

Ongoing Renewal of the School Curriculum for English Panel Chairpersons

24 December 2021

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

Objectives

- To introduce the **major updates** of the English Language Education Key Learning Area Curriculum Guide (ELE KLACG) (2017) and the **recommendations** of the Task Force on Review of School Curriculum
- To explore **the roles of an EPC** as a curriculum leader in planning and implementing the school English Language curriculum under the major updates
- To share **good practices** on planning and implementing the school English Language curriculum

Rundown of Today's Programme

2:00 – 2:05 PM	Registration
2:05 – 3:45 PM	Part 1 <ul style="list-style-type: none">• The roles of an EPC as a curriculum leader• Ongoing renewal of the school curriculum• Recommendations of the Task Force on Review of School Curriculum• Major updates of the English Language Education Key Learning Area Curriculum Guide (P 1 – S6) (2017)
3:45 – 4:00 PM	Break
4:00 – 5:00 PM	Part 2 <ul style="list-style-type: none">• Sharing of good practices Ms Stella LEUNG, English Vice Panel Chairperson of Jordan Valley St. Joseph's Catholic Primary School

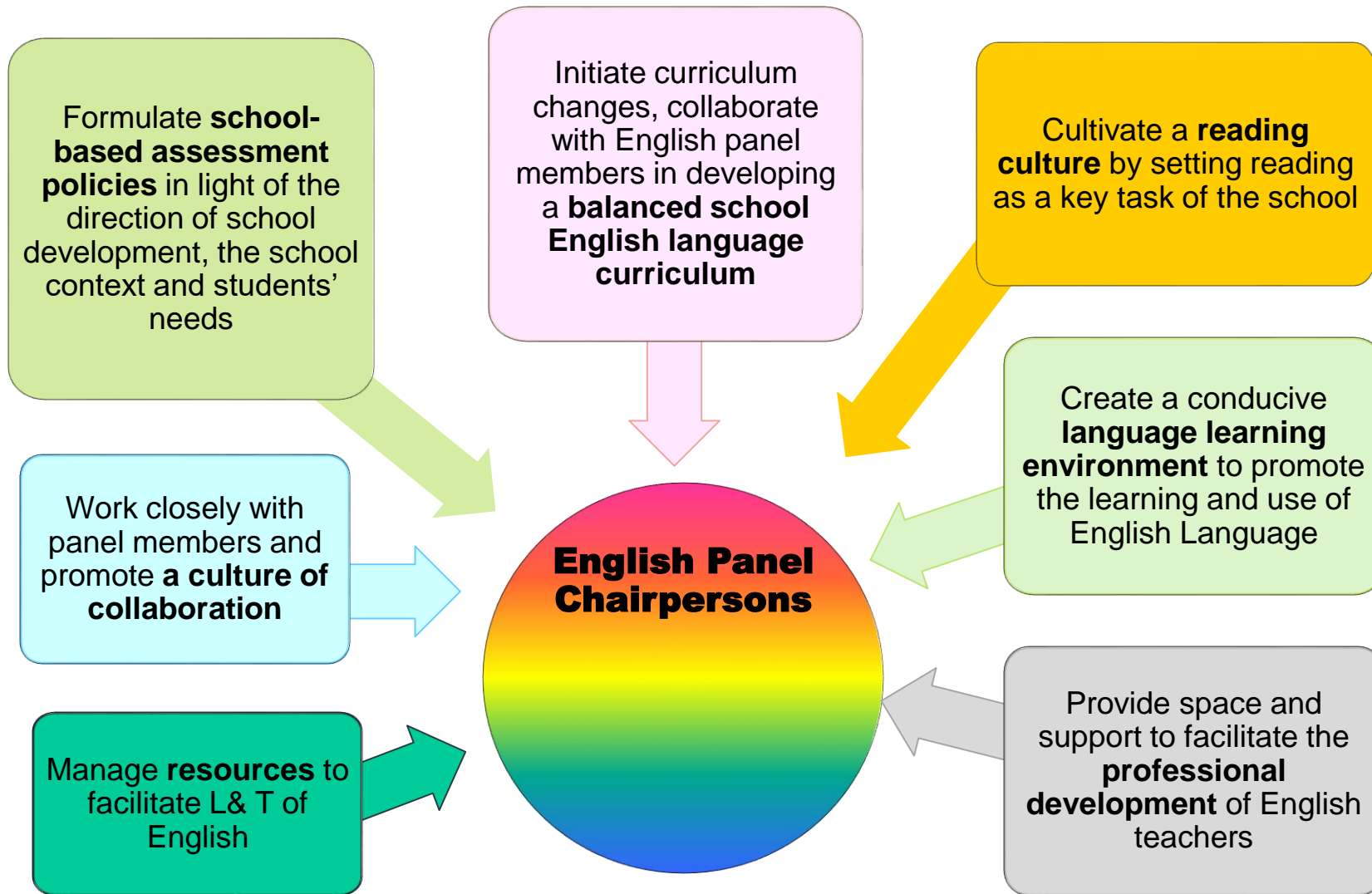
Warm-up activity

Please share with us your answers to the following questions.

(a) What are the roles of an EPC as a curriculum leader?

(b) Which role(s) do you find most challenging?

Roles of English Panel Chairpersons



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)



BECG (2002) / SSCG (2009)



8 KLA Curriculum Guides (2002)



Various Subject Curriculum Guides



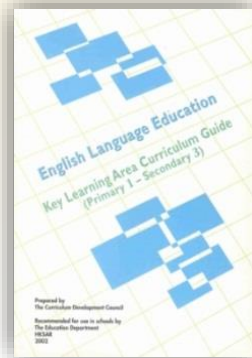
BECG 2014
(P1-P6)

SECG 2017
(S1-S6)

(2017)
KLA Curriculum Guides
&
Subject curriculum guides/
supplements

Updating of the ELE KLACG

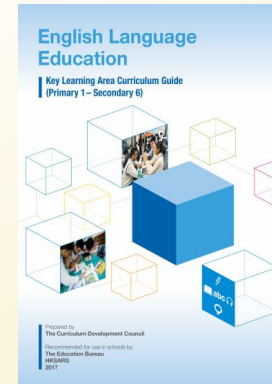
(P1 – S3)



(CDC, 2002)

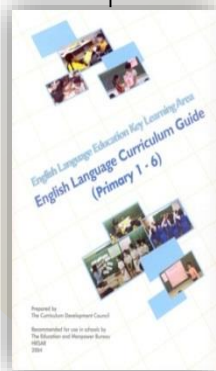
9
years

(P1 – S6)

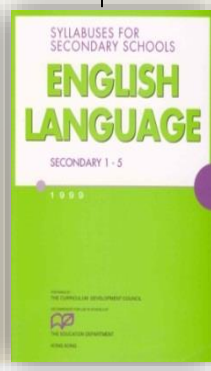


(CDC, 2017)

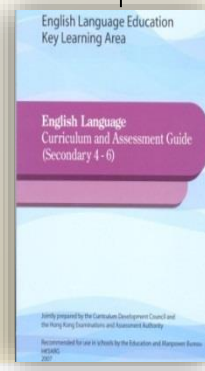
12
years



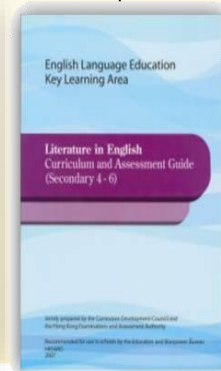
(CDC, 2004)



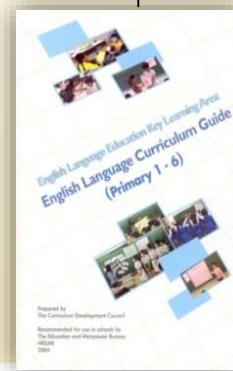
(CDC, 1999)



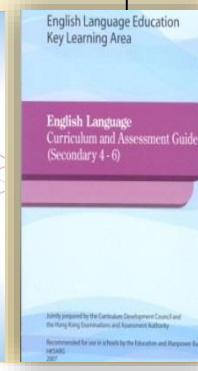
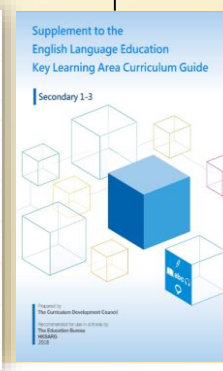
(CDC & HKEAA, 2007)



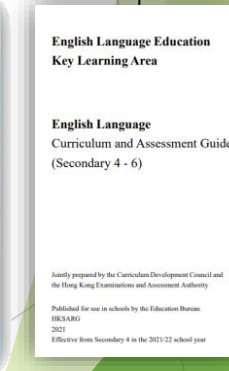
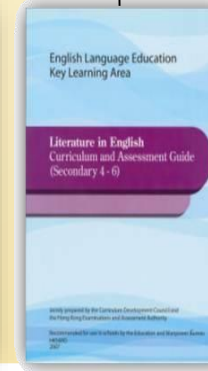
(CDC, 2004)



(CDC, 2018)



(CDC & HKEAA, 2007)
with updates in 2015



(CDC & HKEAA, 2021)
[Effective from S4 in
the 2021/22 s.y.]

<http://www.edb.gov.hk/elegc>



Holistic Review of the Primary and Secondary Curricula

The Task Force on Review of School Curriculum was set up in Nov 2017 to **holistically review the primary and secondary curricula**.

To collect views, the Task Force met with **different stakeholder groups and individuals** extensively and conducted a 3-month **public consultation** between late June and mid-October 2019.

The Task Force also took into consideration **the impact of “suspending classes without suspending learning”** during the outbreak of COVID-19.

The review report entitled **“Optimise the curriculum for the future, Foster whole-person development and diverse talents”** was released in Sep 2020.

The report presents **a set of directional and interconnected recommendations**.



https://www.edb.gov.hk/en/curriculum-development/renewal/taskforce_cur.html

Directional Recommendations of the Task Force on Review of School Curriculum

I. Whole-person Development



Reinforce the importance of whole-person development and create space for students' balanced development

II. Values Education and Life Planning Education



Accord higher priority to values education in schools, including strengthening life education, and moral, civic, and national education; and start life planning education early at the upper primary and junior secondary levels

III. Creating Space and Catering for Learner Diversity



Cater for students' diverse interests, abilities and career aspirations through curriculum and assessment differentiation at the senior secondary level in our school system, as well as provide guidance for students to pursue multiple pathways of their choices

IV. Applied Learning



Further promote Applied Learning as a valued senior secondary elective subject

V. University Admissions



Enhance the flexibility of university admissions for students with different talents

VI. STEM Education

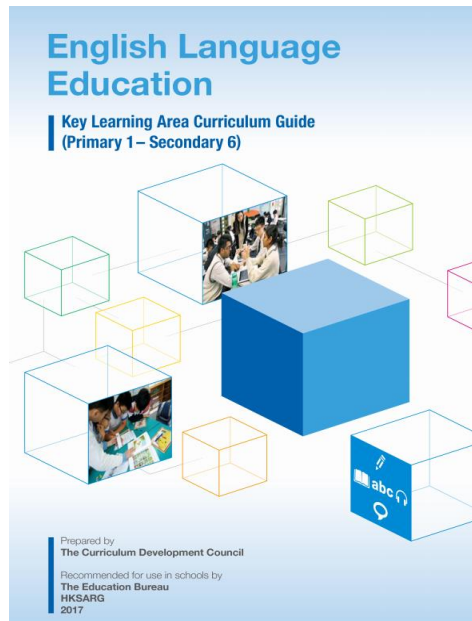


Strengthen STEM education in primary and secondary schools so as to develop students' capacity to apply knowledge and skills acquired in different STEM-related subjects in an integrated and creative manner to solve daily problems

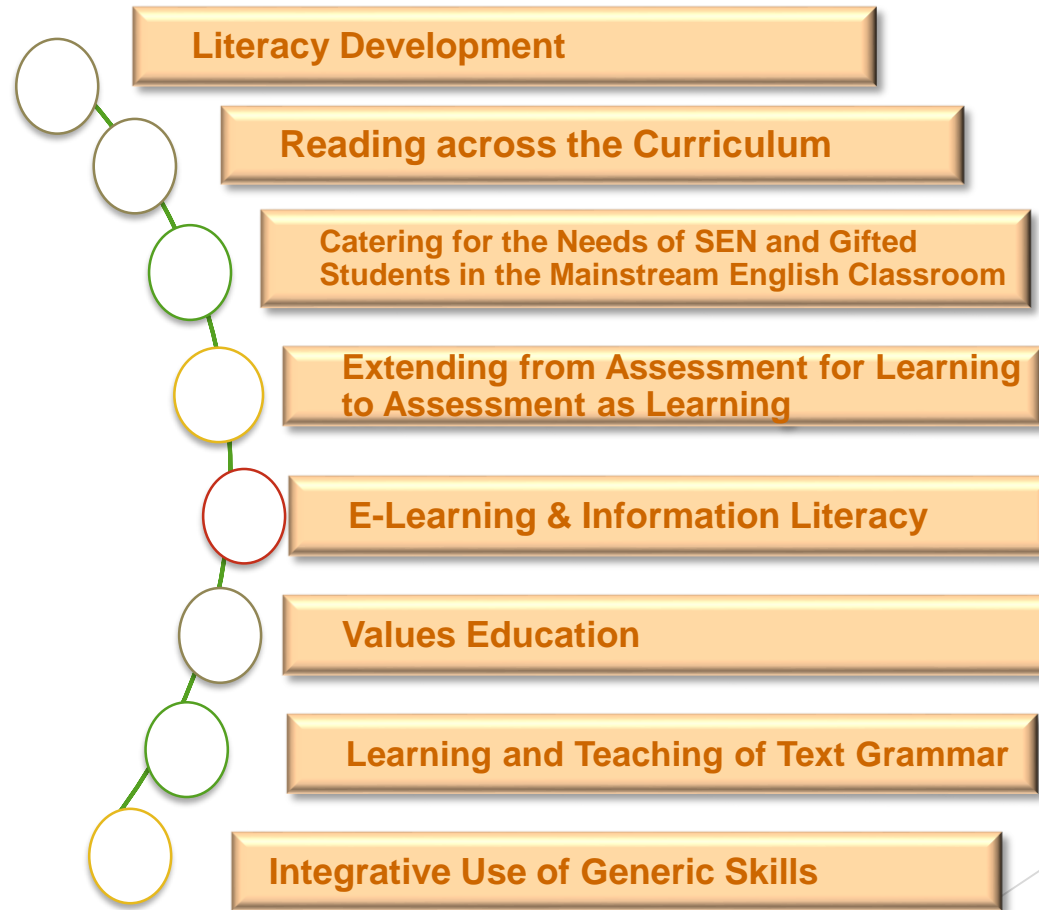
Relevant Examples of Interconnected Recommendations

Whole-person Development (WPD)	<ul style="list-style-type: none">• promote professional sharing among teachers on assessment literacy and homework design;• advise schools to review the formulation and implementation of school-based homework and assessment policy for the purpose of creating space, as well as the transformation of the modes of homework and assessment;• strengthen the interface between different levels at school in planning for WPD;• consider trimming the curriculum content of subjects where appropriate at the primary level in the long run
Values Education (VE) and Life Planning Education (LPE)	<ul style="list-style-type: none">• provide multifarious VE-related learning experiences in the curriculum to broaden students' perspective
Creating Space and Catering for Learner Diversity	<ul style="list-style-type: none">• enrich the existing curriculum, with more emphasis on the academic and creative use of the language; and• provide more opportunities for students to enhance their language competency through Language across the Curriculum and Reading across the Curriculum.

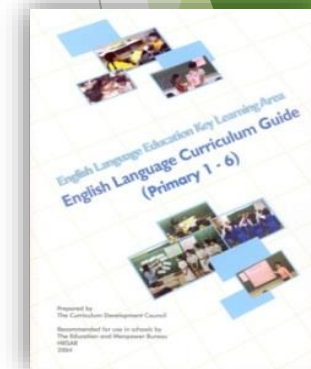
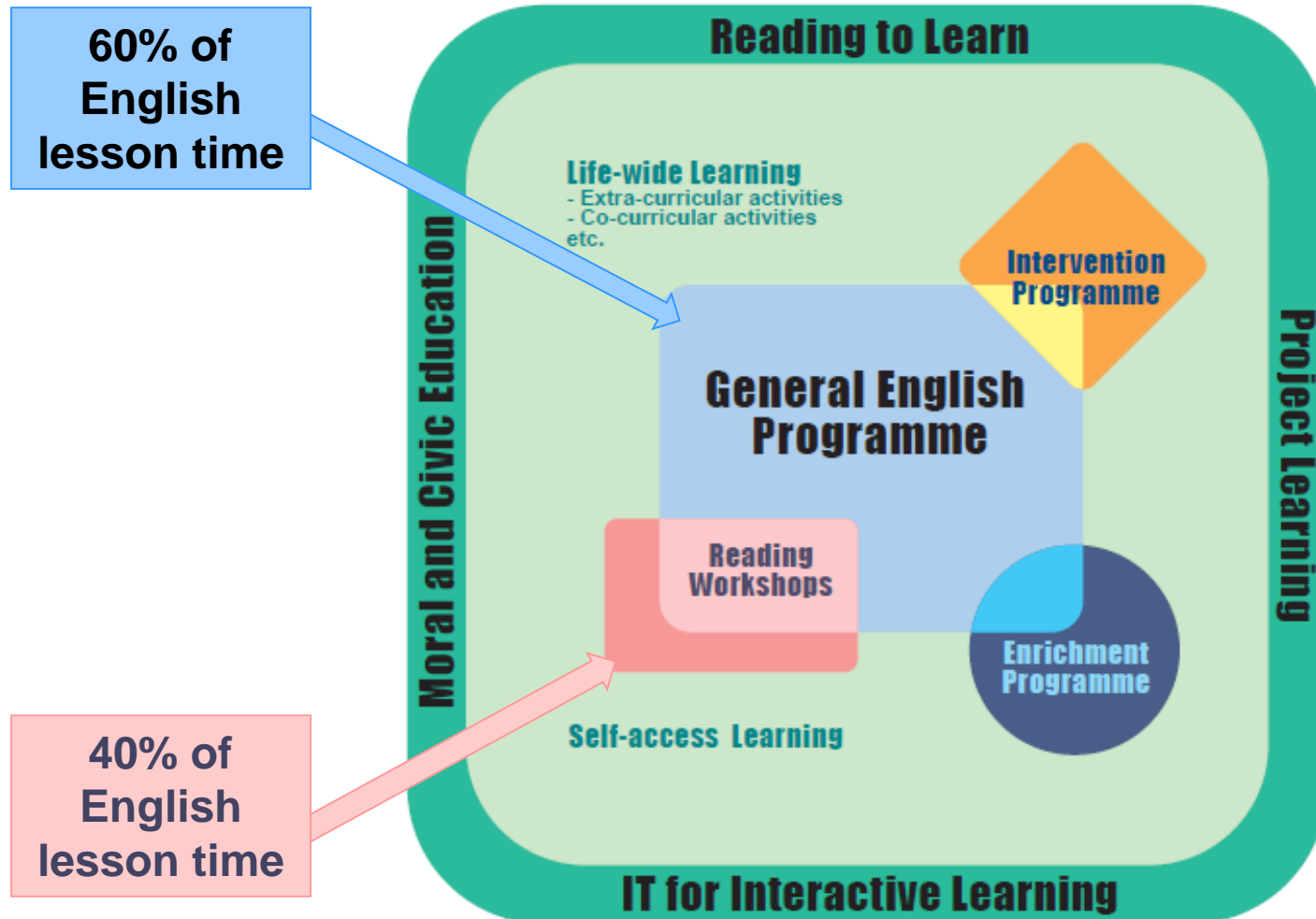
Major Updates of the ELE KLACG (P1-S6)



ELE KLACG (P1-S6) (2017)



Components of a School English Language Curriculum at the Primary Level



English Language Curriculum Guide (Primary 1-6) (CDC, 2004)

Literacy Development in the English Classroom

Equipping Students with
New Literacy Skills

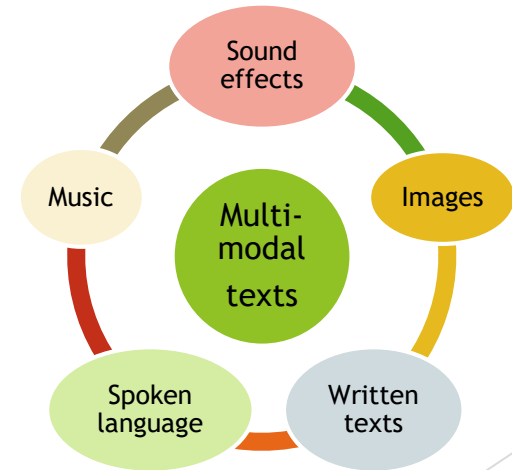
Promoting Reading
across the Curriculum

Lifelong
learning

Challenges in
the 21st
century

Literacy Development in the
English Classroom

The ability to read
and write effectively



Processing and creating multimodal texts

Reading Journey across Key Stages

Primary

- Exposure to **a range of reading materials (including information books)**
- Incorporation of **Reading Workshops** into the school-based English Language curriculum and teaching reading skills explicitly

Junior Secondary

- Exposure to a wide range of text types (both print and non-print)
- Promoting Reading across the Curriculum and Language across the Curriculum
- Exposure to a wide spectrum of reading and viewing materials

Senior Secondary

- Exposure to a wider range of more complex texts (both print and non-print)
- Language Arts & Non-Language Arts
- Extending students' language exposure and use of English for academic purposes

Using real books with a variety of text types

Using non-print reading resources

Developing students' reading and viewing skills

Connecting students' reading and writing experiences

Promoting Reading across the Curriculum

Using Print Reading Resources

Understanding Technology and Inventions

Relationships

Using real books with a variety of text types

Using Non-print Reading Resources

Digital Multimodal Texts

(e.g. Interactive books, audio books)

- Animations and/or audio files with narrations (reading texts provided)
- Technological features (e.g. interactive tools, embedded video clips, built-in dictionary, interactive activities)

Using multimodal texts to address the different learning styles and needs of students

Interactive books with technological features

Audio books

From Reading to Writing

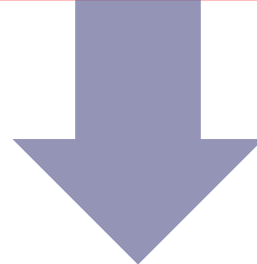
Enhancing the implementation of **READING** Workshops

Connecting students' **READING** and **WRITING** experiences

Connecting students' reading and writing experiences

Creating space by organising the school English Language curriculum more coherently

- Ensuring progressive development of reading skills
- Providing opportunities for students to develop their creativity and critical thinking skills
- Introducing the features of different text types explicitly and providing opportunities for application



- Making alignment between the GE programme and Reading Workshops to design writing tasks with meaningful contexts

Example

Writing about “My Favourite Transport”

A narrative text from the textbook – “Lost in the city”



An information book (e-book) – “This is the way we go to school”

Different technological features

Paired texts are thematically related texts but of different text types.

For more writing ideas:
authentic reading materials
from the Transport
Department website

Posters about transport

A sample writing –
“My Favourite Transport”

Use of graphic organiser to
organise writing ideas

Connect reading and writing experiences:

- connecting GE programme with the Reading Workshop
- providing appropriate input (paired texts/ sample writing/ information from the website/ posters)
- borrowing ideas and language items from the sample writing to write the article

Reading across the Curriculum (RaC) — What is it and why is it relevant to us as English Teachers?

Dual goals:

- To broaden students' knowledge base, help them connect their learning experiences and provide opportunities for integrating and applying knowledge and skills developed in different KLAs/subjects (ELE KLA CG, CDC, 2017, p.9)
- To provide opportunities for students to develop a wide range of reading skills, extend learning of the content and connect their learning experiences across KLAs (ELE KLA CG, CDC, 2017, p.47)

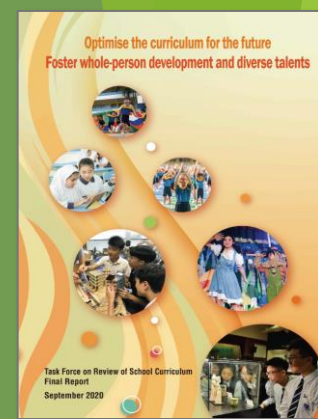
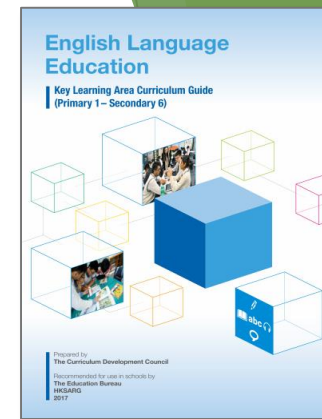
In implementing RaC, English teachers are encouraged to:

identify reading materials in both print and non-print forms with suitable entry points (e.g. themes, text types, language features and vocabulary) for **connecting students' learning experiences in different KLAs**

collaborate with teachers of other KLAs to develop learning activities that provide students with opportunities to **consolidate the knowledge and skills** acquired across KLAs and **avoid unnecessary repetitions of learning arrangements**

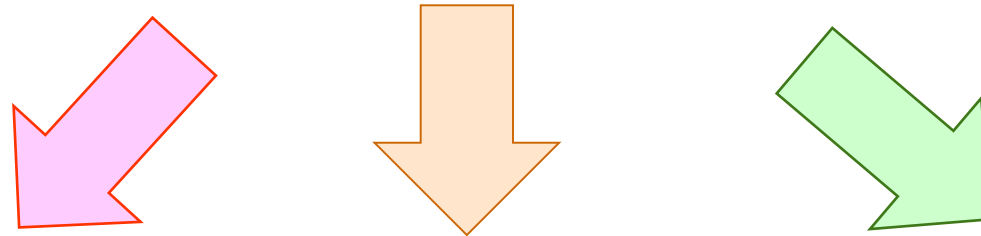
help students **develop the reading skills and strategies necessary for understanding and analysing language use in English texts** (e.g. text structures and vocabulary)

design reading activities that reinforce students' ability to **integrate the knowledge, skills and learning experiences** gained in different KLAs



Promoting Reading across the Curriculum

Cross-curricular collaboration to facilitate RaC



- ✿ Working with teachers of other KLAs to conduct **curriculum mapping** e.g. designing cross-curricular learning tasks and activities together
- ✿ Adjusting the **teaching schedules** of English Language and the content subject to teach the same theme/topic at around the same time

- ✿ **Seeking advice** from teachers of other KLAs on:
 - the choice and appropriateness of reading materials
 - the schedule of teaching a certain topic

- ✿ Involving teachers of other KLAs in the conduct of **cross-curricular learning activities or project work**, e.g. assessing students' performance

Promoting Reading across the Curriculum

Possible directions when planning for RaC

1. Themes/topics/ issues

2. Text types

3. Skills/Strategies

- Reading strategies
- Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

Key Stage 2

Changes

- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world

Food and Drink

- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

Happy Days

- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

Relationships

- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

The Magic of Nature

- Wonders of nature
- Out in space
- The lost world
- Fascinating oceans
- Taking care of our earth

We Love Hong Kong

- Jobs people do
- Knowing more about my community
- Travelling around
- Special people, special things

Promoting Reading across the Curriculum

Possible directions when planning for RaC

1. Themes/topics/ issues

2. Text types

3. Skills/Strategies

- Reading strategies
- Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

From General English	From other subjects	What are some common features?
A recipe	Procedures for doing an experiment	<ul style="list-style-type: none"> to tell others how to do something list of materials and steps
An article in a guidebook	A description about the features of an animal	<ul style="list-style-type: none"> to describe something in detail present tense is used to use quite a lot of adjectives
A recount	An article about WWII	<ul style="list-style-type: none"> to recall what happened in the past past tense is used follow the time sequence (chronological order)
An argumentative essay on studying abroad	An article discussing different opinions about globalisation	<ul style="list-style-type: none"> to discuss some issues from different sides/ perspectives

Content

- Water rationing
- 3 forms of water
- Uses of water
- Ways to conserve water

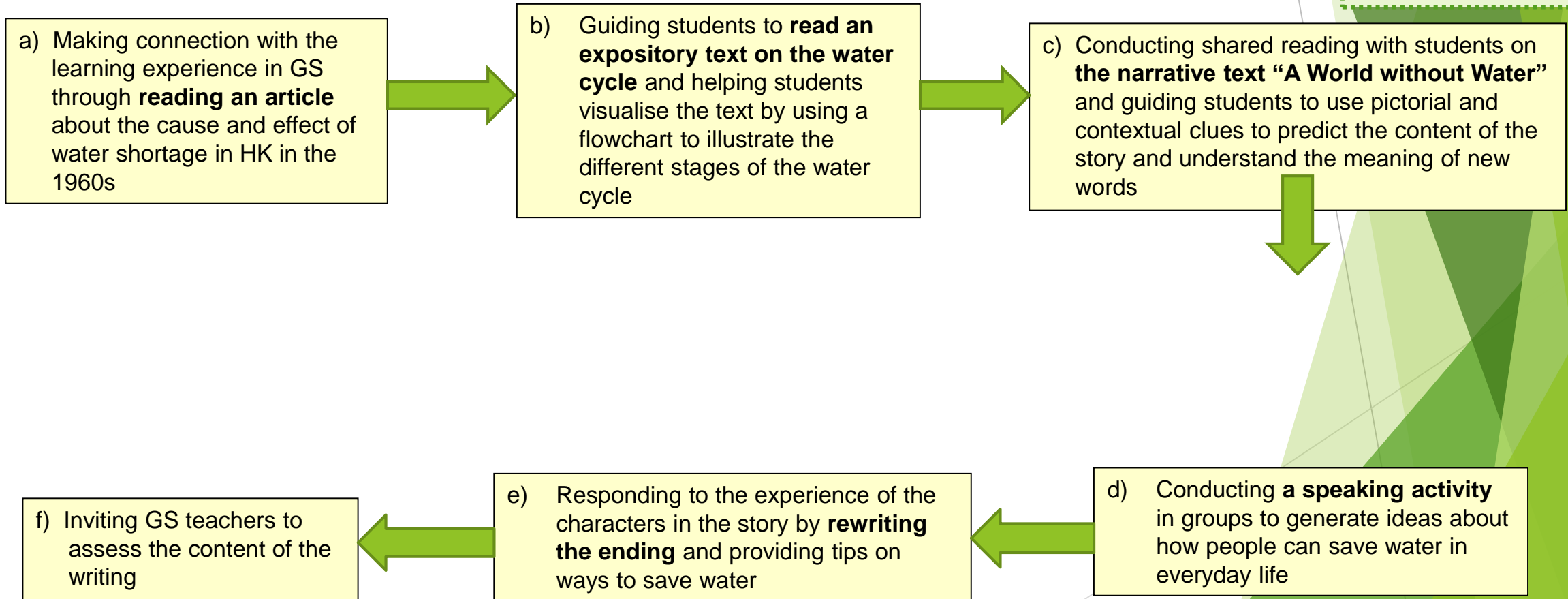
Text type

- Flowcharts

Skills development

- Problem-solving

Paired texts*



*Paired texts, which are thematically related texts but of different text types, are used to deepen students' understanding of the issue and develop different reading strategies.

Leaflet on RaC



Reaping Multiple Benefits through Promoting Reading across the Curriculum in the Primary English Classroom

"Reading enjoyment is more important for children's educational success than their family's socio-economic status."
(Organisation for Economic Co-operation and Development)

Inspiring students to love reading and to develop into avid readers is perhaps one of the greatest missions of all English Language teachers. Different studies have shown that students who enjoy reading and read regularly reap various benefits. Yet, research has also shown that motivation to read decreases with age. This is especially true to students who move from primary to secondary school and have to cope with the increasing academic and English demands because of the possible change of medium of instruction in various subjects. To sustain students' interest in reading and equip them with the skills for academic success, reading across the curriculum (RaC) seems to be the best remedy. RaC aims to sharpen students' reading strategies while helping them establish meaningful links between concepts and ideas acquired in different Key Learning Areas (KLA). Inherent in RaC is the opportunity for reading for purpose (whether it is for information or research) and pleasure. English Language teachers can introduce books with a wide variety of interesting topics related to different KLAs to spice up their lessons, develop their students' reading strategies and connect their learning experiences.

Connecting Learning Experiences

Broadening Knowledge



Developing Reading Strategies

Enhancing Awareness of Academic English

While a thematic approach is often used as an entry point for promoting RaC, considerations could also be given to the following:

Text Types

- Expository text
- Biography
- Information report
- ...

Rhetorical Functions & Language Items

- Using the simple present tense to present facts
- Using sequence markers to illustrate steps
- Using 'both' & 'neither' to make comparisons
- ...

Text Features

- Using graphs to illustrate trends
- Using headings and subheadings to organise information and ideas
- Using bullet points to provide more details
- ...

Pathway to Successful Implementation of RaC

The road map below shows how RaC can be promoted at class or school levels.

- 01 Identify the needs of students, take into consideration the school development plan and decide on who to involve:
 - teachers within the English panel and/or from other departments
 - students within the same level or of all levels.
- 02 Make a plan with due consideration on the following:
 - objectives
 - roles of teachers/ different departments
 - timeline
 - learning outcomes.
- 03 Introduce the topic, the related concepts and text features in lessons of content subjects.
- 04 Develop reading skills and strategies necessary for understanding and analysing the target language items, text features and text types in English lessons and prepare students for a smooth interface from KS2 to KS3. Go through part of the chosen book(s) with students to spark their interest in the topic. Encourage them to read the remaining parts or other books of the same theme/series in their spare time in groups or independently.
- 05 In this school case, RaC was implemented mainly within the English panel in the Reading Workshops with the input from General Studies (GS) teachers.
 - Topic: Wonderful Water
 - Curriculum mapping: identify the entry point of the RaC unit by finding out the common teaching points in terms of topics, text types, language features, thinking skills
 - Common teaching points:
 - Water rationing
 - 3 forms of water
 - Uses of water
 - Ways to conserve water
 - Text types:
 - Flowcharts
 - Informational text
 - Problem-solving
 - Language features:
 - Expository text: a passage about the water cycle
 - Paired texts, which are not of different text types
 - Students' understanding of different reading strategies
 - Set learning objective:
 - To be active readers through developing a variety of reading skills and strategies (e.g. identifying main ideas, locating information by using knowledge of text features)
 - To learn about the language items (e.g. using the simple form and vocabulary to describe the water cycle) and to develop an understanding of the rhetorical function
 - To extend reading with writing (generating writing activities)
 - To develop positive values and attitudes (i.e. water conservation)
 - Evaluate the effectiveness and plan and improve:
 - Is there alignment between the learning objectives and learning activities so that the intended learning outcomes are achieved?
 - Can you identify some effective strategies which help enhance students' language skills in promoting RaC?
- 06 Adopting a Planning-Implementation-Evaluation (PIE) Approach to Promoting RaC at Primary 4
 - Queen Elizabeth School Old Students' Association Branch Primary School
 - Set focus questions to provide students with a clear reading purpose. Design learning and teaching activities that provide students with opportunities to connect their learning experiences and apply the knowledge and skills learnt.
 - Focus Question 1: Is water important to us?
 - English & GS teachers:
 - Identify themes for collaboration
 - Select a unit for conducting the RaC tryout
 - Understand students' prior knowledge on the topic
 - Agree on the sequence of the tryout periods to create synergy
 - Design learning and teaching activities that help develop students' literacy skills and connect their learning experiences
 - General Studies teachers:
 - Introduce the unit on "Light, Sound & Electricity" before the English unit
 - Provide opportunities for students to understand science through observations, analysing data and drawing conclusions
 - Engage students in an experiment on friction by adopting the same investigation steps introduced in the information book "Can Prove It? Investigating Science"
 - Extended learning activities in the English lessons to provide opportunities for students to integrate and apply knowledge and skills acquired in both GS and English lessons:
 - Connect students' reading and writing experiences and support students to write a biography about the scientist they admire
 - Guide students to do a gummy bear experiment and apply the science investigation steps
 - Support students in completing a laboratory report
- 07 Engaging Students in Science Experiments through Promoting RaC at Primary 5
 - Aberdeen St Peter's Catholic Primary School
 - English Language (English, People, Societies)
 - Raise students' awareness of the features of timelines and biographies
 - Design worksheets to illustrate the steps of investigating science
 - Design level-appropriate learning activities for students to formulate questions, analyse data and draw conclusions
 - Develop students' reading strategies
 - General Studies (Light, Sound & Electricity)
 - Modify strategies to understand unfamiliar words, cases through think-aloud
 - Using a flow chart to activate students' prior knowledge about scientific investigations in GS lessons and helping them reflect on their learning experience
 - Helping students take notes and organise ideas in order to understand the steps of investigating science from the information book
 - English Language (English, People, Societies)
 - Conducting a picture walk to help students understand the main ideas of each chapter
 - Guiding students to look for useful information and a biography and sub-topics
 - General Studies (Light, Sound & Electricity)
 - The gummy bear experiment was pleasurable and inspiring to students, as they could apply the scientific investigation steps in their own situations.

Ask the Expert

Here are some questions about RaC that may pop up in your mind. Dr Simon Chan, a lecturer of the University of Hong Kong, is going to share with us his expertise in RaC.

1. What is the role of English Language teachers in promoting RaC?

English Language teachers play a crucial role in promoting RaC. They are responsible for providing students with the necessary reading skills and strategies to understand and appreciate texts from various subjects. They should also be able to connect these texts to students' own experiences and interests, making the learning process more meaningful and enjoyable.

2. How can English Language teachers promote RaC in their classrooms?

English Language teachers can promote RaC in their classrooms by using a variety of strategies. They can introduce students to texts from different subjects, encourage them to read for pleasure and purpose, and provide them with the necessary reading skills and strategies. They can also use a variety of activities to engage students in reading, such as group discussions, role plays, and projects.

3. What are the challenges of promoting RaC in the classroom?

There are several challenges of promoting RaC in the classroom. One of the main challenges is the limited time available for reading. Teachers often have to cover a lot of content in a short period of time, which can make it difficult to find time for reading. Another challenge is the lack of resources and materials available for RaC. Teachers may not have access to a wide range of texts from different subjects, which can limit the scope of their RaC activities.

4. How can English Language teachers overcome the challenges of promoting RaC in the classroom?

English Language teachers can overcome the challenges of promoting RaC in the classroom by using a variety of strategies. They can use a variety of texts and materials, encourage students to read for pleasure and purpose, and provide them with the necessary reading skills and strategies. They can also use a variety of activities to engage students in reading, such as group discussions, role plays, and projects.

5. What are the benefits of promoting RaC in the classroom?

There are many benefits of promoting RaC in the classroom. It can help students develop their reading skills and strategies, which are essential for success in school and in life. It can also help students develop a love of reading and a habit of reading for pleasure and purpose. Finally, it can help students develop a better understanding of the world around them and their place in it.

Learner diversity exists naturally

Learning styles

Visual (learn best by seeing)

Auditory (learn best by hearing)

Kinesthetic (learn best by doing)

Characteristics

interest,
learning motivation,
maturity,
gender,
personality,
aspiration

Abilities

gifted,
special educational needs,
prior knowledge,
level of readiness

Social Economic Cultural Backgrounds

non-Chinese speaking (NCS) students
newly Arrived Children (NAC)
cross-boundary students (CBS)
low family income
ethnic minorities

Catering for Learner Diversity

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**

Some strategies to Cater for Learner Diversity

- understanding the **strengths/weaknesses** and the **learning background** of students
- understanding the **learning interests, styles** and **needs** of students
- designing **open-ended tasks**

Catering for diverse learning styles and abilities

- adopting **flexible grouping/** mixed ability grouping
- grouping students according to **the purposes and requirements of tasks**
- providing opportunities for students **to share and discuss in groups**

Facilitating peer learning

- using **questioning techniques** to elicit students' responses
- giving **quality verbal and written feedback** in lessons/ homework
- adopting **various modes of assessment**

Promoting assessment for/as learning

- **motivating** students' interest
- facilitating **understanding and** providing **support**
- giving **immediate feedback**
- engaging students in active/self-directed learning to enhance **learning autonomy** and allow them to **learn at their own pace**

Effective use of e-learning repertoire

- providing **timely support**
- providing **scaffolding** for students to complete the task
- providing **different modes of support** in learning tasks (e.g. visual cues for visual learners)

Providing support and scaffolding

- setting **challenging yet manageable tasks** for students
- putting more emphasis on the creative use of language

Giving challenges

- putting more emphasis on the **creative use of language**
- making use of **English-related life-wide learning activities**

Enriching the existing curriculum

Mainstream English classroom
SEN GIFTED

Leaflet on Let's Make a Difference: Unleashing Students' Potential in Learning English at Primary Level

Let's Make a Difference:
Unleashing Students' Potential in Learning English at Primary Level

Secondary

Students are unique individuals. They have different motivation, interests, personalities, abilities, learning styles and socioeconomic background, and thus they have diverse learning needs. These needs may vary at different stages of learning. Therefore, helping students of different abilities to unleash their potential through effective adaptation of curriculum, a variety of learning, teaching and assessment strategies, as well as appropriate selection of learning materials and activities is one of the most important tasks for schools and teachers.

Primary

In respect of learning and teaching English Language, most schools have accumulated experience in catering for students' diverse learning needs such as adopting graded learning tasks and activities, arranging remedial and enrichment classes and offering summer bridging programmes. However, as English Language teachers, do you still have questions about other effective strategies to better cater for students' needs?

Kindergarten

In this leaflet, we will explore more strategies to cater for learner diversity and to address students' diverse learning needs at different key learning stages.

http://www.edb.gov.hk/pri_potential



Effective Strategies to Cater for Learner Diversity in the Primary English Language Curriculum: Planning, Implementation and Evaluation

Adopting appropriate learning and teaching materials

Effective Strategies to Cater for Learner Diversity in the Primary English Language Curriculum: Some Practical Tips

- Supporting students with diverse learning styles
- Supporting students with special educational needs in the mainstream
- Maximising the potential of gifted students in the mainstream English
- Questioning and providing quality feedback
- Leveraging e-learning
- Adopting different modes of assessment

Addressing Students' Diverse Learning Needs at Different Key Stages of Learning

At Curriculum Level

- Strengthen vertical continuity of curriculum development across key stages through adopting holistic curriculum planning
 - Progressive development of language skills - Make use of reference tools such as the Learning Progression Framework (LPF) for English Language when planning the school curriculum to facilitate a balanced coverage of language skills within and across year levels.
 - Progressive development of language development strategies - Make reference to Appendix 5 of the English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017) to help students enhance their capabilities to become independent and self-directed learners progressively.
- Create a supportive and English-rich learning environment
 - Appoint experienced English teachers to be Primary 1 English teachers to help students lay a better foundation for extensive use of English at the early stage, and sustain their interest in English in the new environment.
 - Continue to create an environment conducive to English learning at the whole-school level, for example, organising English Day, Reading across the Curriculum Week and related cross-curricular activities, to strengthen students' English competencies and help them build a solid foundation for secondary education.
- Promote reading in schools
 - Introduce a variety of narrative texts including multimodal texts and also non-fiction in lower primary classes to motivate students to read and develop their reading skills.
 - Expose upper primary students to a wider variety of themes and text types, in particular information texts, using both print and non-print resources.
 - Implement Reading across the Curriculum (RaC) in upper primary classes to connect students' learning experiences in different Key Learning Areas and prepare them for secondary education.
- Infuse enabling skills into the school curriculum
 - Teach phonics in meaningful contexts with focuses on letter sounds appropriate to students' level.
 - Introduce a range of vocabulary building skills to students across year levels, e.g. word formation, word collocations, word families.

At School Level

- Enhance mutual understanding of the curriculum and pedagogical practices through professional exchange activities with kindergartens and secondary schools, and adjust the school curriculum and teaching strategies to strengthen the interface between different key stages.
- Promote home-school cooperation by organising parents' meetings to explain the school English Language curriculum and solicit parental support. EDB's pamphlet on "Parents' Guide to Effective English Language Learning" is useful in helping parents understand how to support their children to learn English effectively at primary level.

At Classroom Level

- Use more games, role-play, songs, nursery rhymes, stories instead of written assessments (e.g. dictations, tests, examinations) to help students consolidate what they have learned in the first few months of Primary 1.
- Adopt different ways of conducting dictation to develop students' language skills progressively, e.g. picture dictation, theme-based free dictation, dicto-comp/dictogloss.
- Adopt effective strategies for teaching reading skills and higher-order thinking skills, e.g. use storytelling, reading aloud and shared reading with lower primary students, while more supported reading and independent reading with upper primary students.
- Engage students in meaningful activities and extended tasks or projects to provide opportunities for them to communicate and express their own ideas for a variety of purposes and audience, and practise the integrative use of language in a multimedia environment.

Visual/auditory e.g. introduce a of multimod sounds with images; use colour; highlight an target langu items; use songs i input on tar language it; use diagra models or c visualise w information use visual i consolidate

Kinesthetic e.g. use games increase st motivation; consolidate learning, e. board/card sequencing pictures, te story; engage stu role-play ac for meaning of target lar items and developme generic skill

The areas for eva measures. Here a

- Are students r others?
- Are students c others?
- Are students p others?
- Are students e others?
- Do students, i improvement i
- Is teachers' ca learner diversi

Both quantitative could be collected inform curriculum

Kindergarten **Primary** **Secondary**

Topic of the unit:
Festivals around the World

Context : You are the editor of the information book “Let’s Celebrate!” and you would like to add one more festival to this children’s book.

Task: Choose one kind of festival you like most and write an article to talk about it.

Target vocabulary and language items:

- Vocabulary: names of different festivals and their celebration activities
- Grammar: tenses – the use of simple present tense and past tense

Learning and teaching activities:

- Reading an information book “Let’s Celebrate!” and learning the text features
- Grammar practice
- Conducting information search on different festivals (reading blogs/listening to songs)
- Posting their findings of information search activities on an app (written and recorded)
- Reading an e-book about festivals at home and answering questions
- Writing an article about their favourite festival

Example

Reading an information book "Let's Celebrate!" and learning the text features

- Use the **KWL chart** to check students' prior knowledge and guide them to summarise their learning in the reader
- Use different **graphic organisers** to help students understand how the information is organised in the book
- **Visualise the scene** of the book (e.g. showing students a real piñata when going through the festival "Cinco the Mayo" and inviting students to hit it with a stick when they can answer the questions correctly → cater for different learning styles, e.g. kinesthetic learners)

K (What I know about festivals)	W (What do I want to learn from the book)	L (What I have learnt) (Fill in this part after the reading lesson)

Grammar practice

- Make use of **colour coding activities** to raise students' awareness on the use of different tenses

Conducting information search on different festivals (reading blogs/listening to songs)

- Make use of **different blogs / songs** to: (More able students read blogs while less able students listen to songs)
 - Provide **multimodal input** and **writing ideas** to students
 - Cater for **different learning styles** (e.g. audio, visual learners)
- Use different **graphic organisers** to help students organise information

Student Name: _____ Page No.: _____ Date: _____ Class: _____

You are the Editor of "Let's Celebrate!" and you would like to add one more page festival to this children's book. Choose one Asian festival you like best and complete the table below to guide your class. You use the information from the class to design a new page of information. You may refer to the blog/articles or search online for more information.

Which festival? _____
Where? _____

Question 1	Question 2
Details: _____	Details: _____

A surprising fact is: _____
A surprising idea is: _____

Posting their findings of information search activities on an app

Use **an app (Padlet)** to make audio recordings of their findings in the information search activities, which allows students to **make multiple attempts** and **do the work at their own pace**

Reading an e-book about festivals at home and answering questions

- Assign an e-book to students for home reading to **promote self-directed learning**
- Create a quiz with the use of **Google Form**, which can **provide instant feedback to students**

Strategies adopted to cater for LD

- Making use of a range of learning activities that incorporate **different modes of representation**
- Providing different support through the **use of multimodal texts**

- Providing scaffolding by **breaking the tasks into small steps** to facilitate learning
- Engaging students in active learning through the **use of IT** to enhance learning autonomy

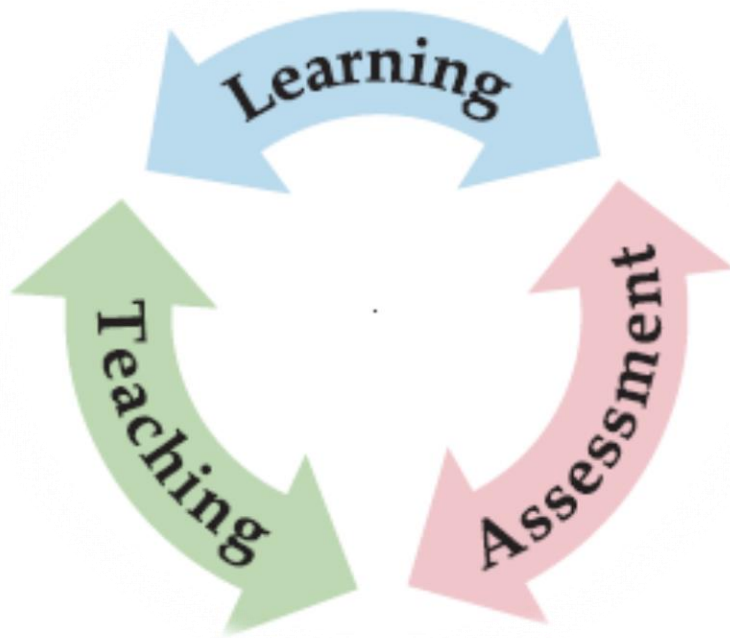
Three complementary assessment concepts

Formative	Assessment as Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning.
	Assessment for Learning (AfL)	AfL integrates assessment into learning and teaching . It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students' learning so that teachers can provide students with timely feedback and refine their teaching strategies.
Summative	Assessment of Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes .

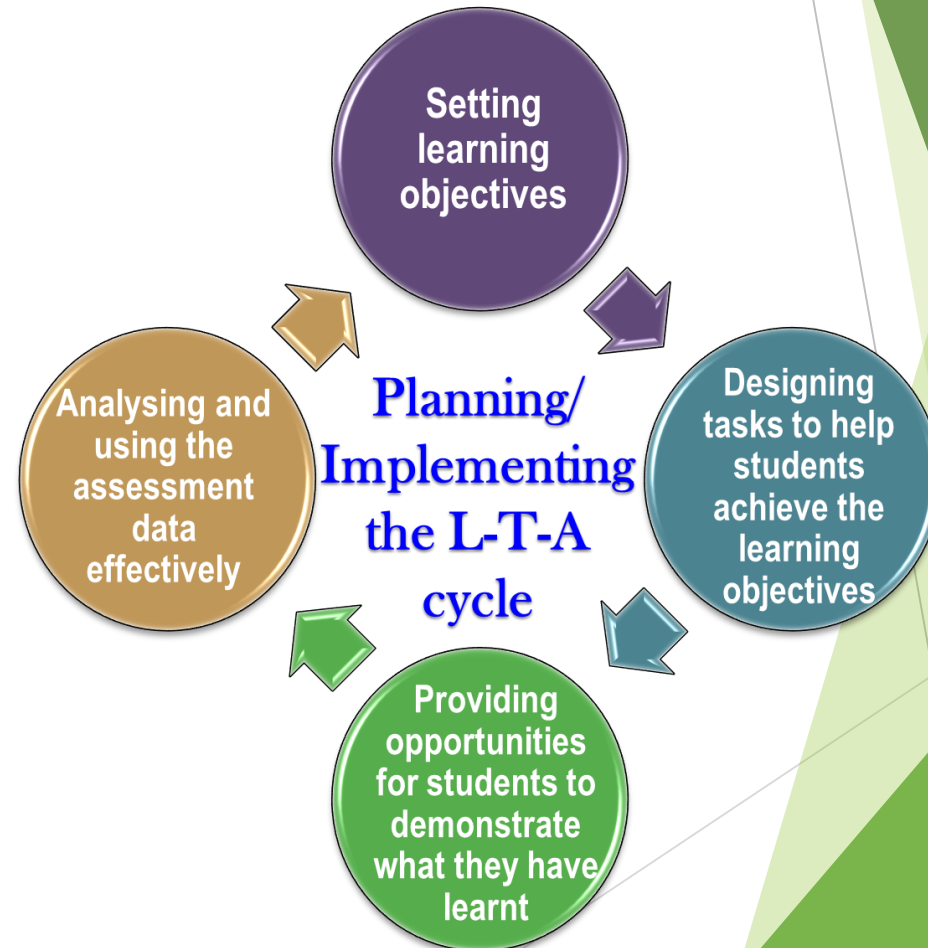
Self-directed Learners



The relationships between learning, teaching and assessment

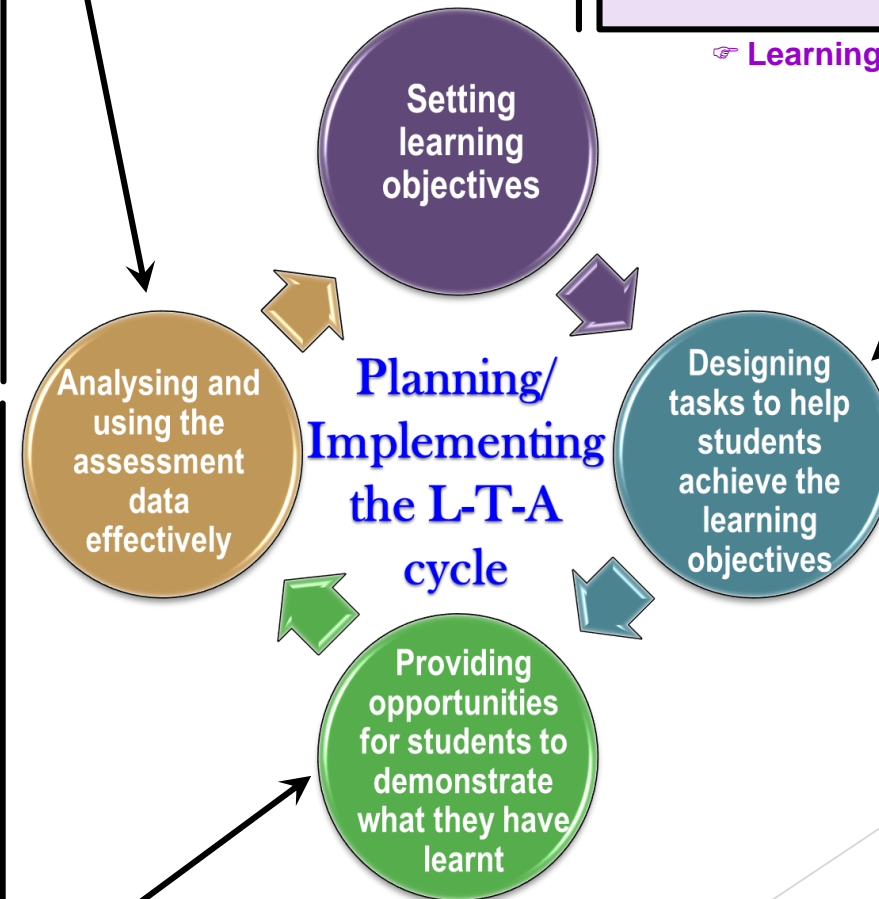


**Learning-teaching-
assessment Cycle**



- **Evaluate** students' performance against the success criteria
- Identify students' **strengths and weaknesses**
- Analyse **the underlying causes** of students' learning difficulties
- Review **teachers' expectations** on students
- Modify **teaching strategies**
 - Explore ways to help students improve
 - Design activities to address students' problems
- Revise **the school-based curriculum design/content**

- Make use of **various assessment tasks/activities** to gauge students' performance
- **Share** the **learning intentions** and task-specific **success criteria with students**
- **Observe** students' performance
- Use **effective questions** to elicit students' responses
- Provide students with **quality feedback** on how to improve (linked to success criteria)
- **Collect evidence** of student learning



- Aim for a balanced and comprehensive **coverage** 🖱
- Take the following into consideration:
 - what students **can do currently**;
 - what we should expect our students to **be able to do next?**

🖱 Learning Progression Framework (LPF)

- Think about **how we can help students achieve the target learning objectives** (appropriate input, various modes, scaffolding, support...)
- Think about **appropriate/effective teaching strategies**

The Learning Progression Framework (LPF) for English Language

Reading Skills

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate

Writing Skills

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7
Completing blanks in short texts to convey simple information, central around subjects, people and actions	Writing short texts to convey simple information, ideas and feelings on familiar topics	Writing short texts to convey simple information, ideas and feelings on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration

Listening Skills

The Learning Progression Framework for ENGLISH LANGUAGE (LISTENING SKILLS)

Listening - ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7
Understanding key words in some short simple texts	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of simple texts, using and integrating a small range of listening strategies as appropriate

Speaking Skills

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

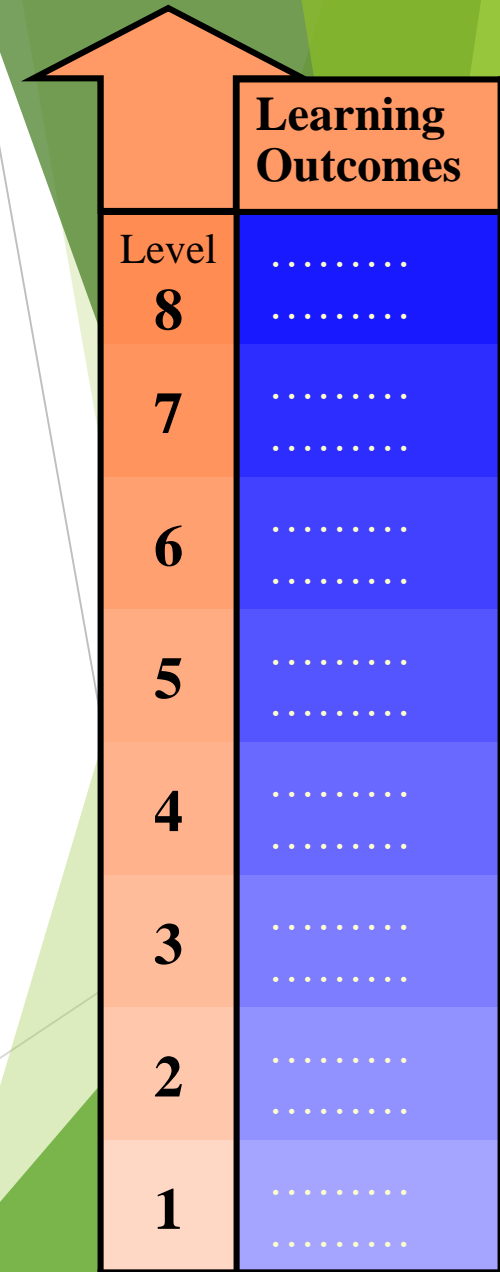
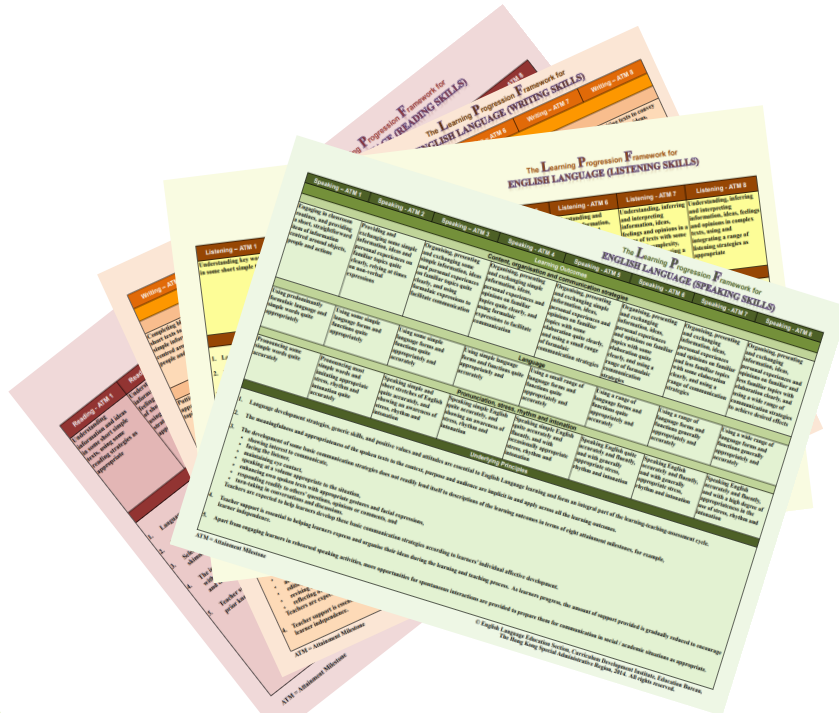
Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7
Engaging in classroom routines and providing responses in short, straightforward form of interaction with people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, using some simple communication strategies	Providing, presenting and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, using some simple communication strategies	Providing, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration quite clearly, and using a small range of communicative communication strategies	Providing, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration quite clearly, and using a small range of communicative communication strategies	Providing, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration quite clearly, and using a range of communicative communication strategies	Providing, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration quite clearly, and using a range of communicative communication strategies



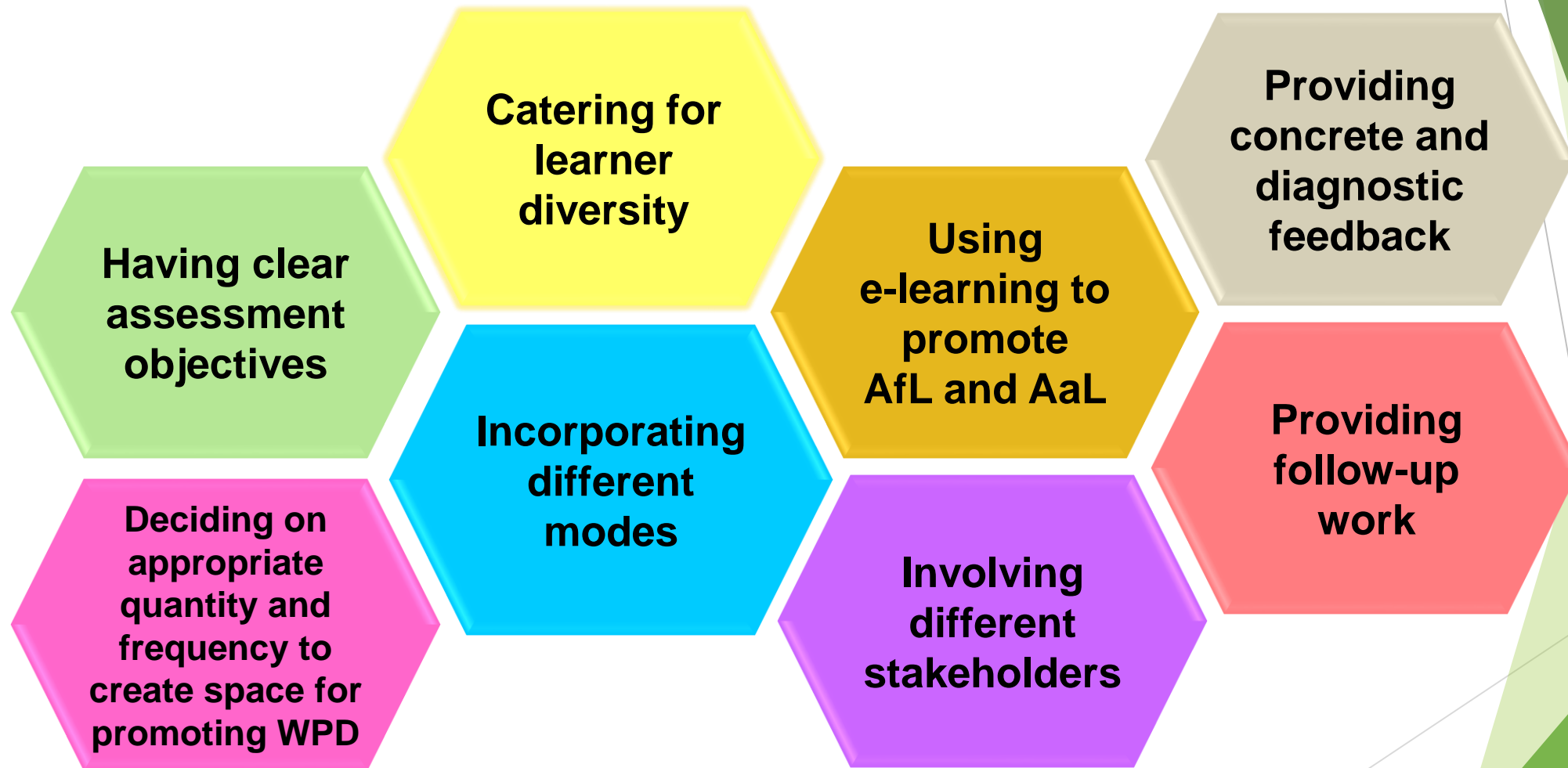
What is the Learning Progression Framework (LPF)?

The LPF:

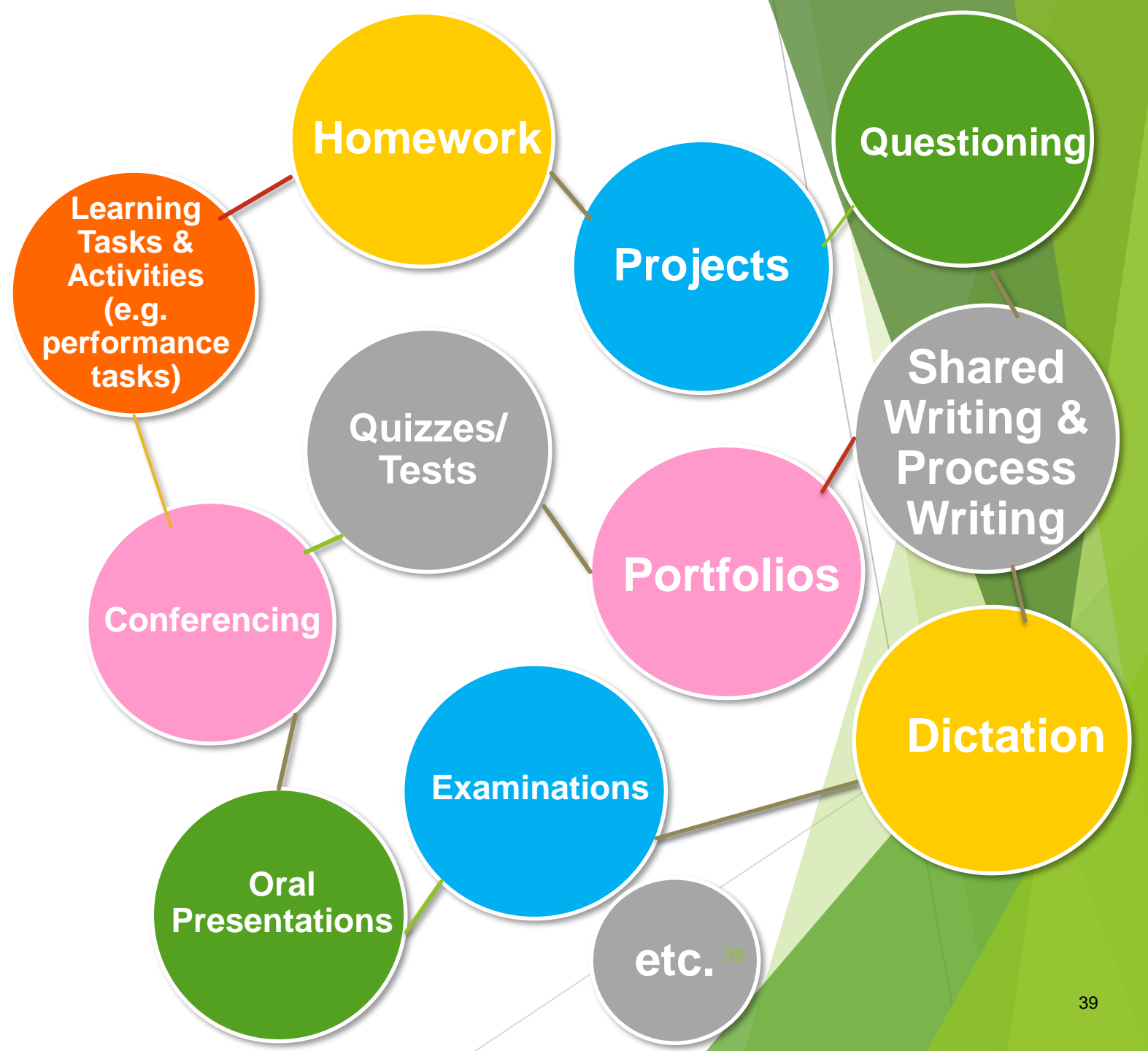
- represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Attainment Milestones organised under the four language skills and divided into eight levels of attainment;
- helps teachers better understand and articulate learners' performance; and
- helps teachers plan strategically how to enhance English Language learning, teaching and assessment.



Considerations when designing quality homework and learning, teaching and assessment tasks/activities



Different Modes of Assessment in Schools



Assessment Data

Evidence of student learning
in terms of knowledge,
skills and values and attitudes

Students' results in tests and/or exams
(scores/grades)

Students' performance when completing
learning activities/tasks

Students' responses in the learning
activities/tasks

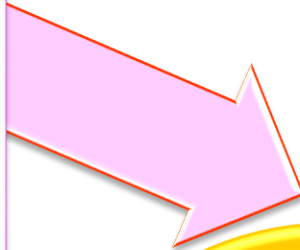
How students use target language
items in class

How students interact during group work

The mistakes made by students

Strengthening AfL:

- Adopting diversified modes of assessment
- Making use of various assessment tools
- Making effective use of assessment data



**Promoting
Assessment
for/as
Learning**

Extending from AfL to AaL:

- Greater involvement of students in LTA process
- Enhancing learners' self-directed learning capabilities through introducing metacognitive strategies



Strategies to promote Assessment as Learning

In order to enable students **to take charge of their own learning**, teachers can do the following:

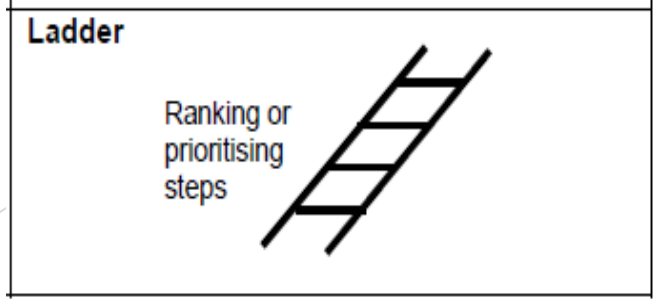
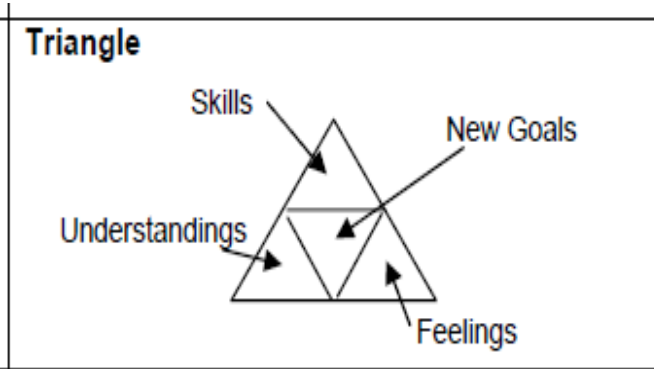
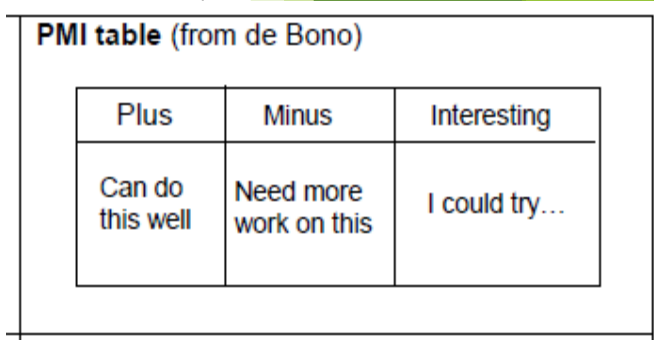
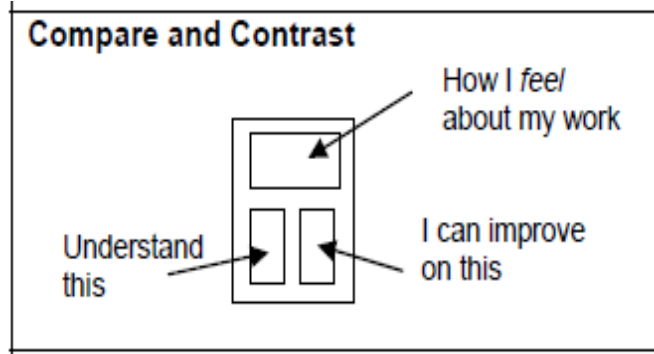
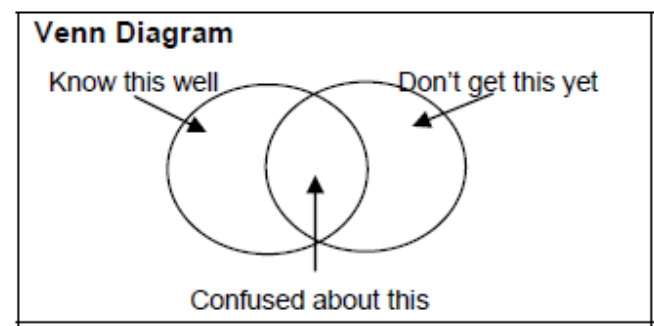
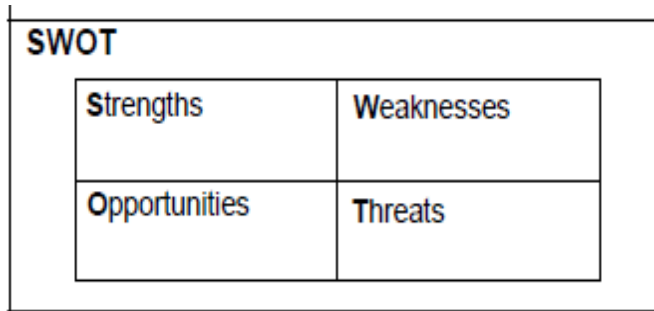
identifying expected learning outcomes	creating criteria of good practices with the students	guiding students to set goals
teaching enabling skills (e.g. dictionary skills, research skills, phonics skills and vocabulary building strategies)	providing opportunities for students to practise the skills that need to be learned or mastered	modelling of learning strategies (e.g. the skills of self-reflection) through think-aloud
discussing sample student work and providing constructive feedback to students as they learn	using different kinds of assessment forms (e.g. KWHL Table, SWOT, PMI, Traffic Light, Feedback Sandwich) to facilitate self-reflection	guiding students to keep track of their own learning

Some reflection strategies

3-2-1 Summariser

- 3 Examples of sentences written in the present perfect tense in the book/ worksheets
- 2 Differences between 'yet' and 'already'
- 1 Activity you found the most interesting

Graphic Organisers



Some reflection strategies

“Traffic Light”

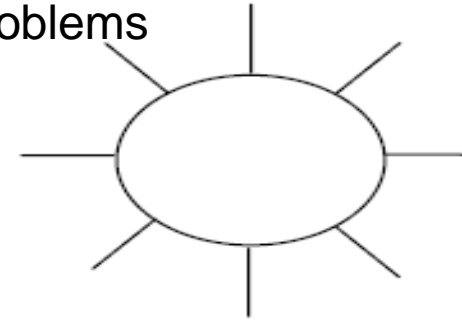
Have students examine their work and highlight how they feel

- **stopped**
- **cautious**
- they can **go straight ahead**

“Concept Circle”

Instruct students to

- sketch a concept circle with as many spikes as they like;
- brainstorm and recall the key concepts/ideas learnt;
- highlight, or draw a box around, any concept that they have trouble understanding; and
- write down who/where to resort to in order to solve the problems



“The Feedback Burger”

(Good news) “I did really well on ...”

(Bad news) “I think ...need to be changed because...”

(Good news) “Some ways I can improve this are...”

Leaflet on Beyond Testing and Grading:

Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

Assessment usually conjures up images of a marked written assignment, an end-of-term examination or a report card. However, these do not capture the full extent of how assessment operates in the English Language classroom. Assessment not only provides information about students' achievements in relation to the learning targets and objectives, but also shows where the learners are in their learning, where they need to go and how best to get there. The word "assess" comes from a Latin word that means "to sit beside", implying an active partnership between teachers and students, and among students. To achieve these, Assessment for Learning (AFL) and Assessment as Learning (AaL) should go hand in hand. As illustrated in the diagram below, the ultimate goal of AFL and AaL is to improve learning and teaching and nurture lifelong language learners through enhancing their intrinsic motivation and metacognitive strategies.



ASSESSMENT-RELATED RESOURCES

The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, the assessment task bank) are available for teachers' use. For details, come visit our website at http://www.edb.gov.hk/ele_assessment.



CONTEXTUALISING ASSESSMENT WITHIN THE PLANNING, IMPLEMENTATION AND EVALUATION CYCLE

Assessment is an essential part of effective planning, learning and teaching. With effective assessment strategies and practices, schools can shape the assessment into positive learning experiences that promote self-efficacy and commitment to learning among students.

Curriculum Planning (Pre-instruction Stage)

- Examine the data collected from different internal and territory-wide assessments (e.g. Pre-S1 HKAT, TSA, HKDSE Examination) to understand the performance and needs of students. Understand the purposes of each assessment and the values of the findings, so as to inform the formulation of assessment and homework policies at the school, subject and classroom levels.
- Make use of reference tools such as the Learning Progression Framework (LPF) to set assessment objectives and plan assessment activities to facilitate the progressive development of language skills and a smooth interface across key stages.
- Design an evaluation mechanism for reviewing the effectiveness of assessment policies and practices. Refine the previously adopted practices based on past experiences.

Curriculum Implementation (While-instruction / Learning and Teaching Stage)

Providing a clear and understandable vision of learning

- Identify what students need to learn, set clear learning targets and present them in student-friendly language and accessible formats.
- Involve students in establishing assessment criteria where appropriate to give them a sense of ownership.
- Illustrate the task requirements and expected standards with sample work.

Adopting a variety of assessment in different modes to engage students and promote learning

- Design a variety of assessment tasks (e.g. oral presentations, quizzes, games, projects, performance tasks, reciprocal teaching) to allow students of different ability levels and learning styles to demonstrate their knowledge, understanding and skills.
- Allow students some autonomy in the ways they learn and present their learning outcomes.
- Incorporate the use of e-assessment platforms available (e.g. Student Assessment Repository (STAR)), particularly those with instant feedback, personalised features and adaptive functions, to cater for learner diversity and facilitate self-directed learning.

Embedding assessment strategies into everyday classroom practice

- Create a safe classroom culture and learning environment that encourages risk taking.
- Establish a structured classroom with clear procedures to enable students to take charge of their own learning.
- Make the learning focus and intention (often the most significant piece of new learning) clear and visible throughout the lessons).
- Ask a variety of questions (e.g. open and closed questions, content-based questions, free response questions) to encourage critical thinking and reflection. Use wait time, cues, prompts and follow-up questions aptly to deepen learning.
- Engage students in peer and self-assessment. For younger learners, model the language and demonstrate how you would like students to comment on their own and others' works to enhance their reflection skills.

Using evidence of student learning needs to determine next steps in teaching

- Actively observe what students say and do, interpret evidence and make judgement on how learning can be improved.
- Adjust teaching pace, strategies and learning materials based on students' strengths and weaknesses identified from daily observations and assessment data collected.
- Design focused instruction to explicitly teach strategies to address students' areas of weaknesses (e.g. think-aloud). Provide opportunities for practice and focused feedback.

Providing quality feedback

- Reduce reliance on grades and marks. Give timely and encouraging feedback which focuses on the success criteria and learning objectives.
- Highlight success and identify areas for improvement in the feedback. Provide concrete suggestions for improvement to close the gap and move learning forward.
- Allow time for students to respond to the feedback (e.g. formulating improvement plans) through practices such as conferencing and process writing.

Empowering students to take charge of their own learning to foster self-directed learners

- Provide opportunities and guidance for students to set learning goals, identify the next step in learning and devise strategies, monitor progress and evaluate effectiveness through practices such as keeping a learning journal.
- Introduce metacognitive strategies (e.g. self-questioning) and reflection tools (e.g. KWHL Table, 3-2-1 Summariser, Venn Diagram) to enhance students' capacity for self-assessment.
- Reinforce good habits of mind and steps for self-monitoring with strategies such as visual displays, chants and mnemonics.

Evaluation (Post-instruction Stage)

- Design summative assessment to evaluate students' achievements over a period of instruction with due attention to balanced coverage of learning targets and objectives, variety of question types and formats, and meaningful contexts for purposeful use of English.
- Work with the school management to devise a reporting system that communicates to stakeholders students' learning performance, including not just their English knowledge and skills, but also their learning attitudes and efforts.
- Analyse various aggregate assessment results to review whether curricular goals are achieved, and to inform future curriculum planning with a view to improving student learning.
- Enhance the lateral coherence and vertical continuity of school assessment strategies and keep systematic records to track students' learning progress over years.

Developing School-wide Assessment Strategies to Deepen Learning - The Case of S.K.H. Tin Shui Wai Ling Oi Primary School

Putting learners at centre



- Assessment requirements are adjusted to suit individual students' needs and enhance intrinsic motivation.
- Homework is diversified. Mechanical exercises or drilling are avoided in order not to kill students' interest in learning.
- Ample opportunities are provided for students to engage in self-reflection (e.g. self-editing checklist) and peer review (e.g. gallery walk that allows students to put smiles and question marks on classmates' work).

Focusing on learning progress, not marks

- Marks and grades are not provided in assessments (e.g. dictations) to:
 - encourage students to reflect on their performance and understand why they get the answer or make a mistake; and
 - focus students' attention on learning attitude (e.g. efforts) and strategies (e.g. revision or question answering skills), as well as ways to improve their own learning.



Designing fun-filled formative assessment



- A variety of fun activities such as English challenge and orienteering, excursions and "Learning Fair/bazaar" are organised for students to display learning outcomes and apply skills learnt to accomplish real-life tasks.



Embracing e-assessment



- e-Platforms such as STAR and online reading programmes are used to cater for individual differences.

Letting data speak - evidence-based decision making

- A mechanism is established to facilitate effective collection and management of internal assessment data (e.g. question intent mapped out in the paper setting stage). Focus is selected for data analysis, often based on the key learning objectives and target skills taught in class.
- Data from STAR, TSA reports and internal examinations are analysed to identify students' strengths and weaknesses. Teachers look into the underlying causes of students' learning difficulties, devise coping strategies and track students' progress.

Creating an assessment-literate learning community



- Teachers are actively involved in professional development activities such as Quality Education Fund Thematic Network (QTN) and HKEAA Quality Assessment Management Accreditation Scheme (QAMAS), which have developed their competence in interpreting data and making effective use of them to adjust curriculum design and teaching strategies.

Context: The Science Week is coming. Your English teacher will guide you to read the inspiring life stories of some famous scientists to understand their qualities and achievements. After that, you have to choose a scientist you like and write a biography about him/her.

Conduct self-reflection and set generic goals

Pair work: Read a biography about Jonas Salk and give subheadings to the paragraph(s)

Watch a video and search information about Jonas Salk on the Internet for lesson preparation

Read self-assessment checklist (Sharing of success criteria)

Brainstorm ideas and write the draft

Self-monitoring

Set task-specific goals

Self-evaluation

Revise the draft for publishing

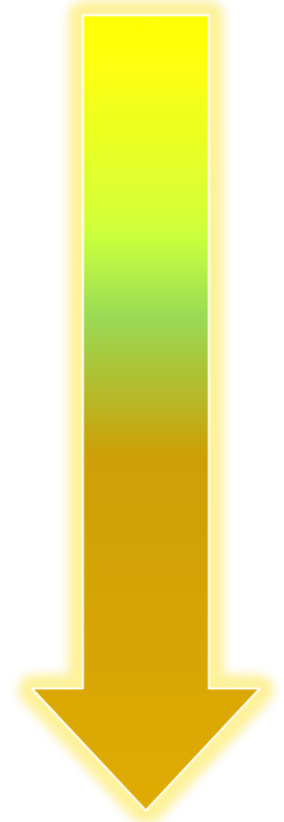
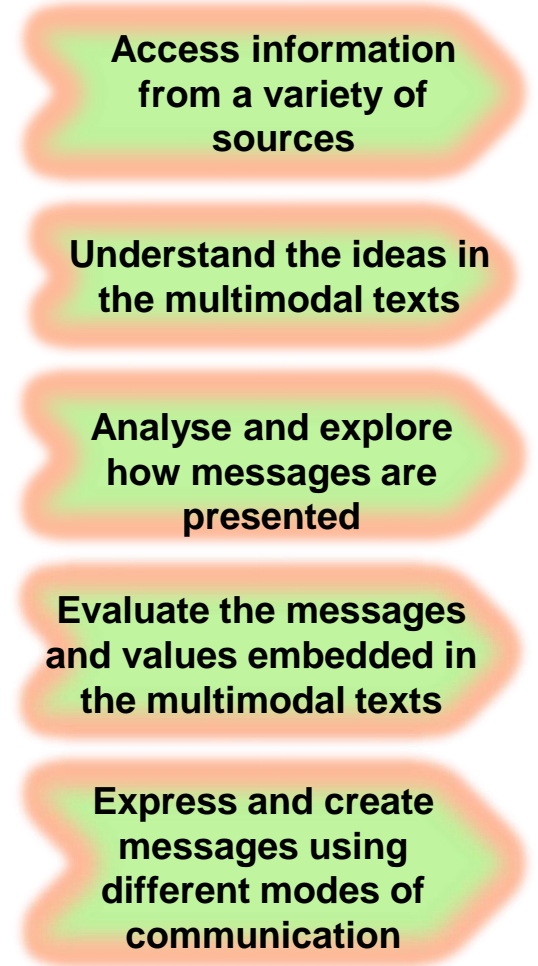
Pair work: Re-read the biography to understand the text features of a biography

Pedagogy to Enhance Literacy Development

Technological Pedagogical Content Knowledge

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

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.



Interacting with Multimodal Texts



Producing Multimodal Texts

***Pedagogy empowered by digital technology^{VA}**

E-books, websites

- HK Public Libraries e-Resources
- eRead Scheme by HKEdCity
- Free Kids Book
- Epic
- Storybird

Voting and interactive tools

- Mentimeter
- Nearpod
- Padlet
- Kahoot
- Poll Everywhere

Creative tools

- Shadow Puppet Edu
- Google Docs, Slides, Forms
- Draw and Tell
- Answer Garden
- Puppet Pals 2
- Glogster

Templates / graphic organisers

- Read Write Think
- ClassTools
- Educreations
- Bubbl.us
- Popplet
- Coogle

Reference tools

- Voki
- e-Dictionaries
- Google images
- Flickr

Characteristics of Quality e-Learning Resources

Involving **good models of English use**

Supported by teaching approaches based on **sound pedagogical principles**

Consisting of **user-friendly design**, and **appropriate graphics, sound and animation** to increase students' motivation and support learning

Promoting the **integrated use of language skills**

Promoting **interactive learning** by encouraging student input, allowing students to work at their own pace and providing feedback to them

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), p.103

Promoting Information Literacy

Ways to help students manage the vast amount of information in the digital age:

Creating a **favourable learning environment** with easy access to a wide variety of information and reading materials

Providing students with **opportunities to apply IT skills** to process and create multimodal texts, and share information and ideas through online platforms

Designing learning activities and projects that require students to **evaluate, extract, organise and synthesise information** and **ideas** from different sources, and **create new ideas** of their own

Guiding students to **identify the bias and stereotypes** conveyed in different kinds of texts

Facilitating discussion and evaluation of the **power, accuracy and reliability of information**, and the **effectiveness** of different sources in **conveying information**

Promoting **ethical use of information** (e.g. acknowledging sources of information properly, preventing cyberbullying) and respect for intellectual property rights

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), pp.34-35

Pre-lesson**Quizlet**

- Recap the vocabulary learnt about personality through a matching game.

While-lesson**Nearpod**

- Watch a video about what acrostic poems are.
- Introduce the features of acrostic poems.
- Co-construct an acrostic poem with students.

Post-lesson**Padlet**

- Ss create their own acrostic poems and upload their work (written/spoken) on Padlet.
- Ss read and comment on each other's work.

Values Education

Positive values and attitudes

Perseverance

Respect for Others

Responsibility

National Identity

Commitment

Integrity

Care for Others

Law-abidingness

Empathy

Diligence

Providing multifarious values education related learning experiences in the curriculum

Moral and Civic education

Constitution and Basic Law education

Environmental education

Life education

National Security education

Human rights education

Media education

Sex education

Health & anti-drug education

Incorporating Values Education into the School English Language Curriculum

An example – *What if Everybody Did That?*

(Positive values: Consideration, self-discipline, responsibility, respect for others)

- Connecting learning experiences between GE Programme & Reading Workshops (P4 Modules: We can be better! / Good habits)
- **Prediction: Reading the page on the left and guessing the impact brought by the bad behaviour**
- **Analysing the consequences of the bad behaviour**
- **Suggesting what should be done to correct the bad behaviour**
- **Designing a booklet about good behaviour in different settings**

Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom”

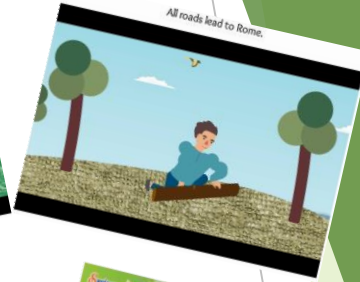
The SOW Website

Promoting Positive Values and Attitudes through English Sayings of Wisdom



ENTER

Videos



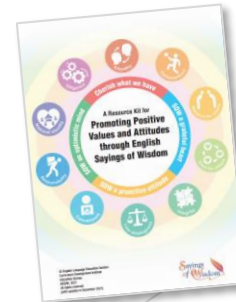
Wallpapers and Posters



Interactive Games



Learning and Teaching Materials



<https://www.edb.gov.hk/sow>



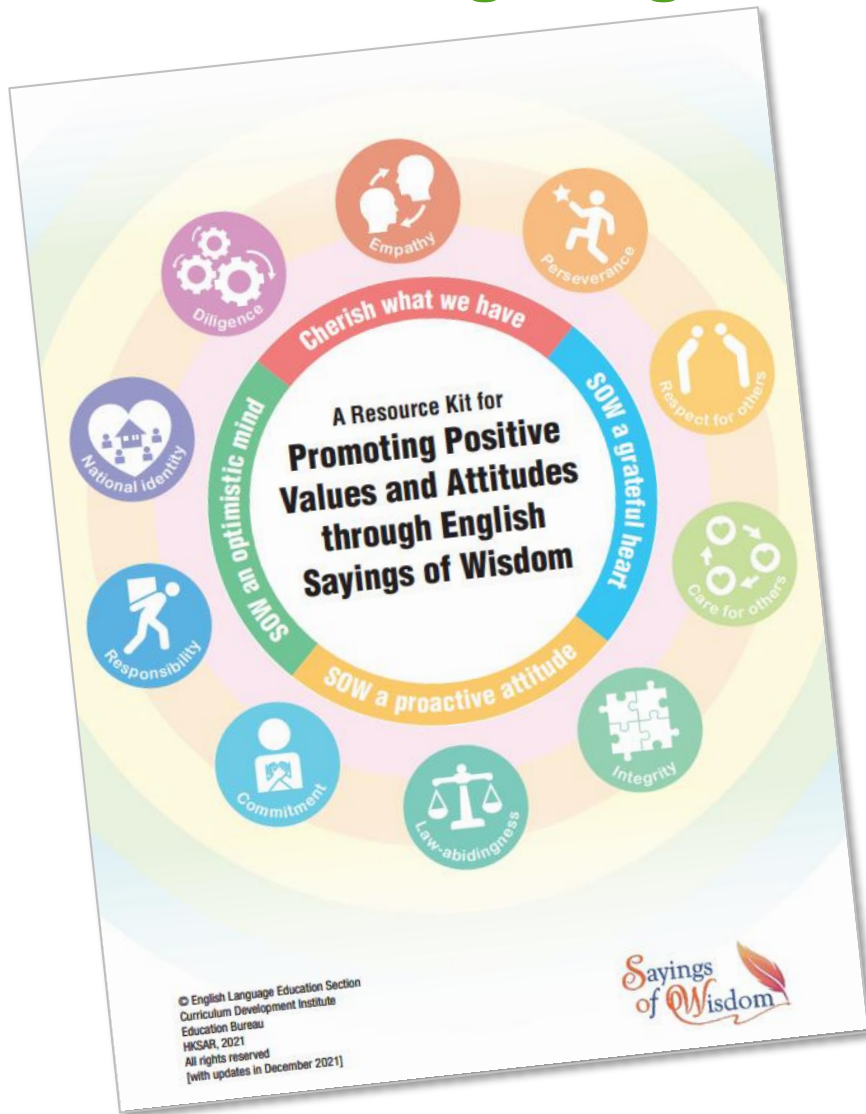
Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom”

Activities under the campaign in the 2021/22 school year (for primary students)

Activity	Time period	Remarks
SOW Creativity Contest: A Moment in Time	Nov 2021 – Feb 2022	A creative design competition inviting students to capture a special moment which illustrates the meaning of a SOW related to positive values by taking a photo or creating a 2D artwork and writing a short description about it
Filmit 2022: A Student Film Competition	Nov 2021 – May 2022	A digital filmmaking competition which engages students to create a short film of 1-minute duration or 3-5 minute duration based on the theme selected for the year
School-based activity: Week of Hope	28 Mar – 8 Apr 2022	A school-based activity week staging a variety of English learning activities which reflect schools’ unique focuses and initiatives in promoting positive values and attitudes
Story to Stage Puppetry Competition	Mar – Jun 2022	A puppetry competition which invites teams of KS2 students to stage and film a puppetry performance



Resource Kit on “Promoting Positive Values and Attitudes through English Sayings of Wisdom”



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- 1.2 Holistic Planning Values Education
- 1.3 A School Plan in English Sayings

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- Activity 2
- Activity 3
- Activity 4
- Activity 5
- Activity 6
- Activity 7

Section 2: Sowing Hope

- Activity 1:
- Activity 2:
- Activity 3:
- Activity 4:
- Activity 5:
- Activity 6:
- Activity 7:

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- 3.2 “What Brings You Hope?”
- 3.3 A Display Board
- 3.4 Quote/Picture Cards
- 3.5 Interactive Board
- 3.6 Word Search
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- 4.2 A Cootie Catcher on Hope
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- 4.5 A – Z List of Adjectives to Describe People with Positive Values and Attitudes

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Grammar in Context or Text Grammar?

Grammar in Context

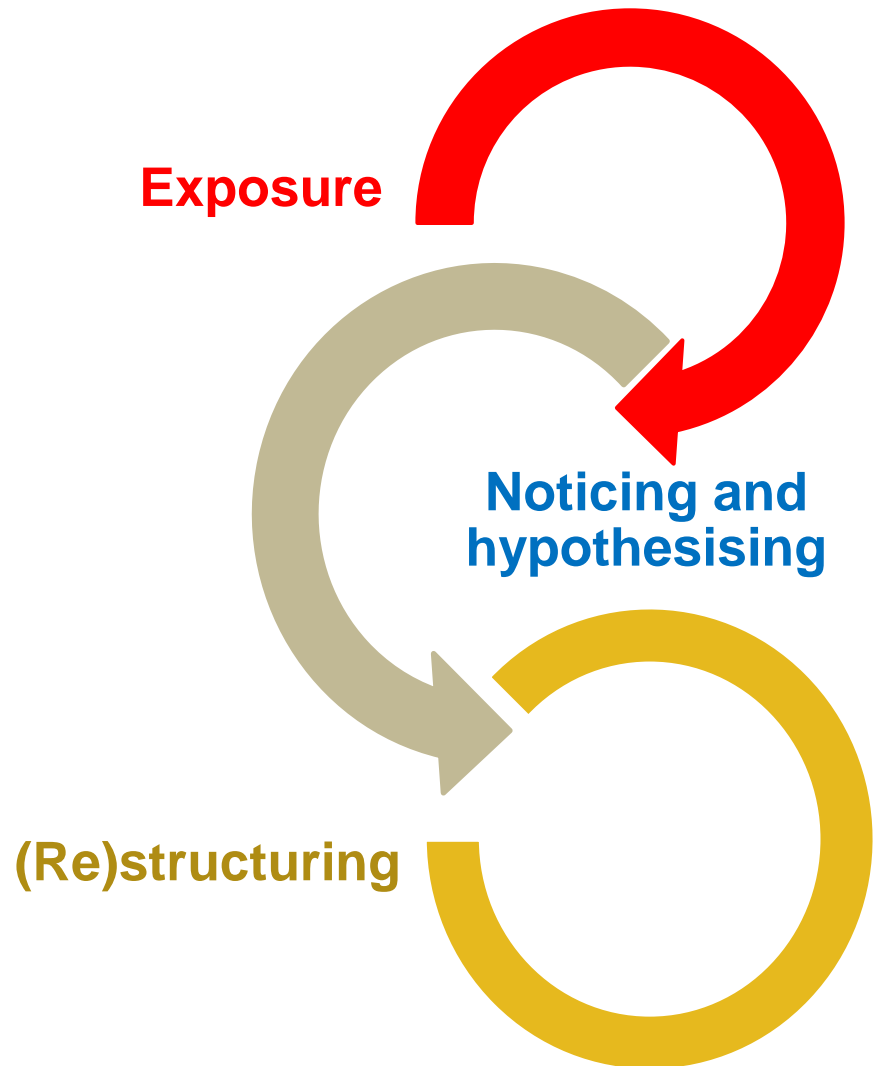
- the link between form and function and how grammar makes meaning and varies in different contexts
- how contexts shape the choice of language used

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

Stages involved in learning grammar



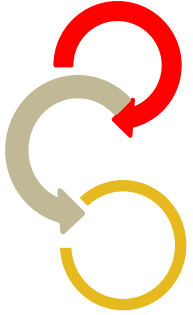
- Exposure to the specific language patterns in texts

- Noticing the structure and being aware of the connections between form and meaning
- Structuring the grammar rule in mind

- Restructuring it and applying it in new contexts/using it naturally

Target language structures:

Using the comparative and superlative forms of adjectives (e.g. more interesting than, the most interesting) to compare different types of books and express views

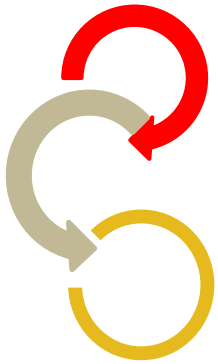
Exposure**Suggested steps:**

- Tell students that they are going to learn how to make comparisons using the correct forms of adjectives.
- Instruct students to use pens of different colours (Blue: the comparatives; Red: the superlatives) to highlight/underline the adjectives in the reading passage.
- Show students how to identify the comparative and superlative adjectives by giving an example each, e.g. more touching than, the most touching.

Target language structures:

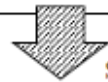
Using the comparative and superlative forms of adjectives (e.g. more interesting than, the most interesting) to compare different types of books and express views

Noticing and hypothesising



B. Categorise the adjectives you highlighted and put them in the table below.

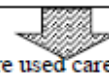
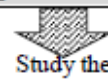
Adjectives highlighted in blue	Adjectives highlighted in red
more interesting than	the most boring
more exciting than	the most popular



Study the 2 columns of adjectives again.

Do you notice anything special about them?

	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
	(Circle the correct answer)	(Circle the correct answer)
Are there any changes in the adjectives?		
What have been added before/after the adjectives?	more...than	the most...
Number of syllables in the adjectives	1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/>	
	**Three-syllable adjectives always form the comparative with <i>more...than</i> and the superlative with <i>the most</i> . **Besides, two-syllable adjectives ending in <i>ing</i> , e.g. <i>boring</i> , <i>touching</i> and <i>shocking</i> , share the same rule.	



Study the sentences which in the adjectives are used carefully.

Can you summarise when they are used?

When do we use these adjectives?	Comparative:	Superlative:
	When we compare two things	When we compare a group of things

Suggested steps:

Guide students to explore the form and the use of comparatives and superlatives by using a graphic organiser:

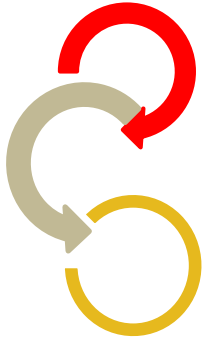
- to report examples of comparatives and superlatives highlighted;
- to generalise the form: (i) three-syllable adjectives always form the comparative with “more...than” and the superlative with “the most ...”; (ii) two-syllable adjectives ending in “ing”, e.g. boring, share the same rule;
- to generalise the use: we use comparatives to compare two things and superlatives to compare a group of things.

Target language structures:

Using the comparative and superlative forms of adjectives (e.g. more interesting than, the most interesting) to compare different types of books and express views

According to the result on the Google Form, make sentences using the two types of adjectives.

(Re)structuring



Comparative:	Superlative:
1) _____	1) _____
_____	_____
_____	_____
2) _____	2) _____
_____	_____
_____	_____

Suggested steps:

- Provide opportunities for students to use the target language structures in new contexts.

Making sentences based on polling results

- Conduct a survey on students' favourite readers using Google Form.
- Have students make sentences using comparatives and superlatives based on the polling results.

Playing a board game

- Ask students to take turns to throw the dice.
- Ask them to make a sentence based on the instruction on the square that the chess piece lands on and read it aloud.
- The one who makes the most sentences wins.

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

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

In the Reading Workshops, students read the narrative text *Library Mouse*. Sam, a library mouse whose home is in a little hole in the wall behind the children’s reference books, loves reading and writing story books. Sam then shares his books with other library visitors by placing them on a bookshelf at night secretly. But there comes a time when people want to meet this talented author. Sam is afraid that if the children know he is a mouse, they will be scared and never read his stories again. What should Sam do?

Task 1
Students are guided to understand:

- the story elements, e.g. setting, characters, problem, climax and ending, through a story map;
- the text features of the story; and
- the language features of the text through identifying the speaking verbs and the use of the simple past tense.

Stop reading the story at the problem part to create a suspense.

Task 2
In groups, students discuss:

- the problem Sam is facing;
- how Sam feel; and
- what Sam can do to solve the problem.

Students then propose different ways to solve Sam’s problem and share with the class.

Generic skills involved:
Problem solving, communication

Task 3
In groups, students write a new climax and ending for the story.

Students can make use of the story dice for more inspiration.

Problem solving, collaboration, creativity

Task 4
In groups, students conduct Readers’ Theatre and perform in front of the class.

Collaboration, communication

Collaborative problem solving skills

Activity: Curriculum Planning

Study the adapted version of a scheme of work for P4-P6 and comment on the strengths and weaknesses.



Key Stage Year Level	Medium Term Unit	Writing (Skill test types)	Listening (Skill test types)	Speaking (Skill test types)	Vocabulary Language items and structures	Learning and working strategies	Assessment	Generic skills	Values education
P4	Unit 1 Fair and not fair	Learning specific information by writing Following ideas in recognizing structure and understanding the use of relative clauses (text types: story and news article)	Writing short (short) and extended (long) texts Using appropriate register Presenting ideas and providing ideas by selection	What do children like to eat? Learning specific information Following the design of the writing by recognizing the text	Learning about your classroom and getting advice to learn Elaborating responses by asking questions and providing information Asking and responding to others' questions	Workbook grammar workbook	Language Phonics 1 and 2 Workbook Unit 3 Supplementary grammar workbook Unit 3	Communication skills Critical thinking	Living healthily
	Unit 4 A balanced diet	Learning specific information by writing Following ideas in recognizing structure and understanding the use of relative clauses (text type: interview)	Writing a personal profile Using appropriate register, conventions and language features Using language and sub- structure to present information	What is my job? Learning specific information Following the design of the writing by recognizing the text	What do you want to be when you grow up? Elaborating responses by asking questions and providing information Elaborating ideas	Workbook grammar workbook	Language Phonics 1 and 2 Workbook Unit 5 Supplementary grammar workbook Unit 5	Communication skills Critical thinking	Responsibility for others
P5	Unit 2 Special jobs	Learning specific information by writing Following ideas in recognizing structure and understanding the use of relative clauses (text type: interview)	Writing a personal profile Using appropriate register, conventions and language features Using language and sub- structure to present information	What is my job? Learning specific information Following the design of the writing by recognizing the text	What do you want to be when you grow up? Elaborating responses by asking questions and providing information Elaborating ideas	Workbook grammar workbook	Language Phonics 1 and 2 Workbook Unit 5 Supplementary grammar workbook Unit 5	Communication skills Critical thinking	Responsibility for others
	Unit 3 Special jobs	Learning specific information by writing Following ideas in recognizing structure and understanding the use of relative clauses (text type: interview)	Writing a personal profile Using appropriate register, conventions and language features Using language and sub- structure to present information	What is my job? Learning specific information Following the design of the writing by recognizing the text	What do you want to be when you grow up? Elaborating responses by asking questions and providing information Elaborating ideas	Workbook grammar workbook	Language Phonics 1 and 2 Workbook Unit 5 Supplementary grammar workbook Unit 5	Communication skills Critical thinking	Responsibility for others
P6	Unit 5 How can we help FAIR?	Learning specific information by writing Following ideas in recognizing structure and understanding the use of relative clauses (text type: interview)	Writing a personal profile Using appropriate register, conventions and language features Using language and sub- structure to present information	What is my job? Learning specific information Following the design of the writing by recognizing the text	What do you want to be when you grow up? Elaborating responses by asking questions and providing information Elaborating ideas	Workbook grammar workbook	Language Phonics 1 and 2 Workbook Unit 5 Supplementary grammar workbook Unit 5	Communication skills Critical thinking IT skills	Care for others, respect, living the values
	Unit 6 How can we help FAIR?	Learning specific information by writing Following ideas in recognizing structure and understanding the use of relative clauses (text type: interview)	Writing a personal profile Using appropriate register, conventions and language features Using language and sub- structure to present information	What is my job? Learning specific information Following the design of the writing by recognizing the text	What do you want to be when you grow up? Elaborating responses by asking questions and providing information Elaborating ideas	Workbook grammar workbook	Language Phonics 1 and 2 Workbook Unit 5 Supplementary grammar workbook Unit 5	Communication skills Critical thinking IT skills	Care for others, respect, living the values

development of reading and writing skills?

generic skills development?

text types?

the L&T resources?

strategies to cater for learner diversity?

assessment?

Key Stage /Level	Module/Unit	Reading (skills/text types)	Writing (skills/text types)	Listening (skills/text types)	Speaking (skills/text types)	Vocabulary/Language items and structures	Learning and teaching resources	Assessment	Generic skills	Values education	
Key Stage 2											
P4	Food and drinks Unit 3 Eat well and get fit	<ul style="list-style-type: none"> Locating specific information by identifying key words Following ideas by recognising the text structures and understanding the use of cohesive devices (text types: story and news article) 	(Writing food labels and comments for snacks) <ul style="list-style-type: none"> Using appropriate formats/conventions Presenting main and supporting ideas by providing some elaboration 	(What do children like to eat?) <ul style="list-style-type: none"> Locating specific information Inferring the feeling of the speakers by recognising the tone 	(Talking about your food diary with your classmates and giving advice to him/her) <ul style="list-style-type: none"> Eliciting responses by asking questions and providing information Asking and responding to others' opinions/ideas 	<ul style="list-style-type: none"> types of food use "a lot of, a few and a little" to talk about the quantities of food use "fewer, less and more" to give advice about the quantities of food use "need to" to give advice 	<ul style="list-style-type: none"> textbook workbook grammar worksheet 	<ul style="list-style-type: none"> Language Practices 1 and 2 Workbook Unit 3 Supplementary grammar worksheet Unit 3 	<ul style="list-style-type: none"> Communication skills Critical thinking skills 	<ul style="list-style-type: none"> Living healthily 	
	Unit 4 A balanced diet
	WRITING TASK: Writing an article "What do I think about snacks?" for the school magazine (Writing skills: Describing, explaining and giving advice with some supporting details; writing paragraphs to develop main ideas)										
P5	Our world Unit 5 Special jobs	<ul style="list-style-type: none"> Locating specific information by identifying key words Identifying main ideas and some supporting details (text type: interview) 	(Creating a personal profile) <ul style="list-style-type: none"> Using appropriate formats, conventions and language features Using headings and sub-headings to present information 	(What is my job?) <ul style="list-style-type: none"> Locating specific information Understanding speakers' feelings and attitudes 	(What do you want to be when you grow up?) <ul style="list-style-type: none"> Eliciting responses by asking questions and providing information Elaborating ideas 	<ul style="list-style-type: none"> names of jobs adjectives and adverbs related to jobs use of adjectives and adverbs be + going to might 	<ul style="list-style-type: none"> textbook workbook grammar worksheet 	<ul style="list-style-type: none"> Language Practices 1 and 2 Workbook Unit 5 Supplementary grammar worksheet Unit 5 	<ul style="list-style-type: none"> Communication skills Critical thinking skills 	<ul style="list-style-type: none"> Responsibility Respect for others 	
	Unit 6 Special things in life	...	...	...	...	...	...	...	...	...
	WRITING TASK: Writing a film review about Chef Sam, an award-winning film (Writing skills: Identifying the purpose and audience of the task; using appropriate cohesive devices; presenting main and supporting ideas by providing some elaboration)										
P6	Caring for others Unit 5 World problems	<ul style="list-style-type: none"> Locating specific information by identifying key words Recognising the presentation of ideas through headings and paragraphing (text type: accounts on a website, newsletters and photo captions) 	(Writing photo captions about a natural disaster) <ul style="list-style-type: none"> Using appropriate formats/conventions Gathering and sharing information and ideas by brainstorming and researching 	(A radio programme: Help needed to save the poor kids!) <ul style="list-style-type: none"> Locating specific information Understanding the connection between ideas Understanding speakers' feelings, attitudes and intentions 	(Making a speech — Please help us!) <ul style="list-style-type: none"> Greeting the audience appropriately Introducing oneself giving details Using appropriate gestures, facial expressions, intonation, stress etc. to convey intended meanings 	<ul style="list-style-type: none"> natural disasters opposite adjectives use "too" to express degree use "since" to give reasons use "not enough" to talk about quantities 	<ul style="list-style-type: none"> textbook workbook grammar worksheet a video on hunger/poverty/ tsunami leaflets on natural disasters by charities 	<ul style="list-style-type: none"> Language Practices 1 and 2 Workbook Unit 5 Supplementary grammar worksheet Unit 5 Speaking assessment: A presentation/ on the photo captions about the natural disaster 	<ul style="list-style-type: none"> Communication skills Critical thinking skills IT skills 	<ul style="list-style-type: none"> Care for others, empathy, loving the nature 	
	Unit 6 How can we help?
	TASK: Doing a group presentation about a charity event (Writing skills: Identifying the purpose and audience of the task, describing, explaining and giving suggestions with some supporting details) Speaking skills: Presenting information and ideas clearly and coherently using appropriate cohesive devices, intonation, stress, and vary volume, tone of voice and speed to convey intended meaning and feelings)										
...	

development of reading and writing skills?

the L&T resources?

assessment?

generic skills development?

text types?

strategies to cater for learner diversity?

Key Stage /Level	Module/Unit	Reading (skills/text types)	Writing (skills/text types)	Listening (skills/text types)	Speaking (skills/text types)	Vocabulary/Language items and structures	Learning and teaching resources	Assessment	Generic skills	Values education	
P4	Food and drinks Unit 3 Eat well and get fit	<ul style="list-style-type: none"> Locating specific information by identifying key words Following ideas by recognising the text structure and understanding the use of cohesive devices (text types: story and news article) 	<ul style="list-style-type: none"> Task-based approach Familiar topics Sufficient input for learning 		<ul style="list-style-type: none"> Speaking about your ... with your ... 	<ul style="list-style-type: none"> types of food use "a lot of a ..." 	<ul style="list-style-type: none"> textbook workbook 	<ul style="list-style-type: none"> Language Practices 1 and 2 Workbook Unit 3 Supplementary grammar worksheet Unit 3 	<ul style="list-style-type: none"> Communication skills 	<ul style="list-style-type: none"> Living ... 	
	Unit 4 A balanced diet	...	...	...	...	...	...	...	...	...
	WRITING TASK (Writing skills: Identifying the purpose and audience of the task; writing paragraphs to develop main ideas)
P6	Caring for others Unit 5 World problems	<ul style="list-style-type: none"> Locating specific information by identifying key words Recognising the presentation of ideas through headings and paragraphing (text type: accounts on a website, newsletters and photo captions) 	<ul style="list-style-type: none"> Progression of skills development 	<ul style="list-style-type: none"> Locating specific information Understanding speakers' feelings and attitudes 	<ul style="list-style-type: none"> (What is my job?) Locating specific information Understanding speakers' feelings and attitudes 	<ul style="list-style-type: none"> names of jobs adjectives and adverbs related to jobs use of adjectives and adverbs 	<ul style="list-style-type: none"> textbook workbook grammar worksheet 	<ul style="list-style-type: none"> Language Practices 1 and 2 Workbook Unit 5 Supplementary grammar worksheet Unit 5 	<ul style="list-style-type: none"> Communication skills Critical thinking skills 	<ul style="list-style-type: none"> Responsibility Respect for others 	
	Unit 6 Special things in life
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L&T resources
☹️ Lack of authentic materials & e-resources

Generic skills
✓ Awareness
Integrative use of generic skills?

Assessment
☹️ Mostly form-focused exercises
Opportunities for use in meaningful contexts?

Variety of text types
✓ Print
✓ Narratives
✓ Information texts
More non-print texts?

Cater for learner diversity
Allow flexibility in output?

Literacy development
✓ Progression of skills development

Managing Resources

Human resources

- Appoint **level coordinators** to help with horizontal coordination
- Deploy **the NET** effectively

Learning and teaching resources

- Build up **a resource bank** with teaching plans, learning tasks and resource materials developed by teachers
- Introduce **EDB resource packages** to teachers

Management of funds and grants

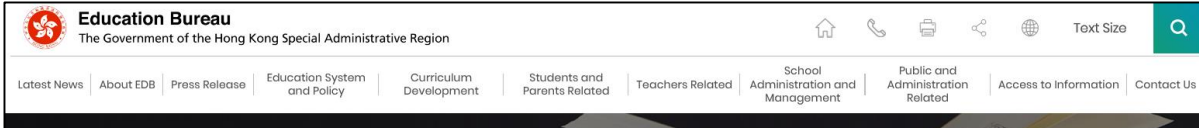
- Deploy different **grants provided by the government** strategically
(e.g. The Promotion of Reading Grant)

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/promotion-of-readinig-grant/index.html>

- Apply for the **Quality Education Fund** and **Dedicated Funding Programme for Publicly-funded Schools** to implement projects that promote effective learning



http://www.qef.org.hk/e_index.html

References and Resources



English Language Education



- [What's New](#) 
- [Curriculum Documents](#)
- [References and Resources](#)
- [Professional Development Programmes](#)
- [Promotion of Reading in Schools](#)
- [Effective Assessment Practices](#) 
- [Applied Learning \(Vocational English\)](#)
- [Vocational English Programme Grant](#)
- [Collaborative Research & Development \("Seed"\) Projects](#)
- [Questions & Answers](#)
- [Contact Us](#)

References and Resources

- [New](#)
- [Primary Level](#)
- [Secondary Level](#)
- [Course Materials for Professional Development Programmes](#)
- [EDB One-stop Portal for Learning and Teaching Resources](#)



<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html>



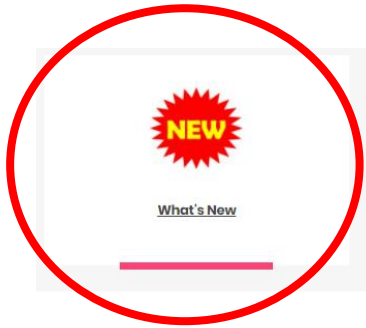
Curriculum Documents



PDPs (Slides)



References & Resources



NEW

What's New



English Sayings of Wisdom (SOW)



Optimising Senior Secondary English Language



Applied Learning (Vocational English)



Curriculum Documents



References and Resources



Professional Development Programmes



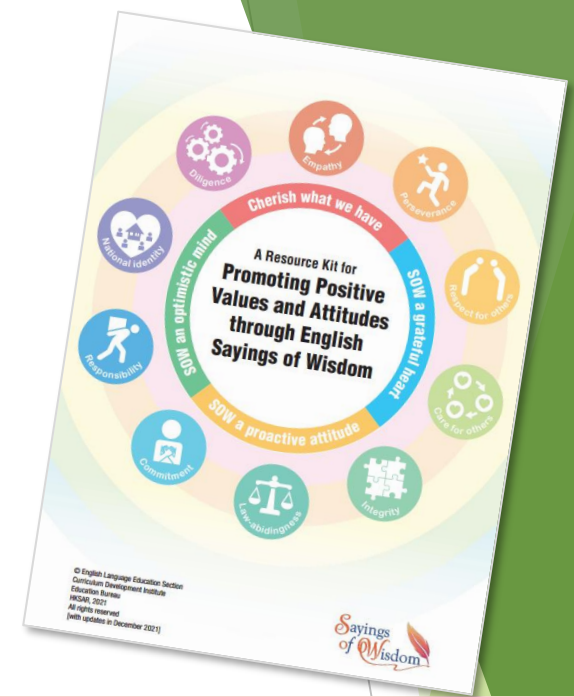
Promotion of Reading in Schools



Effective Assessment Practices



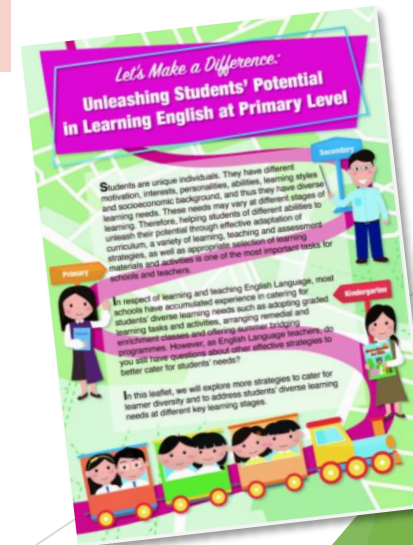
Learning and teaching resources on "Fantastic People"



Resource kit for "Promoting Positive Values and Attitudes through English Sayings of Wisdom"



Learning and teaching resources on "Sayings of Wisdom"



Leaflet on catering learner diversity

ENGLISH Treasure Chest

Primary Level

Resource Materials



Shared Reading on *My Hero is You* - how kids can fight COVID-19!

[DOCX](#) [PDF](#) [PPT](#)



Fighting against COVID-19

- [Assessment Task: Maintain Cough Manners \(P1-3\)](#)
- [Assessment Task: Protect Others from Getting Sick \(P1-3\)](#)
- [Fighting against COVID-19 \(P4-6\)](#)
- [Making Good Use of Time while Staying at Home for Social Distancing \(P1-3\)](#) [PPTX](#)



[Primary English e-Learning Resources \(PEER\)](#)

PEER, which targets upper primary students, consists of 48 learning units based on the modules 'Changes', 'Food and Drink', 'Relationships', 'The Magic of Nature', 'We Love Hong Kong' and 'Happy Days'. Each learning unit comes with a lesson plan and a worksheet.



[Learning Tasks for Key Stage 1](#)

This collection of learning tasks includes worksheets, audio clips and video clips to facilitate the learning and teaching of language skills as well as the development of vocabulary building and phonics skills at Key Stage 1.

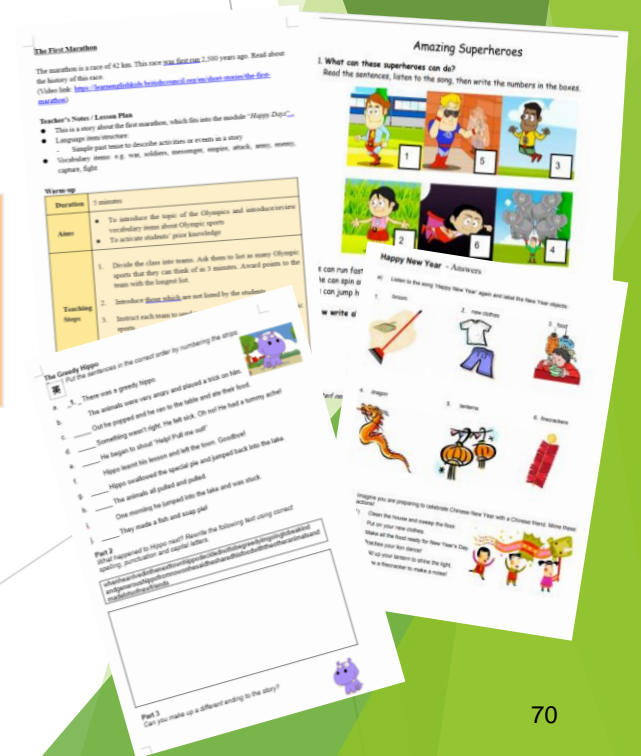


[Learning Tasks for Key Stage 2](#)

This collection of learning tasks includes worksheets and audio clips to facilitate the learning and teaching of language skills as well as the development of vocabulary building and phonics skills at Key Stage 2.

Learning and teaching resources related to COVID-19

Learning units with e-learning resources



Resources in support of the ELE KLACG (2017)

● Literacy Development

- ✓ Using Storytelling to Develop Students' Interest in Reading - A Resource Package for English Teachers (2015)
- ✓ Teaching Phonics at Primary Level (2017)
- ✓ Parents' Guide to Effective English Language Learning (2019)
- ✓ Promotion of Reading in Schools (2019)



● Cross-curricular Learning

- ✓ Suggested Book Lists for Reading to Learn across the Curriculum (KS1 – KS4)
- ✓ Suggested Book Lists for Theme-based Reading (KG, Pri, Sec)

Suggested Theme-based Book List For Primary Schools

Book Title	Author	Illustrator	ISBN	Year	Level	Notes	HSR Rating
Headache! What Now?	Richard Scobey	Richard Scobey	9781405111111	2011	1-2	Headache! is an English language fiction picture book that teaches children how to deal with a headache. The story is about a boy who has a headache and his mother helps him to feel better.	1
The Great Book of What Now?	Richard Scobey	Richard Scobey	9781405111111	2011	1-2	The Great Book of What Now? is a collection of 100 short stories that teach children how to deal with various problems. The stories are written in a simple, easy-to-read style.	1
Headache! What Now?	Richard Scobey	Richard Scobey	9781405111111	2011	1-2	Headache! is an English language fiction picture book that teaches children how to deal with a headache. The story is about a boy who has a headache and his mother helps him to feel better.	1
Headache! What Now?	Richard Scobey	Richard Scobey	9781405111111	2011	1-2	Headache! is an English language fiction picture book that teaches children how to deal with a headache. The story is about a boy who has a headache and his mother helps him to feel better.	1

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/contribution-of-book-titles/index.html>



Leaflets

Let's Make a Difference:
Unleashing Students' Potential in Learning English at Primary Level

Secondary
 Students are unique individuals. They have different motivation, interests, personalities, abilities, learning styles and socioeconomic background, and thus they have diverse learning needs. These needs may vary at different abilities to unleash their potential through effective adaptation of curriculum, a variety of learning, teaching and assessment strategies, as well as appropriate selection of learning materials and activities is one of the most important tasks for schools and teachers.

Primary
 In respect of learning and teaching English Language, most schools have accumulated experience in catering for students' diverse learning needs such as adopting graded learning tasks and activities, arranging remedial and enrichment classes and offering summer bridging programmes. However, as English Language teachers, do you still have questions about other effective strategies to better cater for students' needs?

Kindergarten
 In this leaflet, we will explore more strategies to cater for learner diversity and to address students' diverse learning needs at different key learning stages.

https://www.edb.gov.hk/pri_potential

Reaping Multiple Benefits through Promoting Reading across the Curriculum in the Primary English Classroom

"Reading enjoyment is more important for a child's educational success than their family's socio-economic status."
(Organisation for Economic Co-operation and Development)

Inspiring students to love reading and to develop into avid readers is perhaps one of the greatest missions of all English Language teachers. Different studies have shown that students who enjoy reading and read regularly reap various benefits. Yet, research has also shown that motivation to read decreases with age. This is especially true to students who move from primary to secondary school and have to cope with the increasing academic and English demands because of the possible change of medium of instruction in various subjects. To sustain students' interest in reading and equip them with the skills for academic success, reading across the curriculum (RaC) seems to be the best remedy. RaC aims to sharpen students' reading strategies while helping them establish meaningful links between concepts and ideas acquired in different Key Learning Areas (KLA). Inherent in RaC is the opportunity for reading for purpose (whether it is for information or research) and pleasure. English Language teachers can introduce books with a wide variety of interesting topics related to different KLAs to spike up their lessons, develop their students' reading strategies and connect their learning experiences.

Connecting Learning Experiences
Developing Reading Strategies
Broadening Knowledge
Enhancing Awareness of Academic English

RaC Links between ELE and the other KLAs

While a thematic approach is often used as an entry point for promoting RaC, considerations could also be given to the following:

Text Types <ul style="list-style-type: none"> Expository text Biography Information report ... 	Rhetorical Functions & Language Items <ul style="list-style-type: none"> Using the simple present tense to present facts Using sequence markers to illustrate steps Using 'both' & 'neither' to make comparisons ... 	Text Features <ul style="list-style-type: none"> Using graphs to illustrate trends Using headings and subheadings to organise information and ideas Using bullet points to provide more details ...
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https://www.edb.gov.hk/Pri_RaC

PROMOTION OF READING IN SCHOOLS

Reading is the key to unlocking students' full potential, enabling them to open up a world of possibilities. It has been a key task in curriculum development since the launch of the curriculum reform in 2001 and is always one of the top priorities in school plans and curriculum. However, are you, as an English teacher, baffled with the following questions about promoting reading?

- How can I get different stakeholders to assist in promoting reading?
- What resources can I use when promoting reading?
- How can I help students connect ideas and concepts acquired in different KLAs through reading?
- How can I motivate my students to read?
- How can I collaborate with other KLAs/subject departments to promote Reading across the Curriculum (RaC)?
- What's the role of the school library in the promotion of reading?

Read on to be informed, inspired and equipped with ideas for promoting reading!

READING-RELATED RESOURCES

The English Language Education (ELE) Section provides numerous resources to enhance the learning and teaching of reading skills and promote reading at the primary and secondary levels. They include resource packages, recommended book lists, reading assessment tasks, professional development programmes, ETV programmes, etc. Come visit our website and explore the resources at http://www.edb.gov.hk/ele_reading.

https://www.edb.gov.hk/ele_reading

Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

Assessment usually conjures up images of a marked written assignment, an end-of-term examination or a report card. However, these do not capture the full extent of how assessment operates in the English Language classroom. Assessment not only provides information about students' achievements in relation to the learning targets and objectives, but also shows where the learners are in their learning, where they need to go and how best to get there. The word "assessment" comes from a Latin word that means "to sit beside", implying an active partnership between teachers and students, and among students. To achieve these, Assessment for Learning (AFL) and Assessment as Learning (AaL) should go hand in hand. As illustrated in the diagram below, the ultimate goal of AFL and AaL is to improve learning and teaching and nurture lifelong language learners through enhancing their intrinsic motivation and metacognitive strategies.

Self-directed lifelong English learners

AaL occurs when students are engaged as active participants in assessment. They monitor their learning progress and use feedback received to reflect on learning and set goals.

AFL occurs when teachers use information about students learning to inform teaching and provide feedback to students.

ASSESSMENT-RELATED RESOURCES

The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, the assessment task bank) are available for teachers' use. For details, come visit our website at http://www.edb.gov.hk/ele_assessment.

https://www.edb.gov.hk/ele_assessment

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- Search
- Master Calendar
- School Map
- Site Map

EDB One-stop Portal for Learning & Teaching Resources

English Language Education

- Home
- Curriculum Documents
- Learning and Teaching Resources
- Assessment Tasks Bank
- Professional Development
- Contact Us

Home



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 experience of other cultures through the English medium; and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.

The English Language Education curriculum comprises two closely related subjects: English Language and Literature in English. English Language is a core subject for students at all levels (i.e. Primary 1 – Secondary 7, although it assumes the title of Use of English for Secondary 6 – 7). Literature in English is an optional subject for students at senior secondary level (i.e. Secondary 4 – 7). Starting from 2009, English Language and Literature in English are a core and an elective subject respectively for Secondary 4 – 6 under the New Academic Structure.

Direction

Latest Resources

Topics for Conversation: Hobbies

Classroom Activities

Weekly Activities

Classroom Activities | Learning and Teaching Packs

Teen Time

Others

[More](#)

Most Popular Resources

Clothes - Story

Self-learning Materials

Road Dahl Fans

Others

Reading and Listening to Classics

Others

E-learning English Resources

Hong Kong Public Libraries Resource

Naxos Spoken Word Library

Audio Books

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Keyword Search ¹
Enter Keyword, Author, Reader, Title, ISBN (without hyphens)

New Releases | Recent Additions | Readers / Actors | Authors | Languages | Publishers | Bookmarks | Mobile App | Advanced Search

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Home > Blackstone Audio > Children's Classics > AESOP: Aesop's Fables (Unabridged)

English Titles (11,536)

- Anthologies / Collections
- Arts
- Biographies
- Business
- Chamber Music
- Children's Classics
- Choral - Sacred
- Classic Fiction
- Fiction
- Great Epics and Tales
- Historical Document
- History
- Junior Classic Fiction
- Junior History
- Junior Non-Fiction
- Language
- Literature
- Mind Body Spirit
- Music Biographies
- Music Education
- Nature Sounds
- Non-Fiction
- Opera
- Orchestral
- Philosophy
- Plays - Others
- Plays - Shakespeare
- Poetry
- Radio Drama
- Relaxation Music
- Religion
- Repertoire
- Sacred Texts
- Samplers
- Self Help
- Sports
- Vocal
- Wine Guide
- World

AESOP: Aesop's Fables (Unabridged)

View 500x500

Category: Children's Classics
Author(s): Aesop
Reader(s): Woods, Mary
Label: Blackstone Audio
Catalogue No.: Blackstone-2936
ISBN: 9781481541541
Total Playing Time: 03:36:16
Show Static URL

NAXOS AESOP: Aesop's Fables (Unabridged)

Aesop
Aesop's Fables (Unabridged): Part I
Woods, Mary
Blackstone Audio

03:01 08:23

Join Extension Activities

Reading Activities
Literary Activities
Awards / Competitions
Talks / Workshops

Elect

e-E
e-I
Dig
Co

<https://www.hkpl.gov.hk/en/e-resources/e-books/home/7578>

PDPs to be Conducted in the 2021/22 s.y.

Catering for Learner Diversity

- Catering for Learner Diversity in the Primary English Classroom through Effective Use of e-Learning Resources and Developing Students' Self-directed Learning Capabilities

Assessment Literacy Series

- Effective Use of Assessment for and as Learning to Enhance Students' Learning Effectiveness and Self-directed Learning in the Primary English Curriculum
- Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Speaking and Listening at Primary Level
- Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Reading and Writing at Primary Level

Curriculum Leadership

- Ongoing Renewal of the School Curriculum for English Panel Chairpersons

PDPs to be Conducted in the 2021/22 s.y.

Effective Learning and Teaching

- Phonics Teaching Series: (1) Enhancing Teachers' Knowledge and Skills in Teaching Phonics at Primary Level
- Phonics Teaching Series: (2) Enhancing Students' Reading and Speaking Skills through the Learning and Teaching of Phonics and Storytelling at Primary Level
- Effective Strategies for Teaching Grammar in the Primary English Classroom

Literacy Skills Development Series

- Effective Use of Information Technology to Develop Literacy Skills in the Primary English Classroom
- Promoting Reading across the Curriculum and Progressive Development of Reading Skills in the Primary English Classroom