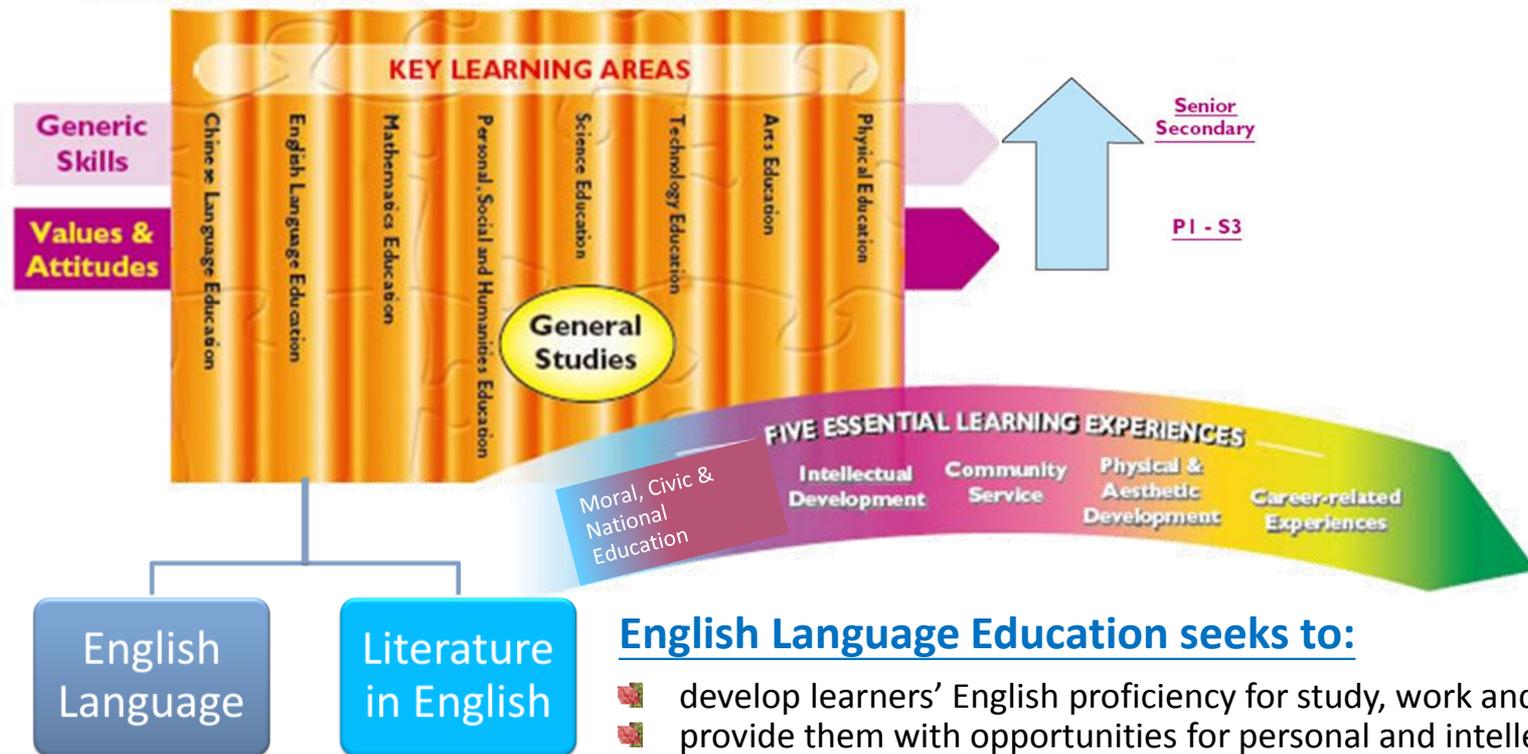
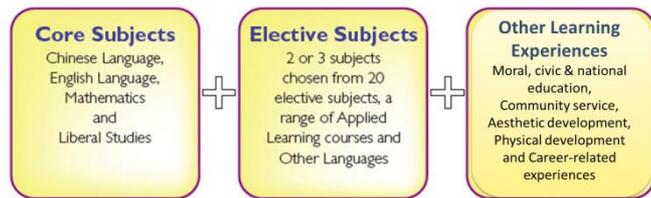


**Consultation Seminar on
the Ongoing Renewal of the School Curriculum:
Focusing, Deepening and Sustaining –
English Language Education
KLA Curriculum
(For Secondary Schools)**

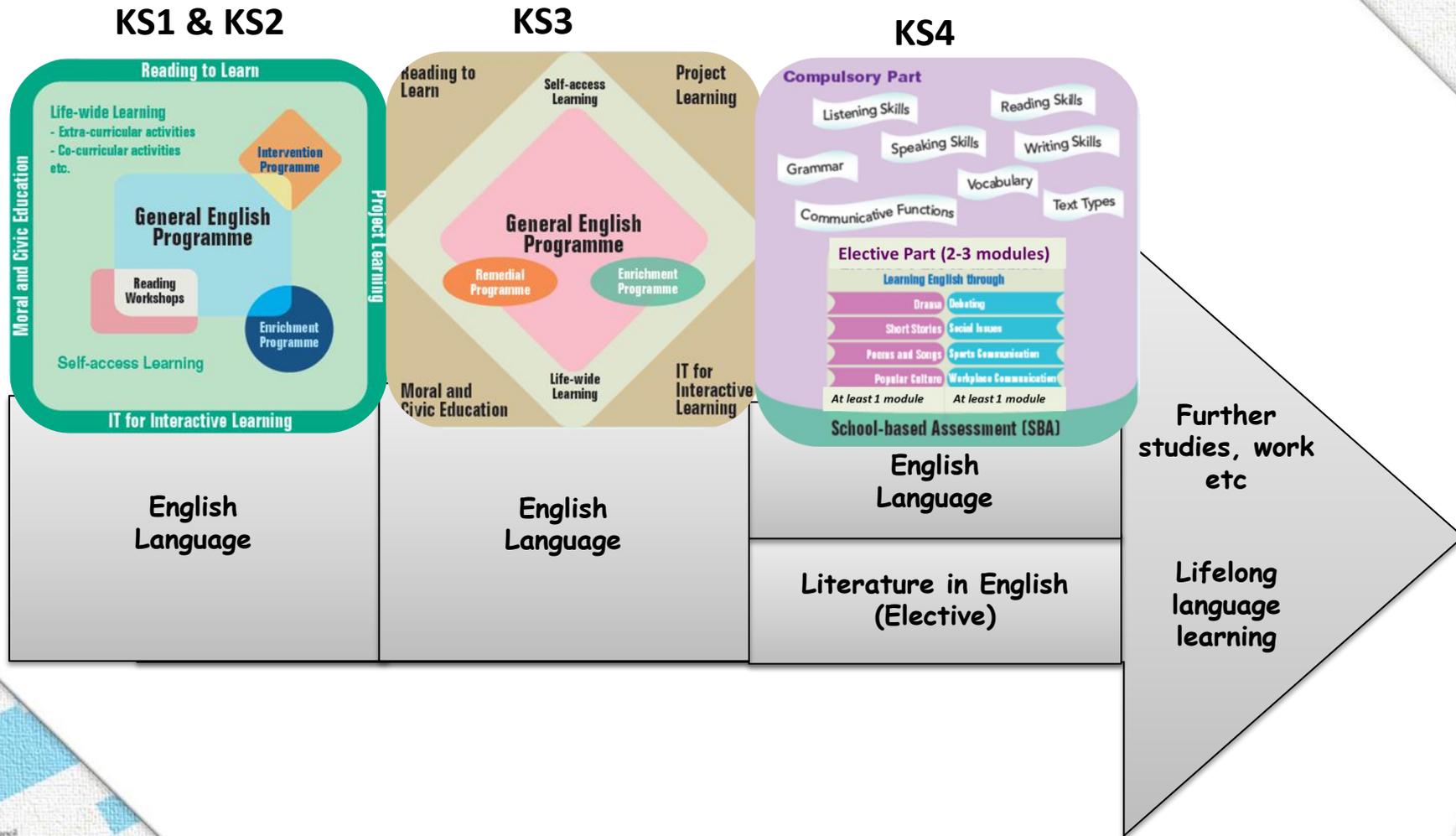
Position of ELE KLA in the School Curriculum



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



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:

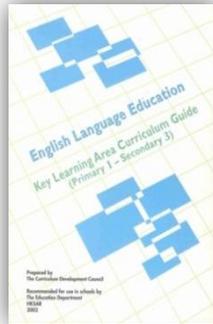
- To review the ELE KLA Curriculum (P1-S6) holistically in order to strengthen vertical continuity and coherence within and across KLAs
- To bridge the gaps identified in the implementation of the ELE KLA Curriculum over the past decade
- To keep abreast of the latest development in English Language 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)



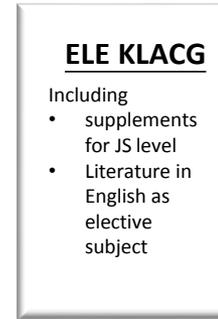
(CDC, 2002)

9
years



12
years

(P1 – S6)



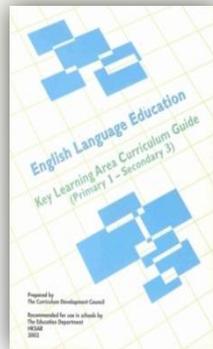
(CDC, 2016)

- 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

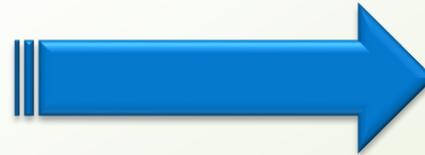
Updating of the ELE KLACG

(P1 – S3)



(CDC, 2002)

9
years



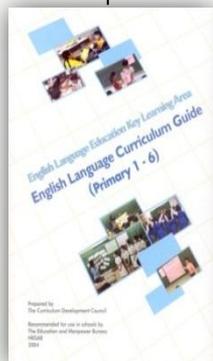
(P1 – S6)

ELE KLACG

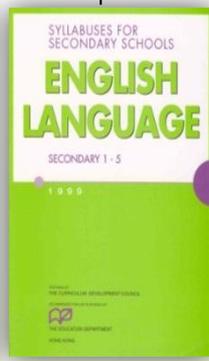
- Including
- supplements for JS level
 - Literature in English as elective subject

12
years

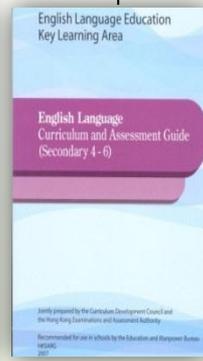
(CDC, 2016)



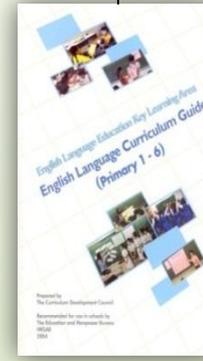
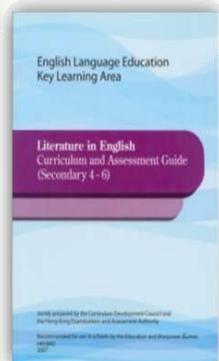
(CDC, 2004)



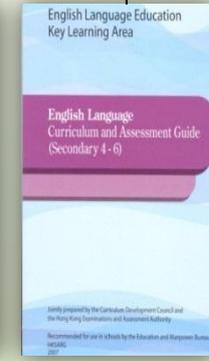
(CDC, 1999)



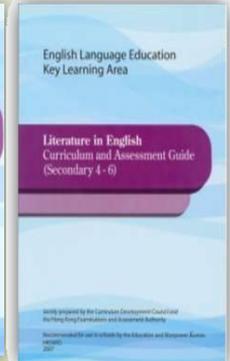
(CDC & HKEAA, 2007)



(CDC, 2004)



(CDC & HKEAA, 2007)



Updated Learning Goals of School Education

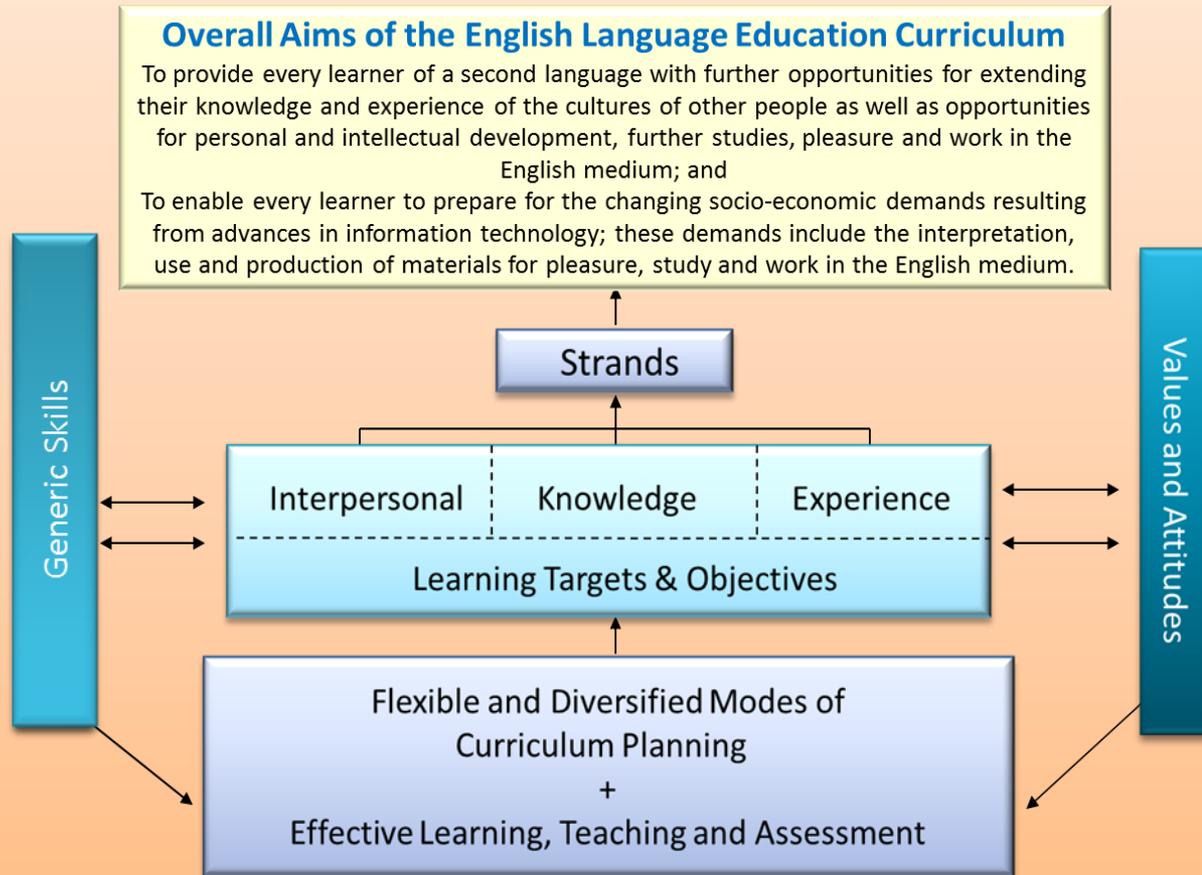
- To be proficient in **biliterate & trilingual communication** for better study & life;
- To acquire & construct **a broad & solid knowledge base**, & to be able to understand contemporary issues that may impact on learners' daily lives at personal, community, national & global levels;
- To develop & 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



- 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

Learning and Teaching of Text Grammar

Adopting a Variety of Learning Activities

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

Promoting Reading to Learn

Extending from Assessment for Learning to Assessment as Learning

Creating an English-rich Environment

ELE KLACG (P1-S6)

- English Language
- Literature in English

Strengthening Literacy Development and Reading across the Curriculum

e-Learning & Information Literacy

Values Education

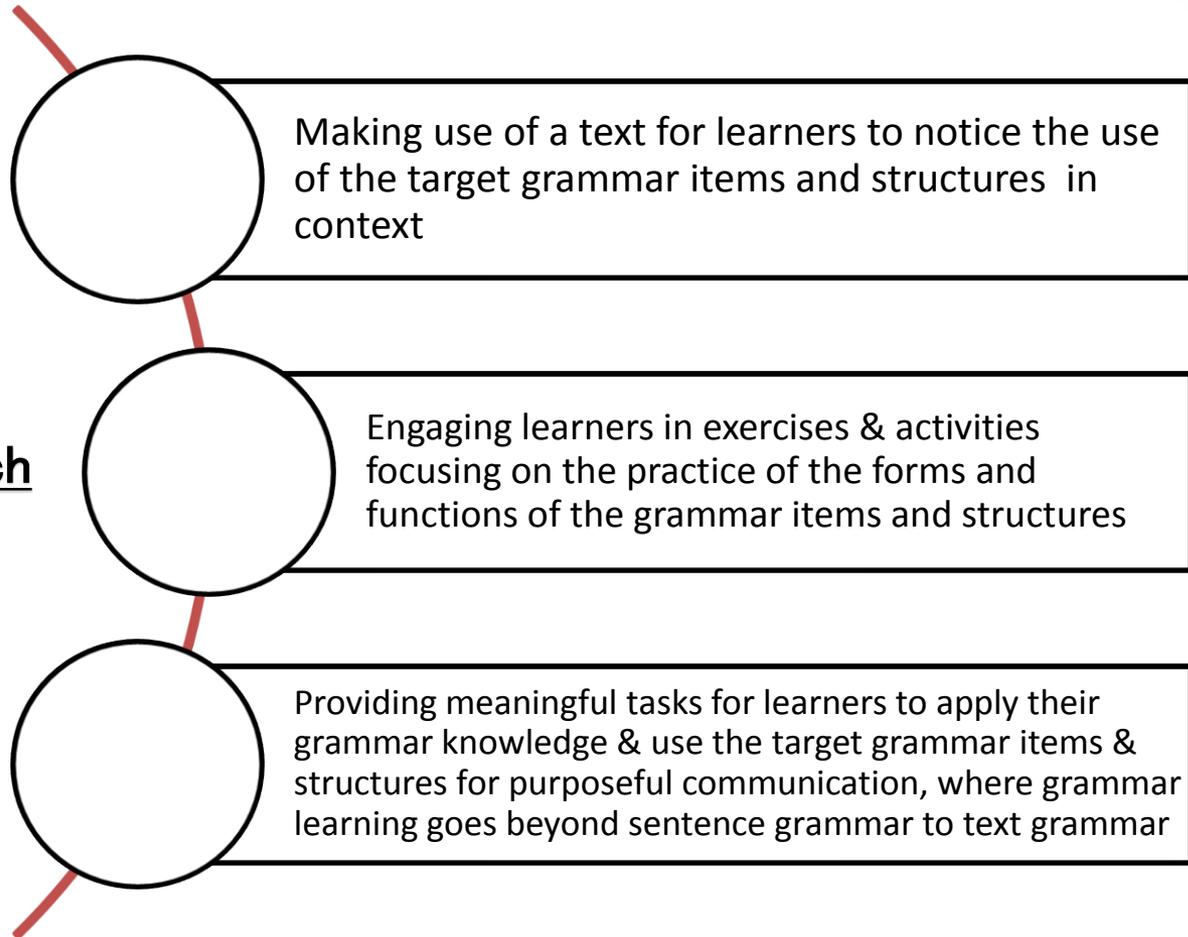
STEM Education (including entrepreneurial spirit)

Integrative Use of Generic Skills

(2016, P1-S6)

Learning & Teaching of Text Grammar

Adopting a Task-based Approach



 **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



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

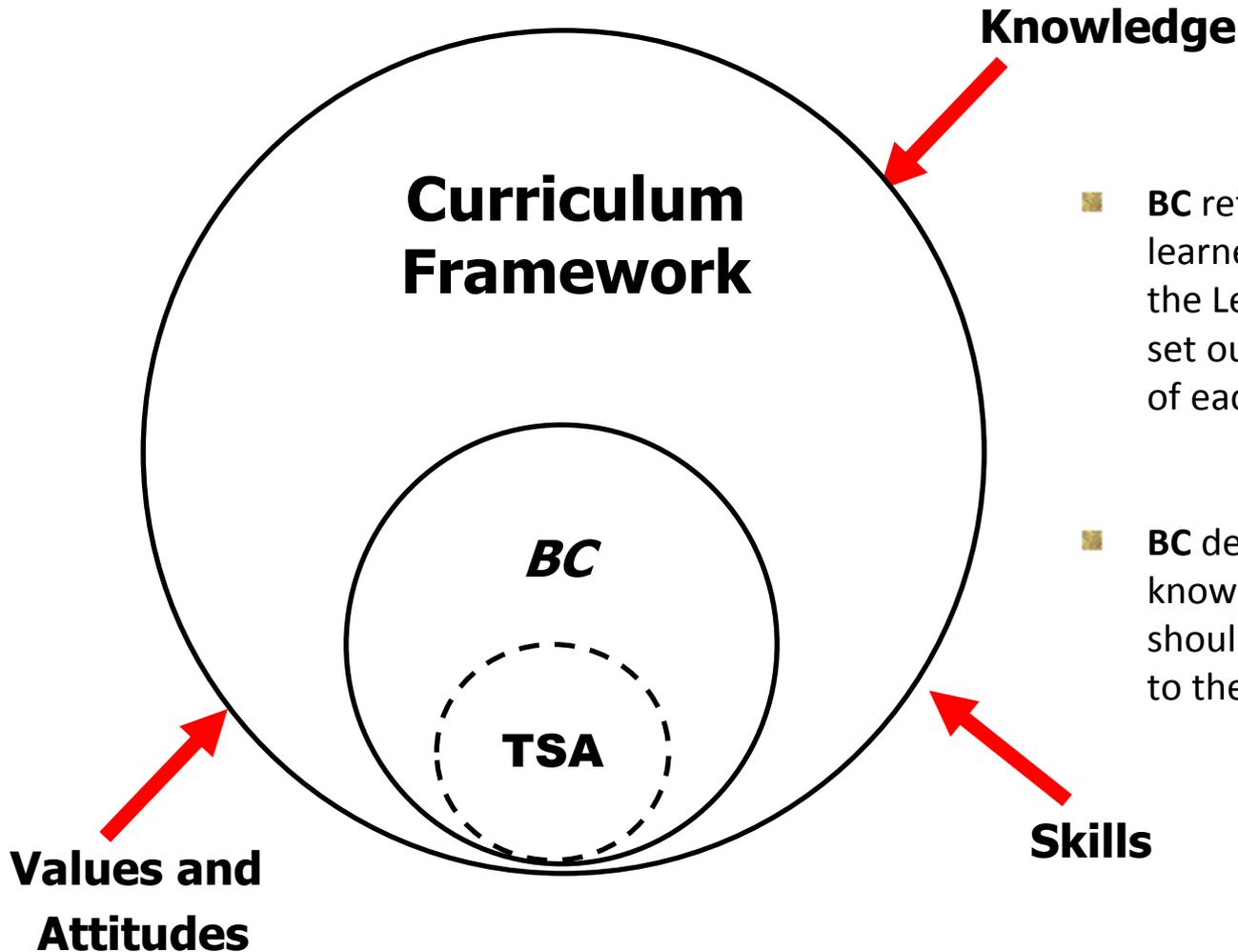
Accommodating diverse learners' needs in the mainstream English classroom

Strengthening Assessment for Learning



- ✚ Adopting diversified modes of assessment 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

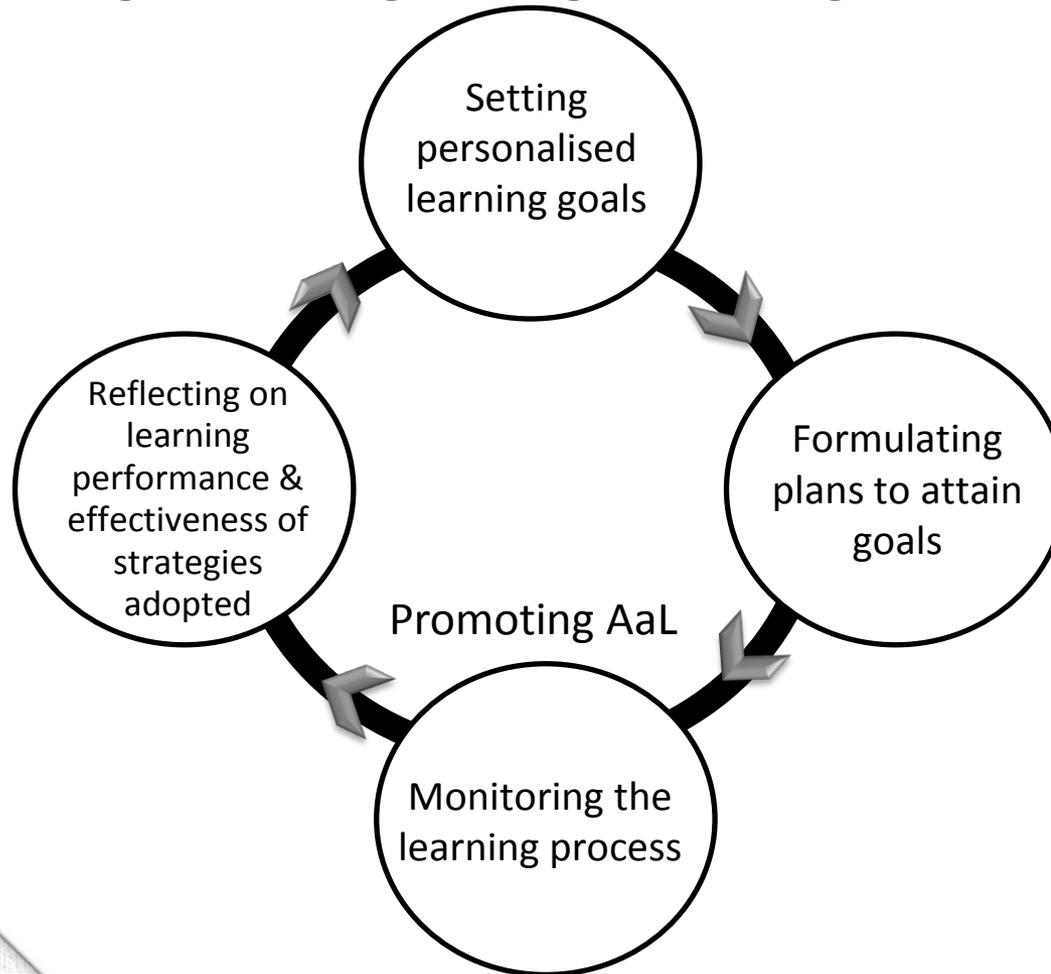
Relationship between the Curriculum Framework and Basic Competencies (BC)



- **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.

Extending from Assessment for Learning to Assessment as Learning

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



Literacy and Reading across the Curriculum (RaC)

Promoting RaC

Communicative Functions for General Purposes

VS

Rhetorical Functions for Academic Purposes

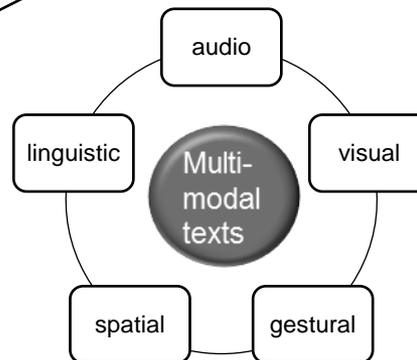
Equipping Students with New Literacy Skills

Promoting Literacy across the Curriculum

Literacy Development in the English Classroom

Lifelong learning

Challenges in the 21st century



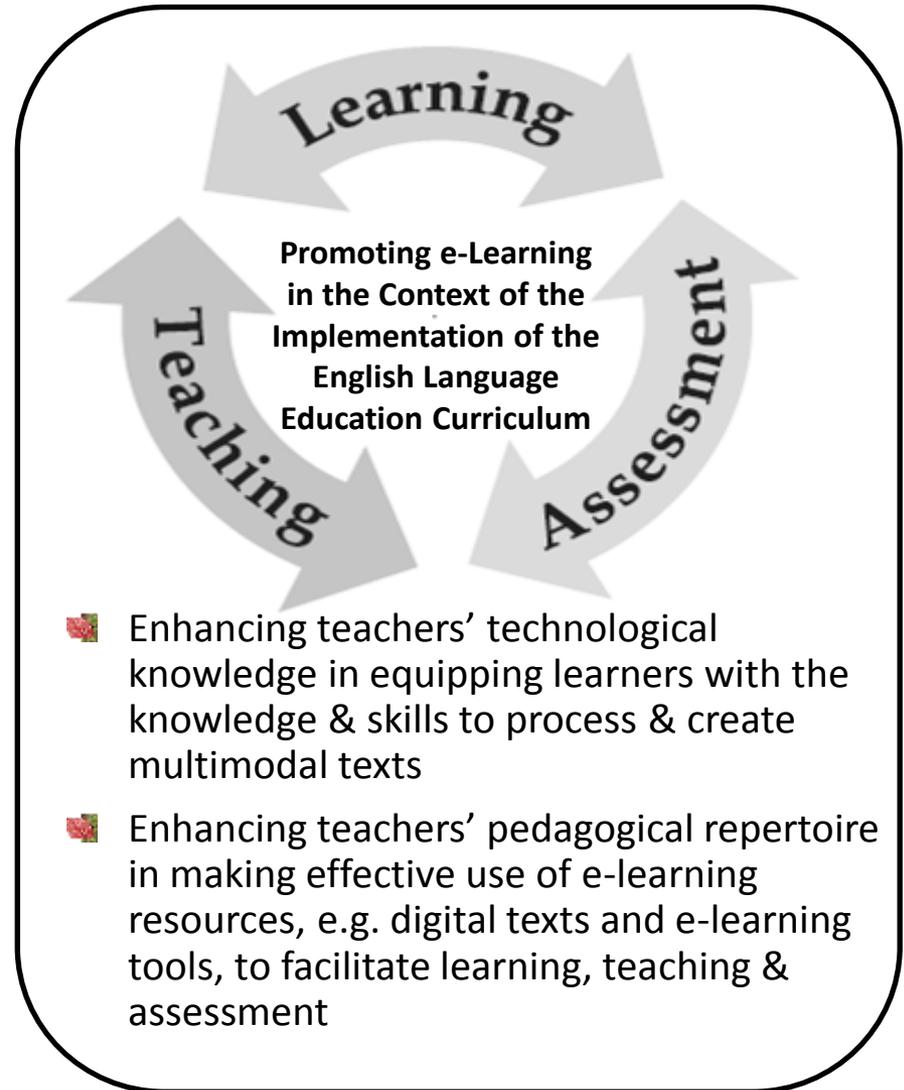
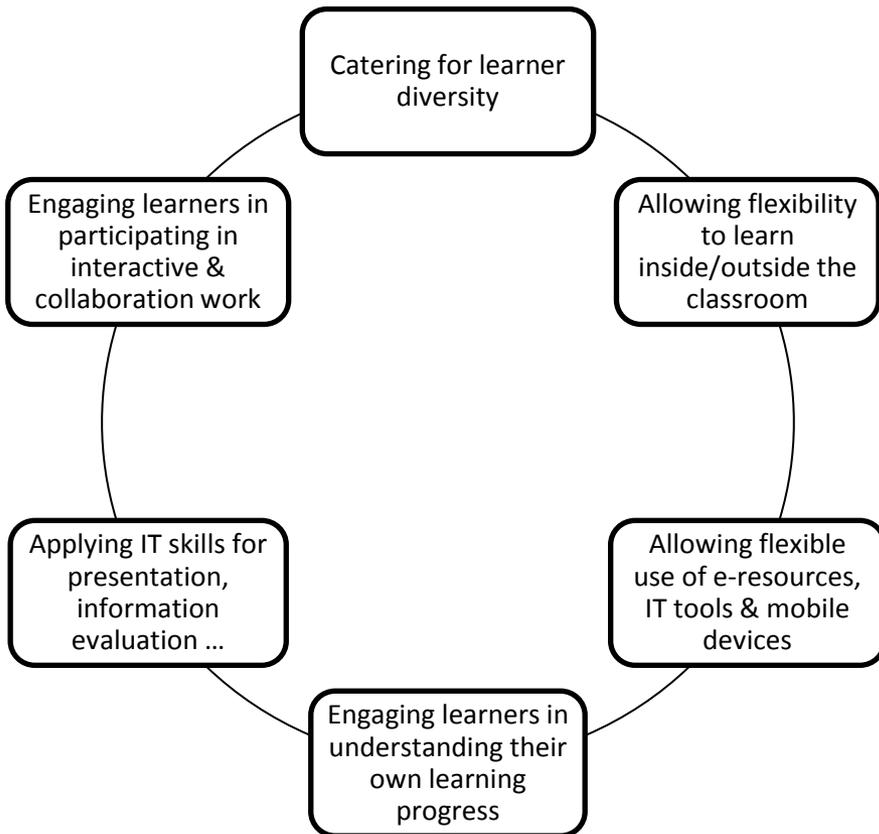
The ability to **read and write** effectively

Processing & creating multimodal texts

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



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

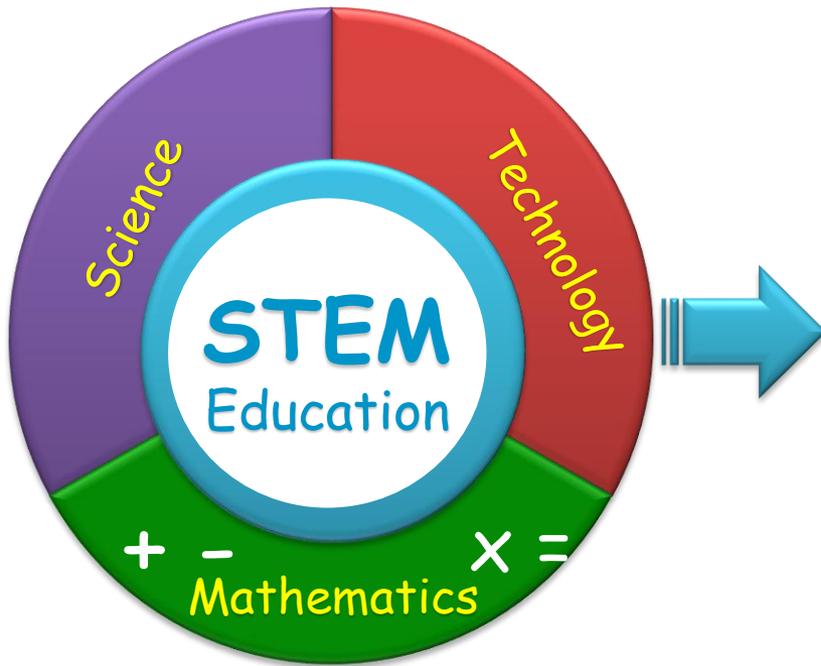
Nurturing in learners the other essential positive values and attitudes

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

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)



- Enhancing learners' creativity, innovativeness, entrepreneurship and problem solving skills
- Strengthening learners' integrative learning and application of skills
- Enhancing learners' interest in science, technology and mathematics and understanding of the world of work

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

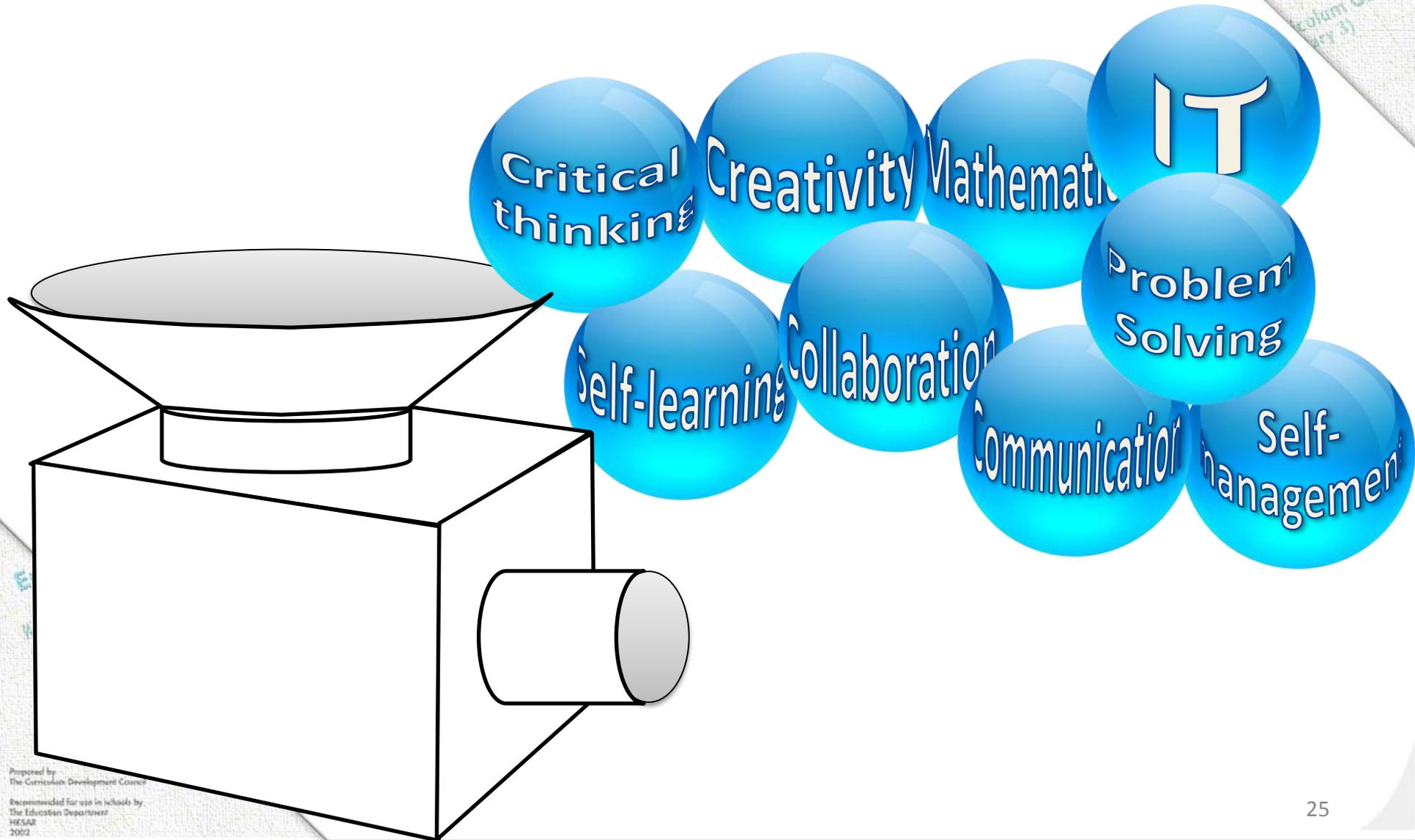
- Generic skills are grouped to facilitate holistic curriculum planning and a review of learners' generic skills development over time.
- Integrative use of generic skills is encouraged, e.g. holistic thinking skills, collaborative problem-solving skills.

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).*

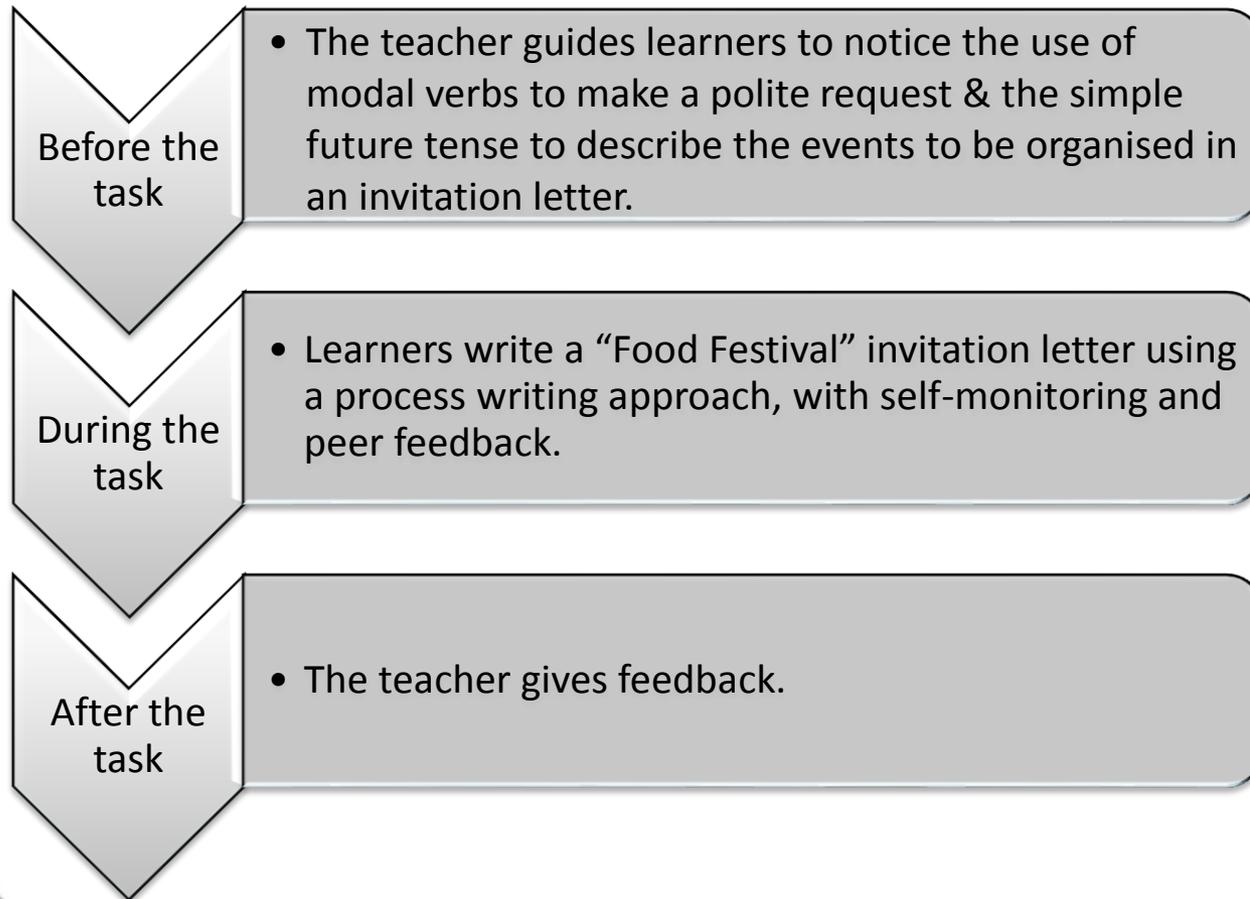
Promoting the integrative development and application of generic skills in the ELE KLA through tasks, projects, drama performance and debating competitions on specific themes/topics

Integrative use of generic skills



Example (Secondary) – Invitation to a Food Festival

This example illustrates how learning & teaching of text grammar can be promoted through a task-based approach at the Junior Secondary level.



Guiding learners to notice the use of the target grammar items and structures in context

A sample invitation to the Christmas celebration

Dear

We would like to invite you to the Christmas celebration

Could you

.....

A lot of activities will be held in the school hall.

.....

.....

.....

Yours sincerely,

.....

awareness of audience

the use of modal verbs to make polite requests in an invitation letter

the use of the simple future tense to describe the events to be organised in an invitation letter

choice of vocabulary

Applying the grammar items in a new context

Task – Invitation to a food festival

Dear

We would like

Could you

.....

.....

... will be organised.....

.....

.....

Yours sincerely,

.....

awareness of audience

the use of modal verbs to make polite requests in an invitation letter

the use of the simple future tense to describe the events to be organised in an invitation letter

choice of vocabulary

Other Examples

Hunger

illustrating how the development of **information literacy** and **holistic thinking skills** can be promoted in the English classroom

Charities and Helping Others

illustrating how **values education** and **entrepreneurial spirit** can be promoted in 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

