Ongoing Renewal of the School Curriculum –

Focusing, Deepening and Sustaining

Updating the English Language Education Key Learning Area Curriculum

(Primary 1 to Secondary 6)

Consultation Brief

Curriculum Development Council

December 2015

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The Learning to Learn curriculum reform that started in 2001 has been promoting curriculum and pedagogical change that fosters learners' whole-person development and learning to learn capabilities to achieve lifelong learning. Over the past decade or so, much has been achieved in schools through the implementation of the reform. To mention a few of the achievements, the curriculum reform has brought about a new breed of students who are more proactive and in possession of greater learning agility and stronger transferable skills; the strength of our students' performance in mathematics, science and reading in Chinese is internationally recognised; teachers have achieved a paradigm shift from teacher-centred classroom practices to learner-centred learning; the assessment culture in schools has changed with greater emphasis placed on assessment for/as learning; and there is increasing collaboration among teachers within and across schools.

Alongside the implementation of the Learning to Learn curriculum reform, there have been a lot of changes and challenges in our society and around the world, such as those in economic, scientific, technological and social developments. To maintain Hong Kong's competitive edge and to prepare our students well for the local and global changes taking place in various fields, it is necessary to enhance the Learning to Learn curriculum reform, to sustain and deepen the accomplishments achieved and to identify new focuses in the curriculum as we move to a new phase of curriculum renewal and updating.

Capitalising on the positive impacts and experience gained, the curriculum renewal (also known as "Learning to Learn 2.0") being introduced is an enhanced version of the Learning to Learn curriculum reform that started in 2001. It is not an "add-on" but a continual journey to work smarter and in a more focused manner in promoting Learning to Learn for the next five to ten years. In this new phase of curriculum renewal, the curriculum will remain learner-centred and continue to focus on learning, particularly the improvement of its quality and effectiveness. However, to closely respond to various contextual changes locally and globally, more attention is given to the development of personal attributes expected of our students across KLAs in the coming decade, and focuses such as Reading across the Curriculum (RaC), information literacy, as well as Science, Technology, Engineering and Mathematics (STEM) education will be given stronger emphasis, with renewed understanding of learning goals, generic skills and values and attitudes.

In response to the new phase of curriculum renewal, the *Basic Education Curriculum Guide (Primary 1-6)* was updated in mid-2014. The corresponding *Secondary Education Curriculum Guide* and the curriculum guides for the various KLAs are also being updated and will be available for schools' reference in 2016 upon the completion of consultation. Schools are encouraged to sustain, deepen and focus on areas deemed essential for further improving students' independent learning capabilities.

This consultation brief presents the major updates related to the English Language Education KLA and the key emphases of the ongoing curriculum renewal proposed for

schools' adoption.   Examples are also provided to illustrate how these considerations are achieved through this KLA, particularly in the aspects of learning aims/targets/objectives, curriculum planning as well as learning, teaching and assessment.   Schools may formulate plans to incorporate these recommended updates and key emphases for the ongoing curriculum renewal from the 2016/17 school year, taking into consideration the school context, teachers' readiness and students' needs.   As the recommendations proposed in this consultation brief have a direct bearing on school-based curriculum development over the next decade and set new directions for future curriculum updating and renewal and chart the way forward for sustaining the existing curriculum reform, we would like to solicit views and feedback from stakeholders, in particular the school sector.   Comments and suggestions on this consultation brief are welcome and should be sent by 15 February 2016 to:

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1. Why and How is the English Language Education Curriculum Updated?

The *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)* (2016) is prepared by the Curriculum Development Council (CDC) Committee on English Language Education. It is an updated version of the *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)* (2002) and has been extended to include the three-year senior secondary English Language Education. The English Language Education Key Learning Area comprises English Language, a core subject for Key Stages 1 to 4, and Literature in English, an elective subject for Key Stage 4.

In response to the changing needs of society, the rapid development of science, the views of stakeholders collected through various surveys and engagement activities (e.g. New Academic Structure Review, curriculum development visits, focus group interviews) as well as the direction for ongoing curriculum renewal (also known as Learning to Learn 2.0), the recommendations provided in the *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)* (2002) have been reviewed.

Over the past decade, a strong partnership has been developed between the Education Bureau and the school sector resulting in a number of achievements in the implementation of the school-based English Language Education curriculum. Emphasis is not only placed on helping learners develop their understanding of different aspects of English language learning, but also on providing a variety of learning activities. Efforts have also been made to enhance students' learning experiences by creating an English-rich environment and cultivating a "reading to learn" culture. While these accomplishments are well appreciated and are to be sustained, further efforts in the following are required in the implementation of the English Language Education KLA Curriculum:
- Increasing learners' motivation in learning English
- Strengthening learners' ability to learn independently
- Stepping up learners' literacy skills to meet the needs in study and everyday life, and the challenges in society and around the world
- Heightening learners' awareness of appropriate language use in various contexts
- Enhancing learners' ability in collecting and managing the vast amount of information brought about by advancement of technology and promoting ethical use of information
- Supporting learners with diverse learning needs, e.g. students with special educational needs (SEN) and gifted students
- Helping learners develop the essential qualities and positive values and attitudes required in the 21st century

The updates of the English Language Education KLA Curriculum Guide are in line with the guiding principles for the ongoing renewal of the school curriculum and the updated learning goals of school education. Relevant details are provided in the *Overview for Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining*.

The updated seven learning goals of school education, which continue to focus on promoting whole-person development and lifelong learning capabilities, are as follows:

Updated Seven Learning Goals of School Education

1. To be proficient in biliterate and trilingual communication for better study and life

2. To acquire and construct a broad and solid knowledge base, and to be able to understand contemporary issues that may impact on learners' daily lives at personal, community, national and global levels

3. To develop and apply generic skills in an integrative manner, and to become independent and self-directed learners for future study and work

4. To be an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society

5. To use information and information technology ethically, flexibly, and effectively

6. To understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career

7. To lead a healthy lifestyle with active participation in physical and aesthetic activities, and be able to appreciate sports and the arts

Remarks: Please refer to Appendix 1 for the learning goals of primary education.

With no change in the broad framework, the following major areas for updates are put forth to reflect the changing contexts and education trends and to provide suggestions for the development and implementation of the English Language Education KLA Curriculum at the primary and secondary levels for now and in the five to ten years to come:

- enhancing strategies for **grammar learning and teaching**, emphasising the importance of text grammar
- providing suggestions on **catering for learner diversity** in English language learning, including addressing the needs of learners with special educational needs (SEN) and gifted learners in the mainstream English classroom
- developing **assessment literacy** among teachers and learners through extending assessment for learning to assessment as learning and developing learners' metacognitive skills to promote learner independence and facilitate self-directed learning
- strengthening **literacy development** and **Reading across the Curriculum** (RaC) through connecting students' learning experiences and incorporating new literacy practices to enable learners to process and create multimodal texts
- highlighting the importance of **e-learning** and the need for teachers to develop an e-learning repertoire to enhance learning and teaching effectiveness, and the need to provide opportunities to help learners develop information literacy
- strengthening **values education** to develop learners' positive values and attitudes and facilitate whole-person development
- promoting **STEM education** to help learners develop personal attributes and

qualities required in the 21st century, such as innovativeness and entrepreneurial spirit

- stressing the need to develop and apply **generic skills in a complementary and integrative manner** in the process of accomplishing English learning tasks
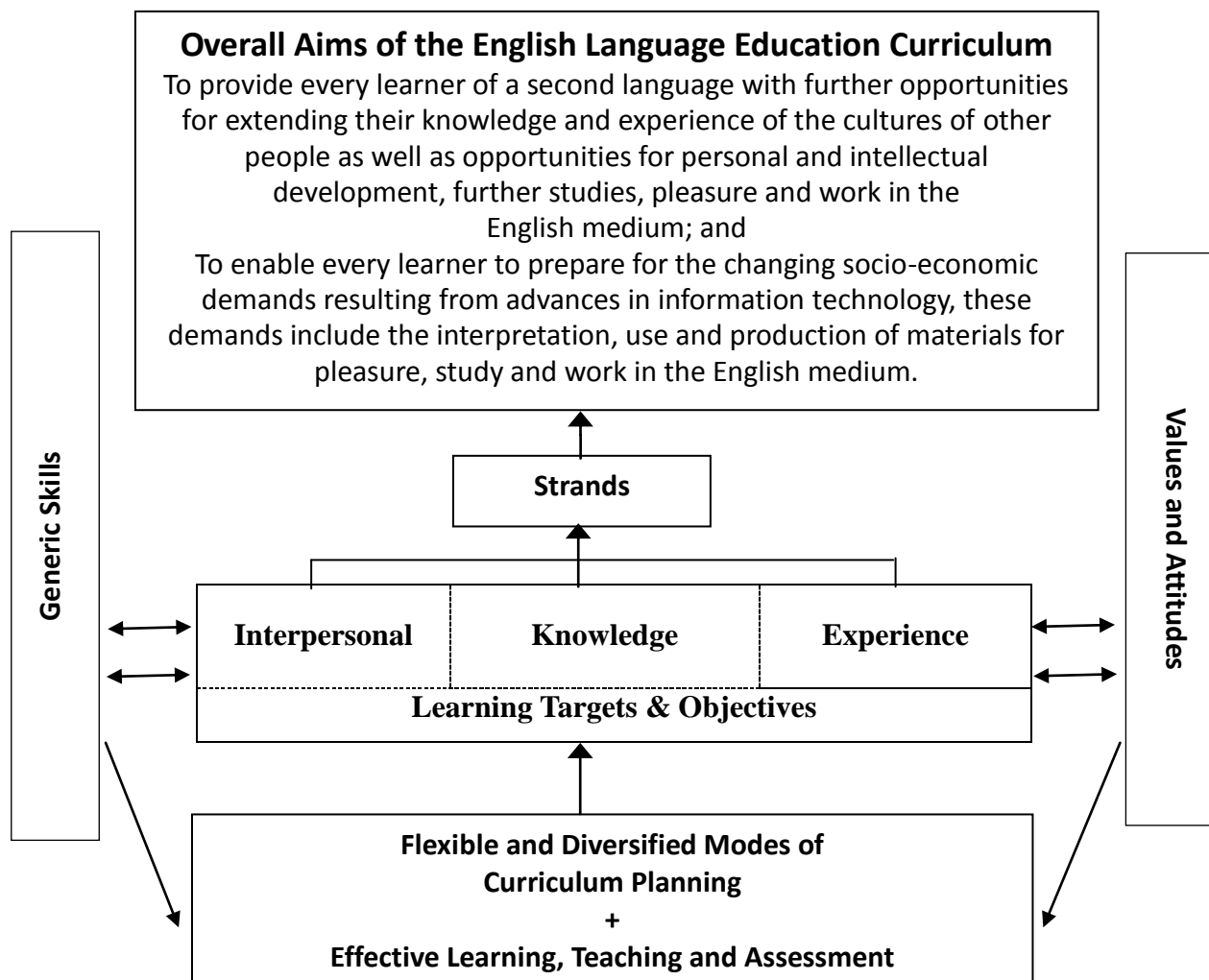
2. What are the Major Updates?

2.1 Curriculum Aims and Curriculum Framework

- English Language Education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development; 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 overall curriculum aims of the English Language Education, which are in line with the updated learning goals of school education, will remain unchanged:

  ➢ To provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and

  ➢ To enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

- While the overall aims of the English Language Education will remain unchanged, the diagrammatic representation of the English Language Education curriculum framework (available on p.5) is updated. The "overall curriculum aims" are spelt out at the top and the "Learning Targets and Objectives" are included to indicate the relationship between the interlocking components for curriculum development. Upward arrows, instead of downward ones, are used to better illustrate how effective learning, teaching and assessment as well as curriculum planning helps achieve the overall aims of the English Language Education KLA Curriculum.

Diagrammatic Representation of the English Language Education KLA Curriculum Framework

Overall Aims of the English Language Education Curriculum

To provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and

To enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology, these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

Generic Skills

Strands

Interpersonal	Knowledge	Experience

Learning Targets & Objectives

Flexible and Diversified Modes of Curriculum Planning
+
Effective Learning, Teaching and Assessment

Values and Attitudes

2.2 Learning, Teaching and Assessment

While schools are encouraged to continue to sustain the good practices and efforts in areas such as implementing a school-based English Language curriculum, adopting a variety of learning activities, promoting reading to learn and creating an English-rich environment, the following areas of updates are proposed to enhance the effectiveness of learning, teaching and assessment:

2.2.1 Learning and Teaching of Text Grammar

- It is recommended that teachers continue to adopt a task-based approach in the learning and teaching of grammar. The task-based approach engages learners in interacting and communicating in the target language, i.e. English, with their attention principally focused on meaning rather than form. To enhance the learning and teaching of grammar, more attention has to be given to text grammar, which involves the study of the coherence and structure of a text and the relationship between language and context. Moreover, learners are encouraged to

reflect on how grammar knowledge helps make sense of a text.

- In task-based learning, grammar focus work takes the form of exercises, which aim to raise learners' awareness of the form and function of a grammar item or structure and to provide them with the language input they need to carry out tasks. Task-based grammar learning can take place in the following stages:

  ➢ Before the task: The teacher considers what language support learners will need in completing the task and makes use of a text/texts to help learners notice the use of the target grammar items and structures in context. After learners have been exposed to the relevant grammar items and structures, the teacher engages them in exercises or activities to help them understand the forms and functions of the grammar items and structures and practise using them.

  ➢ During the task: Learners are provided with the opportunities to apply their grammar knowledge and use the target grammar items and structures to complete the task. Grammar learning goes beyond the sentence level to the text level when learners experience conveying meaning using the target grammar items and structures in context in the construction of a text.

  ➢ After the task: Learners are guided to evaluate their own learning. They are led to reflect on how the target grammar items and structures make meaning in the text and how the meanings of the grammar items and structures are shaped by the contexts in which they are used. Further short activities or exercises can be provided for consolidation purposes.

- In assessing grammar, learners' application of their knowledge cannot be neglected. It is not advisable to include discrete items or focus on assessing learners' mastery of the forms of specific grammar items or structures in the summative assessment. Teachers are encouraged to design assessment tasks or activities that stress the importance of purposeful use of grammar knowledge for communication in meaningful contexts while learners' knowledge and mastery of language forms can be assessed through short quizzes or daily learning and teaching activities.

  (Please see Appendix 2 for Example 1 on how learning and teaching of text grammar can be promoted using a task-based approach.)

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

- Learner diversity remains one of the major concerns in the English classroom at all levels. Diversity may manifest itself in many ways. Besides adopting effective strategies, such as flexible grouping, differentiating learning tasks and self-access learning, to cater for learners' diverse needs, due consideration should also be given to support learners with special educational needs (SEN) and gifted

learners.

- To accommodate the needs of SEN learners in the mainstream English classroom, teachers have to consider the following in the planning and implementation of the school-based English Language Education curriculum:

  ➢ Adapting the learning content

  ➢ Adopting a multisensory approach to learning and teaching

  ➢ Using multimodal learning and teaching aids and materials

  ➢ Adjusting the pace and linguistic load of instruction

  ➢ Setting realistic assessment goals/objectives

- To maximise the potentials of gifted learners in the mainstream English classroom, teachers have to consider the following in the planning and implementation of the school-based English Language Education KLA curriculum:

  ➢ Allowing flexibility with the curriculum to address differences in the rate, depth and pace of learning

  ➢ Providing enrichment activities which encourage creativity and original thinking

  ➢ Encouraging learners to pursue independent projects or study based on their interests and abilities

  ➢ Guiding learners to set individual goals and assume ownership of their learning

- Teachers' attention is also drawn to the effective use of textbook materials and other learning and teaching resources, including e-resources, to support SEN and gifted learners in the mainstream English classroom.   For example:

  ➢ The textbooks are used selectively and teachers adapt tasks and activities to cater for learners' learning needs and interests.   The more able learners may skip the easy parts and the less able learners may skip the more difficult parts.

  ➢ Extended tasks and projects are designed to encourage extensive reading and viewing as appropriate.

  ➢ Teachers can help learners to capitalise on IT by choosing Web materials appropriate to their linguistic and cognitive abilities and by using well-designed activities to prepare them adequately for Internet-based tasks. They may also consider using multimedia resources or IT tools such as e-books, application software (apps), interactive games or activities to enhance learner motivation and promote self-directed learning.

2.2.3 Extending from Assessment for Learning to Assessment as Learning

- "Assessment of learning", "assessment for learning" and "assessment as learning" are concepts that are complementary, with each serving different purposes:

Assessment of Learning (AoL)	AoL describes the level learners have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of learners, and is used for reporting purposes.
Assessment for Learning (AfL)	AfL integrates assessment into learning and teaching. It aims at assisting learners to understand what they are learning, what they have attained, and what is expected of them, and provides teachers with evidence of students' learning so that they can provide timely feedback and refine their teaching strategies.
Assessment as Learning (AaL)	AaL engages learners in reflecting and monitoring their progress of learning through establishing their roles and responsibilities in relation to their learning. Learners are actively involved in regulating the learning process, evaluating their own performance against the set learning goals, and planning for the next step in learning.

- A future direction for the development of school assessment practices is to extend formative assessment from "assessment for learning" to "assessment as learning". It is necessary for schools to build on their experience in implementing "assessment for learning" to further develop learners' habit of mind and skills to monitor and evaluate their own learning. Meaningful learning takes place when learners are empowered to take charge of their own learning.

- In extending "assessment for learning" to "assessment as learning", schools should allow greater involvement of learners in the learning, teaching and assessment process. To this end, peer review or evaluation, which is also a valuable form of formative assessment, is encouraged as it enhances interaction and collaboration among learners and enables them to understand each other's points of view. Learners are also encouraged to set personalised learning goals, formulate plans to attain their learning goals, as well as monitor their own learning performance and strategies. When learners engage in this ongoing metacognitive experience, they are able to develop a habit of mind to continually review their learning progress and make improvement. In this way, learners gradually take ownership and responsibility for their own learning.

- Various tools are developed by the Education Bureau to support schools in implementing "assessment for learning" and "assessment as learning". These include the Learning Progression Framework (LPF) and Student Assessment Repository (STAR) for English Language, which will be made available to schools in due course.

  ➢ The LPF provides a common scale and language for teachers to describe learners' performance and progress in English language learning. Schools

are encouraged to use the LPF as a tool for planning the school-based English Language curriculum and assessment. A set of school-based criteria or descriptors can be developed with the use of the LPF to help learners and parents understand the performance in assessment tasks. Learners can also be engaged in self-reflection and planning for improvement.

➢ The Student Assessment Repository (STAR) is an online assessment bank developed by the Education Bureau to enhance teachers' assessment literacy and improve students' learning by means of technology. STAR provides a range of assessment items that cover diversified question types and address the learning outcomes and pointers from the LPF for teachers to check students' progress or for students to conduct self-directed learning. STAR can provide online assessment data such as reports, diagnostic profiles and qualitative descriptions about learners' performance to help schools understand learners' attainment and plan remediation and progression.

- Schools should introduce more diversified modes of assessment. Formative assessments can be used frequently to provide effective and timely feedback, both formal and informal. Different types of assessment can be used to help teachers identify the strengths and weaknesses of learners and decide on the appropriate content, and learning and teaching strategies for them.

- Different types of formative assessment should be used by teachers flexibly. Other than collecting evidence of student learning through learning tasks and activities, projects, portfolios and process writing, performance tasks and e-assessment can also be considered:

  ➢ Performance tasks can be provided for learners to demonstrate their learning and understanding of the target language items learnt. These tasks entail the application of language knowledge for a communicative purpose specific to a given context, and are set on the basis of specific performance criteria. The product can take a variety of forms, be it linguistic or non-linguistic. Performance tasks are particularly suitable for young learners who may not be too advanced in the writing skills development. They allow learners to demonstrate learning and apply knowledge and skills in hands-on activities or authentic situations, which add an experiential element to the learning and assessment process. Performance tasks have a strong formative component and allow teachers to provide quality feedback to students throughout the process.

  ➢ e-Assessment has been a powerful tool for teachers to cater for learner diversity, provide timely feedback and promote "assessment for learning". The design of some e-assessment platforms also encourages learners to have more active involvement in monitoring their own learning to promote "assessment as learning". Teachers are encouraged to make flexible use of e-assessment platforms available at the HKEAA and HKEdCity websites.

- In designing assessment tasks for internal assessment papers, teachers have to note the following:

  ➢ There is purposeful use of English for communication.

  ➢ The tasks are appropriately contextualised and open-ended questions are included.

  ➢ A variety of text types is included.

  ➢ The scope and the level of difficulty suit the ability and needs of students.

  ➢ Questions which vary in terms of language and cognitive demand are provided.

  ➢ Different assessment modes are adopted.

  ➢ The rubrics are clear, concise and correct.

  ➢ Task-specific criteria and marking schemes are agreed upon by teachers concerned.

  ➢ Due acknowledgement is given to fluency instead of just accuracy in writing and speaking assessments.

- While public assessments such as the TSA and Pre-S1 HKAT are conventionally perceived as summative assessments, the data from these public assessments can be used for reviewing the school-based curriculum and the effectiveness of the learning and teaching strategies.

2.2.4 Strengthening Literacy Development and Reading across the Curriculum (RaC)

- It is necessary for schools to focus on the development of literacy at all key stages of learning. Literacy refers to the ability to read and write effectively to achieve the desired goals or outcomes and develop one's knowledge and potential. It involves the ability to understand, examine, interpret, evaluate and create written texts or materials in varying contexts. Reading leads to oral and written language development because it provides content and language for students to converse and write about. Writing provides opportunities for students to develop their communicative skills to inform, influence and entertain others as well as to demonstrate their creativity and critical thinking. Helping students to master the literacy skills, i.e. reading and writing skills, is central to language learning at school level.

- With the rapid development of information technology and the social media, literacy has taken on a new meaning as new literacy practices often involve collective intelligence and the use of multimodal texts, in which messages are conveyed through different forms (e.g. images, animations and sounds). The ability to process and create such multimodal texts involves a number of generic

skills, more notably, communication skills, critical thinking skills, creativity, collaboration skills and information technology skills.

- It is essential that literacy be also developed in different KLAs which provide the contexts for learners to apply their literacy skills to construct knowledge and to facilitate their development into lifelong learners.   To facilitate the application of literacy skills in a wider range of contexts to support the use of English for general and academic purposes, focus is placed on the learning and teaching of subject-specific language features and rhetorical functions.

- To facilitate literacy development and help learners establish meaningful links among concepts and ideas acquired in different KLAs, it is advisable for teachers of the English Language Education KLA to promote Reading and Writing across the Curriculum (RaC and WaC).   Through RaC and WaC, learners at all key stages of learning can be provided with meaningful contexts and extended learning experiences to further develop their literacy skills, positive values and attitudes, and world knowledge.   RaC and WaC are particularly important to learners at KS3 to meet the demands of other subjects or KLAs which are learnt through English.

- In implementing RaC, teachers are encouraged to:

  ➢ identify reading materials with suitable entry points, e.g. themes, text types, grammar items and structures, vocabulary, for connecting students' learning experiences between the English Language Education KLA and other KLAs and/or promoting values education;

  ➢ help learners develop the reading skills and strategies necessary for understanding language features in English texts written for general and academic purposes, e.g. text structures, rhetorical functions and vocabulary;

  ➢ design reading and writing activities that reinforce learners' ability to integrate the knowledge, skills and learning experiences gained in other KLAs; and

  ➢ collaborate with teachers of other KLAs to develop learning activities that provide learners with opportunities to recycle the knowledge and skills gained across KLAs and develop skills and attitudes that go beyond individual subjects or KLAs, e.g. humanistic qualities, entrepreneurial spirit.

- WaC is a meaningful follow-up for RaC for the application of the content knowledge and language from texts for RaC.   A clear writing purpose has to be set in designing WaC tasks to support the use of English for academic purposes, focusing on subject-specific language features, rhetorical functions, text structures and vocabulary, and establishing meaningful links among learners' knowledge and learning experiences across subjects and in different KLAs.

(Please see Appendix 2 for Example 2 on strategies to strengthen learners' literacy development in the English classroom.)

2.2.5 e-Learning and Information Literacy

- e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including digital resources and communication tools to achieve the target learning objectives. The essence of e-learning is to enhance the delivery of learning content with the use of technology for effective learning and teaching and help develop learners' necessary qualities for independent learning. Teachers may develop a repertoire whereby e-learning may help enhance, modify and complement some existing learning and teaching strategies or break new ground in pedagogy. With effective implementation of e-learning, teachers can:

  - enhance learners' motivation and language skills through activities involving the use of different sensory modes and features to gain quick access to information, interact with the multimedia resources and receive immediate feedback;

  - encourage learners to become active users of English when they apply their reading, listening and/or critical thinking skills while processing information on the Internet;

  - engage learners in interactive and collaborative work through online discussions and sharing of ideas;

  - cater for learner diversity and needs of learners with different learning styles;

  - provide opportunities for learners to take charge of their own learning through online conferencing to negotiate the learning goals; and

  - develop learners' knowledge management skills and prepare them for future study or work and lifelong learning.

- In the context of English Language Education, e-learning can be promoted through:

  - greater use of IT (e.g. flipped classroom, e-resources) to allow flexibility for learning inside and outside the classroom and to cater for learner diversity;

  - effective use of the IT environment (e.g. Wi-Fi infrastructure) to allow flexible use of e-resources, IT tools and mobile devices;

  - effective use of IT tools (e.g. social networking platforms, software applications (apps)) and resources to engage learners in understanding their own learning progress and participating in interactive and collaboration work;

  - encouraging learners to apply their IT skills for presentation, critical thinking, information evaluation and knowledge management; and

  - effective use of e-learning resources to develop learners' creativity, collaboration and problem-solving skills.

- With the prevalent use of technology in education, various electronic learning and teaching resources, including e-textbooks, are available. Good multimedia and e-learning resources should display the following characteristics:

  - They provide good models of English use.

  - The teaching approach is based on sound pedagogical principles.

  - The design is user-friendly, and graphics, sound and animation are used appropriately to increase learners' motivation and support learning.

  - The design of the activities promotes the integrated use of language skills.

  - The resources promote interactive learning by encouraging learner input, allowing learners to work at their own pace and providing feedback to them.

- The presence and pedagogical use of e-features for learning, teaching and assessment must be considered when selecting electronic textbooks, for example:

  - demonstration of reading aloud continuous texts, dialogues and pronunciation of key words;

  - illustration of meaning of key words in audio and/or visual formats;

  - switching on/off the texts in listening practice;

  - access to an online dictionary for meaning of unfamiliar words and expression; and

  - print-on-demand function to address learning elements or skills (such as penmanship, proofreading skills) not replaceable by electronic means.

- In the age of information and technology, information literacy is becoming more crucial. In developing learners' information literacy, teachers of English Language Education are encouraged to:

  - work closely with the Teacher-librarian and IT co-ordinator to create a favourable learning environment that facilitates e-learning and access to a wide variety of information and reading materials;

  - provide learners with the opportunities to apply IT skills to process and create multimodal texts, and share information and ideas through online platforms;

  - facilitate discussion and evaluation of the accuracy and reliability of information, the bias and stereotypes conveyed, as well as the clarity and effectiveness of information sources, e.g. websites, documentaries, advertisements, news programmes;

  - design learning activities and projects that require learners to extract, organise and synthesise information and ideas from different sources, and create new

ideas of their own; and

➢ promote ethical use of information (e.g. acknowledging sources of information appropriately) and respect for intellectual property.

(Please see Appendix 2 for Examples 2 & 3 on how e-learning and information literacy can be promoted in the English classroom respectively.)

2.2.6 Values Education

• Cultivation of positive values and attitudes is an integral part of the school curriculum and could be achieved through the learning of different KLAs/subjects, moral and civic education, cross-curricular learning and life-wide learning experiences.   According to the framework for moral and civic education provided by the Curriculum Development Council in 2008, seven priority values and attitudes, which reflect both Chinese and western cultures and values and address learners' and societal needs, were identified as of vital importance for learners' whole-person development.   They are perseverance, respect for others, responsibility, national identity, commitment, integrity, and care for others. Schools are recommended to implement values education and cultivate positive values and attitudes related to individual, family, society, the country and the world in accordance with the school mission and context.

• The English Language Education KLA has a role to play in promoting values education.   The English Language Education KLA Curriculum provides a flexible framework for promoting the seven priority values and attitudes and/or other positive values and attitudes such as "common good", "justice" and "respect for rule of law".   Opportunities can be provided for learners to explore a wealth of value-laden issues (e.g. human rights and responsibilities, sustainability, equal opportunities) in order to:

➢ deepen learners' understanding of different issues from multiple perspectives and enhance their capabilities to analyse them in a rational and objective manner to develop positive values and attitudes; and

➢ nurture their abilities to reflect on and apply their beliefs, including identifying, clarifying, evaluating and upholding positive values and attitudes in different situations, and adopt positive values and attitudes as the guiding principles to make judgements and decisions.

• In planning and implementing the school-based English Language Education KLA curriculum, teachers of the English Language Education can plan for the development of positive values and attitudes by:

➢ selecting reading texts or viewing materials exemplifying different values or developing materials with relevant themes (e.g. showing respect for people from different cultures, showing how one's commitment to society and nation

is portrayed) to provide opportunities for learners to discuss the relevant values in class;

➢ providing life-wide learning experience by collaborating with professionals or practitioners of different fields or organisations to conduct activities such as talks, forums and debating activities on social/global issues (e.g. respect for rule of law, care for others, national identity);

➢ assigning tasks that require group work or pair work to create opportunities for collaborative work, which requires learners' commitment, responsibility and perseverance;

➢ organising activities to provide opportunities for learners to express concern and offer help to others in English learning situations (e.g. Peer Reading Scheme, Big Brother Big Sister Reading Programme);

➢ building in peer learning and peer evaluation in the learning process to provide opportunities for learners to show respect for others;

➢ scheduling co-curricular activities such as storytelling performances, book conferences and dramas during assemblies or lunch breaks in which learners share stories, read poems, sing songs or stage short plays that promote good personal qualities and virtues, or view and discuss films or multimedia materials on how people face adversities in life positively; and

➢ highlighting the historical, cultural, economic, environmental and scientific elements in reading materials to guide learners to think critically about the issues related to them and appreciate the contributions of people and achievements and development in these areas to help learners develop humanistic qualities.

• Based on the understanding of learners' needs, interests and abilities, teachers can flexibly use, adapt and develop a wide array of learning and teaching resources which provide stimuli for critical and imaginative responses. For example, language arts materials such as short stories, poems, lyrics and films, which often deal with universal issues such as human relationships, nature, love and growing up, can be used as resources for simulating activities to enable learners to develop their own values and beliefs, think from different perspectives and make thoughtful and reasonable judgements. Also, non-fiction materials such as documentaries, biographies and news/magazine articles, which present learners with inspiring stories of people, controversial issues and thought-provoking happenings in the world, can be used to generate topics for discussion or debate to inculcate positive values and attitudes in learners.

(Please see Appendix 2 for Examples 4 and 5 on how values education can be integrated into the English classroom.)

2.2.7 STEM Education

- In the age of information and technology, schools are encouraged to provide opportunities for learners to transfer and connect learning from different KLAs as well as integrate and apply knowledge and skills, and plan for the development of positive values, attitudes and qualities that go beyond individual subjects or KLAs. To this end, schools are encouraged to promote Science, Technology, Engineering and Mathematics (STEM) education, which is conducive to the development of entrepreneurial spirit - a set of essential qualities required in the 21st century such as innovativeness, resilience, flexibility, and willingness to take responsibility and calculated risks.

- In the context of the English Language Education, STEM education provides impetus for the choice of learning and teaching materials and design of learning tasks, including cross-KLA learning activities, which provide diversified contexts for teachers to help extend, enrich and connect students' learning experiences, and for learners to integrate and apply skills of different disciplines.

- To promote STEM education, teachers of English Language Education are encouraged to:

  ➢ create a learning environment that draws learners' attention to innovation and creativity related to mathematics, science, technology and entrepreneurship, e.g. posting quotes by famous people or scientists in the playground;

  ➢ choose stimulating reading materials to nurture related qualities such as resilience, perseverance, innovativeness, proactiveness and willingness to take calculated risks to cope with challenges and adversities;

  ➢ design tasks, activities or projects to encourage learners to work out innovative solutions to problems or create new ideas or things to enhance their creative capacity;

  ➢ introduce relevant reading materials to guide learners to think critically about the issues related to mathematics, science and technology and appreciate the contributions of people and achievements and development in these areas; and

  ➢ collaborate with other KLAs to enrich and connect learning experiences through reading/language across the curriculum programme and life-wide learning/OLE activities, e.g. visits to museums, designing apps to promote English learning.

  (Please see Appendix 2 for Example 4 on how entrepreneurial spirit can be promoted in the English classroom.)

2.2.8 Generic Skills

- Nine generic skills have been identified as essential for student learning for the 21st century in the school curriculum since 2001 and they form one of the key components in the English Language Education KLA Curriculum. Based on the past experience of implementing the reform, as well as dynamic changes in society and recent research, the nine generic skills are grouped in three clusters of related skills, namely "basic skills", "thinking skills" and "personal and social skills" for better integrative understanding and application:

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	*Critical Thinking Skills*	*Self-management Skills*
*Mathematical Skills**	*Creativity*	*Self-learning Skills**
Information Technology Skills	*Problem Solving Skills*	*Collaboration Skills*

Numeracy Skills and Study Skills were used in "Learning to Learn: The Way Forward in Curriculum Development" (2001).

- In view of the need for applying generic skills in a complementary manner in real-life situations (e.g. holistic thinking skills and collaborative problem-solving skills), it is desirable to provide opportunities for learners to develop and apply the generic skills in a complementary and integrative manner. The English Language Education KLA provides meaningful contexts for the development of generic skills alongside the four language skills through appropriate learning and teaching activities (e.g. tasks, projects, drama performance and debating competitions) on specific themes/topics (e.g. Changes Brought about by Technology, The Media and Publications).

  (Please see Appendix 2 for Example 3 on how holistic thinking skills and Example 6 on how collaborative problem-solving skills can be promoted in the English classroom.)

2.3 Time Allocation and Curriculum Planning

- Schools can allocate 17% to 21% of the lesson time to the English Language Education KLA for each Key Stage from Primary 1 to Secondary 3. The senior secondary English Language curriculum, which builds on the effective learning and teaching practices promoted at previous Key Stages, accounts for a flexible range of 12.5% to 15% of the lesson time in the course of three years. Literature in English, as an elective subject in the senior secondary curriculum, accounts for 10% of the total lesson time. Schools could capitalise on their professional autonomy to maximise the use of lesson time, leading to the achievement of a wider range of learning targets and objectives.

- Educational transitions are crucial processes for learners. They need to adapt to the changes in their school environment during the transition from Kindergarten to Primary 1, and between Primary 6 and Secondary 1. Given its importance to a learner, parents and schools are encouraged to collaborate closely on the goals, learning and teaching methods and assessment to ensure smooth continuity from one level of schooling to another. Holistic curriculum planning, which takes into consideration learners' previous learning and what they are expected to learn in the next stage of learning, facilitates effective learning and teaching to cater for students' learning and adjustment needs. With students gaining confidence in using English at each Key Stage of learning, they will gradually develop their independent learning abilities and good learning habits. The framework of learning targets and objectives for English Language Education as specified in the *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (2016)* is designed to facilitate continuity and a smooth transition across the levels as it reflects the purposes of learning and using English from Primary 1 to Secondary 6 and suggests how the learning and teaching of English should be developed from one key stage to the next.

- In view of the extension of free education from 9 years (i.e. Primary 1 to Secondary 3) to 12 years (i.e. Primary 1 to Secondary 6) under the New Academic Structure, there is a need to focus more attention on strengthening the interface between KS3 and KS4 to prepare students for their studies at the senior secondary level. Schools are encouraged to continue with the following practices to build a strong interface between KS3 and KS4:

  ➢ Making use of the learning targets and objectives provided to plan and develop a coherent school-based English Language Education KLA curriculum with built-in pedagogical approaches which facilitate learning progression and which suit learners' needs, interests and abilities at different key stages of learning

  ➢ Providing a language-rich environment to encourage learners to learn and use English, and to support their learning of other subjects in English, if appropriate

  ➢ Making use of a broad range of activities and materials (including those involving the use of creative or imaginative texts) to enhance learners' motivation, and to develop their creativity as well as critical thinking and problem solving skills

  ➢ Promoting a culture of reading among learners

  ➢ Developing skills of learning how to learn as well as positive values and attitudes conducive to independent and lifelong language learning

  ➢ Providing, if appropriate, additional support (e.g. materials adaptation, promotion of cross-curricular and co-curricular language learning, and the

development of self-access language learning (SALL) strategies and activities) to prepare classes for the switch to the English medium of instruction at Secondary 4

- The English Language Education KLA Curriculum recognises the importance of fostering greater connection between English Language Education KLA and other KLAs through cross-curricular collaboration. When learners are able to make connections among ideas and concepts, their motivation will be raised and their learning strengthened. For examples for cross-curricular planning, please refer to Section 2.2.4 "Strengthening Literacy Development and Reading across the Curriculum (RaC)".

3. What are the Supporting Strategies?

3.1 Learning and Teaching Resources

- The English Language Education curriculum framework encourages the use of a wide range of learning and teaching materials including textbooks for effective language education. A set of guiding principles for quality textbooks has been formulated by the EDB for schools' reference in choosing textbooks appropriate to the students' interests and abilities. With the aid of quality textbooks and good pedagogies, supplemented by other related and stimulating learning and teaching resource materials, teachers can help learners to develop adequate language knowledge and skills, generic skills, and positive values and attitudes, and work towards the Learning Targets.

- Apart from textbooks, teachers can make use of other resource materials to enhance learning and teaching during or outside class time. For example, language arts materials such as short stories, poems, videos and films can provide learners with enjoyable experiences, and enhance their cultural awareness and creativity. Also, non-fiction materials such as documentaries and news/magazine articles can raise their awareness of different perspectives from which to consider issues.

- Teachers and students may also use a wide variety of free learning and teaching resources for English Language Education provided by the Education Bureau, such as learning and teaching resource packages, Educational Television (ETV) programmes, and the online materials in the EDB One-stop Portal for Learning and Teaching Resources (www.hkedcity.net/edbosp).

3.2 Partnership

- Many parties in the community can make useful contribution to life-wide language learning. Schools and teachers are encouraged to explore learning opportunities available in the community and work in partnership with government departments and non-government organisations. Schools may capitalise on programmes and activities such as visiting museums, libraries, film archives and resource centres, watching shows and performances, and encourage their students to browse the websites on these community resources.

- Besides, parents, alumni and employers are also sources of support that provide assistance, expertise and/or sponsorship to enhance English learning and teaching.

3.3 Professional Development of Curriculum Leaders and Teachers

- While schools are generally aware of the capacity building needs of their teachers and in-house Professional Development Programmes (PDPs) are regularly arranged to address the needs of the teachers, the EDB will strive to support schools and teachers by organising PDPs to continuously strengthen the professionalism of teachers and school leaders on various initiatives under development. Details of PDPs will be announced at the Training Calendar System of the EDB (https://tcs.edb.gov.hk) in due time.

- Besides professional development programmes, the EDB also offers a variety of opportunities for teachers' professional development. Schools may join the Collaborative Research and Development ("Seed") Projects and/or apply for school-based support services, such as Language Learning Support Services, University-School Support Programmes (USP) and Professional Development Schools (PDS) Scheme, through which teachers' professional knowledge and capacity in curriculum planning and implementation in the English Language Education can be enhanced.

4. Frequently Asked Questions

Q 1: **What is Learning to Learn 2.0?**

A 1: Learning to Learn 2.0 is referred to as the ongoing curriculum renewal of the Learning to Learn curriculum reform implemented since 2001 in response to the local and global contextual changes in economic, scientific, technological, social and political aspects. With a view to keeping our school education abreast of the times and maintaining the global competitiveness of our students, it is necessary for the Hong Kong school curriculum to embark on the next cycle of updating and renewal, which aims to deepen and sustain the accomplishments and to focus on the possible areas for curriculum planning. Ongoing engagement of stakeholders through multiple channels has been conducted in setting the direction for the ongoing curriculum renewal.

Q 2: **Is Learning to Learn 2.0 another curriculum reform?**

A 2: Learning to Learn 2.0, an enhancement of the Learning to Learn curriculum reform launched more than a decade ago, is not another reform but a continued learning journey to excel in curriculum development. With learners' achievements and teachers' readiness, as well as positive experience gained over the past decade, schools are recommended to sustain the existing momentum of curriculum reform in a more focused manner in promoting school-based curriculum development. In Learning to Learn 2.0, the curriculum remains learner-centred and continues to focus on improving the process and outcome of student learning.

Q3: **Why is the learning and teaching of phonics skills not included in the learning objectives for the English Language curriculum?**

A 3: Phonics is a kind of enabling skills to help students develop strategies for pronouncing and spelling English words. Although phonics skills are not included as learning objectives for the English Language curriculum, the learning and teaching of phonics is recommended.

Phonics is about learning the basic letter-sound relationships and involves the learning of pronunciation and spelling rules but these rules are not always reliable, e.g. the letter "s" in "<u>s</u>ugar" and "<u>s</u>ong" and the letters "or" in "sh<u>or</u>t" and "doct<u>or</u>" are pronounced differently. Similarly, "man" in "<u>man</u>go" and "police<u>man</u>" is pronounced differently. Therefore, teachers need to understand the limitation of phonics.

More importantly, teachers should understand that phonics does not always enable learners to work out the meaning of unknown words. Acquiring phonics skills does not guarantee that learners can read independently. It is recommended that in the process of learning to read, teachers can help learners develop phonics skills and reading strategies. In the context of a reading text, teachers can help learners develop skills to sound out unfamiliar words (phonics skills) and strategies to work out the meaning of the words (reading strategies), paving their way for independent reading.

Q4: **Will schools be provided with IT resources or online platforms in support of the learning and teaching of English?**

A 4: Under the Fourth Strategy on IT Education, public sector schools have been/will be provided with funds for setting up their Wi-Fi infrastructure and procuring mobile computing devices. With the enhanced e-environment, the vast amount of information on the Internet forms an infinite source of learning and teaching materials. Teachers can gain easy access to a large quantity of free e-resources.

Teachers are encouraged to make effective use of IT and e-resources, e.g. online conferencing, social networking platforms, and application software (apps), for engaging students in meaningful and purposeful communication. The design of interesting tasks that draws on the interactive capabilities of IT can facilitate student-student and teacher-student interactions and promote the integrated use of language skills.

Opportunities for self-directed learning can also be provided through the adoption of IT. Teachers can source learning materials that cater to students' linguistic and cognitive abilities as well as their learning styles. They can be assigned to students to work at their own pace and time allowing them to have a better understanding of their own learning progress.

The seven learning goals which students are expected to achieve upon completion of primary education as listed in the *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6)(BECG) (2014)* are provided in the following table for reference.

The Seven Learning Goals in BECG (Primary 1-6)	Details
1. Responsibility	• Know how to distinguish right from wrong, fulfil their duties as members in the family, society and the nation, and show acceptance and tolerance towards pluralistic values
2. National Identity	• Understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as a responsible citizen
3. Habit of Reading	• Develop an interest in reading extensively and cultivate a habit of reading
4. Language Skills	• Actively communicate with others in English and Chinese (including Putonghua)
5. Learning Skills	• Develop independent learning skills, especially self-management skills and collaboration skills
6. Breadth of Knowledge	• Master the basics of the eight Key Learning Areas to prepare for studying in secondary schools
7. Healthy Lifestyle	• Lead a healthy lifestyle and develop an interest in aesthetic and physical activities and an ability to appreciate these activities

Source: BECG https://cd.edb.gov.hk/becg/english/chapter1.html#s1.7

Example 1

Invitation to a Food Festival

This example illustrates how the learning and teaching of text grammar can be promoted through a task-based approach.

Level: Junior Secondary

Learning Task:
Learners are asked to work on a task entitled "Food Festival", which involves writing a letter to invite students of an international school to take part in a food festival that their school is going to organise.   The task illustrates that:
- grammar is learnt and taught in a **meaningful** way as learners are able to understand the purpose of learning the target items and structures which they need to apply in order to carry out the task, where **grammar learning goes beyond the sentence level to the text level.**
- grammar learning is a motivating experience, as learners are involved in an **authentic task** they can relate to.
- grammar learning can take place *before, during* and *after* a task.

Learning Activities:
Before the task
- Learners are presented with a sample letter which they received from the students of an international school inviting them to a Christmas celebration.   They are guided to **identify the key grammar items and structures**, and **notice** their use in the context of an invitation letter.   Learners are encouraged to **reflect** on how grammar knowledge helps them **make sense of the text**.
- After attending the celebration, the learners are asked to write a letter to the students of the international school inviting them to the "Food Festival" their school organises.   As the simple future tense and modal verbs (e.g. "could", "would like to") are the typical grammar items used to serve the purpose, more examples of their use are provided to the learners.   Learners are asked to **make observations on the forms and functions of the two target grammar items in the context** of an invitation letter and share their observations with the class. Their attention is drawn to the use of the simple future tense to describe the events at the Christmas celebration and how modal verbs are used to make a polite request. The teacher **confirms/corrects** their **observations** and further explains the use of the two grammar items.
- Learners do a **contextualised activity** in which they practise the forms and functions of the simple future tense and modal verbs, and **apply them** in the context of writing a short letter inviting a retired English teacher of the school to the drama competition of their form.

During the task
- Learners write a "Food Festival" invitation using a **process writing** approach. Grammar is dealt with through self-monitoring and peer feedback.   Learners need to apply their grammar knowledge and use the target grammar items and structures to write the text.

After the task
- The teacher gives feedback on the learners' use of the simple future tense and modal verbs, and provides further opportunities to revise the grammar items.

Impact on learning:
- Through examining the nature and context of the task, learners **gain an insight into the purpose(s) for using the language items and structures** they are about to learn.
- Learners develop the ability to be aware of the importance of grammar in performing communicative tasks in English, and focus on the most important and relevant grammar items needed for a task, and interact and communicate in the target grammar items and **understand how the grammar items and structures serve the communicative functions in a text**.
- Through engaging in meaningful, focused practice that progresses from exercises with discrete items to contextualised activities, learners develop their capabilities to **use the grammar items accurately and appropriately in a text**, and focus on their meanings and functions rather than the forms while getting ready for a task.
- Learners are given an opportunity to **apply their grammar knowledge in an authentic situation** that involves **meaningful use of the language in a text**.
- Through self-monitoring and peer feedback, learners are able to initiate self-directed learning, **develop communication, critical thinking and collaboration skills in combination**, and improve the language of their writing.

Example 2

Follow Your Dream

This example illustrates how to strengthen students' reading and writing skills through the use of information texts and effective use of e-learning resources in the English classroom.

Level: Upper Primary

Learning Task:
Learners read the information book "*How to be a Sports Star*" and the biographies of famous people in the Reading Workshops and compose an e-book about their dream job for display on the school Open Day, e.g. how to be a doctor, an inventor or an artist.

The task helps achieve the following learning objectives:
- To strengthen learners' **literacy development** by making connection between the texts introduced in Reading Workshops to motivate their interests and provide support to their knowledge and language skills in writings.
- To help learners process and create information texts by introducing the text features, e.g. headings, fact boxes, captions and thought bubbles.
- To facilitate the development of **holistic thinking skills** by engaging learners to think and write **creatively** and **critically** about the important qualities of being a successful person.
- To make good use of **e-learning** resources, i.e. an app for composing e-books, to create digital multimodal texts.

Learning Activities:
- Learners are guided to read parts of an **information book "***How to be a Sport Star***"** to:
  - ➢ predict the content through reading the book cover and blurb;
  - ➢ practise the use of pictorial and contextual clues to work out the meaning of unfamiliar words; and
  - ➢ identify imperatives used in an advertisement about recruiting children to be sports stars.
- They study an **authentic pamphlet** to learn the facts about calories and energy, then discuss in groups to:
  - ➢ design a one day menu for an athlete; and
  - ➢ share and explain the design of the menu in class.
- They engage in a jigsaw reading activity in groups about the **biographies** of five different famous people in different professions, then discuss in groups to:
  - ➢ find out the three important qualities to become a successful person; and
  - ➢ brainstorm more ways to pursue the dream using imperatives.
- They are introduced to the **function** and **operation of an app** for composing an **e-book**, e.g. adding/drawing appropriate images/pictures with captions to illustrate the intended messages to readers/viewers, and using the recording function to present ideas verbally.
- They are provided with quality and constructive feedback on the digital multimodal text with reference to the agreed task-specific criteria on the assessment form.

- They show their e-books to guests on the school Open Day.

Impact on Learning:
- Learners are provided with a **meaningful purpose** for the reading and writing activities and express their own ideas in context.
- They develop synthesising and critical thinking skills by connecting the information in different texts and apply the knowledge in designing a menu for a sports player.
- They **practise their reading skills** and **strategies** to identify the main ideas and supporting details in the biographies.
- They practise the skills of **reviewing** and **editing** the e-books to further develop their writing skills.

Example 3

Hunger

This example illustrates how the **development of information literacy** and **holistic thinking skills** can be promoted in the English classroom.

Level: Senior Secondary

Learning Task:
Learners analyse the causes and impacts of a global problem "Hunger" and provide suggestions to solve the problem from multiple perspectives.

The task helps achieve the following learning objectives:
- To familiarise learners with the use of more formal and advanced structures to show cause-and-effect relationship (e.g. "…is attributed to …", "… leads to …", "… causes …", "…results in/from…", "… is the root of …") and propose solutions (e.g. "one way to solve the problem is…", "… is the key to …").
- To further enhance learners' understanding of features of expository texts and the "problem-solution" structure in organising a text.
- To develop students' skills in **locating, evaluating, extracting, organising and presenting information** with the effective application of IT skills.
- To develop learners' **holistic thinking skills**, which involve the application of **critical thinking skills** to assess and synthesise given information, **creativity** to explore other possibilities and **problem-solving skills** to examine the feasibility of each alternative.
- To nurture positive attitudes such as love and care for others.

Learning Activities:
- Learners read a journal article which points out that with today's high technology in food production, ending hunger is still a major task for the United Nations and many other non-government organisations.
- Learners identify all sentence structures that express causes and effects and propose solutions in the article and the video.   They then discuss the differences between language structures used in daily oral communication and more official and formal texts.
- Working in groups, learners:
  - research on the Internet and collect information about hunger from different sources (e.g. reports from the World Health Organisation, websites of NGOs).
  - select three hunger-stricken places and identify the different causes and effects of hunger in each place;
  - **organise and synthesise** the **information** using a graphic organiser such as a fishbone diagram, a spider map;
  - **brainstorm** as many solutions to hunger in these countries as possible, including unconventional solutions and new possibilities;
  - **discuss and compare** the cost and benefit of each brainstormed solution from multiple perspectives;

- ➢ **evaluate and rate** the possible solutions based on their feasibility and effectiveness and select one best solution for each of the countries;
- ➢ **predict** different stakeholders' reactions to the three solutions and anticipate adverse impacts;
- ➢ **fine-tune** the three solutions by suggesting precautionary measures against the problems arising from stakeholders' negative reactions; and
- ➢ give a presentation on the severity of hunger in three chosen places and the fine-tuned solutions with the use of visual aids.

Impact on learning:
- • Learners are engaged in purposeful tasks requiring their integrative use of different language skills (e.g. reading, speaking, writing).
- • Learners are able to demonstrate the following language skills:
  - ➢ use a range of sentence structures of different levels of formality and complexity to show cause-and-effect relationships and propose solutions; and
  - ➢ give a presentation using the "problem-solution" structure.
- • Learners make effective use of IT skills to **locate, evaluate, extract, organise and present information.**
- • Learners develop social and global **awareness** and **care** for people in need.
- • Learners apply generic skills in an integrative manner and develop holistic thinking skills through:
  - ➢ exploring a complex social issue beyond the local context;
  - ➢ **synthesising** ideas from different sources of information;
  - ➢ **brainstorming** possible solutions, considering new possibilities and unconventional ideas;
  - ➢ **analysing and comparing** the cost and benefit of different solutions and **rating** them based on their feasibility; and
  - ➢ **anticipating** adverse impacts and stakeholders' responses and **fine-tuning** the suggested solutions.

Example 4

Charities and Helping Others

This example illustrates how values education and entrepreneurial spirit can be promoted in the English classroom.

Level: Junior Secondary

Learning Task:
Students participate in the charity project "Charities and Helping Others". The learning activities begin in the English classroom and extend to the school, home and community level to support the underprivileged children in the Mainland.

The project activities are designed to provide authentic contexts for the integrative and meaningful use of language. They also facilitate the development of generic skills (e.g. communication, collaboration, critical thinking and problem-solving), as well as **positive values and attitudes (e.g. humanistic qualities, commitment, respect for others, responsibility, national identity and care for others)**. The essential qualities associated with entrepreneurial spirit, such as flexibility, willingness to take the initiative and well-calculated risks and innovativeness, will also be nurtured.

Learning Activities:
- Learners are engaged in:
  - viewing videos about disadvantaged people in the world;
  - reflecting on their own experience, making use of their knowledge of the world and suggesting what they could do to **help with some world problems** and **contribute to the common good**; and
  - learning about the effort of a **volunteer worker** in supporting children in Qian Feng, China, who are deprived of the chance of education because of poverty.
- They discuss with their classmates:
  - what to include in a charity sale to **raise funds** for the children in Qian Feng;
  - the potential problems that may occur and the contingency plan;
  - innovative ways to promote the sale; and
  - how they could maintain correspondence with the children in Qian Feng.
- With the support from the Principal, teachers and parents, they visit the children in Qian Feng on a voluntary basis to hand over the funds and donated items.
- As homework, they write a "personal response" on their learning experience gained through the project.

Impact on Learning:
- Learners practise various language skills in an integrated manner. They experience using English for communicative purposes in an authentic context both inside and outside the classroom.
- They develop empathy for those who are less fortunate when they reflect on their own experience.

- They develop qualities related to entrepreneurial spirit, e.g. willingness to take well-calculated risks, flexibility and innovativeness in the charity sale.
- They develop humanistic qualities, e.g. care for others, contributing to the common good, when they understand that with good will and concerted effort, there are solutions to many of the world's problems, and everyone can contribute to making the world a better place.

Example 5

It's a Small World

This example illustrates how values education can be integrated into the English classroom.

Level: Upper Primary

Background:
A school with Chinese-speaking learners (School A) initiates a visit to a school with non-Chinese speaking learners (School B) with the following objectives:
- To provide learners with opportunities to extend their language learning experiences beyond the classroom and use English in natural, authentic and realistic settings.
- To promote intercultural awareness in young learners, as well as awareness of the use of English as an international language for communication.
- To nurture learners' positive values and attitudes, including **respect for others** and **care for others** from the seven priority values and attitudes, as well as **love, equality, appreciation and cultural inclusion.**

Learning Activities:

Learners from School A (with Chinese-speaking learners)	Learners from School B (with non-Chinese speaking learners)
Before the visit: - read books on ethnic and cultural harmony in English lessons to learn the importance of respect for different people and cultures based on a scenario from the book - discuss what they would do if they met a new friend from another culture - learn the appropriate vocabulary, grammar items and communicative functions (e.g. asking "wh" and "how" questions) that help them introduce themselves and make acquaintance with a new friend - role-play a scene between two children of different cultures meeting each other for the first time - prepare some instructions for making paper firecrackers to introduce Chinese culture to learners from School B	*Before the visit:* - read a book on ethnic and cultural harmony in English lessons to learn the importance of respect for different people and cultures - learn the background of learners from School A - be prepared to introduce themselves to learners from School A and respond freely and naturally when communicating with them - prepare a variety show with different short performances about their own cultures (e.g. singing songs, performing a short play and folk dance, storytelling and reciting poems)

During the visit: • watch different short performances on School B learners' cultures • pair up with learners from school B and apply the language learnt in the reading lessons and role-play to introduce themselves to them • initiate a conversation by asking learners from School B questions about their daily life • give instructions and teach learners in School B how to make paper firecrackers	*During the visit:* • put on different short performances to present their home cultures in creative ways • introduce themselves to learners from School A and sustain the conversation by responding to their questions about their daily life • follow the instructions to make paper firecrackers and seek clarifications through questioning
After the visit: • give a short presentation on a new friend made in School B with the use of three photos taken that day • write a thank-you card to a friend in School B to express gratitude and appreciation	*After the visit:* • write a diary entry to reflect on the learning experience, describing which activity was the most enjoyable and what lessons have been learnt

Impact on Learning:

Learners in both schools:

• understand how to use appropriate language and interaction strategies to make acquaintance and maintain social conversation with new friends;

• become motivated and keen to use language in authentic situations;

• develop intercultural awareness, as well as **positive values and attitudes** such as **respect for others, other cultures and different ways of life, care for others, love, equality, open-mindedness, appreciation and cultural inclusion**; and

• develop their collaboration and communication skills in the role play, short performances and firecracker production activities.

Example 6

Baby Duck and the New Glasses

This example illustrates how collaborative problem-solving skills can be promoted in the English classroom.

Level: Lower Primary

Learning Task:
Learners read the narrative text *Baby Duck and the New Eyeglasses* in the Reading Workshop and write a diary from the perspective of Baby Duck. The story is about Baby Duck who does not like her new eyeglasses and become very quiet and unhappy. Mummy Duck and Daddy Duck cannot cheer her up, and so Grandpa Duck intervenes. He tells Baby Duck that he also has a pair of eyeglasses like hers. Baby Duck is encouraged to play in the park and finds that she feels comfortable with her new eyeglasses. So she becomes happy again.

The task is designed to connect students' learning experiences and skills in reading and writing, and develop their capacity in the integrative use of language to achieve different communicative purposes. It also facilitates the development of **collaborative problem-solving (CPS) skills**, which involve the application of **collaboration skills, communication skills** and **problem-solving skills**. The learning activities promote synergy among learners, team work and communication. CPS, which allows for an effective division of labour and incorporation of information from multiple sources of knowledge, perspectives and experiences, has distinct advantages over individual **problem solving**. It also enhances **creativity** and the quality of solutions as a result of stimulation brought by the ideas of other group members.

Learning Activities:
- Learners are guided to understand:
  - the text structure through drawing a story map, and
  - the language features of the text through identifying the speaking verbs and the use of the past tense.
- They follow the instructions set for the team and **discuss in groups**:
  - the events,
  - the behaviour of the characters, and
  - individual characters' tone of voice.
- They share ideas and **discuss how they would handle the situation** if they were Baby Duck.
- They use their own **imaginative ideas** to write a diary from the perspective of Baby Duck.
- They **reflect on their learning experiences and evaluate their own and peers' performance in the group work**.

Impact on Learning:
- Learners practice various language skills in an integrated manner. They experience using English for communicative purposes in different contexts.
- They develop their **collaborative problem-solving skills** through participating in

group discussions according to the rules set for the team, sharing different **new ideas** to help Baby Duck and deciding on the best way to help her.

- They learn to value the collaborative efforts of the team and reflect on their learning.