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

> English Language Education Section Curriculum Development Institute Education Bureau 16 December 2021

Objectives

- To enhance teachers' understanding of the role of curriculum leaders in 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 effective leadership and management.

Today's Programme

14:30 - 14:35	Housekeeping		
14:35 – 16:00	Role of English Language curriculum leaders		
	 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 		
16:00 - 16:15	Break		
16:15 – 17:00	Experience sharing (STFA Yung Yau College)		
17:00 - 17:15	Q&A		

Role of English Language Curriculum Leaders

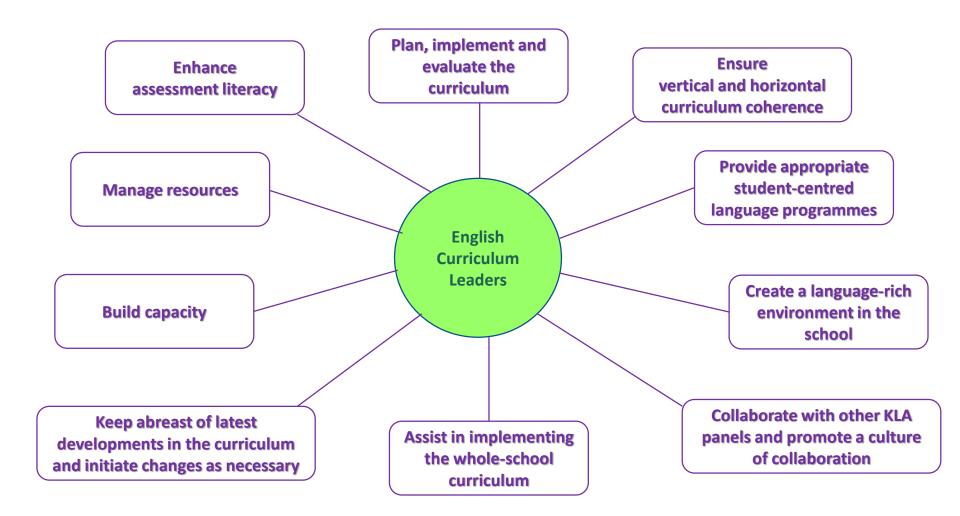
Ice-breaking

On Mentimeter, share the following:

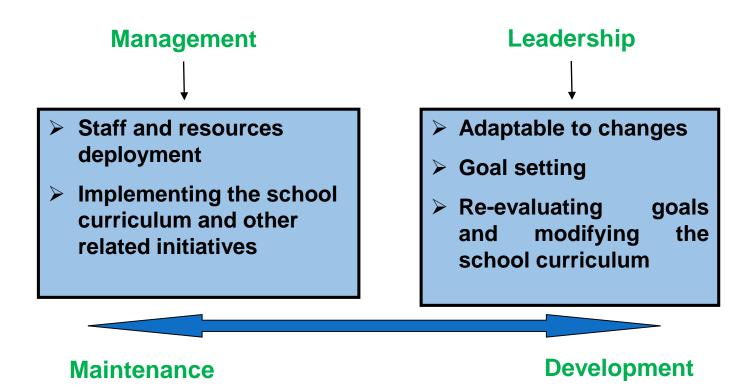
- In THREE words, describe your role as an English
 Language curriculum leader in planning and
 implementing the school English Language curriculum.
- 2) What is the biggest challenge you face as an English Language curriculum leader?

www.menti.com

Role of English Curriculum Leaders

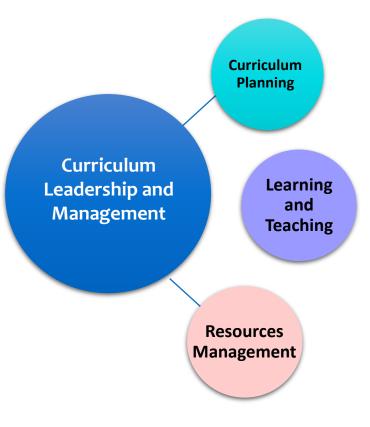


Curriculum Leadership and Management



Source: Turner, C. (2005). How to Run Your Department Successfully. London: Continuum

Curriculum Leadership and Management



For example:

- Enhancing students' language and generic skills that contribute to the success of their study
- Developing a reading programme to support students' literacy skills development across levels
- Promoting reading / writing across the curriculum

Leading and working with panel members to

- teach reading and writing skills explicitly
- enrich students' English learning experiences through promoting LaC
- integrate e-learning into the English Language classroom
- Collaborating with the school librarian to identify suitable reading texts and organising crosscurricular learning activities
- Seeking external resources and support (Applying for funds from the school sponsoring body / alumni / Quality Education Fund)

Curriculum Planning

Horizontal coherence	 Teachers aligning 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	 Learning 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 	

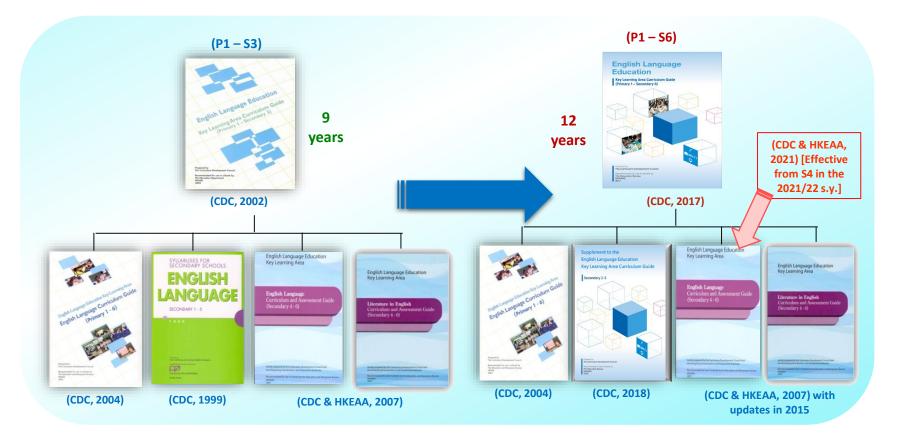
Are there any references regarding the directions, approaches and strategies for planning and implementing the school English Language curriculum?

Ongoing Renewal of the School Curriculum

Respond to local, regional and global contextual changes

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

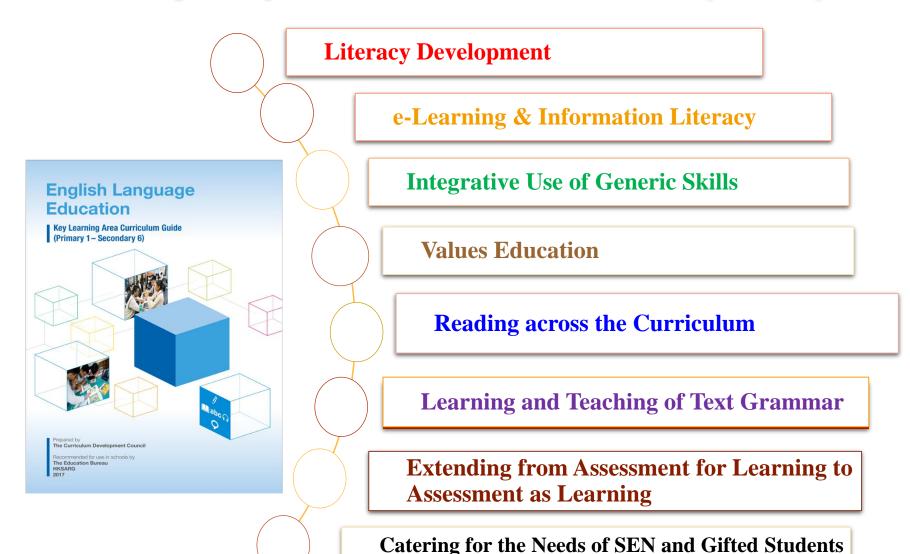
Updating of the English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide



Ongoing Renewal of the School Curriculum

https://edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html

Major Updates of the ELE KLACG (P1-S6)



in the Mainstream English Classroom

12

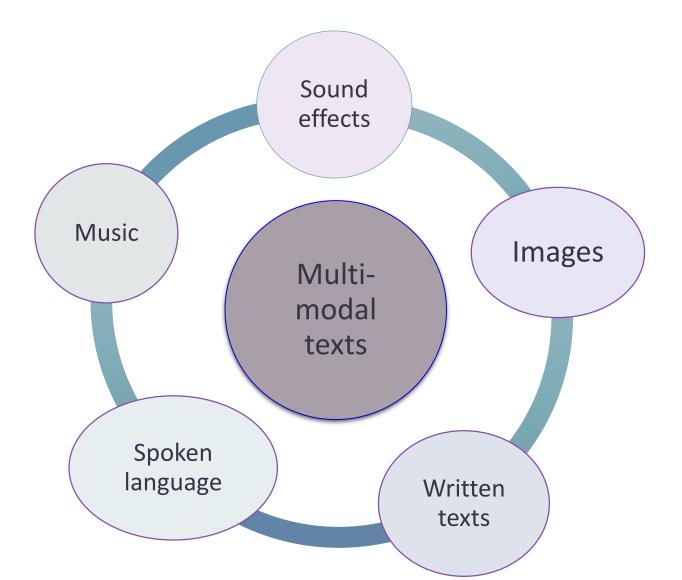
Major Updates of the ELE KLACG (P1-S6)



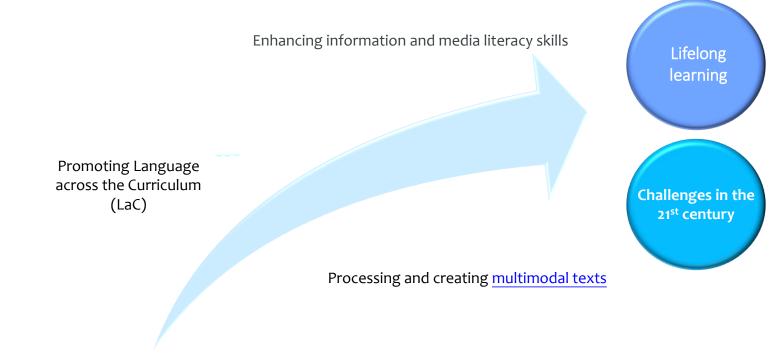
Literacy Development

Which of the following are frequently used in teaching by your panel members? Please choose 3.

News article Comics Radio programme Leaflet Movie Story book Advertisement Podcast Instruction manual Infographic Poster Song Video clip Audio book "Literacy" has taken on a new meaning as texts are no longer a linear form of presentation limited to words, but are composed of various modes of communication.



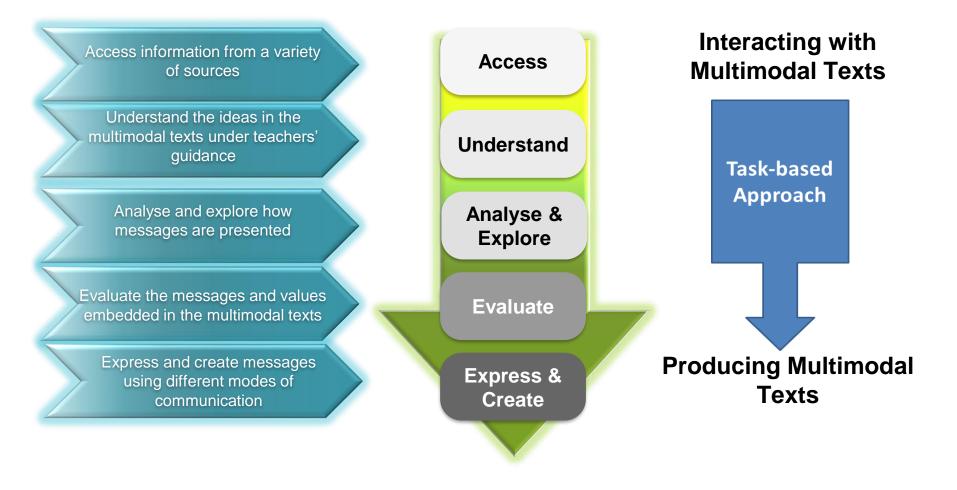
Equipping Students with New Literacy Skills



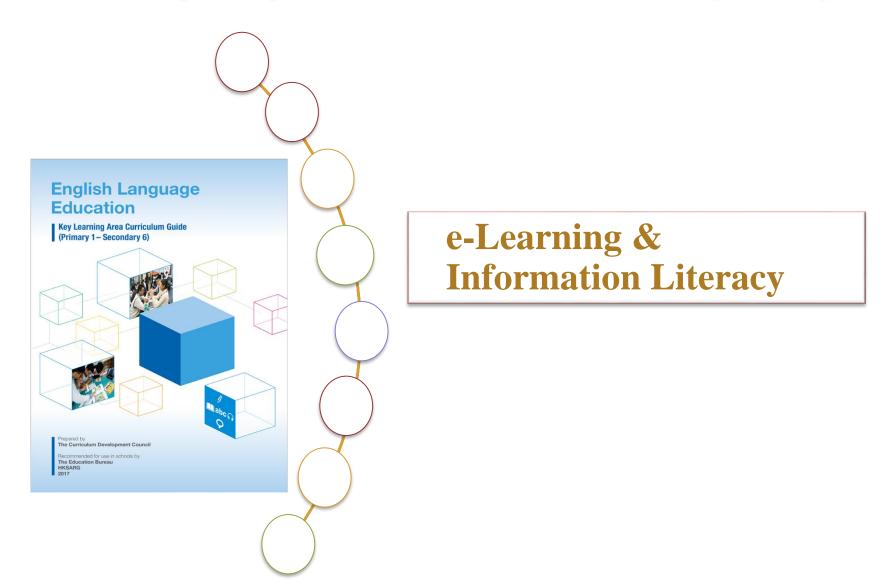
Literacy Development in the English Classroom

The ability to read and write effectively

Pedagogy to Enhance Literacy Development

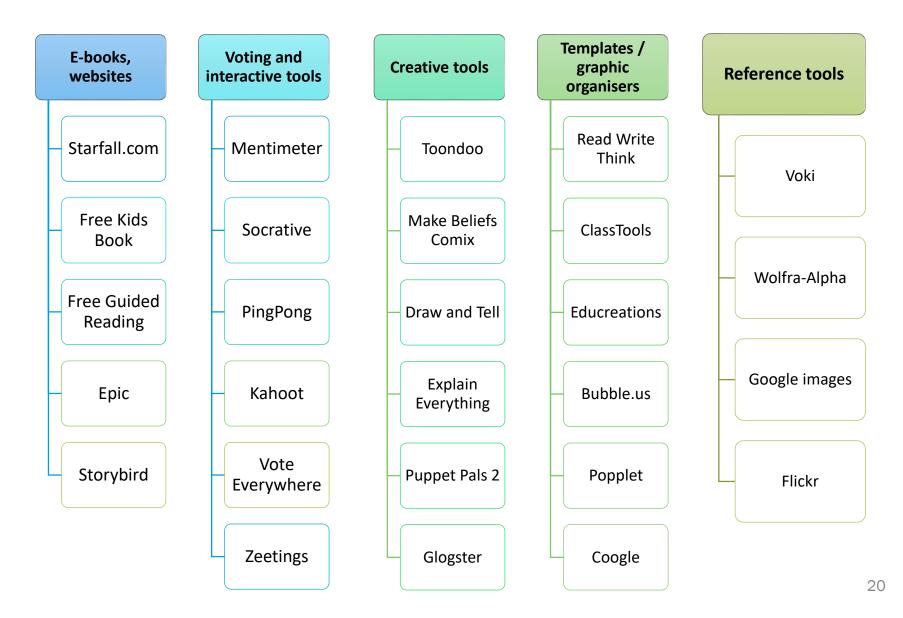


Major Updates of the ELE KLACG (P1-S6)



e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives.

"Pedagogy empowered by digital technology"



 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.

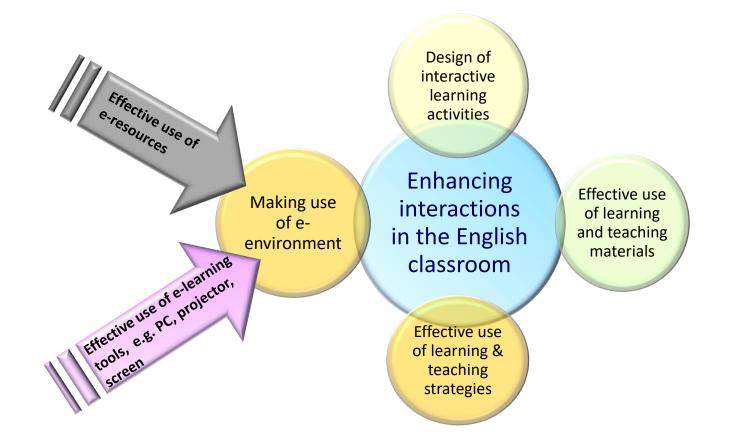
> Students had great fun playing the game. Some of them had difficulty in understanding the answers, but they were excited to move on to the remaining questions.

> > After the game, Mr Chan started a new module.

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

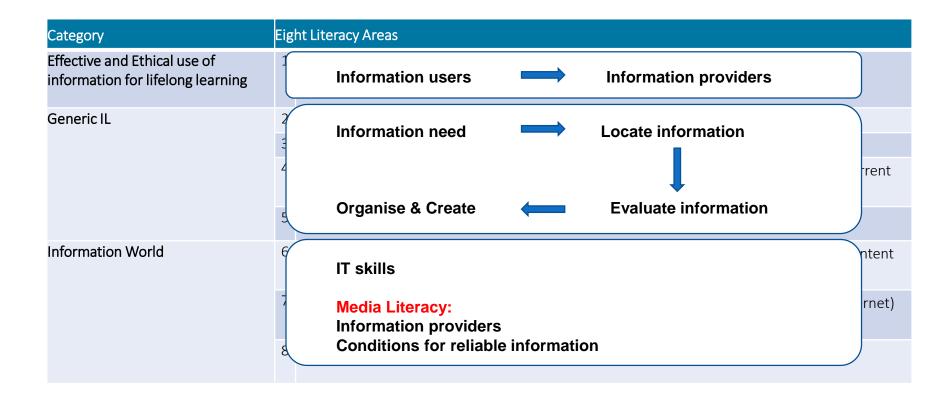
Enhancing Interactions in the English Classroom



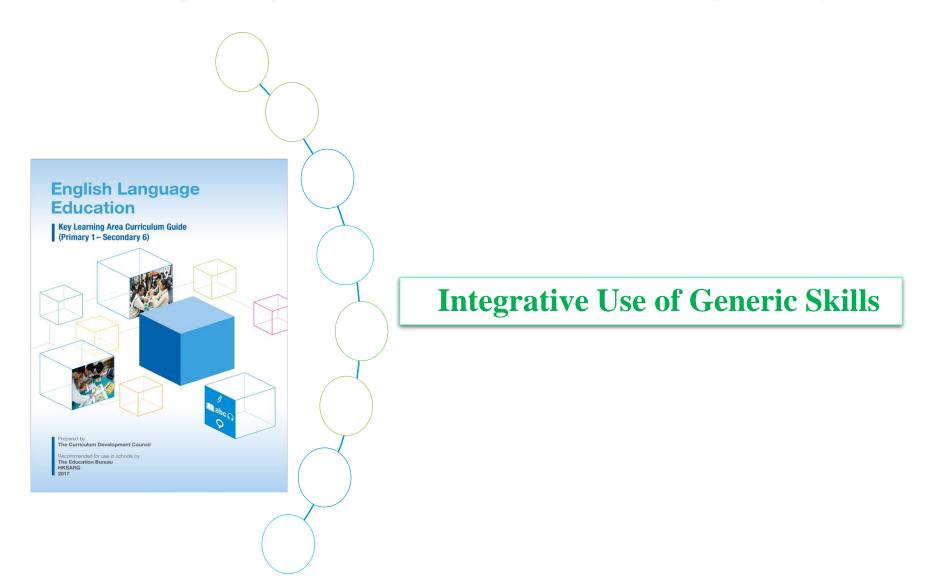
Information Literacy for Hong Kong Students

Category	Eight Literacy Areas		
Effective and Ethical use of information for lifelong learning	1	Use, provide and communicate information ethically and responsibly	
Generic IL	2	Identify and define a need for information	
	3	Locate and access relevant information	
	4	Evaluate information and information providers, in terms of authority, credibility and current purpose	
	5	Extract and organise information and create new ideas	
Information World	6	Be able to apply IT skills in order to process information and produce user-generated content	
	7	Recognise the roles and functions of information providers (e.g. libraries, museums, internet) in the society	
	8	Recognise the conditions under which reliable information could be obtained	

Information Literacy for Hong Kong Students



Major Updates of the ELE KLACG (P1-S6)



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: involving the use of critical thinking skills, problem solving skills and creativity
- Collaborative problem solving skills: involving the use of collaboration skills, communication skills and problem solving skills

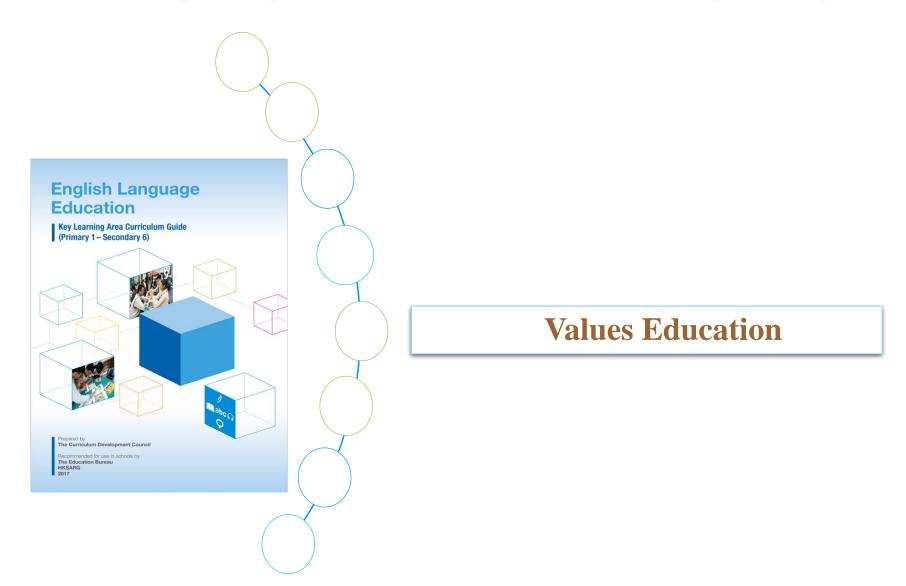
to prepare students for more complicated tasks

Integrative Use of Generic Skills

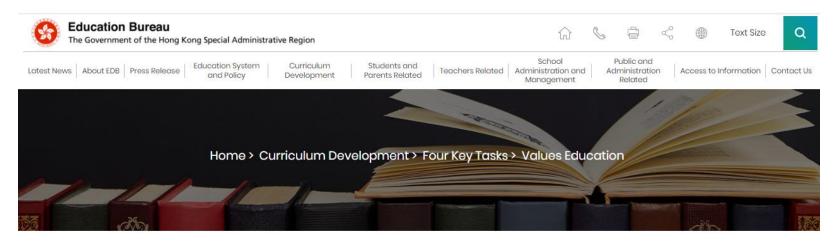
e.g. Project Learning

- S2 students take part in "Jumble Sale" activity of the 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 fund in the "Jumble Sale" at school → collaborative problem solving skills

Major Updates of the ELE KLACG (P1-S6)



Did you know...

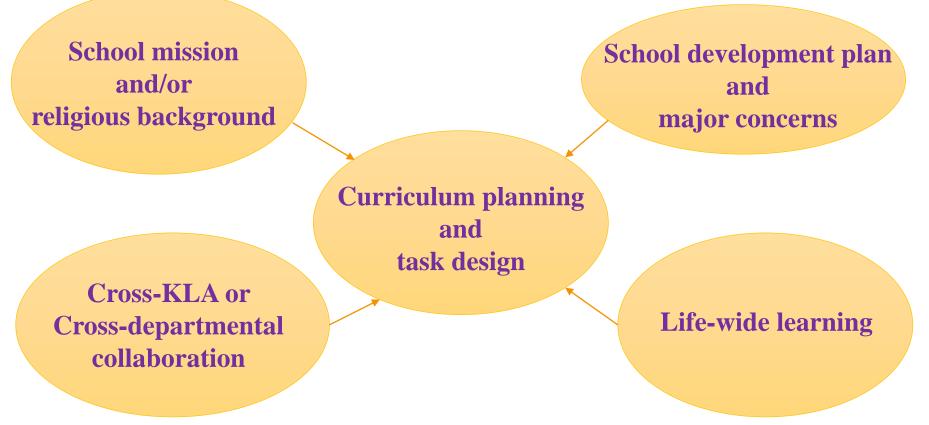


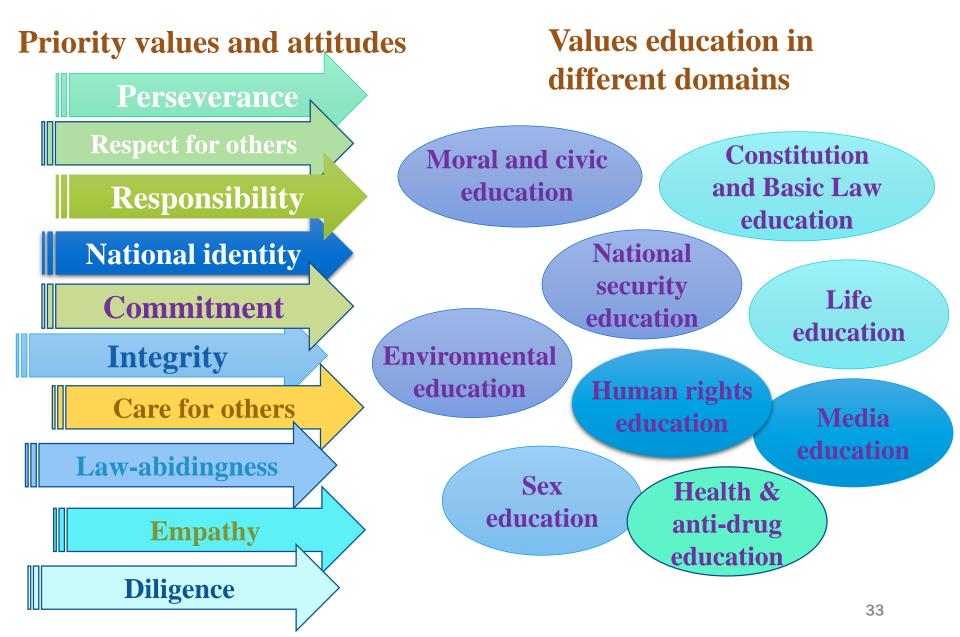
Value Education Curriculum Framework (2021)

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)

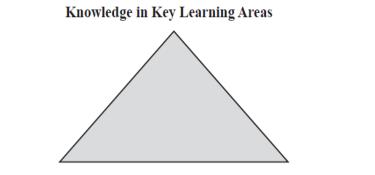
When incorporating values education in the school English Language curriculum, schools should take into consideration:





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?

 As an English Language curriculum leader, how would you respond to the concern of this panel member?



Generic Skills

Values & Attitudes

- Not additional time, but integration
- Choice of materials
 - 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

- Learning and teaching activities
 - storytelling and reader's theatre on books or texts about interpersonal relationships
 - discussions and writing a letter to the editor on social issues raised in an editorial
 - comparing the life stories of two successful people and discussing different ways to face adversities
 - designing pamphlets and posters which introduce the cultures and traditions of different countries
 - writing a short story from the perspective of an abandoned pet

Care for others Respect for others Empathy

Law-abidingness Integrity

Perseverance Diligence Commitment

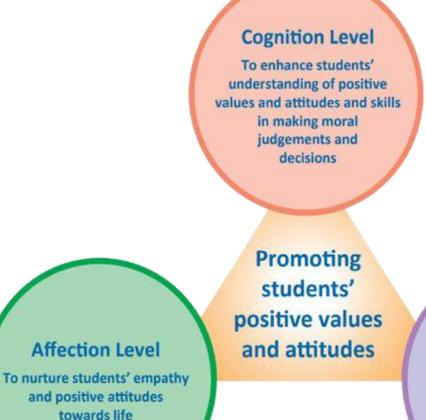
National identity Respect for others

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
- Integration of cognition, affection and action
- Provision of holistic and balanced learning experiences through integrating classroom learning, practical experience and learning environment

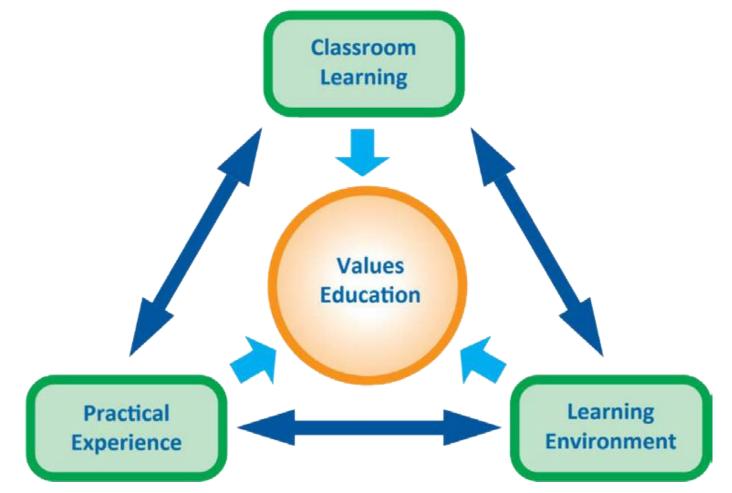
Strategies for Integrating Values Education into the School English Language Curriculum



Action Level

To provide students with authentic learning experiences so that they know how to put positive values and attitudes into practice

Strategies for Integrating Values Education into the School English Language Curriculum



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

Empathise and reflect on the challenges faced by athletes with a disability by giving a short presentation Research on underprivileged groups in society and write a proposal to suggest how the Government can support people with disability

⁴¹ 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.

⁴² Implementing a School-based Reading/Viewing Programme to Promote Values Education - An Example

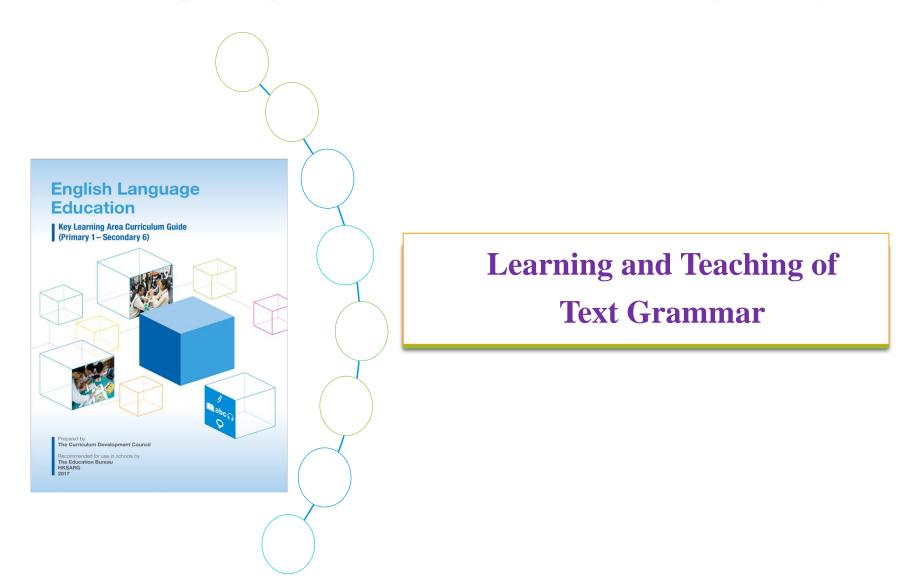
"What Happens Next?"

Predicting the Storyline of Inspirational Short AnimatiONS

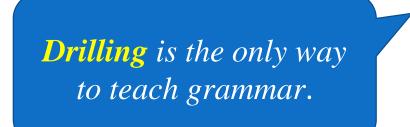
Name of Animation	Positive Values and Attitudes	Synopsis
Hair Love	Hope, love, perseverance	A heart-warming story of an African American father learning to do his daughter's hair for the first time for a special occasion.
The Present	Empathy, hope, love	A story about a boy who receives a life-changing present from his mom – a puppy 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.

More ideas available in "A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom"

Major Updates of the ELE KLACG (P1-S6)



Text Grammar

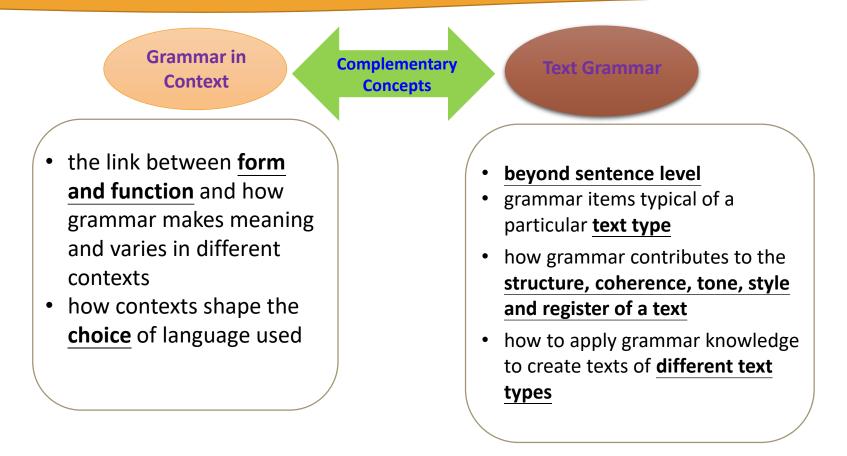


• As an English Language curriculum leader, how would you respond to the belief of this panel member?

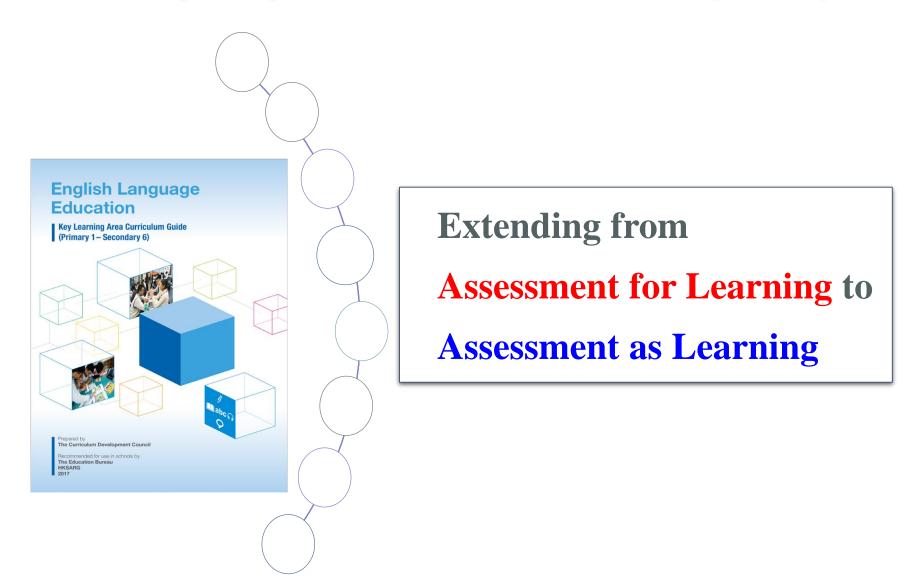
Text Grammar

- Drilling is only a mechanical practice of language forms. Understanding and application of the functions of language items are equally important.
- Authentic contexts help students make meaningful connections between language forms and functions, hence effective use of the language.

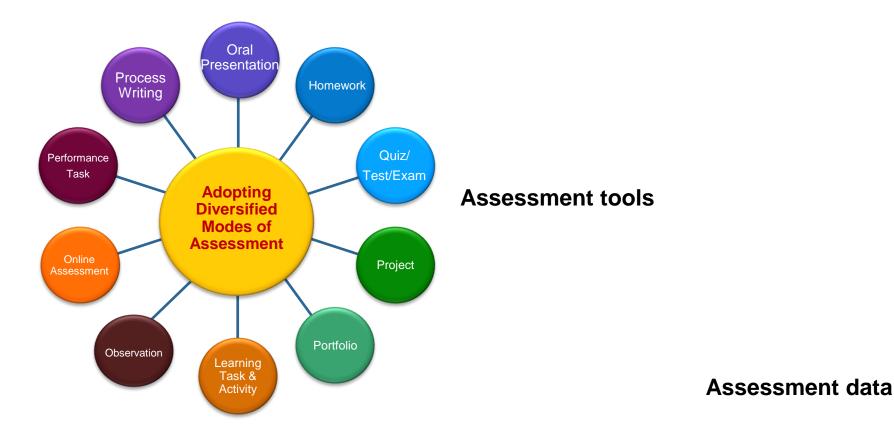
Grammar in Context and Text Grammar



Major Updates of the ELE KLACG (P1-S6)



Strengthening Assessment for Learning (AfL)



48

Extending from AfL to AaL

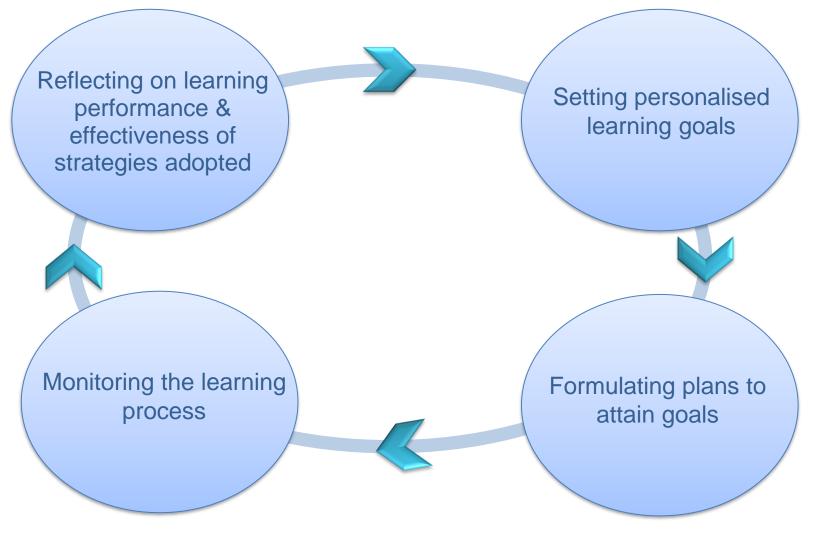
•Why should we extend from Assessment for Learning to Assessment as Learning?

Extending from AfL to AaL

>AaL empowers students to reflect on their own learning, and develop their habit of mind and skills to monitor and evaluate their own progress of learning. ► AaL allows greater involvement of students in the LTA process.

Enable students to take charge of their own learning!

Extending AfL to Assessment as Learning



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)



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

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?

 As an English Language curriculum leader, how would you respond to the concern of this panel member?

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

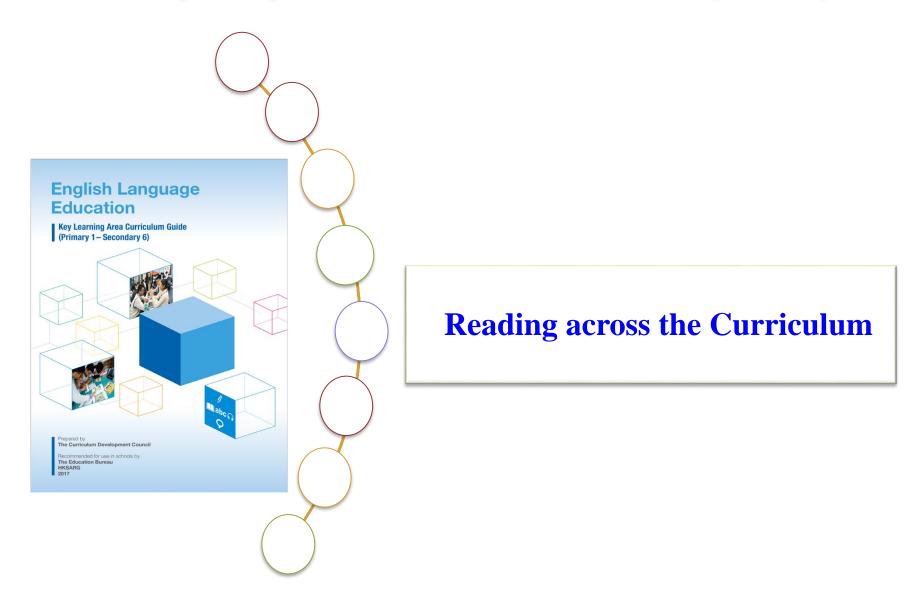
Mainstream English classroom

<u>Gifted students</u>

- 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

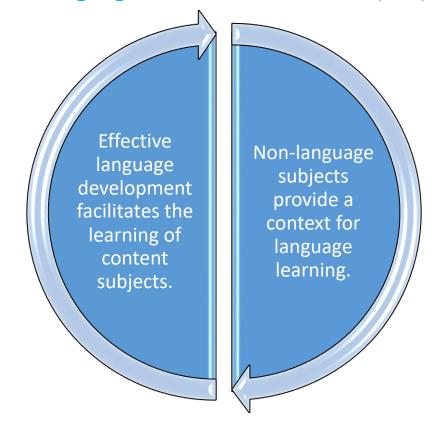
Major Updates of the ELE KLACG (P1-S6)



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

 As an English Language curriculum leader, how would you respond to the belief of this panel member?

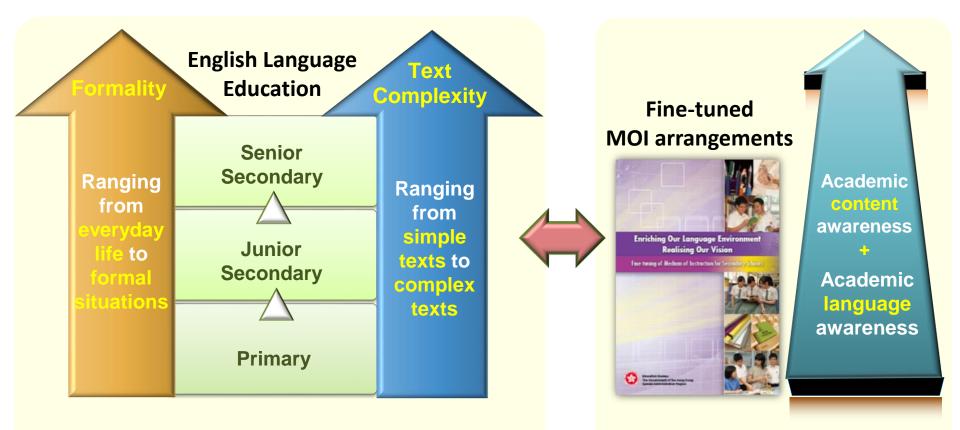
- RaC, a component of LaC, is more than provision of a glossary.
- It helps students connect learning experiences between English Language & non-language subjects by establishing meaningful links between language features and concepts acquired across different KLAs.



Language across the Curriculum (LaC)

Challenges for Secondary School Students

Language demand grows in terms of formality and text complexity



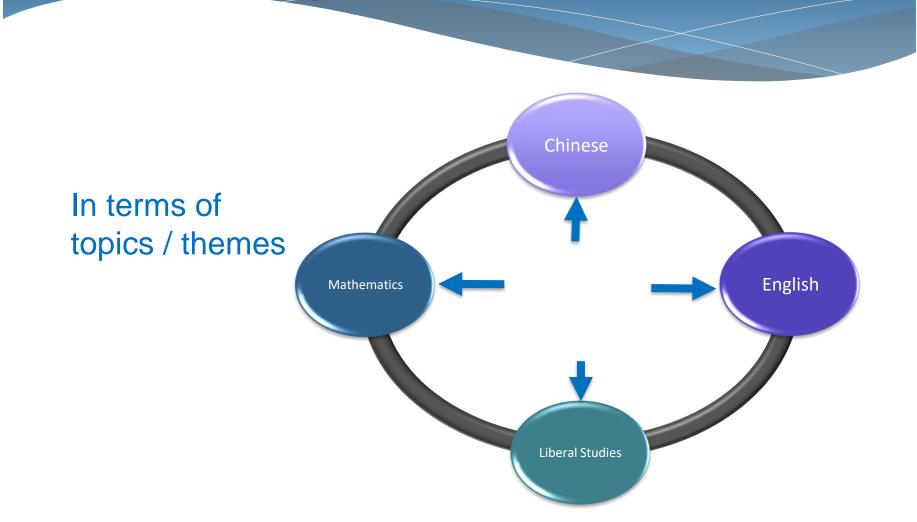


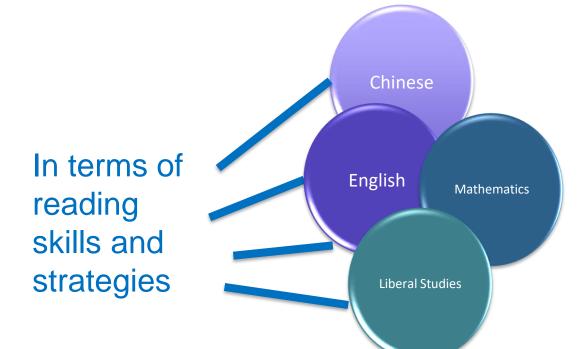
⁽Martin & Rose, 2005)

 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





English for General Purposes

VS

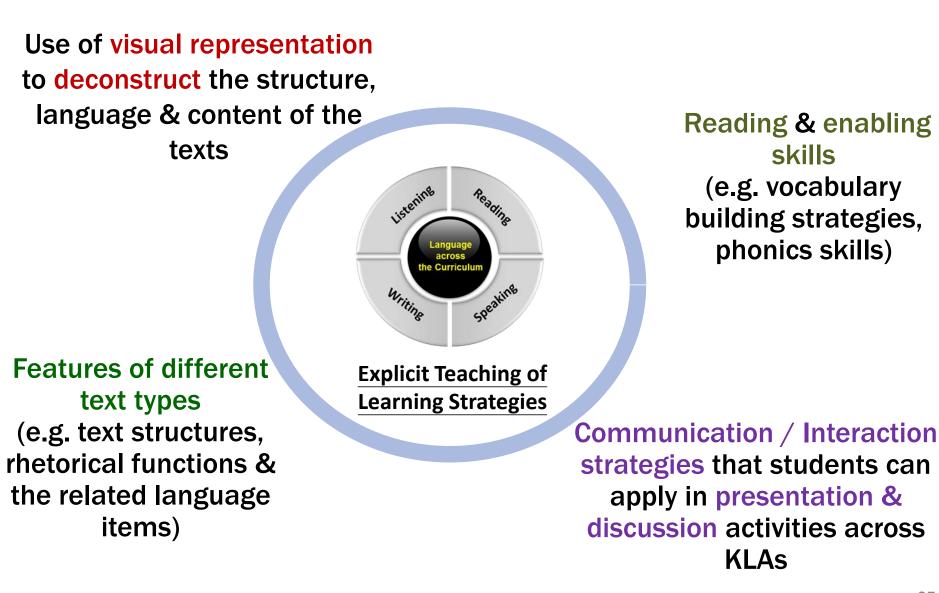
English for Academic Purposes

Rhetorical Functions & Language Features

Examples

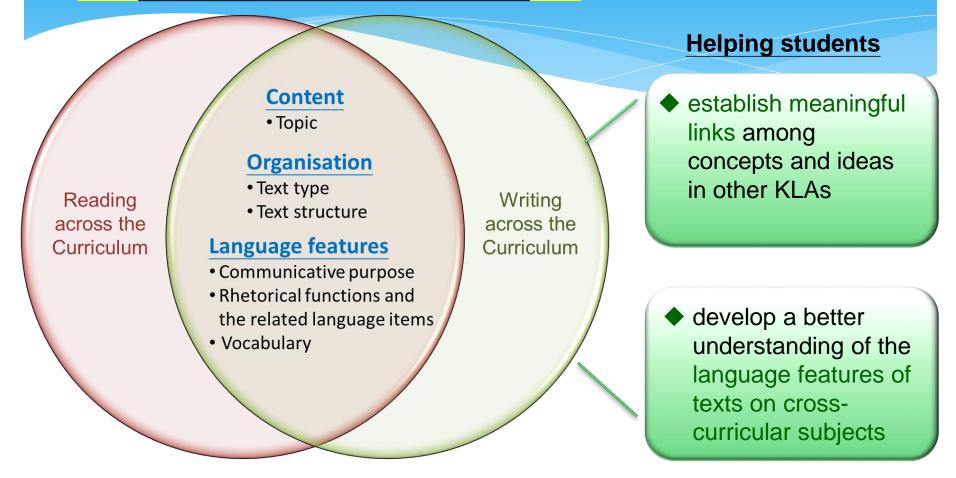
Rhetorical functions	Language features (e.g.)	PSHE	ME	SE	TE	AE	PE	
Comparison	Connectives: (KS3 – KS4)	*		*				
p	However, on the contrary, despite, whereas							
Procedure	Imperatives: (KS1 – KS4):		*	*	*	*	*	
	Hold the racket vertically.							
Recount	Past tense: (KS1 – KS4)	*		*			*	
	World War II <i>lasted</i> 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 <i>is pumped</i> 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							64
	6% each year, what will be its value after 4 years?							

Strategies for Promoting RaC



Promoting Writing across the Curriculum (WaC)

WaC is a meaningful follow-up on RaC



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

	Secondary 2	English Language	History	Science		
	Learning and teaching strategies	Use of visual representation (e.g. a Venn diagram) to help students deconstruct the text				
	Rhetorical functions	To compare/contrast	To compare/contrast			
Reading	Language items	<u>Showing similarities</u> <i>Both, like, similarly</i> <u>Showing differences</u> <i>Unlike, while, however/but, instead of</i>				
	Teaching focus	Introducing the forms Reinforcing the use of the target language items target language items				
	Торіс	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"		

68

- 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 nonlanguage subjects

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

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:

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

Activity 1

• In groups:

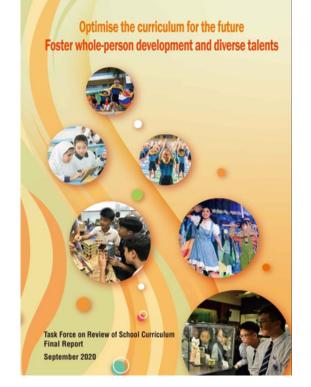


- study the scheme of work
- identify the strengths and weaknesses of the scheme of work
- incorporate elements of the major updates in the scheme of work as deemed appropriate (may incorporate more than ONE major update but do NOT need to incorporate all of them)

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)



Six Directions of Recommendations

Whole-person Development

Values Education and Life Planning Education

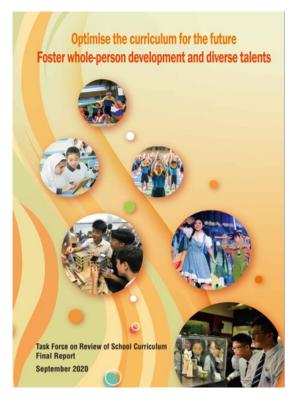
Creating Space and Catering for Learner Diversity

Applied Learning

University Admissions

STEM Education

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



Recommendations for English Language Catering for Learner Diversity

> Creating Space

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

Recommendations for English Language

 Foster whole-person development and diverse talents

 Image: Comparison of the second second

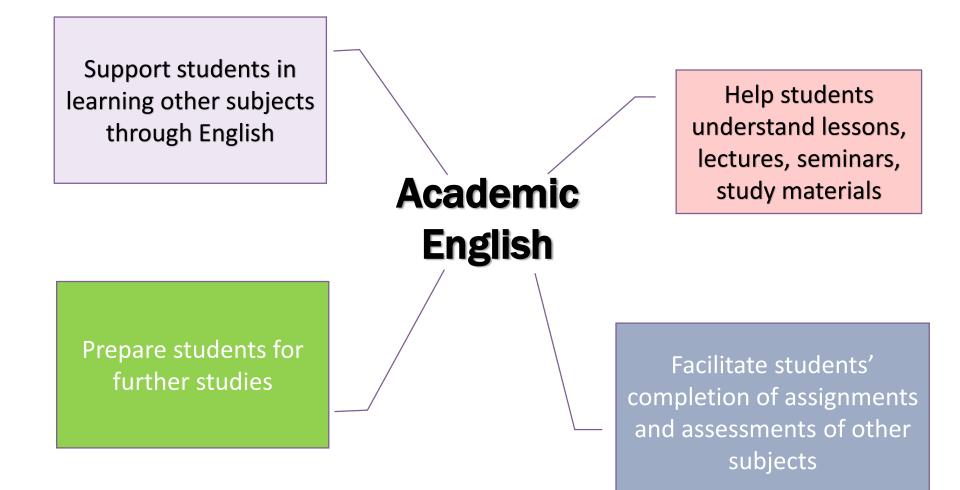
Optimise the curriculum for the future

further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE

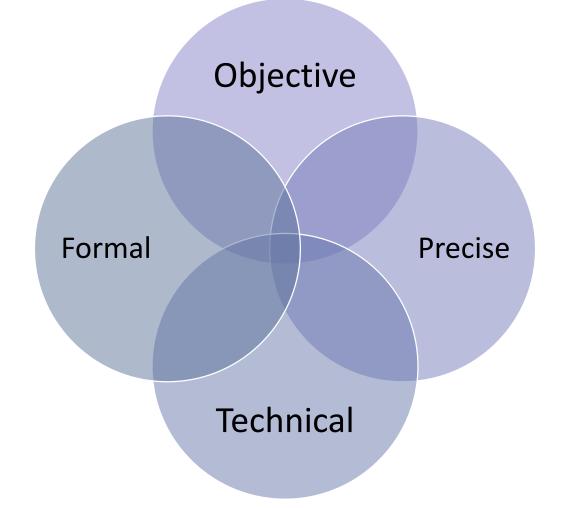
offer vocational English as an Applied Learning (ApL) course

enrich the existing curriculum, with more emphasis on the academic and creative use of the language

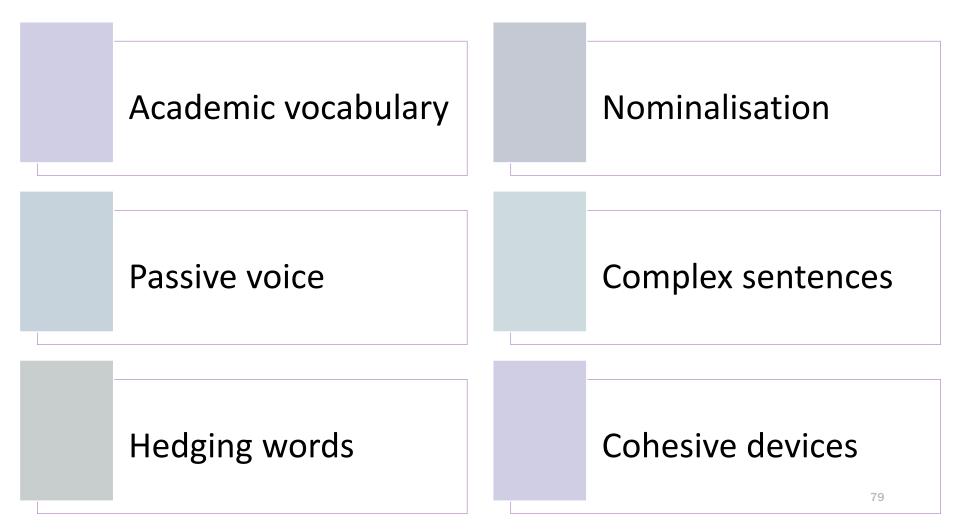
provide more opportunities for students to enhance their language competency through LaC and RaC



Characteristics of Academic English



Examples of Language Features of Academic English



How to Promote the Use of Academic English?

Language across the Curriculum (LaC)

Reading across the Curriculum (RaC)

An example will be shared.

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.

Flexibility

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

Creative Use of English

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).

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).

How to Promote the Creative Use of English?

Examples of Learning and Teaching Activities

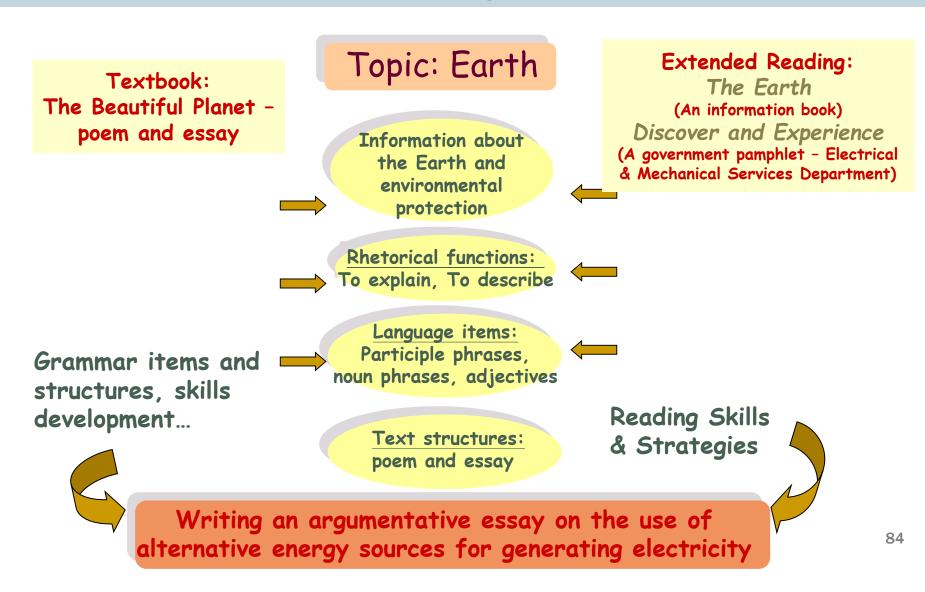
- poster presentations on the theme/subject of the text
- discussion of photos/pictures related to the text
- personal reactions to the theme(s) which occur in the text
- choosing from a list of adjectives the one which best describes a certain character, and supplying reasons
- discussing the language 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?

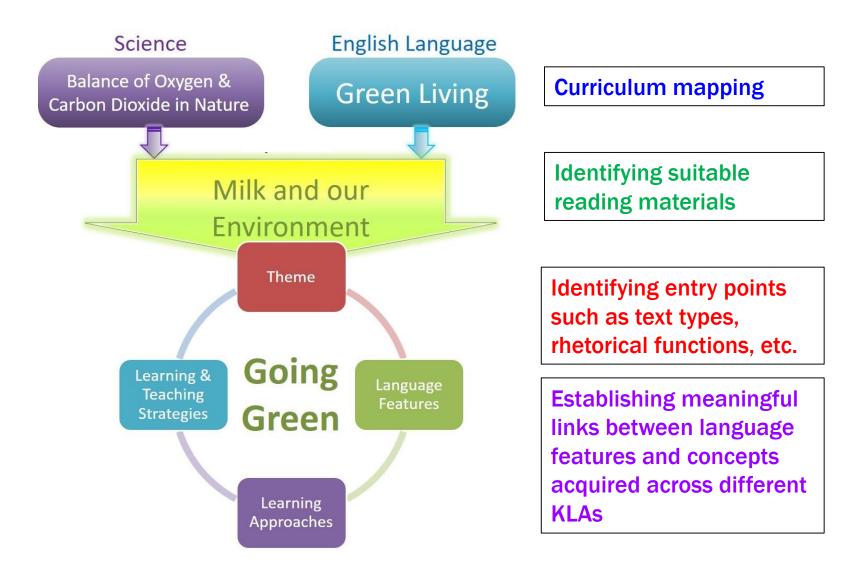
Examples of Learning and Teaching Activities

- 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

An Example



An Example



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

 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	Presenting similarities
contrast	• " <i>both</i> "
	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...)

An Example

Pre-reading Understanding the text type (feature article)

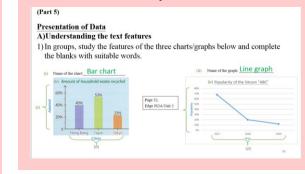
While-reading

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



Post-reading

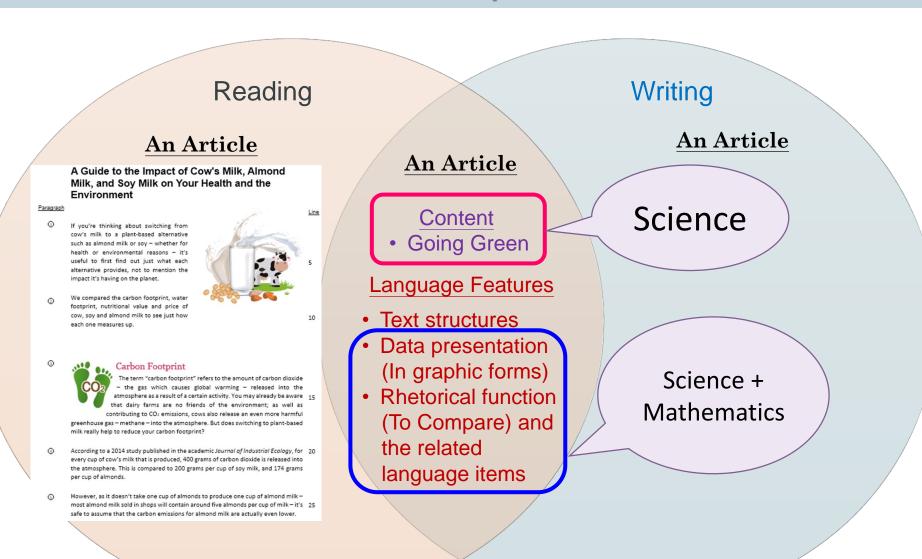
 Data presentation (relevant language features)



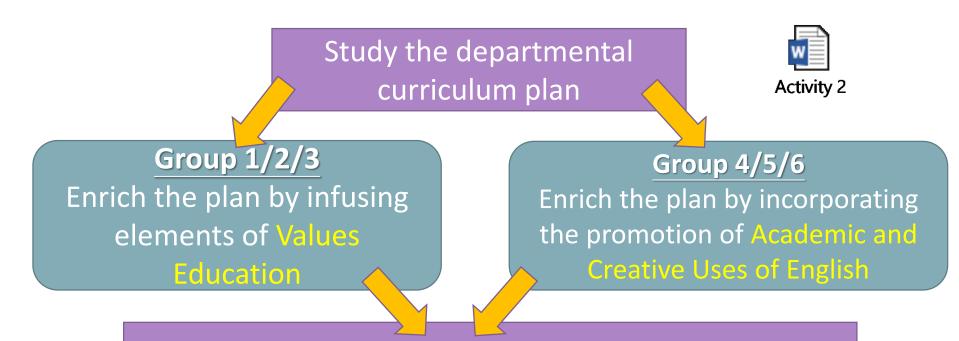
Writing

Developing a multimodal feature article with Google Site

An Example



Activity 2



Further enhance the plan by:

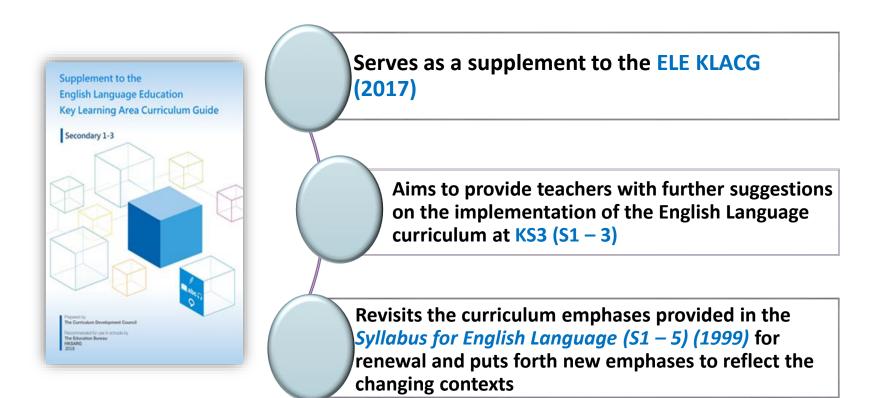
- Incorporating elements of the Major Updates and Task Force's Recommendations
- Aligning it with the school's major concerns
- Ensuring vertical coherence of learning and teaching

Experience Sharing

STFA Yung Yau College

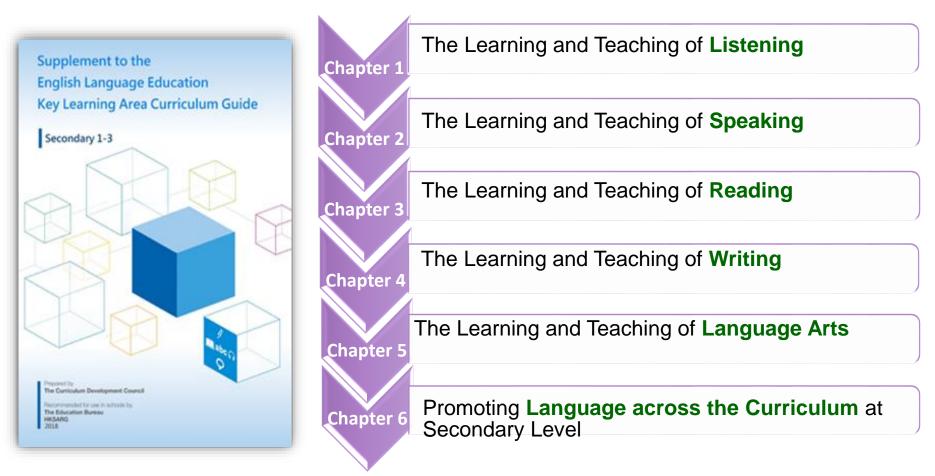
Supplement to the ELE KLACG (S1 – 3)

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



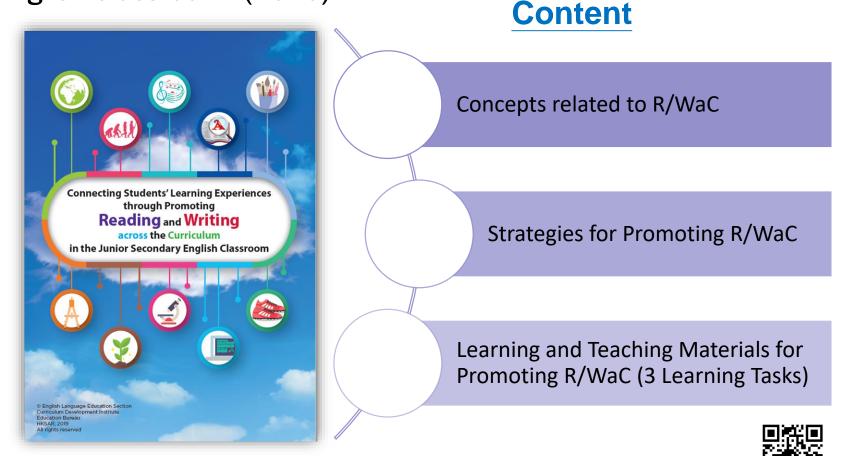
Supplement to the ELE KLACG (S1 – 3)

The Supplement consists of six chapters:

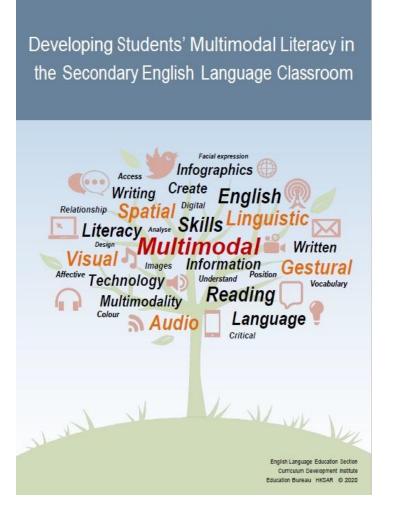


Resource Package

 Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom" (2020)



Online Resource Package on Developing Students' Multimodal Literacy in the Secondary English Classroom





A Treasury of Literary Classics (Secondary Level)





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

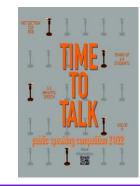
 SOW Creative Singing Contest (Sec)
 Feb - May 22



Poetry Remake
 Competition (Sec)
 Jan - Mar 22



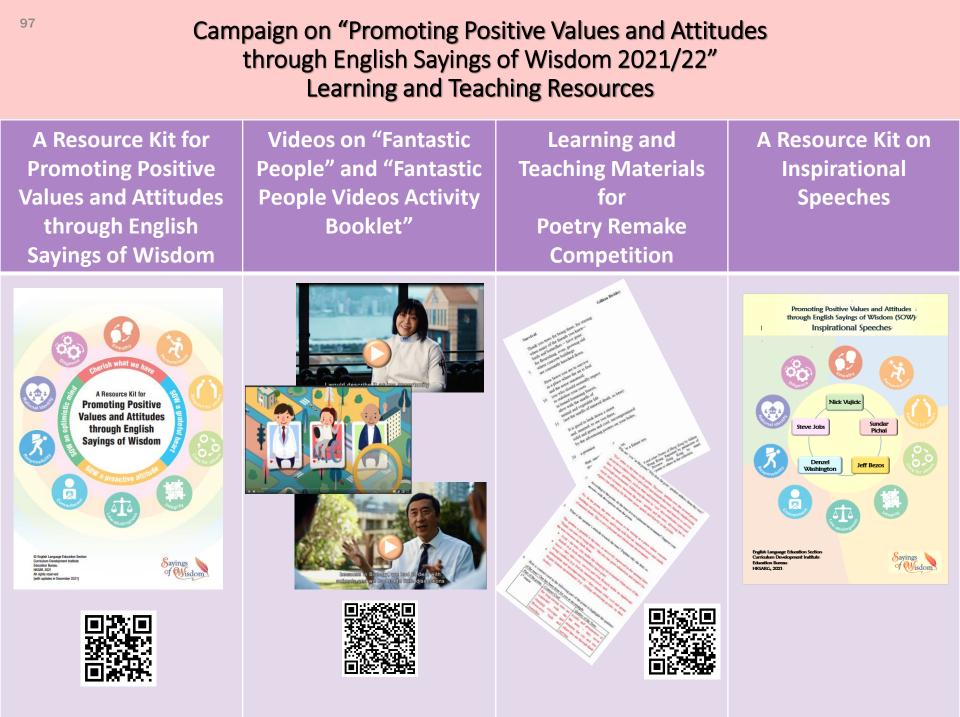
 Filmit 2022 (Pri & Sec) Nov 21 - May 22



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



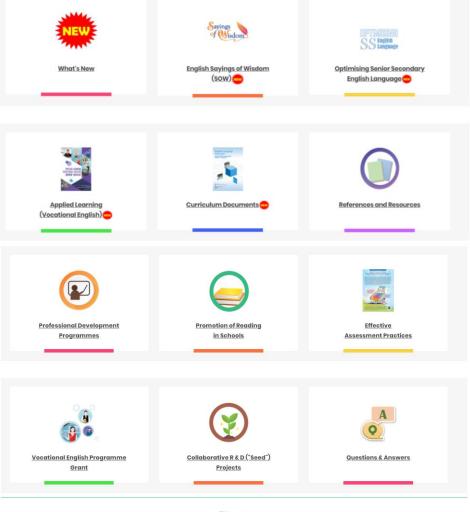
 "Story to Stage" Puppetry Competition (Pri) Mar - Jun 22



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



Resources and References on English Language Education



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

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



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

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

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

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

e-Learning

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

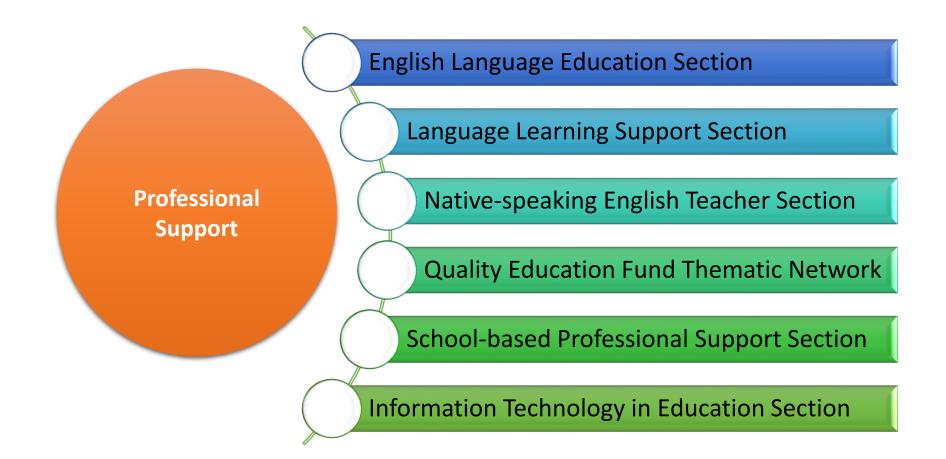
English-related Applied Learning

• 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



Useful Websites

Learning and teaching resources

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

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

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

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

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

HKedCity English Campus <u>https://www.hkedcity.net/english/</u>

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/curriculumdevelopment/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/curriculumdevelopment/kla/eng-edu/SOW/competitions.html