Curriculum Leadership Series: Ongoing Renewal of the School Curriculum for English Teachers

English Language Education Section
Curriculum Development Institute
Education Bureau
5 December 2018
Objectives

• To enhance teachers’ understanding of the major updates of the English Language Education Key Learning Area under the ongoing renewal of the school curriculum;

• To provide suggestions on incorporating the major updates, in particular, the promotion of Reading/Language across the Curriculum (R/LaC) in the school-based English Language curriculum; and

• To share strategies and practices on how to implement R/LaC to help students connect their learning experiences and to enhance their language proficiency in the secondary classroom.
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
Updating of the English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide

Ongoing Renewal of the School Curriculum
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 (e.g STEM education)
- 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
Major Updates of the ELE KLACG (P1-S6)

Discussion

In groups of 3 – 4, share the following:

1) Which major updates have you started doing at your school?

2) To what extent do you think the major updates have enhanced the learning and teaching effectiveness?
“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.
Pedagogy to Enhance Literacy Development

- 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

Task-based Approach

Producing Multimodal Texts
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”
Enhancing Interactions in the English Classroom

- Effective use of e-resources
- Effective use of e-learning tools, e.g. PC, projector, screen

Making use of e-environment

Enhancing interactions in the English classroom

Design of interactive learning activities

Effective use of learning and teaching materials

Effective use of learning & teaching strategies
# Information Literacy for Hong Kong Students

## Effective and Ethical use of information for lifelong learning

1. Use, provide and communicate information ethically and responsibly

## Generic IL

2. Identify and define a need for information

3. Locate and access relevant information

4. Evaluate information and information providers, in terms of authority, credibility and current purpose

5. Extract and organise information and create new ideas

## Information World

6. Be able to apply IT skills in order to process information and produce user-generated content

7. Recognise the roles and functions of information providers (e.g. libraries, museums, internet) in the society

8. Recognise the conditions under which reliable information could be obtained

### Information users → Information providers

- **Information need** → **Locate information**
- **Organise & Create** ← **Evaluate information**

### IT skills

- **Media Literacy:** Information providers
- **Conditions for reliable information**
# Integrative Use of Generic Skills

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<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal and Social Skills</th>
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<tr>
<td>Communication Skills</td>
<td>Critical Thinking Skills</td>
<td>Self-management Skills</td>
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<tr>
<td>Mathematical Skills</td>
<td>Creativity</td>
<td>Self-learning Skills</td>
</tr>
<tr>
<td>IT Skills</td>
<td>Problem Solving Skills</td>
<td>Collaboration Skills</td>
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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
- Environmental education
- Road safety education
- Human rights education
- Sex education
- Basic Law education
- Life education
- Media education
- Health & anti-drug education

Moral and civic education
- Respect for others
- National identity
- Integrity
- Commitment
- Care for others

Environmental education
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Life education
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Media education
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Health & anti-drug education
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Seven priority values and attitudes
- Perseverance
- Respect for others
- Responsibility
- National identity
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- Care for others
When incorporating values education into the school-based English Language curriculum, schools should take into consideration:

- School mission and/or religious background
- School development plan and major concerns
- Cross-KLA or Cross-departmental collaboration
- Life-wide learning
- Curriculum planning and task design
Grammar in Context and Text Grammar

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

**Grammar in Context**

**Complementary Concepts**

**Text Grammar**

- **beyond sentence level**
- grammar items typical of a particular **text type**
- how grammar contributes to the **structure, coherence, tone, style and register of a text**
- how to apply grammar knowledge to create texts of **different text types**
Strengthening Assessment for Learning (AfL)

Adopting Diversified Modes of Assessment

Assessment tools:
- Homework
- Quiz/Test/Exam
- Project
- Portfolio
- Learning Task & Activity
- Observation
- Online Assessment
- Process Writing
- Oral Presentation

Assessment data:
Extending AfL to Assessment as Learning

Reflecting on learning performance & effectiveness of strategies adopted

Monitoring the learning process

Setting personalised learning goals

Formulating plans to attain goals
Catering for the Needs of SEN & Gifted Students in the Mainstream English Classroom

Besides adopting effective strategies, such as flexible grouping, differentiating learning tasks and promoting self-access learning, to cater for students’ diverse needs, due consideration should also be given to support students with special educational needs (SEN) and gifted students.

**Students with SEN**
- Adapting the learning content
- Adopting a *multisensory* approach to learning and teaching
- Using *multimodal* learning and teaching aids and materials
- Adjusting the pace and linguistic load of instruction
- Setting realistic assessment goals/objectives

**Gifted students**
- Allowing flexibility with the curriculum to address differences in the rate, depth and pace of learning
- Providing enrichment activities which encourage *creativity* and *original thinking*
- Encouraging students to pursue independent projects or study based on their interests and abilities
- Guiding students to set *individual goals* and assume ownership of their learning

Accommodating diverse students’ needs in the mainstream English classroom
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: Senior Secondary
Unit: Environmental Protection

Task 1
Identifying and researching on an environmental issue
- Development of new literacy and information literacy

Task 2
Reading a leaflet to learn the related vocabulary and analyse the text type and language features

Task 3
Devising a plan for the production of a 6-8 page booklet on the chosen environmental issue
- Application of new knowledge and skills, including the integrative use of generic skills and language skills
- Use of Edmodo to facilitate assessment for/as learning

Task 4
Producing the e-booklet using the app iBook Creator for sharing on Edmodo
- Creation of a multimodal text

- Values education: Environmental education

Example
Supplement to the ELE KLACG (S1 – 3)

Serves as a supplement to the ELE KLACG (2017)

Aims to provide teachers with further suggestions on the implementation of the English Language curriculum at KS3 (S1 – 3)

Revisits the curriculum emphases provided in the Syllabus for English Language (S1 – 5) (1999) for renewal and puts forth new emphases to reflect the changing contexts

http://www.edb.gov.hk/elecg
Supplement to the ELE KLACG (S1 – 3)

The Supplement consists of six chapters:

- Chapter 1: The Learning and Teaching of Listening
- Chapter 2: The Learning and Teaching of Speaking
- Chapter 3: The Learning and Teaching of Reading
- Chapter 4: The Learning and Teaching of Writing
- Chapter 5: The Learning and Teaching of Language Arts
- Chapter 6: Promoting Language across the Curriculum at Secondary Level
Reading across the Curriculum

Discussion

Share with your group members:

1) How does your school promote English reading?

2) What is your experience in collaborating with teachers of other panels in promoting Reading across the Curriculum or cross-KLA activities to support students’ learning of English?
Challenges for Secondary School Students

Language demand grows in terms of **formality** and **text complexity**

- **Formality**
  - Ranging from everyday life to formal situations

- **Text Complexity**
  - Ranging from simple texts to complex texts

Fine-tuned MOI arrangements

- Academic content awareness + Academic language awareness
Reading to Learn: towards Reading across the Curriculum

Collaboration among Teachers

AE
PSHE
TE
SE
ME
ELE
CLE
PE
Reading across the Curriculum is a component within Language across the curriculum (LaC) - reading as a fundamental mode of learning (Martin & Rose, 2005)
**Reading across the Curriculum**

- Reading across the curriculum (RaC) helps students *establish meaningful links* among concepts and ideas acquired in different KLAs.

- **RaC**
  - explicit teaching of reading skills and strategies to be integrated with the curriculum
  - students learning to read
    - the *subject matter* of pedagogic texts
    - the associated *language patterns*
  - develop students’ *literacy skills, positive values and attitudes, deep learning and world knowledge*
Reading across the Curriculum

In terms of topics / themes

Chinese

Mathematics

English

Liberal Studies
Reading across the Curriculum

In terms of reading skills and strategies
## Rhetorical Functions & Language Features

<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Language features (e.g.)</th>
<th>PSH</th>
<th>ME</th>
<th>SE</th>
<th>TE</th>
<th>AE</th>
<th>PE</th>
</tr>
</thead>
</table>
| **Comparison**       | Connectives: *(KS3 – KS4)*  
                       | *However, on the contrary, despite, whereas* |      |     |     |     |     |     |
| **Procedure**        | Imperatives: *(KS1 – KS4)*:  
                       | *Hold* the racket vertically. |      |     |     |     |     |     |
| **Recount**          | Past tense: *(KS1 – KS4)*  
                       | *World War II *lasted* from 1939 to 1945. |      |     |     |     |     |     |
| **Explanation**      | Connectives: *(KS2 – KS4)*  
                       | *Due to, because, since; therefore, so, as a result* |      |     |     |     |     |     |
| **Description**      | Adjectives: *(KS1 – KS4)*  
                       | *Postmodern, romantic, three-dimensional*  
                       | *Passive construction: *(KS3 - KS4)*  
                       | *Water *is pumped* to the water treatment station. |      |     |     |     |     |     |
| **Conclusion**       | To summarise, to conclude |      |     |     |     |     |     |
| **Suggestion**       | Modal verbs: *(KS2 - KS4)*  
                       | *Can, may, could, might, should* |      |     |     |     |     |     |
| **Instructions**     | Wh-words: *(KS1 – KS4)*  
                       | *What* is the sum of the numbers from 1 through 1000000?  
                       | *Imperatives: *(KS1 – KS4)*  
                       | *Discuss* the impacts of Meiji Restoration. |      |     |     |     |     |     |
| **Presentation of facts** | Present tense: *(KS1 – KS4)*  
                       | *The Earth *rotates* around the Sun. |      |     |     |     |     |     |
| **Assumption**       | If, let, suppose: *(KS2 – KS4)*  
                       | *The value of a gold coin is $3200. If* its value increases by 6% each year, what *will be* its value after 4 years? |      |     |     |     |     |     |
Strategies for Promoting RaC

- Use of visual representation to deconstruct the structure, language & content of the texts
- Features of different text types (e.g. text structures, rhetorical functions & the related language items)
- Explicit Teaching of Learning Strategies
- Reading & enabling skills (e.g. vocabulary building strategies, phonics skills)
- Communication / Interaction strategies that students can apply in presentation & discussion activities across KLAs
Promoting Writing across the Curriculum (WaC)

WaC is a meaningful follow-up on RaC

Helping students

- establish meaningful links among concepts and ideas in other KLAs
- develop a better understanding of the language features of texts on cross-curricular subjects

Reading across the Curriculum

Writing across the Curriculum

Content
- Topic

Organisation
- Text type
- Text structure

Language features
- Communicative purpose
- Rhetorical functions and the related language items
- Vocabulary
The English Language Education Webpage
http://www.edb.gov.hk/ele

Curriculum Documents

PDPS (Slides)

References & Resources
Resources in Support of the ELE KLACG (2017)

- **Literacy Development / Values Education**
  - Resource Package on “Using Storytelling to Develop Students’ Literacy Skills and Positive Values” (2016)
  - ETV / DVD on “Exploring Text Types at the Secondary Level” (2015)
    - Feature Article
    - News Report and Editorial
    - Persuasive Writing
  - Supplementary Notes on “Building a Strong Interface between the Junior and Senior Secondary Curricula: Focusing on the Development of Literacy Skills” (2016)
Resources in Support of the ELE KLACG (2017)

- **e-Learning**
  - ETV on “Enhancing Students' Language Skills with Multi-modal Texts” (2017)
  - Supplementary Notes on “Promoting e-Learning in the Senior Secondary English Classroom” (2016)

- **Cross-curricular Learning**
  - Suggested Book Lists for Reading to Learn across the Curriculum (KS1 – KS4)
Resources in Support of the ELE KLACG (2017)

- **Assessment Literacy**
  - The *Learning Progression Framework* for English Language (2014)
    - Listening, Speaking, Reading, Writing
  - Supplementary Notes on “Promoting Assessment for and as Learning at the Senior Secondary Level: Focusing on the Development of Writing Skills” (2016)

- **Text Grammar**
  - Supplementary Notes on “The Learning and Teaching of Grammar” (2016)
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
PDPs for 2018/19 s.y.

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
Useful Websites

Learning and teaching resources

- Resources developed by the Native-speaking English Teacher Section, CDI

- Resources developed by the Language Learning Support Section, CDI
  [http://cd1.edb.hkedcity.net/cd/languagesupport/resources.html](http://cd1.edb.hkedcity.net/cd/languagesupport/resources.html)

- One-stop Portal for Learning and Teaching Resources
  [http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html](http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html)

- ETV Programmes

- RTHK Teen Time Radio Programme

- HKedCity English Campus
  [https://www.hkedcity.net/english/](https://www.hkedcity.net/english/)