UNDERSTANDING AND INTERPRETING THE ENGLISH LANGUAGE CURRICULUM FOR NEW ENGLISH TEACHERS

English Language Education Section
Curriculum Development Institute
Education Bureau
In groups, discuss the following:

How far do you agree with the following statements?

1. Students should do more past exam papers in class in order to get good results in the HKDSE examinations.
2. Teachers are required to teach 3 elective modules in the Elective Part.
3. Since the elective modules are not properly assessed in the HKDSE examination, they need not be taught.
4. There is a huge gap between the JS and the SS curricula.
BY THE END OF THE WORKSHOP, YOU WILL HAVE

- a better understanding of the design and the features of the English Language curriculum with an emphasis on the senior secondary level;

- a brief idea about the major updates of the ELE KLACG (P1-S6) with a particular focus on RaC

- explored strategies for curriculum planning and implementation; and

- designed task-based activities for senior secondary students.
Major Updates of the ELE KLACG (P1-S6)

- Literacy Development
- e-Learning & Information Literacy
- Integrative Use of Generic Skills
- Values Education
- Reading across the Curriculum & STEM Education (including entrepreneurial spirit)
- 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

Examples
Overall Aims of the English Language Education Curriculum
To provide every learner of a second language 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; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.
THE SENIOR SECONDARY ENGLISH LANGUAGE CURRICULUM

Compulsory

Part (75%)

Elective

Part (25%)
THE COMPULSORY PART

The learning and teaching of:

- The four language skills
- Language items and communicative functions
- Vocabulary
- Text types

Organising structure of M-U-T

Module

Unit 1
- Task 1.1
- Task 1.2

Unit 2
- Task 2.1
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.
FEATURES OF A TASK

- **Purpose**: Involves learners in thinking and doing
- **Product**: Requires learners to draw upon a framework of knowledge and skills
- **Context**: Requires learners to draw upon a framework of knowledge and skills
ADOPTING A TASK-BASED APPROACH IN LESSON DESIGN

Module
Cultures of the World

Unit
Heritage Conservation

Task 1
Reading an email from the teacher-in-charge of the “Hong Kong’s Heritage Excursion”

Task 2
Listening to an interview with the Executive Secretary of the Antiquities and Monuments Office

Task 3
Reading leaflets about some heritage sites in Hong Kong

Task 4
Making recommendations for the heritage tour

Final Task
Writing a proposal and designing a poster

Adapted from Enhancing English Vocabulary Learning and Teaching at Secondary Level (2012)
TASK-BASED APPROACH

- Provides contexts for:
  - integrated use of language skills
  - meaningful and purposeful use of English for communication
- Facilitates effective grammar and vocabulary learning and teaching
- Uses learning and teaching resources of a variety of text types
- Promotes a learner-centred approach
Primary curriculum
• laying the foundation of English Language development

Junior Secondary curriculum
• providing chances for the application of English for various everyday learning and developmental purposes

Senior Secondary curriculum
• providing chances for the application of English for various everyday learning and developmental purposes
• consolidating what students have learnt through P1-S3 and broadening and deepening their learning experiences

INTERFACE BETWEEN KEY STAGES
# LEARNING EXPERIENCE ACROSS KEY STAGES

<table>
<thead>
<tr>
<th>Primary</th>
<th>Junior Secondary</th>
<th>Senior Secondary</th>
</tr>
</thead>
</table>
| • Exposure to a range of text types  
  • Incorporation of Reading Workshops into the School-based English Language Curriculum  
  • Development of basic reading skills and strategies | • Exposure to a wide range of print and non-print texts  
  • Extensive reading and RaC  
  • Further development of reading skills and strategies | • Exposure to a widened range of more complex text types  
  • School-based Assessment: critical and imaginative responses to texts  
  • Comprehension of more complex messages in more formal/academic texts |

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LEARNING EXPERIENCE ACROSS KEY STAGES

Primary
- Exposure to a range of text types
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# Exposure to a Wide Range of Text Types

<table>
<thead>
<tr>
<th>Text Types for Key Stage 1</th>
<th>Additional Text Types for Key Stage 2</th>
<th>Additional Text Types for Key Stage 3</th>
<th>Additional Text Types for Key Stage 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisements</td>
<td>Announcements</td>
<td>Book reviews/reports</td>
<td>Abstracts/synopses</td>
</tr>
<tr>
<td>Captions</td>
<td>Autobiographies</td>
<td>Encyclopaedias</td>
<td>Agendas</td>
</tr>
<tr>
<td>Cards</td>
<td>Biographies</td>
<td>Film reviews</td>
<td>Debates</td>
</tr>
<tr>
<td>Cartoons/comics</td>
<td>Blogs</td>
<td>Interviews</td>
<td>Documentaries</td>
</tr>
<tr>
<td>Charts</td>
<td>Brochures</td>
<td>Itineraries</td>
<td>Editorials</td>
</tr>
<tr>
<td>Diaries</td>
<td>Children’s encyclopaedias</td>
<td>Letters to the editor</td>
<td>Essays</td>
</tr>
<tr>
<td>Fables/fairy tales</td>
<td>Discussions</td>
<td>Manuals</td>
<td>Feature articles</td>
</tr>
<tr>
<td>Forms</td>
<td>Emails</td>
<td>Memoranda</td>
<td>Films</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Formal letters</td>
<td>Newspaper/Magazine articles</td>
<td>Minutes</td>
</tr>
<tr>
<td>Leaflets</td>
<td>Informational reports</td>
<td>Presentations</td>
<td>Novels</td>
</tr>
<tr>
<td>Lists</td>
<td>Jokes</td>
<td>Short films</td>
<td>Proposals</td>
</tr>
<tr>
<td>Menus</td>
<td>Maps and legends</td>
<td>Short novels</td>
<td>Resumes</td>
</tr>
<tr>
<td>Notes and messages</td>
<td>News reports</td>
<td>Social media texts</td>
<td>Thesauri</td>
</tr>
<tr>
<td>Notices</td>
<td>Plays</td>
<td>Talks</td>
<td></td>
</tr>
<tr>
<td>Personal letters</td>
<td>Questionnaires</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poems</td>
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<td>…</td>
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<td></td>
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</tbody>
</table>
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- Comprehension of more complex messages in more formal/academic texts
• Reading across the curriculum (RaC) is a component within Language across the Curriculum

• Through engaging in purposeful and meaningful reading, students are guided to connect reading texts related to various KLAs with their previous knowledge and life experience

(SECG, 2017, Chap.6B, p.9)
GROUNDWORK FOR PROMOTING RAC:

- Enhancing the reading atmosphere on campus
- Fostering collaboration among teachers

Favourable reading environment

Points to note:
1. The reading materials do not necessarily need to be thematically related.
2. English Language teachers reminds students that the same reading strategies and skills can be employed when reading texts of other subjects.
3. L.S. & History teachers should also emphasise the key reading strategies and skills.
<table>
<thead>
<tr>
<th>Skills</th>
<th>Sept-Nov</th>
<th>Jan-Mar</th>
<th>Apr-Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand the use of discourse markers</td>
<td></td>
<td>• Make use of knowledge of the world to make sense of the text</td>
<td>• Differentiate fact from opinion</td>
</tr>
<tr>
<td>• Recognise the rhetorical functions performed by sentences in the development of a text</td>
<td></td>
<td>• Use linguistic and contextual clues, knowledge of features of different text types to determine the meaning of the text.</td>
<td>• Understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic</td>
</tr>
<tr>
<td>Related KLA / subject</td>
<td>English Language, Physics, History</td>
<td>Chinese Language Geography</td>
<td>English Language, LS, History</td>
</tr>
<tr>
<td>Text types</td>
<td>Experiment procedures, news, documentaries</td>
<td>Feature Articles, essays</td>
<td>Letters to the editor, editorials, editorial cartoons</td>
</tr>
</tbody>
</table>
Points to note:
1. English Language teachers
   • provide students with guidance on reading different text types related to the themes; and
   • train students’ thinking skills by guiding them to connect their learning experiences with their personal lives.
2. ICT teachers relate the topic to the texts students have read to strengthen their understanding.
Collaboration – (2)
Theme-based

RaC is an effective means to promote cross-curricular activities with different themes such as:

1) Chinese history and culture
2) Healthy living
3) STEM education
4) Moral education

EDB’s suggested themes for promotion of reading in the 2018/19 s.y.

(EDB Circular No. 10/2018)
Collaboration (3) Project Learning

(1) Preparation Stage (for idea initiation)

(2) Implementation Stage (for enquiry process)

- Students collect various types of necessary information to build up their knowledge of the topic.
- Teachers help students develop the skills of information processing, including the collection, review and selection of information. Ethical use of information is also stressed. Students are aware of copyright issues, avoid plagiarism as well as keep a proper record of the information they have collected.

Key Stages 3 – 4 (S1 – 6)

<table>
<thead>
<tr>
<th>KS3 (S1 – 3)</th>
<th>KS4 (S4 – 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understand, interpret and analyse different written and multimodal texts</td>
<td></td>
</tr>
<tr>
<td>- make use of knowledge of the world to make sense of the text</td>
<td></td>
</tr>
<tr>
<td>- acquire, extract and organise information relevant to specific tasks</td>
<td></td>
</tr>
<tr>
<td>- understand how visual elements create meaning</td>
<td></td>
</tr>
</tbody>
</table>

- Use linguistic and contextual cues, knowledge of features of different text types and knowledge of the world to determine the meaning of the 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 as well as visual elements 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* |

## Cross KLAs / subjects collaboration

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Examples of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Education</td>
<td>• Compare and discuss the cultural events, literary works, lifestyles and values of Chinese and Westerners.</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>• Plan surveys, present research findings, and prepare arguments using statistics.</td>
</tr>
<tr>
<td>Personal, Social and Humanities Education</td>
<td>• 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).</td>
</tr>
<tr>
<td>Science Education</td>
<td>• Discuss ideas and clarify purposes prior to and in the process of investigation; and</td>
</tr>
<tr>
<td></td>
<td>• Read and research information on science-related topics (e.g. energy, the earth, the solar system) or works of science fiction.</td>
</tr>
<tr>
<td>Technology Education</td>
<td>• Explore and communicate ideas and information about the development or impact of modern technology; and</td>
</tr>
<tr>
<td></td>
<td>• Write operating instructions for the gadgets designed in the Design and Applied Technology lessons; and</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td>Arts Education</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• Discuss and critique an advertisement, a poster, a film,</td>
</tr>
</tbody>
</table>
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Depth of Processing

Reading Skills and Strategies

Understanding
- Locating information
- Working out meaning of words and phrases
- Connecting ideas
- Identifying main ideas and supporting details
- Distinguishing facts from opinions
- Organising information and ideas

Inferring
- Inferring feelings
- Deducing information and ideas
- Comparing information and ideas
- Working out main ideas and themes

Interpreting
- Analysing information and ideas
- Synthesising
- Evaluating
- Justifying

Underlying principles
- Activating learners’ prior knowledge and experiences
- Selection of a wide range of texts of appropriate lengths and different topics
- Interplay between texts and tasks
- The provision of teacher support and the need to promote learner independence

Text complexity

Abstractness

Organisation

Density of information

Range and application of reading strategies
<table>
<thead>
<tr>
<th><strong>COMPLEXITY OF TEXTS</strong></th>
<th><strong>Easier texts</strong></th>
<th><strong>More difficult texts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstractness</strong></td>
<td>Ideas and information explicitly stated</td>
<td>Ideas and information implicitly stated</td>
</tr>
<tr>
<td></td>
<td>Straightforward &amp; factual information</td>
<td>Meaning hidden between lines or beyond lines</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Well-defined text structure</td>
<td>Lack of well-defined text structure, mix of text-types</td>
</tr>
<tr>
<td></td>
<td>Organisation of paragraphs following sequence of events, logical progression (general to specific)</td>
<td>Organisation of paragraphs not following a common pattern (problem-solution)</td>
</tr>
<tr>
<td></td>
<td>Use of short paragraphs, subheadings &amp; cohesive devices</td>
<td>Lack of signposts to facilitate understanding of texts</td>
</tr>
<tr>
<td><strong>Density of information</strong></td>
<td>Most sentences/paragraphs containing one piece of information</td>
<td>High lexical density – with a large amount of information-carrying words</td>
</tr>
<tr>
<td></td>
<td>Sentence structures and language largely simple, with occasional use of complex structures</td>
<td>A wide range of complex sentence structures and language</td>
</tr>
</tbody>
</table>
IMPLICATIONS FOR LEARNING AND TEACHING

- To expose students to a wide range of reading materials of different subject areas and connect reading with their learning and daily lives
- To teach reading strategies explicitly
- To review the reading assessment items (e.g. levels of difficulty, range of reading skills)
- To set the right questions / tasks
- To ask appropriate questions for different pedagogical purposes
- To provide feedback to students on their reading skills development
PLANNING AND IMPLEMENTING THE SENIOR SECONDARY ENGLISH LANGUAGE CURRICULUM
THE SENIOR SECONDARY ENGLISH LANGUAGE CURRICULUM

S6

Compulsory

Elective

Part

(75%)

Part

(25%)

S5

S4
THE ELECTIVE PART

• Adds variety to the English Language curriculum

• Caters for students’ diverse needs and interests

• Broadens students’ learning experiences

• Provides them with opportunities to apply what they have learnt in the Compulsory Part
THE ELECTIVE PART

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

8 Elective Modules
THE ELECTIVE PART

Choices of module, considering:

- Learners' background, needs, interests and abilities
- Teachers' expertise and readiness to teach the module
- Learning objectives and content of the modules
- Resources available, both inside and outside school
RELATIONSHIP BETWEEN
THE COMPULSORY AND ELECTIVE PARTS
(AN ILLUSTRATION WITH THE DRAMA MODULE)

Compulsory Part

- Reading/Writing
- Listening/Speaking
- Vocabulary
- Text Types
- Grammar Forms & Communicative Functions

Speaking Skills
- pronunciation
- stress
- rhythm & intonation

Text Types
- dialogues
- stories

Elective Part (Drama module)

- stress & intonation
- expression of emotions and feelings
- short scene writing
- production of an original script

Extension, application and consolidation of what has been learned

Dramatised Reading

Role play / Drama performance
PLANNING THE ELECTIVE MODULE IN CONTEXT (KEY CONSIDERATIONS)

- Approaches to implementing the elective module (as a standalone module or integrated with other curriculum and assessment components)
- Adaptations of the S.O.W. (e.g. selecting appropriate learning focuses)
- Sources of learning and teaching materials (e.g. textbooks, school-based materials, resource packages, the media)
- Teacher deployment
- Interface with the JS curriculum
- Timetabling
INTEGRATING VARIOUS CURRICULUM COMPONENTS

- Compulsory Part and Elective Part
- Elective Part and SBA
- Elective Modules
Module: Leisure & Entertainment
Unit 7 The arts (popular culture, films, advertising)

At the end of the module, students will be able to:
- follow the development of a point of view or argument;
- identify supporting information;
- identify various perspectives involved in the discussion of an issue;
- evaluate views and attitudes; and
- present, elaborate and organise views and ideas in an argumentative essay.

Reading
- Text type: article
- Reading Skills:
  - Following the development of a point of view or argument
  - Evaluating views and attitudes
- Question Format: Pictures, charts and diagrams

Writing
- Text type: essay
- Writing Skills:
  - Presenting arguments (using negative and positive language)
  - Supporting arguments with valid reasons
  - Writing Task: Writing a 2-sided argumentative essay about the pros and cons of selling advertising space at school

Listening
- Text type: debate speech
- Listening Skills:
  - Following the development of a point of view or argument
  - Identifying reasons to support views and arguments
- Integrated Task: Writing a debate speech

Speaking
- Speaking Skills:
  - Expressing own views / ideas
  - Elaborating views and ideas
  - Supporting views and ideas

Extended learning activity: Inter-class Lunchtime Forum

Social Issues
- Part 1: Identifying, examining and presenting social issues
  - Focus 1: Reading, analysing and presenting solutions (internet addiction)
    - Learning Objectives:
      - Identify solutions in texts
      - Research solutions to an issue
      - Give a presentation of findings
  - Focus 2: Examining an issue from various perspectives (urban development)
    - Learning Objectives:
      - Read and view texts about an issue
      - Identify groups involved in the issue and their views
      - Take part in a panel discussion

SBA (learning activities)
- Part A Reading Viewing Programme:
  - Print, Non-fiction (e.g. documentary reading texts)
  - Skills of individual presentation
- Part B Elective (Social Issues):
  - Skills of group discussion (GI)
    - A panel discussion (discussion with assigned roles)

Language Functions
- To express personal feelings, opinions and judgements and present arguments
- To justify a point of view
- To give and justify recommendations and make proposals
- To give presentations
- To participate in and follow group discussion
**ELECTIVE PART AND SBA**

- As the executive committee members of the Careers Club, you are preparing an exhibition, which is a part of the Careers Week, on a leading business figure in the world. You have to:

<table>
<thead>
<tr>
<th>Task 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Research and read stories of successful business people</td>
</tr>
<tr>
<td></td>
<td>• Fill out fact sheets about their biodata and achievements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discuss the following with other committee members based on the information collected and the completed fact sheets:</td>
</tr>
<tr>
<td></td>
<td>➢ The factors and qualities leading to the success of the business people you have read about</td>
</tr>
<tr>
<td></td>
<td>➢ The challenges and difficulties they have encountered in setting up their business and how they tackle them</td>
</tr>
<tr>
<td></td>
<td>➢ Which leading business figure to feature in the exhibition and the reasons why he/she is the most suitable to be introduced to students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 3</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Write the board display materials on the chosen business figure. Identify five aspects of the figure’s life you would like to present and set appropriate subheadings. Write 1-2 short paragraphs under each section.</td>
</tr>
</tbody>
</table>
Examining the content, language and stylistic features of advertisements

- Examining an issue from different perspectives
  - Using language functions that signal cause and effect

Producing a leaflet giving advice on how to be a wise and sensible consumer

INTEGRATION OF ELECTIVE MODULES

Popular Culture

Social Issues

Final Product
ACTIVITY

• In groups, design three tasks set against a particular context to develop or consolidate the target knowledge and skills pertaining to any two modules in the Elective Part.
EXPERIENCE SHARING

In your group, share with others your experience in planning and/or implementing the senior secondary curriculum. You may want to talk about:

- if your school integrates different curriculum components;

- the challenges you encountered/you anticipate in planning and delivering the curriculum; and

- how you overcame the challenges/you think the challenges could be tackled.
USEFUL RESOURCES FOR THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM
English Language Education

Position
Every learner is entitled to English Language education. As a Key Learning Area, English Language Education seeks to develop learners’ English proficiency for study, work and leisure; provide them with the skills to communicate effectively, achieve academic excellence, and develop the mindset conducive to effective, independent and lifelong learning.

To facilitate effective school-based language planning and development, a schedule has been proposed, outlining focuses for English Language Education curriculum development in the short (2001-02 to 2005-06), medium (2006-07 to 2010-11) and long (beyond 2011) term. Please click on the links for more details.

- Curriculum Documents
- Professional Development Programmes
- Links
- Questions & Answers
- What’s New
- Collaborative Research & Development (“Seed”) Projects
- References and Resources
- Contact Us
USEFUL WEBSITES

• Professional development programmes (PDP)

  - Information on PDP by Curriculum Development Institute, EDB

  - Application and Details
    http://tcs.edb.gov.hk
USEFUL WEBSITES

- Learning and teaching resources
  - *Curriculum Documents*
    http://www.edb.gov.hk/elecg
  - *One-stop Portal for Learning and Teaching Resources*
    http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html
  - *References & Resources*
    http://www.edb.gov.hk/eleresources
  - *ETV Programmes*
  - *Radio Programmes*
USEFUL WEBSITES

• Other useful websites
  ➢ Central Resources Centre by Curriculum Development Institute, EDB
    http://www.edb.gov.hk/crc

  ➢ Language Learning Support Section, EDB
    https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-
    primary-secondary/sbss/language-learning-support/index.html

  ➢ NET Section, EDB
    https://www.edb.gov.hk/en/curriculum-development/resource-
    support/net/index.html

  ➢ The English Campus of HK Education City
    http://www.hkedcity.net/english/
PDPS FOR 2018/19 S.Y.

**e-Learning and Information Literacy**

- e-Learning Series: *Media Literacy* in the Junior Secondary English Classroom – Enhancing *Critical Thinking Skills* through the Use of Digital Texts

- e-Learning Series: Effective Use of e-Resources for Communication – Tapping into Secondary Students’ *Creativity, Critical Thinking* and Problem-solving Abilities

- e-Learning Series: Effective Use of *Multimodal Materials* in Language Arts to Enhance the Learning and Teaching of English at the Junior Secondary Level

**Language across the Curriculum**

- Enriching and Extending Students’ Learning Experiences through *Reading and Writing across the Curriculum* at the Secondary Level
PDPS FOR 2018/19 S.Y.

Catering for Learner Diversity

• Catering for Learner Diversity Series: Adopting e-Learning to Cater for Students with Special Educational Needs in the Junior Secondary English Classroom

• Catering for Learner Diversity Series: Effective Strategies for Accommodating the Diverse Needs of Students in the Secondary English Classroom

• Catering for Learner Diversity Series: Stretching the Potentials of Advanced Learners in the Secondary English Language Classroom

Learning and Teaching of Grammar and Language Skills

• Adopting an Inductive Approach to Enhance Secondary Students’ Grammar Knowledge and Promote Self-directed Learning

• Grammar as Choice: The Role of Grammar in Enhancing Students’ Writing in the Senior Secondary English Language Classroom
PDPS FOR 2018/19 S.Y.

Assessment Literacy

• Developing Reading and Listening Skills of Secondary Students with Reference to the Learning Progression Framework
• Developing Secondary Students’ Writing and Speaking Skills with Reference to the Learning Progression Framework
• Effective Assessment Practices in the Secondary English Language Curriculum

Integrative Use of Generic Skills and New Literacy Skills

• Developing Students’ Creativity and New Literacy Skills through Language Arts Elective Modules
• Developing Students’ Thinking Skills through Non-language Arts Elective Modules
Curriculum Leadership and New Teachers Series

- Curriculum Leadership Series: Ongoing Renewal of the School Curriculum for **English Panel Chairpersons** (Secondary)
- Curriculum Leadership Series: Ongoing Renewal of the School Curriculum for **English Teachers** (Secondary)
- Understanding and Interpreting the English Language Curriculum for **New English Teachers**
Q & A
THANK YOU