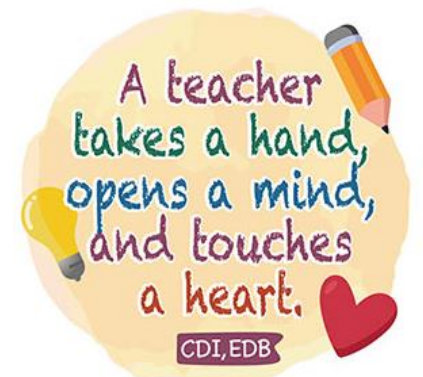


**Curriculum Leadership and Management for
the English Language Education Key Learning Area:**

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

English Language Education Section
Curriculum Development Institute
Education Bureau
December 2022



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 <ul style="list-style-type: none">• Major updates of the ELE KLACG (P1-S6) (2017)• Recommendations of the Task Force on Review of School Curriculum
	3) Experience Sharing (ELCHK Lutheran Secondary School)
	4) Summary and Resources
	5) Assignment

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

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
- Try out **innovative** teaching strategies
- Make use of a variety of **authentic language learning materials** to foster a broader range of literacy skills
- Engage in **professional development** and **lifelong learning**
- Enhance **assessment literacy**
- Make use of **community resources** and expose students to **meaningful use of English**

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

A large, light pink brushstroke graphic that serves as a background for the text. It has a soft, painterly texture with visible brushstrokes and a slightly irregular, organic shape.

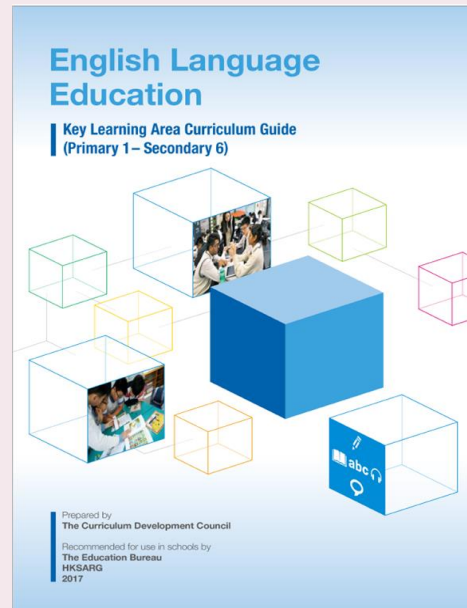
Part 2:

**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)



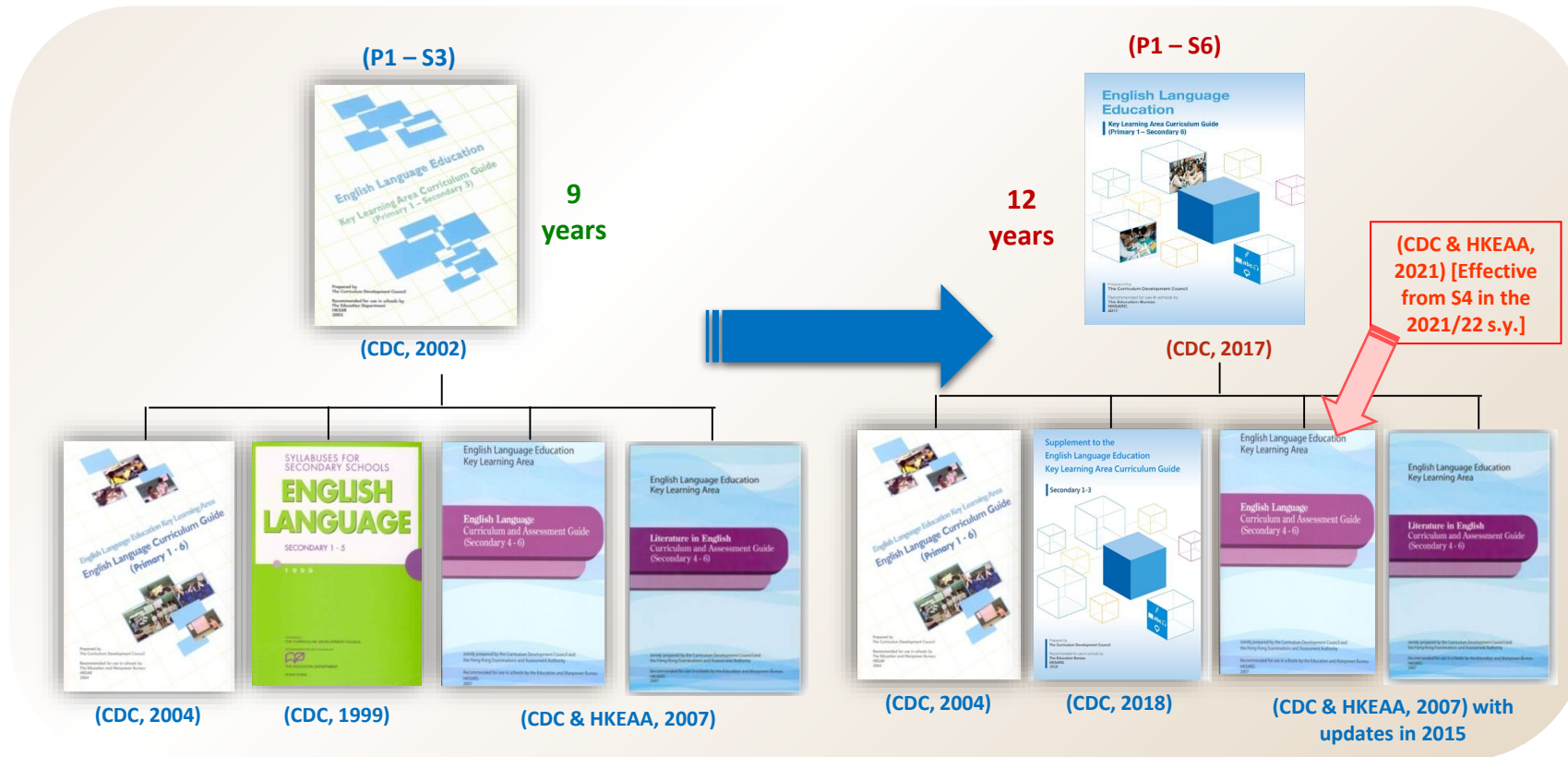
Ongoing Renewal of the School Curriculum

**Respond to
local,
regional and
global
contextual
changes**

**Build on
existing
strengths and
practices of
schools**

**Curriculum
enhancement
to benefit
student
learning**

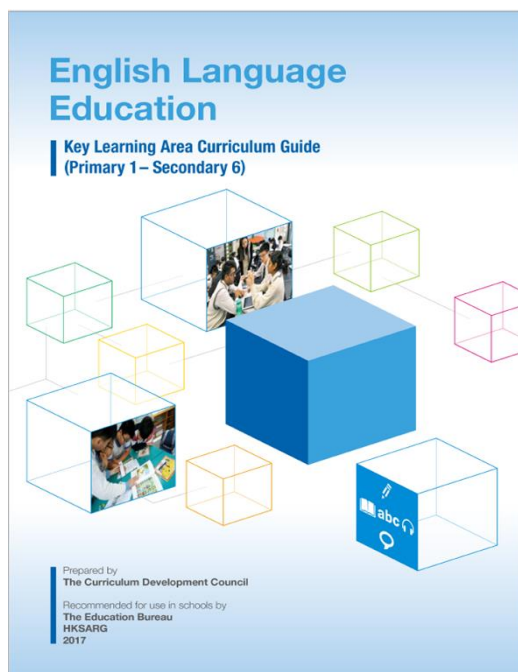
Updating of the English Language Education Key Learning Area Curriculum Guide



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)



Literacy Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

Values Education

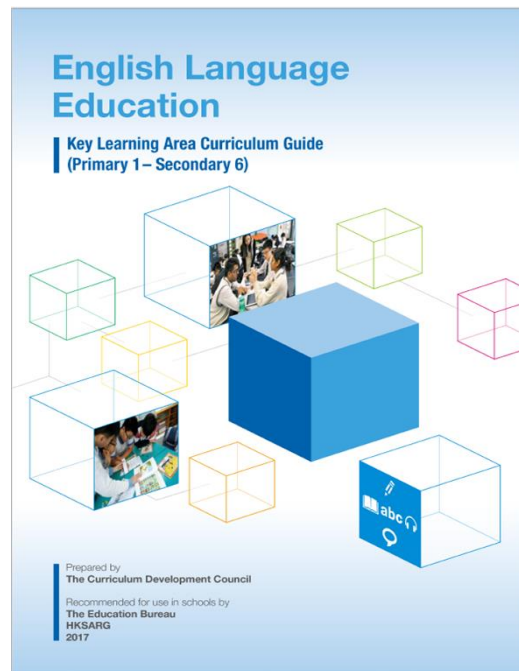
Reading across the Curriculum

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

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

New Literacy

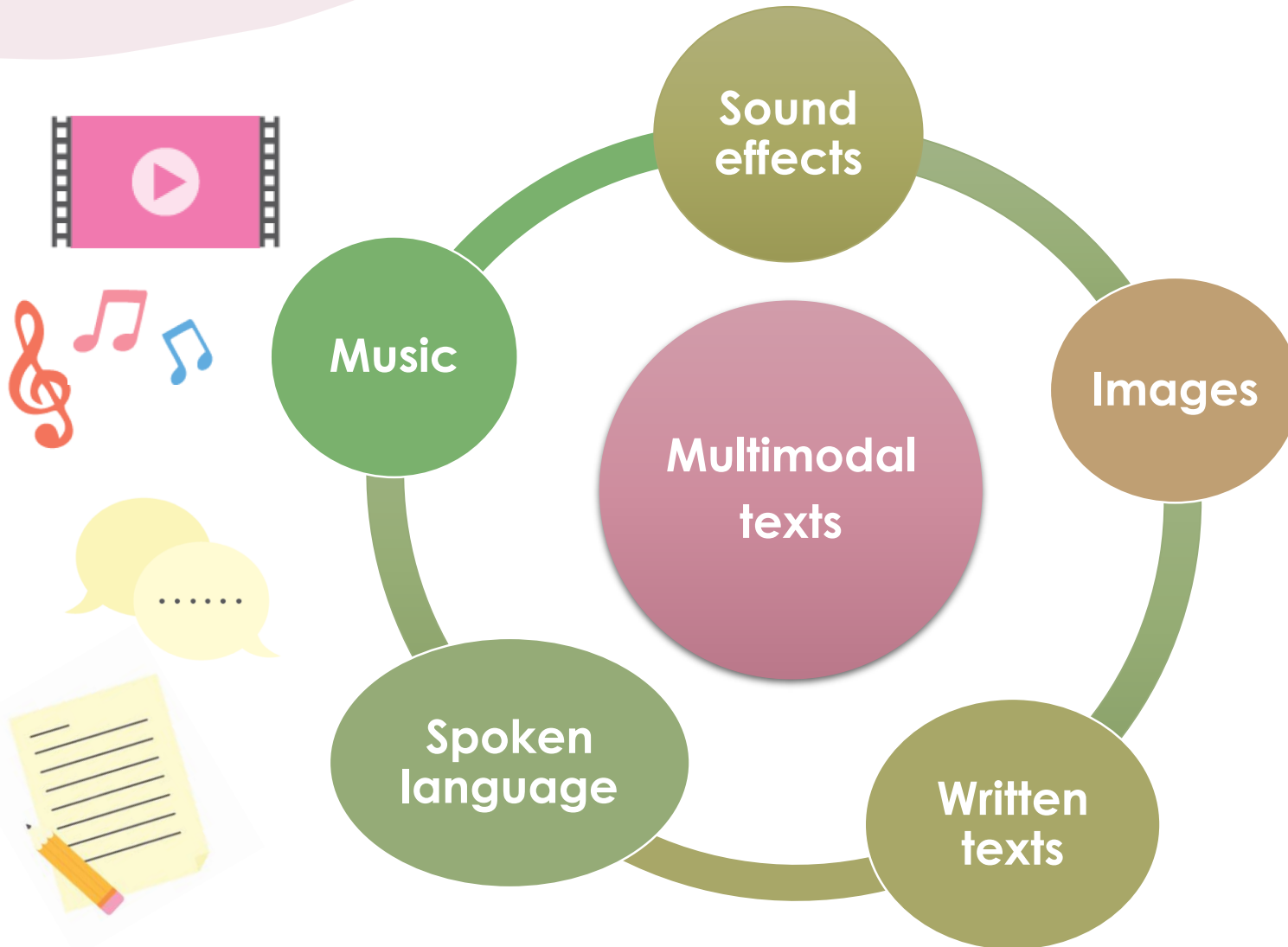
- the ability to understand and create a range of texts that integrate linguistic, audio, visual, gestural and spatial elements as well as the ability to use different media and technological tools for effective communication and information management

References:

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

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

Literacy Development



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

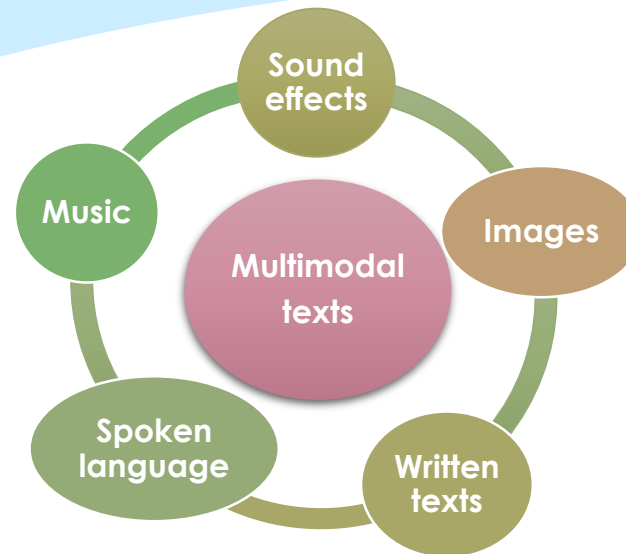
Promoting Language across the Curriculum (LaC)

Lifelong learning

Challenges in the 21st century

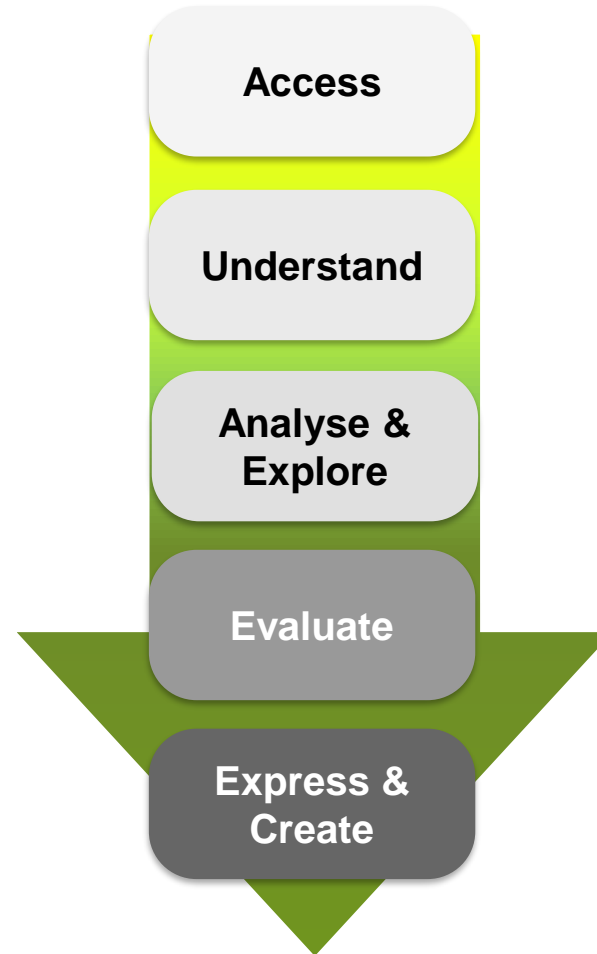
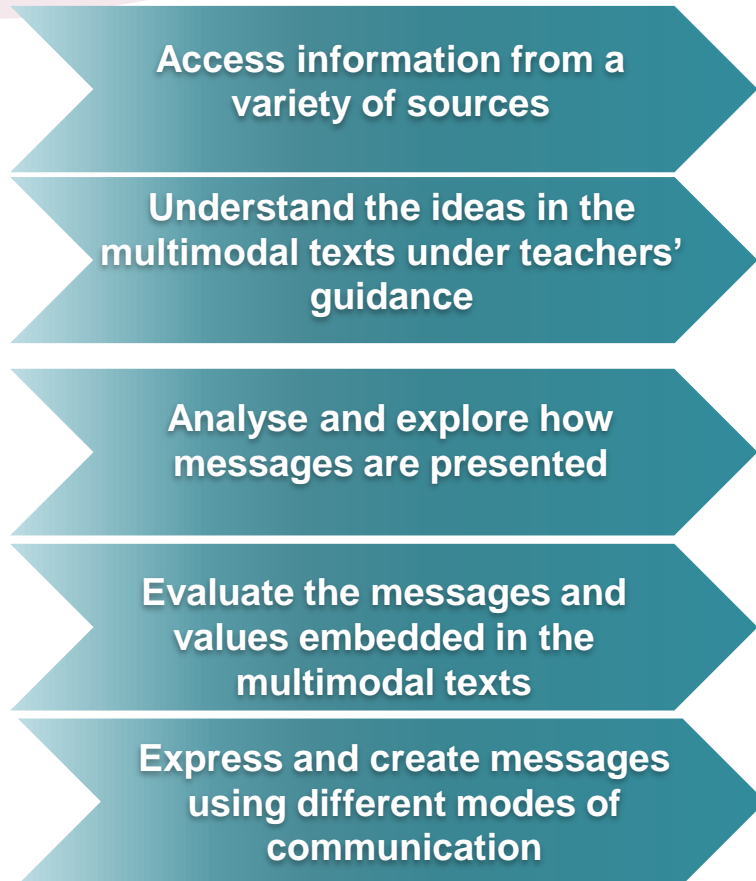
Literacy Development in the English Classroom

The ability to read and write effectively

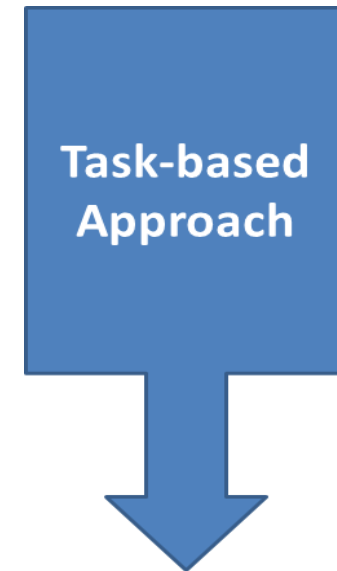


Processing and creating **multimodal texts**

Pedagogy to Enhance Literacy Development



Interacting with Multimodal Texts



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



Situation

You are new manufacturer launch of th

You will hav

Task 1: Un
You will wal
read and wri

Task 2: Co
You will list
between two

Task 3: Co
You will far
and commen

Task 4: W
You will wri
latest wearab

4. Ans: Suggest improvement i design

- ⊗ Use di font size the diff the head subbaad
- ⊗ Be co fonts.
- ⊗ Use h categori design, i function
- ⊗ Use d colours i similar different
- ⊗ Unde italicise words.

Part F: Analysing the dramatic elements – establishing characters through costumes and acting

The way the characters look (e.g. appearance, make-up) and dress (i.e. costumes) reflects their personalities, and cultural and socio-economic background. Characters also express themselves through facial expressions, body movements, speeches / dialogues, which are all parts of the acting.

- Look at two shots from *My Shoes* below. Describe the two characters' costumes and acting. Share your answers with your classmates.



(a) Describe his appearance and costumes:

e.g. fluffy hair
shabby clothes, worn-out shoes used as hand puppets, bare feet

(b) What does his look tell you about his socio-economic background?

It shows that the boy is probably from a poor family that cannot afford to buy new clothes for him.

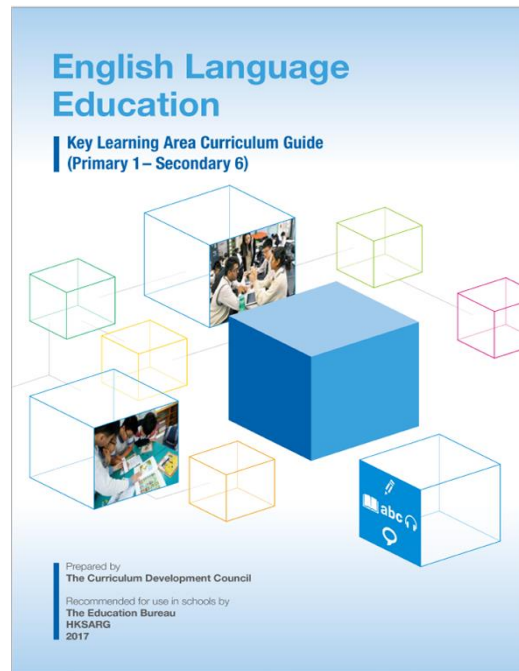
(c) What is he doing? To whom is he speaking and what is his speech about?

He is using his worn-out shoes as puppets to complain about the unfairness in life. He questions why somebody can have nice shoes but he cannot and expresses his wish to be the rich boy.

(d) How does his speech tell you about his personalities and feelings?

His speech is full of bitterness, envy and discontent. It shows us that he is not happy or satisfied with his life. He is cynical and resentful.

Major Updates of the ELE KLACG (P1-S6)



**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

"Information Literacy for Hong Kong Students" Learning Framework (Updated Version) (Draft)
(Aug 2022)

[https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Information-Literacy/IL_learningFramework/IL_LearningFramework\(UpdatedVersion\)\(Draft\)\(EN\).pdf](https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Information-Literacy/IL_learningFramework/IL_LearningFramework(UpdatedVersion)(Draft)(EN).pdf)

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

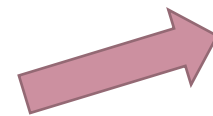
Some suggestions for Mr Chan

- 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**.

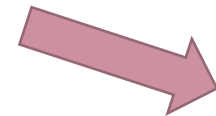
Examples	
Coggle	Mentimeter
Edpuzzle	Plickers
Google Form	Padlet
Google Slides	Quizlet
Kahoot!	Quizizz
Keynote	Socrative
Nearpod	Wordwall



For collecting instant responses



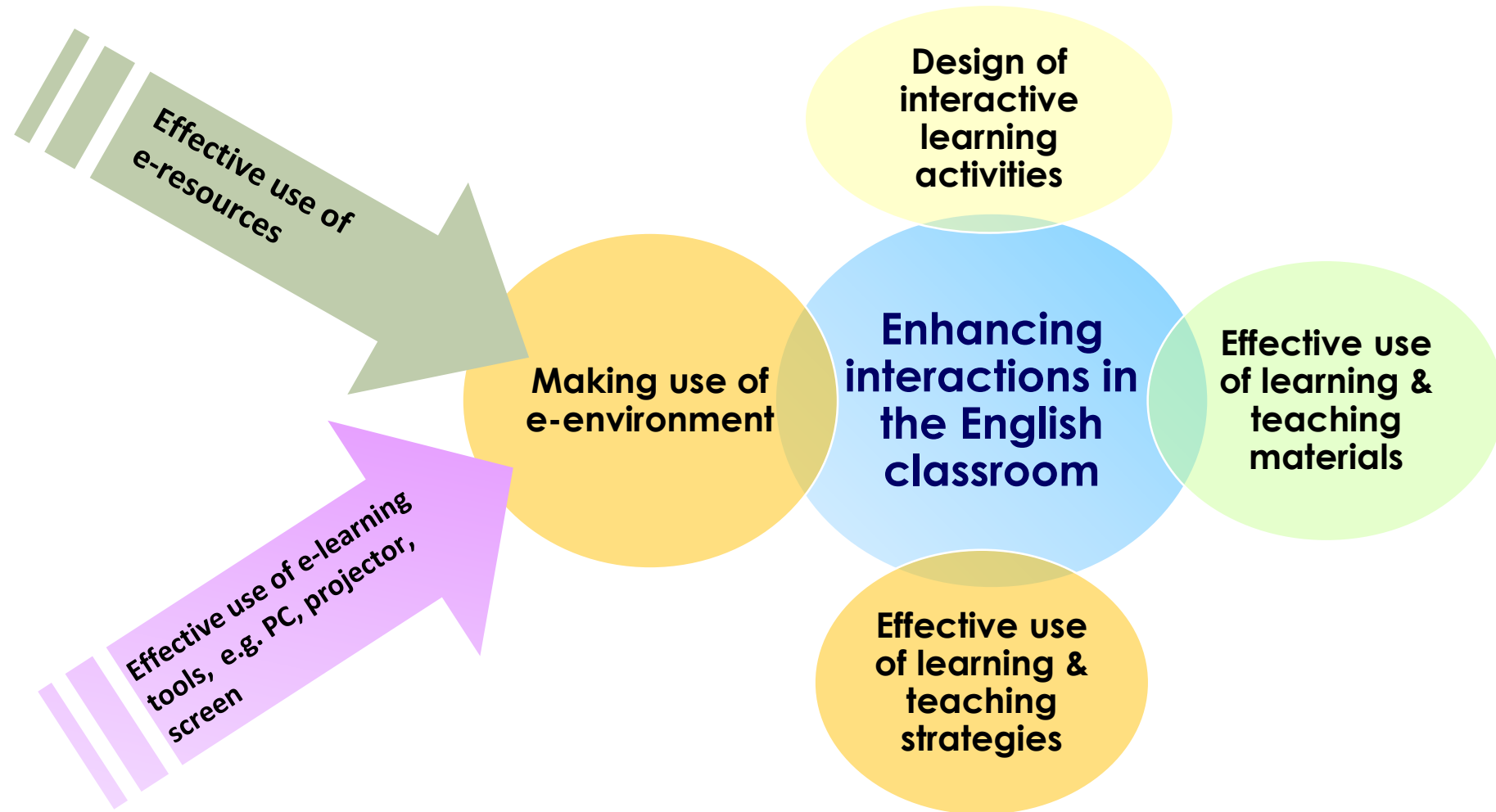
For brainstorming ideas/collaboration



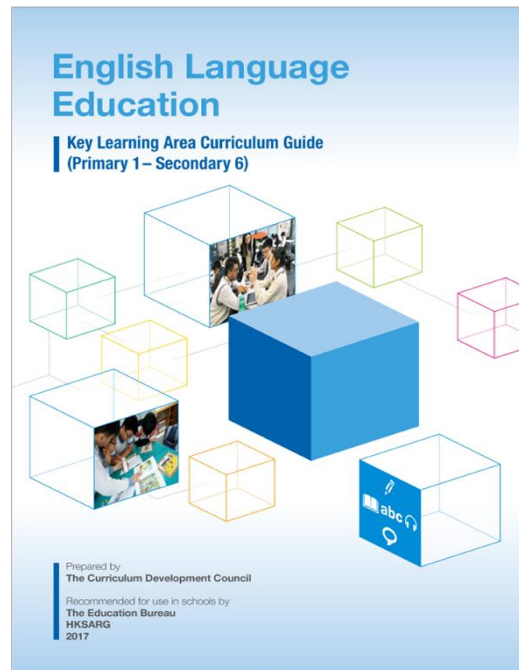
**For enhancing interaction/
assessment/self-learning**

e-Learning & Information Literacy

How to enhance interactions in the English classroom?



Major Updates of the ELE KLACG (P1-S6)



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

critical thinking skills
+
problem solving skills
+
creativity

Collaborative problem solving skills

collaboration skills
+
communication skills
+
problem solving skills



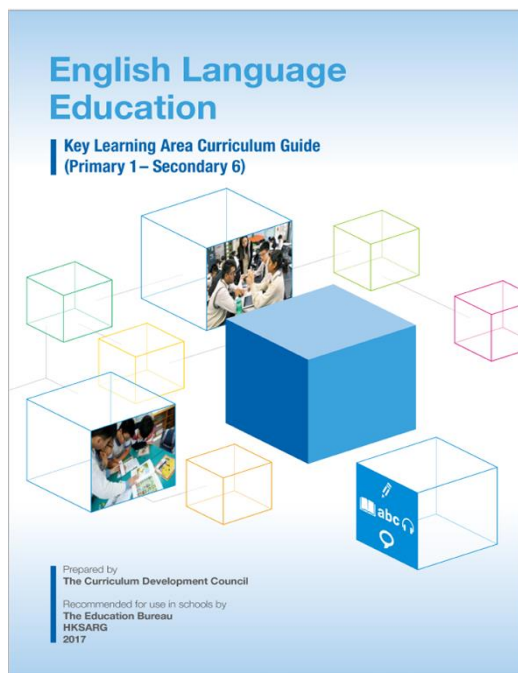
To prepare students for authentic
& more complicated tasks

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.

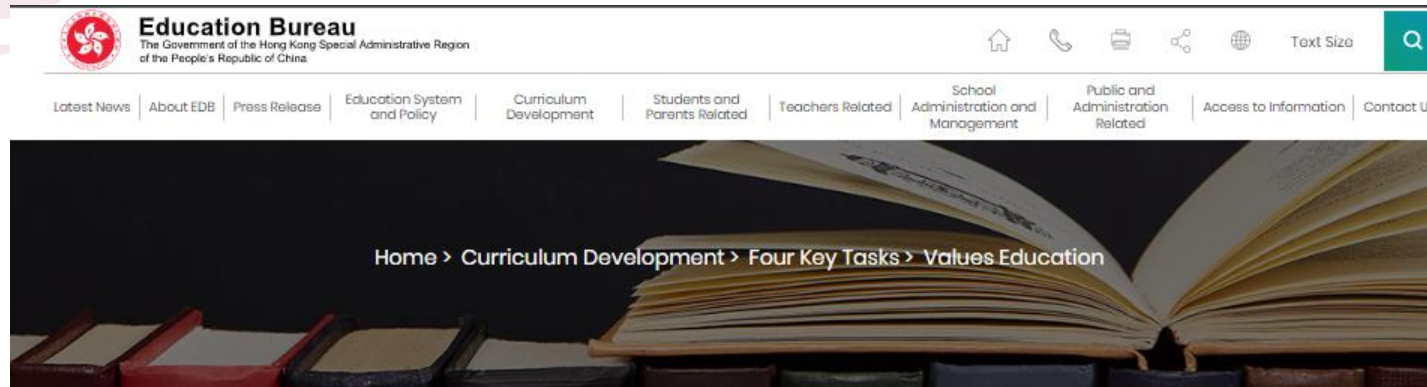
- **Writing a proposal** → **holistic thinking skills**
- **Raising funds** in the “Jumble Sale” at school → **collaborative problem solving skills**

Major Updates of the ELE KLACG (P1-S6)



Values Education

Values Education



Values 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.

Curriculum Framework	Values Education Curriculum Framework (Pilot Version)(2021) <small>CHI</small> Values Education Curriculum Framework (Pilot Version)(2021) (Trimmed Version) <small>CHI</small>
Introductory Video	Values Education Curriculum Framework (Pilot Version) (2021)Introductory Video <small>CHI</small>

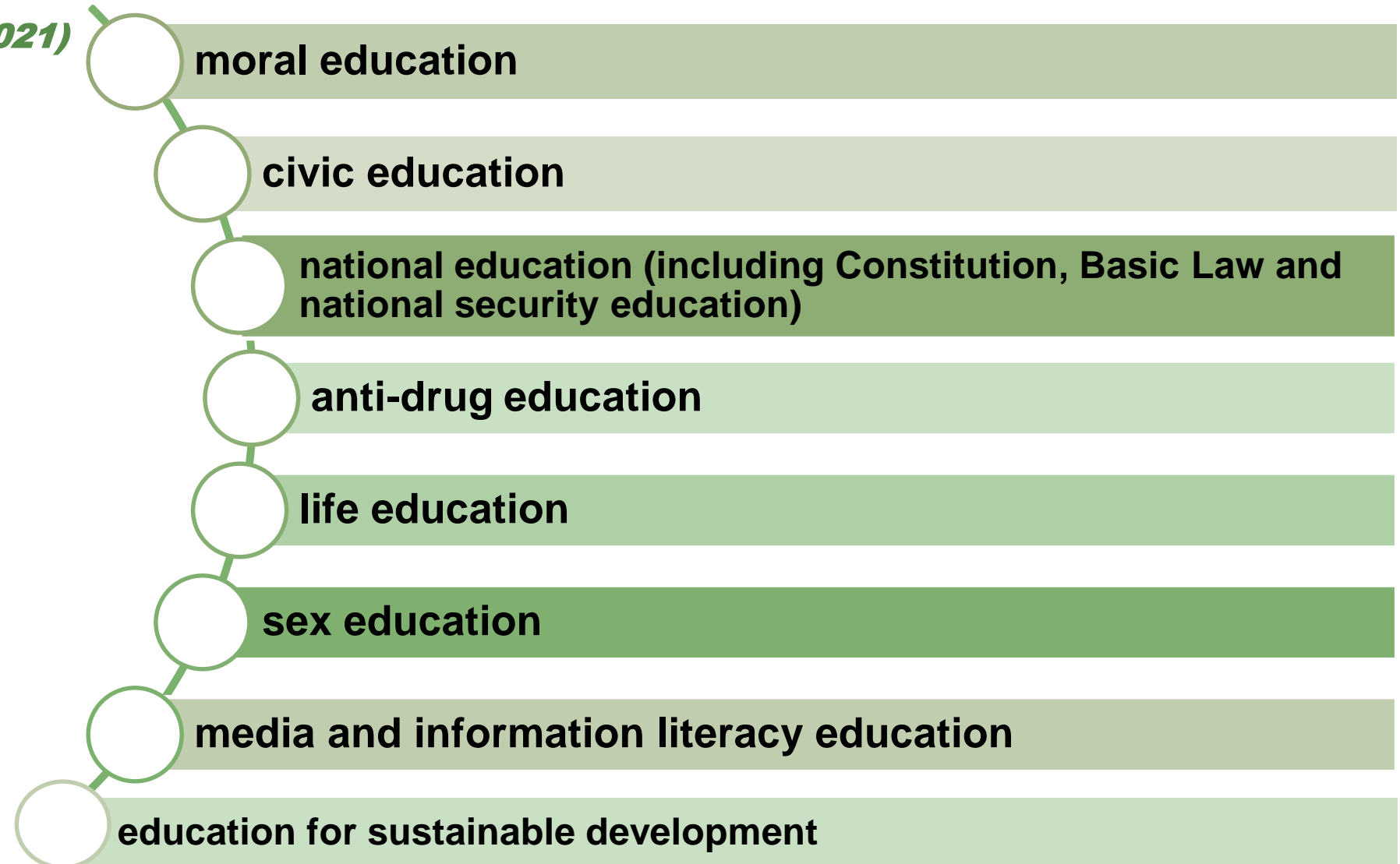
Promoting Values Education under Various Cross-curricular Domains

Examples

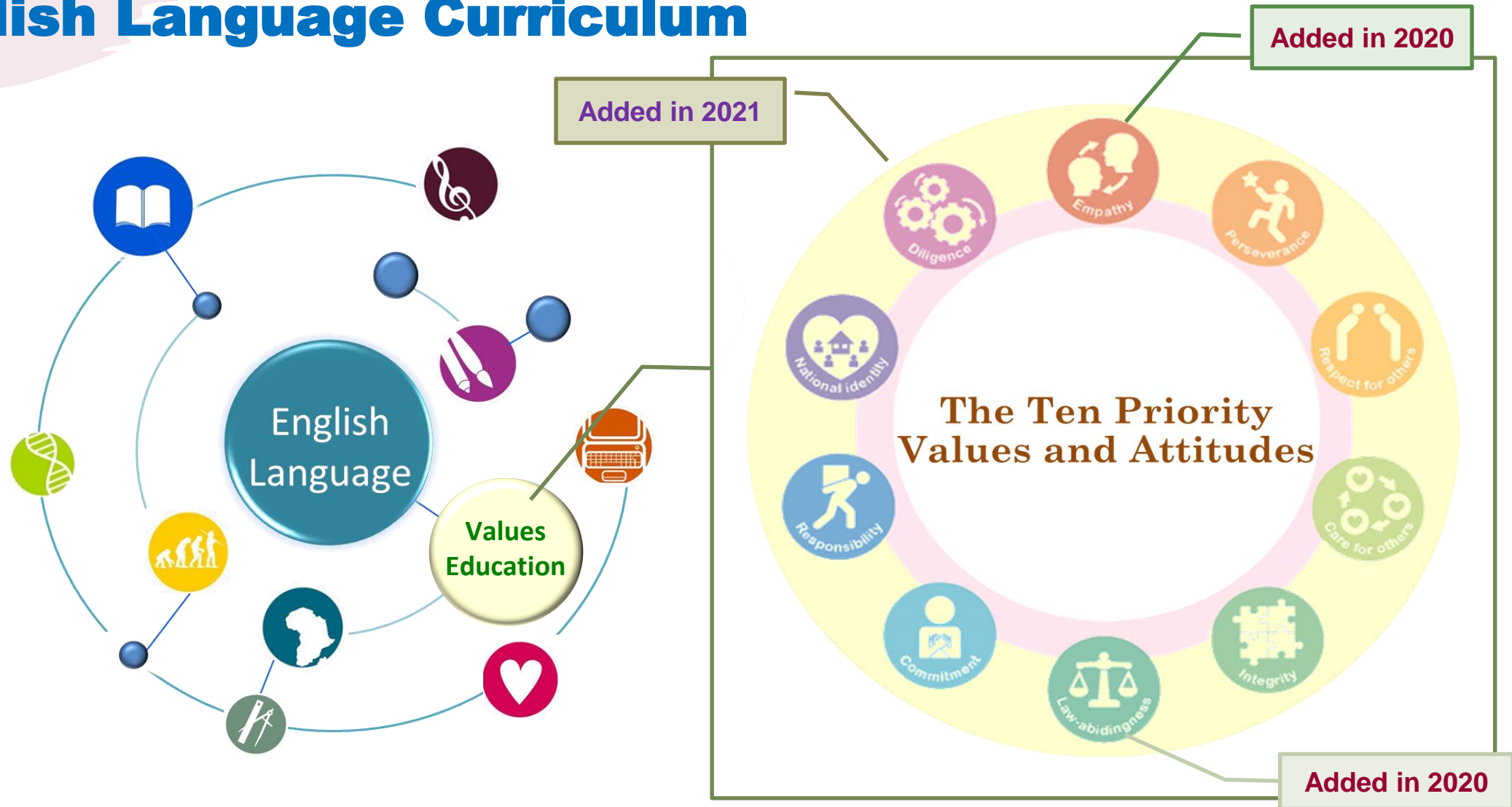
Values Education Curriculum Framework (Pilot Version) (2021)



https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/VE_CF_20211129_r.pdf



Incorporating Values Education in the School English Language Curriculum



Myth about Promotion of Values Education

*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?***

Knowledge in Key Learning Areas

Not an addition,
but an
INTEGRATION

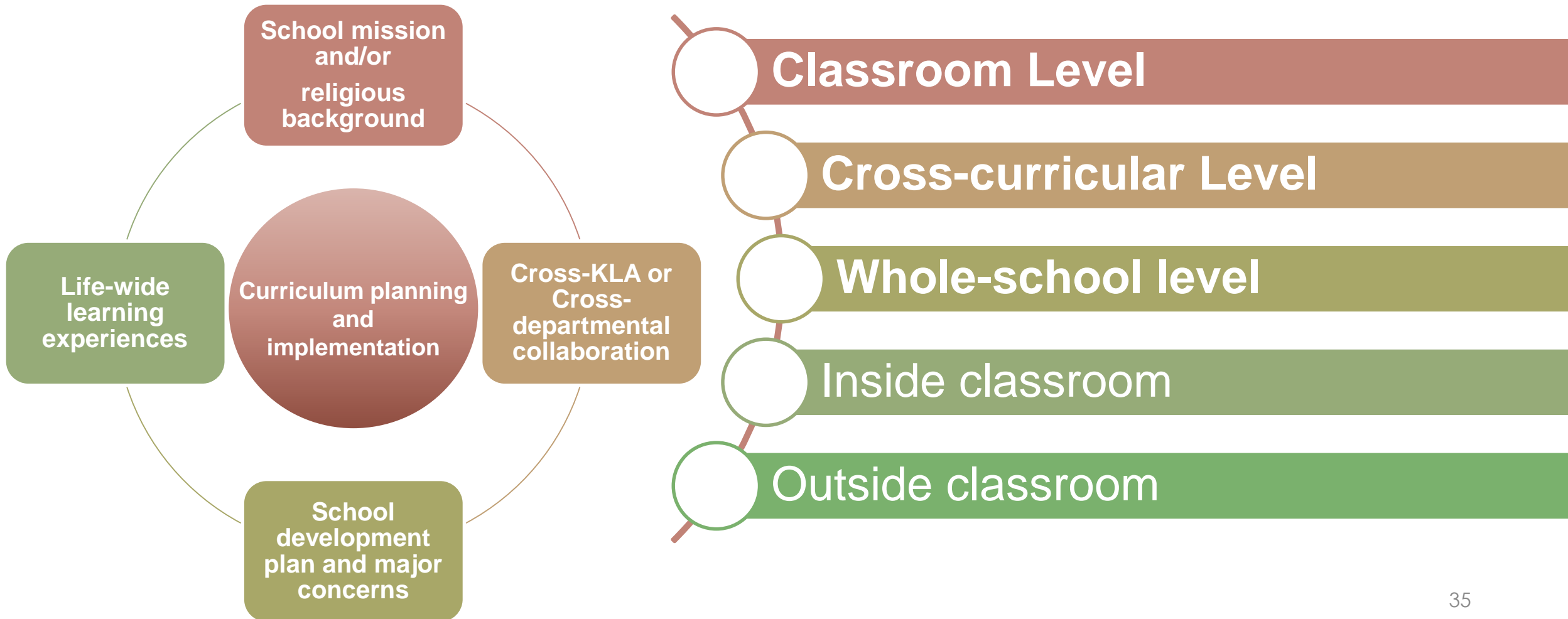
Generic Skills

Values and Attitudes



Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum

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



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



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

Examples of connecting the Ten Priority Values and Attitudes with the Themes/Topics of Teaching Modules in the English Language Curriculum

Modules and Units	Activities	Values and Attitudes
<p>Teenage Life (Growing Up)</p>	<p>Storytelling and reader's theatre on books or texts about interpersonal relationships</p>	<ul style="list-style-type: none"> • Care for others • Respect for others • Empathy
<p>Technology (Changes brought about by technology)</p>	<p>Discussions and writing a letter to the editor on social issues raised in an editorial</p>	<ul style="list-style-type: none"> • Law-abidingness • Integrity
<p>Wonderful Things (Successful people and amazing deeds)</p>	<p>Comparing the life stories of two successful people and discussing different ways to face adversities in a group discussion</p>	<ul style="list-style-type: none"> • Perseverance • Diligence • Commitment
<p>Cultures of the World (Customs, clothes and food for different places)</p>	<p>Designing pamphlets and posters which introduce the cultures and traditions of different countries</p>	<ul style="list-style-type: none"> • National identity • Respect for others
<p>Rights and Responsibilities, Wonderful Things (Precious things)</p>	<p>Writing a short story from the perspective of an abandoned pet</p>	<ul style="list-style-type: none"> • Responsibility • Empathy

Strategies for Integrating Values Education into the School English Language Curriculum

✓ Integration of **cognition**, **affection** and **action**

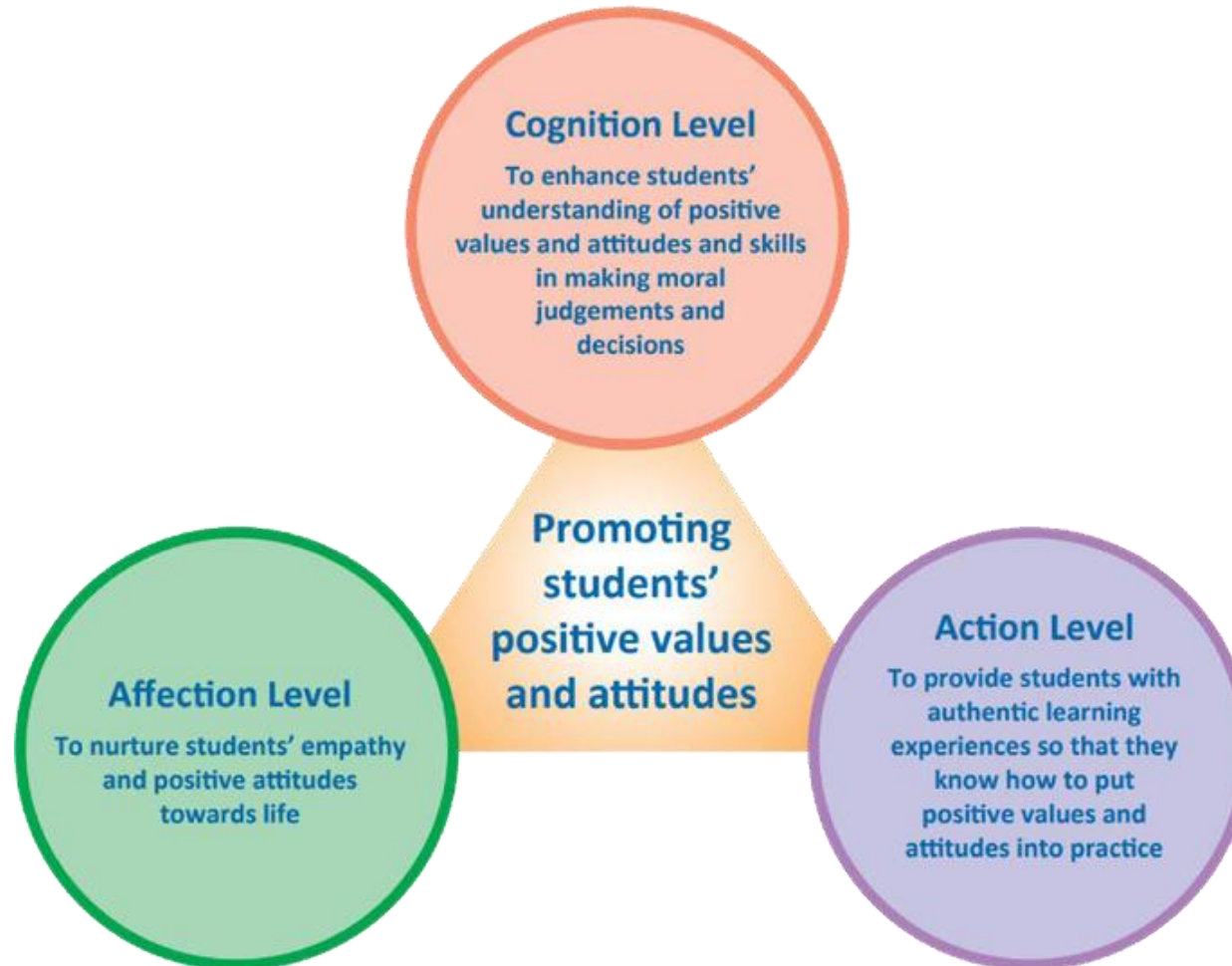


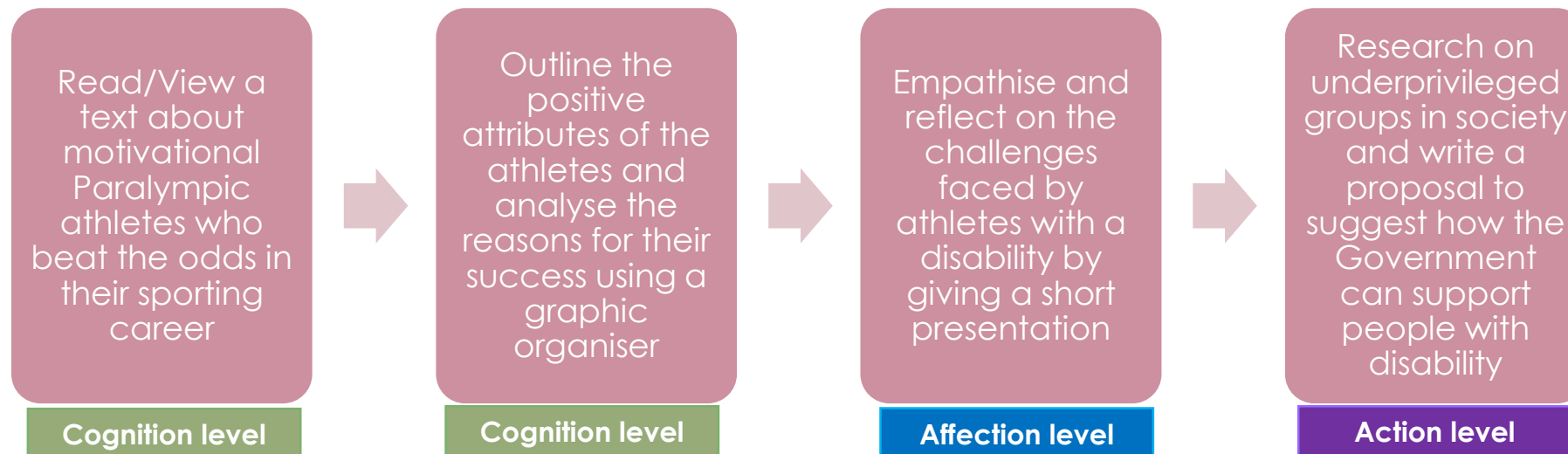
Figure 6A.1 Integration of Cognition, Affection and Action (p.10, Booklet 6A, Secondary Education Curriculum Guide (2017))

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

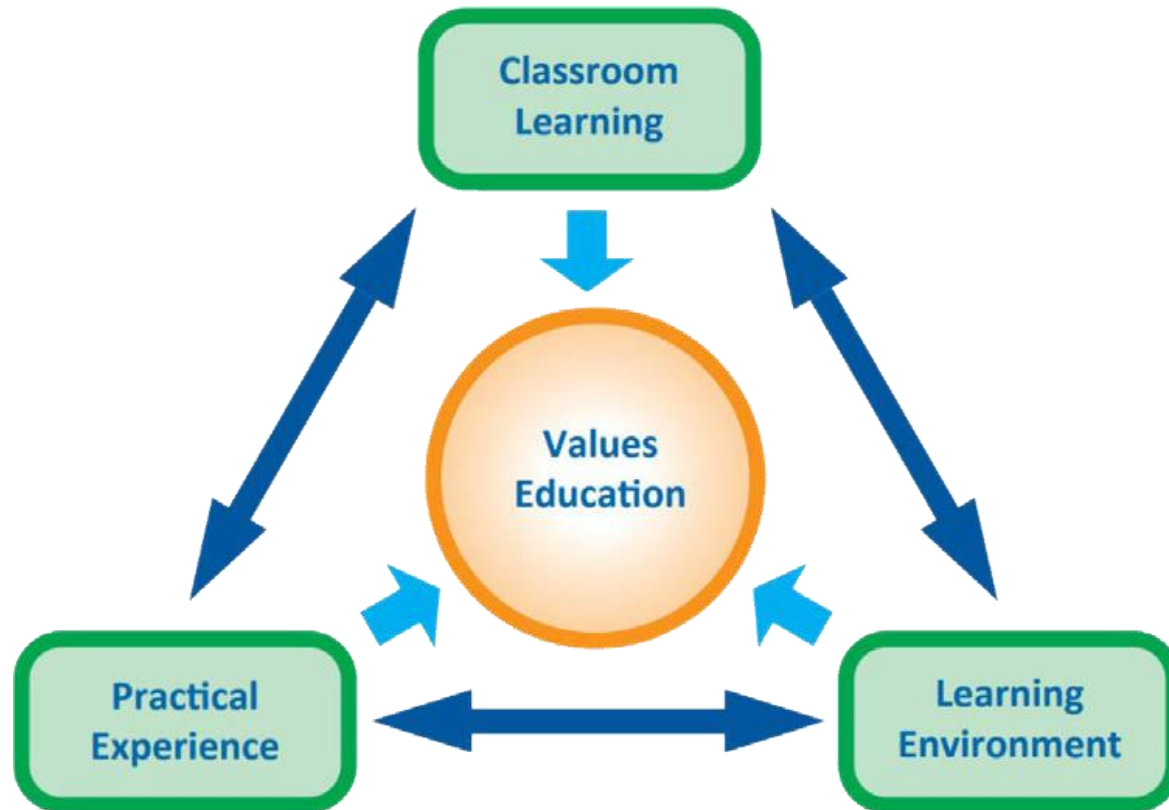


Learning and teaching activities



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**



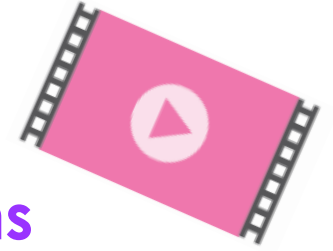
Example

- 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.

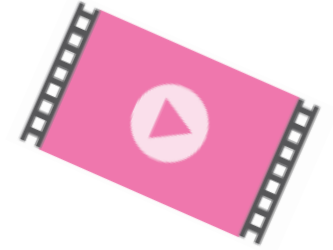
Play the short animation multiple times as necessary to analyse the **fictional elements** (e.g. themes) and **cinematic techniques** (e.g. camera shots).

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.

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.

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



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

Activity: Prompt for a "Hope" Journal
 Aim: This activity is to help students...
 3.3 A Display Board on "Random Acts of _____"
 (e.g. Kindness, L

Sayings of Wisdom

Sayings of Wisdom

Sayings of Wisdom

Sayings of Wisdom

Sayings of Wisdom

Sayings of Wisdom

Sayings of Wisdom

Sayings of Wisdom

Sayings of Wisdom

Eagerness

Determination

Be tough

Cherish what you have

Appreciate others

Aspire

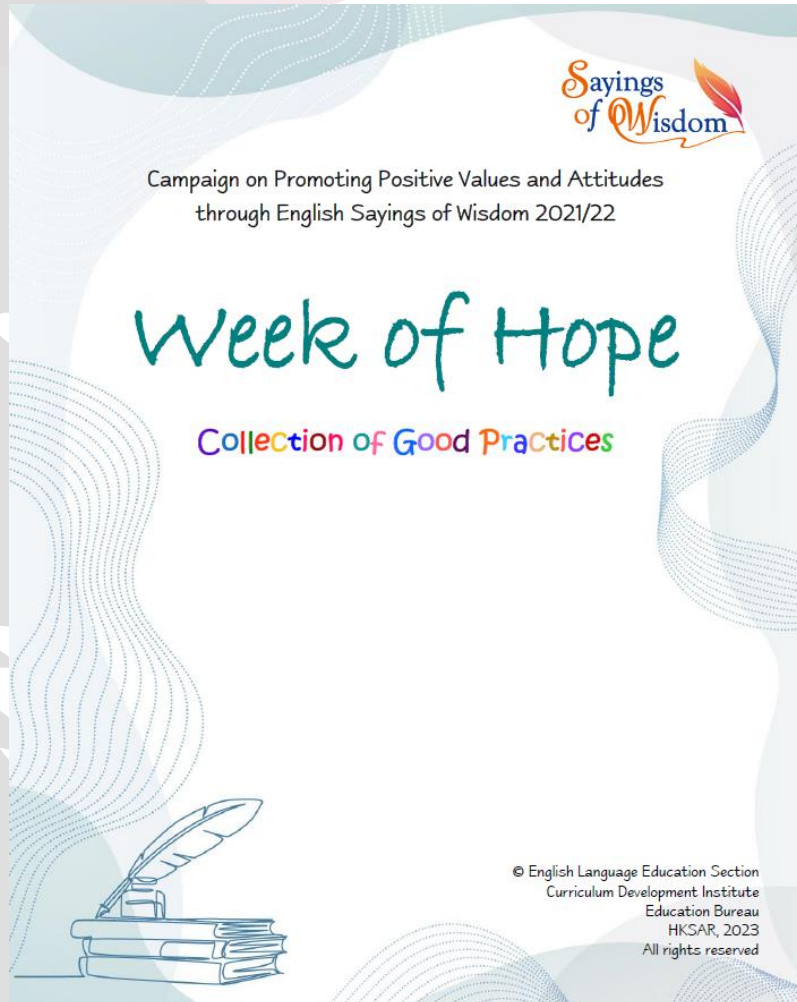
Dream

Grab your opportunity

Smile

School-based English Activity Week -- Week of Hope

Examples of school-based activities



classroom learning activities for appreciation of SOW

drama performances

film appreciation

song dedication

theme-based talks

book exhibitions

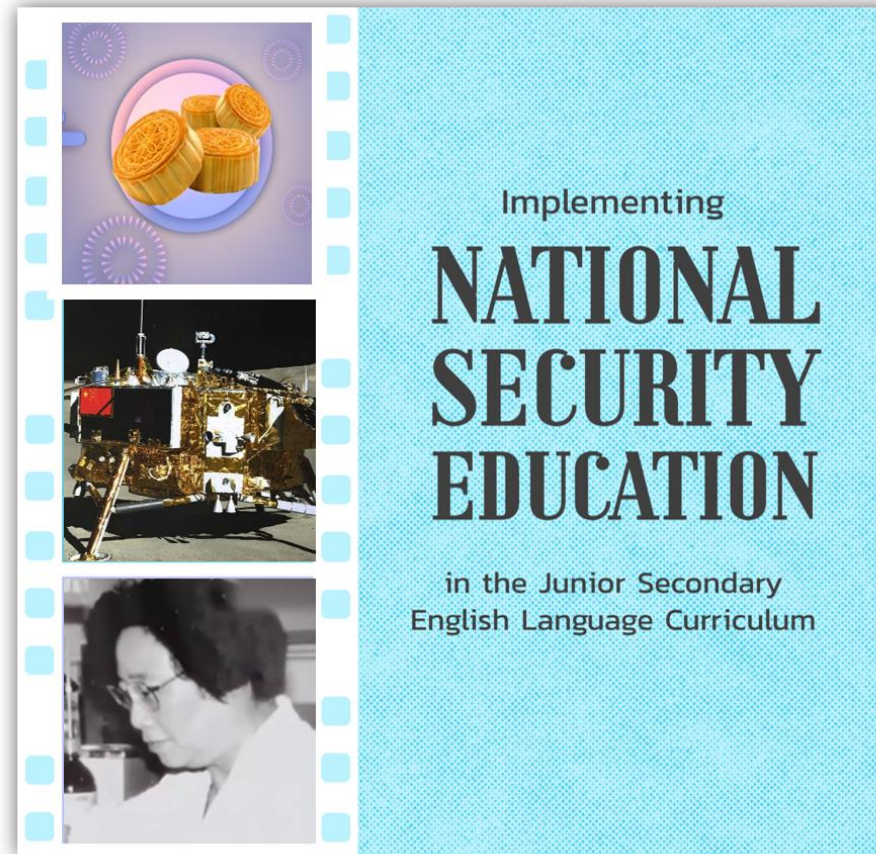
classroom board/ poster design competitions

speech competitions/ book sharing

game booths

Available in January 2023

Implementing National Security Education in the English Language Curriculum An Example



[Resource Materials on “Implementing National Security Education in the Junior Secondary English Language Curriculum”](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html)

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Implementing National Security Education in the English Language Curriculum An Example

Module	Unit	Topic
Cultures of the World	Customs, Clothing and Food of Different Places	Chinese Festival

Content Objectives

To explore concepts related to cultural / ecological security, e.g.

- the history and culture of traditional Chinese festivals
- learning activities to strengthen traditional Chinese culture to enhance cultural strength and competitiveness
- waste reduction and recycling

Language Objectives

To develop language knowledge and skills, e.g.

- listening, speaking, reading/viewing and writing skills
- text structures (i.e. a video, an article, story elements)
- tenses:
 - the use of the simple present tense to present facts; and
 - the use of the simple past tense to talk about past events / events of a story



2

Resource Materials on “Implementing National Security Education in the Junior Secondary English Language Curriculum”

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Implementing National Security Education in the English Language Curriculum An Example



Source: *The China Current*: <https://chinacurrent.com/story/23958/the-legend-of-moon-cakes-mid-autumn-festival-tasmin-little>

3

Resource Materials on “Implementing National Security Education in the Junior Secondary English Language Curriculum”
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

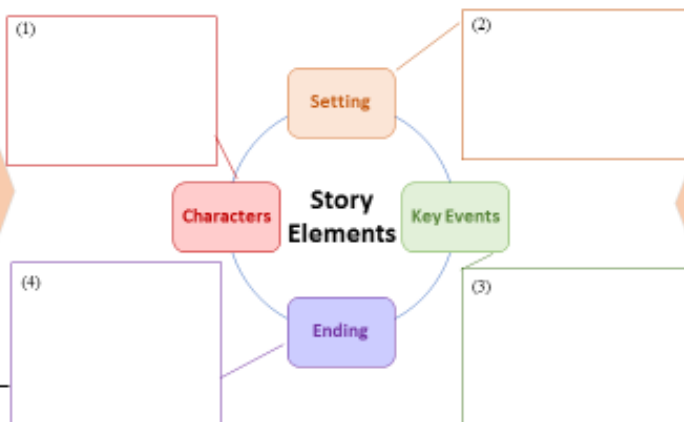
Implementing National Security Education in the English Language Curriculum

An Example

Post-viewing

- Guide students to develop the language knowledge and skills through integrating information and ideas from the video and the article on the Mid-Autumn Festival.

The story about the legend of the Mid-Autumn Festival



A Video on "The Legend of Moon Cakes - Mid-Autumn Festival"


An Article on the Mid-Autumn Festival



Post-viewing

- Guide students to identify the use of
 - the simple present tense to present facts about the festival; and
 - the simple past tense to talk about past events/events of a story.

Language Focuses

 <p>To describe the traditions of the festival</p> <p>Simple present tense</p>	 <p>To talk about the history of the festival/events of the legend</p> <p>Simple past tense</p>	 <p>To describe how people celebrate the festival nowadays</p> <p>Simple present tense</p>
---	--	---

A Video on "The Legend of Moon Cakes - Mid-Autumn Festival"



An Article on the Mid-Autumn Festival

Resource Materials on "Implementing National Security Education in the Junior Secondary English Language Curriculum"

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Implementing National Security Education in the English Language Curriculum An Example

Post-viewing

Building on students' understanding of the Mid-Autumn Festival, engage students in reflecting on their learning experiences and explore the cultural features of other traditional Chinese festivals.

What do you enjoy most about the Mid-Autumn Festival?

How can we help preserve traditional Chinese festivals to safeguard cultural security?

Can you suggest a school activity to strengthen students' understanding of the history and meaning of the Mid-Autumn Festival?

Do festivals bring people from different cultures together?

Understand the waste moon cake what can we do while celebrating the Mid-Autumn Festival?

Do you think it is important to preserve traditional Chinese festivals in Hong Kong?

Extended Learning Activities



Arrange a museum tour to the Hong Kong Heritage Museum and/or the Hong Kong Museum of History to provide opportunities for students to explore more on Chinese traditional festivals.

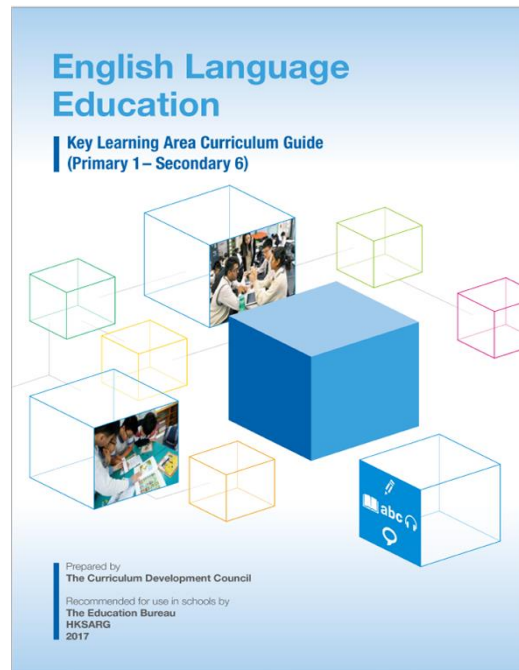
- Engage students in identifying a Chinese festival and
- collect data from the museum tour; and
 - write an article on the festival including the following details:
 - ✓ the traditions and history/origin of the festival;
 - ✓ how it is celebrated nowadays; and
 - ✓ their role in recycling and waste reduction in festive celebrations.



Invite students to present highlights of their work and present them to the class. They may include photos, video clips or presentation slides in their presentation.



Major Updates of the ELE KLACG (P1-S6)



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

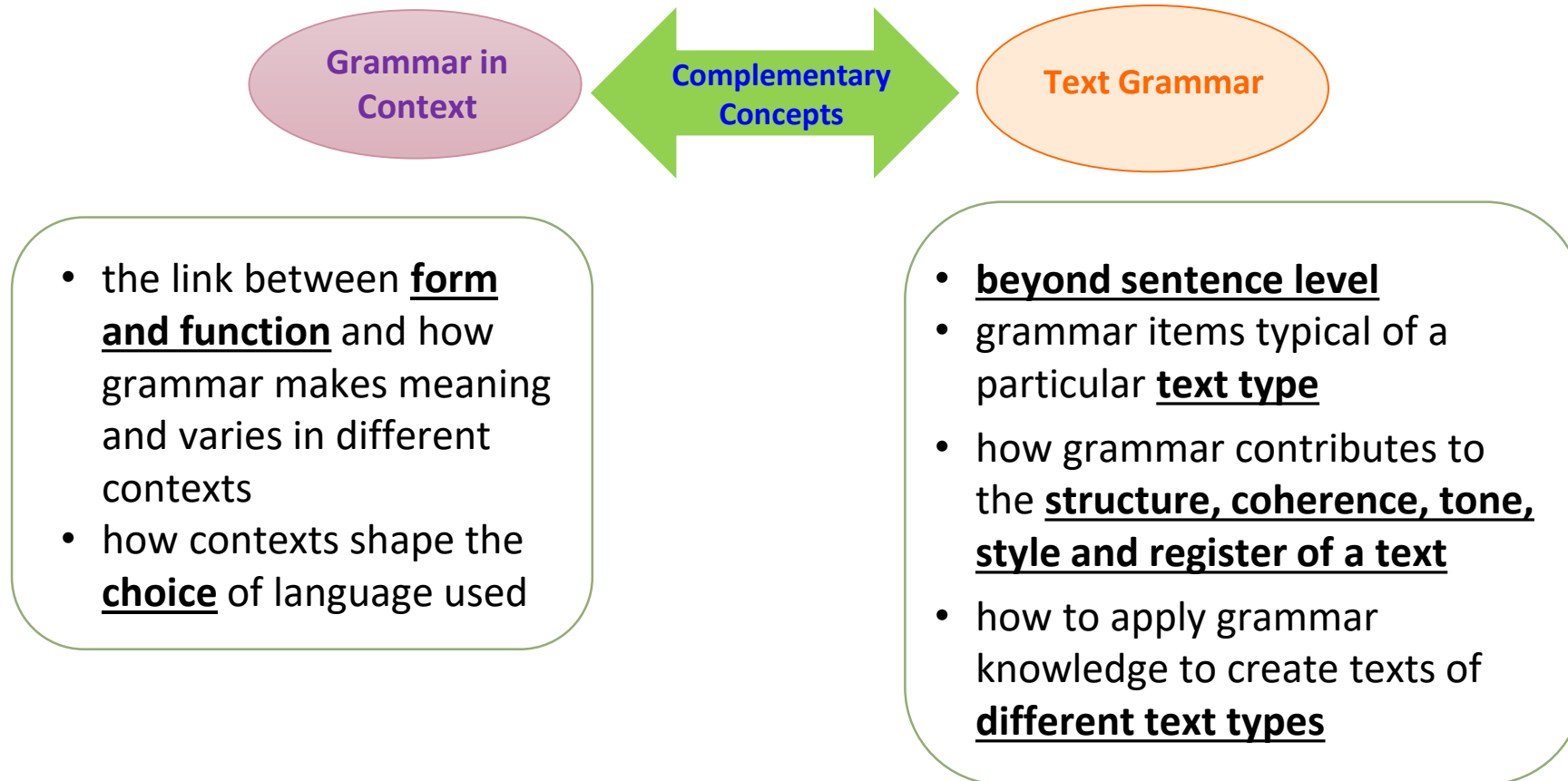
★ Understanding and **application** of the **functions** of language items are equally important

Text Grammar

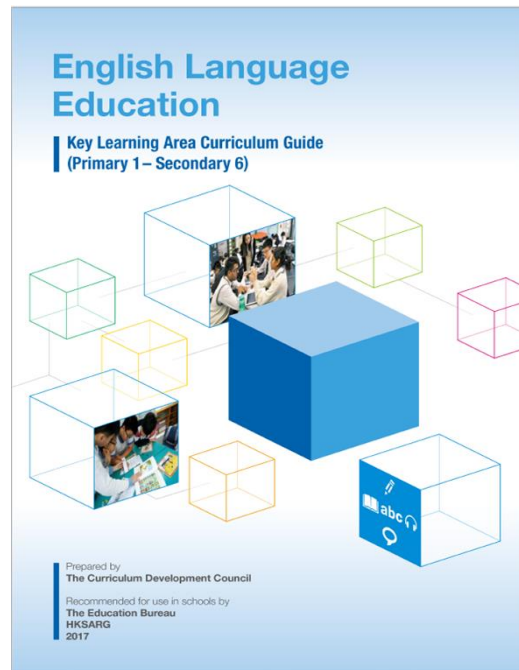
- **Authentic contexts** help students make **meaningful connections** between language forms and functions, hence **effective use of the language**

Beyond **sentence level**


Grammar in Context and Text Grammar



Major Updates of the ELE KLACG (P1-S6)



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



Assessment tools



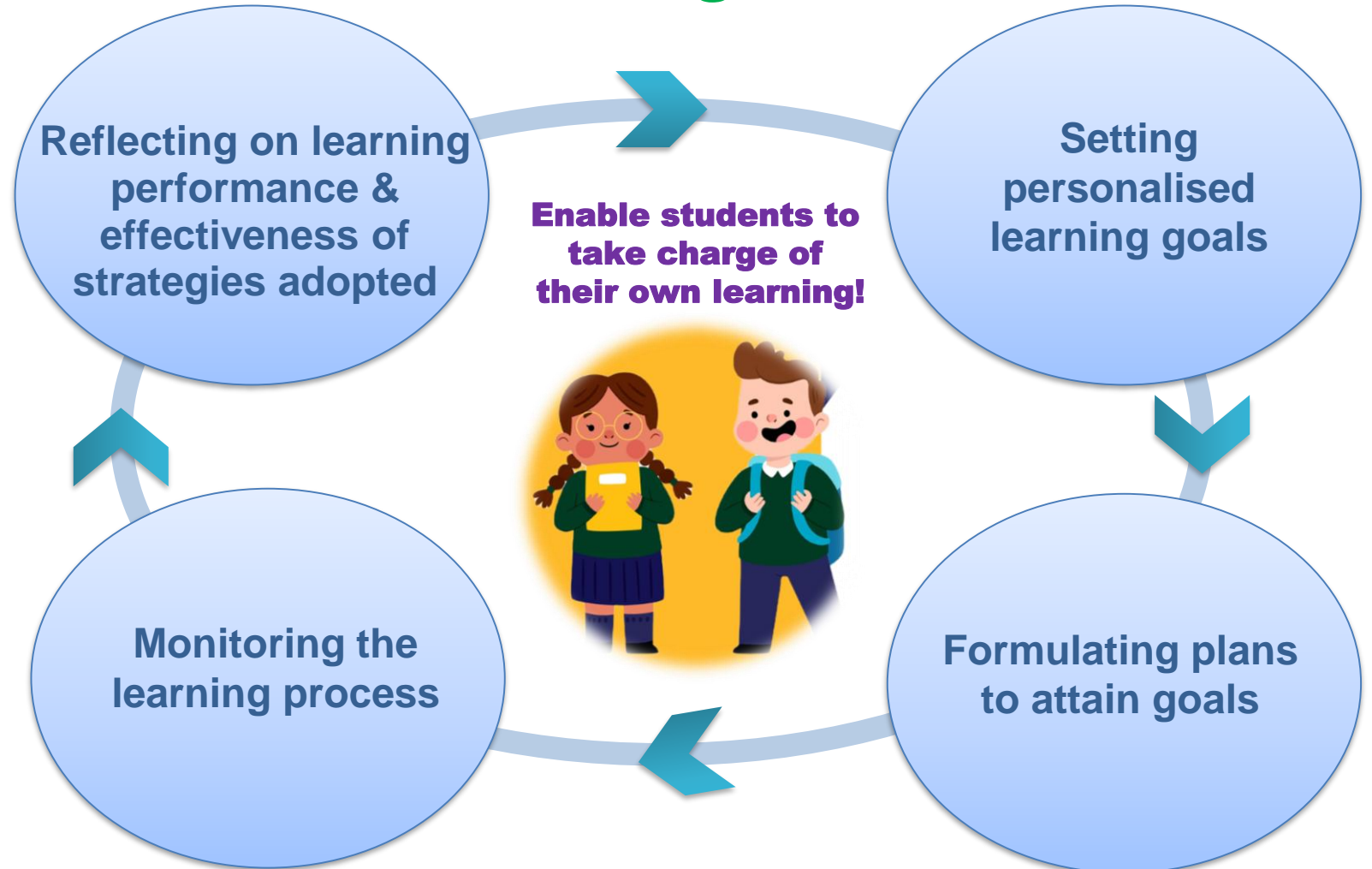
Assessment data

Extending from **Assessment for Learning** to **Assessment as Learning**

Assessment as Learning

✓ 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

✓ allows greater involvement of students in the **Learning-Teaching-Assessment process**

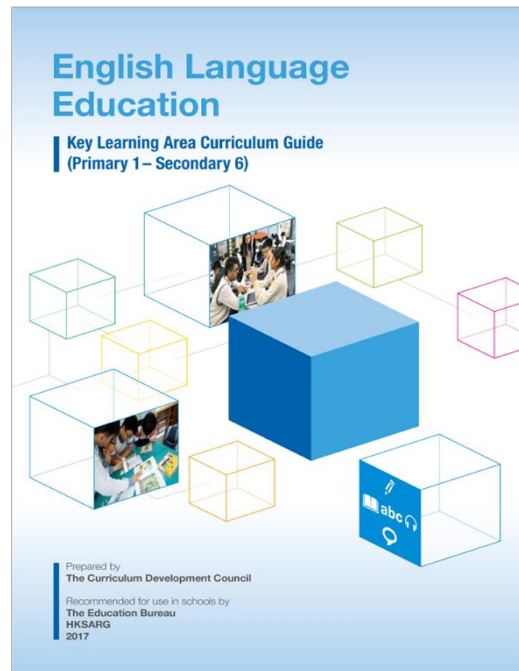


Strategies to promote **Assessment as Learning**

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
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

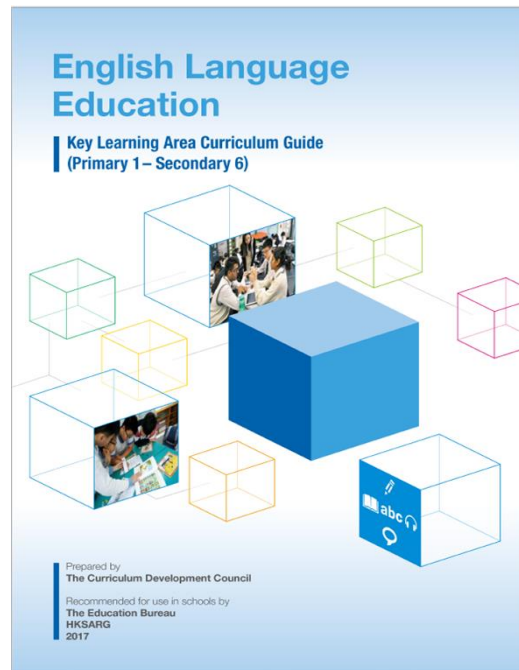


Gifted students

- 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)



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?

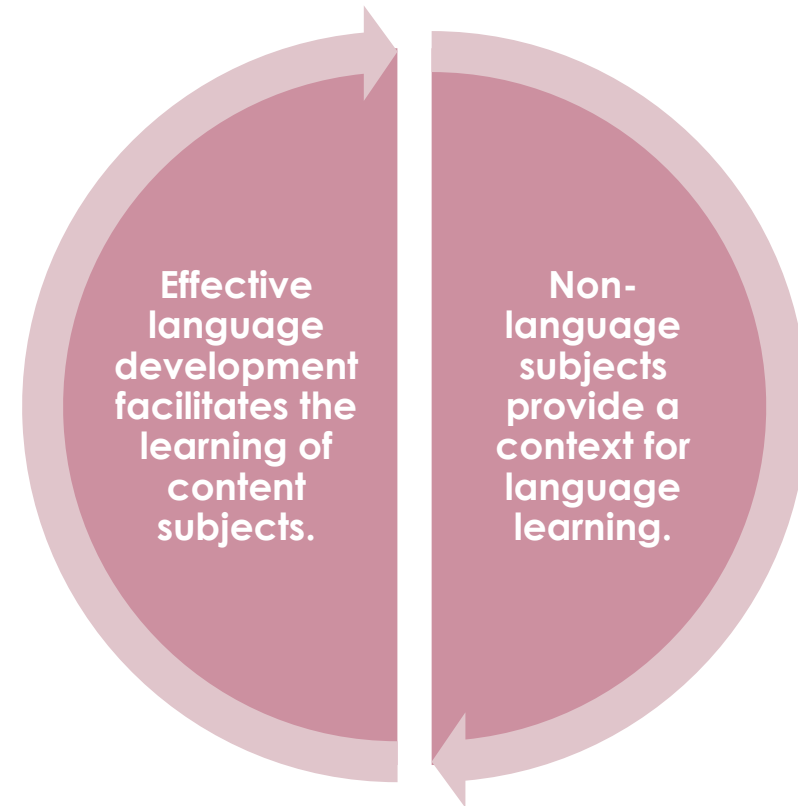


*Importance of **Reading across the Curriculum (RaC)***

- **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.

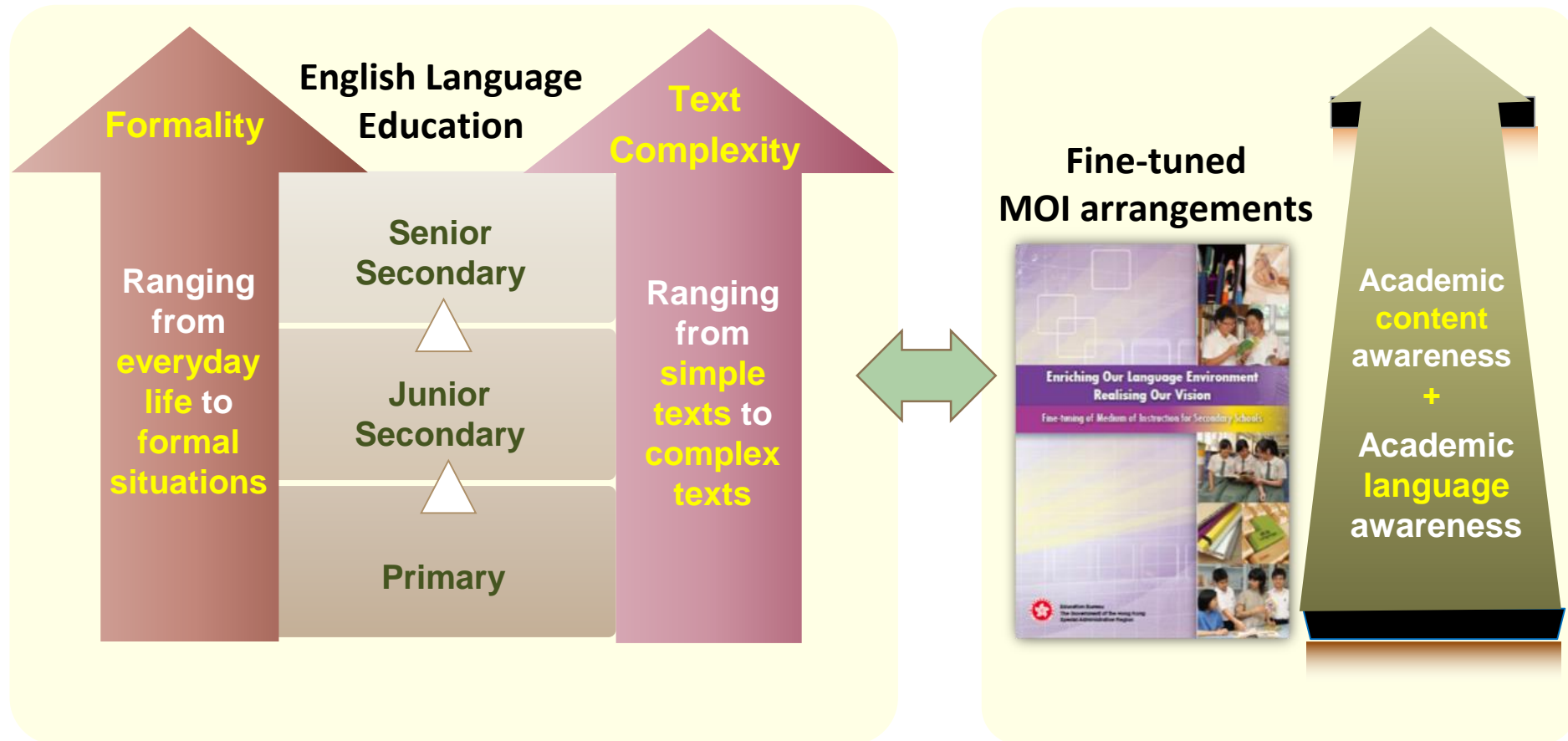


Language across the Curriculum (LaC)



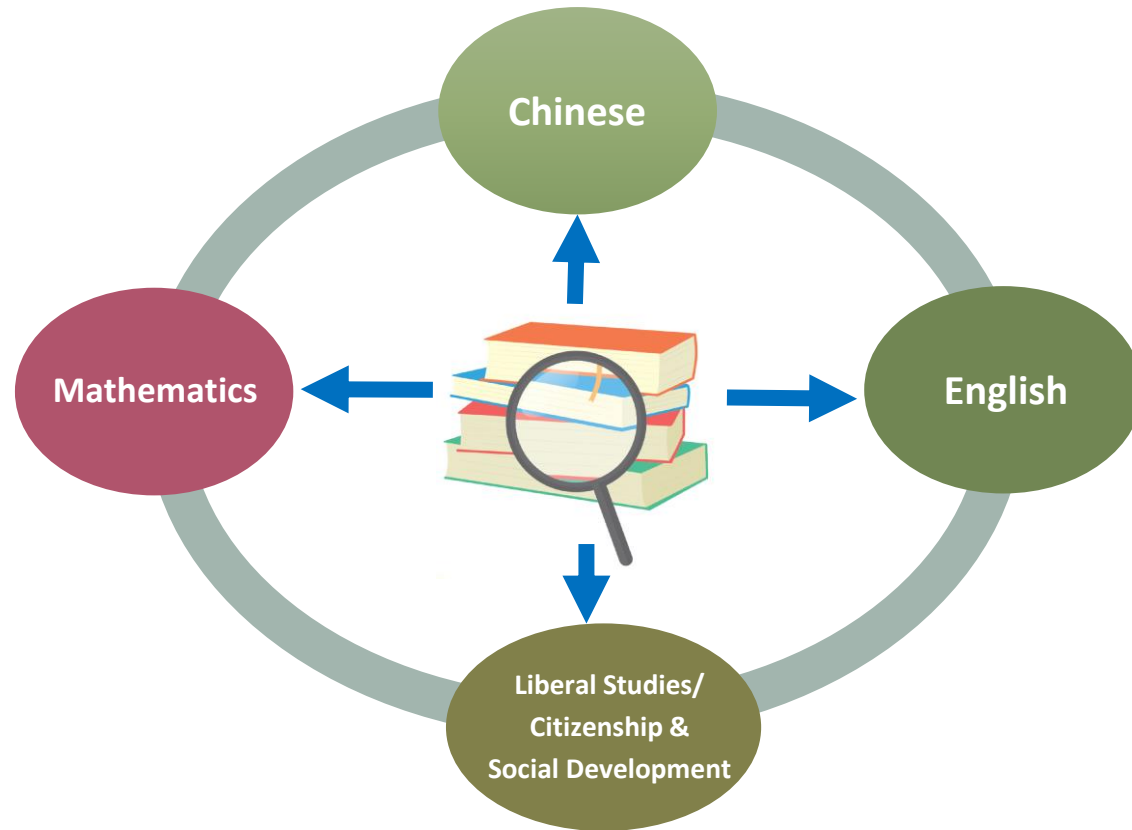
Challenges for Secondary School Students

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



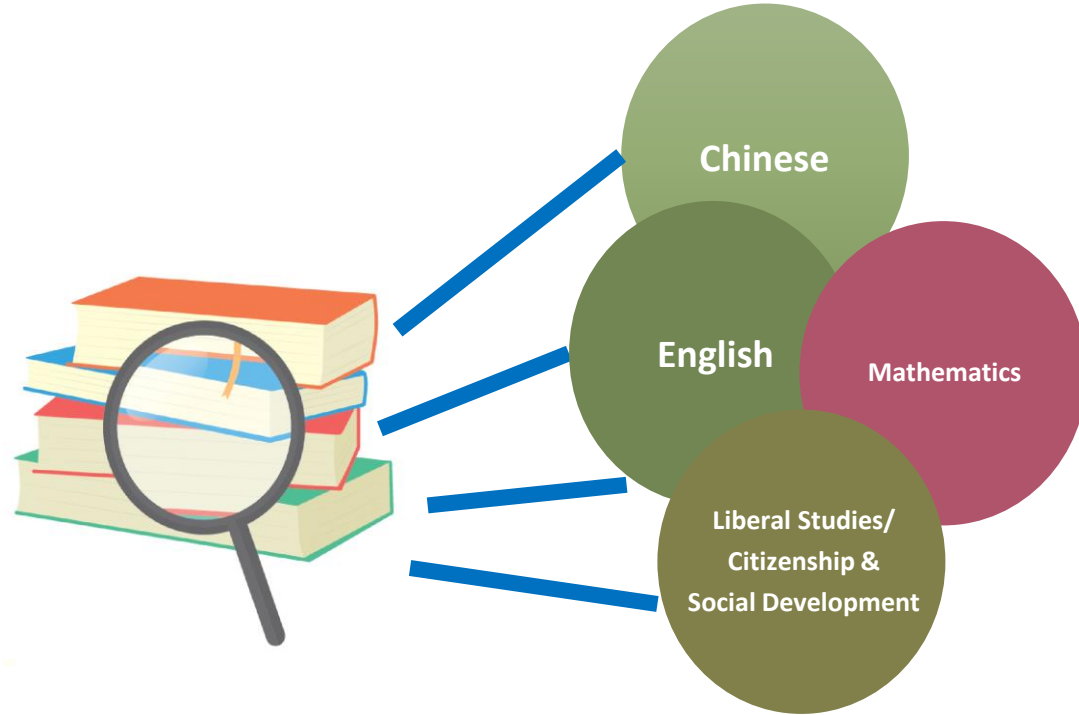
Reading across the Curriculum (RaC)

In terms of
topics / themes

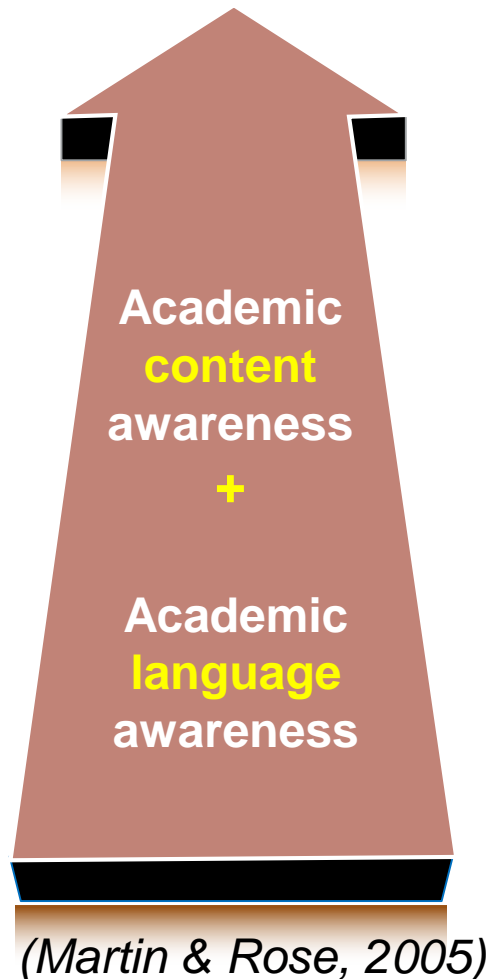


Reading across the Curriculum (RaC)

In terms of
reading
skills and
strategies



Reading across the Curriculum (RaC)



- 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

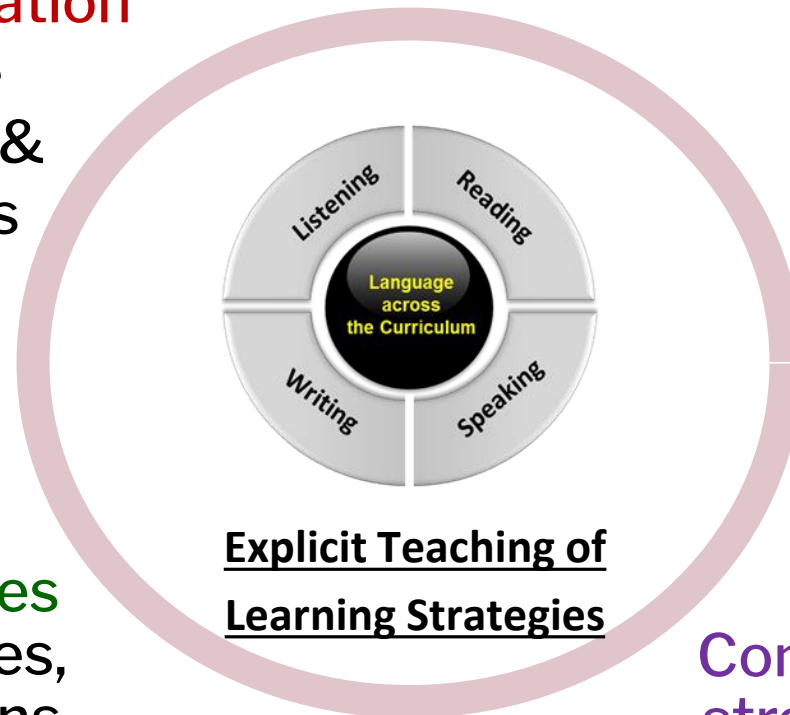
Examples

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

Strategies for Promoting RaC

Use of **visual representation** to **deconstruct** the structure, language & content of the texts

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

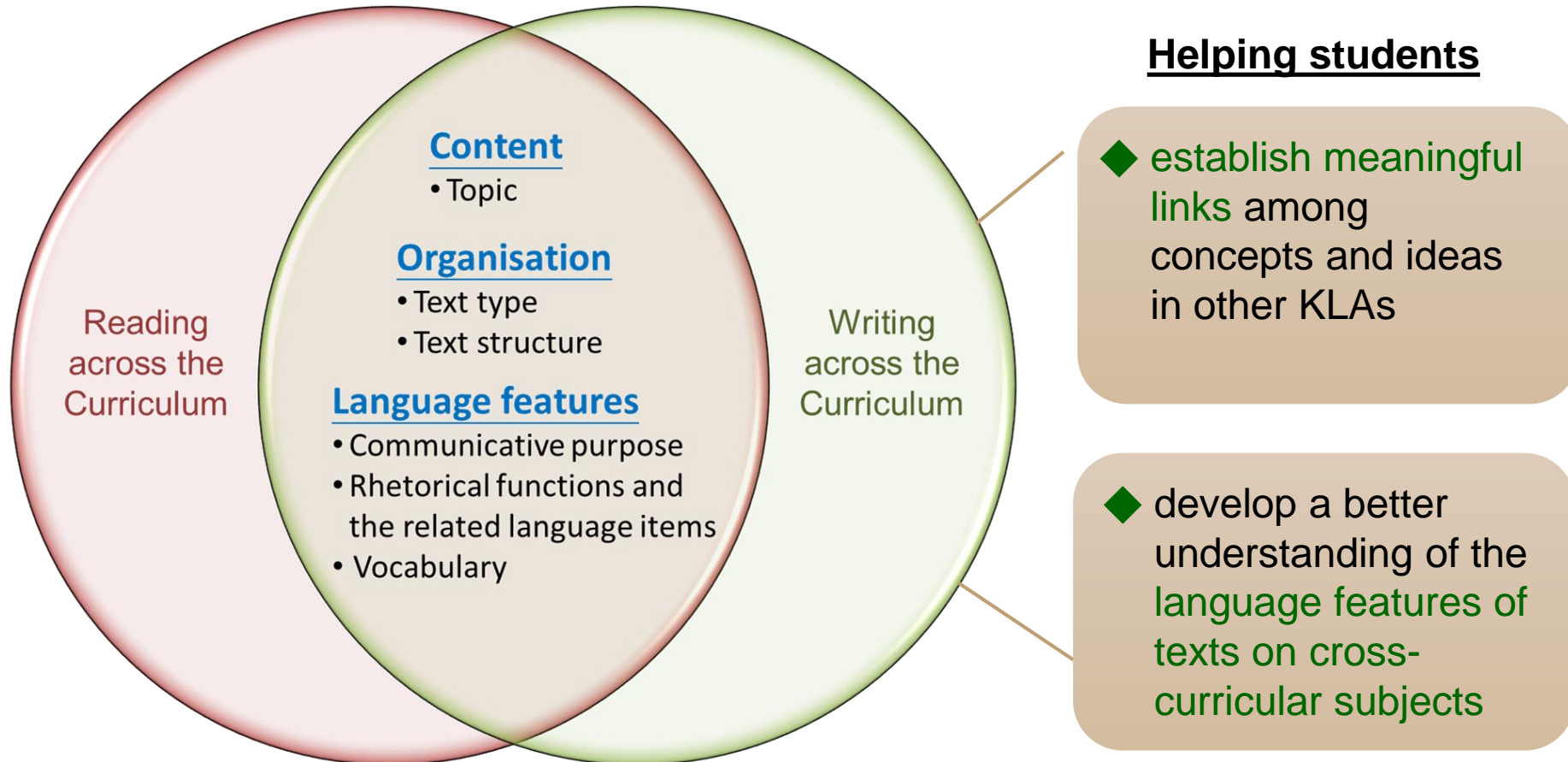


Reading & enabling skills
(e.g. vocabulary building strategies, phonics skills)

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



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> <i>Both, like, similarly</i> <u>Showing differences</u> <i>Unlike, while, however/but, instead of</i>		
	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.)	<i>“<u>Unlike</u> western parents, Hong Kong parents tend to focus much on their children’s academic performance...”</i>	<i>“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...”</i>	<i>“<u>Like</u> respiration, burning also produces heat energy...”</i>

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:

Students study the history of the place.

Geography:

Students read the map of the place and plan the tour.

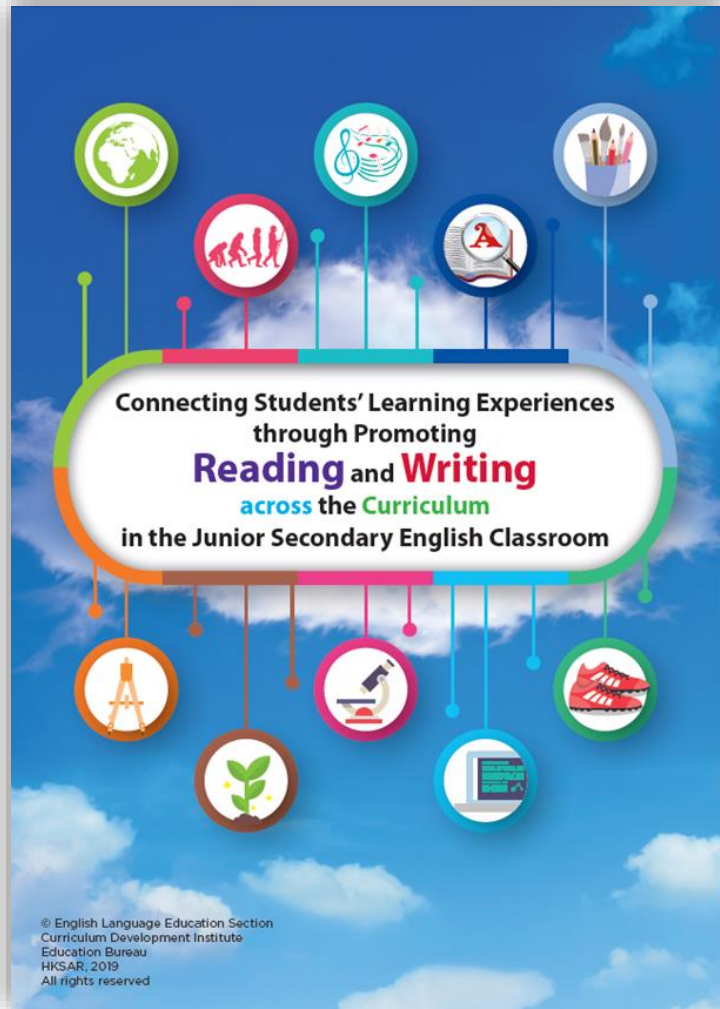
Mathematics & Computer Literacy:

Students prepare a statistical presentation.

English:

Students present their findings in English.

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



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

A Comparison of Different Types of Milk in terms of Carbon Footprint, Water Footprint, Nutrition and Price

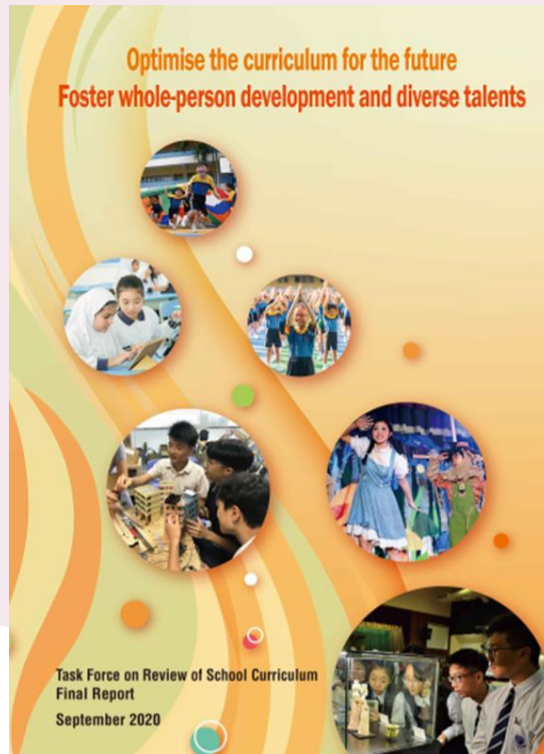
	 (1 Cup of Milk)	 Carbon Footprint	 Water Footprint	 Nutrition	 Price
Cow's Milk 					
Soy Milk 					
Almond Milk 					

Vertical Alignment

• ...the most expensive... (the use of the superlative)



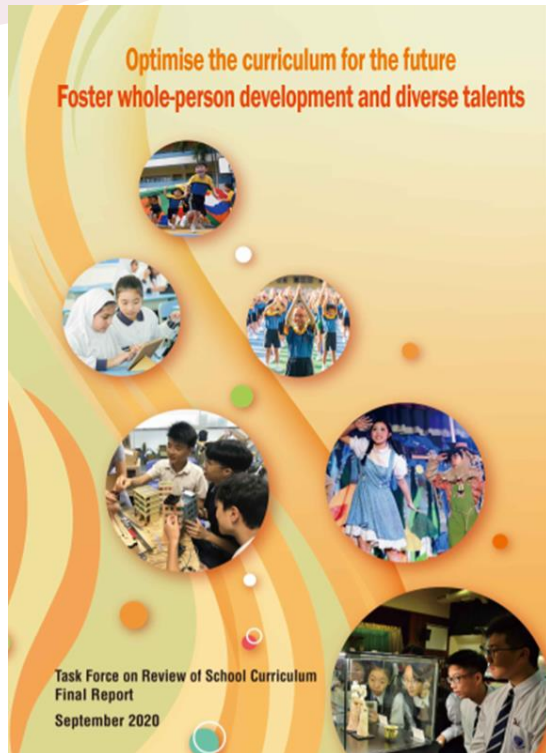
Recommendations of the Task Force on Review of School Curriculum



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)



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)

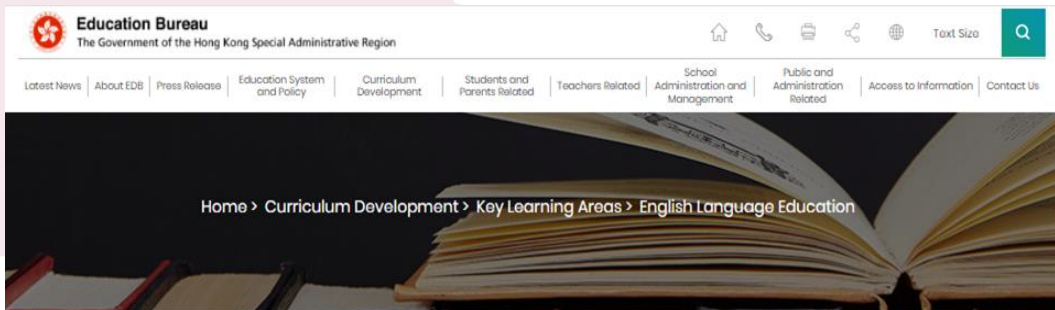


further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE

offer English-related Applied Learning (ApL) course as an elective

✓
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



Optimising Senior Secondary English Language

Background

In tandem with one of the recommendations set out in the review report with the theme "Optimise the curriculum for the future, Foster whole person development and diverse talents" of the Task Force on Review of School Curriculum (Task Force), the committees on the four senior secondary (SS) core subjects under the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) have formulated proposals to optimise the respective curricula and assessments of the subjects, thereby creating space for students and catering for learner diversity.

Short Video: Optimising the Four Senior Secondary Core Subjects - English Language



Flexible Arrangements to Cater for Learner Diversity
Multifarious Activities to Enhance English Learning

References and Resources

English Language Curriculum and Assessment Guide (Secondary 4 - 6) (2021)

[PDF](#)

[effective from Secondary 4 in the 2021/22 school year]

Resource Kit on the Academic Use of English



Resource Kit on the Creative Use of English: A Collection of Six Posters and Activity Sheets



Professional Development Programme

Optimising Senior Secondary English Language (June 2021)

[PDF](#)

EDB Circular Memorandum

Curriculum Documents in Support of the Optimised Senior Secondary Core Subjects and Supplementary

EDBCM no. 72/2021

*Offering English-related **Applied Learning Courses***

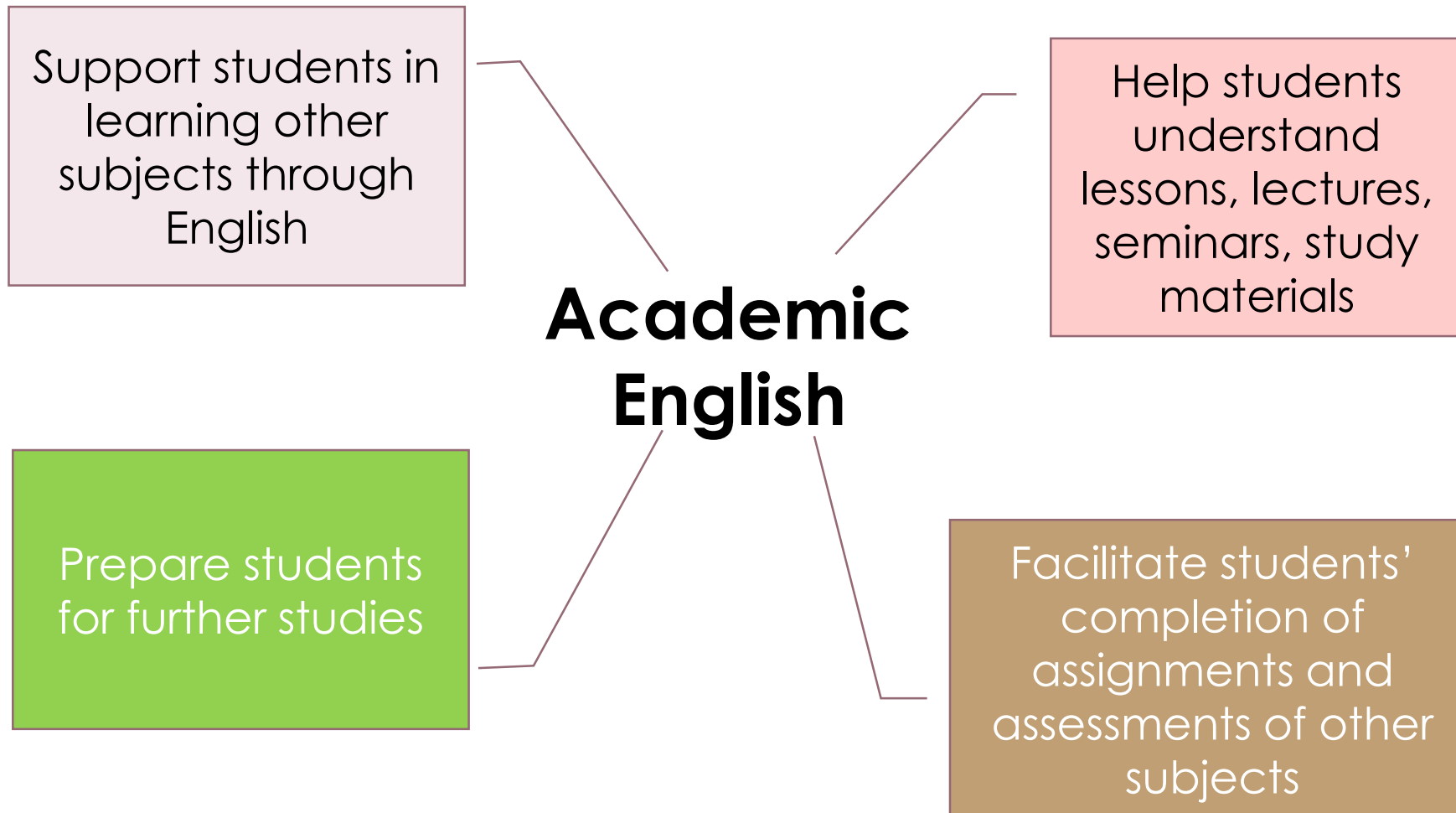
- Vocational English
- Translation Studies
- English for Creative Communication



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



Promoting the Academic Use of English



Style of Academic Language



Everyday English



Academic English



Everyday English

Skinny guys should eat more protein and **carbs** to **put on weight**.

We **did a study** and **found** that lack of regular exercise **causes** a range of chronic health conditions.

The software helps firms **keep and find old emails**.

One of the effects of **cutting down too many trees** is that some animals and plants will lose their **homes**.

Style of Academic Language

Formal

e.g. Use **nouns** & **avoid colloquial language**

Objective & Impersonal

e.g. Use **the passive voice** & **hedging words**

Precise

e.g. Use **exact words** & **provide specific details**

Technical

e.g. Use **subject-specific words**

Academic English

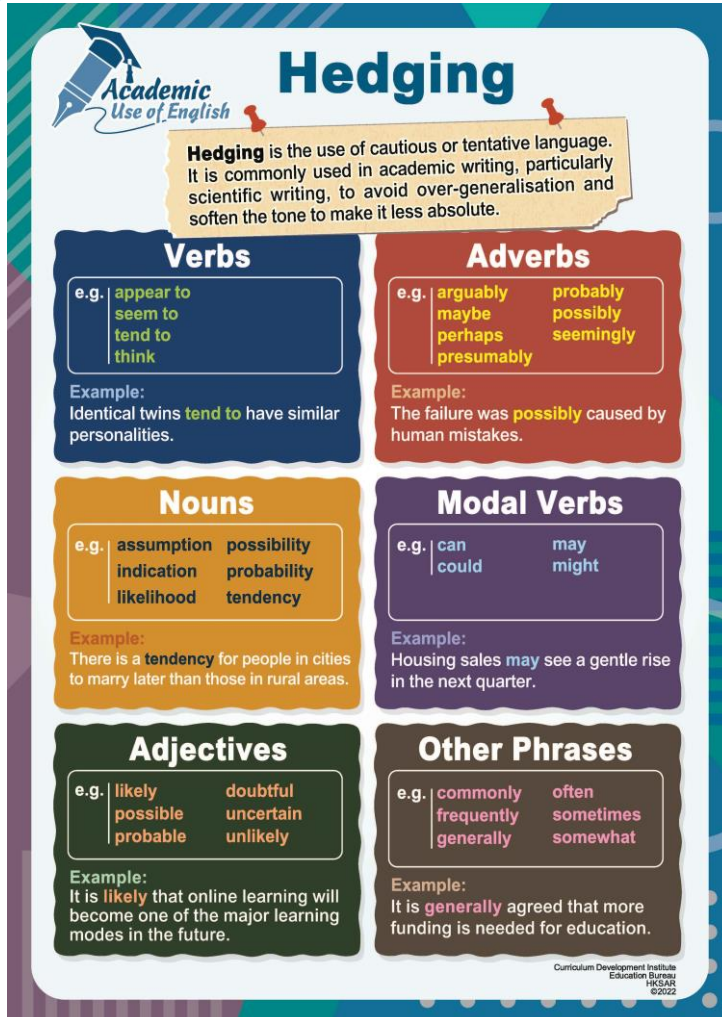
A higher intake of protein and **carbohydrates** helps **underweight people** to **gain weight**.

A **study was conducted** and **it was found** that physical inactivity **could be a cause** of a range of chronic health conditions.

The software helps firms **archive and retrieve emails in the past 12 months**.

One of the effects of **deforestation** is the loss of **habitats** for some animals and plants.

Examples of Language Features

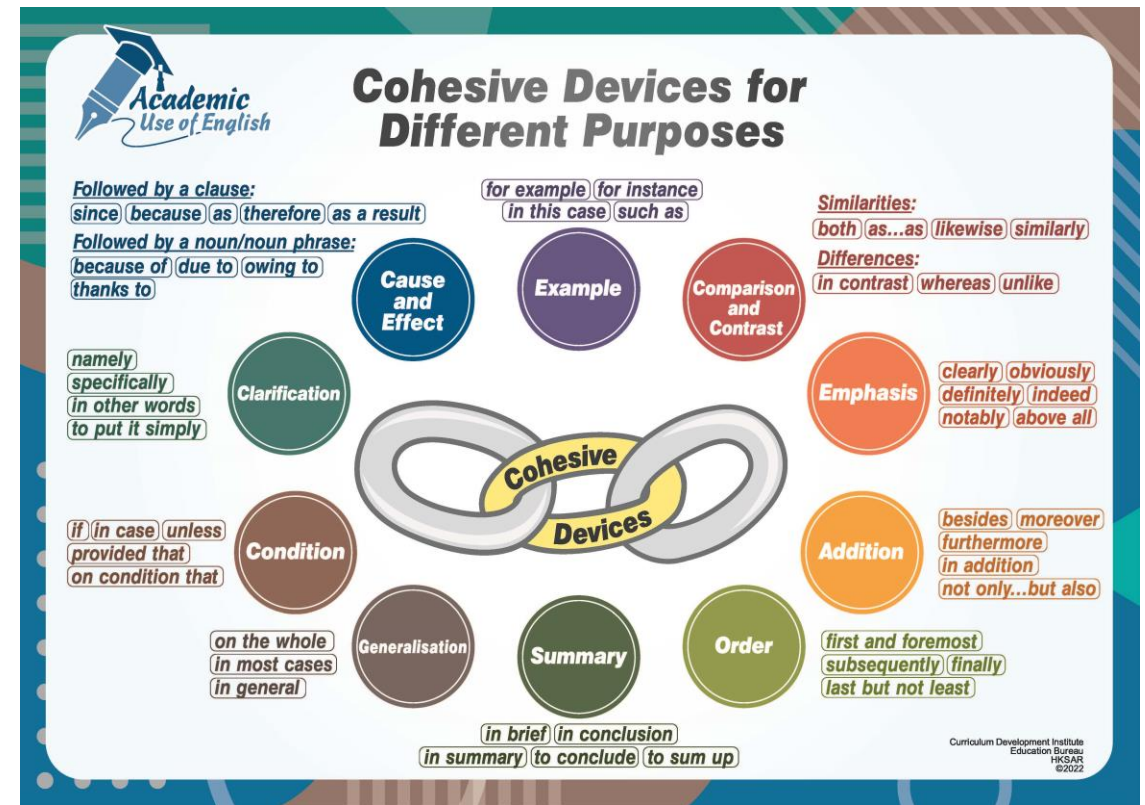


Hedging

Hedging is the use of cautious or tentative language. It is commonly used in academic writing, particularly scientific writing, to avoid over-generalisation and soften the tone to make it less absolute.

<p>Verbs</p> <p>e.g. appear to seem to tend to think</p> <p>Example: Identical twins tend to have similar personalities.</p>	<p>Adverbs</p> <p>e.g. arguably probably maybe possibly perhaps seemingly presumably</p> <p>Example: The failure was possibly caused by human mistakes.</p>
<p>Nouns</p> <p>e.g. assumption possibility indication probability likelihood tendency</p> <p>Example: There is a tendency for people in cities to marry later than those in rural areas.</p>	<p>Modal Verbs</p> <p>e.g. can may could might</p> <p>Example: Housing sales may see a gentle rise in the next quarter.</p>
<p>Adjectives</p> <p>e.g. likely doubtful possible uncertain probable unlikely</p> <p>Example: It is likely that online learning will become one of the major learning modes in the future.</p>	<p>Other Phrases</p> <p>e.g. commonly often frequently sometimes generally somewhat</p> <p>Example: It is generally agreed that more funding is needed for education.</p>

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Cohesive Devices for Different Purposes

Followed by a clause:
since because as therefore as a result

Followed by a noun/noun phrase:
because of due to owing to thanks to

for example for instance
in this case such as

Similarities:
both as...as likewise similarly

Differences:
in contrast whereas unlike

Emphasis:
clearly obviously definitely indeed notably above all

Addition:
besides moreover furthermore in addition not only...but also

Order:
first and foremost subsequently finally last but not least

Summary:
in brief in conclusion in summary to conclude to sum up

Generalisation:
on the whole in most cases in general

Condition:
if in case unless provided that on condition that

Clarification:
namely specifically in other words to put it simply

Cause and Effect

Example

Comparison and Contrast

Cohesive Devices

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Resources for promoting the Academic Use of English Posters

Everyday English VS Academic English

Everyday English | **Style of Academic Language** | **Academic English**

- Formal**: e.g. Use nouns & avoid colloquial language. *Skinny guys should eat more protein and carbs to put on weight.* → *A higher intake of protein and carbohydrates helps **underweight people** to gain weight.*
- Objective & Impersonal**: e.g. Use the passive voice & hedging words. *We did a study and found that lack of regular exercise causes a range of chronic health conditions.* → *A study was conducted and it was found that physical inactivity could be a cause of a range of chronic health conditions.*
- Precise**: e.g. Use exact words & provide specific details. *The software helps firms keep and find old emails.* → *The software helps firms **archive and retrieve emails** in the past 12 months.*
- Technical**: e.g. Use subject-specific words. *One of the effects of cutting down too many trees is that some animals and plants will lose their homes.* → *One of the effects of **deforestation** is the loss of **habitats** for some animals and plants.*

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Cohesive Devices for Different Purposes

Followed by a clause: since (because) as (therefore) (as a result)

Followed by a noun/noun phrase: because of (due to) (owing to) (thanks to)

Similarities: both (as...as) (likewise) (similarly)

Differences: in contrast (whereas) (unlike)

Emphasis: clearly (obviously) (definitely) (indeed) (notably) (above all)

Addition: besides (moreover) (furthermore) (in addition) (not only...but also)

Condition: (if) (in case) (unless) (provided that) (on condition that)

Clarification: (namely) (specifically) (in other words) (to put it simply)

Example: (for example) (for instance) (in this case) (such as)

Comparison and Contrast:

Generalisation: (on the whole) (in most cases) (in general)

Summary: (in brief) (in conclusion) (in summary) (to conclude) (to sum up)

Order: (first and foremost) (subsequently) (finally) (last but not least)

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Comparison & Contrast

Comparing and contrasting is an important skill in academic writing. It can be done at the text or paragraph level.

Differences
Transition words followed by a clause
- although/even though
- but/however/nevertheless
- whereas/while
- on the one hand... on the other hand
- on the contrary

Similarities
like/as...as both, too, also like, similar to likewise, similarly in the same way the same as equally just as

Differences
Transition words followed by a noun/noun phrase
- unlike
- despite/in spite of
- different from
- instead of

Mammals
- warm-blooded
- have live births
- have hair

Reptiles
- cold-blooded
- lay eggs
- have scales

Describing similarities and differences
(An Example: Mammals vs Reptiles)
Mammals and reptiles are both vertebrates and they share some similar characteristics. They both breathe with lungs. Like most vertebrates, mammals and reptiles reproduce sexually. However, they also differ in a number of ways. For example, mammals are warm-blooded, whereas most reptiles are cold-blooded. Unlike mammals which have live births, most reptiles lay eggs. Hair is a defining characteristic of all mammals. Reptiles, on the contrary, do not have hair. They have scales instead.

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Describing Statistics

Describing statistics is a basic academic writing skill. Findings can be presented in percentages, fractions or other expressions.

Language for Describing Percentages and Fractions

20% (1/5) | 22% (slightly over one fifth) | 25% (1/4) | 33% (about a/one third)

Percentage	Expressions to paraphrase percentages or show approximation and proportion
90%	a vast majority
73%	a significant majority // approximately three quarters
66%	a large proportion // around two thirds
60%	well over half
39%	about/nearly/slightly under/almost two-fifths
35%	just over a third
25%	exactly/precisely a quarter
18%	(only) a small minority // slightly less than a fifth
10%	a small proportion/number // one in ten

Example
Is the new movie popular with the respondents?
✓ About/Around/Approximately/Almost/Nearly/Slightly less than two thirds of the respondents like the movie, while one-fifth/a fifth of them do not.
✓ The majority of the respondents (84%) like the new movie.
✓ Well over half of the respondents like the new movie.

Do you like the new movie?
Yes 84%
No 16%

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Hedging

Hedging is the use of cautious or tentative language. It is commonly used in academic writing, particularly scientific writing, to avoid over-generalisation and soften the tone to make it less absolute.

Verbs
e.g. appear to seem to tend to think
Example: Identical twins **tend to** have similar personalities.

Nouns
e.g. assumption possibility indication probability likelihood tendency
Example: There is a **tendency** for people in cities to marry later than those in rural areas.

Adjectives
e.g. likely possible probable doubtful uncertain unlikely
Example: It is **likely** that online learning will become one of the major learning modes in the future.

Adverbs
e.g. arguably probably maybe possibly perhaps seemingly presumably
Example: The failure was **possibly** caused by human mistakes.

Modal Verbs
e.g. can could may might
Example: Housing sales **may see** a gentle rise in the next quarter.

Other Phrases
e.g. commonly often frequently generally sometimes somewhat
Example: It is **generally** agreed that more funding is needed for education.

Curriculum Development Institute Education Bureau HKEDB 92022

Describing Trends

Trend description is an important skill for different purposes, for example, proposal writing and data analysis. With the accurate choice of words/phrases, the tendencies and changes can be more effectively presented.

Language for Describing Trends

Moving Up
soar/rocket/surge leap/jump climb/grow/rise go up/increase

Moving Down
go down/decrease/decline drop/fall sink plummet/plunge

Highest & Lowest Points
The number peaked/reached a peak. The number dipped/took a dip.

Degree and Speed of Change
drastically/substantially considerably/moderately/steadily mildly/slightly

Speed
rapidly/swiftly gradually slowly

No Change
stay the same remain stable/steadily maintain (the level)

Constant Changes over Time
The numbers fluctuated/rose and fell.

Example
Hong Kong Book Sales 2021
In January 2021, book sales were about HKD \$200 million. Over the next three months, sales had declined gradually. In May, the sales dropped to HKD \$100 million. After the dip, from May to July, sales had almost doubled, rising drastically from HKD \$100 million in May to HKD \$198 million in July. From August to December, sales remained stable at around HKD \$190 million.

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Academic Use of English Posters



<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/home.html>

Resources for promoting the Academic Use of English Resource Pack



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/resource_pack.html

Student Book

Preface

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

Chapter 1 What is Academic English?

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

Chapter 2 Academic Vocabulary

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

Chapter 3 Useful Sentence Structures and Language for Academic Writing

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

Chapter 4 Paraphrasing, Summarising and Quoting

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

Chapter 5 Paragraph Structure

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

Chapter 6 Common Academic Text Structures

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

1. What is Academic English? 7

iv) Technicality

Subject-specific or technical vocabulary is essential to understanding and writing academic texts. To understand and retain the subject-specific vocabulary better, it is crucial to understand how these words are formed. For example, the prefix "photo-" means "light", so the words "photosynthesis" and "photoconduction", which can be found in science texts, are both related to "light". Likewise, the suffix "-ism" means "a belief, theory or practice". Words like "feudalism" and "Marxism", which can be found in history texts, carry this meaning. The meanings of some subject-specific words may vary in different subjects or contexts. For example, the common word "mean" has a special meaning in mathematical contexts (i.e. "average").

Practice

Activity 6

The words in the left column below are words with multiple meanings in different subject contexts. Match them to the appropriate subject(s) by putting a tick (✓) in the appropriate box(es). Consult a dictionary if needed. One of them has been done as an example.

Words with multiple meanings	Subjects						
	Geography	Science	History	Maths	P.E.	Music	Economics
e.g. current	✓	✓					
legend							
scale							
class							
note							
slope							
axis							

Notes:

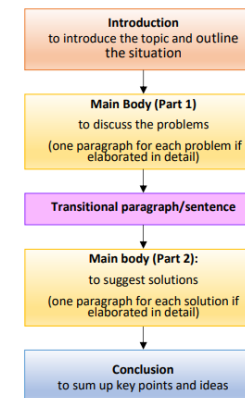
current (n): [Geography/Science] a movement of water, air, or electricity

6. Common Structures for Academic Texts 23

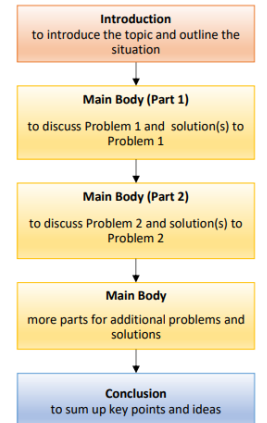
i) Text Organisation

"Problem and solution" can be used as an overall organisational framework for a single text or used within a paragraph/paragraphs in a longer text as below:

Block Structure



Point-by-point Structure



Promoting the 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.

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**

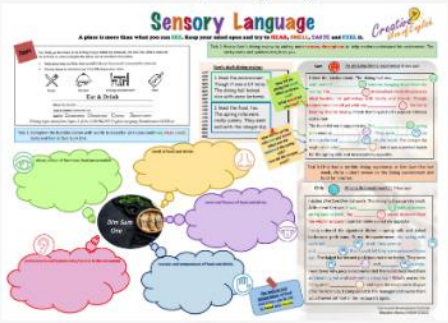
Resources for promoting *Creative Use of English*

Posters and Activity Sheets

Sensory Language



Sensory Language




Students' version: [PDF](#) [DOCX](#)

Teachers' version: [PDF](#) [DOCX](#)

Posters and Activity Sheets



Other Ways to Express...



Other Ways to EXPRESS...

SAY

whisper mutter mumble utter grumble beg demand assist brag shriek

WALK

stroll strut march hurry sprint race dash

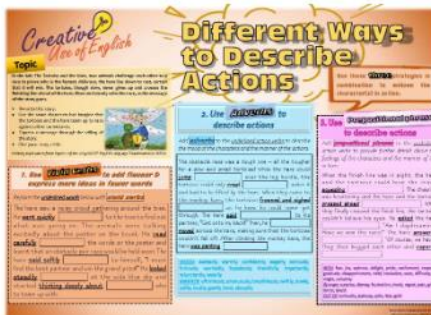
EAT

peck nibble devour munch slurp swallow gulp scarf gobble

LOOK

scrutinise inspect examine observe stare gape view glimpse peep

Different Ways to Describe Actions



Different Ways to Describe Actions

1. Use **ADJECTIVES** to describe actions

2. Use **ADVERBS** to describe actions

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Creative-Eng/home.html>

How to enhance students' language competencies through these?

LaC

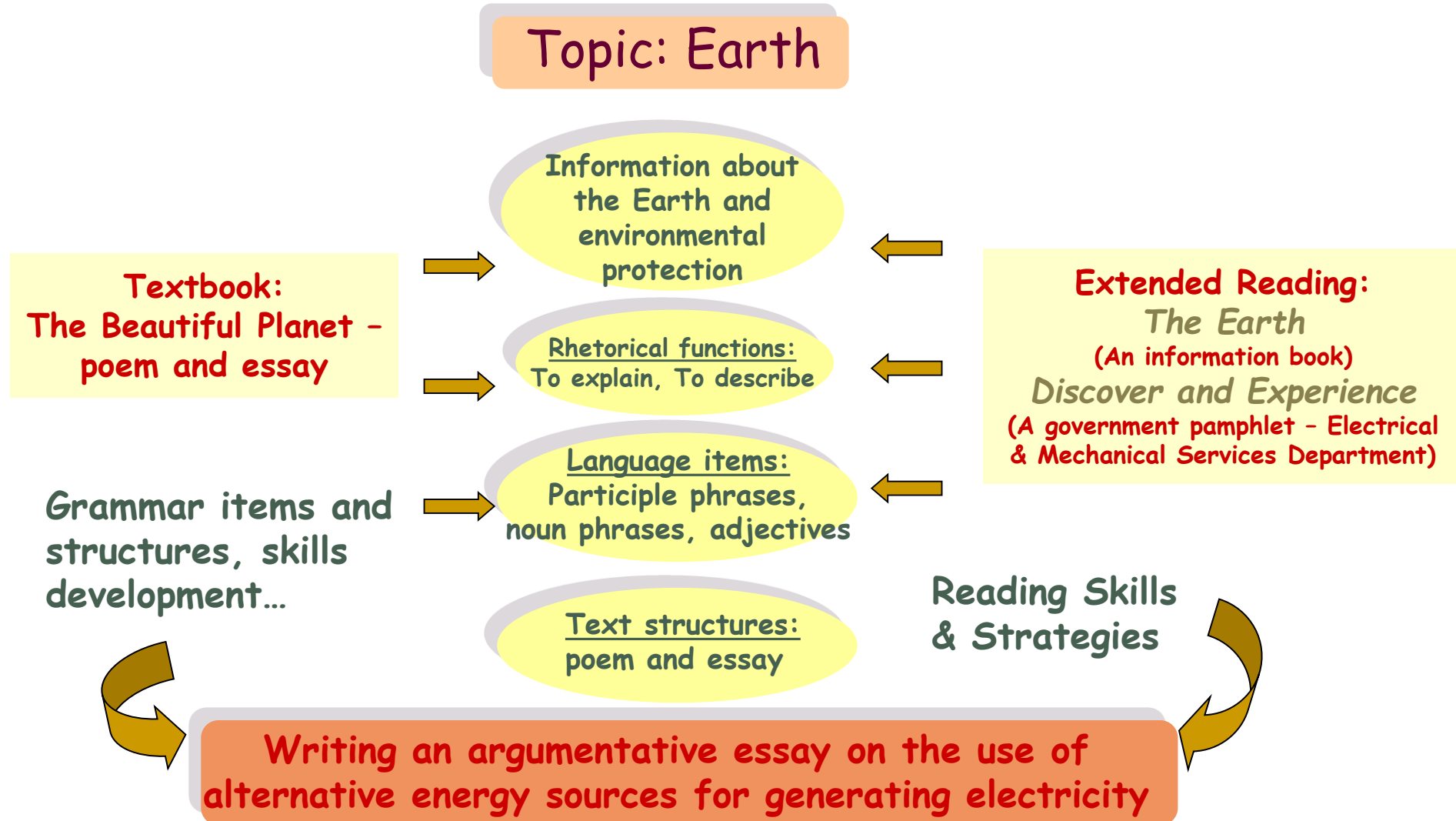


RaC



Enhancing Students' Language Competency through LaC and RaC

An Example



Enhancing Students' Language Competency through LaC and RaC

An Example



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)

- 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:

Academic
use of
English

Rhetorical functions	Target language items
To define	<ul style="list-style-type: none">• “...<i>refers to</i>...”
To cite (the source)	<ul style="list-style-type: none">• “<i>According to</i>...”
To present facts	<ul style="list-style-type: none">• “...<i>measures</i>...” (the use of the present tense)
To make reference to	<ul style="list-style-type: none">• “...<i>found (that)</i>...”
To compare and contrast	<p><u>Presenting similarities</u></p> <ul style="list-style-type: none">• “...<i>both</i>...” <p><u>Presenting differences</u></p> <ul style="list-style-type: none">• “...<i>meanwhile</i>...”, “...<i>but</i>...”, “...<i>while</i>...”, “...<i>the most expensive</i>...” (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)

Fill in the boxes with the options (A-D) provided below to show the correct organization of the text.

A Comparisons B Purpose of the text
C Questions for further thinking D Background

A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment

Summary

1. You've probably heard somewhere that cow's milk is a good food alternative with an almost zero carbon footprint. It's healthy for you and the planet. But is it really? Let's take a closer look at the impact of cow's milk on your health and the environment.

2. We compared the carbon footprint, water footprint, nutrition and price of cow's, soy and almond milk to see just how much more sustainable they are.

Carbon Footprint

The new "carbon footprint" refers to the amount of carbon dioxide – the gas which causes global warming – released into the atmosphere as a result of certain activity. You may already be aware that dairy farming is one of the largest contributors to greenhouse gas emissions. But how much more does it contribute to the global carbon footprint?

3. According to a 2014 study published in the academic journal of *Industrial Ecology*, the average cup of cow's milk that is produced emits 2.9kg of carbon dioxide. In contrast, soy milk is produced with 1.5kg of carbon dioxide per cup of milk, and almond milk is produced with 1.1kg of carbon dioxide per cup of milk.

4. However, as a result, soy milk has the highest carbon footprint per cup of milk. This is because soybeans need a lot of fertilizers and pesticides to grow.

- ### While-reading
- Jigsaw reading: Comparison of milk
 - Identifying the

(Part 3)
Jigsaw Reading
Work in groups. Read one of the sections (i.e. carbon footprint, water footprint, nutrition or price) as assigned by your teacher and complete the respective row of the table.

A Comparison of Different Types of Milk in terms of Carbon Footprint, Water Footprint, Nutrition and Price

	Cow's Milk	Soy Milk	Almond Milk
(i) Cup of Milk	()	()	()
Carbon Footprint	()	()	()
Water Footprint	()	()	()
Nutrition	()	()	()
Price	()	()	()

- ### Post-reading
- Data presentation (relevant language features)

(Part 5)
Presentation of Data
A) Understanding the text features
1) In groups, study the features of the three charts/graphs below and complete the blanks with suitable words.

(i) Name of the chart: **Bar chart**

(ii) Amount of household waste recycled

City	Amount (%)
Hong Kong	40%
Taipei	53%
Tokyo	23%

(iii) Name of the graph: **Line graph**

(iv) Popularity of the sitcom "ABC"

Year	Popularity (%)
2007	40%
2008	20%
2009	10%

Writing Developing a multimodal feature article with Google Site

Enhancing Students' Language Competency through LaC and RaC

An Example

Reading

An Article

A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment

Paragraph

① If you're thinking about switching from cow's milk to a plant-based alternative such as almond milk or soy – whether for health or environmental reasons – it's useful to first find out just what each alternative provides, not to mention the impact it's having on the planet.



② We compared the carbon footprint, water footprint, nutritional value and price of cow, soy and almond milk to see just how each one measures up.

③ **Carbon Footprint**



The term "carbon footprint" refers to the amount of carbon dioxide – the gas which causes global warming – released into the atmosphere as a result of a certain activity. You may already be aware that dairy farms are no friends of the environment; as well as contributing to CO₂ emissions, cows also release an even more harmful greenhouse gas – methane – into the atmosphere. But does switching to plant-based milk really help to reduce your carbon footprint?

④ According to a 2014 study published in the academic *Journal of Industrial Ecology*, for every cup of cow's milk that is produced, 400 grams of carbon dioxide is released into the atmosphere. This is compared to 200 grams per cup of soy milk, and 174 grams per cup of almonds.

⑤ However, as it doesn't take one cup of almonds to produce one cup of almond milk – most almond milk sold in shops will contain around five almonds per cup of milk – it's safe to assume that the carbon emissions for almond milk are actually even lower.

Line

5

10

15

20

25

Writing

An Article

An Article

Content

- Going Green

Science

Language Features

- Text structures
- Data presentation (In graphic forms)
- Rhetorical function (To Compare) and the related language items

Science +
Mathematics

A large, light pink brushstroke graphic with irregular, feathered edges, centered on the page. It serves as a background for the text.

Part 3:

**Experience Sharing
(ELCHK Lutheran Secondary School)**



Part 4:

**Summary
and
Resources**

How to incorporate all these elements in the English classroom?

Task Force's recommendations

School's major concerns

Major updates of the ELE KLACG

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 bullying (Law-abidingness) S6: Songs – to encourage people in face of adversity (Resilience)

Vertical
coherence
✓ Values
✓ Text
types

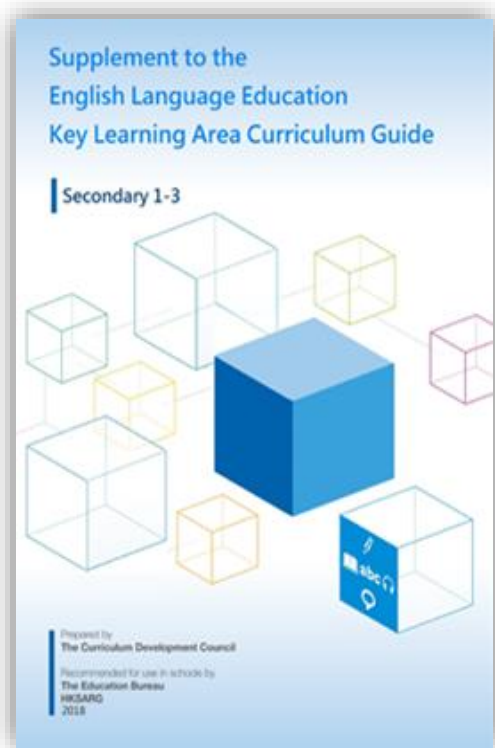
Example

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/elec>



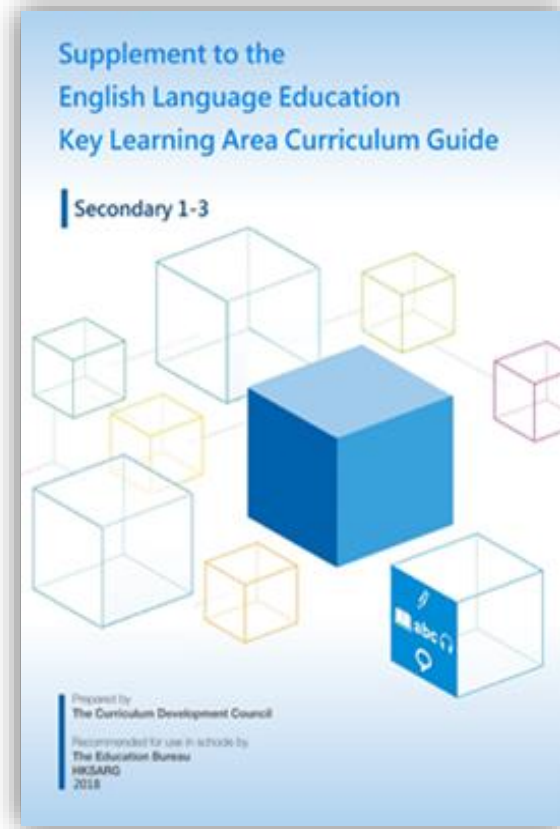
Serves as a supplement to the **ELE KLACG (2017)**

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

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

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Developing Students' Multimodal Literacy in
the Secondary English Language Classroom

Facial expression
Access
Relationship
Design
Affective
Colour
Multimodality
Multimodal
Reading
Language
Critical
Infographics
Create
English
Skills
Linguistic
Written
Gestural
Vocabulary
Digital
Analyse
Images
Information
Position
Understand
Audio
Language
Critical

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A Treasury of Literary Classics (Secondary Level)



A **Treasury** *of* LITERARY CLASSICS



Themes

Overarching theme:
Leading a Positive Life

Sub-themes:

- Empathy
- Cherishing Life
- Diligence
- Respect for Diversity

Student Activities/ Competitions

Time to Talk Public Speaking
Competition 2021/22
(Sep 2022 – May 2023)

SOW Motivational Talk Contest
(Nov 2022 – Apr 2023)

Poetry Remake Competition
(Dec 2022 – Mar 2023)

Filmit 2023: A Student Film Competition
(Dec 2022 – Jul 2023)

School-based English Week –
Week of Positivity
(Feb – Jul 2023)

Story to Stage Puppetry
Competition 2022/23
(Mar – May 2023)

SOW Campaign 2022/23

Sayings of Wisdom

12 selected proverbs
and inspirational quotes

“A bend in the road is not the end
of the road” – Helen Keller
“It takes all sorts to make a world”

Learning and Teaching Resources

Resource materials for
“SOW Motivational Talk Contest”

A booklet on school-based English
activities for the promotion of
values education (e-version)

SOW Treasure Chest

One-stop portal of learning
and teaching resources



Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2022/23” Competitions



**SOW Motivational
Talk Contest**
(Pri & Sec)
Nov 22 - Apr 23



**Poetry Remake
Competition**
(Sec)
Dec 22 - Apr 23



**SOW Week of
Positivity**
(Pri & Sec)
Feb - Jul 23



**Filmit 2023: A Student Film
Competition**
(Pri & Sec)
Dec 22 - Jul 23



**“Time to Talk” Public
Speaking Competition**
(Pri & Sec)
Nov 22 - May 23



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

○ Important Dates of the “Week of Positivity”

Registration

(Now – 6 Jan 2023)

Complete the
Registration Form
via a Google Account
by
6:00 p.m.,
6 January 2023

<https://forms.gle/Myx4tgSnd8qcxXrg7>



Resources for
participating
schools
(Feb 2023)

Receive
7-day Positivity
Challenge Poster
&
SOW
Ambassadors
Passports



Week of Positivity

(6 Feb – 7 Jul 2023)

Schools can freely
choose the dates
and
the number of
days for the
activity week.

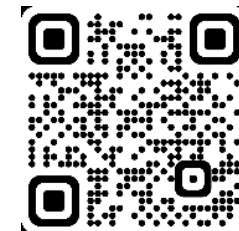


Sharing of Good Practices

(By 28 Jul
2023)

Submit names of
SOW
Ambassadors and
school-based
“Week of
Positivity” record
via Google Form

<https://forms.gle/rggnu1F1KgFfVZgr8>



By late
2023

- Certificate of
Achievement for
eligible SOW
Ambassadors





Resources for schools to promote positive values and attitudes through English sayings of wisdom (SOW Campaign 2022/23)

SOW Treasure Chest



(Available in February 2023)



○ SOW Treasure Chest



EMPATHY

- 🌍 Why is empathy important?
- 🔭 How can we be more empathetic to people in society?
- 🚀 What would you do to show empathy for your friends?
- 📡 What are the positive impacts that empathy brings?
- 🪐 What is your favourite saying on empathy?
- 🪐 How can we be better listeners?

DILIGENCE

- 🌍 Suggest a meaningful daily activity which helps develop determination.
- 🔭 Share an experience of “no pain, no gain”.
- 🚀 Share three learning goals.
- 📡 How will you encourage yourself when you have a hard time?
- 🪐 What can you do when you start losing focus in revision?
- 🪐 Share a saying which encourages people not to give up.

(Available in February 2023)



RESPECT FOR DIVERSITY

Use the following words to make up a 1-minute story:

- *respect for diversity*
- *different*
- *appreciate*

DILIGENCE

How does diligence motivate people to reach their goals?

CHANCE

All players choose one of their plane pieces to move three steps forward.

EMPATHY

Share one favourite saying of wisdom on “empathy”. How does it help you put yourself in others’ shoes?

CHERISHING LIFE

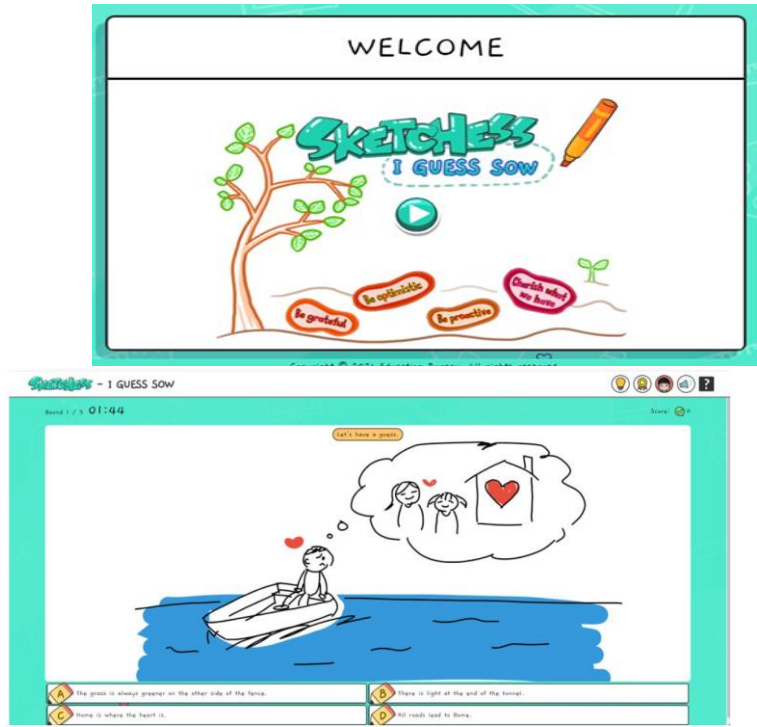
Name your “best” mistake of the week and explain how it has helped you to be a better person.



SOW Interactive Posters



SOW Interactive Online Games

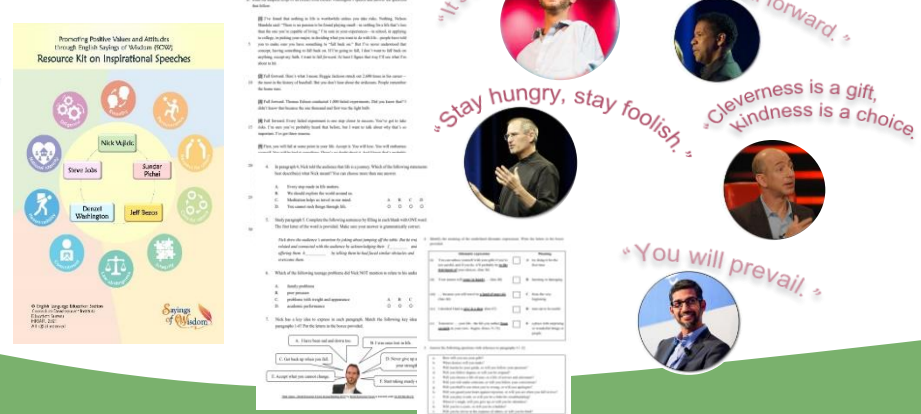


Instant Messaging Stickers

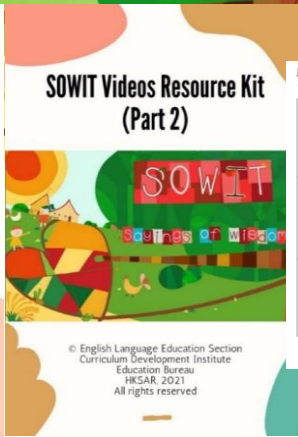


A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom

Resource Kit on Inspirational Speeches



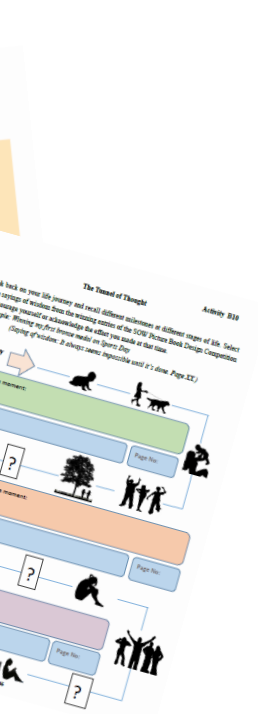
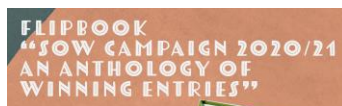
SOWIT Videos and SOWIT Resource Kits



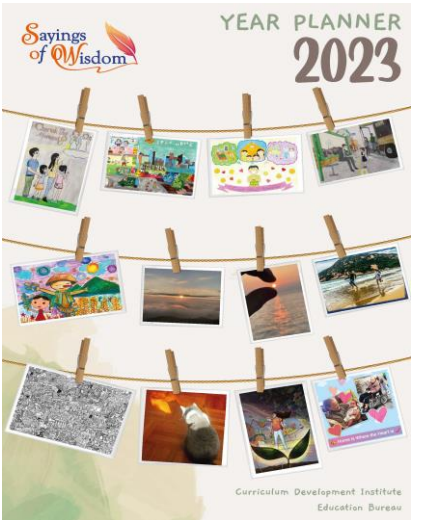
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SOW Flipbooks and Activity Booklet



SOW Year Planner 2023



Curriculum Development Institute
Education Bureau

Videos on Fantastic People and Activity Booklet

Videos on "Fantastic People"

Video Title	Person
	Professor Sung Jao YU Joseph
	Dr Alkon Zeman
	Ms Yu Chui Yee Allison

Fantastic People Videos Activity Booklet

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E-book Famous Scientists

Famous Scientists

- Home
- Profile
- Reading tasks
- Writing Tasks
- Download

The Biography of Galileo Galilei

Part A

Read the biography of Galileo Galilei. Arrange the events in chronological order by clicking each text box and choosing the correct event.

Click here to select your answer

Click here to select your answer

Click here to select your answer

Click here to select your answer

Click here to select your answer

Click here to select your answer

Click here to select your answer

Click here to select your answer

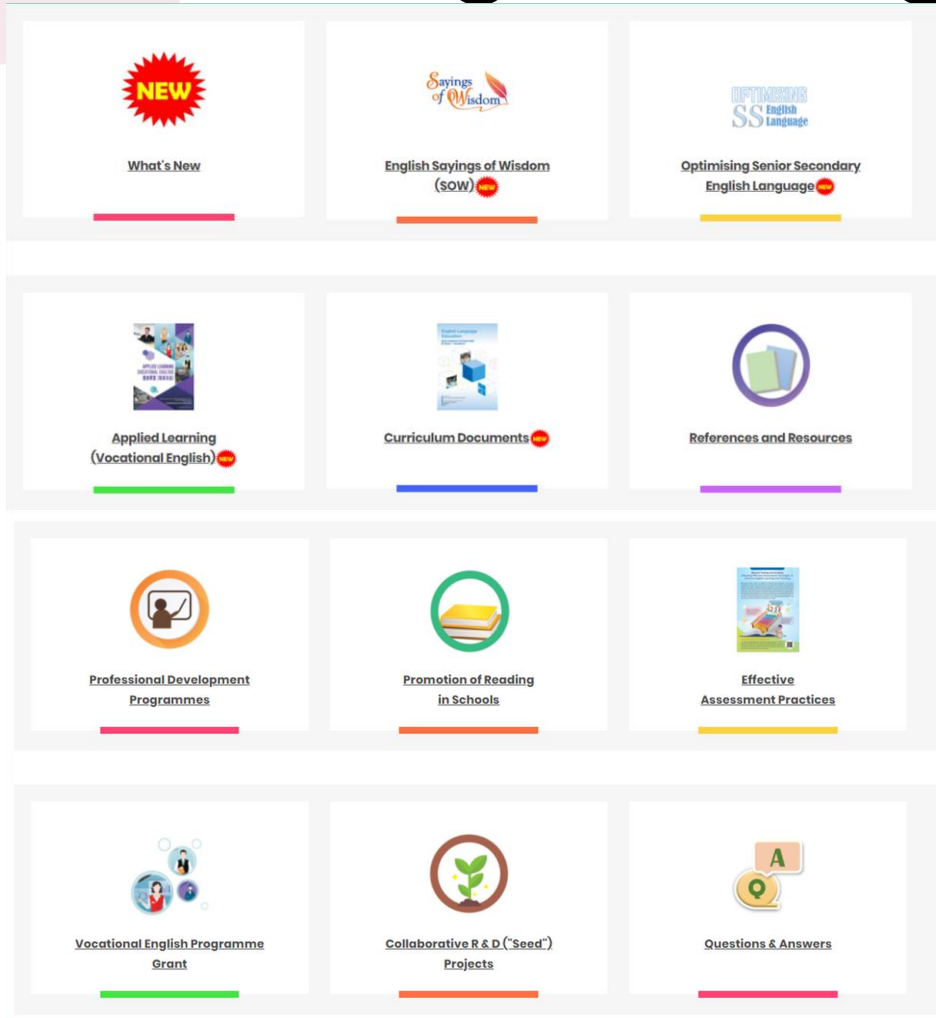
Click here to select your answer

Click here to select your answer



www.edb.gov.hk/sow

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



PDPs for 2022/23 s.y.

Optimising Senior Secondary English Language Series:

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

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 2022/23 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 2022/23 s.y.

Learning and Teaching of English Language Skills

- Adopting Effective **Strategies** to Enhance the **Learning and Application of Grammar Knowledge** in the Secondary English Language Classroom

New Literacy Skills

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

PDPs for 2022/23 s.y.

Assessment

- Enhancing Assessment Literacy through Effective Use of the **Learning Progression Framework (Reading and Listening Skills)**
- Enhancing Assessment Literacy through Effective Use of the **Learning Progression Framework (Writing and Speaking Skills)**
- **Effective Assessment Practices** in the English Language Curriculum

PDPs for 2022/23 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

- Comparative Analysis of **Poetry**
- Comparative Analysis of **Short Stories**

Useful Websites

Learning and teaching resources

- Resources developed by the Native-speaking English Teacher Section, CSD
<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
<https://emm.edcity.hk/>
- HKedCity English Campus
<https://www.hkedcity.net/english/>