

Ongoing Renewal of the School Curriculum for English Panel Chairpersons

15 December 2023

English Language Education Section

Curriculum Development Institute

Education Bureau

Objectives:

1. To introduce the **emphases under the ongoing renewal of the school curriculum** in the school English Language curriculum;
2. To introduce the **major renewed emphases** of the primary school curriculum with reference to the **Primary Education Curriculum Guide (Pilot Version) (2022)**;
3. To explore the **roles of an English Panel Chairperson** as a curriculum leader in planning and implementing the school English Language curriculum at the primary level; and
4. To share **good practices** on curriculum planning and management

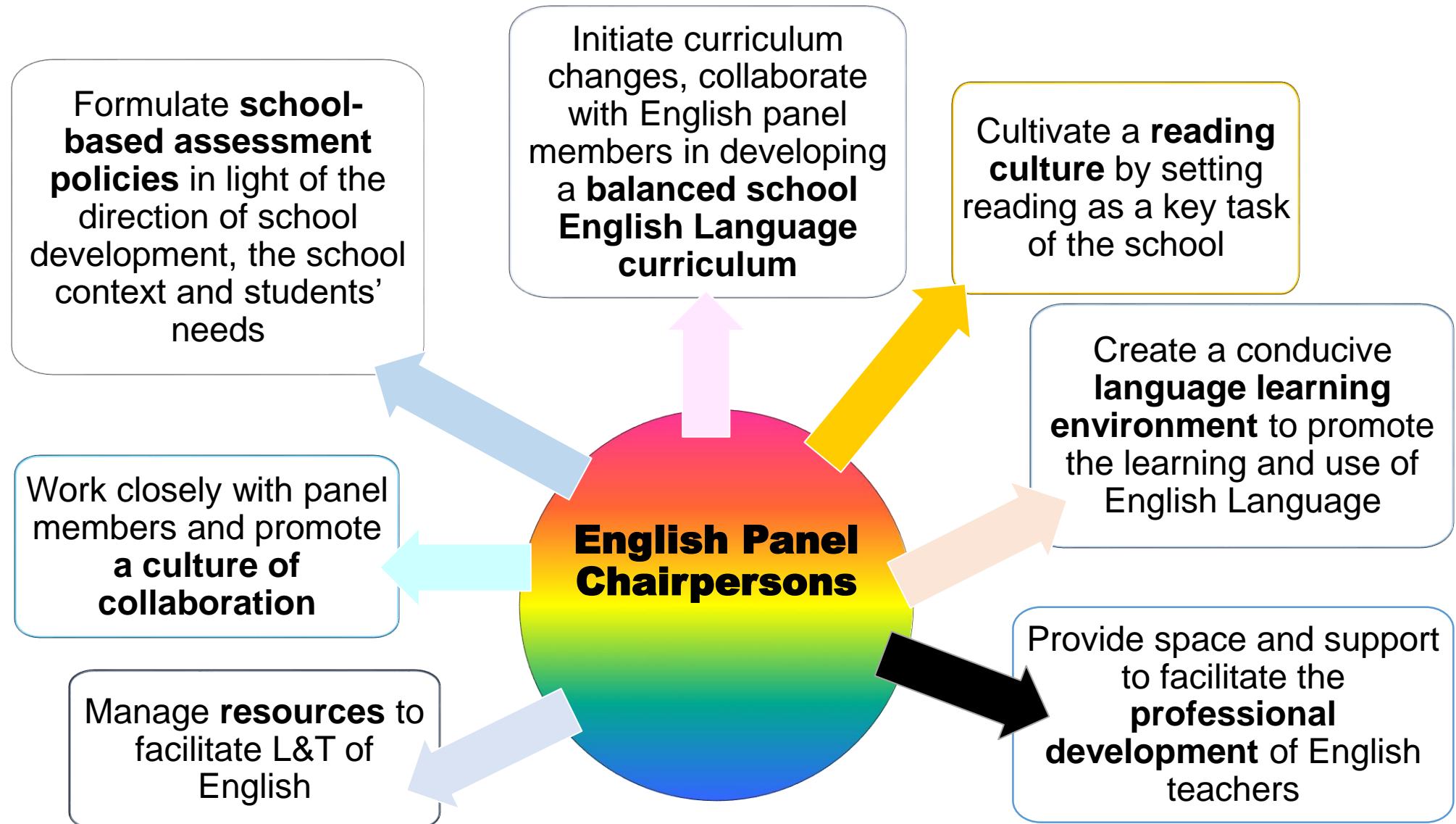
Warm-up activity

Please share with us your answers to the following questions.

(a) What are the roles of an EPC as a curriculum leader?

(b) Which role(s) do you find most challenging?

Roles of English Panel Chairpersons



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

Ongoing Renewal of the School Curriculum

BECG (2002) / SSCG (2009)



8 KLA Curriculum Guides (2002)



Various Subject Curriculum Guides

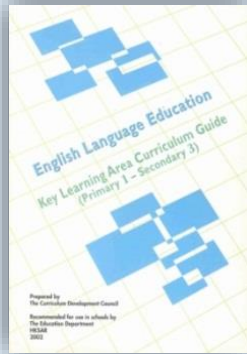


**PECG (Pilot Version) / SECG 2017
(2022) (P1-P6) (S1-S6)**

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

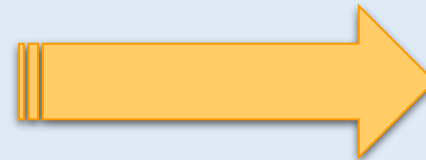
Updating of the ELE KLACG

(P1 – S3)

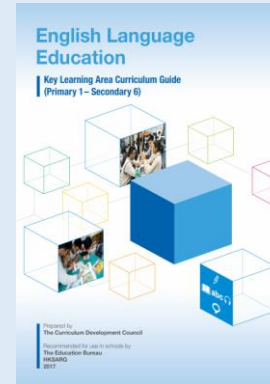


(CDC, 2002)

9
years

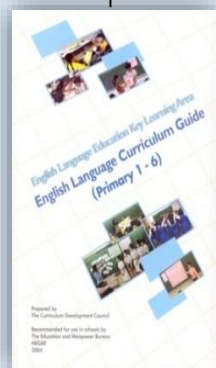


(P1 – S6)

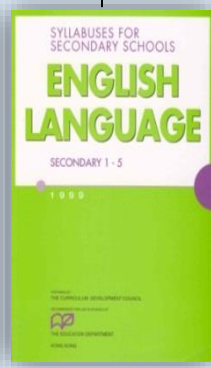


(CDC, 2017)

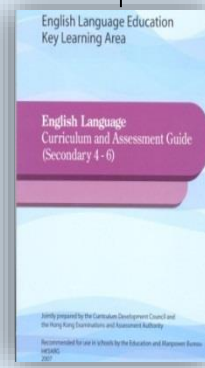
12
years



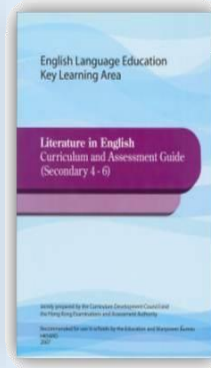
(CDC, 2004)



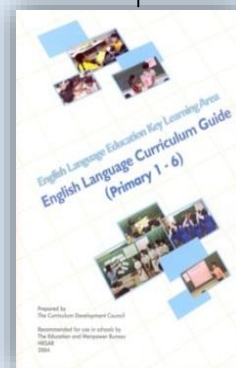
(CDC, 1999)



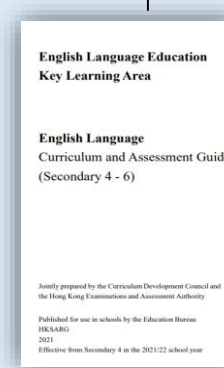
(CDC & HKEAA, 2007)



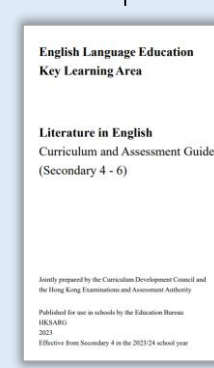
(CDC, 2004)



(CDC, 2018)



(CDC & HKEAA, 2021)



(CDC & HKEAA, 2021)



“Cultivate Values for Leaders of Tomorrow

Create Space to Foster Whole-person Development”

Primary Education Curriculum Guide (PECG)
(Pilot Version) (2022)
Chinese version only



<https://www.edb.gov.hk/pecg>

立德樹人重啟迪
創造空間育全人

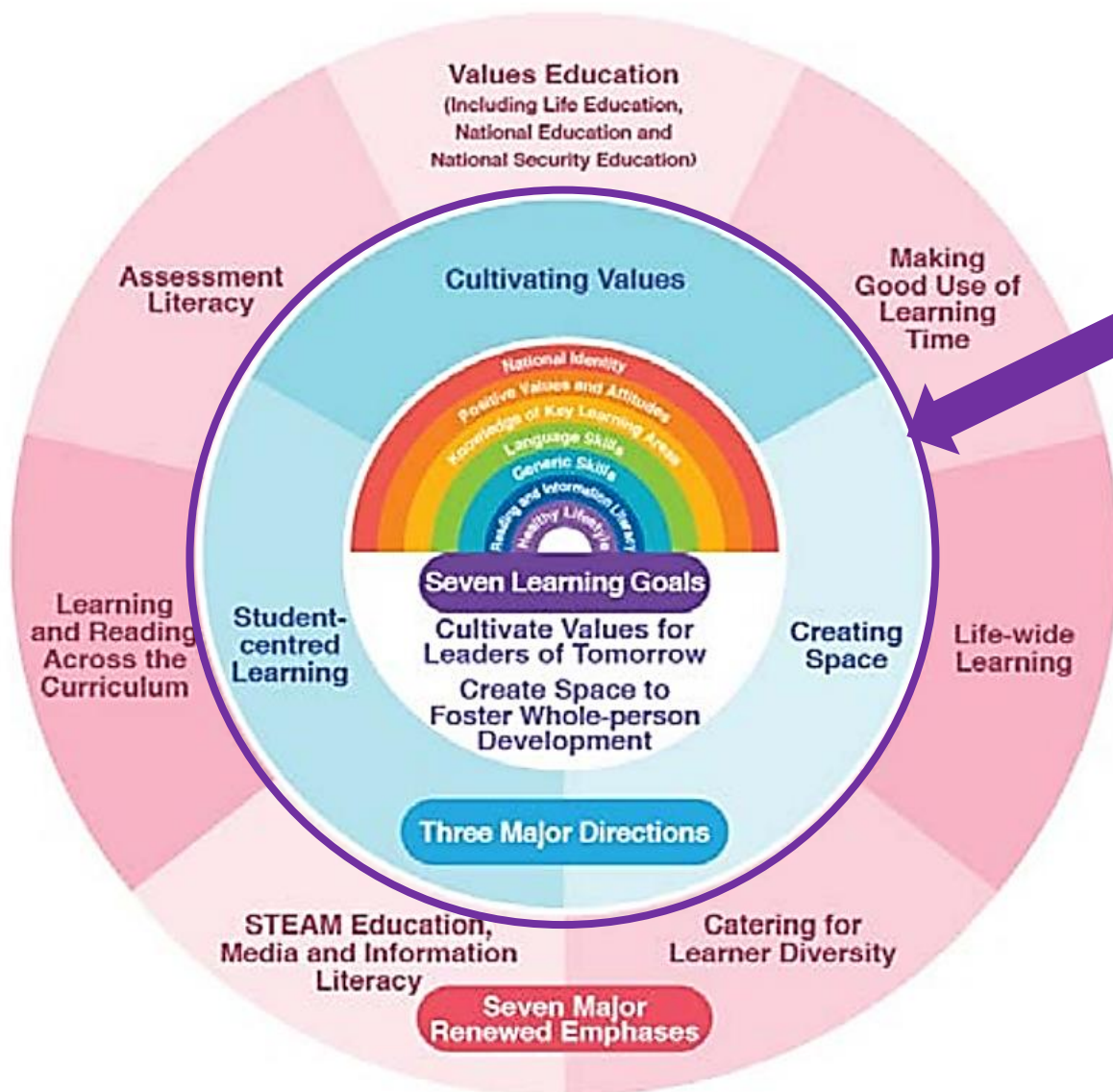
小學教育
課程指引
(試行版)

課程發展議會編訂
香港特別行政區政府教育局公布，供學校採用
二零二二年



Primary Education Curriculum Guide (PECG) (Pilot Version) (2022)

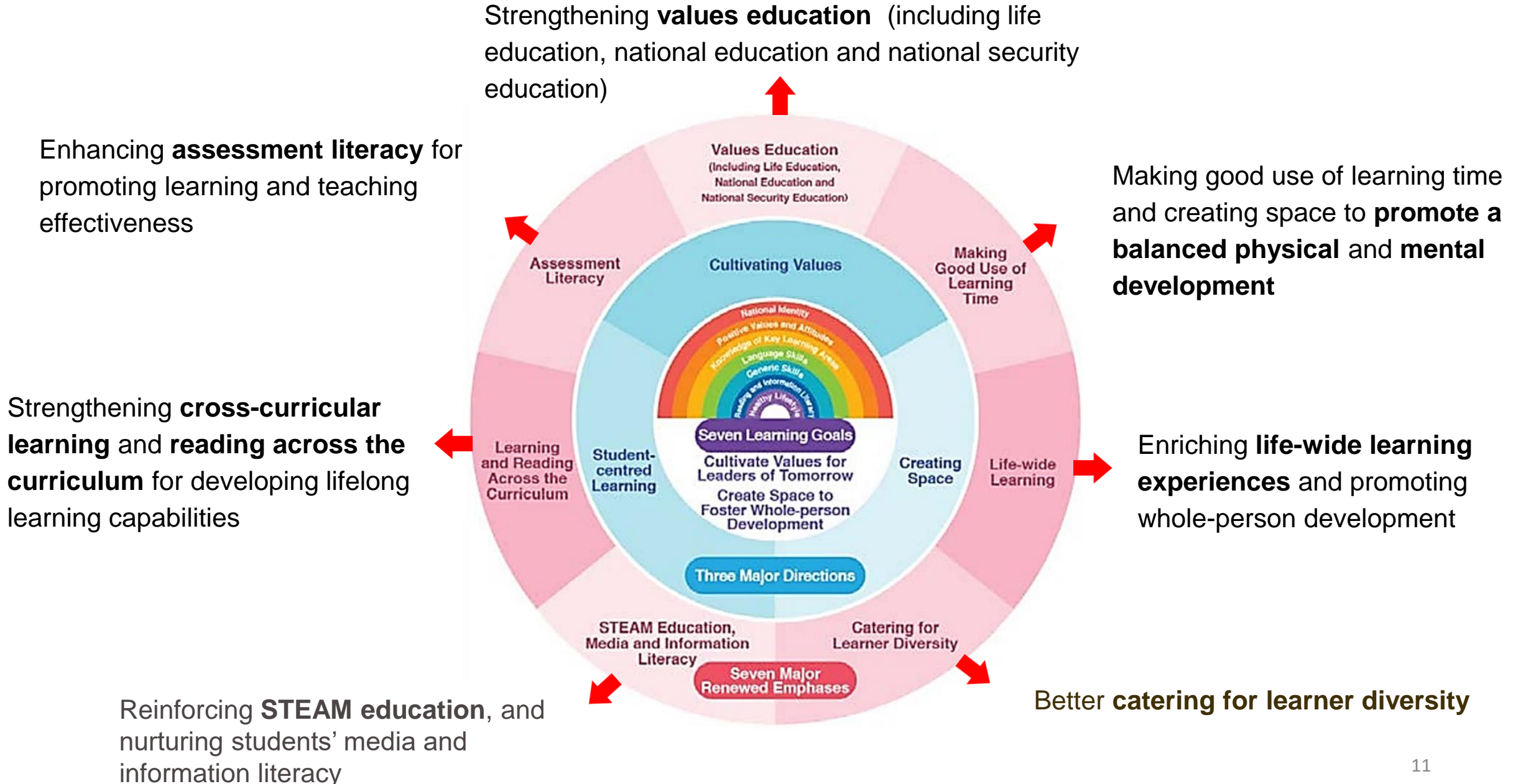
- 1. Understand our country** and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through **national education** and **national security education**;
2. Know how to distinguish right from wrong, fulfil their duties as members of the family, society and our country, and demonstrate **proper values and attitudes** such as perseverance, respect for others, integrity and care for others, as well as thoughtful and sensible judgements and behaviours;
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 a **balanced physical and mental development**.



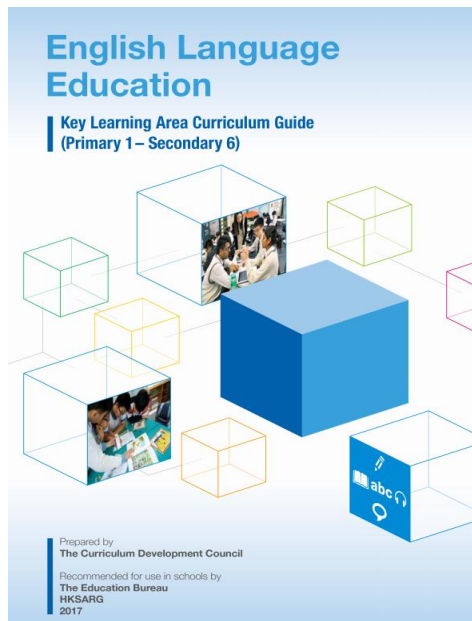
Three Major Directions:

- Cultivating Values
- Creating Space
- Student-centred Learning

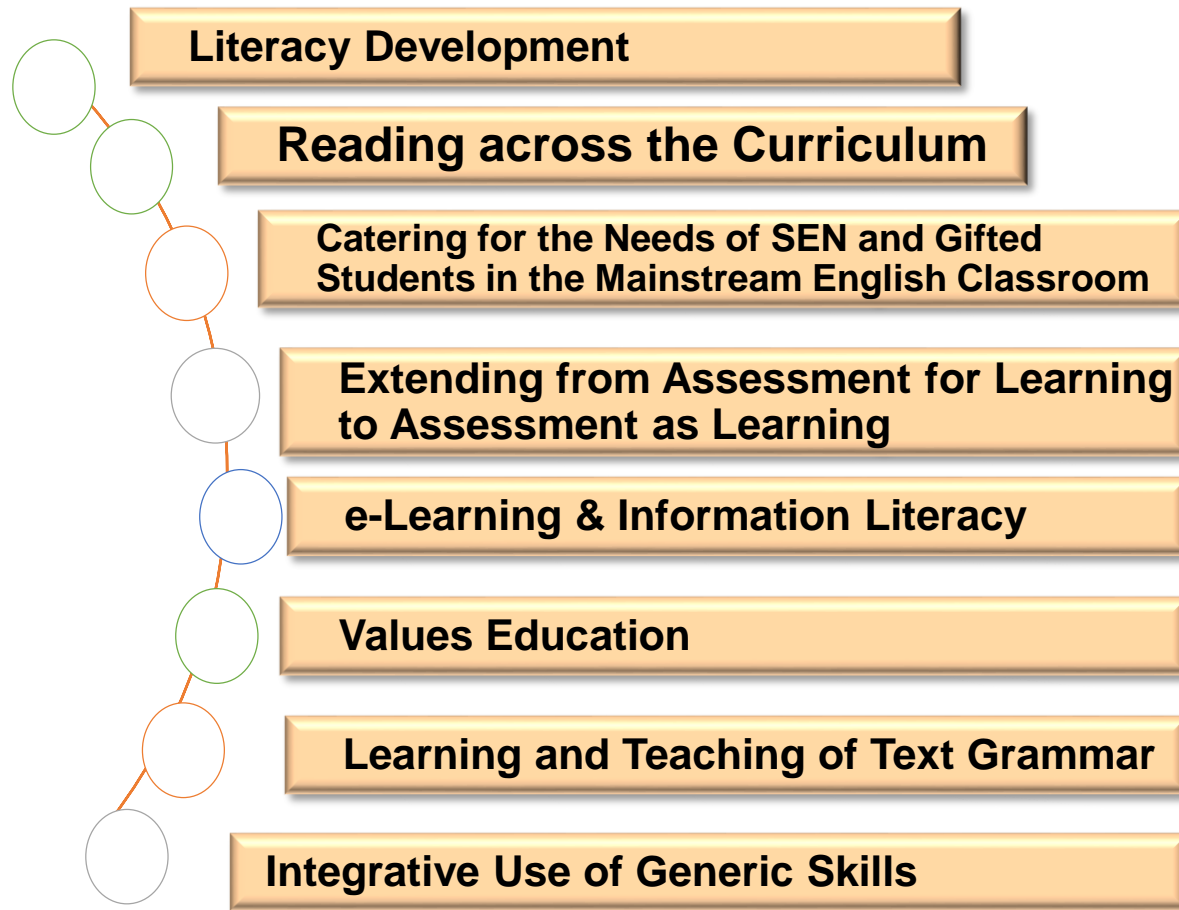
EDB Circular Memorandum
No. 154/2022 Annex 2



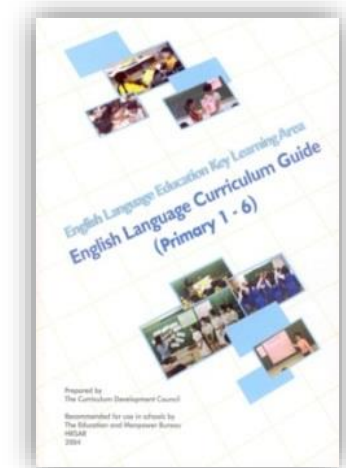
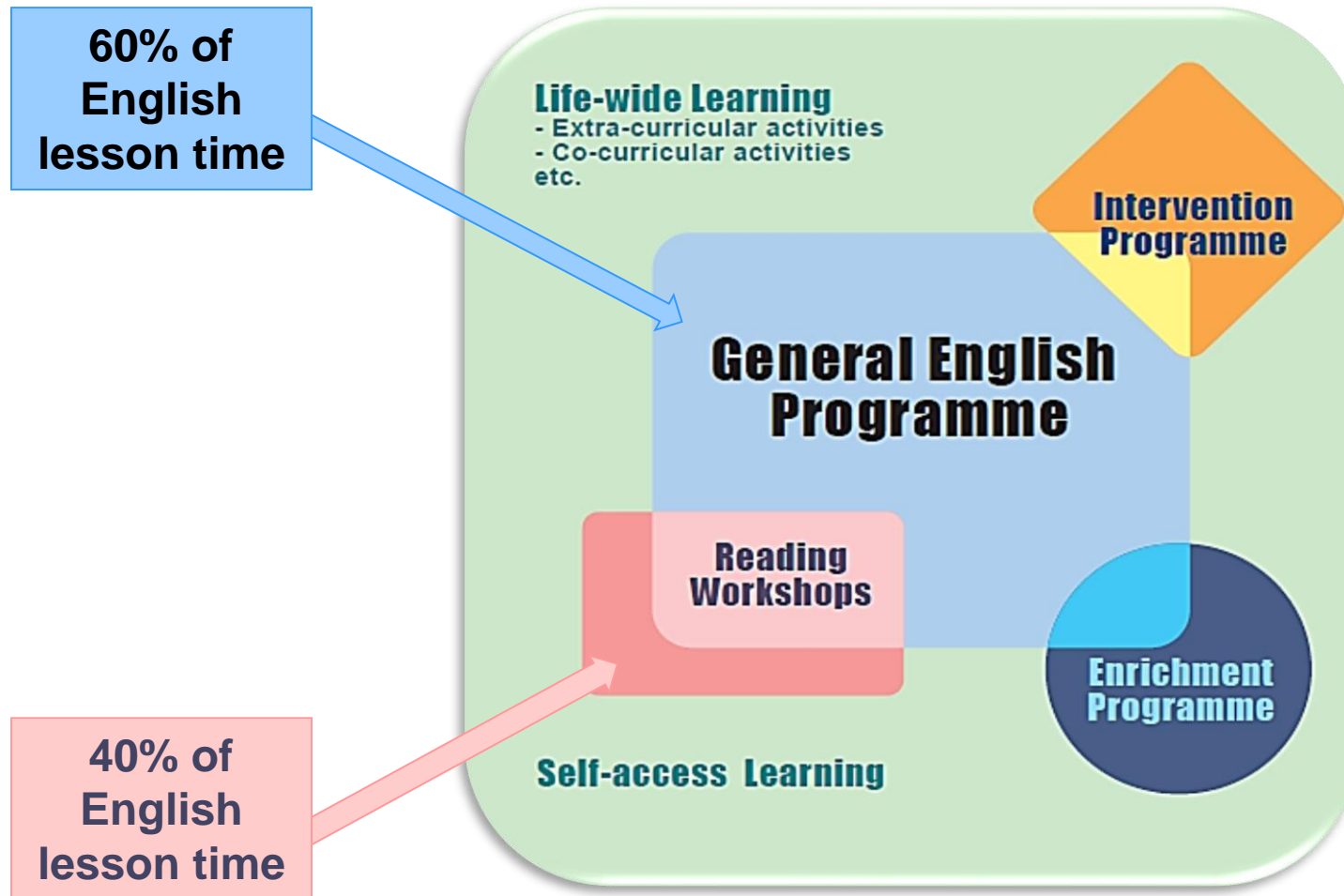
Major Updates of the ELE KLACG (P1-S6)



ELE KLACG (P1-S6) (2017)

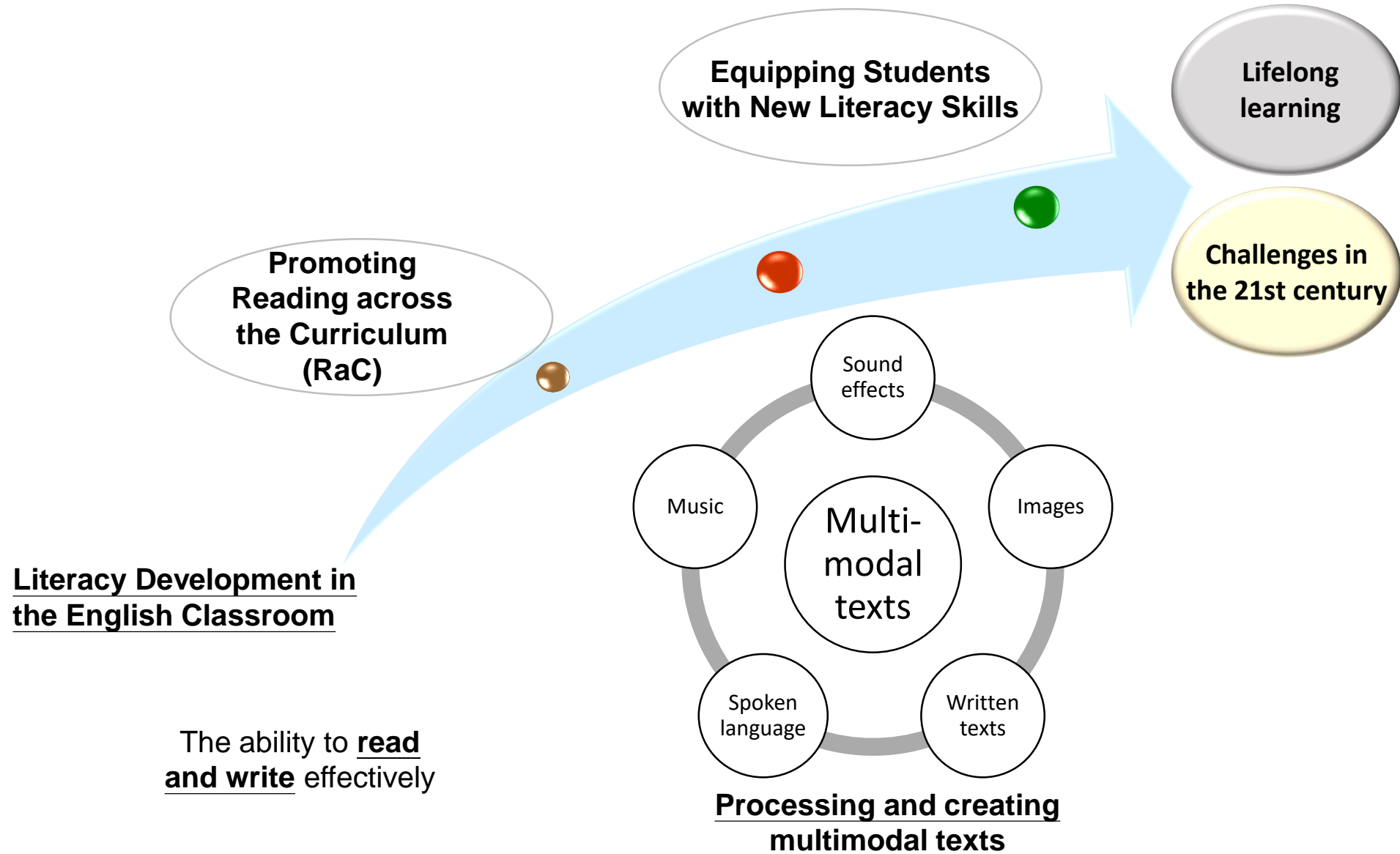


Components of a School English Language Curriculum at the Primary Level



English Language Curriculum Guide (Primary 1-6) (CDC, 2004)

Literacy Development in the English Classroom



Reading Journey across Key Stages

Primary

- Exposure to a range of reading materials (including information books)
- Incorporating Reading Workshops into the school-based English Language curriculum and teaching reading skills explicitly

Junior Secondary

- Exposure to a wide range of text types (both print and non-print)
- Promoting Reading across the Curriculum and Language across the Curriculum
- Exposure to a wide spectrum of reading and viewing materials

Senior Secondary

- Exposure to a wider range of more complex texts (both print and non-print)
- Incorporating elements of the creative use of English into the English Language curriculum
- Extending students' language exposure and use of English for academic purposes

Using real books with a variety of text types

Using non-print reading resources

Developing students' reading and viewing skills

Connecting students' reading and writing experiences

Promoting Reading across the Curriculum

From Reading to Writing

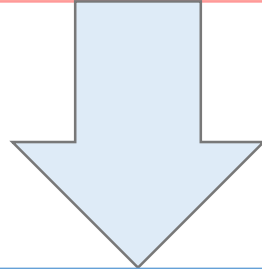
Enhancing the implementation of READING Workshops

Connecting students' READING and WRITING experiences

Connecting students' reading and writing experiences

Creating space by organising the school English Language curriculum more coherently

- Ensuring progressive development of reading skills
- Providing opportunities for students to develop their creativity and critical thinking skills
- Introducing the features of different text types explicitly and providing opportunities for application



- Making alignment between the GE programme and Reading Workshops to design writing tasks with meaningful contexts

Reading across the Curriculum (RaC) — What is it and why is it relevant to us as English Teachers?

Dual goals:

- To broaden students' knowledge base, help them connect their learning experiences and provide opportunities for integrating and applying knowledge and skills developed in different KLAs/subjects (ELE KLACG, CDC, 2017, p.9)
- To provide opportunities for students to develop a wide range of reading skills, extend learning of the content and connect their learning experiences across KLAs (ELE KLACG, CDC, 2017, p.47)

In implementing RaC, English teachers are encouraged to:

identify reading materials in both print and non-print forms with suitable entry points (e.g. themes, text types, language features and vocabulary) for **connecting students' learning experiences in different KLAs**

collaborate with teachers of other KLAs to develop learning activities that provide students with opportunities to **consolidate the knowledge and skills** acquired across KLAs and **avoid unnecessary repetitions of learning arrangements**

help students **develop the reading skills and strategies** necessary for **understanding and analysing language use in English texts** (e.g. text structures and vocabulary)

design reading activities that reinforce students' ability to **integrate the knowledge, skills and learning experiences** gained in different KLAs

Promoting Reading across the Curriculum

Cross-curricular collaboration to facilitate RaC



- Working with teachers of other KLAs to conduct **curriculum mapping** e.g. designing cross-curricular learning tasks and activities together
- Adjusting the **teaching schedules** of English Language and the content subject to teach the same theme/topic at around the same time

- **Seeking advice** from teachers of other KLAs on:
 - the choice and appropriateness of reading materials
 - the schedule of teaching a certain topic

- Involving teachers of other KLAs in the conduct of **cross-curricular learning activities or project work**, e.g. assessing students' performance

Promoting Reading across the Curriculum

Possible directions when planning for RaC

1. Themes/topics/ issues

2. Text types

3. Skills/Strategies

- Reading strategies
- Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

Key Stage 2

Changes

- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world

Food and Drink

- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

Happy Days

- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

Relationships

- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

The Magic of Nature

- Wonders of nature
- Out in space
- The lost world
- Fascinating oceans
- Taking care of our earth

We Love Hong Kong

- Jobs people do
- Knowing more about my community
- Travelling around
- Special people, special things

Promoting Reading across the Curriculum

Possible directions when planning for RaC

1. Themes/topics/ issues

2. Text types

3. Skills/Strategies

- Reading strategies
- Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

From General English	From other subjects	What are some common features?
A recipe	Procedures for doing an experiment	<ul style="list-style-type: none"> • to tell others how to do something • list of materials and steps
An article in a guidebook	A description about the features of an animal	<ul style="list-style-type: none"> • to describe something in detail • present tense is used • to use quite a lot of adjectives
A recount	An article about WWII	<ul style="list-style-type: none"> • to recall what happened in the past • past tense is used • follow the time sequence (chronological order)
An argumentative essay on studying abroad	An article discussing the different opinions about globalisation	<ul style="list-style-type: none"> • to discuss some issues from different sides/ perspectives

Example

Connecting students' learning experiences in English Language and General Studies

GE Programme:
Textbook unit on
Fantastic People

Level: Upper Primary

Topic: Fantastic People (Scientists)

Common teaching points:

Content

- Steps of investigating science

Text type

- Timeline & Biography

Skills development

- Problem-solving

a) Raising students' awareness of the features of biography, using timeline to note down the achievement of Yang Liwei and discussing the success criteria of an astronaut

b) **Using a KWL chart to activate students' prior knowledge about scientific investigations in GS lessons** and helping them reflect on their learning experience

c) Guiding students to read the **timeline and biography of Jane Goodall, scan for useful information and learn the target vocabulary** for writing a biography

Extended learning activity
g) Guiding students to **do a gummy bear experiment and apply the science steps** and supporting students in completing a laboratory report

Writing task
e) Demonstrating information searching skills for individual writing **by referring to the headings and subheadings**
f) Guiding students to use **the information on the timeline to write a biography of Charles Kao**

d) **Visualising and sequencing the steps of investigating science** and guiding students to understand the steps in doing the experiment and **working in groups to discuss the details**



Leaflet on RaC

Reaping Multiple Benefits through Promoting Reading across the Curriculum in the Primary English Classroom

"Reading enjoyment is more important for children's educational success than their family's socio-economic status."
(Organisation for Economic Co-operation and Development)

Inspiring students to love reading and to develop into avid readers is perhaps one of the greatest missions of all English Language teachers. Different studies have shown that students who enjoy reading and read regularly reap various benefits. Yet, research has also shown that motivation to read decreases with age. This is especially true to students who move from primary to secondary school and have to cope with the increasing academic and English demands because of the possible change of medium of instruction in various subjects. To sustain students' interest in reading and equip them with the skills for academic success, reading across the curriculum (RaC) seems to be the best remedy. RaC aims to sharpen students' reading strategies while helping them establish meaningful links between concepts and ideas acquired in different Key Learning Areas (KLA). Inherent in RaC is the opportunity for reading for purpose (whether it is for information or research) and pleasure. English Language teachers can introduce books with a wide variety of interesting topics related to different KLAs to spice up their lessons, develop their students' reading strategies and connect their learning experiences.

Connecting Learning Experiences



Developing Reading Strategies

Enhancing Awareness of Academic English

While a thematic approach is often used as an entry point for promoting RaC, considerations could also be given to the following:

Text Types

- Expository text
- Biography
- Information report
- ...

Rhetorical Functions & Language Items

- Using the simple present tense to present facts
- Using sequence markers to illustrate steps
- Using 'both' & 'neither' to make comparisons
- ...

Text Features

- Using graphs to illustrate trends
- Using headings and subheadings to organise information and ideas
- Using bullet points to provide more details
- ...

Pathway to Successful Implementation of RaC

The road map below shows how RaC can be promoted at class or school levels.

- 01 Identify the needs of students, take into consideration the school development plan and decide on who to involve:**
 - teachers within the English panel
 - and/or from other departments
 - students within the same level or of all levels.
- 02 Make a plan with due consideration on the following:**
 - objectives
 - roles of teachers/ different departments
 - timeline
 - learning outcomes.

Adopting a Planning-Implementation-Evaluation (PIE) Approach to Promoting RaC at Primary 4
• Queen Elizabeth School Old Students' Association Branch Primary School •

Engaging Students in Science Experiments through Promoting RaC at Primary 5
• Aberdeen St Peter's Catholic Primary School •

Ask the Expert
Here are some questions about RaC that may pop up in your mind. Dr Simon Chan, a lecturer of the University of Hong Kong, is going to share with us his expertise in RaC.

English Language teachers in promoting RaC
Informed from meaning in English learning, RaC provides different contexts and the development of reading strategies and thinking skills. English Language teachers can promote RaC by integrating RaC into the Reading Workshops. They can do so on various topics related to different KLAs and design meaningful tasks such as making predictions and inferences, summarising and using graphic organisers, synthesising and evaluating information and ideas. English Language teachers with teachers of other KLAs and synergise their efforts in furthering their skills and understanding of the chosen topic/theme.

Content objectives: am I expected to teach the content of another subject when I teach English?
Language objectives: How can I get the application and transfer of the knowledge and skills in other subjects?
Skills objectives: What reading strategies can I use to help students understand the content of another subject?
Attitudes objectives: How can I encourage students to be interested in reading about other subjects?

English Language teachers in promoting RaC
In this school case, RaC was implemented mainly within the English panel in the Reading Workshops with the input from General Studies (GS) teachers. Set focus questions to provide students with a clear reading purpose. Design learning and teaching activities that provide students with opportunities to connect their learning experiences and apply the knowledge and skills learnt.

Focus Question 1: Is water important to us?
Complete the handout about the water cycle.

English & GS teachers:

- Identify themes for collaboration
- Select a unit for conducting the RaC tryout
- Understand students' prior knowledge on the topic
- Agree on the sequence of the tryout periods to develop synergy
- Set learning objectives
- Design learning and teaching activities that help develop students' literacy skills and connect their learning experiences

General Studies teachers:

- Introduce the unit on "Light, Sound & Electricity" before the English unit
- Engage students in an experiment on friction by adopting the same investigation steps introduced in the English lessons
- Engage students in hands-on learning activities in GS lessons, which would help them understand the scientific investigation steps and enjoy the learning experience

English Language teachers:

- Raise students' awareness of the features of timelines and biographies
- Design worksheets to illustrate the steps of investigating science
- Design level-appropriate learning activities for students to formulate questions, analyse data and draw conclusions
- Develop students' reading strategies

Extended learning activities in the English lessons to provide opportunities for students to integrate and apply knowledge and skills acquired in both GS and English lessons:

- Connect students' reading and writing experiences and support students to write a biography about the scientist they admire
- Guide students to do a gummy bear experiment and apply the science investigation steps
- Support students in completing a laboratory report

English Language teachers:

- Help students take notes and organise ideas on the growth of a plant in order to understand the steps of investigating science from the information book
- Using a kite chart to activate students' prior knowledge about scientific investigations in GS lessons and having them reflect on their learning experience
- Helping students take notes and organise ideas on the growth of a plant in order to understand the steps of investigating science from the information book
- The gummy bear experiment was pleasurable and inspiring to students, as they could apply the scientific investigation steps in step-by-step instructions.

English & GS teachers:

- Conducting a picture walk to help students understand the main ideas of each chapter
- Guiding students to look for useful vocabulary words in a biography and sub-headings

English Language teachers:

- Evaluate the effectiveness and identify planning and improvement
- Can you identify some effective strategies which help enhance students' language skills to promote RaC?

Topic: Wonderful Water

Curriculum mapping: identify the entry point of the RaC unit by finding out the common teaching points in terms of topics, text types, language features, etc.

Common teaching points:

- **Content:**
 - Water rationing
 - 3 forms of water
 - Uses of water
 - Ways to conserve water
- **Text type:**
 - Flowcharts
 - Information text
 - Problem-solving
- **Language features:**
 - Paired texts
 - Paired texts, which are a lot of different text types
 - Students' understanding of different reading strategies

Set learning objective

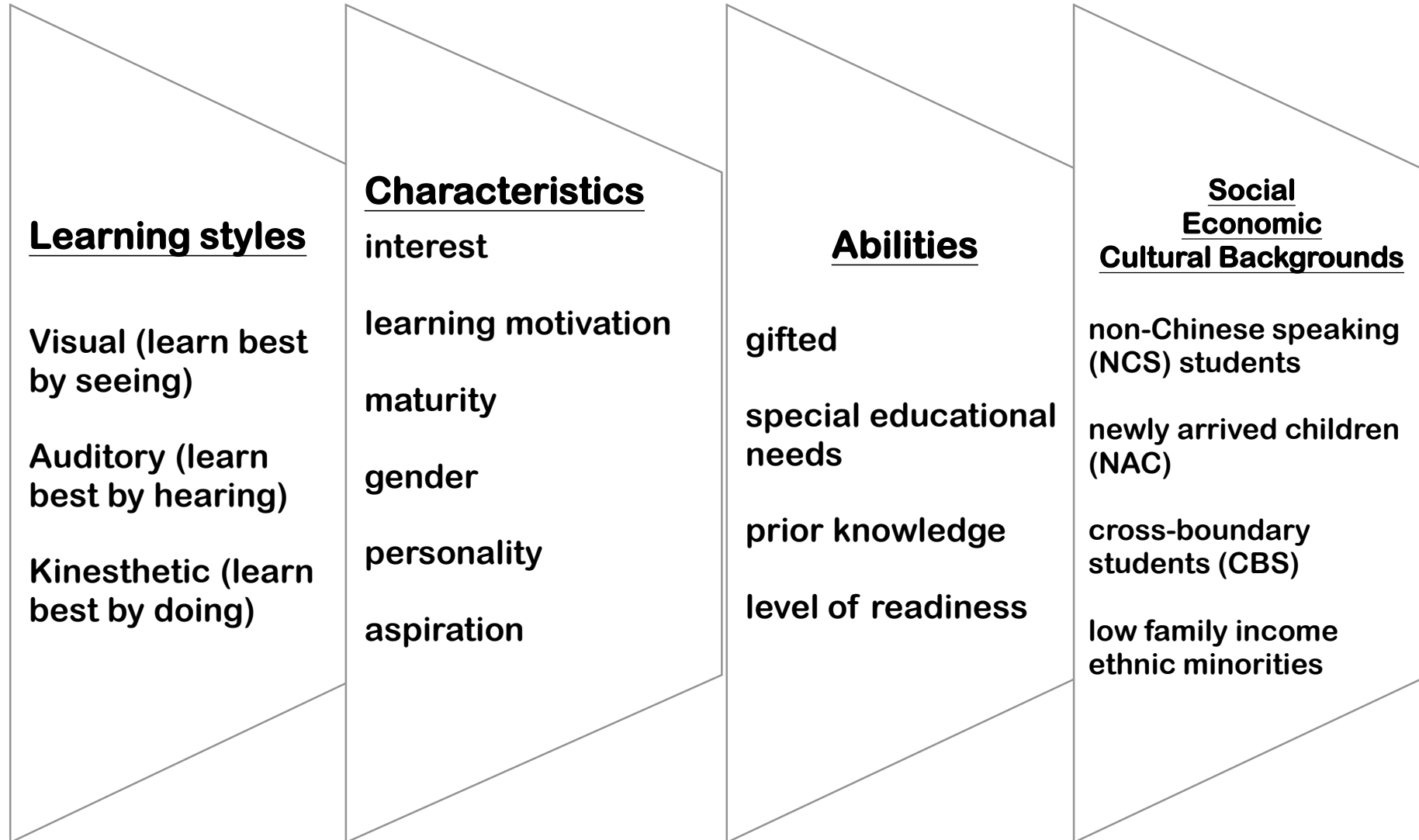
- To expose readers through developing a variety of reading skills and strategies (e.g. identifying main ideas, locating information by using knowledge of text features)
- To learn about the language items (e.g. using the simple form) and vocabulary to describe the water cycle and to develop an understanding of the rhetorical function
- To extend reading with writing (generating writing activities)
- To develop positive values and attitudes (i.e. water conservation)

Evaluate the effectiveness and identify planning and improvement

- Is there alignment between the learning objectives and learning activities so that the intended learning outcomes are achieved?
- Can you identify some effective strategies which help enhance students' language skills to promote RaC?

https://www.edb.gov.hk/Pri_RaC

Learner diversity exists naturally



Mainstream
English classroom

S E N G I F T E D

Catering for Learner Diversity

General Principles

- **Adopt a multi-sensory approach**
- **Differentiate in terms of:**
 - **Content** - what students need to learn or how they will get access to the information
 - **Process** - activities in which students engage in order to master the content
 - **Product** - work in which students demonstrate their learning
 - **Learning Environment** - the operation of the classroom
- **Encourage personalised learning goals based on students' own needs**

Some strategies to Cater for Learner Diversity

- understanding the **strengths/weaknesses** and the **learning background** of students
- understanding the **learning interests, styles** and **needs of students**
- designing **open-ended tasks**

Catering for diverse learning styles and abilities

- adopting **flexible grouping/** mixed ability grouping
- grouping students according to **the purposes and requirements of tasks**
- providing opportunities for students **to share and discuss in groups**

Facilitating peer learning

- using **questioning techniques** to elicit students' responses
- giving **quality verbal and written feedback** in lessons/ homework
- adopting **various modes of assessment**

Promoting assessment for/as learning

- **motivating** students' interest
- facilitating **understanding and providing support**
- giving **immediate feedback**
- engaging students in active/self-directed learning to enhance **learning autonomy** and allow them to **learn at their own pace**

Effective use of e-learning repertoire

Mainstream English classroom

S E N G I F T E D

- providing **timely support**
- providing **scaffolding** for students to complete the task
- providing **different modes of support** in learning tasks (e.g. visual cues for visual learners)

Providing support and scaffolding

- setting **challenging yet manageable tasks** for students
- making use of **English-related life-wide learning activities**

Giving challenges

Leaflet on Let's Make a Difference: Unleashing Students' Potential in Learning English at Primary Level

Let's Make a Difference: Unleashing Students' Potential in Learning English at Primary Level

Students are unique individuals. They have different motivation, interests, personalities, abilities, learning styles and socioeconomic background, and thus they have diverse learning needs. These needs may vary at different stages of learning. Therefore, helping students of different abilities to unleash their potential through effective adaptation of curriculum, a variety of learning, teaching and assessment strategies, as well as appropriate selection of learning materials and activities is one of the most important tasks for schools and teachers.

In respect of learning and teaching English Language, most schools have accumulated experience in catering for students' diverse learning needs such as adopting graded learning tasks and activities, arranging remedial and enrichment classes and offering summer bridging programmes. However, as English Language teachers, do you still have questions about other effective strategies to better cater for students' needs?

In this leaflet, we will explore more strategies to cater for learner diversity and to address students' diverse learning needs at different key learning stages.

Primary

Secondary

Kindergarten



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

Effective Strategies to Cater for Learner Diversity in the Primary English Language Curriculum: Planning, Implementation and Evaluation

Adopting appropriate learning and teaching materials

Effective Strategies to Cater for Learner Diversity in the Primary English Language Curriculum: Some Practical Tips

Supporting students with diverse learning styles

Supporting students with special educational needs in the mainstream

Maximising the potential of gifted students in the mainstream English

Questioning and providing quality feedback

Leveraging e-learning

Adopting different modes of assessment

Addressing Students' Diverse Learning Needs at Different Key Stages of Learning

At Curriculum Level

- Strengthen vertical continuity of curriculum development across key stages through adopting holistic curriculum planning
 - Progressive development of language skills - Make use of reference tools such as the Learning Progression Framework (LPF) for English Language when planning the school curriculum to facilitate a balanced coverage of language skills within and across year levels.
 - Progressive development of language development strategies - Make reference to Appendix 5 of the English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (CDC, 2017) to help students enhance their capabilities to become independent and self-directed learners progressively.

- Create a supportive and English-rich learning environment
 - Appoint experienced English teachers to be Primary 1 English teachers to help students lay a better foundation for extensive use of English at the early stage, and sustain their interest in English in the new environment.
 - Continue to create an environment conducive to English learning at the whole-school level, for example, organising English Day, Reading across the Curriculum Week and related cross-curricular activities, to strengthen students' English competencies and help them build a solid foundation for secondary education.

- Promote reading in schools
 - Introduce a variety of narrative texts including multimodal texts and also non-fiction in lower primary classes to motivate students to read and develop their reading skills.
 - Expose upper primary students to a wider variety of themes and text types, in particular information texts, using both print and non-print resources.
 - Implement Reading across the Curriculum (RaC) in upper primary classes to connect students' learning experiences in different Key Learning Areas and prepare them for secondary education.

- Infuse enabling skills into the school curriculum
 - Teach phonics in meaningful contexts with focuses on letter sounds appropriate to students' level.
 - Introduce a range of vocabulary building skills to students across year levels, e.g. word formation, word collocations, word families.

At School Level

- Enhance mutual understanding of the curriculum and pedagogical practices through professional exchange activities with kindergartens and secondary schools, and adjust the school curriculum and teaching strategies to strengthen the interface between different key stages.
- Promote home-school cooperation by organising parents' meetings to explain the school English Language curriculum and solicit parental support. EDB's pamphlet on "Parents' Guide to Effective English Language Learning" is useful in helping parents understand how to support their children to learn English effectively at primary level.

At Classroom Level

- Use more games, role-play, songs, nursery rhymes, stories instead of written assessments (e.g. dictations, tests, examinations) to help students consolidate what they have learned in the first few months of Primary 1.
- Adopt different ways of conducting dictation to develop students' language skills progressively, e.g. picture dictation, theme-based free dictation, dicto-comp/dictogloss.
- Adopt effective strategies for teaching reading skills and higher-order thinking skills, e.g. use storytelling, reading aloud and shared reading with lower primary students, while more supported reading and independent reading with upper primary students.
- Engage students in meaningful activities and extended tasks or projects to provide opportunities for them to communicate and express their own ideas for a variety of purposes and audience, and practise the integrative use of language in a multimedia environment.



Kindergarten Primary Secondary




Example

Topic of the unit:
Endangered Animals

Context : You are a member of the Green Club, and you would like to design a leaflet/ write an encyclopedia entry to introduce an endangered animal to young children.

Task: To educate young children about endangered/ amazing animals, you write a leaflet/an encyclopedia entry to the Green Club.

Target vocabulary and language items:

- Vocabulary: describe and classify animals (e.g. habitat, mammals), causes of extinction (e.g. illegal hunting)
- Grammar: using “should” to give advice, using “since” and “therefore” to explain causal relationship

Learning and teaching activities:

- Reading an information book “Most Endangered Animals” and learning the text features
- Grammar practice
- Conducting information search on the Internet about students’ favourite endangered animal
- Reading a sample text and analysing the text features
- Writing a leaflet/an article to introduce an endangered animal and ways to protect them

Strategies adopted to cater for LD

- **Diversified writing products:** The more able students – doing a questionnaire survey and writing an encyclopedia entry; the less able students – designing a leaflet
- **Providing choices to cater for students' learning interest and abilities**

- **Engaging students in active learning through the use of e-learning resources to enhance learning autonomy**
- **Engaging students in speaking activities to strengthen the target language structures**
- **Providing scaffolding by breaking the tasks into small steps to facilitate learning**

Stretching students' ability to conduct an interview and analyse the interview data

Students could watch the video using their own iPads and make suitable pauses to complete the worksheet.

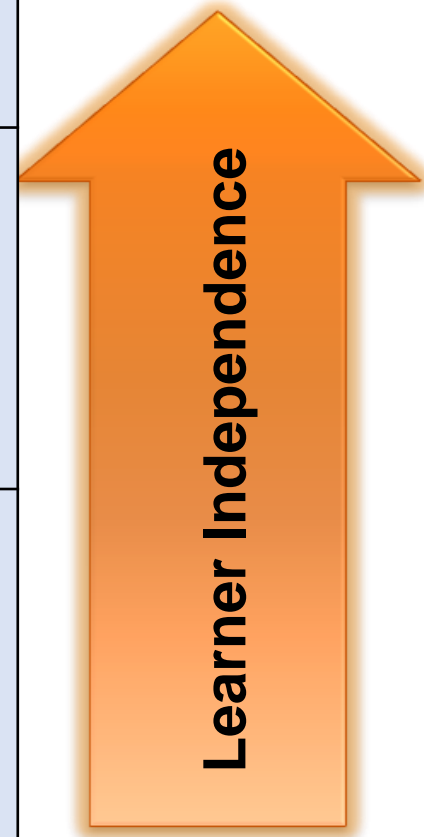
Students watched the video "North Atlantic Right Whale" before reading the text to facilitate their understanding.

Breaking the writing activity into smaller, more achievable steps to scaffold students' writing ability

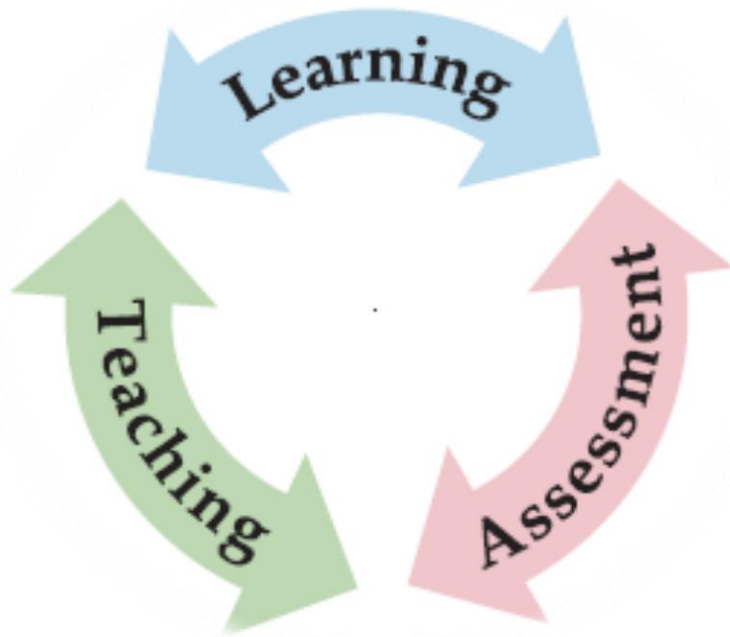
Three complementary assessment concepts

Formative	Assessment as Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning.
	Assessment for Learning (AfL)	AfL integrates assessment into learning and teaching. It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students' learning so that teachers can provide students with timely feedback and refine their teaching strategies.
Summative	Assessment of Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes .

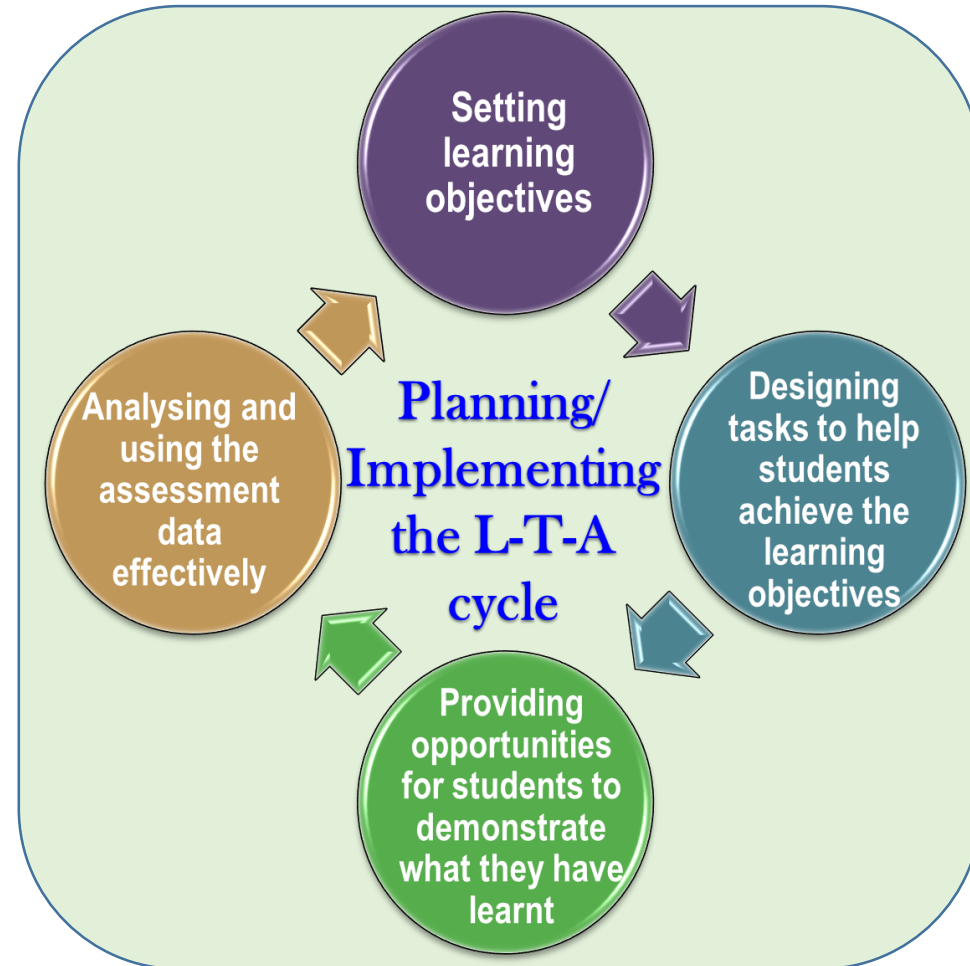
Self-directed Learners



The relationships between learning, teaching and assessment



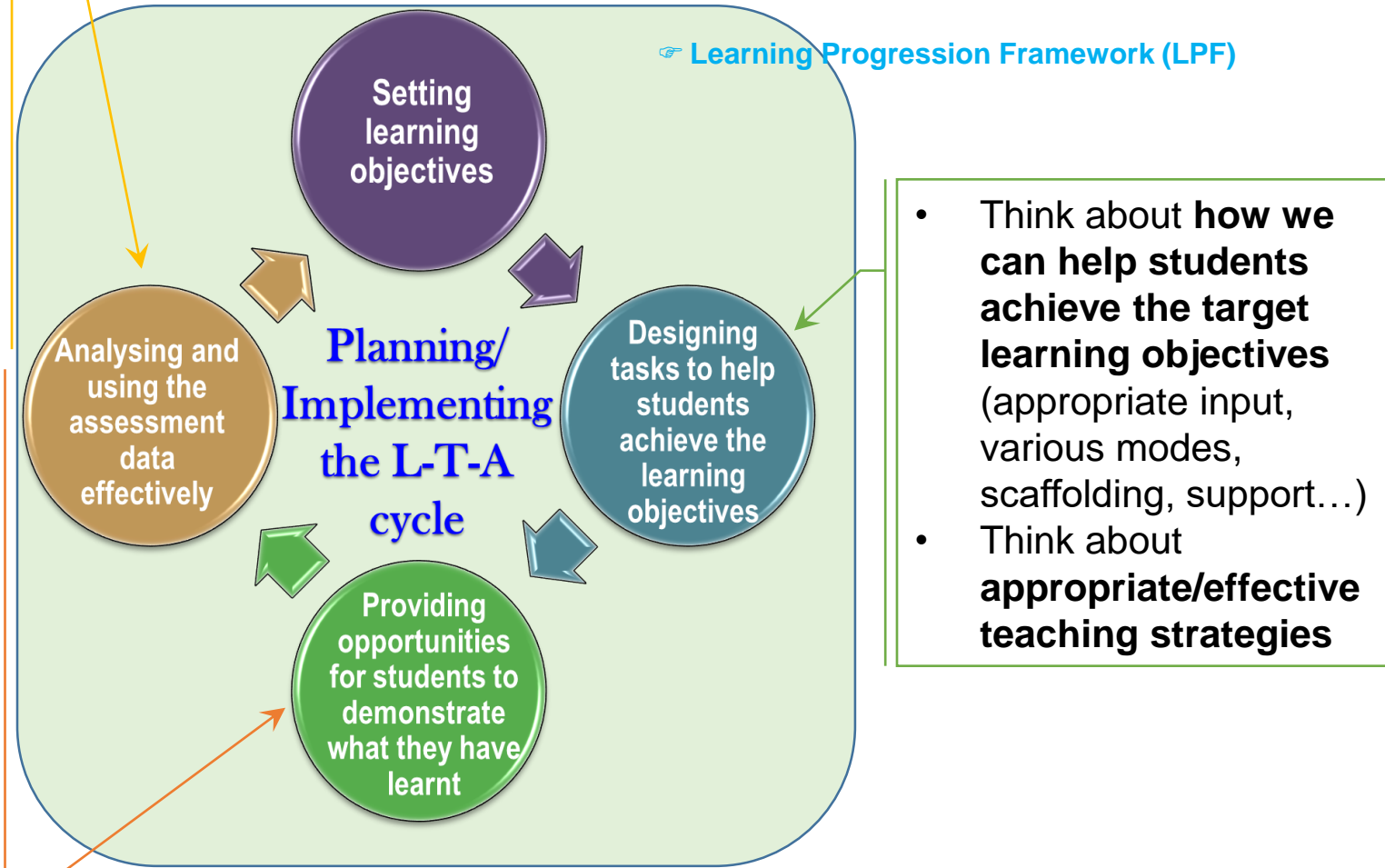
**Learning-teaching-
assessment Cycle**



- **Evaluate** students' performance against the success criteria
- Identify students' **strengths and weaknesses**
- Analyse **the underlying causes** of students' learning difficulties
- Review **teachers' expectations** on students
- Modify **teaching strategies**
 - Explore ways to help students improve
 - Design activities to address students' problems
- Revise **the school-based curriculum design/content**

- Make use of **various assessment tasks/activities** to gauge students' performance
- **Share the learning intentions** and task-specific **success criteria with students**
- **Observe** students' performance
- Use **effective questions** to elicit students' responses
- Provide students with **quality feedback** on how to improve (linked to success criteria)
- **Collect evidence** of student learning

- Aim for a balanced and comprehensive **coverage** 🖱
- Take the following into consideration:
 - what students **can do currently**;
 - what we should expect our students to **be able to do next?**



- Think about **how we can help students achieve the target learning objectives** (appropriate input, various modes, scaffolding, support...)
- Think about **appropriate/effective teaching strategies**

The Learning Progression Framework (LPF) for English Language

Reading Skills

Writing Skills

Listening Skills

Speaking Skills

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (LISTENING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate

Listening - ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7
Understanding key words in some short simple texts	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	Understanding information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Engaging in classroom activities and providing simple responses to short, straightforward form of interaction with people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, using some non-verbal expressions	Providing, exchanging and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, using some non-verbal expressions	Providing, exchanging and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, using some non-verbal expressions	Providing, exchanging and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, using some non-verbal expressions	Providing, exchanging and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, using some non-verbal expressions	Providing, exchanging and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, using some non-verbal expressions	Providing, exchanging and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, using some non-verbal expressions

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning outcomes.

2. The meaningfulness and appropriateness of the written texts in the context, purpose and audience are implicit in and apply across all the learning outcomes.

3. The development of writing strategies does not readily lead itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example:

- writing legibly (preferably being able to use both pen and cursive scripts),
- generating ideas by brainstorming or writing and selecting information and ideas from different sources,
- using knowledge to clarify and seek information for correction,
- making speeches by correcting errors in language (e.g. spelling, pronunciation and grammar items) with or without using references,
- editing drafts by adding, deleting, substituting or linking ideas, and
- revising drafts by adding, deleting, substituting or linking ideas, and

Teachers are expected to help learners develop these strategies with increasing sophistication.

4. Teacher support is essential to helping learners express and organize their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning outcomes.

2. Learners are exposed to a variety of text types and listening purposes (e.g. listening for academic development, listening for interactive or life applications).

3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts (e.g. radio programmes, audio books) introduced to help learners become familiar with the characteristics of spoken English (e.g. overlapping turns, hesitations, redundancy).

4. The development of some basic listening strategies does not readily lead itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example:

- being attentive,
- activating prior knowledge,
- anticipating the likely development of spoken texts, and
- being selective while listening (e.g. discriminating relevant from irrelevant information based on individual circumstances or task requirements).

5. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding and difficult tasks for simple texts to stretch their abilities.

6. Classroom interactions are crucial to the development of listening skills and strategies. To cater for learner diversity, simple tasks can be included for their understanding during the learning and teaching process. As learners progress, particularly at the early stage of learning, teacher support is essential to help learners become familiar with the characteristics of spoken English (e.g. overlapping turns, hesitations, redundancy).

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning outcomes.

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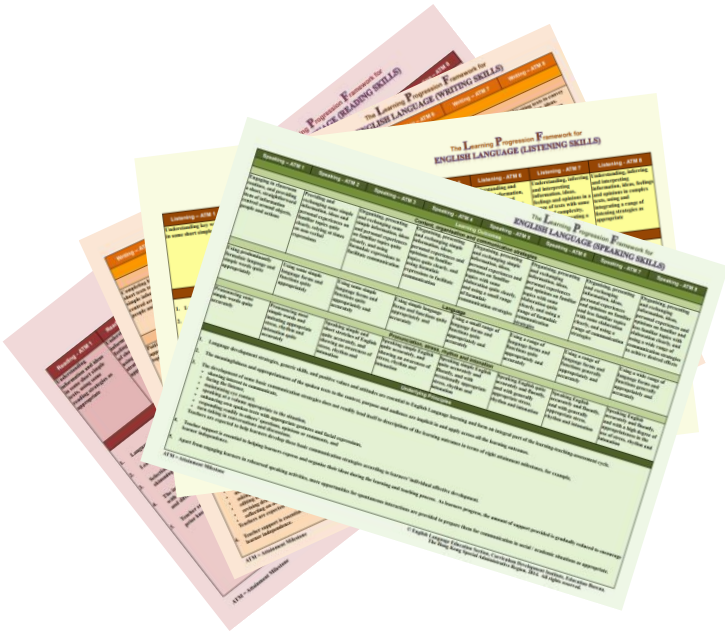
4. Teacher support is essential to helping learners express and organize their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

5. Apart from engaging learners in rehearsal speaking activities, more opportunities for spontaneous interactions are provided to prepare them for communication in social/academic situations as appropriate.

<http://www.edb.gov.hk/lpfenglish>

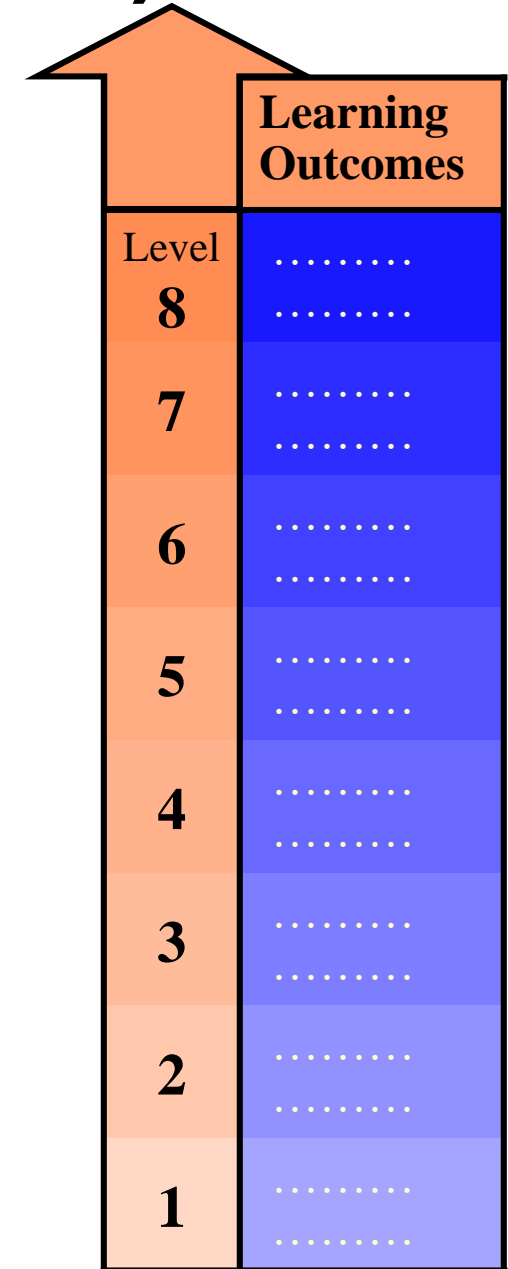


What is the Learning Progression Framework (LPF)?

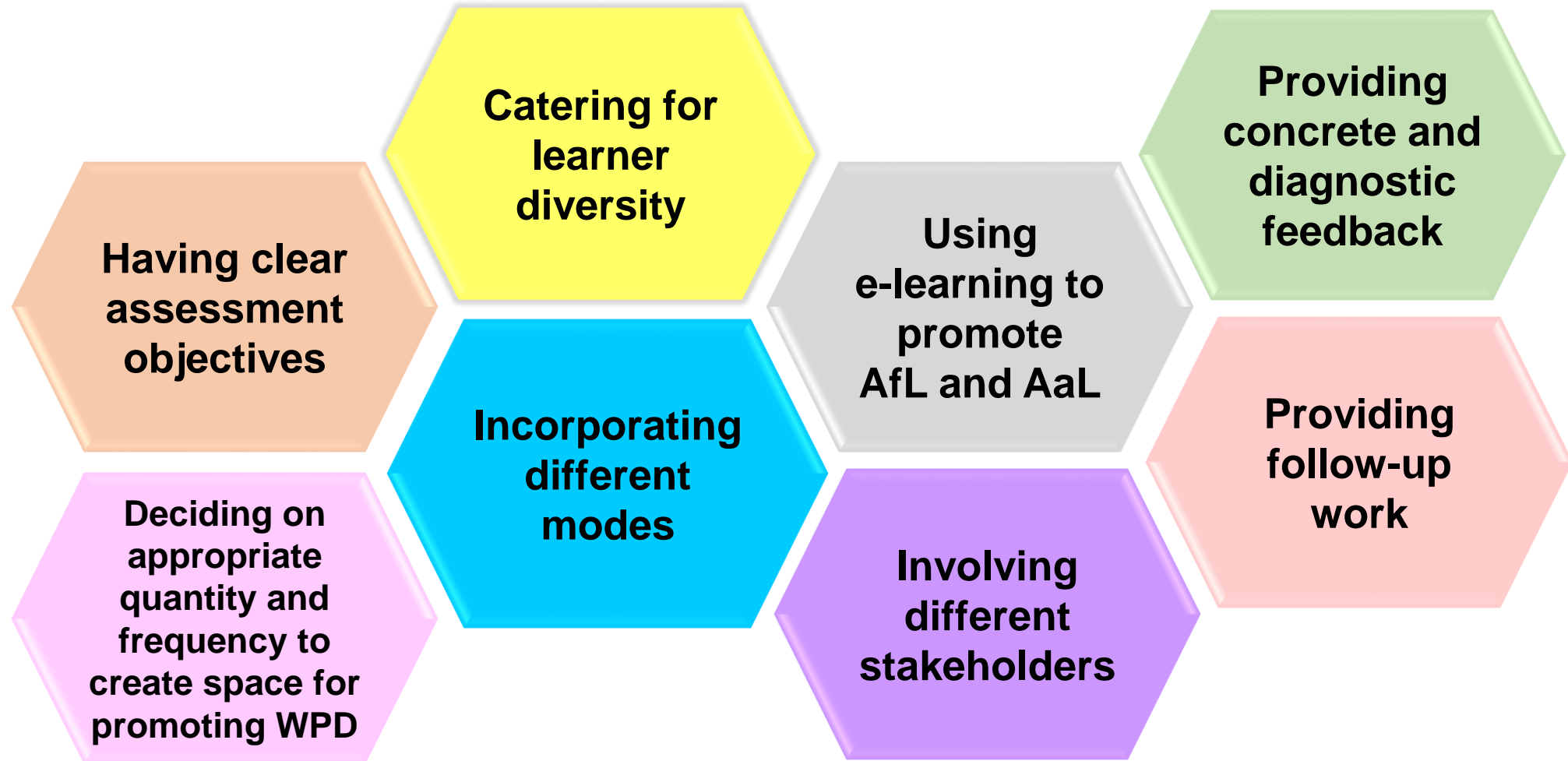


The LPF:

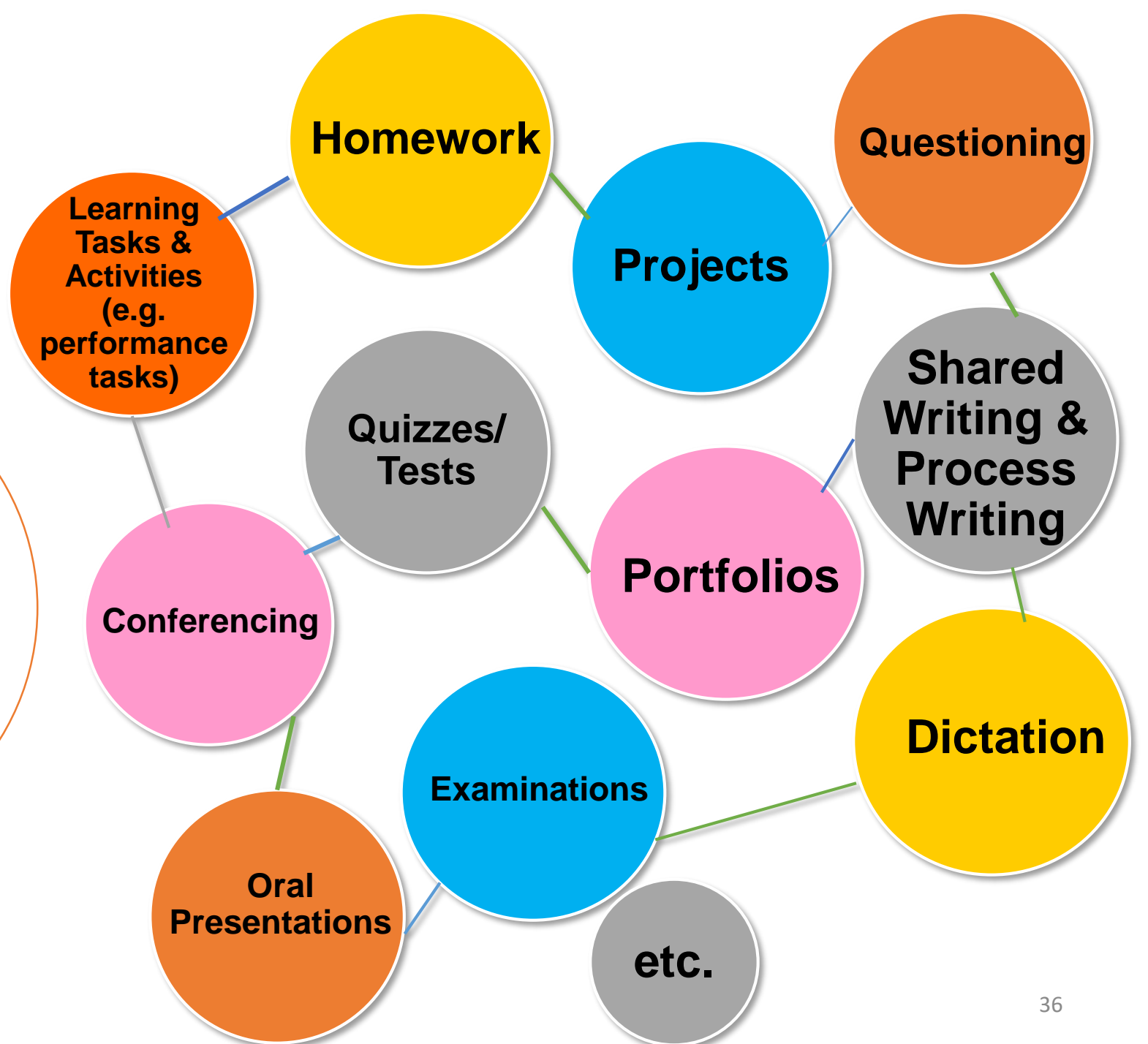
- represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Attainment Milestones organised under the four language skills and divided into eight levels of attainment;
- helps teachers better understand and articulate learners' performance; and
- helps teachers plan strategically how to enhance English Language learning, teaching and assessment.



Considerations when designing quality homework and learning, teaching and assessment tasks/activities

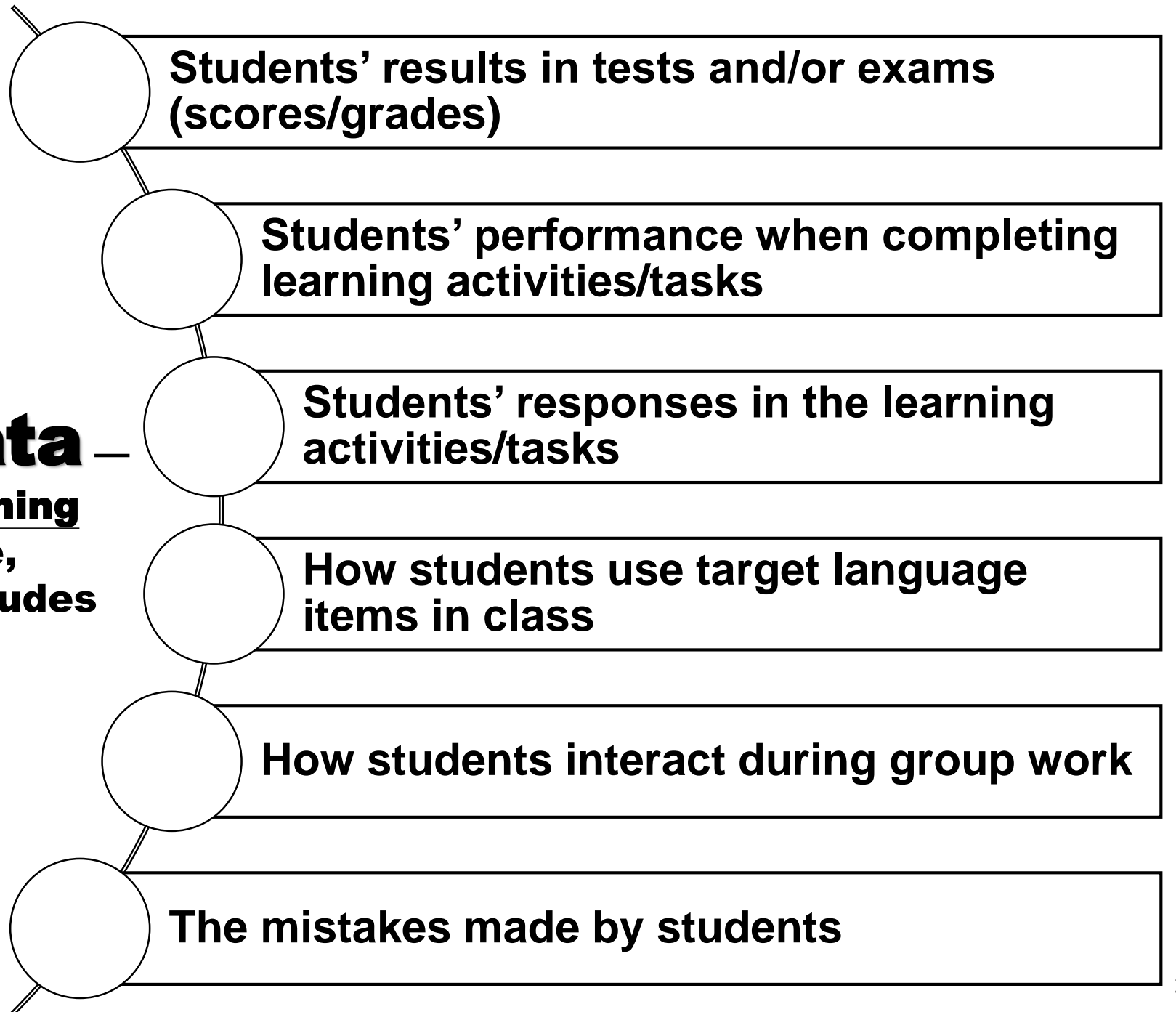


Different Modes of Assessment in Schools



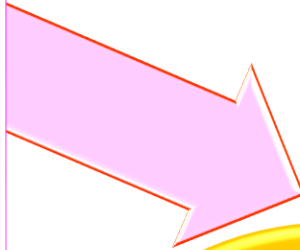
Assessment Data

**Evidence of student learning
in terms of knowledge,
skills and values and attitudes**



Strengthening AfL:

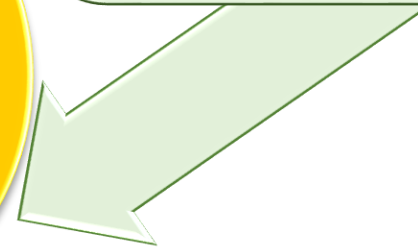
- Adopting diversified modes of assessment
- Making use of various assessment tools
- Making effective use of assessment data



Promoting Assessment for/as Learning

Extending from AfL to AaL:

- Greater involvement of students in LTA process
- Enhancing learners' self-directed learning capabilities through introducing metacognitive strategies



Strategies to promote Assessment as Learning

In order to enable students to take charge of their own learning, teachers can do the following:

identifying expected learning outcomes	creating criteria of good practices with the students	guiding students to set goals
teaching enabling skills (e.g. dictionary skills, research skills, phonics skills and vocabulary building strategies)	providing opportunities for students to practise the skills that need to be learned or mastered	modelling of learning strategies (e.g. the skills of note-taking) through think-aloud
discussing sample student work and providing constructive feedback to students as they learn	using different kinds of assessment forms (e.g. KWHL Table, SWOT, PMI, Traffic Light, Feedback Sandwich) to facilitate self-reflection	guiding students to keep track of their own learning

Leaflet on Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

Assessment usually conjures up images of a marked written assignment, an end-of-term examination or a report card. However, these do not capture the full extent of how assessment operates in the English Language classroom. Assessment not only provides information about students' achievements in relation to the learning targets and objectives, but also shows where the learners are in their learning, where they need to go and how best to get there. The word "assess" comes from a Latin word that means "to sit beside", implying an active partnership between teachers and students, and among students. To achieve these, Assessment for Learning (AFL) and Assessment as Learning (AaL) should go hand in hand. As illustrated in the diagram below, the ultimate goal of AFL and AaL is to improve learning and teaching and nurture lifelong language learners through enhancing their intrinsic motivation and metacognitive strategies.



ASSESSMENT-RELATED RESOURCES

The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, the assessment task bank) are available for teachers' use. For details, come visit our website at http://www.edb.gov.hk/ele_assessment.



https://www.edb.gov.hk/ele_assessment

CONTEXTUALISING ASSESSMENT WITHIN THE PLANNING, IMPLEMENTATION AND EVALUATION CYCLE

Assessment is an essential part of effective planning, learning and teaching. With effective assessment strategies and practices, schools can shape the assessment into positive learning experiences that promote self-efficacy and commitment to learning among students.

Curriculum Planning (Pre-instruction Stage)

- Examine the data collected from different internal and territory-wide assessments (e.g. Pre-S1 HKAT, TSA, HKDSE Examination) to understand the performance and needs of students. Understand the purposes of each assessment and the values of the findings, so as to inform the formulation of assessment and homework policies at the school, subject and classroom levels.
- Make use of reference tools such as the Learning Progression Framework (LPF) to set assessment objectives and plan assessment activities to facilitate the progressive development of language skills and a smooth interface across key stages.
- Design an evaluation mechanism for reviewing the effectiveness of assessment policies and practices. Refine the previously adopted practices based on past experiences.

Curriculum Implementation (While-instruction / Learning and Teaching Stage)

Providing a clear and understandable vision of learning

- Identify what students need to learn, set clear learning targets and present them in student-friendly language and accessible formats.
- Involve students in establishing assessment criteria where appropriate to give them a sense of ownership.
- Illustrate the task requirements and expected standards with sample work.

Embedding assessment strategies into everyday classroom practice

- Create a safe classroom culture and learning environment that encourages risk taking.
- Establish a structured classroom with clear procedures to enable students to take charge of their own learning.
- Make the learning focus and intention (often the most significant piece of new learning) clear and visible throughout the lesson(s).
- Ask a variety of questions (e.g. open and closed questions, content-based questions, free response questions) to encourage critical thinking and reflection. Use wait time, cues, prompts and follow-up questions aptly to deepen learning.
- Engage students in peer and self-assessment. For younger learners, model the language and demonstrate how you would like students to comment on their own and others' works to enhance their reflection skills.

Providing quality feedback

- Reduce reliance on grades and marks. Give timely and encouraging feedback which focuses on the success criteria and learning objectives.
- Highlight success and identify areas for improvement in the feedback. Provide concrete suggestions for improvement to close the gap and move learning forward.
- Allow time for students to respond to the feedback (e.g. formulating improvement plans) through practices such as conferencing and process writing.

Adopting a variety of assessment in different modes to engage students and promote learning

- Design a variety of assessment tasks (e.g. oral presentations, quizzes, games, projects, performance tasks, reciprocal teaching) to allow students of different ability levels and learning styles to demonstrate their knowledge, understanding and skills.
- Allow students some autonomy in the ways they learn and present their learning outcomes.
- Incorporate the use of assessment platforms available (e.g. Student Assessment Repository (STAR)), particularly those with instant feedback, personalised features and adaptive functions, to cater for learner diversity and facilitate self-directed learning.

Using evidence of student learning needs to determine next steps in teaching

- Actively observe what students say and do, interpret evidence and make judgement on how learning can be improved.
- Adjust teaching pace, strategies and learning materials based on students' strengths and weaknesses identified from daily observations and assessment data collected.
- Design focused instruction to explicitly teach strategies to address students' areas of weaknesses (e.g. think-aloud). Provide opportunities for practice and focused feedback.

Empowering students to take charge of their own learning to foster self-directed learners

- Provide opportunities and guidance for students to set learning goals, identify the next step in learning and devise strategies, monitor progress and evaluate effectiveness through practices such as keeping a learning journal.
- Introduce metacognitive strategies (e.g. self-questioning) and reflection tools (e.g. KWHL Table, 3-2-1 Summariser, Venn Diagram) to enhance students' capacity for self-assessment.
- Reinforce good habits of mind and steps for self-monitoring with strategies such as visual displays, chants and mnemonics.

Evaluation (Post-instruction Stage)

- Design summative assessment to evaluate students' achievements over a period of instruction with due attention to balanced coverage of learning targets and objectives, variety of question types and intents, and meaningful contexts for purposeful use of English.
- Work with the school management to devise a reporting system that communicates to stakeholders students' learning performance, including not just their English knowledge and skills, but also their learning attitudes and efforts.
- Analyse various aggregate assessment results to review whether curriculum goals are achieved, and to inform future curriculum planning with a view to improving student learning.
- Enhance the lateral coherence and vertical continuity of school assessment strategies and keep systematic records to track students' learning progress over years.

Developing School-wide Assessment Strategies to Deepen Learning - The Case of S.K.H. Tin Shui Wai Ling Oi Primary School

Putting learners at centre

- Assessment requirements are adjusted to suit individual students' needs and enhance intrinsic motivation.
- Homework is diversified. Mechanical exercises or drilling are avoided in order not to kill students' interest in learning.
- Ample opportunities are provided for students to engage in self-reflection (e.g. self-editing checklist) and peer review (e.g. gallery walk that allows students to put smiles and question marks on classmates' work).

Focusing on learning progress, not marks

- Marks and grades are not provided in assessments (e.g. dictations) to:
 - encourage students to reflect on their performance and understand why they get the answer or make a mistake; and
 - focus students' attention on learning attitude (e.g. efforts) and strategies (e.g. revision or question answering skills), as well as ways to improve their own learning.

Designing fun-filled formative assessment

- A variety of fun activities such as English challenge and orienteering, excursions and "Learning Fair/Booth" are organised for students to display learning outcomes and apply skills learnt to accomplish real-life tasks.

Embracing e-assessment

- e-Platforms such as STAR and online reading programmes are used to cater for individual differences.

Letting data speak - evidence-based decision making

- A mechanism is established to facilitate effective collection and management of internal assessment data (e.g. question intent mapped out in the paper setting stage). Focus is selected for data analysis, often based on the key learning objectives and target skills taught in class.
- Data from STAR, TSA reports and internal examinations are analysed to identify students' strengths and weaknesses. Teachers look into the underlying causes of students' learning difficulties, devise coping strategies and track students' progress.

Creating an assessment-literate learning community

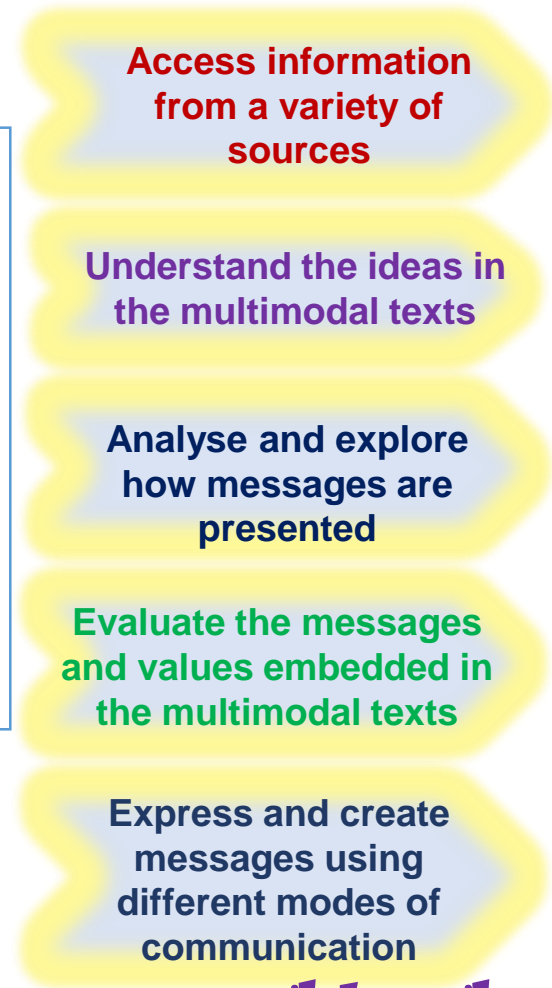
- Teachers are actively involved in professional development activities such as Quality Education Fund Thematic Network (QFN) and HKEAA Quality Assessment Management Accreditation Scheme (QAMAS), which have developed their competence in interpreting data and making effective use of them to adjust curriculum design and teaching strategies.

Pedagogy to Enhance Literacy Development

Technological Pedagogical Content Knowledge

To develop learning, teaching and assessment activities for a unit of work:

e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives.



Interacting with Multimodal Texts



Producing Multimodal Texts

Pedagogy empowered by digital technology

e-Books, websites

HK Public Libraries
e-Resources

eRead Scheme by
HKEdCity

Free Kids Book

Epic

Voting and interactive tools

Mentimeter

Nearpod

Padlet

Kahoot

Creative tools

Shadow Puppet Edu

Google Docs, Slides, Forms

Draw and Tell

Quizlet

Puppet Pals 2

Templates / graphic organisers

Read Write Think

ClassTools

Popplet

Coogle

Reference tools

Voki

e-Dictionaries

Google images

Flickr

Characteristics of Quality e-Learning Resources

Involving good models of English use

Supported by teaching approaches based on sound pedagogical principles

Consisting of user-friendly design, and appropriate graphics, sound and animation to increase students' motivation and support learning

Promoting the integrated use of language skills

Promoting interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), p.103

 <https://www.powtoon.com/online-presentation/dWzw0CYqn1W/pdp-on-elearning-grammar/?mode=movie#/>

Promoting Information Literacy

Ways to help students manage the vast amount of information in the digital age:

Creating a favourable learning environment with easy access to a wide variety of information and reading materials

Providing students with opportunities to apply IT skills to process and create multimodal texts, and share information and ideas through online platforms

Designing learning activities and projects that require students to evaluate, extract, organise and synthesise information and ideas from different sources, and create new ideas of their own

Guiding students to identify the bias and stereotypes conveyed in different kinds of texts

Facilitating discussion and evaluation of the power, accuracy and reliability of information, and the effectiveness of different sources in conveying information

Promoting ethical use of information (e.g. acknowledging sources of information properly, preventing cyberbullying) and respect for intellectual property rights

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), pp.34-35

Pre-lesson**While-lesson****Post-lesson****Pear Deck**

- Play a drag and drop game to learn the vocabulary items and direction icons about the facilities in a community.
- Check answers and read aloud the target vocabulary items.

Quizlet

- Play Quizlet Live with students to consolidate the learning of the target vocabulary items and structures.

Mentimeter

- Ask students to use the target vocabulary items and structures to describe their neighbourhood and check their understanding about neighbourhood facilities.

Pear Deck

- Students practise using the target structures for giving directions.
- Nominate students to present to the whole class.
- Provide timely feedback.

Google Map

- With a context given, students use the Google Map to plan a route, e.g. travelling from the school to a shop.
- Students play a guessing game by sharing a route with their neighbour and guessing the destination based on the description.

Values Education

Positive values and attitudes

Perseverance

Respect for Others

Responsibility

National Identity

Commitment

Integrity

Care for Others

Law-abidingness

Empathy

Diligence

Providing multifarious values education related learning experiences in the curriculum

Moral and Civic education

Basic Law education

Environmental education

Road safety education

Life education

Human rights education

Sex education

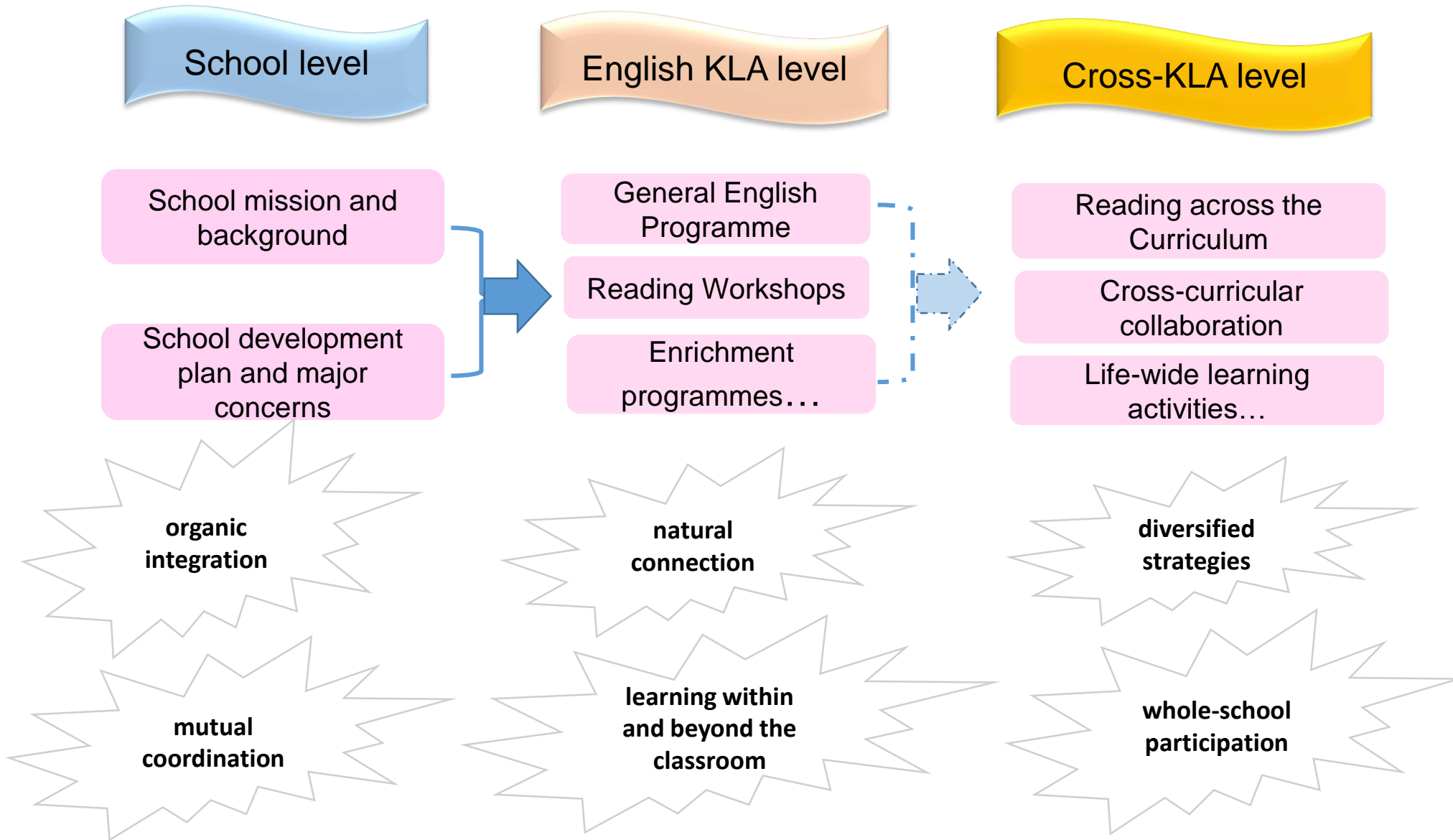
Media education

Health & anti-drug education

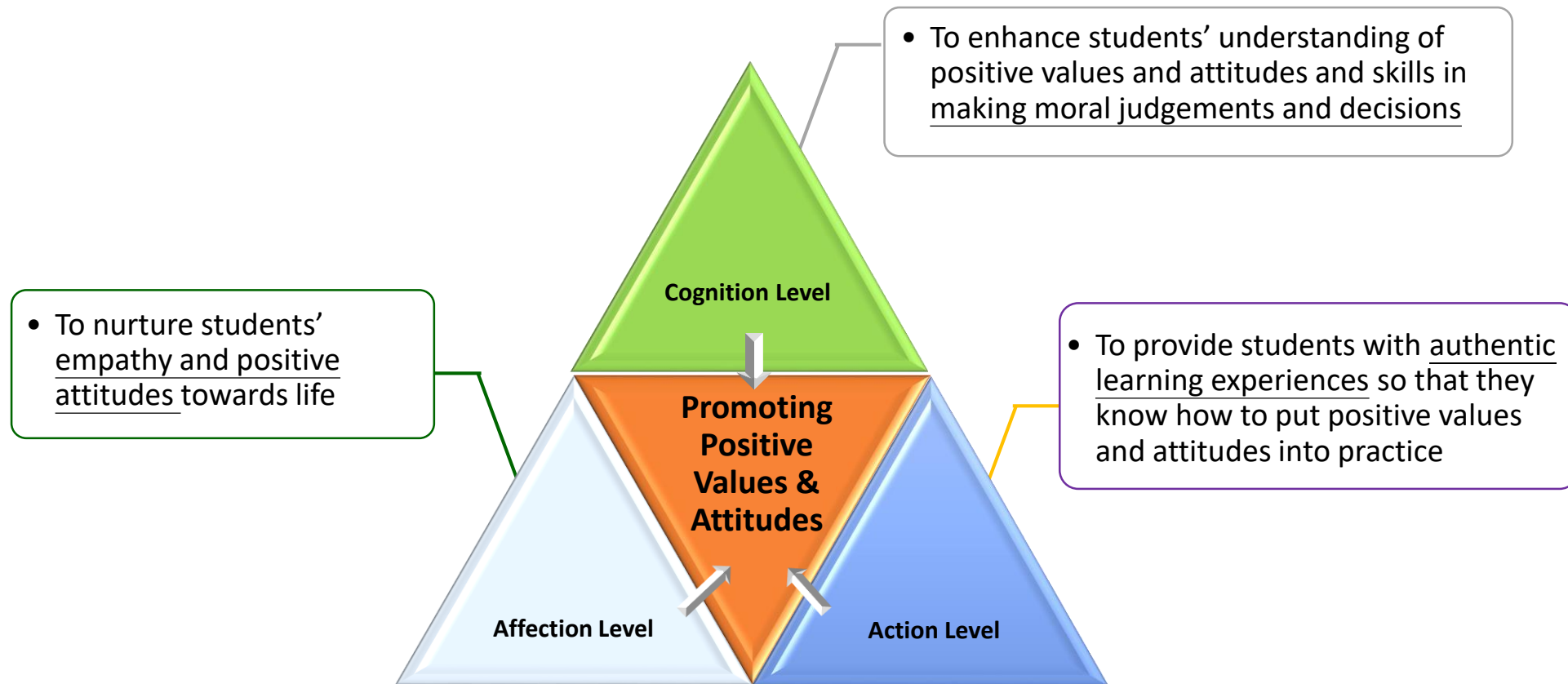
National education

National Security education

Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum



Promoting Values Education in the School Curriculum – Integration of cognition, affection and action



Values Education Curriculum Framework (Pilot Version) (2021)

Connecting the Ten Priority Values and Attitudes with the Themes/Topics of Teaching Modules in the English Language Curriculum

<u>Module and unit</u>	<u>Target values and attitudes</u>	<u>Learning and teaching activities</u>
<u>KS1</u> Me, My Family and Friends (Me and my family)	Care for others Respect for others Responsibility	Storytelling and reader's theatre on books or texts about helping with the housework
<u>KS1</u> Caring and Sharing (People who help us)	Responsibility Empathy Commitment	Writing a thank-you card to people who take care of our health
<u>KS2</u> Relationships (Beautiful people)	Commitment Perseverance Diligence	Discussing the life stories of a successful person and ways he/she faces challenges
<u>KS2</u> Happy Days (Festivals)	National identity Respect for others	Reading about a Chinese festival and reflecting on the culture and traditions
<u>KS2</u> My Neighbourhood (Streetwise)	Law-abidingness Integrity	Writing some rules on road safety for classmates



e-Book "Traditional Chinese Festivals"



The core text for the Mid-Autumn Festival



Mid-Autumn Festival

1 The Mid-Autumn Festival is celebrated on the fifteenth day of the eighth lunar month, which is usually in September or October. It is an important Chinese festival with a history of over 3,000 years. A long time ago, the festival was held to worship the moon and thank it for the year's harvest. Nowadays, it is a time for family reunions. There are many legends about the Mid-Autumn Festival. The legend of Hou Yi and Chang'e is a popular one.

The Legend of Hou Yi and Chang'e

- increases students' exposure to **English**;
- deepens their **understanding of Chinese culture**, e.g. showing respect for ancestors, filial piety, attaching importance to maintaining family relationships, care for others, love for our country; and
- cultivates in students a **sense of nationhood and national identity**, and an affection for the nation.

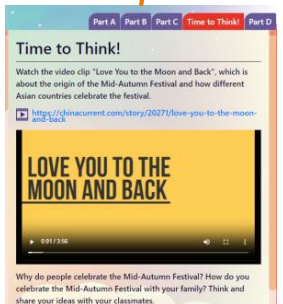


Part A

Read the legend of Hou Yi and Chang'e again. Sequence the events with the numbers 1-5.

The legend of Hou Yi and Chang'e	Order
Pang Meng forced Chang'e to give him the elixir.	1-5
Chang'e rejected Pang Meng's demand and took the elixir.	1-5
Hou Yi was given an elixir and he asked Chang'e to keep it.	1-5
Chang'e flew up to the sky and reached the moon.	1-5
Hou Yi destroyed nine of the ten suns.	1-5

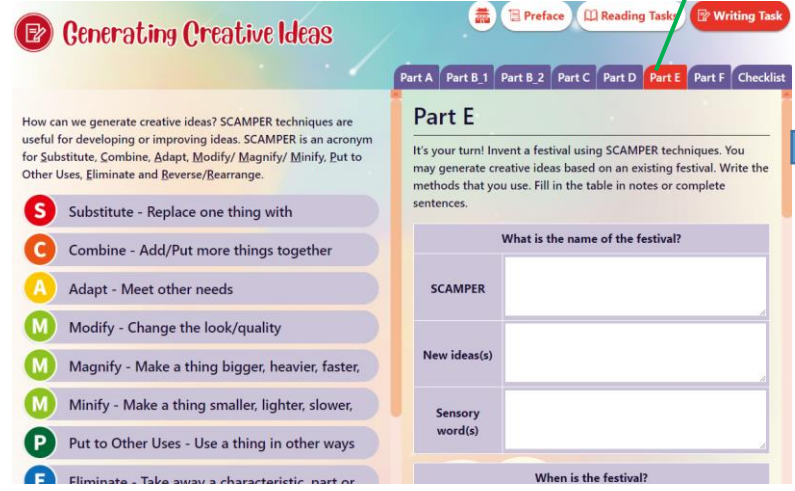
Interactive learning activities



A short video on how Asian countries celebrate the Mid-Autumn Festival



The extended text for the Mid-Autumn Festival



Final task: creating and writing about a new festival

NAME | CLASS

Part F

Writing about a new festival

Use the information in Part E to write a descriptive text about a new festival that promotes positive values and attitudes.

- Use the 5 Ws (who, what, when, where, why) to present tense to talk about the activities people do and the food they eat.
- Use connectives and/or sequencing words to show the order of things that happen and to link ideas.
- Use adjectives to describe people, animals and things.
- Use sensory words to make the readers see, hear, smell, taste or feel the words.

A new festival -

Integrating Values Education and National Security Education into the School English Language Curriculum

KS2 (P4-P6)
Module: Happy Days
Unit: Festivals

Example

Pre-reading

Introduce “cultural security” to students, e.g. the protection and promotion of a nation's cultural identity, values, and heritage, and raise their awareness of how it is related to the celebration of the Mid-Autumn Festival

While-reading



Mid-Autumn Festival

The Mid-Autumn Festival is celebrated on the fifteenth day of the eighth lunar month, which is usually in September or October. It is an important Chinese festival with a history of over 3,000 years. A long time ago, the festival was held to worship the moon and thank it for the year's harvest. Nowadays, it is a time for family reunions. There are many legends about the Mid-Autumn Festival. The legend of Hou Yi and Chang'e is a popular one.

Part A
Read the legend of Hou Yi and Chang'e again. Sequence the events with the numbers 1-5.

Part B
Answer the following questions by clicking the best option.

Part C
1. The Mid-Autumn Festival is celebrated on _____
a) the fifteenth day of the eighth lunar month
b) the fifteenth day of the eighth month
c) the fifteenth day of the eighth year
d) the fifteenth day of the eighth century

Part D
2. Which of the following activities is NOT mentioned in the text?
a) Chang'e flew to the moon
b) Chang'e flew to the sea
c) Chang'e wanted to live on the moon
d) Chang'e did not arrive at the moon

Ask students to reflect on the values and attitudes that the festival conveys (e.g. family reunion and gratitude) → showing appreciation to the tradition and culture, cultivating their sense of national identity

Develop students' reading skills, e.g.

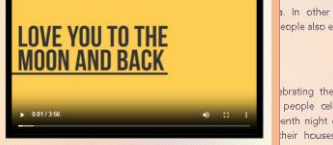
- locating specific information
- working out meanings of difficult words

Post-reading

Time to Think!


Watch the video clip "Love You to the Moon and Back", which is about the origin of the Mid-Autumn Festival and how different Asian countries celebrate the festival.

<https://ghanacurrent.com/story/2021/love-you-to-the-moon-and-back>



Why do people celebrate the Mid-Autumn Festival? How do you celebrate the Mid-Autumn Festival with your family? Think and share your ideas with your classmates.

Use the Venn Diagram below to present the similarities and differences of the three festivals. Indicate the similarities and special celebration activities of each festival in the Venn Diagram by filling in the blanks.



Conduct a viewing activity/another reading activity introducing how people celebrate the festival in different regions and countries

Have students use the Venn diagram to compare and contrast the ways of celebrating the Mid-Autumn Festival in different regions and countries and reflect on the cultural values of the festival

Connecting Reading and Writing Experiences



Generating Creative Ideas

How can we generate creative ideas? SCAMPER techniques are useful for brainstorming or improving ideas. SCAMPER is an acronym for Substitute, Combine, Adapt, Modify, Magnify, Put to Other Uses, Eliminate and Reverse/Negate.

SCAMPER

- S - Substitute - Replace one thing with another.
- C - Combine - Add/put more things together.
- A - Adapt - Modify other events.
- M - Modify - Change the look/quality.
- M - Magnify - Make a thing bigger, heavier, faster.
- M - Minify - Make a thing smaller, lighter, slower.
- P - Put to Other Uses - Use a thing in other ways.
- E - Eliminate - Take away a component/part.
- R - Reverse/Negate - Do the opposite.

Guiding students to **generate creative ideas for writing about a new festival** by making use of the SCAMPER techniques, sensory language and graphic organisers

A cross-curricular learning activity about making paper lanterns

- Read an information text about making paper lanterns and understand the fact that the craftwork is disappearing
- Collaborate with Visual Arts teachers and guide students to make or decorate their own lanterns using simple materials
- Have students present their art work in the English lesson and explain their designs (e.g. symbols of the objects used) and ways to preserve the traditions
- Organise a paper lantern exhibition to showcase the student work

Participation in a Student Activity

Creative Writing for Upper Primary Students –

Writing about a New Festival that Promotes Positive Values and Attitudes



Aims:

- to enhance students' understanding and appreciation of Chinese culture; and
- to leverage the e-book "Traditional Chinese Festivals" to connect students' reading and writing experiences and facilitate their self-directed learning.

Target: P4-P6 students

Content: Create a new festival that promotes positive values and attitudes & write about it in 120 -150 words

Awards:

- Active Participating School Award
- Certificate of Appreciation

Submission Deadline: 6 p.m., 2 February 2024 (Friday)

Application details: EDB circular memorandum NO. 180/2023 (Annex 6)

e-Book "Traditional Chinese Festivals" in support of schools' participation in the activity



To access the e-book:

https://www.edb.gov.hk/Chinese_Festivals

Visit the webpage to learn more details and join the activity:

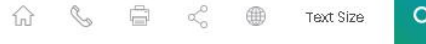
https://www.edb.gov.hk/Creative_Writing_KS2



Promoting Values Education in the English Language Curriculum



Education Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China



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Home > Curriculum Development > Key Learning Areas > English Language Education > References Resources

Promoting Values Education in the English Language Curriculum



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/values_ed_pri.html

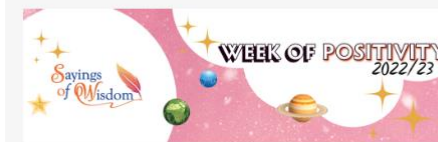
Primary Level **Secondary Level**

Resources

Year



Learning and Teaching Resources on Writing a Letter to Express Love and Gratitude at the Primary Level
2023 (Online)



A Collection of English Learning Activities for the Promotion of Values Education: Examples from the School-based Activity "Week of Positivity"
2023 (Online)



e-Book *Traditional Chinese Festivals*
2023 (Online)

Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom”

The SOW Website

Promoting Positive Values and Attitudes through English Sayings of Wisdom



ENTER



<https://www.edb.gov.hk/sow>

Videos



Posters and Animated Posters

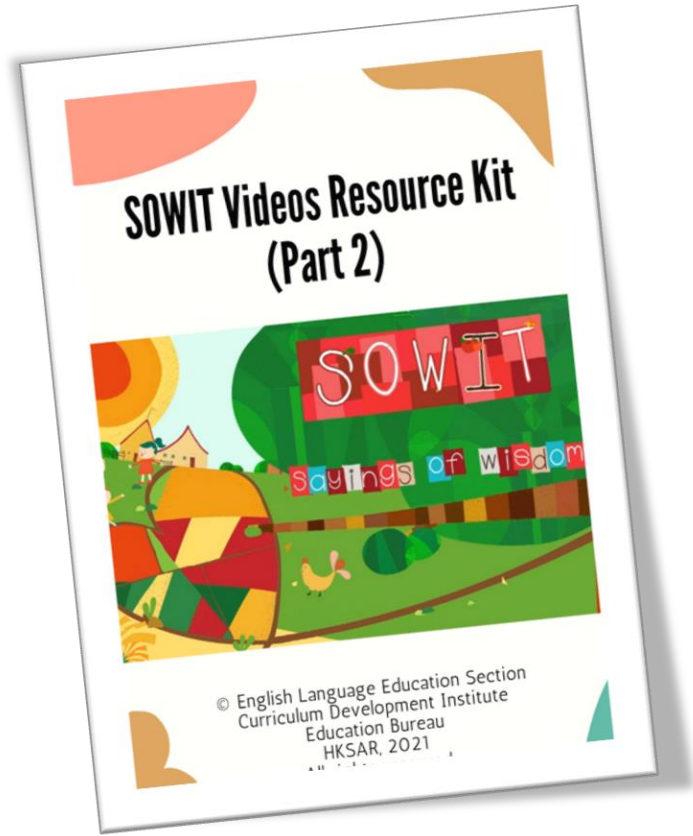


Instant Messaging Stickers



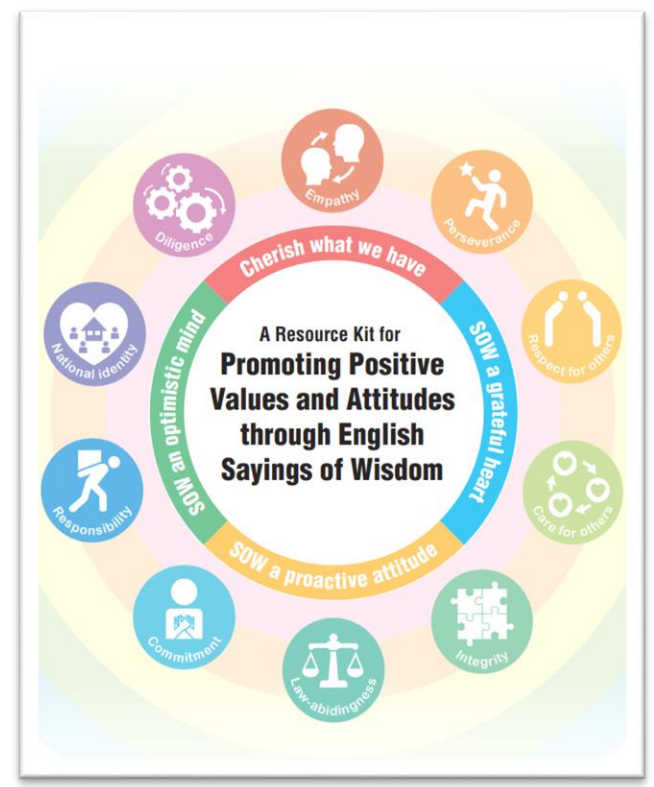
Learning and Teaching Materials





**SOWIT Videos Resource Kit
(Part 1 & Part 2)**

SOW Resource Kit



Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom”

Activities under the campaign in the 2023/24 school year (for primary students)

Activity	Time period	Remarks
“SOW in Love” Letter Writing Competition	Nov 2023 – Mar 2024	A writing competition inviting students to write a letter with a SOW of their choice and create a 2D artwork to express their love and gratitude for people and things which are dear to their hearts
Filmit 2024: A Student Film Competition	Nov 2023 – May 2024	A digital filmmaking competition which engages students to create a short film of 1-minute duration (for the One-minute Film category) or 3-5-minute duration (for the general category)
“We Write · We Sing” Music Competition	Oct 2023 – Jul 2024	A singing competition which engages students in writing lyrics and performing songs that promote positive values and attitudes, with the use of melodies newly composed by the Hong Kong song-writer Mr NG Lok-shing, Ronald



Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom”

Activities under the campaign in the 2023/24 school year (for primary students)

Activity	Time period	Remarks
School-based activity: Week of Love and Growth	Feb – Jul 2024	A school-based activity week staging a variety of English learning activities which reflect schools’ unique strategies and initiatives to promote positive values and attitudes
Time to Talk Public Speaking Competition	Nov 2023 – May 2024	A public speaking competition which engages students in a creative team presentation in English. The song stimuli encompass the theme of Love and Growth, encouraging students to explore positive values and attitudes expressed in the songs.
Story to Stage Puppetry Competition	Nov 2023 – Jun 2024	Schools are encouraged to incorporate into their puppetry performances the overarching theme of “In Love We Share, In Love We Grow” with “Love Our Country”, “Love the Community”, “Love Our Family and Friends”, “Love Myself”, “Love Learning” and “Love Nature”, as sub-themes.



Participation in the “SOW in Love” Letter Writing Competition

The “SOW in Love” Letter Writing Competition

aims to:

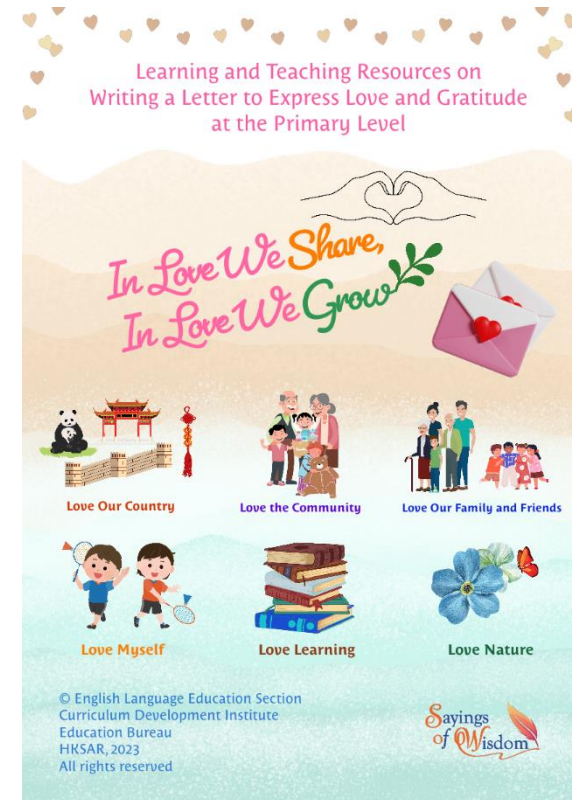
- enhance students’ language skills;
- develop their interest in reading and viewing; and
- nurture their creativity and foster their positive values and attitudes.

Visit the webpage to learn more details and join the competition:

https://www.edb.gov.hk/sow_competitions



L&T Resources in Support of schools’ Participation in the “SOW in Love” Letter Writing Competition



To download the resources:

https://www.edb.gov.hk/sow_letter_writing

Participation in Week of Love & Growth



- Period: 19 February – 12 July 2024
- Mode of activities: organising a cross-curricular English week
- Themes: **“In Love We Share, In Love We Grow”** and six sub-themes **“Love Our Country”**, **“Love the Community”**, **“Love Our Family and Friends”**, **“Love Myself”** and **“Love Learning”** and **“Love Nature”**
- Objectives:
 - to create a learning environment conducive to English learning
 - to promote values education

By 12 Jan 2024

Visit the website for more information:

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/sow/WoLG.html>

Registration

- ◆ Support measures and resource materials
 - Poster on “Seeds of Love: A Blossoming Garden of Growth”
 - The SOW Ambassadors Passport *
 - School-based Support from the NET Section *
 - Webpages on School-based English Activities for the Promotion of Values Education
 - An Animated Video on Positive Values and Attitudes



Videos and Resource Kit *Fantastic People*



Suggested modules/themes:
“We love Hong Kong”
“Special people”



Prof. Sung Jao Yiu Joseph

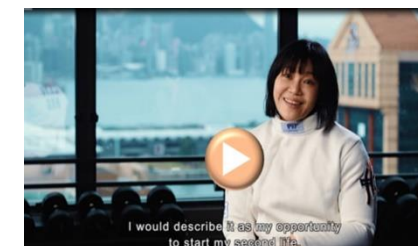


Dr. Allen Zeman

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/fantastic_ppl.html

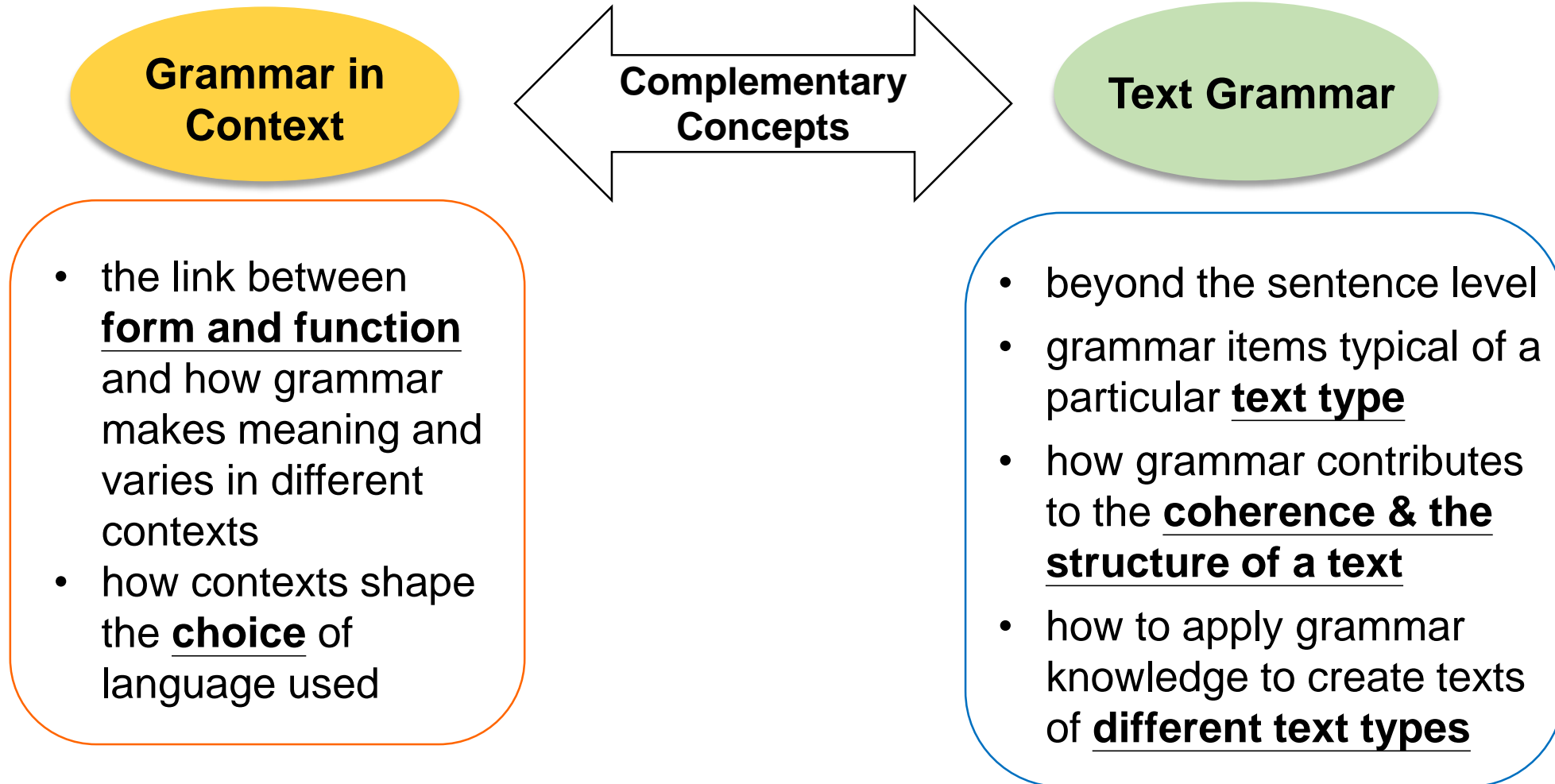
The Activity Booklet aims to:

- complement the Fantastic People videos by **providing suggestions on how to effectively use the videos** to guide students to learn from the sharing of the famous people and inspire them to pursue their dreams and goals;
- **develop students' language skills**, including viewing skills through appreciation of the videos; and
- **reinforce the development of positive values and attitudes**, e.g. optimism, perseverance, commitment and caring for others.

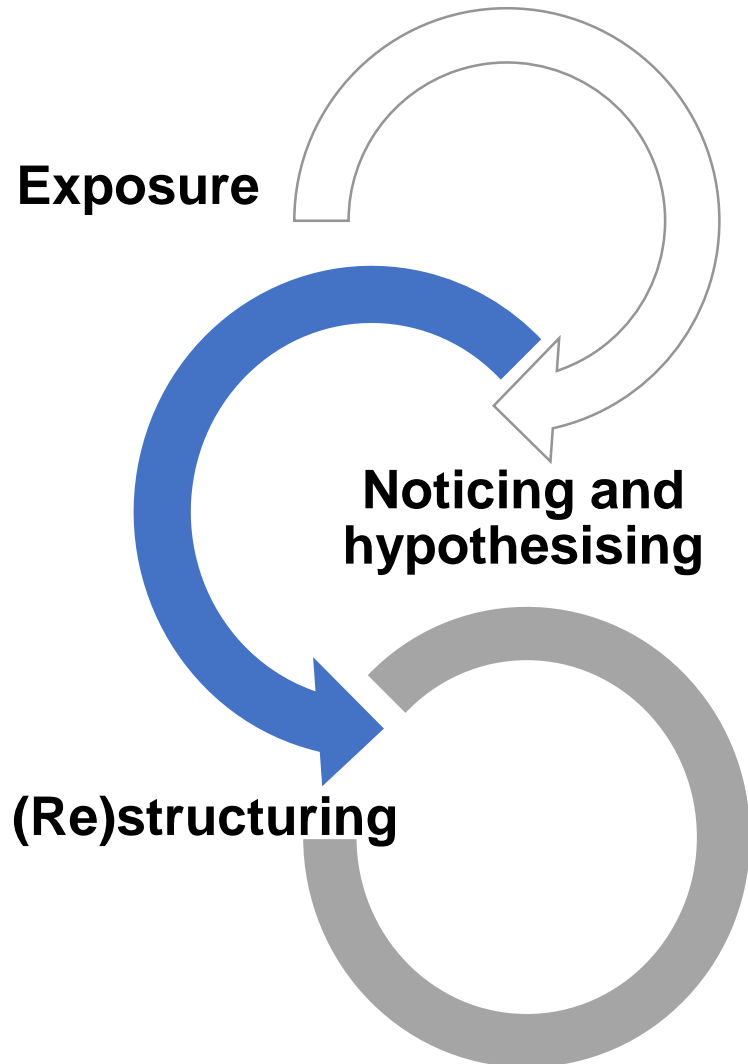


Ms Yu Chui Yee Alison

Grammar in Context or Text Grammar?



Stages involved in learning grammar



- Exposure to the specific language patterns in texts

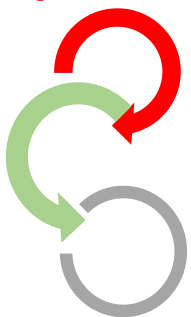
- Noticing the structure and being aware of the connections between form and meaning
- Structuring the grammar rule in mind

- Restructuring it and applying it in new contexts/using it naturally

Target language structures:

Using the comparative and superlative forms of adjectives (e.g. more interesting than, the most interesting) to compare different types of books and express views

Exposure



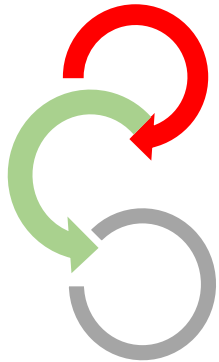
Suggested steps:

- Tell students that they are going to learn how to make comparisons using the correct forms of adjectives.
- Instruct students to use pens of different colours (Blue: the comparatives; Red: the superlatives) to highlight/underline the adjectives in the reading passage.
- Show students how to identify the comparative and superlative adjectives by giving an example each, e.g. more touching than, the most touching.

Target language structures:

Using the comparative and superlative forms of adjectives (e.g. more interesting than, the most interesting) to compare different types of books and express views

Noticing and hypothesising



B. Categorise the adjectives you highlighted and put them in the table below.

Adjectives highlighted in blue	Adjectives highlighted in red
more interesting than	the most boring
more exciting than	the most popular

Study the 2 columns of adjectives again.

Do you notice anything special about them?

	Yes <input checked="" type="radio"/> No <input type="radio"/> (Circle the correct answer)	Yes <input checked="" type="radio"/> No <input type="radio"/> (Circle the correct answer)
Are there any changes in the adjectives?		
What have been added before/after the adjectives?	more...than	the most...
Number of syllables in the adjectives	1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/>	
	<p>**Three-syllable adjectives always form the comparative with <i>more...than</i> and the superlative with <i>the most</i>.</p> <p>**Besides, two-syllable adjectives ending in <i>ing</i>, e.g. <i>boring</i>, <i>touching</i> and <i>shocking</i>, share the same rule.</p>	

Study the sentences which in the adjectives are used carefully.

Can you summarise when they are used?

When do we use these adjectives?	Comparative:	Superlative:
	When we compare two things	When we compare a group of things

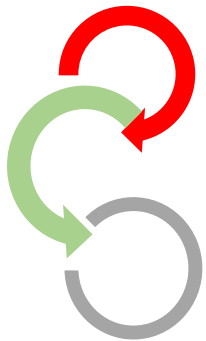
Suggested steps:

Guide students to explore the form and the use of comparatives and superlatives by using a graphic organiser:

- to report examples of comparatives and superlatives highlighted;
- to generalise the form: (i) three-syllable adjectives always form the comparative with “more...than” and the superlative with “the most ...”; (ii) two-syllable adjectives ending in “ing”, e.g. boring, share the same rule;
- to generalise the use: we use comparatives to compare two things and superlatives to compare a group of things.

Target language structures:

Using the comparative and superlative forms of adjectives (e.g. more interesting than, the most interesting) to compare different types of books and express views

(Re)structuring**Suggested steps:**

- Provide opportunities for students to use the target language structures in new contexts.

Making sentences based on polling results

- Conduct a survey on students' favourite readers using Google Form.
- Have students make sentences using comparatives and superlatives based on the polling results.

Playing a board game

- Ask students to take turns to throw the dice.
- Ask them to make a sentence based on the instruction on the square that the chess piece lands on and read it aloud.
- The one who makes the most sentences wins.

Integrative use of generic skills

Two examples of integrative use of generic skills:

-Holistic thinking skills: involving the use of critical thinking skills, problem solving skills and creativity

-Collaborative problem solving skills: involving the use of collaboration skills, communication skills and problem solving 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

In the Reading Workshops, students read the information text *Molly's Organic Farm* and *Organic Farming*. Molly is a cat which lives in the organic farm and helps catch rats. *Organic Farming* provides information about the pros and cons of using machines and chemicals in farming and knowledge of organic farming, e.g. explaining the role of helpful insects. Students are then **engaged in role plays** and **drama script writing** to promote organic farming and healthy lifestyles.

Task 1

Students are guided to:

- make predictions and understand Molly's activities in the organic farm; and
- the organic farming skills, e.g. What is compost made of? What are companion plants?

Task 2

Students are guided to discuss

- the benefits of organic farming; and
- the pros and cons of using machines and chemicals in farming.

Task 3 Role play

In groups, students conduct a role play from two different perspectives:

- a student who knows nothing about organic farming
- a Green Club member

Task 4 Drama script writing

Students are engaged in writing drama scripts:

- whole-class writing (with a focus on stage directions and narration)
- group writing (with a focus on the development of ideas)
- individual writing

Development of creativity by guiding students to make predictions about Molly's activities in the farm

Generic skills involved: problem solving, critical thinking, communication

Collaborative problem solving skills: collaboration, communication, problem solving

Thinking skills: creativity, problem solving, critical thinking

Managing Resources



Human resources

- Appoint **level coordinators** to help with horizontal coordination
- Deploy **the NET** effectively



Learning and teaching resources

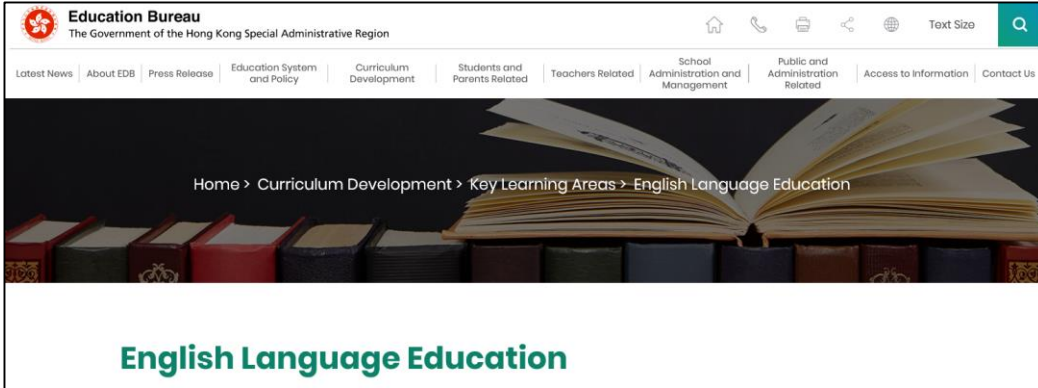
- Build up a **resource bank** with teaching plans, learning tasks and resource materials developed by teachers
- Introduce **EDB resource packages** to teachers



Management of funds and grants

- Deploy different **grants provided by the government** strategically (e.g. The Promotion of Reading Grant)
- Apply for the **Quality Education Fund** and **Dedicated Funding Programme for Publicly-funded Schools** to implement projects that promote effective learning

References and Resources



References and Resources

- New
- Primary Level
- Secondary Level
- Course Materials for Professional Development Programmes
- EDB One-stop Portal for Learning and Teaching Resources

English Language Education

Heroes Together

NEW
What's New

Sayings of Wisdom (SOW)

Optimising Senior Secondary English Language

Applied Learning (Vocational English)

Curriculum Documents

References and Resources

Professional Development Programmes

Promotion of Reading in Schools

Effective Assessment Practices

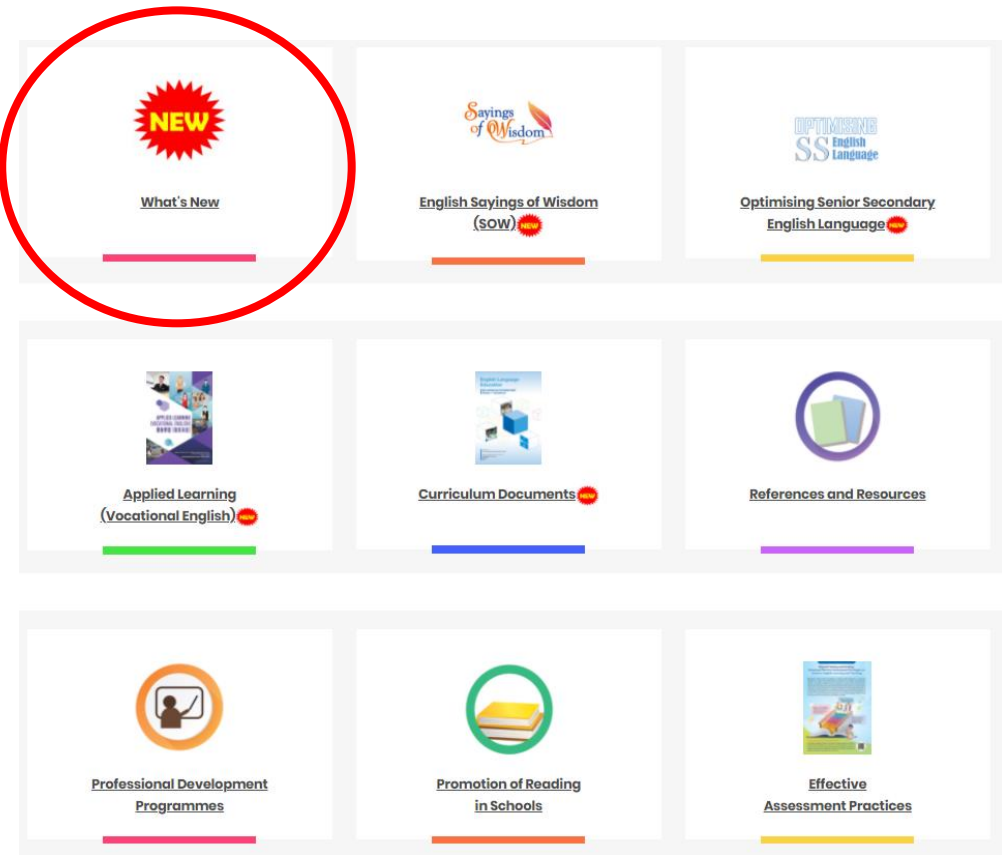


Curriculum Documents

PDPs (Slides)

References & Resources

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html>



Learning and teaching resources on writing a letter to express love and gratitude



A school-based activity "Week of Love & Growth"



Learning and teaching resources on "Savings of Wisdom"



Creative Writing for Upper Primary Students- Writing about a New Festival that Promotes Positive Values and Attitudes

ENGLISH Treasure Chest



[A Treasury of Literary Classics \(Primary Level\)](#)

This collection of reading texts is developed based on classic literary works of different genres. It is designed to promote the reading and appreciation of literary texts and widen students' language exposure.



Shared Reading on My Hero is You - how kids can fight COVID-19!

[BOOK](#) [PDF](#) [PPT](#)



Fighting against COVID-19

- [Assessment Task: Maintain Cough Manners \(H-3\)](#)
- [Assessment Task: Protect Others from Getting Sick \(H-3\)](#)
- [Reading against COVID-19 \(H-3\)](#)
- [Making Good Use of Time while Staying at Home for Social Distancing \(H-3\)](#) [PPTX](#)



[Primary English e-Learning Resources \(PEER\)](#)

PEER, which targets upper primary students, consists of 48 learning units based on the modules "Changes", "Food and Drink", "Relationships", "The Magic of Nature", "We Love Hong Kong" and "Happy Days". Each learning unit comes with a lesson plan and a worksheet.



[Learning Tasks for Key Stage 1](#)

This collection of learning tasks includes worksheets, audio clips and video clips to facilitate the learning and teaching of language skills as well as the development of vocabulary building and phonics skills at Key Stage 1.



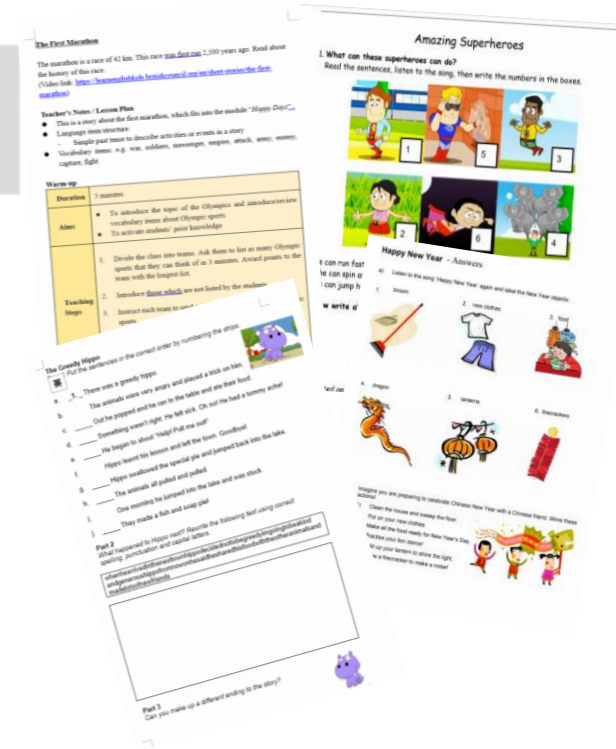
[Learning Tasks for Key Stage 2](#)

This collection of learning tasks includes worksheets and audio clips to facilitate the learning and teaching of language skills as well as the development of vocabulary building and phonics skills at Key Stage 2.

Learning and teaching resources on fairy tales and Chinese fables and tales

Learning and teaching resources related to COVID-19

Learning units with e-learning resources



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/treasure_chest_pri.html

Resources for Promotion of Reading



A Treasury of LITERARY CLASSICS ~Primary Level~

Fairy Tales Series

Web Version

[The Elves and the Shoemaker by the Brothers Grimm](#)

[The Emperor's New Clothes by Hans Christian Andersen](#)

[The Fox and the Horse by the Brothers Grimm](#)

[The Ugly Duckling by Hans Christian Andersen](#)

[Little Red Riding Hood by Charles Perrault](#)



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Lit_Classics_Pri.html

Chinese Fables and Tales Series 1 & 2

Web Version

Key Stages 1 and 2 (Primary 1 to 6)

[Fanning the Pillow and Warming the Quilt](#)

[Grinding an Iron Rod into a Needle](#)

[Pulling up the Crops to Help Them Grow](#)

[Putting Yourself in Someone's Shoes](#)

[Whole-hearted Devotion](#)

Key Stage 2 (Primary 4 to 6)

[Gaining New Insights from Reviewing Old Knowledge](#)

[Going Three-tenths of an Inch into the Wood](#)

[Holding a Book in the Hand All the Time](#)

[Quitting Halfway](#)

[Sending Goose Feathers from Thousands of Miles Away](#)

Resources for Promotion of Reading



Questions are designed to develop students' reading skills.

Interactive functions are provided to facilitate students' self-directed learning.



The biography of **Li Shizhen** is included to introduce his achievements in Chinese medicine and the medical book **Ben Cao Gang Mu** compiled by him.

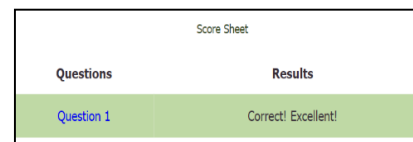
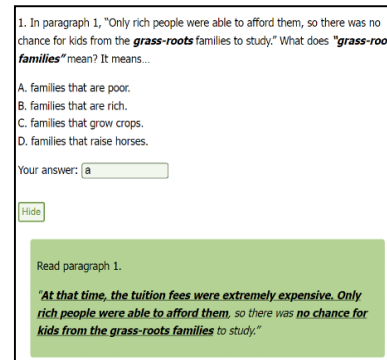
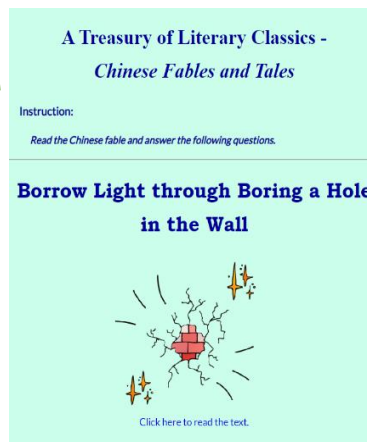
Other information

Ben Cao Gang Mu remains one of the most important reference books for **herbal medicine**. It has been translated, totally or partially, into different languages. Also, it was recommended for inclusion in the Memory of the World Register under the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 2011.

A writing task is designed to connect students' reading and writing experiences.



A Treasury of Literary Classics – Chinese Fables and Tales Series (1) & (2) (online interactive e-learning resources)



In the extension activity, students are encouraged to watch a short video.



The WORD version is also provided.

Through reading the stories and watching the videos, students can **enhance their understanding and appreciation of the essence of Chinese tradition and culture**, as well as the **latest development and achievements of our country**, thereby **cultivating a sense of national identity** in them.

● Literacy Development

- ✓ Using **Storytelling** to Develop Students' Interest in Reading - A Resource Package for English Teachers (2015)
- ✓ Teaching **Phonics** at Primary Level (2017)
- ✓ **Parents' Guide** to Effective English Language Learning (2019)
- ✓ Promotion of **Reading** in Schools (2019)



Resources
in support
of the ELE
KLACG
(2017)

● Cross-curricular Learning

- ✓ Suggested Book Lists for Reading to Learn across the Curriculum (KS1 – KS4)

(<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/RaC/RaCBooklists.html>)

- ✓ Suggested Book Lists for Theme-based Reading (KG, Pri, Sec)

(<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/contribution-of-book-titles/index.html>)

Three Healthy Living
主題：健康生活

書名	編者	出版商	出版年份	ISBN	書中內容	備註
1. 如何讓孩子學好英文——家長導航	陳永賢	香港中文大學	2019	9789635307111	本書提供家長有關孩子學習英語的實用建議，包括如何與孩子溝通、如何選擇適合孩子的學習材料、如何營造良好的學習環境等。	適合家長閱讀
2. 如何讓孩子學好英文——家長導航	陳永賢	香港中文大學	2019	9789635307111	本書提供家長有關孩子學習英語的實用建議，包括如何與孩子溝通、如何選擇適合孩子的學習材料、如何營造良好的學習環境等。	適合家長閱讀
3. 如何讓孩子學好英文——家長導航	陳永賢	香港中文大學	2019	9789635307111	本書提供家長有關孩子學習英語的實用建議，包括如何與孩子溝通、如何選擇適合孩子的學習材料、如何營造良好的學習環境等。	適合家長閱讀

Suggested Book List for Key Stage One
建議閱讀書目

書名	編者	出版商	出版年份	ISBN	書中內容	備註
1. 如何讓孩子學好英文——家長導航	陳永賢	香港中文大學	2019	9789635307111	本書提供家長有關孩子學習英語的實用建議，包括如何與孩子溝通、如何選擇適合孩子的學習材料、如何營造良好的學習環境等。	適合家長閱讀
2. 如何讓孩子學好英文——家長導航	陳永賢	香港中文大學	2019	9789635307111	本書提供家長有關孩子學習英語的實用建議，包括如何與孩子溝通、如何選擇適合孩子的學習材料、如何營造良好的學習環境等。	適合家長閱讀
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Leaflets & Pamphlets

**Let's Make a Difference:
Unleashing Students' Potential
in Learning English at Primary Level**

Secondary
Students are unique individuals. They have different motivation, interests, personalities, abilities, learning styles and socioeconomic background, and thus they have diverse learning needs. These needs may vary at different stages of learning. Therefore, helping students of different abilities to unleash their potential through effective adaptation of curriculum, a variety of learning, teaching and assessment strategies, as well as appropriate selection of learning materials and activities is one of the most important tasks for schools and teachers.

Primary
In respect of learning and teaching English Language, most schools have accumulated experience in catering for students' diverse learning needs such as adopting graded learning tasks and activities, arranging remedial and enrichment classes and offering summer bridging programmes. However, as English Language teachers, do you still have questions about other effective strategies to better cater for students' needs?

Kindergarten
In this leaflet, we will explore more strategies to cater for learner diversity and to address students' diverse learning needs at different key learning stages.

https://www.edb.gov.hk/pri_potential

**Reaping Multiple Benefits through
Promoting Reading across the Curriculum
in the Primary English Classroom**

*"Reading enjoyment is more important for children's educational success than their family's socio-economic status."
(Organisation for Economic Co-operation and Development)*

Inspiring students to love reading and to develop into avid readers is perhaps one of the greatest missions of all English Language teachers. Different studies have shown that students who enjoy reading and read regularly reap various benefits. Yet, research has also shown that motivation to read decreases with age. This is especially true to students who move from primary to secondary school and have to cope with the increasing academic and English demands because of the possible change of medium of instruction in various subjects. To sustain students' interest in reading and equip them with the skills for academic success, reading across the curriculum (RaC) seems to be the best remedy. RaC aims to sharpen students' reading strategies while helping them establish meaningful links between concepts and ideas acquired in different Key Learning Areas (KLA), inherent in RaC is the opportunity for reading for purpose (whether it is for information or research) and pleasure. English Language teachers can introduce books with a wide variety of interesting topics related to different KLAs to spice up their lessons, develop their students' reading strategies and connect their learning experiences.

Connecting Learning Experiences
Broadening Knowledge
Developing Reading Strategies
Enhancing Awareness of Academic English

RaC Links between ELE and the other KLAs

While a thematic approach is often used as an entry point for promoting RaC, considerations could also be given to the following:

Text Types <ul style="list-style-type: none"> Expository text Biography Information report ... 	Rhetorical Functions & Language Items <ul style="list-style-type: none"> Using the simple present tense to present facts Using sequence markers to illustrate steps Using 'both' & 'neither' to make comparisons ... 	Text Features <ul style="list-style-type: none"> Using graphs to illustrate trends Using headings and subheadings to organise information and ideas Using bullet points to provide more details ...
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https://www.edb.gov.hk/Pri_RaC

**PROMOTION OF
READING IN SCHOOLS**

Reading is the key to unlocking students' full potential, enabling them to open up a world of possibilities. It has been a key task in curriculum development since the launch of the curriculum reform in 2001 and is always one of the top priorities in school plans and curriculum. However, are you, as an English teacher, baffled with the following questions about promoting reading?

- How can I get different stakeholders on board to promote reading?
- What resources can I use when promoting reading?
- How can I help students connect ideas and concepts acquired in different KLAs through reading?
- How can I motivate my students to read?
- How can I collaborate with other KLAs/subject departments to promote Reading across the Curriculum (RaC)?
- What's the role of the school library in the promotion of reading?

Read on to be informed, inspired and equipped with ideas for promoting reading!

READING-RELATED RESOURCES

The English Language Education (ELE) Section provides numerous resources to enhance the learning and teaching of reading skills and promote reading at the primary and secondary levels. They include resource packages, recommended book lists, reading assessment tasks, professional development programmes, ETV programmes, etc. Come visit our website and explore the resources at http://www.edb.gov.hk/ele_reading.

https://www.edb.gov.hk/ele_reading

**Beyond Testing and Grading:
Adopting Effective Assessment Strategies to
Enhance English Learning and Teaching**

Assessment usually conjures up images of a marked written assignment, an end-of-term examination or a report card. However, these do not capture the full extent of how assessment operates in the English Language classroom. Assessment not only provides information about students' achievements in relation to the learning targets and objectives, but also shows where the learners are in their learning, where they need to go and how best to get there. The word "assessment" comes from a Latin word that means "to sit beside", implying an active partnership between teachers and students, and among students. To achieve these, Assessment for Learning (AfL) and Assessment as Learning (AaL) should go hand in hand. As illustrated in the diagram below, the ultimate goal of AfL and AaL is to improve learning and teaching and nurture lifelong language learners through enhancing their intrinsic motivation and metacognitive strategies.

Assessment for Learning (AfL)
AaL occurs when students are engaged as active participants in assessment. They monitor their learning progress and use feedback received to reflect on learning and set goals.

Assessment as Learning (AaL)
AaL occurs when teachers use information about student learning to inform teaching and provide feedback to students.

Self-directed lifelong English learners

ASSESSMENT-RELATED RESOURCES

The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, the assessment task bank) are available for teachers' use. For details, come visit our website at http://www.edb.gov.hk/ele_assessment.

https://www.edb.gov.hk/ele_assessment

**協助子女從
課業、默書及評估學好英文
家長小錦囊
Parents' Tips
on Effective English Language Learning through
Assignments, Dictation and Assessment**

Once upon a time...

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https://www.edb.gov.hk/parents_tips_eng

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- iDesk
- iHouse
- Search
- Master Calendar
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- Site Map

EDB One-stop Portal for Learning & Teaching Resources

English Language Education

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- Assessment Tasks Bank
- Professional Development
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Position

Every learner is entitled to English Language education. As a Key Learning Area, English Language Education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development, and 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.

The English Language Education curriculum comprises two closely related subjects: English Language and Literature in English. English Language is a core subject for students at all levels (i.e. Primary 1 – Secondary 7, although it assumes the title of Use of English for Secondary 6 – 7). Literature in English is an optional subject for students at senior secondary level (i.e. Secondary 4 – 7). Starting from 2009, English Language and Literature in English are a core and an elective subject respectively for Secondary 4 – 6 under the New Academic Structure.

Direction

Latest Resources

Topics for Conversation: Hobbies

Classroom Activities

Weekly Activities

Classroom Activities | Learning and Teaching Packs

Teen Time

Others

[More](#)

Most Popular Resources

Clothes - Story

Self-learning Materials

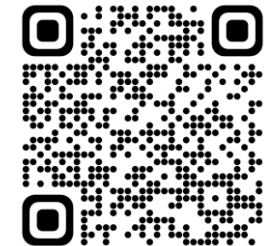
Ronald Dahl Fans

Others

Reading and Listening to Classics

Others

<https://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html>



e-Learning English Resources

Hong Kong Public Libraries Resources

English e-Books

Britannica Collective



Britannica Collective provides over 1 000 non-fiction titles published by Britannica Educational Publishing, covering a broad spectrum of subjects such as Art & Literature, Mathematics, Science & Technology, Social Studies, History and Sports. Some e-books even provide teacher notes categorised by reading level, making them great for early learners to high school students, and suitable for parent-child reading. New books will be added to provide readers with more trusted materials.

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Audio Books

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Professional Development Programmes in the 2023/24 s.y.

Curriculum Leadership and Management

- Ongoing Renewal of the School Curriculum for English Panel Chairpersons (15 Dec 2023)

Assessment Literacy

- Effective Use of Assessment for and as Learning to Enhance Students' Learning Effectiveness and Self-directed Learning in the Primary English Curriculum
(Event AA: 5 Jan 2024; Event AB: 27 Jan 2024)
- Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Reading and Writing at Primary Level
(Online self-learning 6-28 Mar 2024)
- Catering for Learner Diversity through Effective Use of the Learning Progression Framework in the Primary English Language Classroom (Speaking and Listening Skills) (Apr-Jun 2024)

e-Learning

- Effective Use of Blended Learning to Develop Students' English Language Skills and Self-directed Learning Capabilities at Primary Level (Apr-Jun 2024)
- Effective Use of Multimodal Texts to Develop Students' English Language Skills at Primary Level
(Apr-Jun 2024)

Professional Development Programmes in the 2023/24 s.y.

Values Education

- Experience Sharing Session on Promoting Values Education in the School English Language Curriculum (Primary Level) (14 Dec 2023)

Development of Language Skills

- Promoting Reading across the Curriculum and Progressive Development of Reading Skills in the Primary English Classroom (30 Apr 2024)
- Adopting Effective and Creative Strategies to Enhance Students' Grammar Knowledge in the Primary English Classroom (Apr-Jun 2024)
- Phonics Teaching Series: (1) Enhancing Teachers' Knowledge and Skills in Teaching and Developing Resources for Phonics at Primary Level (Event AA: 1 Feb 2024; Event AB: 8 Mar 2024)
- Phonics Teaching Series: (2) Promoting Creative Language Use through Phonics and Language Arts (Event AA: 1 Mar 2024; Event AB: 13 Mar 2024)

