

UNDERSTANDING AND INTERPRETING THE ENGLISH LANGUAGE CURRICULUM FOR NEW ENGLISH TEACHERS

**English Language Education Section
Curriculum Development Institute
Education Bureau**

WARM-UP ACTIVITY

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);
- explored strategies for **curriculum planning and implementation**; and
- **designed task-based activities** for senior secondary students.

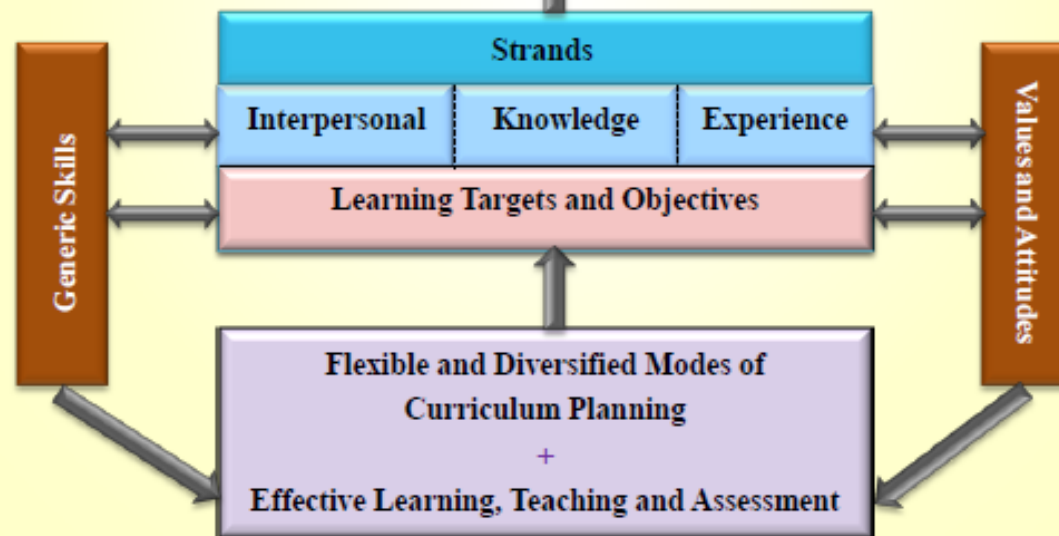
Education Curriculum Framework

HOW

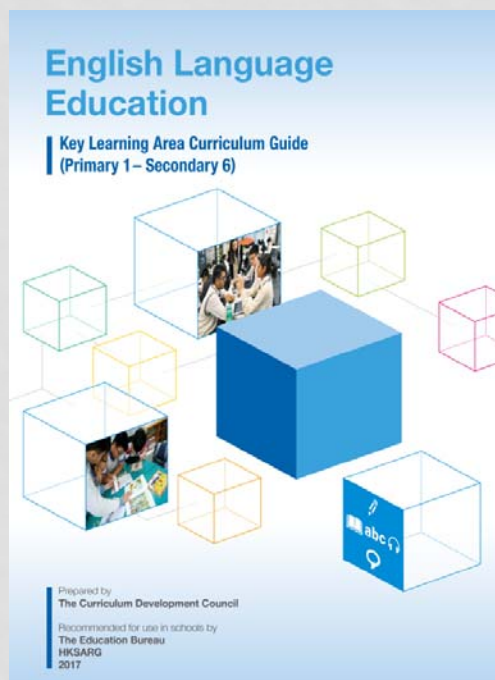
Conscious deliberation

taking into consideration the school context, learners' needs, interests and abilities

Why? {
What? {
How? {



Major Updates of the ELE KLACG (P1-S6)



Literacy Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

Values Education

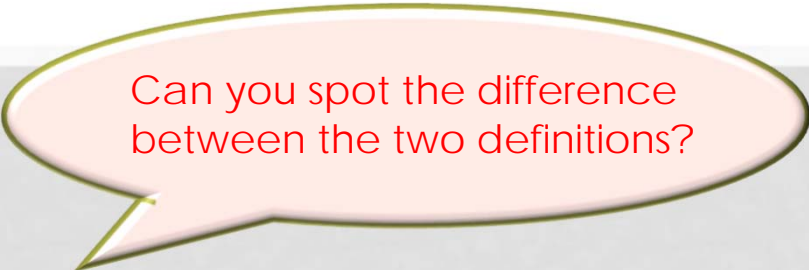
Reading across the Curriculum & STEM Education (including entrepreneurial spirit)

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

INSIGHTS FROM PISA



Can you spot the difference between the two definitions?

The definition of reading literacy (for 2009, 2012, 2015):

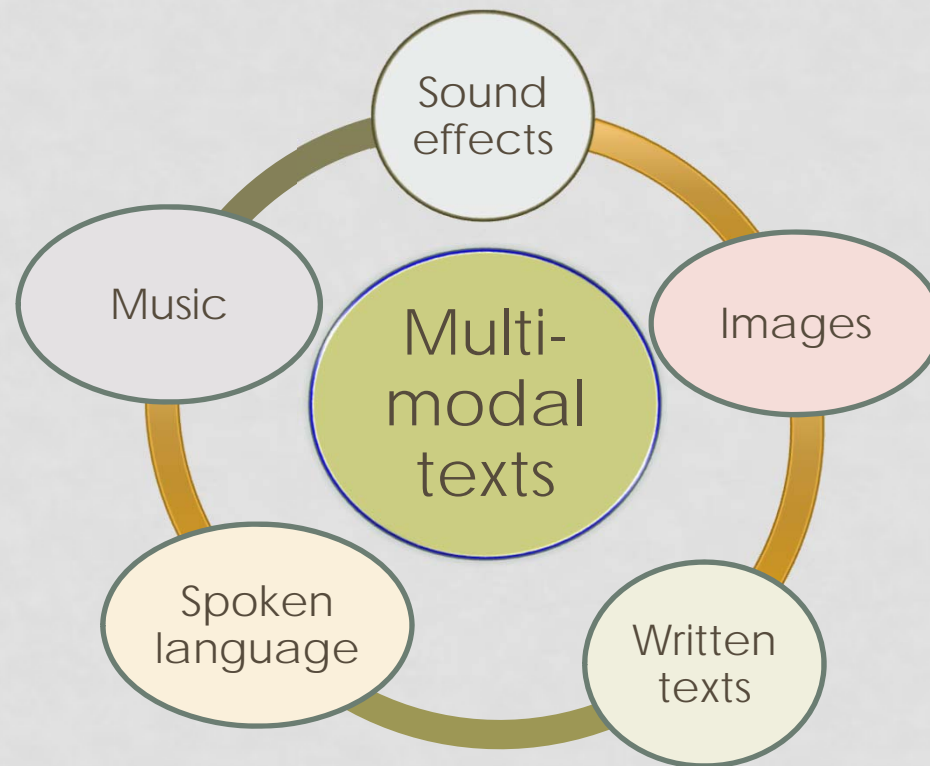
Reading literacy is understanding, using and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

The 2018 definition of reading literacy:

Reading literacy is understanding, using and reflecting on texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

LITERACY DEVELOPMENT

"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.**

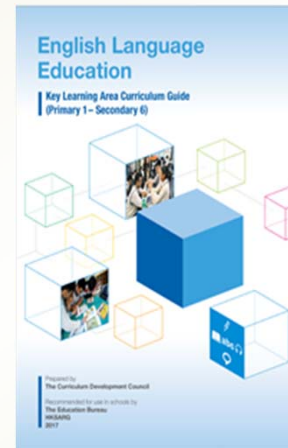


OPPORTUNITIES FOR ACCESSING INFORMATION FROM A VARIETY OF SOURCES

- Examples include:
- <http://www.imdb.com>
- <http://www.ted.com>
- <http://www.timeout.com.hk>

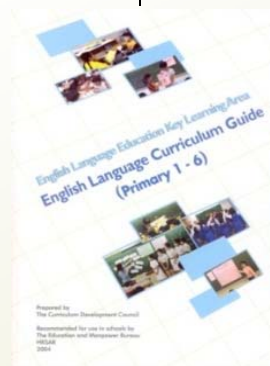
English Language Education KLA Curriculum Guides

(P1 – S6)

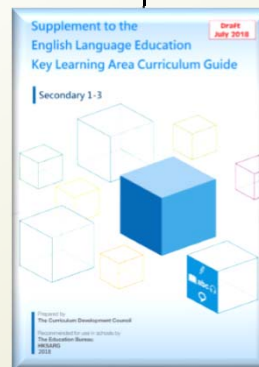


12
years

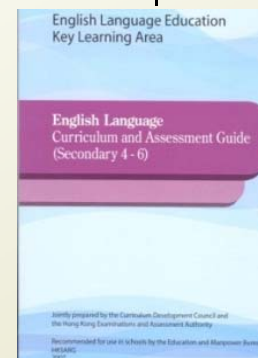
(CDC, 2017)



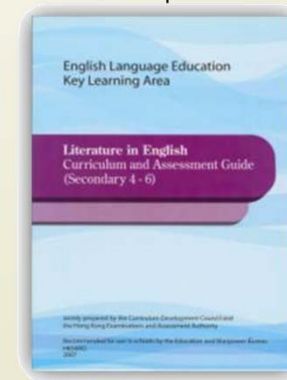
(CDC, 2004)



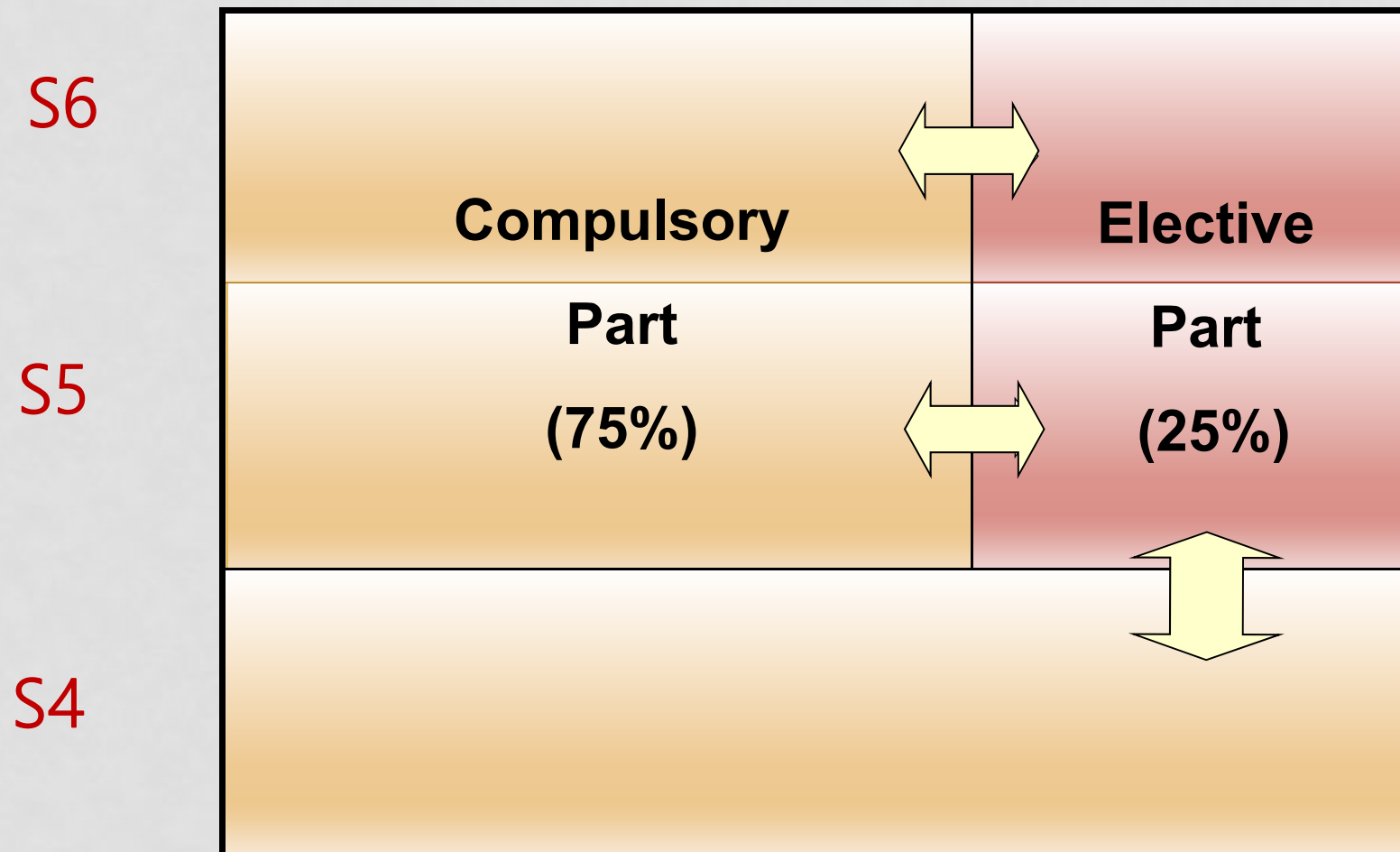
(CDC, 2018)



(CDC & HKEAA, 2007) with updates in 2015



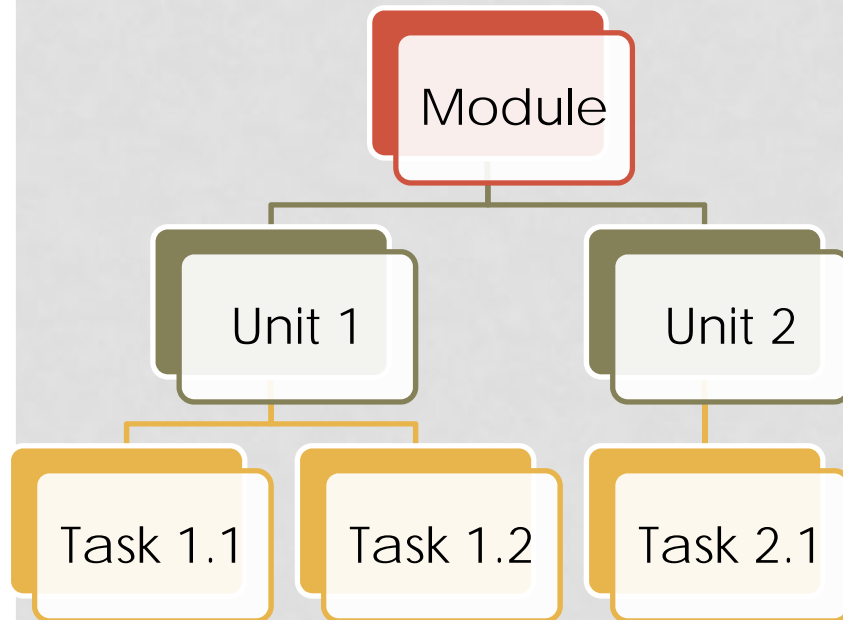
THE SENIOR SECONDARY ENGLISH LANGUAGE CURRICULUM



THE COMPULSORY PART

The learning and teaching of:

Organising structure of M-U-T



The four language skills

Language items and
communicative functions

Vocabulary

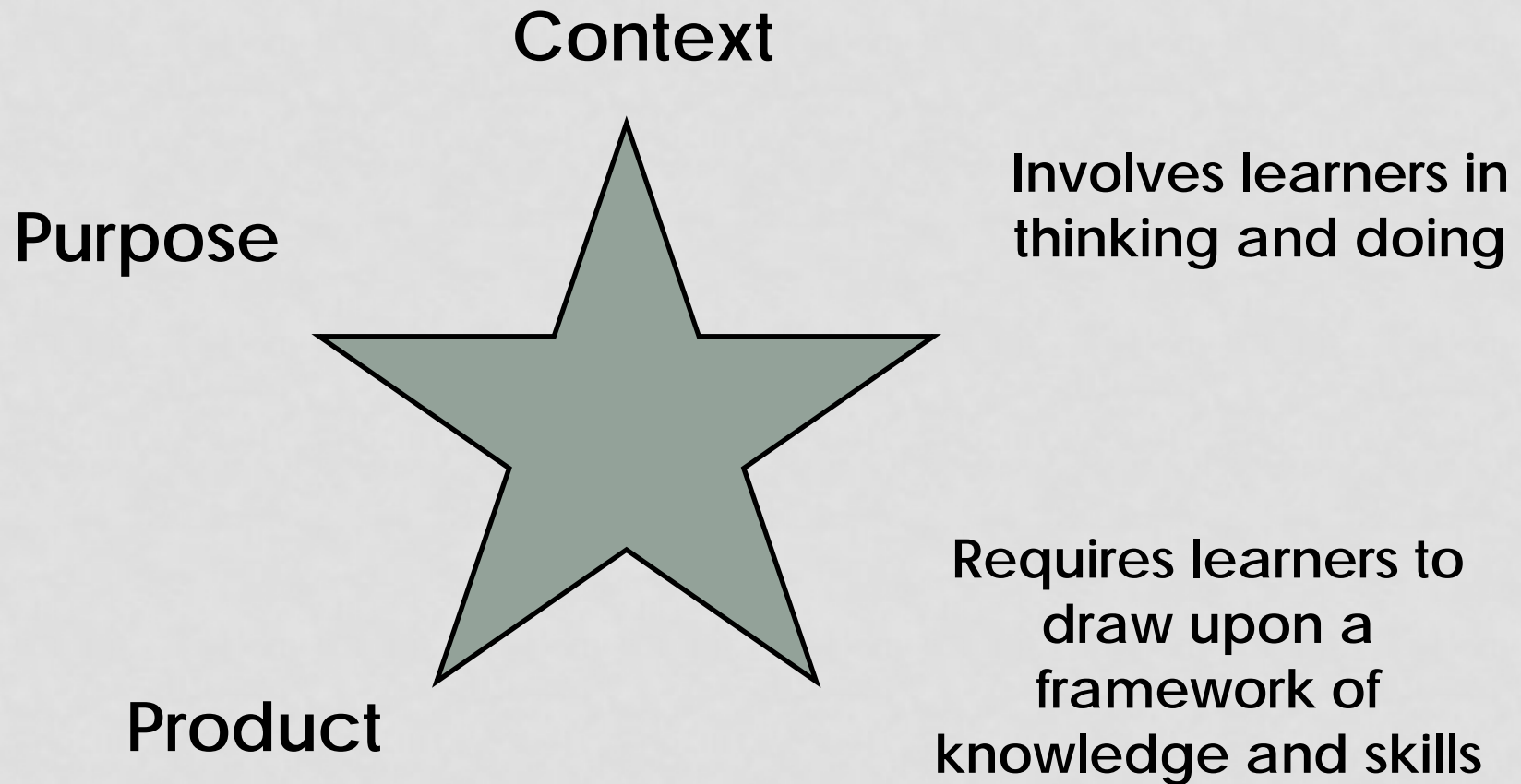
Text types

THE ELECTIVE PART

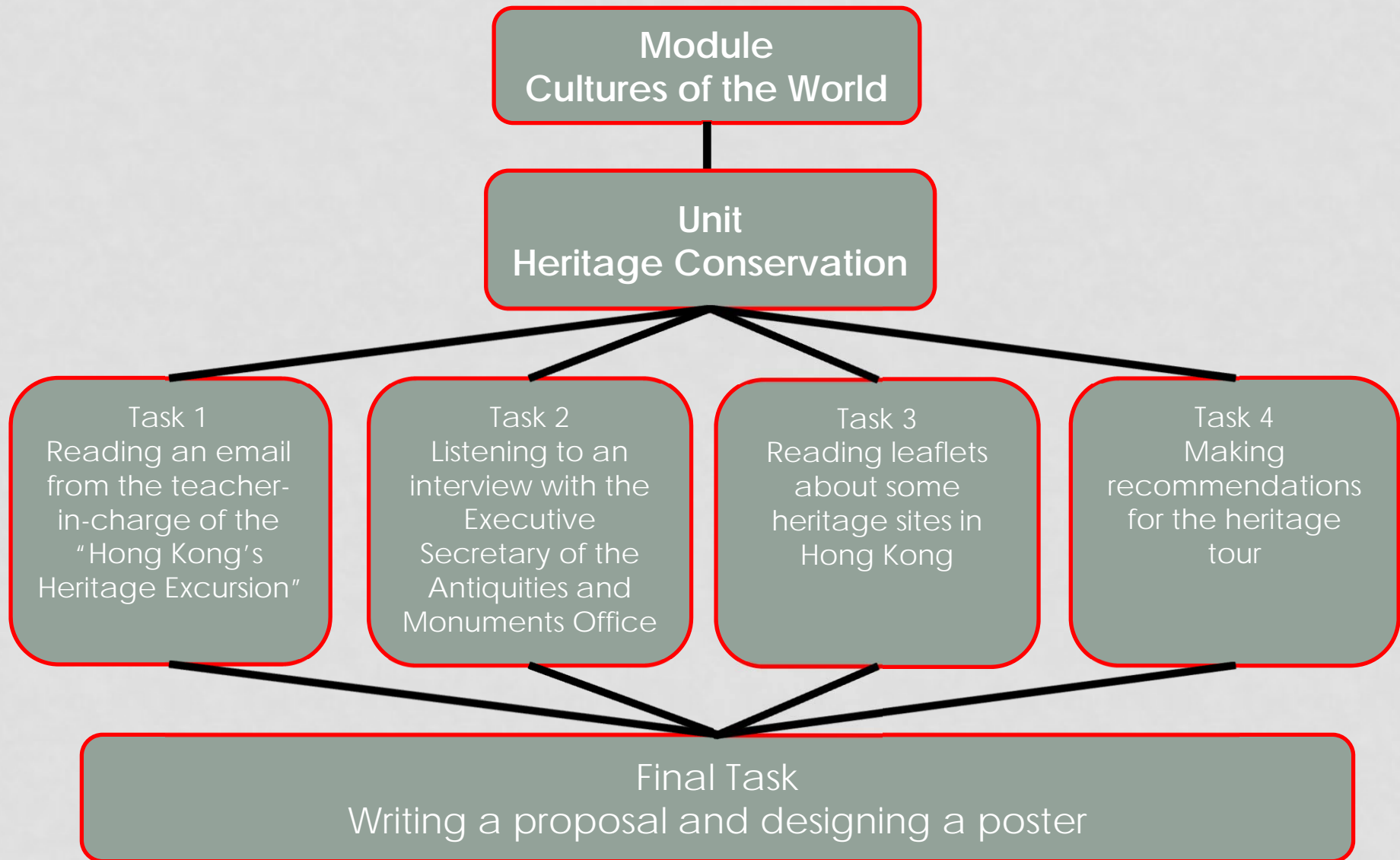
While Modules, Units and Tasks are to be adopted for organising learning and teaching in the Compulsory Part, the modules in the Elective Part **may not necessarily follow the M-U-T structure**. However, the general approach to teaching the modules in the Elective Part remains **task-based** – that is, 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.

*English Language Curriculum and Assessment Guide
(Secondary 4-6), p.54*

FEATURES OF A TASK



ADOPTING A TASK-BASED APPROACH IN LESSON DESIGN



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

INTERFACE BETWEEN KEY STAGES

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



Junior Secondary curriculum

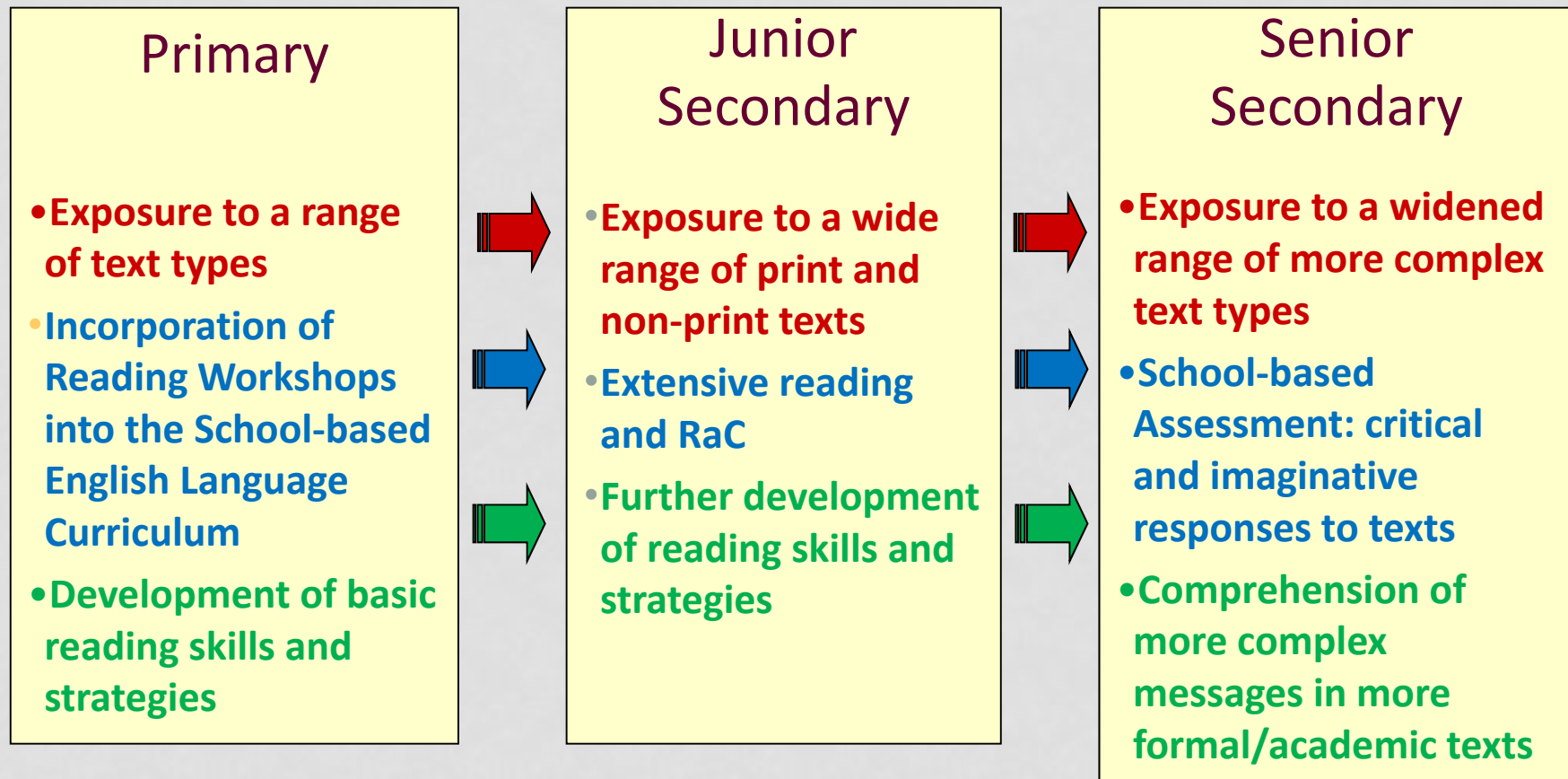
- providing chances for the application of English for various everyday learning and developmental purposes



Primary curriculum

- laying the foundation of English Language development

LEARNING EXPERIENCE ACROSS KEY STAGES



LEARNING EXPERIENCE ACROSS KEY STAGES

Primary

- **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



Junior Secondary

- **Exposure to a wide range of print and non-print texts**
- Extensive reading and RaC
- Further development of reading skills and strategies



Senior Secondary

- **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

EXPOSURE TO A WIDE RANGE OF TEXT TYPES

Text Types for Key Stage 1	Additional Text Types for Key Stage 2	Additional Text Types for Key Stage 3	Additional Text Types for Key Stage 4
<ul style="list-style-type: none"> • Advertisements • Captions • Cards • Cartoons/comics • Charts • Diaries • Fables/fairy tales • Forms • Illustrations • Leaflets • Lists • Menus • Notes and messages • Notices • Personal letters • Poems • ... 	<ul style="list-style-type: none"> • Announcements • Autobiographies • Biographies • Blogs • Brochures • Children's encyclopaedias • Discussions • Emails • Formal letters • Informational reports • Jokes • Maps and legends • News reports • Plays • Questionnaires • ... 	<ul style="list-style-type: none"> • Book reviews/reports • Encyclopaedias • Film reviews • Interviews • Itineraries • Letters to the editor • Manuals • Memoranda • Newspaper/Magazine articles • Presentations • Short films • Short novels • Social media texts • Talks • ... 	<ul style="list-style-type: none"> • Abstracts/synopses • Agendas • Debates • Documentaries • Editorials • Essays • Feature articles • Films • Minutes • Novels • Proposals • Speeches • Resumes • Thesauri

LEARNING EXPERIENCE ACROSS KEY STAGES

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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**

COMPLEXITY OF TEXTS

	Easier texts	More difficult texts
Abstractness	<ul style="list-style-type: none"> ➤ Ideas and information explicitly stated ➤ Straightforward & factual information 	<ul style="list-style-type: none"> ➤ Ideas and information implicitly stated ➤ Meaning hidden between lines or beyond lines
Organisation	<ul style="list-style-type: none"> ➤ Well-defined text structure ➤ Organisation of paragraphs following sequence of events, logical progression (general to specific) ➤ Use of short paragraphs, subheadings & cohesive devices 	<ul style="list-style-type: none"> ➤ Lack of well-defined text structure, mix of text-types ➤ Organisation of paragraphs not following a common pattern (problem-solution) ➤ Lack of signposts to facilitate understanding of texts
Density of information	<ul style="list-style-type: none"> ➤ Most sentences/paragraphs containing one piece of information ➤ Sentence structures and language largely simple, with occasional use of complex structures 	<ul style="list-style-type: none"> ➤ High lexical density – with a large amount of information-carrying words ➤ A wide range of complex sentence structures and language

ABSTRACTNESS

<p>Example:</p> <p>2015 HKDSE Reading Paper Part B1 Easy Section (Text 3)</p>	<p>Example:</p> <p>2017 HKDSE Reading Paper Part A Compulsory Section (Text 1)</p>
<p>I, Anna Rossi, of 3 Arthur Street, Yau Ma Tei, housewife, state:</p> <p>On 1 December 2014 at about 3:30pm, I was about to get into my car in the car park next to the shops on Wood Road, Wan Chai.</p> <p>I noticed that a silver car was driving down the aisle behind me.</p> <p>I saw a green sport car reverse out of a car space and collide with the silver car. The silver car was moving at the time of the collision.</p> <p>My car was parked opposite where the accident happened.</p>	<p>[9] To many public officials, recycling is a question of morality, not cost-benefit analysis. The Mayor of New York, Bill de Blasio, declared that by 2030 the city would no longer send any garbage to landfills. “This is the way of the future” if we’re going to save our earth,” he explained while announcing that New York would join other cities in moving toward a “zero waste” policy, which would require an unprecedented level of recycling.</p>

ORGANISATION

Example: 2016 HKDSE Exam Paper Part A (Text 1)

10 COMMON SUPERSTITIONS

1. **FOUR LEAF CLOVER**
Finding a clover with four leaves is lucky because clovers usually only have three leaves.
2. **CAREFUL WITH THAT MIRROR**
If you break a mirror, you will have seven years of misfortune.
3. **KEEP THEM CROSSED**
Crossing your index and middle finger is lucky because it symbolizes the support between two friends.
4. **FALLING LEAVES**
If you catch falling leaves in autumn, every leaf you catch means a lucky month next year.
5. **BLACK CATS**
You're in luck if you meet a black cat. However, that depends on who you ask – some say it's a sign of good things to come, but for others, it's a terrible warning.
6. **DON'T WALK UNDER A LADDER**
This superstition is practical because walking under a ladder, possibly with someone on it, is already a risky thing to do.
7. **HORSESHOE**
Hanging a horseshoe over a door is lucky. But the horseshoe needs to be the right way up with the two ends pointing down so that the good fortune will shower upon you.
8. **NO UMBRELLAS INSIDE**
Opening an umbrella indoors brings bad luck and danger – you might just poke someone's eye out.
9. **MIND THE SALT**
Spilt the salt? Oh, no! If you have, you must throw some over your shoulder to counteract the bad luck, but make sure it is the left one.
10. **THERE GOES A MAGPIE**
It's bad luck to see one magpie, but it's lucky to see two.

Example: 2016 HKDSE Exam Paper Part B1 (Text 7) Easy Section

[11] ...Some Hong Kong people may be skeptical about this proposal, saying the food trucks will cause traffic congestion in crowded areas of the city. However, I have not heard of such complaints regarding the Mister Softee fleet.

[12] People may also raise concerns about hygiene. This is an issue that is often raised when people are discussing the merits of street food. However, you see stalls selling fish balls, chicken wings and other snacks. They operate in similar conditions to food trucks.

ORGANISATION

- 1 [1] It happens every semester. A student triumphantly points out that Jean-Jacques Rousseau¹ is undermining himself when he claims “the man who reflects is a depraved animal,” or that Ralph Waldo Emerson’s² call for self-reliance is in effect a call for reliance on Emerson himself. Trying not to sound too weary, I ask the student to imagine that the authors had already considered these issues.
- 5 [2] Instead of trying to find mistakes in the texts, I suggest we take the point of view that our authors created these apparent “contradictions” in order to get readers like us to ponder more interesting questions. How do we think about inequality and learning, for example, or how can we stand on our own feet while being open to inspiration from the world around us? Yes, there’s a certain satisfaction in being critical of our authors, but isn’t it more interesting to put ourselves in a frame of mind to find inspiration in them?
- 10 [3] Our best college students are very good at being critical. In fact being smart, for many, means being critical. Having strong critical skills shows that you will not be easily fooled. It is a sign of sophistication, especially when coupled with an acknowledgment of one’s own “privilege”.
- [4] The combination of resistance to influence and deflection of responsibility by confessing to one’s advantages is a sure sign of one’s ability to negotiate the politics of learning on campus. But this ability will not take you very far beyond the university. Taking things apart, or taking people down, can provide the satisfactions of cynicism. But this is thin gruel.
- 15 [5] The skill at unmasking error, or simple intellectual one-upmanship, is not totally without value, but we should be wary of creating a class of self-satisfied debunkers — or, to use a currently fashionable word on campus, people who like to “trouble” ideas. In overdeveloping the capacity to show how texts, institutions or people fail to accomplish what they set out to do, we may be depriving students of the chance to learn as much as possible from what they study.
- 20 [6] In campus cultures where being smart means being a critical unmasker, students may become too good at showing how things can’t possibly make sense. They may close themselves off from their potential to find or create meaning and direction from the books, music and experiments they encounter in the classroom.
- 25 [7] Once outside the university, these students may try to score points by displaying the critical prowess for which they were rewarded in school, but those points often come at their own expense. As debunkers, they contribute to a cultural climate that has little tolerance for finding or making meaning — a culture whose intellectuals and cultural commentators get “liked” by showing that somebody else just can’t be believed. But this cynicism is no achievement.
- 30

DENSITY OF INFORMATION

<p>Example: 2016 HKDSE Exam Reading Paper Part A Compulsory Section</p>	<p>Example: 2015 HKDSE Exam Reading Paper Part B2 Difficult Section</p>
<p><u>Reading text 2</u> Para 2</p> <p>There is just one problem. Superstition doesn't work. At least it doesn't work in the way most people think it does. Superstition is based on outdated and incorrect thinking. It comes from a time when people thought that luck was a strange force that could only be controlled by magical rituals and bizarre behaviours. Several researchers have tested these age-old beliefs and found them wanting.</p>	<p><u>Reading text 5</u> Para 10</p> <p>In my film and philosophy class, for example, I have to insist that students put their devices away while watching movies that don't immediately engage their senses with explosions, sex or gag lines. At first they see this as some old guy's failure to grasp their skills at multitasking, but eventually most relearn how to give themselves to an emotional and intellectual experience, one that is deeply engaging partly because it does not pander to their most superficial habit of attention. I usually watch the movies with them (though I've seen them more than a dozen times), and together we share an experience that becomes the subject of reflection, interpretation and analysis. We even forget our phones and tablets when we encounter these unexpected sources of inspiration.</p>

Understanding – Locating information

Example: 2016 HKDSE Exam Paper Part B1 Q24

Para 2

Food trucks could soon be on the streets of Hong Kong, with John Tsang revealing the government is investigating introducing the concept.

Question 24

When does John Tsang want to introduce food trucks?

Understanding – Working out meaning of words

Example: 2016 HKDSE Exam Paper Part B2 Q47

Para 1

The arrival of food trucks to New York several years ago was greeted by a city hungry for refined street food, willing to pay higher prices to reward hard-working culinary entrepreneurs. But, what was initially a story of success, as the Mexican truck can attest, quickly became a nightmare.

Question 47

Which word in paragraph 1 suggests that the food truck business can be extremely unpleasant?

Understanding – Identifying main ideas and supporting details

Example: 2015 HKDSE Exam Paper Part B1 Q50

Para 10

And what about unforeseen consequences? Researchers can't predict how, exactly, self-driving cars may reshape society. Maybe the vehicles will induce even more travel and congestion will get worse. Or maybe they will lead to an increase in air pollution. It's impossible to know at this point. Still the advantages are tantalizing...

Question 50

According to paragraph 10, what two problems may self-driving cars cause?

Understanding – Connecting ideas

Example: 2012 HKDSE Exam Paper Part B2 Q66

Para 7

China's higher-education system is churning out too many university graduates with high-paying expectations and too few practical skills. Multinational managers privately complain that fresh Chinese grads are often clueless when it comes to working in an office environment.

Para 8

One western expat who helps Chinese students enter Western colleges tells the story of a Chinese student who lived with an English host family in Britain; he was so flummoxed by the knobs and levers in the washing machine that he phoned his mum back in China for help.

Question 66

The anecdote of the Chinese student (Para 8) has been included to illustrate which point in Paragraph 7?

Inferring – Working out main ideas/inferring views

Example: 2015 HKDSE Exam Paper Part B2 Q76

Lines 66-70

Are you serious, \$60,000 taken out in student loans for tuition, room and board for no prospect for a job. Better to stick to any STEM program in college (science, technology, engineering, math). You can get the type of education discussed in the article, or even more, from your local library, with maybe \$1.50 in late fines when you are finished, if you really want to explore what it means to be human. PUH-LEEZE. Clearly this article was written for the American higher education “rip-off machine”.

Question 76

What is Tom’s stance towards Liberal Education? Summarise his opinion in your own words.

Inferring – Inferring meanings / ideas

Example: 2016 HKDSE Exam Paper Part B2 Q55

Para 8

Food trucks: There is nothing wrong with the individual food truck per se, but the overall trend is both ridiculous and in some cases, morally reprehensible. The food media continues to treat these as a new form of cuisine and some sort of breakthrough invention when they are nothing more than a way to deliver food to consumers, akin to the “invention” of home delivery, takeout containers or the drive through. When grouped together in parking lots, food trucks become an outdoor version of a longstanding American culinary tradition – the shopping mall food court, and nothing more. Foodwise, there is nothing new about trucks which serve foods you can already get in countless traditional eateries, albeit with much more limited menus. People act as ...

Question 55

What does the writer imply when he writes, ‘People act as if tacos, dumplings, or brick oven pizza have somehow been “discovered” by food truck cooks’ (lines 44-45)?

- A. They have a good understanding of food.
- B. They pretend to like the food served from food trucks.
- C. They are over-estimating the originality of food trucks.
- D. They have not eaten tacos, dumplings or brick oven pizza before.

Inferring – Inferring the author's attitude

Example: 2016 HKDSE Exam Paper Part B2 Q56

Para 9

One major magazine recently suggested that food trucks had brought affordable ethnic cuisine to the people of Los Angeles – seriously? LA has always had hundreds of brick and mortar eateries serving exactly this kind of affordable ethnic cuisine. I think that one of the reasons for their hipster popularity is that food trucks bring such cuisine to people who are afraid to go to actual ethnic restaurants in diverse neighborhoods to eat it...

Question 56

What does the word “seriously?” (line 47) say about the writer’s attitude to the magazine’s claims?
He thinks the claim is...

- A. ridiculous
- B. very serious
- C. rather vague
- D. unimportant

Interpreting - Justifying views

Example: 2017 HKDSE Exam Paper Part A Q20

Para 17

However, according to the E.P.A.'s estimates, virtually all greenhouse benefits – more than 90 percent – come from just a few materials: paper, cardboard and aluminum in soda cans. Once you exclude these materials, the total annual savings in the United States from recycling everything else – plastics, glass, food, yard trimmings, textiles, rubber, leather – is only two-tenths of 1 percent of America's carbon footprint.

Question 20

Do you think recycling is a waste of time? Provide evidence from the text to support your answer.

ACTIVITY:

IDENTIFYING QUESTION INTENTS FOR ASSESSMENT ITEMS

Reading skills	Assessment items
Locating specific information	
Identifying main ideas	
Connecting ideas	
Understanding the relationship between ideas in the text (e.g. relating cause to effect, evidence to conclusion)	
Understanding text type features	
Inferring the tone of the writer	
Working out the meaning of words/expressions	
Inferring ideas	
Making use of general and world knowledge	
Application of grammar knowledge in context	



To access the
Teacher's
Copy and
more
assessment
resources

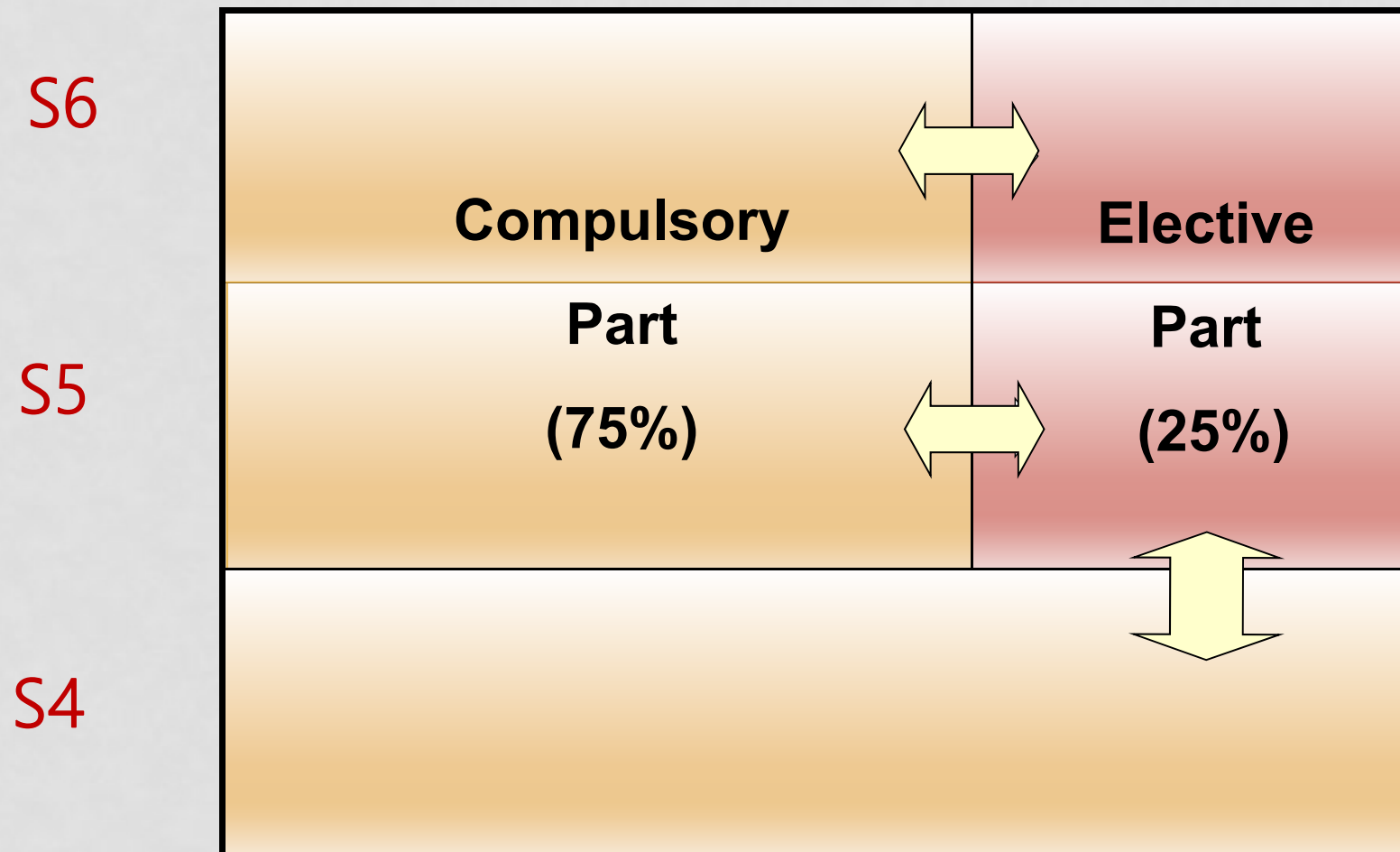


IMPLICATIONS FOR LEARNING AND TEACHING

- Expose students to a wide range of reading materials of different subject areas and connect reading with their learning and daily lives
- Teach reading strategies explicitly
- Review the reading assessment items (e.g. levels of difficulty, range of reading skills)
- Set the right questions / tasks for different pedagogical purposes
- Provide feedback to students on their reading skills development

**PLANNING AND IMPLEMENTING
THE SENIOR SECONDARY
ENGLISH LANGUAGE CURRICULUM**

THE SENIOR SECONDARY ENGLISH LANGUAGE CURRICULUM

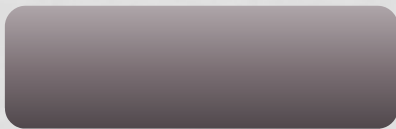
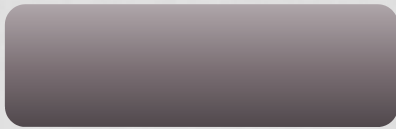


THE ELECTIVE PART

- 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

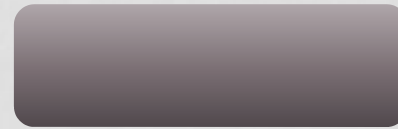
THE ELECTIVE PART

Language Arts



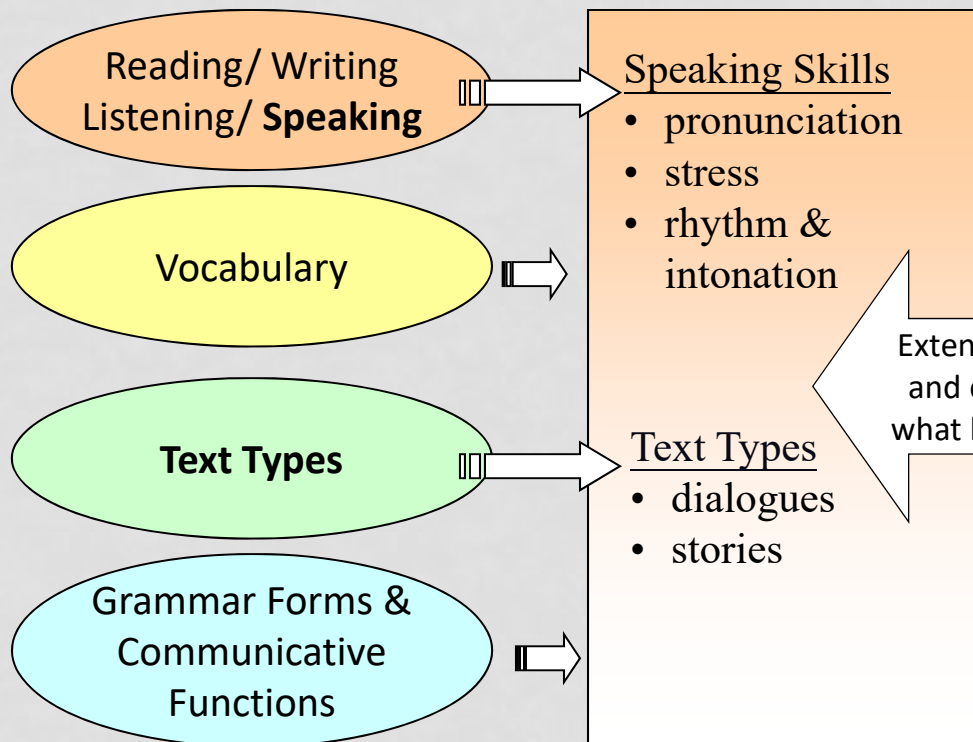
**EIGHT
Electives
Modules**

Non-Language Arts

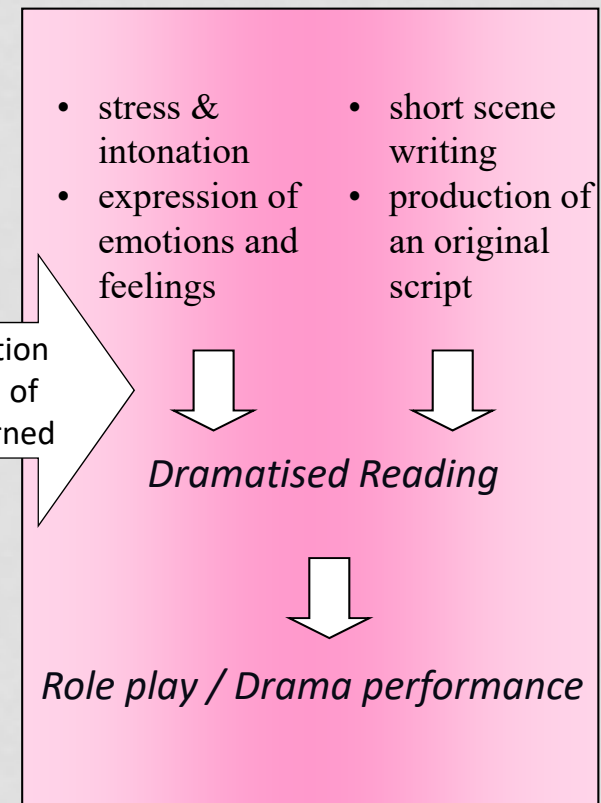


RELATIONSHIP BETWEEN THE COMPULSORY AND ELECTIVE PARTS (AN ILLUSTRATION WITH THE DRAMA MODULE)




Compulsory Part



Elective Part (Drama module)



INTEGRATING VARIOUS CURRICULUM COMPONENTS

-  **Compulsory Part and Elective Part**
-  **Elective Part and SBA**
-  **Elective Modules**

COMPULSORY PART AND ELECTIVE PART

ABC School Secondary 5 English Scheme of Work

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	Writing
<ul style="list-style-type: none"> • Text type: article • Reading Skills: <ul style="list-style-type: none"> ■ Following the development of a point of view or argument ■ Evaluating views and attitudes • Question Format: Pictures, charts and diagrams 	<ul style="list-style-type: none"> • Text type: essay • Writing Skills: <ul style="list-style-type: none"> ■ 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	Speaking
<ul style="list-style-type: none"> • Text type: debate speech • Listening Skills: <ul style="list-style-type: none"> ■ Following the development of a point of view or argument ■ Identifying reasons to support views and arguments • Integrated Task: Writing a debate speech 	<ul style="list-style-type: none"> • Speaking Skills: <ul style="list-style-type: none"> ■ Expressing own views / ideas ■ Elaborating views and ideas ■ Supporting views and ideas

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 (IP)
- 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

Extended learning activity: Inter-class Lunchtime Forum

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:

Task 1

- Research and **read stories** of successful business people
- Fill out fact sheets** about their biodata and achievements

Task 2

SBA

Discuss the following with other committee members based on the information collected and the completed fact sheets:

- The factors and qualities leading to the success of the business people you have read about
- The challenges and difficulties they have encountered in setting up their business and how they tackle them
- Which leading business figure to feature in the exhibition and the reasons why he/she is the most suitable to be introduced to students

Task 3

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.

INTEGRATION OF ELECTIVE MODULES

Popular
Culture

Examining the
content, language
and stylistic features
of advertisements

Social
Issues



-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

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.



00:00

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**



Education Bureau

The Government of the Hong Kong Special Administrative Region



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繁體版 简体版

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Curriculum Development

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School Administration and Management

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Home > Curriculum Development > Key Learning Areas > References and Resources

Print

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 opportunities for personal and intellectual development, and extend their knowledge and skills.

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

Renewal of Analogue Sound Broadcasting Licences of

Accessibility of EDB Premises



EDB YouTube Channel

English Language
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USEFUL WEBSITES

- **Professional development programmes (PDP)**

➤ *Information on PDP by Curriculum Development Institute, EDB*

<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/professional-development-programmes.html>

➤ *Application and Details*

<http://tcs.edb.gov.hk>

USEFUL WEBSITES

- **Learning and teaching resources**

- ***Curriculum Documents***

- <http://www.edb.gov.hk/elec>

- ***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***

- <https://www.hkedcity.net/etv/en>

- ***Radio Programmes (“Teen Time”: English through Radio)***

- <http://www.edb.gov.hk/index.aspx?nodeID=4034&langno=1>

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 2019/20 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 to Develop Students' **English Language Skills** at the Secondary Level
- 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 2019/20 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: 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 2019/20 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
- Formative Assessment in the **Literature in English** Classroom

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
 - Critical Reading and Viewing: Developing Students' **Visual Literacy** in the English Language Classroom
-

PDPS FOR 2019/20 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**
-

Q & A

THANK YOU