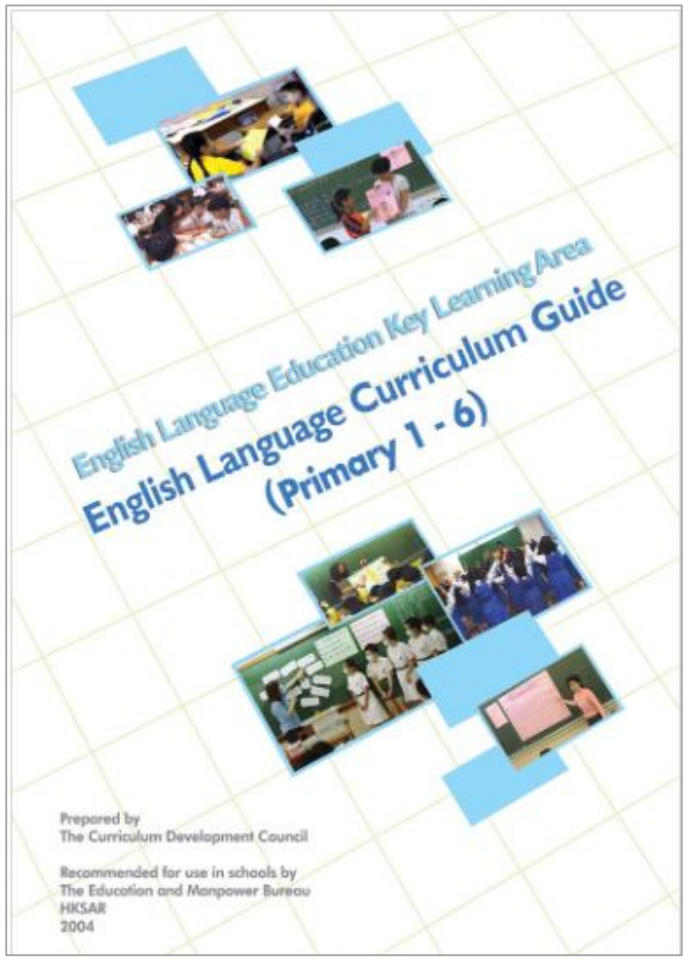


Consultation Seminar on the Ongoing Renewal of the School Curriculum:

the Updating of the English Language Curriculum Guide (Primary 1 – 6) for Primary School Curriculum Leaders

21 January 2025

English Language Education Section
Curriculum Development Institute
Education Bureau

Objectives

1. To explain **the rationale** for the updating of the English Language Curriculum Guide (Primary 1 – 6) (ELCG)

2. To introduce the **major areas for updates** put forth in the ELCG

3. To provide details of the **school survey** on the updating of the ELCG

Rundown of Today's Programme

Time	Content
2:30 p.m. – 2:35 p.m.	Registration
2:35 p.m. – 2:45 p.m.	**Rationale** for the updating of the ELCG
2:45 p.m. – 3:30 p.m.	**Major areas for updates** in the ELCG & **Resources** and **Support Measures**
3:30 p.m. – 3:40 p.m.	Details of the **school survey** on the updating of the ELCG
3:40 p.m. – 3:45 p.m.	**Plan** for the launch of the updated ELCG
3:45 p.m. – 4:00 p.m.	Q&A Evaluation

Rationale for the updating of the English Language Curriculum Guide (Primary 1 – 6) (ELCG)

Rationale for the updating of the ELCG

Ongoing Renewal of the School Curriculum

Respond to local, regional and global contextual changes

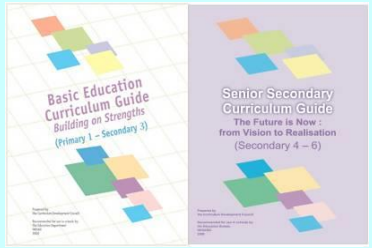
Build on existing strengths and practices of schools

Curriculum enhancement to benefit student learning

Rationale for the updating of the ELCG

Ongoing Renewal of the School Curriculum

BECG (2002) / SSCG

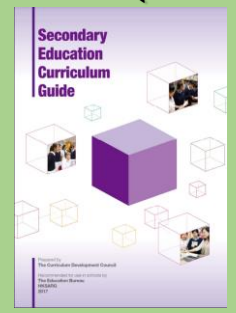


8 KLA Curriculum Guides (2002)

Various Subject Curriculum Guides

PECG (2024)

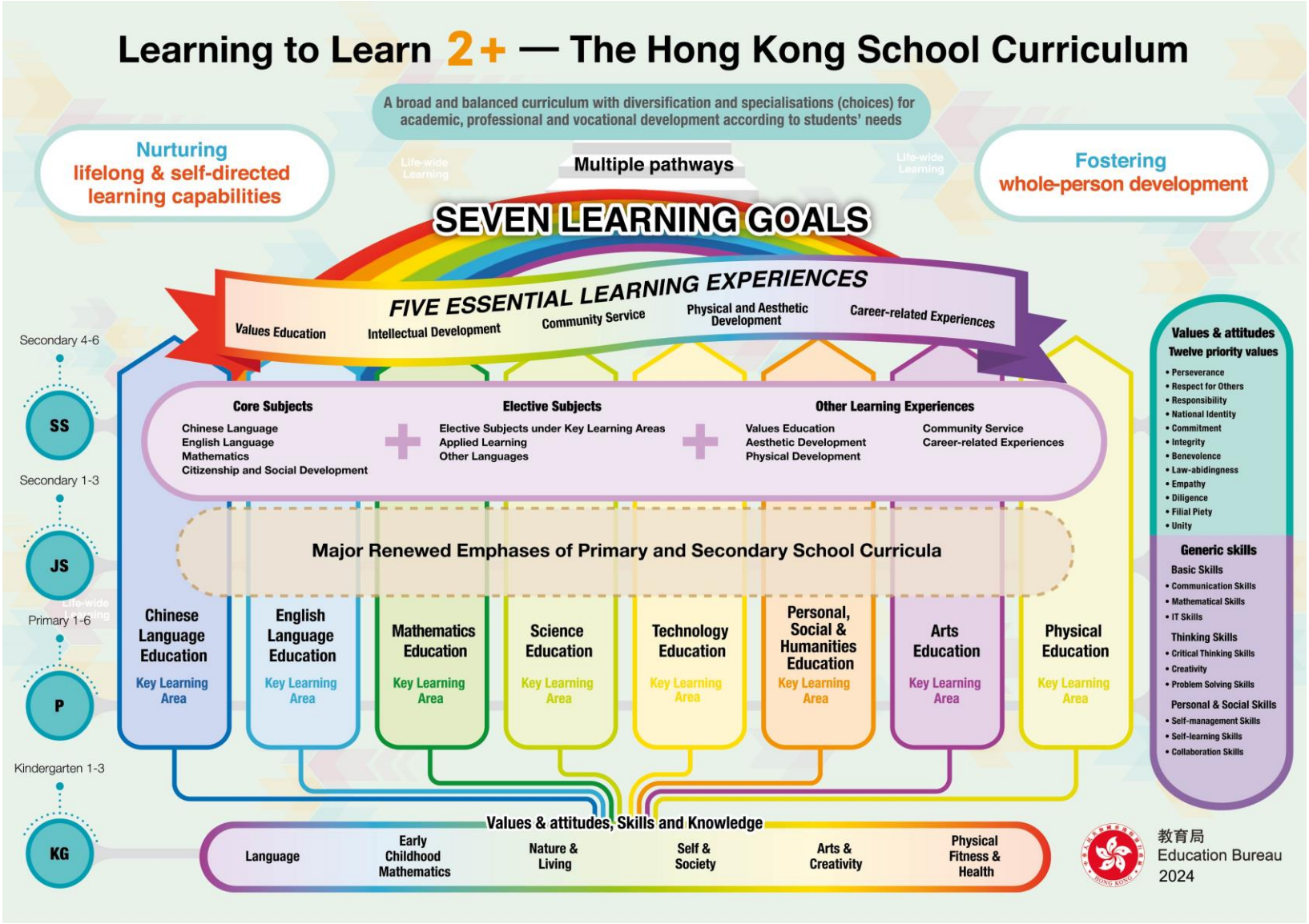
SECG (2017)



(2017)
KLA Curriculum Guides
&
Subject curriculum guides / supplements

Rationale for the updating of the ELCG

Ongoing Renewal of the School Curriculum



Rationale for the updating of the ELCG

Ongoing Renewal of the School Curriculum

Primary Education Curriculum Guide (PECG) (2024)

"Cultivate Values for Leaders of Tomorrow

Create Space to Foster Whole-person Development"

(https://www.edb.gov.hk/pecg)

Rationale for the updating of the ELCG

Ongoing Renewal of the School Curriculum

PECG (2024)

The Updated Seven Learning Goals of Primary Education

1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education;
2. Know how to distinguish right from wrong, fulfil their duties as members of the family, society and our country, and demonstrate proper values and attitudes such as perseverance, respect for others, integrity and benevolence, as well as thoughtful and sensible judgements and behaviour;
3. Be equipped with a solid knowledge base and perspectives across the eight Key Learning Areas (KLAs) to facilitate personal growth and development;
4. Be proactive in biliterate and trilingual communication;
5. Develop generic skills and inquiry thinking holistically, and learn independently and actively;
6. Cultivate an interest in extensive reading and develop an active reading habit, and use information and information technology in a rational and responsible manner;
7. Lead a healthy lifestyle, develop personal hobbies and talents, take pleasure in engaging in different communities, and foster interests and essential skills to appreciate aesthetic and physical activities in order to achieve balanced physical and psychological development.

Rationale for the updating of the ELCG

Ongoing Renewal of the School Curriculum

PECG (2024)

Three Major Directions:

- Cultivating Values
- Creating Space
- Student-centred Learning

Rationale for the updating of the ELCG

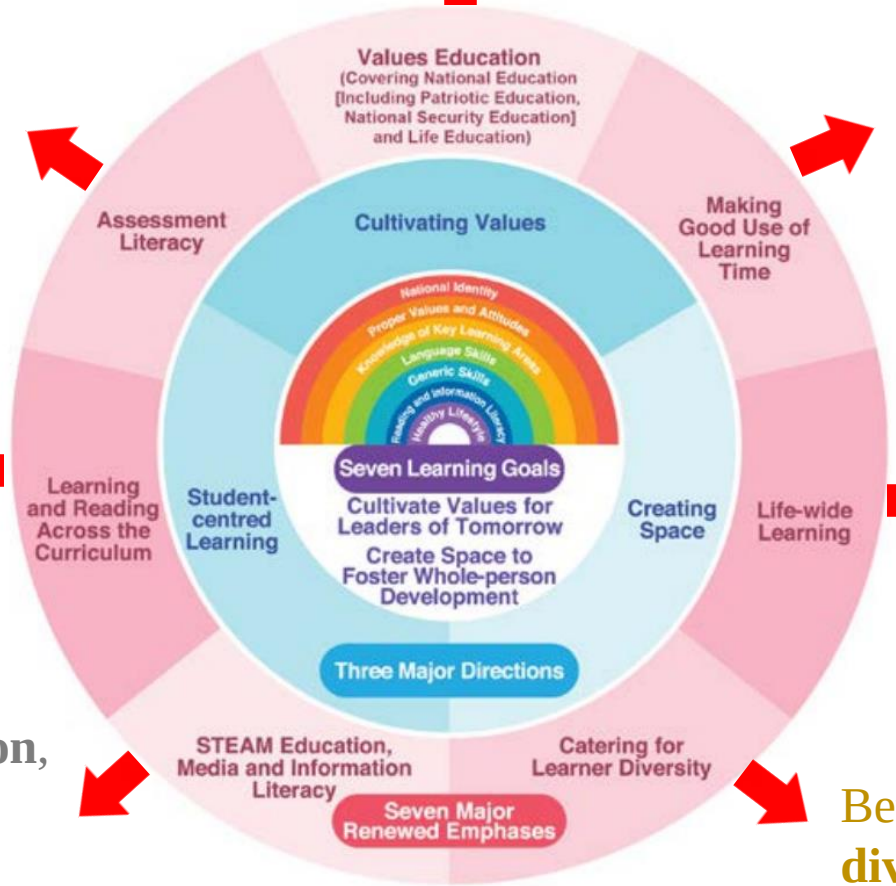
Ongoing Renewal of the School Curriculum

PECG (2024) Seven Major Renewed Emphases:

Strengthening **values education** (covering national education [including patriotic education, national security education] and life education)

Enhancing **assessment literacy** for promoting learning and teaching effectiveness

Making good use of learning time and **creating space** to promote balanced physical and psychological development



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**

Reinforcing **STEAM education**, and nurturing students' **media and information literacy**

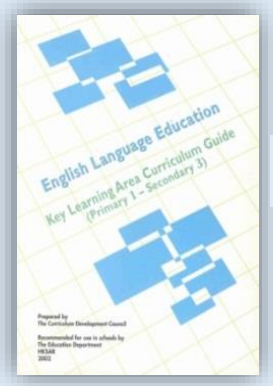
Better **catering for learner diversity**

Rationale for the updating of the ELCG

Ongoing Renewal of the School Curriculum

Updating of the ELE KLACG

(P1 – S3)

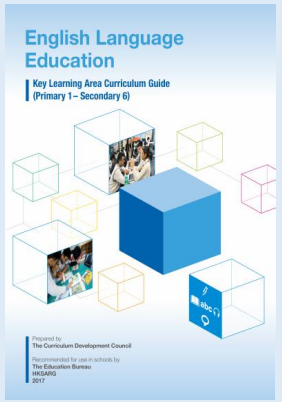


(CDC, 2002)

9 years

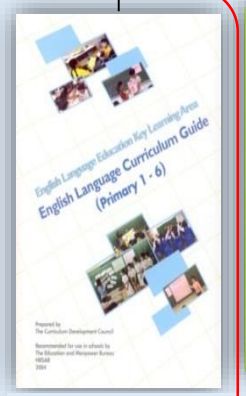
12 years

(P1 – S6)

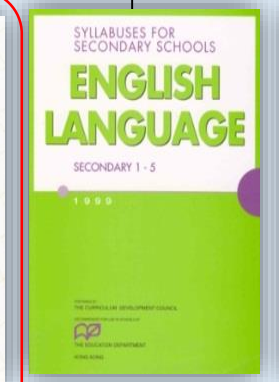


(CDC, 2017)

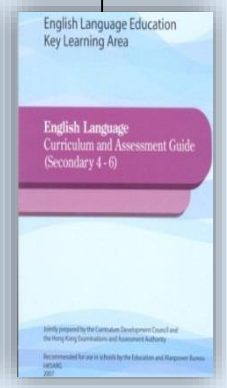
http://www.edb.gov.hk/elecg

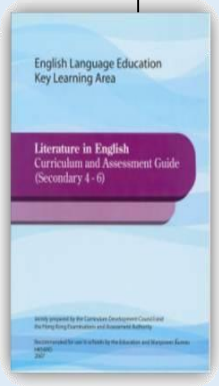


(CDC, 2004)

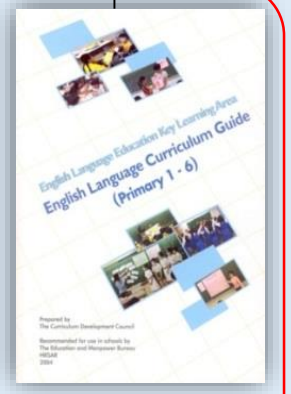


(CDC, 1999)

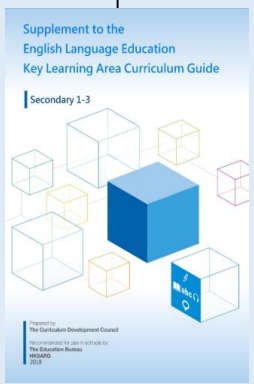




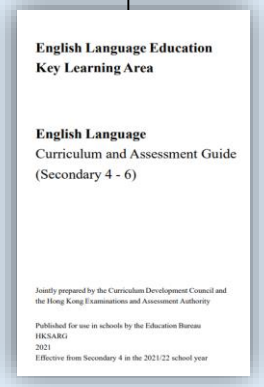
(CDC & HKEAA, 2007)



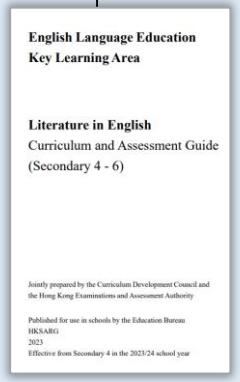
(CDC, 2004)



(CDC, 2018)



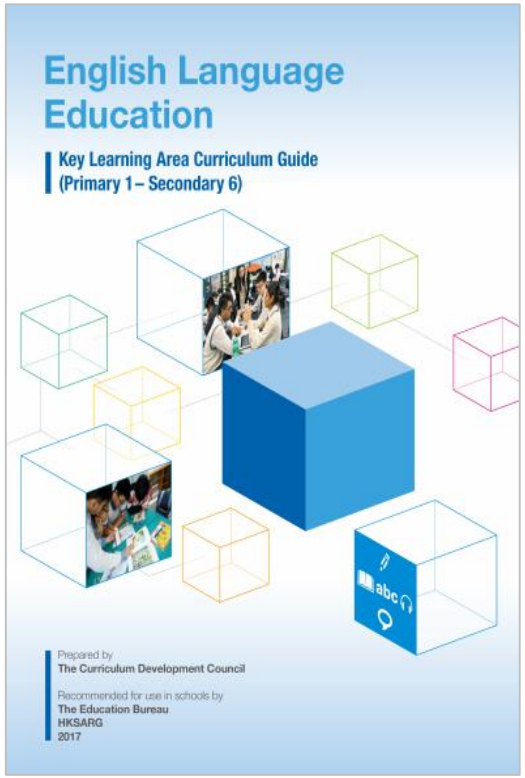
(CDC & HKEAA, 2021)



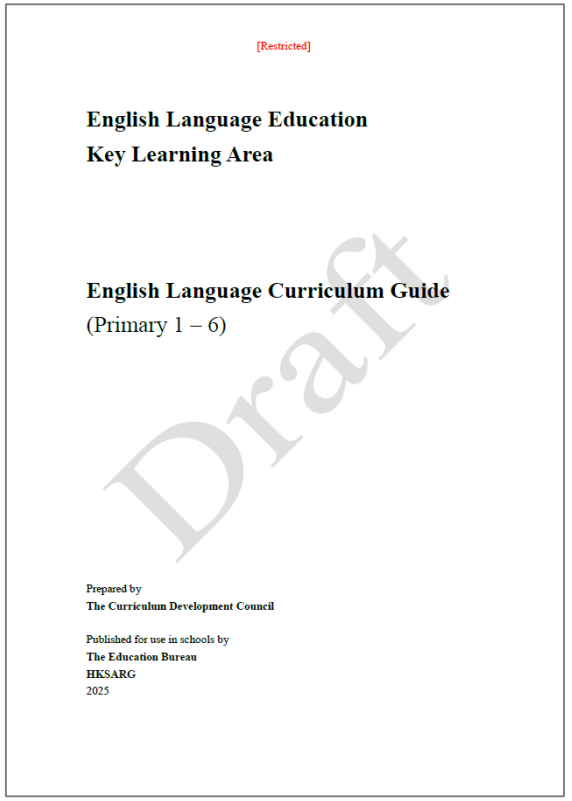
(CDC & HKEAA, 2023)

Rationale for the updating of the ELCG

References



English Language Education
Key Learning Area
Curriculum Guide (Primary 1 – Secondary 6) (2017)



Updated English Language Curriculum Guide (Primary 1 –6)

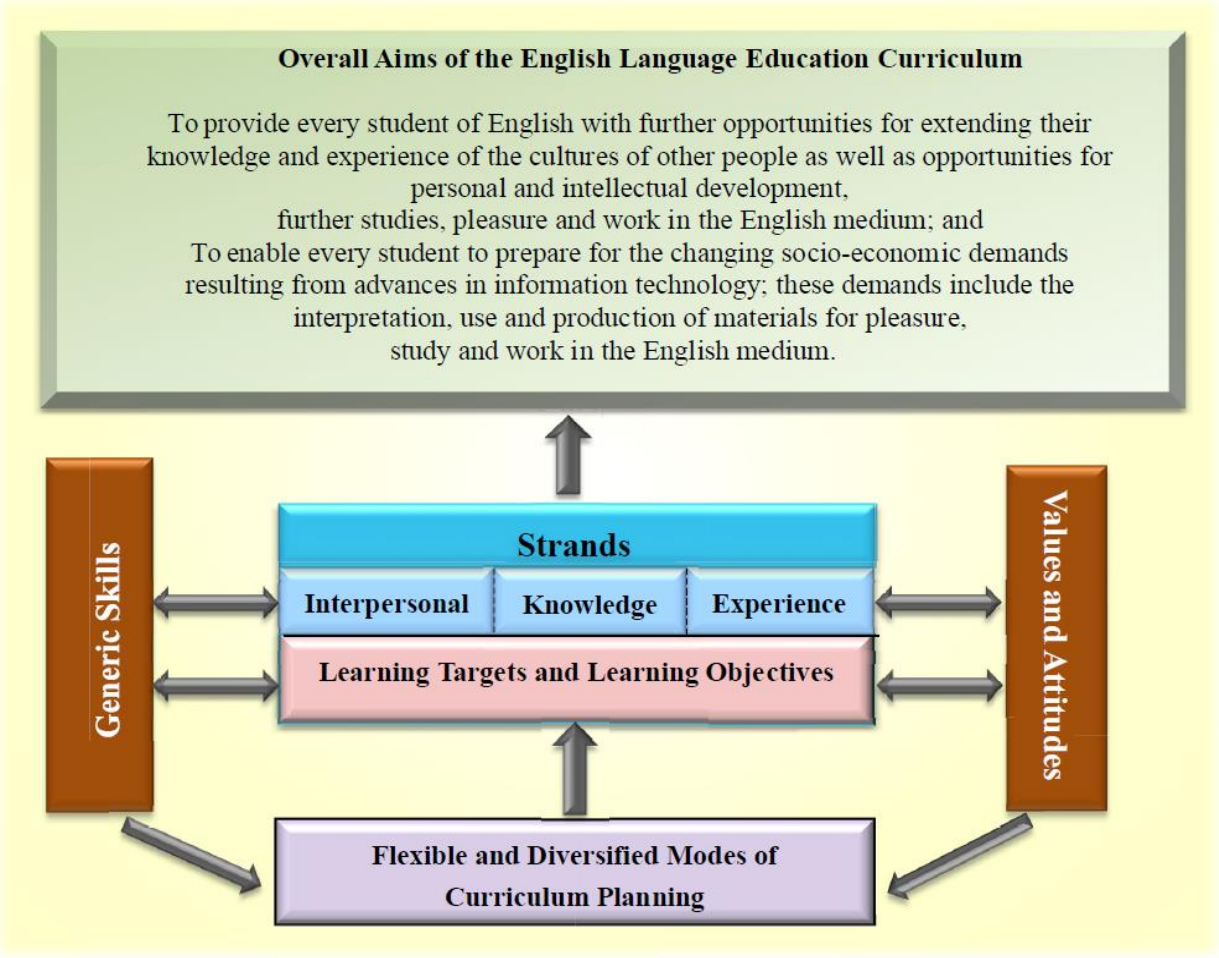
Primary Education Curriculum Guide (2024)

Major areas for updates in the ELCG

Major areas for updates in the ELCG

Updates in each chapter

Curriculum Framework



The English Language Education curriculum framework **remains the same**.

Major areas for updates in the ELCG

Updates in each chapter

Chapter 1 Introduction

ELCG (P1-6) (2004)	Draft ELCG (P1-6)
1.1 Background	1.1 Background
1.2 Position of English Language Education KLA in the School Curriculum	1.2 Position of the English Language Education KLA in the School Curriculum
1.3 Rationale and Direction for Development	1.3 Rationale and Direction for Development 1.31 Building on Strengths 1.32 Major Renewed Emphases of Curriculum Development
1.4 Emphases for Design and Implementation	
1.5 Strategies for School-based Curriculum Development	1.4 Strategies for Development

Major areas for updates in the ELCG

Updates in each chapter

Chapter 1 - 1.3.1 Building on Strengths

Teachers are encouraged to build on the existing effective practices to enrich students' learning experiences through:

- developing **a coherent school English Language curriculum**;
- adopting a greater variety of strategies to **address the diverse learning needs of students**;
- providing more opportunities for the learning and teaching of language forms, functions and skills for **purposeful communication** as well as the development of **language awareness** and **appreciation skills**;
- strengthening **values education** (covering national education [including patriotic education, national security education] and life education);
- developing students' capabilities for **self-directed and lifelong learning**; and
- strengthening **assessment literacy**, **extending formative assessment from AfL to AaL**, and engaging students in the assessment process to **promote self-reflection and self-directed learning**.

Major areas for updates in the ELCG

Updates in each chapter

Chapter 1 - 1.3.2 Major Renewed Emphases (MRE) of Curriculum Development

Figure 2a The Updated Seven Learning Goals of Primary Education

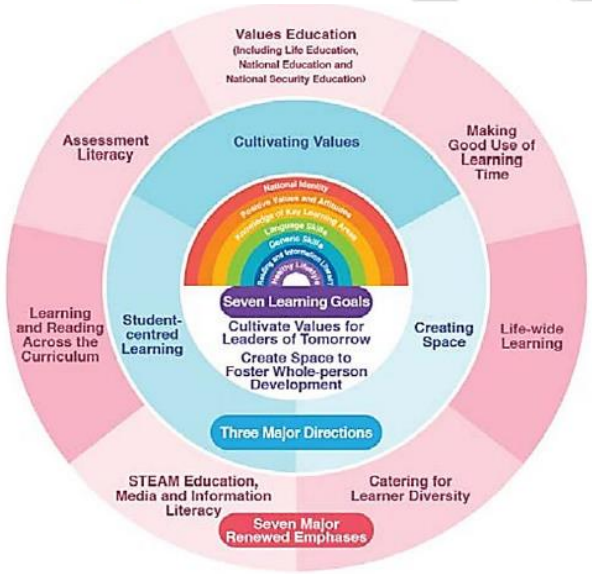


Figure 2b The Three Major Directions and the Seven Major Renewed Emphases of Primary Education

Provide suggestions on incorporating the MRE of primary education in the school English Language curriculum:

- **Reading across the Curriculum**
- **Values Education**
- **Assessment Literacy**
- **Information Technology in Education**
- **STEAM Education**
- **Making Good Use of Learning Time**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 1

1.4 Strategies for Development

Some strategies for development are introduced:

- Promoting **student-centred learning** and better catering for learner diversity
- Enriching the school English Language curriculum and maximising the **integrative and creative use of English**
- Planning the curriculum holistically to **create space** and **ensure a smooth interface**
- Enhancing **teachers' professional capacity**
- Strengthening **reading across the curriculum**
- Strengthening **values education**
- Strengthening **cross-curricular learning and enriching life-wide learning experiences**
- Adopting **a variety of learning and teaching strategies**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 2 Curriculum Framework

ELCG (P1-6) (2004)	Draft ELCG (P1-6)
2.1 Aims, Learning Targets and Objectives 2.2 Components of the Curriculum Framework 2.2.1 Strands and Targets 2.2.2 Learning Objectives - Language Forms and Communicative Functions - Language Skills and Language Development Strategies - Attitudes Specific to English Language Learning - Generic Skills - Values and Attitudes	2.1 Aims and Subject Target 2.1.1 Aims 2.1.2 Subject Target 2.2 Strands, Learning Targets and Learning Objectives 2.2.1 Strands and Learning Targets 2.2.2 Learning Objectives 2.2.3 Generic Skills 2.2.4 Proper Values and Attitudes 2.3 Curriculum Organisation 2.3.1 Learning Time 2.3.2 Modules of Learning

Major areas for updates in the ELCG

Updates in each chapter

Chapter 2 - 2.2.2 Learning Objectives – Language Forms and Communicative Functions

Text types

Suggestions

- Include **multimodal texts**
- Use **different text types** for language learning
- Considerations about **selection of text types**

Vocabulary

Suggestions

- Expose students to **a wide range of vocabulary**
- Select materials from **a variety of sources**
- Introduce **vocabulary building strategies** to students

Major areas for updates in the ELCG

Updates in each chapter

Chapter 2 – 2.2.3 Generic Skills

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

Suggestions

- The nine generic skills are grouped under **Basic Skills**, **Thinking Skills** & **Personal and Social Skills**
- The English Language curriculum provides greater opportunities for the development of **collaboration skills**, **communication skills**, **creativity**, **critical thinking skills**, **problem solving skills** & **self-learning skills**
- Development of generic skills in an **integrative manner**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 2 – 2.2.4 Proper Values and Attitudes

Suggestions

- The twelve **priority values**
- The importance of national education, Constitution and Basic Law education and national security education in helping students **develop into good nationals**
- Fostering students' **media literacy**
- The **approaches of to developing proper values and attitudes**
  "organic integration", "natural connection", "diversified strategies", "mutual coordination", "learning within and beyond the classroom" & "whole-school participation"
- Promoting proper values and attitudes in accordance with the **school mission**, **contexts**, **stakeholders' views**, **students' needs** and **major concerns**
- Infusing the proper values and attitudes into the school curriculum
- Strengthening values education through **cognition**, **affection** and **action**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 2 – 2.3.1 Learning Time

Suggestions

- **Learning time for English Language** should be **not less than 16%** of the total lesson time for the primary curriculum (PECG (2024))
- **Flexible lesson time** in the primary curriculum has been increased to **22 %** to increase flexibility for whole-school curriculum planning and space for cross-curricular learning (PECG (2024))
- Make flexible use of the time during and outside school hours

Major areas for updates in the ELCG

Updates in each chapter

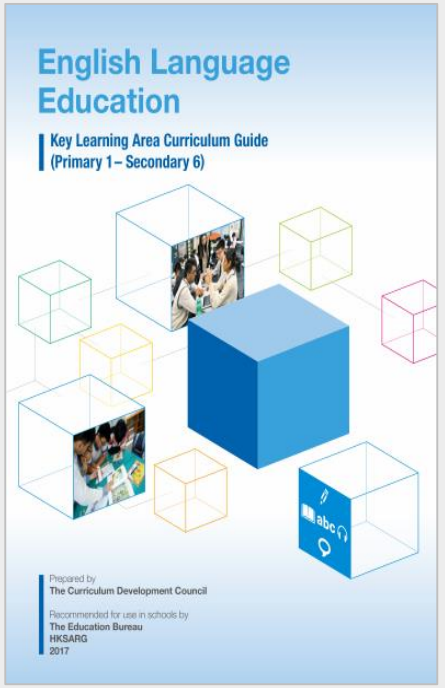
Chapter 3 Curriculum Planning

ELCG (P1-6) (2004)	Draft ELCG (P1-6)
3.1 Principles in Curriculum Planning and Development	3.1 Guiding Principles
3.2 Developing and Organizing a School-based English Language Curriculum	3.2 Central Curriculum and School Curriculum Development
3.3 Curriculum Management and Leadership	3.3 Curriculum Planning Strategies
	3.4 Managing the Curriculum
	3.5 Smooth Transition between Different Key Stages
	3.6 Collaboration within the English Language Education KLA and Cross-KLA Links
	3.7 Flexible Use of Learning Time

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 Curriculum Planning

ELCG (P1-6) (2004)	Draft ELCG (P1-6)
3.1 Principles in Curriculum Planning and Development 3.1.1 A Learner-centred Curriculum **1.4 Strategies for Development** 3.1.2 A Balanced Curriculum 3.1.3 Five Fundamental Intertwining Ways of Learning and Using Knowledge **Incorporated** 3.1.4 Communicative Purposes **Incorporated** 3.1.5 Integrative Language Use **Incorporated**	**3.1 Guiding Principles**  **English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017)** **Primary Education Curriculum Guide (CDC, 2024)**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 – 3.1 Guiding Principles

Suggestions

- Identify the direction for school curriculum development and **set clear focuses**
- Aim for a **balanced** and **comprehensive** coverage of the learning targets and objectives
- Plan and devise **appropriate and purposeful** language learning materials, tasks, activities and projects
- set and work on **clear and manageable curriculum goals** to develop a **progressive and appropriate** curriculum
- create a **language-rich environment**
- promote **RaC**
- adapt textbooks and other language learning resources, and supplement them with interesting authentic materials and e-resources
- make flexible use of **learning time**
- enrich and extend students' language learning experiences across **a growing range of contexts and authentic settings**
- promote **learner independence and autonomy**
- implement assessment and assignment policies that **promote "assessment *for* learning" (AfL), and "assessment *as* learning" (AaL)**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 Curriculum Planning

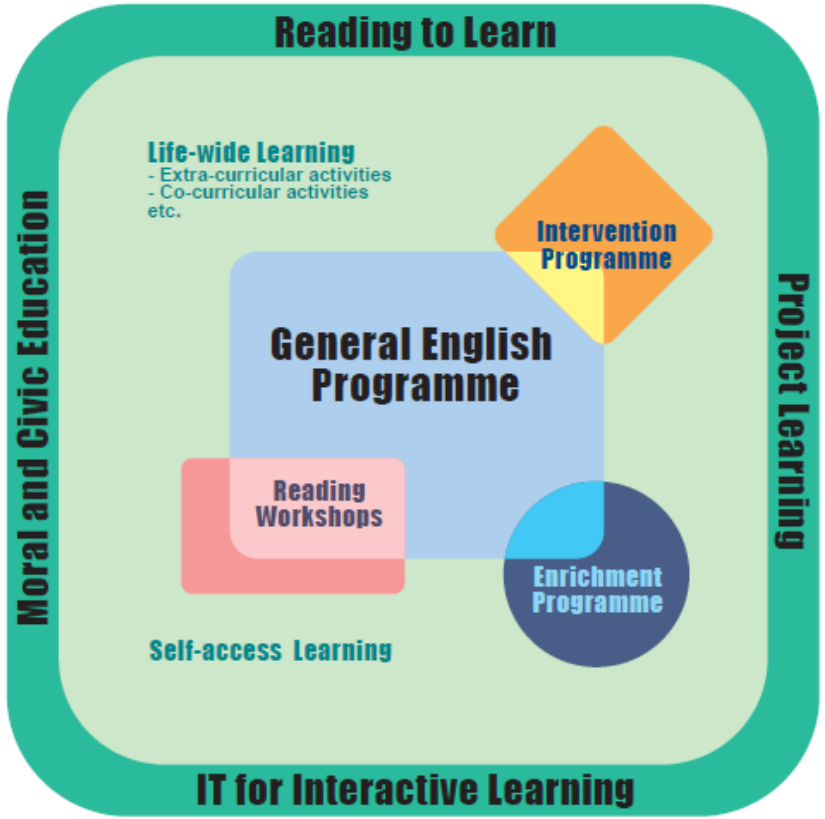
ELCG (P1-6) (2004)	Draft ELCG (P1-6)
3.2 Developing and Organizing a School-based English Language Curriculum 3.2.1 Components of a School-based English Language Curriculum 3.2.2 Modules, Units and Tasks 2.3.2 Modules of Learning 3.2.3 The "Four Key Tasks" 1.4 Strategies for Development 3.2.4 Cross-curricular Linkage 3.3.6 Cross-curricular Planning 3.6.2 Collaboration with Other KLAs 3.2.5 Life-wide Learning Moved to Chapter 4 3.2.6 Creating a Language-rich Environment Moved to Chapter 4	3.2 Central Curriculum and School Curriculum Development - Components of a School English Language Curriculum

Major areas for updates in the ELCG

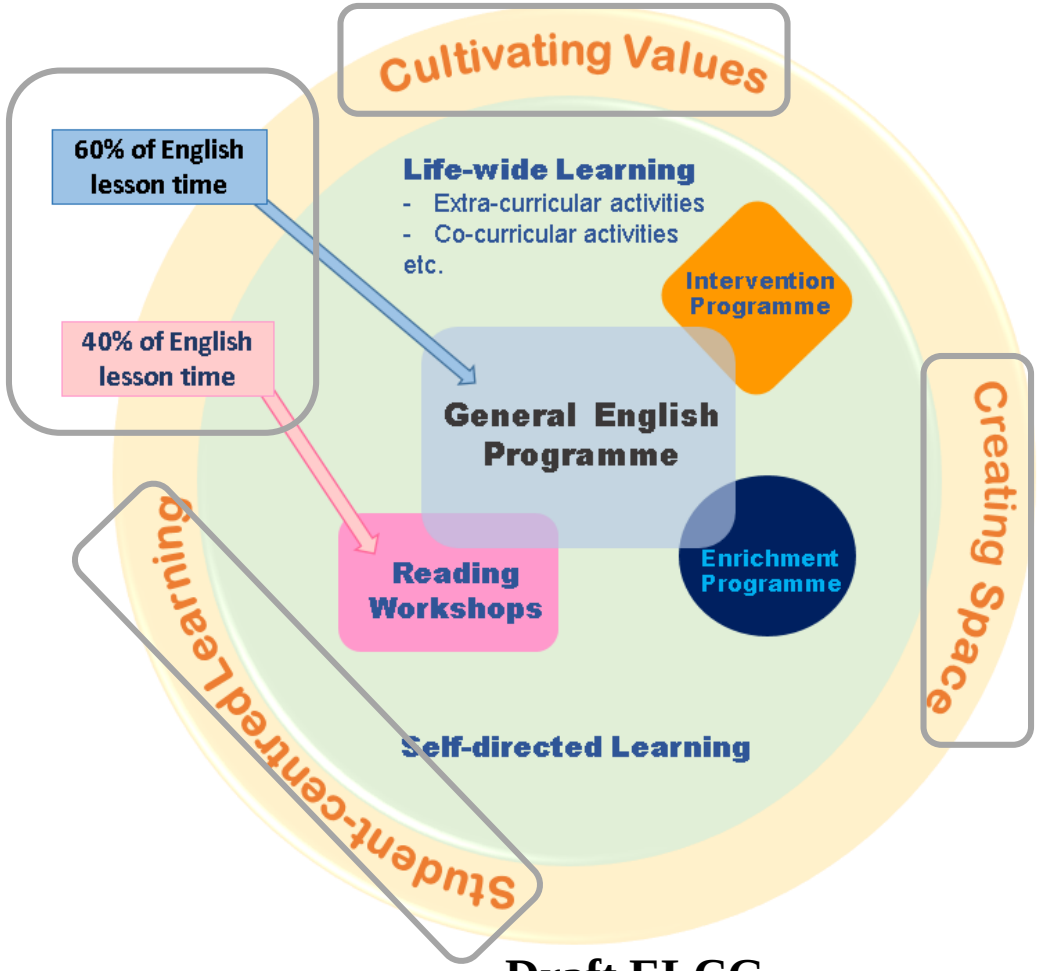
Updates in each chapter

Chapter 3 – 3.2 Central Curriculum and School Curriculum Development

Components of a School English Language Curriculum



ELCG 2004



Draft ELCG

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 – 3.2 Central Curriculum and School Curriculum Development

Reading Workshops

Reading Workshops

Suggestions

- Include books/texts of **a variety of text types** to enrich students' language input, nurture their reading habit and encourage creative use of English
- Use **paired books / paired texts** to enrich students' reading experiences and help them make connections and expands their world-view
- **Connect Reading Workshops with the GE Programme** to provide students with coherent learning experiences
- Adopt **meaningful tasks** and encourage **integrative use of language skills**
- Use **real books** to boost students' interests
- Facilitate students' **cultivation of proper values and attitudes**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 Curriculum Planning

ELCG (P1-6) (2004)	Draft ELCG (P1-6)
3.3 Curriculum Management and Leadership 3.3.1 Strategic Planning for Curriculum Implementation - Time Allocation Moved to Section 2.3.1 - Collaborative Lesson Preparation Incorporated in 3.6 - Flexible Grouping Incorporated in Chapter 4 3.3.2 Roles of Curriculum Leaders	3.3 Curriculum Planning Strategies 3.3.1 Literacy Development and Multimodal Literacy 3.3.2 Integrating Classroom Learning and Independent Learning 3.3.3 Extending Language Learning beyond the Classroom 3.3.4 Promoting e-Learning and Information Literacy 3.3.5 Strengthening Values Education 3.3.6 Cross-curricular Planning 3.3.7 Promoting the Creative Use of English through Language Arts 3.4 Managing the Curriculum 3.5 Smooth Transition between Different Key Stages 3.6 Collaboration within the English Language Education KLA and Cross-KLA Links 3.7 Flexible Use of Learning Time

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 - 3.3.1 Literacy Development and Multimodal Literacy

Suggestions

- Introduce **new literacy** and **multimodal texts**
- Help students develop **multimodal literacy skills**, **generic skills** and **information technology skills** progressively in the school English Language curriculum to strengthen their ability to navigate the new world of information
- Guide students to become **independent readers** progressively by developing their **learning to learn capabilities**
- Promote **RaC** to help students **connect** their learning experiences, develop their **literacy skills**, **proper values and attitudes**, and **world knowledge**
- Foster students' **information literacy**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 – 3.3.2 Integrating Classroom Learning and Independent Learning

Suggestions

- Promote **self-directed learning**

- Help students develop **language development strategies** and **metacognitive skills**:

  - *learning how to learn;*
  - *use a range of language development strategies;*
  - *develop self-learning skills;*
  - *make choices as to what, when and how they want to learn;*
  - *carry out self-assessment and reflection;*
  - *learn to plan, monitor and evaluate the strategies adopted and their own learning effectiveness; and*
  - *develop the knowledge, skills and strategies, attitudes and perseverance to foster lifelong language learning*

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 – 3.3.3 Extending Language Learning beyond the Classroom

Suggestions

- Encourage students to **use English** during and outside class time
- Organise **co-curricular activities** to provide students with enjoyable learning experiences
- Engage students in **self-learning** in their leisure time using quality resources
- Widen students' exposure to authentic language use through **English-related life-wide learning activities**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 – 3.3.4 Promoting e-Learning and Information Literacy

Suggestions for schools

- Create **an IT-friendly environment**
- Provide room for **teachers' professional capacity building**
- Make use of a range of **e-resources** and **e-learning tools**
- Use **e-assessment**

Suggestions for teachers

- Select **quality e-resources**
- Provide opportunities for students to **apply IT skills**
- Raise students' awareness of the **accuracy, reliability** and **judicious use of information** and **new technologies**
- Guide students **to identify the bias and stereotypes** conveyed in texts
- Require students to **evaluate, extract, organise** and **synthesise information** from different sources and **create new ideas of their own**

Suggestions for teachers

- Promote **ethical use of information**
- Remind teachers that excessive or improper use of electronic screen products pose **potential health effects and risks**
- Guide students **to limit screen time** and **choose screen activities wisely**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 – 3.3.5 Strengthening Values Education

Suggestions

- The English Language curriculum provides **a flexible framework for promoting values education**
- Design learning activities to provide opportunities for students to **practise language skills** in meaningful contexts and develop **proper values and attitudes**
- Promote values education in the **GE Programme** and **Reading Workshops,** and through **cross-curricular activities**
- Through **careful curriculum planning**, students can be provided with opportunities to explore value-laden issues to deepen their **understanding** of proper values and attitudes, and to nurture **their awareness and abilities to make reflection** and **adopt proper values and attitudes** as the guiding principles in making judgements and decisions
- **Use EDB resources** for promoting values education

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 – 3.3.5 Strengthening Values Education

Appendix 13 Implementation of National Security Education in the English Language Curriculum - Examples of Learning and Teaching activities for Key Stages 1 – 2 (P1 – 6)

Appendix 13 gives examples to illustrate how elements of NSE (e.g. food security, cultural security) can be integrated into the English Language curriculum.

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 – 3.3.6 Cross-curricular Planning

Suggestions

- Adopt a **cross-curricular approach** to help students explore knowledge and gain experience in a comprehensive and coherent manner
- Promote **RaC** in collaboration with different KLAs to connect **students' learning experiences**, foster their **generic skills** and enhance their **language skills**
- Give **ideas** for English teachers on how to promote cross-curricular learning and Rac

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 – 3.3.7 Promoting the Creative Use of English through Language Arts

Suggestions

- Make use of a broad range of **language arts materials** to raise students' awareness of the language used and effects achieved
- Give examples of **relevant English learning activities**
- Nurture **students' creative thinking** by introducing **creative thinking tools** to them

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 - 3.5 Smooth Transition between Different Key Stages

Suggestions

- Strengthen the **vertical continuity** of curriculum development, **holistic curriculum planning** and **professional exchanges** with kindergartens and secondary schools
- **Collaborate closely** with parents
- **Make reference to the framework of learning targets for the English Language curriculum** when planning the school curriculum
- Give **strategies** to **ease the transition process** and **sustain students' interest** in learning English

Major areas for updates in the ELCG

Updates in each chapter

Chapter 3 - 3.7 Flexible Use of Learning Time

Suggestions

- Make flexible use of the **learning time during and outside school hours**
- Optimise curriculum planning to **encourage students to use their "learning time" effectively** for diversified and meaningful learning activities
- Arrange **60%** of the total lesson time for **the GE Programme** and **40%** for **the Reading Workshops**
- **Connect the GE Programme with the Reading Workshops** and **encourage cross-curricular collaboration** to provide students with coherent learning experiences and create space for their whole-person development
- Give **ideas** on flexible use of learning time

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 Learning and Teaching

ELCG (P1-6) (2004)	Draft ELCG (P1-6)
4.1 Task-based Approach 4.2 Generic Skills 4.3 Language Skills 4.3.1 Integrated Use of Skills 4.3.2 Listening Skills 4.3.3 Speaking Skills 4.3.4 Reading Skills 4.3.5 Writing Skills 4.4 Text Types 4.5 Grammar 4.6 Vocabulary 4.6.1 Sight Vocabulary 4.6.2 Vocabulary Building Skills 4.7 Phonics 4.8 Dictation 4.9 Language Arts Activities 4.10 IT for Interactive Learning 4.11 Meaningful Homework	4.1 Guiding Principles for Learning and Teaching of English Language 4.2 Task-based Learning and Teaching 4.3 Language Skills 4.3.1 Integrative Use of Skills 4.3.2 Learning and Teaching of Language Skills and Multimodal Literacy - Listening Skills - Speaking Skills - Reading Skills - Writing Skills 4.4 Reading across the Curriculum 4.5 Creative Use of English 4.6 Grammar 4.6.1 Learning and Teaching Grammar in Context 4.6.2 Learning and Teaching of Text Grammar

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 Learning and Teaching

ELCG (P1-6) (2004)	Draft ELCG (P1-6)
4.1 Task-based Approach 4.2 Generic Skills 4.3 Language Skills 4.3.1 Integrated Use of Skills 4.3.2 Listening Skills 4.3.3 Speaking Skills 4.3.4 Reading Skills 4.3.5 Writing Skills 4.4 Text Types 4.5 Grammar 4.6 Vocabulary 4.6.1 Sight Vocabulary 4.6.2 Vocabulary Building Skills 4.7 Phonics 4.8 Dictation 4.9 Language Arts Activities 4.10 IT for Interactive Learning 4.11 Meaningful Homework	4.7 Vocabulary 4.8 Phonics 4.9 Dictation 4.10 Adopting e-Learning within and beyondthe English Language Classroom 4.11 Life-wide Learning 4.12 Creating a Language-rich Environment 4.13 Learner Independence and Self-directed Learning 4.14 Meaningful Assignments 4.15 Catering for Learner Diversity in the English Language Classroom 4.15.1 Curriculum Planning 4.15.2 Learning, Teaching and Assessment Strategies

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 - 4.1 Guiding Principles for Learning and Teaching of English Language

Suggestions

- **Student-centredness** – employ a variety of teaching **strategies**, learning **materials** and **activities**
- Learning & Teaching – adopt approaches and strategies that **motivate** students, enhance their **fluency** and **confidence**, **personal and intellectual development** and **cultural understanding**, and support the development of **generic skills**
- Learning & Teaching – design **contextualised learning tasks** for **meaningful practice** and **purposeful use of the language**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 - 4.3.2 Learning and Teaching of Language Skills and Multimodal Literacy

Speaking skills

Suggestions

- Employ **various types of oral activities** to help students acquire speaking skills
- Encourage students to **use English within and beyond the classroom**
- **Examples** of speaking tasks, activities and games
- Promote **self-directed learning** through the use of e-learning tools

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 - 4.3.2 Learning and Teaching of Language Skills and Multimodal Literacy

Reading skills

Suggestions

- Teach **reading skills and strategies explicitly** through modelling / think-aloud
- **Reading** and **viewing skills** – guide students to understand how **the choice of language items** and **visual images/ multimodal texts** is affected by **the context**
- Guide students to explore the various **aspects** of a **multimodal text to enhance comprehension**
- **Promote e-learning** and **multimodal literacy** through modelling screen reading
- Continue to **promote reading across the curriculum** (RaC)
- Guide students to **understand multimodal texts** through developing their **knowledge of text types,** the texts' **organisation**, and the **visual elements**
- **Connect reading and viewing with writing** to develop the skills for creating multimodal texts

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 - 4.3.2 Learning and Teaching of Language Skills and Multimodal Literacy

Writing skills

Suggestions

- Adopt **task-specific assessment rubrics**
- **Feedback from teachers** and **peers** should be **substantial** and **positive** so that students know how to make improvement
- **Connect reading with writing**
- Motivate students to **form a writing habit** and **do independent writing**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 – 4.4 Reading across the Curriculum

Suggestions

- **Promote RaC** to enhance students' **reading skills and strategies** and help them **connect** their **learning experiences and broaden knowledge**
- **Implementing RaC**
  - identify **English reading materials**
  - integrate RaC into the **Reading Workshops**
  - source **real books** and **digital multimodal texts** and **paired texts**
  - collaborate with **teachers of other KLAs**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 – 4.5 Creative Use of English

Suggestions

- Strategies to promote creative use of English
  - make **greater use of literary/imaginative texts**
  - use **real books** and **texts** from **authentic contexts**
  - **stimulate** students' **imagination**, **sharpen** their **aesthetic sensitivity**, **develop** their **generic skills** and **proper values and attitudes**
  - use English creatively by introducing **creative thinking tools**, **creative use of English**, and designing **appropriate learning tasks**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 – 4.6.2 Grammar – Learning and Teaching of Text Grammar

Suggestions

- Guide students to understand

  - **how the choice of language items** is affected by **the context** and **how the context shapes the tone, style and register** of a text

  - the **features associated** with a **particular text type** and **apply** the the knowledge and language skills in **writing**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 – 4.9 Dictation

Suggestions

- Explore **dictation as a means of promoting autonomy in language learning** and **assessment for learning**
- Regular or timely review of **the frequency** and **quantity** of dictation
- **Avoid excessive use** of dictation
- Introduce **Keywords dictation**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 – 4.10 Adopting e-Learning in the English Language Classroom

Suggestions

- Promote **information literacy**
- Develop **metacognitive skills**
- **Optimise lesson time**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 – 4.13 Learner Independence and Self-directed Learning

Suggestions

Teachers are encouraged to:

- help students develop **enabling skills**, **metacognitive skills** and **SDL skills**;
- create opportunities for students to **make choices or decisions** in their learning;
- develop language learning tasks or activities that may involve **the use of e-learning platforms**;
- help students **set realistic learning goals**;
- help students **develop a positive attitude towards self-assessment** and **peer assessment**; and
- help students improve their work through providing **constructive feedback**.

Major areas for updates in the ELCG

Updates in each chapter

Chapter 4 – 4.15 Cater for Learning Diversity in the English Language Classroom

Suggestions

- Promote **student-centred learning**
- Develop **challenging units and tasks** for **more able students**
- Design **units and tasks that help less able students overcome their weaknesses in language learning** and **make progress**
- Differentiation in terms of the **content**, **process** and/or **product**
- Provide further **support**
- Adopt **graded learning tasks** or **exercises**
- Employ a variety of **teaching strategies**
- Create an atmosphere of trust

Major areas for updates in the ELCG

Updates in each chapter

Chapter 5 Assessment

ELCG (P1-6) (2004)	Draft ELCG (P1-6)
5.1 Purposes of Assessment 5.2 Assessment for Learning 5.2.1 Effective Planning of Learning, Teaching and Assessment 5.2.2 Effective Modes of Assessment for Learning 5.2.3 Learning and Teaching Process for Effective Assessment for Learning 5.3 Assessment of Learning 5.3.1 Effective Modes of Assessment of Learning 5.4 Learning Outcomes Framework 5.4.1 Learning Outcomes Framework (LOF) 5.4.2 Basic Competency 5.4.3 Relationship between LOF and Basic Competency 5.5 Reporting	5.1 Purposes of Assessment 5.2 Promoting Formative Assessment in the School English Language Curriculum 5.2.1 Effective Planning of Learning, Teaching and Assessment 5.2.2 Different Modes of Formative Assessment 5.2.3 Learning and Teaching Process for Effective Formative Assessment 5.2.4 Tools to Support Schools in Implementing Formative Assessment 5.3 Implementation and Design of Summative Assessment 5.4 Internal and External Assessments 5.4.1 Internal Assessment 5.4.2 External Assessment 5.5 Reporting

Major areas for updates in the ELCG

Updates in each chapter

Chapter 5 – 5.1 Purposes of Assessment – *Assessment of, for and as Learning*

The three complementary assessment concepts.		
Summative	**AoL**	• describes the level students have attained • shows what they know/can do over a period of time • gives an overview of previous learning for **reporting and selection** purposes
Formative	**AfL**	• integrates assessment into learning & teaching • helps **students** understand what they are learning, what they have attained, what is expected of them • helps **teachers** collect learning evidence to provide timely feedback & refine teaching strategies
	AaL	• engages **students** in reflecting on & monitoring their progress of learning • involves **students** in regulating the learning process, evaluating their own performance against the learning goals & planning for the next step in learning

Suggestions

- Understand the **complementary assessment concepts**, their relationship and the different purposes they serve
- Extend AfL to AaL
- Adopt **diversified modes of assessment**
- **Make better use of assessment data** to inform learning and teaching

Major areas for updates in the ELCG

Updates in each chapter

Chapter 5 – 5.4 Internal and External Assessments

Suggestions

- Make **AfL** and **AaL an integral part of learning and teaching**
- **Review assessment and assignment polices** and determine the **suitable frequency and modes of assessment**
- Reduce assignments that focus on copying
- **Make use of data from internal assessment** to facilitate communication with different stakeholders
- Ensure the reporting system reflects students' achievements in formative and summative assessments
- Provide **qualitative and informative feedback** to students and parents
- Consider using **the LPF for English Language** to develop a set of school-based criteria or descriptors
- Make use of **external assessment data to inform learning and teaching**

Major areas for updates in the ELCG

Updates in each chapter

Chapter 6 Effective Use of Learning and Teaching Resources

ELCG (P1-6) (2004)	Draft ELCG (P1-6)
6.1 Textbooks 6.1.1 Choosing Textbooks 6.1.2 Using Textbooks 6.2 Other Learning and Teaching Resources 6.2.1 Choosing Other Resources 6.2.2 Using Other Resources	6.1 Quality Textbooks and Other Learning and Teaching Resources 6.1.1 Textbooks 6.1.2 Choosing Textbooks 6.1.3 Using Textbooks 6.1.4 Other Learning and Teaching Resources 6.1.5 Choosing Other Resources 6.1.6 Using Other Resources 6.2 Resources in Support of Curriculum Development 6.2.1 Education Bureau (EDB) Resources 6.2.2 Community Resources 6.3 Resource Management in Schools

Major areas for updates in the ELCG

Major updates – Reading across the Curriculum

Reading skills development

- Encourage students to **read a variety of texts**
- Guide them to **process reading texts in a more in-depth way**
- Provide opportunities for them to **apply and consolidate reading skills**
- Enhance their **reading to learn capabilities**

Connecting students' learning experiences

- Establish **meaningful links** among concepts and ideas acquired in different KLAs
- Broaden students' **knowledge base**
- Help them **explore proper values and attitudes**

Roles of English teachers

- Source for **a good range of readers**
- Highlight **language features**
- Develop students' **reading skills** and **generic skills**
- Collaborate with **the school librarian**
- Create **a conducive English learning environment**

Collaboration with teachers of other KLAs

- Conduct **curriculum mapping**
- Identify **common entry points**
- Draw up an **overall plan** and **activities**
- **Develop and evaluate** the **learning materials** and **activities**

Major areas for updates in the ELCG

Major updates – e-Learning & Information Literacy

Rationale

- **Enhance interaction** within and beyond the classroom
- Cater for **learner diversity**
- Develop **self-directed learning** capabilities
- Understand the **effective** and **ethical use of information**

Implementation Strategies

- Adopt a repertoire of **e-learning strategies** (e.g. use a range of **e-resources** and **e-learning tools**)
- Use **e-assessment** to promote assessment for/as learning
- Strengthen students' capacity to **process** and **create multimodal texts**
- Provide opportunities for students to **work at their own pace**
- Guide students to think about the **accuracy** and **reliability** of **information** and **new technologies**

Major areas for updates in the ELCG

Major updates – Assessment Literacy

Summative Assessment

Assessment of Learning (AoL)

Formative Assessment

Assessment for Learning (AfL)

Extend *AfL* to *AaL*

Assessment As Learning (AaL)

Formulating assessment & assignment policies

- **Adopt different modes of assessment and assignments (e.g. performance tasks) to address students' diverse learning needs**
- **Review the frequency and quality of tests and exams to create space for their whole-person development**

Major areas for updates in the ELCG

Major updates – Values Education

Rationale for promoting values education

To help students:

- become **informed** and **responsible citizens**
- develop a sense of **national identity** and an awareness of **national security**
- foster **whole-person development**

Approaches to incorporating values education in the **English Language curriculum**

- "**organic integration**"
- "**natural connection**"
- "**diversified strategies**"
- "**mutual coordination**"
- "**learning within and beyond the classroom**"
- "**whole-school participation**"

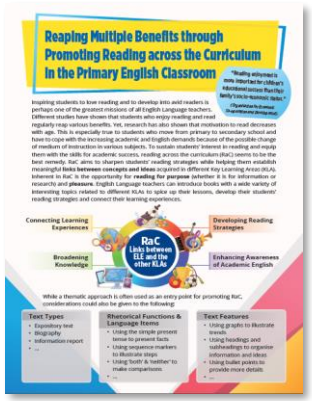
Implementation strategies

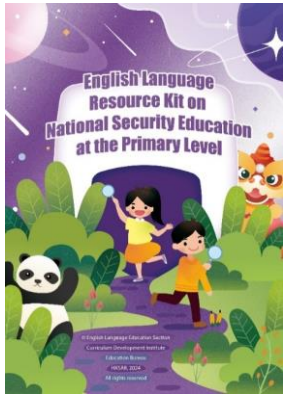
- Design English learning activities for students to explore a variety of value-laden issues related to their **everyday life experiences**
- **Highlight the proper values and attitudes** embedded in the learning materials
- Integrate the elements of **cognition**, **affection** and **action** in the language learning activities

Major areas for updates in the ELCG

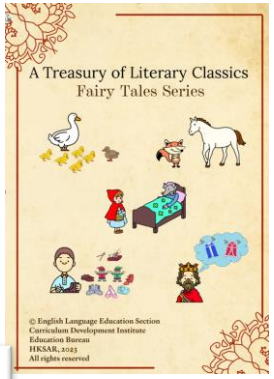
Learning & Teaching Resources in Support of the Major Updates

Reading across the Curriculum

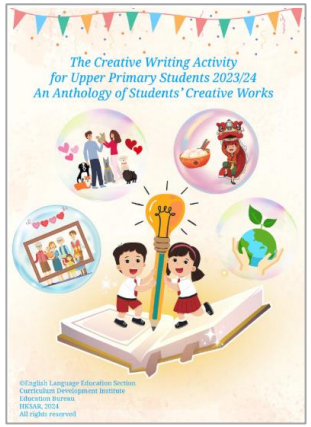


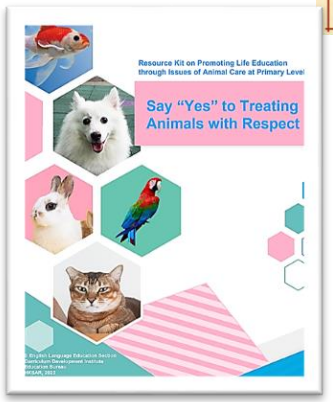


e-Learning and Information Literacy



Assessment Literacy





Values Education

Major areas for updates in the ELCG

Professional Development Programmes in Support of the Major Updates

Promotion of RaC

- Cultivating Students' Interest in Reading and Promoting Reading across the Curriculum in the Primary English Classroom (New) (Apr-Jun 2025)

Assessment Literacy

- Catering for Learner Diversity through Effective Use of the Learning Progression Framework in the Primary English Language Classroom (Speaking and Listening Skills) (Online self-learning 7-31 Mar 2025)
- Harnessing Effective Assessment Strategies to Maximise Student Learning in the Primary English Classroom (Apr-Jun 2025)
- Effective Use of the Learning Progression Framework to Promote Assessment for Learning at Primary Level (Reading and Writing Skills) (Apr-Jun 2025)

Major areas for updates in the ELCG

Professional Development Programmes in Support of the Major Updates

e-Learning

- Effective Use of Multimodal Texts to Develop Students' English Language Skills and Cater for their Diverse Learning Interest and Needs at Primary Level (Event AA: 10 Mar 2025; Event AB: 24 Mar 2025)
- Effective Use of Blended Learning to Develop Students' English Language Skills and Self-directed Learning Capabilities at Primary Level (Apr-May 2025)
- Exploring Artificial Intelligence Series: (1) Enhancing Students' Self-directed Learning Capabilities and English Listening and Speaking Skills at the Primary Level (Apr-Mid July 2025)
- Exploring Artificial Intelligence Series: (2) Enhancing Students' Self-directed Learning Capabilities and English Reading and Writing Skills at the Primary Level (Apr-Mid July 2025)

Values Education

- Experience Sharing Session Series: (2) Promoting National Education and National Security Education in the School English Language Curriculum (Primary Level) (New) (Apr-Jun 2025)

The school survey on the updating of the ELCG

The school survey on the updating of the ELCG

via FITS (22 January 2025 – 21 February 2025)

Brief on the School Survey

The school survey on the updating of the ELCG

via FITS (22 January 2025 – 21 February 2025)

School Survey (fillable PDF)

Plan for the launch of the updated ELCG

Plan for the launch of the updated ELCG

Date	Action
Jan to Feb 2025	**Consultation** 1. Conduct a **consultation session** 2. Conduct a **school survey** 3. Conduct two sessions of **focus group interview**
May/Jun 2025	4. Seek **endorsement** of the ELCG in CDC meeting
Jun/Jul 2025	5. Announce the **launch** of the ELCG to schools via **EDB CM** & **ELE webpage**
	6. Conduct an **online briefing session** to familiarise them with the key updates
Sep 2025 and onwards	7. Schools **implement the ELCG** from the 2025/26 s.y. and onwards

Q&A

Thank you very much!

Please scan the QR code and complete the online evaluation form.

CDI020241396 Consultation Seminar Evaluation Form