Curriculum Leadership and Management for English Language Education Key Learning Area –
Ongoing Renewal of the School Curriculum

December 2016

English Language Education Section
Curriculum Development Institute
Education Bureau
Objectives

* To enhance teachers’ understanding of the key emphases of the English Language Education Key Learning Area under the ongoing renewal of the school curriculum;

* To provide suggestions on how to lead the English Panel to incorporate the new emphases, in particular, promoting reading across the curriculum and e-learning in the school-based English Language curriculum; and

* To share strategies and experiences on new literacy practices and the use of information technology in the English classroom for supporting English learning and teaching (by representatives from two secondary schools)
Ongoing Renewal of the School Curriculum
Ongoing Renewal of the School Curriculum

- An **enhanced version** of “Learning to Learn”, capitalising on achievements and challenges, for further enhancement of students’ **whole-person development** and **lifelong learning** capabilities

- An act to keep abreast of the **global and local contextual changes** as well as **the latest developments in other education systems** for the ultimate benefit of student learning

- More **school-based curriculum initiatives** building on strengths for enhancing learning and teaching
Ongoing Renewal of the School Curriculum

Rationale for Curriculum Development

To Focus
- To focus on learning and teaching effectiveness

To Deepen
- To deepen the positive impact of the curriculum reform

To Sustain
- To sustain the quality of learning
Updating of the ELE KLACG

Ongoing Renewal of the School Curriculum

(P1 – S3) (CDC, 2002) 9 years

(P1 – S6) (CDC, 2016) 12 years

ELE KLACG
Including
• English Language
• Literature in English

9 years

12 years

Major Updates of the ELE KLACG (P1-S6)

- Task-based approach
- Promoting reading to learn
- Learner-centred instruction
- Cross-curricular learning

- Learning and Teaching of Text Grammar
- Catering for the Needs of Students with SEN and Gifted Students in the Mainstream English Classroom
- Extending Formative Assessment from Assessment for Learning to Assessment as Learning
- Integrative Use of Generic Skills
- Literacy and Reading across the Curriculum
- e-Learning & Information Literacy
- Values Education
- STEM Education (including Entrepreneurial Spirit)

2002 (P1-S3)
Literacy Skills Development -
Reading across the Curriculum
Reading across the curriculum (RaC) is a component within Language across the curriculum (RaC) – reading as a fundamental mode of learning – explicit teaching of reading to be integrated with teaching the curriculum – students learning to read
- the subject matter of pedagogic texts
- the associated language patterns

(Martin & Rose, 2005)
Promoting Reading across the Curriculum

Lifelong learning

Challenges in the 21st century

Promoting Literacy across the Curriculum

Equipping Students with New Literacy Skills

The ability to read and write effectively

Processing and creating multimodal texts

Literracy Development in the English Classroom

Multi-modal texts
- audio
- linguistic
- visual
- Spatial
- gestural
Promoting Reading across the Curriculum

Discussion

Share with your group members:
1) the language policy of your school
2) your experience in coordinating with teachers of other panels in promoting cross-KLA activities to support students’ learning of English
# Rhetorical Functions & Language Features

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

- Access to authentic information and resources on the Internet beyond the classroom
- Processing and producing multimodal texts for various communicative purposes and contexts
- Co-construction of knowledge and instant feedback on social learning platforms, online forums and web logs
- Collaborative interaction mediated by mobile technology and application software
Mastery of Multimodal Literacy Skills

The Technological Pedagogical Content Knowledge (TPACK)* Framework

Highlighting the function of the e-features that
• support understanding & interpretation of the reading text
• facilitate the transfer of multimodal literacy skills in the production of multimodal texts

Equipping teachers with the TK to support students in processing and creating multimodal texts

Koehler and Mishra (2009)
*Formerly known as TPCK (2006)
Integrating Reading across the Curriculum with e-Learning
Promoting RaC in the English Language Curriculum

Theme: Living Things

A dog has a good nose that is many times more sensitive than that of a human.

...He wanted to breed bees that produced more honey...

...Within all living organisms is a chemical reaction, which produces substances that have to be gotten rid of...

Using the relative clause to give elaboration

Making descriptions
Resources -
Planning and Implementation of the English Language Curriculum
Curriculum Leadership and Management

For example:

- Developing a reading culture
- Developing a school-based reading programme to support students’ literacy skills development across levels
- Promoting reading / writing across the curriculum
- Teaching reading and writing skills explicitly
- Connecting reading and writing in the design of learning tasks
- Integrating e-learning into the English Language classroom
- Working with the school librarian / different subject panels to identify suitable reading texts
- Applying for funds from the school sponsoring body / alumni / Quality Education Fund (QEF)
Resources

**EDB**
- One-stop Portal
- ETV
- English Language Education Learning and Teaching Resources
- Radio Programmes

**Others**
- Public Libraries
- Internet, e.g. YouTube, BBC, British Council
- Application Software (e.g. tools for polling, organisation, collaboration and production)
- Lexile
Professional Development Programmes (2016/17)


<table>
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<th>Literacy Skills</th>
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<tr>
<td>• Enhancing the <strong>Interface</strong>: Developing <strong>Reading Skills</strong> of Junior Secondary Students with Reference to the Learning Progression Framework</td>
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<tr>
<td>• Enriching and Extending Students’ Learning Experiences through <strong>Reading and Writing across the Curriculum</strong> at the Secondary Level</td>
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<tr>
<td>• Developing Junior Secondary Students’ <strong>Writing Skills</strong> with Reference to the Learning Progression Framework</td>
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| e-Learning                                                                 |                                                                                               |
|• Adopting **e-Learning** to Enhance Students’ **Grammar** Knowledge and Promote Self-directed Learning |                                                                                               |
| • Effective **Use of IT** to Explore Literary Texts in the Junior Secondary English Classroom |                                                                                               |
| • Effective Use of **e-Resources** for Communication – Tapping into Students’ Creativity, Critical Thinking and Problem-solving Abilities |                                                                                               |
| • **Media Literacy** in the Junior Secondary English Classroom – Enhancing Critical Thinking Skills through the Use of **Digital Texts** |                                                                                               |

| Assessment Literacy                                                        |                                                                                               |
| • Enhancing **Assessment Literacy** in the English Language Curriculum at the Secondary Level: (I) Reading and Listening Skills |                                                                                               |
| • Enhancing **Assessment Literacy** in the English Language Curriculum at the Secondary Level: (II) Speaking and Writing Skills |                                                                                               |
# Professional Development Programmes (2016/17)


## Catering for Learner Diversity
- Adopting e-Learning to *Cater for Students with Special Educational Needs* in the Junior Secondary English Classroom
- *Catering for Learner Diversity* in the English Language Curriculum at the Secondary Level: (I) Reading and Listening Skills
- *Catering for Learner Diversity* in the English Language Curriculum at the Secondary Level: (II) Speaking and Writing Skills

## Senior Secondary Studies
- Effective Learning and Application of *Grammar Knowledge* in the Senior Secondary English Language Classroom
- Critical and Analytical Writing about *Film* in the Literature in English Classroom
- Critical and Analytical Writing about *Poetry* in the Literature in English Classroom
- *Developing Students’ Thinking Skills* through the Non-language Arts Elective Modules

## New Teachers
- Understanding and Interpreting the English Language Curriculum for *New English Teachers*