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

23 December 2022

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

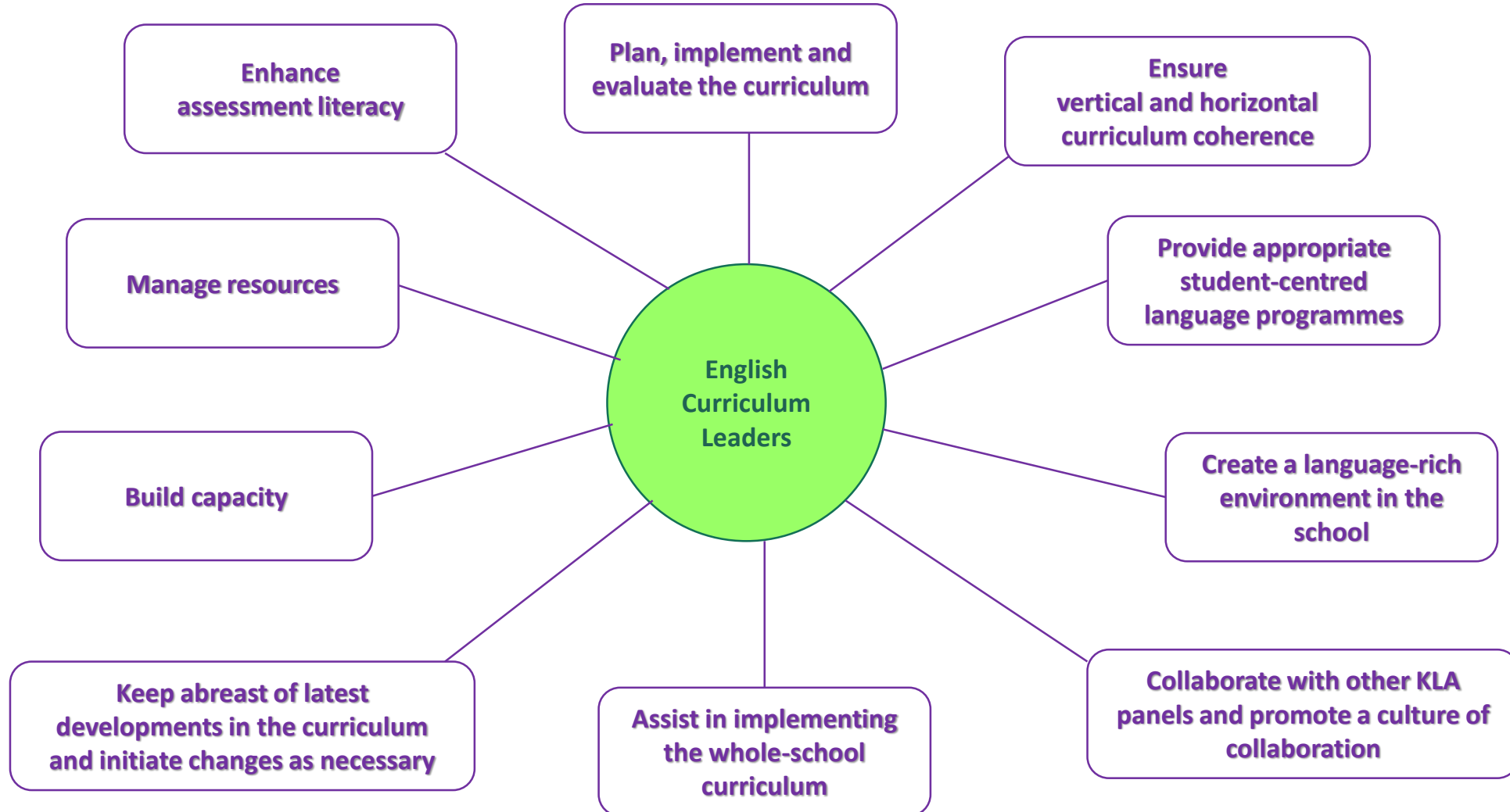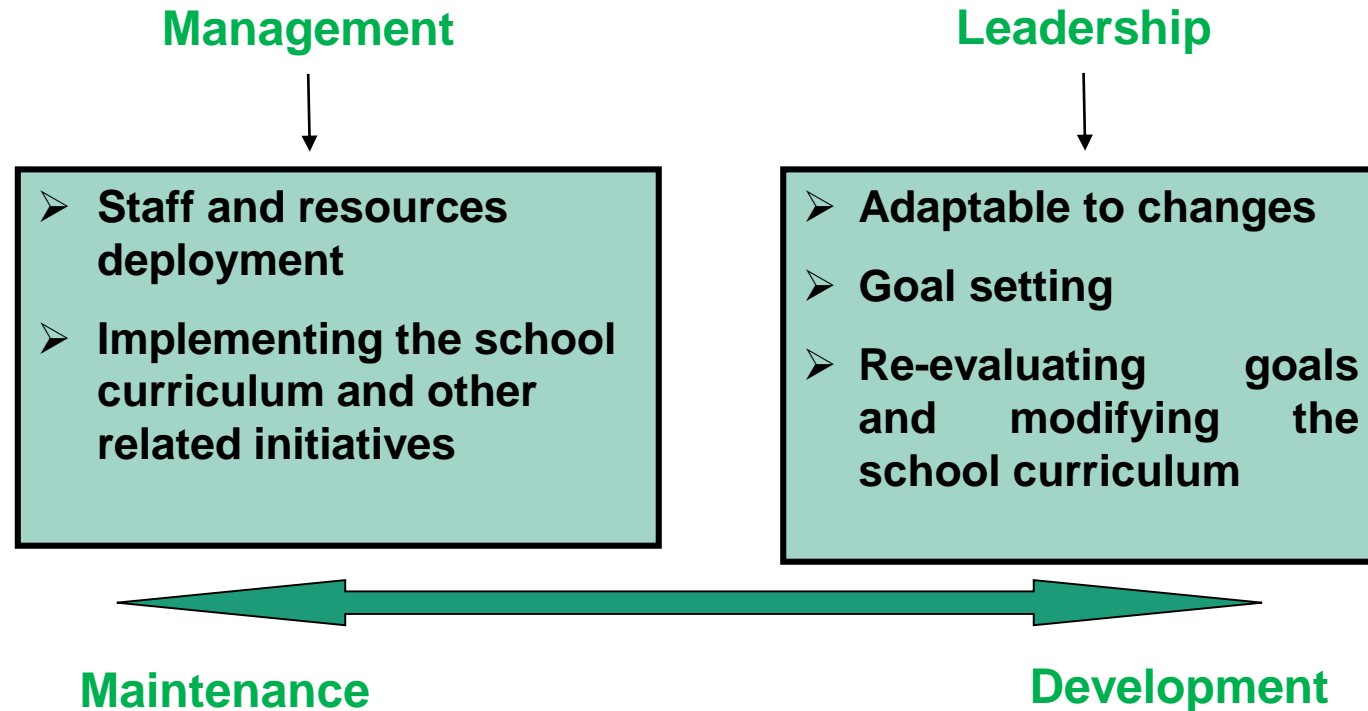| 14:15 – 14:20	Housekeeping

14:20 – 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 (ELCHK Lutheran Secondary School)
17:00 – 17:15	Q&A

Role of English Language Curriculum Leaders

On the Whiteboard, share the following:

1) 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?

Role of English Curriculum Leaders

English Curriculum Leaders

- Enhance assessment literacy
- Plan, implement and evaluate the curriculum
- Ensure vertical and horizontal curriculum coherence
- Manage resources
- Provide appropriate student-centred language programmes
- Build capacity
- Create a language-rich environment in the school
- Keep abreast of latest developments in the curriculum and initiate changes as necessary
- Assist in implementing the whole-school curriculum
- Collaborate with other KLA panels and promote a culture of collaboration

Curriculum Leadership and Management

Management

Leadership

➢ **Staff and resources deployment** ➢ **Implementing the school curriculum and other related initiatives**	➢ **Adaptable to changes** ➢ **Goal setting** ➢ **Re-evaluating goals and modifying the school curriculum**

Maintenance

Development

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

Curriculum Leadership and Management

Curriculum Planning

Curriculum Leadership and Management

Learning and Teaching

Resources Management
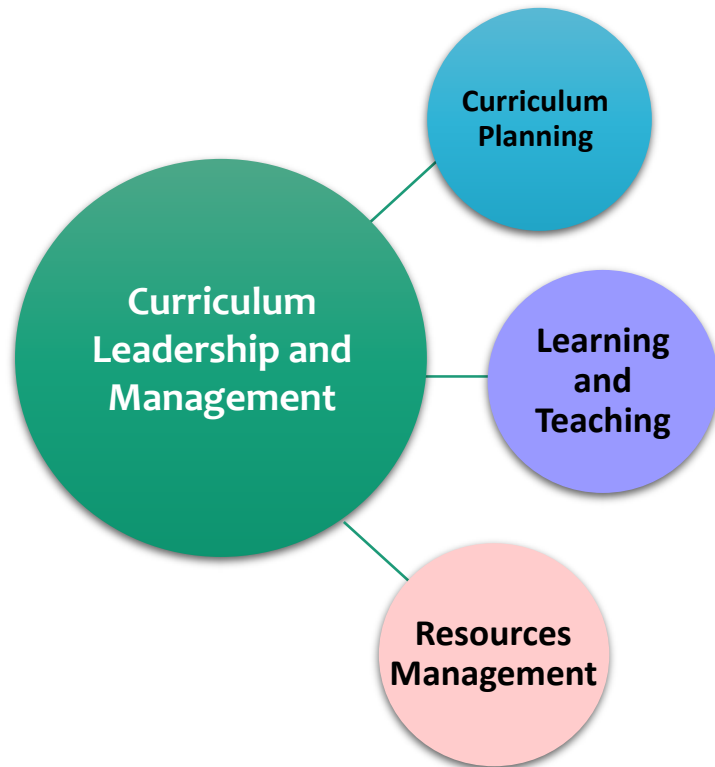
For example:

- 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 cross-curricular 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?
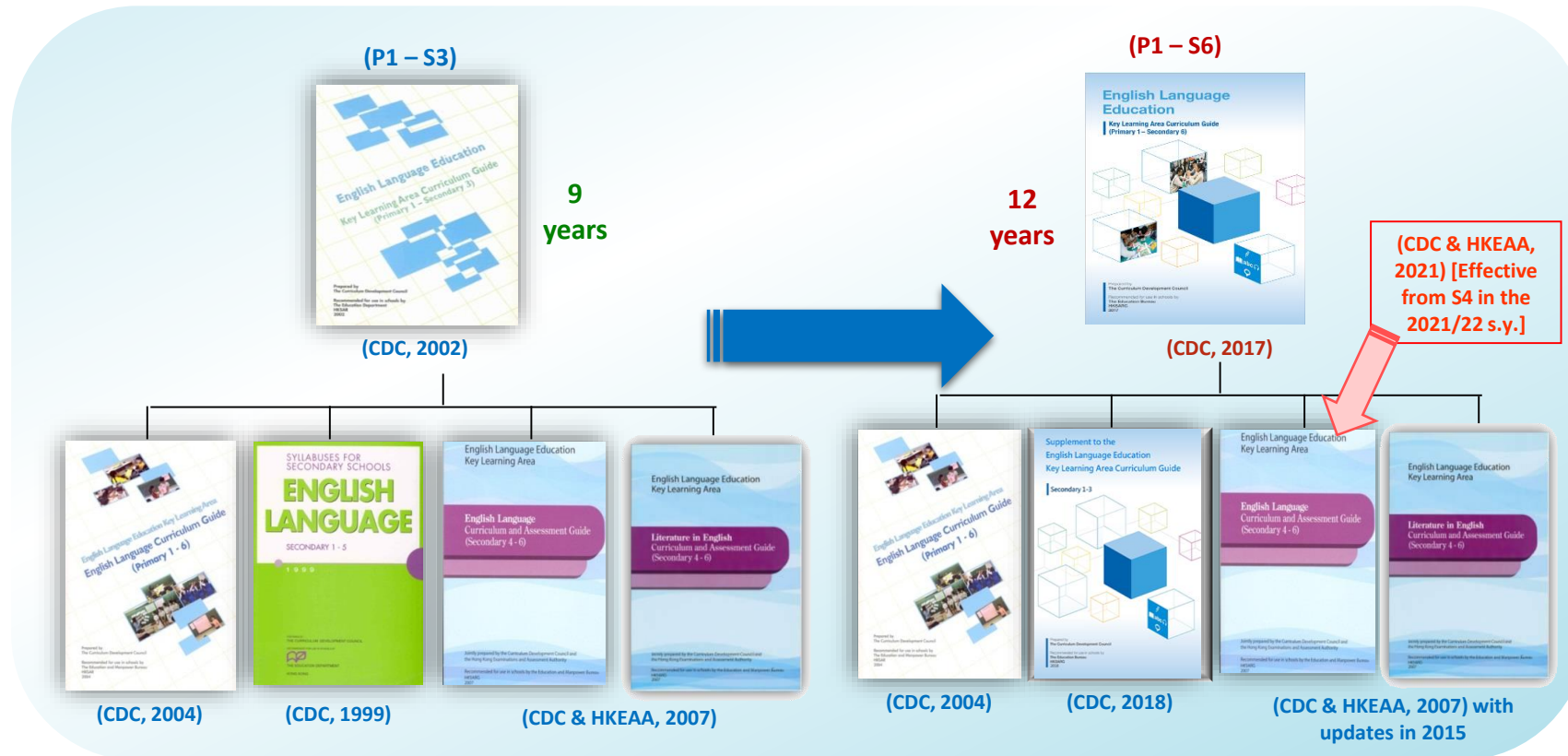
Ongoing Renewal of the School Curriculum

Respond to local, regional and global contextual changes

Build on existing strengths and practices of schools

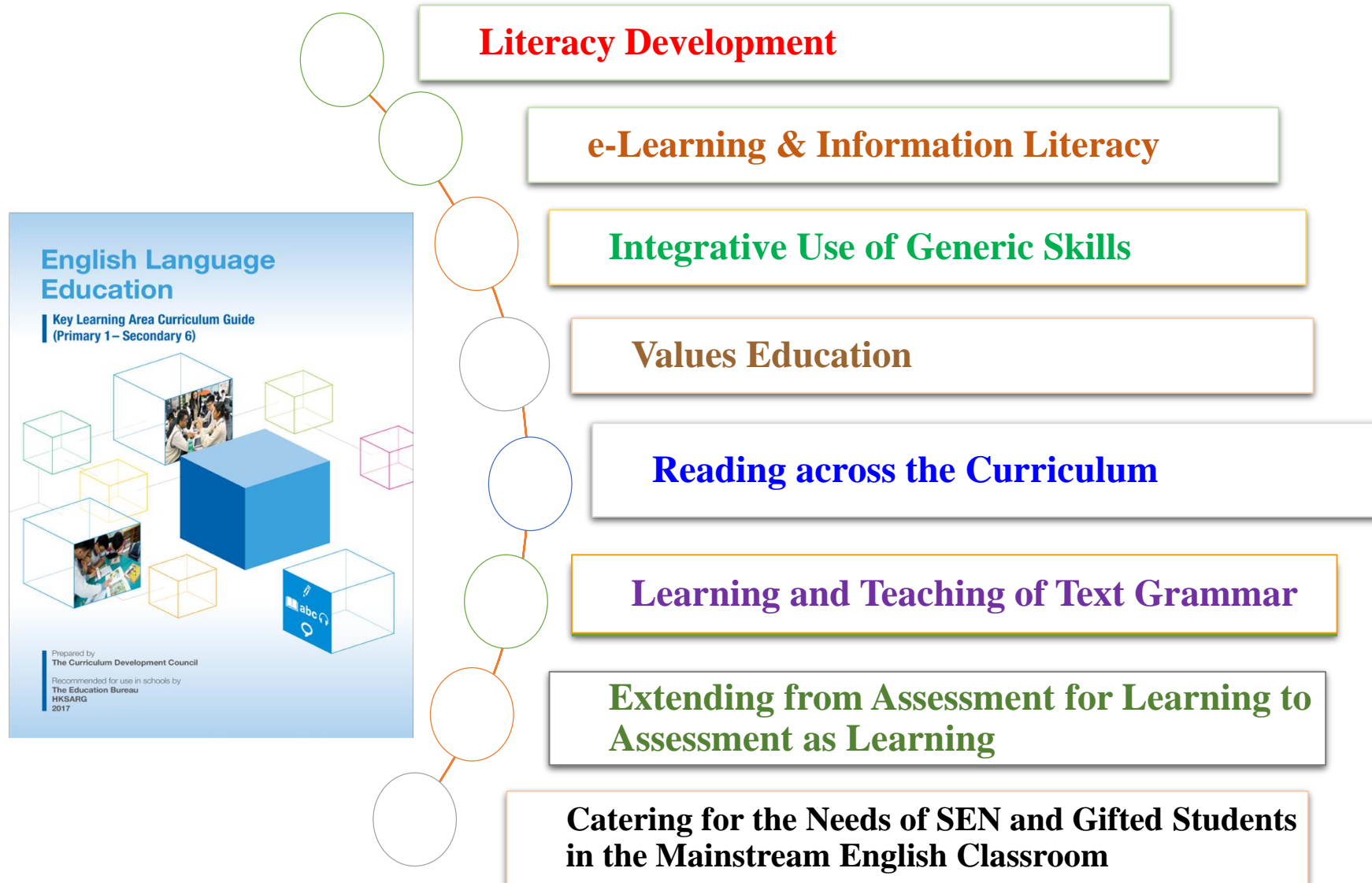**Curriculum enhancement to benefit student learning**

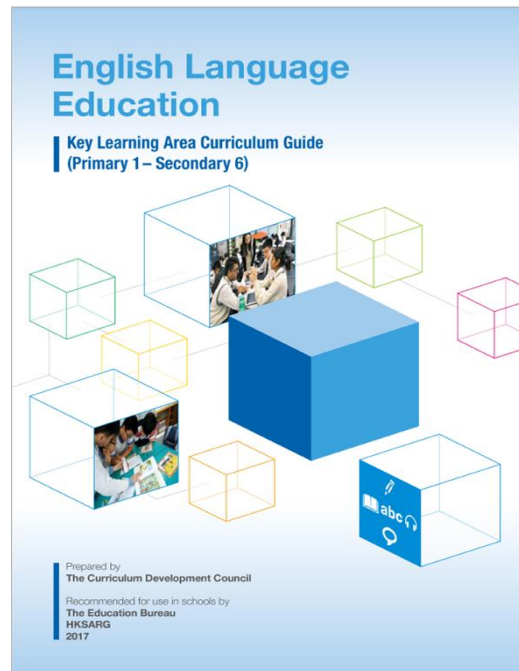# Updating of the English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide

(P1 – S3)

9 years

(CDC, 2002)

(P1 – S6)

12 years

(CDC, 2017)

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

(CDC, 2004) **(CDC, 1999)** **(CDC & HKEAA, 2007)**

(CDC, 2004) **(CDC, 2018)** **(CDC & HKEAA, 2007) with updates in 2015**

Ongoing Renewal of the School Curriculum
https://edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html
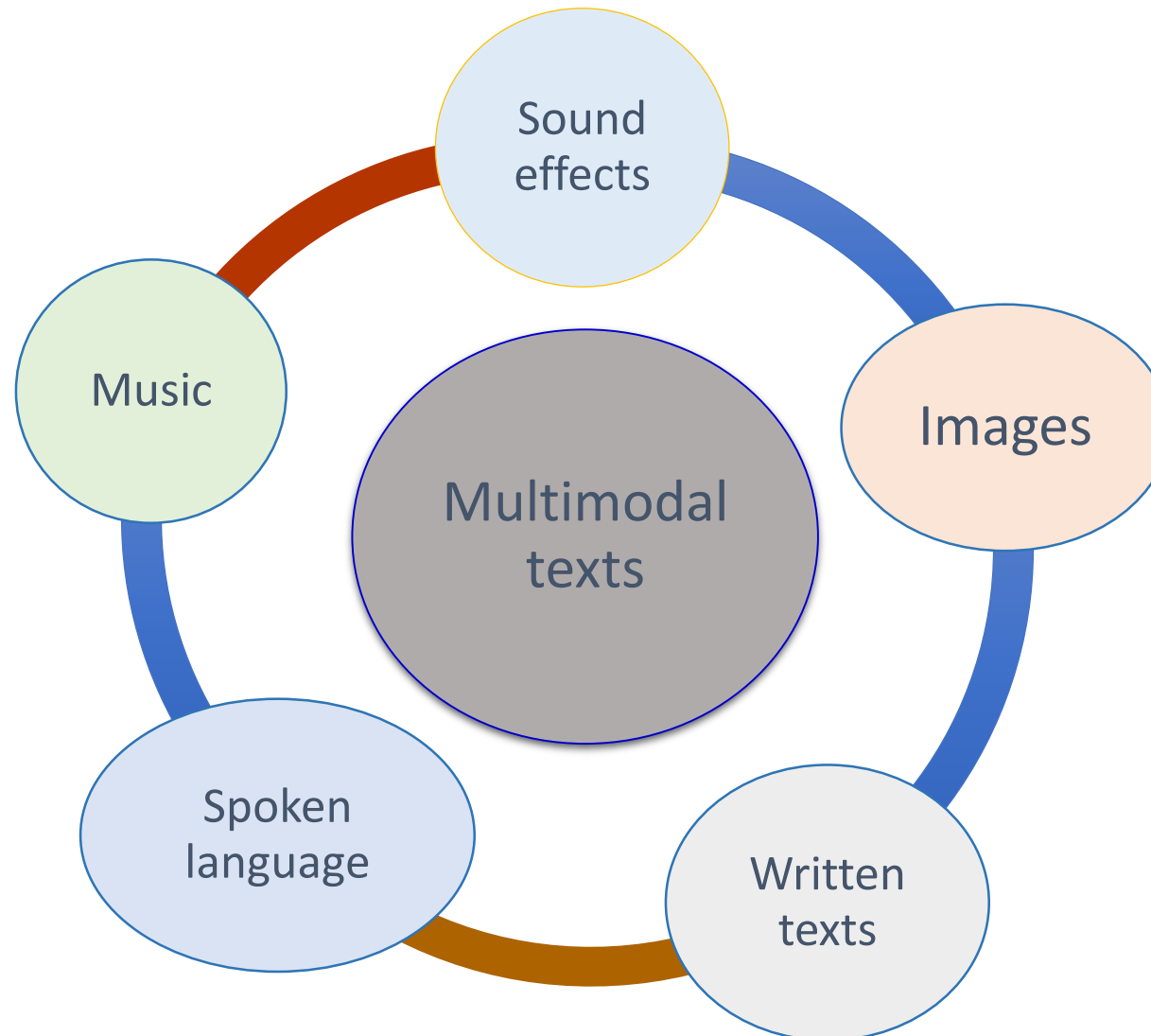
Major Updates of the ELE KLACG (P1-S6)

English Language Education

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

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

Literacy Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

Values Education

Reading across the Curriculum

Learning and Teaching of Text Grammar

Extending from Assessment for Learning to Assessment as Learning

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

Major Updates of the ELE KLACG (P1-S6)

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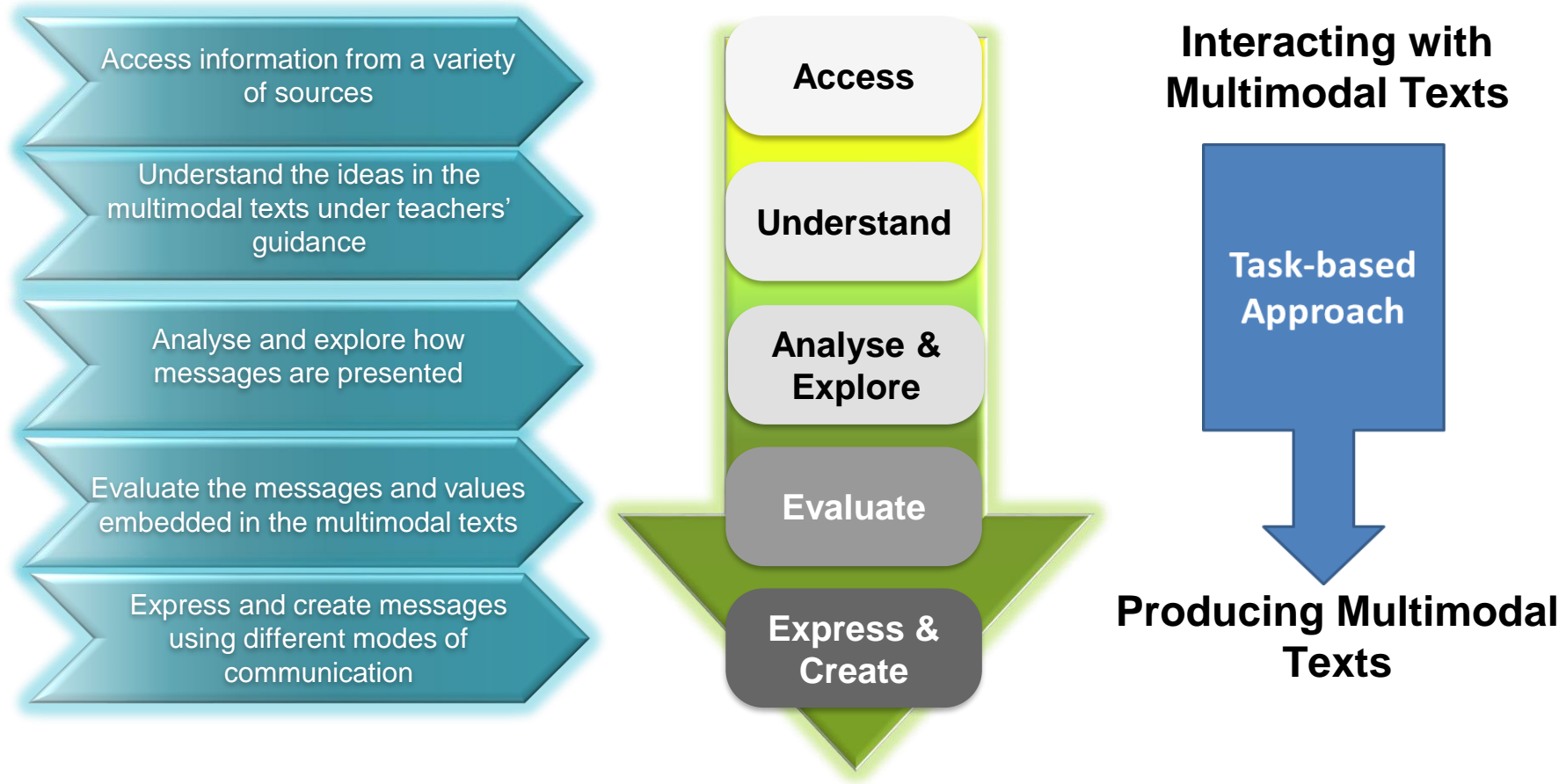The Education Bureau
HKSARG
2017

Literacy Development

"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**.

Sound effects

Music

Images

Multimodal texts

Spoken language

Written texts

Equipping Students with New Literacy Skills

Enhancing information and media literacy skills

Lifelong learning

Promoting Language across the Curriculum (LaC)

Challenges in the 21st century

Processing and creating multimodal texts

Literacy Development in the English Classroom

The ability to **read and write** effectively
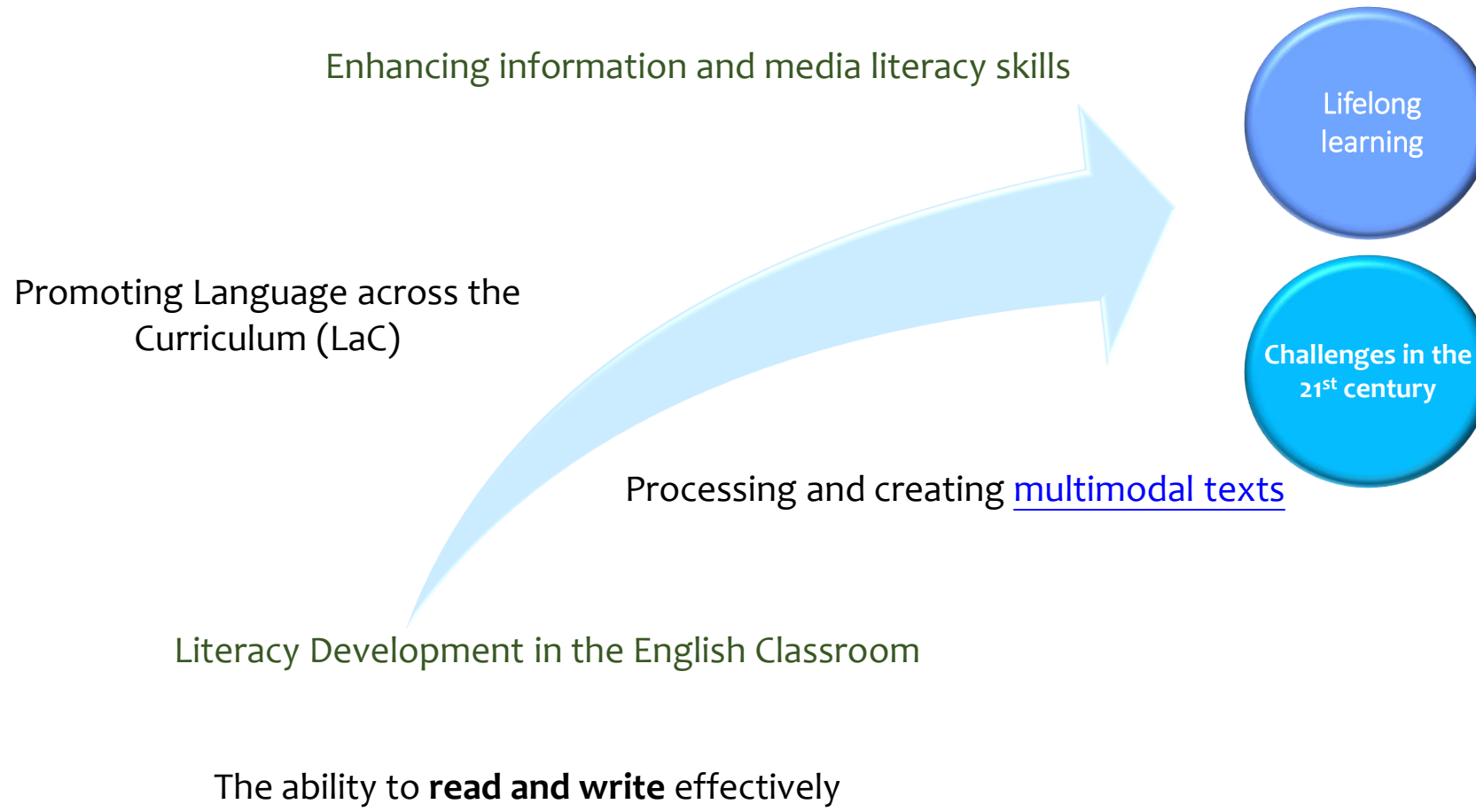
Pedagogy to Enhance Literacy Development

Access information from a variety of sources

Understand the ideas in the multimodal texts under teachers' guidance

Analyse and explore how messages are presented

Evaluate the messages and values embedded in the multimodal texts

Express and create messages using different modes of communication

Access

Understand

Analyse & Explore

Evaluate

Express & Create

Interacting with Multimodal Texts

Task-based Approach

Producing Multimodal Texts

Major Updates of the ELE KLACG (P1-S6)

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e-Learning & Information Literacy

e-Learning & Information Literacy

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"

e-Learning & Information Literacy

Voting and interactive tools

e-Books, websites

Creative tools

Templates/ graphic organisers

Reference tools

e-Learning & Information Literacy

Enhancing Interactions in the English Classroom

Effective use of e-resources

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

Making use of e-environment

Design of interactive learning activities

Enhancing interactions in the English classroom

Effective use of learning and teaching materials

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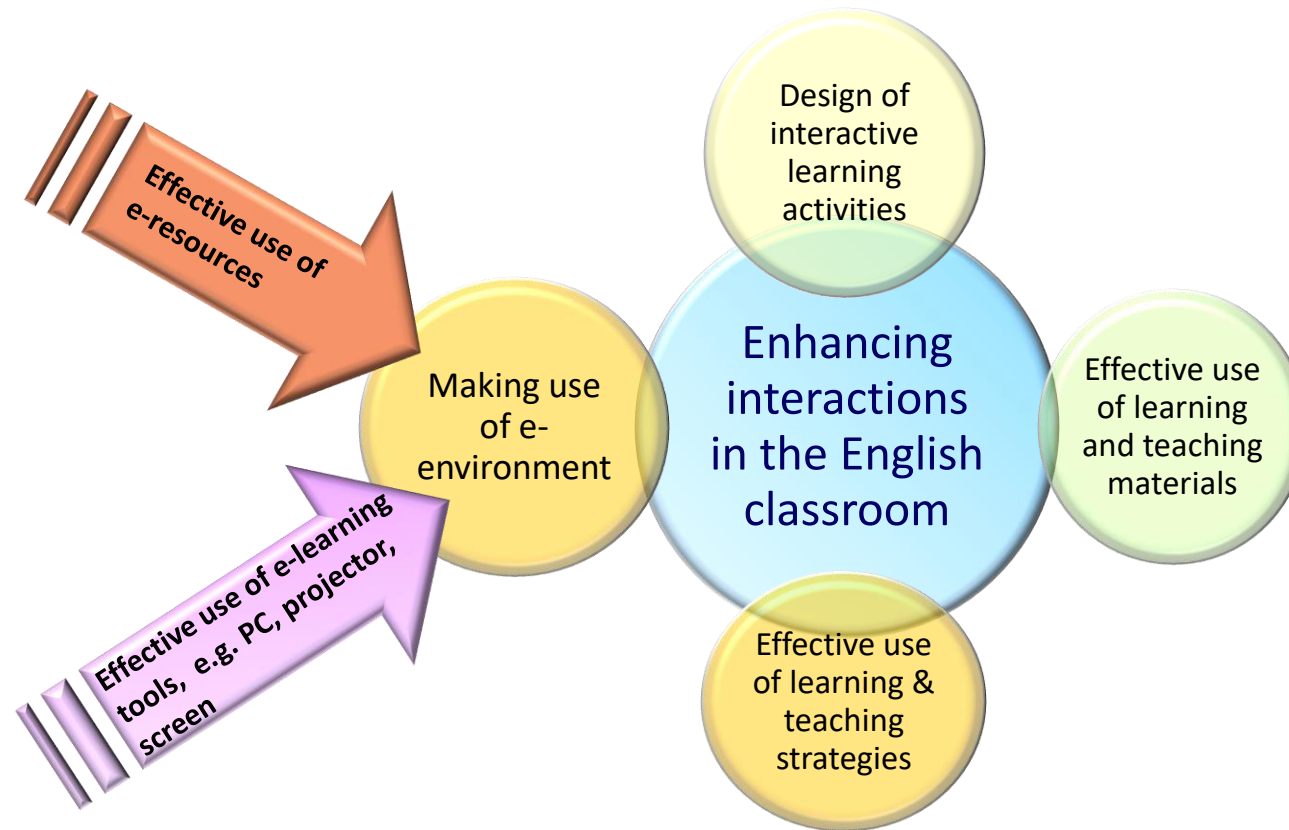
e-Learning & Information Literacy

Developing students' information literacy (IL)

- IL refers to the ability and attitude that enable students to use information effectively and ethically and grow into responsible citizens and lifelong learners.

- We aim to develop students' abilities to:
  - identify the need for information;
  - locate, evaluate, retrieve, organise, present and share information;
  - create new ideas;
  - cope with the dynamics in the information world;
  - refrain from unethical use of information and information technology; and
  - Protect oneself in the digital world.

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

Major Updates of the ELE KLACG (P1-S6)

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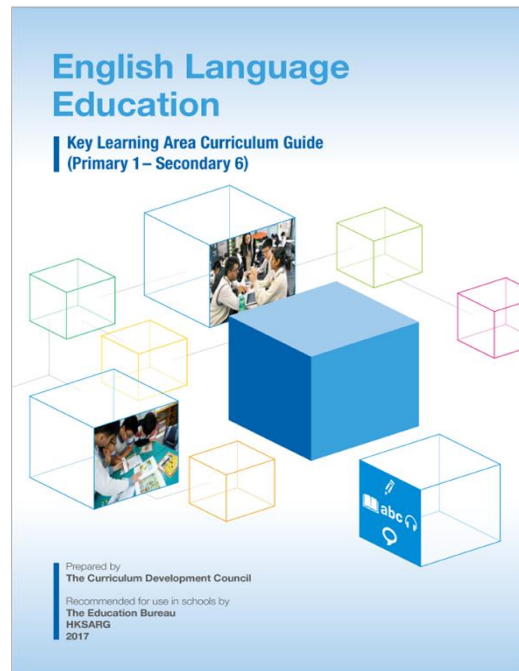
Integrative Use of Generic Skills

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

e.g. Project Learning
- Engaging S2 students in a "Jumble Sale" activity of the charity project on the theme "Charities and Helping Others" to provide opportunities for 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)

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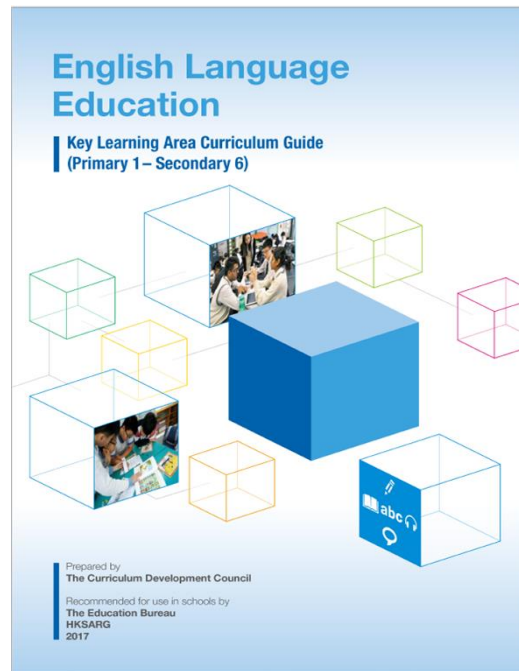
Values Education
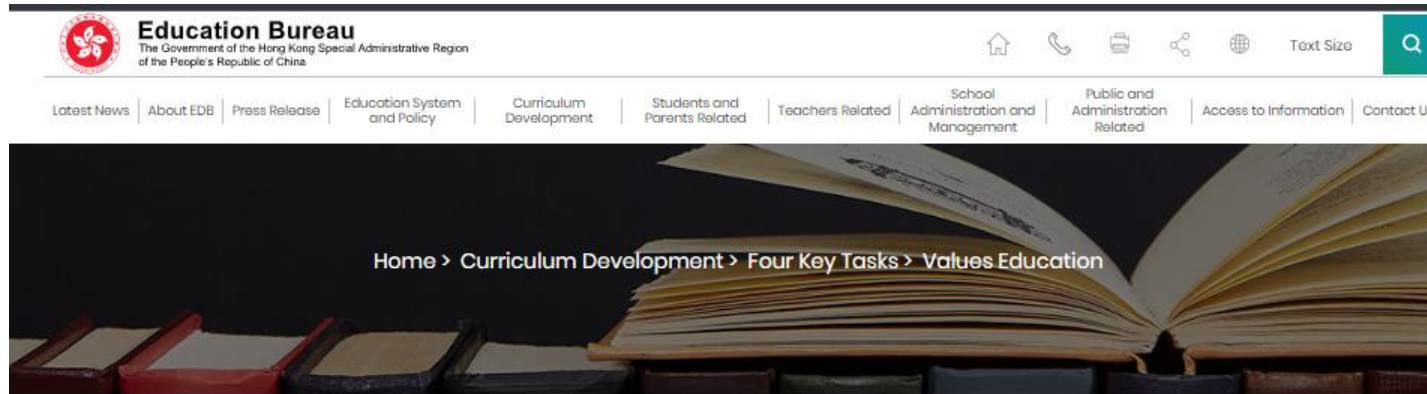
Values Education

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) CHI Values Education Curriculum Framework (Pilot Version)(2021) (Trimmed Version) CHI
Introductory Video	Values Education Curriculum Framework (Pilot Version) (2021)Introductory Video CHI

Integrating Values Education into the School English Language Curriculum

English Language Education

Key Learning Area Curriculum Guide
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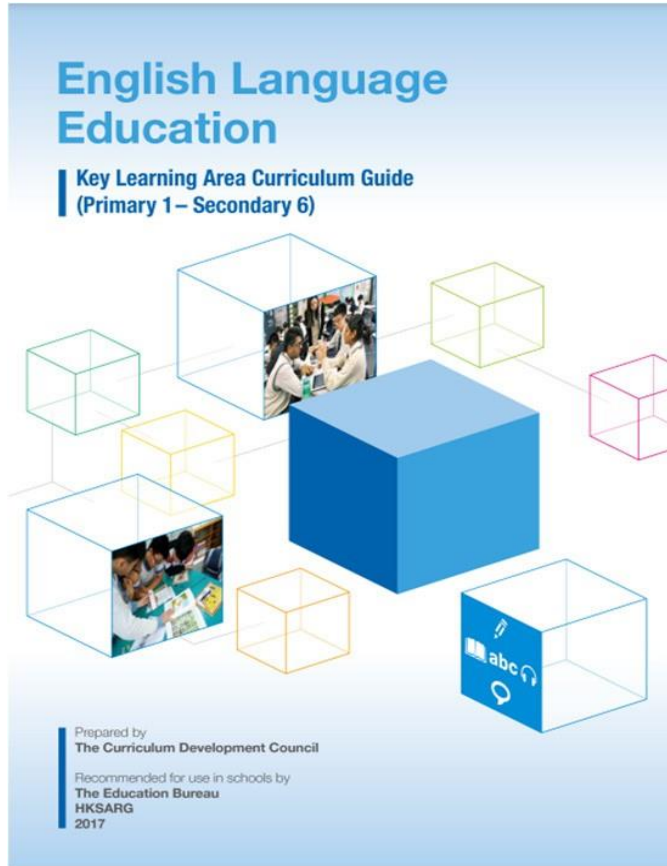
❖ Schools are encouraged to focus on the positive values and attitudes that align with their school mission, school contexts, stakeholders' views, students' needs and major concerns

❖ Exploring a variety of value-laden issues and stimuli for critical and imaginative learning experiences

❖ Making use of everyday life events and a variety of learning and teaching resources to provide contexts for cultivating values in students

https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf

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

- Provision of holistic and balanced learning experiences through integrating classroom learning, practical experience and learning environment
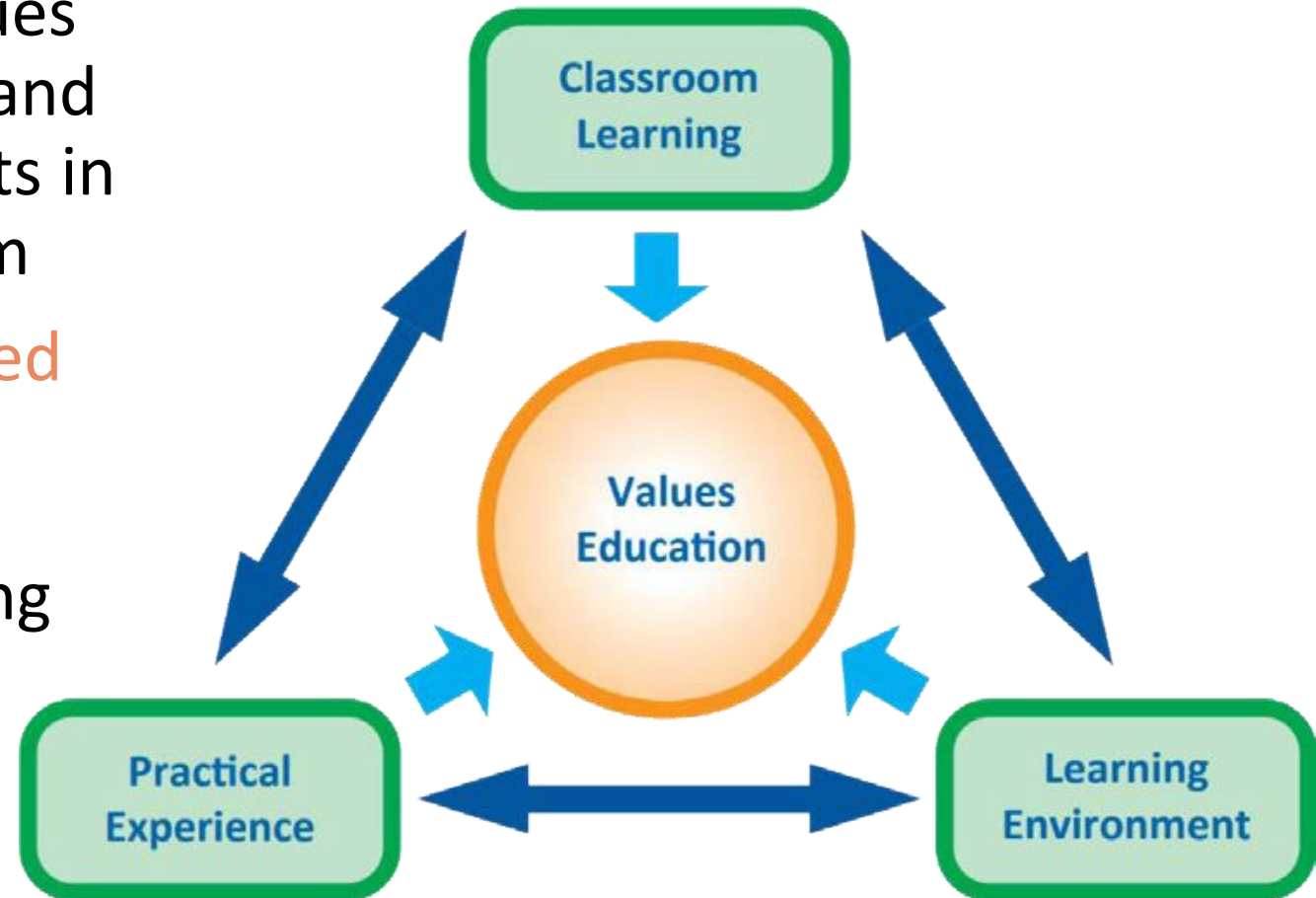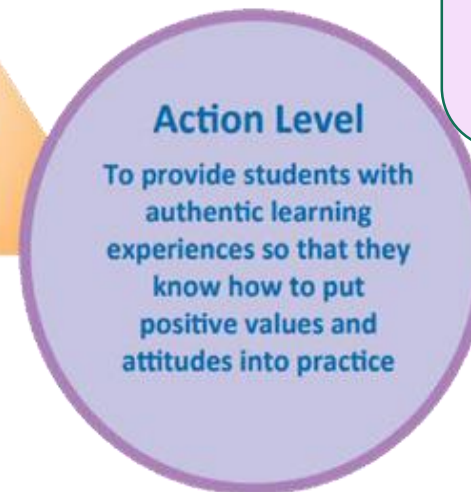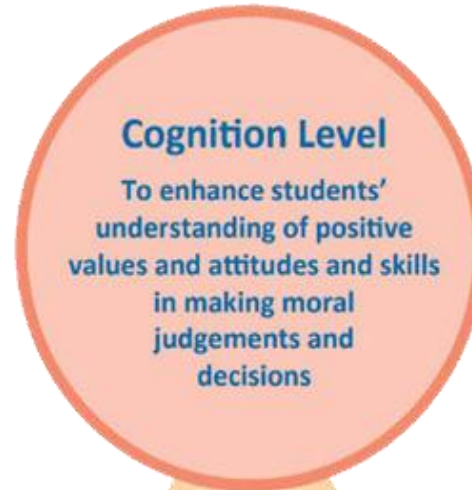
Strategies for Integrating Values Education into the School English Language Curriculum

- Integration of cognition, affection and action

- Example:
A text about motivational Paralympic athletes who beat the odds in their sporting career is identified for the S4 learning topic "The World of Sports"

Cognition Level
To enhance students' understanding of positive values and attitudes and skills in making moral judgements and decisions

Students are guided to identify the positive attributes (e.g. perseverance, resilience) of the athletes and analyse the reasons for their success.

The teacher asks students to research on underprivileged groups in society and suggest how the Government can support the needy.

Promoting students' positive values and attitudes

Affection Level
To nurture students' empathy and positive attitudes towards life

The teacher develops students' empathy by asking them to put themselves in the shoes of the Paralympic athletes and empathise with the challenges faced by athletes with a disability.

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

Integrating Values Education into the School English Language Curriculum

- 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

Integrating Values Education into the School English Language Curriculum
Examples of Language Arts Materials

The Grasshopper and the Ant (A Poem)

- Diligence
- Care for others

Wonder (A Movie)

- Perseverance
- Empathy
- Care for others
- Respect for others

The Road to Lhasa (A Short Story)

- Perseverance

Integrating Values Education into the School English Language Curriculum
An Example

English Language

Values Education

Literacy Skills Development

Positive Values & Attitudes

Wonder
(A Movie/Fiction)

Module
• Teenage life/
Getting along with Others

Content objectives
• To learn about the **story** "Wonder"
• To cultivate positive values and attitudes
(e.g. perseverance, respect for others, care for others)

Language objectives
To explore:
• filmic elements (e.g. plot development, characterisation, point of view)
• use of positive and negative adjectives to describe personality

Perseve-rance

Care for others

Respect for others

Cognition

Promoting Positive Values & Attitudes

Affection   Action

Integrating Values Education into the School English Language Curriculum

- 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

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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 ... ning to do his daughter's ... pecial occasion.
The Present		... ives a life- ... a puppy
Ormie the Pig Wants a Cookie		... est for a
My Shoes	En... grati... care for o...	... aches us about

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

View and pause at specific times

↓

Make predictions

↓

Identify challenges/unpleasant experience faced by the characters

↓

Share what they would do and how they would feel if they faced similar challenges

↓

Analyse the fictional elements and cinematic techniques

↓

Reflect

34
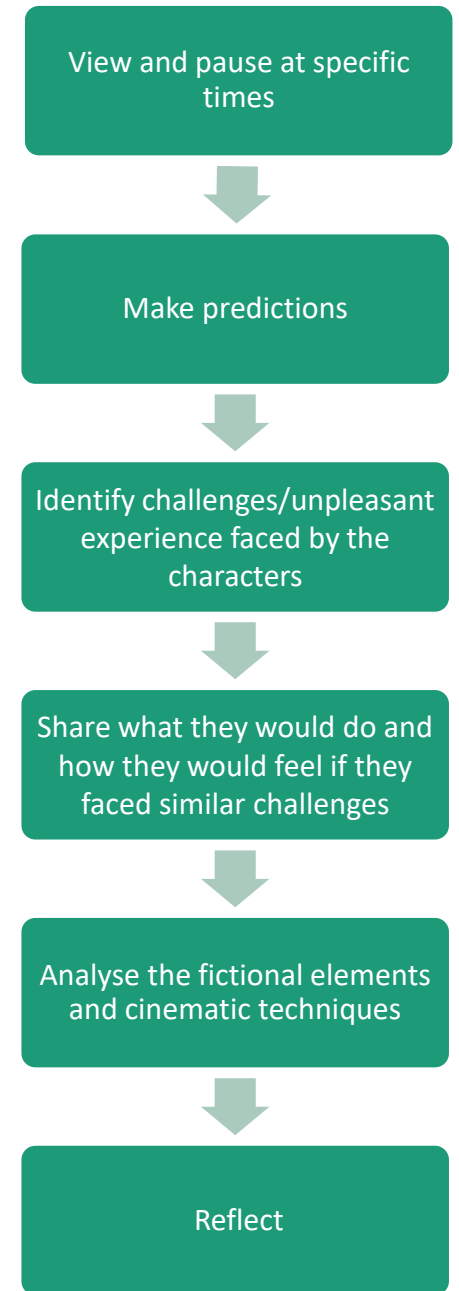
Strengthening the Connection between English Language and Various Cross-curricular Domains to Facilitate Whole-person Development

Strengthening the **Connection** between **English Language** and **Various Cross-curricular Domains** to Facilitate **Whole-person Development**

Successful People and Amazing Deeds

Precious Things

English Language & Science	Features of biographical texts	English Language & Music	Analysis of literary devices in lyrics
Learning from success stories of famous scientists through project work	Grit, perseverance	Rewriting the lyrics of a song	Hope, empathy, respect for others …
	Research on Famous Failures		**Song Dedication Activity**
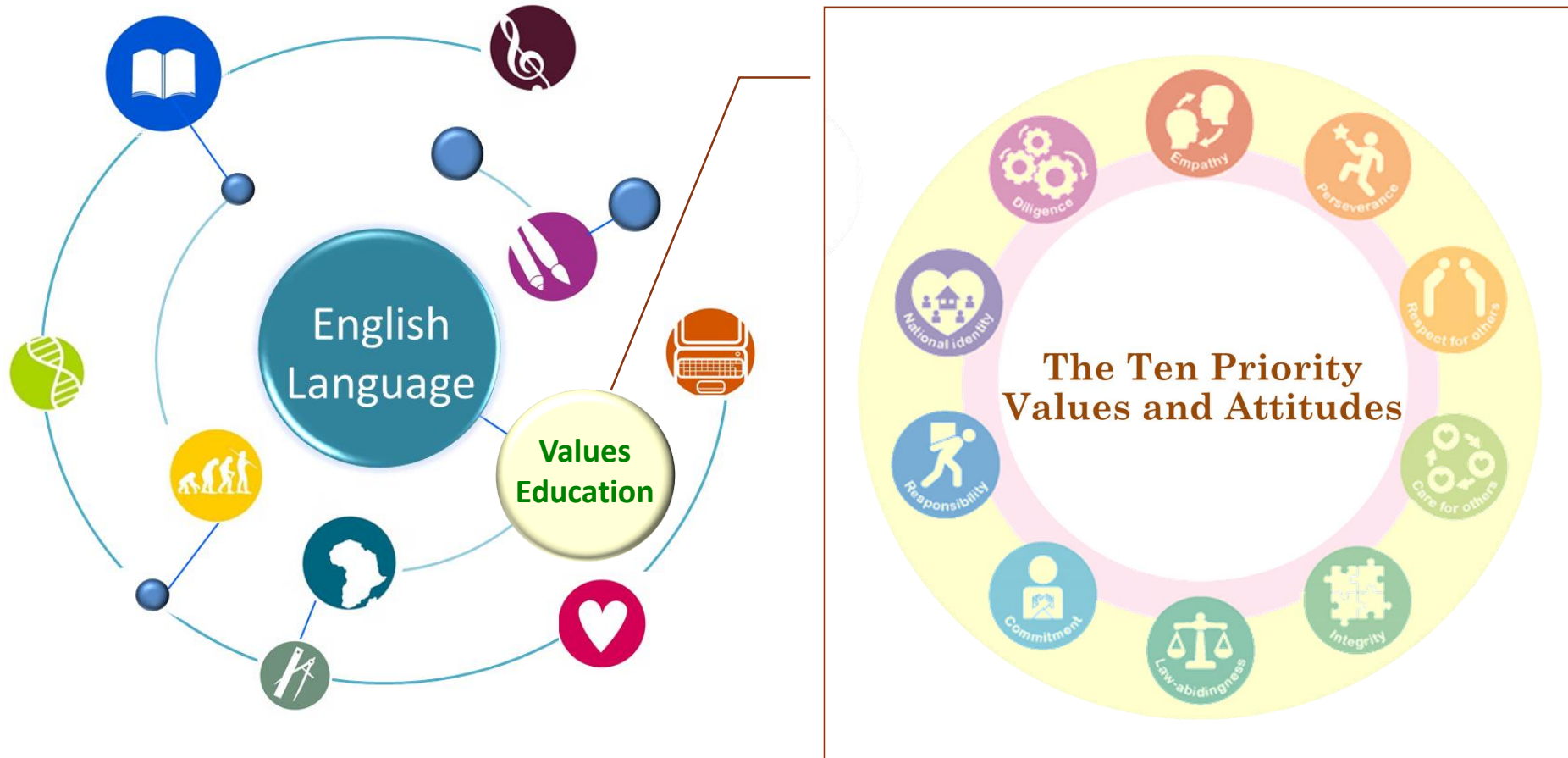
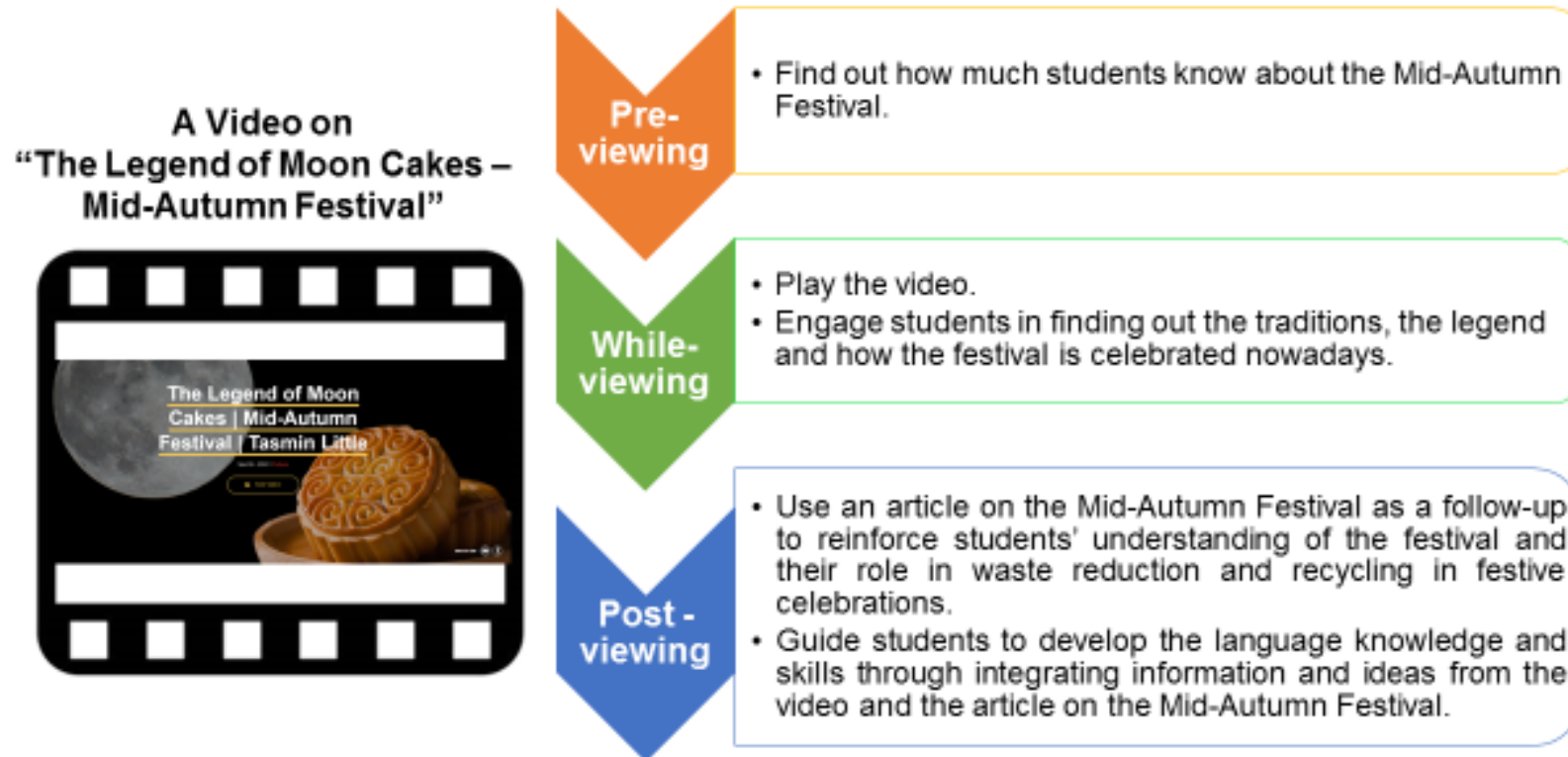# Implementing National Security Education in the English Language Curriculum
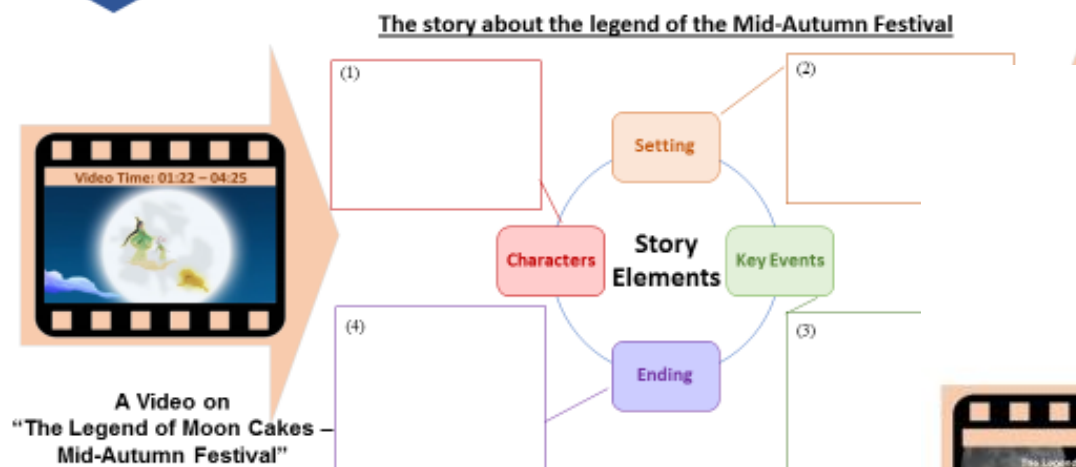## An Example
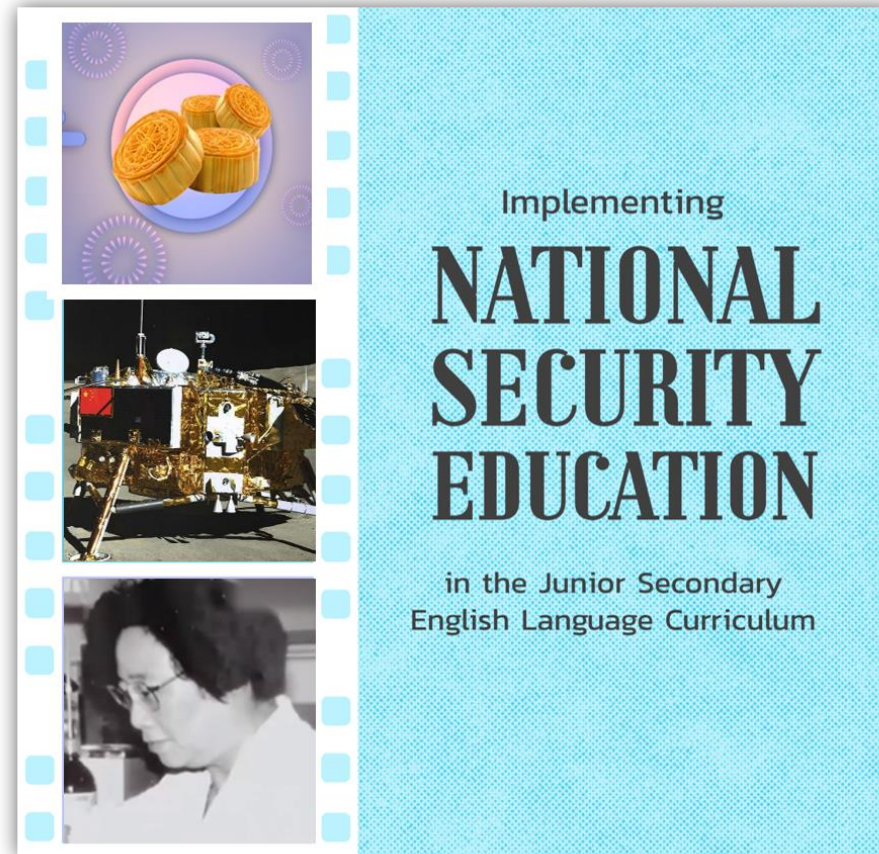
Resource Materials on "Implementing National Security Education in the Junior Secondary English Language Curriculum"
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

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

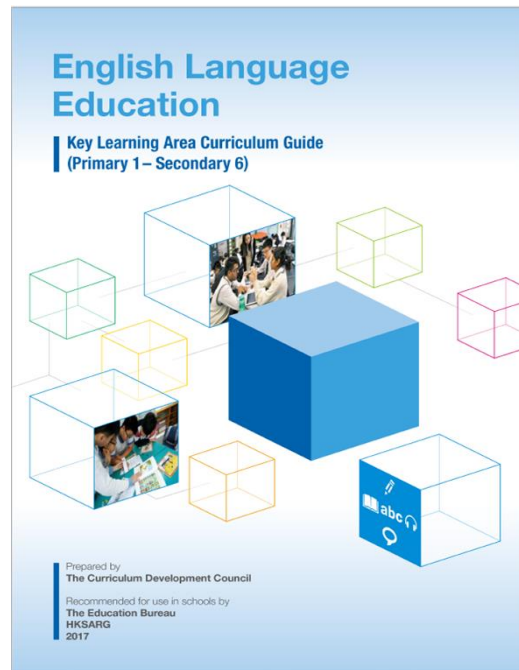**Resource Materials on "Implementing National Security Education in the Junior Secondary English Language Curriculum"**
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Implementing National Security Education in the English Language Curriculum
An Example

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

The Legend of Moon
Cakes | Mid-Autumn
Festival | Tasmin Little

Pre-viewing
- Find out how much students know about the Mid-Autumn Festival.

While-viewing
- Play the video.
- Engage students in finding out the traditions, the legend and how the festival is celebrated nowadays.

Post-viewing
- Use an article on the Mid-Autumn Festival as a follow-up to reinforce students' understanding of the festival and their role in waste reduction and recycling in festive celebrations.
- 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.

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

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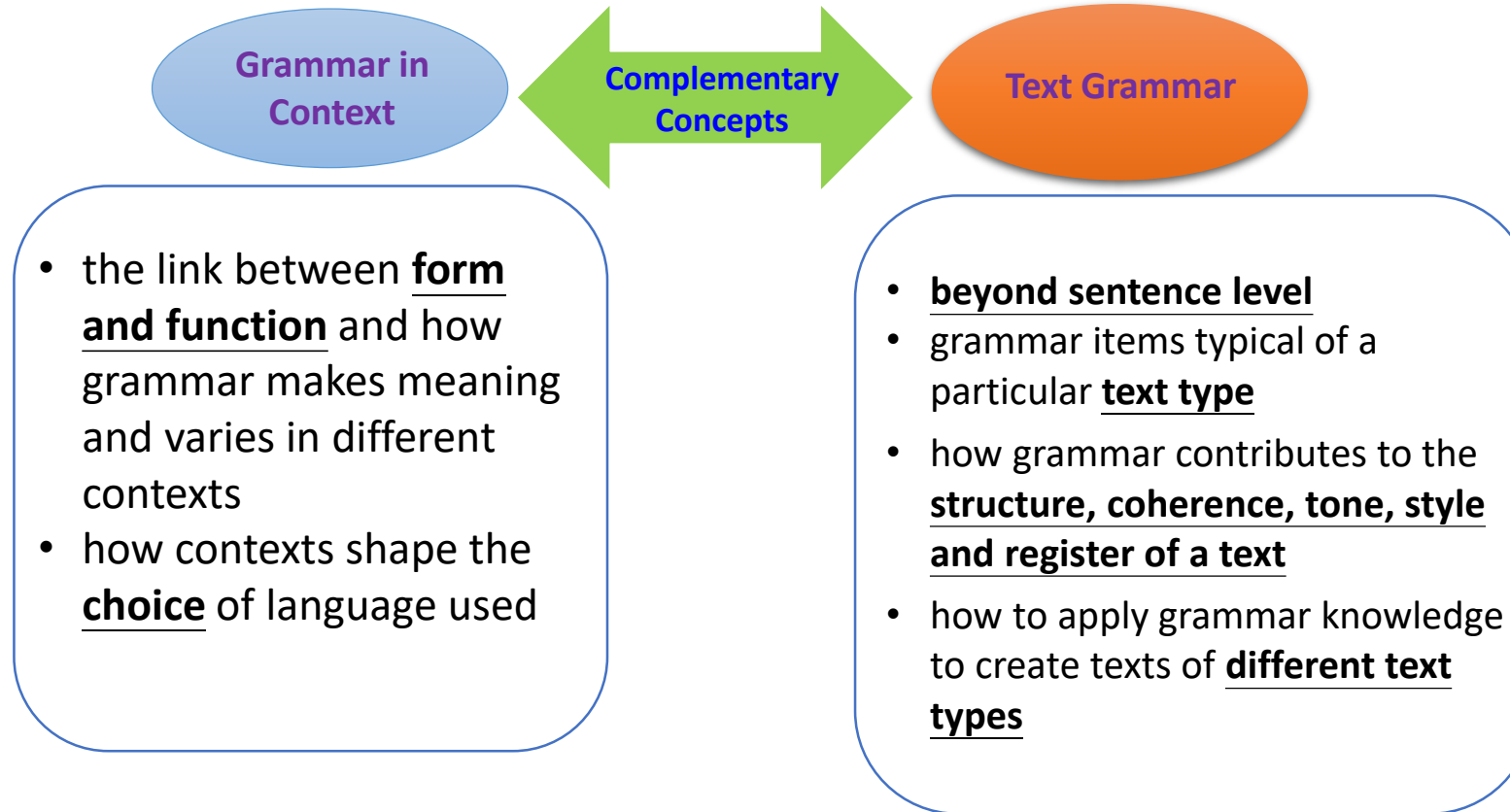https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

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

(1)
(2)
(4)
(3)

Video Time: 01:22 – 04:25

Story Elements
- Setting
- Characters
- Key Events
- Ending

A Video on "The Legend of Moon Cakes – 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

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

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

An Article on the Mid-Autumn Festival

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.

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

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?

Understan... the waste ... moon cak... what can w... country's ... while celeb...

Do festivals bring people from different cultures together?

Extended Learning Activities

Happy Winter Solstice

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.

HAPPY DRAGON BOAT FESTIVAL

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.

Happy Mid-Autumn Festival

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.

Happy Chinese New Year

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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

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Learning and Teaching of

Text Grammar

Grammar in Context and Text Grammar

Grammar in Context

Complementary Concepts

Text Grammar

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

- **beyond sentence level**
- grammar items typical of a particular **text type**
- how grammar contributes to the **structure, coherence, tone, style and register of a text**
- how to apply grammar knowledge to create texts of **different text types**

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Extending from

Assessment for Learning to

Assessment as Learning

Strengthening Assessment *for* Learning (A*f*L)

Assessment tools

Assessment data

Extending A*f*L to Assessment *as* Learning
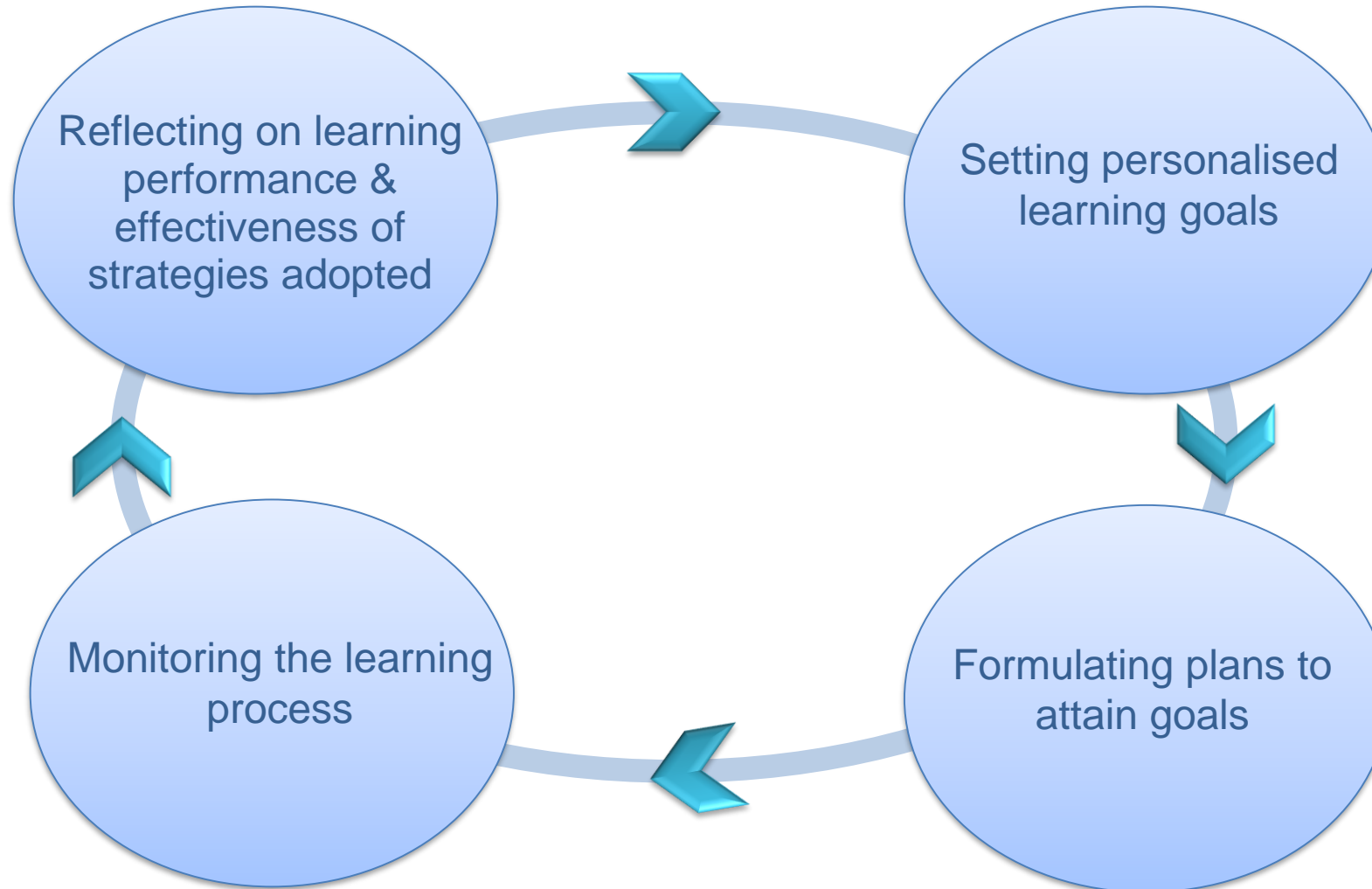
Strategies to Promote Assessment as Learning

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**
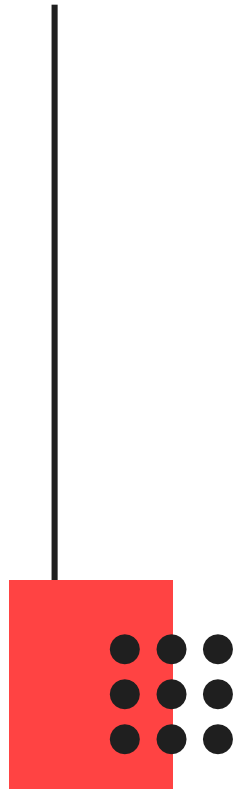
Major Updates of the ELE KLACG (P1-S6)
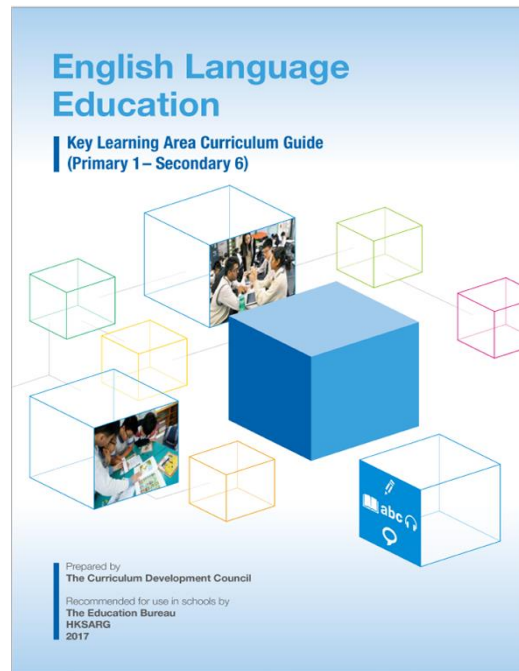
English Language Education

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

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

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

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)

English Language Education

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

Prepared by
The Curriculum Development Council

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The Education Bureau
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2017

Reading across the Curriculum

Challenges for Secondary School Students

Language demand grows in terms of formality and text complexity

English Language Education

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

Senior Secondary

Junior Secondary

Primary

Text Complexity
Ranging from **simple texts** to **complex texts**

Fine-tuned MOI arrangements

Enriching Our Language Environment
Realising Our Vision

Fine-tuning of Medium of Instruction for Secondary Schools

Academic **content awareness** **+** Academic **language awareness**

Reading across the Curriculum

Academic content awareness

+

Academic language awareness

(Martin & Rose, 2005)

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

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

Reading across the Curriculum

In terms of topics / themes

Chinese

English

Mathematics

Liberal Studies/ Citizenship & Social Development
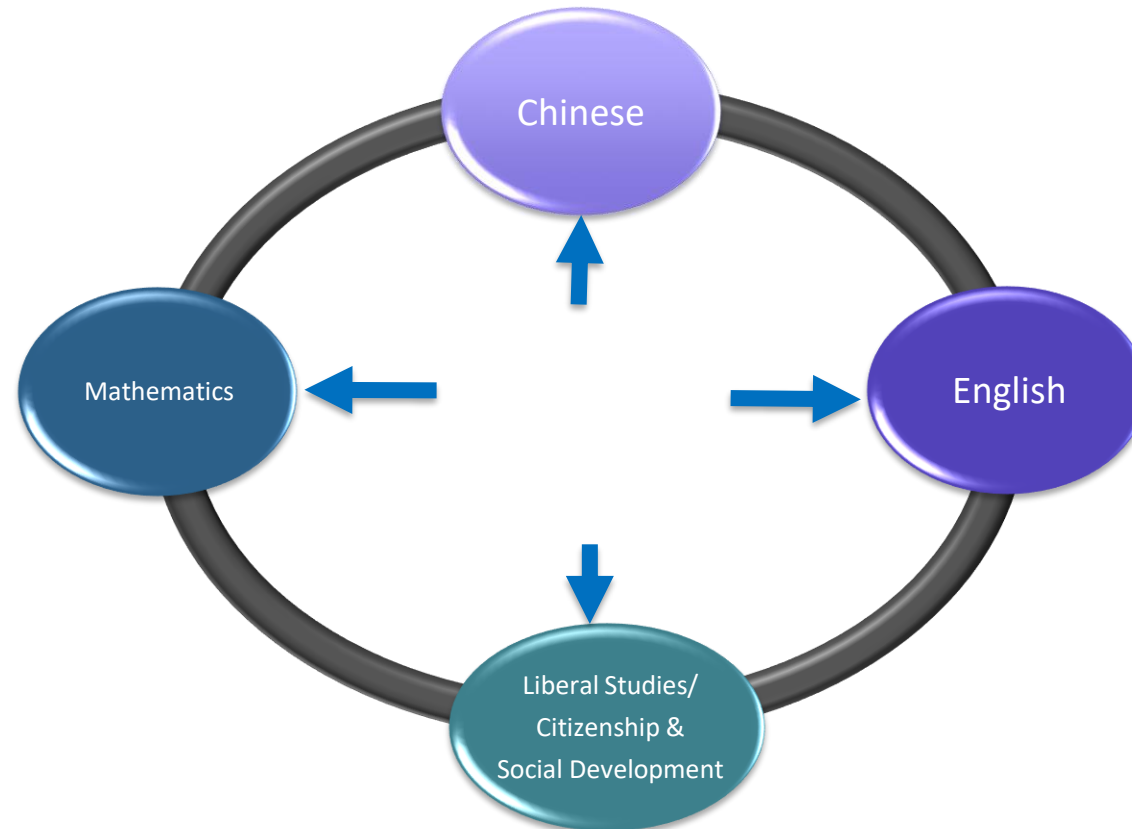
Reading across the Curriculum

In terms of reading skills and strategies

Chinese

English

Mathematics

Liberal Studies/ Citizenship & Social Development
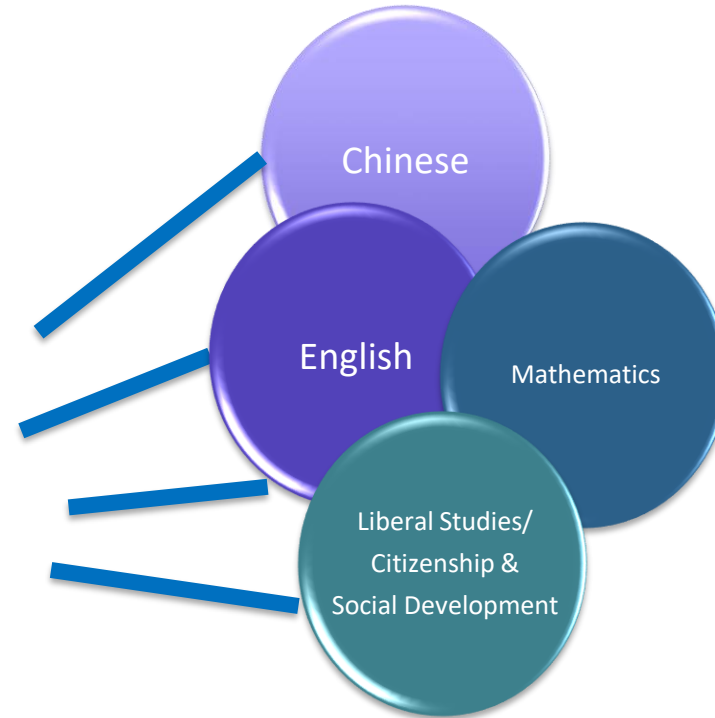
Strategies for Promoting RaC

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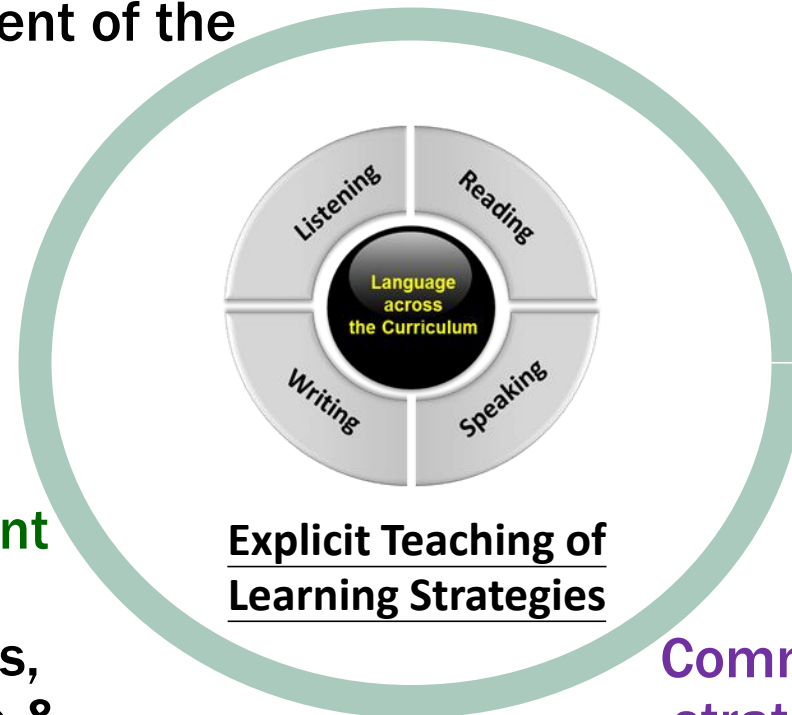
Reading & **enabling skills** (e.g. vocabulary building strategies, phonics skills)

Listening
Reading
Language across the Curriculum
Writing
Speaking

Explicit Teaching of Learning Strategies

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

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

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

WaC is a meaningful follow-up on RaC

Reading across the Curriculum

Content
- Topic

Organisation
- Text type
- Text structure

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

Writing across the Curriculum

Helping students

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

- ◆ apply the language items learnt in context
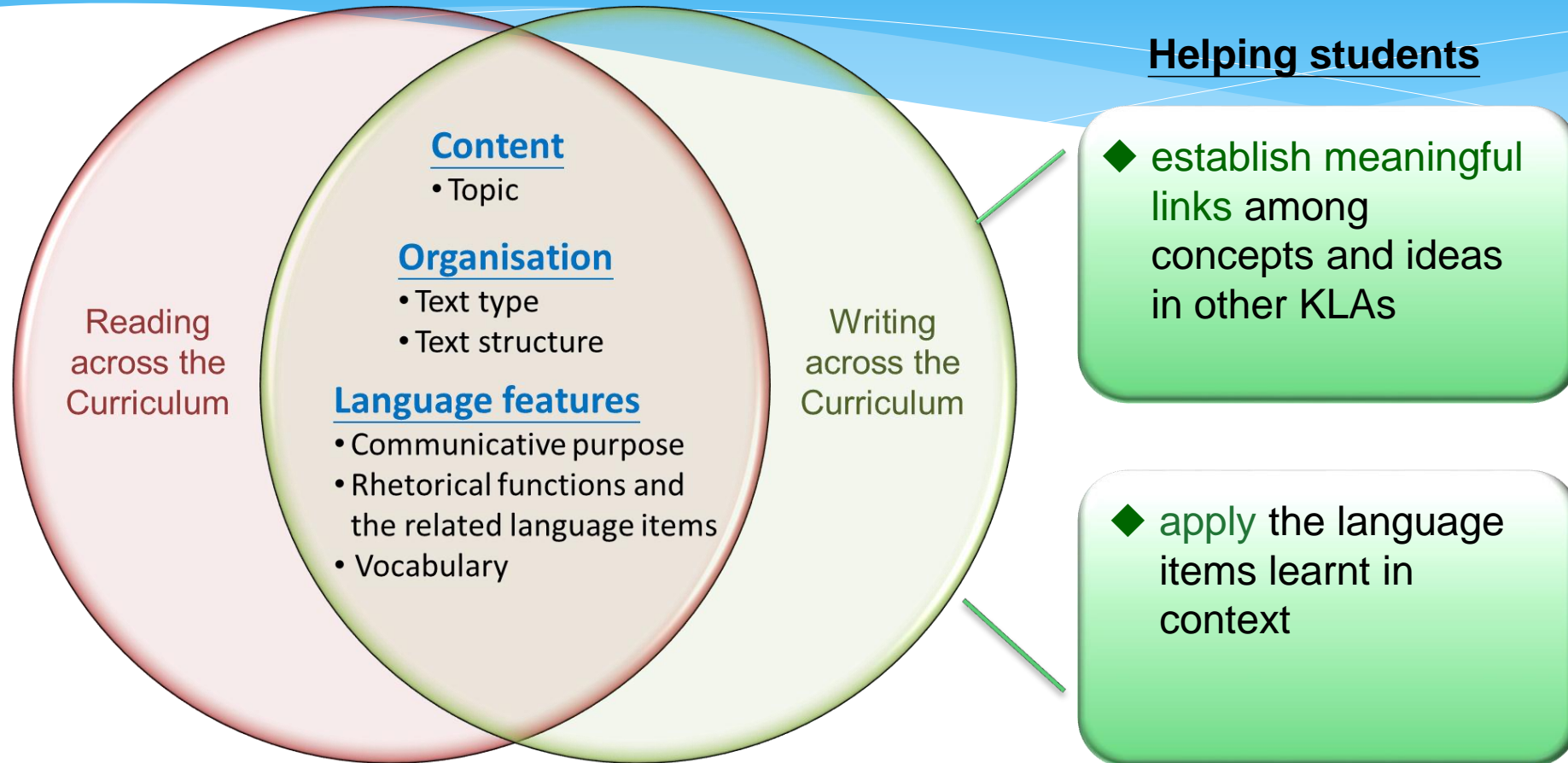
Collaboration among KLAs

- **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

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

Collaboration among KLAs

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

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

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.

Activity 1
(Description of the Task)

- 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)

Activity 1

Activity 1
(Strengths & Weaknesses)

Strengths	Weaknesses
- A variety of text types are included e.g. photo journal, blog, description, webpage	- Learning and teaching resources lack authenticity
- Close connection between reading and writing tasks	- Assessments are rather grammar-focused

Activity 1
(Incorporation of Major Updates)

Further considerations	
RaC (e.g. PSHE, Science)	Read a short biography of a famous person (e.g. scientist, historical figure, philanthropist/ volunteer of an NGO)
e-Learning	Use e-learning tools to complete post-reading tasks (e.g. create an online fan page/profile for the famous people)
Authentic multimodal materials	Make use of authentic multimodal materials (e.g. read/reply to a post on social media platforms; listen to podcasts about inspirational people; watch video clips about the achievements of famous people)
Diversified modes of assessments	Introduce diversified modes of assessment (e.g. oral presentations, peer/self-assessment)

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

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

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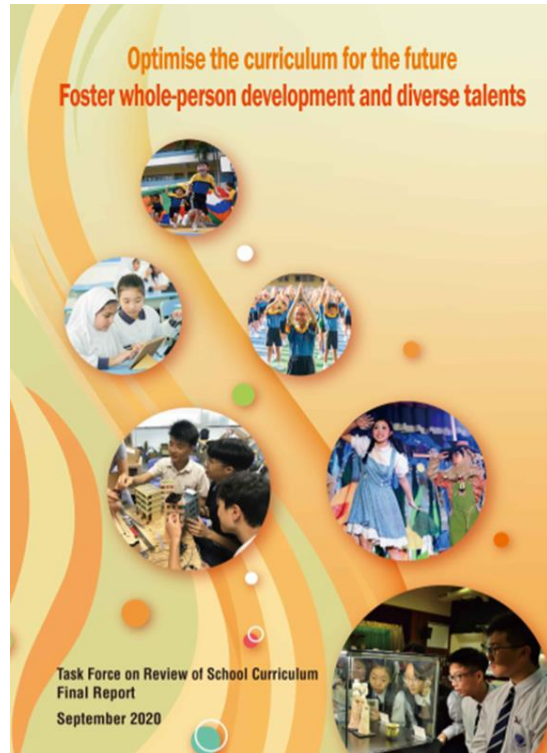
Six Directions of Recommendations

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

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

Optimise the curriculum for the future
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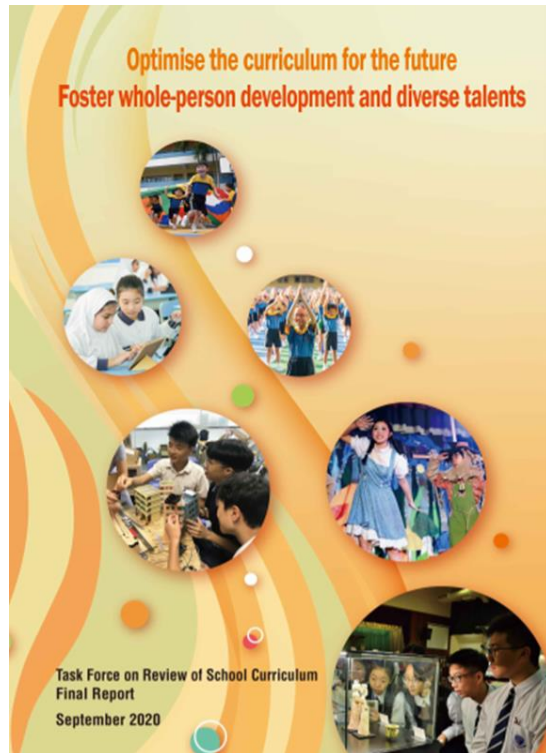
Recommendations for English Language

Catering for Learner Diversity

Creating Space

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

Recommendations for English Language

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

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

Task Force on Review of School Curriculum
Final Report
September 2020

Promoting the
Academic and Creative Uses of English

Support students in learning other subjects through English

Academic English

Help students understand lessons, lectures, seminars, study materials

Prepare students for further studies

Facilitate students' completion of assignments and assessments of other subjects
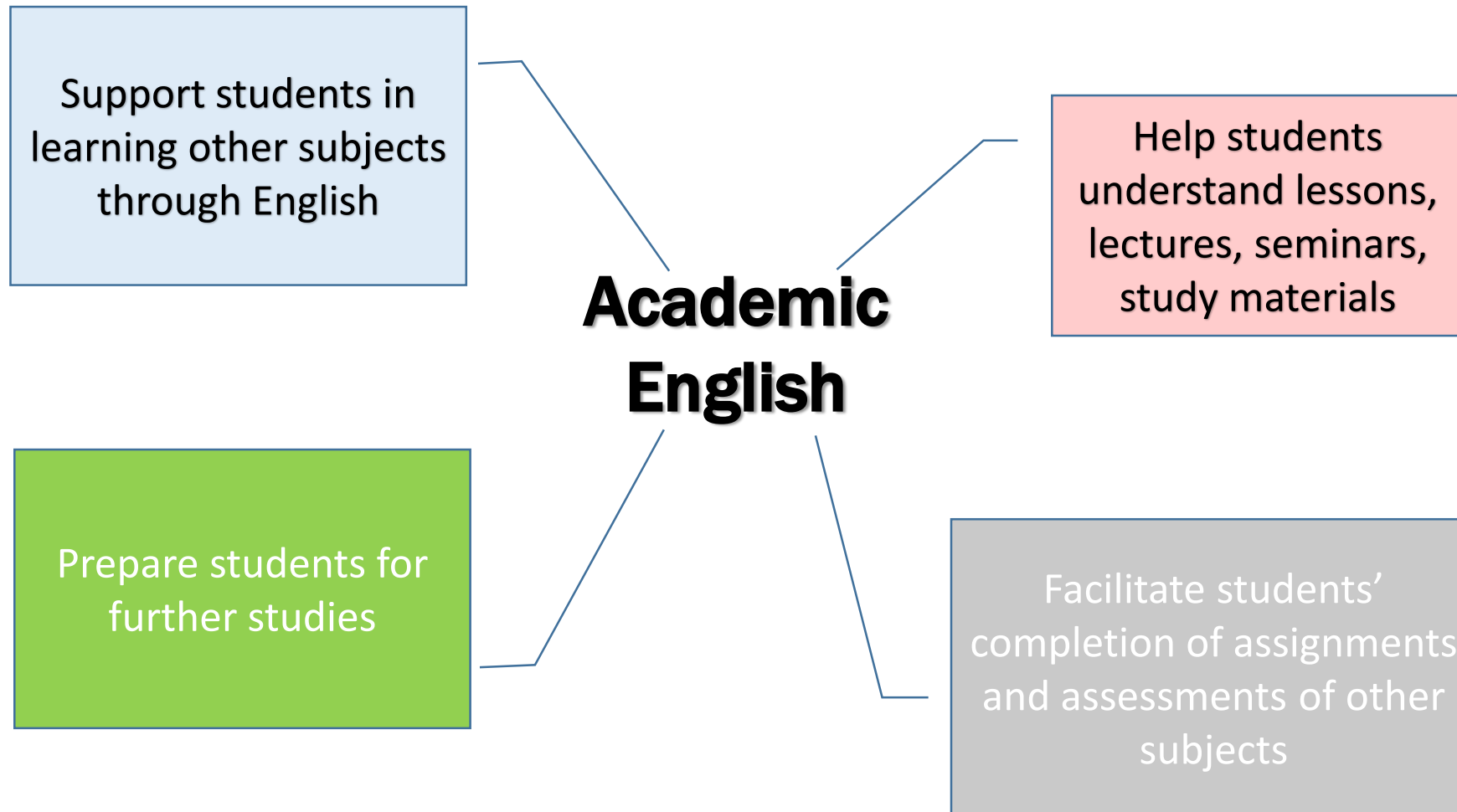
Style of Academic English

Academic Use of English
Examples of Language Features

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

Cause and Effect

Example

for example | for instance | in this case | such as

Comparison and Contrast

Similarities:
both | as...as | likewise | similarly

Differences:
in contrast | whereas | unlike

namely | specifically | in other words | to put it simply

Clarification

Emphasis

clearly | obviously | definitely | indeed | notably | above all

Cohesive Devices

if | in case | unless | provided that | on condition that

Condition

Addition

besides | moreover | furthermore | in addition | not only...but also

on the whole | in most cases | in general

Generalisation

Summary

Order

first and foremost | subsequently | finally | last but not least

in brief | in conclusion | in summary | to conclude | to sum up

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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.

Adverbs
e.g. arguably | probably | maybe | possibly | perhaps | seemingly | presumably

Example:
The failure was **possibly** caused by human mistakes.

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.

Modal Verbs
e.g. can | may | could | might

Example:
Housing sales **may** see a gentle rise in the next quarter.

Adjectives
e.g. likely | doubtful | possible | uncertain | probable | unlikely

Example:
It is **likely** that online learning will become one of the major learning modes in the future.

Other Phrases
e.g. commonly | often | frequently | sometimes | generally | somewhat

Example:
It is **generally** agreed that more funding is needed for education.

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For more learning and teaching resources, please visit:
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/home.html

Creative Use of English

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

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

Creative Use of English

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

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

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

Creative Use of English
Examples of Language Features

Creative Use of English
Examples of Language Features

Creative Use of English

Literary Devices

PERSONIFICATION
Giving some human characteristics to something that is not human, such as animals, objects and non-living things

e.g. The school is **overjoyed** when we are back. It **spreads its arms wide** to **welcome** us.

SIMILE
Making comparisons between two things which have something in common, using the words "like" or "as"

e.g. A good teacher **is like a compass**. He always shows students the correct direction and guides them out of darkness when they are lost.

METAPHOR
Making a statement that says one thing is another, without using the words "like" or "as"

e.g. A teacher **is a gardener** who always nourishes and nurtures students, providing the most favourable environment for them to grow and bloom.

ALLITERATION
good girl
smart student
wonderful work

Repeating the same consonant sounds at the beginning of words that are near each other

e.g. I am thankful to the **t**ender **t**eachers who touch my heart with their hands of love. They teach me to **t**ruly **t**rust myself and **t**reasure my **t**ime and **t**alents.

HYPERBOLE
Making qualities of people or things stand out by exaggerating them

e.g. My class teacher is the best teacher **in the entire universe**! She never fails to tend to our needs even when she **is drowning in work** and has **a million other tasks** to take care of.

PARALLELISM
NO PAIN → NO GAIN

Repeating phrases, clauses or sentences that are similar in structure and meaning

e.g. Teachers encourage **minds to think, hands to create** and **hearts to love.**

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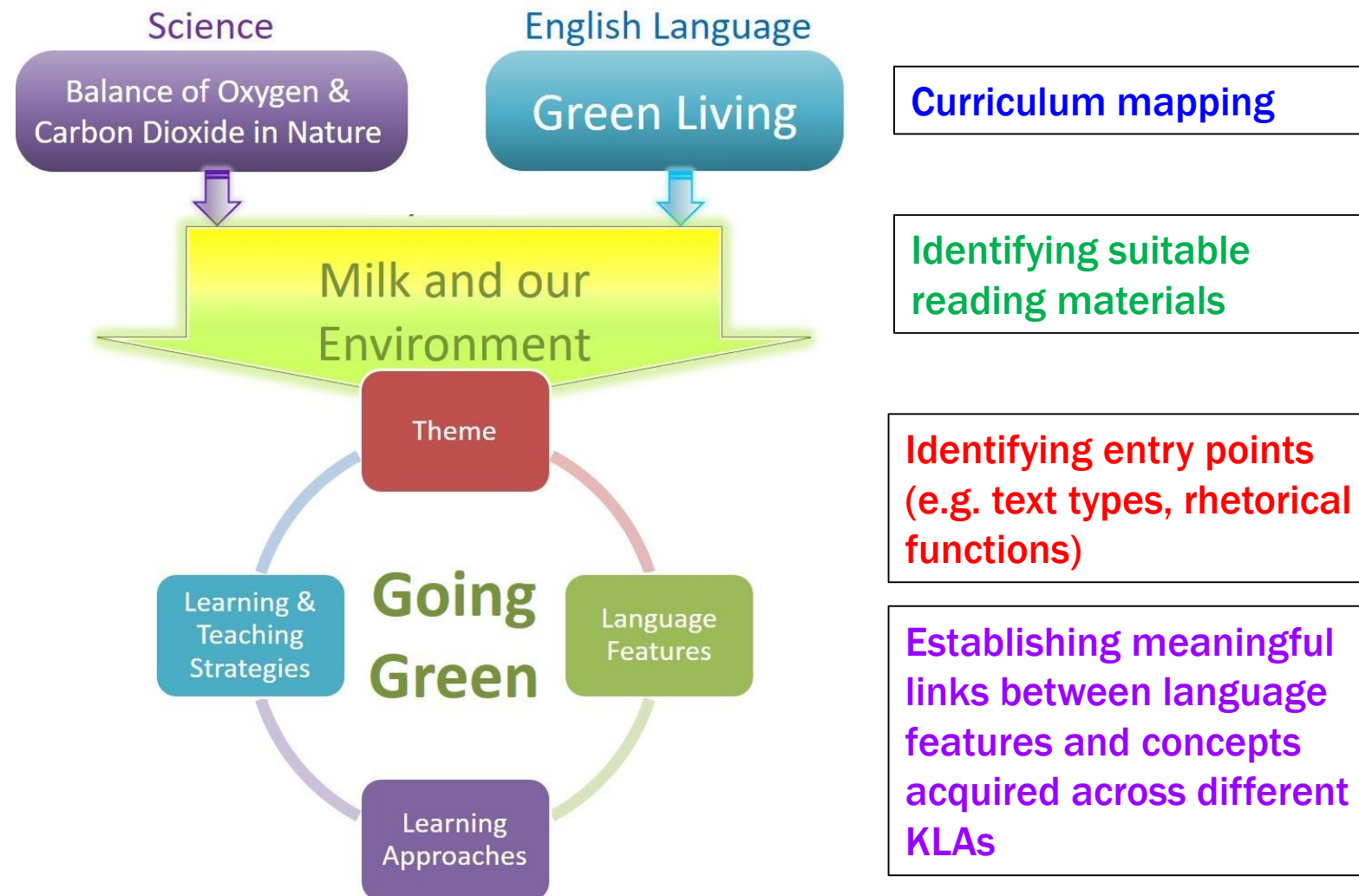
For more learning and teaching resources, please visit:

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

An Example

Science

Balance of Oxygen & Carbon Dioxide in Nature

English Language

Green Living

Milk and our Environment

Theme

Going Green

Learning & Teaching Strategies

Language Features

Learning Approaches

Curriculum mapping

Identifying suitable reading materials

Identifying entry points (e.g. text types, rhetorical functions)

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

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

Content

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

Language (Connection with Science, Mathematics)

Academic use of English

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

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

e-Learning

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

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Enhancing Students' Language Competency through LaC and RaC

An Example

Values education (environmental protection)

- Generic skills
- Cater for LD

Pre-reading
Understanding the text type (feature article)

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

(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

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.

Bar chart

Line graph

- e-Learning
- Creative use of English

Writing
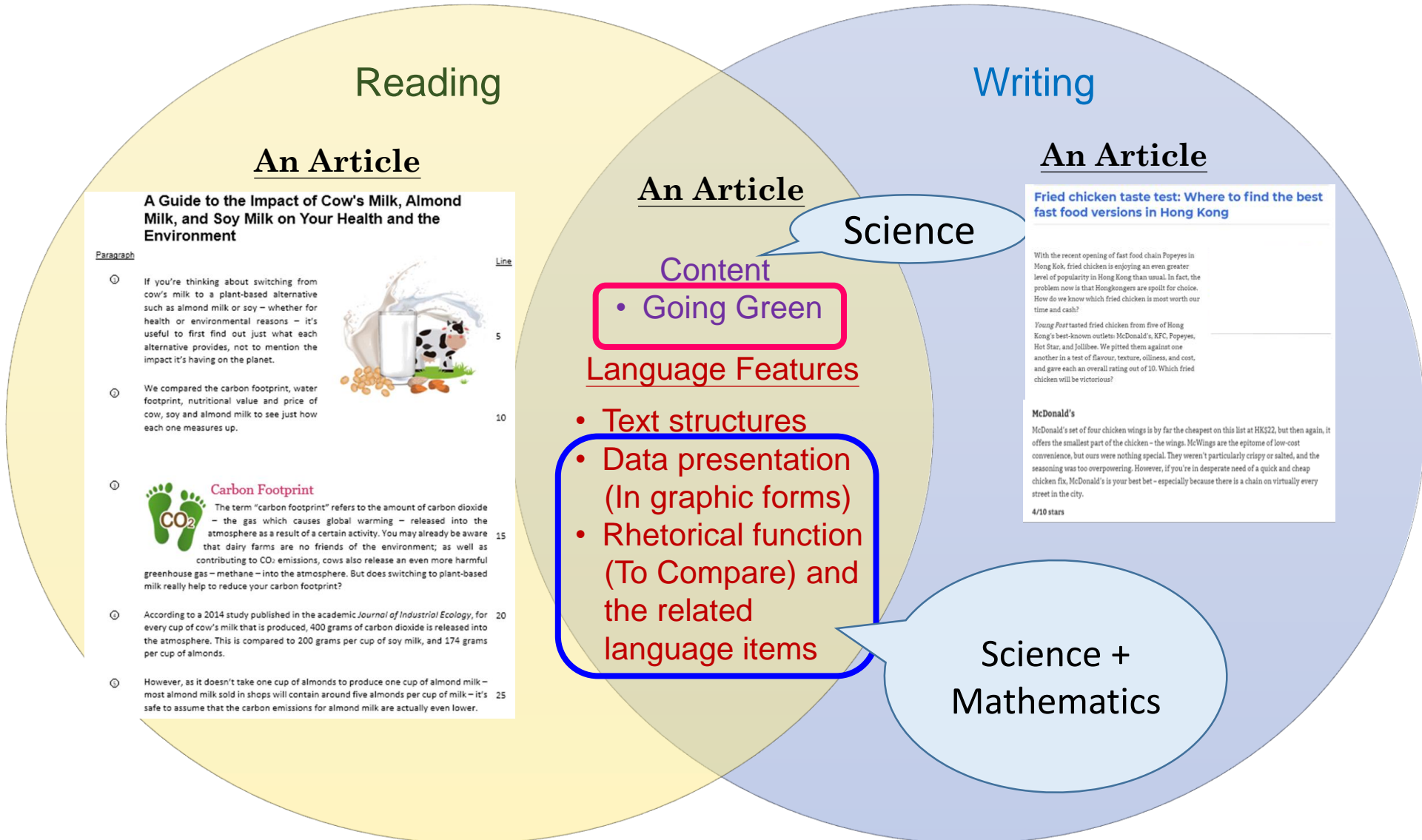Developing a multimodal feature article with Google Site

(Part 8)
2. Enrich your text by presenting your data using visual representations, including:
   a) Graphic forms (e.g. a table, a line graph, a bar chart, a pie chart)
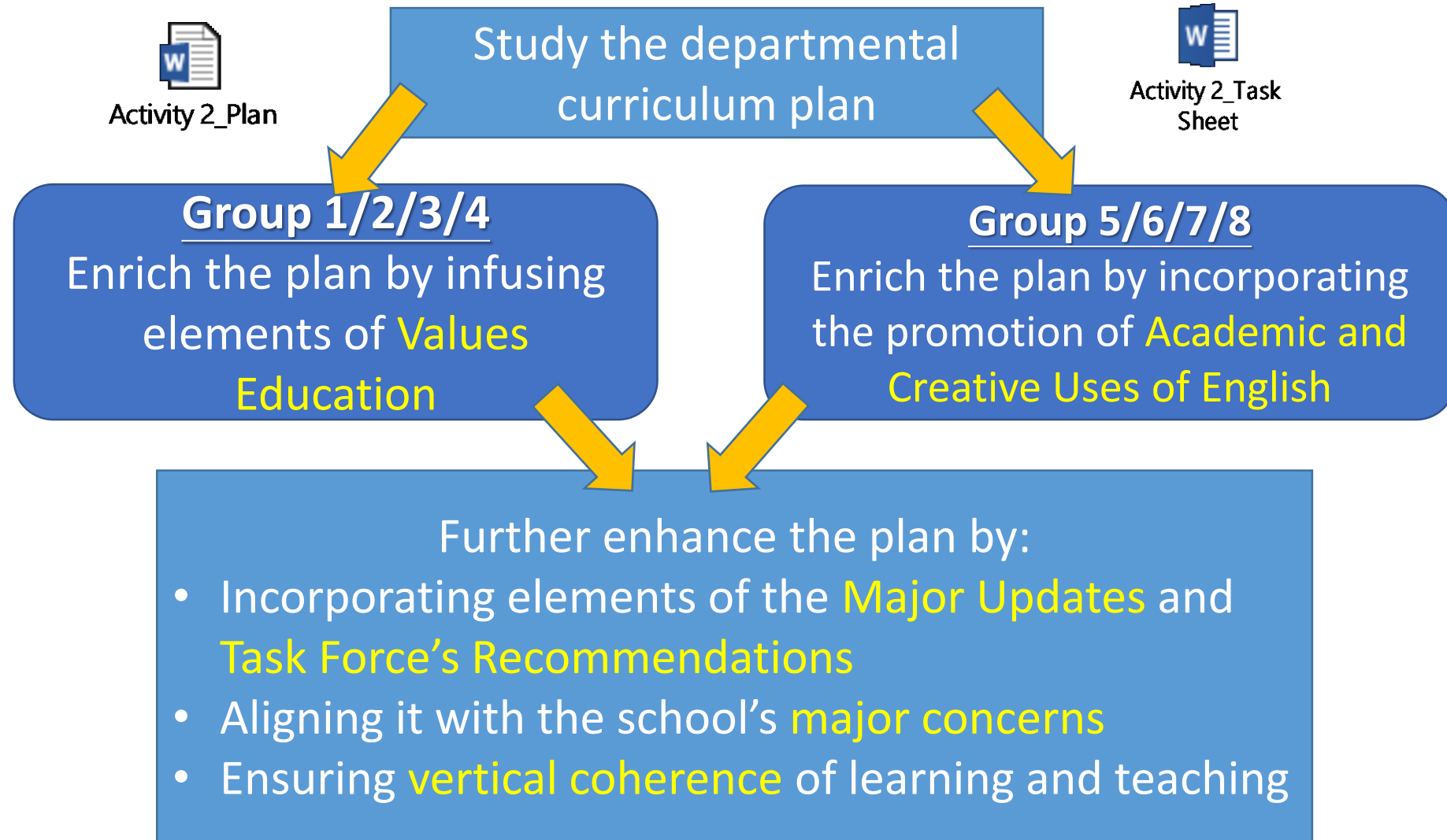
(Part 8)
2. Enrich your text by presenting your data using visual representations, including:
   b) Images (e.g. photos) and/or video clips

Reading

Writing

An Article

An Article

An Article

Science

Content
• Going Green

Language Features

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

Science + Mathematics

Activity 2

Activity 2_Plan

Activity 2_Task Sheet

Study the departmental curriculum plan

Group 1/2/3/4
Enrich the plan by infusing elements of Values Education

Group 5/6/7/8
Enrich the plan by incorporating the promotion of Academic and Creative Uses of English

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

Activity 2: Example

Promoting Values Education through Reading and Viewing

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

Vertical coherence
- ✓ Values
- ✓ Text types

Activity 2: Proposed ideas

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

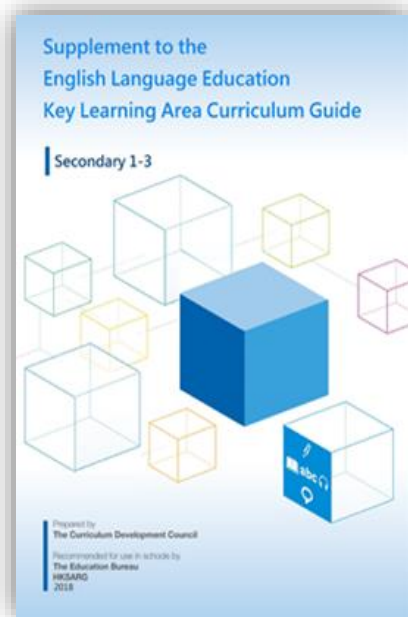| Level	Proposed ideas	
KS 3	S1:	Learning similes and metaphors through famous sayings (e.g. Life is like riding a bicycle. To keep your balance you must keep moving.)
	S2:	Creating slogans in parallel structures (e.g. No pain, no gain)
	S3:	Applying the rule of three in oral presentations (e.g. blood, 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)

Experience Sharing

ELCHK Lutheran Secondary School

# Learning & Teaching Resources

Supplement to the ELE KLACG (S1 – 3)

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

Supplement to the
English Language Education
Key Learning Area Curriculum Guide

Secondary 1-3

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2018

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

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

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

Supplement to the ELE KLACG (S1 – 3)

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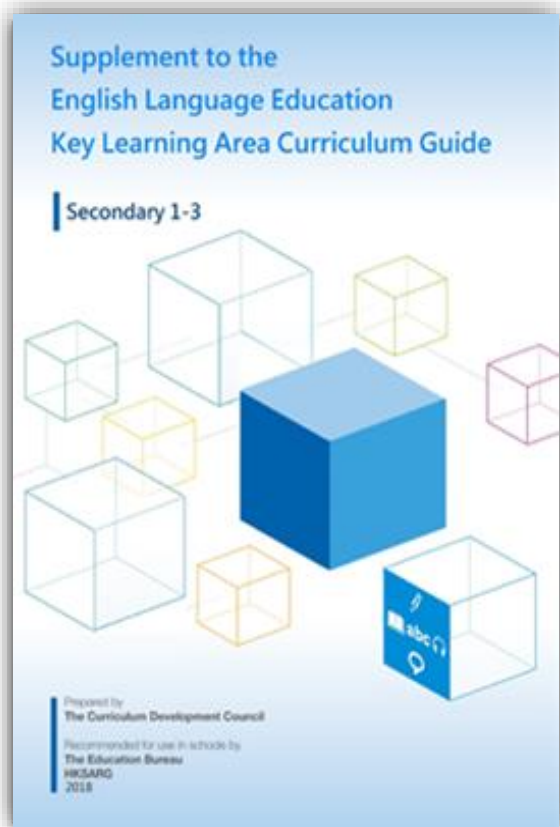
Chapter 1 — The Learning and Teaching of **Listening**

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

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

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

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

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

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

Supplement to the
English Language Education
Key Learning Area Curriculum Guide

Secondary 1-3

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2018

Resource Package

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

Content

Connecting Students' Learning Experiences through Promoting **Reading** and **Writing** across the Curriculum in the Junior Secondary English Classroom
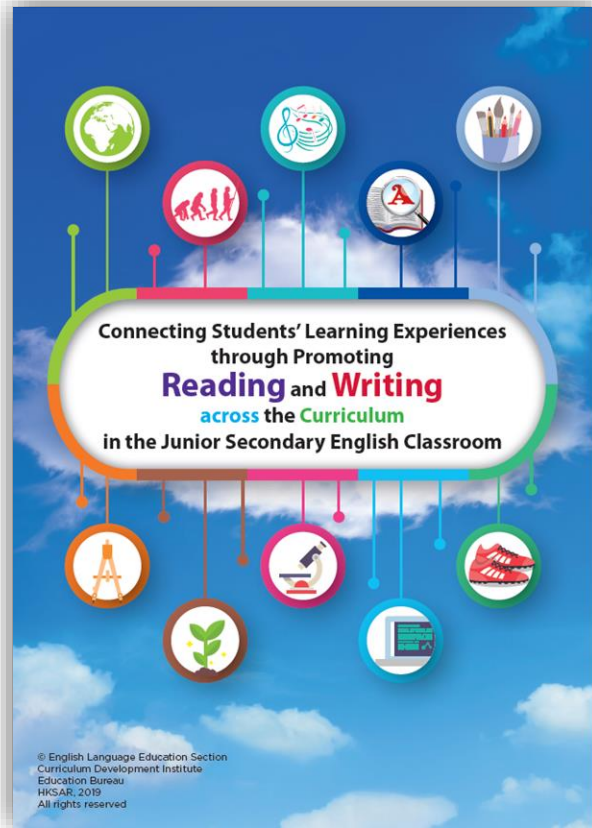
Concepts related to R/WaC

Strategies for Promoting R/WaC

Learning and Teaching Materials for Promoting R/WaC (3 Learning Tasks)

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

Online Resource Package on Developing Students' Multimodal Literacy in the Secondary English Classroom
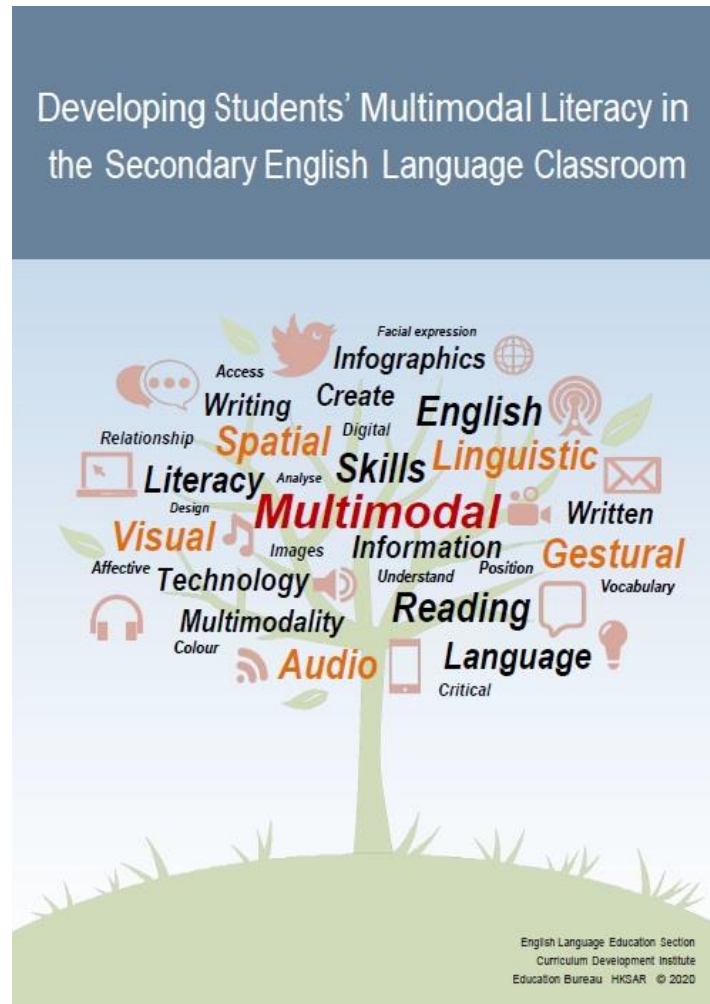
A Treasury of Literary Classics
(Secondary Level)

Overarching theme:
"Leading a Positive Life"

Sub-themes:
- Cherishing Life
- Diligence
- Empathy
- Respect for Diversity

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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

THE POWER OF HOPE

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

BROUGHT TO YOU BY:
NET SECTION, EDB.

TEAMS OF 2-4 STUDENTS

3-5 MINUTE SPEECH

USE OF TECHNOLOGY

PUBLIC SPEAKING COMPETITION
TIME TO TALK
2022 - 2023

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

STORY TO STAGE
PUPPETRY COMPETITION
FOR PRIMARY SCHOOLS
NET Section, CSD, Education Bureau

Application Deadline:
31 October 2022

Submission Period:
13 March to 31 May 2023

Suggested Themes:
"Leading a Positive Life", "Cherishing Life"
"Diligence", "Empathy" and "Respect for Diversity"

Submission Format:
Video submission

Enquiry: brendaymchoy@edb.gov.hk/
3549 8301 (Ms Brenda CHOY)

About the competition:

Application:

- "Story to Stage" Puppetry Competition (Pri)
  Mar - Jun 23

Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom 2022/23" Learning and Teaching Resources
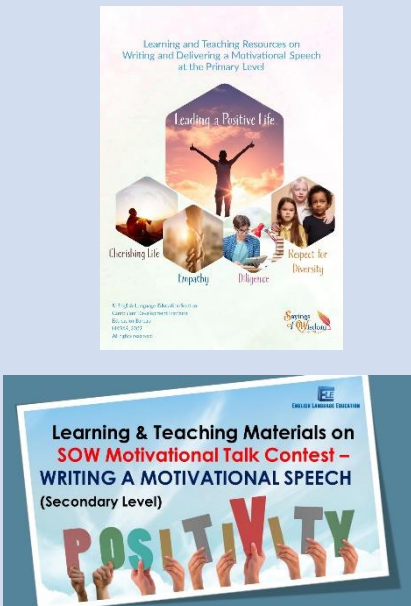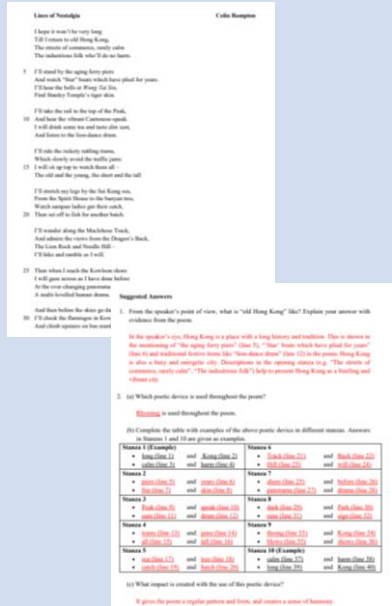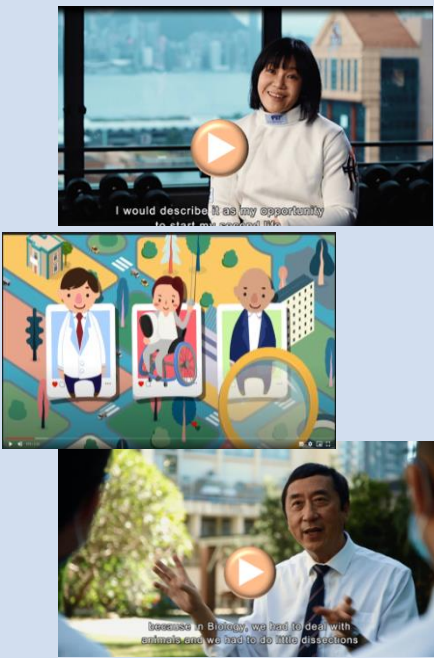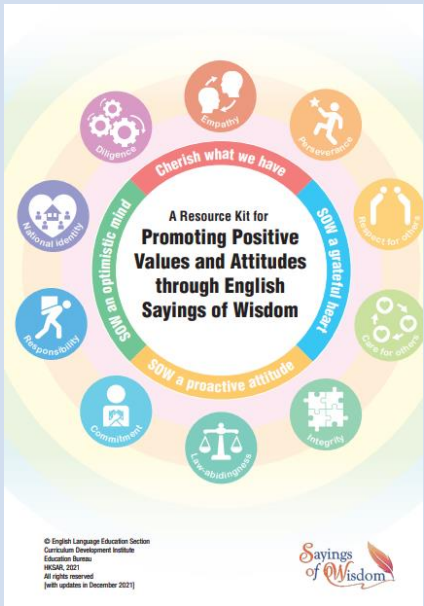
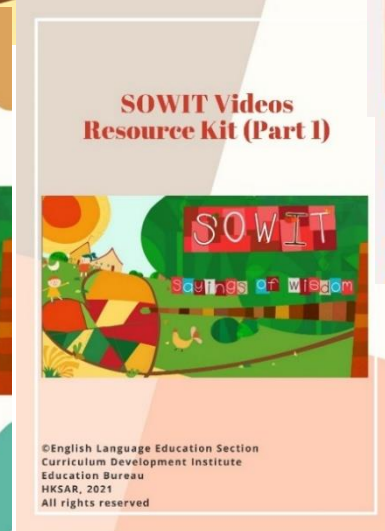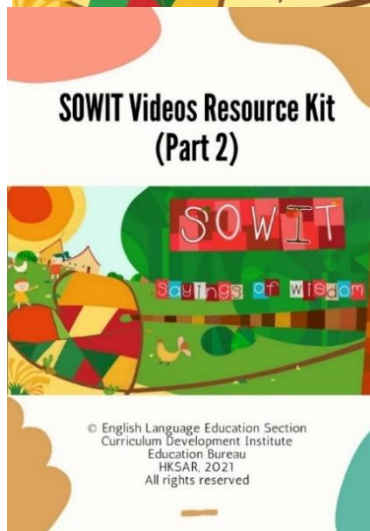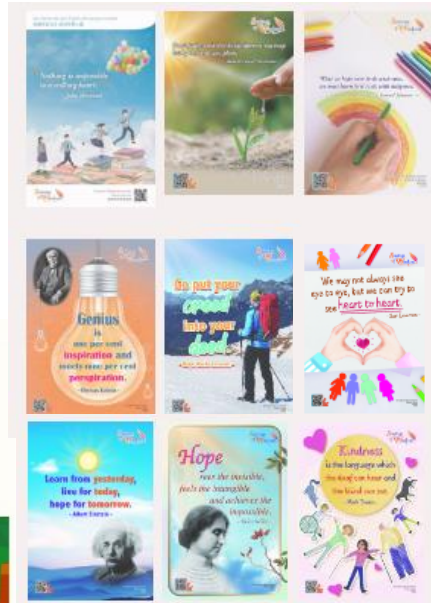| A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom	Videos on "Fantastic People" and "Fantastic People Videos Activity Booklet"	Learning and Teaching Materials for Poetry Remake Competition	A Resource Kit on Inspirational Speeches	Learning and Teaching Materials for Motivational Talk Contest

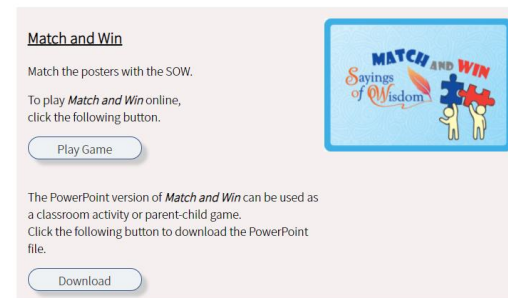# Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom 2022/23"

SOWIT Videos and SOWIT Videos Resource Kit
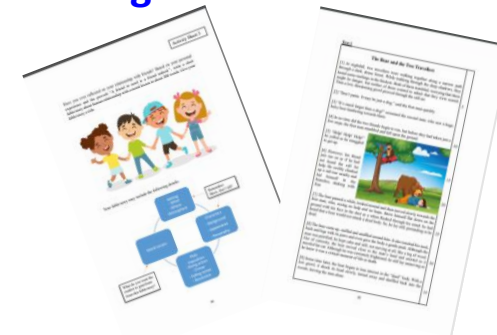

Animated Posters, Posters and Wallpapers

Interactive Games

Match and Win

Match the posters with the SOW.

To play *Match and Win* online,
click the following button.

Play Game

The PowerPoint version of *Match and Win* can be used as
a classroom activity or parent-child game.
Click the following button to download the PowerPoint
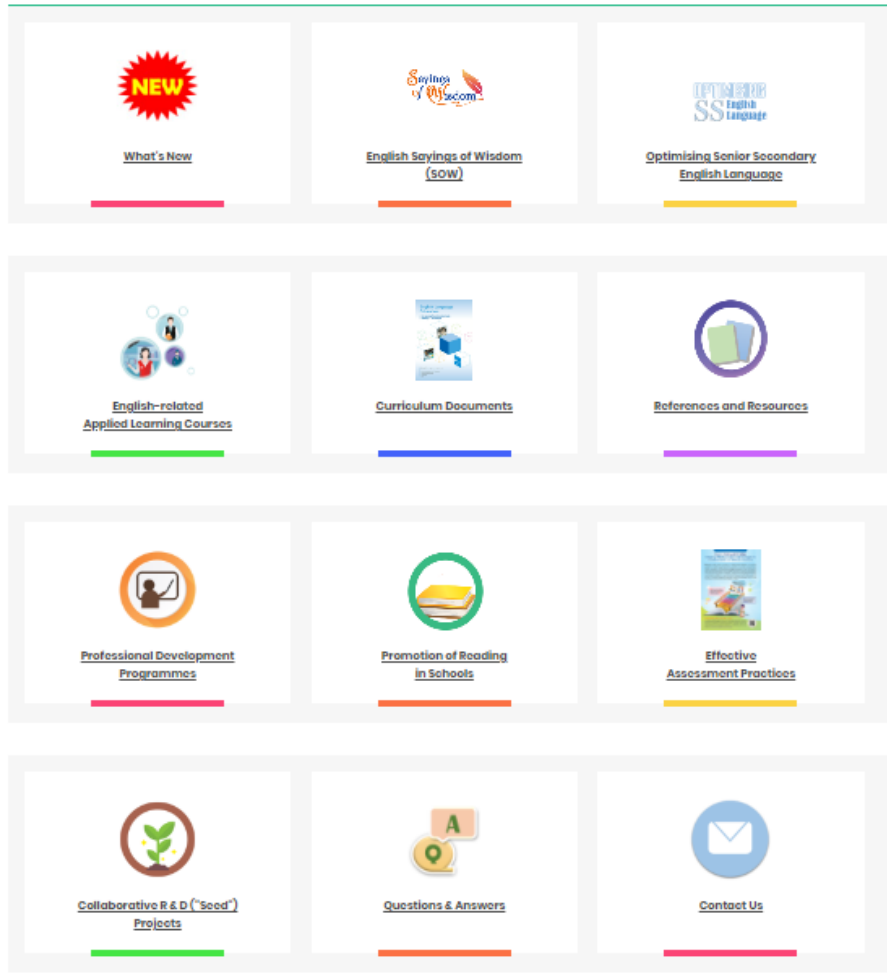file.

Download

SOW Instant Messaging stickers (animated & non-animated)

Learning and Teaching Materials

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

PDPs for 2022/23 s.y.

Enriching English Teachers' Knowledge Series:

- Exploring and Appreciating English Creative Texts

- Effective Writing Skills and Strategies for English Teachers

- Improving English Pronunciation and Speaking Skills

Learning and teaching resources

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

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

➢ Resources developed by the Language Learning Support Section, CDI

http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/language-learning-support/index.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/

SOW Motivational Talk Contest

- Students are invited to create an entry which includes:
  - a **saying of wisdom** (SOW), which can be an existing proverb/quote/maxim, a line from a chosen text, or an original one that echoes the themes;
  - a **short video** to share a student's reading or viewing experience by connecting his/her reflections on a text (e.g. a poem, a book, a short story, a film) with the SOW of his/her choice; and
  - a **transcript** of the talk.
- Submission deadline: 21 April 2023
- For details, please refer to:

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/sow/sow_motivation.html

Poetry Remake Competition

- 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

- Submission period: 20-21 April 2023

- For details, please refer to:

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

Week of Positivity

- **6 February – 7 July 2023**

- School-based cross-curricular English week echoing the theme of SOW Campaign 2022/23

- A variety of resource materials for schools

- School-based support for organising the activity week from the NET Section may be provided upon request.

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

Register through Google Form or or before 6 Jan 2023

Details of the activity: EDBCM No. 186/2022

SOW Speaking Cubes

SOW Acrostic Poem Templates

SOW 7-DAY POSITIVITY CHALLENGE — SOW TO HELP YOU GROW

SOW Ambassadors Passport