

Ongoing Renewal of the School Curriculum for English Panel Chairpersons

21 December 2020

**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)
- 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

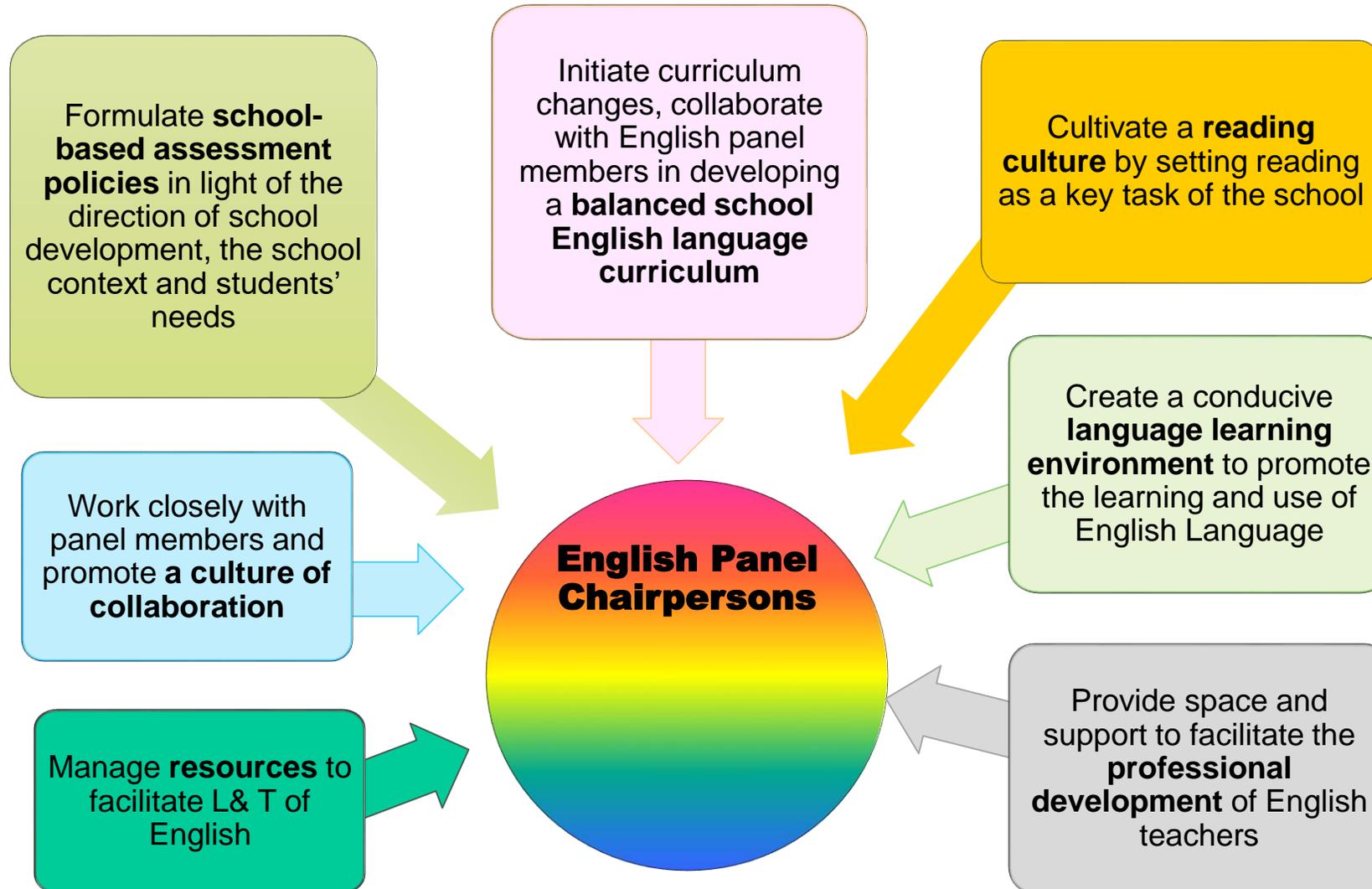
2:15 – 2:20 PM	Registration
2:20 – 4:00 PM	Part 1 <ul style="list-style-type: none">• The roles of an EPC as a curriculum leader• Ongoing renewal of the school curriculum• Major updates of the English Language Education Key Learning Area Curriculum Guide (P 1 – S6) (2017)
4:00 – 4:15 PM	Break
4:15 – 5:15 PM	Part 2 <ul style="list-style-type: none">• Sharing of good practices S.K.H. Yuen Chen Maun Chen Jubilee 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



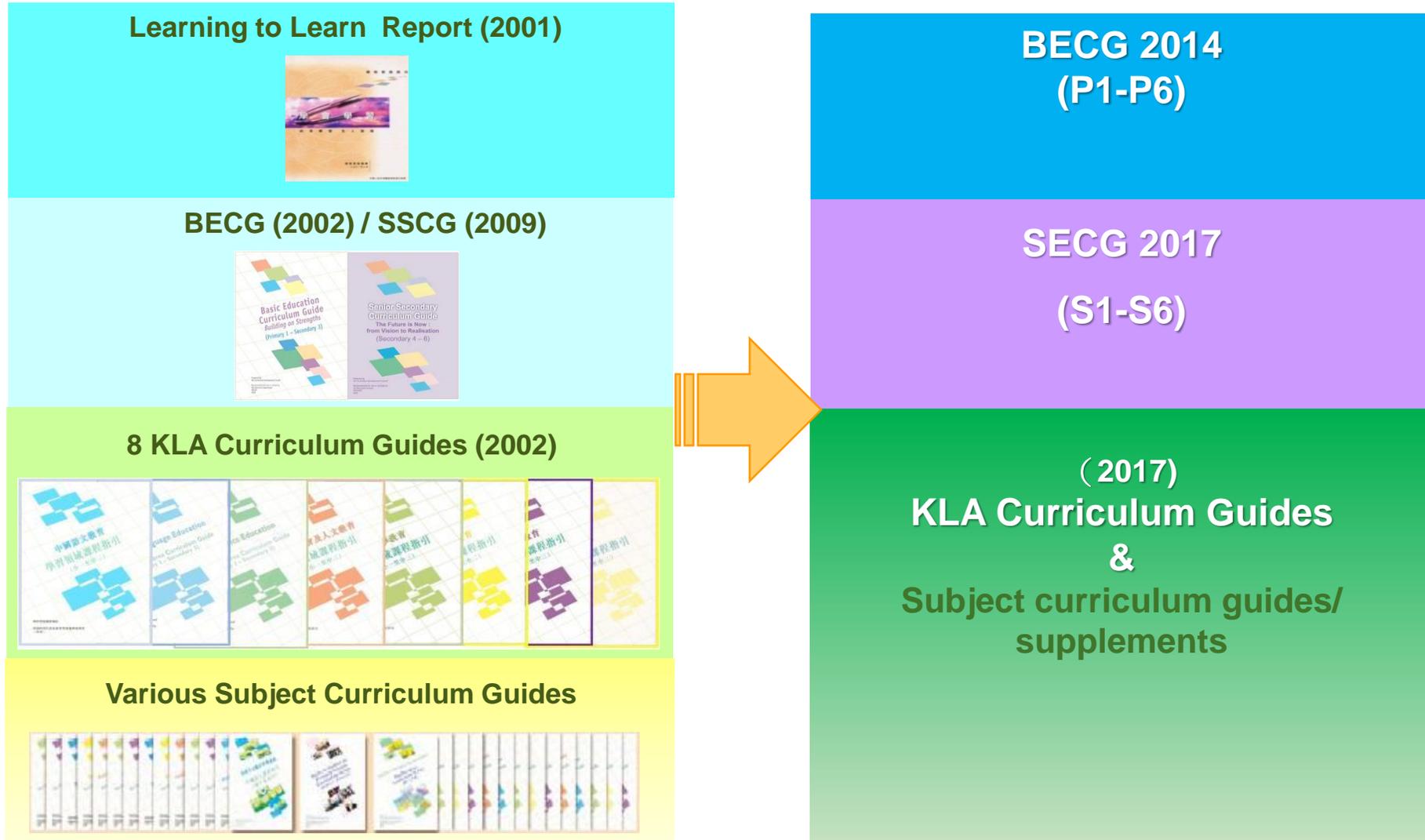
Ongoing Renewal of the School Curriculum

Respond to local,
regional and
global contextual
changes

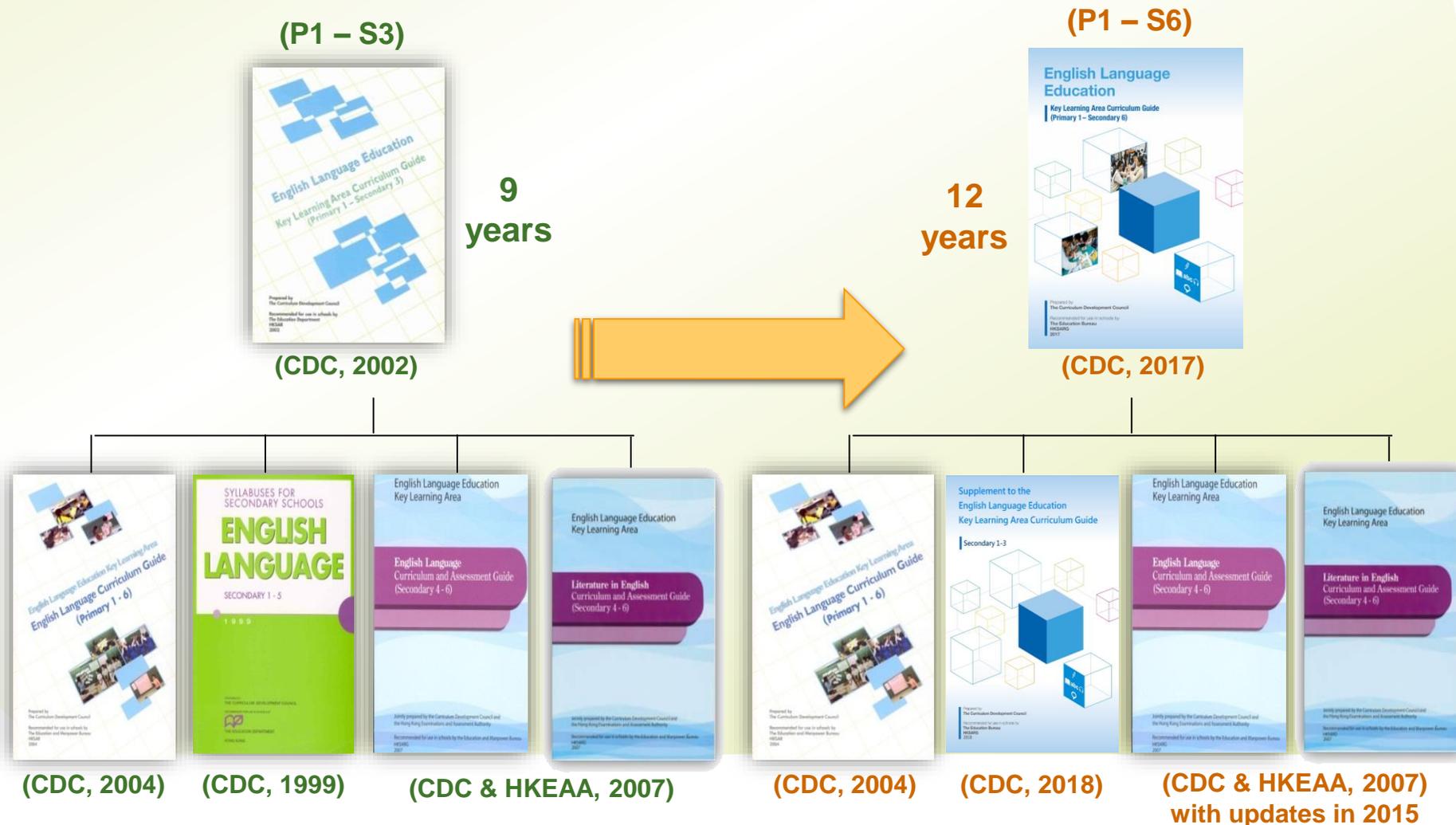
Build on existing
strengths and
practices of
schools

Curriculum
enhancement to
benefit student
learning

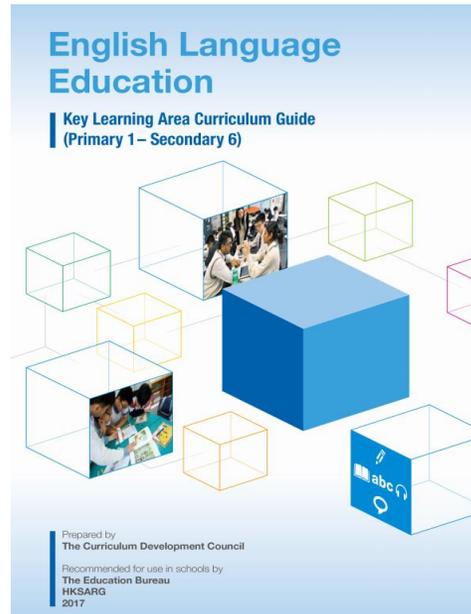
Ongoing Renewal of the School Curriculum



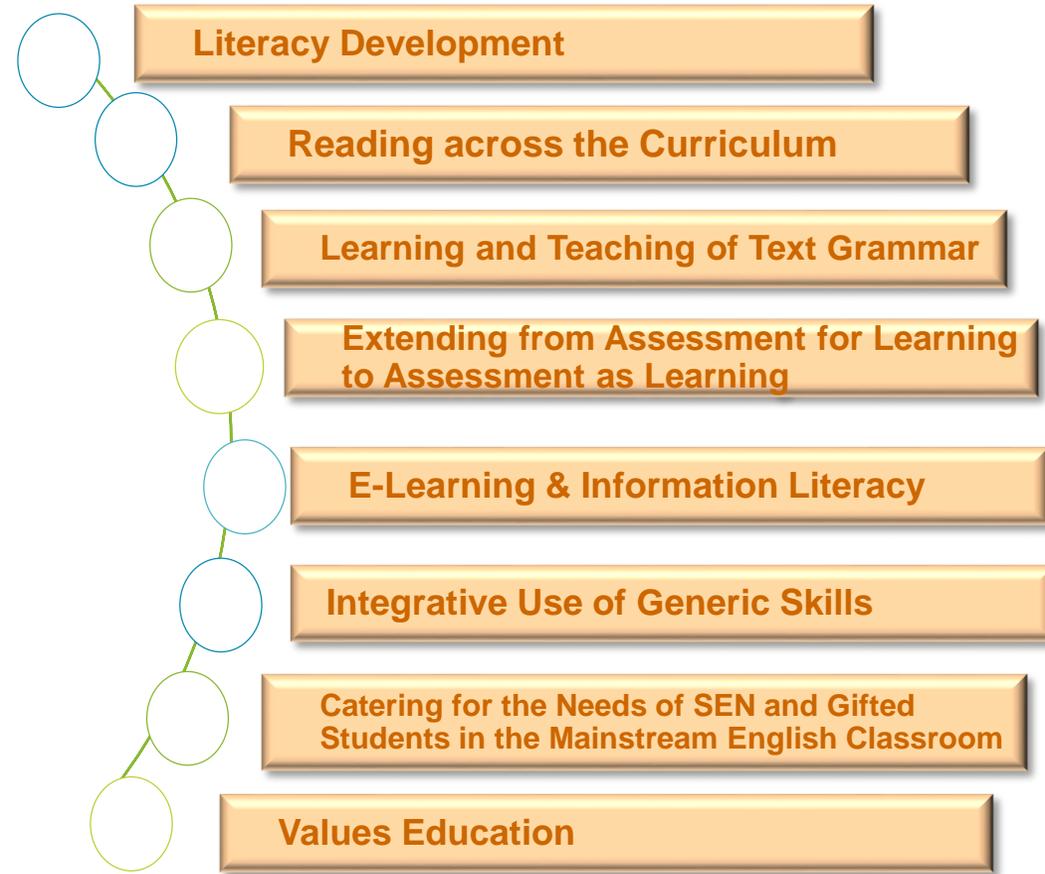
Updating of the ELE KLACG



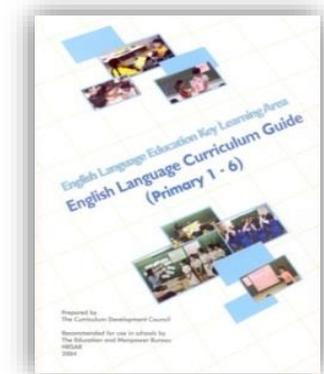
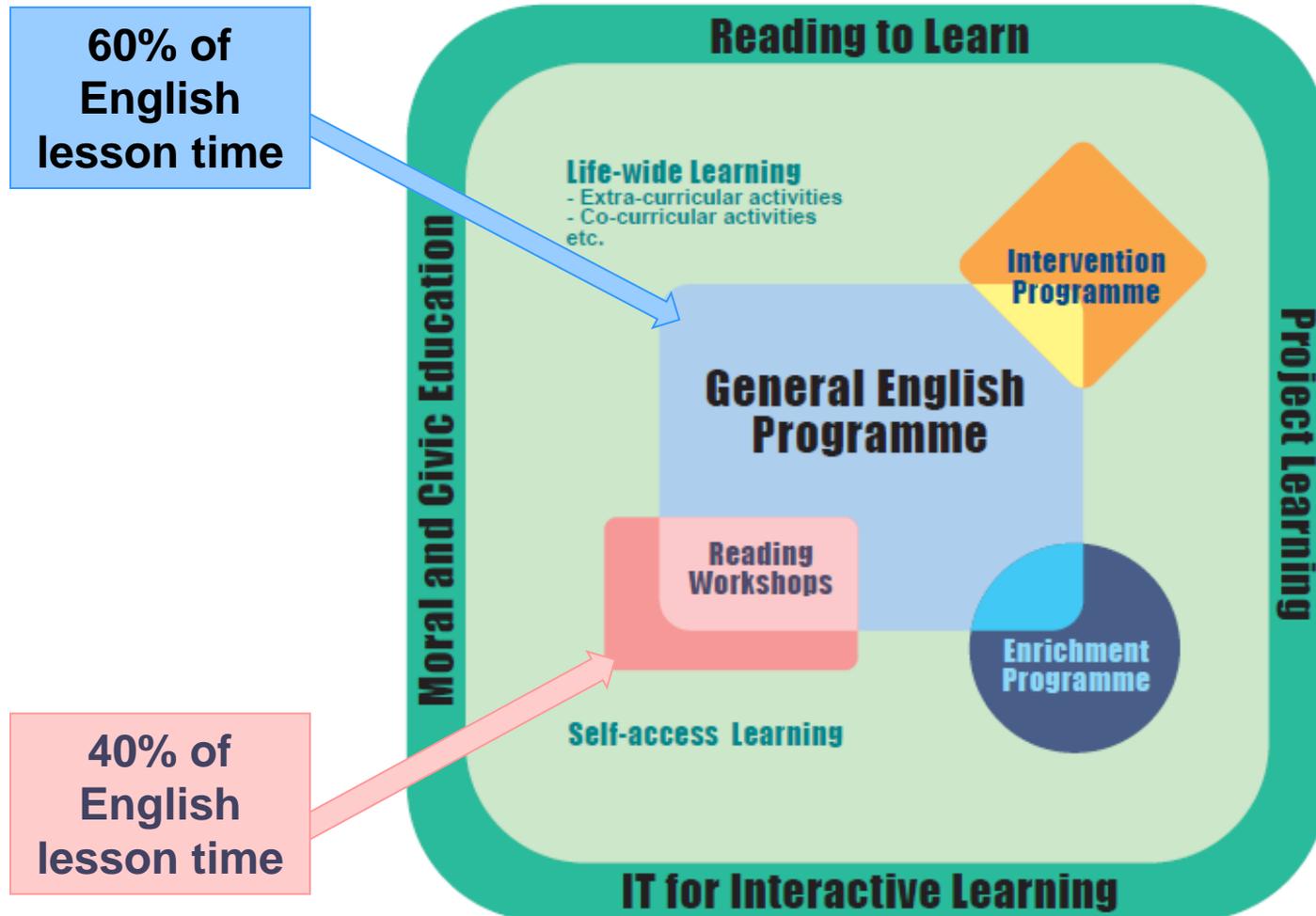
Major Updates of the ELE KLACG (P1-S6)



ELE KLACG (P1-S6) (2017)

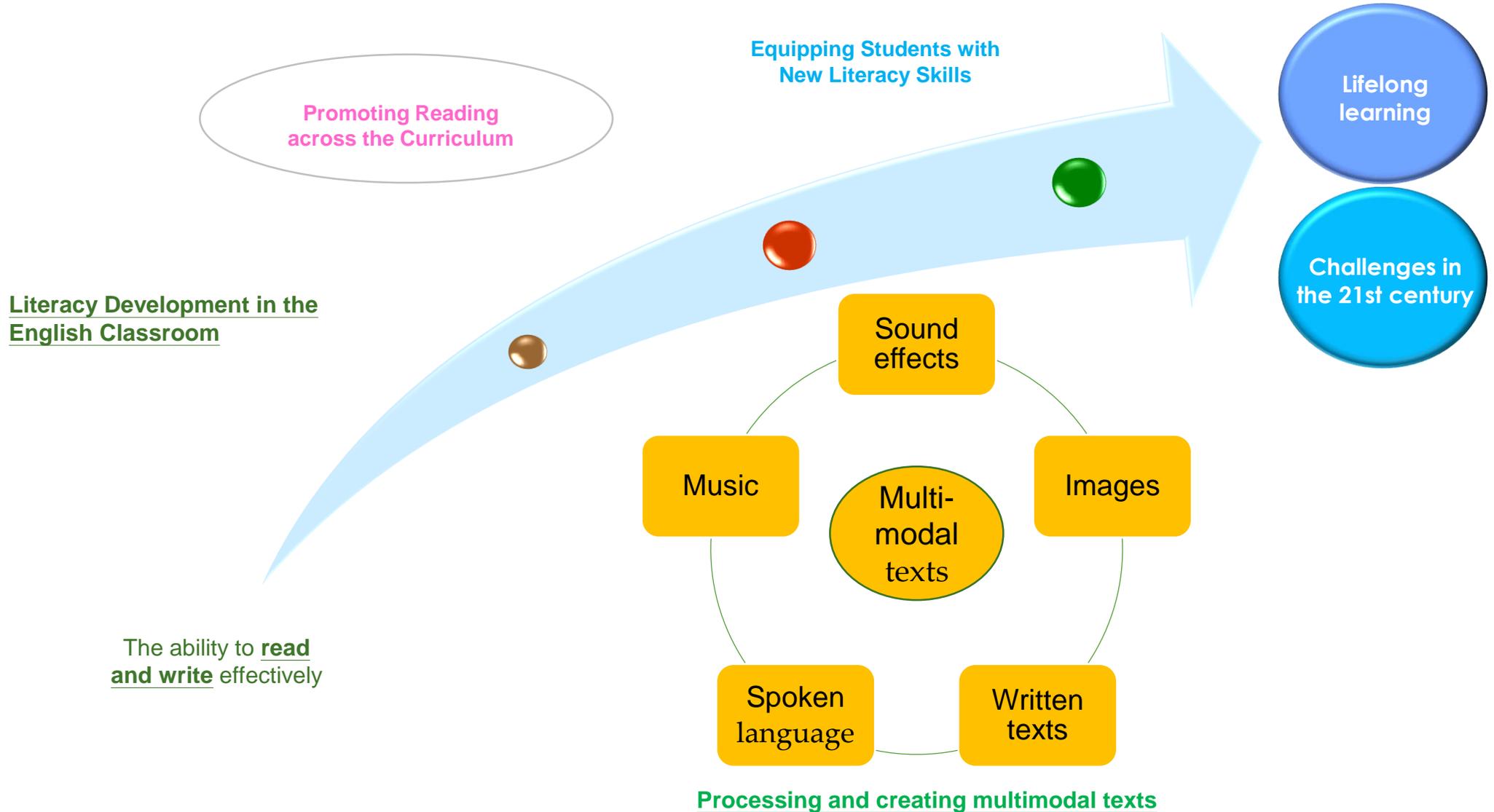


Components of a School English Language Curriculum at the Primary Level



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

Literacy Development in the English Classroom



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)
- Elective modules (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

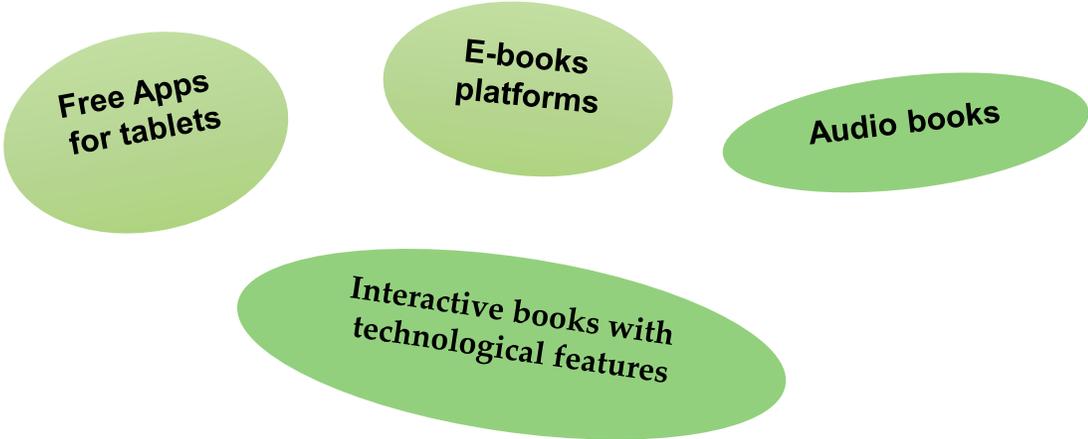
Using real books with a variety of text types

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

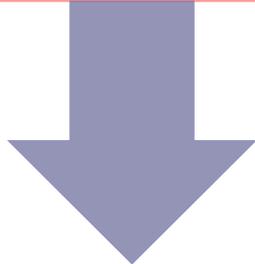


From Reading to Writing

Enhancing the implementation of **READING** Workshops

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

- 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”

Paired texts

An information book (e-book on BookFlix) – “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

A sample writing –
“My Favourite Transport”

Use of graphic organiser to
organise writing ideas

Posters about transport

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)

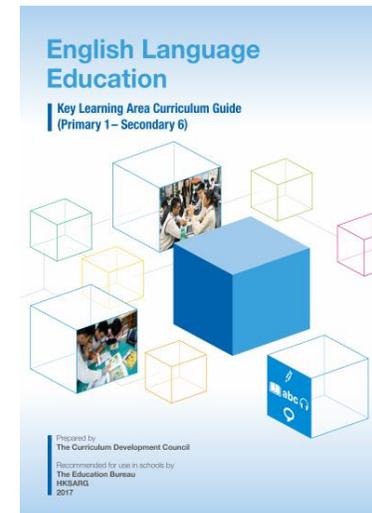
In implementing RaC, English teachers are encouraged to:

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

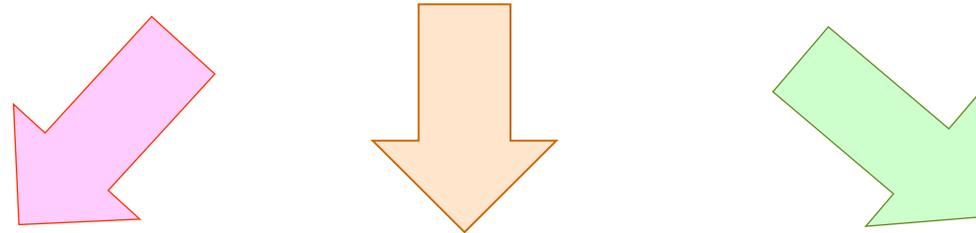
help students **develop the reading skills and strategies** necessary for **understanding and analysing language use in English texts** (e.g. text structures and vocabulary)

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 the different opinions about globalisation	<ul style="list-style-type: none"> • to discuss some issues from different sides/ perspectives

Content

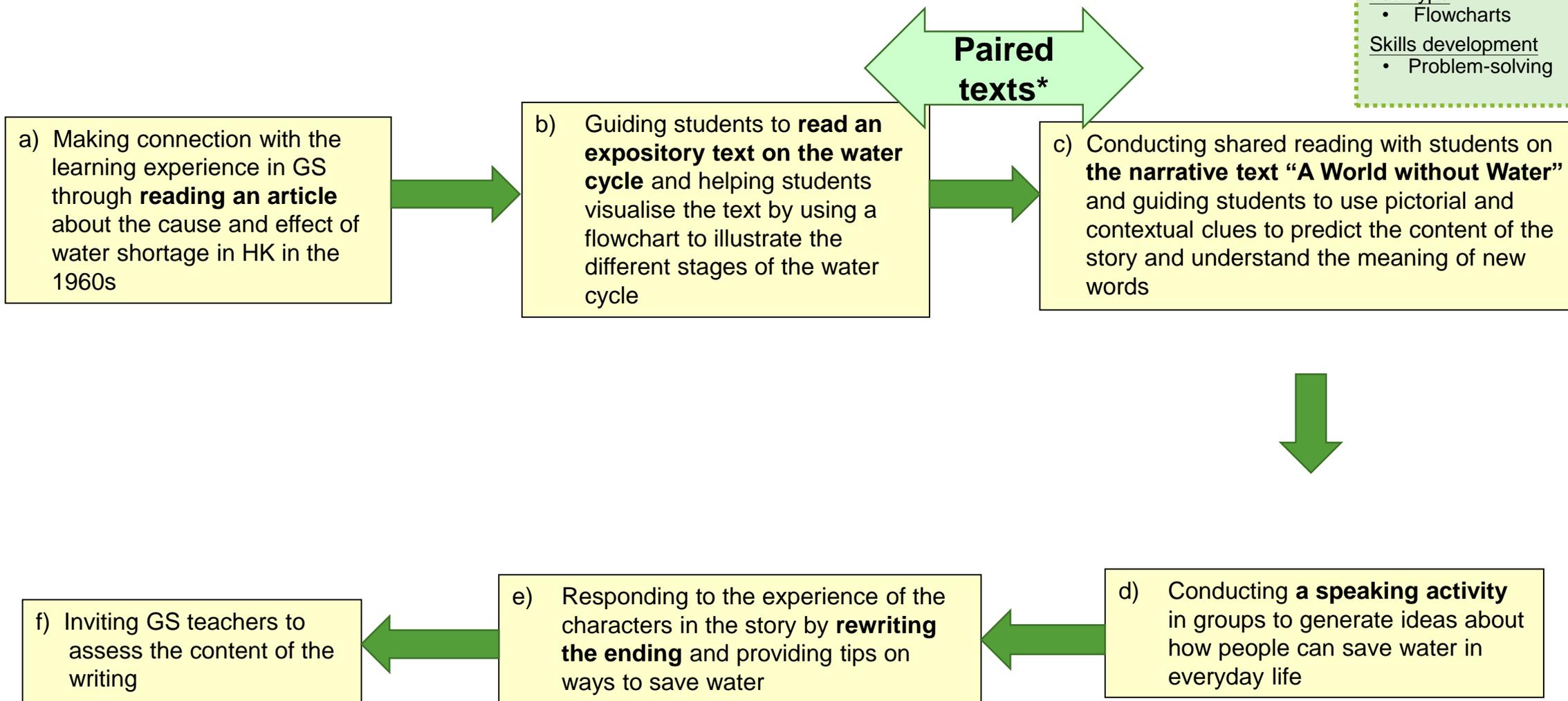
- Water rationing
- 3 forms of water
- Uses of water
- Ways to conserve water

Text type

- Flowcharts

Skills development

- Problem-solving



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

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
- ...

Leaflet on RaC



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.

06 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.

Adopting a Planning-Implementation-Evaluation (PIE) Approach to Promoting RaC at Primary 4

• Queen Elizabeth School Old Students' Association Branch Primary School •

In this school case, RaC was implemented mainly within the English panel in the Reading Workshops with the input from General Studies (GS) teachers.

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?

Complete the handout about the water cycle.

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 and reading strategies.

Common teaching points:

- Expository text: a passage about the water cycle
- Paired texts, which are part 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 historical function of water
- To connect reading with writing (generating writing activities)
- To develop positive values and attitudes (i.e. water conservation)

Evaluate the effectiveness and plan for improvement:

- ✓ 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?

Engaging Students in Science Experiments through Promoting RaC at Primary 5

• Aberdeen St Peter's Catholic Primary School •

In this school case, English teachers and General Studies (GS) teachers joined hands to implement RaC through fun-filled hands-on activities.

English & GS teachers:

- Identify themes for collaboration
- Select a unit for conducting the RaC tryout
- Understand students' prior knowledge on the topic
- Identify suitable reading materials
- 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

English Language (English, People, Science)

General Studies (Light, Sound & Electricity)

English teachers:

- 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 teachers:

- Introduce the unit on "Light, Sound & Electricity" before the English unit
- Provide opportunities for students to understand science phenomena through observations, analysing data and drawing conclusions
- Engage students in an experiment on friction by adopting the same investigation steps introduced in the English lessons
- Engage students in hands-on learning activities in GS lessons, which would help them understand the scientific investigation steps and enjoy the learning experience

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
- Conducting a picture walk to help students understand the main ideas of each chapter
- Guiding students to do a gummy bear experiment and apply the science investigation steps
- Support students in completing a laboratory report

Helping students take notes and organise ideas in order to understand the steps of investigating science from the information book

Using a KWL chart to activate students' prior knowledge in GS lessons and helping them reflect on their learning experience

The gummy bear experiment was pleasurable and inspiring to students, as they could apply the scientific investigation steps in step-by-step directions.

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?

divorced from meaning in English learning, RaC provides different contexts and for the development of reading strategies and thinking skills. English Language teachers can then work on their own by **integrating RaC into the Reading Workshops**. They can start with various topics related to different KLAs and design meaningful tasks such as making predictions and inferences, summarising and using graphic organisers, synthesising and evaluating information and ideas. English Language teachers can work with teachers of other KLAs and synergise their efforts in further developing reading skills and understanding of the chosen topic/theme.

2. How can RaC be implemented in the classroom?

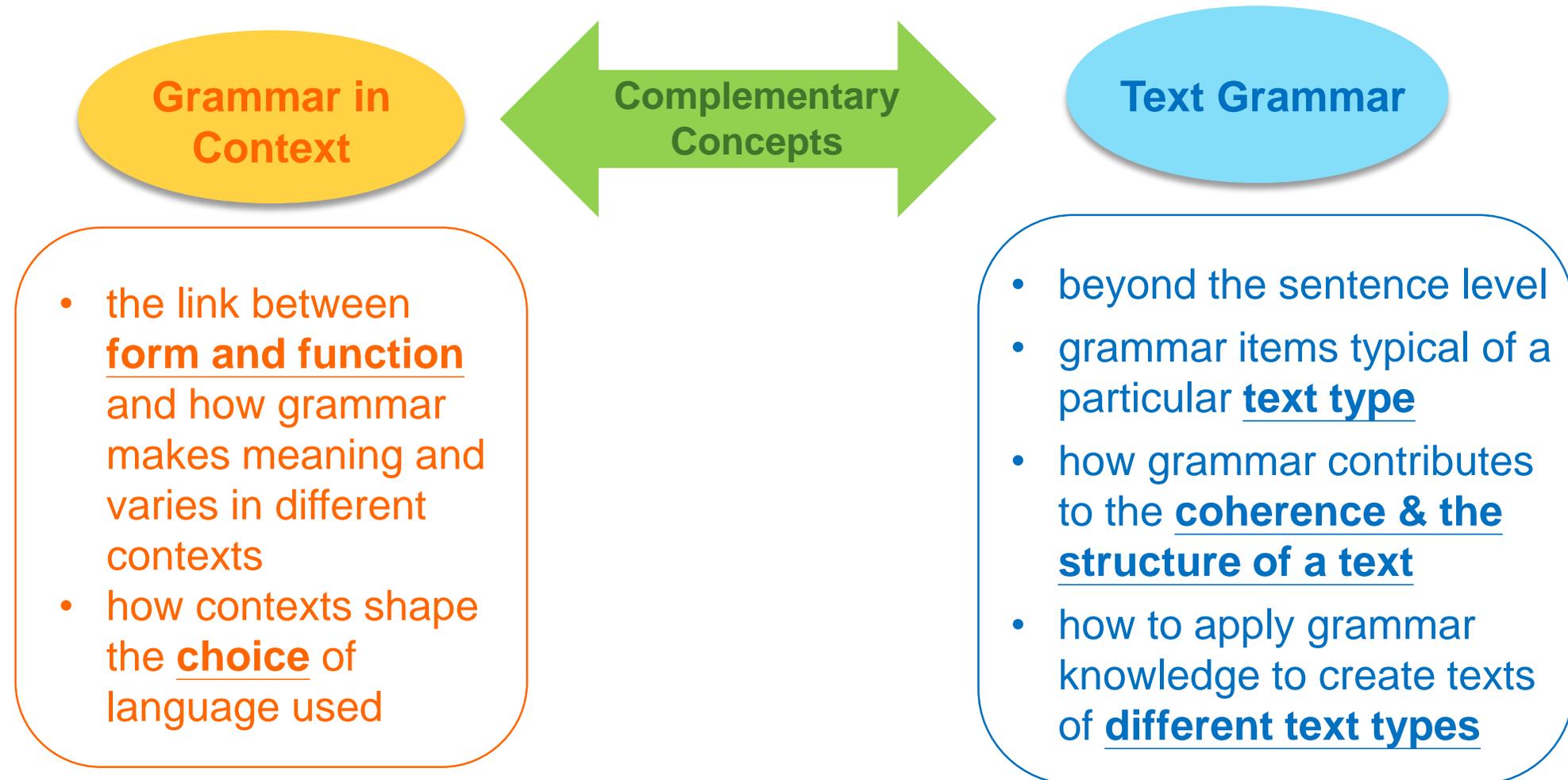
As a teacher, am I expected to teach the content of another subject when I am not an expert in that subject?

could be both language and content objectives. However, RaC activities in the classroom should target the **application and integration of the knowledge and skills** rather than "re-teaching" such knowledge.

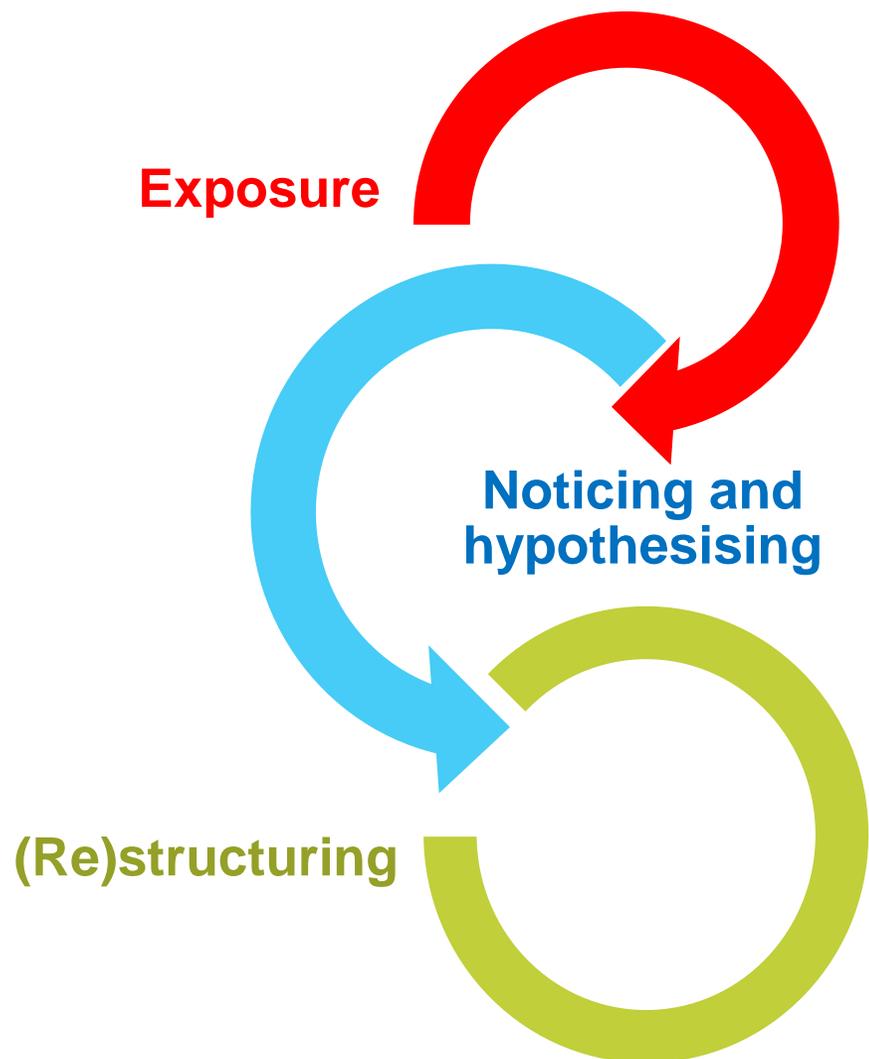
3. How can RaC be used to promote reading strategies?

Reading strategies are transferable, teachers can use "paired texts", which are texts on the same topic, theme, or text type. Teachers are also encouraged to use **non-fiction books** because they give a lot of food for thought and room for discussion. Activities are organised in different ways, using rhetorical functions that are relevant to the topic, such as "contrast" and "cause and effect" to "problem and solution". Text features like headings, diagrams and charts are used in the classroom.

Grammar in Context or Text Grammar?



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

Level: Upper Primary

Module: We Love Hong Kong
Unit: Travelling Around

Learning and Teaching of Text Grammar

e-Learning & Information Literacy

Development of Generic Skills

Language focus:

How far is it from ___ to ___?

How long does it take to get there?

Vocabulary:

Things and places in HK/in a country park, e.g. Stanley, a visitor centre

Context:

You are a local citizen of Hong Kong. One day, when you are walking on the street, you see a tourist and he/she wants to know the distance and the time needed to go to different tourist spots. Therefore, you are helping the tourist by answering his/her questions.

Help the tourist and record the conversation, so other tourists can listen to the recordings and get the information they need.

- Viewing/reading different texts, including an e-book video provided by the publisher to **gain exposure** to the target language items/structures and learn the vocabulary items about things and places in Hong Kong

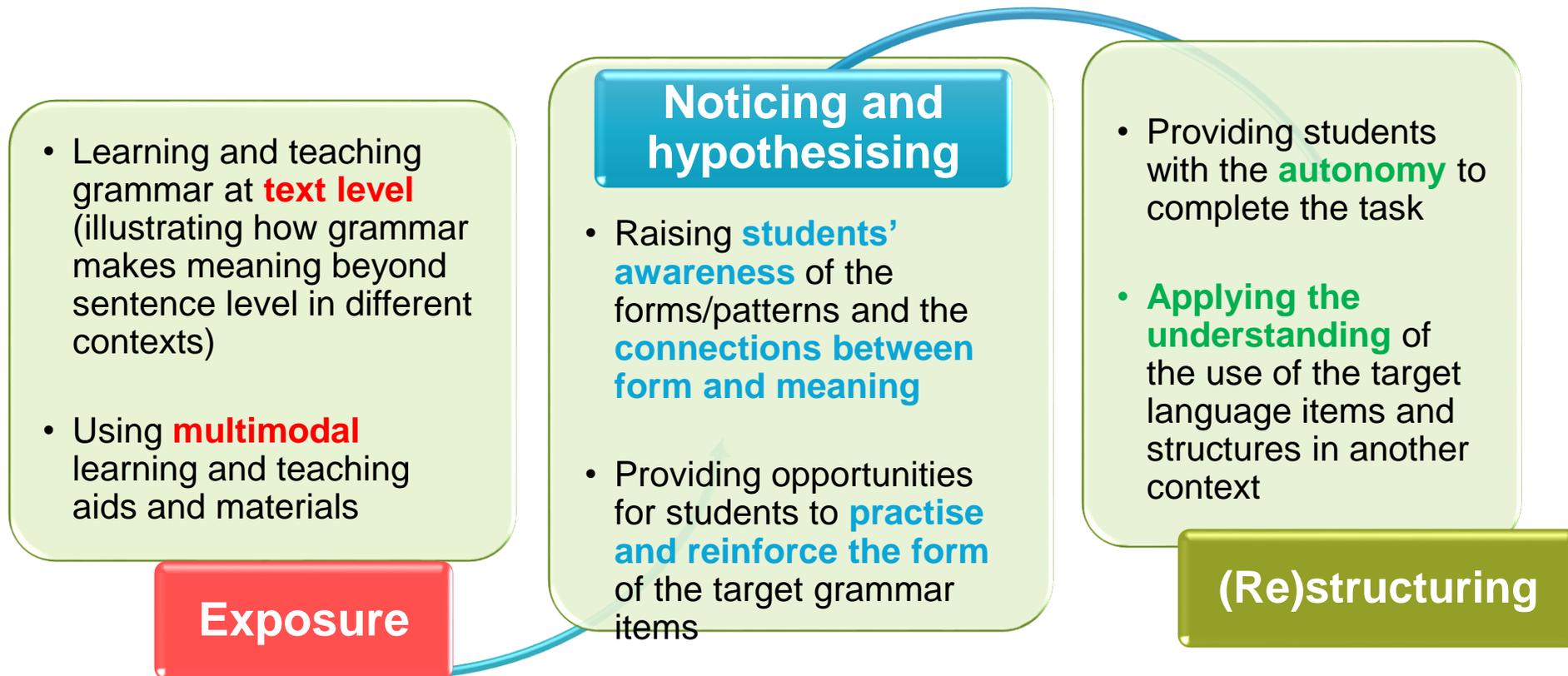
Exposure

Noticing and hypothesising

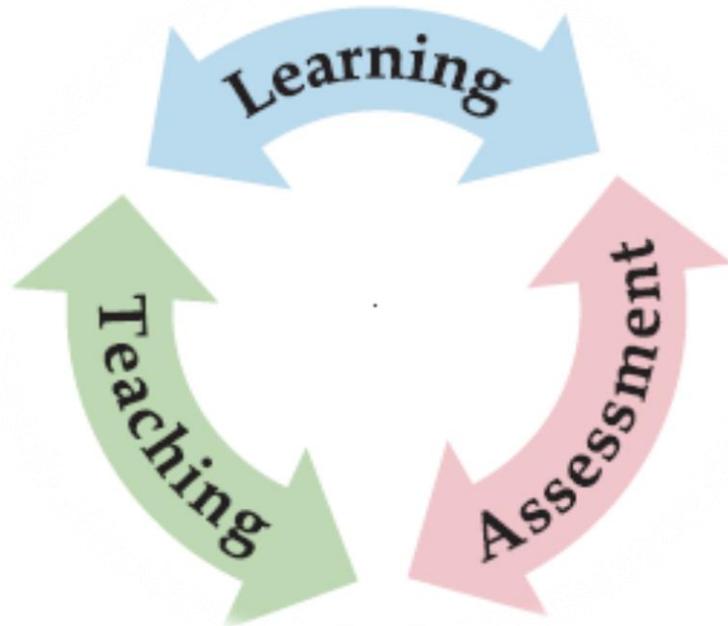
- **Identifying** the target language in the textbook by highlighting the key words
- **Practising** the target language items/structures through pair work. Ask students to use Google Map to find out the distance and time from _____ to _____.

- Students work in pairs for a **role-play** activity. Student A takes the role of a tourist and Student B is a local citizen. Student B helps Student A to find the tourist spots with the use of **the target language items/structures**.
- They **record** the conversation and include pictures to produce a short video using **Shadow Puppet Edu App**.

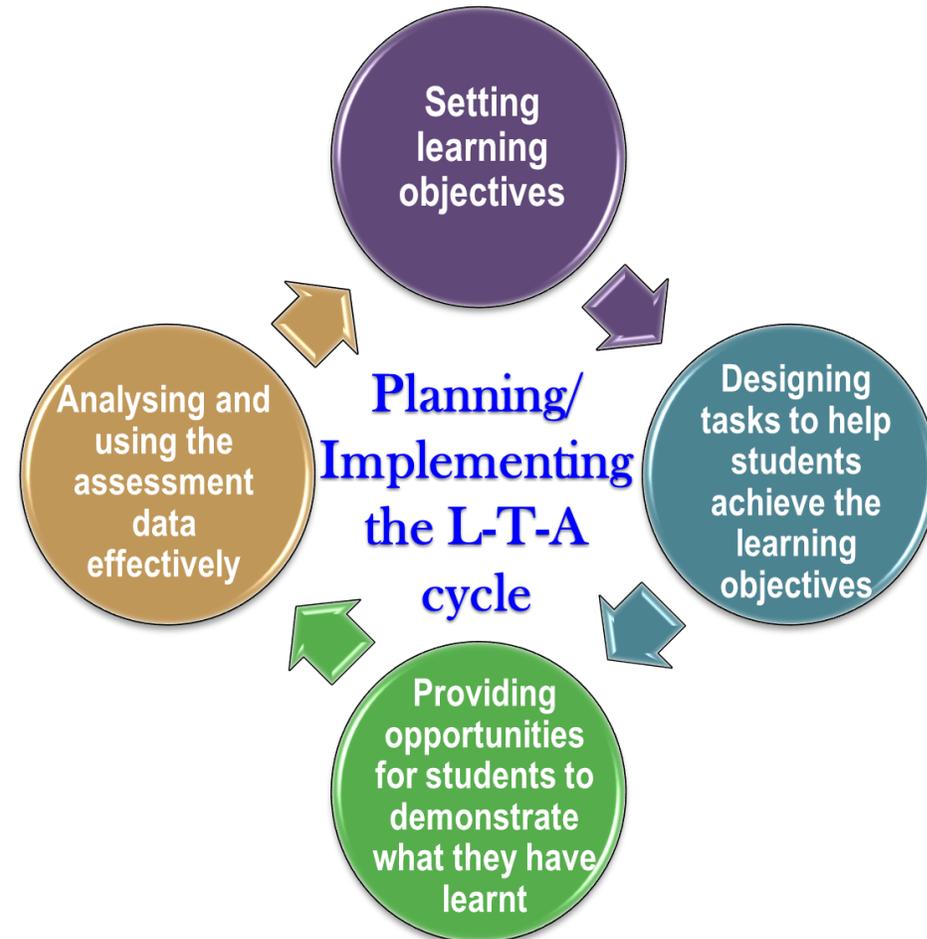
(Re)structuring



The relationships between learning, teaching and assessment



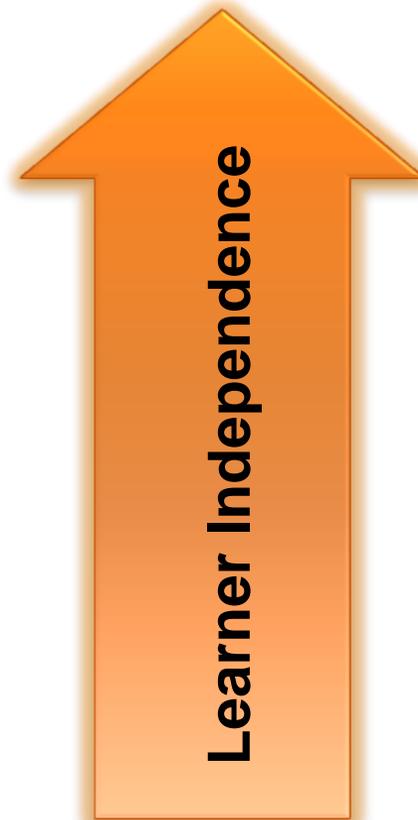
**Learning-teaching-
assessment Cycle**



Three complementary assessment concepts

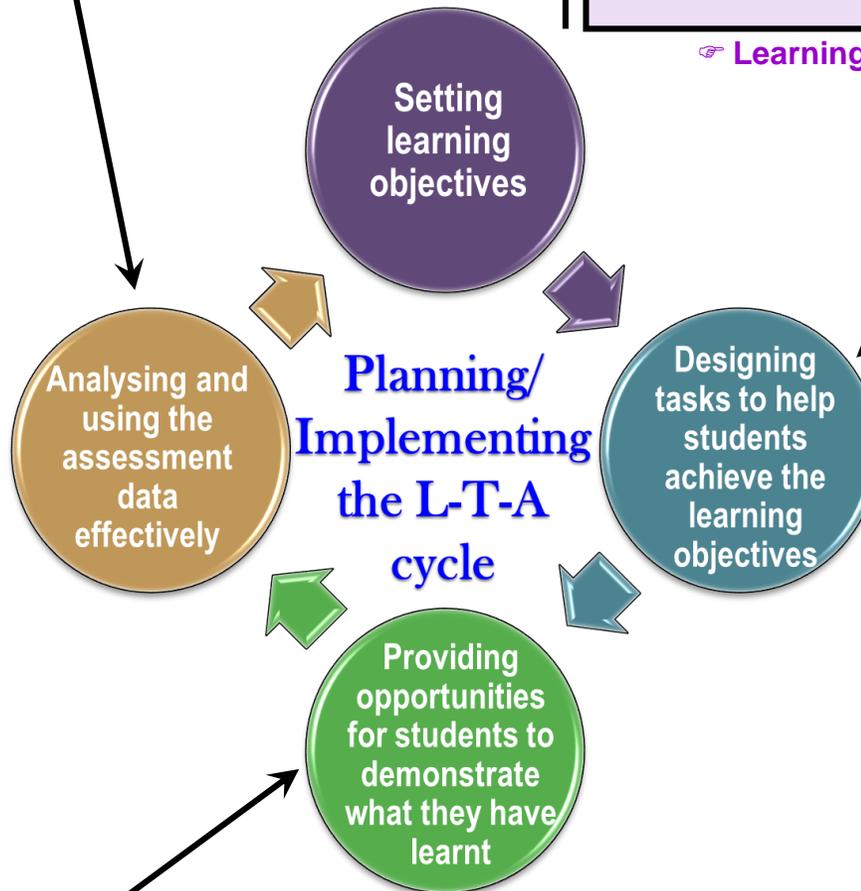
Formative	Assessment as Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance 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



- **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



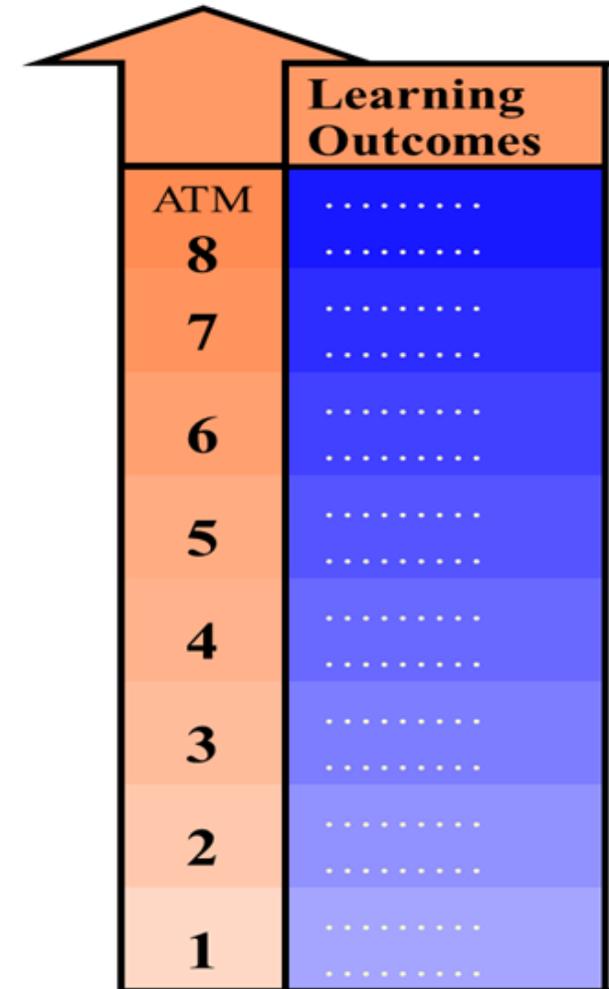
- Aim for a balanced and comprehensive **coverage** 🖱
- Take the following into consideration:
 - what students **can do currently**;
 - what we should expect our students to **be able to do next?**

🖱 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

- **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 Learning Outcomes** 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 and teaching.**



The Learning Progression Framework (LPF) for English Language

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	Listening - ATM 8
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 and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of simple texts, using and integrating a small range of listening strategies as appropriate
<p>1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.</p> <p>2. Learners are exposed to a variety of text types and different topics, including authentic texts (e.g. overlapping text) in preparation for real life applications.</p> <p>3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts (e.g. overlapping text) is crucial to the development of listening skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.</p> <p>4. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the text. In principle, task demand increases with text complexity as learners progress in the development of listening skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence and difficult tasks for simple texts to stretch their abilities.</p> <p>5. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the text. In principle, task demand increases with text complexity as learners progress in the development of listening skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence and difficult tasks for simple texts to stretch their abilities.</p> <p>6. Classroom interactions are crucial to the development of listening skills and strategies, particularly at the beginning of the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.</p> <p>7. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.</p>							

ATM = Attainment Milestone

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	Speaking - ATM 8
Engaging in classroom activities, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, and using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a wide range of language forms and functions quite appropriately and accurately
<p>1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.</p> <p>2. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.</p> <p>3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.</p> <p>4. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the text. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence and difficult tasks for simple texts to stretch their abilities.</p> <p>5. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.</p>							

ATM = Attainment Milestone

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	Writing - ATM 8
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics with some elaboration	Writing texts to convey simple information, ideas and personal experiences on familiar topics with elaboration	Writing texts to convey simple information, ideas and personal experiences on familiar topics with elaboration	Writing texts to convey simple information, ideas and personal experiences on familiar topics with elaboration	Writing texts to convey simple information, ideas and personal experiences on familiar topics with elaboration
<p>1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.</p> <p>2. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.</p> <p>3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.</p> <p>4. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the text. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence and difficult tasks for simple texts to stretch their abilities.</p> <p>5. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.</p>							

ATM = Attainment Milestone

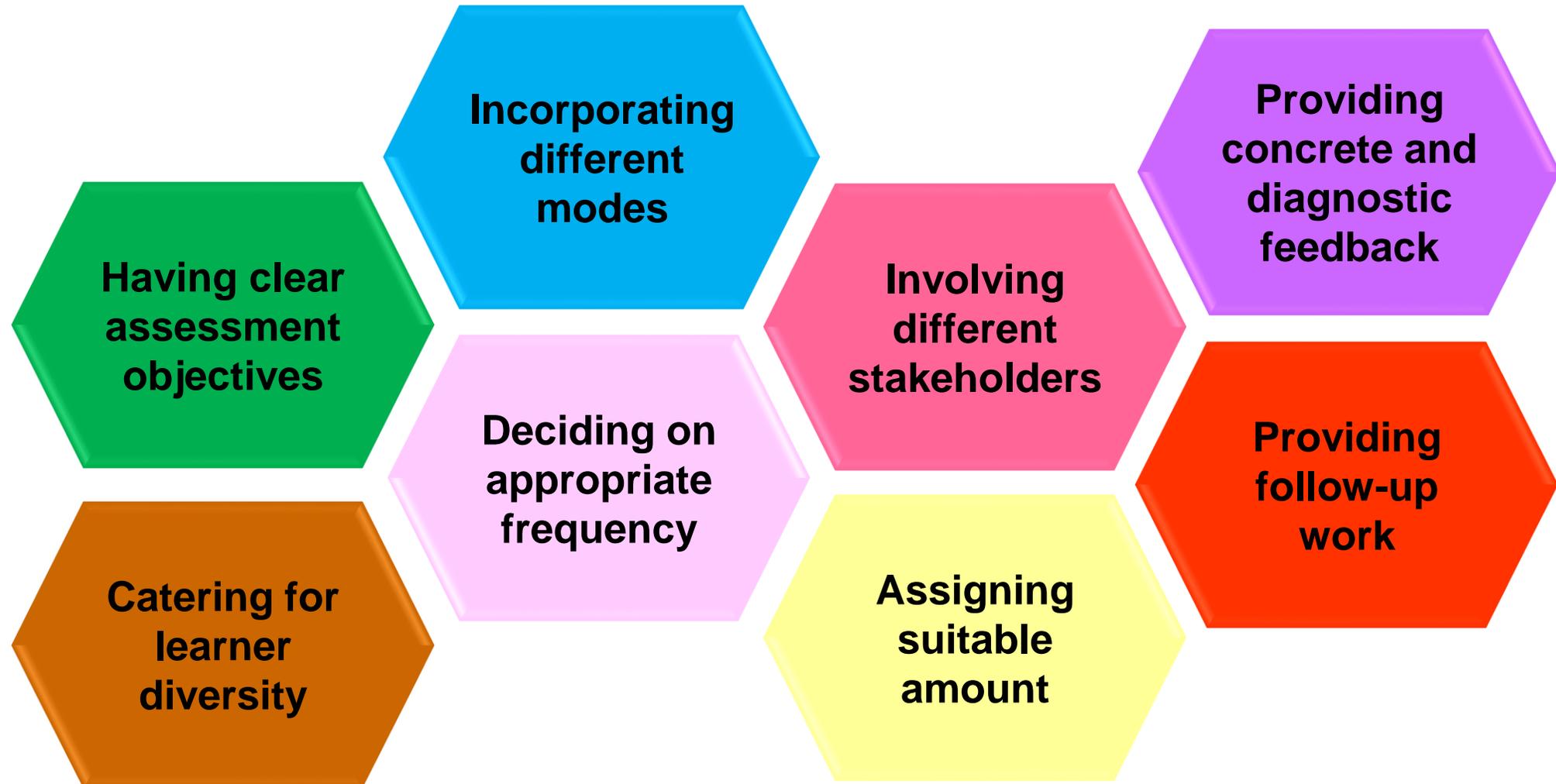
Reading Skills

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	Reading - ATM 8
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 and inferring information, ideas and feelings in a small 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 simple texts, using and integrating a small 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 small 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, inferring and interpreting 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, inferring and interpreting 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
<p>1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.</p> <p>2. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.</p> <p>3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.</p> <p>4. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the text. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence and difficult tasks for simple texts to stretch their abilities.</p> <p>5. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.</p>							

ATM = Attainment Milestone

Considerations when designing quality 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

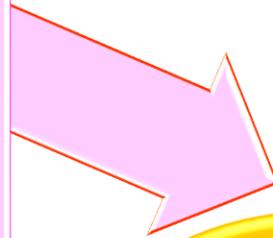
How students use target language
items in class

How students interact during group work

The mistakes made by students

Strengthening AfL:

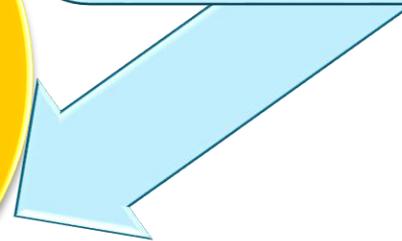
- Adopting diversified modes of assessment
- Making use of various assessment tools
- Making effective use of assessment data



**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

Graphic Organisers

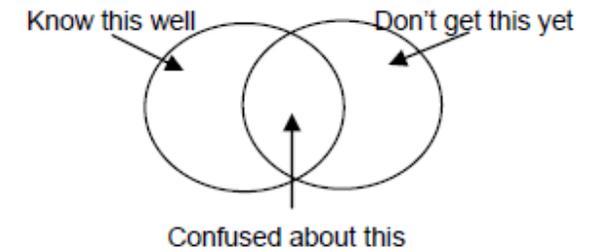
3-2-1 Summariser

- 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.

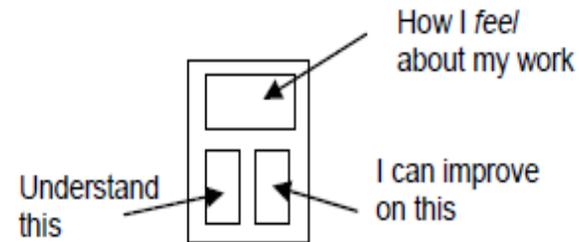
SWOT

Strengths	Weaknesses
Opportunities	Threats

Venn Diagram



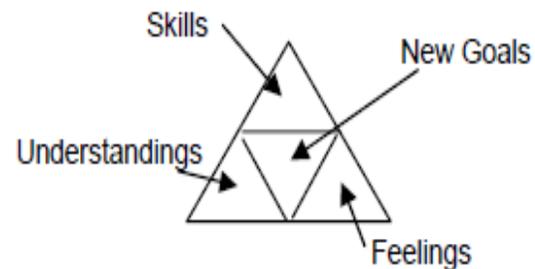
Compare and Contrast



PMI table (from de Bono)

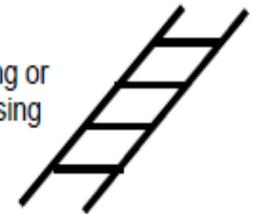
Plus	Minus	Interesting
Can do this well	Need more work on this	I could try...

Triangle



Ladder

Ranking or prioritising steps



Some reflection strategies

“Traffic Light”

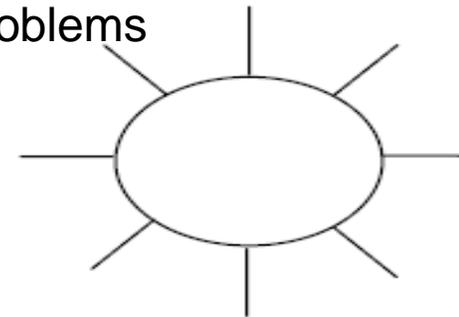
Have students examine their work and highlight how they feel

- **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



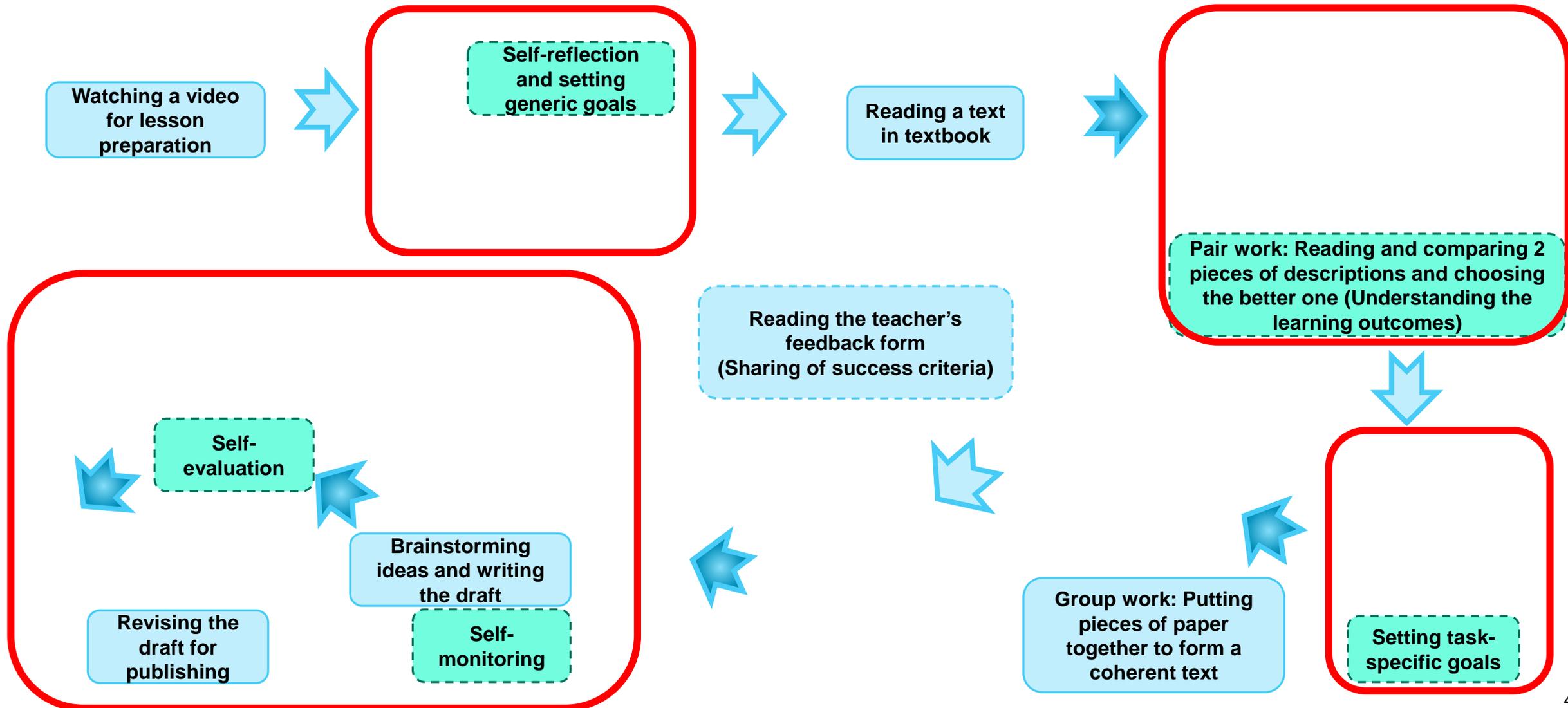
“The Feedback Burger”

(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...”

Context: The “Good Deeds Month” is coming. Your English teachers are preparing a P4 magazine called “Good People Good Deeds”. They would like you to write a description about the person you admire most for the magazine.



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.

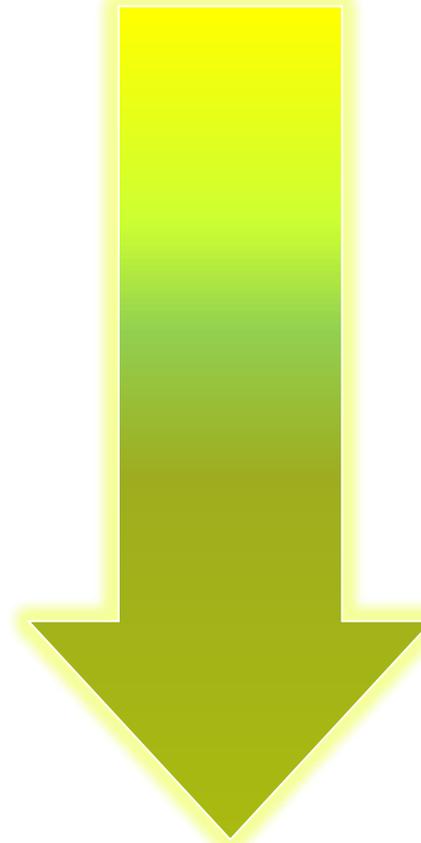
Access information from a variety of sources

Understand the ideas in the multimodal texts

Analyse and explore how messages are presented

Evaluate the messages and values embedded in the multimodal texts

Express and create messages using different modes of communication



Interacting with Multimodal Texts

Task-based Approach

Producing Multimodal Texts

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

E-books, websites

Starfall.com

Free Kids Book

Free Guided Reading

Epic

Storybird

Voting and interactive tools

Mentimeter

Socrative

PingPong

Kahoot

Poll Everywhere

Creative tools

Shadow Puppet Edu

Make Beliefs Comix

Draw and Tell

Explain Everything

Puppet Pals 2

Glogster

Templates / graphic organisers

Read Write Think

ClassTools

Educreations

Bubbl.us

Popplet

Coogle

Reference tools

Voki

Learnersdictionary .com

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

“Digital Disneyland.”
Smith, 2013

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

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.

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 Baby Duck and the New Eyeglasses, which is about how upset Baby Duck is because he does not like his new eyeglasses and how other family members try to cheer him up. Students then write a diary entry from the perspective of Baby Duck.

Task 1

Students are guided to understand:

- the text structure and plot through drawing a story map; and
- the language features of the text through identifying the speaking verbs and the use of the simple past tense.

Task 2

In groups, students discuss:

- the problem Baby Duck is facing;
- how Baby Duck feels and ways to help Baby Duck.

Generic skills involved:
collaboration, communication

Task 3

Students propose different ways to solve Baby Duck's problem and each group selects the best solution to share with the class.

problem solving,
communication

Writing Task

Students listen to the new and imaginative ideas from the different groups and use them to write a diary entry from the perspective of Baby Duck.

Problem solving

Collaborative problem solving skills

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

Giving challenges

Topic of the unit:

Know more about animals

Context : We are going to build a School Zoo. The Principal would like the P1 students to tell him what animal(s) they want to keep in the zoo.

Task: Complete a map of the School Zoo by adding a drawing of the animal(s) you want to keep and a short description about the animal(s).

Target vocabulary and language items:

- Vocabulary: types of animals, body parts
- Grammar: singular & plural form of nouns, demonstrative pronouns

Learning and teaching activities:

- Listening to a song on YouTube
- Vocabulary games
- Reading a story (Jigsaw reading) and learning the text features
- Grammar games and practices
- Making audio recordings using an app
- Writing a description

Strategies adopted to cater for LD

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

- 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

Example

Making use of **songs** on YouTube to:

- check **students' prior knowledge** about the topic
- cater for **different learning styles** (e.g. audio, visual learners)

Making use of **visual aids** to consolidate the learning of the target vocabulary items

Making use of **games** to:

- increase **students' motivation**
- address the needs of the **kinesthetic learners**
- consolidate learning of target vocabulary items **in a fun way**
- **assess** students' learning

Practising the target grammar structures before completing the end task

Using **an app** (*Draw and Tell*) to make audio recordings in grammar practices and the end task to allow students to **make multiple attempts** and **do the work at their own pace** when completing a task

Strategies adopted to cater for LD

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

- 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

Values Education

Positive values and attitudes

Perseverance

Respect for Others

Responsibility

National Identity

Commitment

Integrity

Care for Others

Law-abidingness

Empathy

Promoting values education in different domains

Moral and Civic education

Basic Law education

Environmental education

Life education

Road safety 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?*

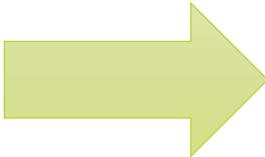
(Positive values: Consideration, self-discipline, responsibility, respect for others)

- 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

Learning and Teaching Resources to Promote Positive Values and Attitudes

Promoting Positive Values and Attitudes through English Sayings of Wisdom

Sayings
of Wisdom



ENTER



The FOUR themes are:

SOW a Grateful Heart

- Count your blessings.
- Gratitude turns what you have into enough.
- Gratitude is the sign of noble souls.
- One good turn deserves another.
- Never look a gift horse in the mouth.

Cherish What We Have

- A friend in need is a friend indeed.
- The grass is always greener on the other side of the fence.
- Opportunity only knocks once.
- A bird in the hand is worth two in the bush.
- Home is where the heart is.

SOW a Proactive Attitude

- Rome is not built in a day.
- The early bird catches the worm.
- Prevention is better than cure.
- Time and tide wait for no man.
- A stitch in time saves nine.

SOW an Optimistic Mind

- All roads lead to Rome.
- Every cloud has a silver lining.
- There is light at the end of the tunnel.
- Where there's a will, there's a way.
- Every dog has its day.

Learning and Teaching Resources to Promote Positive Values and Attitudes

English Sayings of Wisdom

English Language Education Section
Curriculum Development Institute, The Education Bureau

Home

SOWIT - Videos

Wallpapers and Posters

Games

Learning and Teaching
Materials

Competition



What are English Sayings of Wisdom (SOW)?

English Sayings of Wisdom (SOW) are inspiring words that hold the knowledge of truth and advice for life, shed light on uncertainties, and provide insights into life. They include English proverbs, axioms, quotes by famous people, adages, maxims, etc.



SOW Creative Writing Competition

The SOW Creative Writing Competition is one of the signature events under the campaign "Promoting Positive Values and Attitudes through English Sayings of Wisdom", which connects English Language education with values education. All full-time students of primary and secondary schools in Hong Kong are encouraged to join the competition.

Participants choose a SOW and write about it. They can use the SOW as the title or include it anywhere in their work.

Requirements and Regulations

The competition is divided into three divisions:

Upper Primary Division (Primary 4-6) ▼

Junior Secondary Division (Secondary 1-3) ▼

Senior Secondary Division (Secondary 4-6) ▼

Important Dates

Dates	Important Events
6 Jan 2021 (Wed) - 22 Jan 2021 (Fri)	Submission of student entries
March 2021	Prize presentation

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

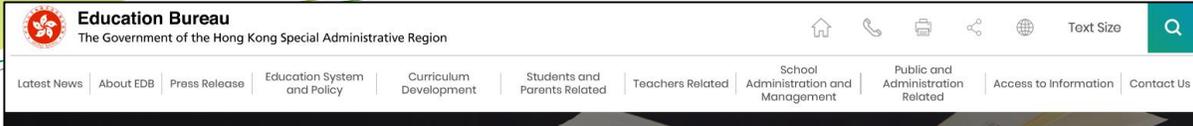
- Deploy different **grants provided by the government** strategically
(e.g. The Promotion of Reading Grant)

<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

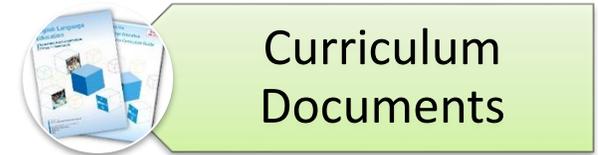
http://www.qef.org.hk/e_index.html

References and Resources



- [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](#)



Curriculum Documents



PDPs (Slides)



References & Resources

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.

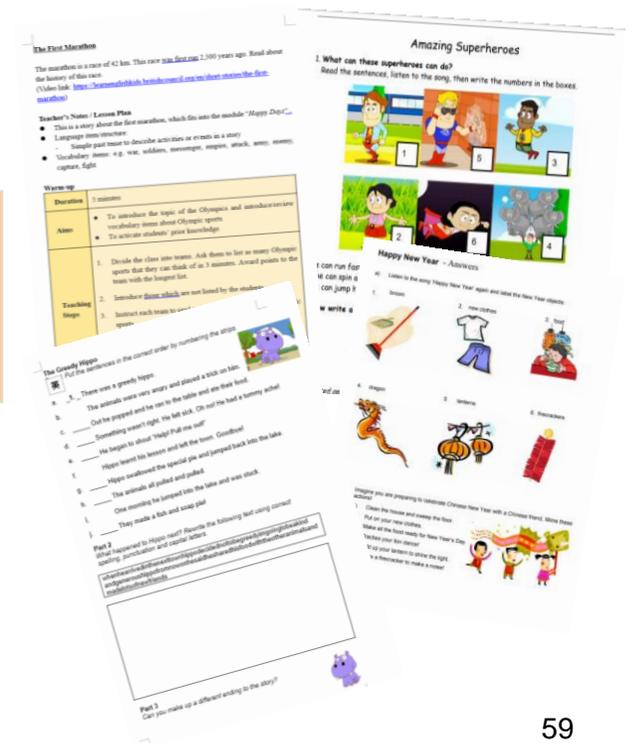


[Learning Tasks for Key Stage 2](#)

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

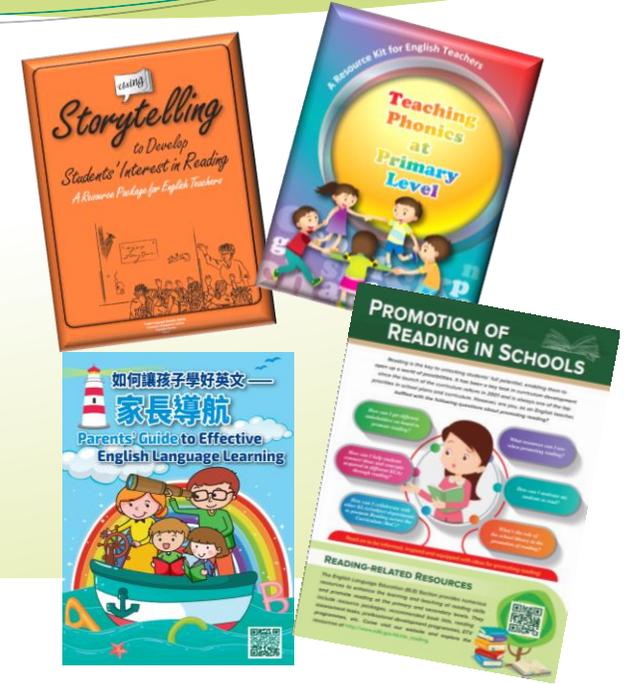
Learning units with e-learning resources



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	Genre	Year	Level	Notes	HSR Rating
...
...

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



Leaflets

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 on board to promote 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 "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.



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

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

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

- 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
- ...

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

EDB One-Stop Portal



- My Setting
- Email
- Calendar
- iDesk
- iHouse
- 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

PDPs to be Conducted in the 2020/21 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

- Enhancing Assessment Literacy in the Primary English Classroom
- Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Speaking and Listening at Primary Level

Curriculum Leadership

- Ongoing Renewal of the School Curriculum for English Panel Chairpersons
- Ongoing Renewal of the School Curriculum: Holistic Planning of the English Language Curriculum across Key Stages

PDPs to be Conducted in the 2020/21 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 in the Primary English Classroom