CURRICULUM LEADERSHIP AND MANAGEMENT FOR THE ENGLISH LANGUAGE EDUCATION KEY LEARNING AREA:

Holistic Planning and Implementation of the Secondary English Language Curriculum for English Teachers

English Language Education Section

Curriculum Development Institute

Education Bureau

December 2021

Objectives

- To enhance teachers' understanding of **holistic planning and implementation** of the school English Language curriculum in secondary schools; and

- To share strategies and practices on **holistic curriculum planning and management**, including suggestions on **how to incorporate**:

  ❖the **major updates** of **the *English Language Education Key Learning Area Curriculum Guide* (ELE KLACG)(P1-S6)(2017)** under the ongoing renewal of the school curriculum; and

  ❖the **directional recommendations** of **the Task Force on Review of School Curriculum**

  in the school English Language curriculum through **examples**, **experience sharing and knowledge building**.

Programme

Time	Content
3 hours	1) English Language Teachers as an Agent for Innovation & Change
	2) Holistic Planning and Implementation of the School English Language Curriculum • Major updates of the ELE KLACG (P1-S6) (2017) • Recommendations of the Task Force on Review of School Curriculum
	3) Experience Sharing (STFA Yung Yau College)
	4) Summary and Resources
	5) Assignment

Warm-up Activity

How much do you know about the **major updates** of the ELEKLACG(P1-S6) updated in 2017 and the **measures to optimise** senior secondary English Language released in 2021?

https://forms.gle/cBfXBTPJEzVXcMXU6

Part 1:

English Language Teachers as an Agent for Innovation and Change

Roles of English Language Curriculum Leaders

Plan, lead, manage and evaluate the school curriculum and its implementation

Ensure **vertical and horizontal curriculum coherence**

Build capacity in panel members and students

Manage resources

Collaborate with other KLA panels and promote a culture of collaboration

Make use of a variety of **authentic language learning materials** to foster a broader range of literacy skills

As an English Language teacher, how can you contribute to the effective planning & implementation of the school English Language Curriculum?

Adopt appropriate **pedagogical approaches** to **motivate** students

Enhance **assessment literacy**

Engage in **professional development** and **lifelong learning**

Make use of **community resources** and expose students to **meaningful use of English**

Try out **innovative** teaching strategies

Curriculum Planning

Horizontal coherence
- Aligning with what is taught, and discussing the progress of learning and conduct of assessments to ensure key concepts are covered in every classroom at the same level

Vertical coherence
- Ensuring the curriculum is logically sequenced across all levels so that students are building on what they have previously learnt and progress to more challenging, higher-level work

Subject-area coherence
- Ensuring the curriculum is well-planned to facilitate learning in the subject, and enabling communication and collaboration among all teachers in the panel

Interdisciplinary coherence
- Focusing on skills and habits that students need to succeed in their study, such as reading and writing skills, generic skills
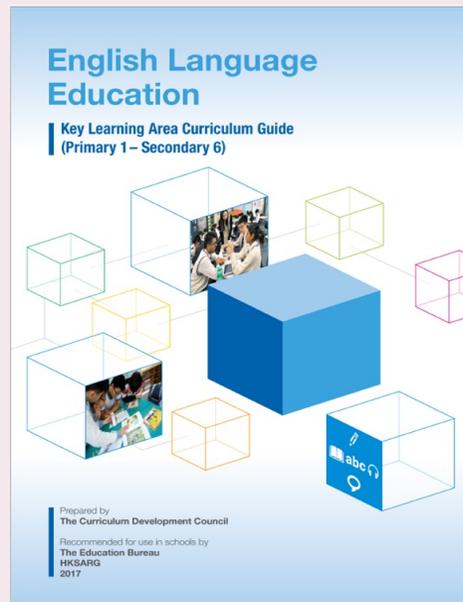
Part 2:

Holistic Planning and Implementation of the School English Language Curriculum
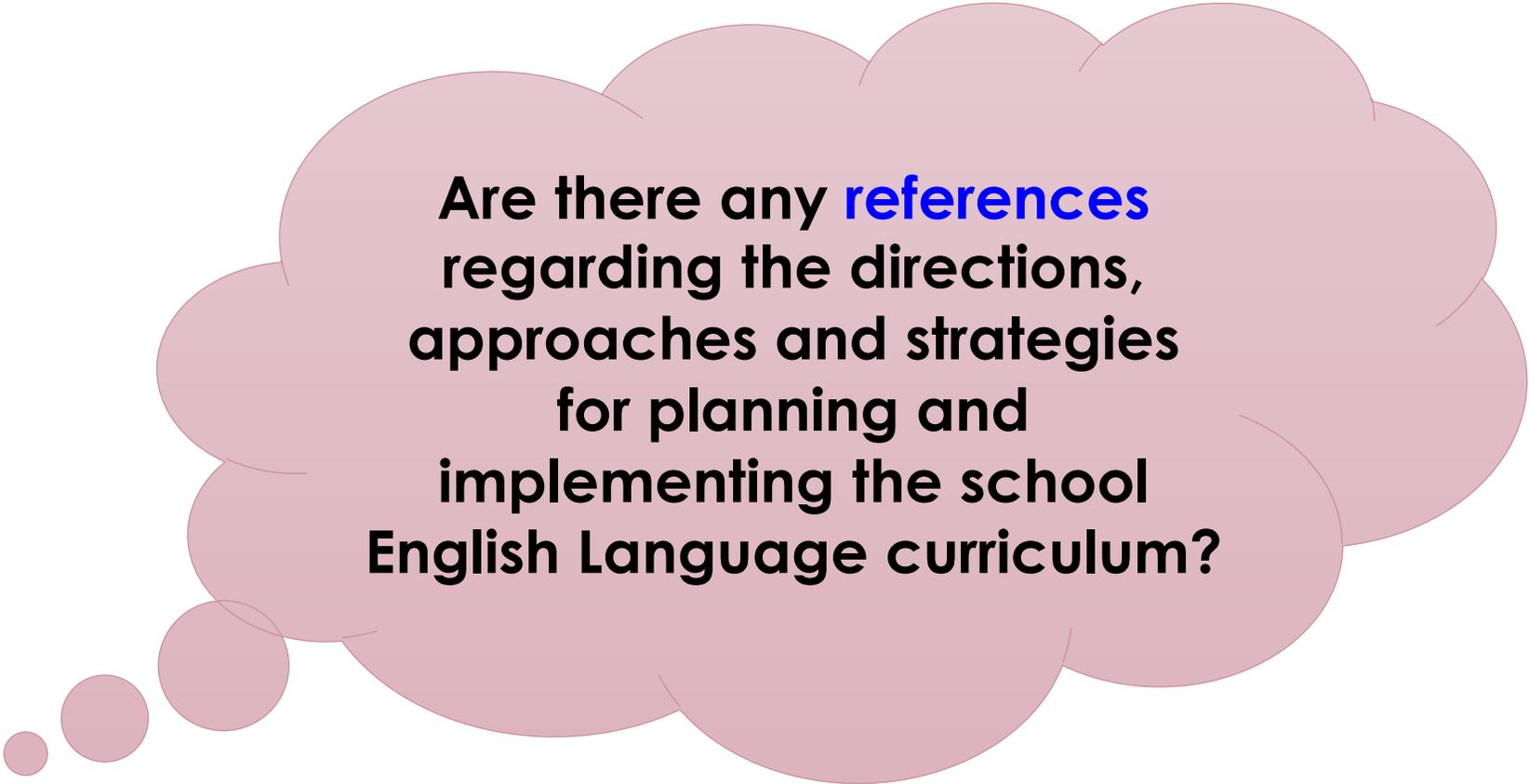
Are there any **references** regarding the directions, approaches and strategies for planning and implementing the school English Language curriculum?
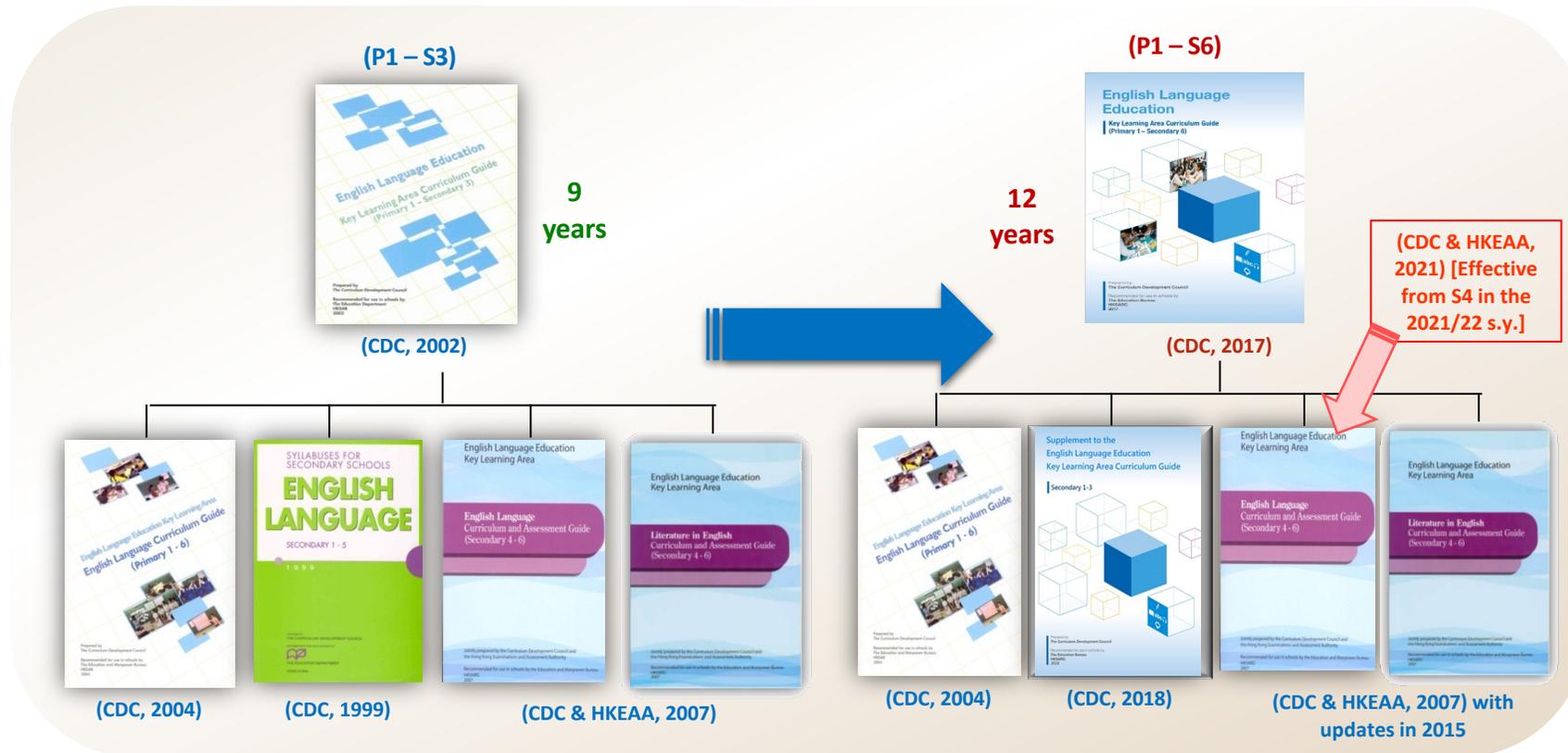
Major updates of the ELE KLACG (P1-S6) (2017)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

Ongoing Renewal of the School Curriculum

Respond to local, regional and global contextual changes

Build on existing strengths and practices of schools
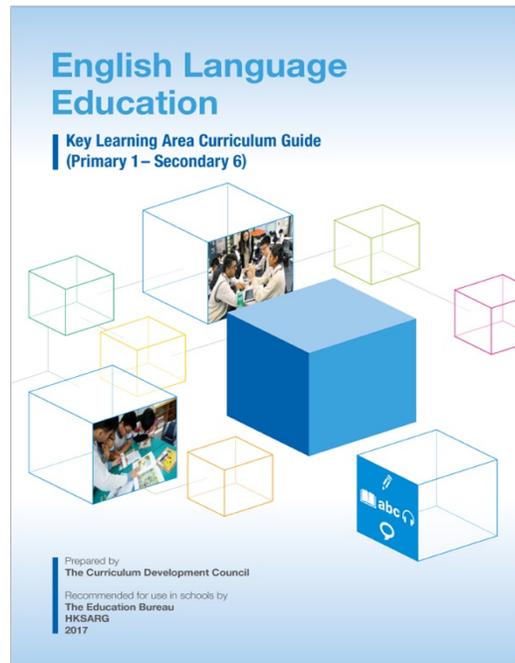
Curriculum enhancement to benefit student learning

Updating of the English Language Education Key Learning Area Curriculum Guide

(P1 – S3)

English Language Education
Key Learning Area Curriculum Guide
(Primary 1 – Secondary 3)

Prepared by
The Curriculum Development Council
Recommended for use in schools by
The Education Department
HKSAR
2002

9 years

(CDC, 2002)

(P1 – S6)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council
Recommended for use in schools by
The Education Bureau
HKSAR
2017

12 years

(CDC, 2017)

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

English Language Education Key Learning Area
English Language Curriculum Guide
(Primary 1 - 6)
(CDC, 2004)

SYLLABUSES FOR SECONDARY SCHOOLS
ENGLISH LANGUAGE
SECONDARY 1 - 5
1999
(CDC, 1999)

English Language Education
Key Learning Area
English Language
Curriculum and Assessment Guide
(Secondary 4 - 6)

English Language Education
Key Learning Area
Literature in English
Curriculum and Assessment Guide
(Secondary 4 - 6)
(CDC & HKEAA, 2007)

English Language Education Key Learning Area
English Language Curriculum Guide
(Primary 1 - 6)
(CDC, 2004)

Supplement to the
English Language Education
Key Learning Area Curriculum Guide
Secondary 1-3
(CDC, 2018)

English Language Education
Key Learning Area
English Language
Curriculum and Assessment Guide
(Secondary 4 - 6)

English Language Education
Key Learning Area
Literature in English
Curriculum and Assessment Guide
(Secondary 4 - 6)
(CDC & HKEAA, 2007) with updates in 2015

Ongoing Renewal of the School Curriculum
https://edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html

Major Updates of the ELE KLACG (P1-S6)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

Literacy Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

Values Education

Reading across the Curriculum

Learning and Teaching of Text Grammar

Extending from Assessment for Learning to Assessment as Learning

Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

Major Updates of the ELE KLACG (P1-S6)
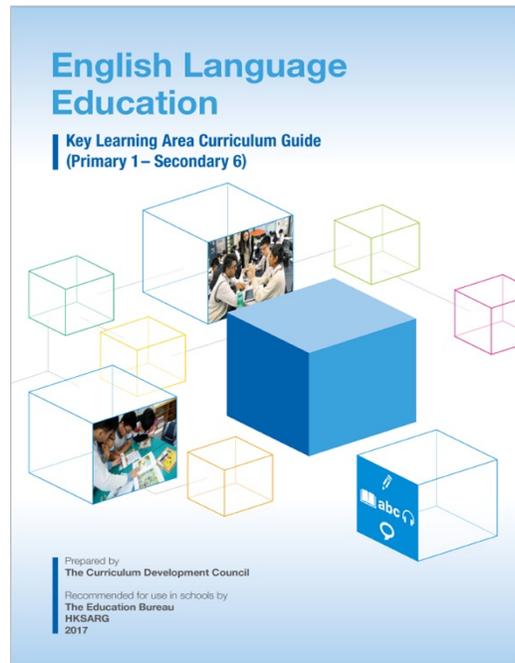
Literacy Development

What is "Literacy"?

Literacy

-the ability to read and write

Literacy
A linear form of presentation limited to **words**

New Literacy

- the ability to understand and create a range of texts that integrate linguistic, audio, visual, gestural and spatial elements as well as the ability to use different media and technological tools for effective communication and information management

New Literacy
- Various modes of communication
- Involving understanding & production of **multimodal texts**

References:
p.8, *ELE KLACG (P1-S6)* (2017)

p.3, *Developing Students Multimodal Literacy in the Secondary English Language Classroom*, ELE, CDI, EDB (2021)

15

Reflection:

Apart from textbook materials, what kinds of resources can help enhance students' reading and writing skills?

Literacy Development

Sound effects

Music

Multimodal texts

Images

Spoken language

Written texts

......
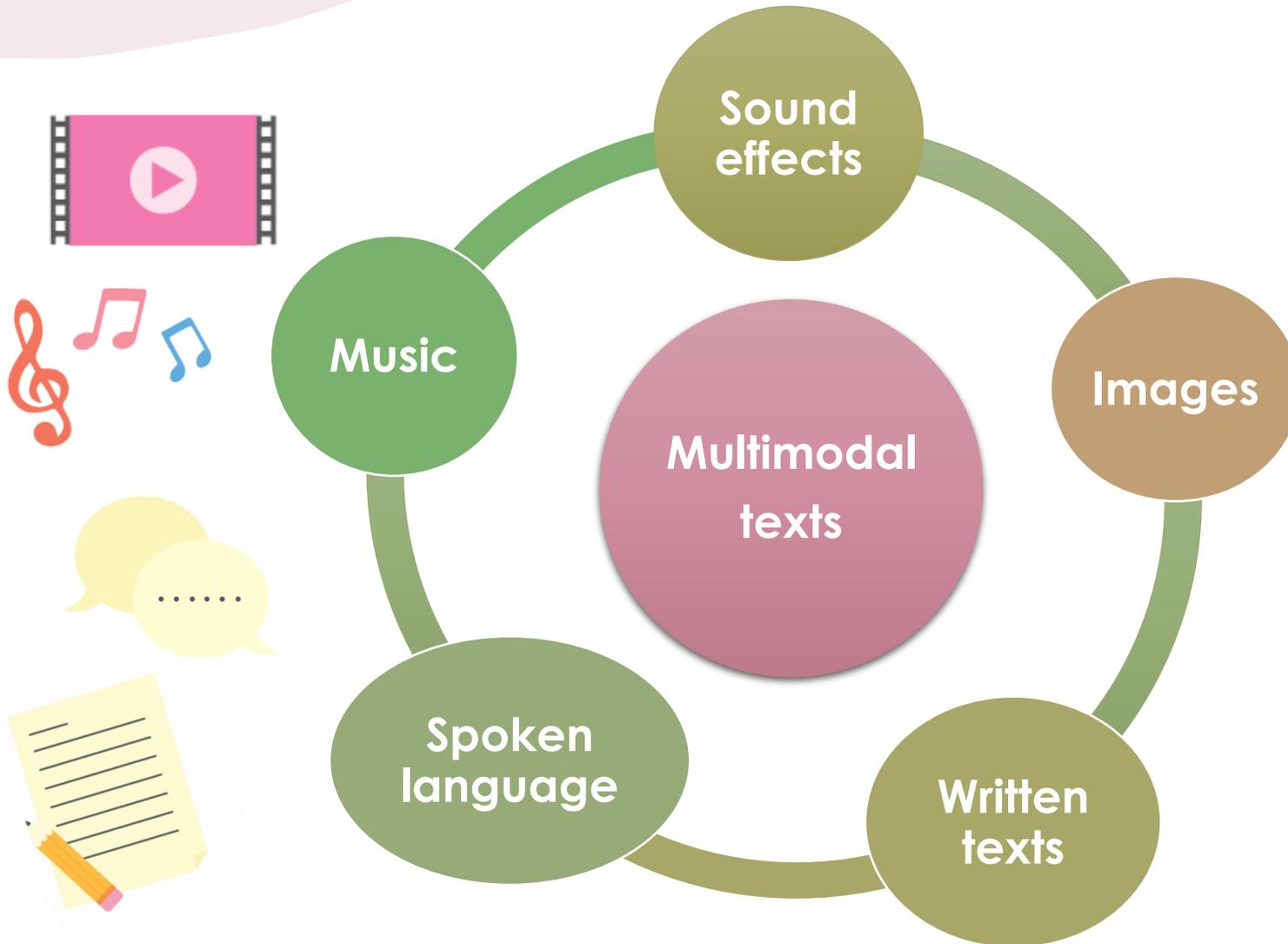
Why should multimodal texts be used in teaching?

- To make English learning more **authentic**, **engaging** and **fun**

- To develop students' **new literacy skills**

Examples of multimodal texts

Advertisement	Animation	Audio book	Blog	Comics	Diagram
Infographics	Instruction manual	Leaflet	Movie	News article	Podcast
Poster	Picture book	Photo caption	Song	Storyboard	Video clip

How to use multimodal texts in English Language teaching?

✓ **Integrate** multimodal texts in English lessons to
- foster language skills development
- promote self-directed learning
- cater for learner diversity

Equipping Students with New Literacy Skills

Enhancing information and media literacy skills

Promoting Language across the Curriculum (LaC)

Lifelong learning

Challenges in the 21st century

Sound effects

Music

Images

Multimodal texts

Spoken language

Written texts

Literacy Development in the English Classroom

The ability to **read and write** effectively
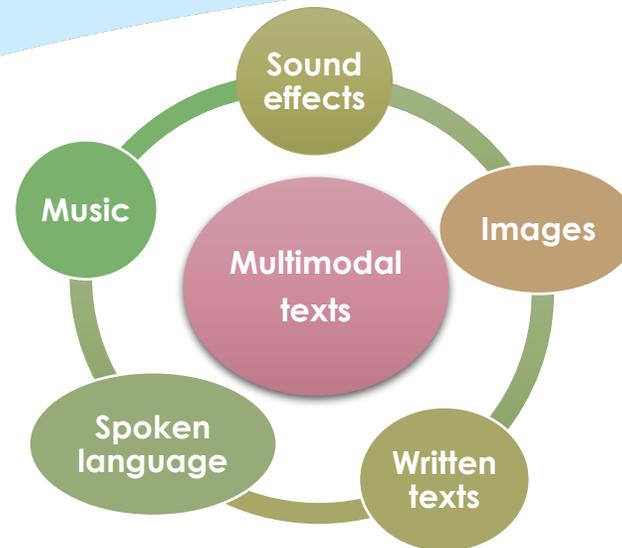
Processing and creating multimodal texts

Pedagogy to Enhance Literacy Development

Access information from a variety of sources

Understand the ideas in the multimodal texts under teachers' guidance

Analyse and explore how messages are presented

Evaluate the messages and values embedded in the multimodal texts

Express and create messages using different modes of communication

Access

Understand

Analyse & Explore

Evaluate

Express & Create
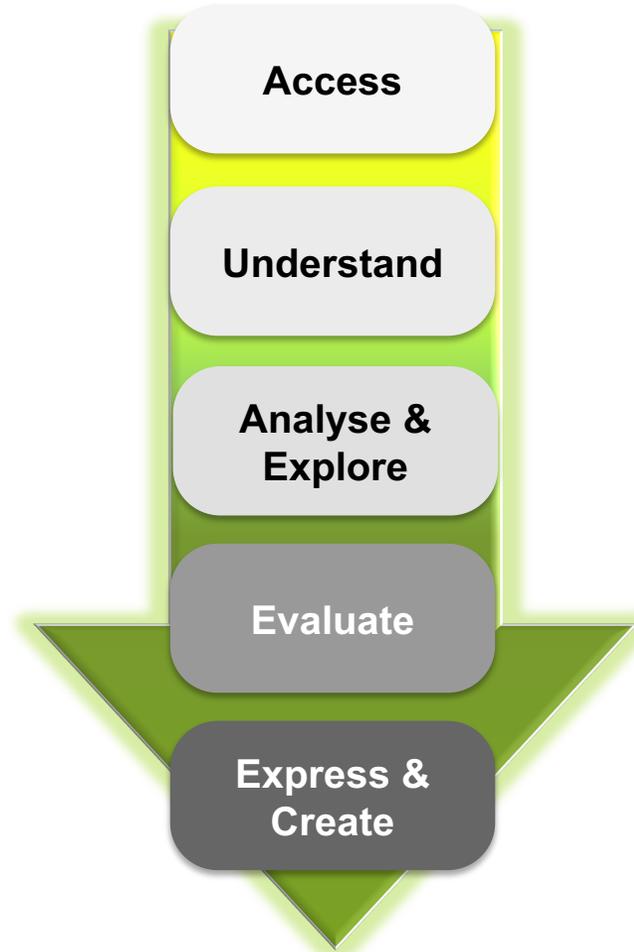
Interacting with Multimodal Texts

Task-based Approach

Producing Multimodal Texts

Online Resource Package on Developing Students' *Multimodal Literacy* in the Secondary English Language Classroom (2021)

Developing Students' Multimodal Literacy in the Secondary English Language Classroom

English Language Education Section
Curriculum Development Institute
Education Bureau HKSAR © 2021

- ✓ **Theories and practices in the adoption of multimodal texts in the English classroom**
- ✓ **L&T materials in modules and units**
- ✓ **Suggested teaching steps**

Major Updates of the ELE KLACG (P1-S6)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017
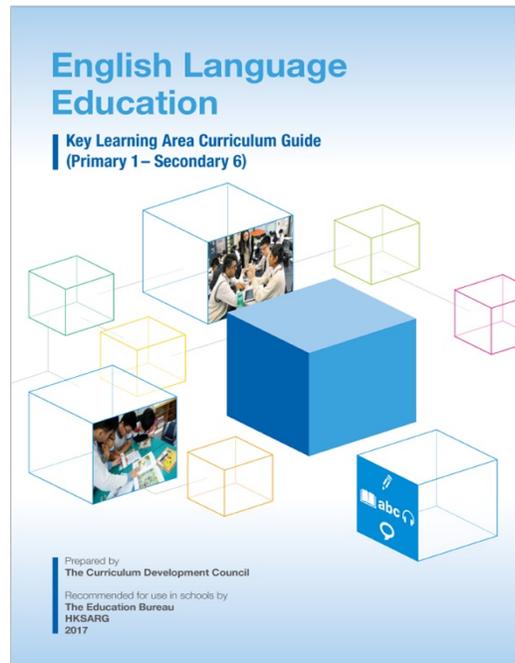
e-Learning & Information Literacy

e-Learning & Information Literacy

e-Learning

an open and flexible learning mode involving the use of the electronic media, digital resources and communication tools to achieve the learning objectives

Information literacy

the essential abilities and attitudes that lead to effective and ethical use of information for lifelong learning and self-directed learning

Reflection:

Is the use of e-learning effective in the following situation?

Mr Chan began the lesson with "Kahoot!" to revisit the knowledge taught in the previous lesson.

Students had great fun playing the game. Some of them had difficulty in understanding the answers, but they were excited to move on to the remaining questions.

After the game, Mr Chan started a new module.

e-Learning & Information Literacy

Some suggestions for Mr Chan

- Provision of feedback by teachers to consolidate learning

- Inviting further responses from students verbally or via e-platforms (e.g. Padlets) to cater for learner diversity

- Including an extended task in which students collect further information about the topic using different e-learning tools to promote self-directed learning

e-Learning & Information Literacy

The use of e-learning tools in the English classroom is not just for making the lesson fun and motivating students to learn, but it also serves **different pedagogical purposes**.

Examples	
Coggle	Mentimeter
Edpuzzle	Plickers
Google Form	Padlet
Google Slides	Quizlet
Kahoot!	Quizizz
Keynote	Socrative
Nearpod	Wordwall
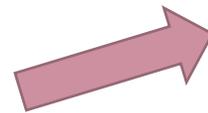
For collecting instant responses

For brainstorming ideas/collaboration
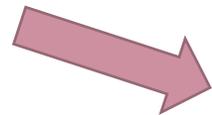
For enhancing interaction/ assessment/self-learning

e-Learning & Information Literacy

How to enhance interactions in the English classroom?

Effective use of e-resources

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

Making use of **e-environment**

Design of **interactive learning activities**

Enhancing interactions in the English classroom

Effective use of **learning & teaching materials**

Effective use of **learning & teaching strategies**
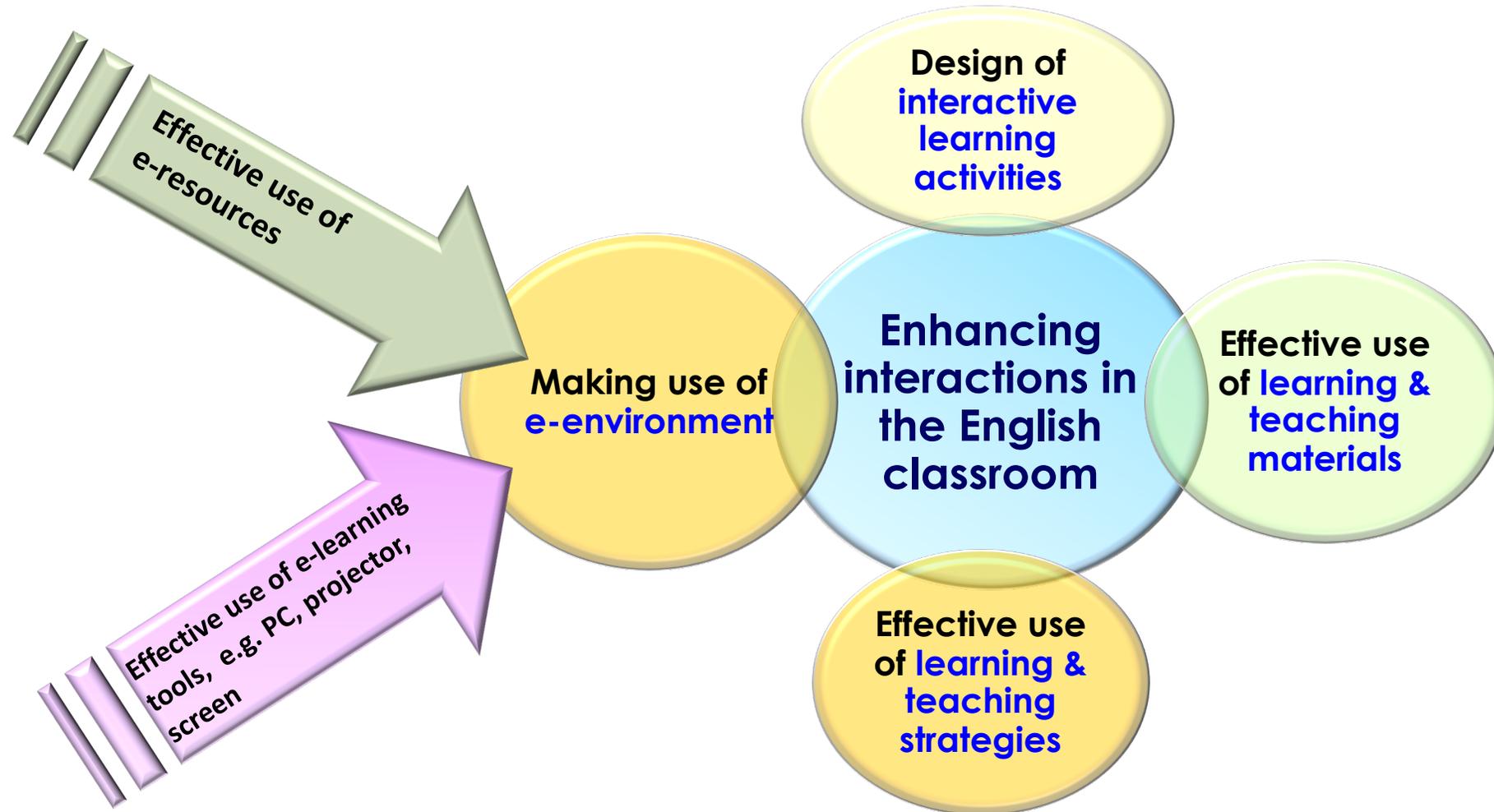
e-Learning & Information Literacy

Information Literacy for Hong Kong Students

Category		Eight Literacy Areas
Effective and Ethical use of information for lifelong learning	1	Use, provide and communicate information **ethically and responsibly**
Generic Information Literacy	2	**Identify** and **define** a need for information
	3	**Loca**...
	4	**Eval**... ...thority, cred...
	5	**Extract** and **organise** information and **create** new ideas
Information World	6	Be a... ...oduce user-gene...
	7	**Rec**... ...libraries, museums, internet) in the society
	8	**Recognise** the conditions under which reliable information could be obtained

Information users ⟶ Information providers

Information need ⟶ Locate information

Organise & Create ⟵ Evaluate information

IT skills

Media Literacy:
Information providers
Conditions for reliable information

Major Updates of the ELE KLACG (P1-S6)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017
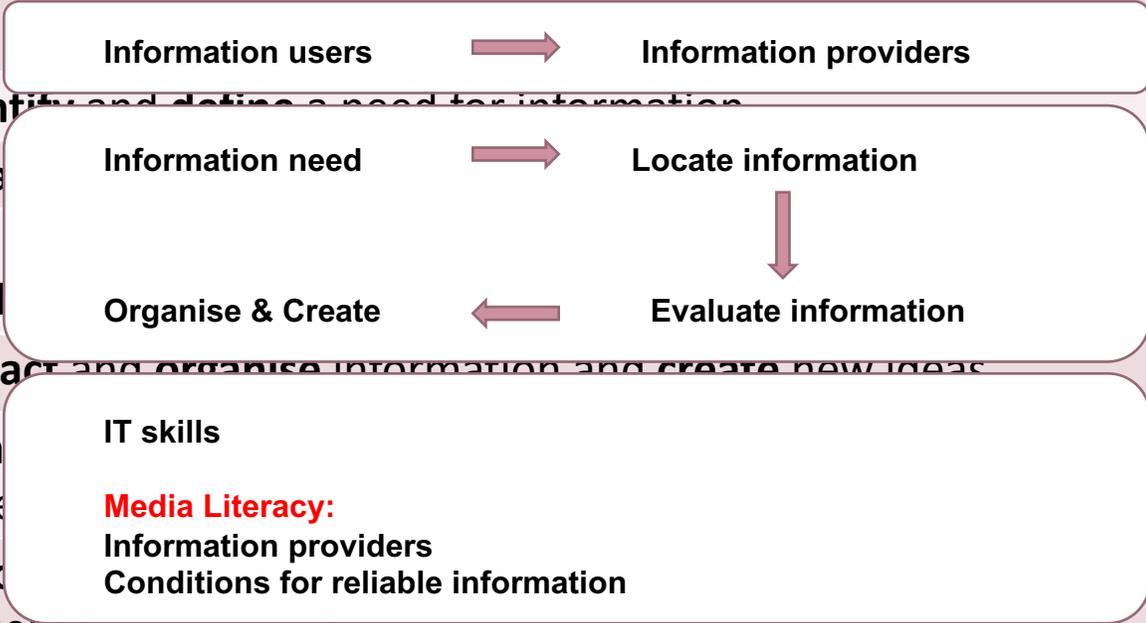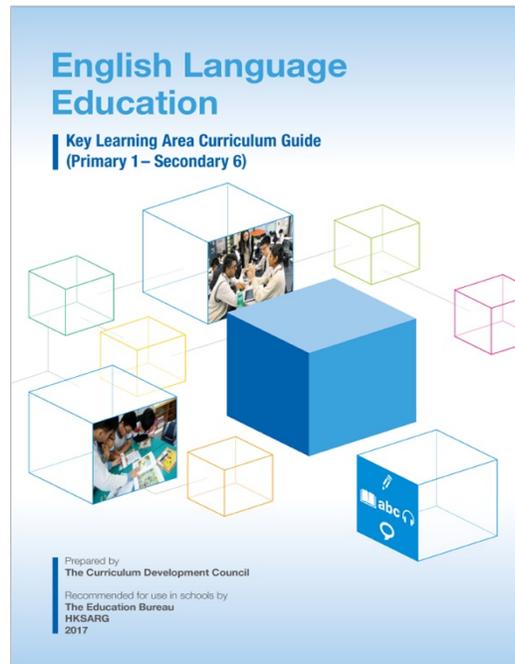
Integrative Use of Generic Skills

Reflection:

What are the nine generic skills? Why are they essential for 21st century learners? How do I integrate them into English Language teaching?

Nine Generic Skills Essential for 21ˢᵗ Century Learners

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

Integrative Use of Generic Skills

Two examples of integrative use of generic skills	
Holistic thinking skills	*Collaborative problem solving skills*
critical thinking skills + problem solving skills + creativity	collaboration skills + communication skills + problem solving skills
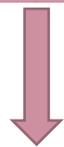
To prepare students for authentic & more complicated tasks

e.g. Project Learning
- S2 students take part in a "Jumble Sale" activity of a charity project on the theme "Charities and Helping Others" to promote students' integrative use of language skills and generic skills.
- Writing a proposal → **holistic thinking skills**
- Raising funds in the "Jumble Sale" at school → **collaborative problem solving skills**

Major Updates of the ELE KLACG (P1-S6)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017
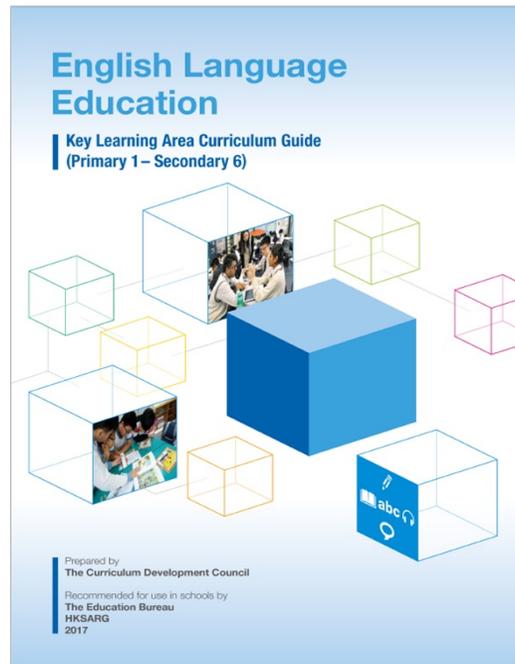
Values Education

Values Education

Did you know…

Education Bureau
The Government of the Hong Kong Special Administrative Region

Latest News | About EDB | Press Release | Education System and Policy | Curriculum Development | Students and Parents Related | Teachers Related | School Administration and Management | Public and Administration Related | Access to Information | Contact Us

Home > Curriculum Development > Four Key Tasks > Values Education

Value Education Curriculum Framework (2021)

To cope with the directional recommendation on according a higher priority to values education put forward in the Task Force on Review of School Curriculum Final Report (2020), the Values Education Curriculum Framework (Pilot Version) was prepared by the Curriculum Development Council (CDC), to provide schools with suggestions and exemplars for the planning of their school-based values education curriculum, within and beyond the classroom, in order to cultivate students' positive values and attitudes from an early age, in preparation for the challenges they face in their studies, in their daily life and while growing up. The curriculum framework is as follows:

Values Education Curriculum Framework (Pilot Version)(2021) [CHI]

Values Education

10 Priority Values and Attitudes

Perseverance

Respect for others

Responsibility

National identity

Commitment

Integrity

Care for others

Law-abidingness

Empathy

Diligence

Values education in different domains

Moral and civic education

Constitution and Basic Law education

National security education

Life education

Environmental education

Human rights education

Media education

Sex education

Health & anti-drug education

35
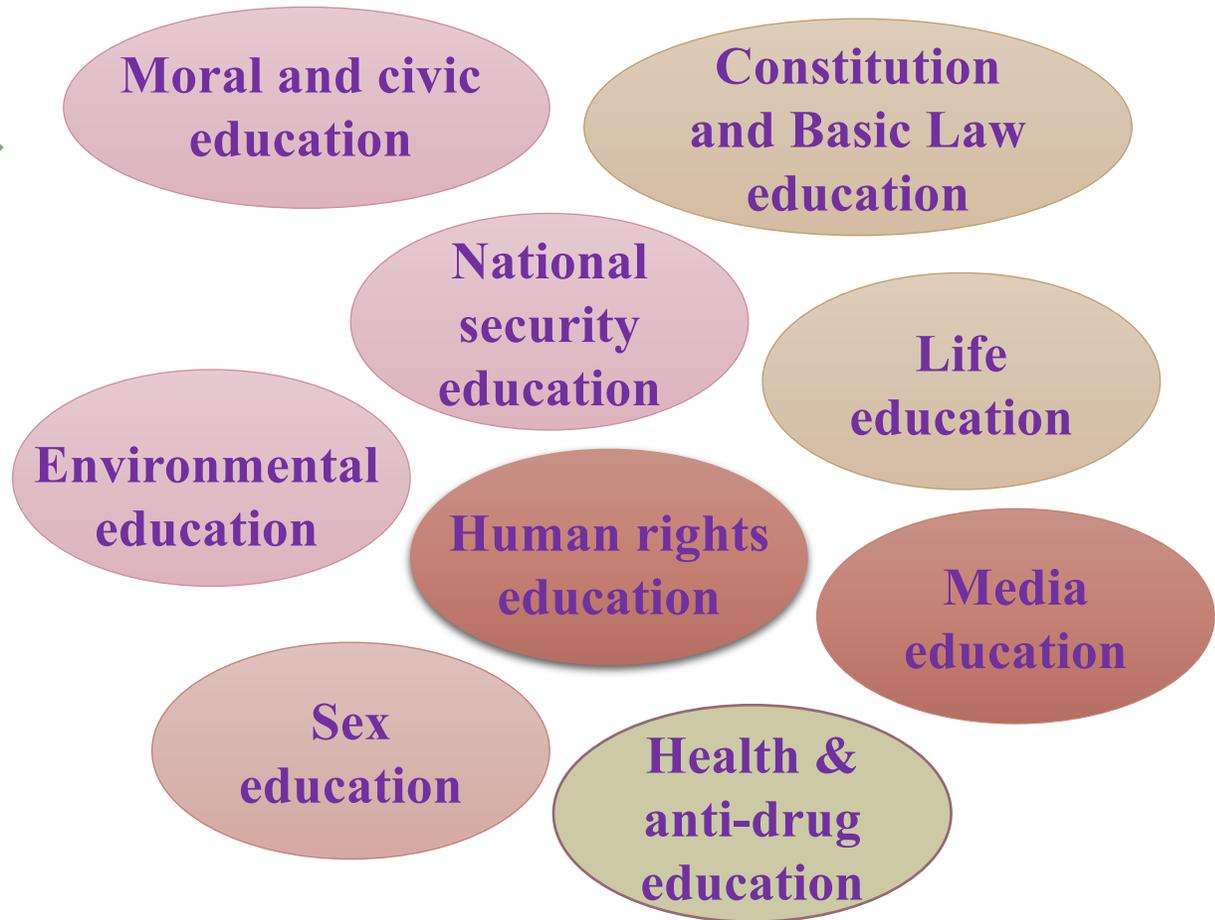
Things to consider when incorporating values education in the school English Language curriculum

School mission and/or religious background

School development plan and major concerns

Curriculum planning and task design

Cross-KLA or Cross-departmental collaboration

Life-wide learning
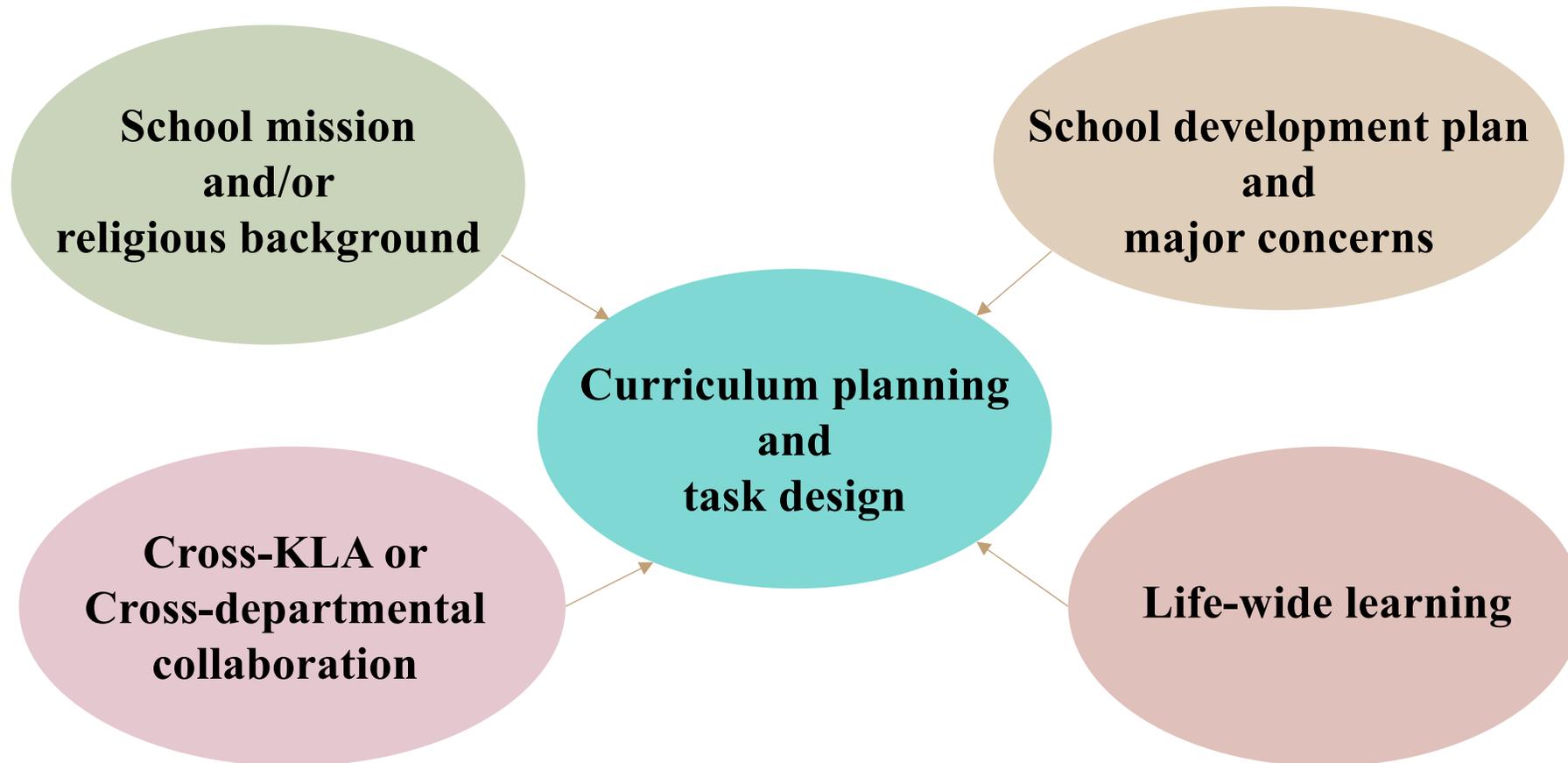
Reflection:

Due to the tight teaching schedule, I can only focus more on the teaching of subject knowledge (e.g. vocabulary and grammar teaching). **How can I set aside time for values education?**
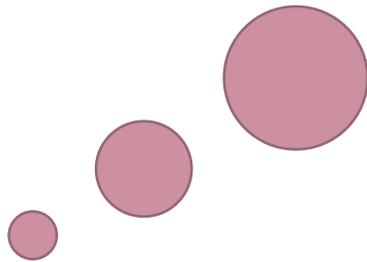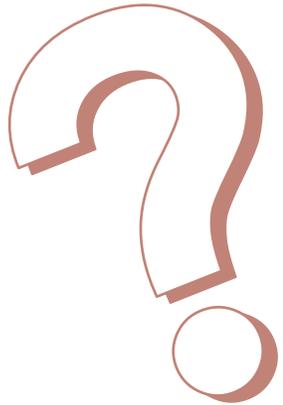
Promoting Values Education in the School English Language Curriculum

- Not additional time, but **integration**

Knowledge in Key Learning Areas

Generic Skills

Values & Attitudes
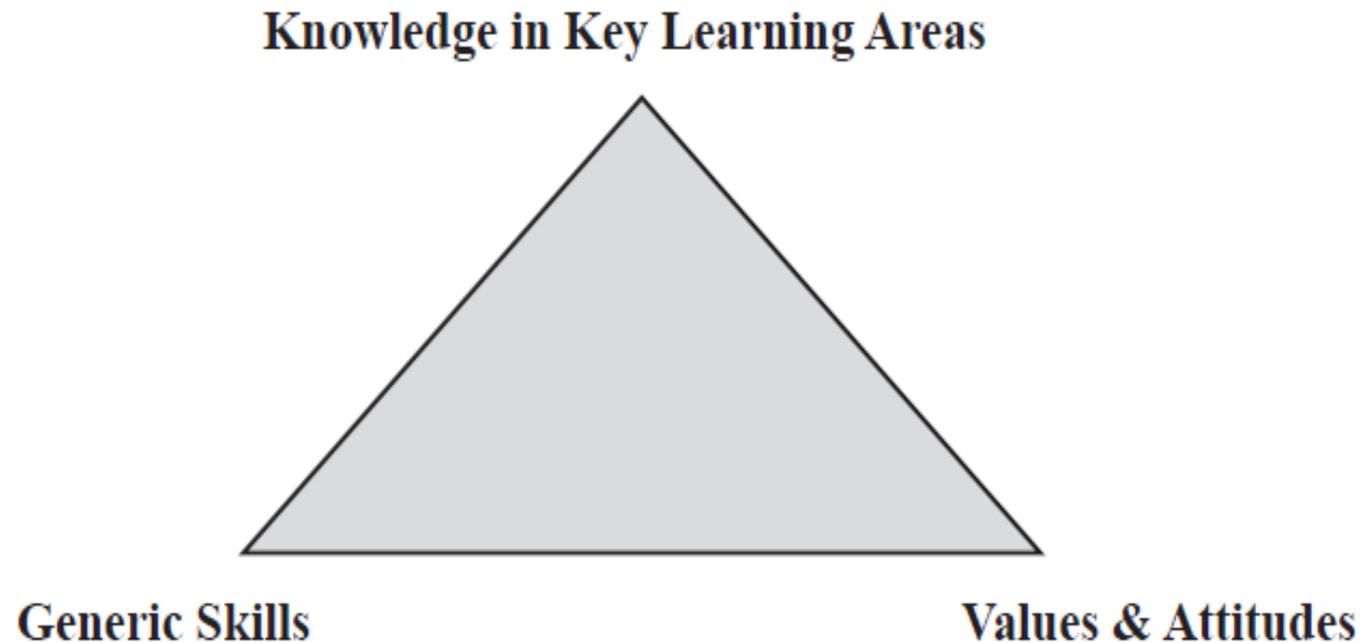
Values Education

Choice of materials — Examples

- **Language arts materials** (e.g. short stories, poems, lyrics, films) which deal with universal issues such as interpersonal relationships, nature, love and growing up

- **Non-fiction materials** (e.g. documentaries, biographies, news/magazine articles) which present students with inspiring stories of people, controversial issues and thought-provoking happenings in the world

The Road Not Taken

-Robert Frost

Count on me ♫

-Bruno Mars

LIFE WITHOUT LIMITS

Nick Vujici

I Am Malala

Malala Yousafzai

NEWS

Values Education
– Examples of *Learning and Teaching Activities*

Examples of L&T Activities	Values
storytelling and **reader's theatre** on books or texts about interpersonal relationships	**Care for others** **Respect for others** **Empathy**
discussions and writing **a letter to the editor** on social issues raised in an editorial	**Law-abidingness** **Integrity**
comparing the life stories of two successful people and discussing different ways to face adversities in a **group discussion**	**Perseverance** **Diligence** **Commitment**
designing pamphlets and posters which introduce the cultures and traditions of different countries	**National identity** **Respect for others**
writing a **short story** from the perspective of an abandoned pet	**Responsibility** **Empathy**

Strategies for Integrating Values Education into the School English Language Curriculum

✓ **Connecting the ten priority values and attitudes with the themes and topics of teaching modules/units in the English Language curriculum**

- Module
  Animal Protection
- Connection with the school motto
  Be a responsible and committed citizen
- Topic in English Language curriculum
  Keeping a pet
- Positive values and attitudes
  Responsibility, care for others, empathy
- Learning and teaching activities
  Watching a video on stray animals, writing a soliloquy of an abandoned dog, paying a visit to an animal shelter, writing a proposal for a fundraising campaign to raise awareness of the problems faced by abandoned animals

Strategies for Integrating Values Education into the School English Language Curriculum

✓ Integration of **cognition**, **affection** and **action**
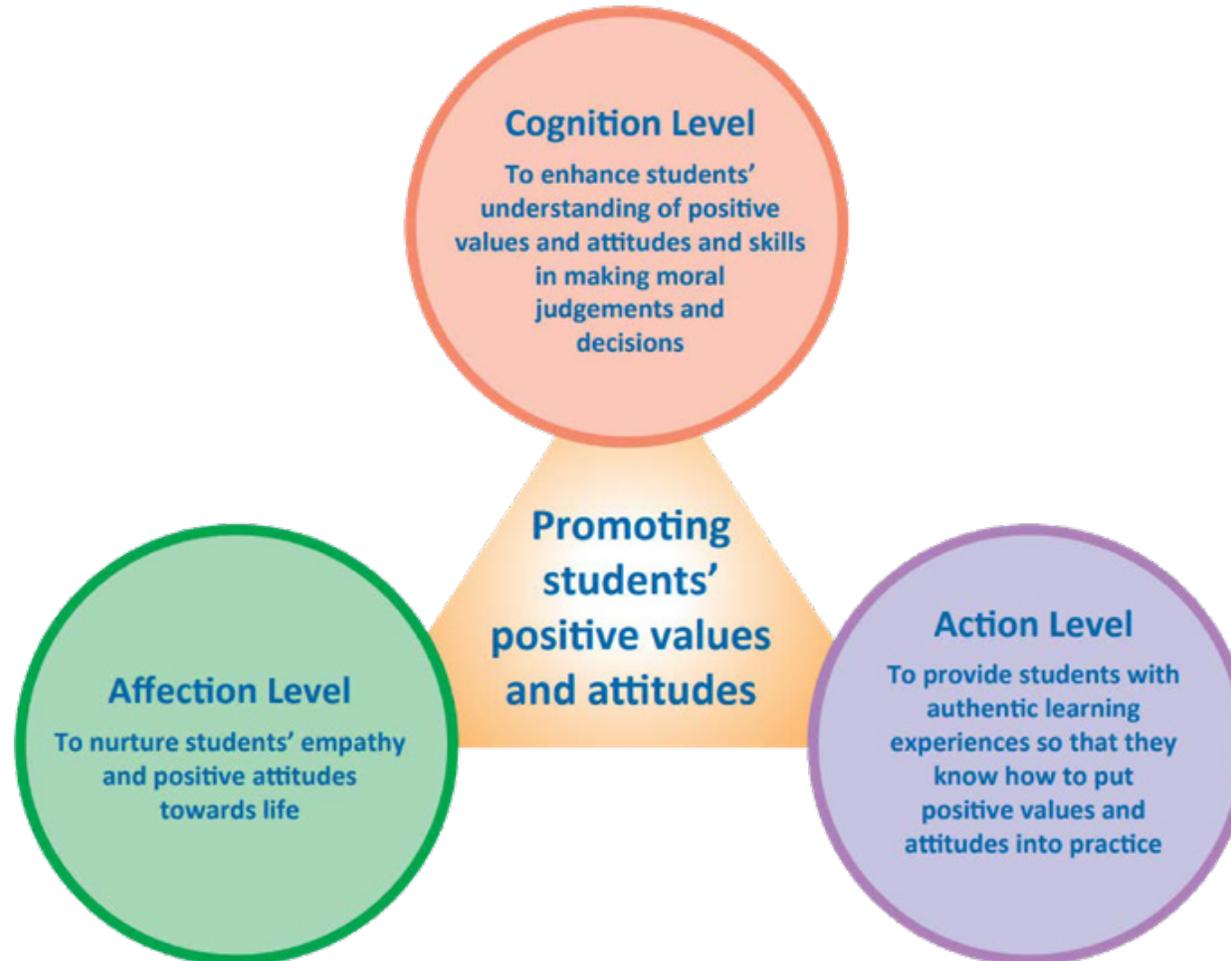
Figure 6A.1 Integration of Cognition, Affection and Action (p.10, Booklet 6A, *Secondary Education Curriculum Guide* (2017))

Integrating Values Education into the School English Language Curriculum An Example

Module	The World of Sports
Level	S4 students
Connection with the school's major concern	To develop a positive outlook on life through nurturing perseverance and grit
Topic	The success stories of Paralympic athletes
Positive values and attitudes	Perseverance, respect for others, empathy, grit
Integrative use of generic skills	Holistic thinking skills – critical thinking skills, problem solving skills, creativity

Learning and teaching activities

Read/View a text about motivational Paralympic athletes who beat the odds in their sporting career

Cognition level

Outline the positive attributes of the athletes and analyse the reasons for their success using a graphic organiser

Cognition level

Empathise and reflect on the challenges faced by athletes with a disability by giving a short presentation

Affection level

Research on underprivileged groups in society and write a proposal to suggest how the Government can support people with disability

Action level

43

Strategies for Integrating Values Education into the School English Language Curriculum

✓ **Provision of holistic and balanced learning experiences through integrating classroom learning, practical experience and learning environment**
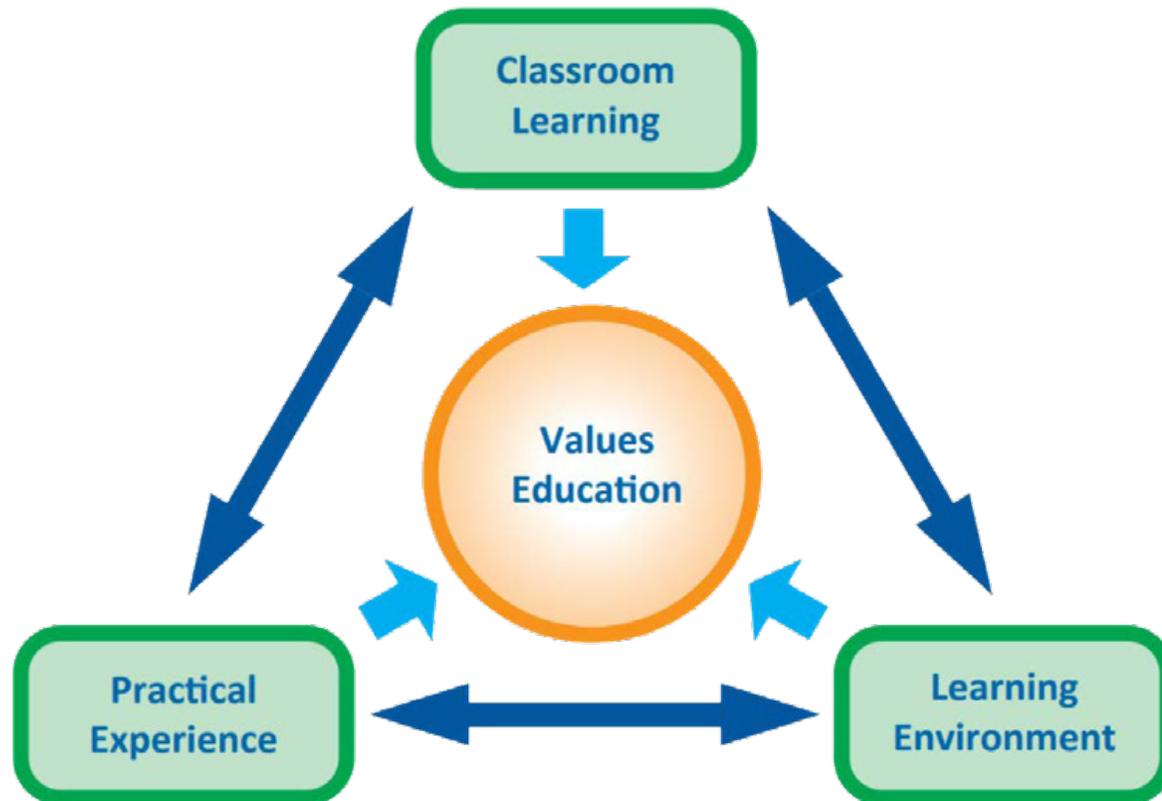
Example

- S2 students take part in a charity project on the theme "Charities and Helping Others" to promote students' integrative use of language skills.

- The project starts with a talk by a social worker on underprivileged children who are deprived of education. Students then discuss the roles and responsibilities of the more fortunate ones to understand the importance of social responsibility.

- Students are then asked to sign a "contract" to commit themselves to a series of fundraising events leading up to the "Jumble Charity Sale" to support children's right to education.

Implementing a *School-based Reading/Viewing Programme*
to Promote Values Education
An Example
"What Happens Next?"
Predicting the Storyline of Inspirational Short Animations

Select and play an inspirational short animation for the first time.

→

Pause the video at specific times and engage students in making predictions of the plot at different stages.

→

Have students identify the unpleasant experience or challenges (e.g. a disability, a challenging task) faced by the characters in the short animation.

↓

Conclude the lesson by eliciting from students the positive messages learnt from the short animation. Get them to reflect on how they can apply those positive values and attitudes in the daily life.

←

Play the short animation multiple times as necessary to analyse the fictional elements (e.g. themes) and cinematic techniques (e.g. camera shots).

←

Discuss how the characters handle/overcome the adversities. Ask students to put themselves in the shoes of the characters and share what they would do and how they would feel if they faced similar challenges.

45

Implementing a *School-based Reading/Viewing Programme* *to Promote Values Education - An Example*

"What Happens Next?"
Predicting the Storyline of Inspirational Short Animations

Name of Animation	Positive Values and Attitudes	Synopsis
Hair Love	Hope, love, perseverance	A heart-warming story of an African American father learning to do his daughter's hair for the first time for a special occasion.
The Present	Empathy, hope, love	A story about a boy who receives a life-changing present from his mom – apuppy with three legs.
Ormie the Pig Wants a Cookie	Perseverance, determination, grit	An animation capturing Ormie's quest for a jar of cookies
My Shoes	Empathy, gratitude, care for others	A story with a twist which teaches us about gratitude and empathy.

A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom (e-version) (2021)
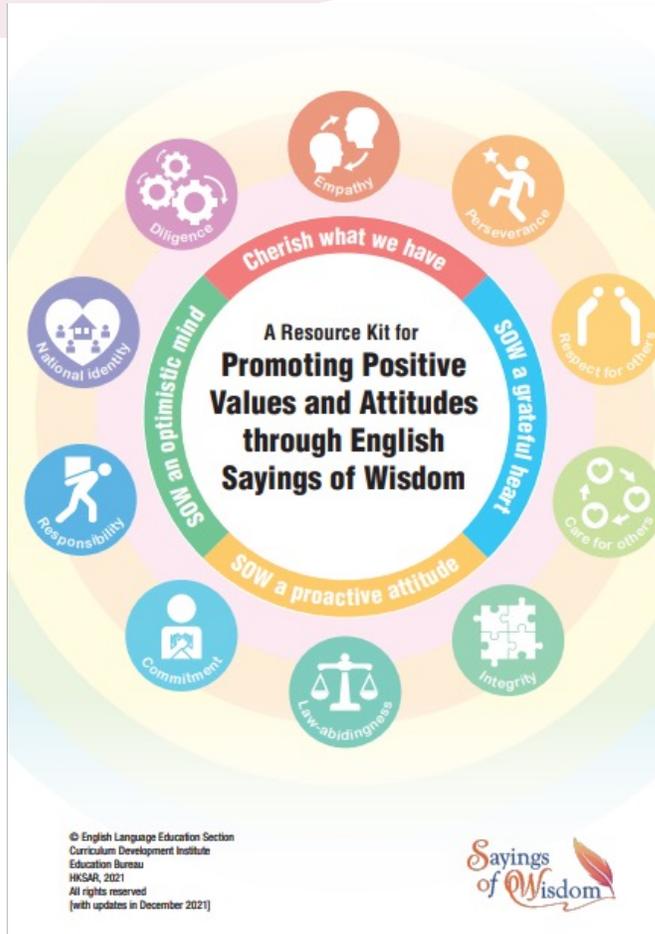
✓ **Strategies for promoting Values Education**

✓ **L&T ideas with lesson procedures**

✓ **Ideas on creating a language-rich environment to promote values education**

✓ **Games**

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

English Language
Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017
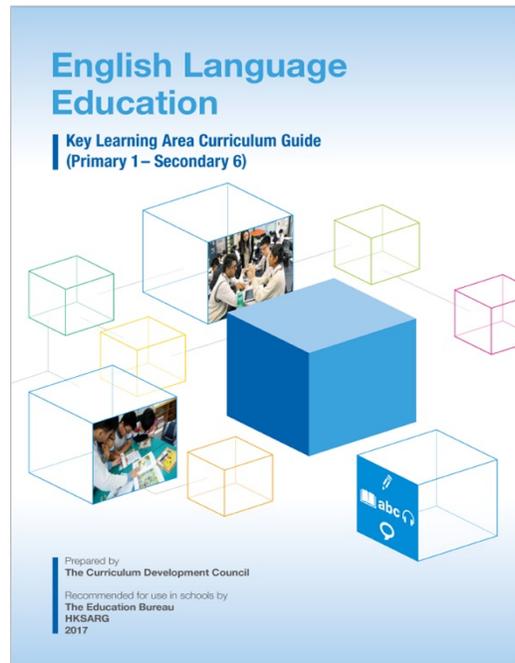
Learning and Teaching of

Text Grammar

Reflection:

How do I usually teach grammar?

- **Grammar drills?**

- **Introduce language items through texts ?**

Drilling
- Only a mechanical practice of language forms

Mostly **form-focused** exercises

Understanding and application of the functions of language items are equally important

Text Grammar
- **Authentic contexts** help students make **meaningful connections** between language forms and functions, hence **effective use of the language**

Beyond **sentence level**

49

Grammar in Context and *Text Grammar*

Grammar in Context ⟵ **Complementary Concepts** ⟶ **Text Grammar**

Grammar in Context	Text Grammar
• the link between **form and function** and how grammar makes meaning and varies in different contexts • how contexts shape the **choice** of language used	• **beyond sentence level** • grammar items typical of a particular **text type** • how grammar contributes to the **structure, coherence, tone, style and register of a text** • how to apply grammar knowledge to create texts of **different text types**

Major Updates of the ELE KLACG (P1-S6)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

Extending from

Assessment for Learning to

Assessment as Learning

Assessment of Learning	It refers to the assessment designed to provide evidence for making judgments on student achievement against learning targets, objectives or standards at a certain point of time.
Assessment for Learning	It is a formative and diagnostic kind of assessment where teachers collect ongoing information about students' learning progress, provide timely and quality feedback and adjust their teaching strategies for improving student learning.
Assessment as Learning	It refers to students' use of learning tasks and feedback to enhance their own learning. During the process, students actively develop an understanding of their learning, critically assess their learning effectiveness, adjust learning strategies, plan for follow-up actions, and set future learning goals. When implementing assessment as learning, feedback from teachers or self- and peer assessments help students reflect on their own learning, and identify their strengths and areas for improvement.

Strengthening *Assessment for Learning (AfL)*

- Process Writing
- Oral Presentation
- Homework
- Performance Task
- Quiz/ Test/Exam
- Online Assessment
- **Adopting Diversified Modes of Assessment**
- Project
- Observation
- Learning Task & Activity
- Portfolio

Assessment tools
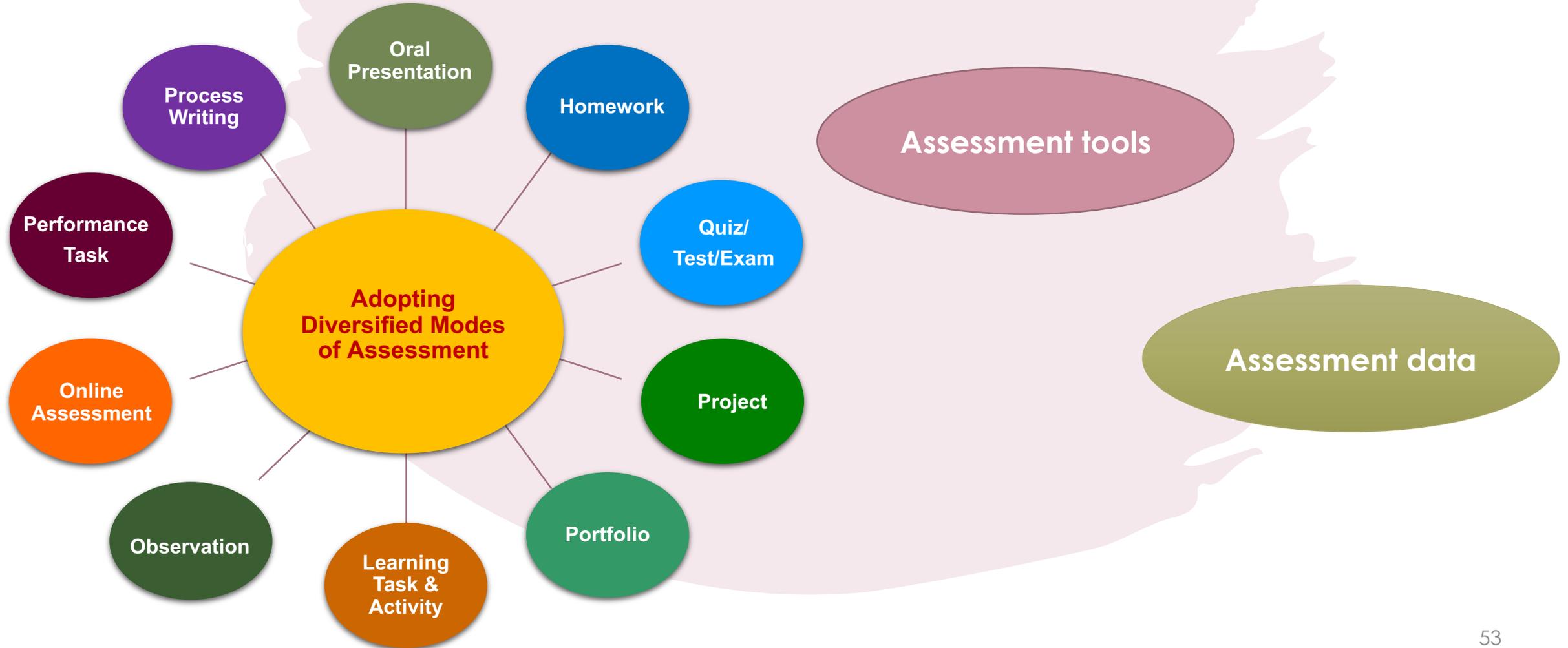
Assessment data

Reflection:

Why should we extend from Assessment for Learning to Assessment as Learning?

Extending from AfL to AaL

- AaL empowers students to <u>reflect on</u> their own learning, and develop their habit of mind and skills to <u>monitor</u> and <u>evaluate</u> their own progress of learning.

- AaL allows greater <u>involvement</u> of students in the Learning-Teaching-Assessment process.

Enable students to take charge of their own learning!

Extending from *AfL* to *AaL*

Reflecting on learning performance & effectiveness of strategies adopted

Setting personalised learning goals

Monitoring the learning process

Formulating plans to attain goals
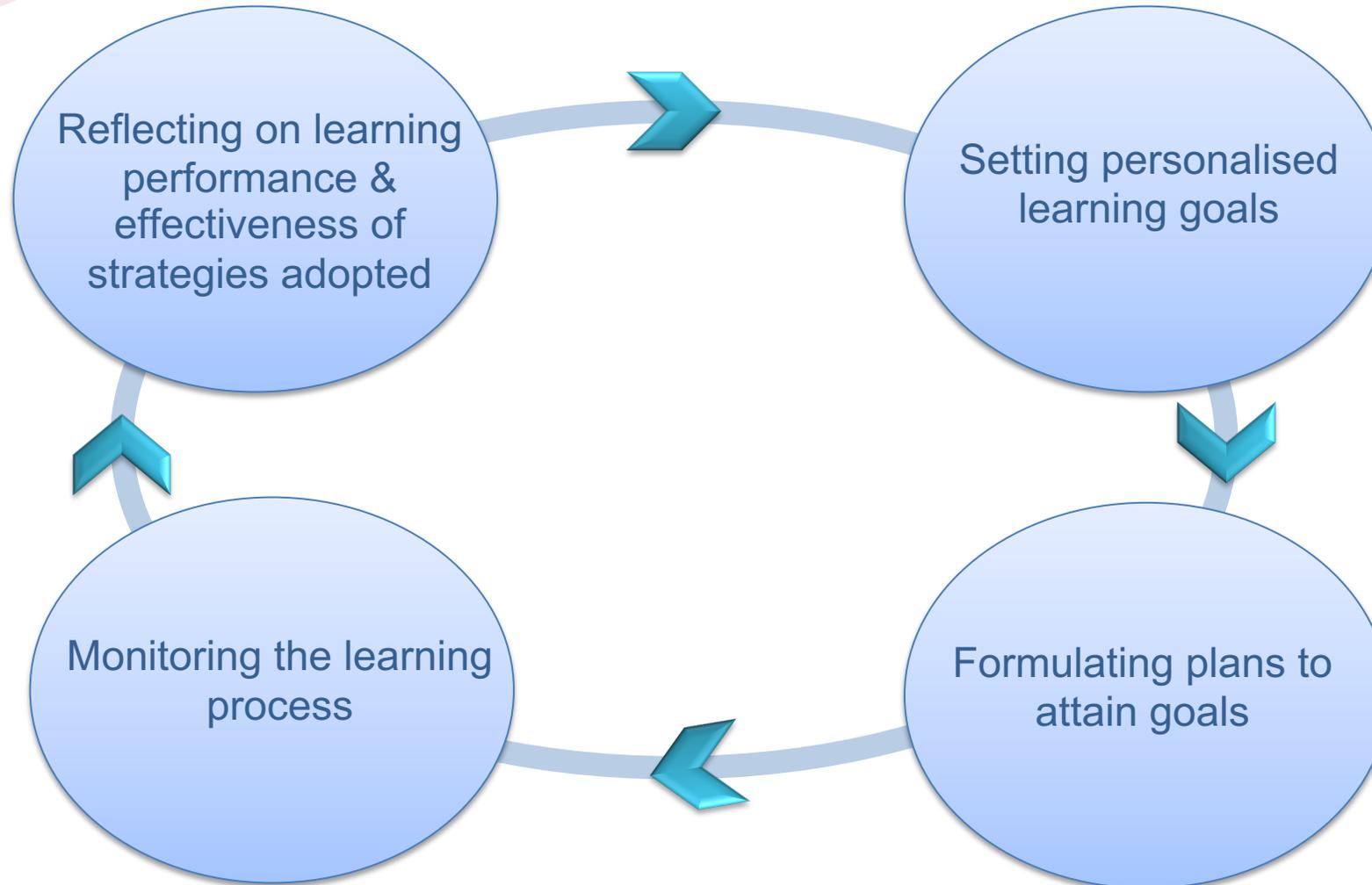
Strategies to promote Assessment as Learning

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**

Major Updates of the ELE KLACG (P1-S6)

English Language
Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017
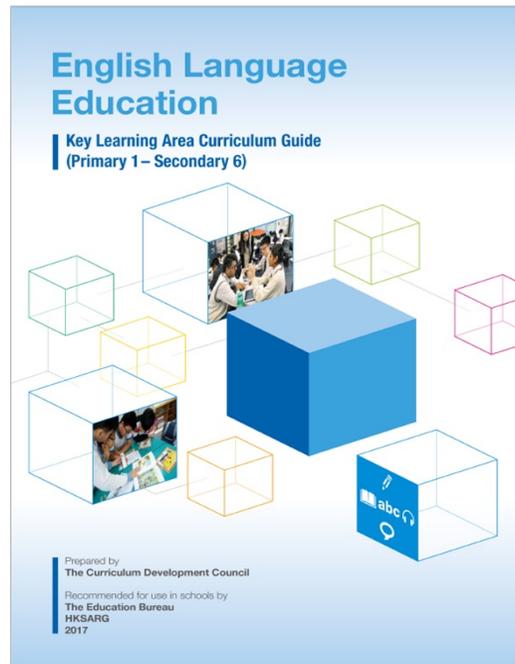
Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

Reflection:

There are a few students who are very talented in English in my class. *How can I stretch their potential in the mainstream English classroom?*

Catering for the Needs of SEN & Gifted Students in the Mainstream English Classroom

Students with SEN

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

Mainstream English classroom

S E N   G I F T E D

Gifted students

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

Accommodating diverse students' needs in the mainstream English classroom

Major Updates of the ELE KLACG (P1-S6)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017
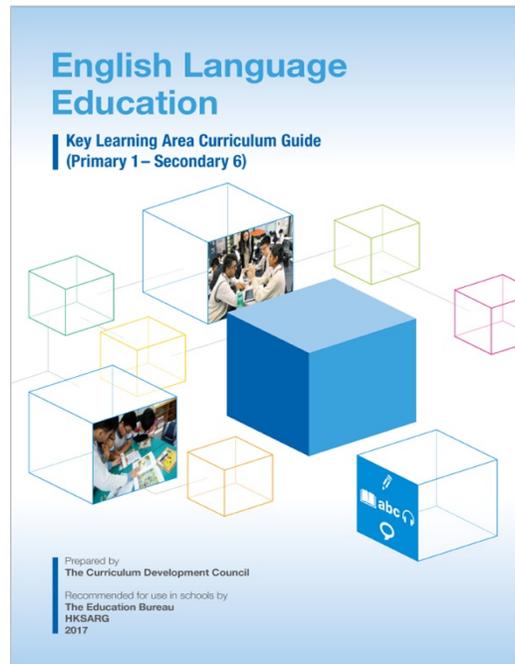
Reading across the Curriculum

Reflection:

*"Promoting Reading across the Curriculum is about providing and teaching a **glossary** of thematic vocabulary commonly used in content subjects."*

Do you agree?

Reading across the Curriculum (RaC)

- **RaC**, a component of **LaC**, is more than provision of a glossary.
- It helps students connect learning experiences between English Language & non-language subjects by establishing meaningful links between language features and concepts acquired across different KLAs.

Language across the Curriculum (LaC)

Effective language development facilitates the learning of content subjects.

Non-language subjects provide a context for language learning.
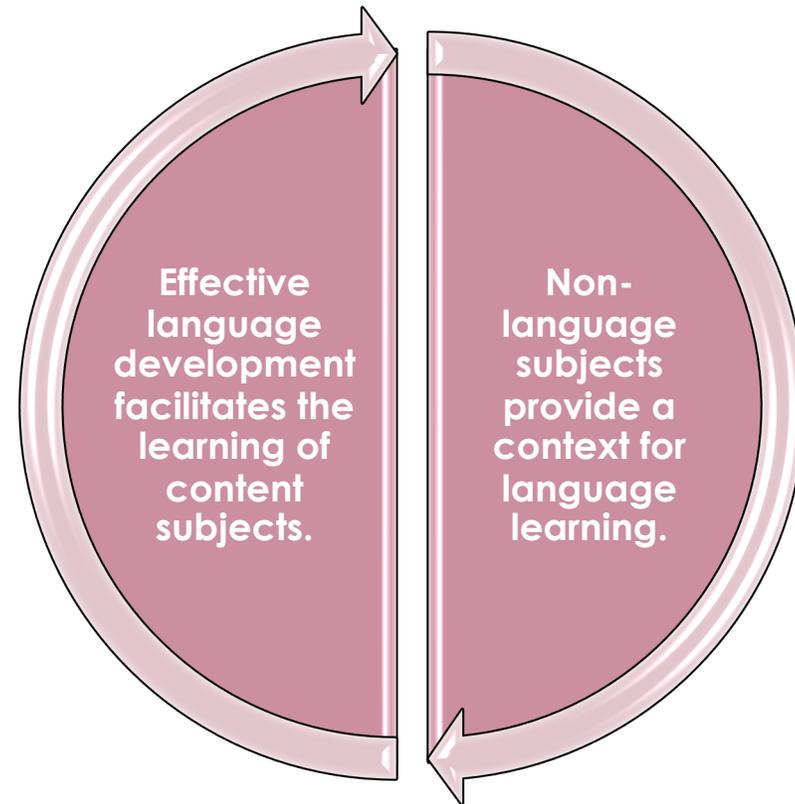
Challenges for Secondary School Students

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

English Language Education

Formality

Text Complexity

Senior Secondary

Junior Secondary

Primary

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

Ranging from **simple texts** to **complex texts**

Fine-tuned MOI arrangements

Enriching Our Language Environment Realising Our Vision

Fine-tuning of Medium of Instruction for Secondary Schools

Academic content awareness + **Academic language awareness**

Reading *across* the *Curriculum* (*RaC*)

In terms of topics / themes

Chinese

English

Mathematics

Liberal Studies/
Citizenship &
Social Development
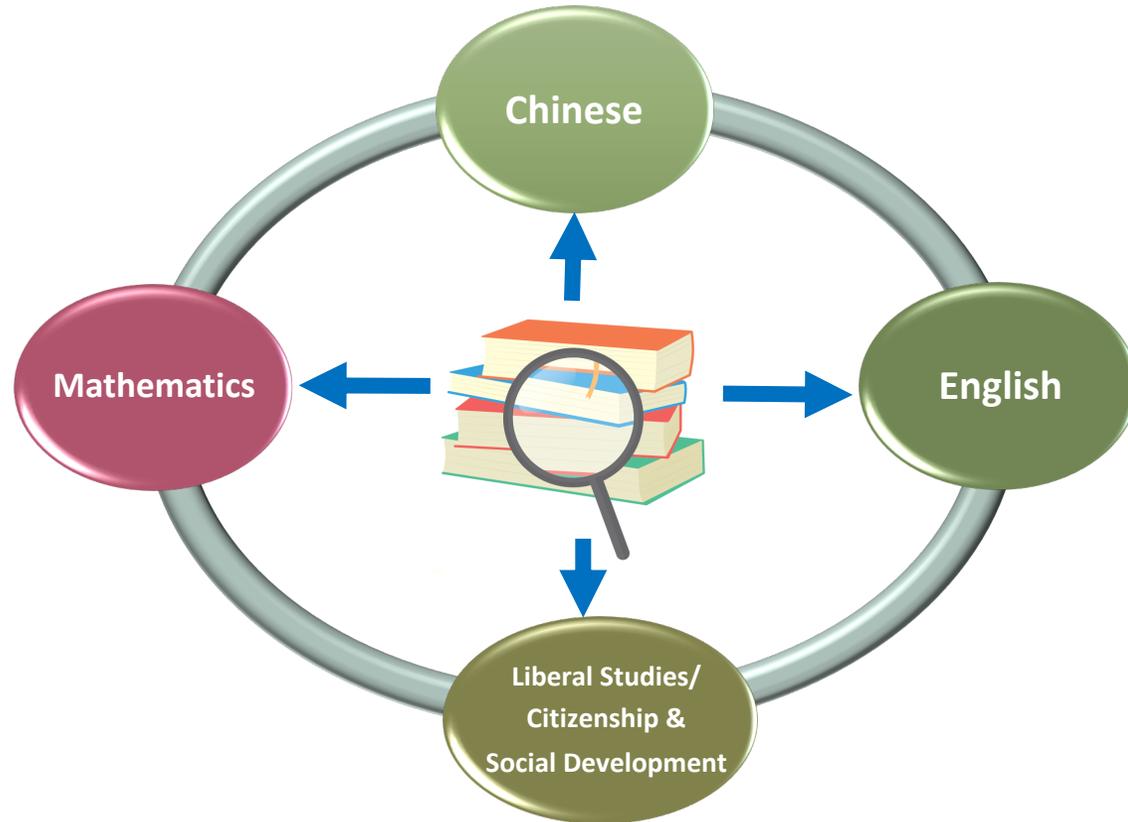
Reading across the Curriculum (RaC)

In terms of reading skills and strategies

Chinese

English

Mathematics

Liberal Studies/ Citizenship & Social Development

Reading across the Curriculum (RaC)

Academic
content
awareness
+

Academic
language
awareness

(Martin & Rose, 2005)
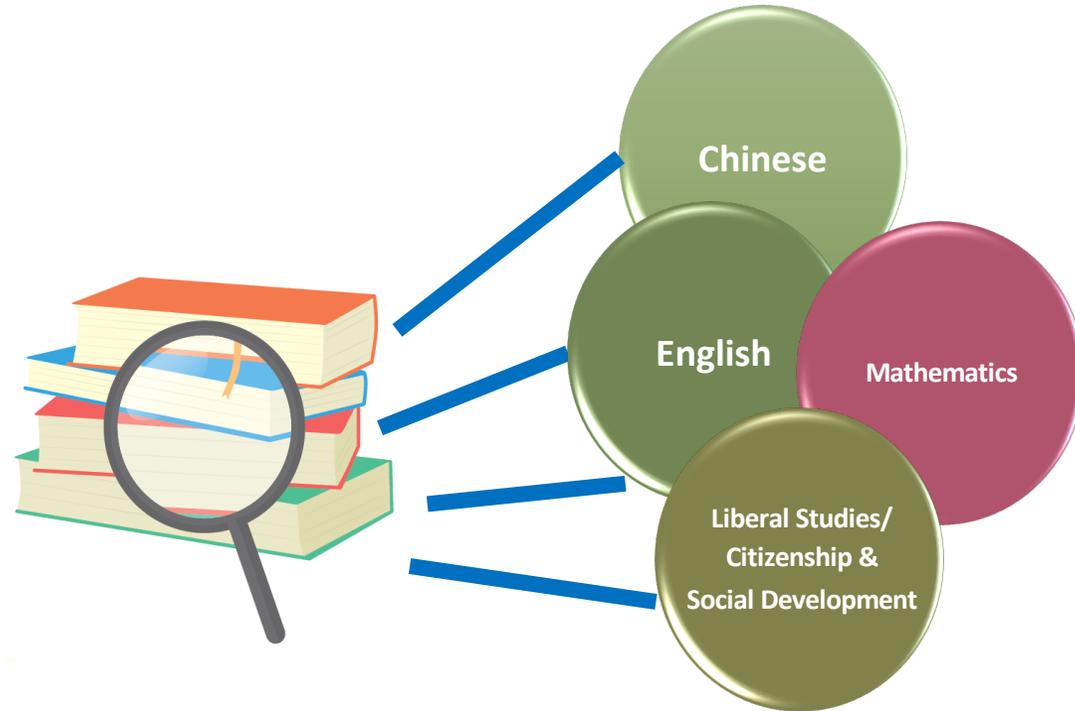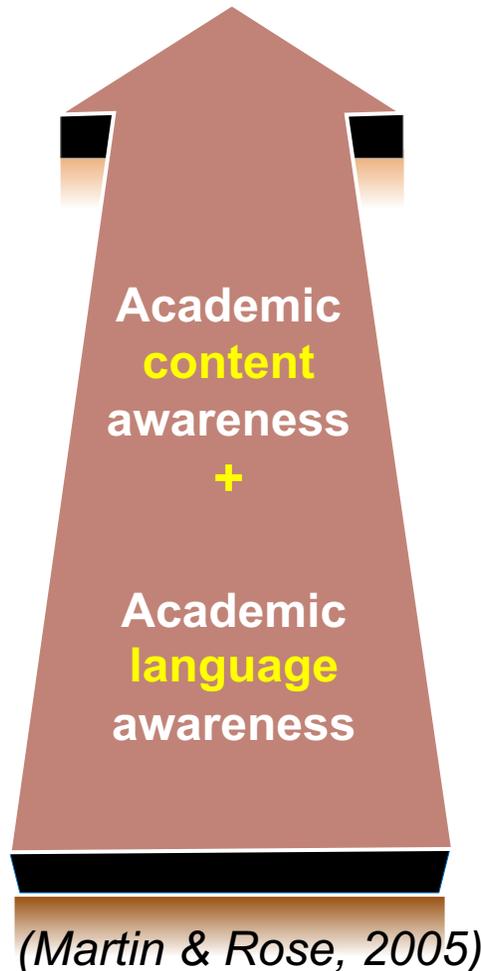
- Reading across the curriculum (RaC) helps students **establish meaningful links** among concepts and ideas acquired in different KLAs.

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

Reading across the Curriculum (RaC)

English for General Purposes VS **English for Academic Purposes**

Rhetorical Functions & Language Features

Examples

Rhetorical functions	Language features (e.g.)	PSHE	ME	SE	TE	AE	PE
Comparison	**Connectives: (KS3 – KS4)** ***However, on the contrary, despite, whereas***	*		*			
Procedure	**Imperatives: (KS1 – KS4):** ***Hold*** the racket vertically.		*	*	*	*	*
Recount	**Past tense: (KS1 – KS4)** World War II ***lasted*** from 1939 to 1945.	*		*			*
Explanation	**Connectives: (KS2 – KS4)** ***Due to, because, since; therefore, so, as a result***	*	*	*			
Description	**Adjectives: (KS1 – KS4)** ***Postmodern, romantic, three-dimensional*** **Passive construction: (KS3 - KS4)** Water ***is pumped*** to the water treatment station.	*		*		*	
Conclusion	***To summarise, to conclude***	*		*			
Suggestion	**Modal verbs: (KS2 - KS4)** Can, may, could, might, should	*		*			
Instructions	**Wh-words: (KS1 – KS4)** ***What*** is the sum of the numbers from 1 through 1000000? **Imperatives: (KS1 – KS4)** ***Discuss*** the impacts of Meiji Restoration.	*	*	*	*	*	*
Presentation of facts	**Present tense: (KS1 – KS4)** The Earth ***rotates*** around the Sun.		*	*			*
Assumption	**If, let, suppose: (KS2 – KS4)** The value of a gold coin is $3 200. ***If*** its value increases by 6% each year, what ***will be*** its value after 4 years?		*				*

Strategies for Promoting RaC

Use of **visual representation** to **deconstruct** the structure, language & content of the texts
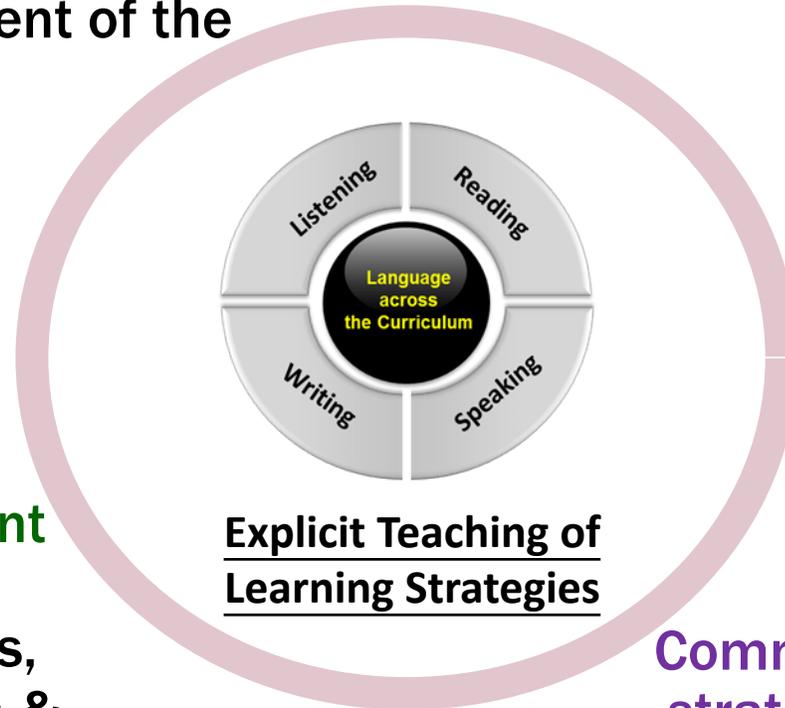
Reading & **enabling skills** (e.g. vocabulary   building strategies, phonics skills)

Explicit Teaching of Learning Strategies

Features of different text types (e.g. text structures, rhetorical functions & the related language items)

Communication / Interaction strategies that students can apply in **presentation & discussion** activities across KLAs

*Promoting **Writing** across the **Curriculum** (**WaC**)*

WaC is a meaningful follow-up on **RaC**

Content
- Topic

Organisation
- Text type
- Text structure

Language features
- Communicative purpose
- Rhetorical functions and the related language items
- Vocabulary

Reading across the Curriculum

Writing across the Curriculum

Helping students

- ◆ establish meaningful links among concepts and ideas in other KLAs

- ◆ develop a better understanding of the language features of texts on cross-curricular subjects

RaC & *WaC* – *Collaboration among KLAs*

✓**Curriculum mapping**

- Take into consideration students' learning needs across KLAs at the same year level or across levels

- Develop a horizontal or vertical curriculum map that highlights possible entry points (e.g. learning and teaching strategies, themes, text structures, rhetorical functions, language items) for the implementation of RaC and WaC

RaC & *WaC* – *Collaboration among KLAs*

Curriculum mapping – Example

Secondary 2		English Language	History	Science
Reading	Learning and teaching strategies	Use of visual representation (e.g. a Venn diagram) to help students deconstruct the text		
	Rhetorical functions	To compare/contrast		
	Language items	<u>Showing similarities</u> *Both, like, similarly* <u>Showing differences</u> *Unlike, while, however/but, instead of*		
	Teaching focus	Introducing the forms and functions of the target language items	Reinforcing the use of the target language items	
	Topic	Cultures of the World	Industrial Revolution	Respiration
Writing	Providing relevant contexts for the application of the target language items (e.g.)	"*<u>Unlike</u> western parents, Hong Kong parents tend to focus much on their children's academic performance…*"	"*Water power was a source of energy before the Industrial Revolution, <u>while</u> the steam engine has become an important source of energy after the Revolution…*"	"*<u>Like</u> respiration, burning also produces heat energy…*"

RaC **&** *WaC* *– Collaboration among KLAs*

✓ **Planning of curricula and collaborative development of learning materials**

- Teachers of different KLAs working closely to match the language needed as well as the content for different subjects
- Planning the English curriculum to facilitate and enhance reading and writing skills for non-language subjects
- Working on the scheme of work of English Language to incorporate language skills and features needed for non-language subjects
- Producing learning and teaching materials for the use in the non-language subjects

RaC & *WaC* – *Collaboration among KLAs*

✓**Conduct of cross-curricular projects**

➢ **Small-scale cross-curricular projects:**

Subjects	Suggested Ideas
English + Mathematics	Conduct a survey, e.g. to find out the favourite extra-curricular activities of S1 students and present the findings in the form of statistical presentation and oral presentation.
English + Geography	Describe the land use in the district where the school is located and suggest alternative uses of the land.
English + Computer Literacy	Use of apps (e.g. "Explain Everything", "Book Creator") to produce English digital multimodal texts

RaC & *WaC* – *Collaboration among KLAs*

✓ **Conduct of cross-curricular projects**

➢ Large-scale cross-curricular projects:

➢ Collaboration of several KLAs on one project

Example: A project on a school tour to the Mainland

History:	**Geography:**	**Mathematics & Computer Literacy:**	**English:**
Students study the history of the place.	Students read the map of the place and plan the tour.	Students prepare a statistical presentation.	Students present their findings in English.

Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom (2020) (printed & e-version)

Connecting Students' Learning Experiences
through Promoting
Reading and **Writing**
across the Curriculum
in the Junior Secondary English Classroom
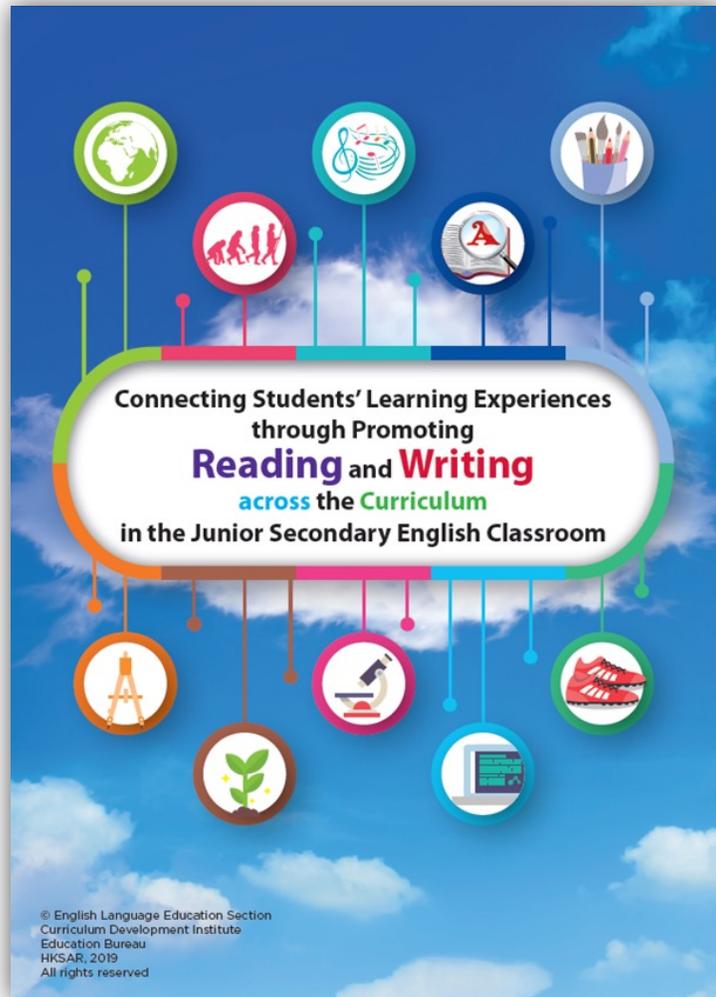
http://www.edb.gov.hk/RWaC_JS

- Concepts related to R/WaC
- Strategies for Promoting R/WaC
- Learning and Teaching Materials for Promoting R/WaC (3 Learning Tasks)
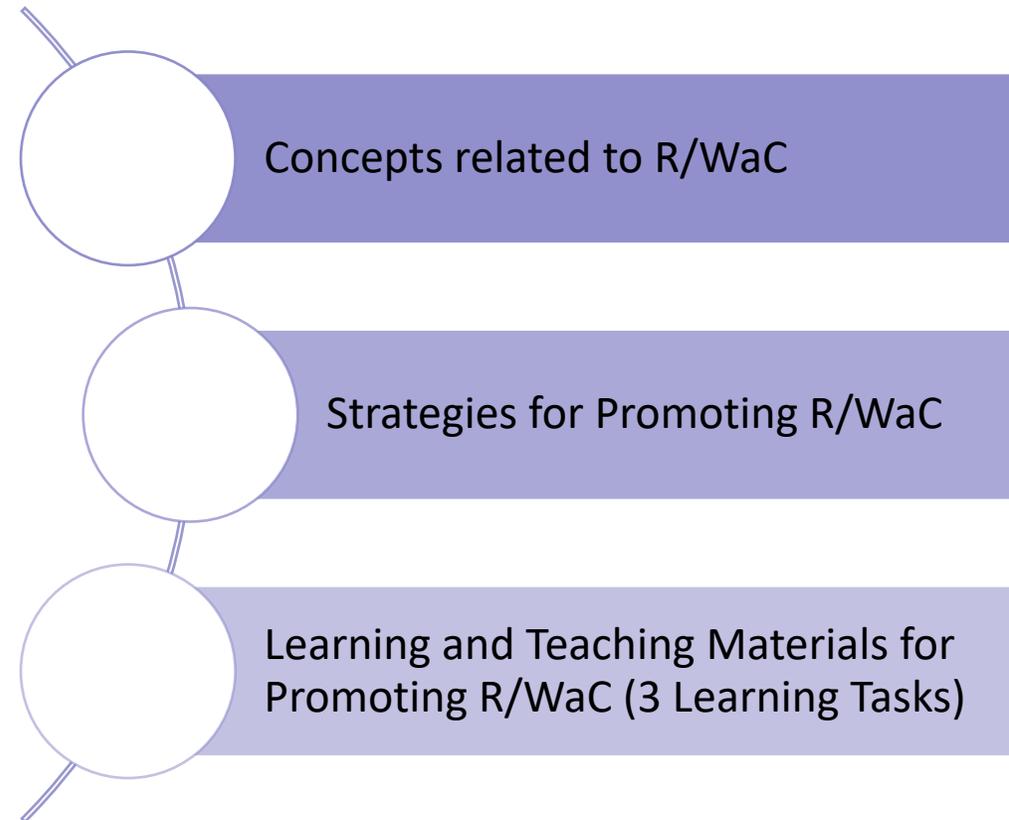
Recommendations of the Task Force on Review of School Curriculum
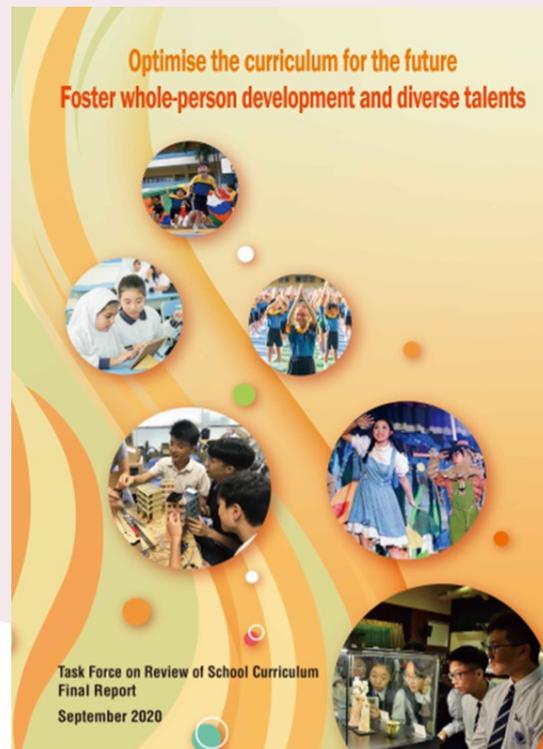
Task Force on Review of School Curriculum

- The Task Force was set up in November 2017 to holistically review the primary and secondary curricula.

- It examines how to:
  - make the school curricula rigorous and forward-looking in enhancing students' capacity to learn and nurturing in them the values and qualities which are essential for learners of the 21st century;
  - better cater for students' diverse abilities, interests, needs and aspirations;
  - optimise the curriculum in creating space and opportunities for students' whole-person development; and
  - better articulate learning at the primary and secondary levels.

Final Report of Task Force on Review of School Curriculum (2020)

Optimise the curriculum for the future
Foster whole-person development and diverse talents

Task Force on Review of School Curriculum
Final Report
September 2020
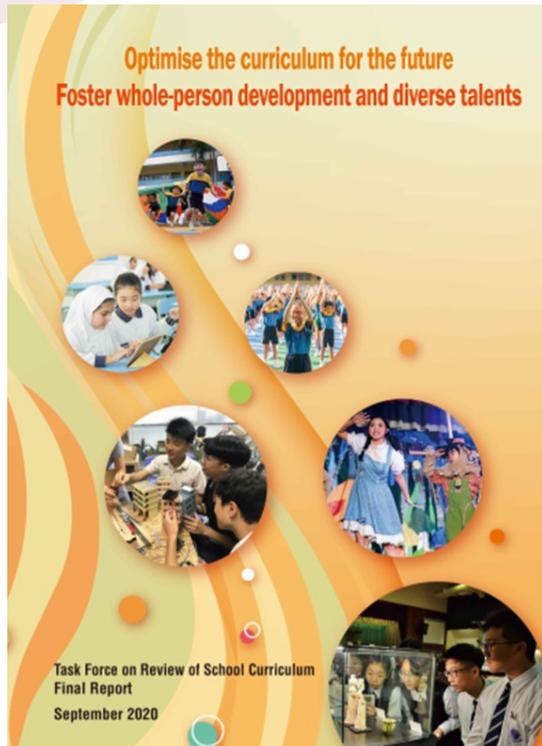
Six Directions of Recommendations

- Whole-person Development
- Values Education and Life Planning Education
- Creating Space and Catering for Learner Diversity
- Applied Learning
- University Admissions
- STEM Education

Final Report of Task Force on Review of School Curriculum (2020)

Optimise the curriculum for the future
Foster whole-person development and diverse talents

Task Force on Review of School Curriculum
Final Report
September 2020
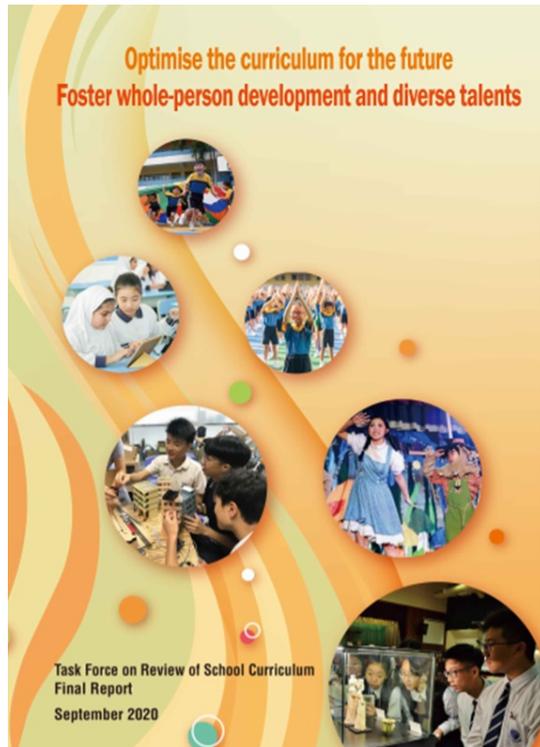
Recommendations for English Language

Catering for Learner Diversity

Creating Space

Final Report of Task Force on Review of School Curriculum (2020)

Optimise the curriculum for the future
Foster whole-person development and diverse talents

Task Force on Review of School Curriculum
Final Report
September 2020
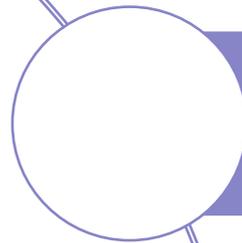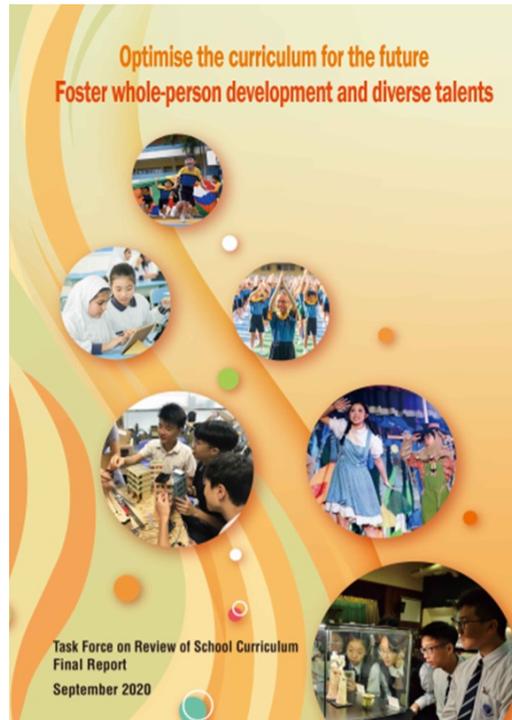
further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE
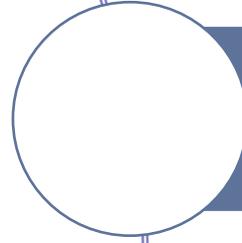
offer English-related Applied Learning (ApL) courses as an elective

✔ enrich the existing curriculum, with more emphasis on the academic and creative uses of the language
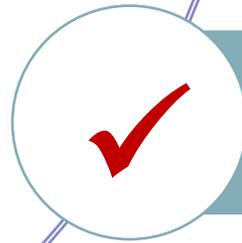
✔ provide more opportunities for students to enhance their language competency through LaC and RaC

Measures to Optimise Senior Secondary English Language - Curriculum

	Existing Curriculum	Optimising Arrangements
Curriculum Time and Design	• A total of 313-375 hours of lesson time	• Up to 50 hrs to be freed up to allow greater flexibility in curriculum planning through reducing the overlap of the Compulsory and Elective Parts
	• 75% of the lesson time allocated to the Compulsory Part	• the Elective Part components to be fully integrated into the Compulsory Part
	• 25% of the lesson time allocated to the Elective Part for the teaching of 2 – 3 elective modules	• the Elective Part to be taught as enrichment/extension components, with emphasis on the creative use of English through the language arts components

Cross-curricular Links	• strengthening cross-curricular links and collaboration by:
	   ➢ promoting the academic use of language through RaC and LaC, as well as co-curricular and life-wide learning activities
	   ➢ offering Applied Learning (Vocational English) from the 2021–23 cohort and expanding the range of English-related Applied Learning courses in the future	

Measures to Optimise Senior Secondary English Language – Public Assessment

	Component	Weighting	Duration
Public Examination	Paper 1 Reading	20%	1 hours
	Paper 2 Writing	25%	2 hours
	Paper 3 Listening & Integrated Skills	30%	About 2 hours
	Paper 4 Speaking	10%	About 20 minutes
School-based Assessment		15%	

No change

Measures to Optimise Senior Secondary English Language – *Public Assessment*

	Existing Design	Design under Optimising Measures
Paper 2 (Writing) Part B	• Part A: 1 compulsory topic • Part B: eight topics, each on one elective module of the Elective Part for students' choice in Part B	• Part A: No change • Part B: **delinking** questions in Part B from the eight elective modules; and cutting down on the number of questions from **8 to 4** to reduce the reading load on students during the examination and enhance the effectiveness of assessment
SBA	• two marks to be submitted, one from the reading/viewing programme, one from the Elective Part, each accounting for 7.5 % of the total subject mark • 4 texts to be read/viewed in the course of 3 years in preparation for the SBA	• streamlining the SBA to facilitate more focused learning and teaching: - two marks submitted **based only on the reading/viewing programme** - the number of texts to be read/viewed adjusted from **4 to 2–4 texts**.

Offering English-related *ApL Courses*

Applied Learning (Vocational English)

Applied Learning (Translation Studies)

APPLIED LEARNING
(VOCATIONAL ENGLISH)
應用學習 (職業英語)

Applied Learning Section and English Language Education Section
Curriculum Development Institute
Education Bureau
教育局課程發展處應用學習組及英國語文教育組

www.edb.gov.hk/apl/ApL(VocE)

Promoting the *Academic Use of English*

Support students in learning other subjects through English

Help students understand lessons, lectures, seminars, study materials

Academic English

Prepare students for further studies

Facilitate students' completion of assignments and assessments of other subjects

Promoting the *Academic Use of English*

Characteristics of academic texts

Objective

Precise

Formal

Technical
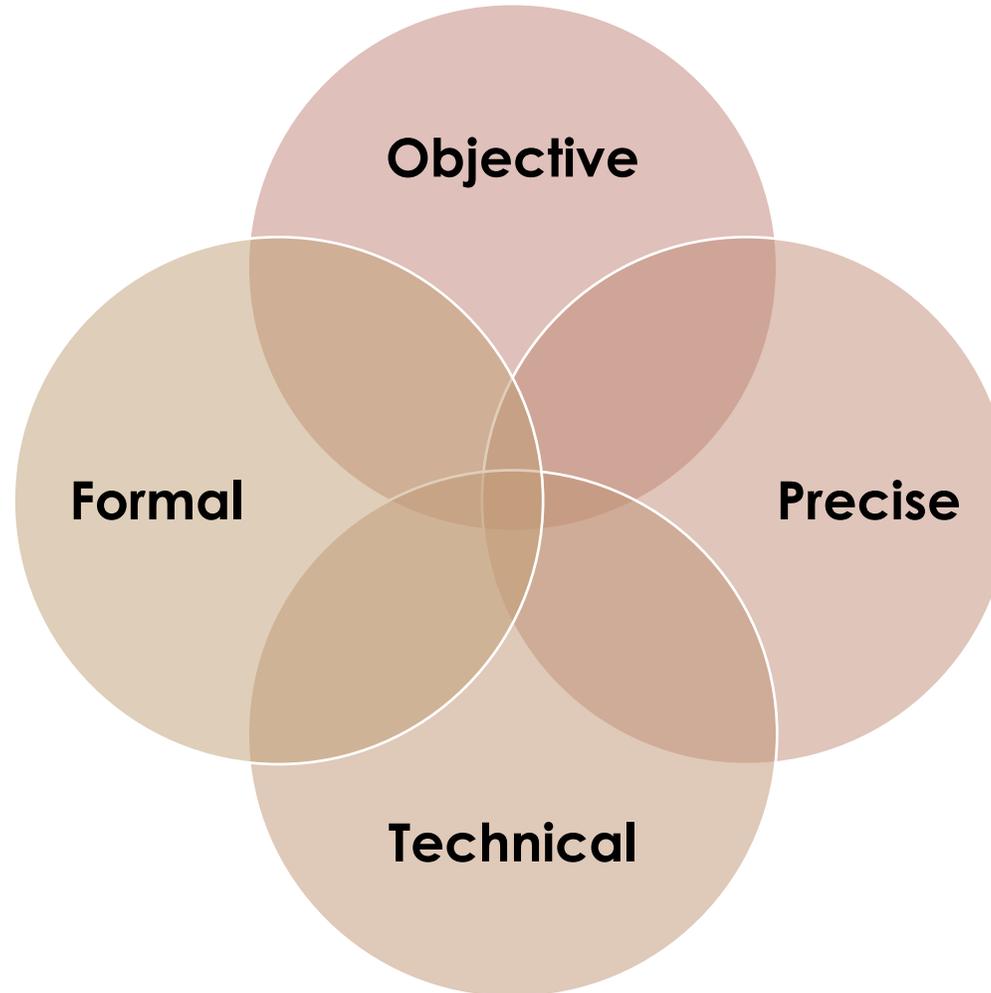
Language Features of *Academic English*

Academic vocabulary

- **Subject-specific & formal**
- e.g. carbon footprint, global warming, marine conservationist
- e.g. Many correspondents opined that, deplorable conditions

Nominalisation

- **Use of nouns / noun phrases → objective & impersonal tone**
- e.g. A higher intake of protein & carbohydrates helps underweight people to gain weight.
- e.g. Her craving for junk food is the cause of obesity.

Passive voice

- **Absence of the agent**
- e.g. It is observed that...

Complex Sentences

- **Use of subordinate clauses**
  - Relative clause
  - Noun clause
  - Adverbial clause

Hedging words

- **Cautious tone**
  - Modals
  - Adjectives (e.g. possible, unlikely)
  - Introductory verbs (e.g. appear to be, tend to)

Cohesive devices

- **Use of signpost/ discourse markers to link up sentences and paragraphs**

Promoting the *Creative Use of English*

Creative Use of English

Sensitivity
Students identify and appreciate novel ideas and language use in imaginative texts (e.g. poems and short stories), and are sensitive to sounds, word choice, images and figurative use of language.

Fluency
Students respond and give expression to experiences, events or characters within a time limit (e.g. giving a two-minute impromptu speech on a given topic).

Flexibility
Students adapt ideas and present arguments from multiple perspectives and explore alternative approaches to solving problems.

Elaboration
Students exercise their imagination to enrich and expand ideas (e.g. using different characterisation techniques to enrich the description of a character in a short story).

Originality
Students exercise their imagination to produce novel ideas in the form of spoken, written or multimodal texts, or through performative means (e.g. creating a new ending to a story).

91

How to promote the *Creative Use of English?*

Examples of Learning and Teaching Activities

- **poster presentations** on the theme/subject of the text
- **discussion of photos/pictures** related to the text
- **personal reactions** to the theme(s) which occur in the text
- choosing from a **list of adjectives** the one which **best describes** a certain character, and supplying reasons
- **discussing the language used** in the text (e.g. selecting the most beautiful line/best written part, explaining the craft/techniques used and the effects created)

How to promote the *Creative Use of English?*

Examples of Learning and Teaching Activities

- reading aloud the text with **feelings** and an **appropriate tone**
- reading/listening to an extract, and **writing and/or presenting the dialogue** between the characters
- **rewriting** the text as a **different text type** (e.g. turning a story into a film script)
- **writing** diary entries or a letter reflecting on the events of the story **from the point of view of the reader or one of the characters**

Strategies to promote
Academic and Creative Uses of English

Language across the Curriculum
(LaC)

Reading across the Curriculum
(RaC)

Examples will be shared.

Enhancing Students' Language Competency through LaC and RaC

An Example

Topic: Earth

Information about the Earth and environmental protection

Rhetorical functions:
To explain, To describe

Language items:
Participle phrases, noun phrases, adjectives

Text structures:
poem and essay

Textbook:
The Beautiful Planet –
poem and essay

Extended Reading:
The Earth
(An information book)
Discover and Experience
(A government pamphlet – Electrical & Mechanical Services Department)

Grammar items and structures, skills development…

Reading Skills & Strategies

Writing an argumentative essay on the use of alternative energy sources for generating electricity

Curriculum mapping

Identifying suitable reading materials

Identifying entry points such as text types, rhetorical functions, etc.

Establishing meaningful links between language features and concepts acquired across different KLAs

Enhancing Students' Language Competency through LaC and RaC

An Example

Reading material (a feature article):
"A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment"

Content

1) To understand different types of milk with respect to the carbon footprint, water footprint, nutrition and price

Language (Connection with Science, Mathematics)

Academic use of English

1) To understand the text structure of a feature article
2) To use graphic representations, i.e. charts/graphs, to present data
3) To understand rhetorical functions and the related language items:

Rhetorical functions	Target language items
To define	• "…refers to…"
To cite (the source)	• "According to…"
To present facts	• "…measures…" (the use of the present tense)
To make reference to	• "…found (that)…"
To compare and contrast	Presenting similarities • "…both…" Presenting differences • "…meanwhile…", "…but…", "…while…", "…the most expensive…" (the use of the comparative/superlative)

e-Learning

1) To develop a multimodal text (e.g with texts, images, charts/graphs…)

Enhancing Students' Language Competency through LaC and RaC

An Example

Pre-reading
Understanding the text type (feature article)

While-reading
- Jigsaw reading: Comparison of milk
- Identifying the target language items

Post-reading
- Data presentation (relevant language features)

Writing
Developing a multimodal feature article with Google Site
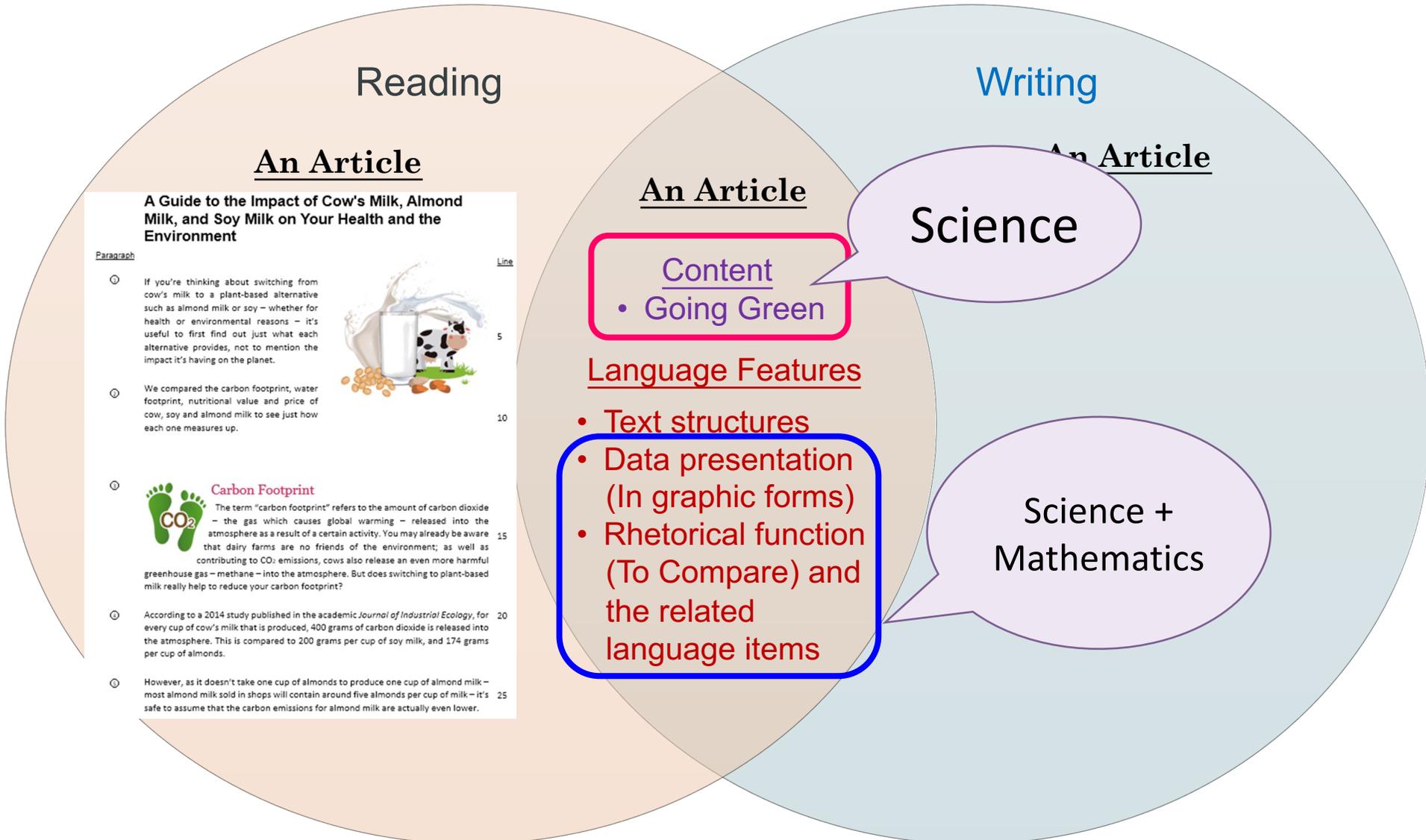
Part 3:

Experience Sharing (STFA Yung Yau College)
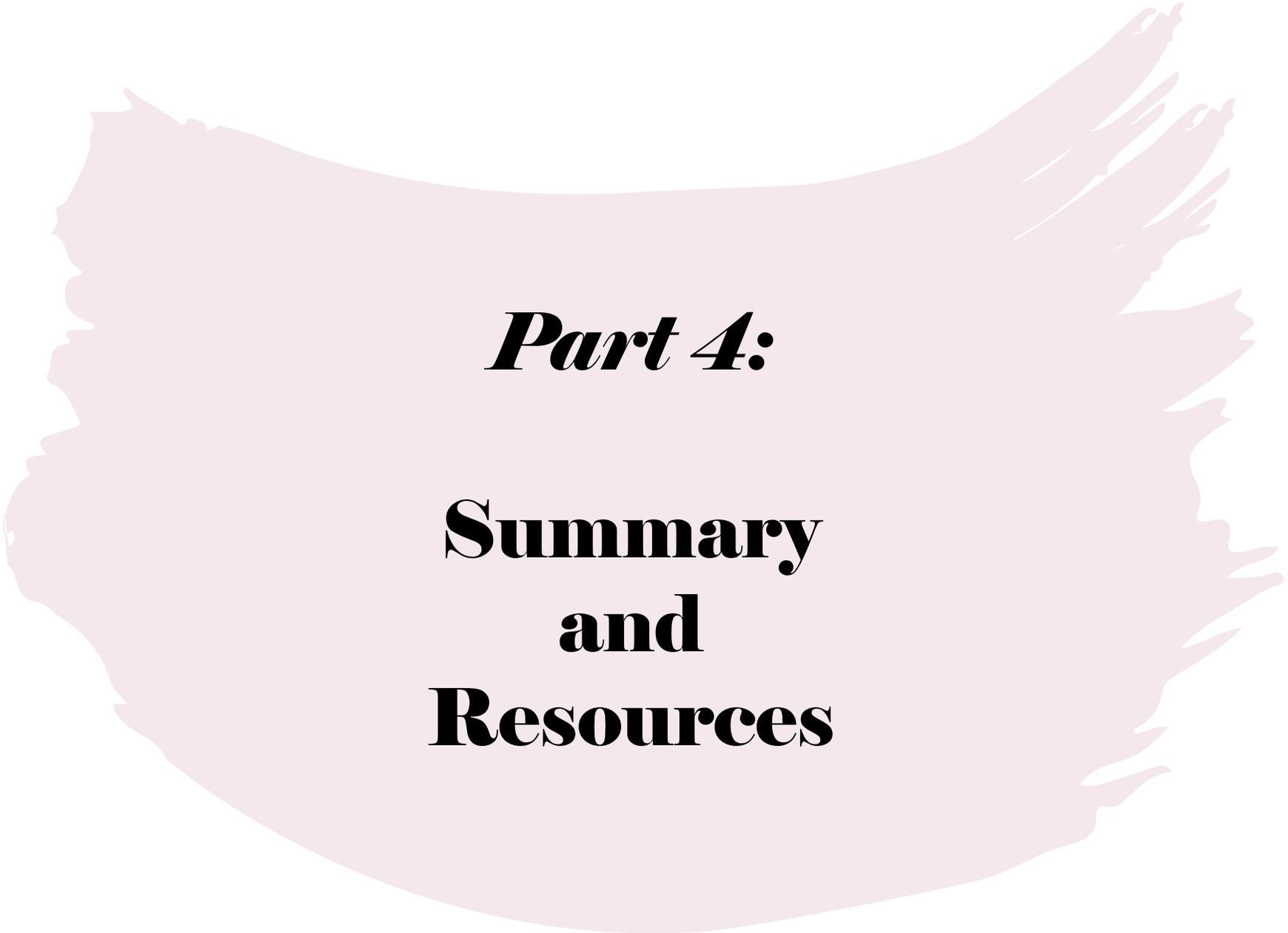
Part 4:

Summary and Resources

Task Force's recommendations

Major updates of the ELE KLACG

How to incorporate all these elements in the English classroom?

School's major concerns

Vertical and horizontal coherence of learning and teaching

Example

Promoting Values Education through Reading and Viewing

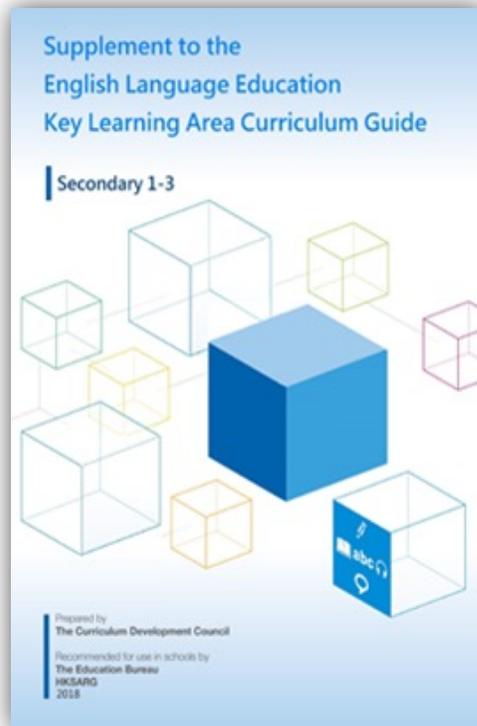| Level	Proposed ideas
KS 3	S1: **Stories** – to experience the life of abandoned animals (Empathy) S2: **Interviews** – to get inspired by successful athletes (Grit) S3: **Video clips** – to find out the struggles of the underprivileged groups (Care for others)
KS 4	S4: **Infographics** – to know more about the recycling projects in Hong Kong (Responsibility) S5: **Feature articles** – to raise awareness of fake news and cyber bulling (Law-abidingness) S6: **Songs** – to encourage people in face of adversity (Resilience)

Vertical coherence
✓ Values
✓ Text types

Example

**Promoting Values Education & Academic and Creative Uses of English
through Sayings of Wisdom**

Level	Proposed ideas	
KS 3	S1:	Learning similes and metaphors through famous sayings (e.g. Life is like riding a bicycle. To keep your balance you must keep moving.)
	S2:	Creating slogans in parallel structures (e.g. No pain, no gain)
	S3:	Applying the rule of three in oral presentations (e.g. blood, sweat and tears)
KS 4	S4:	Identifying analogies, repetition and rhetorical questions through analysing famous speeches
	S5:	Incorporating literary devices in informal writing (e.g. narrative writing, blog entry, photo caption)
	S6:	Incorporating literary devices in formal writing (e.g. argumentative writing, letter to the editor)

Supplement to the ELE KLACG (S1 – 3)

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

Supplement to the
English Language Education
Key Learning Area Curriculum Guide

Secondary 1-3

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2018

Serves as a supplement to the **ELE KLACG (2017)**

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

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

Supplement to the ELE KLACG (S1 – 3)

The Supplement consists of six chapters:
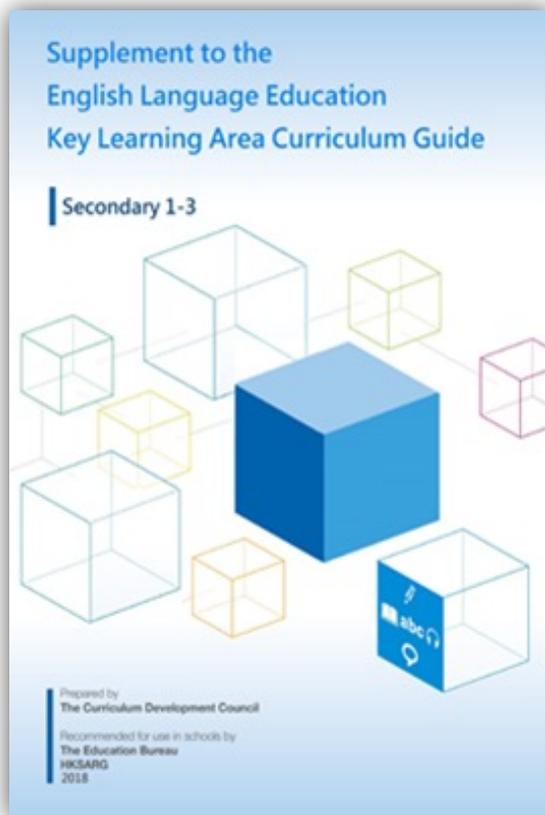
Chapter 1 — The Learning and Teaching of **Listening**

Chapter 2 — The Learning and Teaching of **Speaking**

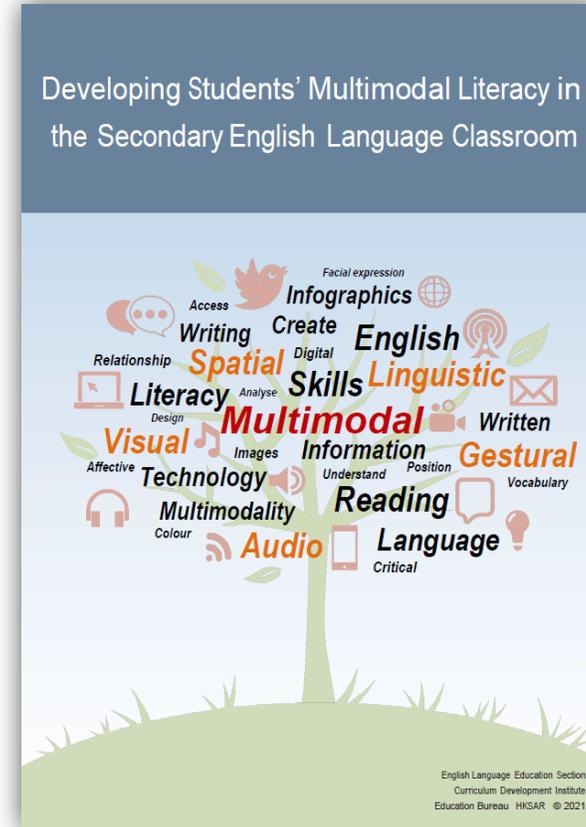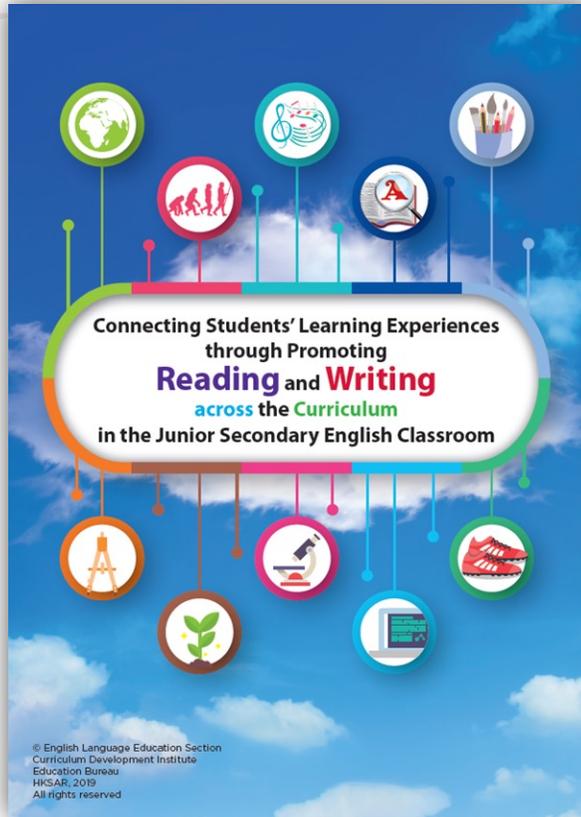**Chapter 3** — The Learning and Teaching of **Reading**

Chapter 4 — The Learning and Teaching of **Writing**

Chapter 5 — The Learning and Teaching of **Language Arts**

Chapter 6 — Promoting **Language across the Curriculum** at Secondary Level

Supplement to the
English Language Education
Key Learning Area Curriculum Guide

Secondary 1-3

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2018

Connecting Students' Learning Experiences through Promoting **Reading** and **Writing** across the Curriculum in the Junior Secondary English Classroom

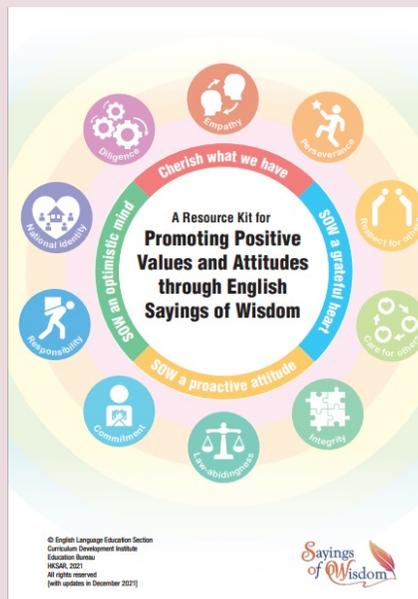Developing Students' Multimodal Literacy in the Secondary English Language Classroom

A Treasury of Literary Classics (Secondary Level)

Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom 2021/22" Learning and Teaching Resources
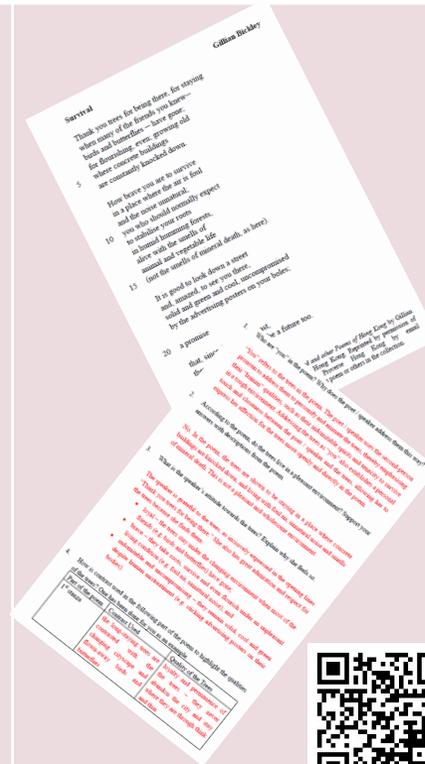
A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom	Videos on "Fantastic People" and "Fantastic People Videos Activity Booklet"	Learning and Teaching Materials for Poetry Remake Competition	A Resource Kit on Inspirational Speeches

Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom 2021/22"

SOWIT Videos and SOWIT Videos Resource Kit

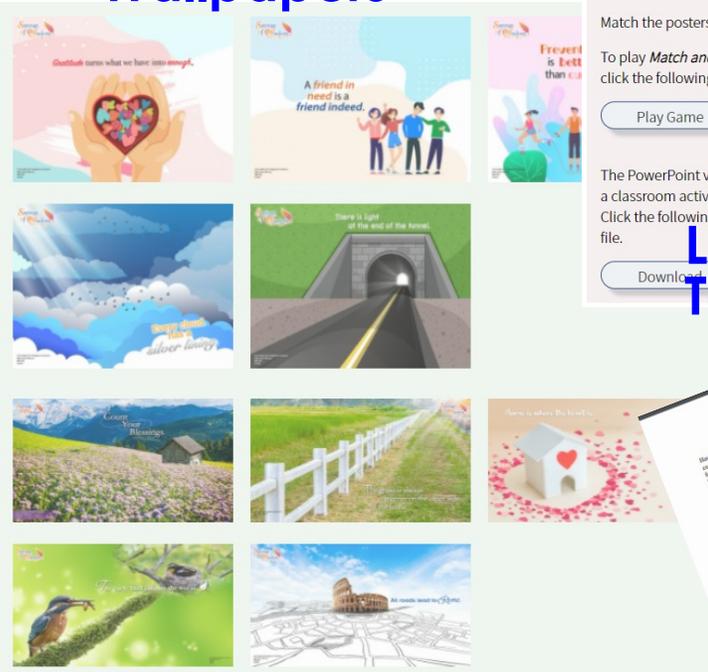**Posters and Wallpapers**

Interactive Games

Learning and Teaching Materials
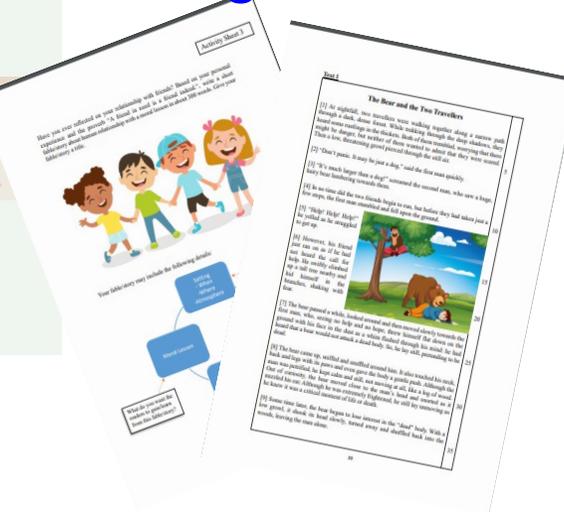
www.edb.gov.hk/sow

Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom 2021/22" Competitions

- SOW Creativity Contest: A Moment in Time
(Pri & Sec)
Nov 21 - Feb 22

- SOW Creative Singing Contest
(Sec)
Feb - May 22

- Poetry Remake Competition
(Sec)
Dec 21- Mar 22

- Filmit 2022 (Pri & Sec)
Nov 21 - May 22

- "Time to Talk" Public Speaking Competition
(Sec)
Sep 21 - May 22

SOW Creativity Contest: A Moment in Time

- One of the signature events of the SOW Campaign 2021/22
- Requirements and Regulations
    - Four divisions: the Lower Primary Parent-child Division (P1-P3), the Upper Primary Division (P4-P6), the Junior Secondary Division (S1-S3) and the Senior Secondary Division (S4-S6).
    - Each entry should be submitted on an individual basis.
    - Students are invited to create a 2D multimodal artwork and write a description illustrating a special moment related to a SOW of their choice.

For details, please refer to:

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/competitions.html
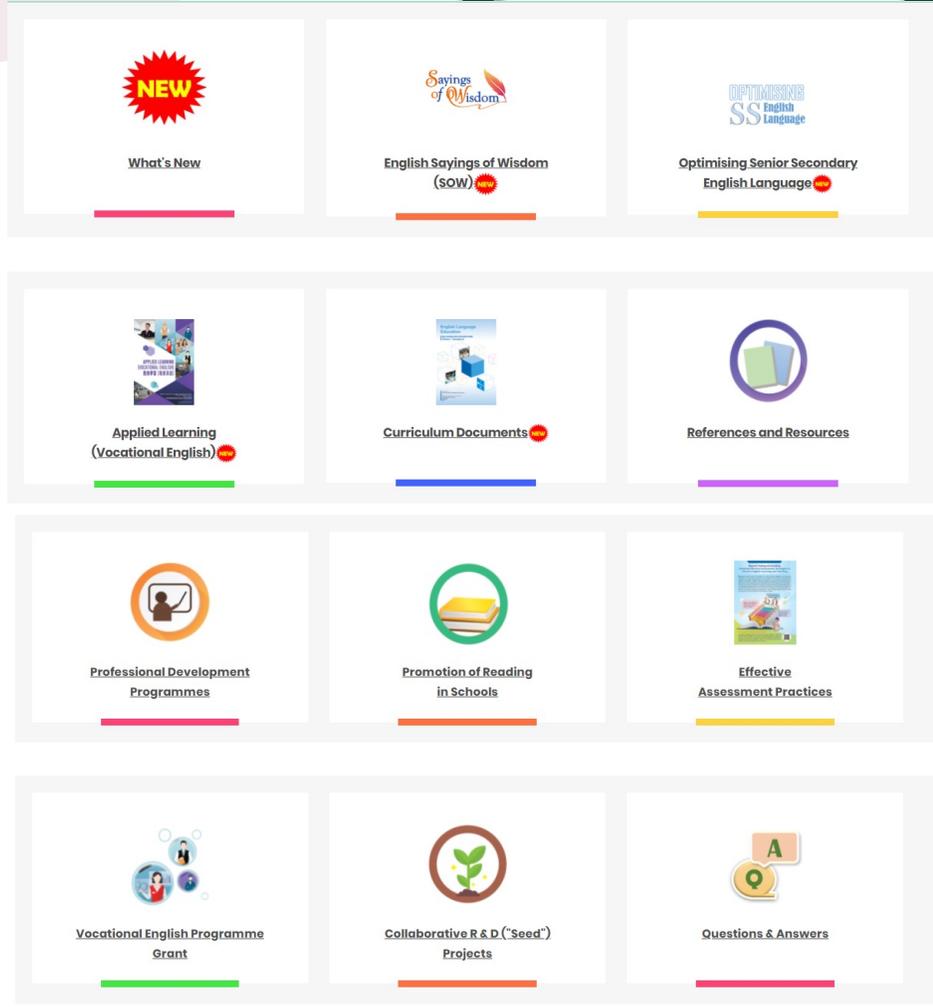
Poetry Remake Competition

- a cross-curricular activity which integrates literary appreciation and art creation jointly organised by the English Language Education Section and Arts Education Section

- aims to enhance students' awareness of and interest in English poetry by poets in Hong Kong, encourage artistic and creative expression and provide opportunities for cross-curricular collaboration in the promotion of reading

- Students create a two-dimensional artwork in response to one of the selected poems, and then write an artist statement in English to explain the ideas in their work.

- For details, please refer to:

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/competitions.html

Resources and References on English Language Education

What's New

English Sayings of Wisdom (SOW) NEW

Optimising Senior Secondary English Language NEW

Applied Learning (Vocational English) NEW

Curriculum Documents NEW

References and Resources

Professional Development Programmes

Promotion of Reading in Schools

Effective Assessment Practices

Vocational English Programme Grant

Collaborative R & D ("Seed") Projects

Questions & Answers

ELE
ENGLISH LANGUAGE EDUCATION
Contact Us

All learning & teaching resources and references for ELE can be accessed at the ELE KLA website.

ELE KLA Website
www.edb.gov.hk/ele

PDPs for 2021/22 s.y.

Optimising Senior Secondary English Language Series:

- Using Language Arts to Promote the Creative Use of English
- The Role of Grammar and Vocabulary in Academic Reading and Writing
- Effective Curriculum Planning and Implementation for English Panel Chairpersons

Curriculum Leadership and Management Series

- Curriculum Leadership and Management for the English Language Education Key Learning Area: Holistic Planning and Implementation of the Secondary English Language Curriculum for English Panel Chairpersons
- Curriculum Leadership and Management for the English Language Education Key Learning Area: Holistic Planning and Implementation of the Secondary English Language Curriculum for English Teachers

PDPs for 2021/22 s.y.

Language across the Curriculum

- Enhancing Students' Literacy Skills Development through Promoting Language across the Curriculum in the Junior Secondary English Classroom

- Enhancing the Learning and Teaching of English Vocabulary for Cross-curricular Learning in the Secondary English Classroom

Catering for Learner Diversity

- Supporting Students with Special Educational Needs through Integrating New Literacies in the Junior Secondary English Classroom

PDPs for 2021/22 s.y.

Learning and Teaching of English Language Skills

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

New Literacy Skills

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

PDPs for 2021/22 s.y.

Assessment

- Developing Reading and Listening Skills of Secondary Students with Reference to the Learning Progression Framework

- Developing Secondary Students' Writing and Speaking Skills with Reference to the Learning Progression Framework

- Effective Assessment Practices in the English Language Curriculum

PDPs for 2021/22 s.y.

e-Learning

- Strategies on Using e-Resources to Develop Students' English Language Skills and Promote the Creative Use of English at the Secondary Level
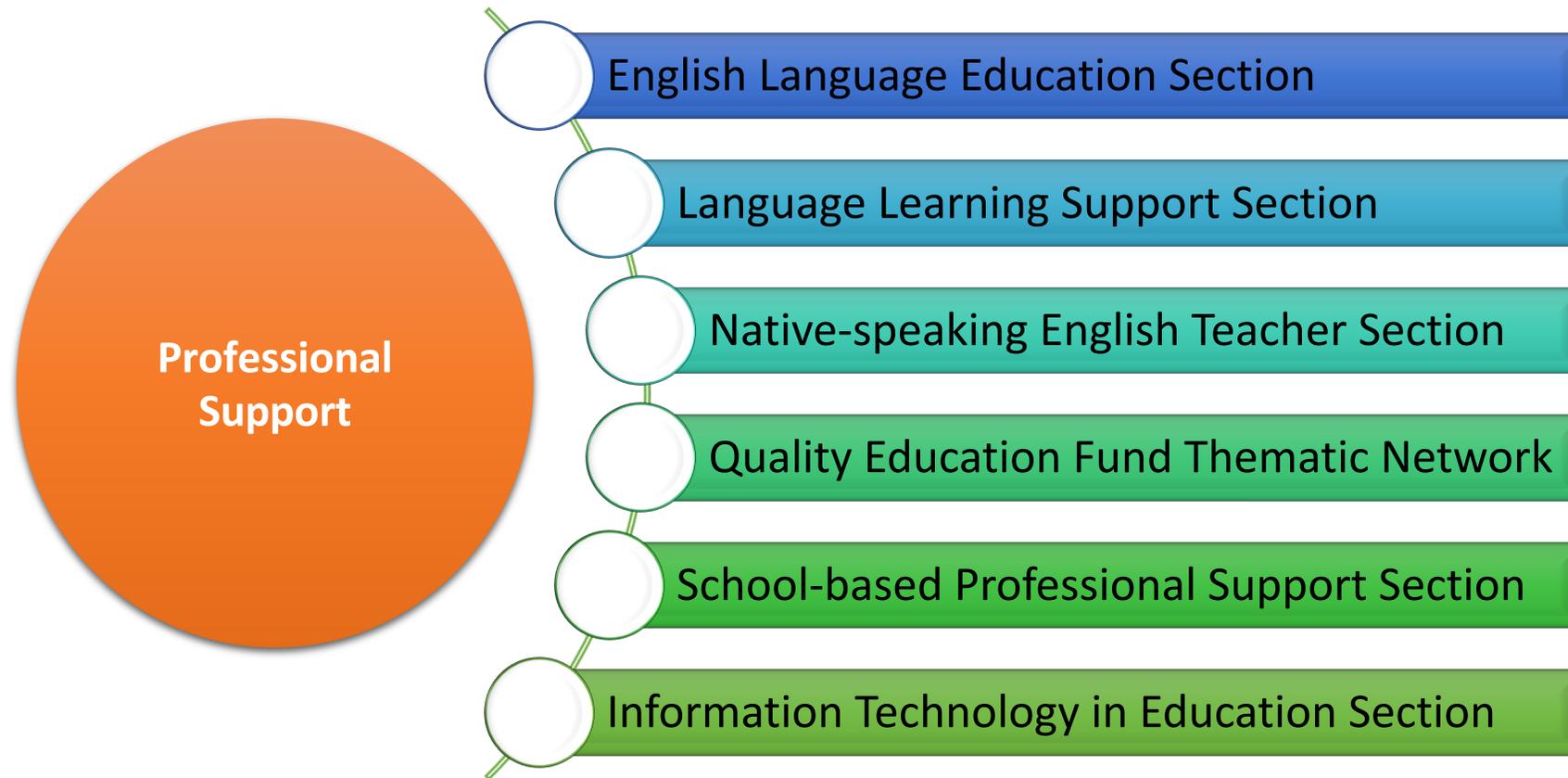
English-related Applied Learning

- Introduction to English-related Applied Learning Courses

Literature in English

- Appreciating Music and Sound Effects in Films
- Exploring Point of View and Narrative Techniques in Fiction

Professional Support by EDB

Professional Support

- English Language Education Section
- Language Learning Support Section
- Native-speaking English Teacher Section
- Quality Education Fund Thematic Network
- School-based Professional Support Section
- Information Technology in Education Section

Useful Websites

Learning and teaching resources

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

http://www.edb.gov.hk/en/curriculum-development/resource-support/net/enet-resources.html

➢Resources developed by the Language Learning Support Section, CDI
http://cd1.edb.hkedcity.net/cd/languagesupport/resources.html

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

➢Educational Multimedia NEW
https://emm.edcity.hk/

➢HKedCity English Campus
https://www.hkedcity.net/english/

Assignment

Write a reflection in no more than 250 words to illustrate how the **major updates** of the *English Language Education Key Learning Area Curriculum Guide (P1-S6) (2017)* and/or the **recommendations of the Task Force on Review of School Curriculum** can be incorporated in your school's English Language curriculum. Select major update(s) and/or recommendation(s) which suit your school context and students' needs, and provide **examples of learning activities**.

Submit the reflection in MS Word format through Google Form (https://forms.gle/X6WjVJBpL6rtA6Bi7) on or before 31 January 2022.

Please complete and submit the evaluation form by 31 Jan 2022.

Thank you!