

FAQs on English Language

Q1:	According to the suggestions made in the optimising measures, is it a must for schools to release 50 hours of lesson time from English Language?
	<p>In view of different school contexts and students' needs, the lesson time to be released from English Language is not prescriptive. Schools should exercise cross-subject coordination and make holistic planning based on their own school contexts and needs of their students. Schools are also encouraged to review the existing lesson time allocation for each subject and subject combinations on offer in order to allow flexibility and appropriate school-based arrangements to cater for learner diversity.</p>
Q2:	According to the optimising measures, the previous Elective Part of the English Language curriculum is to be integrated into the Compulsory Part. Does this mean more lesson time would be needed to deliver the elective modules not covered before? If so, how can schools release 50 hours of lesson time?
	<p>Integrating the previous Elective and Compulsory Parts of the English Language curriculum does not mean schools have to fully cover all contents of the eight elective modules. The integration aims to offer greater curriculum flexibility, reduce overlap in teaching and enhance teaching effectiveness, thereby releasing time for flexible arrangement as well as better catering for learner diversity. Under the optimising arrangements, no restrictions have been imposed or suggestions made on the number of previous elective modules to deliver and lesson time. Schools can integrate the previous Compulsory and Elective Parts based on school contexts and students' needs, and flexibly adjust the breadth and depth of teaching content by connecting students' learning experience in the two components through common elements (e.g. themes or text-types).</p> <p>Apart from that, schools can flexibly use the time and space to be released from optimising the four core subjects to provide diversified English learning activities, including Other Learning Experiences (OLE), Reading across the Curriculum (RaC), Language across the Curriculum (LaC) and co-curricular learning activities (e.g. drama and film appreciation, debating and choral speaking competitions), with a view to enriching students' learning and covering part of the content of the English Language curriculum through organically integrating their English learning experiences inside and outside the classroom.</p>
Q3:	The lesson time for the English Language curriculum may be reduced through the optimising arrangements. Will this limit students' exposure to English and have adverse effects on their English standards?
	<p>While the lesson time for English Language may be slightly reduced under the optimising arrangements, schools can use the lesson time released flexibly by breaking through the class-based arrangements in the same time slot(s). To address students' diverse needs for English learning, schools can provide more customised English learning programmes and activities for them in an effort to enhance the effectiveness of English learning.</p>

	<p>Furthermore, English learning is not bound by the regular timetable (lesson time). Schools are suggested to plan students' learning time in a holistic manner and enhance their opportunities of learning and using English outside the classroom through diversified learning activities, including RaC and English-related co-curricular programmes and Life-wide Learning (LWL) activities, so as to widen their learning experiences and enhance their overall English proficiency.</p>
<p>Q4:</p>	<p>What measures will be available for strengthening English teachers' understanding of academic use of English and supporting them in implementing RaC and LaC effectively?</p>
	<p>The EDB has updated the <i>English Language Curriculum and Assessment Guide (Secondary 4 - 6)</i> (2021) to provide concrete explanation and suggestions on the learning and teaching of the academic use of English with the purpose of strengthening English teachers' understanding of relevant issues. As regards RaC and LaC, teachers may make reference to the information and relevant suggestions provided in the EDB website and various curriculum documents, such as Booklets 2 and 6B of the <i>Secondary Education Curriculum Guide</i> (2017).</p> <p>The EDB has been providing a variety of professional development programmes, collaborative research and development projects, school-based support and learning and teaching resources to facilitate the collaboration between English teachers and teachers of other subjects in designing appropriate learning activities and promoting the academic use of English, RaC and LaC.</p>
<p>Q5:</p>	<p>According to the optimising measures for senior secondary English Language, Paper 2 Writing Part B and the SBA is to be delinked from the previous elective modules. Does it imply that the previous Elective Part will not be assessed anymore?</p>
	<p>The previous Elective Part in the curriculum, which covers eight language arts and non-language arts modules, aimed at addressing students' diverse interests, and enriching and enhancing their English learning. According to the optimising measures for senior secondary English Language, the previous Elective and Compulsory Parts are to be integrated to avoid overlap, thereby allowing more flexibility for curriculum planning. With reference to students' diverse abilities and needs, the previous Elective Part can be integrated into the Compulsory Part, or be featured in the form of extension modules.</p> <p>The previous elective modules aimed to enhance students' overall English ability. Despite the delinking of Paper 2 Writing Part B and the SBA from the Elective Modules, learning elements covered (e.g. stories, debating, poems and social issues) will continue to feature in different English Language examination papers. Relevant learning experiences would help students enhance and consolidate their English knowledge and enable them to comprehend reading texts and produce written work with richer content.</p>

Q6:	How does the EDB support schools in implementing the optimising measures for senior secondary English Language?
	<p>The EDB has created a designated webpage on “Optimising Senior Secondary English Language” to provide schools with relevant information and resources, including an introductory video on optimising senior secondary English Language, relevant circular memoranda, curriculum documents, a sample examination paper, learning and teaching resources and information on professional development programmes (PDPs).</p> <p>Besides relevant PDPs, the EDB also provides diversified learning and teaching resources, including posters, resource packs, activity sheets and a self-learning online platform, to further support schools in promoting the academic and creative uses of English, assisting teachers in incorporating the relevant elements into the school English Language curriculum. Please visit the relevant webpage for details.</p>