

**Curriculum Leadership and Management for
the English Language Education
Key Learning Area:
Holistic Planning and Implementation of
the Secondary English Language Curriculum
for English Panel Chairpersons**

**English Language Education Section
Curriculum Development Institute
Education Bureau
21 December 2023**

Objectives

- To enhance teachers' understanding of **the role of curriculum leaders** in holistic planning and implementation of the school English Language curriculum in secondary schools
- To provide suggestions on how to incorporate the **key curriculum initiatives** (e.g. promoting Language across the Curriculum, values education, the academic and creative uses of English) in the school English Language curriculum through effective leadership and management
- To discuss and share effective strategies and practices on **holistic curriculum planning and management**

Today's Programme

14:15 – 14:20	Housekeeping
14:20 – 16:00	<ul style="list-style-type: none">• Role of English Language curriculum leaders• Holistic planning and implementation of the school English Language curriculum<ul style="list-style-type: none">• Major updates of the ELE KLACG (P1-S6) (2017)• Recommendations of the Task Force on Review of School Curriculum
16:00 – 16:15	Break
16:15 – 17:00	Experience sharing (Kowloon True Light School)
17:00 – 17:15	Q&A

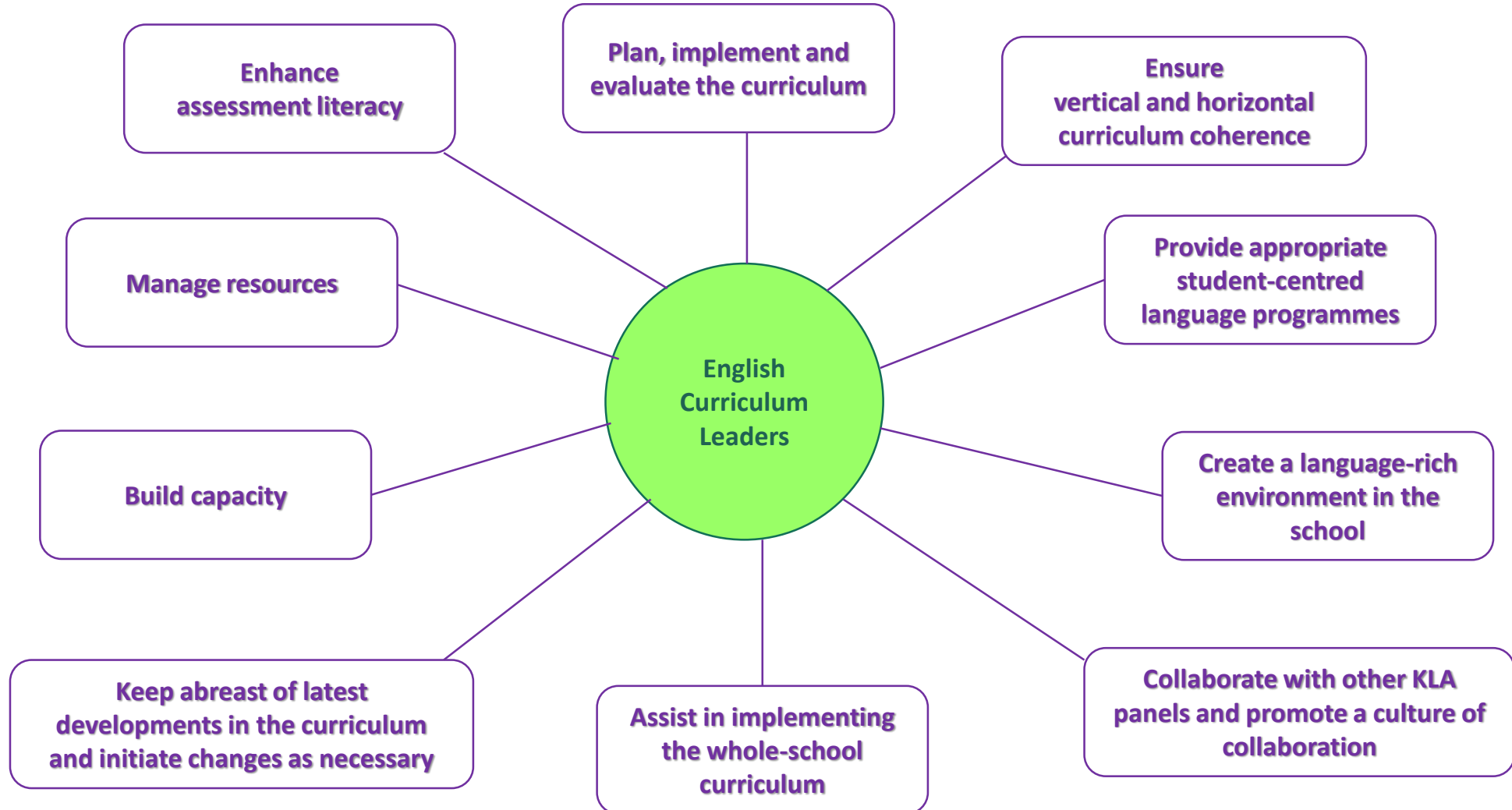
Role of English Language Curriculum Leaders

Ice-breaking

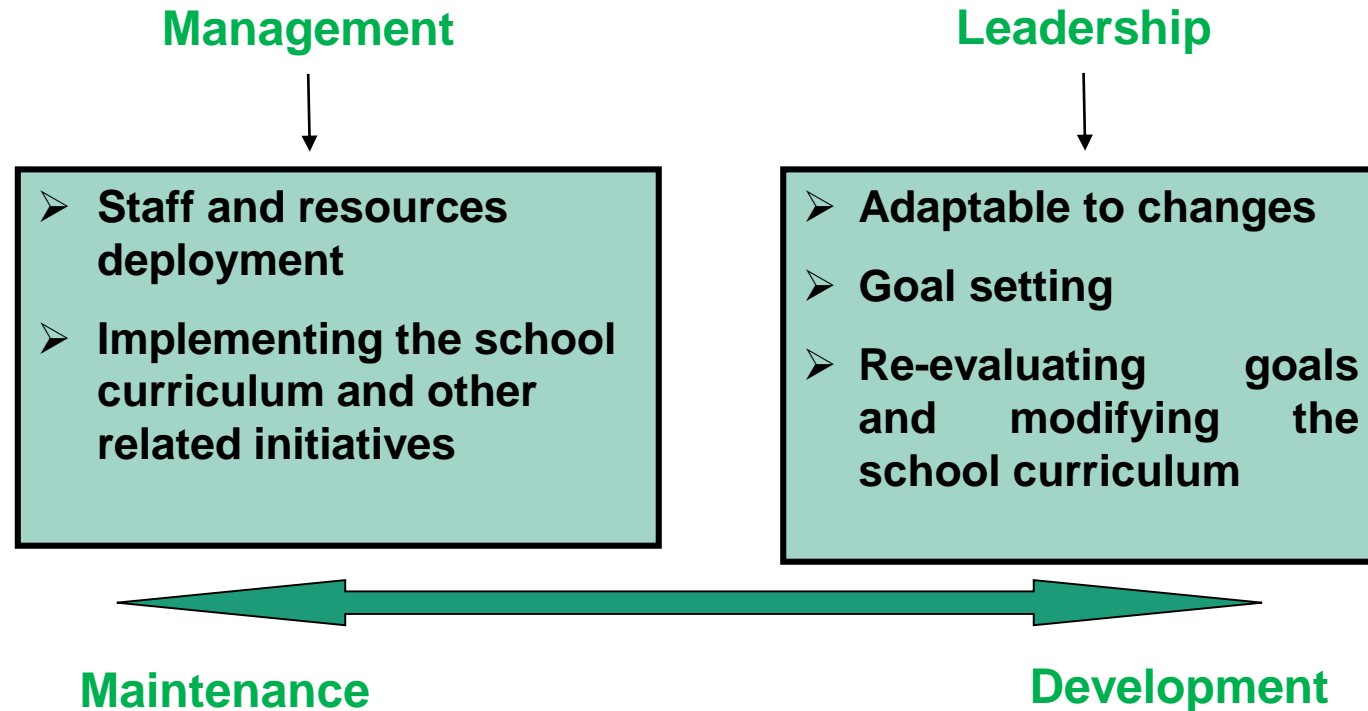
On Mentimeter, share the following:

- 1) In THREE words, describe your role as an English Language curriculum leader in planning and implementing the school English Language curriculum.
- 2) What is the biggest challenge you face as an English Language curriculum leader?

Role of English Curriculum Leaders

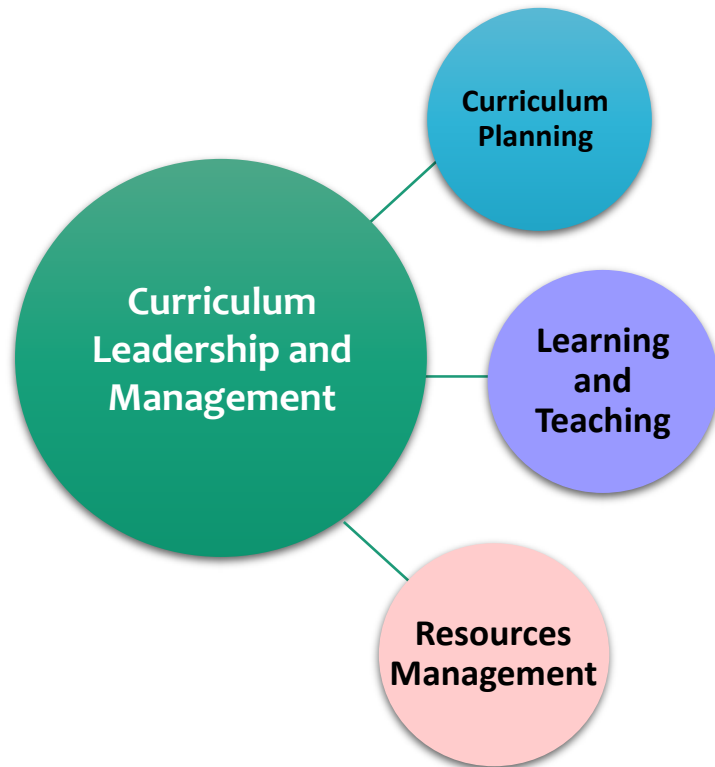


Curriculum Leadership and Management



Source: Turner, C. (2005). *How to Run Your Department Successfully*. London: Continuum

Curriculum Leadership and Management



For example:

- Enhancing students' language and generic skills that contribute to the success of their study
- Developing a reading programme to support students' literacy skills development across levels
- Promoting reading / writing across the curriculum

Leading and working with panel members to

- teach reading and writing skills explicitly
 - enrich students' English learning experiences through promoting LaC
 - integrate e-learning into the English Language classroom
-
- Collaborating with the school librarian to identify suitable reading texts and organising cross-curricular learning activities
 - Seeking external resources and support (Applying for funds from the school sponsoring body / alumni / Quality Education Fund)

Curriculum Planning

Horizontal coherence

- Teachers aligning what is taught, and discussing the progress of learning and conduct of assessments to ensure key concepts are covered in every classroom at the same level

Vertical coherence

- Learning logically sequenced across all levels so that students are building on what they have previously learnt and progress to more challenging, higher-level work

Subject-area coherence

- Ensuring the curriculum is well-planned to facilitate learning in the subject, and enabling communication and collaboration among all teachers in the panel

Interdisciplinary coherence

- Focusing on skills and habits that students need to succeed in their study, such as reading and writing skills, generic skills

Are there any references regarding the directions, approaches and strategies for planning and implementing the school English Language curriculum?

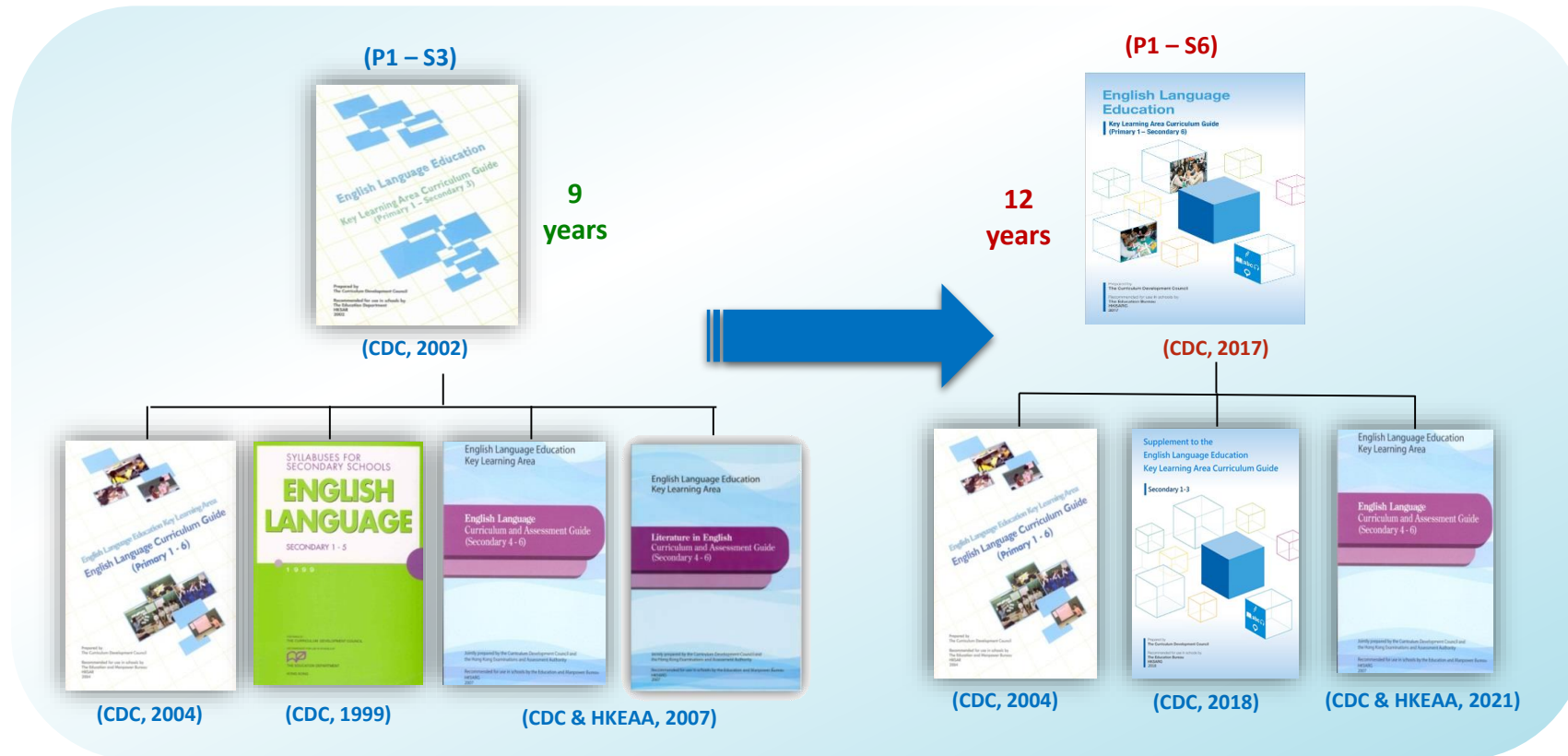
Ongoing Renewal of the School Curriculum

**Respond to
local,
regional and
global
contextual
changes**

**Build on
existing
strengths and
practices of
schools**

**Curriculum
enhancement
to benefit
student
learning**

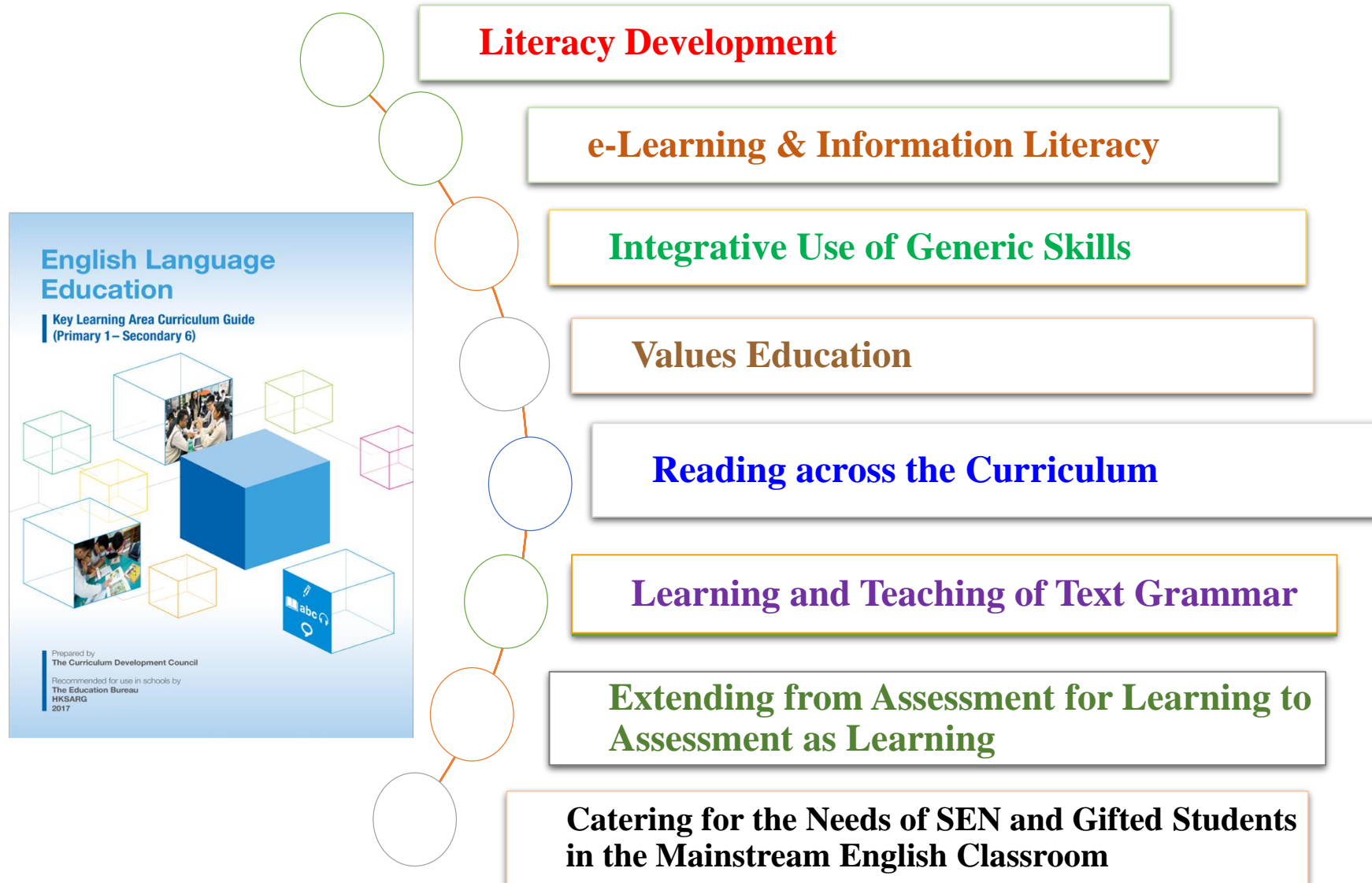
Updating of the English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide



Ongoing Renewal of the School Curriculum

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

Major Updates of the ELE KLACG (P1-S6)



Major Updates of the ELE KLACG (P1-S6)

Literacy Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

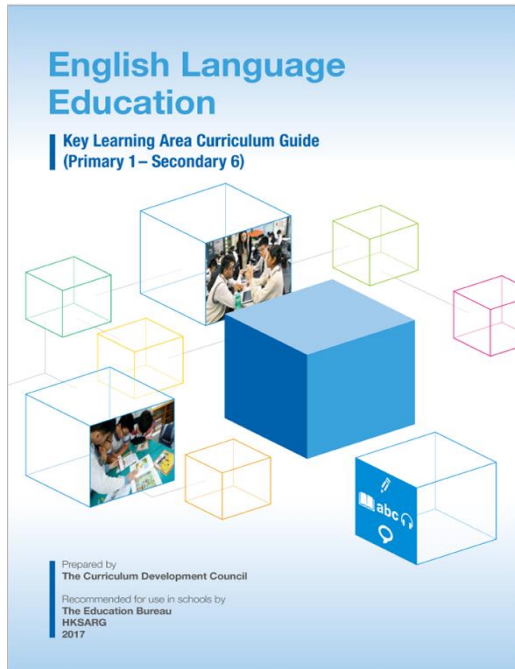
Values Education

Reading across the Curriculum

Learning and Teaching of Text Grammar

Extending from Assessment for Learning to Assessment as Learning

Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom



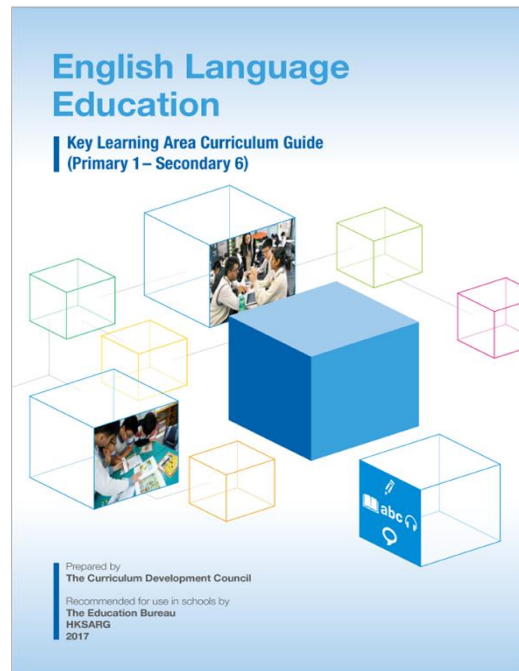
In your group, discuss which of the initiatives:

i) is already quite well implemented; and

ii) needs to be more actively promoted

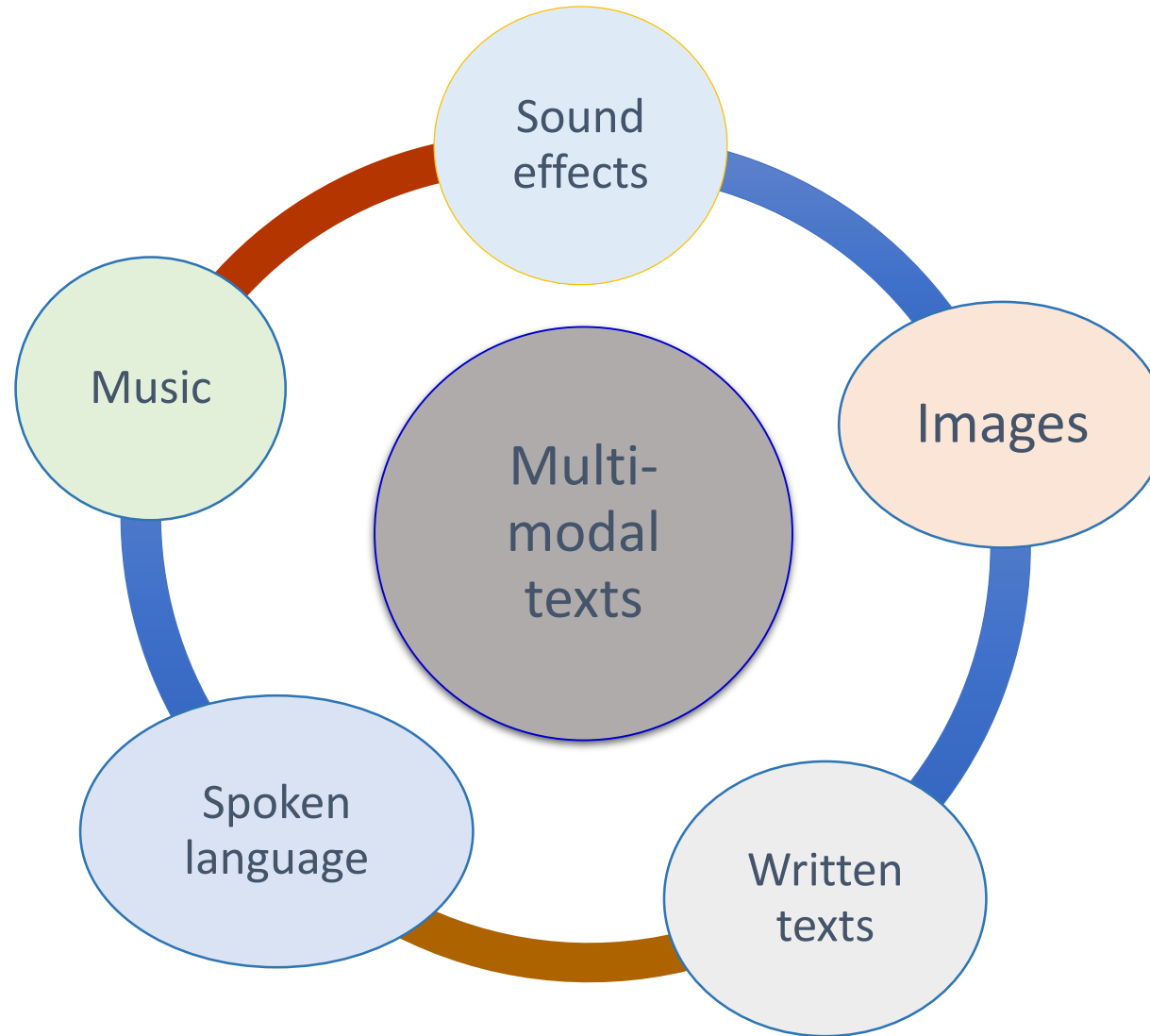
at your school / in your panel.

Major Updates of the ELE KLACG (P1-S6)

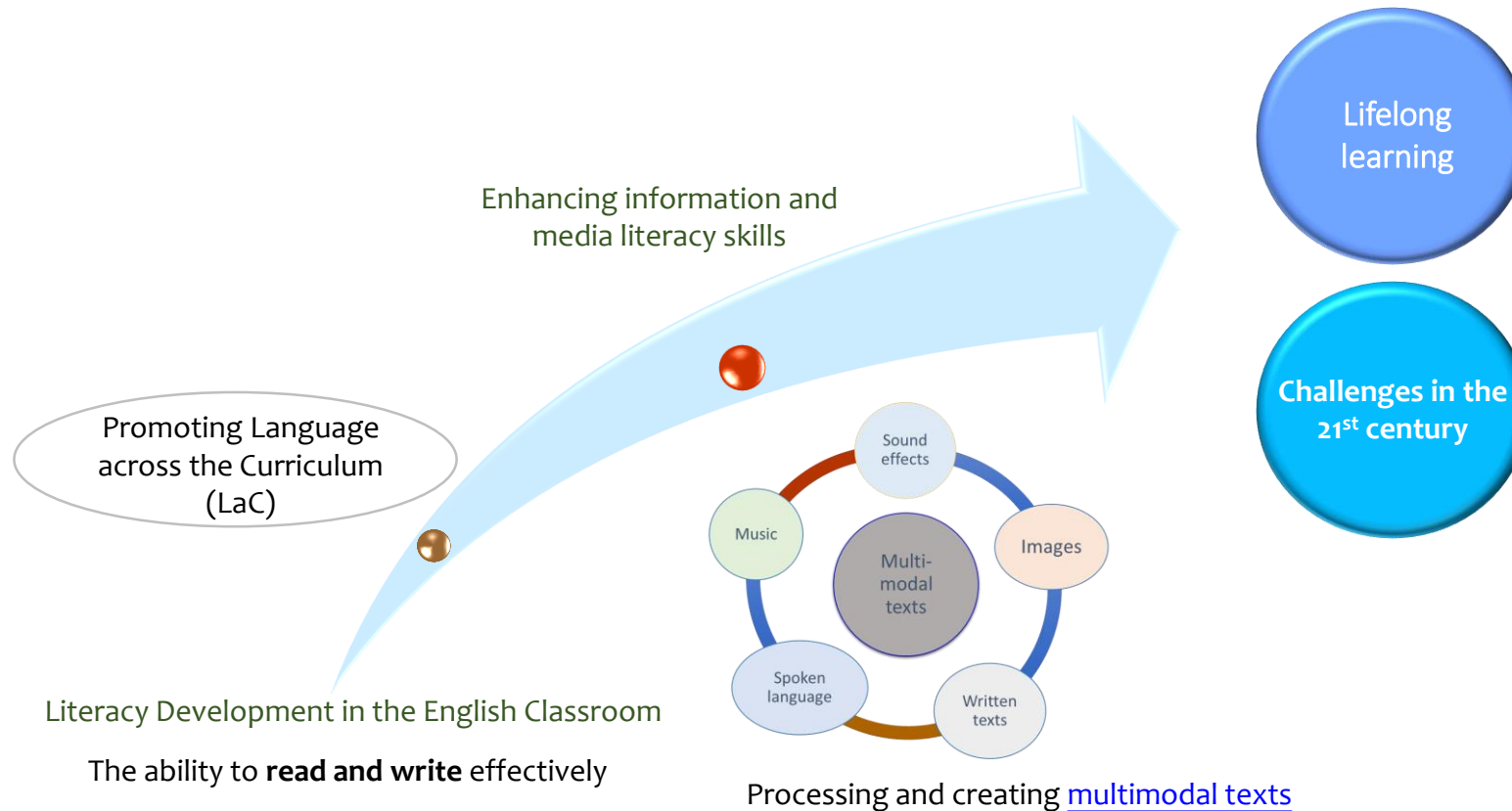


Literacy Development

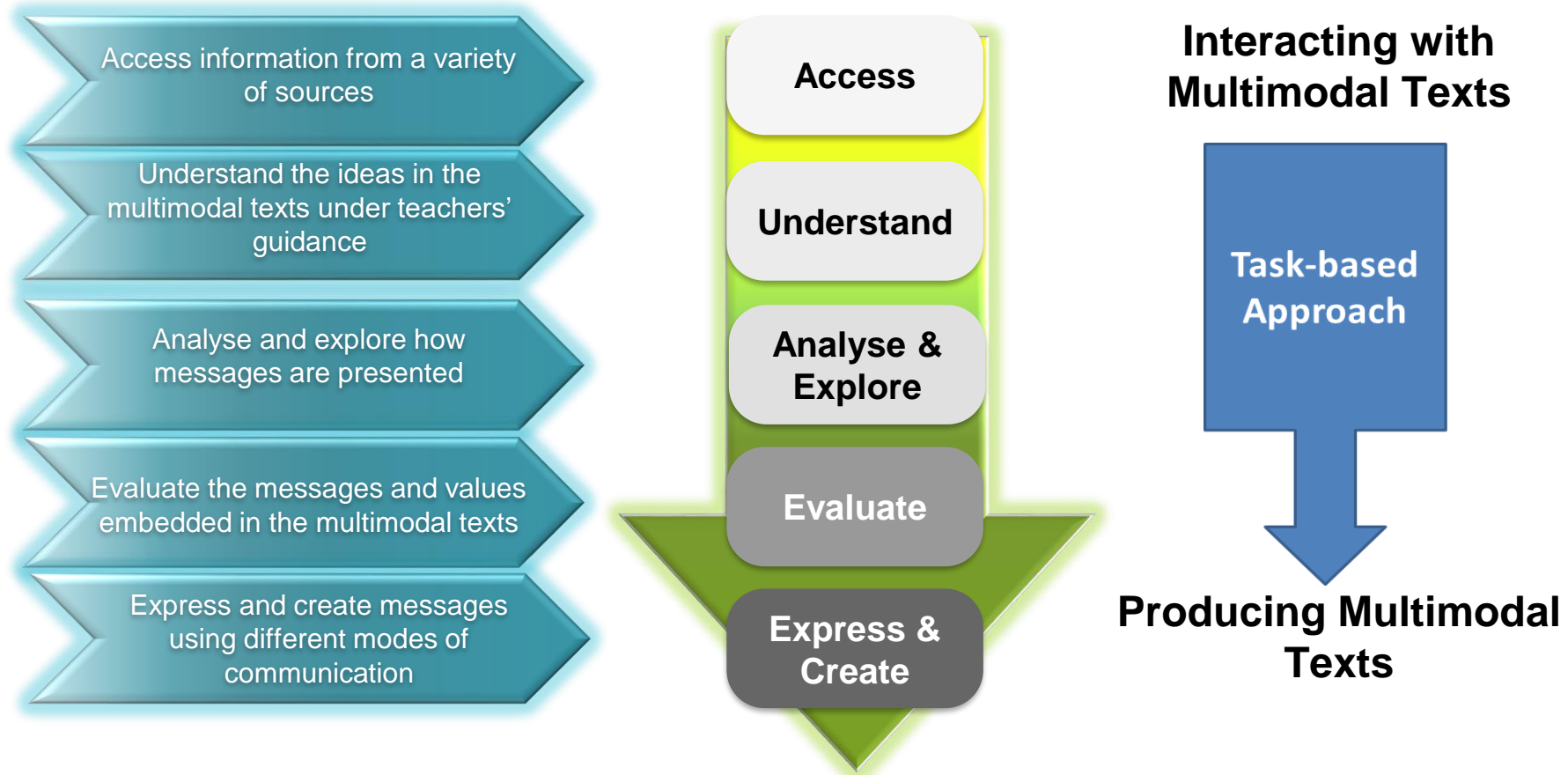
“Literacy” has taken on a new meaning as texts are no longer a linear form of presentation limited to words, but are composed of **various modes of communication**.



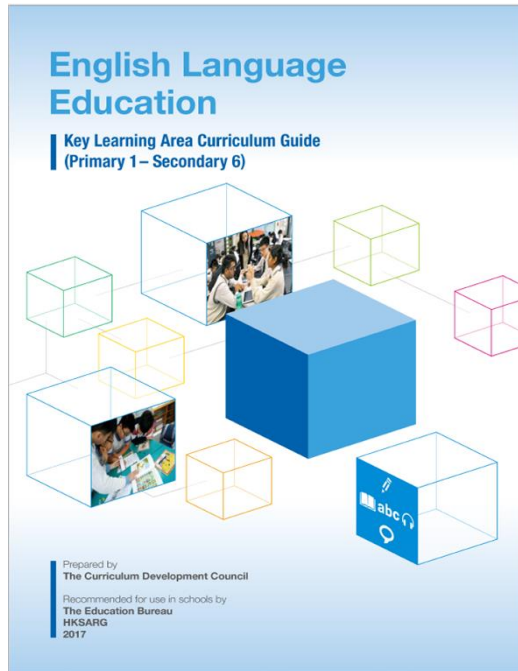
Equipping Students with **New Literacy** Skills



Pedagogy to Enhance Literacy Development



Major Updates of the ELE KLACG (P1-S6)



e-Learning & Information Literacy

e-Learning & Information Literacy

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.

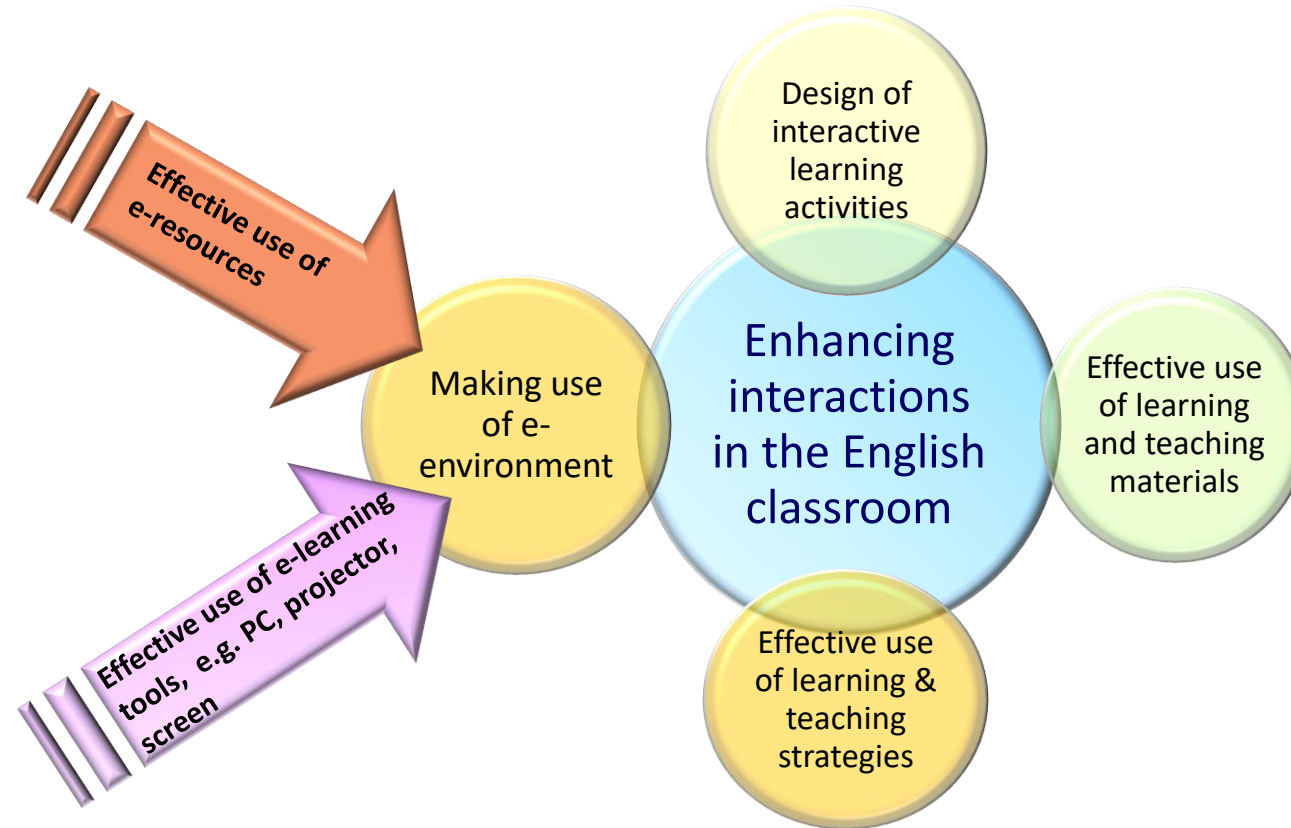
“Pedagogy empowered by digital technology”

e-Learning & Information Literacy



e-Learning & Information Literacy

Enhancing Interactions in the English Classroom



e-Learning & Information Literacy

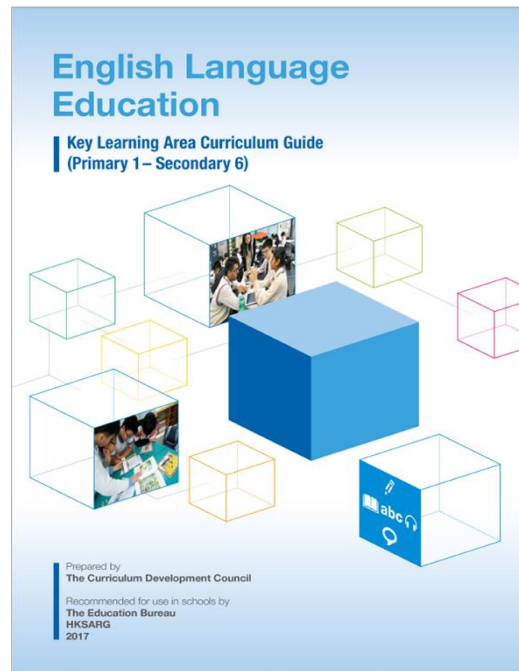
Developing students' information literacy (IL)

- IL refers to the ability and attitude that enable students to use information effectively and ethically and grow into responsible citizens and lifelong learners.
- We aim to develop students' abilities to:
 - identify the need for information;
 - locate, evaluate, retrieve, organise, present and share information;
 - create new ideas;
 - cope with the dynamics in the information world;
 - refrain from unethical use of information and information technology; and
 - Protect oneself in the digital world.

["Information Literacy for Hong Kong Students" Learning Framework \(Updated Version\) \(Draft\)](https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Information-Literacy/IL_learningFramework/IL_LearningFramework(UpdatedVersion)(Draft)(EN).pdf)

[https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Information-Literacy/IL_learningFramework/IL_LearningFramework\(UpdatedVersion\)\(Draft\)\(EN\).pdf](https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Information-Literacy/IL_learningFramework/IL_LearningFramework(UpdatedVersion)(Draft)(EN).pdf)

Major Updates of the ELE KLACG (P1-S6)



Integrative Use of Generic Skills

Nine Generic Skills Essential for 21st Century Learners

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

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

➡ to prepare students for more complicated tasks

Integrative Use of Generic Skills

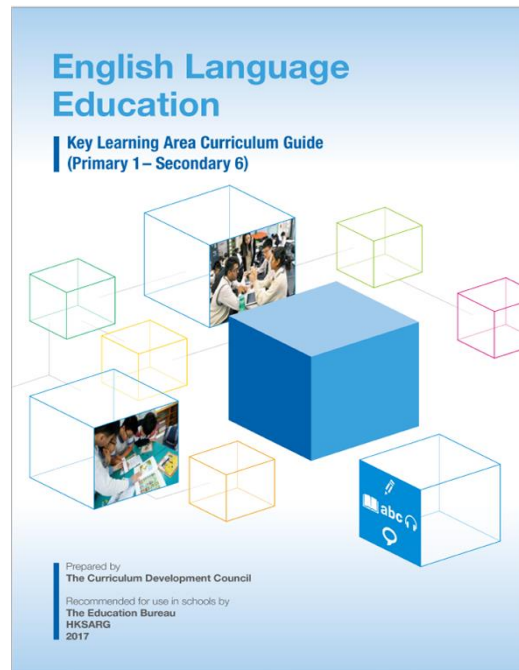
Two examples of integrative use of generic skills:

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

e.g. Project Learning

- Engaging S2 students in a “Jumble Sale” activity of the charity project on the theme “Charities and Helping Others” to provide opportunities for integrative use of language skills and generic skills
 - Writing a proposal → **holistic thinking skills**
 - Raising fund in the “Jumble Sale” at school → **collaborative problem solving skills**

Major Updates of the ELE KLACG (P1-S6)

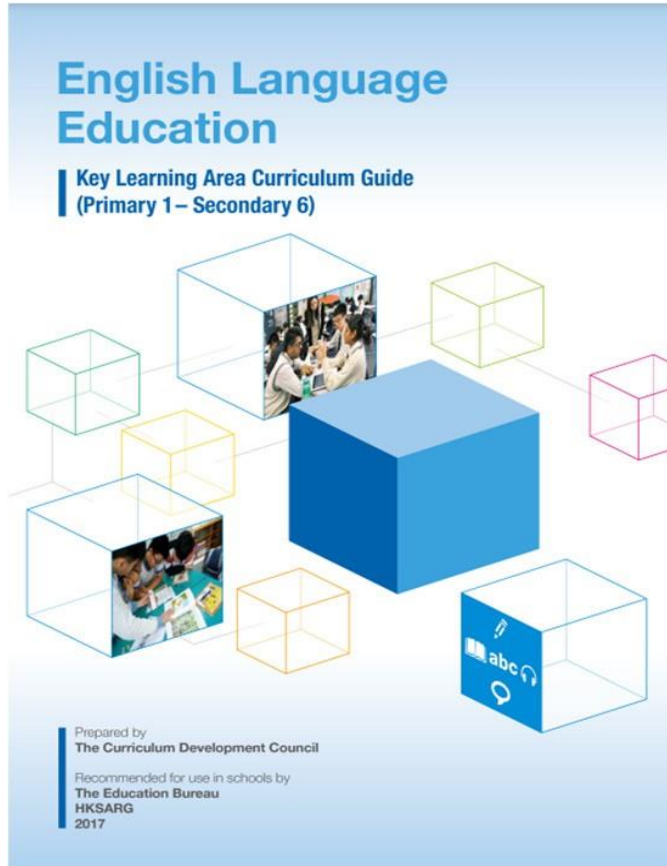


Values Education

Values Education

Can you list the twelve (12) priority values and attitudes set out by the EDB?

Integrating **Values Education** into the School English Language Curriculum

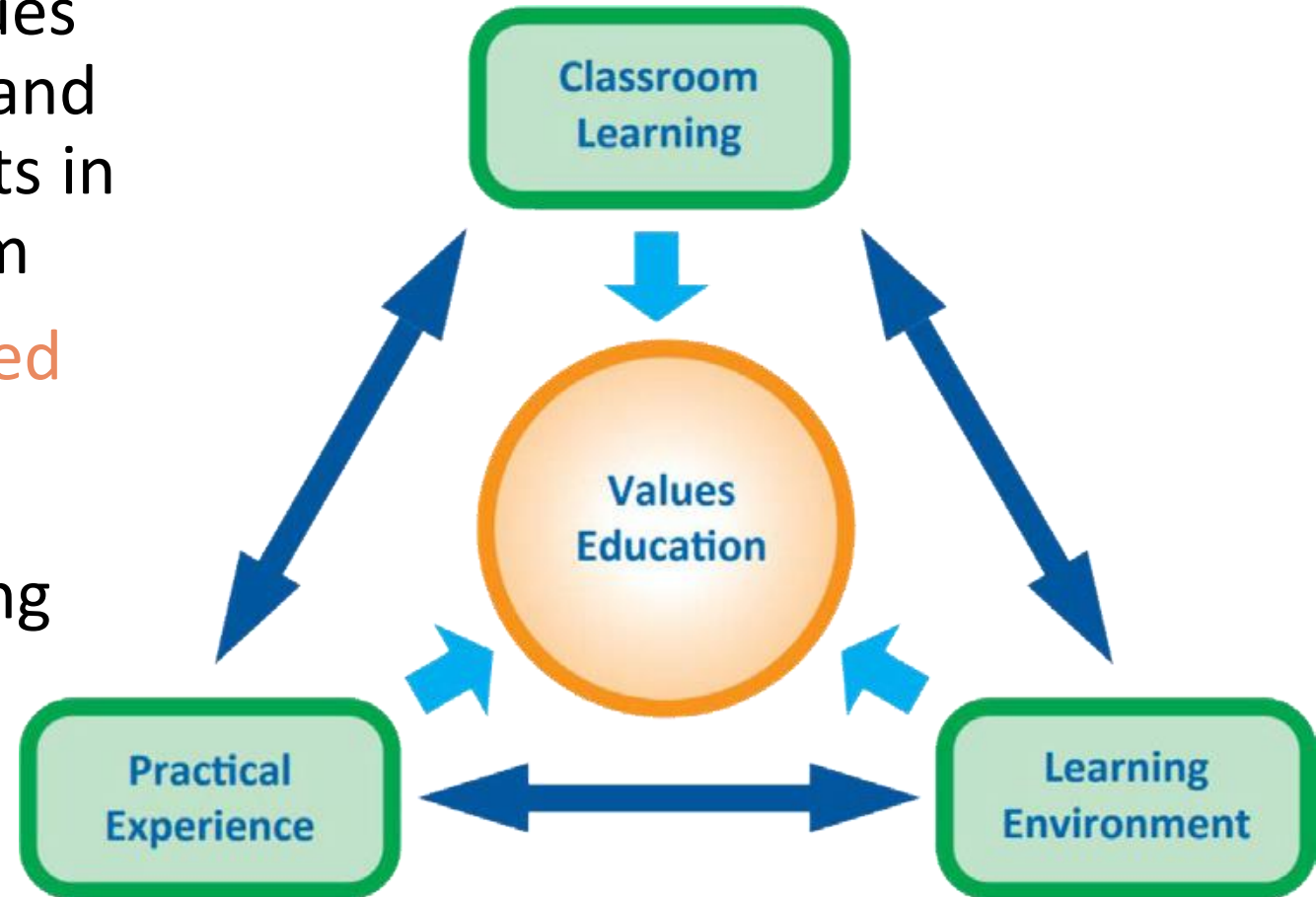


- ❖ Schools are encouraged to focus on the positive values and attitudes that **align with their school mission, school contexts, stakeholders' views, students' needs and major concerns**
- ❖ Exploring a variety of **value-laden issues** and **stimuli** for critical and imaginative learning experiences
- ❖ Making use of **everyday life events** and a variety of learning and teaching resources to provide **contexts** for cultivating values in students

https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf

Strategies for Integrating **Values Education** into the School English Language Curriculum

- Connecting the ten priority values and attitudes with the **themes** and **topics** of teaching modules/units in the English Language curriculum
- Provision of **holistic and balanced learning experiences** through integrating classroom learning, practical experience and learning environment

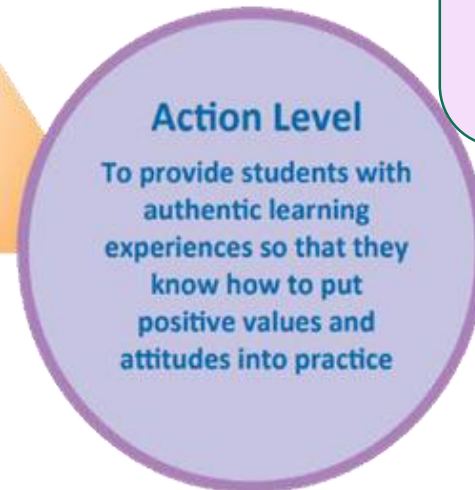
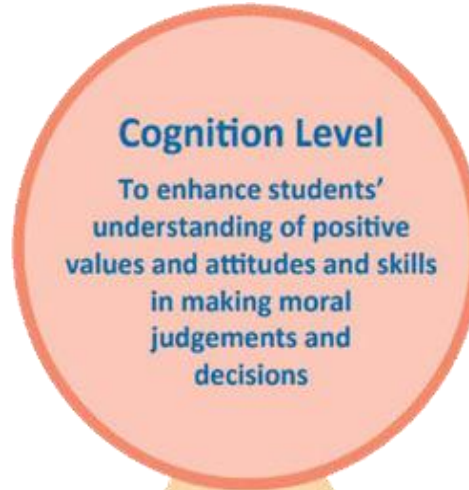


Strategies for Integrating **Values Education** into the School English Language Curriculum



- Integration of cognition, affection and action
- Example:
A text about motivational Paralympic athletes who beat the odds in their sporting career is identified for the S4 learning topic “The World of Sports”

The teacher develops students’ empathy by asking them to put themselves in the shoes of the Paralympic athletes and empathise with the challenges faced by athletes with a disability.



Students are guided to identify the positive attributes (e.g. perseverance, resilience) of the athletes and analyse the reasons for their success.

The teacher asks students to research on underprivileged groups in society and suggest how the Government can support the needy.

Integrating **Values Education** into the School English Language Curriculum

- Choice of materials
 - **Language arts materials** (e.g. short stories, poems, lyrics, films) which deal with universal issues such as **interpersonal relationships, nature, love** and **growing up**
 - **Non-fiction materials** (e.g. documentaries, biographies, news/magazine articles) which present students with **inspiring stories of people, controversial issues** and **thought-provoking happenings** in the world

Integrating **Values Education** into the School English Language Curriculum

Examples of **Language Arts Materials**

The Grasshopper and the Ant (A Poem)

- Diligence
- Care for others

Wonder (A Movie)

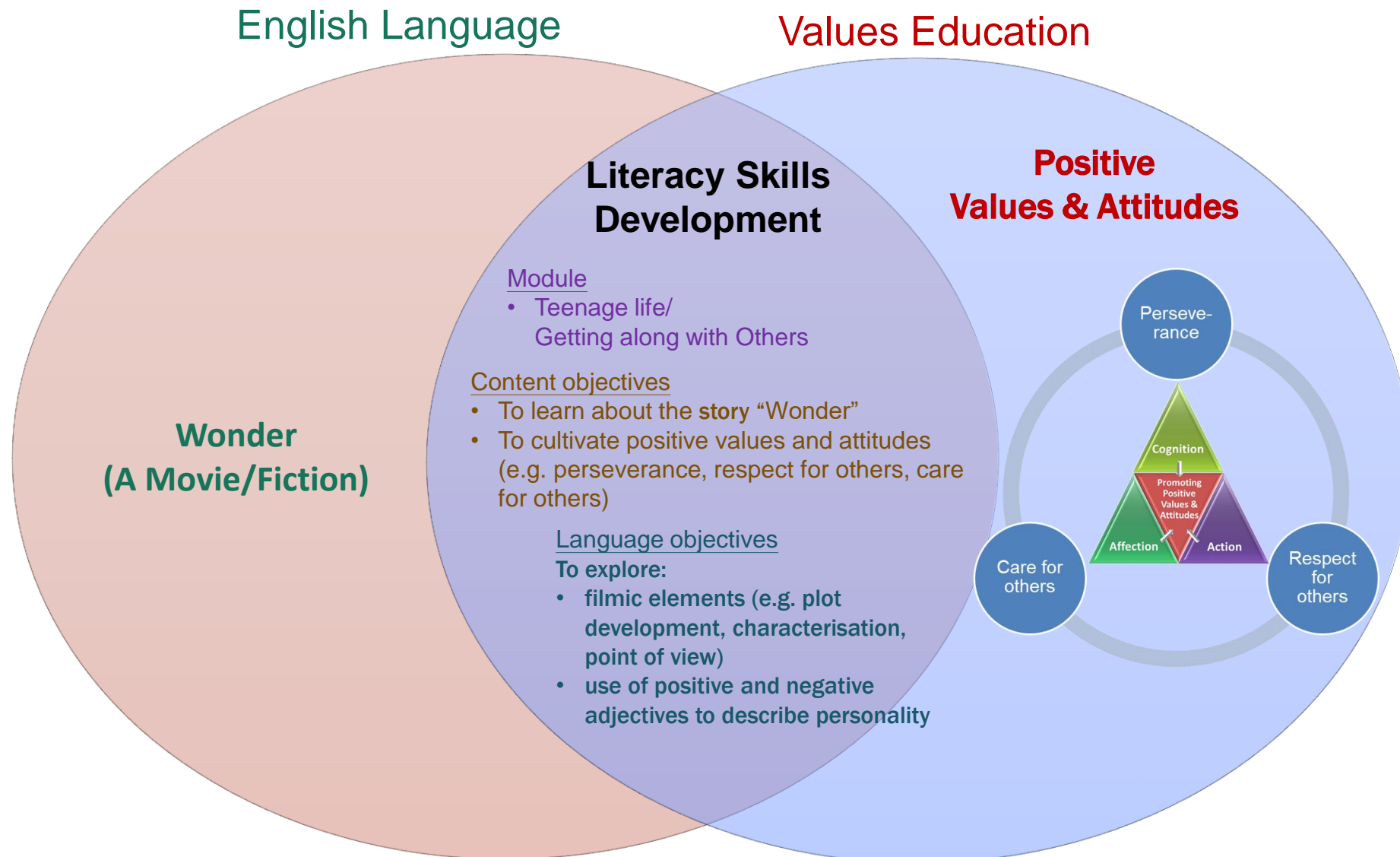
- Perseverance
- Empathy
- Care for others
- Respect for others

The Road to Lhasa (A Short Story)

- Perseverance

Integrating **Values Education** into the School English Language Curriculum

An Example



Integrating **Values Education** into the School English Language Curriculum

- Learning and teaching activities
 - storytelling and reader's theatre on books or texts about **interpersonal relationships**
 - discussions and writing a letter to the editor on **social issues** raised in an editorial
 - comparing the life stories of two successful people and discussing different ways to **face adversities**
 - designing pamphlets and posters which introduce the **cultures and traditions of different countries**
 - writing a short story from the perspective of **an abandoned pet**

Care for others
Respect for others
Empathy

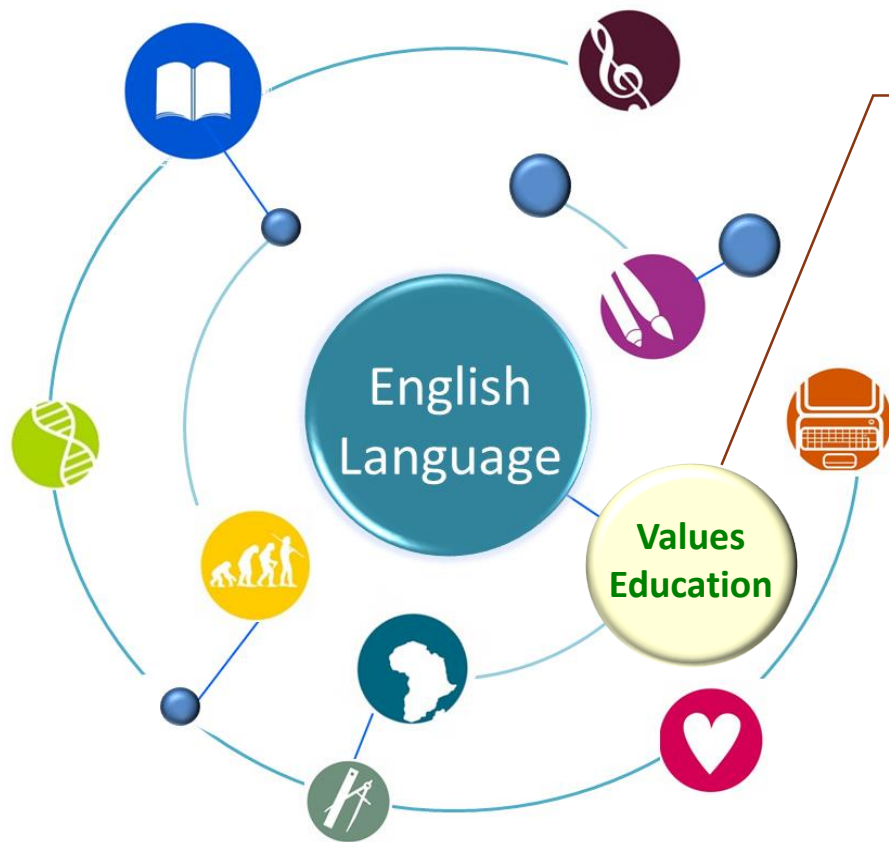
Law-abidingness
Integrity

Perseverance
Diligence
Commitment

National identity
Respect for others

Responsibility
Empathy

Strengthening the **Connection** between **English Language** and **Various Cross-curricular Domains** to Facilitate **Whole-person Development**



(EDBCM No. 183/2023)

Strengthening the **Connection** between **English Language** and **Various Cross-curricular Domains** to Facilitate **Whole-person Development**

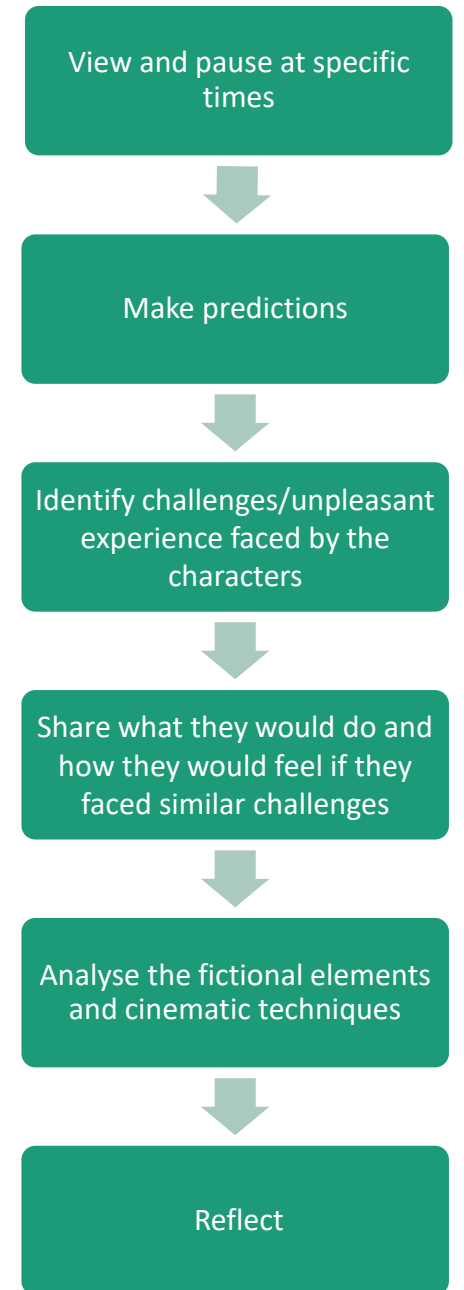


Implementing a School-based Reading/Viewing Programme to Promote Values Education - An Example

“What Happens Next?”

Predicting the Storyline of Inspirational Short Animations

Name of Animation	Positive Values and Attitudes	Synopsis
Hair Love	Hope, love, perseverance	A heart-warming story of an African American father learning to do his daughter’s hair for the first time for a special occasion.
The Present	Empathy, hope, love	A story about a boy who receives a life-changing present from his mom – a puppy with three legs.
Ormie the Pig Wants a Cookie	Perseverance, determination, grit	An animation capturing Ormie’s quest for a jar of cookies
My Shoes	Empathy, gratitude, care for others	A story with a twist which teaches us about gratitude and empathy.



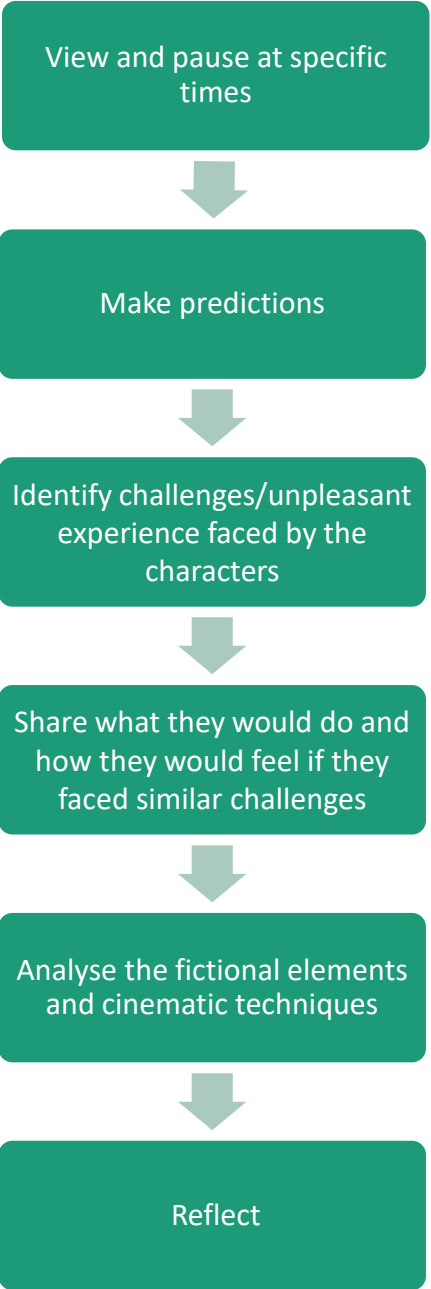
Implementing a School-based Reading/Viewing Programme to Promote Values Education - An Example

“What Happens Next?”

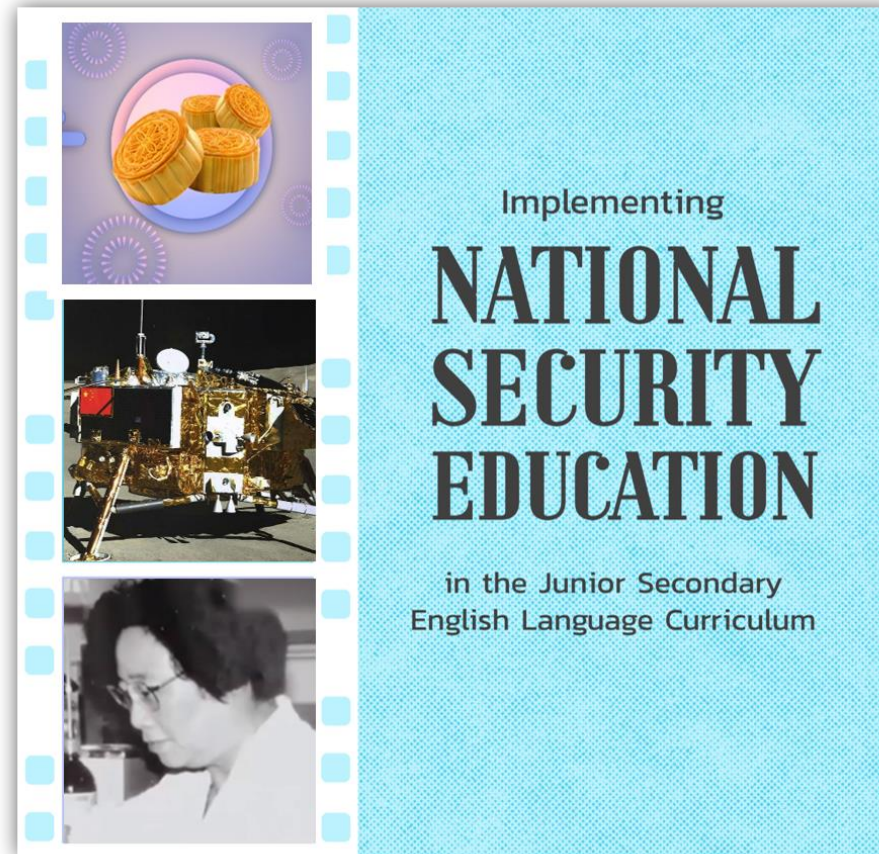
Predicting the Storyline of Inspirational Short Animations

Name of Animation	Positive Values and Attitudes	Synopsis
Hair Love	Hope, love, perseverance	A heartwarming story of an African man trying to do his daughter's hair for a special occasion.
The Present		...gives a life-... a puppy
Ormie the Pig Wants a Cookie		...est for a
My Shoes	Empathy, gratitude, care for others	...aches us about

More ideas available in “A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom”



Implementing National Security Education in the English Language Curriculum An Example



[Resource Materials on “Implementing National Security Education in the Junior Secondary English Language Curriculum”](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html)
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Implementing National Security Education in the English Language Curriculum An Example

Module	Unit	Topic
Cultures of the World	Customs, Clothing and Food of Different Places	Chinese Festival

Content Objectives

To explore concepts related to cultural / ecological security, e.g.

- the history and culture of traditional Chinese festivals
- learning activities to strengthen traditional Chinese culture to enhance cultural strength and competitiveness
- waste reduction and recycling

Language Objectives

To develop language knowledge and skills, e.g.

- listening, speaking, reading/viewing and writing skills
- text structures (i.e. a video, an article, story elements)
- tenses:
 - the use of the simple present tense to present facts; and
 - the use of the simple past tense to talk about past events / events of a story



2

Resource Materials on “Implementing National Security Education in the Junior Secondary English Language Curriculum”

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

Implementing National Security Education in the English Language Curriculum An Example



Source: *The China Current*: <https://chinacurrent.com/story/23958/the-legend-of-moon-cakes-mid-autumn-festival-tasmin-little>

3

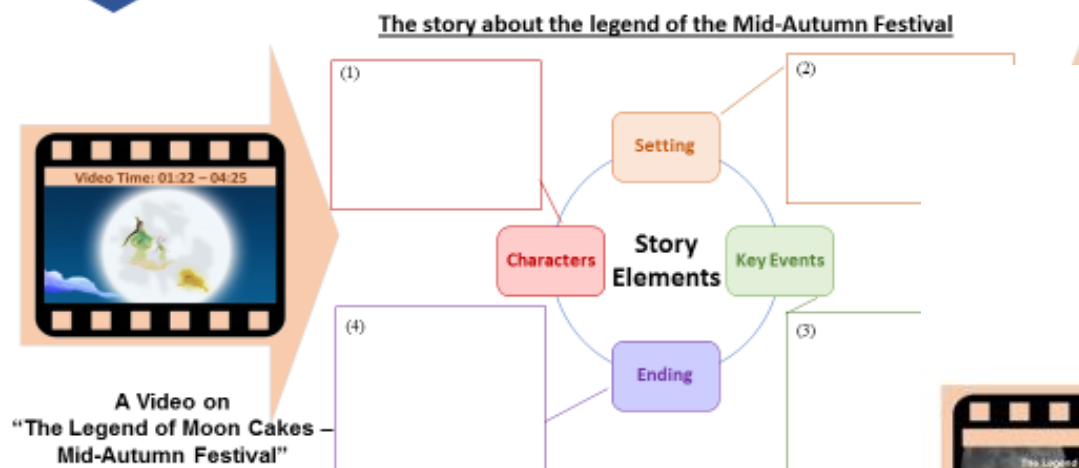
Resource Materials on “Implementing National Security Education in the Junior Secondary English Language Curriculum”
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Implementing National Security Education in the English Language Curriculum

An Example

Post-viewing

- Guide students to develop the language knowledge and skills through integrating information and ideas from the video and the article on the Mid-Autumn Festival.



Post-viewing

- Guide students to identify the use of
 - the simple present tense to present facts about the festival; and
 - the simple past tense to talk about past events/events of a story.

Language Focuses



To describe the traditions of the festival

Simple present tense



To talk about the history of the festival/events of the legend

Simple past tense



To describe how people celebrate the festival nowadays

Simple present tense



A Video on "The Legend of Moon Cakes - Mid-Autumn Festival"



An Article on the Mid-Autumn Festival

Implementing National Security Education in the English Language Curriculum An Example

Post-viewing

Building on students' understanding of the Mid-Autumn Festival, engage students in reflecting on their learning experiences and explore the cultural features of other traditional Chinese festivals.

What do you enjoy most about the Mid-Autumn Festival?

How can we help preserve traditional Chinese festivals to safeguard cultural security?

Can you suggest a school activity to strengthen students' understanding of the history and meaning of the Mid-Autumn Festival?

Do festivals bring people from different cultures together?

Understand the waste moon cake what can we do while celebrating the Mid-Autumn Festival?

Do you think it is important to preserve traditional Chinese festivals in Hong Kong?

Extended Learning Activities



Arrange a museum tour to the Hong Kong Heritage Museum and/or the Hong Kong Museum of History to provide opportunities for students to explore more on Chinese traditional festivals.

- Engage students in identifying a Chinese festival and
- collect data from the museum tour; and
 - write an article on the festival including the following details:
 - ✓ the traditions and history/origin of the festival;
 - ✓ how it is celebrated nowadays; and
 - ✓ their role in recycling and waste reduction in festive celebrations.



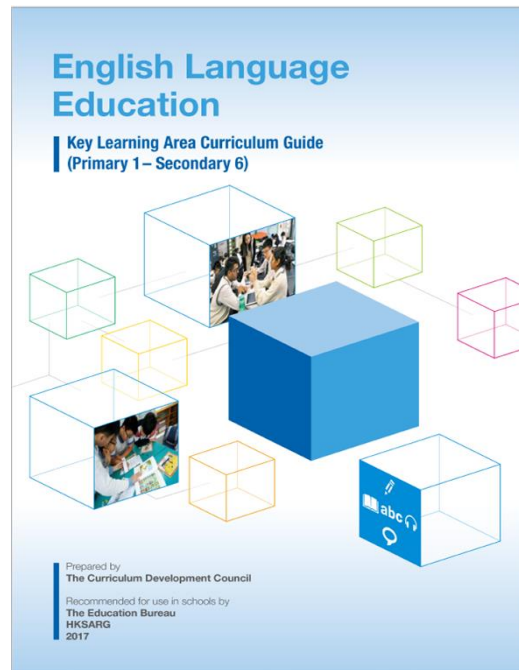
Invite students to present highlights of their work and present them to the class. They may include photos, video clips or presentation slides in their presentation.



Resource Materials on “Implementing National Security Education in the Junior Secondary English Language Curriculum”

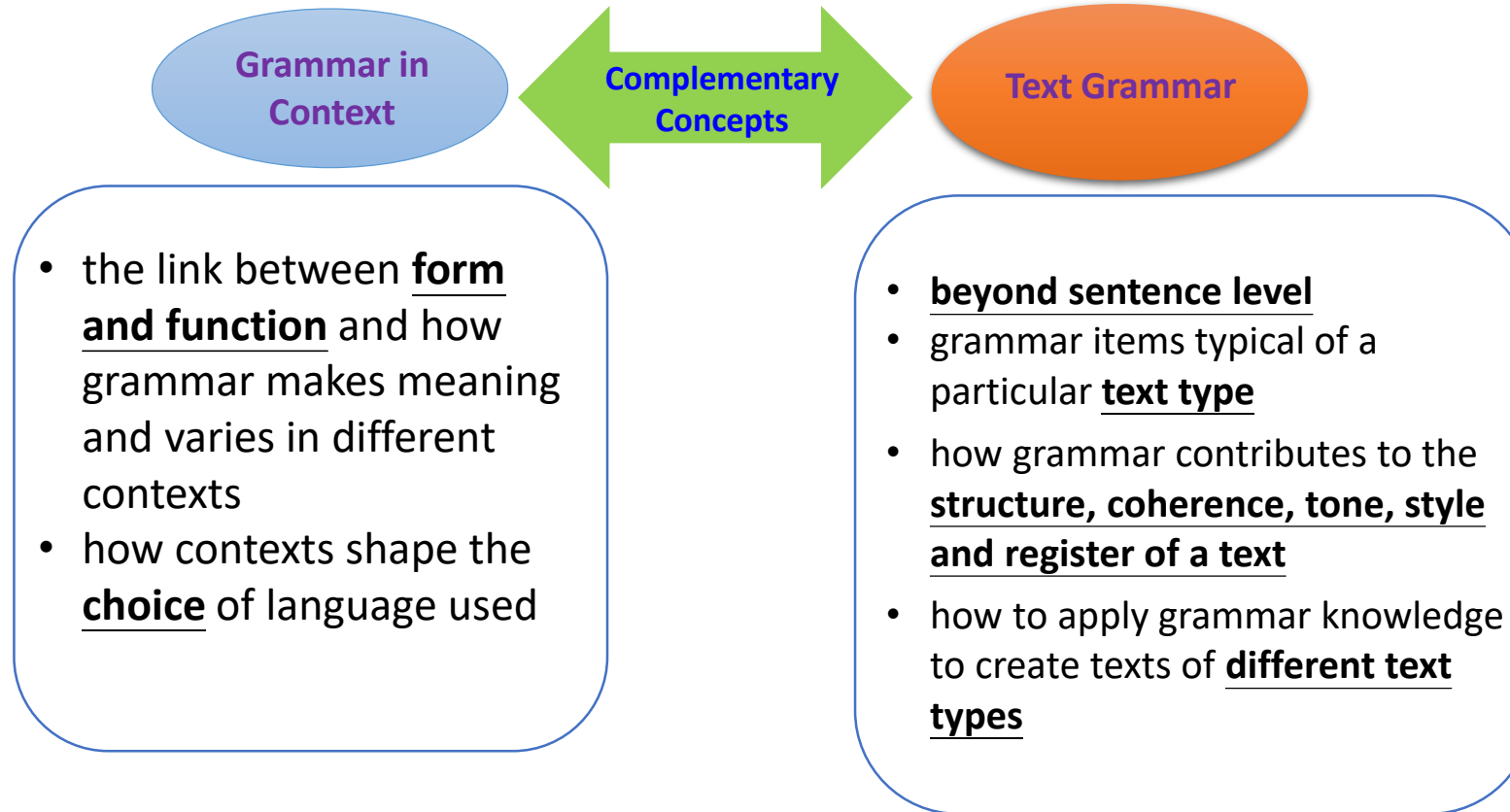
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elejs.html

Major Updates of the ELE KLACG (P1-S6)

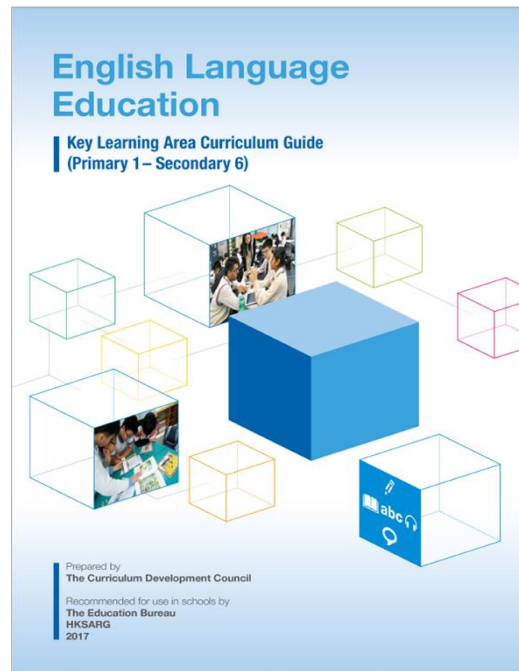


Learning and Teaching of Text Grammar

Grammar in Context and Text Grammar



Major Updates of the ELE KLACG (P1-S6)

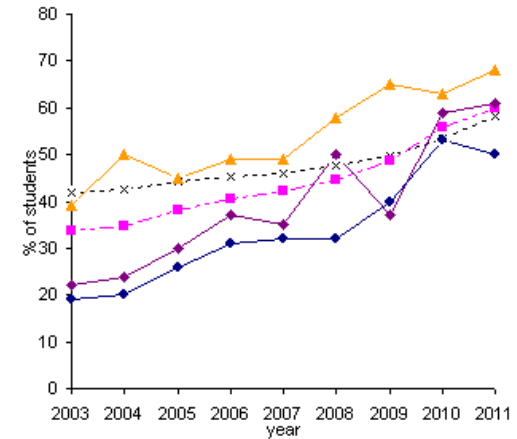


Extending from
Assessment for Learning to
Assessment as Learning

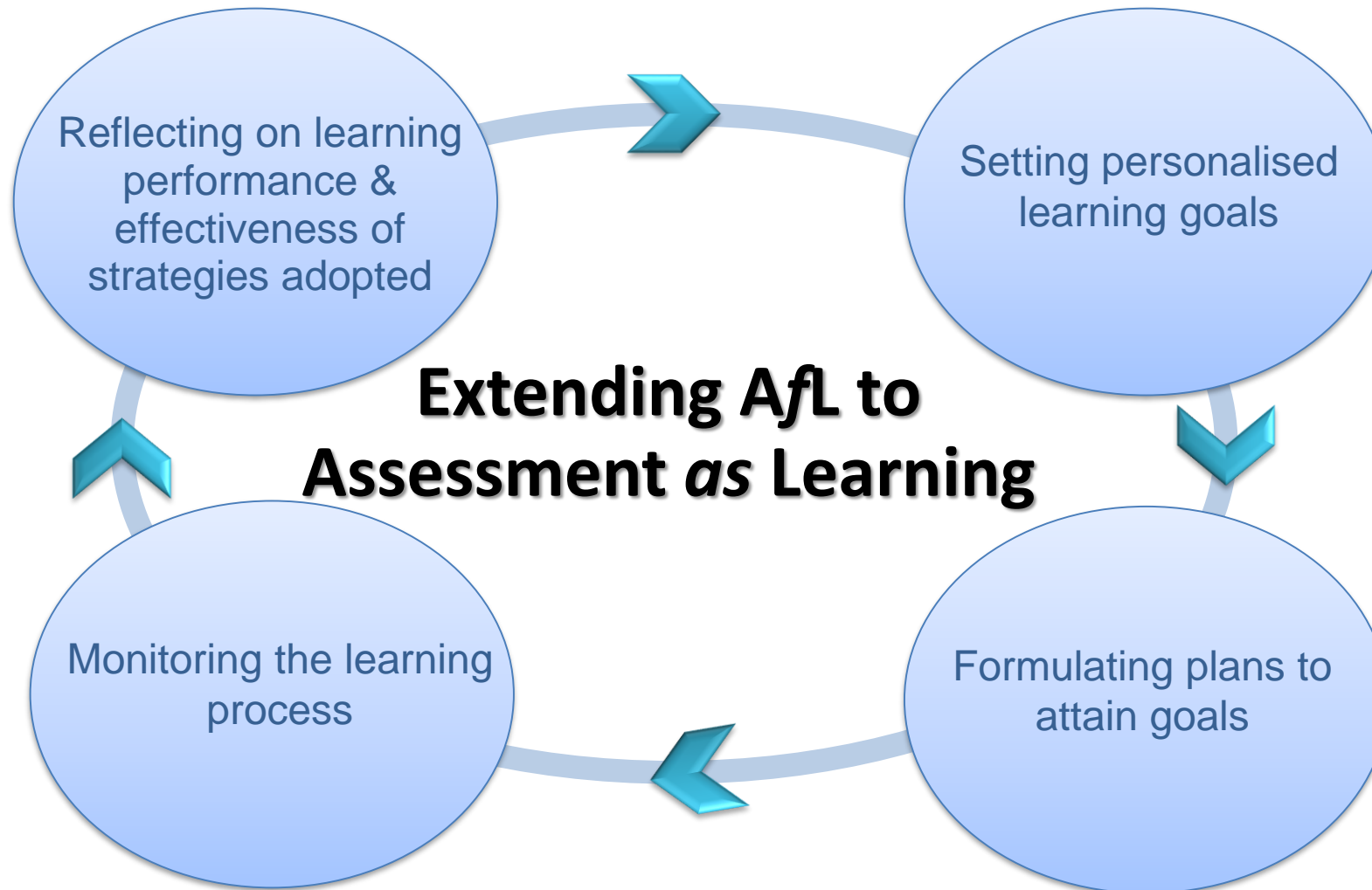
Strengthening Assessment *for Learning* (AfL)



Assessment tools



Assessment data

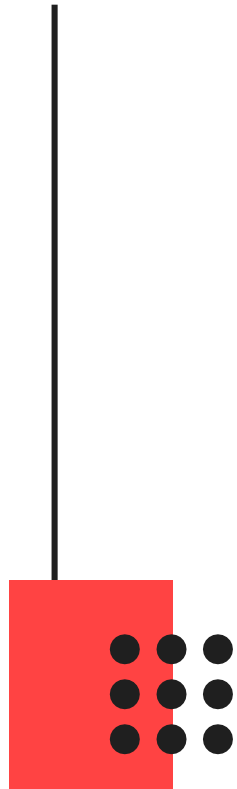


Strategies to Promote Assessment as Learning

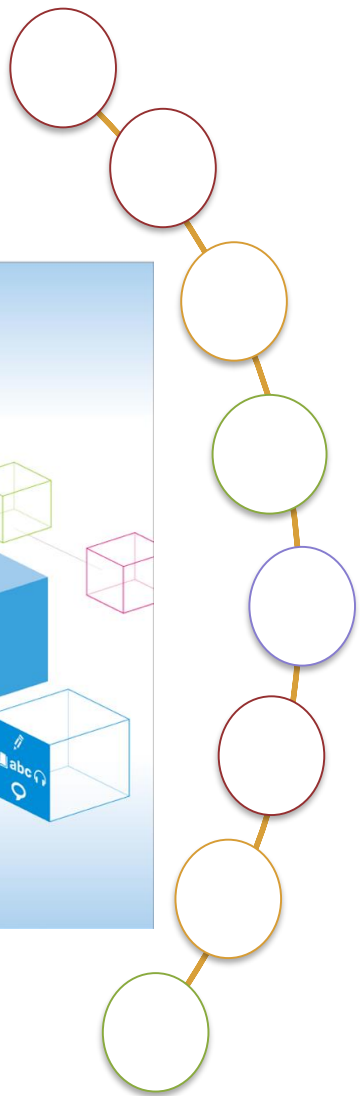
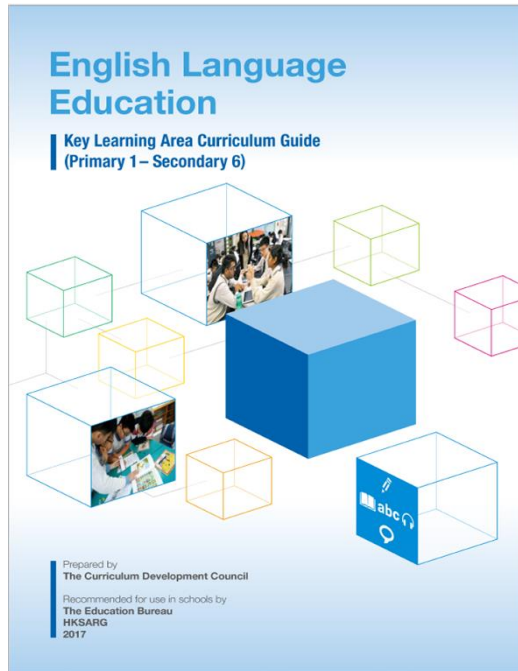


In order to enable students to **take charge of their own learning**, teachers can do the following:

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 self-reflection) 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



Major Updates of the ELE KLACG (P1-S6)



**Catering for the Needs of SEN
and Gifted Students in the
Mainstream English Classroom**

Catering for the Needs of SEN & Gifted Students in the Mainstream English Classroom

Students with SEN

- ✦ Adapting the learning content
- ✦ Adopting a **multisensory** approach to learning and teaching
- ✦ Using **multimodal** learning and teaching aids and materials
- ✦ Adjusting the pace and linguistic load of instruction
- ✦ Setting realistic assessment goals/objectives

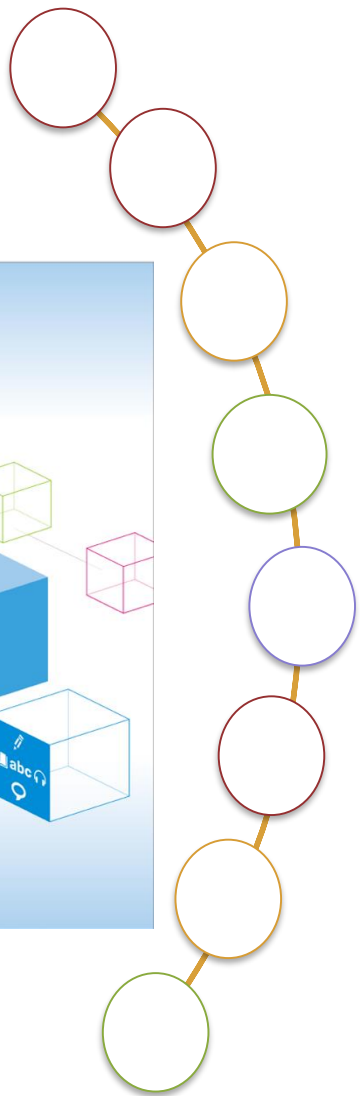
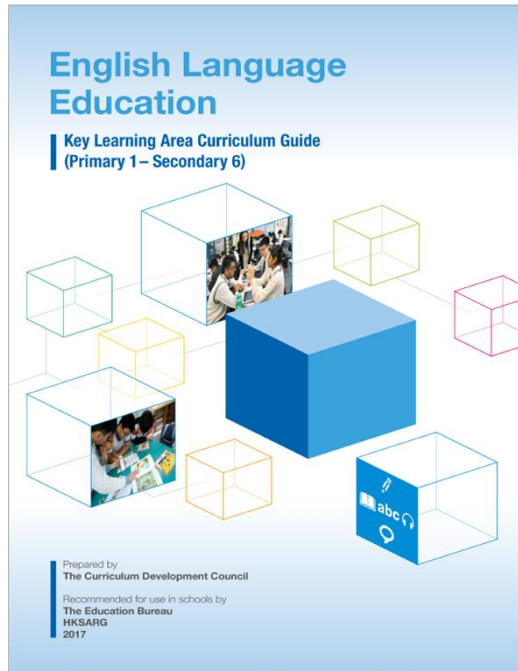


Gifted students

- ✦ Allowing flexibility with the curriculum to address differences in the rate, depth and pace of learning
- ✦ Providing **enrichment** activities which encourage **creativity** and **original thinking**
- ✦ Encouraging students to pursue independent projects or study based on their interests and abilities
- ✦ Guiding students to set **individual goals** and assume ownership of their learning

**Accommodating diverse students' needs
in the mainstream English classroom**

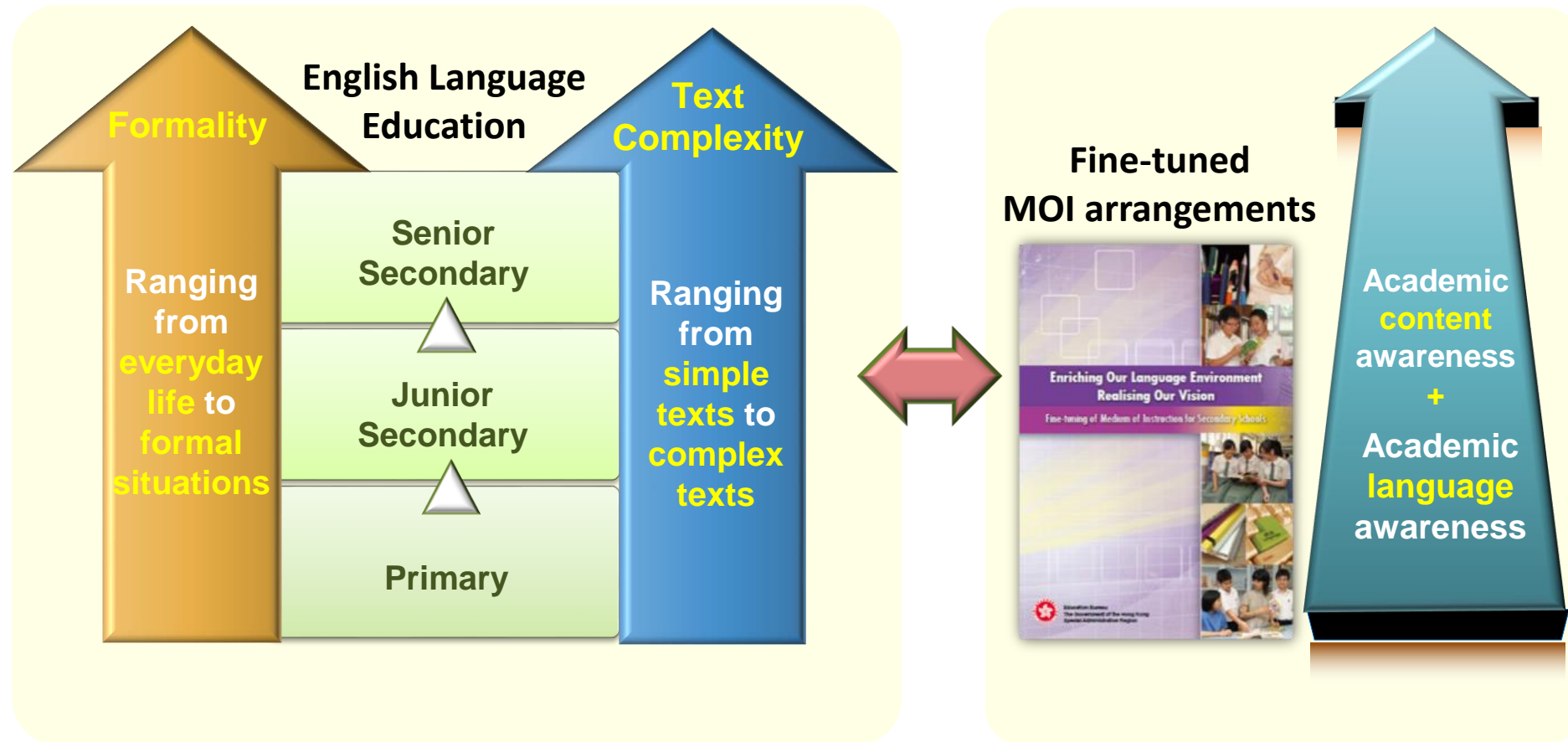
Major Updates of the ELE KLACG (P1-S6)



Reading across the Curriculum

Challenges for Secondary School Students

Language demand grows in terms of **formality** and **text complexity**



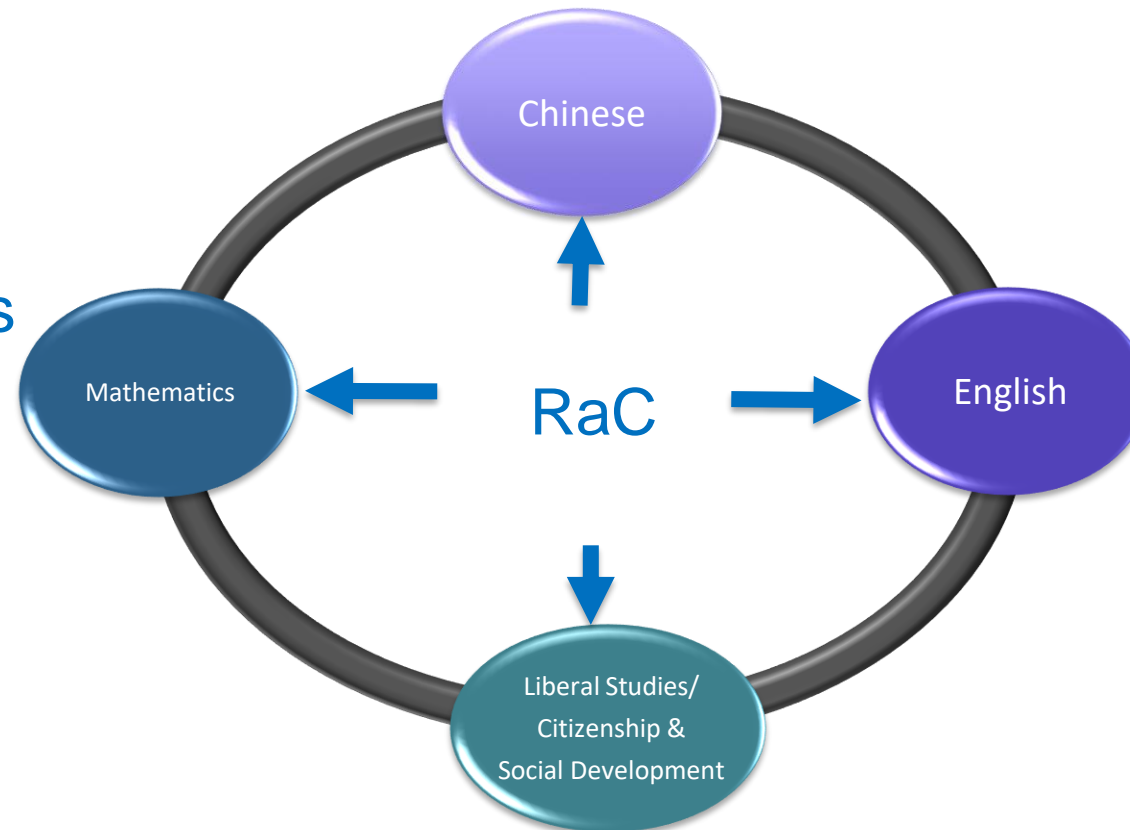
R a C



- Reading across the curriculum (RaC) helps students **establish meaningful links** among concepts and ideas acquired in different KLAs.
- RaC
 - **explicit teaching of reading skills and strategies** to be **integrated** with the curriculum
 - students learning to read
 - the **subject matter** of pedagogic texts
 - the associated **language patterns**
 - develop students' **literacy skills, positive values and attitudes, deep learning and world knowledge**

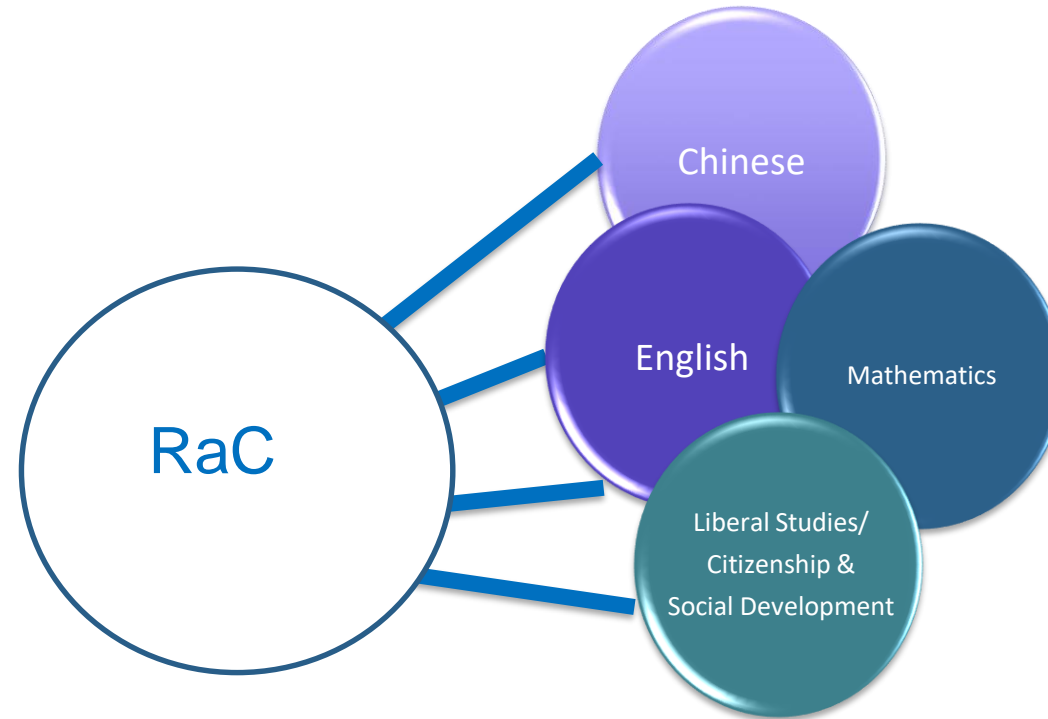
Reading **a**cross the **C**urriculum

In terms of
topics / themes



Reading across the Curriculum

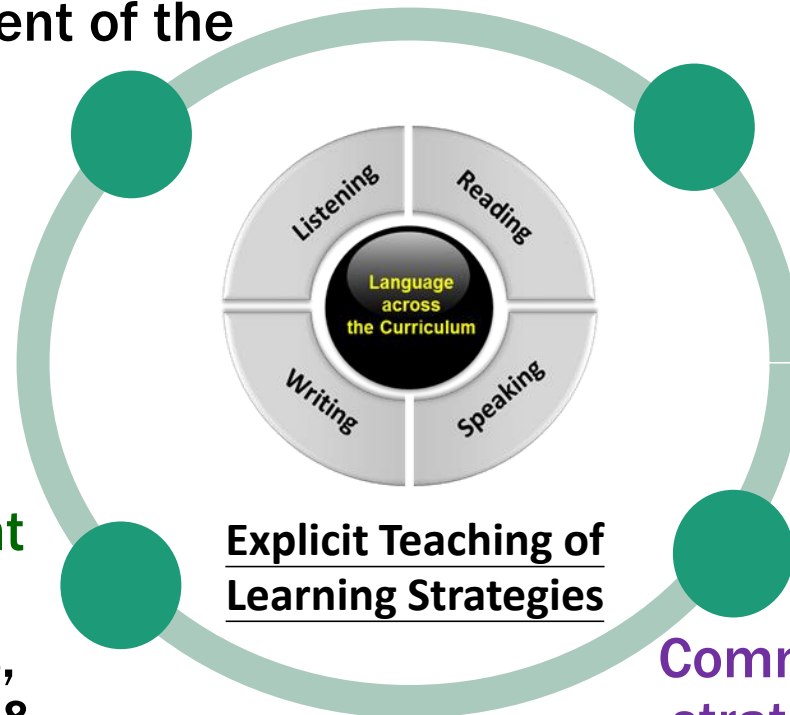
In terms of
reading
skills and
strategies



Strategies for Promoting RaC

Use of **visual representation** to **deconstruct** the structure, language & content of the texts

Reading & enabling skills (e.g. vocabulary building strategies, phonics skills)



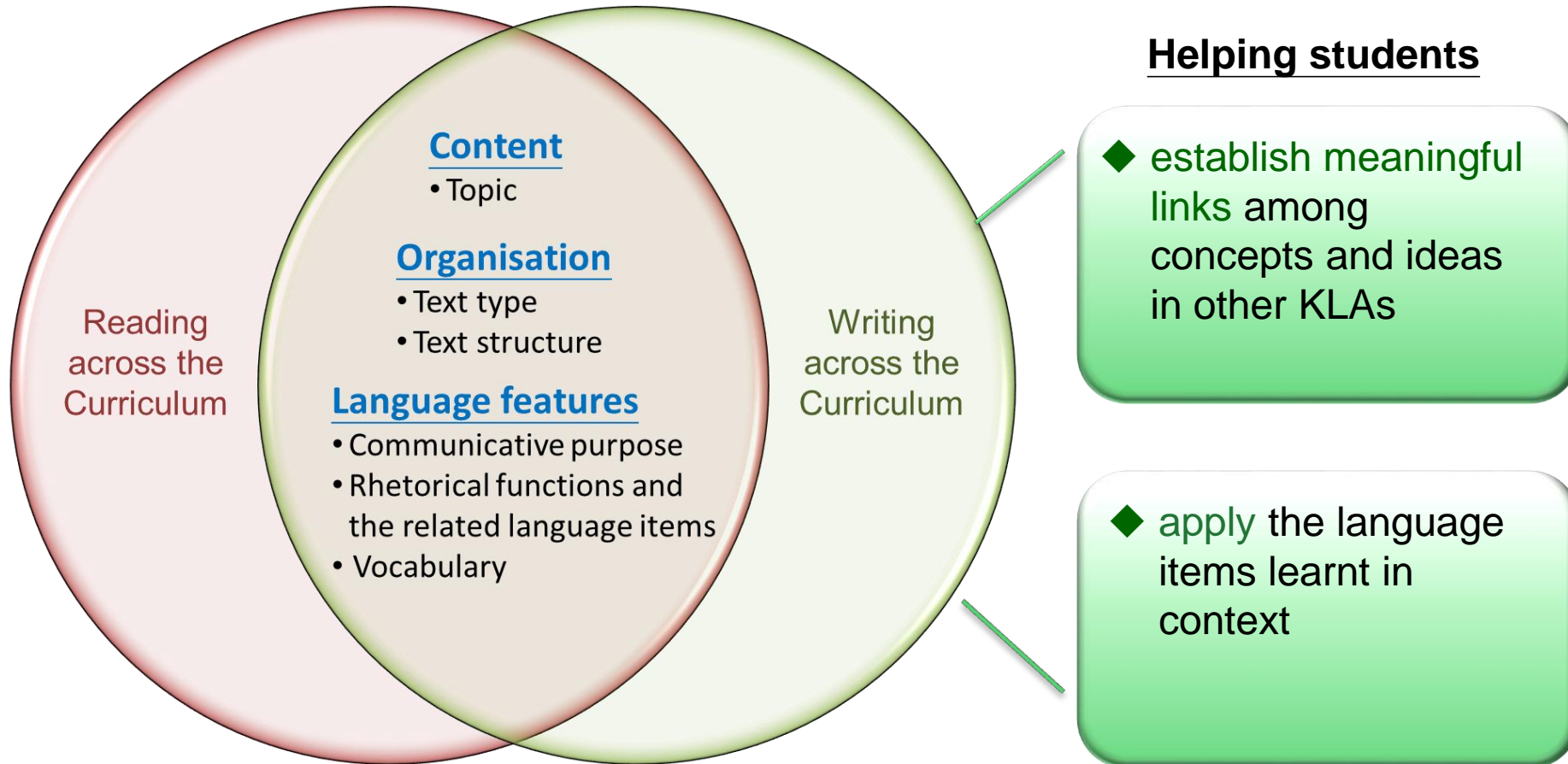
Features of different text types (e.g. text structures, rhetorical functions & the related language items)

Communication / Interaction strategies that students can apply in **presentation & discussion** activities across **KLAs**

W a C

WaC

WaC is a meaningful follow-up on RaC



Collaboration among KLAs

- **Curriculum mapping**

- Take into consideration **students' learning needs across KLAs** at the same year level or across levels
- Develop a **horizontal or vertical curriculum map** that highlights possible **entry points** (e.g. learning and teaching strategies, themes, text structures, rhetorical functions, language items) for the implementation of RaC and WaC

- **Planning of curricula and collaborative development of learning materials**

- Planning the **English curriculum** to facilitate and **enhance reading and writing skills for non-language subjects**
- Working on the **scheme of work** of English Language to **incorporate language skills and features** needed for non-language subjects

Collaboration among KLAs

	Secondary 2	English Language	History	Science
Reading	Learning and teaching strategies	Use of visual representation (e.g. a Venn diagram) to help students deconstruct the text		
	Rhetorical functions	To compare/contrast		
	Language items	<u>Showing similarities</u> <i>Both, like, similarly</i> <u>Showing differences</u> <i>Unlike, while, however/but, instead of</i>		
	Teaching focus	Introducing the forms and functions of the target language items	Reinforcing the use of the target language items	
	Topic	Cultures of the World	Industrial Revolution	Respiration
Writing	Providing relevant contexts for the application of the target language items (e.g.)	<i>“<u>Unlike</u> western parents, Hong Kong parents tend to focus much on their children’s academic performance...”</i>	<i>“<u>Water power</u> was a source of energy before the Industrial Revolution, <u>while</u> the steam engine has become an important source of energy after the Revolution...”</i>	<i>“<u>Like</u> respiration, burning also produces heat energy...”</i>

Collaboration among KLAs

- **Conduct of cross-curricular projects**

- Small-scale cross-curricular projects:

Subjects	Suggested Ideas
English + Mathematics	Conduct a survey , e.g. to find out the favourite extra-curricular activities of S1 students and present the findings in the form of statistical presentation and oral presentation .
English + Geography	Describe the land use in the district where the school is located and suggest alternative uses of the land.
English + Computer Literacy	Use of apps (e.g. “Explain Everything”, “Book Creator”) to produce English digital multimodal texts

Collaboration among KLAs

● Conduct of cross-curricular projects

- Large-scale cross-curricular projects:
- Collaboration of several KLAs on one project

Example: A project on a school tour to the Mainland

History:

Students study the history of the place.

Geography:

Students read the map of the place and plan the tour.

Mathematics &

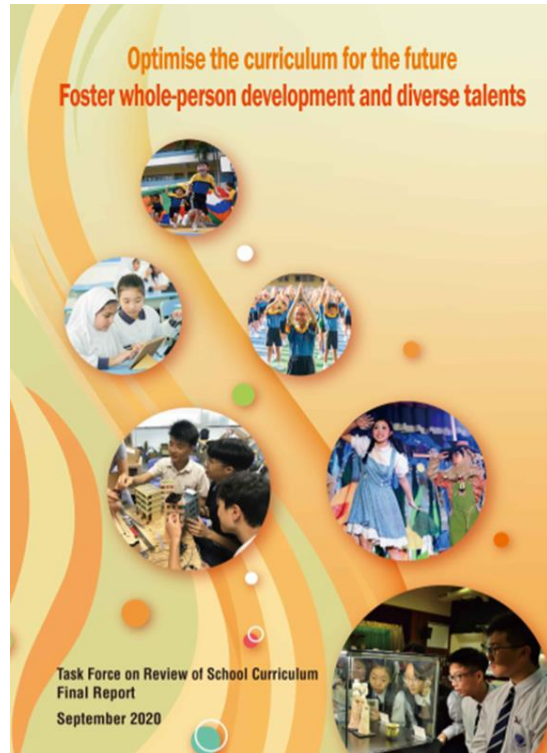
Computer Literacy:

Students prepare a statistical presentation.

English:

Students present their findings in English.

Final Report of Task Force on Review of School Curriculum (2020)



Six Directions of Recommendations



Whole-person Development



Values Education and Life Planning Education



Creating Space and Catering for Learner Diversity



Applied Learning

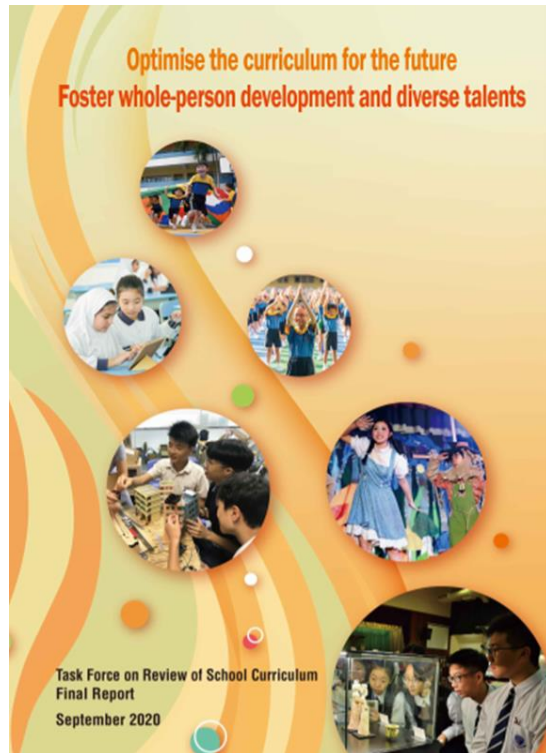


University Admissions



STEM Education

Final Report of Task Force on Review of School Curriculum (2020)



Recommendations for English Language

Catering for
Learner
Diversity

Creating
Space

Final Report of Task Force on Review of School Curriculum (2020)

Recommendations for English Language



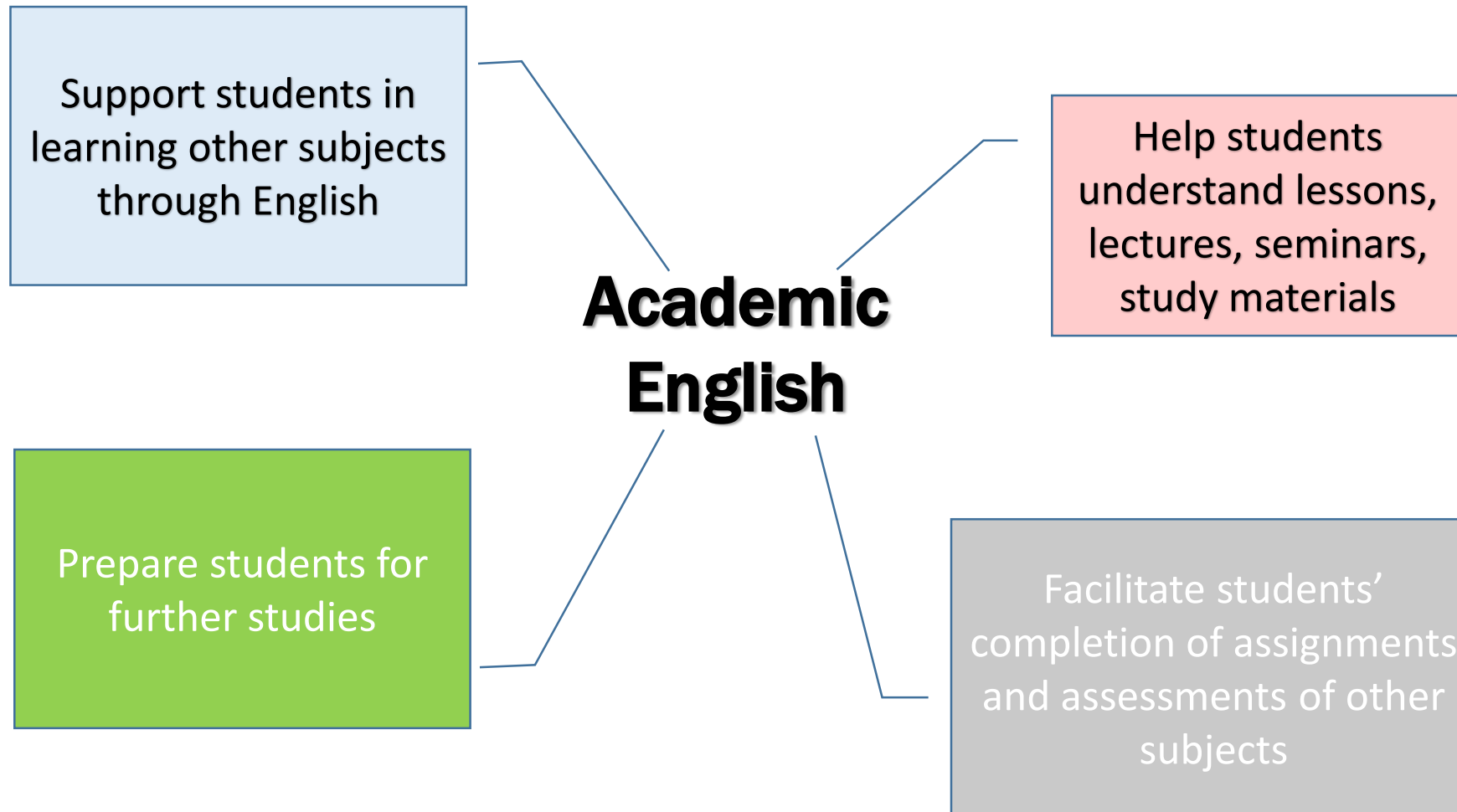
further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE

offer vocational English as an Applied Learning (ApL) course

✓
enrich the existing curriculum, with more emphasis on the academic and creative use of the language

✓
provide more opportunities for students to enhance their language competency through LaC and RaC

Promoting the Academic and Creative Uses of English



Style of Academic English



Everyday English



Academic English



Everyday English

Skinny guys should eat more protein and **carbs** to **put on weight**.

We did a study and **found** that lack of regular exercise **causes** a range of chronic health conditions.

The software helps firms **keep and find old emails**.

One of the effects of **cutting down too many trees** is that some animals and plants will lose their **homes**.

Style of Academic Language

Formal
e.g. Use **nouns** & avoid colloquial language

Objective & Impersonal
e.g. Use **the passive voice** & hedging words

Precise
e.g. Use **exact words** & provide specific details

Technical
e.g. Use **subject-specific words**

Academic English

A higher intake of protein and **carbohydrates** helps **underweight people** to **gain weight**.

A study was conducted and it **was found that** physical inactivity **could be a cause** of a range of chronic health conditions.

The software helps firms **archive and retrieve emails in the past 12 months**.

One of the effects of **deforestation** is the loss of **habitats** for some animals and plants.

Academic Use of English

Examples of Language Features

Academic Use of English

Cohesive Devices for Different Purposes

Followed by a clause: since (because) as (therefore) as a result

Followed by a noun/noun phrase: because of (due to) owing to (thanks to)

Similarities: both (as...as) (likewise) (similarly)

Differences: in contrast (whereas) (unlike)

Emphasis: clearly (obviously) (definitely) (indeed) (notably) (above all)

Addition: besides (moreover) (furthermore) (in addition) (not only...but also)

Order: first and foremost (subsequently) (finally) (last but not least)

Summary: in brief (in conclusion) (in summary) (to conclude) (to sum up)

Generalisation: on the whole (in most cases) (in general)

Condition: if (in case) (unless) (provided that) (on condition that)

Clarification: namely (specifically) (in other words) (to put it simply)

Cause and Effect: for example (for instance) (in this case) (such as)

Example: (in this case) (such as)

Comparison and Contrast: (in contrast) (whereas) (unlike)

Curriculum Development Institute
Education Bureau
HK SAR
©2022

Academic Use of English

Hedging

Hedging is the use of cautious or tentative language. It is commonly used in academic writing, particularly scientific writing, to avoid over-generalisation and soften the tone to make it less absolute.

Verbs

e.g. appear to
seem to
tend to
think

Example:
Identical twins **tend to** have similar personalities.

Adverbs

e.g. arguably (probably)
maybe (possibly)
perhaps (seemingly)
presumably

Example:
The failure was **possibly** caused by human mistakes.

Nouns

e.g. assumption (possibility)
indication (probability)
likelihood (tendency)

Example:
There is a **tendency** for people in cities to marry later than those in rural areas.

Modal Verbs

e.g. can (may)
could (might)

Example:
Housing sales **may** see a gentle rise in the next quarter.

Adjectives

e.g. likely (doubtful)
possible (uncertain)
probable (unlikely)

Example:
It is **likely** that online learning will become one of the major learning modes in the future.

Other Phrases

e.g. commonly (often)
frequently (sometimes)
generally (somewhat)

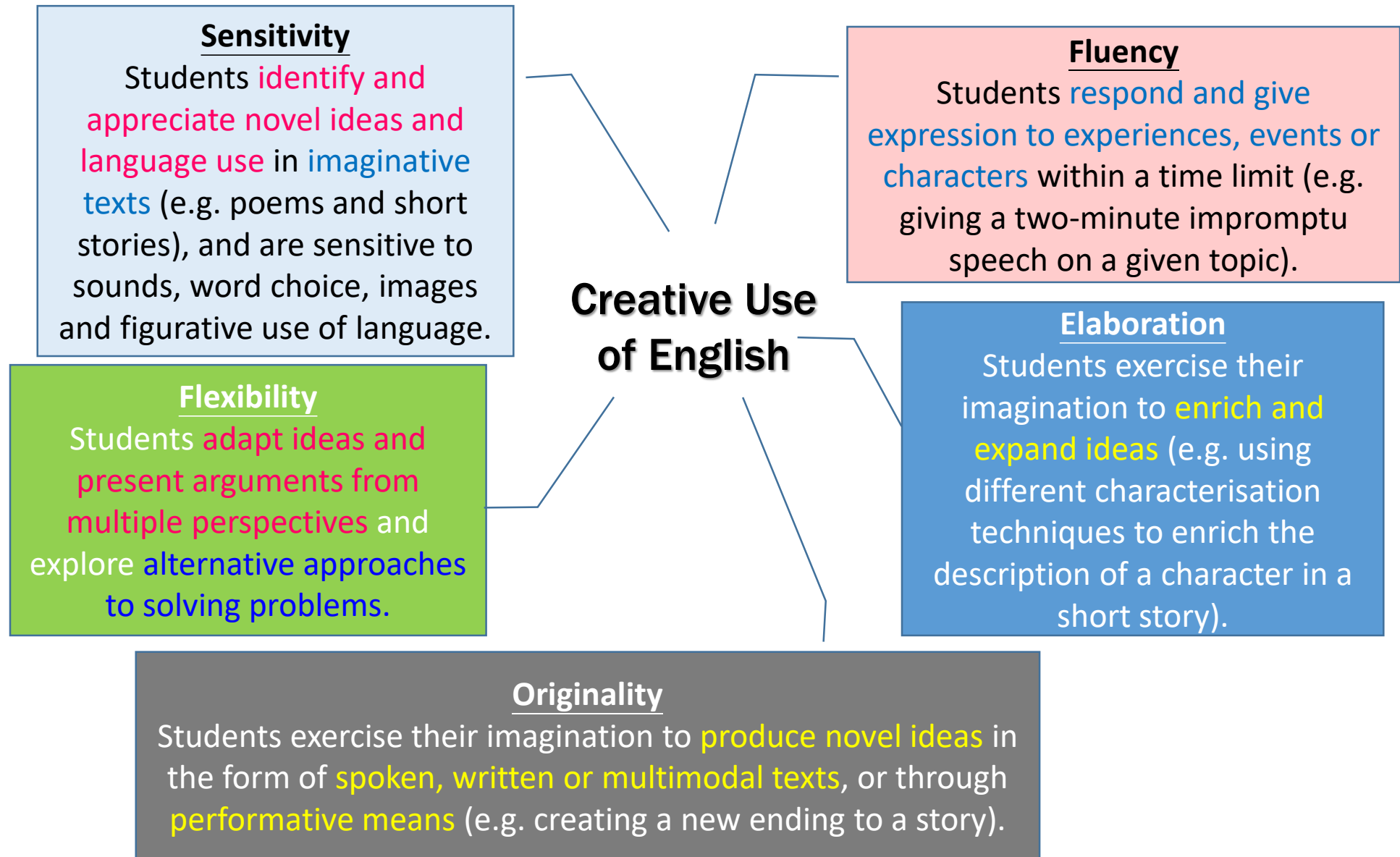
Example:
It is **generally** agreed that more funding is needed for education.

Curriculum Development Institute
Education Bureau
HK SAR
©2022



For more learning and teaching resources, please visit:
<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/home.html>

Creative Use of English




Creative Use of English

Examples of Language Features

Creative Use of English

Sensory Language

SIGHT




Visual words allow readers to see more clearly what is described. These words can be further categorised into groups based on size, shape, colour, etc.

Lighting:	Size:	Shape:	Colour:
shimmering	bulky	oval	dark blue
glowing	gigantic	curved	light grey
sparkling	enormous	flat	bright red
shady	tiny	pointed	pastel green

e.g. We sailed across the vast and furious ocean, pushing through the shimmering waves.

SOUND




Auditory words allow readers to hear what is happening.

humming	scratching	whispering
moaning	roaring	murmuring
groaning	deafening	screeching
rumbling	cracking	screaming

e.g. The little girl in the playground started humming a light-hearted melody in delight.

TASTE




Gustatory words turn the content flavoursome.

sugary	spicy	greasy
savoury	pungent	bland
bitter	tangy	minty
tart	mellow	juicy

e.g. The salty-sweet caramel melted on the baby's tongue. The surprising sugariness made her smile.

SMELL




Olfactory words allow readers to smell the aroma.

fragrant	pleasant	musty
perfumed	refreshing	stale
sweet-scented	tempting	rancid
fruity	tantalising	revolting

e.g. Spring comes as the sweet-scented blossoms fill the air with their refreshing fragrance.

TOUCH



Tactile words let readers feel the texture and temperature.

fluffy	rocky	spongy
silky	soggy	coarse
prickly	gluey	scorching
spiky	foamy	icy

e.g. I love summer. The warm sun kisses my face and fluffy and wispy clouds float across the sky.

Curriculum Development Institute
Education Bureau
HK SAR
©2022

Creative Use of English

Showing Not Telling

Instead of telling readers directly the characters' feelings, show them through their actions.

EXCITED/HAPPY 😄

- My heart was pounding.
- I raised my eyebrows.
- I hummed a tune.
- I walked with bouncy steps.
- I squealed with delight.

SAD/UPSET 😞

- Tears gathered in my eyes.
- My lips were trembling.
- I hung my head.
- I pulled a long face.
- I tossed and turned all night.

AFRAID/SCARED 😨

- My hands were shaking.
- My face turned pale/white.
- I couldn't breathe and my mind went blank.
- I was dizzy and about to faint.
- I got goosebumps all over my body.

ANGRY/IRRITATED 😡

- I clenched my fists/teeth.
- I grinded my teeth.
- My veins popped out.
- I slammed the door.
- I stomped my feet.

SHOCKED/APPALLED 😱

- My mouth was wide open.
- I froze.
- I was motionless and speechless.
- I felt a shiver down my spine.
- I couldn't believe my eyes.

NERVOUS/ANXIOUS 😰

- My heart was racing.
- I bit my nails.
- My palms got sweaty.
- My hands were quivering.
- I felt/had a lump in my throat.

BORED/UNINTERESTED 😴

- I tapped my fingers.
- I began to fidget.
- I kept looking at my watch.
- I yawned.
- I rolled my eyes.

EMBARRASSED/SHY 😳

- I blushed.
- I lowered my head.
- I buried my face in my hands.
- I wanted to hide.
- I avoided looking him/her in the eye.

T/RED/EXHAUSTED 😫

- I yawned and stretched my arms.
- My eyes were droopy.
- I rubbed my eyes.
- I nodded/dozed off.
- I slouched in the sofa.

Curriculum Development Institute
Education Bureau
HK SAR
©2022


Creative Use of English

Examples of Language Features

Creative Use of English

Literary Devices


PERSONIFICATION



Giving some human characteristics to something that is not human, such as animals, objects and non-living things

e.g. The school is **overjoyed** when we are back. It **spreads its arms wide** to welcome us.


SIMILE



Making comparisons between two things which have something in common, using the words "like" or "as"

e.g. A good teacher **is like a compass**. He always shows students the correct direction and guides them out of darkness when they are lost.


METAPHOR



Making a statement that says one thing is another, without using the words "like" or "as"

e.g. A teacher **is a gardener** who always nourishes and nurtures students, providing the most favourable environment for them to grow and bloom.


ALLITERATION



Repeating the same consonant sounds at the beginning of words that are near each other

e.g. I am thankful to the **tender** teachers who **touch** my heart with their hands of love. They **teach** me to **truly** trust myself and **treasure** my time and talents.


HYPERBOLE



Making qualities of people or things stand out by exaggerating them

e.g. My class teacher is the best teacher **in the entire universe!** She never fails to tend to our needs even when she **is drowning in work** and has **a million other tasks** to take care of.

PARALLELISM



Repeating phrases, clauses or sentences that are similar in structure and meaning

e.g. Teachers encourage **minds to think, hands to create and hearts to love.**

Curriculum Development Institute
Education Bureau
HK SAR
©2022

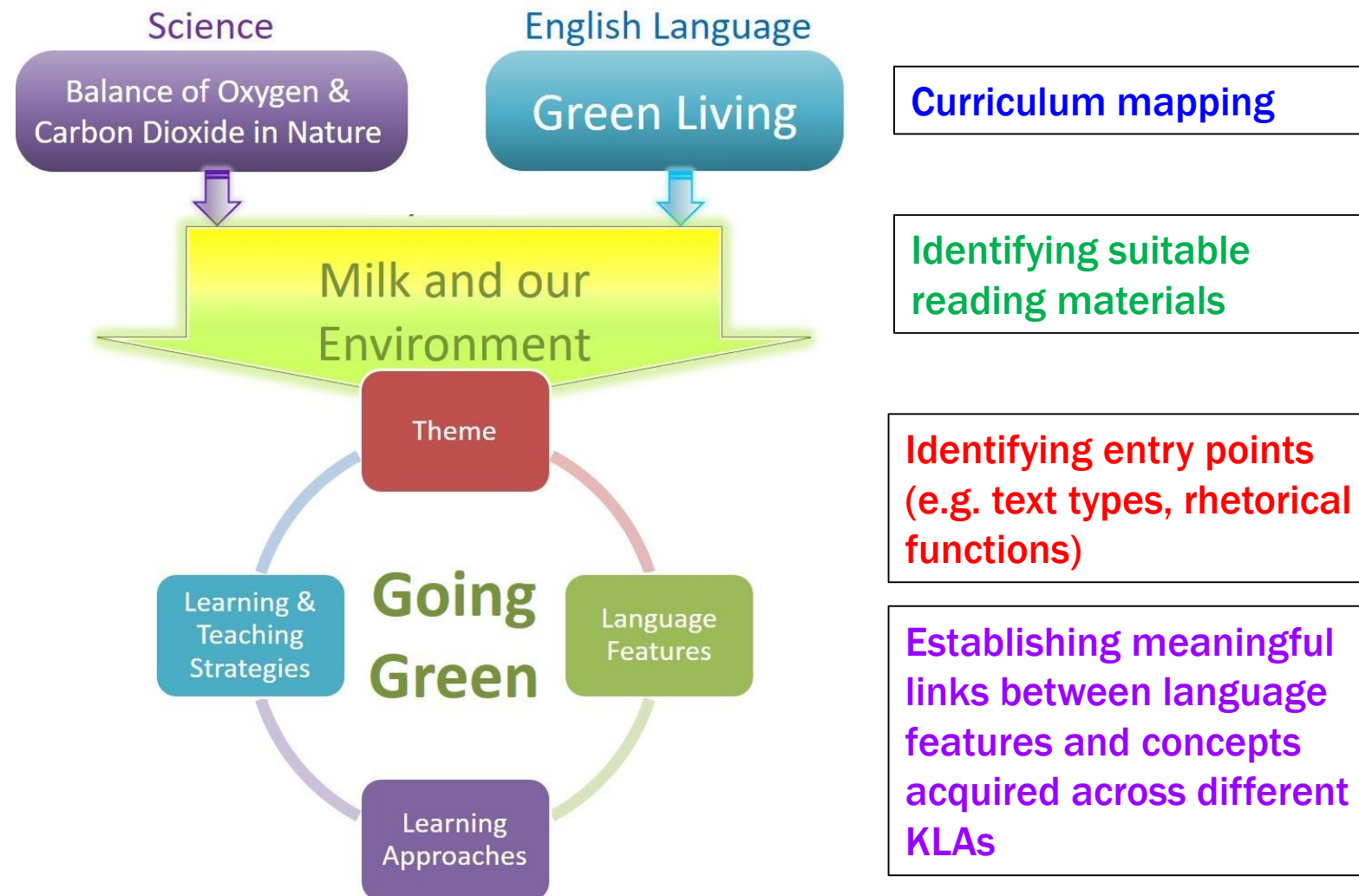
For more learning and teaching resources, please visit:

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Creative-Eng/home.html>



Enhancing Students' Language Competency through LaC and RaC

An Example



Enhancing Students' Language Competency through LaC and RaC

An Example

Reading material (a feature article): “A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment”

Content

- 1) To understand different types of milk with respect to the carbon footprint, water footprint, nutrition and price

Language (Connection with Science, Mathematics)

- 1) To understand the text structure of a feature article
- 2) To use graphic representations, i.e. charts/graphs, to present data
- 3) To understand rhetorical functions and the related language items:

Academic use of English

Rhetorical functions	Target language items
To define	• “... <i>refers to</i> ...”
To cite (the source)	• “ <i>According to</i> ...”
To present facts	• “... <i>measures</i> ...” (the use of the present tense)
To make reference to	• “... <i>found (that)</i> ...”
To compare and contrast	<u>Presenting similarities</u> • “... <i>both</i> ...” <u>Presenting differences</u> • “... <i>meanwhile</i> ...”, “... <i>but</i> ...”, “... <i>while</i> ...”, “... <i>the most expensive</i> ...” (the use of the comparative/superlative)

e-Learning

- 1) To develop a multimodal text (e.g. with texts, images, charts/graphs...)

Enhancing Students' Language Competency through LaC and RaC

An Example

- Generic skills
- Cater for LD

Pre-reading

Understanding the text type (feature article)

Skimming Examples of Feature Articles

1) What are the texts about? 2) How do you know?

Pictures/photos
Key words

Example 1
How did the giraffe get its long neck?
Genes analysed in a full story

Example 2
How did it happen?
Alzheimer's and more

Values education
(environmental protection)

While-reading

- Jigsaw reading: Comparison of milk
- Identifying the target language items

(Part 3)

Jigsaw Reading
Work in groups. Read one of the sections (i.e. carbon footprint, water footprint, nutrition or price) as assigned by your teacher and complete the respective row of the table.

A Comparison of Different Types of Milk in terms of Carbon Footprint, Water Footprint, Nutrition and Price

1 Cup of Milk	Cow's Milk	Soy Milk	Almond Milk
Carbon Footprint	100g	100g	100g
Water Footprint	100g	100g	100g
State	100g	100g	100g
Price	100g	100g	100g
Protein	100g	100g	100g
Calcium	100g	100g	100g
Iron	100g	100g	100g
Other	100g	100g	100g

Post-reading

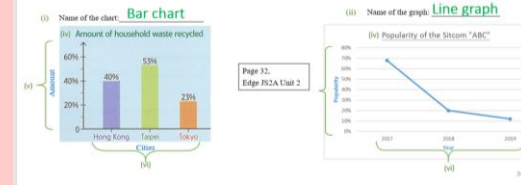
- Data presentation (relevant language features)

(Part 5)

Presentation of Data

A) Understanding the text features

1) In groups, study the features of the three charts/graphs below and complete the blanks with suitable words.



Writing

Developing a multimodal feature article with Google Site

- e-Learning
- Creative use of English

(Part 8)

2. Enrich your text by presenting your data using visual representations, including:
a) Graphic forms (e.g. a table, a line graph, a bar chart, a pie chart)

Test criteria	McDonald's	KFC	Pepper	Hot Star	Julibee
Flavour	Just okay	Bad	Tasteless	Terrible	Good
Texture	Just right	Bad	Crispy outside, tender inside	Tender	Crispy
Oiliness	Only	Only	Not too oily	Not too oily	Just right
Cost	\$32	\$39	\$36	\$32	\$35
Rating	4	4	4.5	5	5.5

(Part 8)

2. Enrich your text by presenting your data using visual representations, including:
b) Images (e.g. photos) and/or video clips



STPA Young You College

Students (Tryout 1)

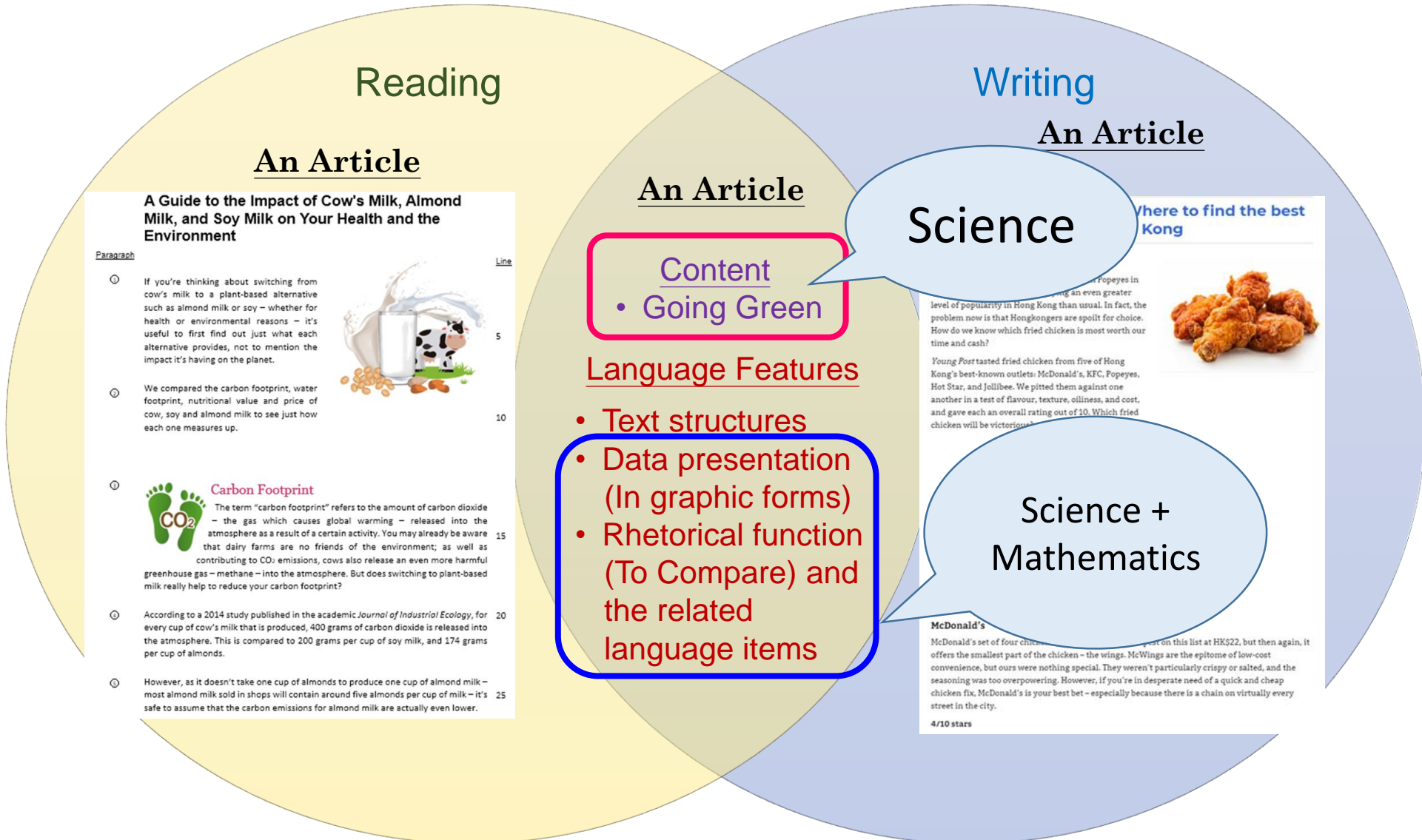
Sample Work

Fried chicken taste test: Where to find the best fast food versions in Hong Kong

With the recent opening of the Fried Chicken Program in Hong Kong, fried chicken is enjoying an ever-growing level of popularity in Hong Kong. However, to find the best fast food version, the Hong Kongers are going for the fried chicken which has the best texture, flavour, oiliness, and cost, and give each an overall rating out of 10. Which fast chicken will be the winner?

Enhancing Students' Language Competency through LaC and RaC

An Example



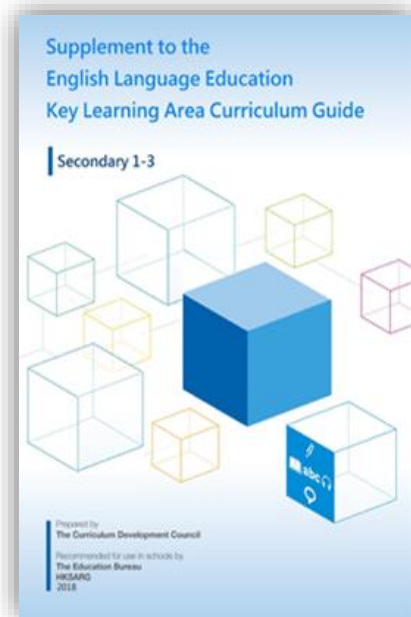
Experience Sharing

Kowloon True Light School

Learning & Teaching Resources

Supplement to the ELE KLACG (S1 – 3)

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



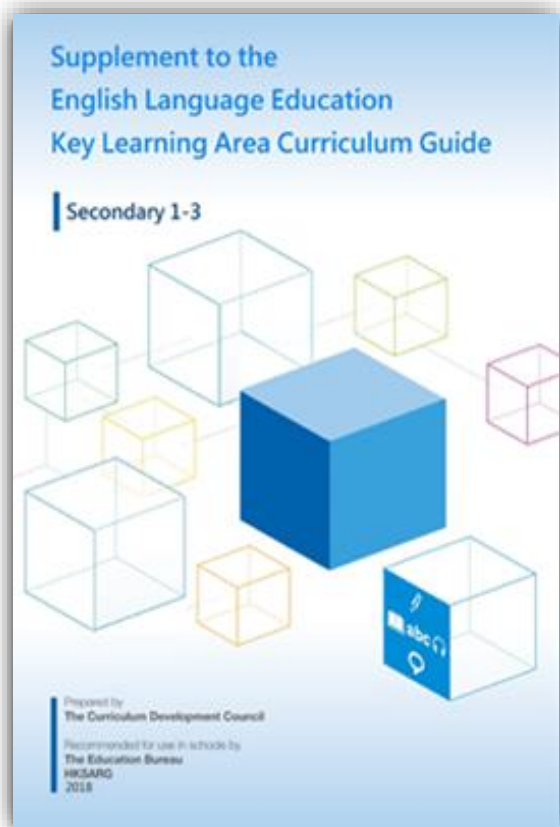
Serves as a supplement to the **ELE KLACG (2017)**

Aims to provide teachers with further suggestions on the implementation of the English Language curriculum at **KS3 (S1 – 3)**

Revisits the curriculum emphases provided in the **Syllabus for English Language (S1 – 5) (1999)** for renewal and puts forth new emphases to reflect the changing contexts

Supplement to the ELE KLACG (S1 – 3)

The Supplement consists of six chapters:



Chapter 1

The Learning and Teaching of **Listening**

Chapter 2

The Learning and Teaching of **Speaking**

Chapter 3

The Learning and Teaching of **Reading**

Chapter 4

The Learning and Teaching of **Writing**

Chapter 5

The Learning and Teaching of **Language Arts**

Chapter 6

Promoting **Language across the Curriculum** at Secondary Level

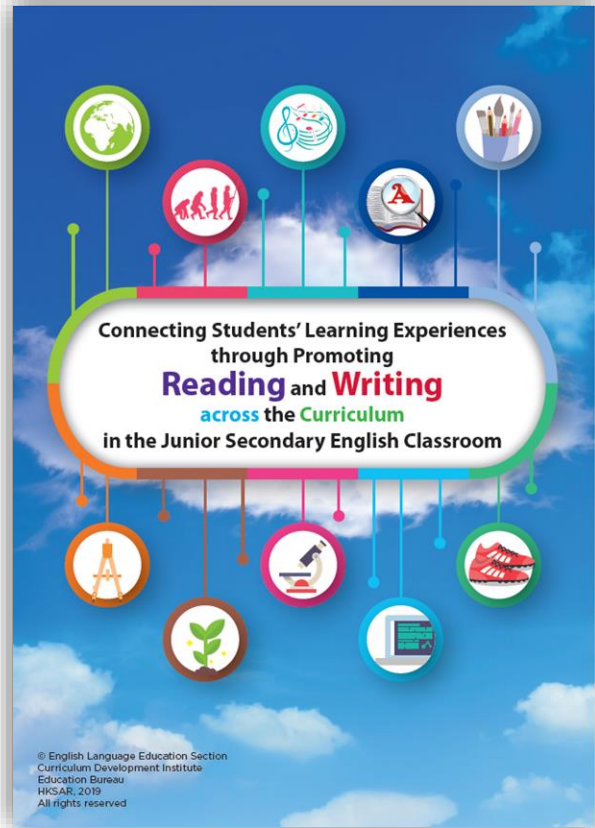


<http://www.edb.gov.hk/elecg>

Resource Package

- Connecting Students' Learning Experiences through **Promoting Reading and Writing across the Curriculum** in the Junior Secondary English Classroom” (2020)

Content



Concepts related to R/WaC

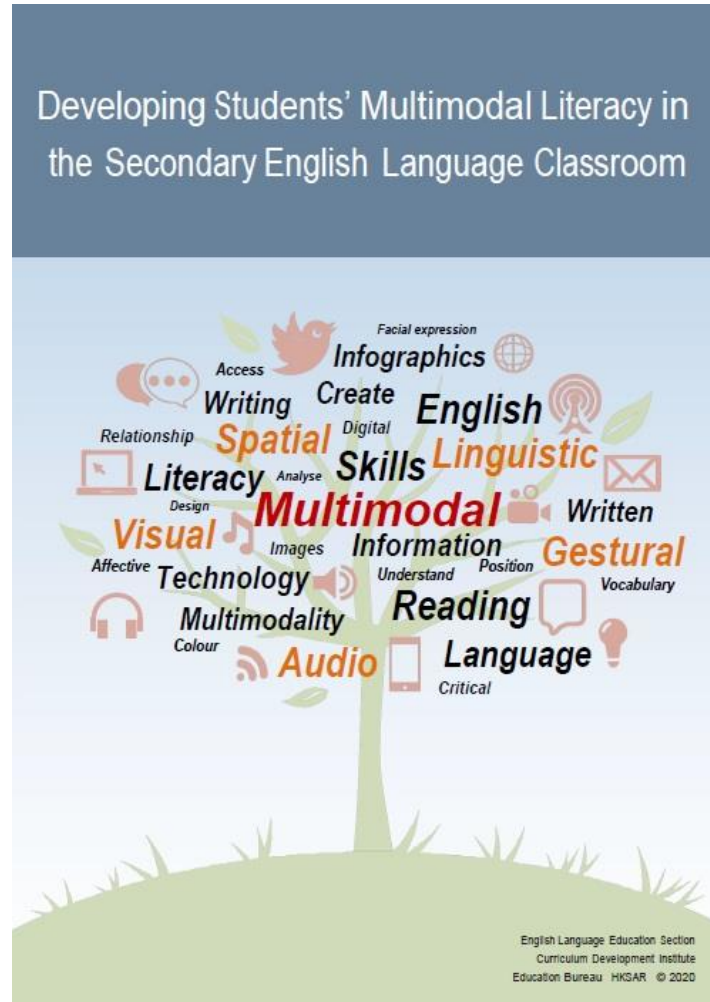
Strategies for Promoting R/WaC

Learning and Teaching Materials for Promoting R/WaC (3 Learning Tasks)

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



Online Resource Package on Developing Students' **Multimodal Literacy** in the Secondary English Classroom



A Treasury of Literary Classics (Secondary Level)



A **Treasury** *of*
LITERARY CLASSICS



Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2023/24”

Overarching theme: “In Love We Share, In Love We Grow”

Sub-themes:

- Love Our Country
- Love the Community
- Love Our Family and Friends
- Love Myself
- Love Learning
- Love Nature

Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2022/23” Competitions



- “SOW in Love” Letter Writing Competition (Pri & Sec)
Nov 23 - Mar 24



- Poetry Remake Competition (Sec)
Oct 23 - Mar 24



- SOW Week of Love & Growth (Pri & Sec)
Feb - Jul 24



- “We Write · We Sing” Music Competition (Pri & Sec)
Oct 23 - Jul 24



- Filmit 2024: A Student Film Competition (Pri & Sec)
Nov 23 - May 24



- “Time to Talk” Public Speaking Competition (Pri & Sec)
Nov 23 - May 24



- “Story to Stage” Puppetry Competition (Pri)
Nov 23 - Jun 24

Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2023/24”

Learning and Teaching Resources

Examples from the School-based Activity “Week of Positivity”

Videos on “Fantastic People” and “Fantastic People Videos Activity Booklet”

Learning and Teaching Materials for Poetry Remake Competition

SOW Treasure Chest

Learning and Teaching Materials for “SOW in Love” Letter Writing Competition



Learn of Proverbs

Video Response

1. From the speaker's point of view, what is "old Hong Kong"? What English proverb can you find evidence from the poem?

Suggested Answer:

1. From the speaker's point of view, what is "old Hong Kong"? What English proverb can you find evidence from the poem?

Answer: "Old Hong Kong" is a place with a long history and tradition. This is shown in the poem through the use of the phrase "old Hong Kong". The speaker also mentions "old Hong Kong" as a place with a long history and tradition. This is shown in the poem through the use of the phrase "old Hong Kong".

2. Which proverb is used throughout the poem?

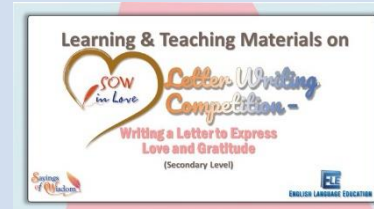
Answer: "Old Hong Kong" is a place with a long history and tradition. This is shown in the poem through the use of the phrase "old Hong Kong".

3. Complete the table with examples of the above proverbs in different contexts. Answer in Chinese 1 and 2 in any given or invented.

Proverb 1 (Example)	Proverb 2	Proverb 3	Proverb 4
Example 1: ...	Example 2: ...	Example 3: ...	Example 4: ...

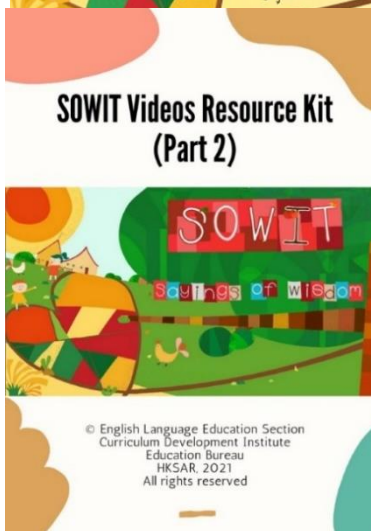
4. If the proverb is connected with the use of the poetic device?

Answer: ...

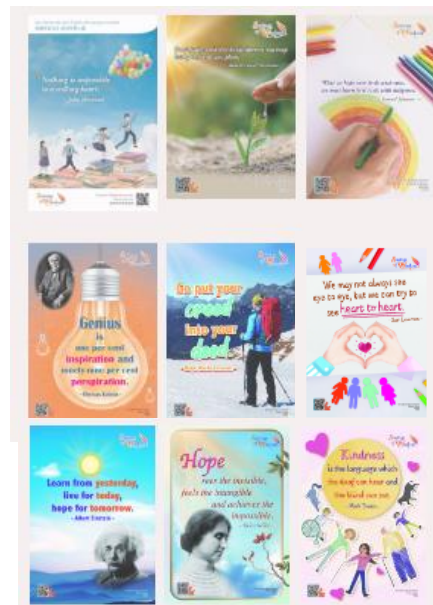


Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2023/24”

SOWIT Videos and SOWIT Videos Resource Kit



Animated Posters, Posters and Wallpapers



Interactive Games

Match and Win

Match the posters with the SOW.

To play *Match and Win* online, click the following button.

[Play Game](#)

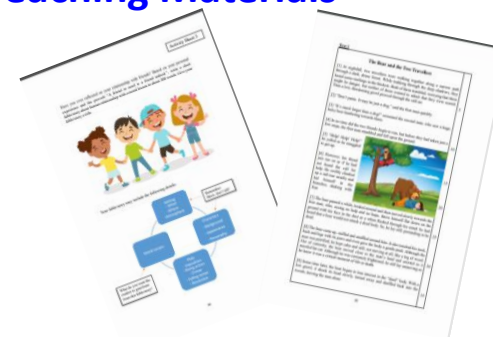
The PowerPoint version of *Match and Win* can be used as a classroom activity or parent-child game. Click the following button to download the PowerPoint file.

[Download](#)

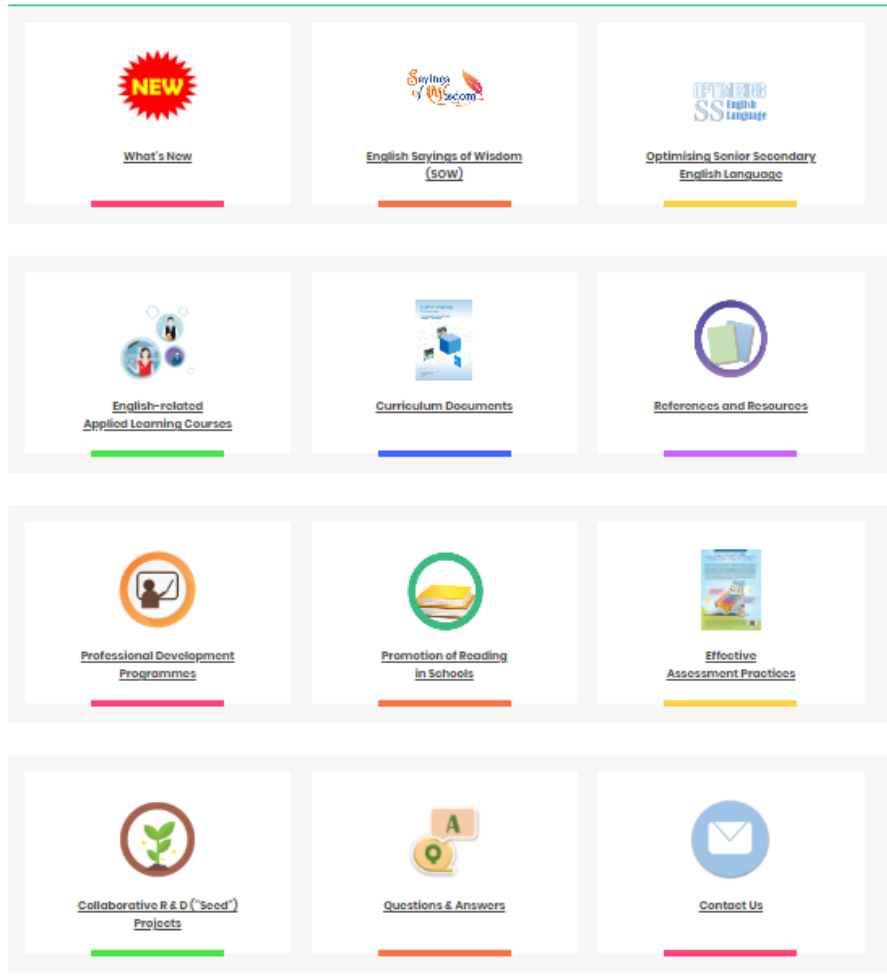
SOW Instant Messaging stickers (animated & non-animated)



Learning and Teaching Materials



Resources and References on English Language Education



All learning & teaching resources and references for ELE can be accessed at the ELE KLA website.

ELE KLA Website
www.edb.gov.hk/ele



PDPs for 2023/24 s.y.

English-related Applied Learning Courses

- Introduction to English-related Applied Learning Courses

Curriculum Management, Leadership and Planning

- Curriculum Leadership and Management for the English Language Education Key Learning Area Series: Holistic Planning and Implementation of the Secondary English Language Curriculum for English Panel Chairpersons
- Curriculum Leadership and Management for the English Language Education Key Learning Area Series: Holistic Planning and Implementation of the Secondary English Language Curriculum for English Teachers
- Experience Sharing Session on Promoting Values Education in the School English Language Curriculum (Secondary Level)

PDPs for 2023/24 s.y.

Senior Secondary Curriculum and Assessment

- Optimising Senior Secondary English Language Series: (1) **Integrating and Connecting Different Curriculum and Assessment Components**
- Optimising Senior Secondary English Language Series: (2) Using **Language Arts** to Promote the **Creative Use of English**
- Optimising Senior Secondary English Language Series: (3) The Role of **Grammar and Vocabulary** in **Academic** Reading and Writing

Sustaining the Curriculum and Assessment Reform

- Adopting Effective Strategies to Enhance the Learning and Application of **Grammar Knowledge** in the Secondary English Language Classroom
- Enhancing Students' Literacy Skills Development through Promoting **Language across the Curriculum** in the Junior Secondary English Classroom

PDPs for 2023/24 s.y.

Sustaining the Curriculum and Assessment Reform

- Enhancing **Assessment Literacy** through Effective Use of the **Learning Progression Framework (Reading and Listening Skills)**
- Enhancing **Assessment Literacy** through Effective Use of the **Learning Progression Framework (Writing and Speaking Skills)**
- Effective **Assessment Practices** in the English Language Curriculum
- Harnessing **Technology** to Cater for **Learner Diversity** in the Secondary English Language Classrooms
- Effective Use of **e-Resources** to Enhance Students' English **Language Skills** and Promote the **Creative Use of English** at the Secondary Level (**6-hour course**)
- Connecting the Dots: Effective Strategies for **Teaching Vocabulary for Cross-curricular Learning**

PDPs for 2023/24 s.y.

Sustaining the Curriculum and Assessment Reform

- Enriching Knowledge Series: Understanding **Film Genres**
- Writing an Effective **Analytical Essay on Films**
- Appreciating **Shakespearean and Modern Plays**
- Enriching Knowledge Series: (1) Exploring and Appreciating English **Creative Texts**
- Enriching Knowledge Series: (2) Effective **Writing Skills and Strategies** for English Teachers
- Enriching Knowledge Series: (3) Improving **English Pronunciation and Speaking Skills**
- Critical Reading and Viewing: Developing Students' **Visual Literacy** in the English Language Classroom

The enhanced School development and Accountability (SDA) framework

Background:

- The SDA framework was introduced by the Education Bureau (EDB) in the 2003/04 school year in supporting schools to implement **school-based management** (SBM).
- The framework emphasises that **school self-evaluation** is a core element of schools for their perpetual improvement through putting in place a systematic **Planning-Implementation-Evaluation (P-I-E) cycle**.
- To strengthen SBM, EDB announced the implementation of the "**enhanced SDA framework**" in the 2022/23 school year to **bolster** the **accountability** of staff in publicly funded schools in providing quality school education and **enhancing national education** through the adoption of a whole school approach in particular.

The enhanced SDA framework

Online self-learning course

Date	- Dec 2023 – Apr 2024
Mode	- Open for self-learning at the VLE platform of the HKEdCity
Objective	- Facilitate understanding of the concept and basic information of the enhanced SDA framework
Targets	- All principals and teachers
Enrolment method	- School applications via TCS open (Course ID: QA0020240016)



Useful Websites

Learning and teaching resources

- Resources developed by the Native-speaking English Teacher Section, CDI
<http://www.edb.gov.hk/en/curriculum-development/resource-support/net/enet-resources.html>
- Resources developed by the Language Learning Support Section, CDI
<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/sbss/language-learning-support/index.html>
- One-stop Portal for Learning and Teaching Resources
<http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html>
- Educational Multimedia
<https://emm.edcity.hk/>
- HKedCity English Campus
<https://www.hkedcity.net/english/>

“SOW in Love” Letter Writing Competition

- Students are invited to:
 - write a **letter** to express their **love** and **gratitude** towards an **entity** with a saying of wisdom (SOW) of their choice; and
 - create a piece of two-dimensional (2D) **artwork** to enhance conveyance of meaning and **visual representation** of the letter.
- Submission deadline: **6:00 p.m., 8 March 2024**
- For details, please refer to:

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



Poetry Remake Competition

- Students create a **two-dimensional artwork** in response to one of the **selected poems**, and then write an **artist statement in English** to **explain the ideas** in their work
- Submission period: **7 to 8 March 2024**
- For details, please refer to:

www.edb.gov.hk/poetryremake



Week of Love & Growth



- **School-based cross-curricular** English week echoing the overarching theme and the six sub-themes of the SOW Campaign 2023/24
- Period: **19 February – 12 July 2024**
- A variety of resource materials for schools
- **School-based support** for organising the activity week from the NET Section may be provided upon request.
- Register through Google Form on or before **12 Jan 2024**
- For details, please refer to:

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

