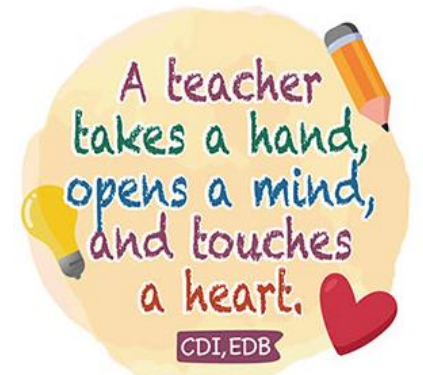


**Curriculum Leadership and Management for  
the English Language Education Key Learning Area Series:**

**Holistic Planning and Implementation of the Secondary  
English Language Curriculum for English Teachers  
(Refreshed)  
(Online Self-learning Programme)  
(Course ID: CDI020240476)**

English Language Education Section  
Curriculum Development Institute  
Education Bureau  
December 2023



# *Objectives*

- ❖ To enhance teachers' understanding of **holistic planning and implementation** of the school English Language curriculum in secondary schools;
- ❖ To enhance teachers' capacity in incorporating the **key curriculum initiatives** (e.g. **promoting Language across the Curriculum, values education and the academic and creative uses of English**) in the school English Language curriculum through **collaboration, experience sharing and knowledge building**; and
- ❖ To discuss and share **strategies** and **practices** on holistic planning and implementation of the school English Language curriculum

# *Programme*

Time	Content
<b>3 hours</b>	1) English Language Teachers as an Agent for Innovation & Change
	2) Holistic Planning and Implementation of the School English Language Curriculum <ul style="list-style-type: none"><li>• Major updates of the English Language Education Key Learning Area Curriculum Guide (ELE KLACG) (P1-S6) (2017)</li><li>• Recommendations of the Task Force on Review of School Curriculum (2020)</li></ul>
	3) Experience Sharing (Kowloon True Light School)
	4) Summary and Resources
	5) Assignment

*Part 1:*

**English Language Teachers  
as an Agent for Innovation  
and Change**



## Roles of English Language Curriculum Leaders

- **Plan, lead, manage and evaluate** the school curriculum and its implementation
- Ensure **vertical and horizontal curriculum coherence**
- **Build capacity** in panel members and students
- **Manage** resources
- **Collaborate with other KLA panels** and promote a culture of collaboration

As an English Language teacher, **how can you contribute to the effective planning & implementation of the school English Language Curriculum?**

- Adopt appropriate **pedagogical approaches** to **motivate** students
- Try out **innovative** teaching strategies
- Make use of a variety of **authentic language learning materials** to foster a broader range of literacy skills
- Engage in **professional development** and **lifelong learning**
- Enhance **assessment literacy**
- Make use of **community resources** and expose students to **meaningful use of English**

# *Curriculum Planning*

## Horizontal coherence

- Aligning with 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

- Ensuring the curriculum is 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

*Part 2:*

**Holistic Planning and  
Implementation of the School  
English Language Curriculum**

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



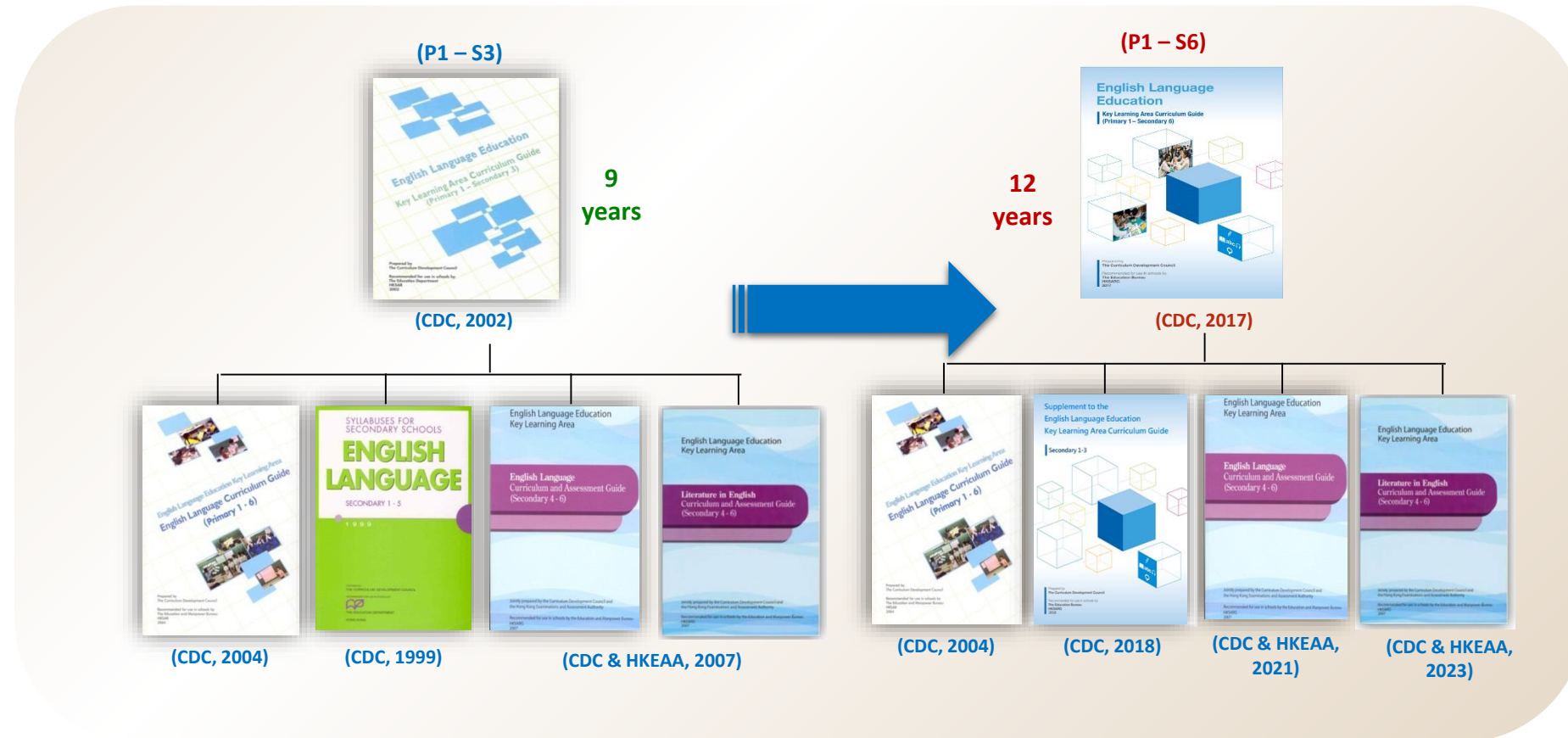
# ***Ongoing Renewal of the School Curriculum***

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

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

**Curriculum  
enhancement  
to benefit  
student  
learning**

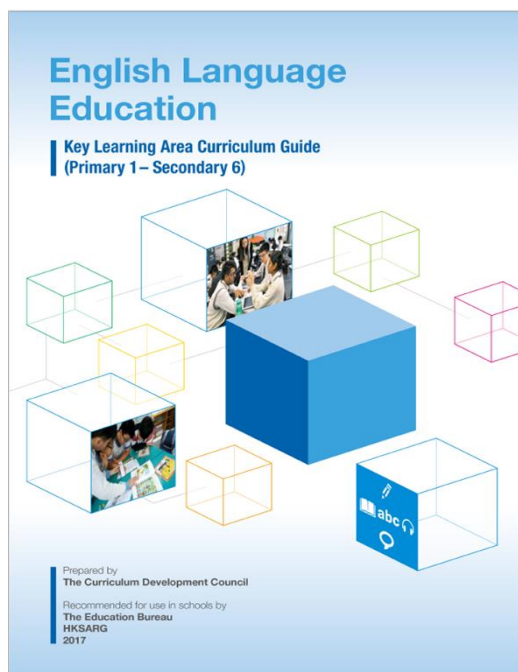
# Updating of the English Language Education Key Learning Area Curriculum Guide (ELE KLACG)



## 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)



## Literacy Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

Values Education

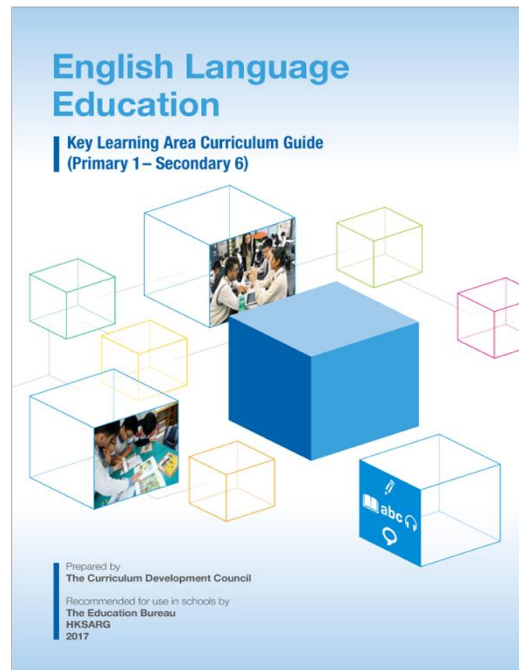
Reading across the Curriculum

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

# *Major Updates of the ELE KLACG (P1-S6)*



**Literacy Development**



# What is “Literacy”?

## Literacy

-the ability to read and write

### Literacy

A linear form of presentation limited to **words**

## New Literacy

- the ability to understand and create a range of texts that integrate linguistic, audio, visual, gestural and spatial elements as well as the ability to use different media and technological tools for effective communication and information management

### New Literacy

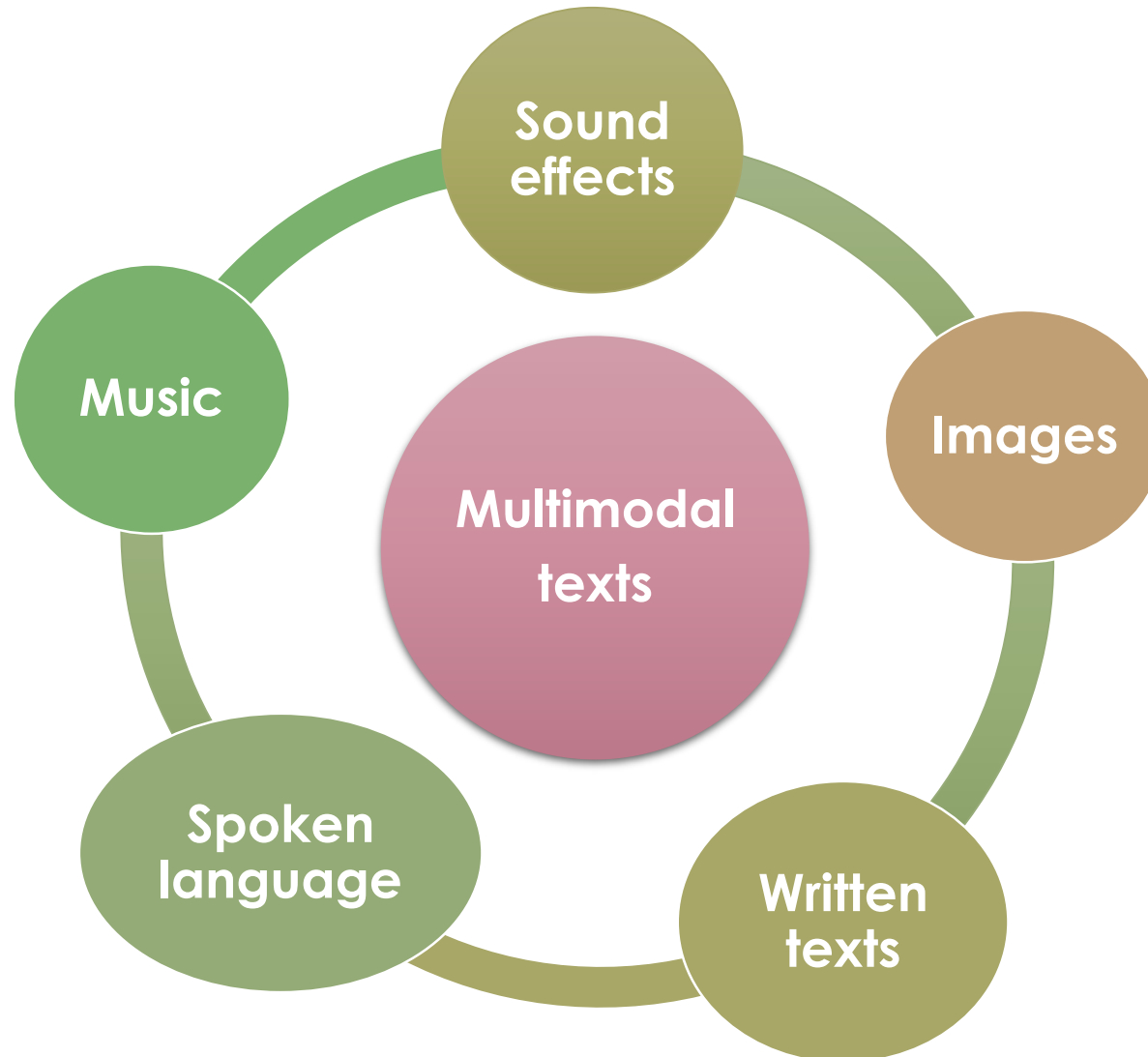
- Various modes of communication
- Involving understanding & production of **multimodal texts**

References:

p.8, *ELE KLACG (P1-S6)* (2017)

p.3, *Developing Students Multimodal Literacy in the Secondary English Language Classroom*, ELE, CDI, EDB (2021)

# *Literacy Development*



Why should multimodal texts be used in teaching?

- To make English learning more **authentic, engaging** and **fun**

- To develop students' **new literacy skills**

# *Examples of multimodal texts*

Advertisement	Animation	Audio book	Blog	Comics	Diagram
Infographics	Instruction manual	Leaflet	Movie	News article	Podcast
Poster	Picture book	Photo caption	Song	Storyboard	Video clip

How to use multimodal texts in English Language teaching?

- ✓ **Integrate** multimodal texts in English lessons to
  - foster **language skills development**
  - promote **self-directed learning**
  - cater for **learner diversity**



# Equipping Students with **New Literacy Skills**

Enhancing information and media literacy skills

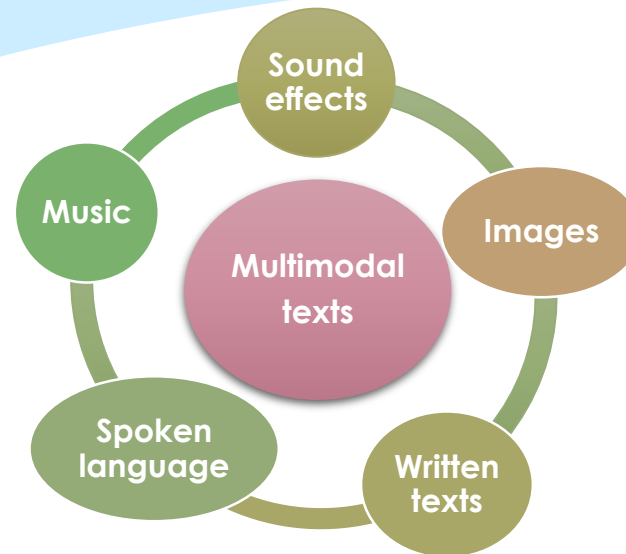
Promoting Language across the Curriculum (LaC)

Lifelong learning

Challenges in the 21<sup>st</sup> century

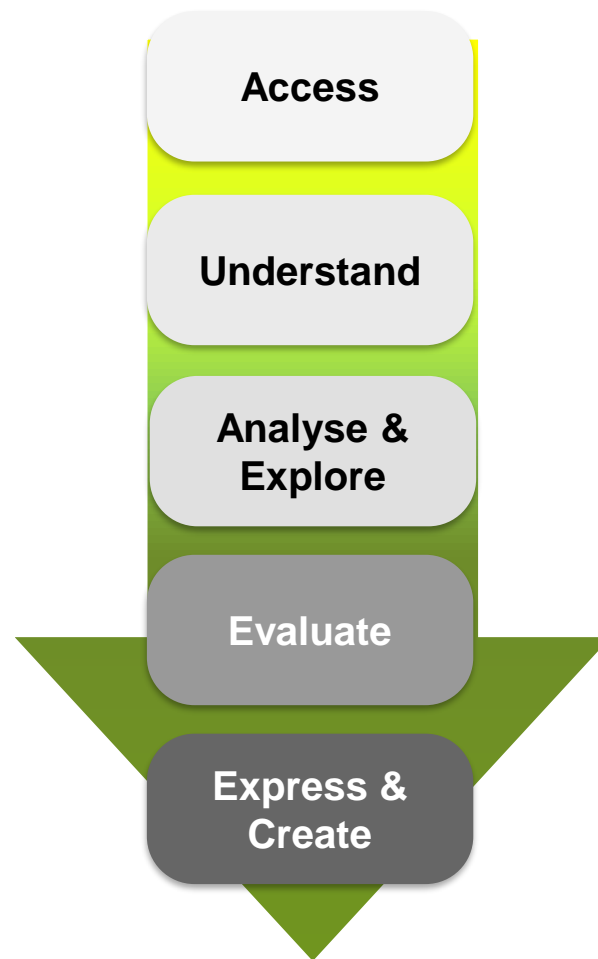
Literacy Development in the English Classroom

The ability to read and write effectively



Processing and creating **multimodal texts**

# ***Pedagogy to Enhance Literacy Development***



**Interacting with Multimodal Texts**



**Producing Multimodal Texts**

# Online Resource Package on Developing Students' **Multimodal Literacy** in the Secondary English Language Classroom (2021)

Developing Students' Multimodal Literacy in the Secondary English Language Classroom

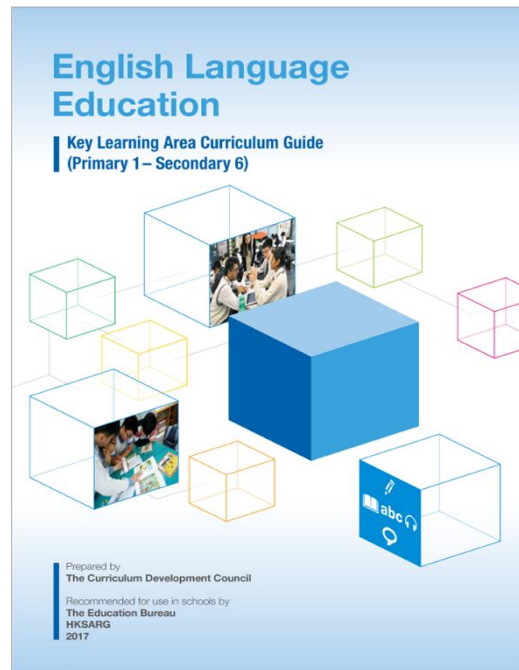


English Language Education Section  
Curriculum Development Institute  
Education Bureau HKSAR © 2021

- ✓ Theories and practices in the adoption of multimodal texts in the English classroom
- ✓ L&T materials in modules and units
- ✓ Suggested teaching steps



# *Major Updates of the ELE KLACG (P1-S6)*



**e-Learning &  
Information Literacy**

# *e-Learning & Information Literacy*

## **e-Learning**

an open and flexible **learning mode** involving the use of the electronic media, digital resources and communication tools to achieve the learning objectives

## **Information literacy**

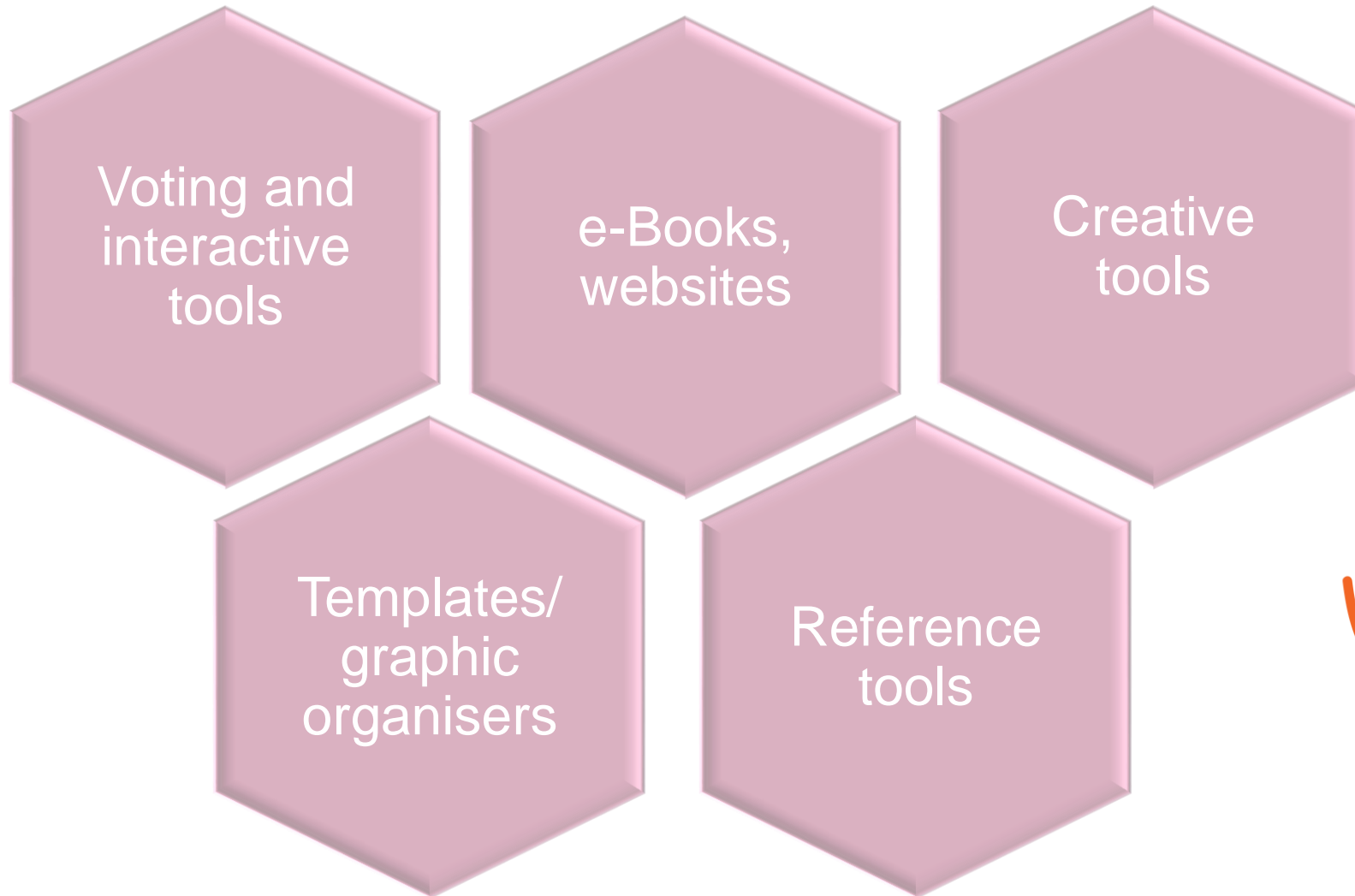
the essential **abilities and attitudes** that lead to effective and ethical use of information for lifelong learning and self-directed learning

"Information Literacy for Hong Kong Students" Learning Framework (Updated Version) (Draft)  
(Aug 2022)

[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)



# ***e-Learning & Information Literacy***

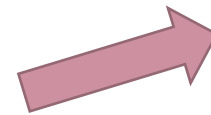


**“Pedagogy empowered by digital technology”**

# *e-Learning & Information Literacy*

The use of e-learning tools in the English classroom is not just for making the lesson fun and motivating students to learn, but it also serves **different pedagogical purposes**.

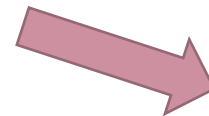
Examples	
Book Creator	Mentimeter
Edpuzzle	Plickers
Google Form	Padlet
Google Slides	Quizlet
Kahoot!	Quizizz
Keynote	Socrative
Nearpod	Wordwall



**For collecting instant responses**



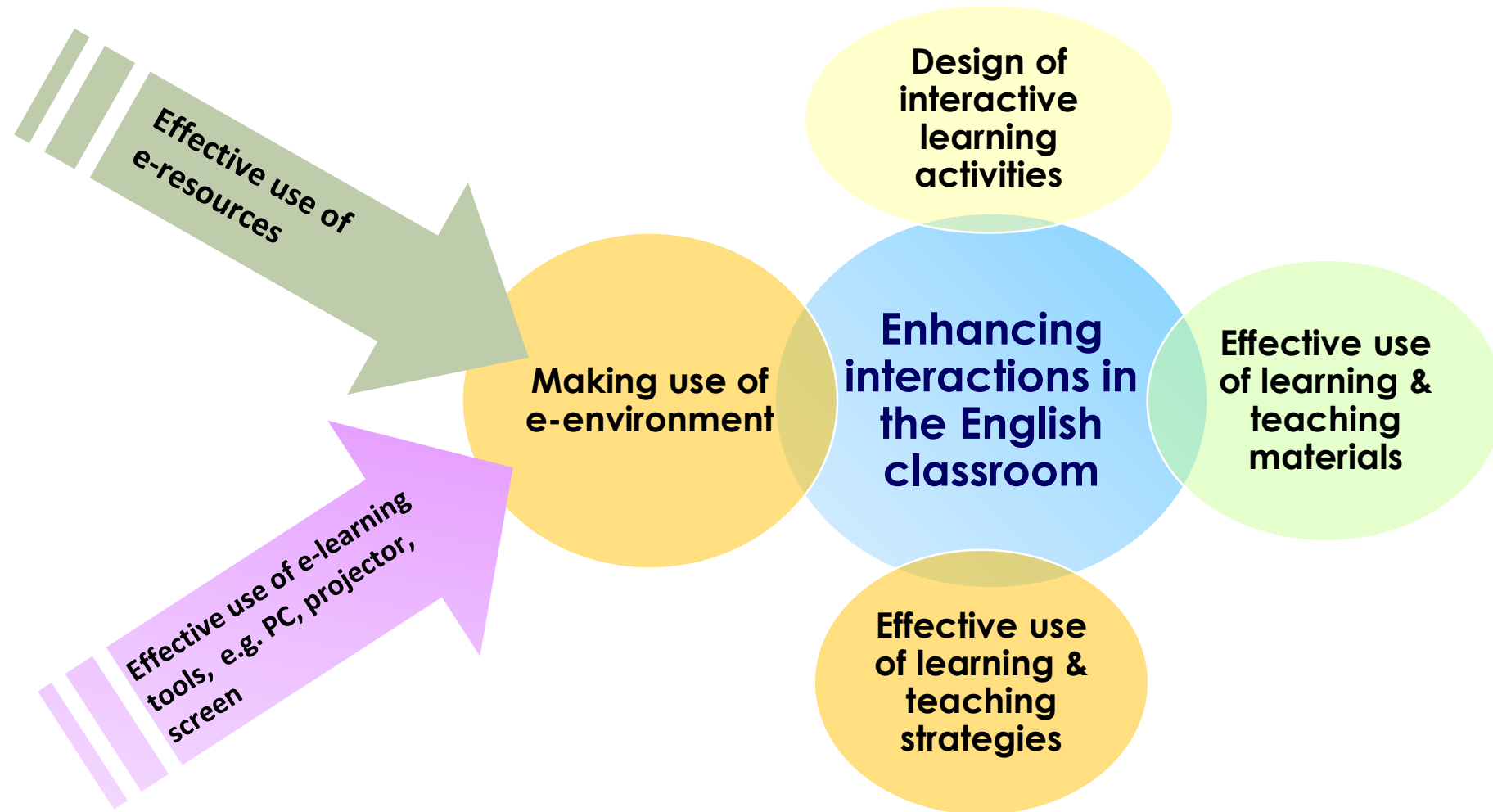
**For brainstorming ideas/collaboration**



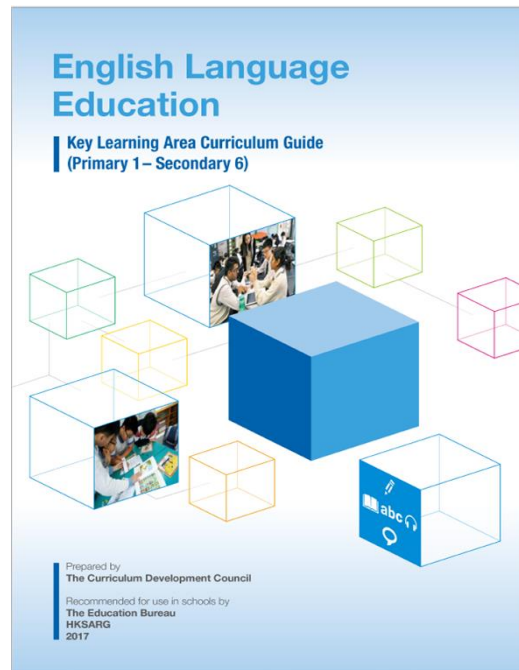
**For enhancing interaction/  
assessment/self-learning**

# ***e-Learning & Information Literacy***

How to enhance interactions in the English classroom?



# *Major Updates of the ELE KLACG (P1-S6)*



**Integrative Use of Generic Skills**

## ***Reflection:***

**What are the **nine generic skills**? Why are they essential for 21<sup>st</sup> century learners? How do I integrate them into English Language teaching?**



# *Nine Generic Skills*

## *Essential for 21<sup>st</sup> Century Learners*

<b>Basic Skills</b>	<b>Thinking Skills</b>	<b>Personal and Social Skills</b>
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*

critical thinking skills  
+  
problem solving skills  
+  
creativity

### *Collaborative problem solving skills*

collaboration skills  
+  
communication skills  
+  
problem solving skills



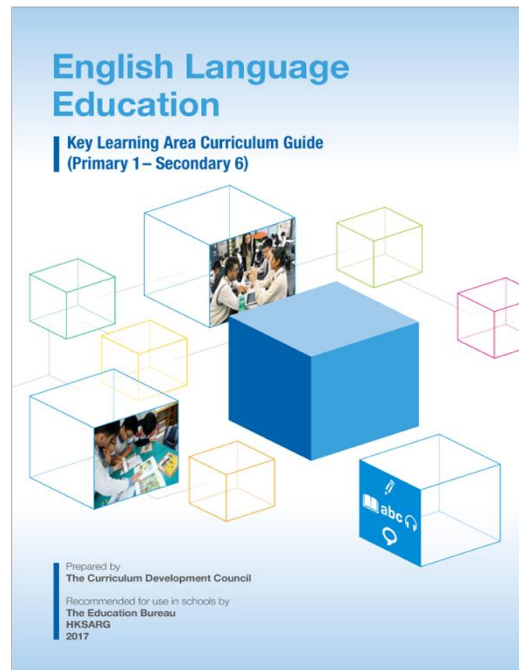
To prepare students for authentic  
& more complicated tasks

## e.g. Project Learning

- S2 students take part in a “Jumble Sale” activity of a charity project on the theme “Charities and Helping Others” to promote students’ integrative use of language skills and generic skills.

- **Writing a proposal** → **holistic thinking skills**
- **Raising funds** in the “Jumble Sale” at school → **collaborative problem solving skills**

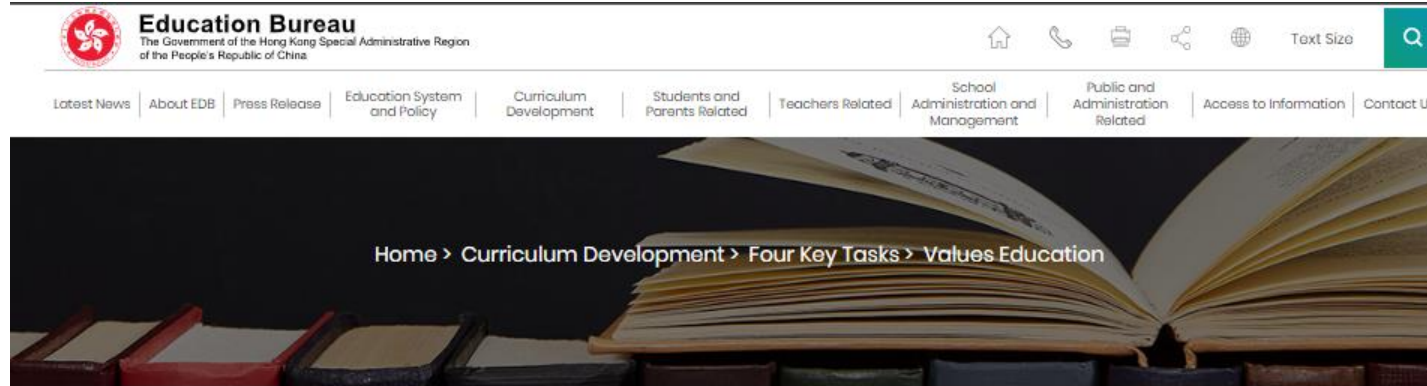
# *Major Updates of the ELE KLACG (P1-S6)*



**Values Education**



# Values Education



## Values Education Curriculum Framework (2021)

To cope with the directional recommendation on according a higher priority to values education put forward in the Task Force on Review of School Curriculum Final Report (2020), the Values Education Curriculum Framework (Pilot Version) was prepared by the Curriculum Development Council (CDC), to provide schools with suggestions and exemplars for the planning of their school-based values education curriculum, within and beyond the classroom, in order to cultivate students' positive values and attitudes from an early age, in preparation for the challenges they face in their studies, in their daily life and while growing up.

<b>Curriculum Framework</b>	<a href="#">Values Education Curriculum Framework (Pilot Version)(2021)</a> <small>CHI</small> <a href="#">Values Education Curriculum Framework (Pilot Version)(2021) (Trimmed Version)</a> <small>CHI</small>
<b>Introductory Video</b>	<a href="#">Values Education Curriculum Framework (Pilot Version)(2021)Introductory Video</a> <small>CHI</small>

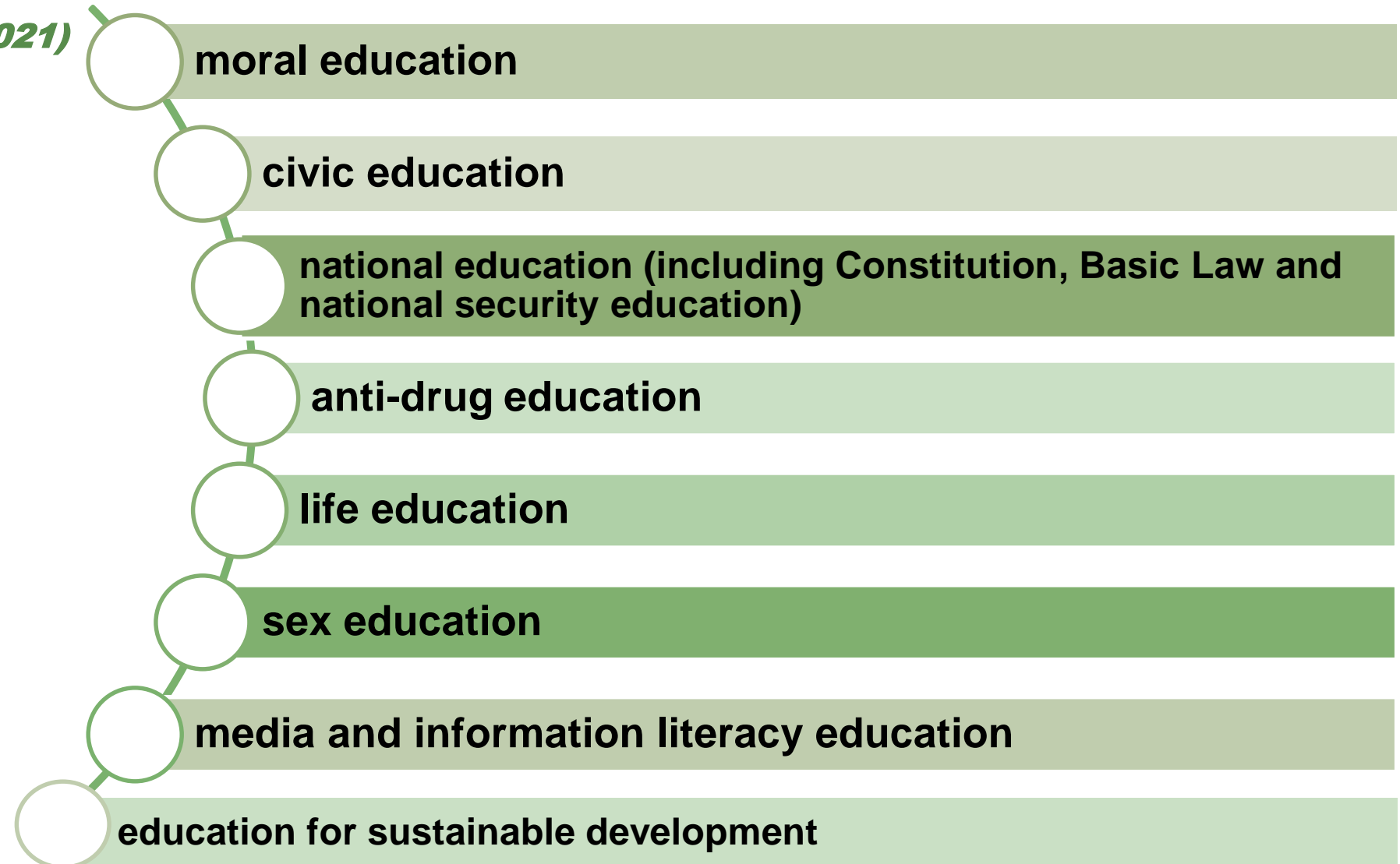
# Promoting Values Education under Various Cross-curricular Domains

## Examples

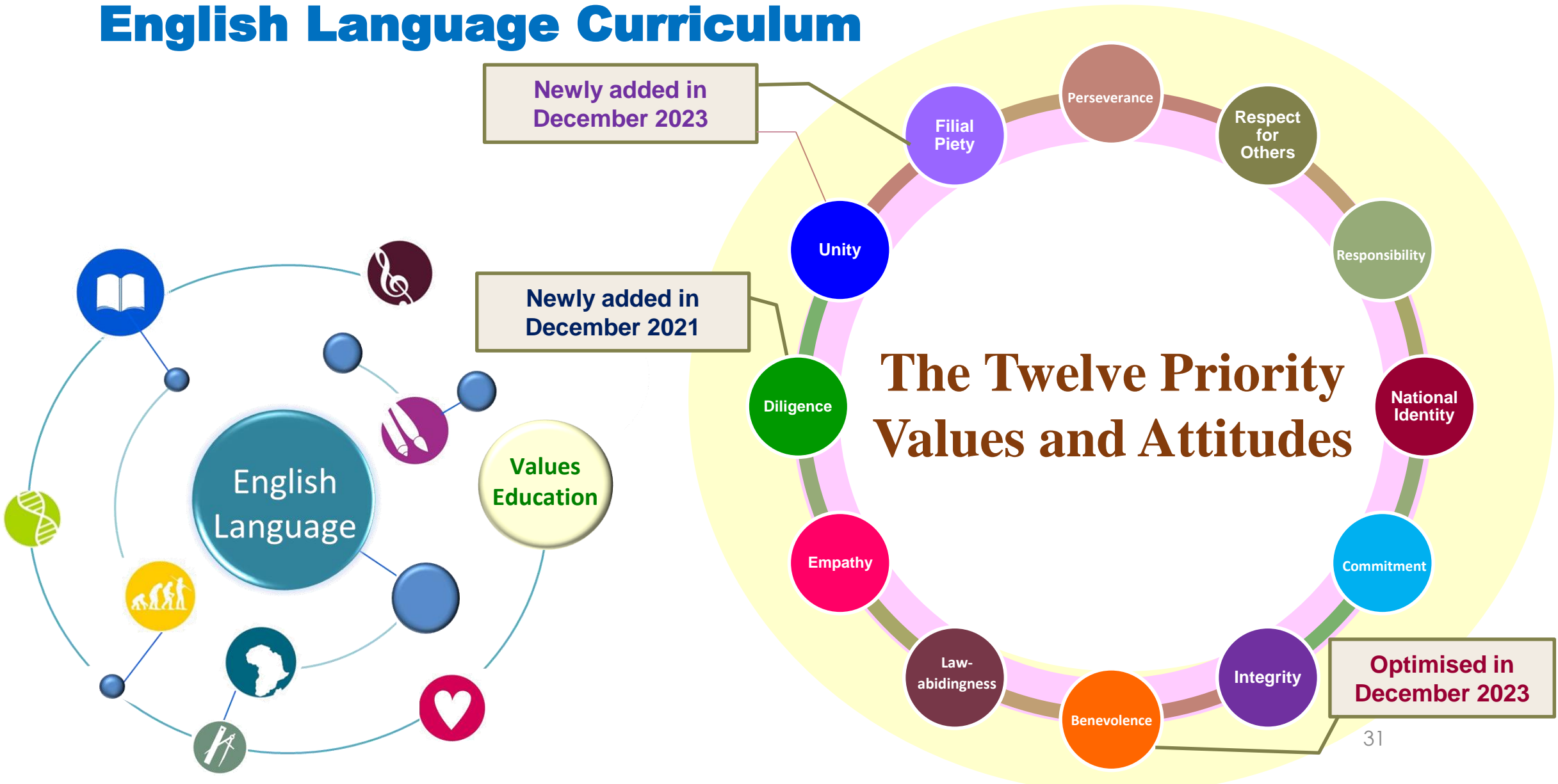
### *Values Education Curriculum Framework (Pilot Version) (2021)*



[https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/VE\\_CF\\_20211129\\_r.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/VE_CF_20211129_r.pdf)



# Incorporating Values Education in the School English Language Curriculum



# Myth about Promotion of Values Education

*Due to the tight teaching schedule, I can only focus more on the teaching of subject knowledge (e.g. vocabulary and grammar teaching). **How can I set aside time for values education?***

**Knowledge in Key Learning Areas**

**Not an addition,  
but an**

**INTEGRATION**

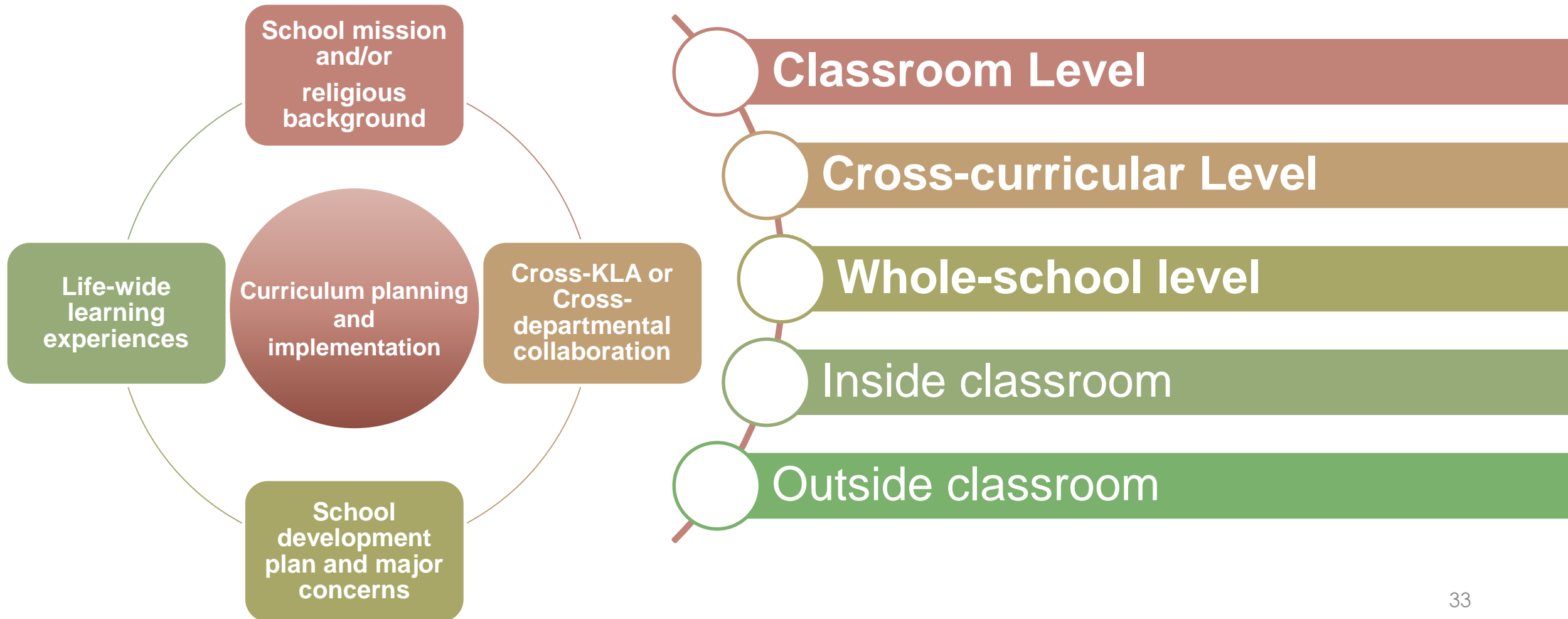
**Generic Skills**

**Values and Attitudes**



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

*When incorporating values education in the school English Language curriculum, schools should take into consideration:*



# *Values Education*

## **Choice of materials — Examples**

- **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**

The Road Not Taken

-Robert Frost

Count on me

-Bruno Mars

LIFE  
WITHOUT  
LIMITS

Nick Vujici

I Am Malala

Malala Yousafzai



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

✓Connecting the **priority values and attitudes** with the themes and topics of teaching modules/units in the English Language curriculum

- **Module**  
*Animal Protection*
- **Connection with the school motto**  
*Be a responsible and committed citizen*
- **Topic in English Language curriculum**  
*Keeping a pet*
- **Positive values and attitudes**  
*Responsibility, care for others, empathy*
- **Learning and teaching activities**  
*Watching a video on stray animals, writing a soliloquy of an abandoned dog, paying a visit to an animal shelter, writing a proposal for a fundraising campaign to raise awareness of the problems faced by abandoned animals*

# Examples of connecting the **Twelve Priority Values and Attitudes** with the **Themes/Topics of Teaching Modules** in the **English Language Curriculum**

Modules and Units	Activities	Values and Attitudes
<p><b>Teenage Life</b> (Growing Up)</p>	<p><b>Storytelling</b> and <b>reader's theatre</b> on books or texts about <b>family and interpersonal relationships</b></p>	<ul style="list-style-type: none"> <li>• <b>Benevolence</b></li> <li>• <b>Respect for others</b></li> <li>• <b>Filial piety</b></li> </ul>
<p><b>Technology</b> (Changes brought about by technology)</p>	<p><b>Discussions</b> and writing <b>a letter to the editor</b> on <b>social issues</b> raised in an editorial</p>	<ul style="list-style-type: none"> <li>• <b>Law-abidingness</b></li> <li>• <b>Integrity</b></li> </ul>
<p><b>Wonderful Things</b> (Successful people and amazing deeds)</p>	<p>Comparing the life stories of two successful people and discussing different ways to <b>face adversities</b> in a <b>group discussion</b></p>	<ul style="list-style-type: none"> <li>• <b>Perseverance</b></li> <li>• <b>Diligence</b></li> <li>• <b>Commitment</b></li> </ul>
<p><b>Cultures of the World</b> (Customs, clothes and food for different places)</p>	<p><b>Designing pamphlets and posters</b> which introduce the <b>cultures and traditions of different countries</b></p>	<ul style="list-style-type: none"> <li>• <b>National identity</b></li> <li>• <b>Respect for others</b></li> <li>• <b>Unity</b></li> </ul>
<p><b>Rights and Responsibilities,</b> <b>Wonderful Things (Precious things)</b></p>	<p>Writing a <b>short story</b> from the perspective of <b>an abandoned pet</b></p>	<ul style="list-style-type: none"> <li>• <b>Responsibility</b></li> <li>• <b>Empathy</b></li> </ul>



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

✓ Integration of **cognition**, **affection** and **action**

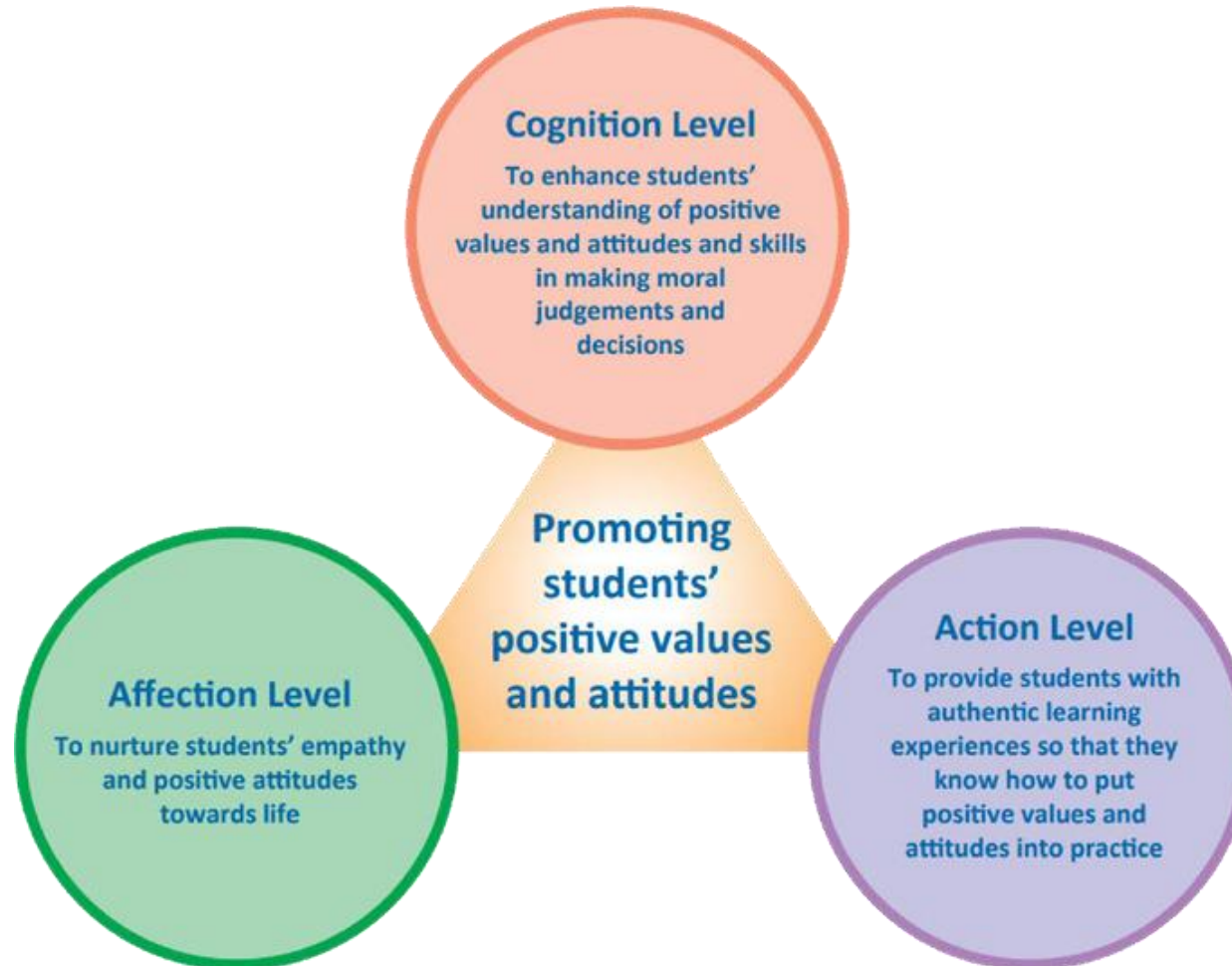


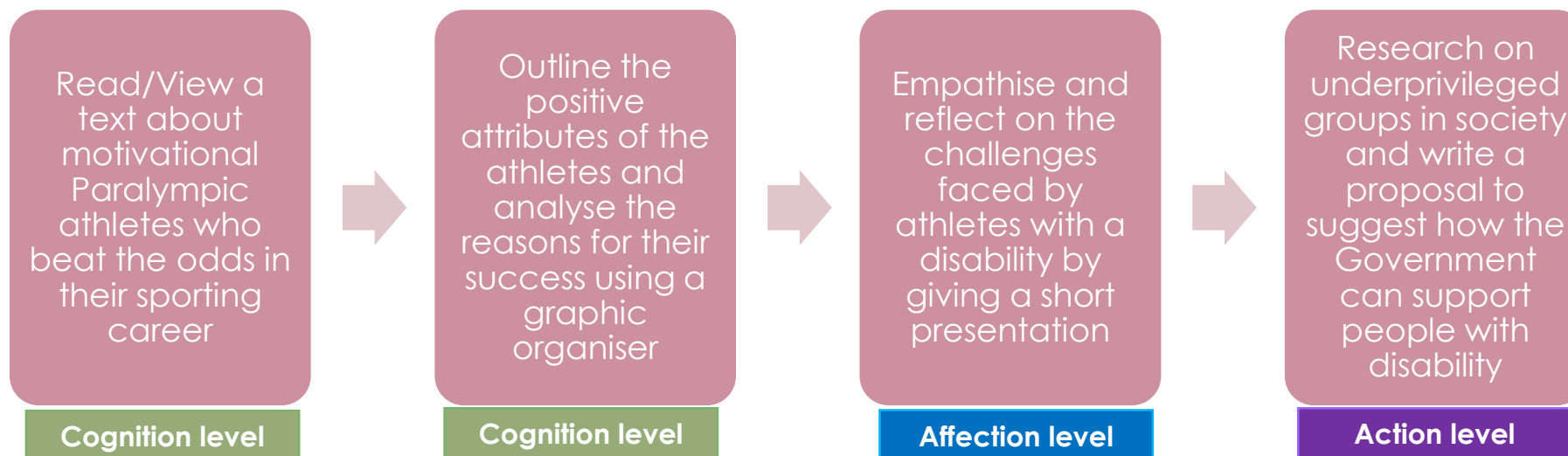
Figure 6A.1 Integration of Cognition, Affection and Action (p.10, Booklet 6A, Secondary Education Curriculum Guide (2017))

# *Integrating Values Education into the School English Language Curriculum An Example*

<b>Module</b>	The World of Sports
<b>Level</b>	S4 students
<b>Connection with the school's major concern</b>	To develop a positive outlook on life through nurturing perseverance and grit
<b>Topic</b>	The success stories of Paralympic athletes
<b>Positive values and attitudes</b>	Perseverance, respect for others, empathy, grit
<b>Integrative use of generic skills</b>	Holistic thinking skills – critical thinking skills, problem solving skills, creativity

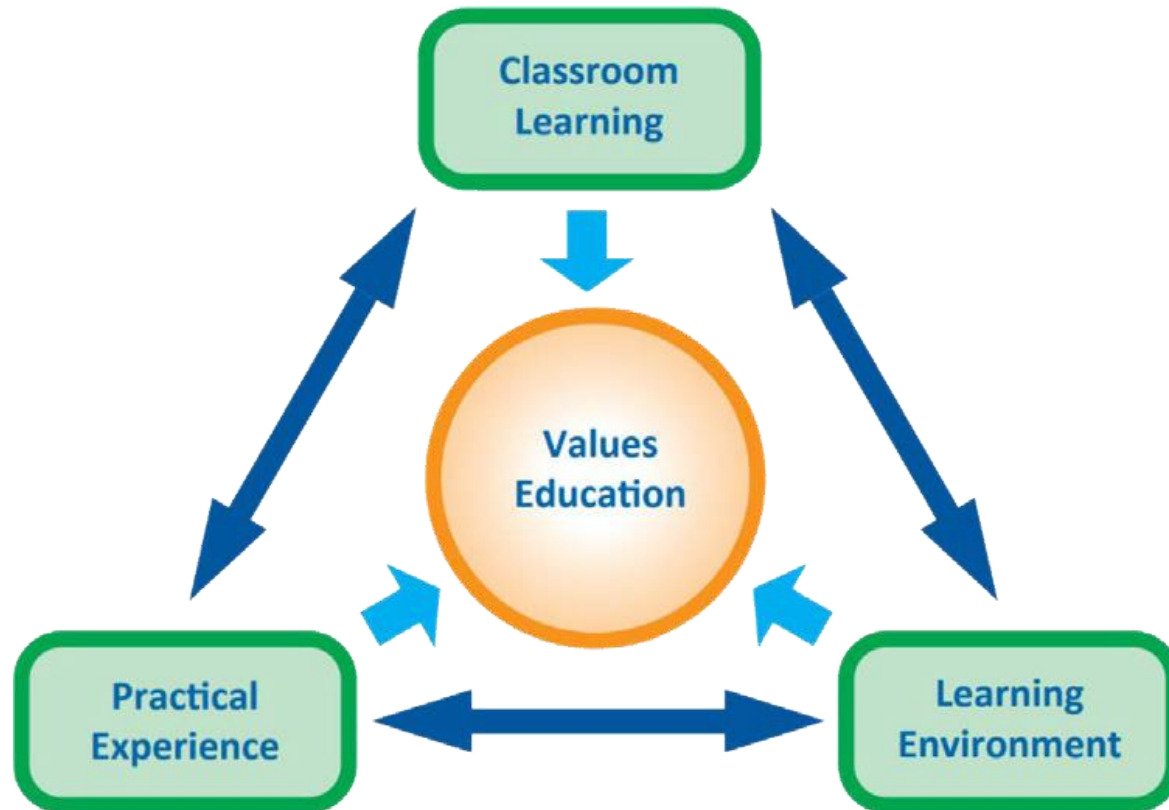


## Learning and teaching activities



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

- ✓ Provision of **holistic and balanced learning experiences** through integrating **classroom learning**, **practical experience** and **learning environment**



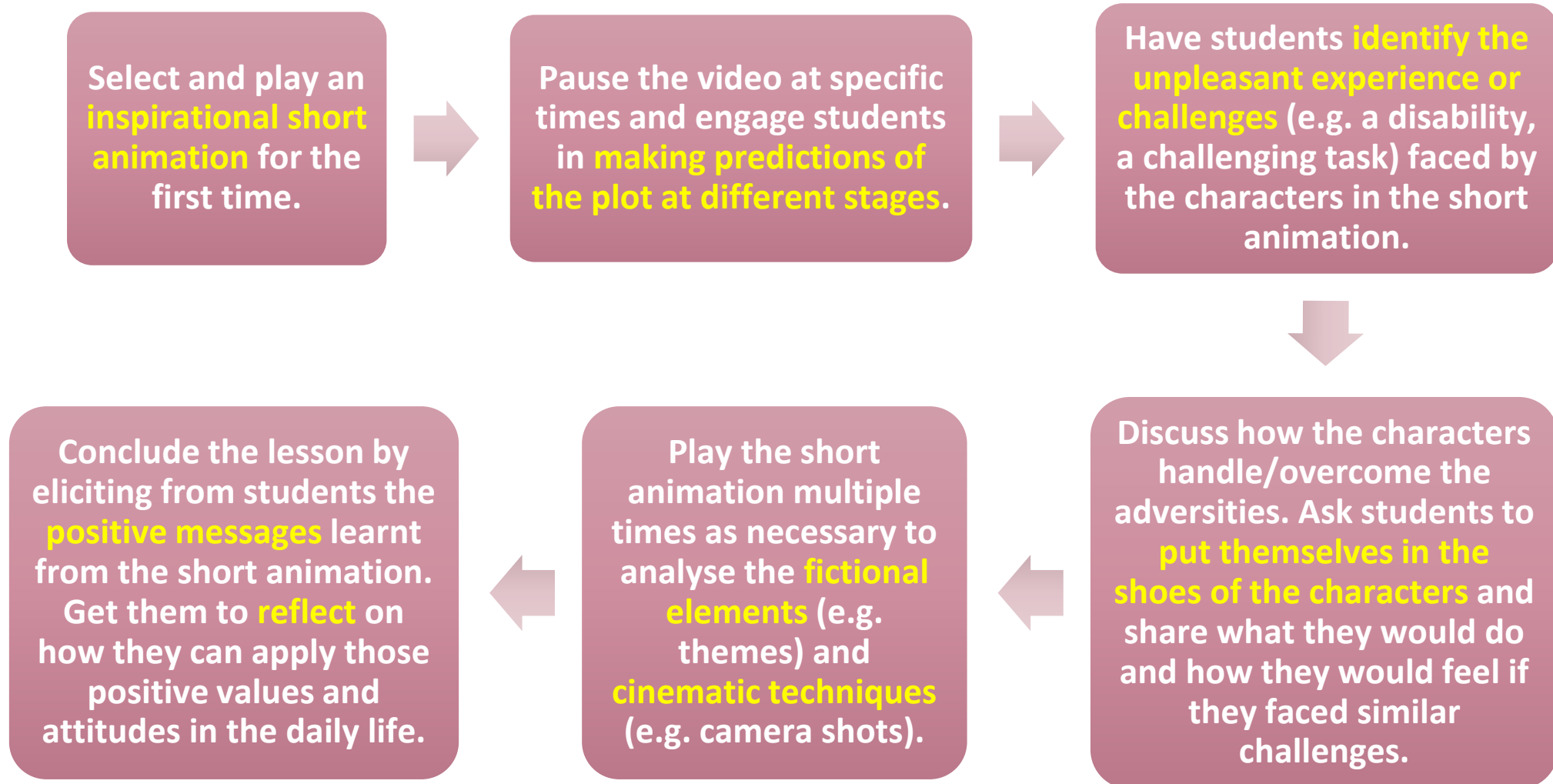
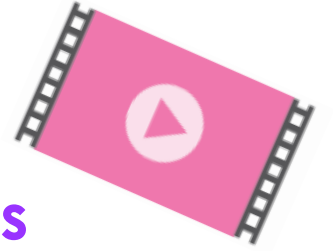
## Example

- S2 students take part in a charity project on the theme “Charities and Helping Others” to promote students’ integrative use of language skills.
- The project starts with a talk by a social worker on underprivileged children who are deprived of education. Students then discuss the roles and responsibilities of the more fortunate ones to understand the importance of social responsibility.
- Students are then asked to sign a “contract” to commit themselves to a series of fundraising events leading up to the “Jumble Charity Sale” to support children’s right to education.

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

## “What Happens Next?”

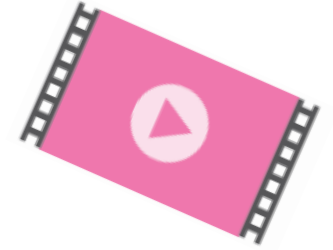
### Predicting the Storyline of Inspirational Short Animations



# 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.

# A Resource Kit for Promoting *Positive Values and Attitudes* through *English Sayings of Wisdom* (e-version) (2021)



- ✓ Strategies for promoting Values Education
- ✓ L&T ideas with lesson procedures
- ✓ Ideas on creating a language-rich environment to promote values education
- ✓ Games





# School-based English Activity Week: Examples of school-based activities



[https://www.edb.gov.hk/WoP\\_examples](https://www.edb.gov.hk/WoP_examples)



[https://www.edb.gov.hk/WoP\\_examples](https://www.edb.gov.hk/WoP_examples)



[https://www.edb.gov.hk/WoH\\_booklet](https://www.edb.gov.hk/WoH_booklet)

classroom  
learning activities  
for appreciation  
of SOW

drama  
performances

film  
appreciation

song  
dedication

theme-based  
talks

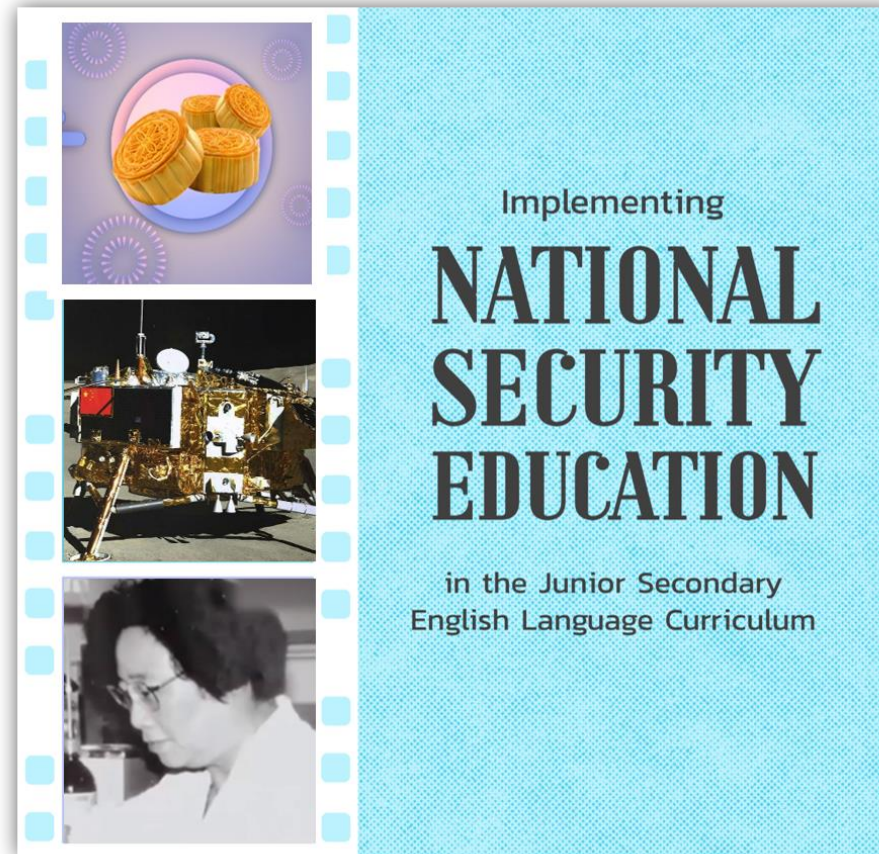
book  
exhibitions

classroom  
board/ poster  
design  
competitions

speech  
competitions/  
book sharing

game booths

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

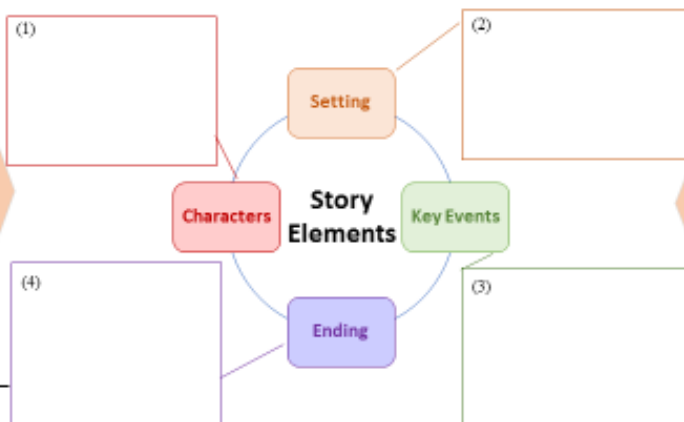
# Implementing National Security Education in the English Language Curriculum

## 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.

### The story about the legend of the Mid-Autumn Festival



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



An 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

 <p>To describe the traditions of the festival</p> <p>Simple present tense</p>	 <p>To talk about the history of the festival/events of the legend</p> <p>Simple past tense</p>	 <p>To describe how people celebrate the festival nowadays</p> <p>Simple present tense</p>
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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?

Do you think it is important to preserve traditional Chinese festivals in Hong Kong? Why or why not?

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

Understanding the impact of the waste created from extra moon cakes and packaging, what can we do to protect our country's ecological balance while celebrating the festival?

Do festivals bring people from different cultures together?

11

### 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.



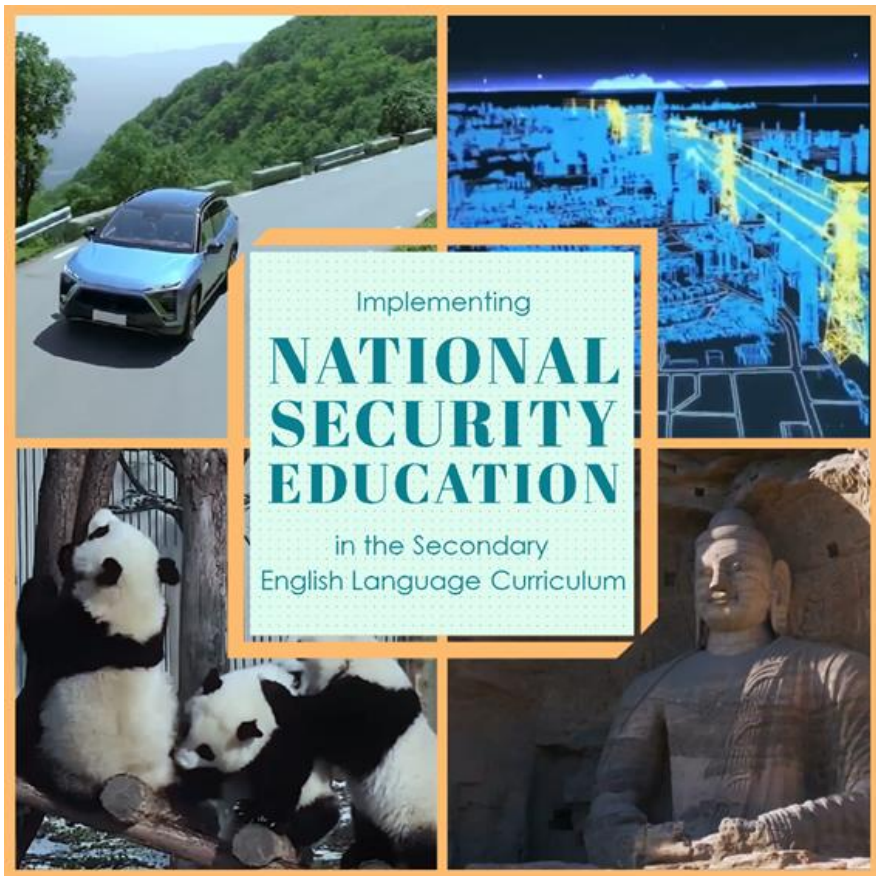
12

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



[https://www.edb.gov.hk/NSE\\_elesec](https://www.edb.gov.hk/NSE_elesec)



**Wildlife Conservation**  
(Junior Secondary)

**Teacher Version**

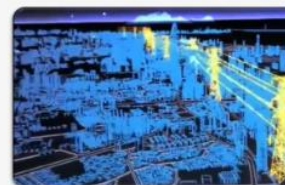
[DOCX](#)

[PDE](#)

**Student Version**

[DOCX](#)

[PDE](#)



**Renewable Energy**  
(Junior Secondary)

**Teacher Version**

[DOCX](#)

[PDE](#)

**Student Version**

[DOCX](#)

[PDE](#)



**Reducing Our Carbon Footprint**  
(Senior Secondary)

**Teacher Version**

[DOCX](#)

[PDE](#)

**Student Version**

[DOCX](#)

[PDE](#)



**Cultural Heritage Preservation**  
(Senior Secondary)

**Teacher Version**

[DOCX](#)

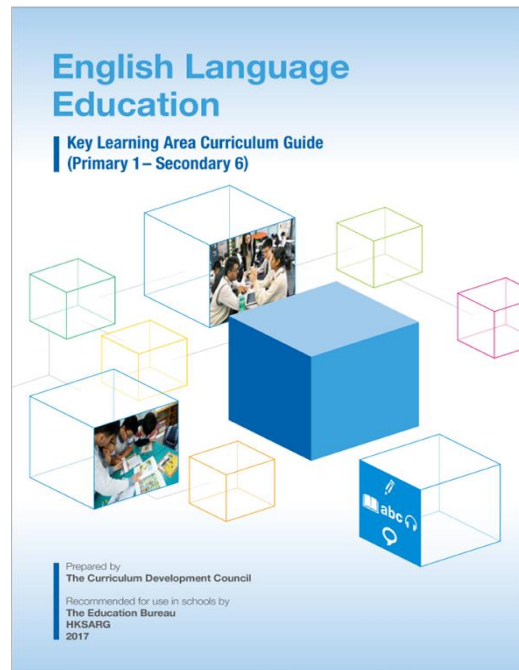
[PDE](#)

**Student Version**

[DOCX](#)

[PDE](#)

# *Major Updates of the ELE KLACG (P1-S6)*



## Learning and Teaching of Text Grammar

# *Reflection:*

How do I usually teach grammar?

- Grammar **drills**?
- Introduce language items through **texts** ?

## **Drilling**

- Only a mechanical practice of language forms

Mostly **form-focused** exercises

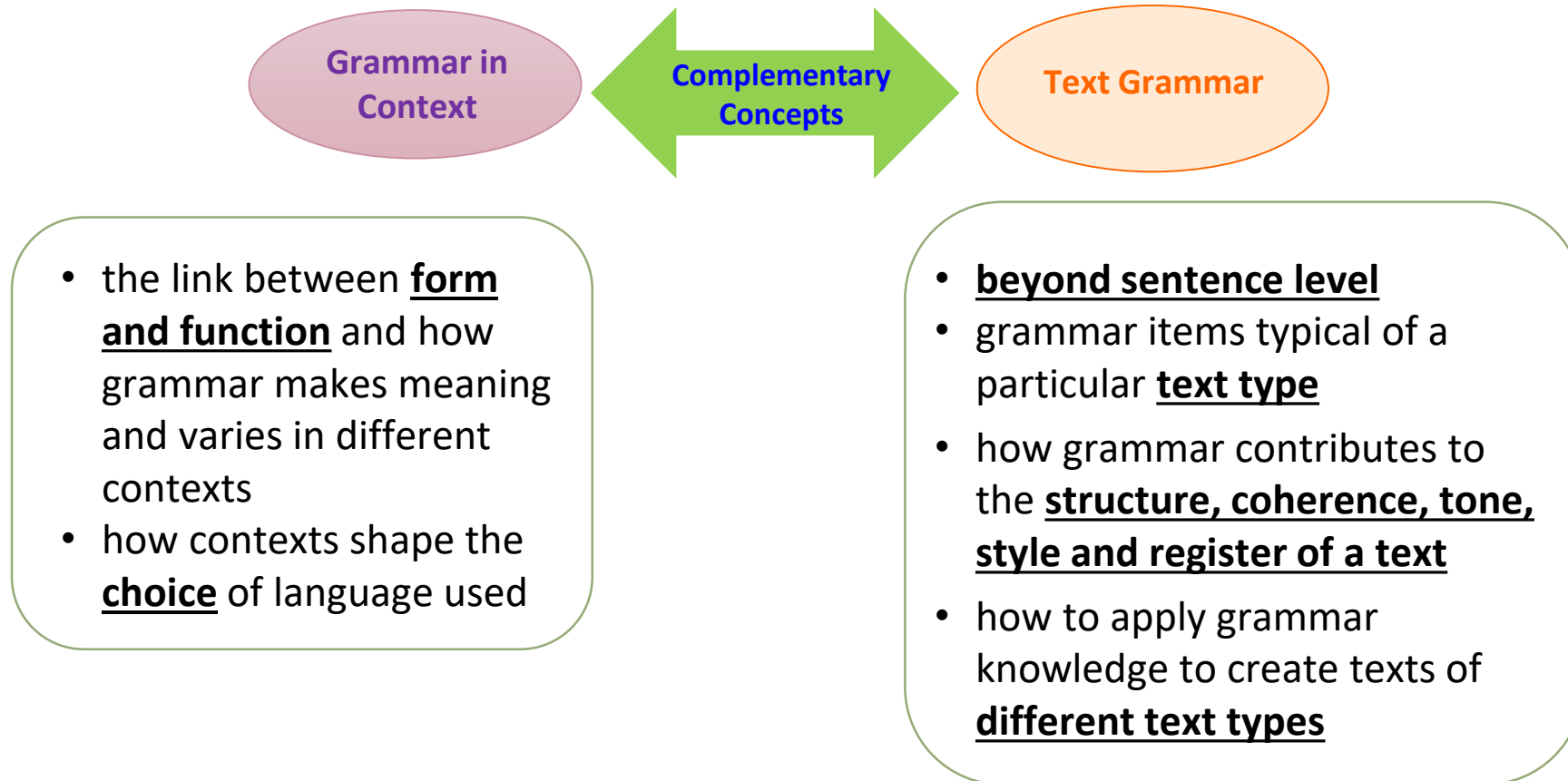
★ Understanding and **application** of the **functions** of language items are equally important

## **Text Grammar**

- **Authentic contexts** help students make **meaningful connections** between language forms and functions, hence **effective use of the language**

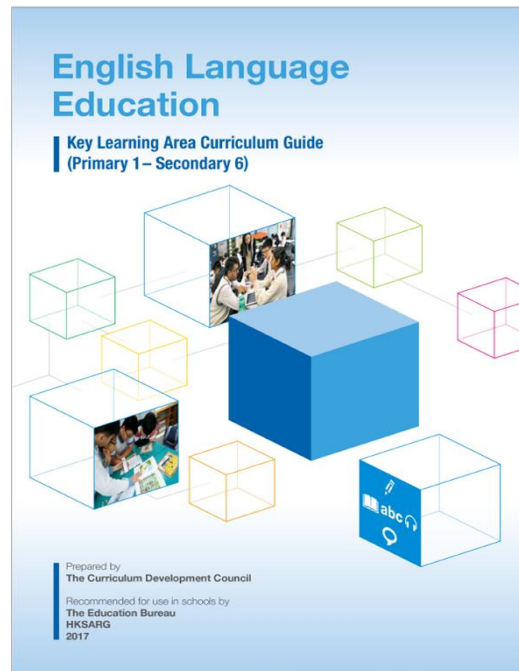
Beyond **sentence level**

# *Grammar in Context and Text Grammar*





# *Major Updates of the ELE KLACG (P1-S6)*



**Extending from**  
**Assessment for Learning to**  
**Assessment as Learning**

Assessment of Learning

It refers to the assessment designed to provide evidence for making judgments on student achievement against learning targets, objectives or standards at a certain point of time.

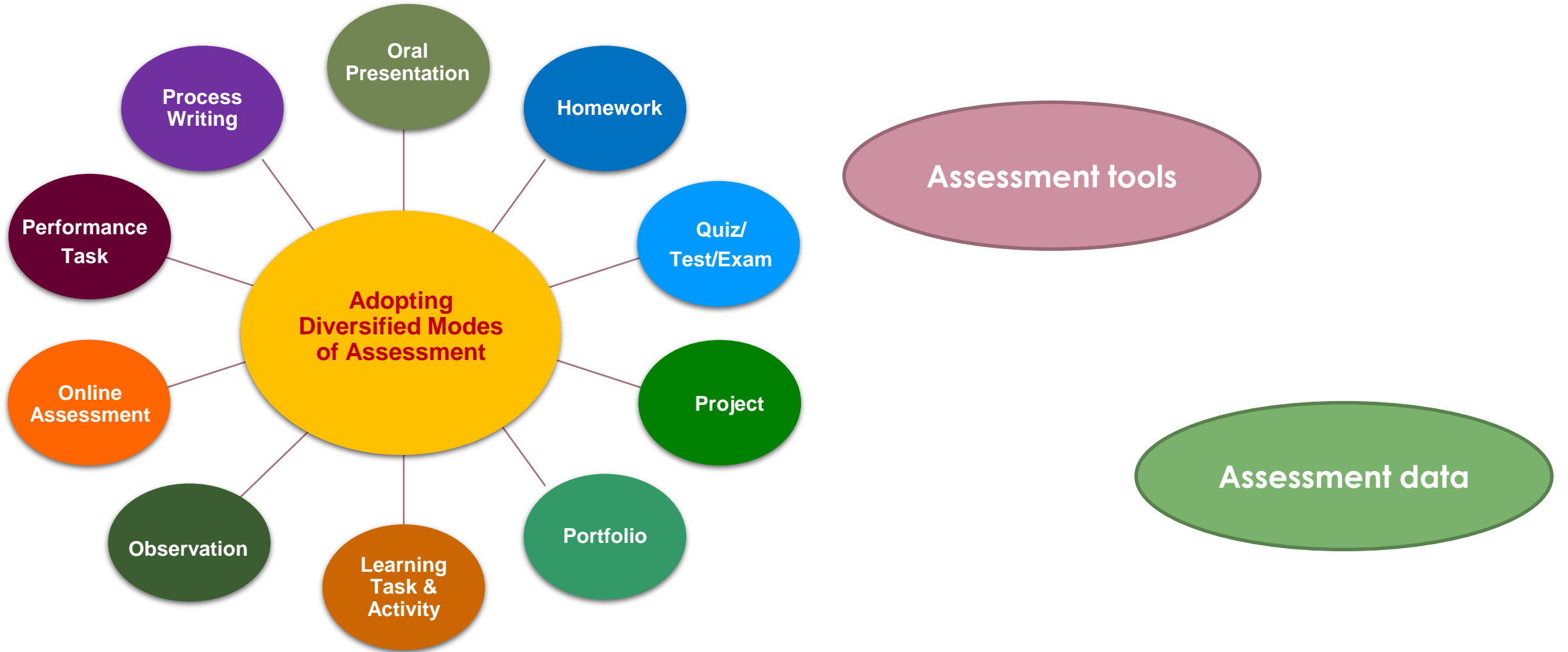
Assessment for Learning

It is a formative and diagnostic kind of assessment where teachers collect ongoing information about students' learning progress, provide timely and quality feedback and adjust their teaching strategies for improving student learning.

Assessment as Learning

It refers to students' use of learning tasks and feedback to enhance their own learning. During the process, students actively develop an understanding of their learning, critically assess their learning effectiveness, adjust learning strategies, plan for follow-up actions, and set future learning goals. When implementing assessment as learning, feedback from teachers or self- and peer assessments help students reflect on their own learning, and identify their strengths and areas for improvement.

# *Strengthening Assessment for Learning*

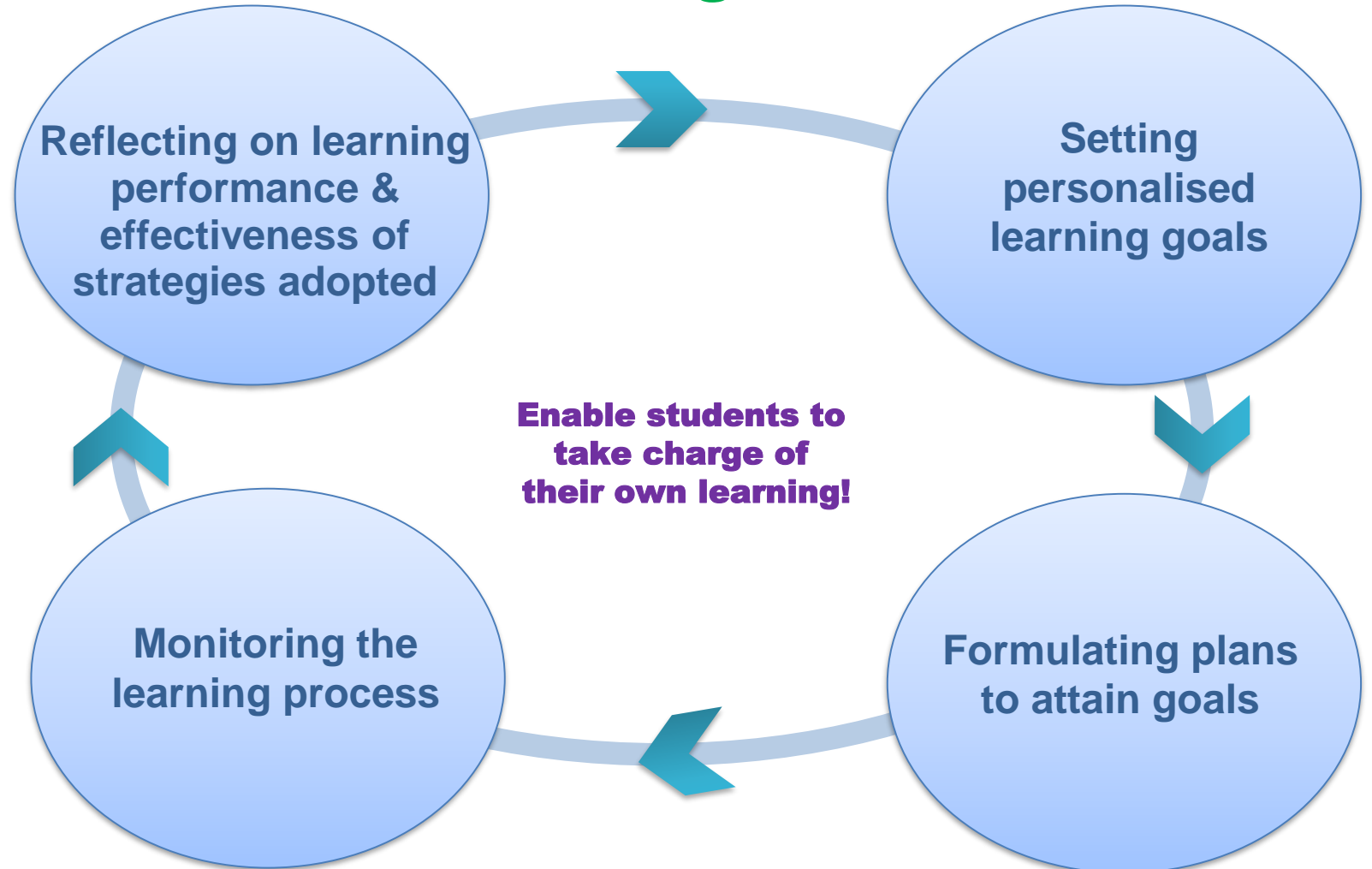


# Extending from **Assessment for Learning** to **Assessment as Learning**

## Assessment as Learning

✓ empowers students to reflect on their own learning, and develop their habit of mind and skills to monitor and evaluate their own progress of learning

✓ allows greater involvement of students in the **Learning-Teaching-Assessment process**

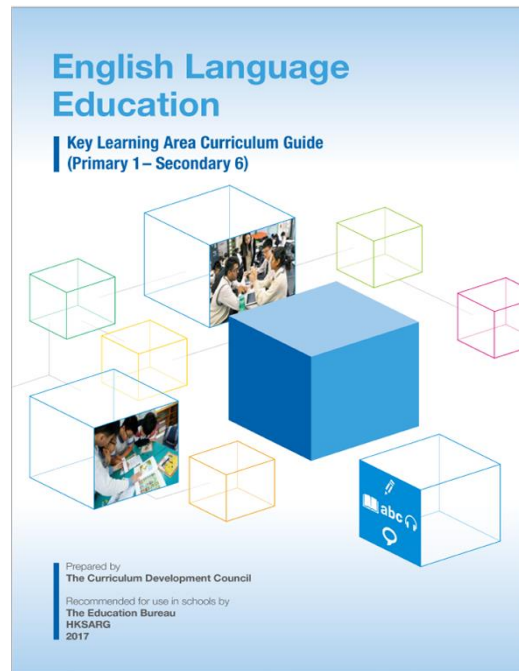


# *Strategies to promote* **Assessment as Learning**

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

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

# *Major Updates of the ELE KLACG (P1-S6)*

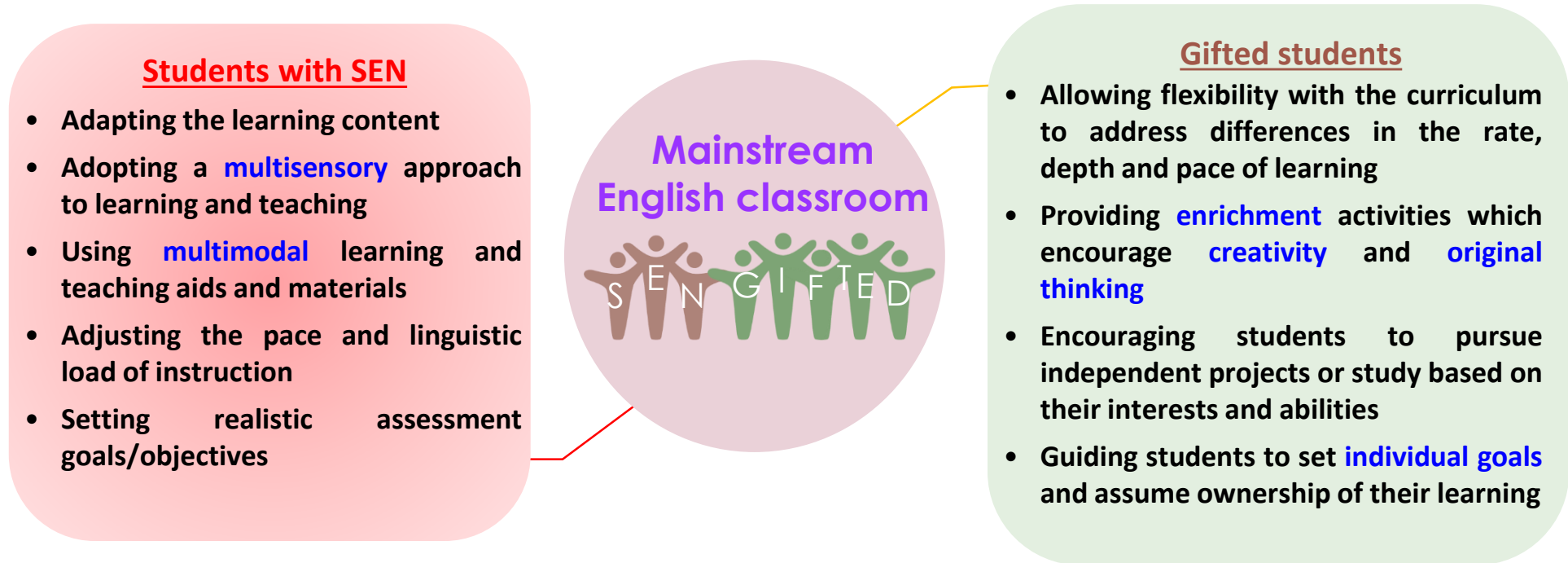


**Catering for the Needs of SEN  
and Gifted Students in the  
Mainstream English Classroom**

## ***Reflection:***

*There are a few students who are very talented in English in my class. How can I stretch their potential in the mainstream English classroom?*

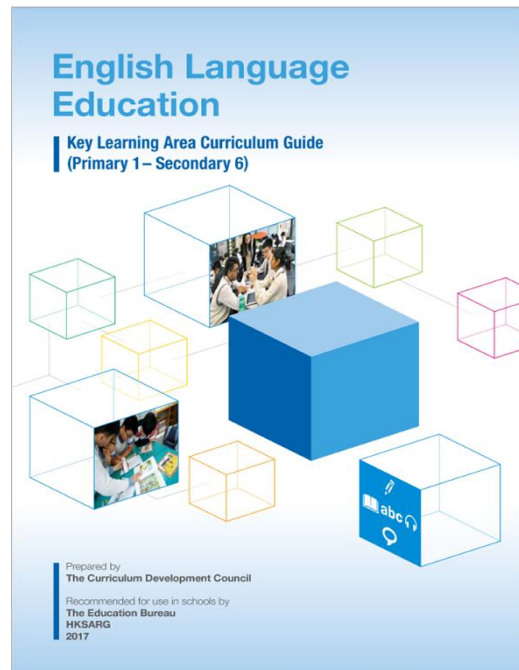
# *Catering for the Needs of SEN & Gifted Students in the Mainstream English Classroom*



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



# *Major Updates of the ELE KLACG (P1-S6)*



**Reading across the Curriculum**

## ***Reflection:***

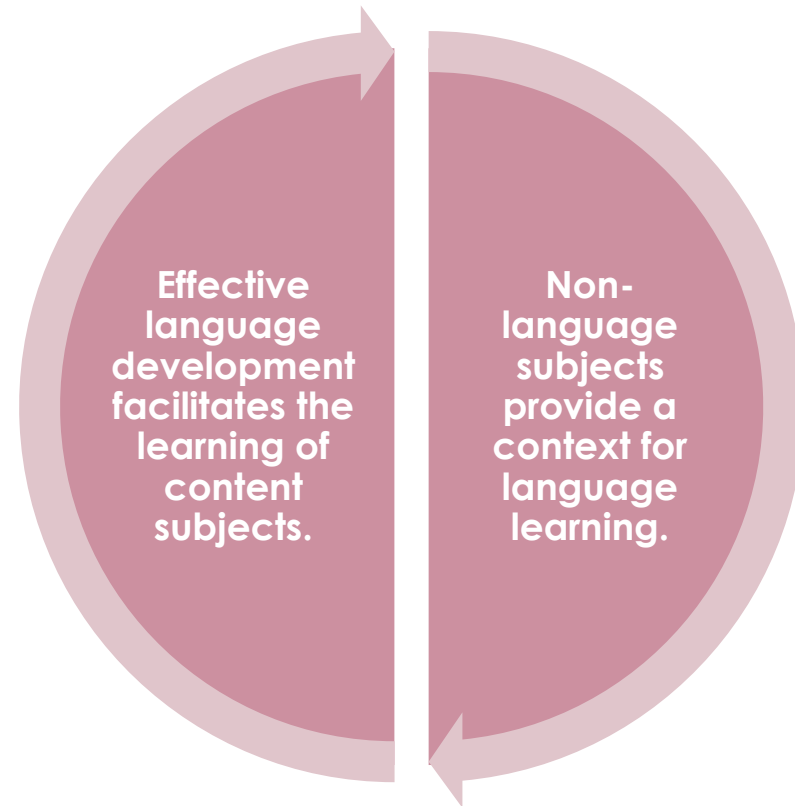
*“Promoting Reading across the Curriculum is about providing and teaching a **glossary** of thematic vocabulary commonly used in content subjects.”*

*Do you agree?*

# *Importance of **Reading across the Curriculum (RaC)***

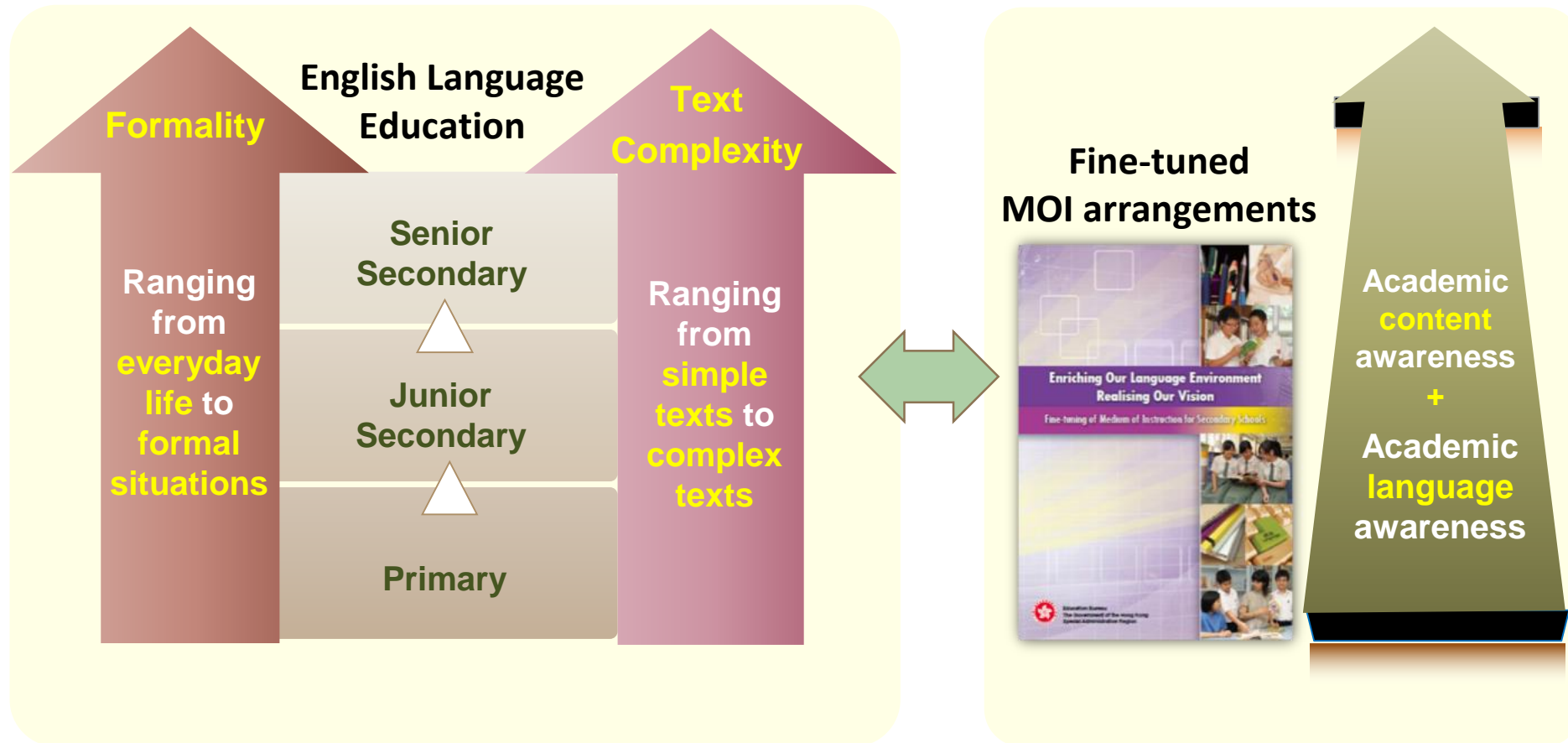
- **RaC**, a component of **LaC**, is more than provision of a glossary.
- It helps students **connect learning experiences** between English Language & non-language subjects by establishing meaningful links between **language features** and **concepts** acquired across different KLAs.

## Language across the Curriculum (LaC)



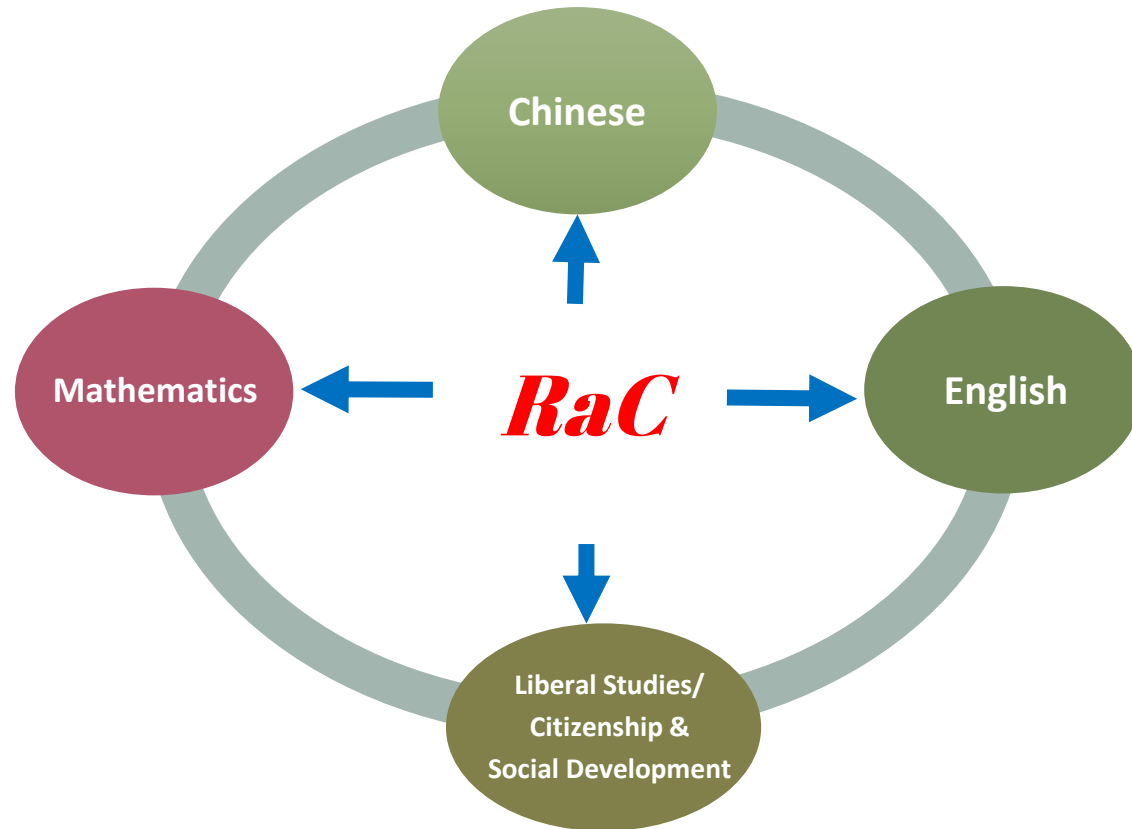
# Challenges for Secondary School Students

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

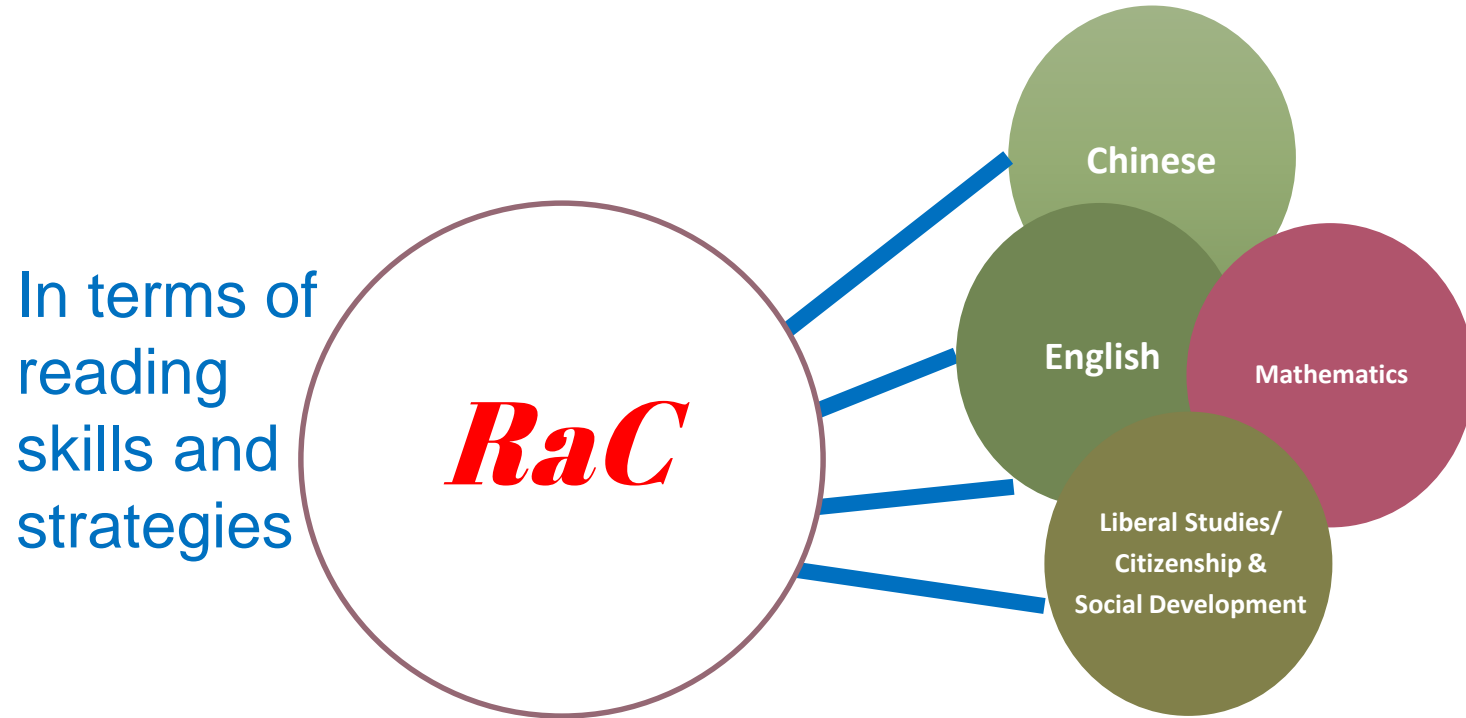


# *Reading across the Curriculum (RaC)*

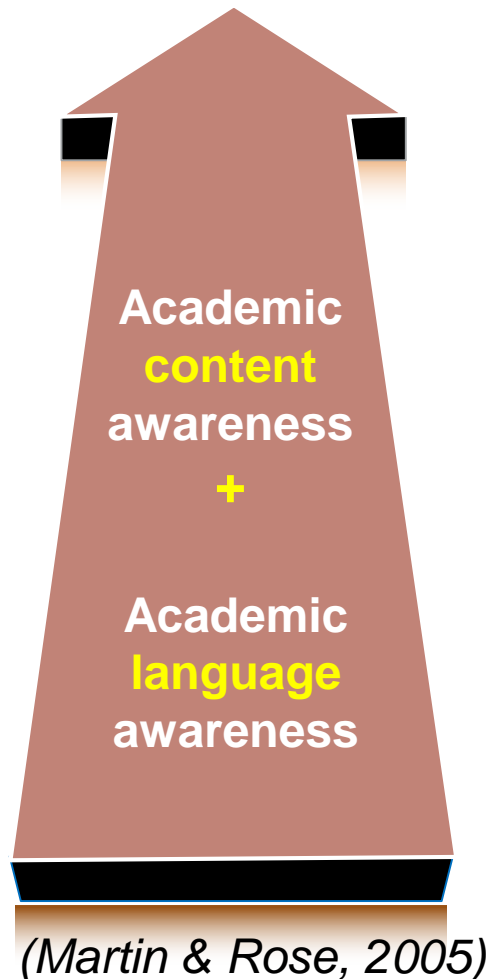
In terms of  
topics / themes



# *Reading across the Curriculum (RaC)*



# *Reading across the Curriculum (RaC)*



- 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 across the Curriculum (RaC)*

English for General Purposes

VS

English for Academic Purposes



# Rhetorical Functions & Language Features

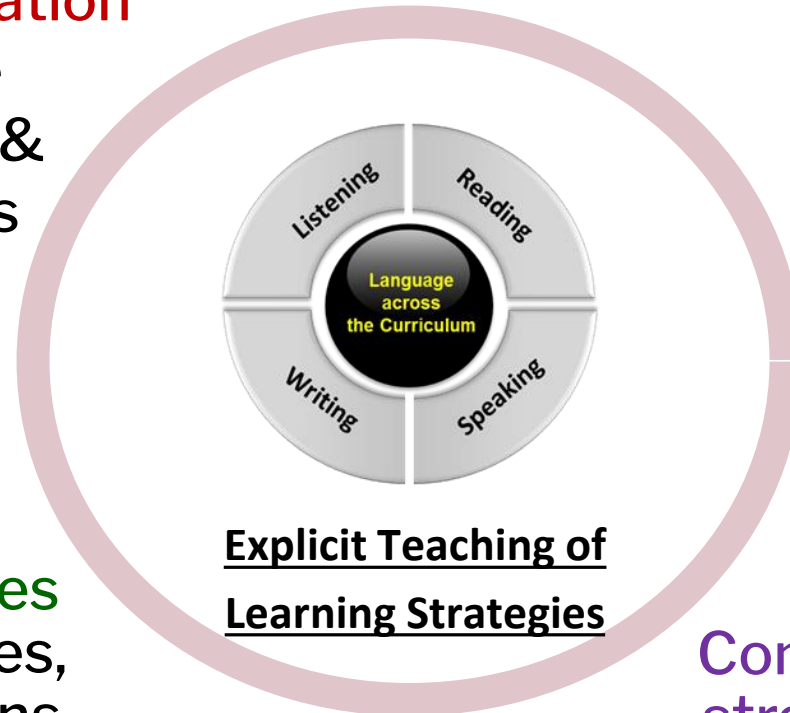
## Examples

Rhetorical functions	Language features (e.g.)	PSHE	ME	SE	TE	AE	PE
Comparison	<b>Connectives: (KS3 – KS4)</b> <i>However, on the contrary, despite, whereas</i>	*		*			
Procedure	<b>Imperatives: (KS1 – KS4):</b> <i>Hold</i> the racket vertically.		*	*	*	*	*
Recount	<b>Past tense: (KS1 – KS4)</b> World War II <i>lasted</i> from 1939 to 1945.	*		*			*
Explanation	<b>Connectives: (KS2 – KS4)</b> <i>Due to, because, since; therefore, so, as a result</i>	*	*	*			
Description	<b>Adjectives: (KS1 – KS4)</b> <i>Postmodern, romantic, three-dimensional</i> <b>Passive construction: (KS3 - KS4)</b> Water <i>is pumped</i> to the water treatment station.	*		*		*	
Conclusion	<b>To summarise, to conclude</b>	*		*			
Suggestion	<b>Modal verbs: (KS2 - KS4)</b> Can, may, could, might, should	*		*			
Instructions	<b>Wh-words: (KS1 – KS4)</b> <i>What</i> is the sum of the numbers from 1 through 1000000? <b>Imperatives: (KS1 – KS4)</b> <i>Discuss</i> the impacts of Meiji Restoration.	*	*	*	*	*	*
Presentation of facts	<b>Present tense: (KS1 – KS4)</b> The Earth <i>rotates</i> around the Sun.		*	*			*
Assumption	<b>If, let, suppose: (KS2 – KS4)</b> The value of a gold coin is \$3 200. <i>If</i> its value increases by 6% each year, what <i>will be</i> its value after 4 years?		*				*

# *Strategies for Promoting RaC*

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

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

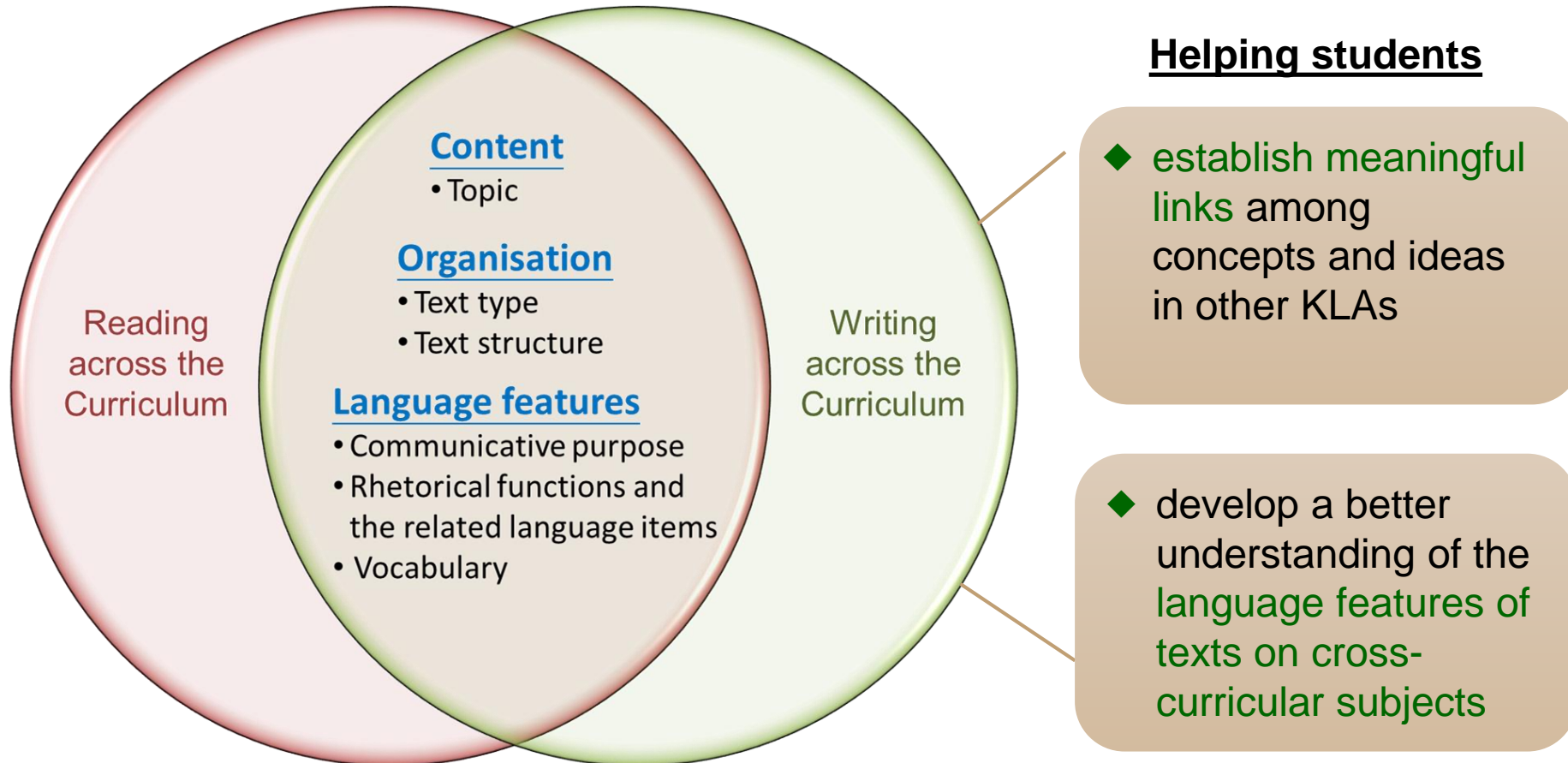


**Reading & enabling skills** (e.g. vocabulary building strategies, phonics skills)

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

# Promoting *Writing across the Curriculum (WaC)*

WaC is a meaningful follow-up on RaC



# ***RaC & WaC – 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

# *RaC & WaC – Collaboration among KLAAs*

## Curriculum mapping – Example

	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>“Water power 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>

# ***RaC & WaC – Collaboration among KLAs***

## ✓ Planning of curricula and collaborative development of learning materials

- Teachers of different KLAs **working closely** to match the **language needed** as well as the **content** for different subjects
- **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
- Producing **learning and teaching materials** for the use in the non-language subjects

# ***RaC & WaC – Collaboration among KLAs***

## ✓ Conduct of cross-curricular projects

### ➤ Small-scale cross-curricular projects:

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

# ***RaC & WaC – 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:**

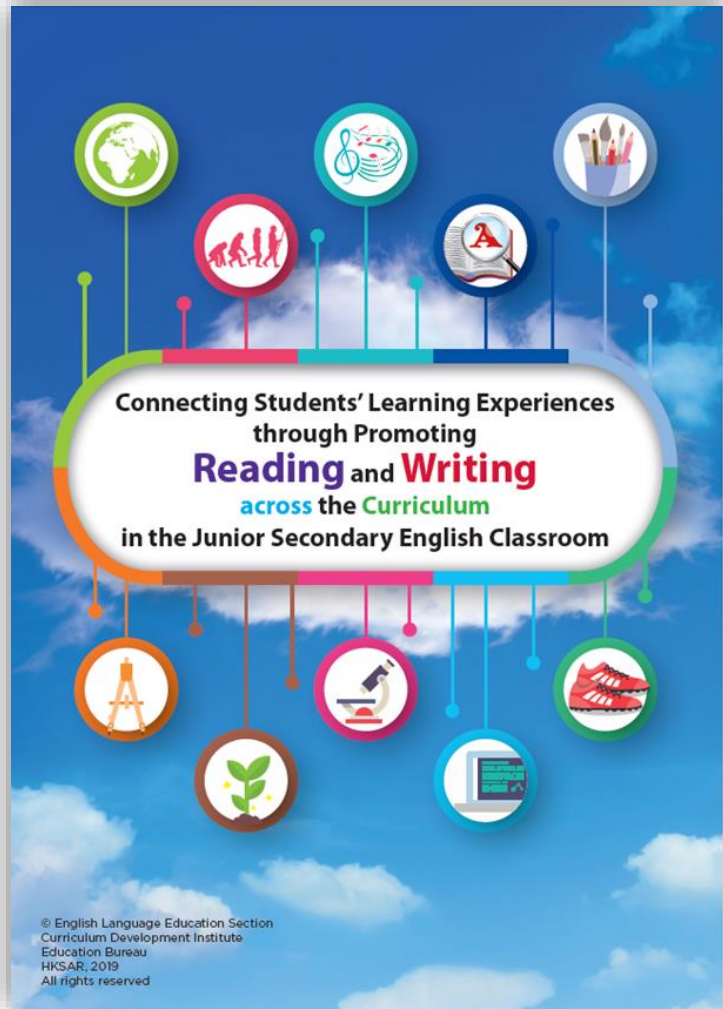
Students prepare a statistical presentation.

#### **English:**

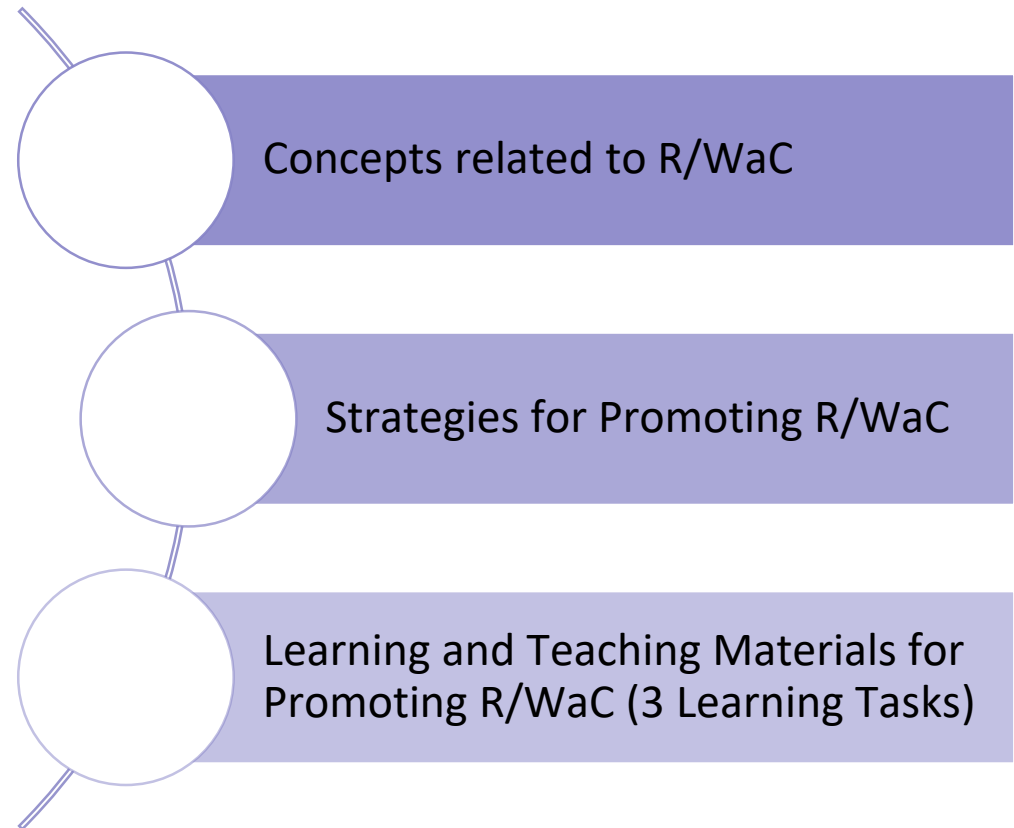
Students present their findings in English.



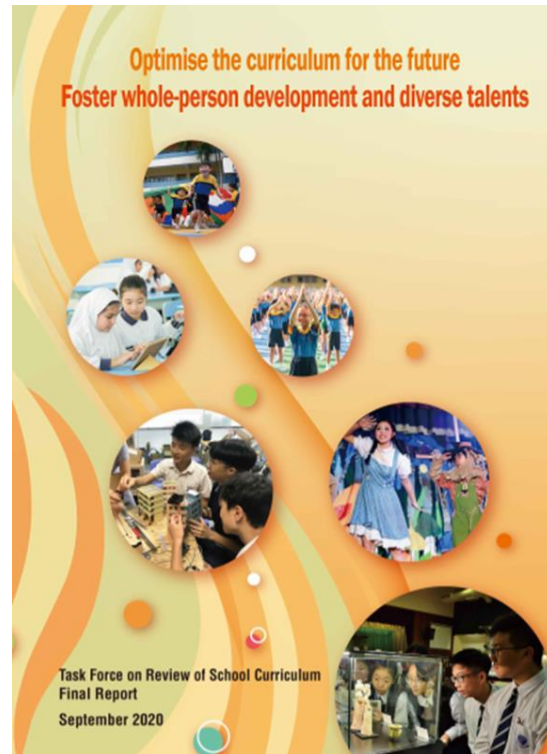
# Connecting Students' Learning Experiences through **Promoting Reading and Writing across the Curriculum** in the Junior Secondary English Classroom (2020) (printed & e-version)



[http://www.edb.gov.hk/RWaC\\_JS](http://www.edb.gov.hk/RWaC_JS)



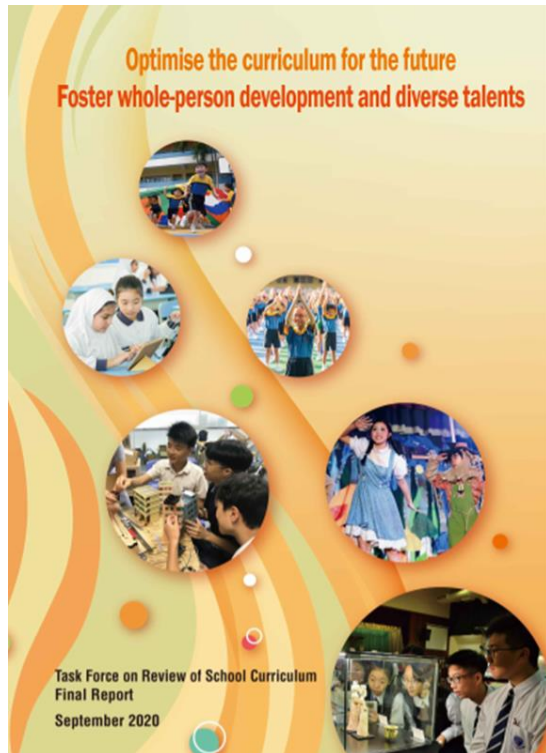
# ***Recommendations of the Task Force on Review of School Curriculum***



# ***Task Force on Review of School Curriculum***

- The Task Force was set up in November 2017 to **holistically review the primary and secondary curricula**.
- It examines how to:
  - make the school curricula rigorous and forward-looking in **enhancing students' capacity to learn** and **nurturing in them the values and qualities which are essential for learners of the 21st century**;
  - better **cater for students' diverse abilities, interests, needs and aspirations**;
  - **optimise the curriculum** in creating space and opportunities for students' whole-person development; and
  - better **articulate learning** at the primary and secondary levels.

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



## Six Directions of Recommendations

Whole-person Development

Values Education and Life Planning Education

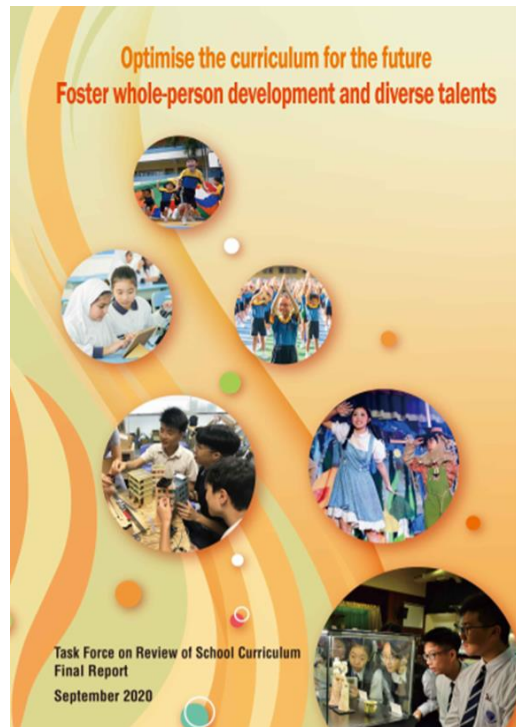
Creating Space and Catering for Learner Diversity

Applied Learning

University Admissions

STEM Education

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



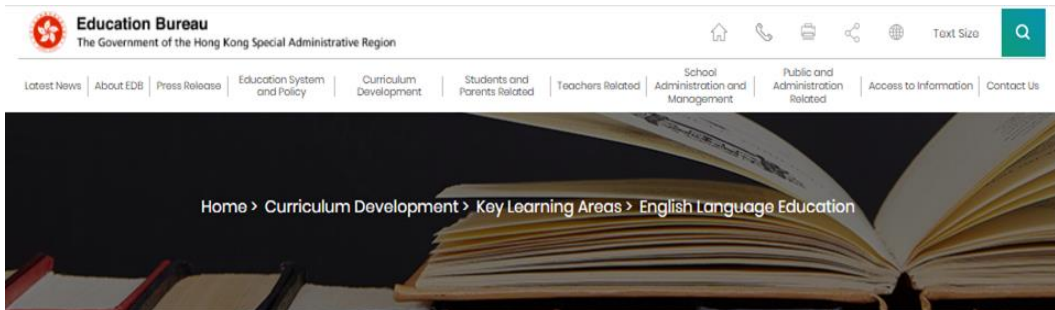
further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE

offer English-related Applied Learning (ApL) course as an elective

✓  
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





## Optimising Senior Secondary English Language

### Background

In tandem with one of the recommendations set out in the review report with the theme "Optimise the curriculum for the future, Foster whole person development and diverse talents" of the Task Force on Review of School Curriculum (Task Force), the committees on the four senior secondary (SS) core subjects under the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) have formulated proposals to optimise the respective curricula and assessments of the subjects, thereby creating space for students and catering for learner diversity.

### Short Video: Optimising the Four Senior Secondary Core Subjects - English Language



Flexible Arrangements to Cater for Learner Diversity  
Multifarious Activities to Enhance English Learning

## References and Resources

### English Language Curriculum and Assessment Guide (Secondary 4 - 6) (2021)

[PDF](#)

[effective from Secondary 4 in the 2021/22 school year]

### Resource Kit on the Academic Use of English



### Resource Kit on the Creative Use of English: A Collection of Six Posters and Activity Sheets



## Professional Development Programme

### Optimising Senior Secondary English Language (June 2021)

[PDF](#)

### EDB Circular Memorandum

### Curriculum Documents in Support of the Optimised Senior Secondary Core Subjects and Supplementary

EDBCM no. 72/2021

# *Offering English-related **Applied Learning Courses***

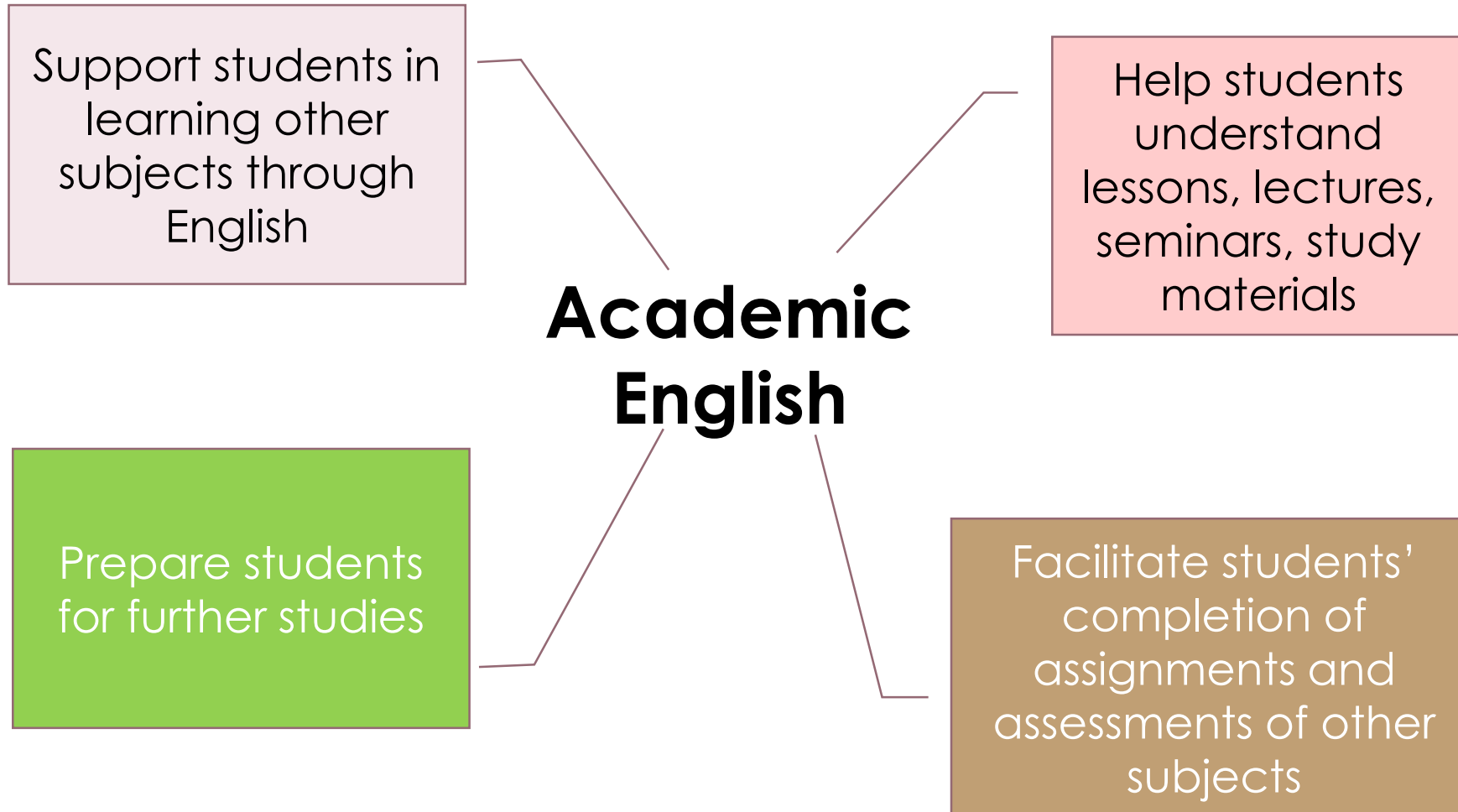
- Vocational English
- Translation Studies
- English for Creative Communication



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





# *Promoting the Academic Use of English*





# Style of Academic Language

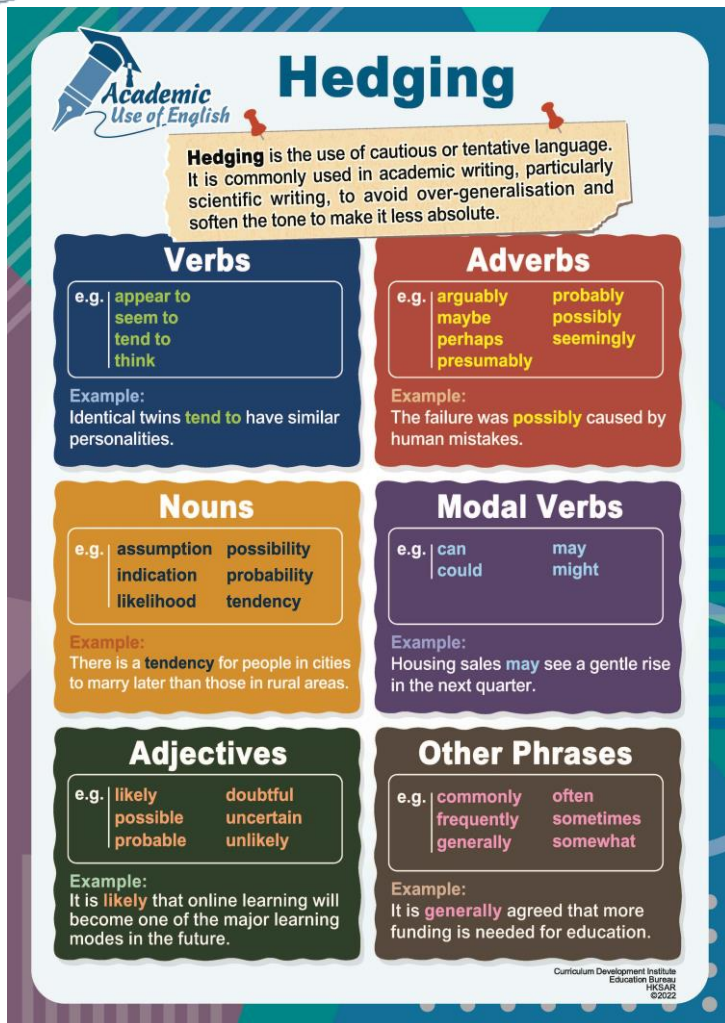

**Academic Use of English**


**VS**

Everyday English	Style of Academic Language	Academic English
<p><b>Everyday English</b></p> <p><b>Skinny guys</b> should eat more protein and <b>carbs</b> to <b>put on weight</b>.</p>	<p><b>Formal</b> e.g. Use <b>nouns</b> &amp; <b>avoid colloquial language</b></p>	<p><b>Academic English</b></p> <p>A higher intake of protein and <b>carbohydrates</b> helps <b>underweight people</b> to <b>gain weight</b>.</p>
<p><b>We did a study</b> and <b>found</b> that lack of regular exercise <b>causes</b> a range of chronic health conditions.</p>	<p><b>Objective &amp; Impersonal</b> e.g. Use <b>the passive voice</b> &amp; <b>hedging words</b></p>	<p>A <b>study was conducted</b> and <b>it was found</b> that physical inactivity <b>could be a cause</b> of a range of chronic health conditions.</p>
<p>The software helps firms <b>keep and find old emails</b>.</p>	<p><b>Precise</b> e.g. Use <b>exact words</b> &amp; <b>provide specific details</b></p>	<p>The software helps firms <b>archive and retrieve emails in the past 12 months</b>.</p>
<p>One of the effects of <b>cutting down too many trees</b> is that some animals and plants will lose their <b>homes</b>.</p>	<p><b>Technical</b> e.g. Use <b>subject-specific words</b></p>	<p>One of the effects of <b>deforestation</b> is the loss of <b>habitats</b> for some animals and plants.</p>

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# Examples of Language Features

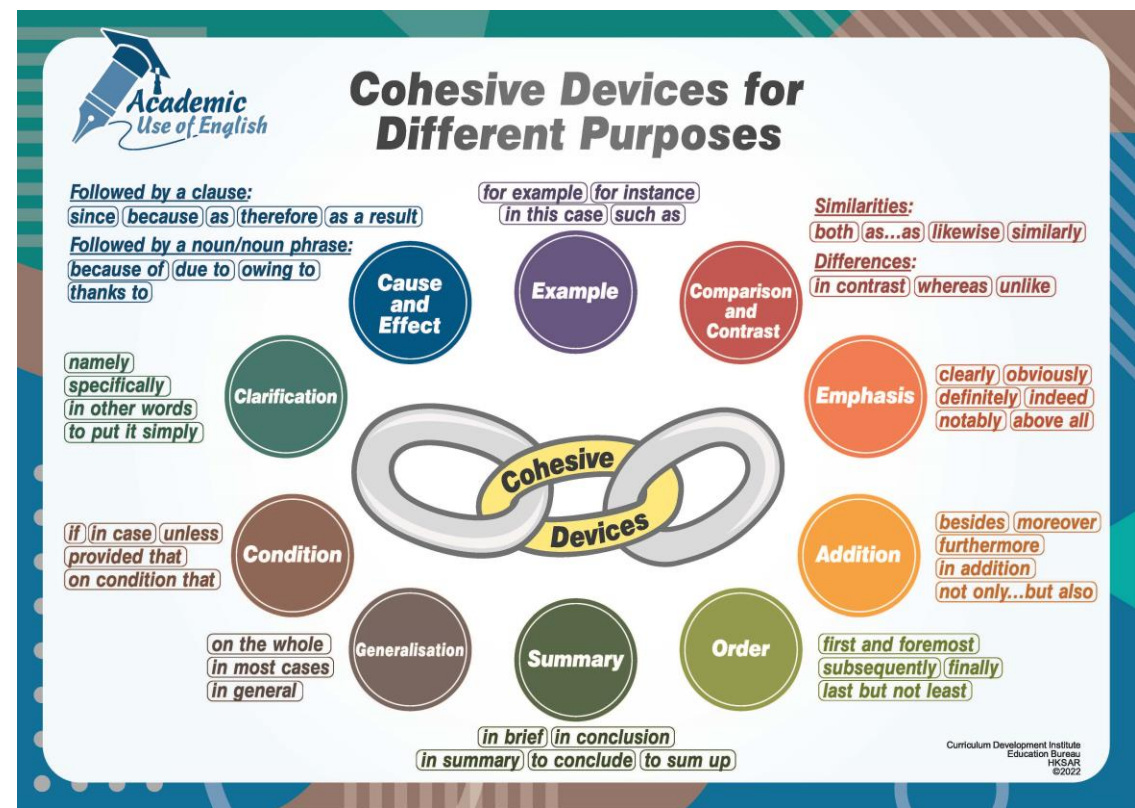


## Hedging

**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.

<p><b>Verbs</b></p> <p>e.g. appear to seem to tend to think</p> <p>Example: Identical twins <b>tend to</b> have similar personalities.</p>	<p><b>Adverbs</b></p> <p>e.g. arguably probably maybe possibly perhaps seemingly presumably</p> <p>Example: The failure was <b>possibly</b> caused by human mistakes.</p>
<p><b>Nouns</b></p> <p>e.g. assumption possibility indication probability likelihood tendency</p> <p>Example: There is a <b>tendency</b> for people in cities to marry later than those in rural areas.</p>	<p><b>Modal Verbs</b></p> <p>e.g. can may could might</p> <p>Example: Housing sales may see a gentle rise in the next quarter.</p>
<p><b>Adjectives</b></p> <p>e.g. likely doubtful possible uncertain probable unlikely</p> <p>Example: It is <b>likely</b> that online learning will become one of the major learning modes in the future.</p>	<p><b>Other Phrases</b></p> <p>e.g. commonly often frequently sometimes generally somewhat</p> <p>Example: It is <b>generally</b> agreed that more funding is needed for education.</p>

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## 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

for example for instance  
in this case such as

**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**

**Example**

**Comparison and Contrast**

**Cohesive Devices**

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# Resources for promoting the Academic Use of English Posters

## Everyday English VS Academic English

**Everyday English** | **Style of Academic Language** | **Academic English**

- Formal**: e.g. Use nouns & avoid colloquial language. *Skinny guys should eat more protein and carbs to put on weight.* → *A higher intake of protein and carbohydrates helps **underweight** people to **gain** weight.*
- Objective & Impersonal**: e.g. Use the passive voice & hedging words. *We did a study and found that lack of regular exercise causes a range of chronic health conditions.* → *A study was conducted and it was found that physical inactivity could be a cause of a range of chronic health conditions.*
- Precise**: e.g. Use exact words & provide specific details. *The software helps firms keep and find old emails.* → *The software helps firms **archive** and **retrieve** emails in the past **12** months.*
- Technical**: e.g. Use subject-specific words. *One of the effects of cutting down too many trees is that some animals and plants will lose their homes.* → *One of the effects of **deforestation** is the loss of **habitats** for some animals and plants.*

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## 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)

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

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

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

**Example:** (for example) (for instance) (in this case) (such as)

**Comparison and Contrast:**

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

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

**Order:**

**Cohesive Devices**

**Condition** **Example** **Comparison and Contrast** **Emphasis** **Addition** **Clarification** **Generalisation** **Summary** **Order**

**(in brief) (in conclusion) (in summary) (to conclude) (to sum up)**

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## Comparison & Contrast

Comparing and contrasting is an important skill in academic writing. It can be done at the text or paragraph level.

**Differences**  
Transition words followed by a clause  
- although/even though  
- but/however/nevertheless  
- whereas/while  
- on the one hand... on the other hand  
- on the contrary

**Similarities**  
like/as...as both, too, also like, similar to likewise, similarly in the same way the same as equally just as

**Differences**  
Transition words followed by a noun/noun phrase  
- unlike  
- despite/in spite of  
- different from  
- instead of

**Mammals**  
- warm-blooded  
- have live births  
- have hair

**Reptiles**  
- cold-blooded  
- lay eggs  
- have scales

**Describing similarities and differences**  
(An Example: Mammals vs Reptiles)  
Mammals and reptiles are both vertebrates and they share some similar characteristics. They both breathe with lungs. Like most vertebrates, mammals and reptiles reproduce sexually. However, they also differ in a number of ways. For example, mammals are warm-blooded, whereas most reptiles are cold-blooded. Unlike mammals which have live births, most reptiles lay eggs. Hair is a defining characteristic of all mammals. Reptiles, on the contrary, do not have hair. They have scales instead.

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## Describing Statistics

Describing statistics is a basic academic writing skill. Findings can be presented in percentages, fractions or other expressions.

**Language for Describing Percentages and Fractions**

20% a/one fifth (1/5) | 22% slightly over one fifth | 25% a/one quarter (1/4) | 33% about a/one third

Percentage	Expressions to paraphrase percentages or show approximation and proportion
90%	a vast majority
73%	a significant majority // approximately <b>three quarters</b>
66%	a large proportion // <b>around two thirds</b>
60%	well over half
39%	about/nearly/slightly under/almost <b>two-fifths</b>
35%	just over a <b>third</b>
25%	<b>exactly/precisely a quarter</b>
18%	(only) a small minority // <b>slightly less than a fifth</b>
10%	a small proportion/number // <b>one in ten</b>

**Example**

Is the new movie popular with the respondents?  
 ✓ About/Around/Approximately/Almost/Nearly/Slightly less than two thirds of the respondents like the movie, while one-fifth/a fifth of them do not.  
 ✓ The majority of the respondents (84%) like the new movie.  
 ✓ Well over half of the respondents like the new movie.

Do you like the new movie?  
 Yes 84%  
 No 20%

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## 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.

**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.

**Adjectives**  
e.g. likely possible probable doubtful uncertain unlikely  
Example: It is likely that online learning will become one of the major learning modes in the future.

**Adverbs**  
e.g. arguably probably maybe possibly perhaps seemingly presumably  
Example: The failure was possibly caused by human mistakes.

**Modal Verbs**  
e.g. can could may might  
Example: Housing sales may see a gentle rise in the next quarter.

**Other Phrases**  
e.g. commonly frequently generally often sometimes somewhat  
Example: It is generally agreed that more funding is needed for education.

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## Describing Trends

Trend description is an important skill for different purposes, for example, proposal writing and data analysis. With the accurate choice of words/phrases, the tendencies and changes can be more effectively presented.

**Language for Describing Trends**

**Moving Up**  
soar/rocket/surge leap/jump climb/grow/rise go up/increase

**Moving Down**  
go down/decrease/decline drop/fall sink plummet/plunge

**Highest & Lowest Points**  
The number peaked/reached a peak. The number dipped/took a dip.

**Degree and Speed of Change**  
drastically/substantially considerably/moderately/steadily mildly/slightly  
rapidly/swiftly gradually slowly

**No Change**  
stay the same remain stable/levelly maintain (the level)

**Constant Changes over Time**  
The numbers fluctuated/rose and fell.

**Example**

Hong Kong Book Sales 2021  
 In January 2021, book sales were about HKD \$200 million. Over the next three months, sales had declined gradually. In May, the sales dropped to HKD \$100 million. After the dip, from May to July, sales had almost doubled, rising drastically from HKD \$100 million in May to HKD \$198 million in July. From August to December, sales remained stable at around HKD \$190 million.

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## Academic Use of English Posters



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

# Resources for promoting the Academic Use of English Resource Pack



[https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/resource\\_pack.html](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Academic-Eng/resource_pack.html)

## Student Book

Preface

[DOCX](#) [PDF](#)

Chapter 1  
What is Academic English?

[DOCX](#) [PDF](#)

Chapter 2  
Academic Vocabulary

[DOCX](#) [PDF](#)

Chapter 3  
Useful Sentence Structures and Language for Academic Writing

[DOCX](#) [PDF](#)

Chapter 4  
Paraphrasing, Summarising and Quoting

[DOCX](#) [PDF](#)

Chapter 5  
Paragraph Structure

[DOCX](#) [PDF](#)

Chapter 6  
Common Academic Text Structures

[DOCX](#) [PDF](#)

1. What is Academic English? 7

### iv) Technicality

**Subject-specific or technical vocabulary** is essential to understanding and writing academic texts. To understand and retain the subject-specific vocabulary better, it is crucial to understand how these words are formed. For example, the prefix “photo-” means “light”, so the words “photosynthesis” and “photoconduction”, which can be found in science texts, are both related to “light”. Likewise, the suffix “-ism” means “a belief, theory or practice”. Words like “feudalism” and “Marxism”, which can be found in history texts, carry this meaning. The meanings of some subject-specific words may vary in different subjects or contexts. For example, the common word “mean” has a special meaning in mathematical contexts (i.e. “average”).

### Practice

#### Activity 6

The words in the left column below are words with multiple meanings in different subject contexts. Match them to the appropriate subject(s) by putting a tick (✓) in the appropriate box(es). Consult a dictionary if needed. One of them has been done as an example.

Words with multiple meanings	Subjects						
	Geography	Science	History	Maths	P.E.	Music	Economics
e.g. current	✓	✓					
legend							
scale							
class							
note							
slope							
axis							

### Notes:

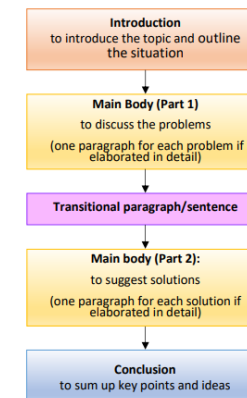
**current (n):** [Geography/Science] a movement of water, air, or electricity

6. Common Structures for Academic Texts 23

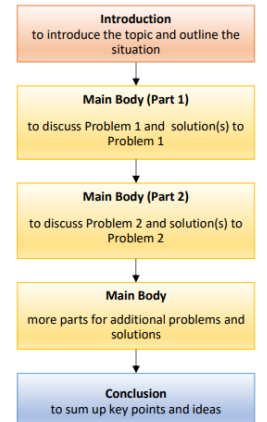
### i) Text Organisation

“Problem and solution” can be used as an overall organisational framework for a single text or used within a paragraph/paragraphs in a longer text as below:

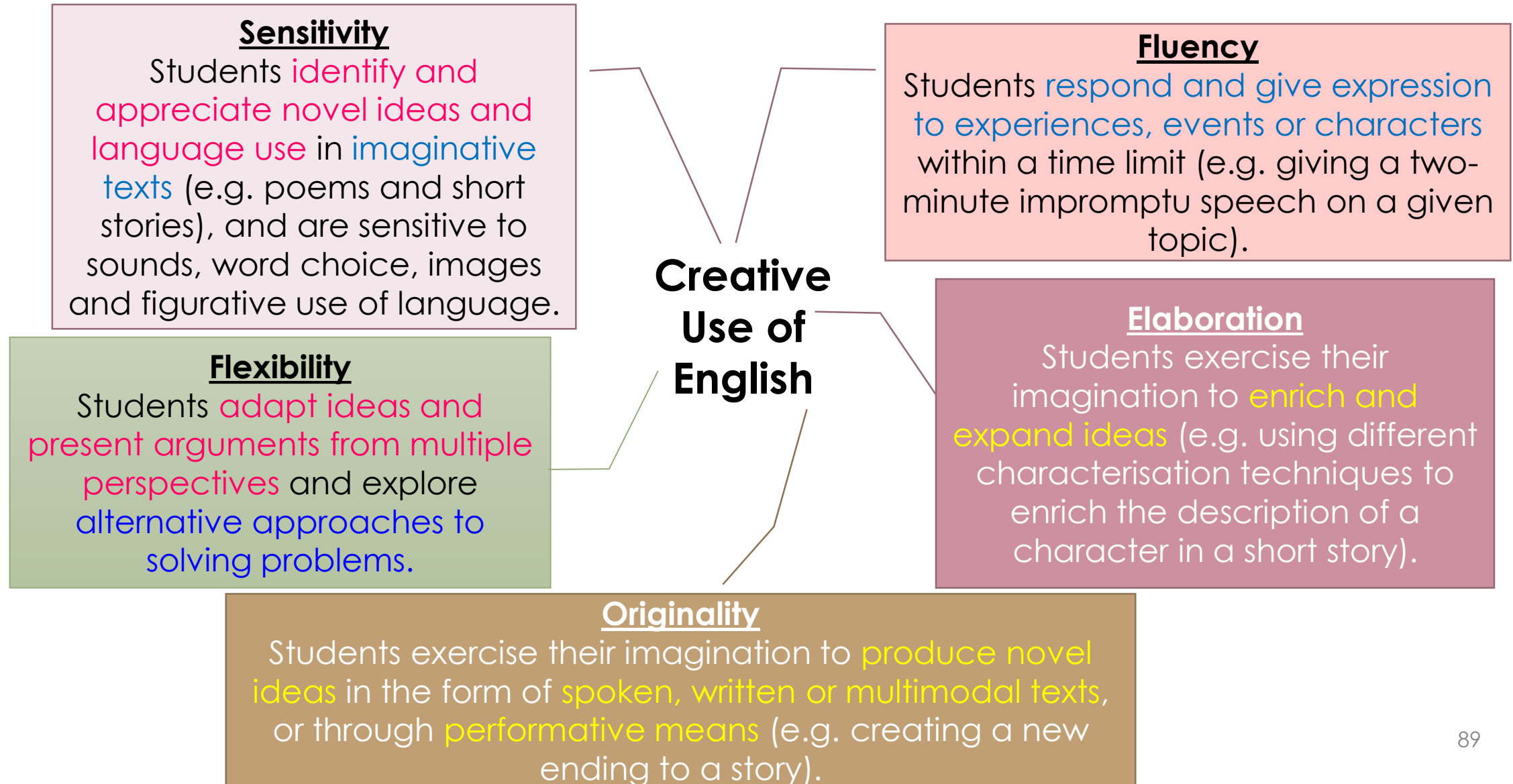
#### Block Structure



#### Point-by-point Structure



# ***Promoting the Creative Use of English***



# *How to promote the **Creative Use of English**?*

## Examples of Learning and Teaching Activities

- **poster presentations** on the theme/subject of the text
- **discussion of photos/pictures** related to the text
- **personal reactions** to the theme(s) which occur in the text
- choosing from a **list of adjectives** the one which **best describes** a certain character, and supplying reasons
- **discussing the language used** in the text (e.g. selecting the most beautiful line/best written part, explaining the craft/techniques used and the effects created)



# *How to promote the **Creative Use of English**?*

## Examples of Learning and Teaching Activities

- reading aloud the text with **feelings** and an **appropriate tone**
- reading/listening to an extract, and **writing and/or presenting the dialogue** between the characters
- **rewriting** the text as a **different text type** (e.g. turning a story into a film script)
- **writing** diary entries or a letter reflecting on the events of the story **from the point of view of the reader or one of the characters**

# Resources for promoting *Creative Use of English* Posters

## 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 glowing sparkling steady	bulky gigantic enormous tiny	oval curved flat pointed	dark blue light grey bright red pastel green

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

### TASTE

Gustatory words turn the content flavoursome.

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

• The salty-sweet caramel melted on the baby's tongue. The surprising sugarciness made her smile.

### SMELL

Olfactory words allow readers to smell the aroma.

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

• Spring comes as the sweet-scented blossoms fill the air with their refreshing fragrances.

### TOUCH

Tactile words let readers feel the texture and temperature.

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

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

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## 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 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.

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## 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 gritted my teeth.
- My veins popped out.
- I slammed the door.
- I stomped my feet.

### SHOCKED/APPALED

- 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'YRED/EXHAUSTED

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

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## Creative Use of English Plot Sequence & Narrative Techniques

### Plot Sequence

key events in a story

The Six Parts of A Story

- Exposition
- Conflict
- Rising action
- Climax
- Falling action
- Resolution

### Narrative Techniques

how the events are unfolded and presented

You are joining a short story contest organised by a book shop.

- Write a scary story about a security guard on duty one night.
- Use the pictures to help you write your story. You can use the pictures in any order.

Writing tips taken from Paper 2 of the 2022 (2021/22) English Language Examination (GLE22A)

### Different ways to start a story

**Character Description**  
My colleague Bob always slacks and dozes off during his work hour. Last night, he was drooping and snoring terribly as usual when the alarm went off.

**Setting Description**  
It was the coldest night of the year, making night shift more unbearable than ever. The piercing wind brushed my icy hands. I was literally frozen. All of a sudden, the light in the security room kept flickering. Before I could figure out what to do, it went off completely, leaving me alone in an eerie darkness.

**Peak Moment**  
I couldn't believe my eyes. Fear seized me as I saw a faceless figure in a white cloak with blood hanging from the ceiling. I let out a terrible scream and dashed out of the room.

**Dialogue**  
"Wake up! Wake up!" I yelled at the top of my voice. "A ghost is at the staircase!"  
"Are you dreaming?" Bob, my colleague, asked in disbelief while rubbing his sleepy eyes.

**Flashback**  
"Safe at last!" I heaved a sigh of relief after a narrow escape from the "ghost". What a scary night! It all began when the alarm in the carpark went off at midnight.

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## Creative Use of English Other Ways to EXPRESS...

### SAY

whisper murmur mumble whine grumble beg demand exclaim snap shriek

### EAT

peck nibble savour munch swallow devour scoff gobble bolt

### LOOK

scrutinise inspect examine observe stare gaze view glimpse glance peek

### WALK

trot march dash sprint bolt

tip-toe saunter stroll

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## Creative Use of English How to Craft a Vivid Character?

### S.T.E.A.L. — the 5 elements of indirect characterisation

Your creative writing teacher has given you the following task and she would like you to use it to write a short story. The stories will be displayed in school during Creativity in Learning Week.

You were walking by the Peninsula Hotel in Tsim Sha Tsui when you spotted your brother drinking an expensive sports car. The last time you spoke to him, he was looking for a job.

Writing tips taken from Paper 2 of the 2022 (2021/22) English Language Examination (GLE22A)

### Speech

What does the character say? How does a character speak to other characters?

My anger and curiosity got the better of me. I confronted my brother bluntly, "How can a jobless man afford such a luxurious car? Where did you get the money?"

### Thought

What is revealed through the character's thoughts and beliefs?

Did he win the lottery and become rich overnight? Did he borrow money from his friends? My mind was filled with question marks and I figured out the simplest way to find out the answer was to ask him.

### Effect on others

How does the character affect others? How do other characters interact with the character?

My brother was speechless for a moment, but he then burst into laughter, laughing so uncontrollably that he had to hold his stomach. "I'm just hired as a part-time actor," he explained, "and you are more imaginative than my director!"

### Action

What does the character do? How does the character behave?

Thinking about the illegal things my brother might have done to get the money, I stomped my feet and clenched my fists so tightly that my thumbs hurt.

### Look

How does the character dress? What does the character look like?

My brother's hair was slicked back with gel, looking as sleek and smooth as an egg tart, while mine was as messy and wiry as a broom. Looking at my brother's glamorous designer suit, I couldn't help feeling pathetic wearing a fake branded T-shirt.

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# Resources for promoting **Creative Use of English** Activity Sheets

## Creative Use of English Literary Devices

Literary devices can be used in a variety of text types to create effects, e.g. to add emphasis, describe vividly, evoke associations and persuade readers. Use the literary devices provided to spice up the writing.

**1. Opening**

In recent years, manufacturers of electric cars have been keen to promote their products. However, less than 3% of all vehicles sold in 2020 worldwide were electric. While petrol cars continue to sell like hot cakes, electric cars remain unpopular among drivers (are like stale bread which no one is interested in). They can only attract attention by advertising their features, such as being faster, safer, and more environmentally friendly. In the following, I am writing to discuss why electric vehicles are regarded as undesirable by drivers and suggest some measures to make them more attractive.

**2. Body Paragraph**

To many drivers, petrol cars outperform electric cars in terms of convenience. While drivers of petrol cars can simply fuel their vehicles in any petrol filling station when necessary, accurate estimation and advance planning on the time and location of charging is required for drivers of electric cars to avoid interruptions to their journeys. This is especially vital when drivers are going on long or taking intercity trips as stopping in the middle of the journey unexpectedly is not only inconvenient, but also a waste of money. That explains why the sales of electric cars have remained low. In fact, the slow pace of electric cars has caused the efforts of governments worldwide and car manufacturers to promote the use of electric cars.

**3. Closing**

To conclude, driving electric cars is a good alternative to driving petrol cars. It is economical, more saving and environmentally friendly. Governments should encourage more electric cars to be produced and used, while car manufacturers should expand the battery capacity, and if car manufacturers install more charging stations in public charging networks. From now on, why don't we have a better car to build a brighter world?

Notes: Reiteration may appear on the form of words of the same part of speech or repeated structures.

## Sensory Language

A place is more than what you can SEE. Keep your mind open and try to HEAR, SMELL, TASTE and FEEL it. *Creative Use of English*

**Topic:** You finally get the chance to eat at Hong King's famous restaurant, Dim Sum. Write a review of Dim Sum. In what way has the restaurant impressed you?

**Task 1:** Complete the bubbles below with words to describe what you could see, hear, smell, taste and feel at Dim Sum.

**Task 2:** Read Sam's dining review by adding more sensory descriptions to help readers understand his excitement. The sticky notes or symbols may help you.

**Task 3:** Write a short review on the dining environment and food for another restaurant.

**Task 4:** Write a short review on the dining environment and food for another restaurant.

## Creative Use of English Showing Not Telling

You are entering a short story competition on the topic of "Wildlife". Your story should describe the events leading up to the image below.

**Topic:** You are entering a short story competition on the topic of "Wildlife". Your story should describe the events leading up to the image below.

**How?**

In the Showing example, the emotion of being "excited" is amplified with actions. The words "heart beat" and "I" suggest are vividly described to allow the reader to imagine or even to experience what the character feels.

**To show feelings:** Describe characters' actions in that emotion.

**How?**

Rewrite the following sentence to show feelings with actions:

The girl was scared.

**Step 1:** List actions when someone was scared.  
E.g. body felt numb/high turned to jelly

**Step 2:** Write sentences based on what you have brainstormed in Step 1.  
E.g. The girl's body felt numb. Her high turned to jelly.

**Writing tips:** Take Paper 2 of the 2017 IGCSE English Language Examination (IGLESA)

## Creative Use of English Plot Sequence & Narrative Techniques

You entered the "Stories of Survival" short story competition. The theme of this year's competition is "Nature: friend or enemy?".

Write a story about a hiker who gets caught in a storm while hiking in the mountains.

**Character Description:**

**Setting Description:**

**What are the key events of your story?**

**① Characters:**

- Who is the most exciting part of the story?
- What is the most interesting about the situation?

**② Plotting/Action/③ Resolution:**

- How did the story end?
- What did the character learn from this incident?

**④ Exposition:**

- Who were the characters?
- What was the setting of the story?

**Writing tips:** Take Paper 2 of the 2017 IGCSE English Language Examination (IGLESA)

## Creative Use of English Different Ways to Describe Actions

Use these three strategies in combination to enrich the character's in action.

**1. Use Vivid Verbs to add flavour & express more ideas in fewer words**

Replace the underlined words below with **vivid verbs**.

The hare saw a rosy crowd gathering around the tree. He went quickly to the tree to find out what was going on. The animals were talking excitedly about the poster on the trunk. He read carefully the words on the poster and learnt that an obstacle pair race would be held soon. The hare said softly to himself, "I must find the best partner and win the grand prize!" He looked steadily at the wide blue sky and started thinking deeply about who to team up with.

**2. Use Adverbs to describe actions**

Add **adverbs** to the underlined action verbs to describe the mood of the characters and the manner of the actions.

The obstacle race was a tough one - all the tougher for a slow and small tortoise! While the hare could jump over the log hurdle, the tortoise could only crawl under it and had to be lifted by the hare. When they came to the monkey bars, the tortoise frowned and sighed as he knew he could never get through. The hare said to his partner, "Get onto my back!" Then, he moved across the bars, making sure that the tortoise wouldn't fall off. After climbing the monkey bars, the hare was panting.

**3. Use Prepositional phrases to describe actions**

Add **prepositional phrases** to the underlined action verbs to provide further details about the feelings of the characters and the manner of the actions.

When the finish line was in sight, the hare and the tortoise could hear the crowd cheering. The cheering was heartening and the hare and the tortoise pressed ahead. When they finally crossed the finish line, the tortoise couldn't believe his eyes. He asked, "Am I really coming? Have we won the race?" The hare answered, "Of course, we have!" They then hugged each other and captioned.

## Creative Use of English How to Craft a Vivid Character?

**Speech:** What did your roommate tell you when you had met him/her (e.g. problems/achievements/hobbies)? How did he/she speak?

**Thought:** What might have happened to your roommate lately? What were your guesses about his/her changes in attitude and behaviour?

**Action:** What would be your roommate's usual look (e.g. facial features/hair)? Did you observe any change in your roommate's appearance (e.g. make-up/haircut/fashion style)?

**Appearance:** Describe your roommate's appearance (e.g. facial features/hair). How did he/she speak?

**How to describe your roommate:**

- Use adjectives.
- Use similes and metaphors.
- Use idioms.
- Use adverbs.
- Use verbs.
- Use pronouns.

Writing tips: Take Paper 2 of the 2017 IGCSE English Language Examination (IGLESA)



# Resources for promoting Creative Use of English

## Creative Use of English Plot Sequence & Narrative Techniques

### PLOT SEQUENCE key events in a story

#### The Six Parts of A Story

**1 Exposition** The beginning of the story, where characters and setting are introduced

**2 Conflict** The main problem in the story

**3 Rising action** The events that build suspense

**4 Climax** The most exciting part and the turning point of the story

**5 Falling action** The events leading to the end of the story, where the tension is relieved

**6 Resolution** The end of the story, where the main problem is solved

### NARRATIVE TECHNIQUES how the events are unfolded and presented

You are joining a short story contest organised by a book shop.

- Write a scary story about a security guard on duty one night.
- Use the pictures to help you write your story. You can use the pictures in any order.

Writing topic taken from Paper 2 of the 2021 HKDSE English Language Examination ©HKEAA

#### Different ways to start a story

<b>Character Description</b>	My colleague Bob always slacks and dozes off during his work hours. Last night, he was drooling and snoring terribly as usual when the alarm went off.
<b>Setting Description</b>	It was the coldest night of the year, making night shift more unbearable than ever. The piercing wind brushed my icy hands. I was literally frozen. All of a sudden, the light in the security room kept flickering. Before I could figure out what to do, it went off completely, leaving me alone in an eerie darkness.
<b>Peak Moment</b>	I couldn't believe my eyes. Fear seized me as I saw a faceless figure in a white cloak with blood hanging from the ceiling. I let out a terrible scream and dashed out of the room.
<b>Dialogue</b>	"Wake up! Wake up!" I yelled at the top of my voice, "a ghost is at the staircase!" "Are you dreaming?" Bob, my colleague, asked in disbelief while rubbing his sleepy eyes.
<b>Flashback</b>	"Safe at last!" I heaved a sigh of relief after a narrow escape from the "ghost". What a scary night! It all began when the alarm in the carpark went off at midnight.

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## Creative Use of English Plot Sequence & Narrative Techniques

**Topic** You entered the 'Stories of Survival' short story competition. The theme of this year's competition is 'Nature: friend or enemy?'

This is not simply a survival story. The theme "Nature: friend or enemy" should also be addressed.

Write a story about a hiker who gets caught in a storm while hiking in the mountains.

Writing topic taken from Paper 2 of the 2021 HKDSE English Language Examination ©HKEAA

Start your story using one of the following strategies.

**1 Exposition**

- Who is/are the character(s)?
- What is the setting of the story?

**2 Conflict**

- What is the main problem in the story?

**3 Rising Action**

- How did the character(s) cope with the main problem?
- What further complicated the situation?

**4 Climax**

- What is the most exciting part of the story?
- What is the moment of change?

**5 Falling Action & 6 Resolution**

- How did the story end?
- What did the character(s) learn from this incident?

**Character Description**

**Setting Description**

**Peak Moment**

**Dialogue**

**Flashback**

#### Story Idea Words

**Describing the Setting**

- spectacular/breathtaking view
- slippery rocks/mossy stones
- rough/rugged steep slopes
- a narrow sandy ridge with sharp drop-offs
- full of dead-ends
- prone to flash floods and dangerous rock falls
- the sky was blackened with thick clouds
- rain poured
- thunders cracked/crashed/boomed/rumbled
- gales howled/whipped bitterly
- lightning struck/flashed/flickered across the sky

**Describing the Feelings**

- in a panic
- uttered with fear/fright
- yelled/shouted/cried at the top of my voice
- panted breathlessly
- a sense of unease overtook us
- my heart missed/skipped a beat
- got cold feet
- regretted (doing something)

**Describing the Ordeal**

- took shelter under the trees
- crouched down
- was drenched/soaked to the skin
- tripped over (something)
- my optimism was waning
- fainted/became semi-conscious
- rescuers coming from a helicopter
- a narrow escape/a close shave

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# Resources for promoting *Creative Use of English*

**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.

### 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.

### 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.

### 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.

### 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.

### 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.**

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**Creative Use of English**

## Literary Devices

Literary devices can be used in a variety of text types **to create effects**, e.g. to add emphasis, describe vividly, evoke associations and persuade readers. Use the literary devices provided to **spice up the writing**.

### Topic

Although studies show electric cars are more environmentally friendly than petrol cars, less than 3% of all vehicles sold in 2020 worldwide were electric.

Write a letter to the editor of Hong Kong Post.

- Discuss why sales of electric vehicles are so low.
- Suggest what can be done to attract more people to drive these vehicles.

Writing topic taken from Paper 2 of the 2021 HKDSE English Language Expression (ENK5EA)

### 1. Opening

In recent years, manufacturers of electric cars have been keen to promote their products. However, less than 3% of all vehicles sold in 2020 worldwide were electric. While petrol cars continue to sell like hot cakes, electric cars **remain unpopular among drivers (are like stale bread which no one is interested in). They can only sit idly/silently/sadly in the companies' showroom, longing/waiting desperately/nervously/ endlessly to be brought home by drivers.** In the following, I am writing to discuss why electric vehicles are regarded as undesirable by drivers and suggest some measures to make them more attractive.

**Comparison (simile & metaphor)**  
The idiomatic expression 'sell like hot cakes' is a simile used to describe things sold in large quantities quickly.

**Personification**  
Can you add human qualities to the word 'electric cars'? You may describe how they sit and feel while waiting to be bought.

**Notes:** Parallelism may appear in the form of words of the same part of speech or repeated structures.

### 2. Body Paragraph

To many drivers, petrol cars outcompete electric cars in terms of convenience. While drivers of petrol cars can simply fuel their vehicles in any petrol filling station when necessary, accurate estimation and advance planning on the time and locations of charging is required for drivers of electric cars to avoid interruptions to their journeys. This is especially vital when drivers are going on the highways or taking intercity trips as stopping in the middle of the journey unexpectedly is **definitely unpleasant (the worst nightmare for all drivers in the world)**. That explains why the sales of electric cars **have remained flat (have hit a wall/reached a bottleneck)** despite the efforts of governments worldwide and car manufacturers to promote the use of electric cars.

### 3. Closing

To conclude, driving electric cars is a good alternative to driving petrol cars. **It is economical, energy-saving and environmentally friendly/eco-friendly. Clearly, driving electric vehicles will become more attractive if governments worldwide provide more financial incentives, if car manufacturers succeed in expanding the battery capacity, and if power companies install more quick chargers in the public charging network. From now on, why don't we buy a better car to build a brighter world?**

**Notes:** Alliteration is used.

**Teachers' notes:** This activity sheet is designed for illustration and practice only. Students should be reminded to use the literary devices appropriately and judiciously. Overuse or inappropriate use of these devices may render the writing unnatural.

In the closing paragraph, the following literary devices can be used to reinforce important points/messages:

- Parallelism (e.g. Driving electric cars will be more attractive if... if... and if...)
- Alliteration (e.g. buy a better car)
- Rhetorical questions (e.g. Why don't we switch to electric cars now?)


Alliteration and rhetorical questions are used particularly in the last sentence to catch attention or provoke thinking. Can you complete the last paragraph using at least one of these literary devices?

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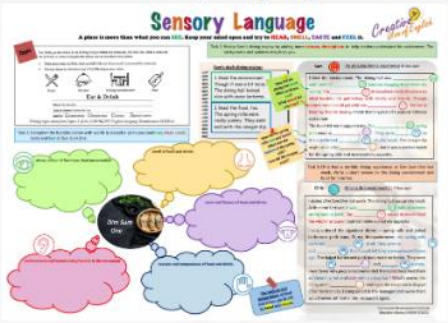
# Resources for promoting *Creative Use of English*

## Posters and Activity Sheets

Sensory Language



Sensory Language



Students' version: [PDF](#) [DOCX](#)

Teachers' version: [PDF](#) [DOCX](#)

## Posters and Activity Sheets

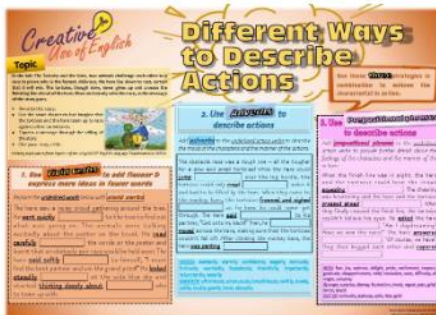


Other Ways to Express...



Other Ways to EXPRESS...

Different Ways to Describe Actions



Different Ways to Describe Actions

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

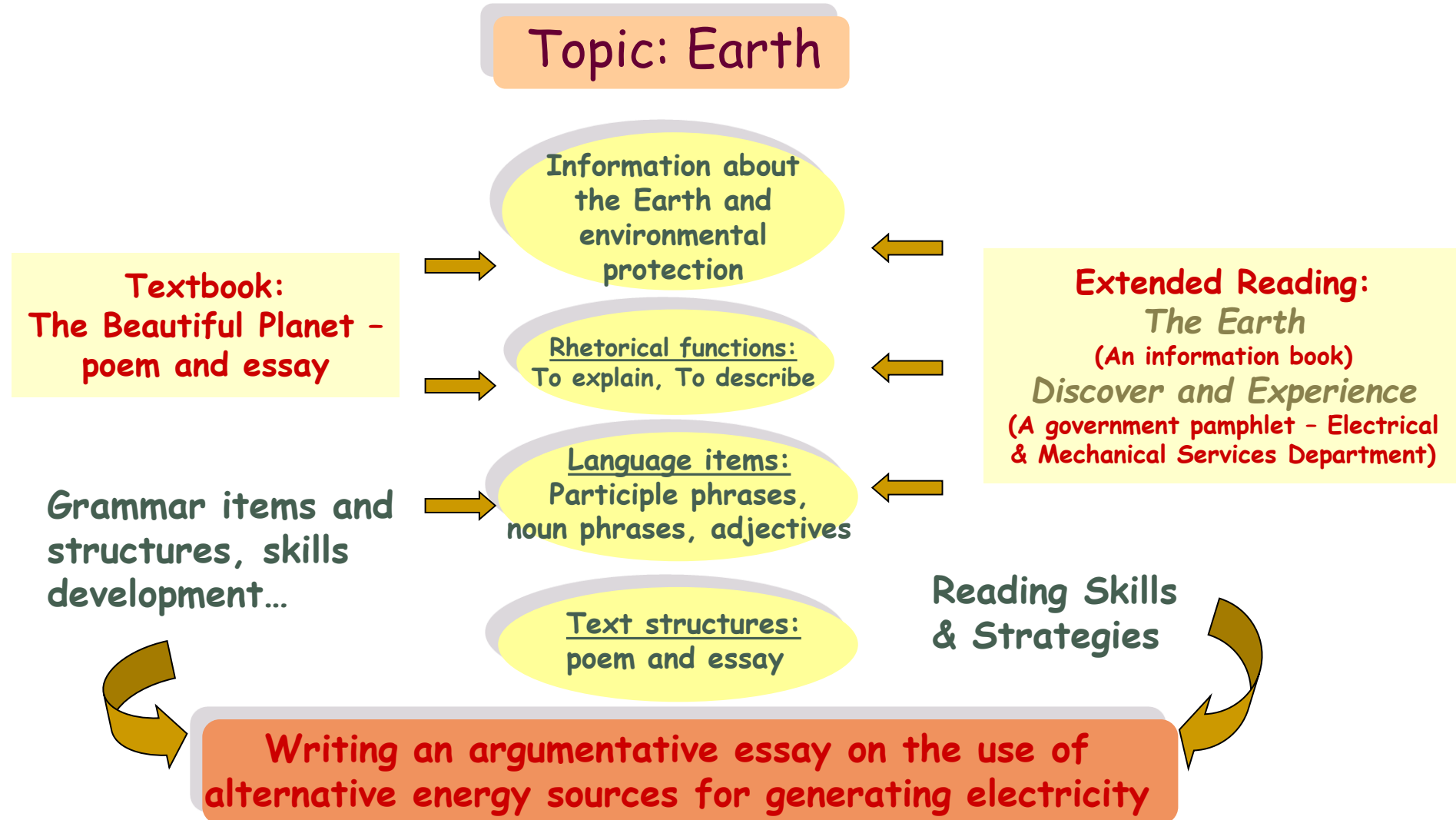
# *How to enhance students' language competencies through these?*





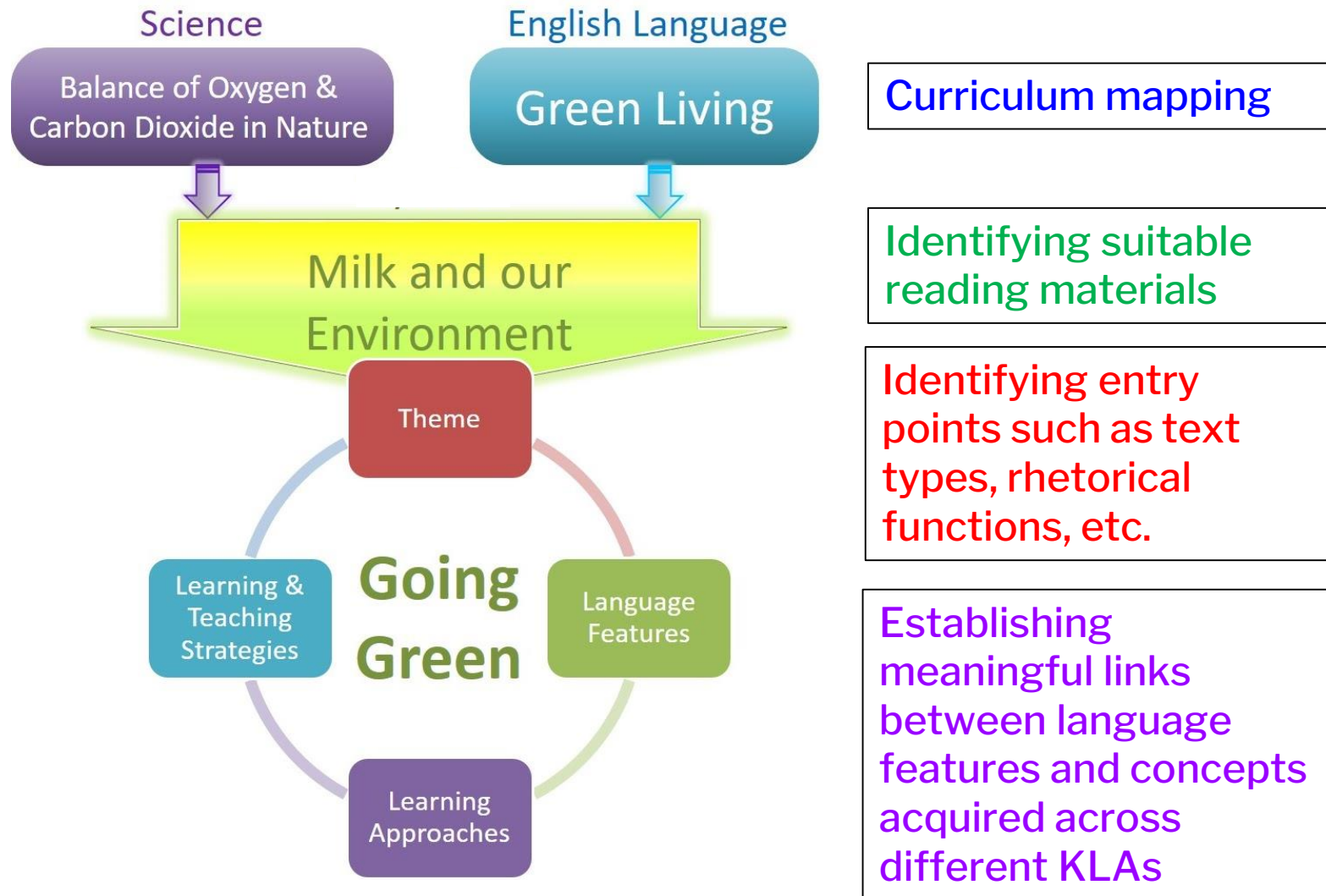
# Enhancing Students' Language Competency through LaC and RaC

## An Example



# 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

### Pre-reading Understanding the text type (feature)

Fill in the boxes with the options (A-D) provided below to show the correct organization of the text.

A Comparisons      B Purpose of the text  
C Questions for further thinking      D Background

**A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment**

**Summary**

1. You've probably heard somewhere that cow's milk is a good food alternative with an almost zero or low-carbon footprint. But is it really? Or is it really just another marketing ploy to convince you to consume the product it's selling to the public?

2. We compared the carbon footprint, water footprint, nutrition and price of cow, soy and almond milk to see just how much one impacts you.

**Carbon Footprint**

The term "carbon footprint" refers to the amount of carbon dioxide – the gas which causes global warming – released into the atmosphere as a result of certain activity. You may already be aware that doing things like driving a car, taking a flight or watching TV are all contributing to this footprint. But does drinking a glass of cow's milk really add to your carbon footprint?

According to a 2014 study published in the academic journal of *Industrial Ecology*, the average cup of cow's milk that is produced emits 2.9kg of carbon dioxide, compared to the 0.2kg of carbon dioxide emitted by a cup of almond milk. This is because the cow's milk production process is so much more energy-intensive than the almond milk production process.

However, as a cow's milk takes one year of growth to produce one cup of almond milk – which is a much longer time to grow – it is not clear if the carbon footprint of almond milk is actually lower than cow's milk.

- ### While-reading
- Jigsaw reading: Comparison of milk
  - Identifying the

**(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**

	Cow's Milk	Soy Milk	Almond Milk
(i) Cup of Milk	( )	( )	( )
Carbon Footprint	( )	( )	( )
Water Footprint	( )	( )	( )
Nutrition	( )	( )	( )
Price	( )	( )	( )

- ### 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.

(i) Name of the chart: **Bar chart**

(ii) Amount of household waste recycled

City	Amount (%)
Hong Kong	40%
Taipei	53%
Tokyo	23%

(iii) Name of the graph: **Line graph**

(iv) Popularity of the sitcom "ABC"

Year	Popularity (%)
2007	40%
2008	20%
2009	10%

## Writing Developing a multimodal feature article with Google Site

# Enhancing Students' Language Competency through LaC and RaC

## An Example

### Reading

#### An Article

##### **A Guide to the Impact of Cow's Milk, Almond Milk, and Soy Milk on Your Health and the Environment**

Paragraph

① If you're thinking about switching from cow's milk to a plant-based alternative such as almond milk or soy – whether for health or environmental reasons – it's useful to first find out just what each alternative provides, not to mention the impact it's having on the planet.



② We compared the carbon footprint, water footprint, nutritional value and price of cow, soy and almond milk to see just how each one measures up.

##### ③ **Carbon Footprint**



The term "carbon footprint" refers to the amount of carbon dioxide – the gas which causes global warming – released into the atmosphere as a result of a certain activity. You may already be aware that dairy farms are no friends of the environment; as well as contributing to CO<sub>2</sub> emissions, cows also release an even more harmful greenhouse gas – methane – into the atmosphere. But does switching to plant-based milk really help to reduce your carbon footprint?

④ According to a 2014 study published in the academic *Journal of Industrial Ecology*, for every cup of cow's milk that is produced, 400 grams of carbon dioxide is released into the atmosphere. This is compared to 200 grams per cup of soy milk, and 174 grams per cup of almonds.

⑤ However, as it doesn't take one cup of almonds to produce one cup of almond milk – most almond milk sold in shops will contain around five almonds per cup of milk – it's safe to assume that the carbon emissions for almond milk are actually even lower.

Line

5

10

15

20

25

### Writing

#### An Article

#### An Article

##### Content

- Going Green

Science

##### Language Features

- Text structures
- Data presentation (In graphic forms)
- Rhetorical function (To Compare) and the related language items

Science +  
Mathematics

***Part 3:***  
**Experience Sharing**  
**by**  
**Kowloon True Light School**

Ms YEUNG Nga-ma, English Panel Chairperson  
Ms MAK Wing-shan, Assistant English Panel Chairperson  
Ms RIAR Saimanbir Kaur

***Part 4:***

**Summary  
and  
Resources**

**How to incorporate all these elements in the English classroom?**

**Task Force's recommendations**

**School's major concerns**

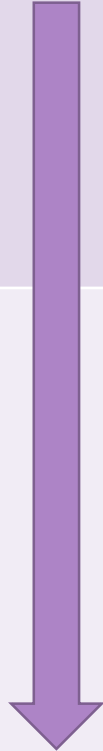
**Major updates of the ELE KLACG**

**Vertical and horizontal coherence of learning and teaching**

# Example

## Promoting **Values Education** through Reading and Viewing

Level	Proposed ideas
KS 3	S1: <b>Stories</b> – to experience the life of abandoned animals ( <b>Empathy</b> ) S2: <b>Interviews</b> – to get inspired by successful athletes ( <b>Grit</b> ) S3: <b>Video clips</b> – to find out the struggles of the underprivileged groups ( <b>Care for others</b> )
KS 4	S4: <b>Infographics</b> – to know more about the recycling projects in Hong Kong ( <b>Responsibility</b> ) S5: <b>Feature articles</b> – to raise awareness of fake news and cyber bullying ( <b>Law-abidingness</b> ) S6: <b>Songs</b> – to encourage people in face of adversity ( <b>Resilience</b> )



Vertical coherence  
✓ Values  
✓ Text types

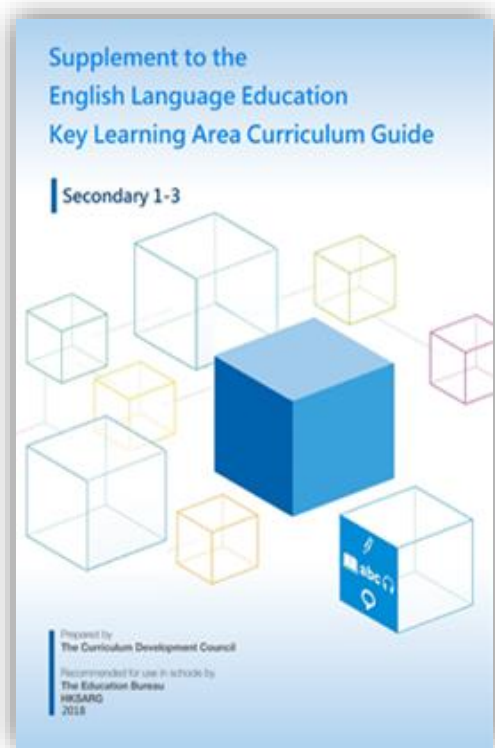
# Example

## Promoting Values Education & Academic and Creative Uses of English through Sayings of Wisdom

Level	Proposed ideas	
KS 3	S1:	Learning <b>similes and metaphors</b> through <b>famous sayings</b> (e.g. Life is like riding a bicycle. To keep your balance you must keep moving.)
	S2:	Creating <b>slogans</b> in <b>parallel structures</b> (e.g. No pain, no gain)
	S3:	Applying the <b>rule of three</b> in <b>oral presentations</b> (e.g. blood, sweat and tears)
KS 4	S4:	Identifying <b>analogies, repetition and rhetorical questions</b> through analysing famous <b>speeches</b>
	S5:	Incorporating <b>literary devices</b> in <b>informal writing</b> (e.g. narrative writing, blog entry, photo caption)
	S6:	Incorporating <b>literary devices</b> in <b>formal writing</b> (e.g. argumentative writing, letter to the editor)

# Supplement to the *ELE KLACG (S1 – 3)*

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



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

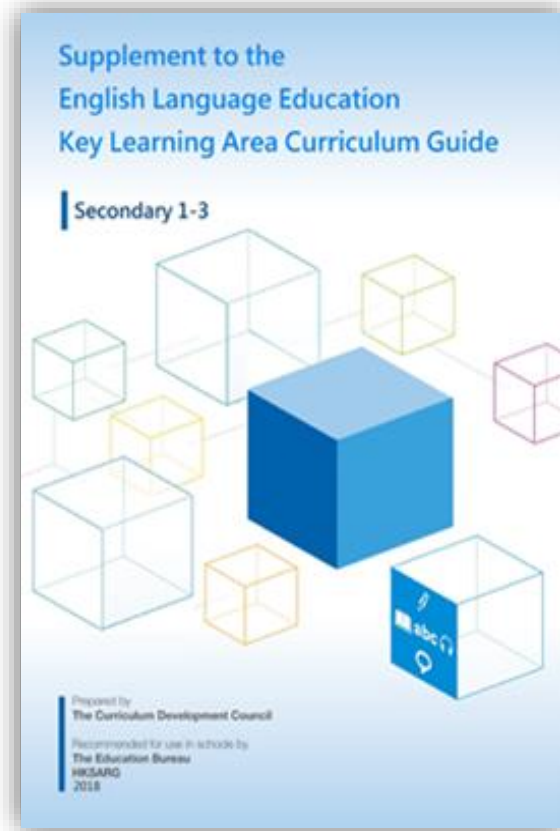
Aims to provide teachers with further suggestions on the implementation of the English Language curriculum at **KS3 (S1 – 3)**

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**

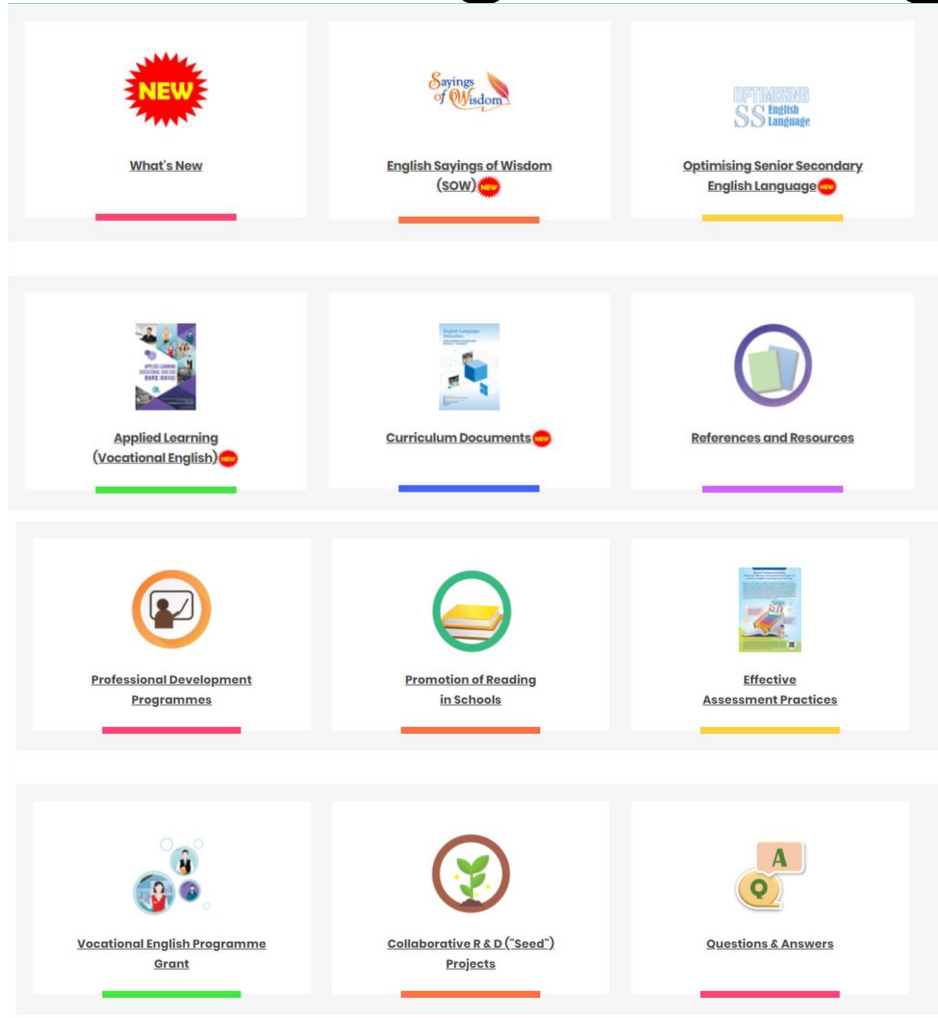
Chapter 5

The Learning and Teaching of **Language Arts**

Chapter 6

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

# Resources and References on English Language Education

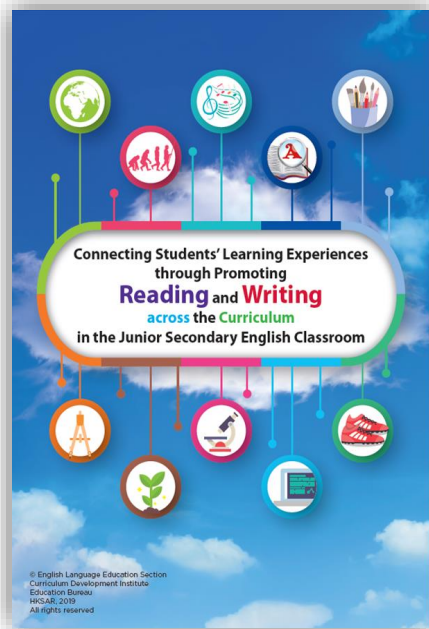


All learning & teaching  
resources and references for  
ELE can be accessed at the  
ELE KLA website.

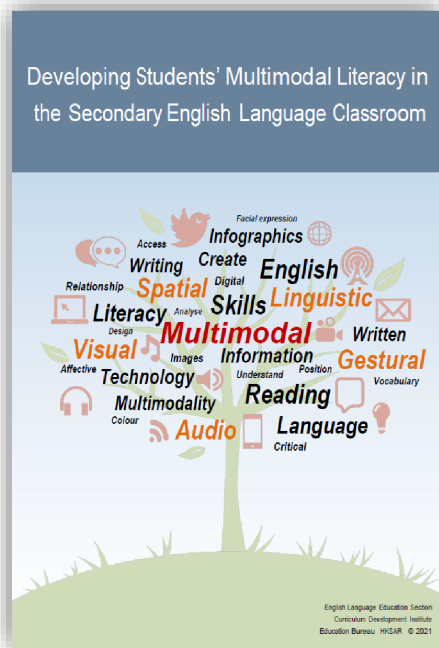
ELE KLA Website

[www.edb.gov.hk/ele](http://www.edb.gov.hk/ele)





Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom (2020) (Print/Online)



Developing Students' Multimodal Literacy in the Secondary English Language Classroom (2021) (Online)





# A Treasury of LITERARY CLASSICS

**Short Story Series**  
**(For Secondary Students)**

**Greek Mythology Series**  
**(For Secondary Students)**

**Lyrics Series**  
**(For Secondary Students)**

**A Treasury of Literary Classics**  
**Updated in 2022 (Online)**



## Using *Storytelling* to Develop Students' Literacy Skills and 'Positive Values'

English Language Education Section  
Curriculum Development Institute  
Education Bureau  
HK SAR  
2016

**Using Storytelling to Develop  
Students' Literacy Skills and  
Positive Values**  
**2016 (Print/ Online)**



The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (LISTENING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

**The Learning Progression Framework for English  
Language (Reading) (Writing) (Listening) (Speaking)  
2017 (Print/Online)**





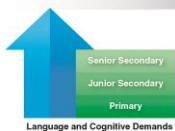
## Bridging the Gap for a Smooth Transition – Strengthening Connections and Progressions in the Secondary English Language Education Curriculum

Students need to adapt to changes in their school life while progressing from one key stage to the next. A smooth transition across key stages is a positive step forward in a student's learning journey and it helps build a firm foundation for success throughout their schooling. It is therefore crucial to strengthen curriculum continuity, prepare students well for the next key stage of learning, and equip them with the language knowledge and skills to meet the challenges ahead.

### Why is a smooth transition important?

#### Equipping students for learning challenges

As students progress from the primary to the secondary level, the language and cognitive demands in learning grow. They are expected to communicate more abstract and complex ideas in a variety of contexts using more advanced language forms and structures. While they need to cope with increasingly complex texts as they progress along the English Language Education curriculum, they may also need to acquire language skills for academic purposes, which may involve the use of more subject-specific vocabulary and more complicated sentence structures to perform different rhetorical functions, to support them in learning across the curriculum.



#### Catering for learner diversity

Senior Secondary Level  
Core subject: English Language  
Elective subject: Literature in English

Learning non-language subjects through English

English-related Applied Learning courses

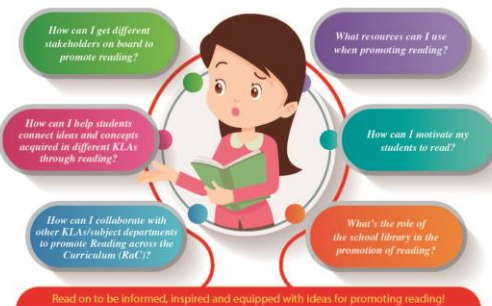
With a view to catering for students' learning needs, interests and aspirations and stretching their potential, learning experiences essential to broadening and enriching students' English knowledge, skills and experience for further studies and vocational and professional training should be provided. Schools should consider offering an English-related elective subject and/or Applied Learning courses at the senior secondary level to complement and enrich English learning and plan holistically to prepare students well for taking these electives.

## Leaflet on "Bridging the Gap for a Smooth Transition - Strengthening Connections and Progressions in the Secondary English Language Education Curriculum" 2022 (Online)



## 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?



### 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](http://www.edb.gov.hk/ele_reading).



## Leaflet on "Promotion of Reading in Schools" 2019 (Online)



## 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](http://www.edb.gov.hk/ele_assessment).



## Leaflet on "Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching" 2020 (Print/Online)



## A Guide on Self-directed Learning for Secondary Students

English learning is no longer confined to the classroom. With more flexible learning time and resources, you can increase your exposure to English and improve your language skills anytime and anywhere through self-directed learning. Self-directed learning is a process in which you take the initiative, with or without the help of others, to identify your learning needs, set learning goals and plans, choose suitable resources and evaluate your learning progress. Good self-learning skills and habits can help you bloom into responsible, lifelong learners.

### 4As of Self-directed Learning



### Understanding Needs and Setting Goals

Students may have different learning needs, ranging from learning English for fun to enhancing English proficiency. Based on your learning needs, you may set SMART goals on English learning with reference to the guiding questions below:

Goals should be:	Guiding questions
<b>S</b> pecific	What will I achieve? What actions will I take?
<b>M</b> easurable	How can I measure how much I have achieved?
<b>A</b> chievable	Is the goal doable? What skills and resources do I need?
<b>R</b> elevant	Is this relevant to my needs and learning styles?
<b>T</b> ime-based	How much time should I spend each day/week working on my goal?

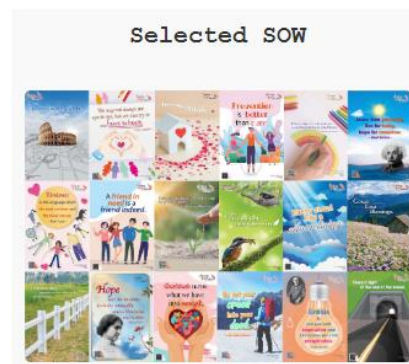
## Leaflet on "A Guide on Self-directed Learning for Secondary Students" 2023 (Online)



# SOW Web Page



[www.edb.gov.hk/sow](http://www.edb.gov.hk/sow)





# SOW Animated Posters, Posters and Wallpapers

# SOW Interactive Online Games



# Instant Messaging Stickers

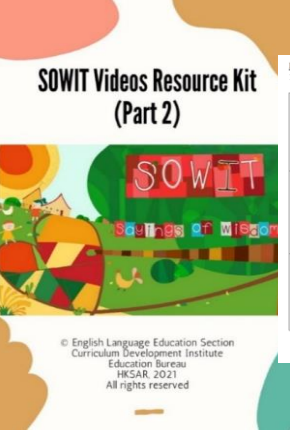
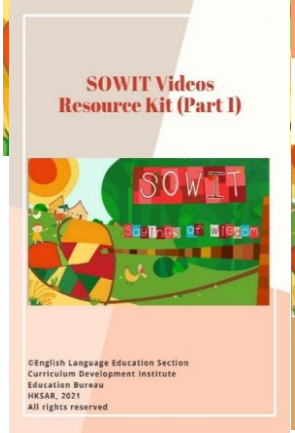


# A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom

# Resource Kit on Inspirational Speeches



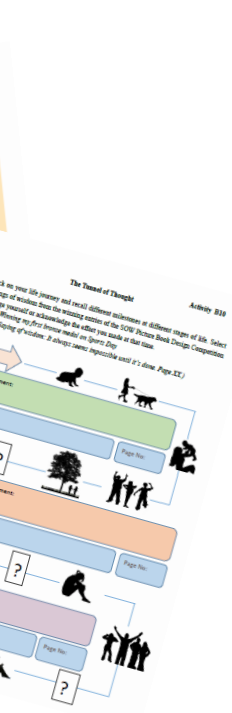
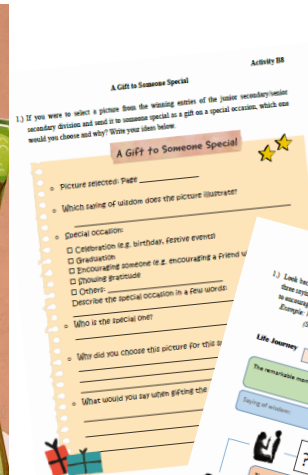
# SOWIT Videos and SOWIT Resource Kits



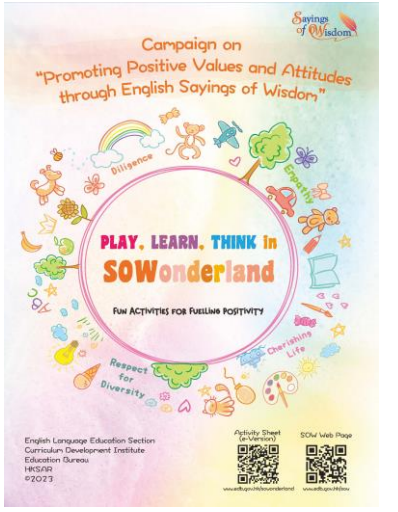
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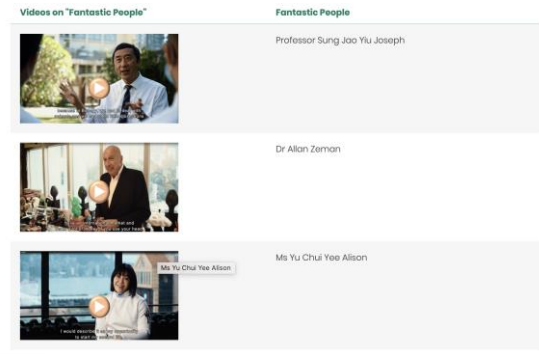
# SOW Flipbooks and Activity Booklet



# SOW Activity Sheet - PLAY, LEARN, THINK in SOWonderland: Fun Activities for Fuelling Positivity



# Videos on Fantastic People and Activity Booklet



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# E-book Famous Scientists





# Resources for schools to promote positive values and attitudes through English sayings of wisdom

## SOW Treasure Chest



[www.edb.gov.hk/sow\\_tc](http://www.edb.gov.hk/sow_tc)

**EMPATHY**

- Why is empathy important?
- How can we be more empathetic to people in society?
- What would you do to show empathy for your friends?
- What are the positive impacts that empathy brings?
- What is your favourite saying on empathy?
- How can we be better listeners?

**DILIGENCE**

- Suggest a meaningful daily activity which helps develop determination.
- Share an experience of "no pain, no gain".
- Share three learning goals.
- How will you encourage yourself when you have a hard time?
- What can you do when you start losing focus in revision?
- Share a saying which encourages people not to give up.



**RESPECT FOR DIVERSITY**

Use the following words to make up a 1-minute story:

- respect for diversity
- different
- appreciate

SO-W Campaign 2023/24

Love  
Myself

Love  
Our Family and  
Friends

In Love We Share  
In Love We Grow

Love  
Learning

Love  
Nature

Love the  
Community

Love Our  
Country





## Themes and Sub-themes

Overarching theme:

**In Love We Share,  
In Love We Grow**

Sub-themes:

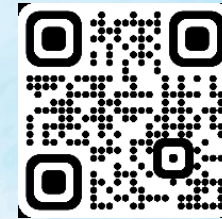
**Love Our Country  
Love the Community  
Love Our Family & Friends  
Love Myself  
Love Learning  
Love Nature**



## Sayings of Wisdom

Proverbs and inspirational quotes

# SOW CAMPAIGN 2023/24



## Competitions

**Time to Talk Public Speaking  
Competition 2023/24**

(Nov 2023 - May 2024)

**"We Write - We Sing"  
Music Competition**

(Oct 2023 - Jul 2024)

**"SOW in Love"**

**Letter Writing Competition**

(Nov 2023 - Mar 2024)

**Poetry Remake  
Competition 2023/24**

(Oct 2023 - Mar 2024)

**Filmit 2024: A Student Film  
Competition**

(Nov 2023 - May 2024)

**Story to Stage Puppetry  
Competition 2023/24**

(Nov 2023 - Jun 2024)

## Learning and Teaching Resources

**Animation on positive values and attitudes  
Learning resources for Week of Love and Growth  
SOW Posters  
SOW Ambassadors Passports**

## School Activities

**Week of Love and Growth** (Feb - Jul 2024)

**Experience sharing sessions** on promoting  
values education in the school English Language curriculum

**Talk** by an inspirational figure

# Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2023/24” 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” Puppets Competition (Pri)  
Nov 23 - Jun 24



# “SOW In Love” Letter Writing Competition

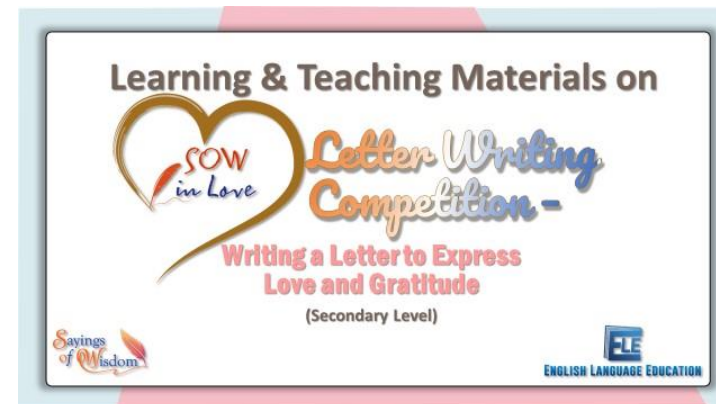
Students are invited to:

- 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**

[http://www.edb.gov.hk/sow\\_letter\\_writing](http://www.edb.gov.hk/sow_letter_writing)





# Learning and Teaching Materials

\*Click the titles to download the materials

- A cross-curricular activity for students to connect **poetry appreciation** and **art creation** through creating artwork on one of the selected English poems by Hong Kong-based poets.
- Students create a **2D 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**

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

- Grandfather by Gillian Bickley
- Tiny Scissors by Tammy Ho
- Central by Leung Ping Kwan

- On My Way to Cantonese Class by Kate Rogers
- Rice with Soy Sauce by Chris Song
- modern concrete by Eddie Tay

**Grandfather**

My grandfather was a quiet man;  
an allotment near the railway line,  
where his working life was spent,  
gave him additional quiet.

5 “Ask your grandfather to take you there,”  
the family suggested.

He showed me his shed,  
but most of all the robin’s nest  
with blue eggs or bald young,  
10 and an alert bright-eyed brown nesting bird,  
on a high shelf in the dark,  
which a curious small girl could just  
stand tip-toe to see.

“Don’t touch it now!” he warned,  
15 quite sternly, for him.  
“She’ll abandon the nest, fly away,  
perhaps never return.”

His own mother had done that;  
died when he was fourteen.

20 For the rest of his life, on one day of the year,  
The quiet man was quietest of all.  
“What’s the matter?” his wife or daughter  
(my mother and grandmother) would ask.

“This was the day my mother died,”  
25 came his unchangeable reply.

**Gillian Bickley**

**Suggested Answers**

1. What is the poem about?  
  
*The poem is about family love and memory of one’s parent.*
2. In the poem, the speaker recalled the incident when her grandfather showed her the robin’s nest in his shed.  
(a) Why was the nesting bird “alert” in line 10?  
  
*The “bright-eyed brown nesting bird” was alert because she was alarmed by the appearance of the speaker and her grandfather. She always stayed alert to protect her eggs and bald young birds from any possible harm and danger.*  
  
(b) Why is the robin’s nest so important in the eyes of the speaker’s grandfather?  
  
*The robin’s nest symbolises family union, mother’s care and nurturance, and the grandfather’s wish for a warm and unbroken family. In the poem, the newborn/young robins lived in the nest under the protection and care of their mother. The maternal love and care seen in the nest reminded the speaker’s grandfather of the missing piece in his life – his late mother.*
3. Think of three adjectives to describe the speaker’s grandfather. Support your answers with examples from the poem.

Adjectives	Textual evidence
quiet	The speaker describes his father as a “quiet man” and the word “quiet” was used repeatedly in the poem (lines 1, 4 and 21).
stern	The grandfather warned his speaker sternly against touching the bird’s nest (lines 14-15).
filial	The grandfather remembered his dead mother fondly and “was quietest of all” (line 21) every year on her death day.
sentimental	The grandfather is shown to be in grief and there is a sense of loss throughout the poem because of the death of his mother in his early age (lines 18-19). Even the scene of the robin’s nest could stir his feelings of pity and compassion.

*\*Any three. The answers above are not exhaustive. Accept any reasonable answers.*

4. What is the tone of the last two stanzas (lines 20-25)?  
  
*The tone is sorrowful, but in the “quietest” and composed manner. Grandfather always*



# Week of Love and Growth



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

**Registration**  
(Deadline: 12 Jan 2024)

**Implementation**  
(19 Feb – 12 Jul 2024)

**Sharing of Good Practices**  
(By 26 Jul 2024)



# Important Dates of the “Week of Love and Growth”

## Registration

(Now – 12 Jan 2024)

Complete the  
Registration Form  
via a Google Account  
by  
6:00 p.m.,  
12 January 2024

<https://forms.gle/k1oX27nECsSFqmgV6>



## Resources for participating schools

(Feb 2024)

Receive  
“Seeds of Love:  
A Blossoming  
Garden of  
Growth” Poster  
&  
SOW  
Ambassadors  
Passports

## Week of Love and Growth

(19 Feb – 12 Jul  
2024)

Schools can freely  
decide on the  
dates and  
duration of the  
activity week.



## Sharing of Good Practices

(By 26 Jul 2024)

Submit names of  
SOW  
Ambassadors and  
school-based  
“Week of Love  
and Growth”  
record via the  
Google Form

<https://forms.gle/gqMA6cYrBr7XDnjf8>



Certificates of  
Achievement for  
eligible SOW  
Ambassadors  
(By late 2024)

# ***SOW Campaign 2023/24 resources***

- SOW posters on the **6 sub-themes** (half A3 size)
- A2 Poster on the **overarching theme and sub-themes of SOW Campaign 2023/24**
- A2 Poster “**Unlock the Power of Love and Growth from A to Z**”



# *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

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



# *Useful Websites*

## Learning and teaching resources

- Resources developed by the Native-speaking English Teacher Section, CSD  
<http://www.edb.gov.hk/en/curriculum-development/resource-support/net/enet-resources.html>
- Resources developed by the Language Learning Support Section, CDI  
<http://cd1.edb.hkedcity.net/cd/languagesupport/resources.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/>