoken and written, or through direct communication with people from different cultural backgrounds (e.g. fellow students in international schools or guest speakers from different ethnic groups in Hong Kong) 8. develop leadership and partnership qualities through assuming different roles in group activities such as games, meetings, dramas and projects
Core Values: Social <ul style="list-style-type: none"> - equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - inter-dependence - sustainability - betterment of human kind 	Sustaining Values: Social <ul style="list-style-type: none"> - plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilisation heritage - human rights and responsibilities - rationality - sense of belonging - solidarity 		

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<u>Values and attitudes</u>			Examples of expected achievements in English Language Education
			Senior Secondary (S4 – 6)
Core Values: Personal - sanctity of life - truth - aesthetics - honesty - human dignity - rationality - creativity - courage - liberty - affectivity - individuality	Sustaining Values: Personal - self-esteem - self-reflection - self-discipline - self-cultivation - principled morality - self-determination - openness - independence - enterprise - integrity - simplicity - sensitivity - modesty - perseverance	Attitudes: - optimistic - participatory - critical - creative - appreciative - empathetic - caring - positive - confident - co-operative - responsible - adaptable to changes - open-minded - with respect for • self • others • life • quality and excellence • evidence • fair play • rule of law • different ways of life, beliefs and opinions • the environment - with a desire to learn - diligent - committed to core and sustaining values	Learners 1. reflect on their language learning process and style, and evaluate the learning outcomes against the goals and targets 2. motivate themselves by developing endurance and tolerance in the face of hardships (such as when carrying out challenging language learning tasks or projects) 3. develop independence and a commitment to lifelong learning through undertaking self-access language learning both inside and outside the classroom 4. develop a critical attitude in analysing and discriminating the different meanings or shades of meaning of words or texts, and in using language to achieve desired effects (e.g. influencing other people's feelings and their direction of thinking) 5. develop a critical attitude towards the ideas and values in spoken and written English texts 6. appreciate the value and power of language through being exposed to and producing a wide range of texts, both literary and non-literary 7. develop an awareness of the relationship between literature and society through relating themes represented in literary texts to contemporary social issues 8. develop through language learning activities (such as debates, group discussions and projects) an open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people 9. develop, through interacting with a wide range of texts and people from different cultural backgrounds, an appreciation of the relationship of Hong Kong to other countries and cultures, and the interdependent nature of the modern world 10. develop leadership and partnership qualities through assuming different roles in group activities such as discussions, role-plays, simulations and projects 11. identify specific goals for work or further studies so as to set directions for language learning work (notably, when choosing topics for project learning or optional courses)
Core Values: Social - equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - inter- dependence - sustainability - betterment of human kind	Sustaining Values: Social - plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilisation heritage - human rights and responsibilities - rationality - sense of belonging - solidarity		

Helping Learners to Develop Vocabulary-building Strategies

Knowledge of word formation

Learners can increase their word power by understanding the various ways in which words are built:

- **Affixation**
Affixation is the process of adding prefixes (e.g. un-, dis-) and suffixes (e.g. -ly, -able) to the base word (e.g. like). This often results in the meaning and/or part of speech being modified. Developing knowledge of common prefixes and suffixes will help learners to handle and learn new vocabulary items even if the context is not familiar.
- **Compounding**
Compounding is the formation of a word from two or more separate words. The awareness of compounding may enable learners to guess the meaning of new words such as “childcare”, “bookworm” and “fire engine”.

Collocation

Collocations of an individual word refer to the combinations that that word enters into with other words. Thus for example the word *read* is frequently in collocation with the word *book*. Knowing a word’s likely collocations is an important aspect of vocabulary development. Examples of collocation range from two-word combinations such as “happy about” and “strongly suggest” to more extended combinations such as “making steady progress” and “recovering from a major operation”. Words can collocate with others with different degrees of frequency and acceptability – some words are more likely to occur together than others, and many words occur in several different collocations. Knowledge of the collocation range of a word facilitates the learners’ ability to encode and decode language quickly and accurately. Teachers can either present the collocation information directly, by telling them common collocates when learners learn a word, or use a more discovery-based approach by asking learners to search for collocations of particular words in a text. Either way, learners will always benefit from knowing the collocation range of a word and its high-frequency collocates.

Knowledge of lexical relations

By developing learners' knowledge about the various ways in which words are related, teachers can help learners to understand the richness of the connections that bind the English lexicon together.

- Word families

It is useful for learners to learn a word and the parts of speech of other words from the same family at the same time (e.g. taste, tasteful, distaste, tasteless, tasty). It is also helpful for them to know that certain suffixes are linked with certain parts of speech. Many nouns, for example, end in -ment, -tion, or -ship. When learners are able to generalise from this knowledge, they may be able to work out other members of the word family even though initially only one word is learned.

- Synonymy, antonymy and homonymy

Meaningful practice intended to develop knowledge of synonymy (i.e. relations of sameness), antonymy (i.e. relations of oppositeness) and homonymy (i.e. words with the same spelling but with different meanings) will help learners to extend their vocabulary and sensitivity in the choice of words. The study of homonyms will, for example, draw learners' attention to the wealth of meanings that English words possess. One can, for example, "pick" a flower, a dress, a hole or an argument with someone. Homonyms also take learners into the metaphorical meanings of words. "Hands", for instance, are more than a body part. We can also refer to the hands of a clock, a hand in a game of poker and to "giving someone a helping hand".

Guessing and inferencing

One of the most common vocabulary-building strategies that learners should employ is making guesses and inferences about new words. They are the processes a good learner will use when faced with difficulty in reading, or in a situation where a dictionary or helpful speaker of the language is not available. Learners should be trained to make use of linguistic cues (e.g. the grammatical structure of a sentence and connectives) to guess the meaning of a new word. They should also be encouraged to make guesses through searching for contextual clues within a text and make intelligent guesses from a meaningful context. Their knowledge of word formation (i.e. prefixes, suffixes, compound words and collocation) and knowledge of lexical relations (i.e. collocation and sense relations, such as synonymy, antonymy and hyponymy) can be tapped and developed, in order to help them to decipher

new words. Through some well-designed exercises, learners soon learn that they do not need to resort to the dictionary for every unknown word they encounter.

Using a dictionary and thesaurus

Using reference materials such as a dictionary and thesaurus is an essential skill that all learners should develop, in order to become independent in their learning. With effective and judicious use of these reference materials, learners can not only solve their problems in comprehension and confirm their guesses about a word, but also increase their vocabulary.

Learners at the senior secondary level should learn to use the dictionary to find out the less frequent, unusual or rare meaning and special usage of words in a text. They should also develop more extended dictionary strategies to learn to use the words appropriately, e.g. reading the examples provided in the dictionary, making use of the information in the dictionary to help them to learn vocabulary actively by making sentences on their own.

The purpose of a thesaurus with its synonyms and near synonyms is to enable learners to make a more precise choice of vocabulary. It can help learners to find the best term or expression to portray their thoughts and sentiments.

Recording words

Language learning activities and extensive reading, which can increase learners' knowledge of new words and familiar words, may be ineffective if learners make no effort to retain the words. Learners should be encouraged to record words and acquire the habit and strategies for reviewing new words and familiar words in order to retain them. Useful techniques include keeping vocabulary notebooks with words and related information organised thematically or alphabetically, and storing vocabulary information by using diagrams (e.g. spider maps) to help to highlight the relationships between items. Learners will find it useful if they also enter information on the usage of the words, collocations of them or note down examples showing the usage of the words. Records of words according to both meanings and usage are encouraged.

Retaining words

It is important to help learners to develop a range of effective means for retaining the words they have come across, so that their repertoire of vocabulary can be enlarged. This can be done by asking learners to make word lists, go through their word lists regularly, and

develop strategies to aid memory through creating their own associations and mental images of the new words. They can, for example, associate words that are related in their spelling, or shape, or sound, or meaning, or by virtue of the contexts in which they are used.

Helping learners to acquire and consolidate various vocabulary-building skills is a particularly productive area for the encouragement of learner autonomy. Learners can reflect on ways of learning vocabulary and develop individual approaches to solving problems. They can ask themselves what is important for them to know about individual words, assess their own vocabulary needs and shortcomings regularly, and keep a record of their performance in actual situations. Learners can be encouraged to develop their own personal learning styles for vocabulary, in such areas as memorising and retaining new words.

Text-types for Key Stages 1 – 3

Text-types for Key Stage 1 (P1 – 3)	Additional text-types for Key Stage 2 (P4 – 6)	Additional text-types for Key Stage 3 (S1 – 3)
<ul style="list-style-type: none"> • Advertisements • Cartoons • Captions • Cards • Charts • Comics • Conversations • Coupons • Diaries • Directions • Expositions/Expository texts • Fables and fairy tales • Forms • Illustrations • Instructions • Labels • Leaflets • Lists • Menus • Notes and messages • Notices • Personal descriptions • Personal letters • Personal recounts • Picture dictionaries • Poems • Postcards • Posters • Product information • Rhymes • Riddles • Rules • Signs • Songs • Stories • Tables • Time-tables 	<ul style="list-style-type: none"> • Accounts • Announcements • Autobiographies • Biographies • Brochures • Catalogues • Children's encyclopaedias • Dictionaries • Directories • Discussions • E-mails • Explanations of how and why • Formal letters • Informational reports • Jokes and riddles • Journals • Maps and legends • Myths • News reports • Pamphlets • Plays • Procedures • Questionnaires • Recipes • Rules • Telephone conversations • Tongue twisters • Weather reports 	<ul style="list-style-type: none"> • Book reviews/reports • Encyclopaedia • Film reviews • Idioms • Itineraries • Manuals • Memoranda • Newspaper articles • Short novels • Short stories • Presentations • Interviews

Community Resources to Support Life-wide Learning

Organisation	Activity	Telephone Number
AFS Intercultural Exchanges Hong Kong	<ul style="list-style-type: none"> • This voluntary organisation offers a variety of student exchange programmes which provide opportunities for language learning, cultural immersion and personal growth. • It has also run language camps in conjunction with the Education Bureau to promote language learning through fun-filled educational activities such as songs, dance and drama games. <p>Website: http://www.afs.hk/</p>	2802 0383
British Council Hong Kong	<ul style="list-style-type: none"> • The Council offers a range of services/activities that provide opportunities for life-wide language learning. These services/activities include film festivals, cultural programmes or exhibitions (on topics such as Art, Science, Design and Technology), English Language Centre, and Library and Information Services. Some of these services/activities are fee-based and some are free of charge. <p>Website: http://www.britishcouncil.org.hk/</p>	2913 5100

Organisation	Activity	Telephone Number
The English Speaking Union Hong Kong	<ul style="list-style-type: none"> • “English in Action” - This is a volunteer programme that provides non-native speakers of English with the opportunity to practise conversational English with native and/or fluent English speakers in a relaxed, social atmosphere. • Public speaking and debating activities are organised from time to time to help participants to learn and apply their knowledge and skills in communication, public speaking and debating. <p>Website: http://www.esuhk.org/</p>	2186 8449
Environmental Protection Department	<ul style="list-style-type: none"> • Environmental Resources Centre - Guided tours in English - The resources are in both Chinese and English. <p>Website: http://www.epd.gov.hk/</p>	Wan Chai Centre 2893 2856 Tsuen Wan Centre 2944 8204 Fanling Centre 2600 4016 Lung Fu Shan Centre 2975 9031 Kennedy Town Centre 2835 2369
Hong Kong Police Force	<ul style="list-style-type: none"> • Students can visit the Police College, Police Stations and other Police Units. Guided tours in English can be provided if schools apply in advance. <p>Website: http://www.police.gov.hk/</p>	Police Public Relation Branch 2860 6144
Hong Kong Schools Music and Speech Association	<ul style="list-style-type: none"> • English Choral Speaking Competition • Singing Competition <p>Website: www.hksmsa.org.hk/</p>	2761 3877

Organisation	Activity	Telephone Number
Hong Kong Youth Arts Foundation Ltd.	<ul style="list-style-type: none"> Arts in the Park Mardi Gras <p>The event is held in Victoria Park every year. It aims to celebrate the vitality and diversity of the Hong Kong community. The activities are conducted in either Chinese or English.</p> <p>Website: http://www.hkyaf.com/</p>	2877 2625
Kadoorie Farm and Botanic Garden	<ul style="list-style-type: none"> Guided tours in English <p>Website: http://www.kfbg.org.hk/</p>	2483 7200
Mass Transit Railway	<ul style="list-style-type: none"> For secondary students, they can visit different stations. Guided tours can be conducted in English if the schools apply in advance. <p>Website: http://www.mtr.com.hk/</p>	2881 8888
Museums in Hong Kong	<ul style="list-style-type: none"> Guided tours in English (advance-booking required) The Science Museum can provide worksheets in English. The movies are shown with Chinese and English narration in the Space Museum. The audience can choose the language they prefer. 	See Contact Numbers below *
Ocean Park	<ul style="list-style-type: none"> The Ocean Park Academy and Ocean Park Conservation Foundation provide a broad mix of activities to students. The activities include boat trips, visits to marine park, bird watching, day camps, seminars, etc. Activities and guided tours in English can be provided. Some of the activities 	<p>Ocean Park Academy 3923 2328</p> <p>Ocean Park Conservation</p>

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Contact Numbers

Hong Kong Film Archive	2119 7385	Hong Kong Science Museum	2732 3220
Hong Kong Heritage Museum	2180 8180	Hong Kong Space Museum	2734 2720
Hong Kong Museum of Art	2734 2786	Law Uk Folk Museum	2896 7006
Hong Kong Museum of Coastal Defence	2569 1248	Lei Cheng Uk Han Tomb Museum	2386 2863
Hong Kong Museum of History	2724 9080	Sam Tung Uk Museum	2411 2001
Hong Kong Railway Museum	2653 3455	Sheung Yiu Folk Museum	2792 6365

Organisation	Activity	Telephone Number
	<p>are fee-based while some are free of charge.</p> <p>Websites: Ocean Park Academy: http://opahk.oceanpark.com.hk/en/</p> <p>Ocean Park Conservation Foundation: http://www.opcf.org.hk/</p>	Foundation 3923 2704
The Open University of Hong Kong	<ul style="list-style-type: none"> • “The World of Professional Communication” - This is a bilingual communication portal developed by the Open University of Hong Kong for free public access. It offers a range of information and resources about professional communication strategies and skills, including key concepts and principles about effective communication, real-life samples about formats and styles, templates of major documents, useful tips in different communication situations, language learning aids, resources for teachers, and public forum. <p>Website: http://learn.ouhk.edu.hk/~wpc/</p>	2768 6362
Public libraries	<ul style="list-style-type: none"> • Chinese and English Books Exhibition • Reading Programme for Children and Youth - The programme’s objective is to arouse the interest of children and youth in reading, to develop their reading habits, to widen their knowledge and scope of reading, to enhance their language proficiency and to encourage parents’ active participation in shared reading. Participants can join this programme individually or they can be nominated by schools. <p>Website: http://www.hkpl.gov.hk/</p>	2921 2660
RTHK	<ul style="list-style-type: none"> • “English in Speech” - This is a programme which provides a range of 	2336 9314

Organisation	Activity	Telephone Number
	<p>resources and activities on nine important speeches by Abraham Lincoln, Martin Luther King, Anson Chan, Christopher Patten, etc., including audio recording, scripts, background information, analysis and online quizzes.</p> <p>Website: http://rthk.hk/elearning/betterenglish/speech_main.htm</p> <ul style="list-style-type: none"> • “Songbirds” <ul style="list-style-type: none"> - Songbirds is a lively mix of music and an ongoing local youth drama. It is designed to help students to develop English Language skills and to appreciate drama and classical music. <p>Website: http://www.rthk.org.hk/rthk/radio4/songbirds/</p> <ul style="list-style-type: none"> • “Talk to Win” <ul style="list-style-type: none"> - This is a competition that requires the participants to express their thoughts and feelings after a specific English song is played. The students have to present themselves orally in English. <p>Website: http://rthk.hk/elearning/betterenglish/talk_main.htm</p> <ul style="list-style-type: none"> • “Teen Time” <ul style="list-style-type: none"> - This is a special project jointly organised by the Education and Manpower Bureau and Radio Television Hong Kong to promote the learning and use of English among secondary school students. The programme consists of regular features of interest to young people, such as popular songs and music, interviews with local personalities, film reviews, information advice on health and youth problems, current affairs and social issues. 	

Organisation	Activity	Telephone Number
	<p>Website: http://www.rthk.org.hk/rthk/radio3/teentime/</p>	
Sing Tao Inter-school Debating Competition	<ul style="list-style-type: none"> The Sing Tao Inter-School Debating Competition aims to improve students' organising, analytical and debating skills as well as increase their interest in social affairs. The competition is divided into English and Chinese Sections. Students are welcome to attend all debating rounds of the Competition. <p>Website: www.singtao.com/debate/</p>	2798 2640
Toastmasters, Hong Kong	<ul style="list-style-type: none"> “Youth Leadership Programme” - This programme is aimed at helping young people to improve their communication and leadership skills. The programme provides six to eight workshops that teach various aspects of public speaking to secondary students. Participants are encouraged to speak, lead discussion and give feedback. <p>Website: http://www.hongkong-toastmasters.org/</p>	
World Wide Fund for Nature, Hong Kong	<ul style="list-style-type: none"> Visits to Mai Po - Guided tours in English There are both Chinese and English explanations for the photos and animals specimens in the Mai Po Marshes Wildlife Education Centre. <p>Website: http://www.wwf.org.hk/</p>	2482 0369

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Glossary

<u>Term</u>	<u>Description</u>
Applied Learning (ApL, formerly known as Career-oriented Studies)	Applied Learning is an essential component of the three-year senior secondary curriculum. ApL uses broad professional and vocational fields as the learning platform, developing students' foundation skills, thinking skills, people skills, positive values and attitudes and career-related competencies, to prepare them for further study/work as well as lifelong learning. ApL courses complement the 24 senior secondary subjects, adding variety to the senior secondary curriculum.
Assessment objectives	The outcomes of the curriculum to be assessed in the public assessment.
Co-construction	Different from the direct instruction and construction approaches to learning and teaching, the co-construction approach emphasises the class as a community of learners who contribute collectively to the creation of knowledge and the building of criteria for judging such knowledge.
Core subjects	Subjects recommended for all students to take at the senior secondary level: Chinese Language, English Language, Mathematics and Liberal Studies.
Curriculum and Assessment (C&A) Guide	A guide prepared by the CDC-HKEAA Committee. It comprises curriculum aims/objectives/contents, learning outcomes, and assessment guidelines.
Generic skills	Generic skills are skills, abilities and attributes which are fundamental in helping students to acquire, construct and apply knowledge. They are developed through the learning and teaching that take place in different subjects or key learning areas, and are transferable to different learning situations. Nine types of generic skills are identified in the Hong Kong school curriculum, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.
Hong Kong Diploma of Secondary Education (HKDSE)	The qualification to be awarded to students after completing the three-year senior secondary curriculum and taking the public assessment.

<u>Term</u>	<u>Description</u>
Internal assessment	This refers to the assessment activities that are conducted regularly in school to assess students' performance in learning. Internal assessment is an inseparable part of the learning and teaching process, and it aims to make learning more effective. With the information that internal assessment provides, teachers will be able to understand students' progress in learning, provide them with appropriate feedback and make any adjustments to the learning objectives and teaching strategies they deem necessary.
Key learning area (KLA)	A way of organising the school curriculum around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students through engaging them in a variety of essential learning experiences. The Hong Kong curriculum has eight KLAs, namely, Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education.
Knowledge construction	This refers to the process of learning in which learners are involved not only in acquiring new knowledge, but also in actively relating it to their prior knowledge and experience so as to create and form their own knowledge.
Learning community	A learning community refers to a group of people who have shared values and goals, and who work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. Such a learning community may involve not only students and teachers, but also parents and other parties in the community.
Learning outcomes	Learning outcomes refer to what learners should be able to do by the end of a particular stage of learning. Learning outcomes are developed based on the learning targets and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that learners should attain after completing a particular key stage of learning and serve as a tool for promoting learning and teaching.
Learning targets and learning objectives	<p>Learning targets set out broadly the knowledge/concepts, skills, values and attitudes that students need to learn and develop.</p> <p>Learning objectives define specifically what students should know, value and be able to do in each strand of the subject in accordance with the broad subject targets at each key stage of schooling. They are to be used by teachers as a source list for curriculum, lesson and activity planning.</p>

<u>Term</u>	<u>Description</u>
Level descriptors	A set of written descriptions that describe what the typical candidates performing at a certain level is able to do in public assessments.
Public assessment	The associated assessment and examination system for the Hong Kong Diploma of Secondary Education.
School-based assessment (SBA)	Assessments administered in schools as part of the learning and teaching process, with students being assessed by their subject teachers. Marks awarded will count towards students' public assessment results.
School-based curriculum	Schools and teachers are encouraged to adapt the central curriculum to develop their school-based curriculum to help their students to achieve the subject targets and overall aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, adding optional studies and adapting learning, teaching and assessment strategies. A school-based curriculum is therefore the outcome of a balance between official recommendations and the autonomy of the schools and teachers.
Standards-referenced reporting	Candidates' performance in public assessment is reported in terms of levels of performance matched against a set of standards.
Student learning profile	Its purpose is to provide supplementary information on the secondary school leavers' participation and specialties during senior secondary years, in addition to their academic performance as reported in the Hong Kong Diploma of Secondary Education, including the assessment results for Applied Learning courses, thus giving a fuller picture of the student's whole-person development.
Values and attitudes	Values constitute the foundation of the attitudes and beliefs that influence one's behaviour and way of life. They help form principles underlying human conduct and critical judgement, and are qualities that learners should develop. Some examples of values are rights and responsibilities, commitment, honesty and national identity. Closely associated with values are attitudes. The latter supports motivation and cognitive functioning, and affects one's way of reacting to events or situations. Since both values and attitudes significantly affect the way a student learns, they form an important part of the school curriculum.

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