

Curriculum Leadership Series – Ongoing Renewal of the School Curriculum (English Panel Chairpersons)

December 2017

English Language Education Section
Curriculum Development Institute
Education Bureau

Objectives

- To introduce the major updates of the English Language Education Key Learning Area Curriculum Guide (ELE KLACG) (2017)
- To explore the roles of an EPC as a curriculum leader in planning and implementing the school English Language curriculum under the major updates
- To share good practices on planning and implementing the school English Language curriculum

Today's Programme

| | |
|---------------------|---|
| 2:00 - 3:45 p.m. | Part I <ul style="list-style-type: none">• Ongoing renewal of the school curriculum• The roles of an EPC as a curriculum leader• Major updates of the English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017) |
| 3:45 - 4:00 p.m. | Break |
| 4:00 - 5:00 p.m. | Part II <ul style="list-style-type: none">• Sharing of good practices Pentecostal Gin Mao Sheng Primary School |

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**

Ongoing Renewal of the School Curriculum

Learning to Learn Report (2001)



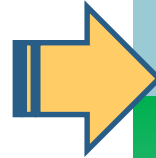
BECG (2002) / SSCG (2009)



8 KLA Curriculum Guides (2002)



Various Subject Curriculum Guides

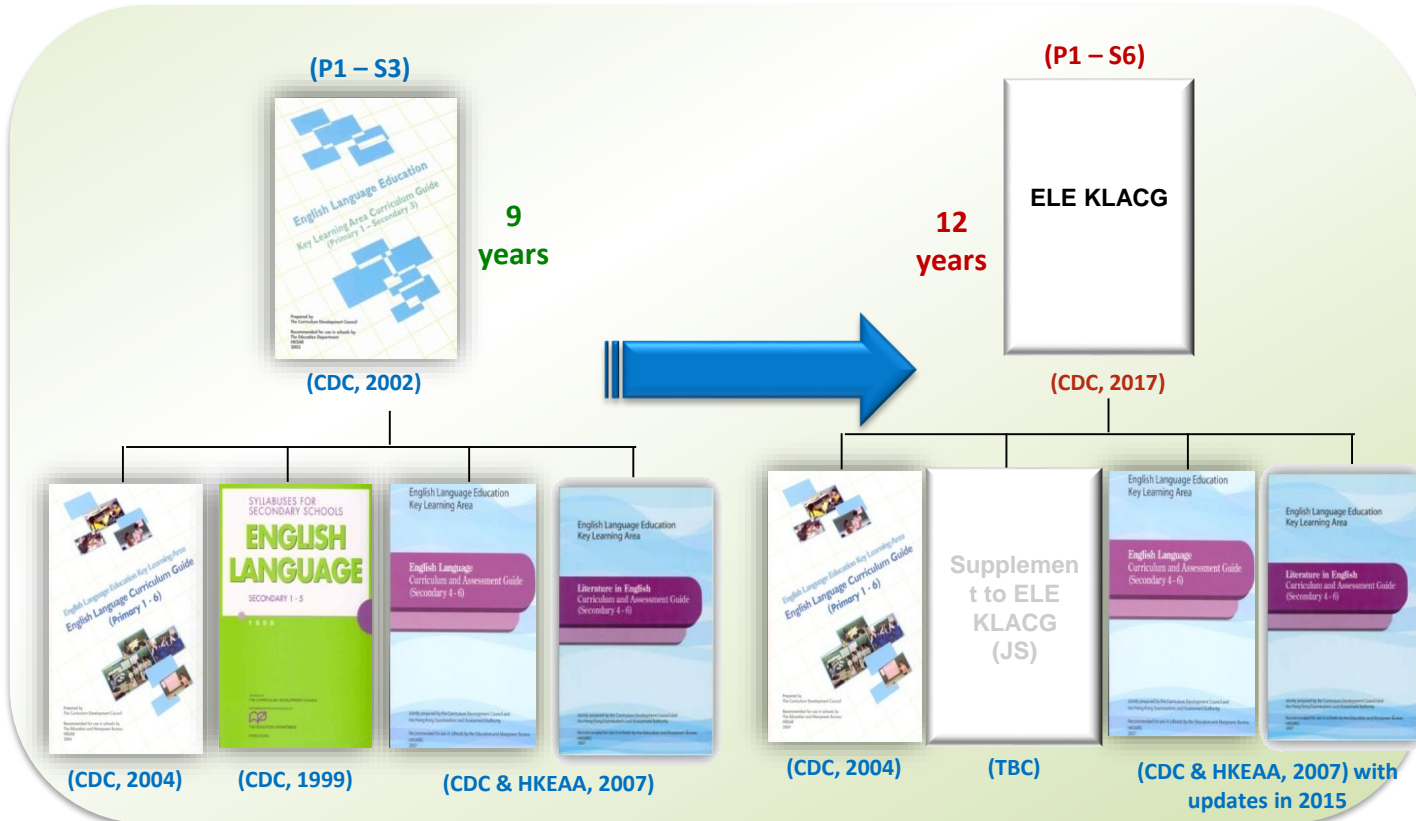


**BECG 2014
(P1-P6)**

**SECG 2017
(S1-S6)**

**(2017 onwards)
KLA Curriculum Guides
&
Subject curriculum guides/
supplements**

Updating of the ELE KLACG

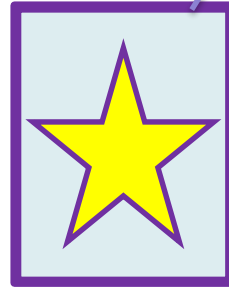
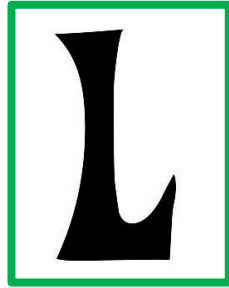
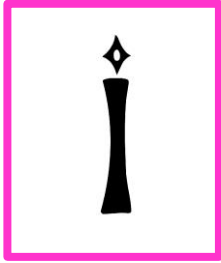
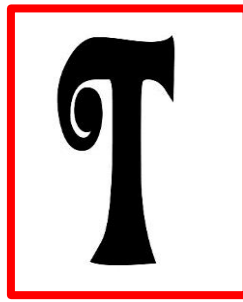
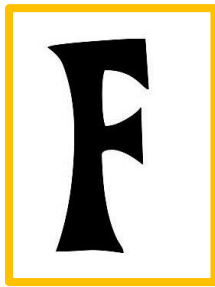
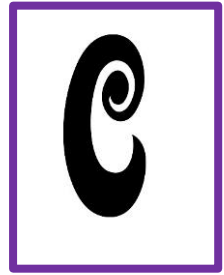




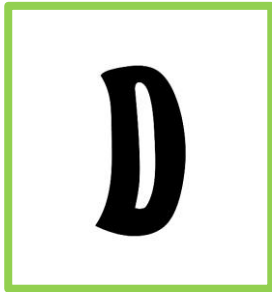
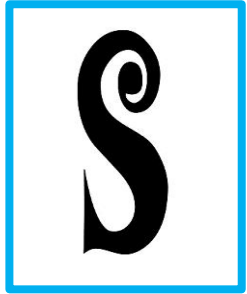
Activity 1

What are the roles of an EPC as a curriculum leader?

Activity 1



A letter of your choice



❖ Pick a letter card from the table.

❖ Think of a word that relates to the role of a curriculum leader.

Activity 1

C

Change
agent

Coordinator

Culture
Builder

D

Decision
maker

F

Facilitator

Friend

I

Innovator

L

Listener

M

Motivator

Mentor

Monitor

S

Student

Strategist

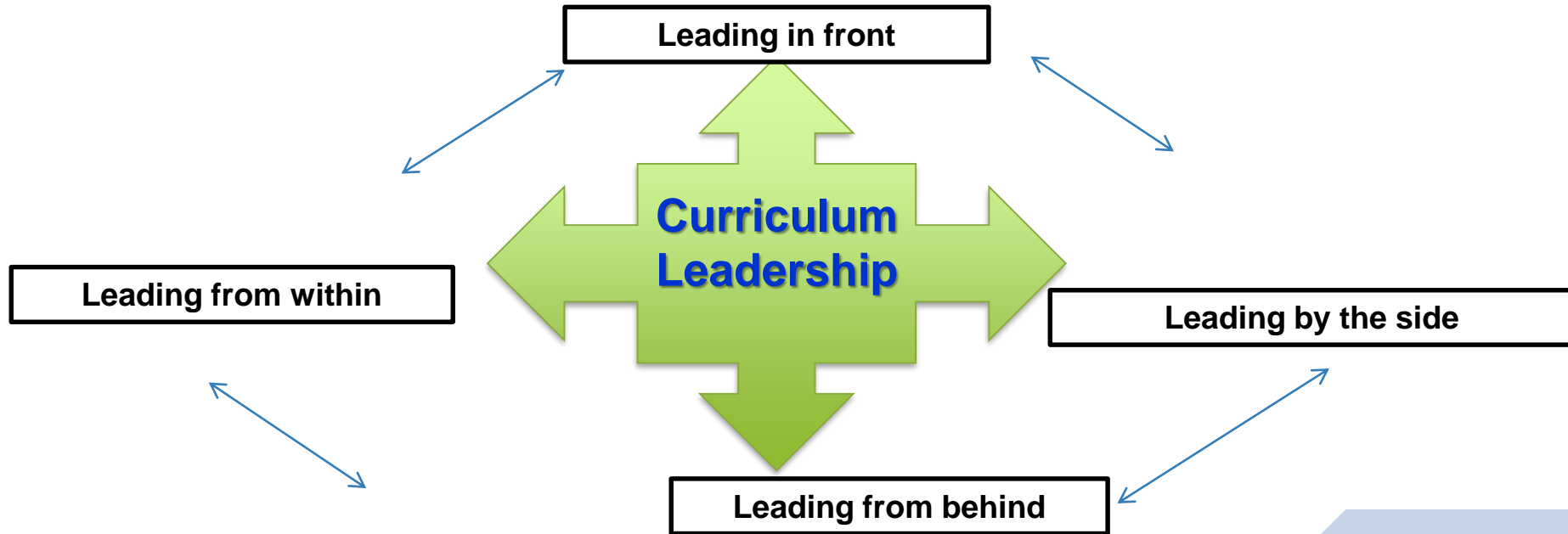
T

Team
builder

Teacher

Everyone is a Leader:

Leadership *is* more a **Role** *than* a **Position**



Roles of an English Panel Chairperson in Planning a School English Language Curriculum

School English Language Curriculum

What are the **major concerns** of your School Development Plan?

What is the **latest development** of the **English Language curriculum**?

What are the **needs, interests and abilities** of your students?

What are the **learning experiences** of students?

How **teachers** in the panel **can be supported** in discharging their respective roles?

Activity 2

Reviewing a school English Language curriculum

In groups,

- study the curriculum plan; and
- comment on the strengths and weaknesses of the plan

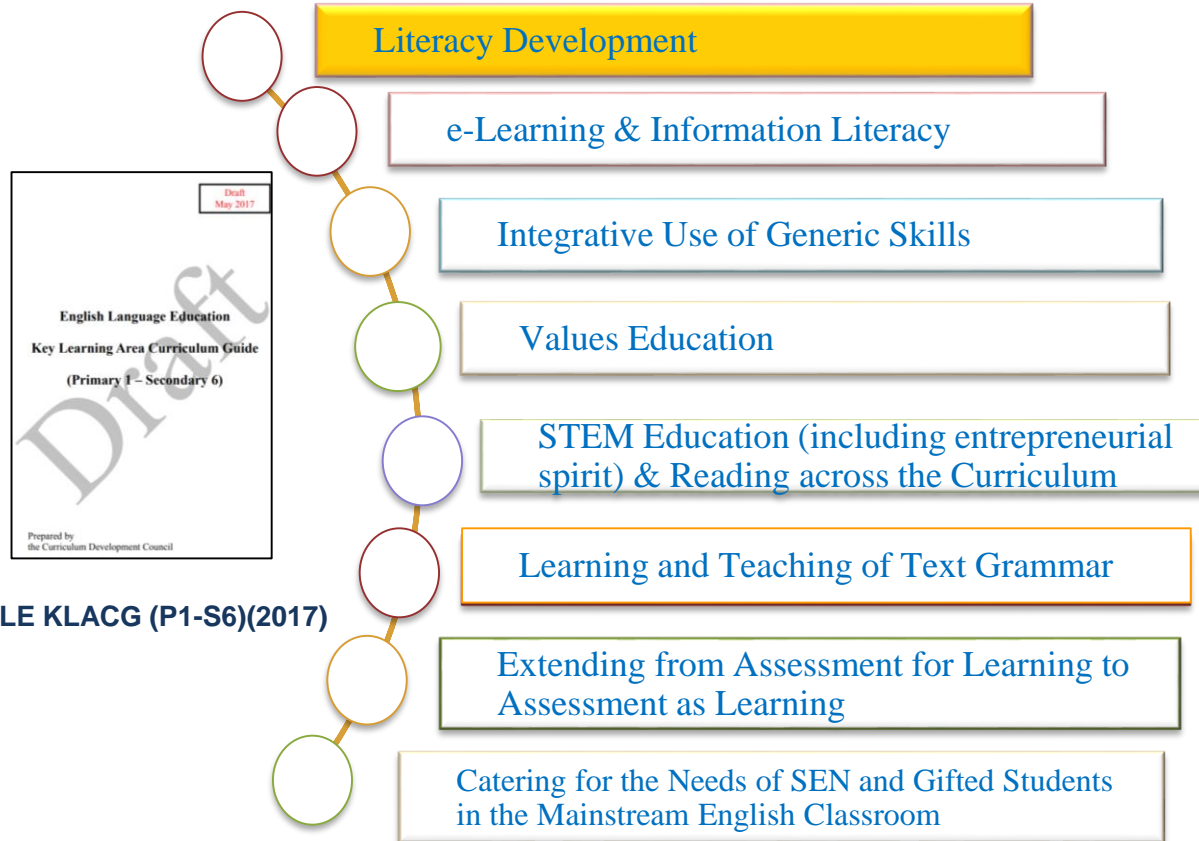
English Four Elm Primary School
Overview of the school English Language Curriculum

| Key Stage Level | Module/Unit | Reading (skills test types) | Writing (skills test types) | Listening (skills test types) | Speaking (skills test types) | Vocabulary/Language items and structures | Learning and teaching resources | Assessment | Generic skills | Values education |
|-----------------|---|---|---|---|--|---|---|---|----------------|------------------|
| P1 | Mr. Mc. Smith and friends Unit 1 School in class | Identifying capital letters Locating specific information (text type: conversations) | (Writing labels) Using the basic conventions of written English (left to right, down-the-line sequence, capital small letters) | (Listening to descriptions of school objects) Identifying key words in simple phrases/ sentences | (Playing 'RIT' to your classmates and inventing more about them) Making simple greetings Introducing oneself and others Asking simple questions to elicit responses | school objects I am... There is... It is... This one... regular plural forms | textbook workbook grammar worksheet | Language Practices 1 and 2 Workbook Unit 1 Supplementary grammar worksheet Unit 1 | | |
| | Unit 2 Meet my family | | | | | | | | | |
| | Unit 3 Caring for others | | | | | | | | | |
| P2 | Crime and Justice Unit 4 Sharing things | Identifying and matching text type features of comic strips Feeling personality using contextual clues | (Writing labels and matching text type features of comic strips) Sharing an idea | (Listening to descriptions of school objects) Identifying key words in simple phrases/ sentences | (Playing 'RIT' to your classmates and inventing more about them) Making simple greetings Introducing oneself and others Asking simple questions to elicit responses | school objects I am... There is... It is... This one... regular plural forms | textbook workbook grammar worksheet | Language Practices 1 and 2 Workbook Unit 1 Supplementary grammar worksheet Unit 1 | | |

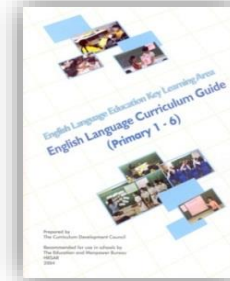
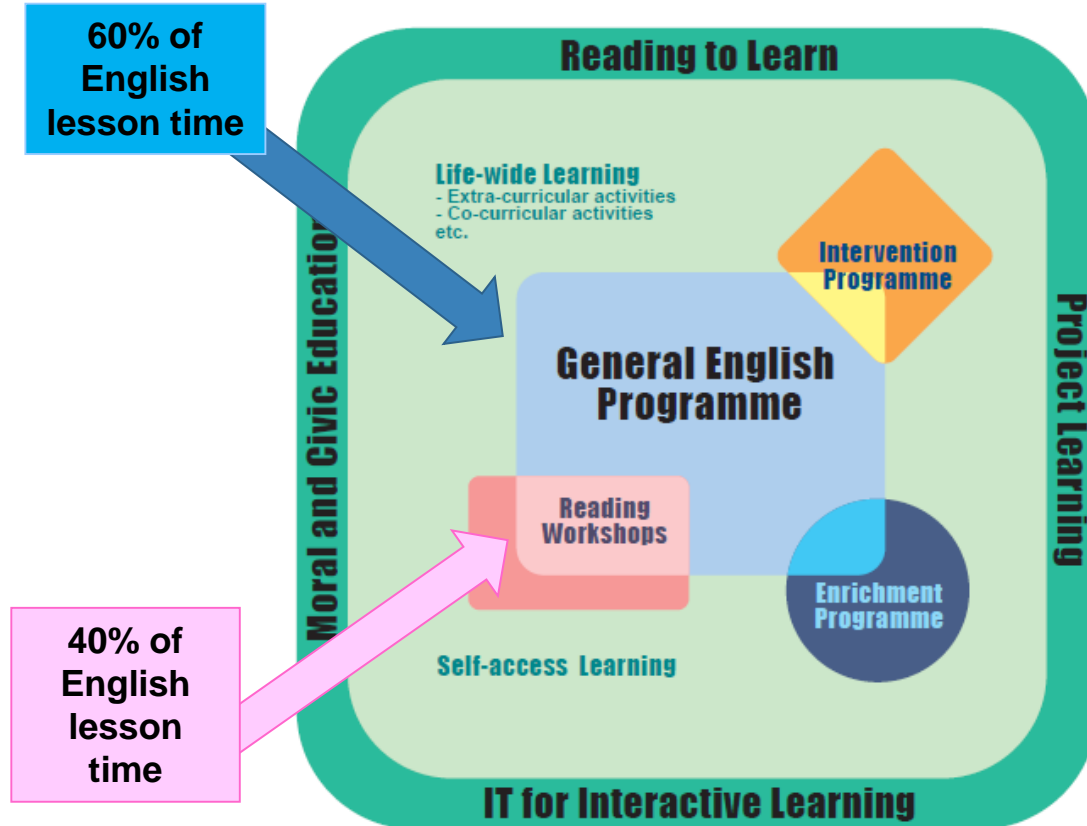
| Key Stage Level | Module/Unit | Reading (skills test types) | Writing (skills test types) | Listening (skills test types) | Speaking (skills test types) | Vocabulary/Language items and structures | Learning and teaching resources | Assessment | Generic skills | Values education |
|-----------------|--|--|---|--|--|---|---|---|----------------|------------------|
| P4 | Food and drink Unit 1 Eat well and get fit | Locating specific information by identifying key words Following ideas by <u>reconstructing</u> the text structure and understanding the use of cohesive devices (text types: story and news article) | (Writing food labels and comments for meals) Using appropriate formats/ conventions Presenting ideas and supporting ideas by providing some elaboration | (What do children like to eat?) Locating specific information Inferring the feeling of the speaker by <u>reconstructing</u> the tone | Talking about your food diary with your classmates and giving advice to him/her Eliciting responses by asking questions and providing information Asking and responding to others' opinions/ ideas | types of food use "a lot of, a few and a little" to talk about the quantities of food use "never, less and more" to give advice about the quantities of food use "best" or "to" to give advice | textbook workbook grammar worksheet | Language Practices 1 and 2 Workbook Unit 3 Supplementary grammar worksheet Unit 3 | | |
| | Unit 4 A balanced diet | | | | | | | | | |
| | Unit 5 Special jobs | Locating specific information by identifying key words Identifying main ideas and some supporting details (text type: interview) | (Creating a personal profile) Using appropriate formats, conventions and language features Using headings and sub-headings to present information | (What is my job?) Locating specific information Understanding speakers' feelings and attitudes | (What do you want to be when you grow up?) Eliciting responses by asking questions and providing information Elaborating ideas | names of jobs adjectives related to jobs use of adjective and adverbs be + going to + verb | textbook workbook grammar worksheet | Language Practices 1 and 2 Workbook Unit 5 Supplementary grammar worksheet Unit 5 | | |
| P5 | Unit 6 Special things in life | | | | | | | | | |
| | Unit 7 A film review about Chef Sam, an award-winning film | | | | | | | | | |
| | Unit 8 A film review about Chef Sam, an award-winning film | | | | | | | | | |

**Updating of the
*English Language Education
Curriculum Guide (P1-S6)*
(ELE KLACG)**

Major Updates of the ELE KLACG (P1-S6)



Components of the School English Language Curriculum at the Primary Level



English Language Curriculum Guide
(Primary 1-6) (CDC, 2004)

Literacy Development in the English Classroom

Promoting Reading across the Curriculum (RaC)

Communicative
Functions for
General Purposes

VS

Rhetorical
Functions for
Academic Purposes

Promoting Literacy
across the Curriculum
(LaC)

Equipping Students with
New Literacy Skills

Lifelong
learning

Challenges in
the 21st
century

Processing and creating multimodal texts

Literacy Development in
the English Classroom

The ability to read
and write
effectively

Reading Journey across Key Stages

Primary

- Exposure to a range of text types (both print and non-print)
- Incorporation of **Reading Workshops** into the School-based English Language Curriculum



Junior Secondary

- Exposure to a wide range of text types (both print and non-print)
- Introduce elements of Language Arts
- Extensive reading and viewing



Senior Secondary

- Exposure to a wider range of more complex text (both print and non-print)
- Elective modules (Language Arts & Non-Language Arts)

Using real books with a variety of text types

Using non-print reading resources

Connecting students' reading and writing experiences

Promoting Reading across the Curriculum

Text Types

Examples of Text Types for Key Stage 1

- Advertisements
- Cartoons and comics
- Captions
- Cards
- Charts
- Conversations
- Coupons
- Diaries
- Directions
- Fables and fairy tales
- **Forms**
- Illustrations
- Instructions
- Labels
- Leaflets
- Lists
- Menus
- Notes and messages
- Notices
- Personal descriptions
- Personal letters
- Personal recounts
- Picture dictionaries
- Poems
- Postcards
- Posters
- Product information
- Rhymes
- **Riddles**
- Rules
- Signs
- Songs
- Stories
- Tables
- Timetables

Additional Examples of Text Types for Key Stage 2

- Accounts
- Announcements
- Autobiographies
- Biographies
- **Blogs**
- Brochures
- Catalogues
- Children's encyclopaedias
- Dictionaries
- Directories
- Discussions
- Emails
- Explanations of how and why
- Formal letters
- Informational reports
- Jokes
- Journals
- Maps and legends
- Myths
- News reports
- Pamphlets
- Plays
- Procedures
- Questionnaires
- Recipes
- Telephone conversations
- Tongue twisters
- Weather reports
- **Web pages**

Digital Multimodal Texts (e.g. Interactive books, audio books)

- Animations and/or audio files with narrations (reading texts provided)
- Technological features (e.g. interactive tools, embedded video clips, built-in dictionary, interactive activities)
- Basic interactions which allow students to have more control in the reading process
- Examples:
 - PEER <http://peer.edb.hkedcity.net/>
 - Free apps for tablets
 - Non-print paired books of related themes
 - Naxos Spoken Word Library (HK Public Library)
 - Free audio books online
<http://lightupyourbrain.com/stories/>

Teaching the structure of different text types explicitly

Using real books with a variety of text types

Using non-print reading resources

| | |
|---------------------|--|
| Characters | |
| Setting | |
| Development | |
| Problem | |
| Solution/ Ending | |

| | |
|---------------------|--|
| Characters | Mum, Ron and I decided to throw a surprise birthday party for Dad at home. |
| Setting | We have invited Uncle Melvin and Aunt Carrie. They're happy to join us. |
| Development | 'What kind of food are we going to have?' Ron asked. Mum answered, 'I've <u>baked</u> a chocolate cake.' |
| Problem | 'Mum, it's seven now. Where's Dad?' I asked. Mum answered, 'He's still in the office and won't be back shortly.' |
| Solution/ Ending | I said, 'Why don't we celebrate together in his office?' We took the taxi and arrived at his office. |

Understanding the Story Map

1. Match the five elements of the story map

- | | | |
|--------------------|---|---|
| a) characters | • | • the details of the story |
| b) setting | • | • the last part of the story / way to solve the problem |
| c) development | • | • the trouble and difficulty in the story |
| d) problem | • | • the people in the story |
| e) ending/solution | • | • the time, place and reasons that the story happens |

2. Label the five elements of "A Surprise Party". The key words have been underlined for you.

characters setting problem ending / solution development (preparation work)

| <u>A Surprise Party</u> | |
|-------------------------|--|
| | <u>Mum, Ron and I</u> decided to throw a surprise birthday party for Dad <u>at home</u> . We have invited <u>Uncle Melvin and Aunt Carrie</u> . They're happy to join us. |
| | 'What kind of food are we going to have?' Ron asked. Mum answered, 'I've <u>baked a chocolate cake</u> .' |
| | 'Mum, <u>it's</u> seven now. Where's Dad?' I asked. Mum gave him a call and returned, 'He's still in the office and <u>won't be back shortly</u> .' |
| | Uncle said, 'Why don't we celebrate together in his office?' We shouted, 'Great idea!' We took the taxi and arrived at his office very soon. |
| | 'Wow!' said Dad. 'I've just <u>finished my work</u> and we can celebrate now.' <u>We left the office and celebrated together at the park nearby</u> . We had a great time. |

From Reading to Writing

Connecting students' reading and writing experiences

Enhancing the implementation of **READING** Workshops

- Ensuring progressive development of reading skills
- Providing opportunities for students to develop their creativity and critical thinking skills
- Introducing the features of different text types explicitly



Connecting students' **READING** and **WRITING** experiences

- Making alignment between the GE programme and Reading Workshops to design writing tasks with meaningful contexts
- Exposing students to authentic readers to enrich their writing ideas and language used

Example

| | |
|--------|---------------|
| Level: | Lower Primary |
|--------|---------------|

| | |
|--------|-----------------------------------|
| Who: | Stanley |
| When: | Crazy Hair Day |
| Where: | Bald Eagle School |
| What: | He mixed up the activity schedule |

Graphic organiser

| The Most Unforgettable Day | | | |
|--|---------|-------|--------|
| Characters | Setting | | Events |
| Who | When | Where | What |
| | | | |
| characters (who) setting (when, where, why) | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| events (what happened) | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| conclusion (your personal comments) | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | |
|---|-------------|
| Orientation – introduction – setting the scene | |
| Gives details of | - Who, What |
| | - When |
| | - Where |
| | - Why |

Events – what happened in chronological order

Write about the events in the order they happened

| | |
|----------------|----------------|
| -First... | -At first... |
| -Next... | -Initially... |
| -Soon... | -Once we/... |
| -During... | -Meanwhile... |
| -After... | -In the end... |
| -Later... | -At last... |
| -Eventually... | -Finally... |

WRITING A RECOUNT

 Title

 Orientation

☐ Who? ☐ When? ☐ Why?

☐ What? ☐ Where?

 Events in Order

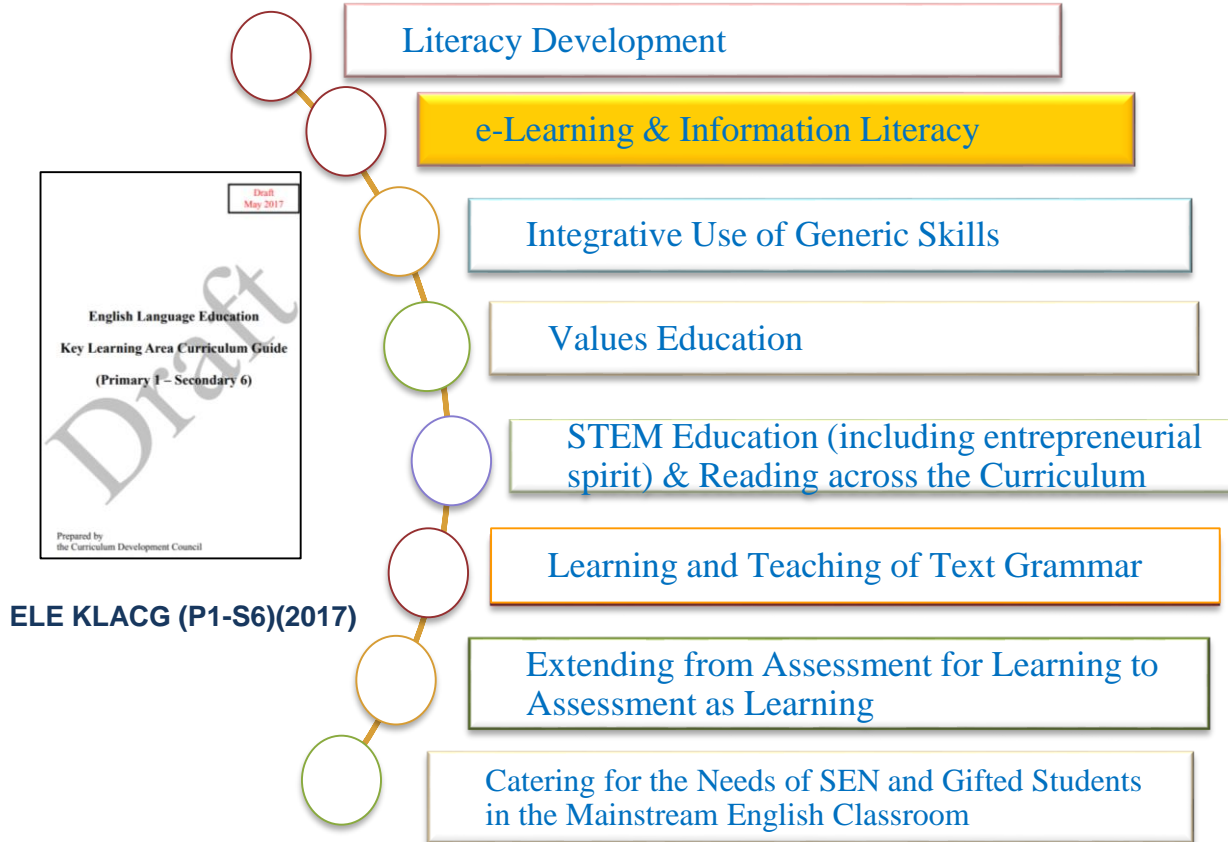
 Ending


 A Personal Opinion

Useful phrases and text structures

- 22

Major Updates of the ELE KLACG (P1-S6)





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

"Pedagogy empowered by digital technology"

Information Literacy Framework for HK Students 2016

| Category | Eight Literacy Areas | |
|--|----------------------|--|
| Effective and Ethical use of information for lifelong learning | 1 | |
| Generic IL | 2 | Effective and Ethical use of information for lifelong learning |
| | 3 | |
| | 4 | Generic IL |
| | 5 | |
| Information World | 6 | |
| | 7 | Information World |
| | 8 | |

Information users → **Information providers**

Information need → **Locate information**

↓

Organise & Create ← **Evaluate information**

IT skills

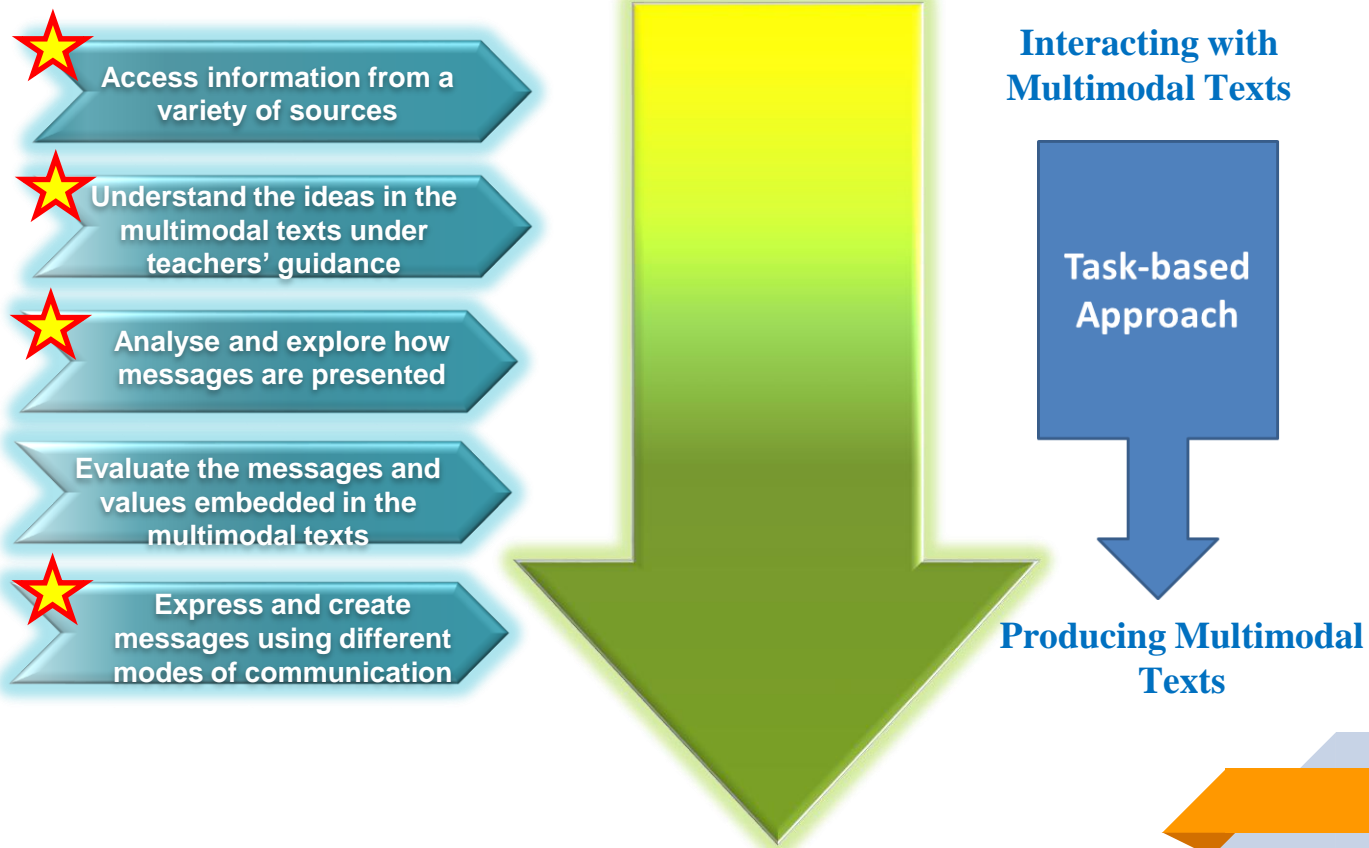
Media Literacy:

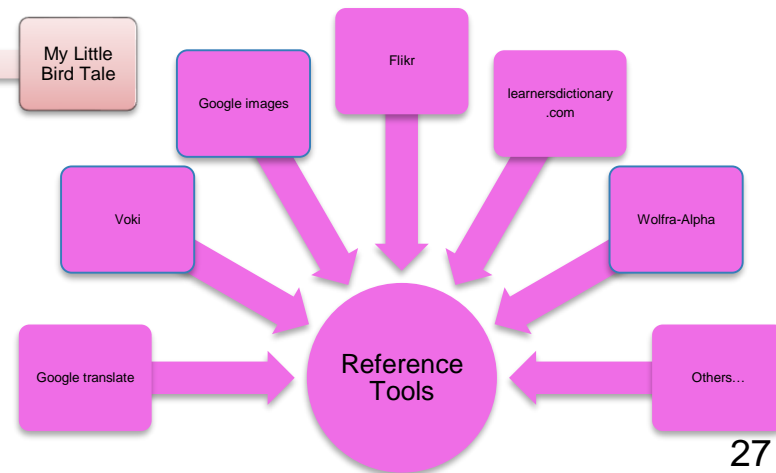
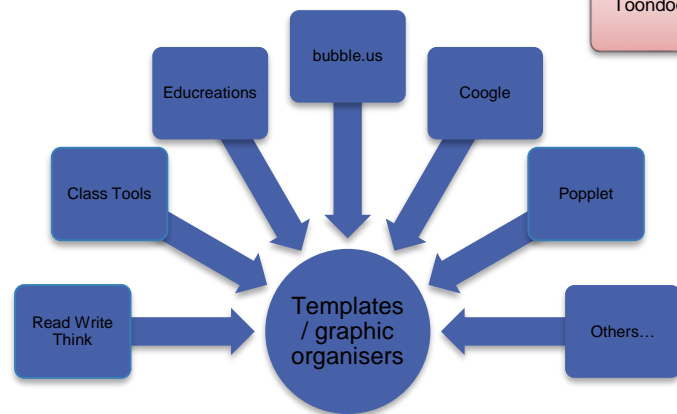
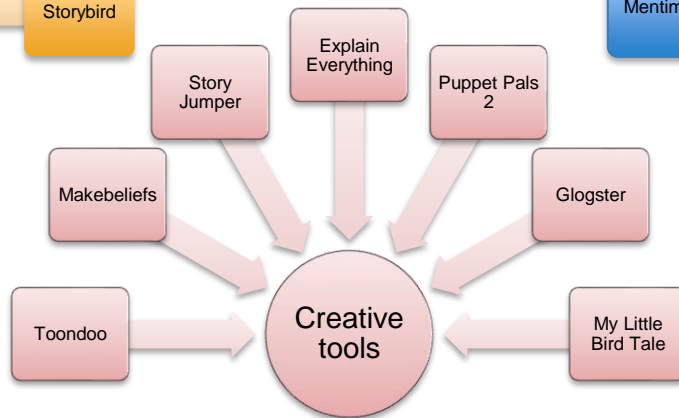
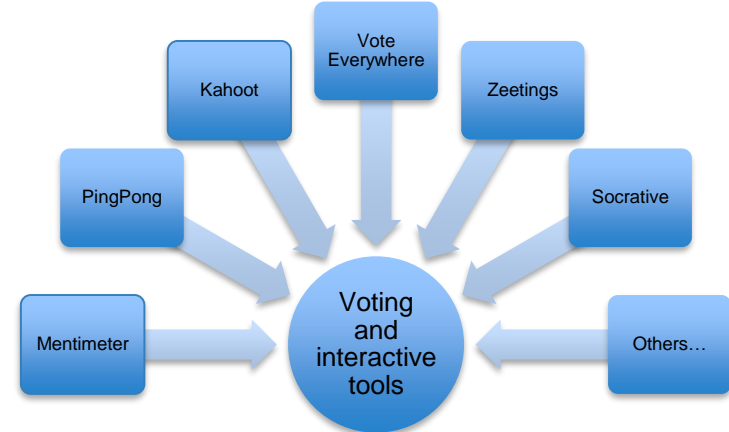
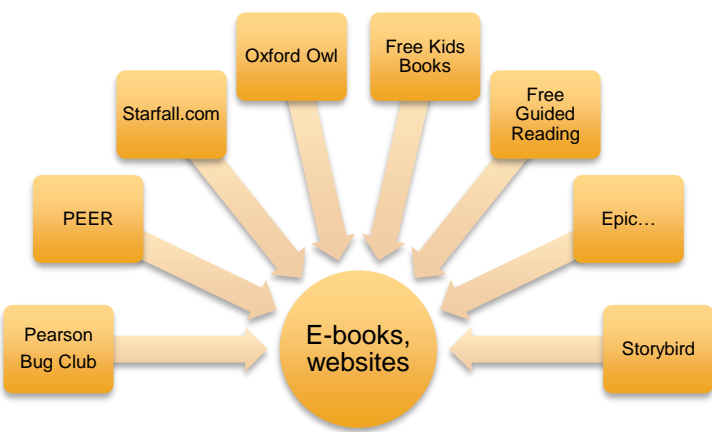
Information providers


Conditions for reliable information

Pedagogy to Enhance Literacy Development

To develop learning, teaching and assessment activities for a unit of work:



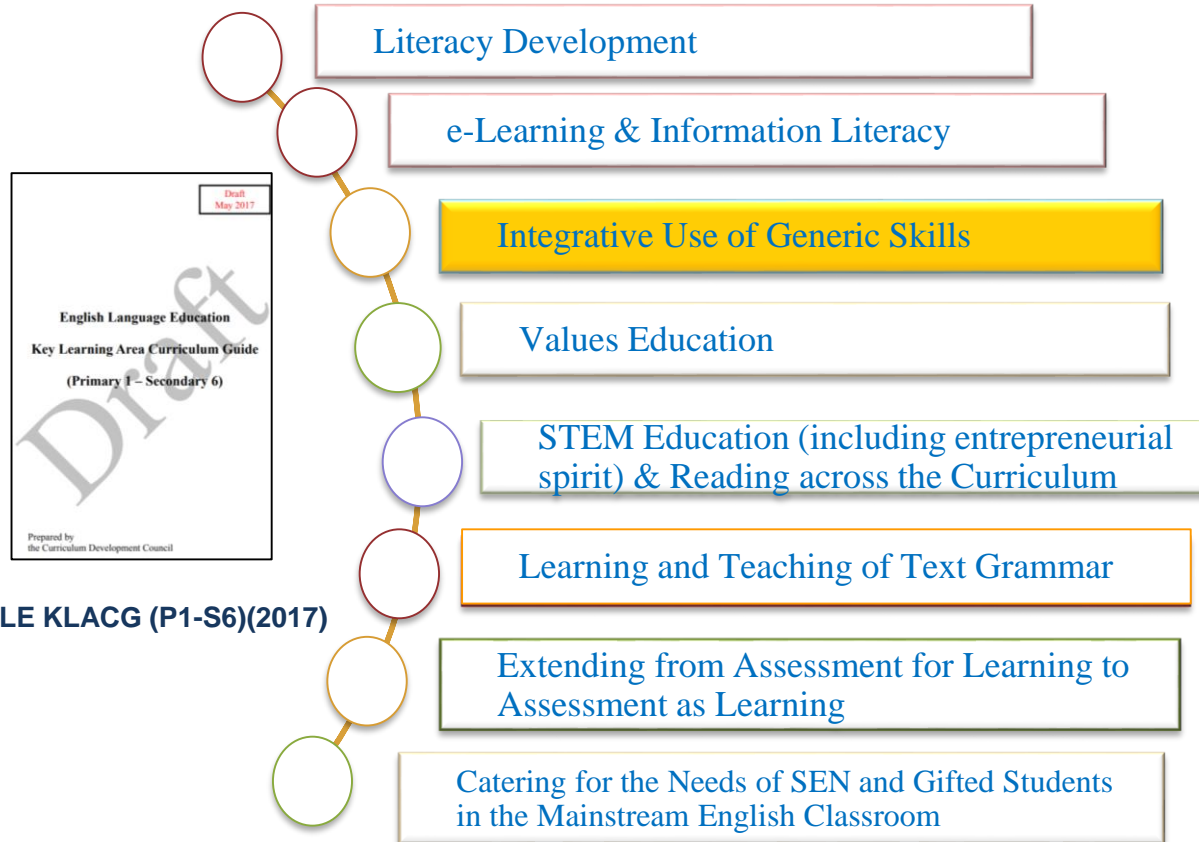




“Probably the most important point to make is that any **use of technology needs to be integrated into your lessons**, and it needs to support your language aims. There is clearly **no point in using technology for technology’s sake**. Unless it enhances the lesson in some way, don’t use it.” (Hockley, 2015)

- Different e-Learning resources depending on the **type of text and skills** we want to focus on
- Different e-Learning resources depending on the **interests of the learners**
- Different e-Learning resources depending on the **age, ability and readiness** of the learners
- Different e-Learning resources depending on the **readiness of the teacher**
- Different e-Learning resources depending on the **school’s technology infrastructure**
- Different e-Learning resources depending on the **budget of the school**

Major Updates of the ELE KLACG (P1-S6)



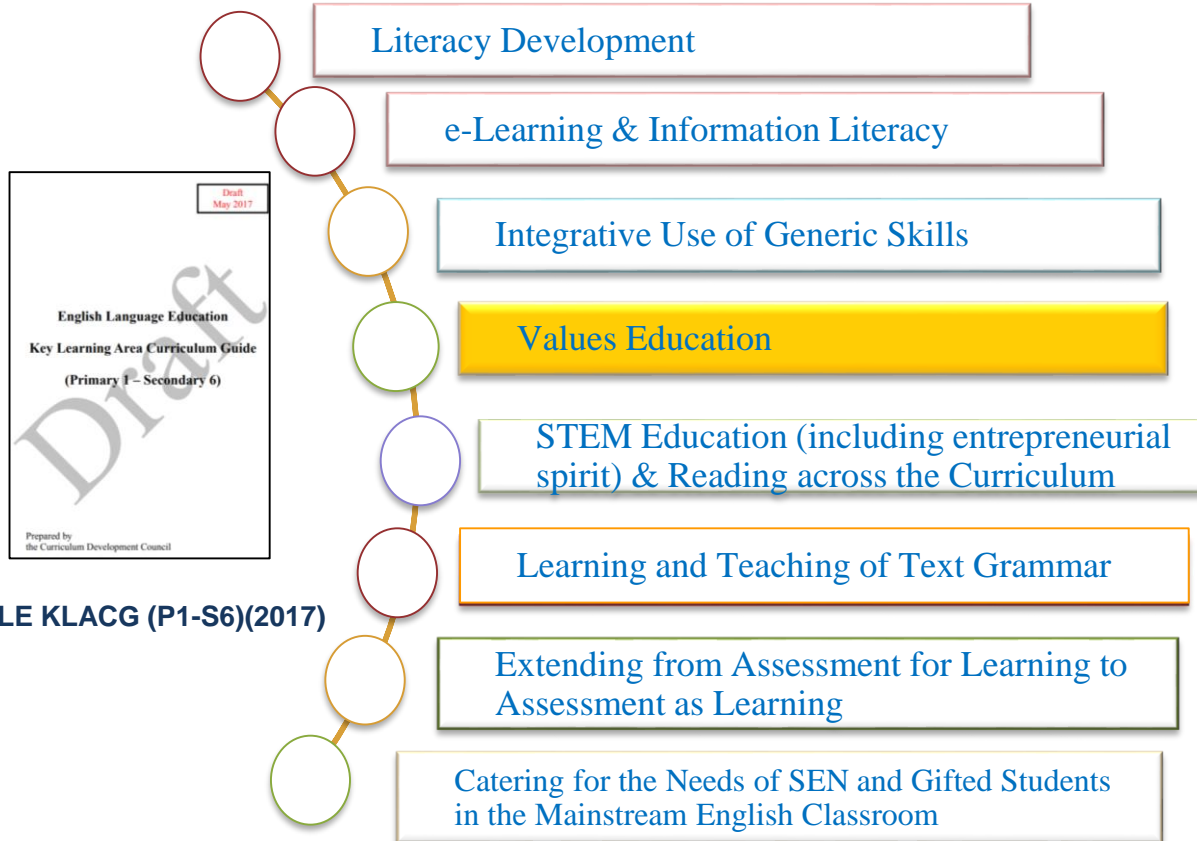
Integrative use of generic skills

| 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 |

Two examples of integrative use of generic skills:

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

Major Updates of the ELE KLACG (P1-S6)

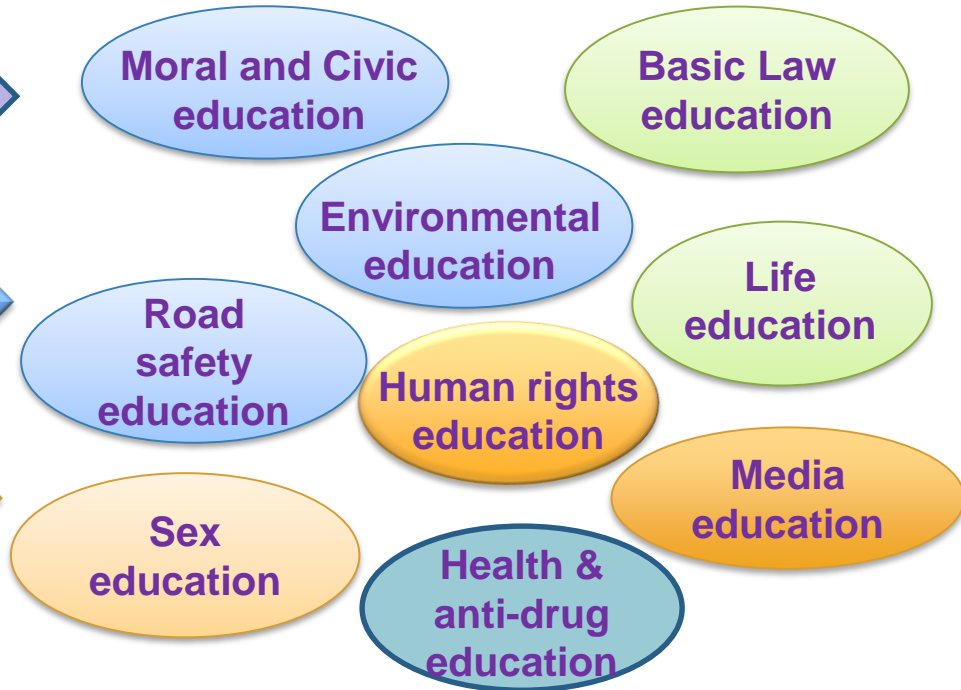


Values Education

Seven Priority Values and Attitudes



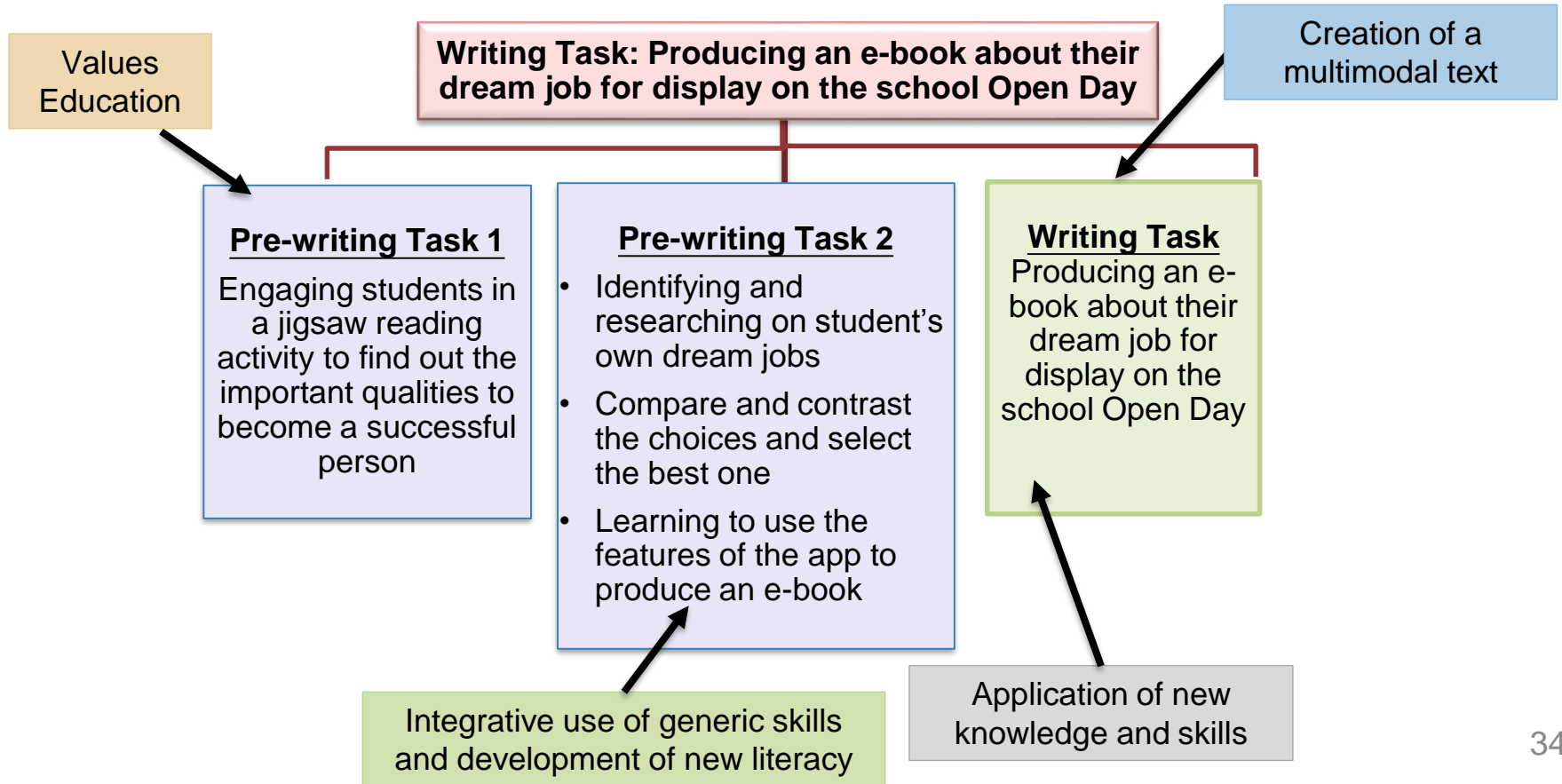
Values education in different domains



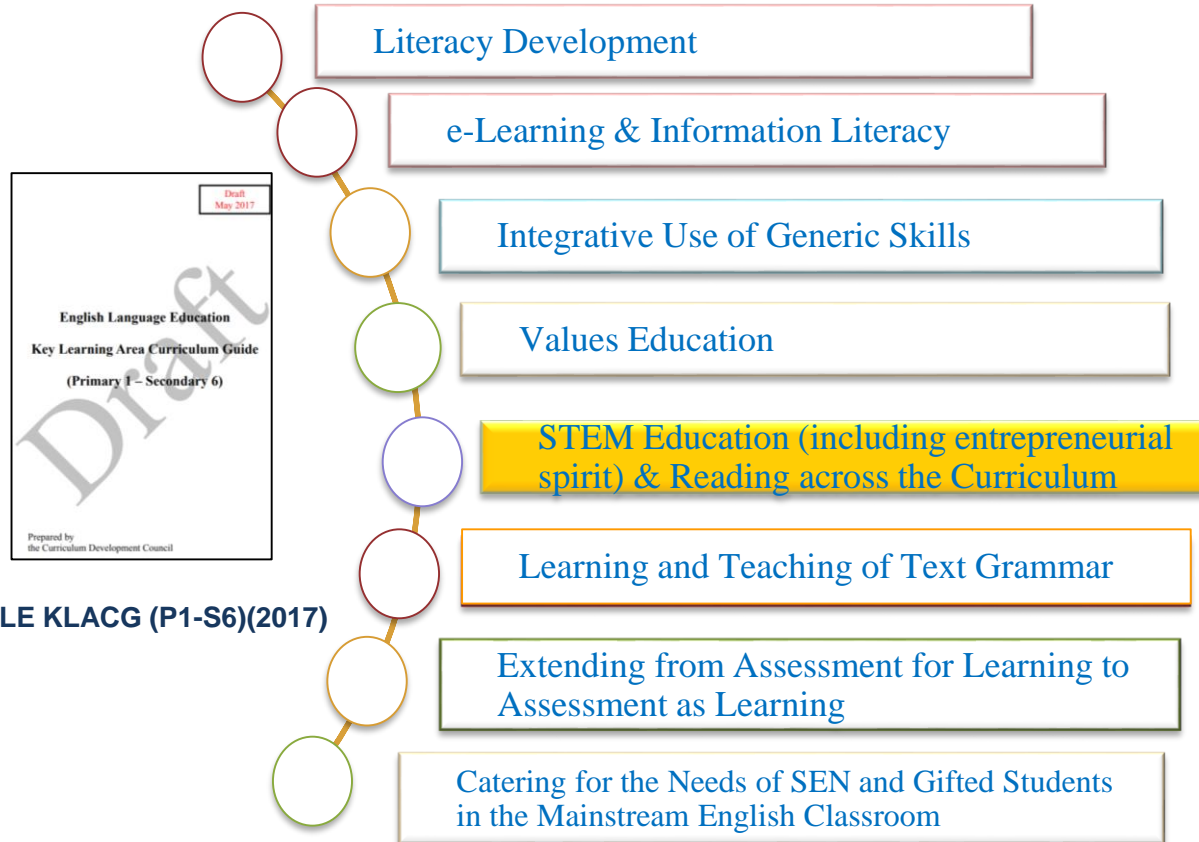
Incorporating Values Education into the School English Language Curriculum

An example – *What if Everybody Did That?*
(Positive values: Be considerate, self-discipline, responsibility, respect for others)

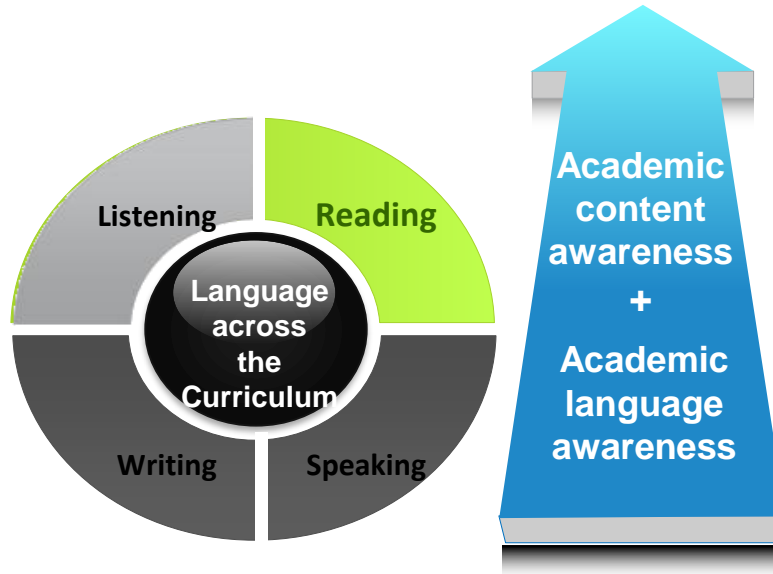
- Connecting learning experiences between GE Programme & Reading Workshops (P4 Modules: We can be better! / Good habits)
- **Prediction: Reading the page on the left and guessing the impact brought by the bad behavior**
- **Analysing the consequences of the bad behaviour**
- **Suggesting what should be done to correct the bad behavior**
- **Designing a booklet about good behavior in different settings**



Major Updates of the ELE KLACG (P1-S6)



WHAT IS “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**

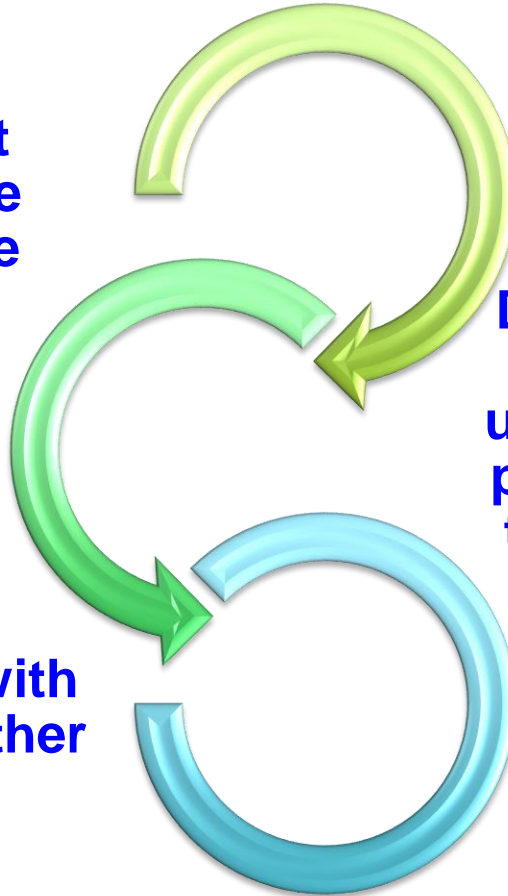
(Martin & Rose, 2005)

Roles of primary English teachers in promoting RaC & LaC

**Maximise
students'
exposure to text
types to increase
awareness of the
structures and
features of
different text
types**

**Develop students'
ability in
understanding and
producing English
texts for a variety
of purposes**

**Collaborate with
teachers of other
KLAs**





In the ELE KLA context, STEM education can be best promoted through RaC / LaC and project learning

ELE KLA **supports** the implementation of STEM education through RaC/LaC activities, e.g.

Whole-school initiative:
STEM education



- introduce STEM-related reading materials
- design tasks, activities and projects to create new things or work out innovative solutions to problems
- connect learning experiences through life-wide learning
- infuse elements that help nurture an entrepreneurial spirit

Reading across the Curriculum at the Primary Level

Achieving the aims of
education

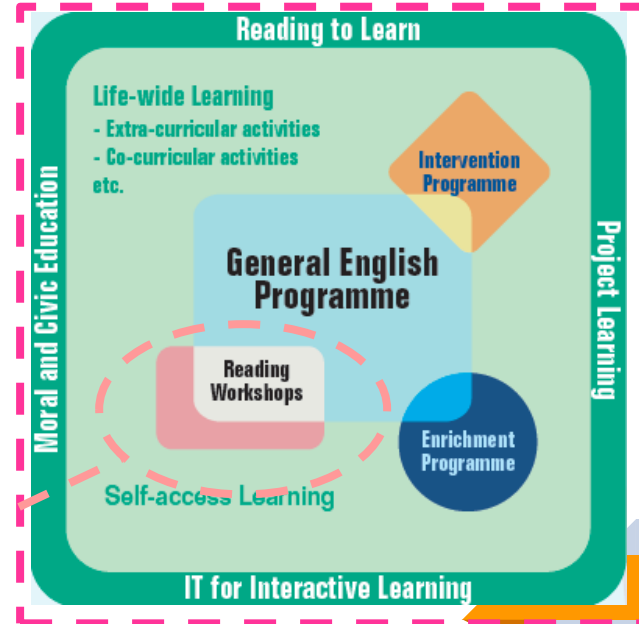
Life-long Learning and
Whole-person
Development

Major Concern of the school

Curriculum planning in
different KLAS/subjects

English Language

- Nurturing **positive values** and **attitudes** through reading and identifying values, attitudes and beliefs expressed in the text



Example

Level: Upper Primary

Major Concern of the School:

- Living a healthy life

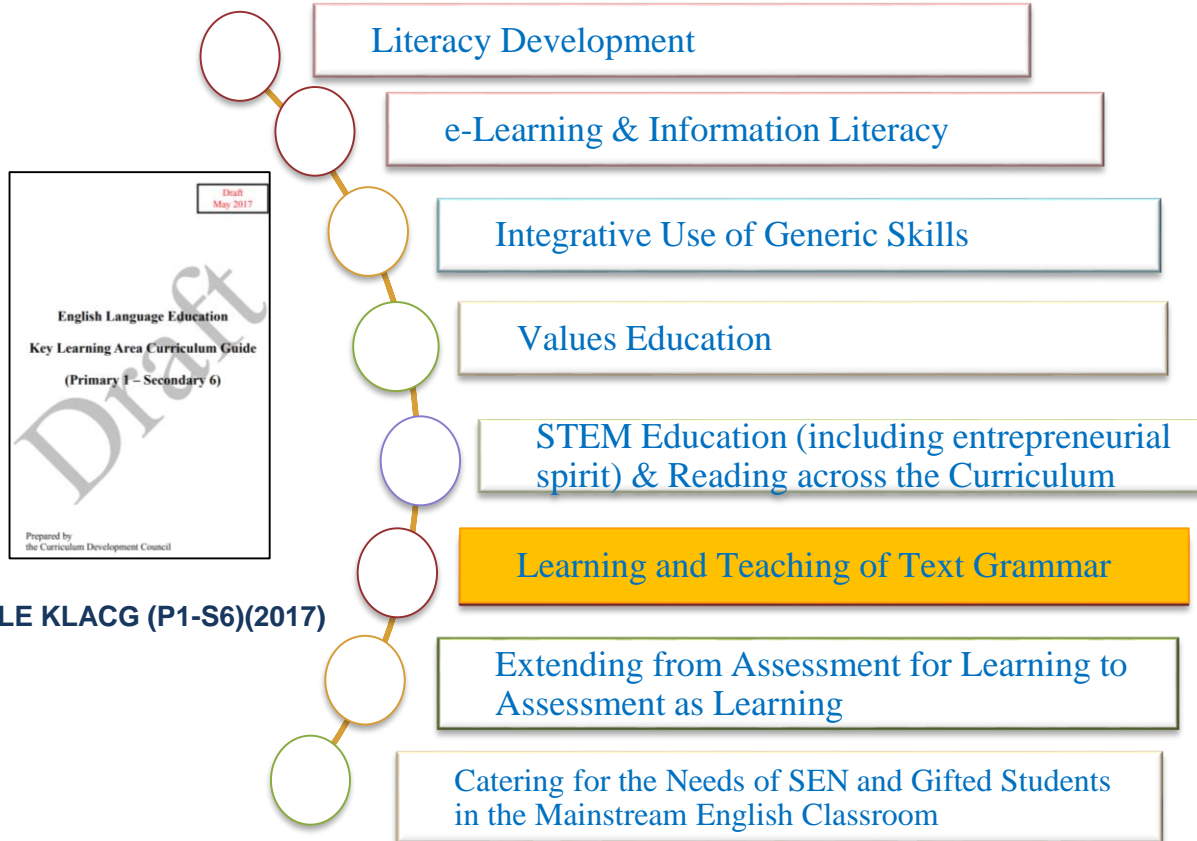
Connecting students' learning experiences in different subjects,
e.g. **General Studies** and **Physical Education**

| | |
|-----------------------------------|--|
| Reading input | <div>A unit about food and drink in English textbook</div> <div>A pamphlet about calorie and energy</div> <div>A unit about Growth and Health in General Studies textbook</div> <div>A profile of Michael Phelps</div> <div>A leaflet about meals for athletes</div> |
| Teaching focus in English lessons | <ul style="list-style-type: none">• Concepts of a balanced diet• Facts about the diet of an athlete• Text types: a pamphlet, a leaflet and a profile• Language structures: the use of the simple present and simple past tense to talk about facts and past events respectively• Vocabulary about food items and nutrients |

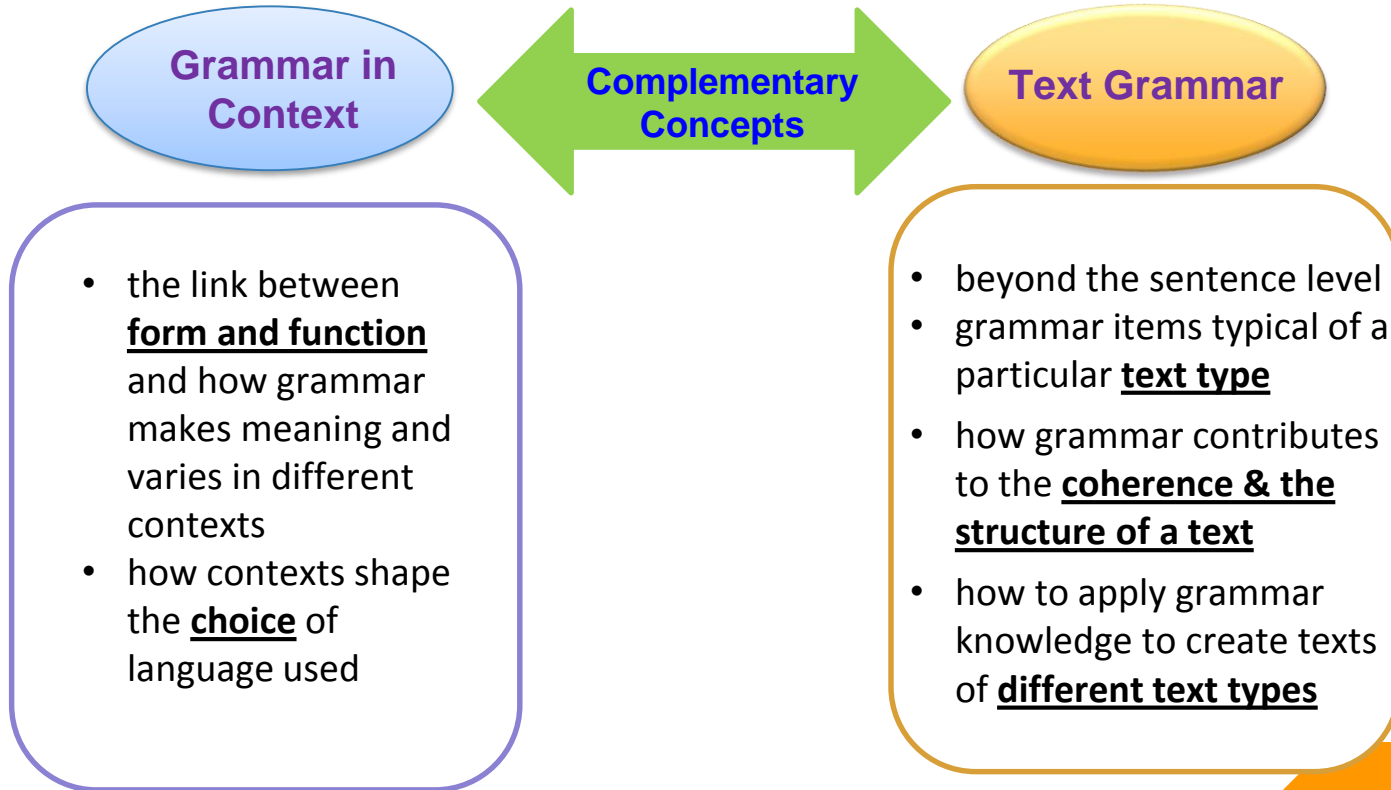
Task: Design a healthy menu for the athlete you admire and give reasons

- Providing students with the opportunity to apply and integrate the knowledge/skills learnt and learning experiences gained in different KLAS

Major Updates of the ELE KLACG (P1-S6)



Grammar in Context or Text Grammar?



Process of Learning Grammar

Inductive/
Discovery
Approach

Noticing

- Noticing the specific language patterns in texts

Reasoning & Hypothesising

- Hypothesising the grammar rule

Structuring and Restructuring

- Structuring the grammar rule in mind
- Restructuring it and applying it in new contexts

Automatising

- Automatising the grammar rule and using it naturally



Example

Module: Happy Days
Unit: Sports Days

Level: Upper Primary

You are a classmate of Peppa Pig. Your school held the Sports Day last week. You and your classmates enjoyed it very much. Peppa Pig has become so keen on sports that she decides to join a relay race in the Inter-school Sports Day next month. However, only two of her classmates are going to join the race with her. She needs one more team member.

Help Peppa Pig choose ONE member for her team and write a description about the new team member by explaining why he/she should be chosen.

- Viewing/reading different texts, including **a blog entry** in the textbook and **a video clip** to **gain some exposure** to the target language items/structures (*i.e. adjectives, comparative and superlative adjectives*) and learn the vocabulary items about sports

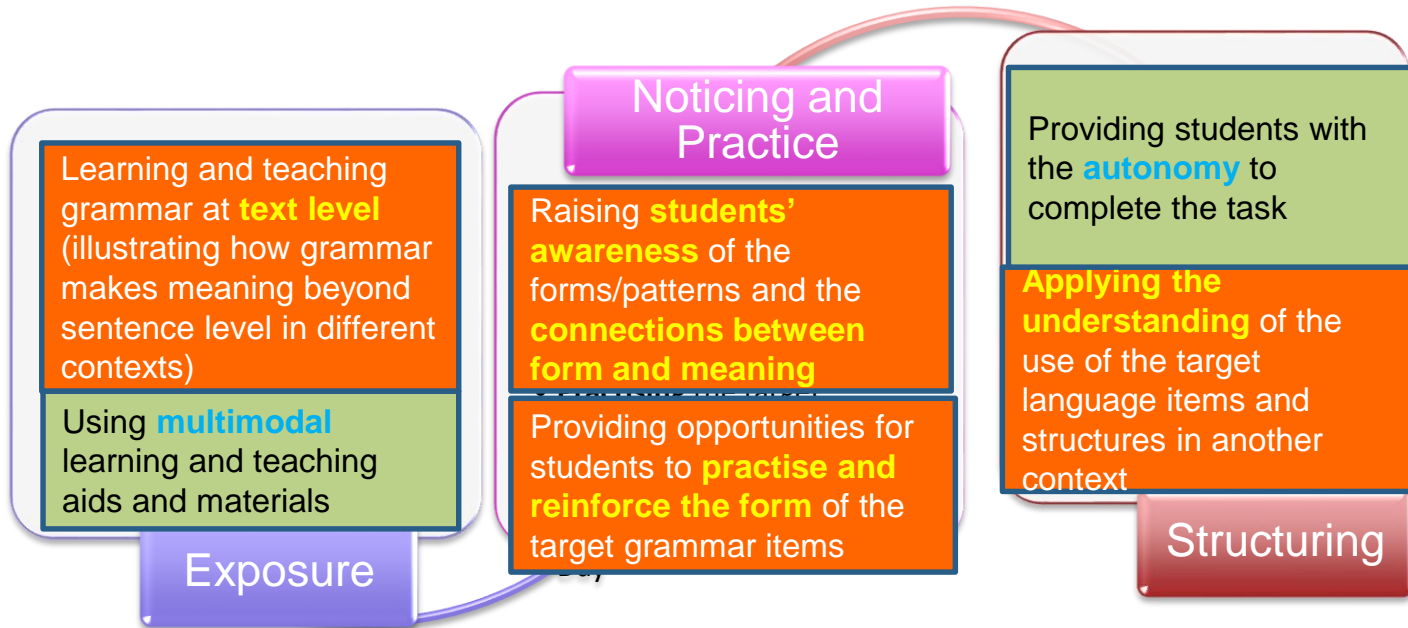
Exposure

Noticing and Practice

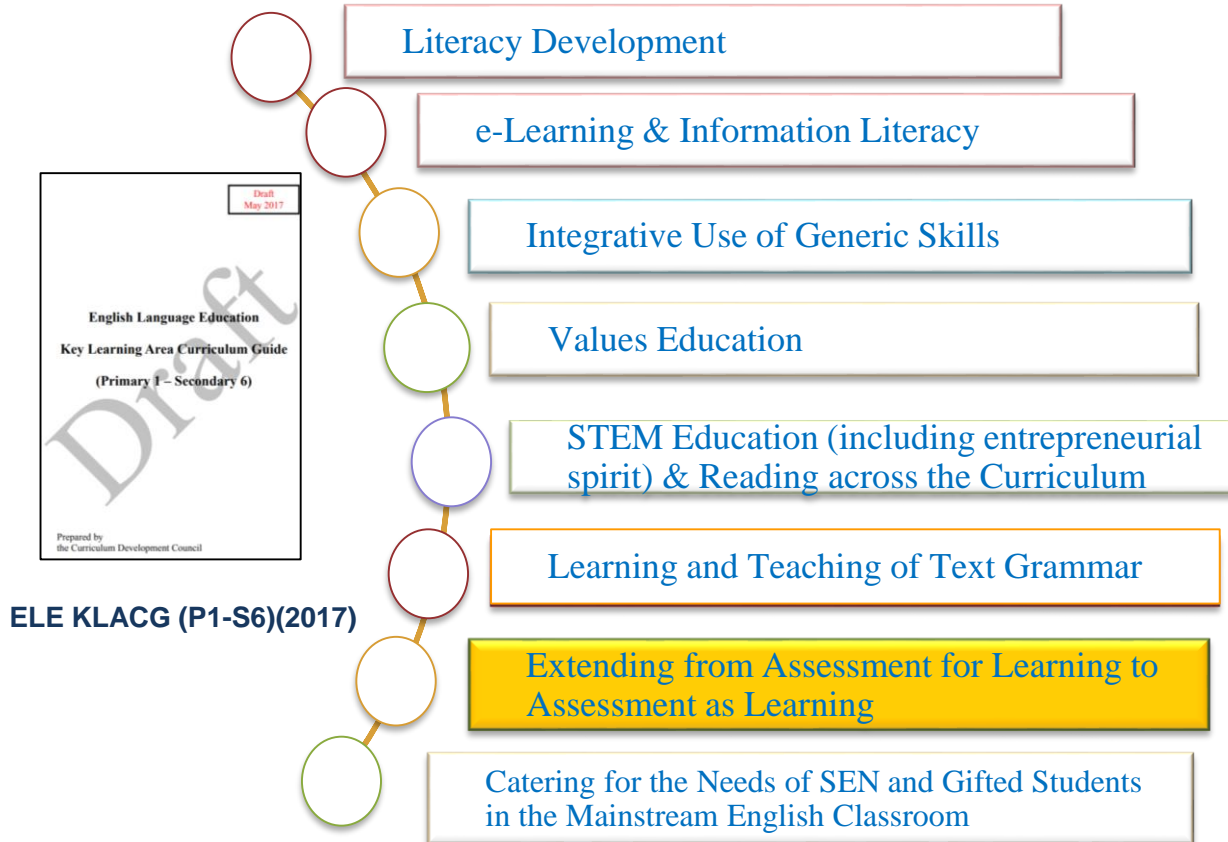
- **Identifying and categorising the forms/patterns** of the target language items/structures
- **Practising** the target language items/structures in an information gap activity about identifying the winners of the Sports Day

- Choosing **ONE** animal from the four given to be Peppa Pig's new team member
- **Writing a description** about the new team member and **explaining the reasons** for choosing him/her by **using the target language items/structures**

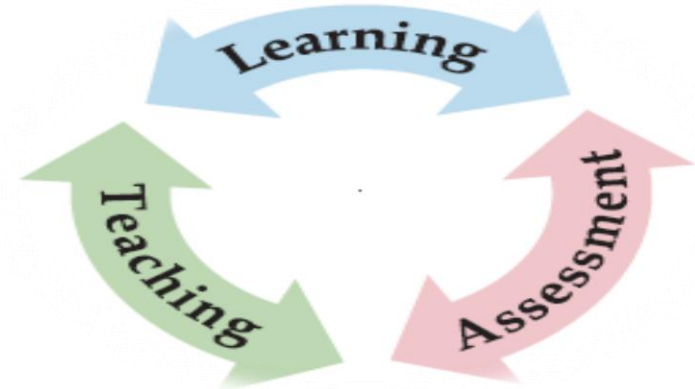
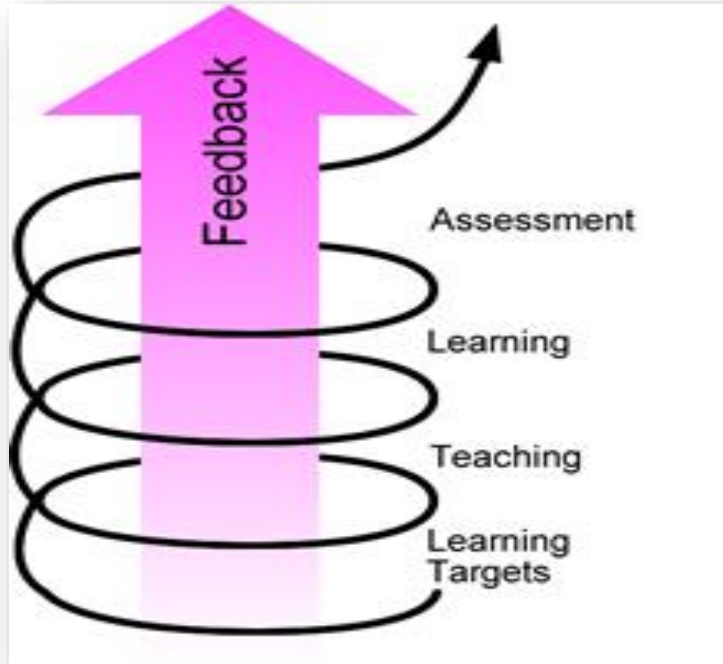
Structuring



Major Updates of the ELE KLACG (P1-S6)



The relationships between learning, teaching and assessment



**Learning-teaching-
assessment Cycle**

Purposes of Assessment



| | Purpose | Key Assessor |
|---|--|--------------------|
| Assessment for/as Learning (AfL / AaL) | <ul style="list-style-type: none"> • Quality feedback for learners, which entails timely support and enrichment • Information for teachers to review the learning objectives, lesson plans and teaching strategies • Students' self-monitoring & self-correction or adjustment | Teacher / Students |
| Assessment of Learning (AoL) | <ul style="list-style-type: none"> • Assessment of learners' performance and progress against the learning targets and objectives • Judgments about placement, promotion and attainment | Teacher |

Self-directed Learners

Learner Independence

Strengthening AfL:

- Adopting diversified modes of assessment
- Making use of various assessment tools
- Making effective use of assessment data

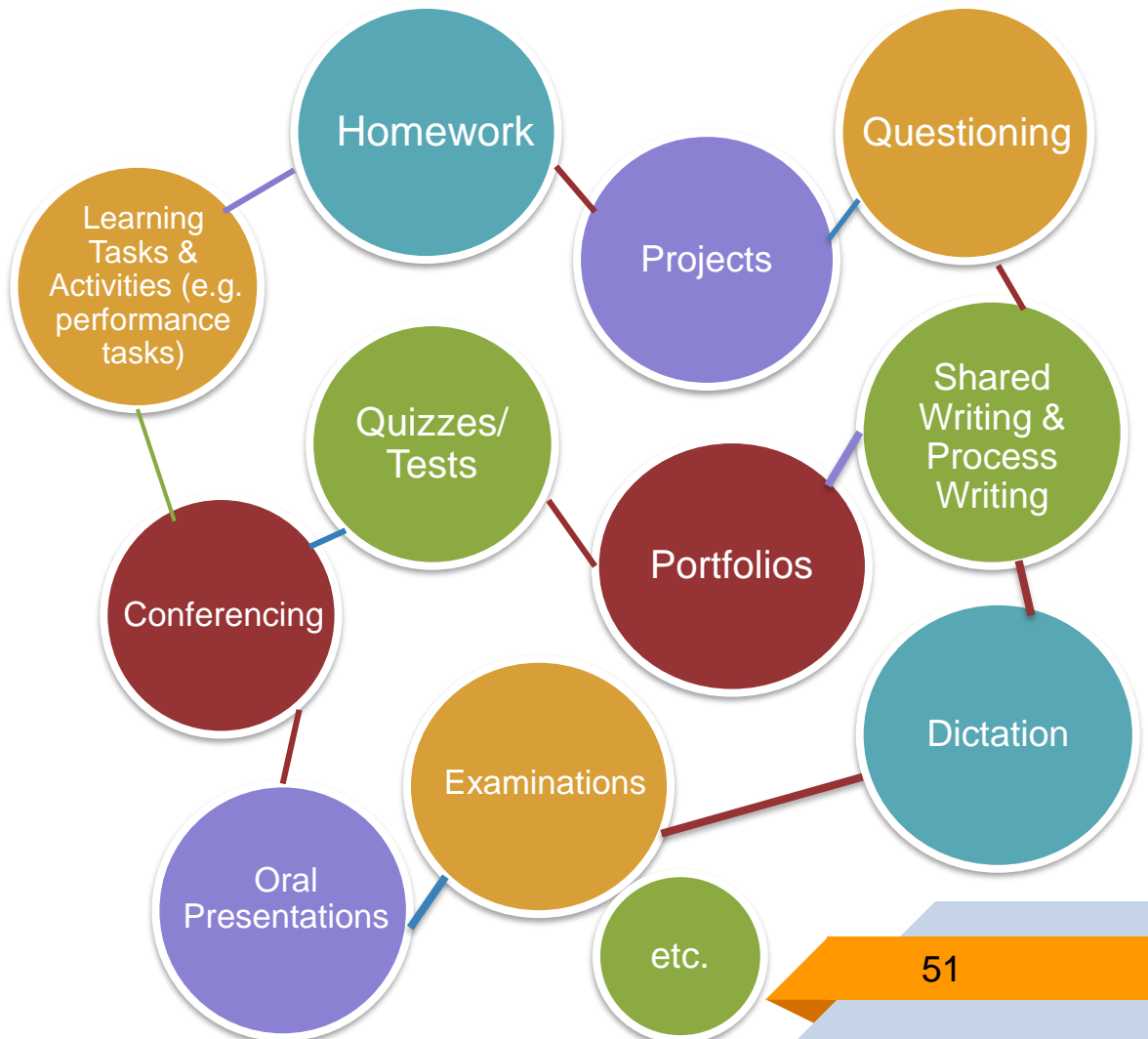
**Promoting
Assessment
for/as
Learning**

Extending from AfL to AaL:

- Enhancing learners' self-directed learning capabilities through introducing metacognitive strategies



Different modes of Assessment in Schools



Strengthening AfL

Making use of various assessment tools

The Learning Progression Framework

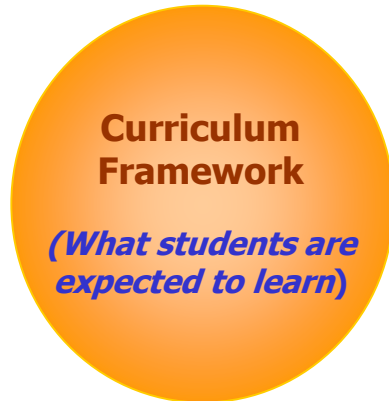
- represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Learning Outcomes organised under the four language skills and divided into eight levels of attainment;
- helps teachers better understand and articulate learners' performance; and
- helps teachers plan strategically how to enhance English Language learning and teaching.

Strengthening AfL

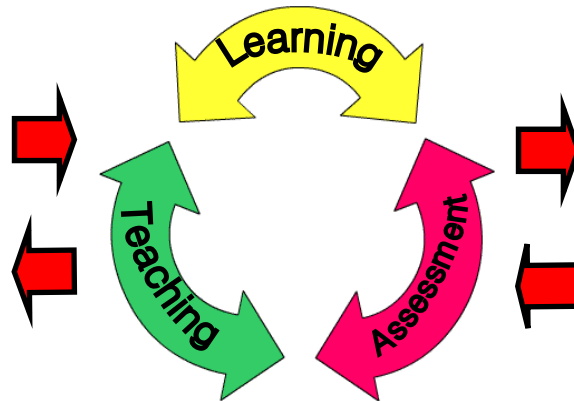
Making use of various assessment tools

Curriculum Framework, Learning, Teaching and Assessment, and Learning Progression Framework (LPF)

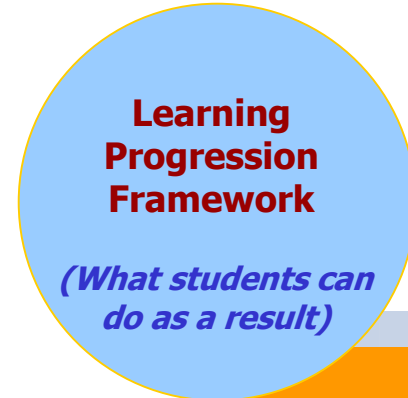
Goals



Process



Attainment

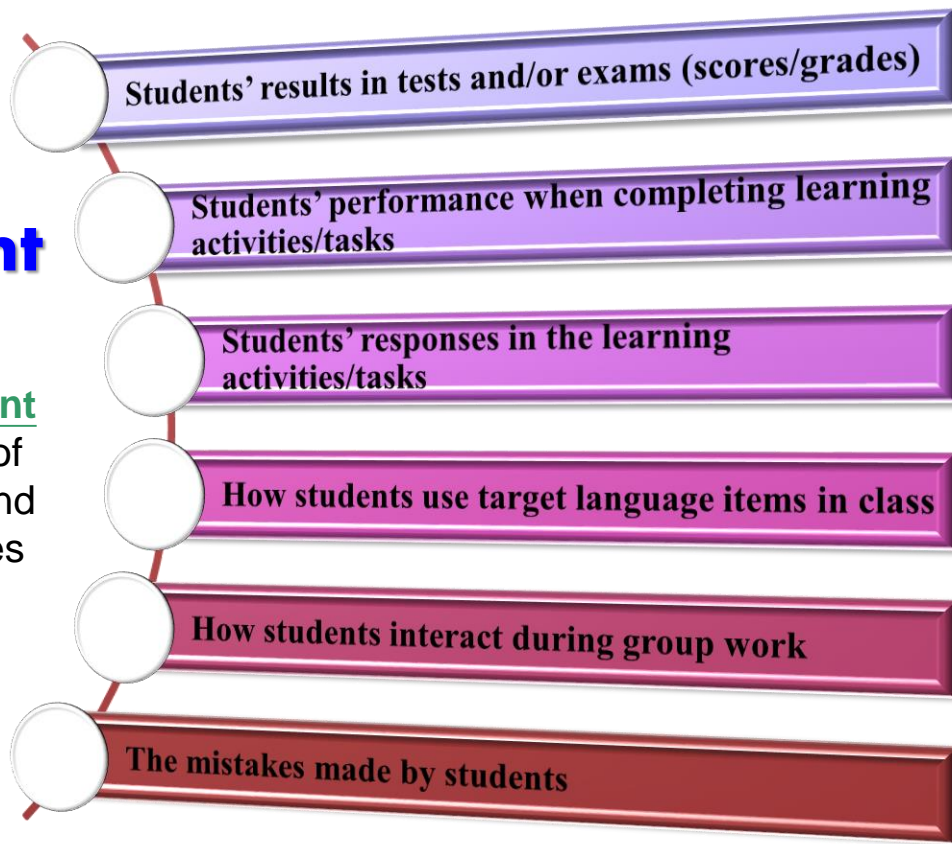


Strengthening AfL

Making effective use of assessment data

Assessment Data —

Evidence of student learning in terms of knowledge, skills and values and attitudes



Strengthening AfL

Making effective use of assessment data

Assessment Data –

Evidence of student learning
in terms of knowledge, skills
and values and attitudes

- Students' results in tests and/or exams (scores/grades)
- Students' performance when completing learning activities/tasks
- Students' responses in the learning activities/tasks
- How students use target language items in class
- How students interact during group work
- The mistakes made by students

Identifying areas for improvement in the design of the assessment activity/paper

- Reviewing the assessment objectives (an appropriate and balanced coverage)
- Adjusting the level of difficulty

Evaluating students' performance against the success criteria

- Identifying their strengths and weaknesses
- Analysing the underlying causes of students' learning difficulties

Reviewing the learning objectives and teaching strategies

- Modifying teaching strategies (*e.g. exploring ways to help students improve, designing activities to address students' problems*)
- Revising the school curriculum design/content (*e.g. reviewing teachers' expectations on students*)

Analysing and Using the Assessment Data

In order to enable students to take charge of their own learning, the following can be done:

Extending from AfL to AaL:

- teaching of enabling skills such as dictionary skills, research skills, phonics skills and vocabulary building strategies
- sharing of learning intention or goals
- modelling of learning strategies through think-aloud
- group discussion of sample student work
- using different kinds of assessment forms (e.g. KWHL Table, Feedback Sandwich) to facilitate self-reflection

Peer checklist
Circle the icons for each part of the writing. More smiling faces mean better work.
My classmate can...

| | | |
|---------------------------|---|-------|
| Setting/Characters | 1. give reasons for having a party. (tell why there is a party.) 2. write about the characters in the story. | ☺☺☺☺☺ |
| Development | 3. use the present perfect tense in dialogues. 4. use the punctuation correctly in dialogues. | ☺☺☺☺☺ |
| Problem | 5. describe the problem. 6. use adjectives to describe feelings. | ☺☺☺☺☺ |
| Ending/Solution | 7. write a good ending. 8. use adjectives to describe feelings. | ☺☺☺☺☺ |
| The whole writing | 9. use the simple past tense to write a story. 10. spell the words correctly. | ☺☺☺☺☺ |

Well Done!

The story is quite interesting! Your ideas are fun and clear. You got some minor grammatical mistakes. Good work! Keep it up!

**Peer
assessment**

**Constructive
feedback**

| Good news | "I did really well on..." |
|-----------|---|
| Bad news | "I think these parts need to be changed...because..." |
| Good news | "Some ways I can improve it are..." |

Sharing learning intentions and success criteria with learners

Individual work:

Giving feedback through Peer assessment

Peer assessment

Peer checklist
Circle the icons for each part of the writing. More smiling faces mean better work.

| | my classmate can... | |
|--------------------|---|-------|
| Setting/Characters | 1. give reasons for having a party. (tell why there is a party.) 2. write about the characters in the story. | 😊😊😊😊😊 |
| Development | 3. use the present perfect tense in dialogues. 4. use the punctuation correctly in dialogues. | 😊😊😊😊😊 |
| Problem | 5. describe the problem. 6. use adjectives to describe feelings. | 😊😊😊😊😊 |
| Ending/Solution | 7. write a good ending. 8. use adjectives to describe feelings. | 😊😊😊😊😊 |
| The whole writing | 9. use the simple past tense to write a story. 10. spell the words correctly. | 😊😊😊😊😊 |

Well Done!

The story is quite interesting! Your ideas are fun and clear. You got some minor grammatical mistakes. Good work! Keep it up!

Constructive feedback

Checklist:

- The points are summed up from what we taught in the lessons and simplified from the writing tips printed on the writing worksheet
- To make students more familiar with the requirements of the writing

Role of teacher:

- Identifying students' strengths and weaknesses
- Providing constructive feedback

Role of students:

- Making reflection on their own learning, especially the writing skills
- Making improvement based on feedback from teachers and peers

Making effective use of assessment data to inform learning and teaching

- from more able student

Formative assessment (after lesson 5)

3-2-1 Summariser

- 3 Examples of sentences written in the present perfect tense in the book / worksheets.
- 2 Differences between 'yet' and 'already'.
- 1 Activity you found the most interesting.

3

- I've already called Jim's friends.
- Eddy has helped me too.
- I've just put the pizza in the oven.

2

- 'yet' is used in questions or negative answer.
- 'already' is used in positive answer.

1

- Scrambled sentence

Good! You understand present perfect tense well. You can identify the difference between 'yet' and 'already'.

- from less able student

3

- She has just hidden the treasure under the tree.
- He has just drawn a flag for the ship.
- I've already called Tim's friends.

2

- Already is to use yes question.
- Yet is to use no question.
- Do you mean in yes and no answers?

1

- Watch the movie of Evan's most Birthday.

| Role of teacher: | Role of students: |
|---|---|
| - Effective use of assessment data to evaluate students' learning | - Making reflection on their own learning, especially the target language structure |

Group work:

Providing quality feedback to enhance learning

Giving feedback through peer assessment (Lesson 10)

Please tick ☒ the boxes if your classmates have done well in the presentation.

| Element / Score:.. | Group 1.. | Group 2.. | Group 3.. |
|---|--------------------------|--------------------------|--------------------------|
| Setting and characters.. | | | |
| 1. Who? (people).. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. When? (time) .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Why? (a _____ party).. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Problem.. | | | |
| 1. What problem?.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. How? (feelings).. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ending/Solution.. | | | |
| 1. How to solve the problem.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A happy ending .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Give one good comment:.. | | | |
| 1. The ending is surprising.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It is a clever way to solve the problem... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I like the story.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I like the team work.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other positive comments:.. | | | |
| Give one suggestion:.. | | | |
| Please write more about ... | | | |
| 1. why you organised the party.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. the characters.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. your feelings when you faced the problem.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. the ending.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other suggestions:.. | | | |

Other positive comments:

| Group 1 | Group 2 |
|--|----------------------------|
| They can speak loudly. You can have a surprise in the story. | You have done a great job. |

Students showed their understanding on the requirement of the task and presentation skills.

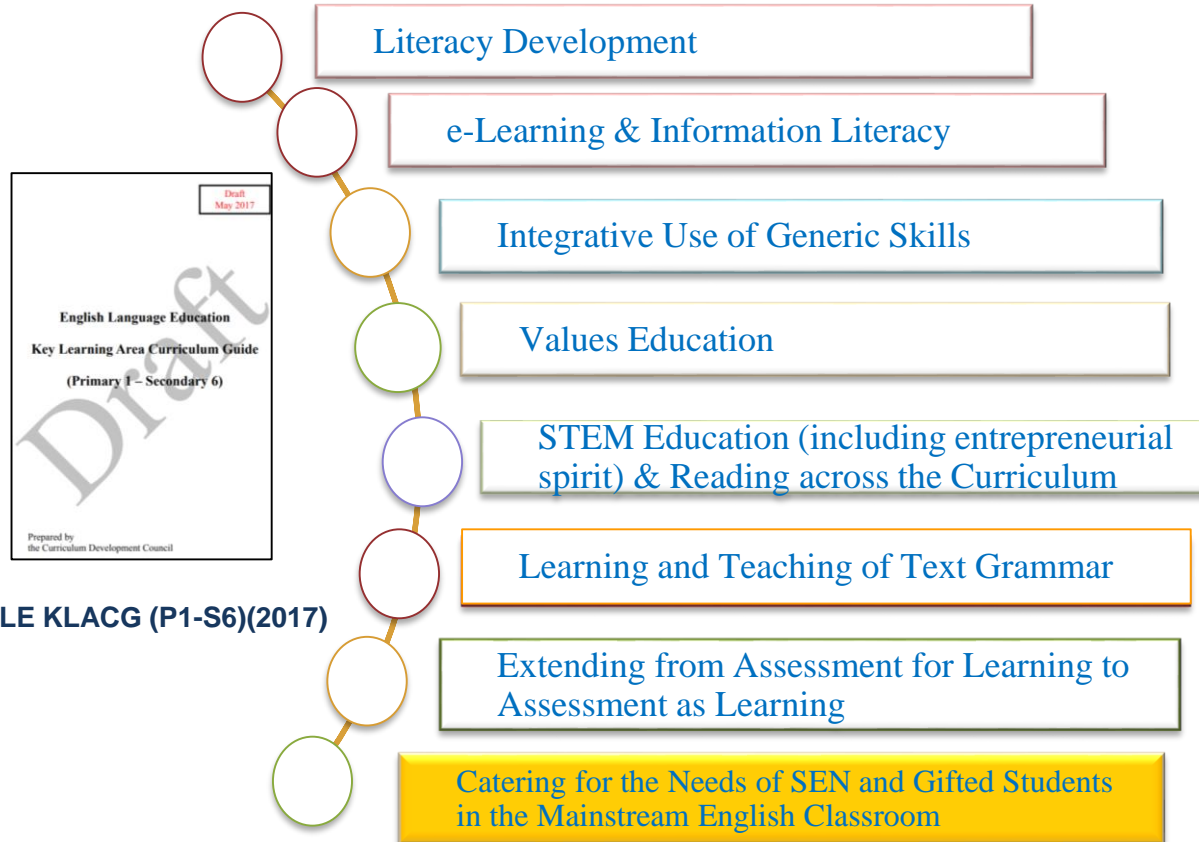
| Give one suggestion: | | |
|---|-------------------------------------|-------------------------------------|
| Please write more about ... | | |
| 1. why you organised the party | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. the characters | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. your feelings when you faced the problem | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. the ending | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Other suggestions: | | |
| 2 They have two voices. | | |

Point out the area for improvement.

Give one suggestion:

Opd = You can say more about the feelings.

Major Updates of the ELE KLACG (P1-S6)



Supporting Students with Special Educational Needs (SEN)

Teachers should:

- show empathy for SEN students
- understand that they may not be able to meet the same standard as others
- review and modify their expectations based on students' needs and abilities

Adopt a multi-sensory approach

Differentiate in terms of **Content**, **Process**, **Product** & **Learning Environment**

Encourage personalised learning goals based on students' own needs

General Principles

- ◆ **Content** - what students need to learn or how the student will get access to the information
- ◆ **Process** - activities in which the students engage in to master the content
- ◆ **Product** - work in which students demonstrate their learning
- ◆ **Learning Environment** - the operation of the classroom

Strategies to Cater for Learner Diversity

Catering for diverse learning style and abilities

- conducting a variety of activities to suit students' learning interests, styles and needs
- designing open-ended tasks

Facilitating peer learning

- providing opportunities for students to share and discuss in groups
- flexible grouping

Providing scaffolding

- providing support using e-resources, e.g. e-readers, e-learning platform
- providing scaffolding for students to complete the task

Giving challenges

- setting challenging yet manageable tasks for students
- online resources to promote self-directed learning

Promoting assessment for/as learning

- using questioning techniques to stretch students' potential
- giving verbal and written feedback in lessons / for homework

Can we further enhance **the effectiveness of the strategies?**
Through effective use of **e-learning repertoire?**



Self-directed learning

- e-dictionary
- reading and grammar practices
- language games

Inside the classroom

- e-books
- websites
(e.g. WLTS, PEERS,
One-stop portal)
- video clips

Should we mainly use the print resources?

Facilitating understanding

Promoting learner autonomy

Motivating resources

Catering for learners' interest

Giving immediate feedback



Effective Use of Learning and Teaching Resources to Cater for Learner Diversity

Textbook unit:

Primary 5 Having fun together

Theme: A Surprise Party

Adaptations:

- Exposing students to more narrative texts to familiarise them with the features of a story
- Creating a new writing task

Supplementary Resources

A Surprise Party

- setting of a story
- sentence building
- vocabulary building
- learning of language items

A Surprise Party for a Dog, 'Bibi'

- present perfect tense in context

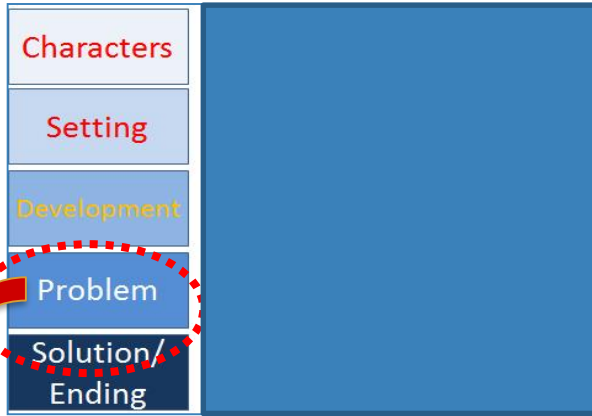
A Party Planner

- surprise elements
- word collocation

1. Making use of graphic organisers and visual aids

2. Enhancing students' participation through kinesthetic learning activities

3. Making use of the text features of a story to help students understand/construct the story



| | |
|---------------------|--|
| Characters | Mum, Ron and I decided to throw a surprise birthday party for Dad at home. |
| Setting | We have invited Uncle Melvin and Aunt Carrie. They're happy to join us. |
| Development | 'What kind of food are we going to have?' Ron asked. Mum answered, 'I've <u>baked</u> a chocolate cake.' |
| Problem | 'Mum, it's seven now. Where's Dad?' I asked. Mum answered, 'He's still in the office and won't be back shortly.' |
| Solution/ Ending | I said, 'Why don't we celebrate together in his office?' We took the taxi and arrived at his office. |

Understanding the Story Map

1. Match the five elements of the story map

- | | | |
|--------------------|---|---|
| a) characters | • | • the details of the story |
| b) setting | • | • the last part of the story / way to solve the problem |
| c) development | • | • the trouble and difficulty in the story |
| d) problem | • | • the people in the story |
| e) ending/solution | • | • the time, place and reasons that the story happens |

2. Label the five elements of "A Surprise Party". The key words have been underlined for you.

characters setting problem ending / solution development (preparation work)

| | |
|--|--|
| | <u>A Surprise Party</u> <u>Mum, Ron and I</u> decided to throw a surprise birthday party for Dad <u>at home</u> . We have invited <u>Uncle Melvin and Aunt Carrie</u> . They're happy to join us. |
| | 'What kind of food are we going to have?' Ron asked. Mum answered, 'I've <u>baked a chocolate cake</u> .' |
| | 'Mum, <u>it's</u> seven now. Where's Dad?' I asked. Mum gave him a call and returned, 'He's still in the office and <u>won't be back shortly</u> .' |
| | Uncle said, 'Why don't we celebrate together in his office?' We shouted, 'Great idea!' We took the taxi and arrived at his office very soon. |
| | 'Wow!' said Dad. 'I've just finished my work and we can celebrate now.' <u>We left the office and celebrated together at the park nearby</u> . We had a great time. |

4. Appropriate scaffolding for less able students and greater flexibility for more able students

Open-ended Task: Creative story writing about a special party



| Code | Characters | Settings | | Problem |
|------|-----------------|-----------------------------------|---------|------------------------|
| | Who | When | Where | What |
| 1 | a teacher | picnic | a park | lose the present |
| 2 | a family member | 1 st September | beach | someone is sick / busy |
| 3 | a friend | birthday | at home | no food |
| 4 | a classmate | the first day of Chinese New Year | | |
| 5 | a relative | 31 December | | |
| 6 | a neighbour | Mid-Autumn festival | | |

Roll a dice and jot down the elements of the story in the table below:

| Characters | Setting | | Problem |
|-----------------|---------|--------------|-------------------------------|
| Who | When | Where | What |
| <i>a Minnie</i> | picnic | <i>beach</i> | Lost the present / no present |

Support to students:

For more able students

- ◇ Greater learner autonomy

Writing Tips:

- To remind students what they need to achieve in every paragraph of the writing
- Part of the self assessment and peer assessment

Problem

- ☐ Show changes and surprises in the story:
suddenly, but, however

- ☐ Describe feelings:
worried, upset

Ending

- ☐ Use words to link events:
at last, in the end, finally

- ☐ Describe feelings:
excited, pleased, delighted

For less able students

- ◇ Break into steps
- ◇ Provide prompts

Provide scaffolding

Problem

We waited for a long time. Dad did not return home at dinner time. We were worried.

Solution/ Ending

Finally, we took a taxi and arrived at Dad's office very soon. Dad was surprised. We had a great time.

Product

- ◇ All students achieve the learning objectives / targets
- ◇ The products varied in breadth and depth

5. Integrating e-learning resources into the unit plan

Learning and teaching (Inside the classroom)

Scrambled sentence

- forms and functions

Surprise

- forms & functions
- main idea

E-book

- forms & functions
- main idea

<http://zimmerwinschool.com>

Self-directed learning Activities (Outside the classroom)

Scrambled sentence

- Forms & functions

Grammar practice

- forms & functions

Typing practice

- typing conventions

<http://www.freetypinggame.net/>

Online-dictionary

- spelling
- pronunciation

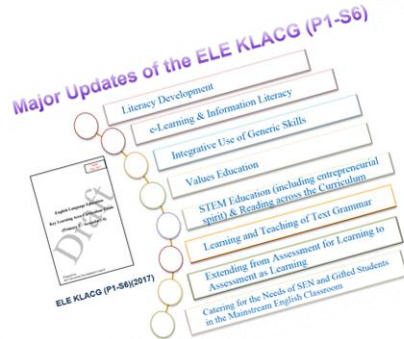
http://online.macmillandictionary.com/mc_au2/macmil.htm

Activity 3

Planning a school English Language curriculum

In groups, complete the plan for P6 based on the L&T materials provided.

| Learning Objectives | Content | Assessment | Teacher and Student Activities |
|---------------------|---------|------------|--------------------------------|
| Learning Objectives | Content | Assessment | Teacher and Student Activities |



Activity 3

Example



Task: Doing a group presentation on a charity campaign

- Identifying a target disadvantaged group to support
- Researching on charitable organisations in Hong Kong and identifying one to donate the proceeds to
- Proposing a charity event to organise to raise money for the charitable organisation

Integrative use of generic skills and development of information literacy

Creation of a multimodal text

Application of new knowledge and skills

- Designing a poster to promote the charity event
- Doing a presentation to introduce the charity campaign (the target group to benefit + the charitable organisation + the charity event)

Assessment for learning, peer assessment

Multimodal input

Authentic texts

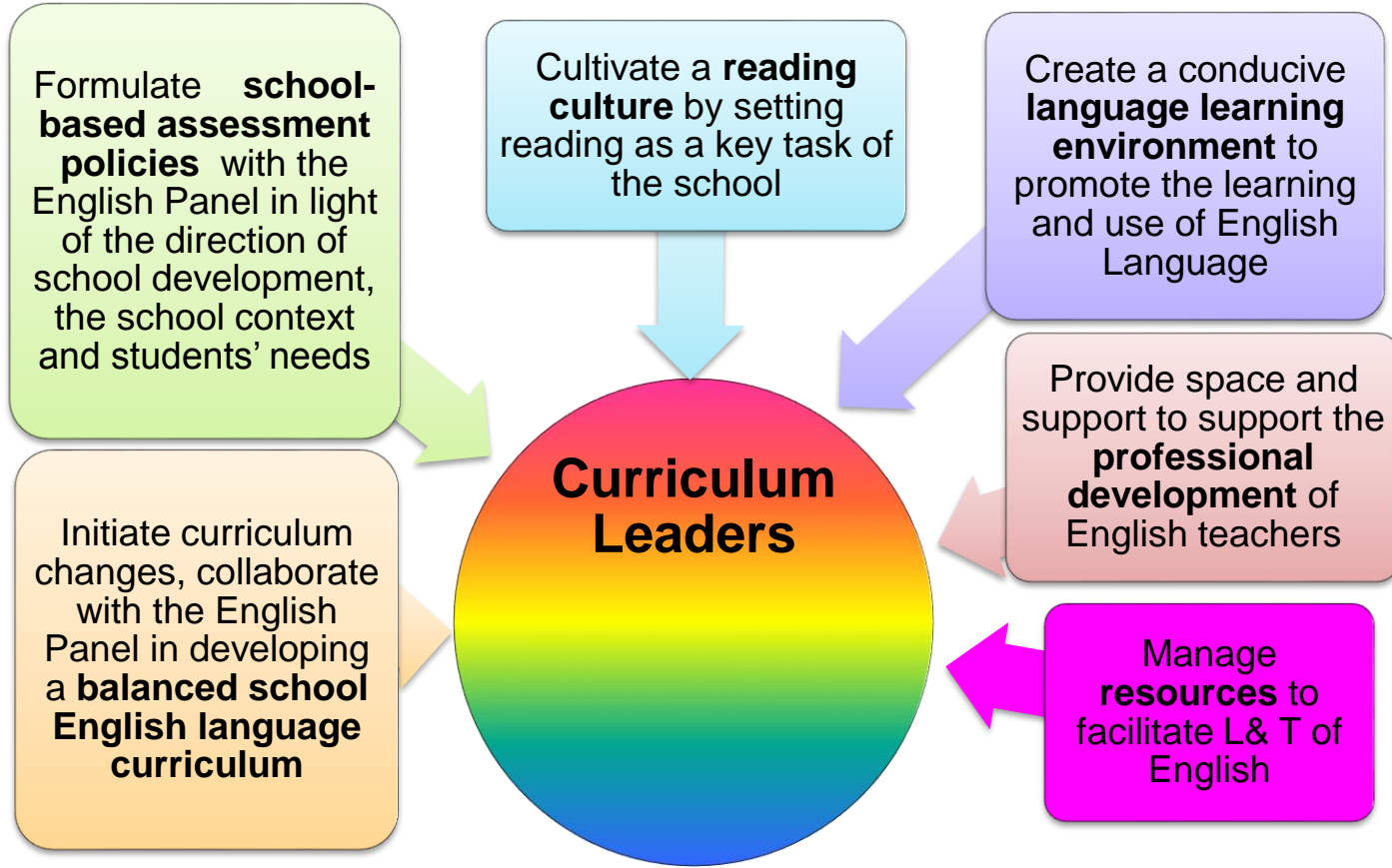
- A **video** on hunger/poverty/tsunami
- A **printed reading text** from the GE textbook (Unit 5)
- **Leaflets** on natural disasters by charities
- A **printed reading text** from the GE textbook (Unit 6)
- **Videos** on different disadvantaged groups (*elderly, homeless, stray animals, patients of chronic illness*)
- An **information sheet** about the disadvantaged groups
- **Any input from the General Studies textbooks?**

Values education

- **The theme:** Caring for others
- **Text type features:** website, newsletter, story, article, leaflet,
- **Target vocabulary items:** natural disasters, charity work, adjectives describing disadvantaged people
- **Target language items and structures:** ...

RaC

Roles of Curriculum Leaders in your school's English Language Education



Managing Resources

Human resources:

- Appoint **level coordinators** to help with horizontal coordination
- Deploy **the NET** effectively

Learning and teaching resources:

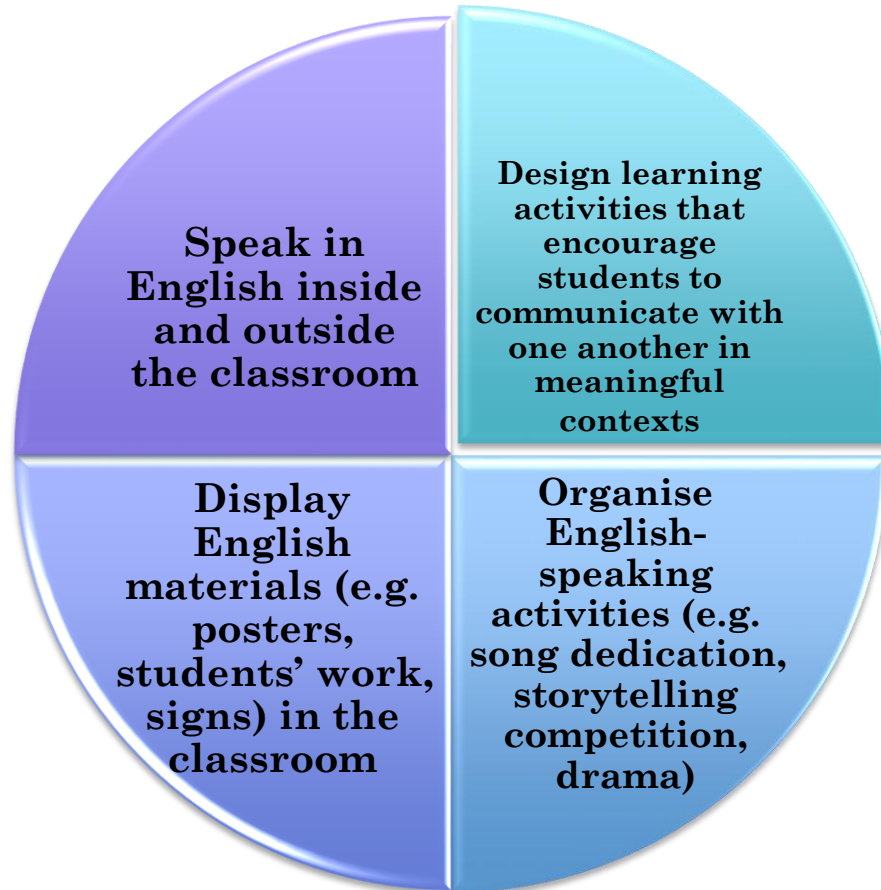
- Build up **a resource bank** with teaching plans, learning tasks and resource materials developed by teachers
- Introduce **EDB resource packages** to teachers

Management of funds and grants:

- Different **grants provided by the government** to focus on critical tasks
- **Quality Education Fund** for projects that promote effective learning

http://www.qef.org.hk/e_index.html

Creating a Conducive Language Learning Environment



EDB One-stop Portal



✦ My Setting ✦ Email ✦ Calendar ✦ iDesk ✦ iHouse ✦ Search ✦ Master Calendar ✦ School Map ✦ Site Map

EDB One-stop Portal for Learning & Teaching Resources



- Home
- Curriculum Documents
- Learning and Teaching Resources
- Assessment Tasks Bank
- Professional Development
- Contact Us

Home



Position

Every learner is entitled to English Language education. As a Key Learning Area, English Language Education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures through the English medium; and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.

The English Language Education curriculum comprises two closely related subjects: English Language and Literature in English. English Language is a core subject for students at all levels (i.e. Primary 1 – Secondary 7, although it assumes the title of Use of English for Secondary 6 – 7). Literature in English is an optional subject for students at senior secondary level (i.e. Secondary 4 – 7). Starting from 2009, English Language and Literature in English are a core and an elective subject respectively for Secondary 4 – 6 under the New Academic Structure.

Direction

Latest Resources

Topics for Conversation:
Hobbies
Classroom Activities

Weekly Activities
Classroom Activities | Learning and Teaching Packs

Teen Time
Others

[More](#)

Most Popular Resources

Clothes - Story
Self-learning Materials

Roald Dahl Fans
Others

Reading and Listening to Classics
Others

<http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html>

Primary English E-learning Resources (PEER)



PEER
Primary English E-learning Resources

Modules Language Forms / Functions Language Skills Vocabulary

The Primary English E-learning Resources (PEER) Website

is designed and developed in support of the English Language Curriculum Guide (Primary 1 – 6) (CDC, 2004) (the Curriculum Guide). It aims to provide quality e-learning resources to enrich English learning experiences at the upper primary level. PEER consists of a total of 60 learning units, carefully organised and arranged based on different modules as suggested in the Curriculum Guide. Each learning unit provides activities of about 15-minute duration and is accompanied by detailed teacher's notes and a worksheet developed by British Council Hong Kong which provide some teaching ideas for the English classroom. All multi-media resources are from the website <http://learnenglishkids.britishcouncil.org/en/> developed by the British Council. Teachers are encouraged to integrate the learning units into their school-based English Language curriculum to enhance their teaching and support student learning.

PDPs to be Conducted in 2017/18 s.y.

e-Learning

- Enriching KS2 Students' **Reading Experiences** through the Use of **Multimodal Texts**

Catering for Learner Diversity

- Catering for **Learner Diversity** in the Primary English Classroom at KS1

Assessment Literacy

- Assessment Literacy Series: Effective Use of the **Learning Progression Framework** to Enhance English Language Learning, Teaching and Assessment in Writing at Primary Level
- Assessment Literacy Series: Enhancing the **Learning-Teaching-Assessment Cycle** through **Assessment of/for/as Learning** in the Primary English Classroom

PDPs to be Conducted in 2017/18 s.y.

Effective Learning and Teaching

- Enhancing Students' **Reading and Speaking Skills** through the Learning and Teaching of **Phonics** at Primary Level

Reading across the Curriculum

- **Connecting Reading and Writing Experiences** in the Primary English Classroom at KS1

Curriculum Leadership Series

- **Curriculum Leadership** Series – Ongoing Renewal of the School Curriculum (**English Teachers**) (Primary)
- **Curriculum Leadership** Series – Ongoing Renewal of the School Curriculum (English Panel Chairpersons) (Primary)

- Quicker access to information regarding the English Language Education Key Learning Area – training opportunities, references & resources, etc.



<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html>

Sharing of Good Practices

Pentecostal Gin Mao Sheng Primary School

Miss Carrie FUNG

Miss Abby LAM

Miss Katy LEUNG