Ongoing Renewal of the School Curriculum: Briefing Session on Updating of English Language Education Key Learning Area Curriculum Guide (2017)

May – June 2017

English Language Education Section
Education Bureau
Curriculum Reform Journey of Hong Kong

Learning to Learn Curriculum Reform since 2001

2001: Learning to Learn Curriculum Reform

2002: Basic Education Curriculum Guide (P1-S3)

2004: NAS consultation

2007: Curriculum and Assessment Guides (S4-6)

2009: NAS implementation

2012-2015: NAS Review

2004: NAS consultation

2009: NAS implementation

2014: Basic Education Curriculum Guide (P1-P6)

Ongoing Renewal of School Curriculum from 2017

2017 onwards:
- Updating Secondary Education Curriculum Guide (SECG), Primary Education Curriculum Guide (PECG), Kindergarten Education Curriculum Guide (KGECG) & Key Learning Area Curriculum Guide (KLACG), etc

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Ongoing Renewal of the School Curriculum

- Respond to local, regional and global contextual changes
- Build on existing strengths and practices of schools
- Curriculum enhancement to benefit student learning
Ongoing Renewal of the School Curriculum

- **Learning to Learn Report (2001)**
- **8 KLA Curriculum Guides**
- **Various Subject Curriculum Guides**

- **BECG 2014 (P1-P6)**
- **SECG 2017 (S1-S6)**
  (2017 onwards)
- **KLA Curriculum Guides & Subject curriculum guides/supplements**
Updated Seven Learning Goals of Secondary Education
Updated Seven Learning Goals of Secondary Curriculum

To enable students to
• become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society
• acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students’ daily lives at personal, community, national and global levels
• become proficient in biliterate and trilingual communication for better study and life
• develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
• use information and information technology ethically, flexibly and effectively
• understand one’s own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career
• lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts
Renewed Four Key Tasks

- Reading to Learn: Towards Reading across the Curriculum
- Moral & Civic Education: Towards Values Education
- Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines
- IT for Interactive Learning: Towards Self-directed Learning
Major renewed emphases (MRE) at JS level and beyond

- Strengthening **values education** (including Moral and Civic education, Basic Law education)
- Reinforcing the learning of **Chinese history** and **Chinese culture**
- Extending “Reading to Learn” to “Language across the Curriculum”
- Promoting **STEM** education and **ITE**
- Fostering an **entrepreneurial spirit**
- Diversifying **life-wide learning** experiences (including those for VPET)
- Stepping up **gifted education**
- Enhancing the **teaching of Chinese as a second language**
## Integrative Use of Generic Skills

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<th>Basic Skills</th>
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<th>Personal and Social Skills</th>
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Updating of the **ELE KLACG**

- (P1 – S3) (CDC, 2002)
- 9 years
- (CDC, 2004) (TBC) (CDC & HKEAA, 2007)
- 12 years
- (CDC, 2017)

With updates in 2015
Major Updates of the ELE KLACG (P1-S6)

- Literacy Development
- e-Learning & Information Literacy
- Integrative Use of Generic Skills
- Values Education
- STEM Education (including entrepreneurial spirit) & Reading across the Curriculum
- Learning and Teaching of Text Grammar
- Extending from Assessment for Learning to Assessment as Learning
- Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom
“Literacy” has taken on a new meaning as texts are no longer a linear form of presentation limited to words, but are composed of various modes of communication.
Opportunities for Accessing Information from a Variety of Sources

- The use of multimodal texts
e.g. websites, blogs, TV commercials, online videos, film clips and trailers

Discuss and analyse:

- How words complement images to present a message
- How the choices of colour, font and font size help draw our attention
- The effects created by the combination of words, images and sounds (e.g. shock, mismatch, humour)
Definition

e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives.

“Pedagogy empowered by digital technology”
e-Learning

Learning Tools
- Forum
- Blogging
- Bookmarking
- Wiki
- RSS
- Social Media
- Chat
- Video Conferencing
- Web Conferencing
- 3D Virtual Space
- Peer Editing

Content
- Lecture
- Note
- Podcast
- Simulation
- Game

Assessment
- Quiz
- Portfolio
- Assignment
- Peer Evaluation
- Poll

External websites ➔
e-Learning Platform ➔
e-Resources in school
# Information Literacy Framework for HK Students 2016

<table>
<thead>
<tr>
<th>Category</th>
<th>Eight Literacy Areas</th>
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<tr>
<td><strong>Effective and Ethical use of information for lifelong learning</strong></td>
<td>1. Use, provide and communicate information ethically and responsibly</td>
</tr>
<tr>
<td><strong>Generic IL</strong></td>
<td>2. Identify and define a need for information</td>
</tr>
<tr>
<td></td>
<td>3. Locate and access relevant information</td>
</tr>
<tr>
<td></td>
<td>4. Evaluate information and information providers, in terms of authority, credibility and current purpose</td>
</tr>
<tr>
<td></td>
<td>5. Extract and organise information and create new ideas</td>
</tr>
<tr>
<td><strong>Information World</strong></td>
<td>6. Be able to apply IT skills in order to process information and produce user-generated content</td>
</tr>
<tr>
<td></td>
<td>7. Recognise the roles and functions of information providers (e.g. libraries, museums, internet) in the society</td>
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<td>8. Recognise the conditions under which reliable information could be obtained</td>
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## Eight Literacy Areas

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<td>2. Information need  →  locate information</td>
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<td>3. Organise &amp; Create  ↔  Evaluate information</td>
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<td></td>
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Pedagogy to Enhance Literacy Development

To develop learning, teaching and assessment activities for a unit of work:

- Access information from a variety of sources
- Understand the ideas in the multimodal texts under teachers’ guidance
- Analyse and explore how messages are presented
- Evaluate the messages and values embedded in the multimodal texts
- Express and create messages using different modes of communication

Interacting with Multimodal Texts

Access
Understand
Analyse & Explore
Evaluate
Express & Create

Task-based Approach

Producing Multimodal Texts
## Integrative Use of Generic Skills

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Integrative Use of Generic Skills

Two examples of integrative use of generic skills:

- **Holistic thinking skills**: involving the use of critical thinking skills, problem solving skills and creativity

- **Collaborative problem solving skills**: involving the use of collaboration skills, communication skills and problem solving skills

→ to prepare students for more complicated tasks
Values Education

Seven Priority Values and Attitudes
- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others

Values education in different domains
- Moral and Civic education
- Basic Law education
- Environmental education
- Life education
- Human rights education
- Media education
- Sex education
- Health & anti-drug education
- Road safety education
- Human rights education
When incorporating values education into the school ELE KLA curriculum, schools should take into consideration:

- School Mission and/or Religious Background
- Cross-KLA or Cross-departmental Collaboration
- School Development Plan and Major Concerns
- Curriculum Planning and Task Design
- Life-wide Learning
Subject: English Language  
Level: Lower/Upper Primary  

Writing Task: Producing an e-book about their dream job for display on the school Open Day

Pre-writing Task 1
Engaging students in a jigsaw reading activity to find out the important qualities to become a successful person

Pre-writing Task 2
• Identifying and researching on student’s own dream jobs
• Compare and contrast the choices and select the best one
• Learning to use the features of the app to produce an e-book

Writing Task
Producing an e-book about their dream job for display on the school Open Day

Integrative use of generic skills and development of new literacy

Values Education

Creation of a multimodal text

Application of new knowledge and skills
You are a summer intern in the publicity team of Go Green, a non-governmental organisation committed to promoting environmental protection and green living. Your team is responsible for designing advertising materials to raise public awareness of environmental problems. Your boss has asked you to research online and read extensively to keep abreast of the latest development of environmental issues. You need to identify an issue which is worth public attention and design an e-booklet to educate the public about it.
Subject: English Language
Level: Junior/Senior Secondary
Module: Nature and Environment
Unit: Environmental Protection

Task 1
Identifying and researching on an environmental issue

Task 2
Reading a leaflet to analyse the text type and language features and persuasive tactics

Task 3
Devising a plan for the production of a 6-8 page booklet on the chosen environmental issue

Task 4
Producing the e-booklet using the app iBook Creator for sharing on Edmodo

Values education: Environmental education

Development of new literacy and information literacy

Application of new knowledge and skills, including the integrative use of generic skills

Creation of a multimodal text
What is “Reading Across the Curriculum”? 

- Reading across the curriculum (RaC) is a component within Language across the Curriculum
- RaC
  - reading as a fundamental mode of learning
  - explicit teaching of reading to be integrated with teaching the curriculum
  - students learning to read
    - the subject matter of pedagogic texts
    - the associated language patterns

(Martin & Rose, 2005)
From Reading to Learn to Reading and Language across the Curriculum (RaC and LaC)

Whole-school language policy

- Effective use of a variety of texts (e.g. information texts) to encourage deep reading, connect students’ learning experience and broaden their knowledge base
- Leveraging e-reading resources with multimodal features to facilitate understanding and enjoyment
- Devising a holistic plan to mobilise different stakeholders and arrange time for cross-curricular reading

- Setting up an LaC Committee to set direction and oversee the implementation
- Enhancing collaboration between KLAs
Roles of secondary English teachers in promoting RaC & LaC

* Understand the language needs of different KLAs

* Develop students’ ability in understanding and producing English texts for general/academic purposes

* Collaborate with teachers of other KLAs
Connecting Students’ Learning Experience Between English Language and Non-language Subjects

**Designing an RaC/LaC Task**

**English Language**
- **Content**
  - Theme: Living things
- **Language**
  - Text types
  - Vocabulary: knowledge of word formation, academic vocabulary
  - Rhetorical functions

**Science**
- **(Topic: Living Things)**

Content ⟷ Language

(Topic: My Pet)
In the ELE KLA context, STEM education can be best promoted through RaC / LaC and project learning.

Whole-school initiative: Stem education

ELE KLA supports the implementation of STEM education through RaC/LaC activities, e.g.
- introduce STEM-related reading materials
- design tasks, activities and projects to create new things or work out innovative solutions to problems (e.g. a project on “Zany Invention”)
- connect learning experiences through life-wide learning
- infuse elements that help nurture an entrepreneurial spirit
Grammar in Context or Text Grammar?

Grammar in Context

- the link between **form and function** and how grammar makes meaning and varies in different contexts
- how contexts shape the **choice** of language used

Complementary Concepts

Text Grammar

- beyond the sentence level
- grammar items typical of a particular **text type**
- how grammar contributes to the **coherence & the structure of a text**
- how to apply grammar knowledge to create texts of **different text types**
Grammar Items for Procedural Writing

• The imperative (e.g. sift the flour)

• 2nd person (e.g. You can...)

• Sequence words (e.g. first, next)

• Use of adverbs and adjectives for precision (e.g. measure carefully)

• Quantifiers (e.g. some, little, plenty of)

• ...
Process of Learning Grammar

- Noticing
  - Noticing the specific language patterns in texts

- Reasoning & Hypothesising
  - Hypothesising the grammar rule

- Structuring & Restructuring
  - Structuring the grammar rule in mind
  - Restructuring it & applying it in new contexts

- Automatising
  - Automatising the grammar rule & using it naturally

Definitions

Assessment *for* Learning integrates assessment into learning and teaching. It helps:

- students understand what they are learning, what they have attained and what is expected of them
- teachers collect evidence of learning, give appropriate feedback and adjust teaching strategies

Assessment *as* Learning engages students in:

- setting realistic goals
- reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning
- regulating the learning process, evaluating their own performance and planning for the next step in learning
Strategies to Promote Assessment as Learning

In order to enable students to take charge of their own learning, the following can be done:

- teaching of enabling skills such as dictionary skills, research skills, phonics skills and vocabulary building strategies
- sharing of learning intention or goals
- modelling of learning strategies through think-aloud
- group discussion of sample student work
- using different kinds of assessment forms (e.g. KWHL Table, Feedback Sandwich) to facilitate self-reflection
3-tier Framework

Tier 1  Whole-class Approach - for all students in the mainstream classroom

Tier 2  School-based pull-out programmes

Tier 3  Off-site support
Supporting Students with Special Educational Needs (SEN)

Teachers should:

- show empathy for SEN students
- understand that they may not be able to meet the same standard as others
- review and modify their expectations based on students’ needs and abilities
General Principles

- Adopt a multi-sensory approach
- Differentiate in terms of:
  - **Content** - what students need to learn or how the student will get access to the information
  - **Process** - activities in which the student engages in order to master the content
  - **Product** - work in which students demonstrate their learning
  - **Learning Environment** - the operation of the classroom
- Encourage personalised learning goals based on students’ own needs
Situation

You are a classmate of Peppa Pig. Your school held the Sports Day last week. You and your classmates enjoyed it very much. Peppa Pig has become so keen on sports that she decides to join a relay race in the Inter-school Sports Day next month. However, only two of her classmates are going to join the race with her. She needs one more team member.

Help Peppa Pig choose ONE member for her team and write a description about the new team member by explaining why he/she should be chosen.
Learning and teaching grammar at **text level** (illustrating how grammar makes meaning beyond sentence level in different contexts)

Using **multimodal** learning and teaching aids and materials

**Exposure**

**Noticing and Practice**

Raising students’ awareness of the forms/patterns and the **connections between form and meaning**

Providing opportunities for students to **practise and reinforce the form** of the target grammar items

**Structuring**

**Applying the understanding** of the use of the target language items and structures in another context

Increasing students’ **participation in the assessment process**

Providing students with the **autonomy** to complete the task
**Situation**
Your teacher wants you to plan a tour and write an itinerary for the tour. Your class is learning about things to do in Hong Kong. Your teacher has given you some information about places to explore in Hong Kong, e.g. an itinerary.

**Level: Junior secondary   Unit: Out and About**
Supporting students in becoming **self-directed learners** through promoting **Assessment as Learning**

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**Writing**

- Applying Grammar Knowledge in Context
  - Writing an Itinerary
    - Using repetitive structure across paragraphs
    - Using connectives to sequence events
    - Using imperatives to make invitations
    - Using subheadings to organise events

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**Creating an e-version of the Written Work**

- Setting learning goals
  - Improving their work to achieve their goals
  - Applying their prior knowledge
  - Evaluating their performance
  - Making use of the e-feature
- Filming, narration
  - (Whole Class)
  - Narration
  - (Gifted Students)
  - Filming, narration
  - (Gifted Students)
Thank you very much!

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