

School-based Curriculum Development (Primary) Section
Education Bureau

2026 Learning in Action Seminar (English Language Education)

**Promoting Meaningful Learning and Student Autonomy through
Integrated Cross-curricular and Experiential Learning**

Sam Shui Natives Association Huen King Wing School

Mr. Ibrar MOHAMMAD (Vice English Panel Chairperson)

Mr. WONG Chi-him, Chester (P.5 English Teacher)

School-based Curriculum Development (Primary) Section

Ms. FUNG Yee-man, Vivian (Senior Curriculum Development Officer, EDB)

Rundown

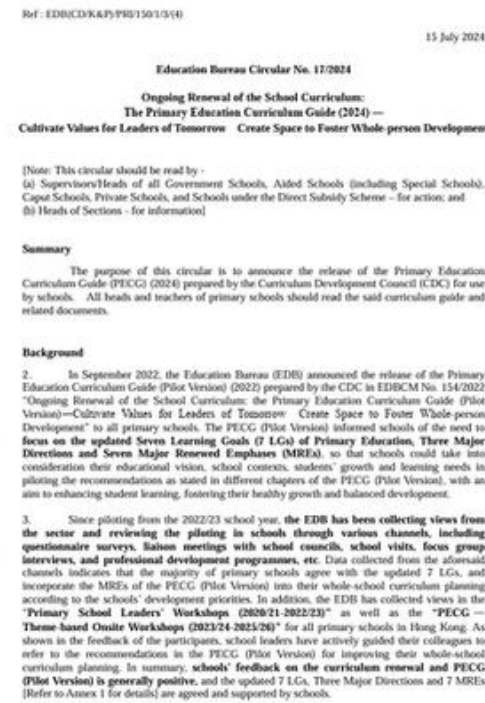
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Curriculum Guides and Directions

Primary Education Curriculum Guide (2024)

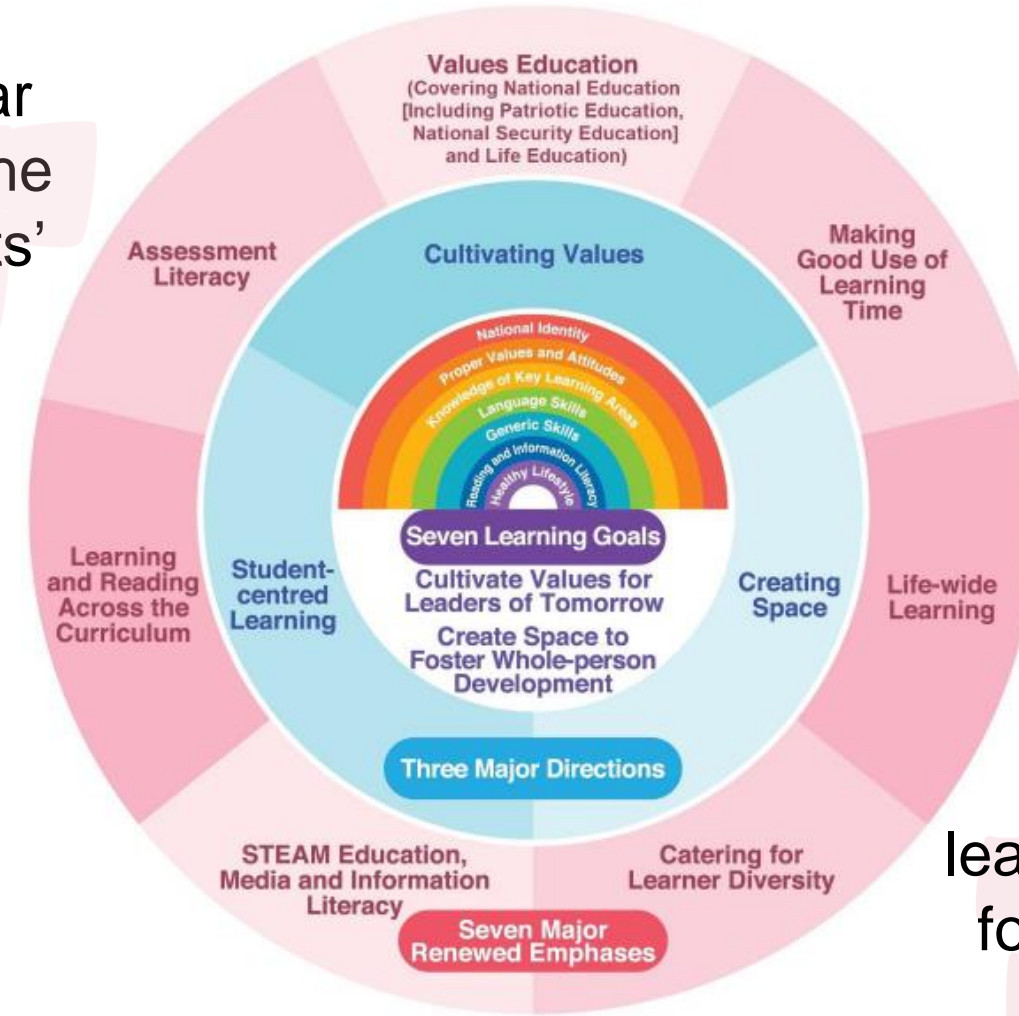


Primary Education Curriculum Guide 2024



Education Bureau Circular No. 17/2024

Strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities



Enriching life-wide learning experiences and fostering whole-person development

All primary schools are recommended to focus on the following **seven major renewed emphases** to enhance the whole-school curriculum, and develop distinctive school curriculum with reference to the central curriculum framework, in order to help students achieve the updated **seven learning goals**.

Understand our country and the Chinese culture, and cultivate a **sense of belonging** and national identity towards our country

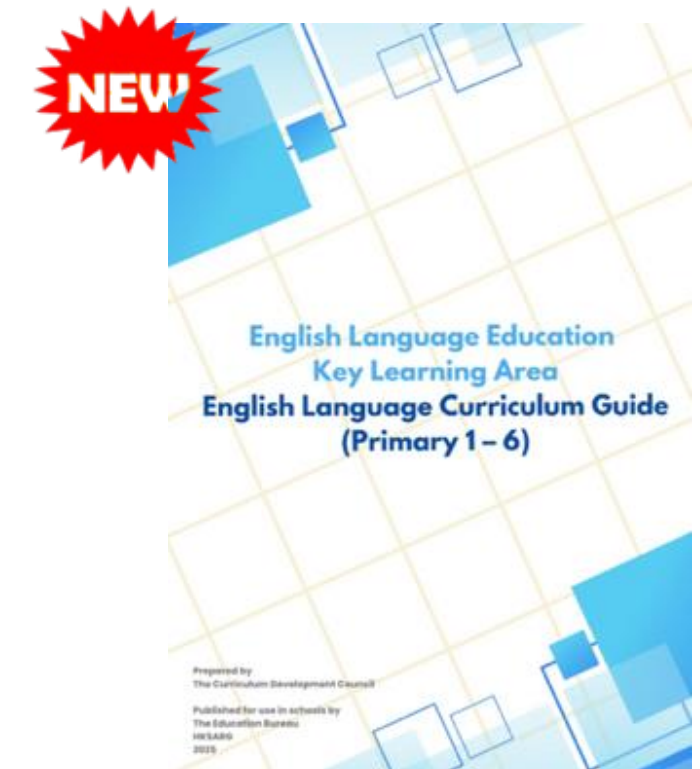
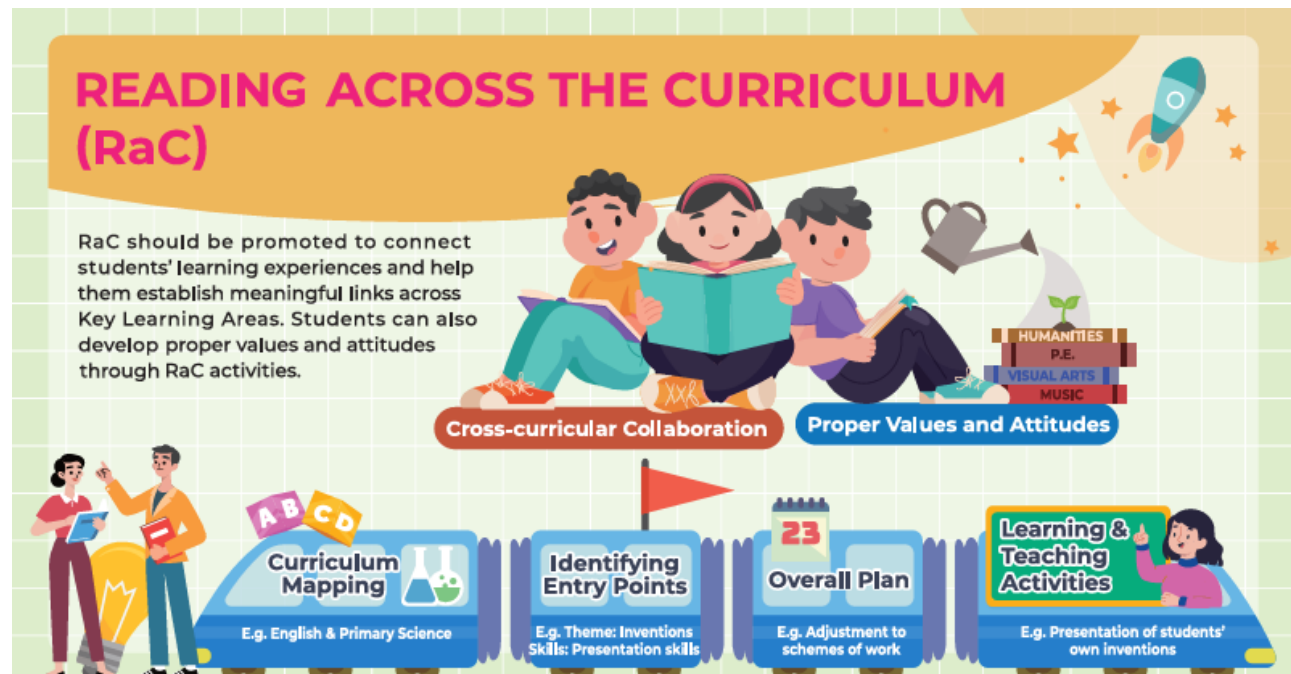
Cultivate an interest in extensive reading and develop an active reading habit



English Language Curriculum Guide (Primary 1 – 6) (2025)

Schools are encouraged to:

- 1 integrate Reading across the Curriculum** into life-wide learning initiatives to establish meaningful links with different Key Learning Areas, developing students' reading skills while providing relevant contexts for connecting knowledge, skills, and learning experiences gained across disciplines;
- 2 develop students' language development strategies and metacognitive skills** (e.g. goal setting, choosing resources and strategies for learning) to enable them to take responsibility for their own learning and become motivated, independent and self-directed learners; and
- 3 provide relevant, pleasurable and meaningful learning experiences for students through life-wide learning activities in real-life settings, providing authentic exposure to English language use.**



Needs Analysis and Strategies for Development

Needs Analysis		Strategies for Development
Low Reading Engagement	Students often view English texts as a barrier rather than a useful tool for learning across the curriculum.	<p>The school strives to develop students into self-directed and lifelong learners. The following strategies will be implemented within the school English Language curriculum:</p> <ol style="list-style-type: none"> 1.Scaffolding the reading process through diversified and purposeful reading activities 2.Fostering student autonomy through purposeful self-directed learning activities 3.Promoting authentic and creative use of English through integrated life-wide learning experience and meaningful communicative tasks
Low Student Autonomy	Many students lack ownership of their English learning and tend to follow instructions passively rather than taking an active role.	
Limited Real-world Application	Students rarely use English outside the classroom and struggle to see its connection to their daily lives.	

Project Overview

Unit Overview

Level	Module	Unit	Topic
P5	We Love Hong Kong	Exploring Hong Kong	Hong Kong Tourism

Content Objectives

- To understand the significance of local landmarks and tourist attractions
- To recognise the importance of being polite and helpful to visitors
- To develop the ability to introduce Hong Kong's uniqueness to others

Life-wide Learning (LWL)

Field trip to the Peak co-organised by the English and Chinese Language Education KLAs

Language Objectives

To develop language knowledge and skills, e.g.

- Vocabulary items about tourist attractions in Hong Kong and activities to do in different tourist attractions
- Language functions:
 - To **make recommendations** to tourists by providing relevant information on Hong Kong's local attractions
 - To **employ persuasive language** to convince the target audience to visit recommended destinations
 - To open, maintain, and close an authentic interaction with tourists in a real-world setting

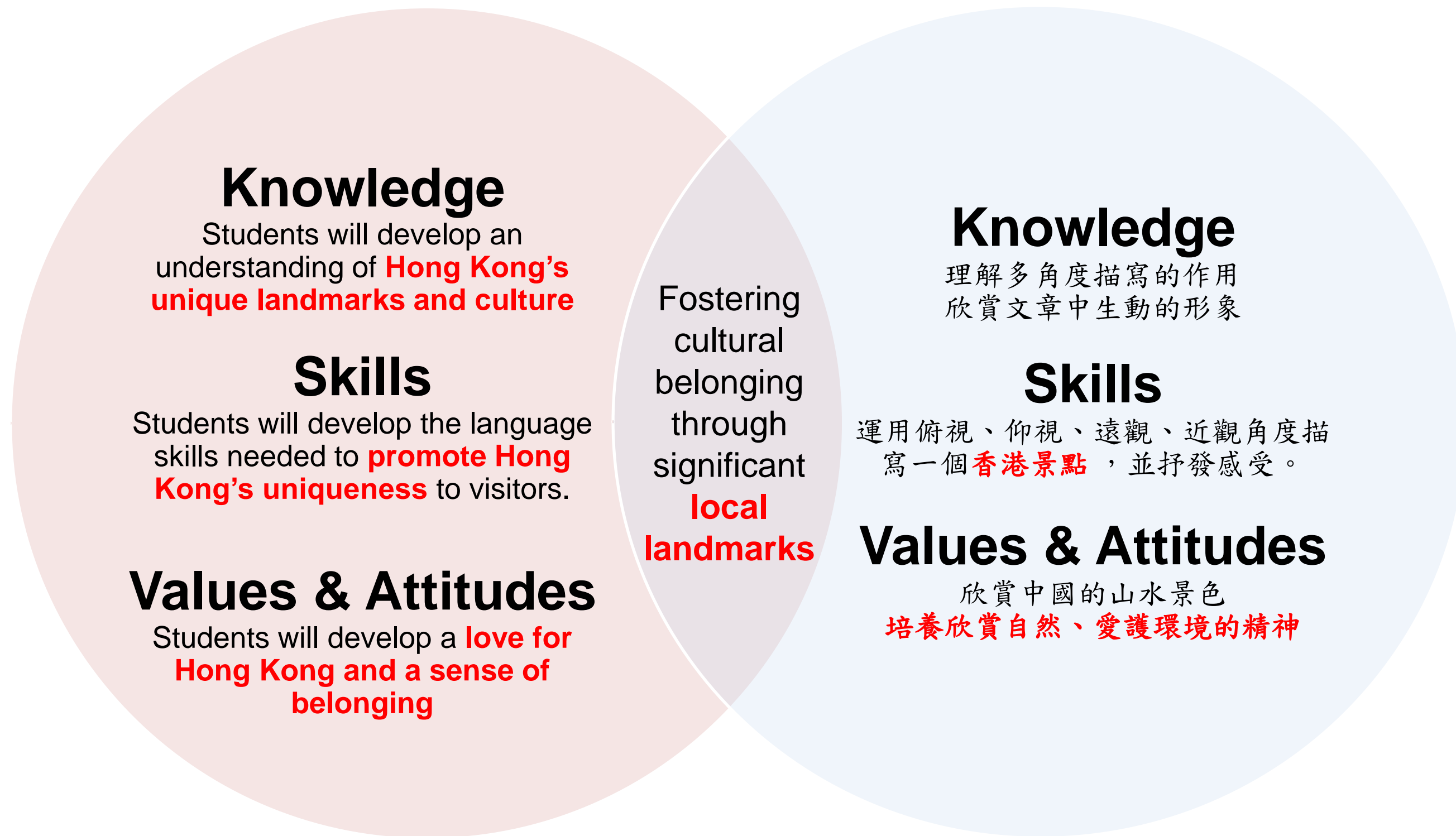
Values and Attitudes

To nurture in students the following positive values and attitudes:

National Identity
(Love for HK and the Country)



Curriculum Mapping



English Language
Unit 5
“Exploring Hong Kong”

中國語文科
第十課
【滿山花兒開】

Leveraging a visit to the Peak to Promote Cross-curricular Learning

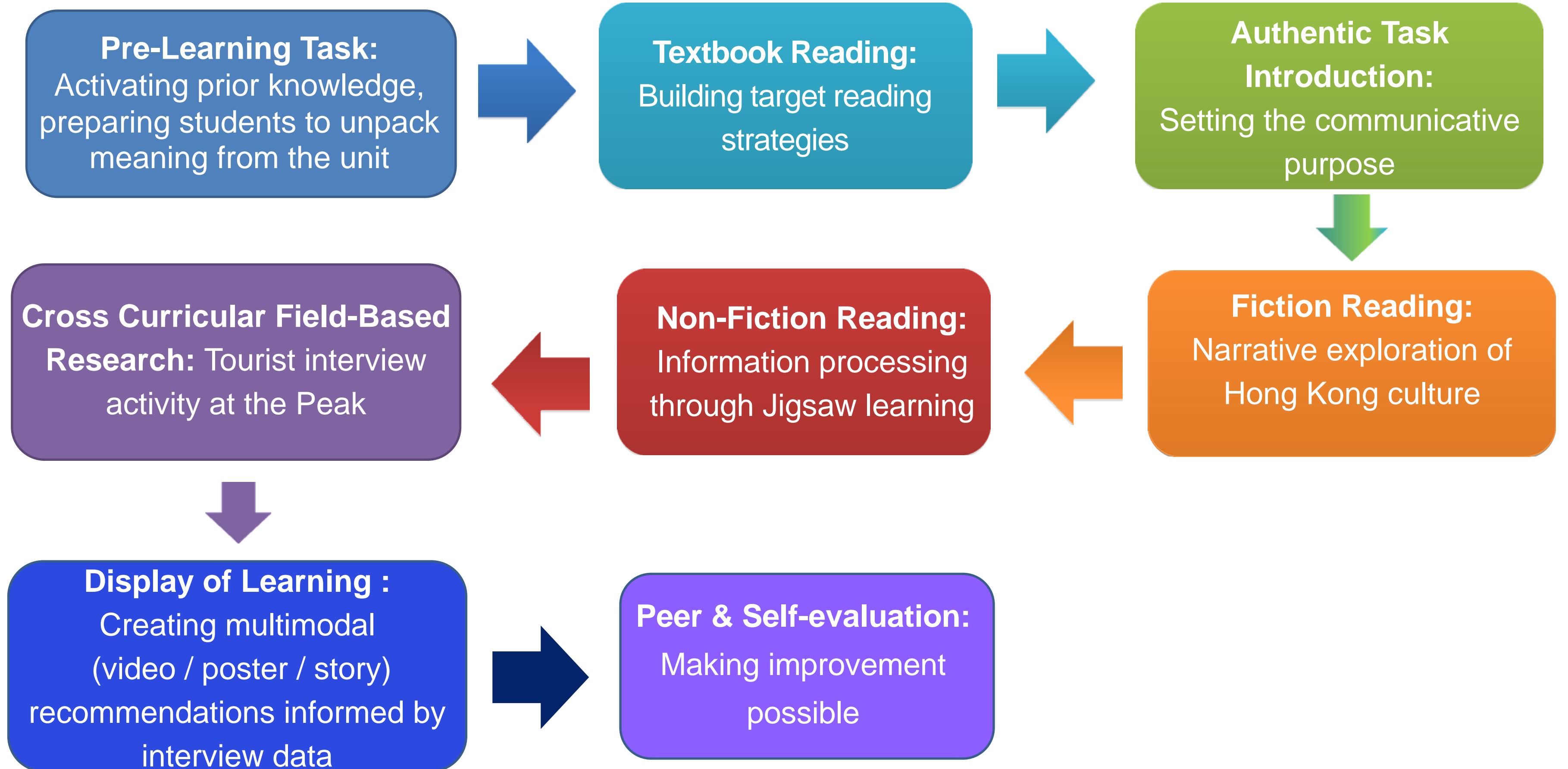
Develop target descriptive writing strategies by **employing panoramic perspective techniques** to **depict Hong Kong's landscape characteristics**

Chinese Language

Develop communicative skills to interact **authentically with English speakers** and **provide informative tourist recommendations** through meaningful exchanges in real-world contexts

English Language

From Reading to Real-World Application: A Sequenced Learning Journey at a Glance



Experience Sharing

Scaffolding the Reading Process through Diversified and Purposeful Reading Activities

Addressing Barriers to Reading

Textbook Reading: A story of tourist Julia and her family's trip to the Peak

Students with limited knowledge of Hong Kong tourists' attractions encounter challenges in inferring word meanings and grasping the main concept.

Students struggle to independently work out meanings of unknown words and expressions

Pre-Reading Task: Sorting tourist attractions into categories activates students' prior knowledge about Hong Kong tourism and provides a conceptual framework to unpack meaning from the reading materials.

Students often struggle with the use of simple cohesive devices, such as basic connectives and pronouns, to follow ideas.

Teachers adopt a think-aloud approach to make the invisible thinking process visible:

Teachers circle unknown words and their pictorial clues on the same slide, **modelling how to infer meaning from visual and contextual evidence.**

Teachers **explicitly model pronoun referencing** to help students track cohesive ideas and facilitate their understanding of the text.

Making Reading Accessible and Engaging: Practical Support for Paired Texts

The paired fiction text “Emi Takes Hong Kong” forms a themed text set with the textbook story to broaden and deepen students’ understanding on the shared topic.

Complex words are replaced with more accessible alternatives e.g. “savour” & “eat”

The paired text is enhanced with **purposeful visual cues** to support students in applying the taught reading strategy of inferring vocabulary meaning from visual information, contextual clues, and prior knowledge.

The reading experience become **more engaging and multi-sensory** by incorporating audio elements.

Integrating Multimodal Literacy: Reading to Learn Through the Hong Kong Travel Guide



School-
based "Hong
Kong Travel
Guide"



School-
based "Hong
Kong Travel
Guide"



School-
based "Hong
Kong Travel
Guide"

The school-based "Hong Kong Travel Guide" adapted from different authentic materials (e.g. website of Hong Kong Tourist Board) broadens students' knowledge base and develops "reading to learn" across curriculum, giving them **authentic content knowledge** about their city.

QR codes linking to videos and websites integrated into school-based "Hong Kong Travel Guide" **enrich reading in both print and non-print texts**, providing students with a more integrated reading and viewing experience.

Cater for diverse
learning needs

Reading across the Curriculum With Support: Text Differentiation and Guided Deconstruction

School-based
"Hong Kong
Travel Guide"

School-based
"Hong Kong
Travel Guide"

Teachers differentiate the school-based "Hong Kong Travel Guide" by **utilising AI-powered tools** to simplify the sentence structure and vocabulary:

- Replace transitional adverbs with numbered list
- Replace less familiar phrase with high-frequency verb

Leveraging AI to
empower learning and
teaching

Students deconstruct authentic texts about different shopping areas in the "Shopping" chapter of the Hong Kong Travel Guide to extract key details.

Students are guided to **deconstruct the information** and extract key details regarding "What is it", "How to get there", "When is the best time to go", "What to do, see and buy" using a graphic organiser.

Reading to Learn Through Jig-saw: Developing Content Knowledge and Peer Sharing

School-
based "Hong
Kong Travel
Guide"

School-
based "Hong
Kong Travel
Guide"

School-
based "Hong
Kong Travel
Guide"

In jig-saw reading, students become "experts" in specific area of HK tourism (e.g., Sightseeing, Local Food), scanning for details and identifying key information. Through **peer-to-peer sharing**, they build **collective understanding** while taking ownership of their learning.

Fostering Student Autonomy through Purposeful Self-directed Learning Activities

Students' Voice and Choice

<p>Co-constructing Knowledge About Hong Kong Tourism</p>	<p>Students explore Hong Kong tourism by specialising in areas like local food, entertainment, shopping, and sightseeing. They research their topics and present their findings, followed by voting on the most recommendable aspect for tourists.</p>
<p>Empowering Learners through Multimodal Displays of Learning</p>	<p>Teachers offer valuable insights into vlogs, posters, and short stories, enabling students to make informed choice that best showcase their strengths while accommodating various learning needs and preferences.</p>
<p>Empowering Independent Inquiry through Questionnaire Design</p>	<p>Teachers involve students in designing questionnaires and incorporating a personalised 'extra question'. Students act as independent researchers, exploring their curiosity during genuine interactions with tourists at the Peak, while also taking responsibility for the quality and outcomes of their research.</p>



Building Students' Autonomy through Assessment as Learning

Student's work

"I said it with a grin" love that part! Keep up the good work

Student's work

Love the part where you wrote up! up and away! very nice

Student's feedback
18 hours ago

This is very good ,they speak very clearly and have a lots of actions,emotions to make it more interesting:)

Student's feedback
a day ago

Try to look at each other eyes

Peer evaluation and feedback fosters self-directed learning by **engaging students in Assessment as Learning (AaL)**, internalising success criteria, and developing the metacognitive skills needed to monitor and improve their own progress.



Leveraging AI Tools for Self-improvement

Students **take responsibility for their learning** by identifying areas for enhancement, such as incorporating subtitles and illustrations that effectively cater for their audience or readers. By **leveraging available AI tools** to tackle these challenges, they strive to achieve the goal of producing a high-quality product.

Student's work and
AI generated picture



Promoting Authentic and Creative Use of English through
Integrated Life-wide Learning Experience and Meaningful Communicative Tasks

Promoting Authentic Use of English: From Textbook Learning to Junior Tourism Ambassadors



NET teacher's video

The NET teacher's video creates **a genuine need** to address a real-world issue—making recommendations for visitors by integrating:

Insights from reading about Hong Kong tourism

Field interviews conducted at The Peak

Multimodal productions such as posters, stories, and vlogs

Promoting Authentic Use of English:

Fostering Language Proficiency and Whole Person Development through LWL Experience

Knowledge Transfer:

Facilitate "English learning beyond the classroom" by enabling students to transfer knowledge decoded from reading lessons into authentic spoken recommendations.

Enhancing problem solving skills:

Encourage problem-solving by having students engage in spontaneous tourist interactions.

Real-world Language Application:

Offer real-world opportunities to apply language functions, including making recommendations and managing social interactions (opening, maintaining, and closing).

Promoting Authentic Use of English: Field Interview at the Peak

- Enhanced students' confidence in using English
- Heightened learning motivation by providing a purposeful, real-life context for language use
- Cultivated students' socio-cultural awareness
- Honed interpersonal and social skills
- Empowered students to gather real evidence (such as tourist opinions and recordings) to produce evidence-based multimodal presentation.

Promoting Authentic Use of English:

Differentiated product options for creative and meaningful language expression

Students turn interview findings and text information into vlogs that communicate meaningfully to authentic viewers using the target language patterns:

To recommend:

- Vivid descriptive expressions about appealing qualities
"it is hot, spicy, and it is very delicious"
"There is so much curry inside"
- Sensory language to create strong impressions
"I can smell how spicy it is"

To persuade:

- The use of imperative *"don't forget to try it"*
- Clear call to action *"You should definitely try it"*

To recommend:

- Positive descriptions of attractions
"a famous status on Lantau Island"
"surrounded by many beautiful hills"
- Highlights engaging & adventurous experiences
"climbing 268 steps"

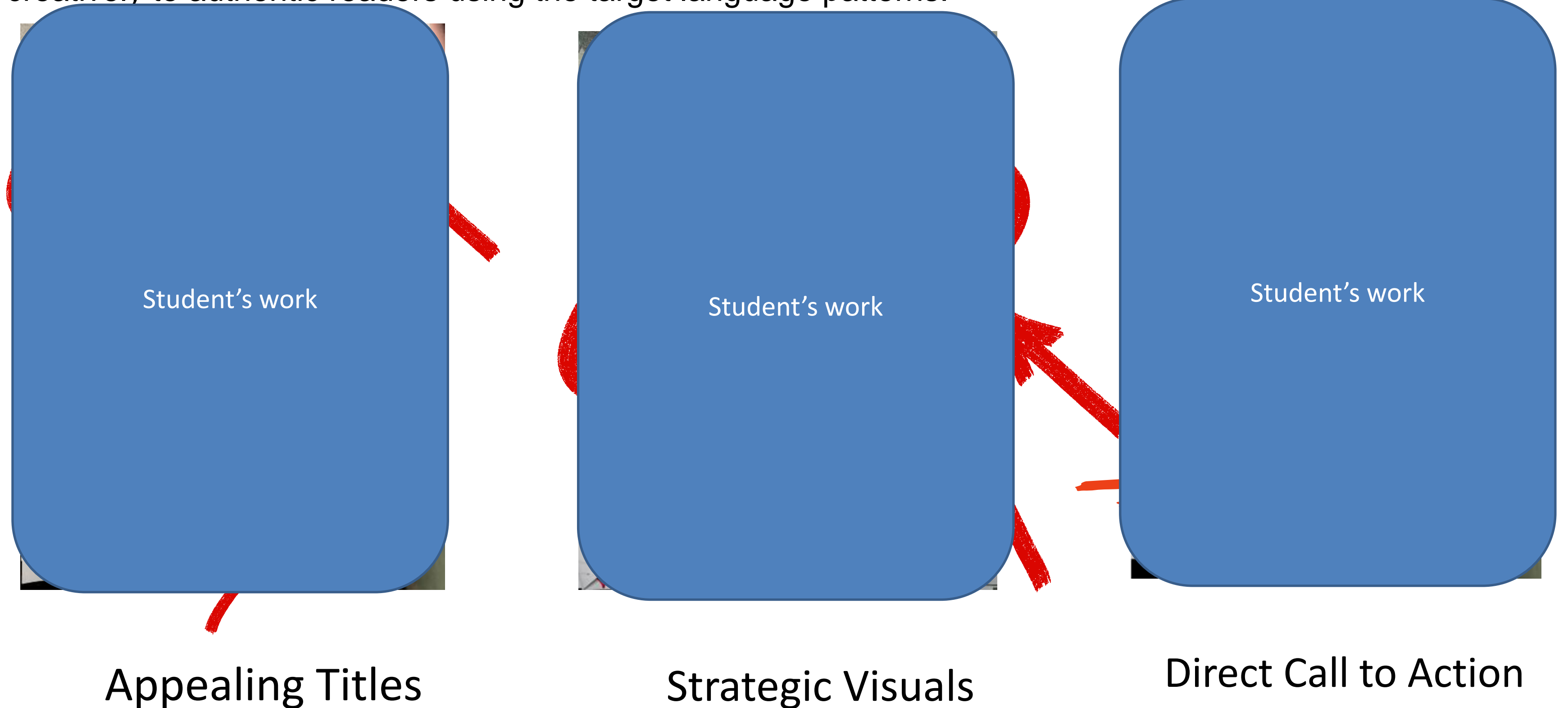
To persuade:

- The use of imperative *"should"*
- Clear call to action *"You should come anytime soon."*

Promoting Authentic Use of English:

Differentiated product options for creative and meaningful language expression

Students turn interview findings and text information into posters that communicate meaningfully and creatively to authentic readers using the target language patterns:



Promoting Authentic Use of English:

Differentiated product options for creative and meaningful language expression

Students turn interview findings and text information into stories that communicate meaningfully to authentic readers using the target language patterns:

Student's work and
AI generated picture

Student's work and
AI generated picture

To persuade the target audience to visit

recommended destinations:

Use strong positive adjectives and exclamations:

“beautiful views”, “breathtaking view”, “They were delicious!”

To make recommendations to tourist:

Suggest sightseeing places: “all around Hong Kong... including the Big Buddha and the Clock Tower”

Teachers' Reflections on Student Growth

A marked **increase in confidence and motivation** toward English Language learning

Significant growth in **communicative competencies** esp. the ability to persuade and provide recommendations

Heightened student autonomy in **taking proactive ownership** of their learning journeys

A strong **sense of belonging** to local culture developed

Teachers' Reflections on Professional Development

Strengthened
**interdisciplinary
collaboration**

Enhanced pedagogical
insights into diversified
instructional strategies to
effectively **address and cater
for individual learning needs**

Increased confidence in
**bridging textbook content
with LWL** and making English
learning experience
meaningful and purposeful

Teachers' Reflections on Curriculum Planning and Implementation

Elements of **Reading**
across the Curriculum and
Self-directed Learning
infused

Life-wide Learning
incorporated to empower
students to **bridge**
classroom knowledge
with authentic real-life
contexts

Curriculum mapping with
Chinese Language
Education KLA to provide
students with a **cohesive**
and integrated
interdisciplinary learning
experience

Key Takeaways

Strategic connection between textbook learning and authentic beyond-the-classroom experiences **strengthens curriculum cohesion and reinforces meaningful English language application.**

Integration of English with Chinese Language Education through a single authentic experience demonstrates **effective cross-curricular planning and knowledge transfer, maximising learning impact.**

Multimodal input-to-output (booklets, interviews, vlogs, posters) effectively **caters for individual learning needs**, helping mixed-ability students **deepen their understanding** of the topic and **gain ownership of their learning.**

Thank You

For questions and professional exchange, please contact:

Ms. FUNG Yee-man, Vivian : scdosbcdp13@edb.gov.hk