Briefing for Publishers

English Language Education
Key Learning Area

English Language Education Section
Curriculum Development Institute
Education Bureau
15 February 2022
Curriculum Development related to the English Language Education Curriculum
Curriculum Documents related to the English Language Education Curriculum

- English Language Curriculum Guide (Primary 1 - 6) 2004
- English Language Education Key Learning Area Curriculum Guide (P1-S6) 2017
- Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 - 3) 2018
- Final Report of Task Force on Review of School Curriculum 2020
- CDC-HKEAA English Language Curriculum and Assessment Guide (Secondary 4 - 6) 2021 [Effective from Secondary 4 in the 2021/22 school year]
English Language Education Key Learning Area Curriculum Guide (P1-S6) 2017

Major Updates

- Literacy Development
- e-Learning & Information Literacy
- Integrative Use of Generic Skills
- Values Education
- Reading across the Curriculum
- Learning and Teaching of Text Grammar
- Extending from Assessment for Learning to Assessment as Learning
- Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

https://www.edb.gov.hk/elecg
Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 - 3) 2018

Content

Ch.1 The Learning and Teaching of Listening

Ch.2 The Learning and Teaching of Speaking

Ch.3 The Learning and Teaching of Reading

Ch.4 The Learning and Teaching of Writing

Ch.5 The Learning and Teaching of Language Arts

Ch.6 Promoting Language across the Curriculum (LaC) at Secondary Level

https://www.edb.gov.hk/elecg
Ch. 6: Promoting LaC at Secondary Level

Strategies for Promoting LaC

- Text Structures, Rhetorical Functions and Language Items in Academic Texts
- Features of Different Text Types
- Use of Visual Representation
- Communication/Interaction Strategies
- Development of Reading and Enabling Skills

Six Directions of Recommendations

- Whole-person Development
- Values Education and Life Planning Education
- Creating Space and Catering for Learner Diversity
- Applied Learning
- University Admissions
- STEM Education

Recommendations for English Language

Creating Space and Catering for Learner Diversity

- Offering Vocational English as an Applied Learning (ApL) course

Optimising measures for Senior Secondary English Language

- Enriching the existing curriculum, with more emphasis on the academic and creative use of the language

- Enhancing students’ language competency through Language across the Curriculum (LaC) and Reading across the Curriculum (RaC)
**Optimisation of the Senior Secondary English Language Curriculum**
(Effective at S4 from the 2021/22 School Year)

<table>
<thead>
<tr>
<th>Curriculum Time and Design</th>
<th>Starting from S4 in 2021/22 s.y.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• the Elective Part to be fully integrated into the Compulsory Part, or</td>
</tr>
<tr>
<td></td>
<td>• the Elective Part to be taught as extension/enrichment components, with emphasis on the creative use of English through the language arts components</td>
</tr>
</tbody>
</table>

| Cross-curricular Links     | |
|----------------------------| • promoting the academic use of language through RaC and LaC, as well as co-curricular and life-wide learning activities |
Streamlining of Public Assessment

## Changes to Paper 2 (Writing)

<table>
<thead>
<tr>
<th>Part</th>
<th>Up to 2023 HKDSE Examination</th>
<th>Starting from 2024 HKDSE Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>1 compulsory short task</td>
<td>No change</td>
</tr>
</tbody>
</table>
| Part B | 8 topics, each on one elective module of the Elective Part for candidates’ choice | • Delinking questions from the 8 elective modules  
• Reducing the number of questions from 8 to 4 |
# Streamlining of Public Assessment

## Arrangements for SBA

<table>
<thead>
<tr>
<th>Up to 2023 HKDSE Examination</th>
<th>Starting from 2024 HKDSE Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 marks (7.5% each) to be submitted, 1 from the reading/viewing programme, one from the Elective part</td>
<td>• 2 marks (7.5% each) submitted based only on the reading/viewing programme (i.e. no SBA required on the Elective Part, which is to be fully integrated into the Compulsory Part)</td>
</tr>
<tr>
<td>• 4 texts to be read/viewed</td>
<td>• Adjusting the number of texts to be read/viewed from 4 to 2-4</td>
</tr>
</tbody>
</table>

**Unchanged:**
- • 2 marks to be submitted
- • One on *individual presentation*, one on *group interaction*
### Examples of Enrichment Components

<table>
<thead>
<tr>
<th>Suggested Modules and Units</th>
<th>Enrichment Components</th>
<th>Suggested Activities</th>
</tr>
</thead>
</table>
| **Getting along with Others** | - Drama  
- Poems and Songs | - Developing a script and role-playing a scene on the conflict between two friends  
- Listening to songs about friendship and love and understanding the theme and figurative language used in the lyrics |
| **Technology** | - Debating  
- Social Issues | - Conducting a debate on whether Artificial Intelligence does more harm than good  
- Writing an article about how technology changes the ways students learn |

**Tie in with Co-curricular Activities and/or Other Learning Experiences**

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*English Language Curriculum and Assessment Guide (S4 – S6) (2021)*  
Examples of **Enrichment Components**

**Academic Language Features**

- Academic vocabulary
- Nominalisation
- Hedging words
- The passive voice
- Complex sentences
- Cohesive devices

**Rhetorical functions and structures** (e.g. compare and contrast, cause and effect, problem and solution)

**Grammar Text type / Writing task**

RaC / LaC
## Promotion of Creative Use of English

<table>
<thead>
<tr>
<th>Discovery</th>
<th>Close reading and textual analysis (comprehension to appreciation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Read texts (e.g. a poem, an advertisement, a flyer) to discuss the themes and give personal responses (e.g. choose the most powerful line / impressive part)</td>
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<tr>
<td></td>
<td>• Analyse how words (e.g. sensory language, rhyming words, pun) and literary devices (e.g. metaphor) are used to convey meaning and create effects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transformation</th>
<th>Adaptation into another form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rewriting of existing texts (re-creation and re-presentation)</td>
</tr>
<tr>
<td></td>
<td>• Turn an extract from a novel / short story into a script / conversation</td>
</tr>
<tr>
<td></td>
<td>• Draw a picture on a poem</td>
</tr>
<tr>
<td></td>
<td>• Rewrite the lyrics to present another theme</td>
</tr>
<tr>
<td></td>
<td>• Change a part of the story (add a new character, give a new ending) or re-write a story using another point of view/ plot sequence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Invention</th>
<th>Generation of ideas and presentation in engaging ways (production of written and multi-modal texts)</th>
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<tbody>
<tr>
<td></td>
<td>• Brainstorm ideas using different models and strategies (e.g. sensory approach)</td>
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<tr>
<td></td>
<td>• Learn and practise using various writing techniques in focused ways</td>
</tr>
<tr>
<td></td>
<td>• Edit writing to polish language, add rhetorical and literary devices (e.g. parallelism, personification, alliteration) to achieve effects</td>
</tr>
</tbody>
</table>
### Common Literary Techniques

<table>
<thead>
<tr>
<th>Narrative Techniques (Fictional narratives)</th>
<th>Literary Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characterisation (e.g. round or flat characters, portrayal of their look, thoughts, speech and actions)</td>
<td>• Imagery (vivid &amp; sensory descriptions)</td>
</tr>
<tr>
<td>• Use of setting</td>
<td>• Similes and metaphors</td>
</tr>
<tr>
<td>• Dialogue</td>
<td>• Personification</td>
</tr>
<tr>
<td>• Narrative perspectives and point of view (e.g. 1(^{st}) or 3(^{rd}) person)</td>
<td>• Parallelism</td>
</tr>
<tr>
<td>• Plot development (e.g. conflict, climax)</td>
<td>• Contrast</td>
</tr>
<tr>
<td>• Narrative sequence (e.g. foreshadowing, flashback and flashforward)</td>
<td>• Repetition of words / sentence structures (e.g. parallel structure)</td>
</tr>
<tr>
<td>• Strategies for opening (e.g. into the middle or from the end of the event) and closing (e.g. resolution, twist, enigma, cliff-hanger)</td>
<td>• Pun</td>
</tr>
<tr>
<td></td>
<td>• Repetition of sounds (e.g. alliteration, assonance, rhyming words)</td>
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<tr>
<td></td>
<td>• Rhythm (patterns of intonation and stress)</td>
</tr>
</tbody>
</table>
Transfer and Application of Skills and Knowledge

Develop tasks requiring demonstration of skills and knowledge developed, e.g.:

- Interpreting figures and numbers
- Writing a proposal with the use of tentative language
- Working out the meaning of academic/technical vocabulary using knowledge of word formation
- Writing a school newspaper article comparing and contrasting the students’ learning experiences in two educational programmes
- Comparing and contrasting two short stories written from different points of view / perspectives with the same plot
- Writing a short story in which students can choose where to start
- Writing a feature article with the use of sensory language to appeal to the audience
- Writing a debate speech with the use of metaphor and parallelism
Highlights from the Textbook Writing Guidelines
3.1.2 There is a balanced coverage of the Learning Targets in the Experience, Knowledge and Interpersonal Strands at each Key Stage.

Guiding students to respond and give expression to real or imaginative experience in working towards the learning targets and objectives of the Experience Strand.
Experience Strand

Appendix 2 [e.g. Key Stage 3 (S1-S3)]

To respond to characters, events and issues in imaginative and other narrative texts through oral, written and performative means such as:

- making predictions and inferences
- making evaluative comments
- explaining one’s feelings towards characters and events
- expressing one’s reactions to issues relating to one’s experiences
3.2.1 There are attempts to cultivate students’ positive values and attitudes in different cross-curricular domains (e.g. moral and civic education, life education, sex education, environmental education) for character building and whole-person development.

Optimise the curriculum for the future
Foster whole-person development and diverse talents

Accord higher priority to values education in schools, including strengthening life education, and moral, civic, and national education; and start life planning education early at the upper primary and junior secondary levels.
Values Education Curriculum Framework

The Ten Priority Values and Attitudes

Added in 2020

Added in 2021

Values Education Curriculum Framework
(Pilot Version)(2021)
Strengthening Values Education

3.2.4

Language arts materials (e.g. short stories, poems, lyrics, films) which deal with universal issues such as human relationships, nature, love and growing up can be used as resources for simulating activities to enable students to develop positive values, think from different perspectives and make thoughtful and reasonable judgements.
3.2.4

**Non-fiction materials** (e.g. documentaries, biographies, news/magazine articles) which present students 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 students.
3.2.4

Examples of activities:

- story-telling and reader’s theatre on books or texts about interpersonal relationships;
- comparing the life stories of two successful people or the ways to face adversities;
- writing an alternative ending, a possible sequel, or an imaginary dialogue based on a film;
- doing projects which entail investigation into real-life problems from various perspectives and presentation of information in various modes.
3.1.2 Language items and structures are introduced in context. Opportunities are provided for students to explore the form, meaning and use of the target language items and structures at the text level. Grammar rules and terms are introduced in a progressive way at appropriate stages of learning.

3.2.2 Tedious, mechanical and repetitive learning tasks/exercises are avoided.

Providing opportunities for students to explore the form, meaning and use of the target language items and structures in contexts
4.2.3

The task-based approach engages students in interacting and communicating in the target language with their attention principally focusing on its meaningful use rather than the language form.

In extending grammar learning from the sentence level to the text level, teachers can guide students to note the forms and functions of the target language items through exploring the salient grammar features of a text and making hypotheses about the communicative functions they perform in awareness raising activities such as text comparison and guided discovery activities.
Content

3.1.2 The content contains cross-curricular elements to heighten students’ understanding of the academic use of language and help connect their learning experiences acquired in different Key Learning Areas (KLAs).

Learning and Teaching

3.2.2 There are opportunities to promote Language across the Curriculum (LaC) or Reading/Writing across the Curriculum (R/WaC) (where appropriate in support of STEM education) to connect students’ learning experiences, develop in them a better understanding of the academic use of language and help nurture an entrepreneurial spirit.

Connecting students’ learning experiences between the English Language Education KLA and other KLAs
Strategies to Promote LaC

6.2.1

- Text Structures, Rhetorical Functions and Language Items in Academic Texts
- Use of Visual Representation
- Development of Reading and Enabling Skills
- Communication/Interaction Strategies
- Features of Different Text Types
Ways to Promote the Academic Use of English

4.2.4

Highlight salient features (e.g. text structures, rhetorical functions and language items) common in academic texts to draw students’ attention to how they are used and the effects/purposes achieved. Below are some examples.

• To make academic texts more formal, contractions, informal and colloquial expressions are avoided while formal vocabulary is used to present information.

• To create a more objective tone, judgements are supported by reasons and findings in academic texts and opinions are presented with the use of the passive voice.
Content
3.1.3 Enrichment Components
(For the three-year Senior Secondary English Language textbooks only)

- The language arts and non-language arts elements are naturally integrated into different modules of learning or developed into extension modules with a specific focus to tie in with co-curricular activities and/or Other Learning Experiences.

- Students are exposed to a wide variety of themes (e.g. sports, popular culture, social issues) and different text types (e.g. poems, song lyrics, short stories, drama scripts, debate speeches).
Enrichment Components

To add variety to the English Language curriculum, broaden students’ learning experiences and cater for their diverse needs and interests, the following elements are to be incorporated:

<table>
<thead>
<tr>
<th>Language Arts Elements³</th>
<th>Non-language Arts Elements³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Sports Communication</td>
</tr>
<tr>
<td>Short Stories</td>
<td>Debating</td>
</tr>
<tr>
<td>Poems and Songs</td>
<td>Social Issues</td>
</tr>
<tr>
<td>Popular Culture</td>
<td>Workplace Communication</td>
</tr>
</tbody>
</table>

Schools are encouraged to use the above elements to extend and deepen learning and enrich students’ language learning experiences.
Learning and Teaching

3.2.1 Over-generalisation, stereotyping and any form of discrimination on the grounds of gender, age, race, religion, culture or disability are avoided.

Nurturing students’ empathy with others as well as guiding them to reflect on their beliefs and make wise and moral judgements
Materials that deal with fundamental questions of humanity have the capacity to shape young minds with intrinsic values, nurture their empathy towards others as well as guide them to reflect on their beliefs and make wise and moral judgements.
Learning and Teaching

3.2.2 The tasks and activities provide meaningful contexts and are well-integrated to provide students with opportunities to use the language purposefully and develop language development strategies.

Strengthening the connection between reading and writing skills development
The Integrated Use of the Language Skills

Preamble

The four language skills are interrelated and interdependent, and real-life communication usually involves the use of more than one language skill. Hence, opportunities should be provided for students to learn and exercise the integrated use of the language skills for authentic and purposeful communication through the use of tasks.