

Updating of the *English Language Curriculum Guide (Primary 1 – 6)* Brief on the School Survey

Summary

The purpose of this brief is to inform primary schools which offer the local curriculum of the updating of the *English Language Curriculum Guide (Primary 1 – 6) (ELCG)* (CDC, 2004) and details of the school survey.

Background

2. To keep abreast of the latest curriculum development in English Language Education and meet the needs of students, the *ELCG* (CDC, 2004) is updated for renewal to reflect the changing contexts. The updated *ELCG* incorporates the recommendations set out in the *Primary Education Curriculum Guide (PECG)* (CDC, 2024) and the curriculum emphases provided in the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (ELE KLACG)* (CDC, 2017). It gives the overall direction as well as the learning targets and objectives for the development of the English Language curriculum at the primary level.

Major updates of the *ELCG*

3. While the curriculum framework for English Language Education remains unchanged, four major areas for updates, including **Reading across the Curriculum (RaC)**, **e-learning and information literacy**, **assessment literacy** and **values education**, are put forth in the updated *ELCG*. Details of the major updates are summarised below.

(i) Strengthening Reading across the Curriculum (RaC)

- The **objectives of implementing RaC** are to connect students' learning experiences, help students establish meaningful links across key learning areas (KLAs), broaden their knowledge base, and enhance their reading to learn capabilities. In the updated *ELCG*, it is also recommended that **students can explore proper values and attitudes through RaC activities**.
- **More strategies** on the implementation of RaC are introduced.
 - To foster **reading skills development**, English teachers are encouraged to integrate RaC into the school-based reading curriculum and provide opportunities for students to read a variety of texts, including real books, on different themes. Students should be guided to process reading texts in a more in-depth way, and be provided with opportunities to apply and consolidate reading skills learnt.
 - The **roles of English teachers in promoting RaC are strengthened**. They are encouraged to collaborate with the teacher-librarian in sourcing reading materials,

highlight subject-specific language features in RaC materials, develop students' reading skills and generic skills (e.g. creativity), and create an environment conducive to English learning.

- English teachers are encouraged to conduct curriculum mapping, identify common entry points, draw up an overall plan and develop learning materials and activities **in collaboration with teachers of other KLAs**. They should assess students' performance and offer feedback in RaC activities.

(ii) Strengthening e-Learning and Information Literacy

- The **objectives for promoting e-learning and information literacy** are to enhance interaction and collaboration, cater for students' diverse learning needs, develop their self-directed learning capabilities and help them understand the effective and ethical use of information.
- The **importance of self-directed learning capabilities and information literacy** in fostering lifelong learning has been further updated. English teachers are encouraged to:
 - allow students to take responsibility of their own learning (e.g. setting learning goals, monitoring learning progress, conducting self-reflection) with the use of e-learning tools and e-resources to **develop metacognitive skills**; and
 - guide students to think critically and evaluate the data or information on the Internet, and check their **accuracy** and **reliability** as well as any **biases** or stereotypes embedded in the data and information; and promote the **effective and ethical use** of the vast amount of information.
- **More suggestions** on the promotion of e-learning and information literacy are provided, e.g.
 - adopting a repertoire of e-learning strategies for learning within and beyond the classroom;
 - using e-assessment to promote assessment for/as learning;
 - strengthening students' capacity to process and create multimodal texts;
 - providing opportunities for students to work at their own pace; and
 - guiding students to think about the accuracy and reliability of information and new technologies.

(iii) Extending Assessment for Learning to Assessment as Learning & Optimising Assessment and Assignment Policies

- While assessment can serve summative and formative purposes in the learning-teaching-assessment cycle, it is recommended that schools should **promote formative assessment**. They should also **extend formative assessment from “assessment for learning” to “assessment as learning”** to engage students in reflecting on and monitoring their learning progress. Students should be guided to set goals, develop metacognitive skills and plan for the next step in learning in order to become **self-directed learners**.
- Schools should **review their assessment and assignment policies timely**. **Different modes of assessment and assignments** (e.g. performance tasks) should be adopted to address students’ diverse learning needs. The **frequency and quantity of assignments and assessments should be streamlined** to create space for fostering students’ whole-person development and promoting a healthy lifestyle.

(iv) Strengthening values education

- Strengthening values education (covering national education [including patriotic education, national security education] and life education) is one of the seven major renewed emphases (MREs) of the ongoing renewal of the primary school curriculum. Through English language learning, students will learn to develop proper values and attitudes, and **become informed and responsible citizens** with a sense of **national identity**. It is also important for promoting their **whole-person development** within and beyond the English classroom.
- The **approaches to incorporating values education in the English Language curriculum** are introduced, i.e. “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”.
- **Implementation strategies** are suggested, e.g.
 - designing English learning activities for students to explore a variety of value-laden issues related to their everyday life experiences;
 - highlighting the proper values and attitudes embedded in the learning and teaching materials; and
 - integrating the elements of cognition, affection and action in the language learning activities.

Details of the school survey

4. The Education Bureau (EDB) is collecting feedback from schools regarding the major updates of the *ELCG*. Primary schools which offer the local curriculum are invited to complete the questionnaire in fillable PDF format and return it to the English Language Education Section of the Curriculum Development Institute (CDI), EDB **via the EDB “Fast Information Transmission System - School Messaging Module” (SMM) on or before 21 February 2025 (Friday)**. Each school should complete and return **ONE** questionnaire. The feedback collected will be consolidated to facilitate further deliberations on the updating of the *ELCG*, and be used by the CDI as a reference for planning, research and/or other education-related purposes, including formulating support measures for schools.

Enquiries

5. For enquiries, please contact Ms Christine LEUNG of the English Language Education Section, Curriculum Development Institute, Education Bureau on 2892 5456.

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