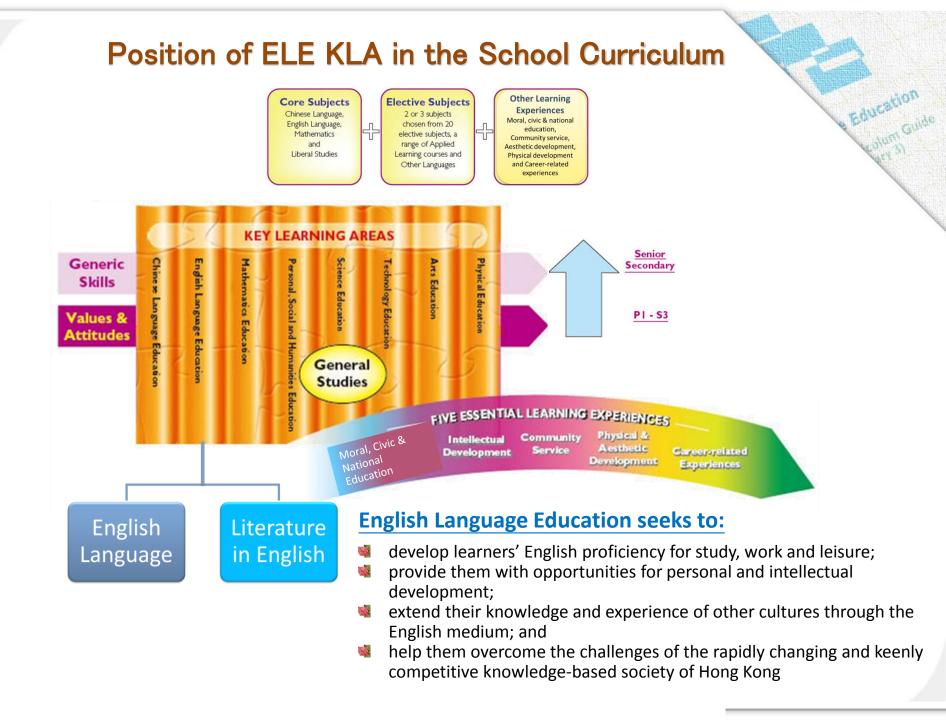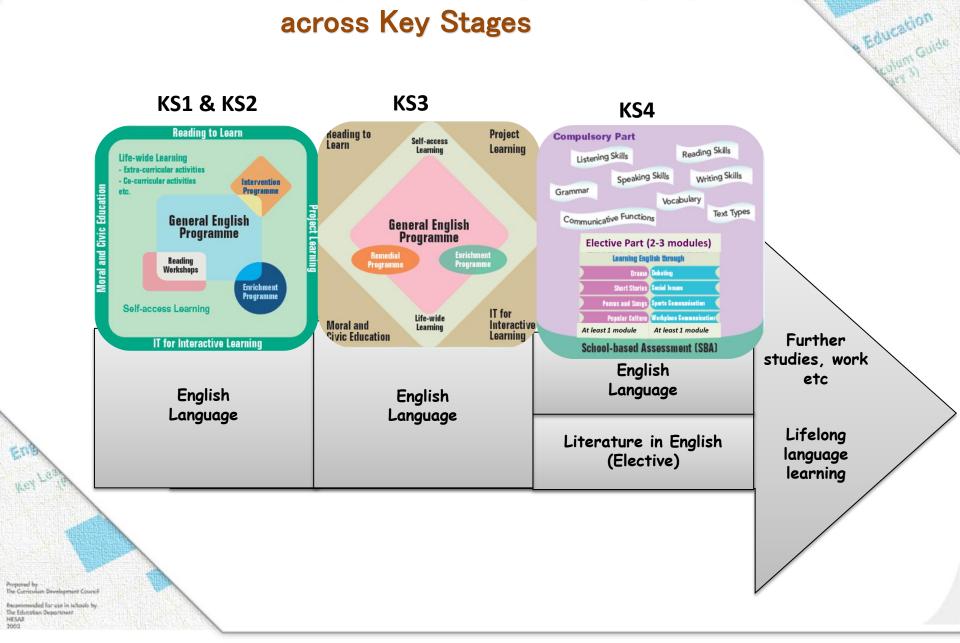**Consultation Seminar on
the Ongoing Renewal of the School Curriculum:
Focusing, Deepening and Sustaining –
English Language Education
KLA Curriculum
(For Primary Schools)**

Position of ELE KLA in the School Curriculum

Core Subjects
Chinese Language, English Language, Mathematics and Liberal Studies

Elective Subjects
2 or 3 subjects chosen from 20 elective subjects, a range of Applied Learning courses and Other Languages

Other Learning Experiences
Moral, civic & national education, Community service, Aesthetic development, Physical development and Career-related experiences

KEY LEARNING AREAS

Generic Skills

Values & Attitudes

Chinese Language Education · English Language Education · Mathematics Education · Personal, Social and Humanities Education · Science Education · Technology Education · Arts Education · Physical Education

General Studies

Senior Secondary

P1 - S3

FIVE ESSENTIAL LEARNING EXPERIENCES

Moral, Civic & National Education · Intellectual Development · Community Service · Physical & Aesthetic Development · Career-related Experiences

English Language

Literature in English

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

Continuity of Progression in English Language across Key Stages

KS1 & KS2

Reading to Learn

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

Moral and Civic Education

Project Learning

Intervention Programme

General English Programme

Reading Workshops

Enrichment Programme

Self-access Learning

IT for Interactive Learning

English Language

KS3

Reading to Learn

Self-access Learning

Project Learning

General English Programme

Remedial Programme

Enrichment Programme

Moral and Civic Education

Life-wide Learning

IT for Interactive Learning

English Language

KS4

Compulsory Part

Listening Skills

Reading Skills

Speaking Skills

Writing Skills

Grammar

Vocabulary

Communicative Functions

Text Types

Elective Part (2-3 modules)

Learning English through

Drama | Debating
Short Stories | Social Issues
Poems and Songs | Sports Communication
Popular Culture | Workplace Communication

At least 1 module | At least 1 module

School-based Assessment (SBA)

English Language

Literature in English (Elective)

Further studies, work etc

Lifelong language learning

Suggested Time Allocation

English Language Education KLA	Lesson Time (over 3 years)			
	P1- P3 (KS1)	P4-P6 (KS2)	S1-S3 (KS3)	S4-S6 (KS4)
English Language	404-499 hours (17-21%)	404-499 hours (17-21%)	468-578 hours (17-21%)	310-375 hours (12.5% to 15%)
Literature in English	-	-	-	250 hours (10%)

Rationales for Updating
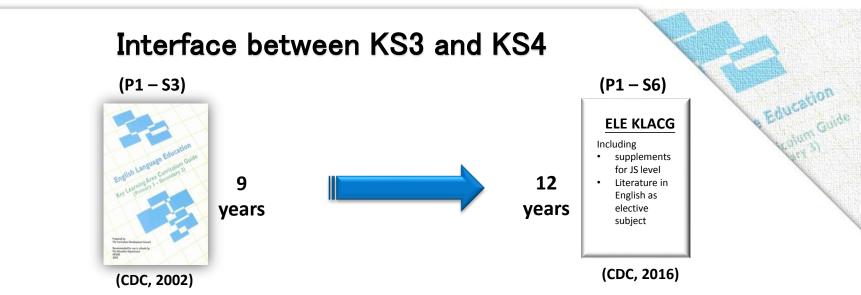
English Language Education KLA:

- To review the ELE KLA Curriculum (P1-S6) holistically in order to strengthen vertical continuity and coherence within and across KLAs

- To bridge the gaps identified in the implementation of the ELE KLA Curriculum over the past decade

- To keep abreast of the latest development in English Language Education
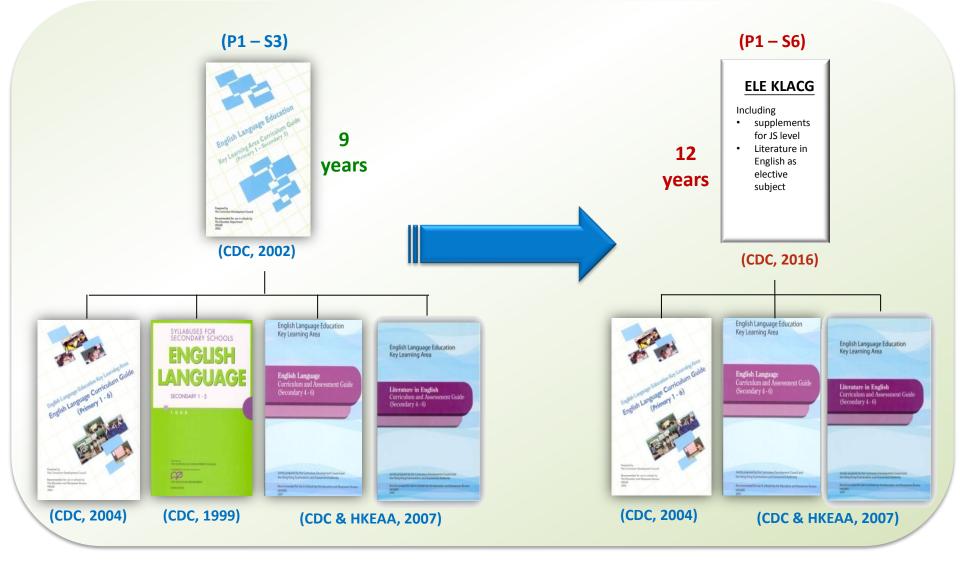
Ongoing Renewal of the School Curriculum:

- To align with the guiding principles for the ongoing renewal of the school curriculum and the updated learning goals of school education

- To incorporate the key emphases for ongoing renewal of the school curriculum

- To address the challenges arising from the needs of society and the advancement of technology

Interface between KS3 and KS4

(P1 – S3)

(P1 – S6)

ELE KLACG

Including
- supplements for JS level
- Literature in English as elective subject

9 years → **12 years**

(CDC, 2002)

(CDC, 2016)

- Making use of the learning targets and objectives provided to plan and develop a coherent school-based English Language Education 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
- Making use of a broad range of activities and materials to enhance learners' motivation, and to develop, inter alia, 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 additional support to prepare classes for the switch to the English medium of instruction at Secondary 4

Major Updates
Updating of the ELE KLACG

(P1 – S3)

9 years

(CDC, 2002)

(P1 – S6)

ELE KLACG

Including
- supplements for JS level
- Literature in English as elective subject

12 years

(CDC, 2016)

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

(CDC, 2004)　　**(CDC & HKEAA, 2007)**

Updated Learning Goals of School Education

- To be proficient in biliterate & trilingual communication for better study & life;

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

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

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

- To use information & information technology ethically, flexibly, & effectively;

- To understand one's own interests, aptitudes & abilities, & to develop & reflect upon personal goals with aspirations for further studies & future career;
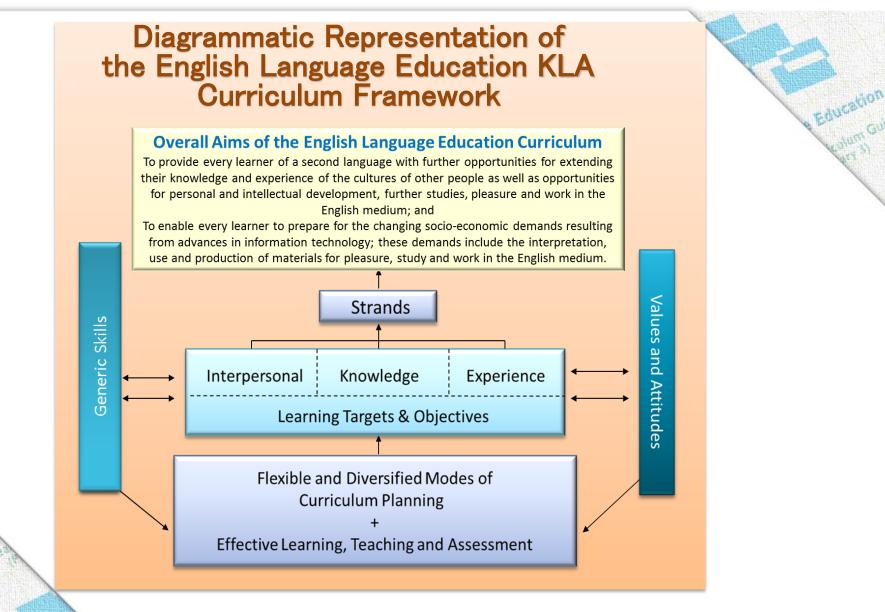
- To lead a healthy lifestyle with active participation in physical & aesthetic activities, & be able to appreciate sports & the arts.

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.

*The overall aims of the ELE KLA curriculum remain unchanged.

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.

Strands

Interpersonal	Knowledge	Experience

Learning Targets & Objectives

Generic Skills

Values and Attitudes

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

🌹 The overall aims are spelt out.

🌹 The learning targets and objectives are included.

🌹 Upward arrows are used.
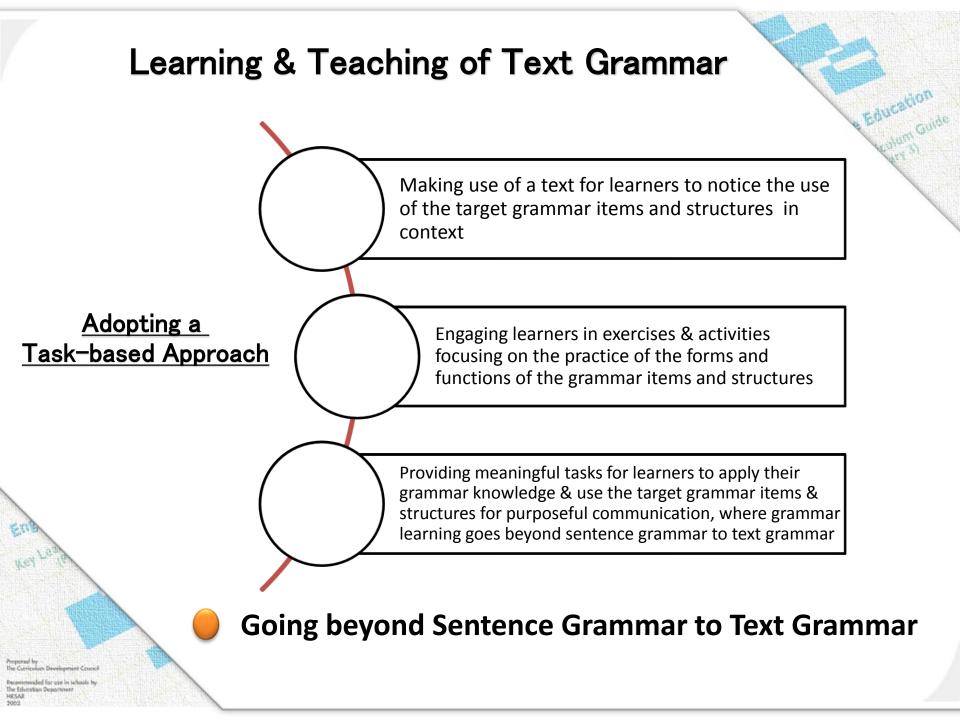
Further effort required in the implementation of the ELE KLA curriculum:

- Increasing learners' motivation in learning English

- Strengthening learners' ability to learn independently

- Supporting learners with diverse learning needs, e.g. students with special educational needs (SEN) and gifted students

- 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

- Helping learners develop the essential qualities and positive values and attitudes required in the 21st century

Major Updates of the ELE KLACG (P1–S6)

Implementing a School-based Curriculum

Adopting a Variety of Learning Activities

Promoting Reading to Learn

Creating an English-rich Environment

ELE KLACG (P1-S6)

- English Language
- Literature in English

(2016, P1-S6)

Learning and Teaching of Text Grammar

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

Extending from Assessment for Learning to Assessment as Learning

Strengthening Literacy Development and Reading across the Curriculum

e-Learning & Information Literacy

Values Education

STEM Education (including entrepreneurial spirit)

Integrative Use of Generic Skills

Learning & Teaching of Text Grammar

Adopting a Task-based Approach

Making use of a text for learners to notice the use of the target grammar items and structures in context

Engaging learners in exercises & activities focusing on the practice of the forms and functions of the grammar items and structures

Providing meaningful tasks for learners to apply their grammar knowledge & use the target grammar items & structures for purposeful communication, where grammar learning goes beyond sentence grammar to text grammar

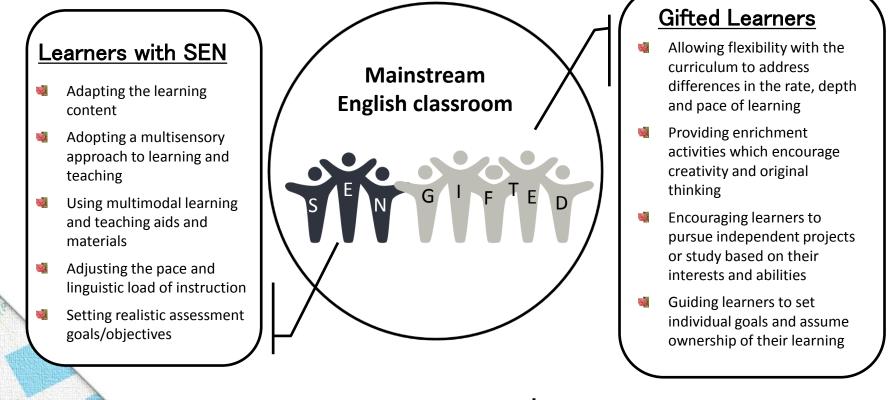🟠 **Going beyond Sentence Grammar to Text Grammar**

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

Besides adopting effective strategies, such as flexible grouping, differentiating learning tasks and promoting 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.

Learners with SEN

- Adapting the learning content
- Adopting a multisensory approach to learning and teaching
- Using multimodal learning and teaching aids and materials
- Adjusting the pace and linguistic load of instruction
- Setting realistic assessment goals/objectives

Mainstream English classroom

SEN GIFTED

Gifted Learners

- 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

Accommodating diverse learners' needs in the mainstream English classroom

Strengthening Assessment for Learning

Adopting Diversified Modes of Assessment

- Oral Presentation
- Process Writing
- Performance Task
- Online Assessment
- Observation
- Learning Task & Activity
- Portfolio
- Project
- Quiz/Test/Exam
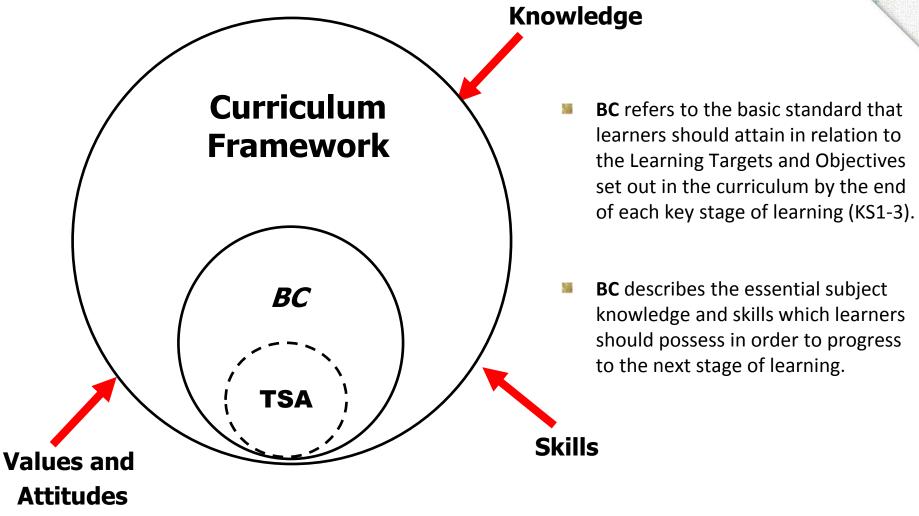- Homework

- Adopting diversified modes of assessment to:
  - generate broad and balanced information about students' achievements in relation to the Learning Targets & Objectives
  - provide appropriate contexts for carrying out assessment for learning

- Making use of assessment tools (e.g. the Learning Progression Framework (LPF)) to:
  - develop school-based criteria or descriptors
  - communicate learning performance to students and parents

- Making use of data from internal assessment, TSA, Pre-S1 HKAT and online assessment platform (e.g. STAR) to:
  - review school-based curriculum and effectiveness of learning & teaching strategies
  - plan remediation & progression
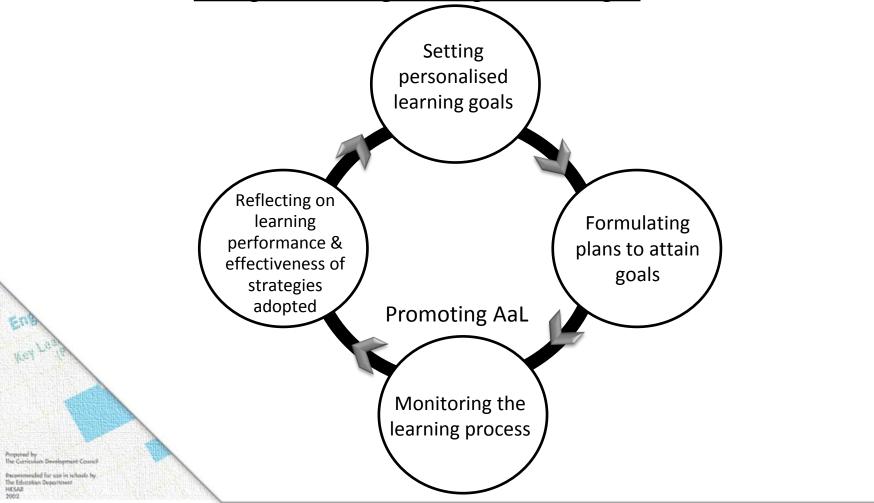
Relationship between the
Curriculum Framework **and** Basic Competencies (BC)

Knowledge

Curriculum Framework

BC

TSA

Values and Attitudes

Skills

- **BC** refers to the basic standard that learners should attain in relation to the Learning Targets and Objectives set out in the curriculum by the end of each key stage of learning (KS1-3).

- **BC** describes the essential subject knowledge and skills which learners should possess in order to progress to the next stage of learning.
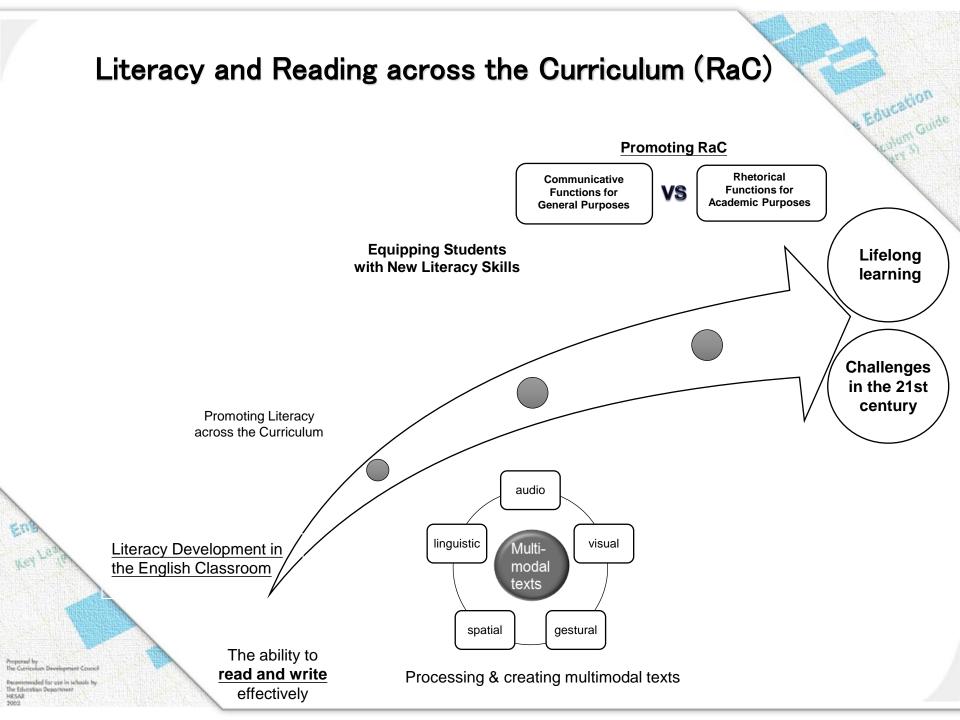
http://www.bca.hkeaa.edu.hk/web/TSA/en/2015QuickGuidePri/QG_P_BC_E.pdf

Extending from Assessment for Learning to Assessment as Learning

<u>Enhancing learners' self-directed learning capabilities through introducing metacognitive strategies:</u>

Setting personalised learning goals

Formulating plans to attain goals

Promoting AaL

Monitoring the learning process

Reflecting on learning performance & effectiveness of strategies adopted

Literacy and Reading across the Curriculum (RaC)

Promoting RaC

| Communicative Functions for General Purposes | **VS** | Rhetorical Functions for Academic Purposes |

Equipping Students with New Literacy Skills

Lifelong learning

Challenges in the 21st century

Promoting Literacy across the Curriculum

Literacy Development in the English Classroom

audio

linguistic

Multi-modal texts

visual

spatial

gestural

The ability to **read and write** effectively

Processing & creating multimodal texts

Strengthening Literacy Development and Reading across the Curriculum

Roles of English Language Teachers

To achieve the learning objectives:

- **Language Forms and Communicative Functions**

- **Language Skills**

- **Language Development Strategies**

- **Generic Skills**
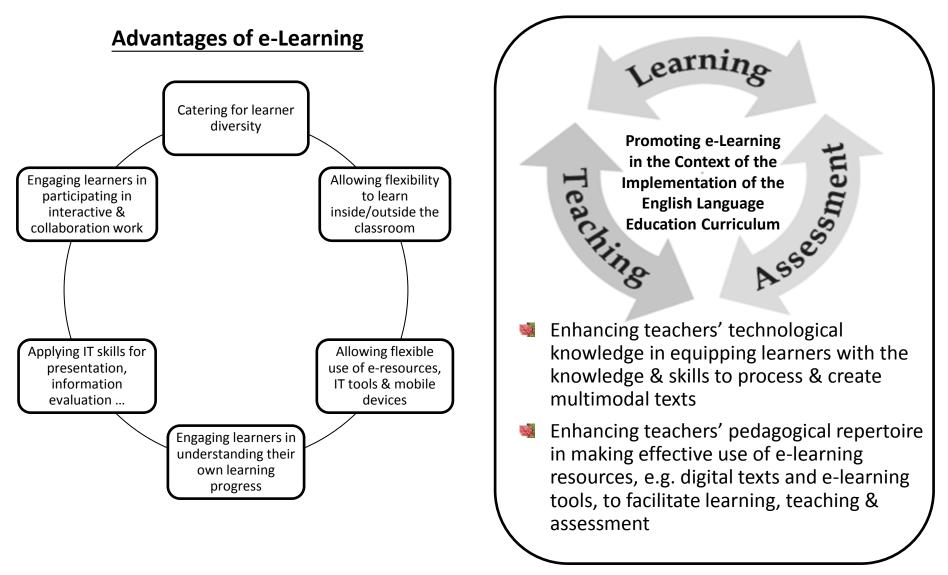
- **Attitudes Specific to English Language Learning**

- **…**

To achieve the overall aims of education:

- **Lifelong learning**

- **Whole-person development**

e-Learning

e-Learning is an open and flexible learning mode involving the use of electronic media such as digital resources and communication tools to achieve the learning objectives.

Advantages of e-Learning

- Catering for learner diversity
- Allowing flexibility to learn inside/outside the classroom
- Engaging learners in participating in interactive & collaboration work
- Allowing flexible use of e-resources, IT tools & mobile devices
- Applying IT skills for presentation, information evaluation …
- Engaging learners in understanding their own learning progress

Learning

Teaching

Assessment

Promoting e-Learning in the Context of the Implementation of the English Language Education Curriculum

- Enhancing teachers' technological knowledge in equipping learners with the knowledge & skills to process & create multimodal texts

- Enhancing teachers' pedagogical repertoire in making effective use of e-learning resources, e.g. digital texts and e-learning tools, to facilitate learning, teaching & assessment

Information Literacy

Enabling learners to make effective and ethical use of information for lifelong learning

Equipping learners with the skills in:

- applying IT skills to process information and produce user-generated content
- locating, evaluating, extracting, organising and presenting information

e-Learning and Information Literacy

e-Learning and Information Literacy can be promoted in the ELE KLA through:

- Providing opportunities for learners to process and create multimodal texts

- Introducing flipped classroom to allow flexibility for learning outside the classroom and to cater for learner diversity
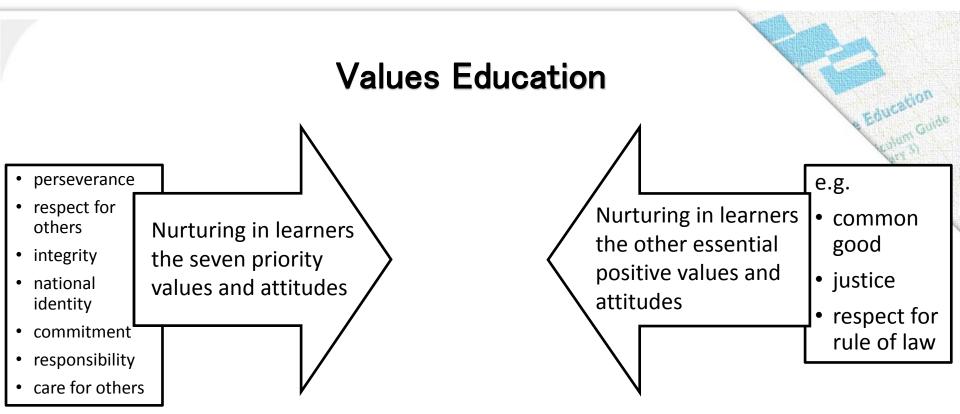
- Encouraging quality interactions on social networking platforms among learners and between learners and teachers

- Engaging learners in the application of IT skills in presenting their work

- Making effective use of software/applications to foster collaboration among learners and develop their creativity and problem-solving skills

- Providing opportunities for learners to collect, organise and manage information from different sources and create new ideas of their own

Values Education

| perseverance, respect for others, integrity, national identity, commitment, responsibility, care for others | Nurturing in learners the seven priority values and attitudes | → | Nurturing in learners the other essential positive values and attitudes | e.g. common good, justice, respect for rule of law |

- perseverance
- respect for others
- integrity
- national identity
- commitment
- responsibility
- care for others

Nurturing in learners the seven priority values and attitudes

Nurturing in learners the other essential positive values and attitudes

e.g.
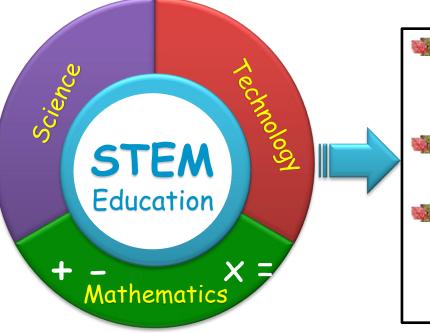- common good
- justice
- respect for rule of law

Promoting values education in the ELE KLA through activities such as:

- selecting texts and viewing materials for discussion on how people face adversities in life positively (e.g. perseverance, commitment, common good)

- organising co-curricular activities to promote good personal qualities and virtues (e.g. integrity, respect for others, justice)

- collaborating with professionals to organise talks, forums and debating activities on social/global issues (e.g. respect for rule of law, care for others, national identity)

STEM Education (including entrepreneurial spirit)

Promoting STEM education in the ELE KLA through activities such as:

- designing activities and projects to encourage learners to work out innovative solutions to problems or create new ideas

- collaborating with other KLAs to enrich and connect experiences through RaC and life-wide learning activities

- introducing relevant materials about issues and people in the fields of science, technology and mathematics to guide learners to think critically about them

Generic Skills
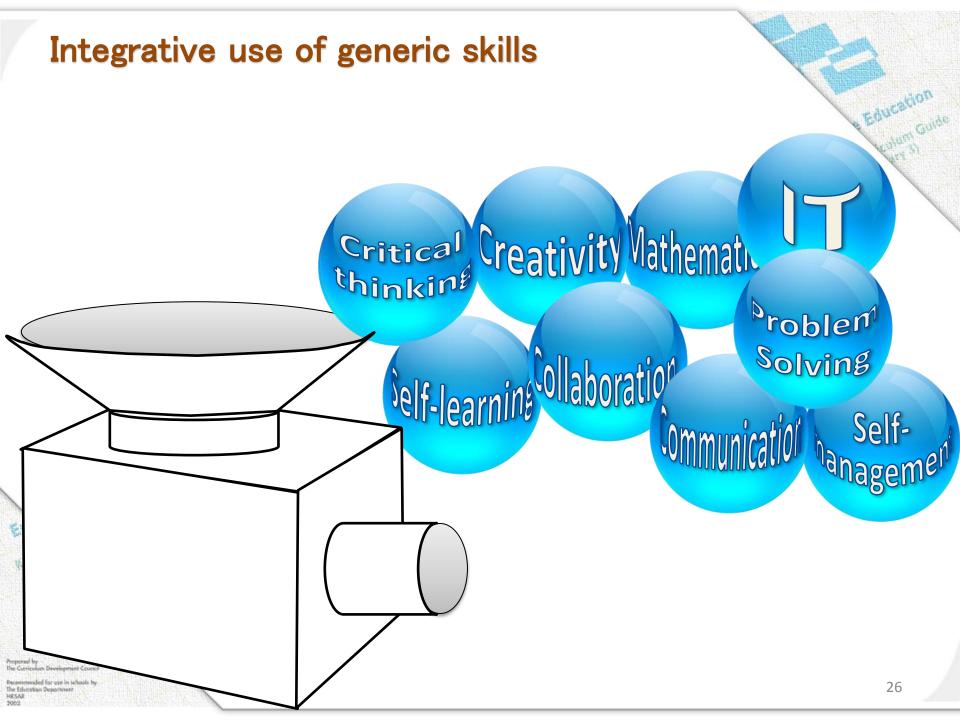
- Generic skills are grouped to facilitate holistic curriculum planning and a review of learners' generic skills development over time.
- Integrative use of generic skills is encouraged, e.g. holistic thinking skills, collaborative problem-solving skills.

Basic Skills	Thinking Skills	Personal & 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).

Promoting the integrative development and application of generic skills in the ELE KLA through tasks, projects, drama performance and debating competitions on specific themes/topics

Integrative use of generic skills

Critical thinking

Creativity

Mathematic

IT

Self-learning

Collaboration

Problem Solving

Communication

Self-management
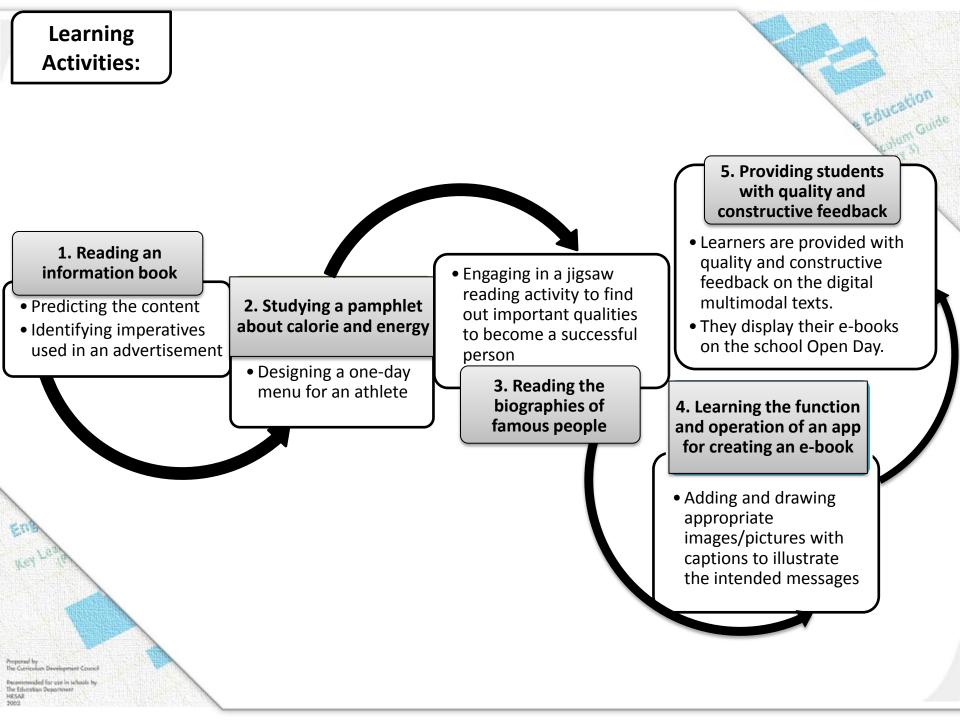
Example (Primary) – Follow Your Dream

Level:	Upper primary
Learning Tasks:	• Reading an information book How to be a Sports Star and the biographies of famous people • Creating an e-book about their dream job for display on the school Open Day

Learning Objectives:

Strengthening Literacy Development & Reading across the Curriculum	Integrative Use of Generic Skills	e-Learning & Information Literacy
• Making connection between reading and writing activities	• Thinking critically about qualities of famous people and writing creatively	• Using an app for creating e-books

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Department
HKSAR
2002

1. Reading an information book

- Predicting the content
- Identifying imperatives used in an advertisement

2. Studying a pamphlet about calorie and energy

- Designing a one-day menu for an athlete

- Engaging in a jigsaw reading activity to find out important qualities to become a successful person

3. Reading the biographies of famous people

5. Providing students with quality and constructive feedback

- Learners are provided with quality and constructive feedback on the digital multimodal texts.
- They display their e-books on the school Open Day.

4. Learning the function and operation of an app for creating an e-book

- Adding and drawing appropriate images/pictures with captions to illustrate the intended messages

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Department
HKSAR
2002

Other Examples

Baby Duck and the New Glasses
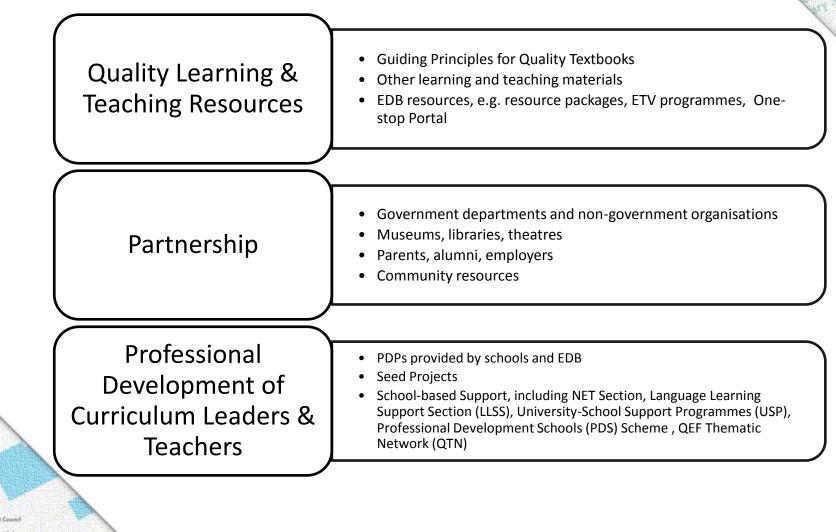
illustrating how **collaborative problem-solving skills** can be promoted in the English classroom

It's a Small World

illustrating how **values education** can be integrated into the English classroom

What are the supporting strategies?

Quality Learning & Teaching Resources

- Guiding Principles for Quality Textbooks
- Other learning and teaching materials
- EDB resources, e.g. resource packages, ETV programmes, One-stop Portal

Partnership

- Government departments and non-government organisations
- Museums, libraries, theatres
- Parents, alumni, employers
- Community resources

Professional Development of Curriculum Leaders & Teachers

- PDPs provided by schools and EDB
- Seed Projects
- School-based Support, including NET Section, Language Learning Support Section (LLSS), University-School Support Programmes (USP), Professional Development Schools (PDS) Scheme , QEF Thematic Network (QTN)

Ongoing Curriculum Renewal – Focusing, Deepening and Sustaining

Sustaining

- Implementing a School-based Curriculum
- Adopting a Variety of Learning Activities
- Promoting Reading to Learn
- Creating an English-rich Environment

Deepening

- Learning and Teaching of Text Grammar
- Catering for the Needs of SEN and Gifted Learners in the Mainstream Classroom
- Extending from Assessment for Learning to Assessment as Learning
- Strengthening Literacy Development and Reading across the Curriculum

Focusing

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

Collection of Feedback on the Updating of the ELE KLA Curriculum (P1–S6) (2-month Consultation from 7 Dec 2015 to 15 Feb 2016)

Consultation Brief on Updating the English Language Education KLA Curriculum (P1–S6)

Link for downloading:
www.edb.gov.hk/en/curriculum-development/renewal/

Questionnaire survey (ALL schools)

- To collect views from schools on the major updates of the ELE KLA

- Schools are expected to refer to the Consultation Brief on Updating the ELE KLA Curriculum (P1-S6), complete and return the questionnaire on or before 15 February 2016.