Curriculum Leadership Series – Ongoing Renewal of the School Curriculum (Primary) (English teachers)

January 2018
English Language Education Section
Curriculum Development Institute
Education Bureau
OBJECTIVES

1. To introduce the major updates of the English Language Education Key Learning Area Curriculum Guide (P1-S6) (2017);

2. To provide suggestions on the learning and teaching activities, strategies and resources for incorporating the major updates in the school English language curriculum; and

3. To share good practices on designing meaningful learning activities to enhance learning and teaching effectiveness in the English classroom
# Today’s Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Part I</th>
<th>Break</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00 - 3:45 p.m.</td>
<td><strong>Ongoing renewal of the school curriculum</strong>&lt;br&gt;<strong>Major updates of the English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017)</strong>&lt;br&gt;<strong>Suggestions on the L&amp;T activities, strategies and resources</strong>&lt;br&gt;<strong>The roles of an English Language teacher as a curriculum leader</strong></td>
<td><strong>Break</strong></td>
<td><strong>Sharing of good practices</strong>&lt;br&gt;<strong>Delia English Primary School &amp; Kindergarten</strong></td>
</tr>
<tr>
<td>3:45 - 4:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)


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

(P1 – S3) 9 years
(CDC, 2002)

(P1 – S6) 12 years
(CDC, 2017)

(CDC, 2004)
(CDC, 1999)
(CDC & HKEAA, 2007)
(CDC, 2004)
(TBC)
(CDC & HKEAA, 2007) with updates in 2015

Major Updates of the ELE KLACG (P1-S6)

- Literacy Development
- e-Learning & Information Literacy
- Integrative Use of Generic Skills
- Values Education
- STEM Education (including entrepreneurial spirit) & 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
Components of a School English Language Curriculum at the Primary Level

60% of English lesson time

40% of English lesson time

Life-wide Learning
- Extra-curricular activities
- Co-curricular activities etc.

General English Programme

Reading Workshops

Self-access Learning

Intervention Programme

Enrichment Programme

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

Using real books with a variety of text types

Using non-print reading resources

Connecting students’ reading and writing experiences

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

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
Using Non-print Reading Resources

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/
From Reading to Writing

Enhancing the implementation of READING Workshops

- Ensuring progressive development of reading skills and strategies
- 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
**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

<table>
<thead>
<tr>
<th>Category</th>
<th>Eight Literacy Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective and Ethical use of information for</td>
<td>Information users → Information providers</td>
</tr>
<tr>
<td>lifelong learning</td>
<td></td>
</tr>
<tr>
<td>Generic IL</td>
<td>Information need → Locate information</td>
</tr>
<tr>
<td>Information World</td>
<td>Organise &amp; Create ← Evaluate information</td>
</tr>
<tr>
<td>Information World</td>
<td>IT skills</td>
</tr>
<tr>
<td></td>
<td>Media Literacy:</td>
</tr>
<tr>
<td></td>
<td>Information providers</td>
</tr>
<tr>
<td></td>
<td>Conditions for reliable information</td>
</tr>
</tbody>
</table>

Pedagogy to Enhance Literacy Development

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

- 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

Interacting with a variety of texts

Task-based Approach

Producing messages using different modes of communication
Integrative use of generic skills

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal and Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Critical Thinking Skills</td>
<td>Self-management Skills</td>
</tr>
<tr>
<td>Mathematical Skills</td>
<td>Creativity</td>
<td>Self-learning Skills</td>
</tr>
<tr>
<td>IT Skills</td>
<td>Problem Solving Skills</td>
<td>Collaboration Skills</td>
</tr>
</tbody>
</table>

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
Values Education

Seven Priority Values and Attitudes

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others

Values education in different domains

- Basic Law education
- Environmental education
- Road safety education
- Human rights education
- Sex education
- Health & anti-drug education
- Media education
- Life education
- Moral and Civic education

Seven Priority Values

- Integrity
- Perseverance
- Commitment
- Respect for Others
- National Identity
- Care for Others
- Responsibility

Attitudes:

- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others

Values in different domains:

- Basic Law education
- Environmental education
- Road safety education
- Human rights education
- Sex education
- Health & anti-drug education
- Media education
- Life education
- Moral and Civic education
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
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)
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.

- 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
Curriculum planning in different KLAs/subjects

Major Concern of the school

Achieving the aims of education

English Language

- Nurturing **positive values** and **attitudes** through reading and identifying values, attitudes and beliefs expressed in the text
An example – Reader’s Handbook (Yellow)
(A reference reading for teachers/KS2 students to connect their reading and writing experiences)

- Reading non-fiction, e.g. a magazine article about earthquake
- Reading fiction
- Making connection and self-reflection using graphic organisers
- Showing practical examples to help students develop reading strategies, e.g. pause and reflect, making notes, asking questions and making evaluation

1. Making notes
2. Self-questioning
3. Making an evaluation about the magazine article
Grammar in Context or Text Grammar?

Grammar in Context

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

Text Grammar

- beyond the sentence level
- grammar items typical of a particular **text type**
- how grammar contributes to the **coherence & the structure of a text**
- how to apply grammar knowledge to create texts of **different text types**
Process of Learning Grammar

- **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

---

## Purposes of Assessment

<table>
<thead>
<tr>
<th>Assessment for/as Learning (AfL / AaL)</th>
<th>Purpose</th>
<th>Key Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quality feedback for learners, which entails timely support and enrichment</td>
<td>Teacher / Students</td>
<td></td>
</tr>
<tr>
<td>• Information for teachers to review the learning objectives, lesson plans and teaching strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students’ self-monitoring &amp; self-correction or adjustment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning (AoL)</th>
<th>Purpose</th>
<th>Key Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment of learners’ performance and progress against the learning targets and objectives</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>• Judgments about placement, promotion and attainment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Promoting Assessment for/as Learning

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

Extending from AfL to AaL:
- Enhancing learners' self-directed learning capabilities through introducing metacognitive strategies
Different modes of Assessment in Schools

- Homework
- Projects
- Quizzes/Tests
- Portfolios
- Questioning
- Shared Writing & Process Writing
- Dictation
- Conferencing
- Examinations
- Oral Presentations
- etc.

- Learning Tasks & Activities (e.g. performance tasks)
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
Catering for Diverse Learning Needs and Styles

Learners' diversity exists naturally

Learning styles
- Visual (Learn best by seeing)
- Auditory (Learn best by hearing)
- Kinesthetic (Learn best by doing)

Characteristics
- maturity, gender, personality, aspiration, interest, learning motivation

Abilities
- Gifted
- Special education needs
- Prior knowledge
- Level of readiness

Social, Economic, Cultural Backgrounds
- NCS
- NAC
- CBS
- Low family income
Supporting Students with Special Educational Needs (SEN)

- Adopt a multi-sensory approach

- Differentiate in terms of **content**, **process**, **product** & **learning environment**
  - **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

- Encourage personalised learning goals based on students’ own needs

Suggestions:
- Organising a variety of activities
- Each activity lasts for 10 – 15 minutes
- Allowing time for students to learn and explore independently using e-resources
### 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
- giving verbal and written feedback in lessons / for homework
- guiding students to understand their performance and setting goals

---

Can we further enhance the effectiveness of the strategies? Through effective use of e-learning repertoire?
Catering for learner diversity
Administrative Measures

Early Identification
- Understanding the weakness and strength of students
- Understanding their learning background

Professional Development
- PDPs provided by education psychologists
- PDPs on curriculum planning
- PDPs on teaching strategies

Human Resource Deployment
- Organising enrichment programme for more able and gifted learners
- Organising intervention programmes for SEN students

Time-tabling for different programmes
- Mixed ability grouping
- Streaming students according to abilities
- Grouping students according to the purposes and requirements of tasks

Diversified assessments
- Formative, e.g. student learning profile, differentiated dictation
- Summative (not only limited to pen-and-paper)
- Recognising non-academic achievements in report cards

Flexible grouping
- Providing timely support
- Providing quality feedback
- Engaging students in a variety of learning activities

Flexible grouping
- Mixed ability grouping
- Streaming students according to abilities
- Grouping students according to the purposes and requirements of tasks

PDPs provided by education psychologists
- PDPs on curriculum planning
- PDPs on teaching strategies
Activity

In groups, share a school-based initiative of your school which has incorporated plans to address the curriculum updates.

- Literacy Development
- e-Learning & Information Literacy
- Integrative Use of Generic Skills
- Values Education
- STEM Education (including entrepreneurial spirit) & 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

Time for discussion: 15 minutes
Time for sharing: 10 minutes
Writing Task: Producing an e-book about their dream job for display on the school Open Day

Pre-writing Task 1
Engaging students in a jigsaw reading activity to find out the important qualities to become a successful person

Pre-writing Task 2
• Identifying and researching on student’s own dream jobs
• Compare and contrast the choices and select the best one
• Learning to use the features of the app to produce an e-book

Writing Task
Producing an e-book about their dream job for display on the school Open Day

Integrative use of generic skills and development of new literacy

Values Education

Integrative Use of Generic Skills

e-Learning & Information Literacy

Creation of a multimodal text

Level: Lower/Upper Primary

Values Education

Application of new knowledge and skills

Creation of a multimodal text

Level: Lower/Upper Primary

Values Education

Integrative Use of Generic Skills

e-Learning & Information Literacy

Application of new knowledge and skills

Creation of a multimodal text
### 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 Concern of the School: Living a healthy life

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

**Level:** Upper Primary

<table>
<thead>
<tr>
<th><strong>Reading input</strong></th>
<th><strong>Teaching focus in English lessons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A unit about food and drink in English textbook</strong></td>
<td>• Concepts of a balanced diet</td>
</tr>
<tr>
<td><strong>A pamphlet about calorie and energy</strong></td>
<td>• Facts about the diet of an athlete</td>
</tr>
<tr>
<td><strong>A profile of Michael Phelps</strong></td>
<td>• Text types: a pamphlet, a leaflet and a profile</td>
</tr>
<tr>
<td><strong>A leaflet about meals for athletes</strong></td>
<td>• Language structures: the use of the simple present and simple past tense to talk about facts and past events respectively</td>
</tr>
<tr>
<td><strong>A unit about Growth and Health in General Studies textbook</strong></td>
<td>• Vocabulary about food items and nutrients</td>
</tr>
</tbody>
</table>
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

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

Structuring

• 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
1. 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.

2. Identifying and categorising the forms/patterns of the target language items/structures.

3. Practising the target language items/structures in an information gap activity about identifying the winners of the Sports Day.

4. Noticing and Practice:
   - 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.

5. Structuring Learning and Teaching Grammar at text level (illustrating how grammar makes meaning beyond sentence level in different contexts).

6. Using multimodal learning and teaching aids and materials.

7. Providing students with the autonomy to complete the task.

8. Applying the understanding of the use of the target language items and structures in another context.

9. Providing students with the autonomy to complete the task.
Writing Task: Writing about a surprise party for a special person

Pre-writing Task 1
• Helping students learn the present perfect tense through reading different stories/recounts about parties, e.g. an e-book about a special birthday present, a party for a dog

Pre-writing Task 2
• Helping students learn the vocabulary items about organising a party through a variety of learning activities
  • Learning about the setting of a story/recount
  • Helping students to reflect on their learning using 3-2-1 summariser

Writing Task
• Conducting group writing to help students develop ideas and collaborate in groups
  • Writing a creative story about a birthday celebration with a special person
2. A Surprise Party
• setting of a story
• sentence building
• vocabulary building
• learning of language items

3. A Surprise Party for a Dog, ‘Bibi’
• present perfect tense in context

Adaptations:
- Exposing students to more narrative texts to familiarise them with the features of a story
- Creating a new writing task
1. Making use of graphic organisers and visual aids

**Vocabulary building**

*Ching Chung Hau Po Woon Primary School*

<table>
<thead>
<tr>
<th>Name: ___________________</th>
<th>Class: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ___________________</td>
<td></td>
</tr>
</tbody>
</table>

**A Surprise Party – Vocabulary Table**

**Places**
- at home

**Characters**
- Dad
- Ron

**Food**
- snacks

**Presents**
- card

**Decorations**
- balloons

**Activities**
- cut the cake

**Understanding the setting of a story**

*Ching Chung Hau Po Woon Primary School*

<table>
<thead>
<tr>
<th>Name: ___________________</th>
<th>Class: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ___________________</td>
<td></td>
</tr>
</tbody>
</table>

**J’s Surprise Party**

**To Do List**
- call Timmy to-
- finish the treasure hunt
- write some instructions for the treasure hunt
- make some food
- hide the
- draw a ________ for the ship
- put the chairs out
- write the letters on the line

**When does the story happen?**

**What food did they have in the party?**

**Is the party fun? Why?**

**Where does the story take place?**
2. Enhancing students’ participation through kinesthetic learning activities

Whole class activity: Matching game

Individual work: Graphic organiser

Group work: Pelmanism game
3. Making use of the text features of a story to help students understand/construct the story

### Understanding the Story Map

1. Match the five elements of the story map
   - a. characters
   - b. setting
   - c. development
   - d. problem
   - e. ending/solution

   - the details of the story
   - the last part of the story/way to solve the problem
   - the trouble and difficulty in the story
   - the people in the story
   - the time, place and reasons that the story happens

### A Surprise Party

- **Mum, Ron and I decided to throw a surprise birthday party for Dad at home.** We have invited Uncle Melvin and Aunt Carrie. They’re happy to join us.

- **‘Mum, it’s seven now. Where’s Dad?’ I asked. Mum answered, ‘He’s still in the office and won’t be back shortly.’**

- **I said, ‘Why don’t we celebrate together in his office?’ We took the taxi and arrived at his office.**

- **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.’ We left the office and celebrated together at the park nearby. We had a great time.”**

---

#### Table:

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Development</th>
<th>Problem</th>
<th>Solution/Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mum, Ron and I decided to throw a surprise birthday party for Dad at home.</td>
<td>We have invited Uncle Melvin and Aunt Carrie. They’re happy to join us.</td>
<td>‘What kind of food are we going to have?’ Ron asked. Mum answered, ‘I’ve baked a chocolate cake.’</td>
<td>‘Mum, it’s seven now. Where’s Dad?’ I asked. Mum answered, ‘He’s still in the office and won’t be back shortly.’</td>
<td>I said, ‘Why don’t we celebrate together in his office?’ We took the taxi and arrived at his office.</td>
</tr>
</tbody>
</table>
4. Appropriate scaffolding for less able students and greater flexibility for more able students

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Characters</th>
<th>Settings</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a teacher</td>
<td>picnic</td>
<td>a park</td>
</tr>
<tr>
<td>2</td>
<td>a family member</td>
<td>1st September</td>
<td>beach</td>
</tr>
<tr>
<td>3</td>
<td>a friend</td>
<td>birthday</td>
<td>at home</td>
</tr>
<tr>
<td>4</td>
<td>a classmate</td>
<td>the first day of Chinese New Year</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>a relative</td>
<td>31 December</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>a neighbour</td>
<td>Mid-Autumn festival</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>When</td>
<td>Where</td>
</tr>
<tr>
<td>picnic</td>
<td>beach</td>
<td>Lost the present / no present</td>
</tr>
<tr>
<td>Mum</td>
<td>picnic</td>
<td>beach</td>
</tr>
</tbody>
</table>
Support to students:

For more able students

◊ Greater learner autonomy

For less able students

◊ Break into steps
◊ Provide prompts

Provide scaffolding

Writing Tips:
• To remind students what they need to achieve in every paragraph of the writing
• Part of the self assessment and peer assessment

Product

◊ All students achieve the learning objectives / targets
◊ The products varied in breadth and depth
Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals.

<table>
<thead>
<tr>
<th>Role of teacher:</th>
<th>Role of students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifying students' strengths and weaknesses</td>
<td>- Making reflection on their own learning, especially the writing skills</td>
</tr>
<tr>
<td>- Providing constructive feedback</td>
<td>- Making improvement based on feedback from teachers and peers</td>
</tr>
</tbody>
</table>

Sharing learning intentions and success criteria with learners

Checklist:
- Assessment rubrics summed up from have been taught in the lessons
- Raising students' awareness of the requirements of the writing task
Setting learning goals

Specific learning goals

• Short term goals within the over-arching context of a particular unit/module in the learning process
• Relate to learning output
• e.g. use 5 adjectives learnt in the article, use the simple past tense and present perfect tense correctly in the story

Generic learning goals

• More general goals and of longer term
• Continued to be addressed across several units/areas and over time
• e.g. listen when my friends talk, read longer books
Some reflection strategies

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.

- from less able student

- from more able student

SWOT

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities</td>
<td>Threats</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare and Contrast

<table>
<thead>
<tr>
<th>How I feel about my work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand this</td>
</tr>
<tr>
<td>I can improve on this</td>
</tr>
</tbody>
</table>

SW

PMI table (from de Bono)

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
</tr>
</thead>
</table>
| Can do this well | Need more work on this | I could try...

Triangle

<table>
<thead>
<tr>
<th>Skills</th>
<th>New Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Feelings

Understandings

Ladder

Graphic Organisers

Venn Diagram

Confused about this

Know this well

Don't get this yet

Ranking or prioritising steps
### Some reflection strategies

<table>
<thead>
<tr>
<th><strong>“Traffic Light”</strong></th>
<th><strong>“Feedback Sandwich”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students examine their work and highlight where they feel</td>
<td></td>
</tr>
<tr>
<td>• stopped</td>
<td>(Good news) “I did really well on ...”</td>
</tr>
<tr>
<td>• cautious</td>
<td>(Bad news) “I think ...need to be changed because...”</td>
</tr>
<tr>
<td>• they can go straight ahead</td>
<td>(Good news) “Some ways I can improve this are...”</td>
</tr>
<tr>
<td><strong>“Concept Circle”</strong></td>
<td></td>
</tr>
<tr>
<td>Instruct students to</td>
<td></td>
</tr>
<tr>
<td>• sketch a concept circle with as many spikes as they like;</td>
<td></td>
</tr>
<tr>
<td>• brainstorm and recall the key concepts/ideas learnt;</td>
<td></td>
</tr>
<tr>
<td>• highlight, or draw a box around, any concept that they have trouble understanding; and</td>
<td></td>
</tr>
<tr>
<td>• write down who/where to resort to in order to solve the problems</td>
<td></td>
</tr>
</tbody>
</table>
What is the role of an English teacher?

- Going beyond the role as a major provider of linguistic input to helping students make sense of language data;

- Capitalize on students’ existing and diversified resources – make school experience positive; let students develop a sense of achievements;

- Share learning experiences, identify critical facilitative/debilitative features, and demonstrate effective strategies in the processes of becoming an effective language user.

‘Teach them how to fish rather than only feed them with fish’

Prof Jasmine LUK, Faculty of Education, HKU
EDB Empowerment Workshop on Effective English Language Learning at Primary Level, March 2015
Failure to learn well

Four major factors/questions:

- Interest (Do students enjoy learning English?)
- Relevance (Do students find the learning relevant to their immediate and long-term goals?)
- Identity (Do students feel that learning English contributes to their desired/imagined identity?)
- Resources (Do students possess the valued resources to learn English well?)

Prof Jasmine LUK, Faculty of Education, HKU
EDB Empowerment Workshop on Effective English Language Learning at Primary Level, March 2015
What makes English learning interesting?

- Popular culture with audio-visual stimulus
- Games (with the elements of competition)
What makes English learning relevant?

Immediate goals
- To make sense of fun things presented in English in everyday life?
- Taking tests and exams?

Long-term goals
- Higher education?
- International communication?
- Career prospects?
Everyone is a Leader:

Leading in front

Leading by the side

Leading from within

Leading from behind

Curriculum Leadership