Optimising Senior Secondary English Language Series: (1) Integrating and Connecting Different Curriculum and Assessment Components (New)

January – March 2024

English Language Education Section

Curriculum Development Institute

Education Bureau

Course ID:	CDI020240380
Course Title:	Optimising Senior Secondary English Language Series: (1) Integrating and Connecting Different Curriculum and Assessment Components (New)
Course Structure:	There are five parts in this programme: 1. Introduction 2. Introducing Effective Strategies for Planning and Implementing the Optimised Senior Secondary English Language Curriculum 3. Infusing Elements of Academic and Creative Uses of English into Daily Teaching 4. Integrating Values Education into the School English Language Curriculum 5. School Sharing

Objectives:	• To enhance teachers' understanding of the **optimising measures** for senior secondary English Language and **principles for effective planning and implementation**; • To discuss effective strategies for **integrating different curriculum and assessment components** (e.g. learning elements in the Compulsory and Elective Parts, creative and academic uses of English, reading and viewing programme of the School-based Assessment), **and the latest curriculum initiatives** (e.g. values education, national security education, information literacy); and • To provide **hands-on activities** on reviewing and refining the school curriculum plan for better integration of different curriculum and assessment components.

Assignments and CPD hours to be awarded:

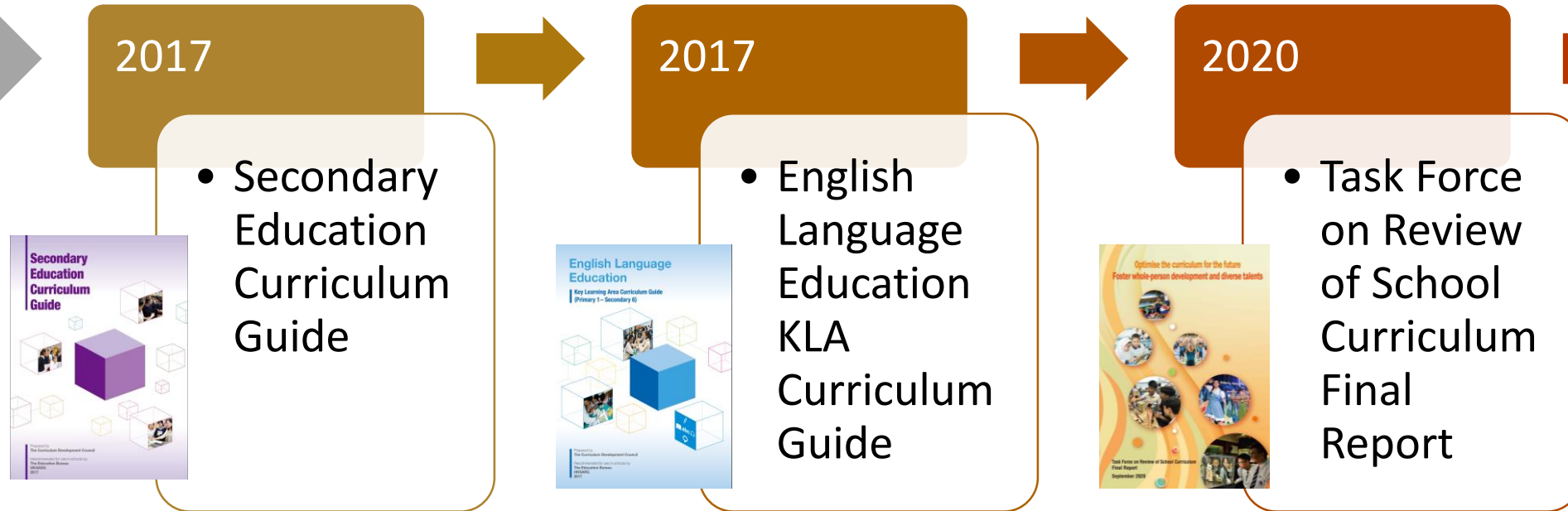| Part	Task	Link	CPD hours to be awarded upon completion and submission of the coursework before the deadline.
2	Coursework on Introducing Effective Strategies for Planning and Implementing the Optimised Senior Secondary English Language Curriculum	(QR code & link)	1 hour
3	Coursework on Infusing Elements of Academic and Creative Uses of English into Daily Teaching	(QR code & link)	1 hour
4	Coursework on Integrating Values Education into the School English Language Curriculum	(QR code & link)	1 hour
			A total of 3 CPD hours will be awarded upon submission of satisfactory work by 8 Mar 2024 (Fri).

Part 2
Introducing Effective Strategies for Planning and Implementing the
Optimised Senior Secondary English Language Curriculum
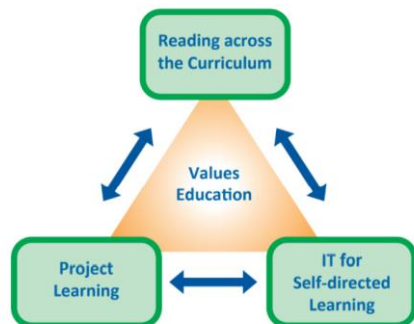
Objectives

- To enhance teachers' understanding of the optimising measures for senior secondary English Language and principles for effective planning and implementation

- To discuss effective strategies for integrating different curriculum and assessment components, and the latest curriculum initiatives
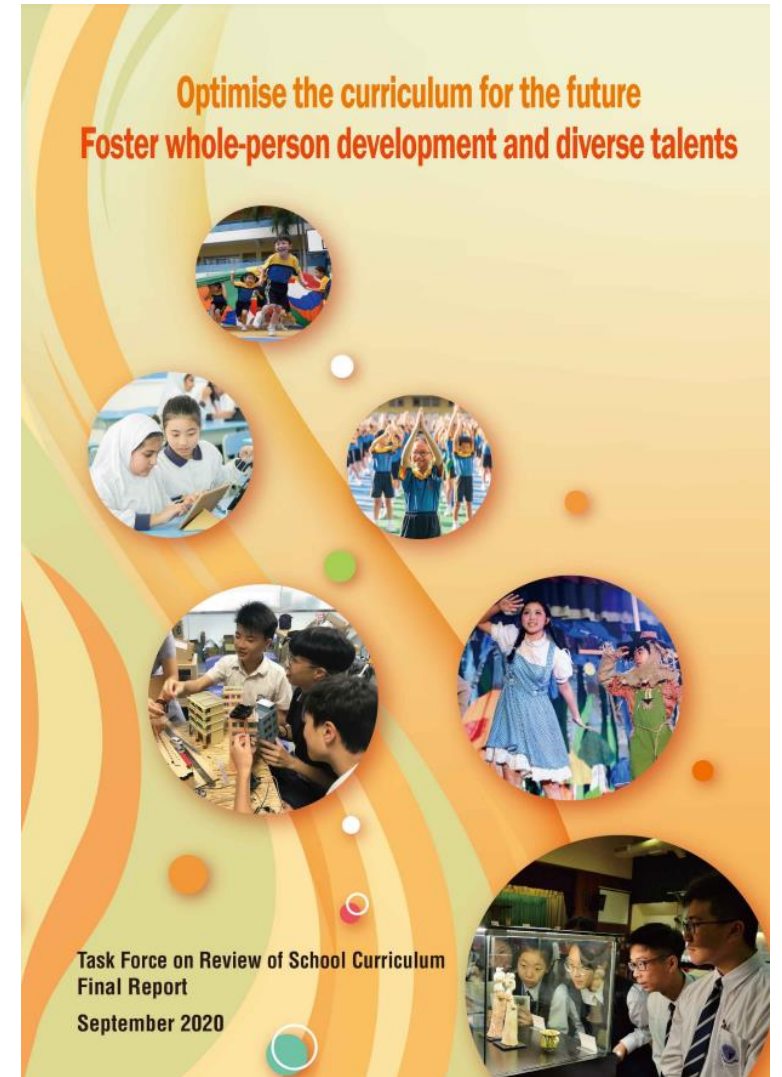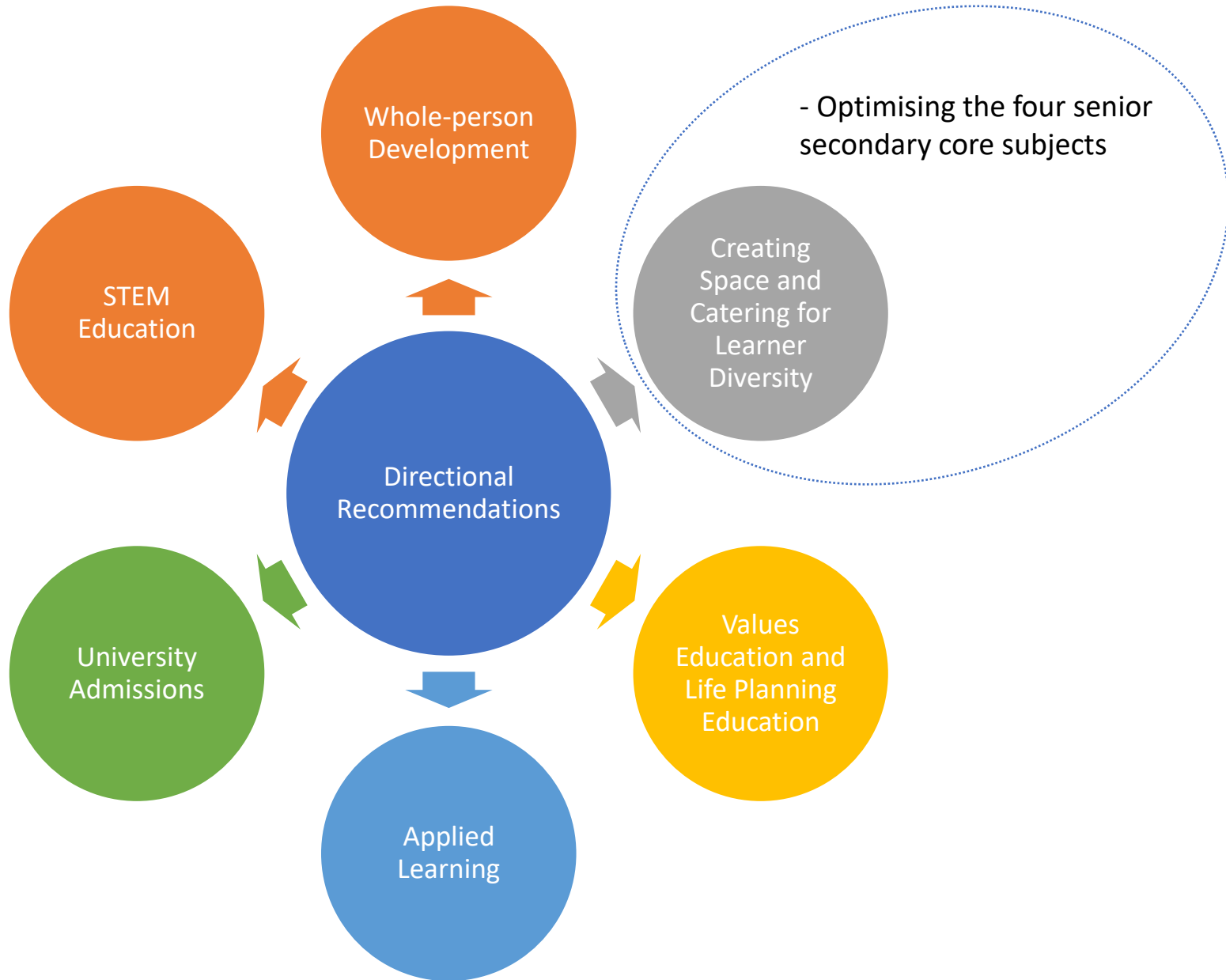
Ongoing Renewal of the School Curriculum

2017

- Secondary Education Curriculum Guide

2017

- English Language Education KLA Curriculum Guide

2020

- Task Force on Review of School Curriculum Final Report

The updated Four Key Tasks

Reading across the Curriculum

Values Education

Project Learning

IT for Self-directed Learning

Learning and Teaching
- Incorporating the updated Four Key Tasks
- Life-wide learning
- Task-based learning and teaching
- Learning and teaching of text grammar
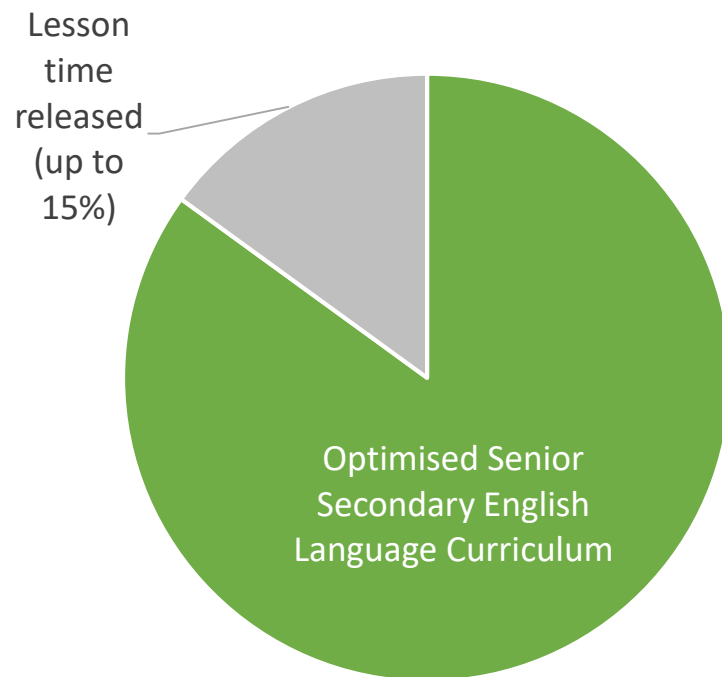- e-Learning
- Embracing learner diversity

- Optimising the four senior secondary core subjects

Whole-person Development

STEM Education

Directional Recommendations

Creating Space and Catering for Learner Diversity

University Admissions

Applied Learning

Values Education and Life Planning Education

Optimise the curriculum for the future
Foster whole-person development and diverse talents

Task Force on Review of School Curriculum
Final Report
September 2020

Senior Secondary English Language – Optimising Measures

Create space for students and cater for learner diversity

Curriculum	Public Assessment
• Adjust the lesson time according to that suggested in the *Curriculum and Assessment Guide (2021)* • Integrate the (former) Compulsory and Elective Parts • Offer English-related elective subject and Applied Learning courses • Promote academic and creative uses of English	**Writing paper** • Reduce the number of questions • Delink it from the Elective Part **School-based Assessment (SBA)** • Allow flexibility in the number of texts to be read and viewed • Delink it from the Elective Part

Optimised Senior Secondary English Language – Teachers' concern

With the release of lesson time, how can we cover all curriculum and assessment components?

Lesson time released (up to 15%)

Optimised Senior Secondary English Language Curriculum

Integration of Compulsory and Elective Parts

School-based Assessment

Reading/Language across the Curriculum

Text grammar

Academic and creative uses of English

National Security Education

Life-wide learning

Catering for learning diversity

Values Education

Media and Information Literacy

e-learning

Optimised Senior Secondary English Language – Effective Curriculum planning

Five-stage Cycle for Whole-school Curriculum Planning

- **Prioritised goals and curriculum initiatives of the school/English panel**
- **Students' needs and interests**
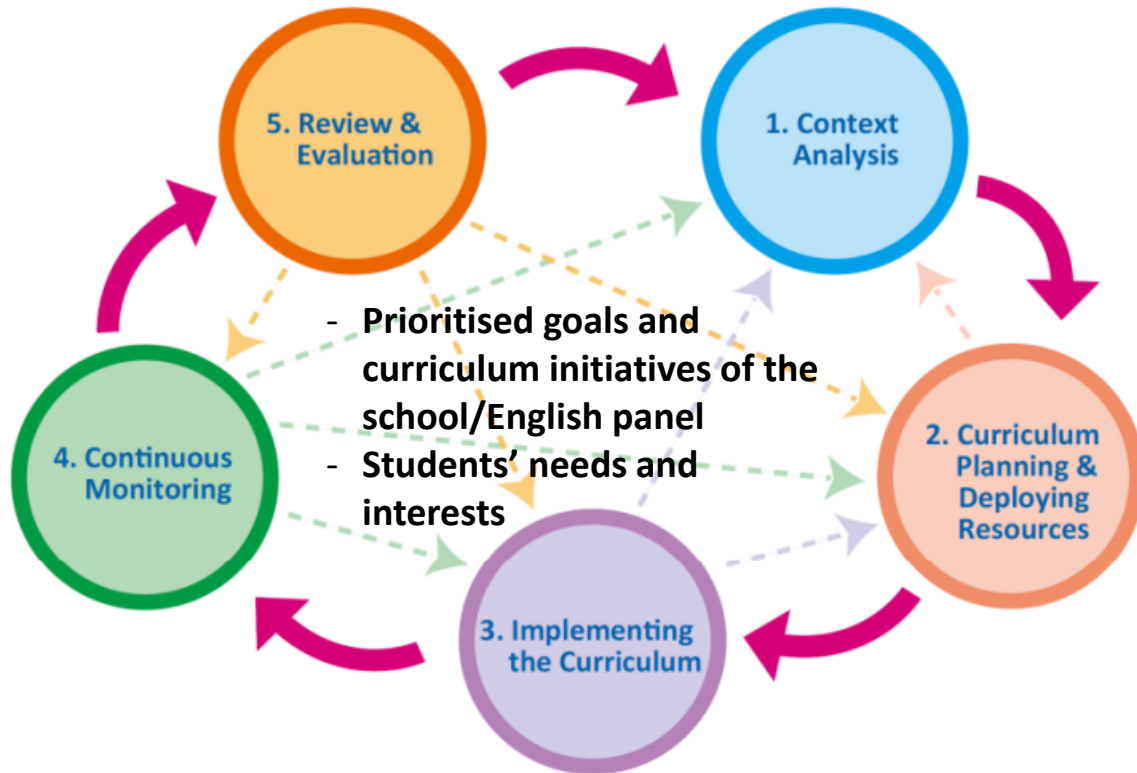
Before | After

A **coherent** school English language curriculum that helps **connect** and **extend** students' learning experiences

Strategies for Integrating Different Curriculum and Assessment Components

Developing a coherent school English Language curriculum that helps **connect** and **extend** students' learning experiences

CONNECT

Integrating the Compulsory and Elective Parts

Connecting the learning and teaching of different modules

Enhancing the vertical coherence of the curriculum

EXTEND

Strengthening cross-curricular links and collaboration

Making good use of learning time beyond the classroom

Strategies for Integrating Different Curriculum and Assessment Components

Developing a coherent school English Language curriculum that helps connect and extend students' learning experiences

CONNECT

Integrating the Compulsory and Elective Parts

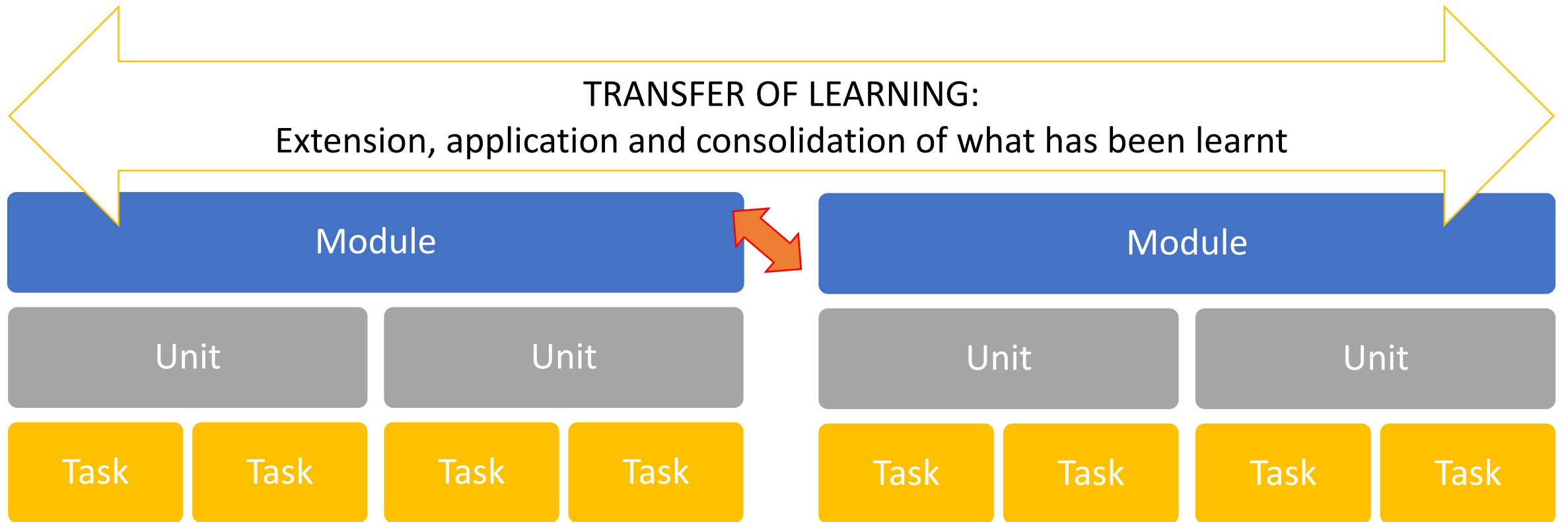Connecting the learning and teaching of different modules

Enhancing the vertical coherence of the curriculum

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Making Connections (1) –
Integrating the Compulsory and Elective Parts
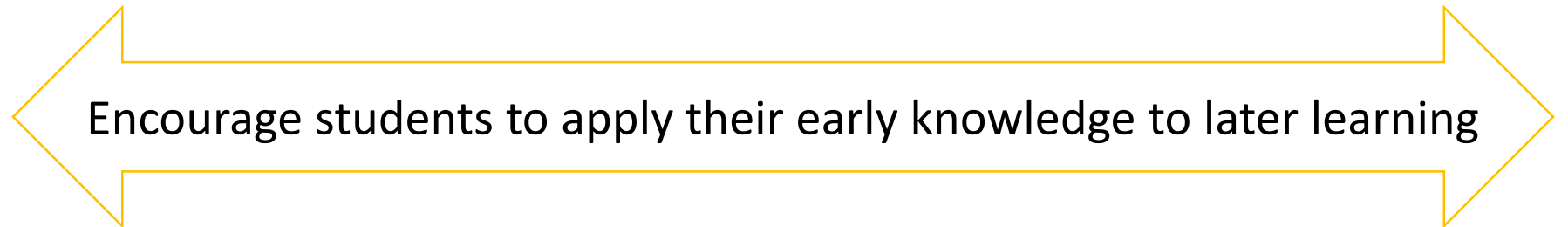
Review and evaluation

Review the learning and teaching elements of the existing school English Language Curriculum

Context analysis

Identify learning elements in ALL (former) elective modules (no longer limited to 2-3) that suit the interests/needs of students, or complement LwL/co-curricular activities

Curriculum planning

Map these elements to the school English Language curriculum

Making Connections (1) – Integrating the Compulsory and Elective Parts

Compulsory Part	Elective Part	Integration activities
Study, School Life and Work • Study and related pleasure/problems • Occupations, careers and prospects	Language Arts • Popular Culture Non-Language Arts • Workplace Communication	Writing a letter for a newspaper column to offer advice on teenage problems
Wonderful Things • Successful people and amazing deeds • Great stories	Language Arts • Short Stories Non-Language Arts • Sports Communication	1. Listening to and analysing speeches made by successful people 2. Reading biographies/watching documentaries of famous athletes

Reading/viewing programme of the SBA

Videos on "Fantastic People"

Videos on "Fantastic People" are multimedia mo[...] produced to supplement the modules and theme[...] love Hong Kong" and "Special people" in the [...] Language curriculum at Key Stage 2. Three cele[...] namely Professor Sung Jao Yiu Joseph, Dr Allan Z[...] and Ms Yu Chui Yee Alison, are introduced to st[...] through the interviews in the videos. The videos[...] lasting 6-7 minutes, enable students to learn fro[...] celebrities' sharing and gain insights into[...] achievements and success stories. The **"Far[...] People Videos Activity Booklet"**, with pre-vi[...] viewing and post-viewing activities, is develop[...] facilitate and complement the use of the videos.

MS WORD   **PDF**

Videos on "Fantastic People"	Fantastic People
	Professor Sung Jao Yiu Joseph
	Dr Allan Zeman
	Ms Yu Chui Yee Alison

An Example of Learning and Teaching Activities

Topic: Famous Scientist – Tu Youyou

Strategies for Integrating Different Curriculum and Assessment Components

Developing a coherent school English Language curriculum that helps connect and extend students' learning experiences

CONNECT

EXTEND

Integrating the Compulsory and Elective Parts
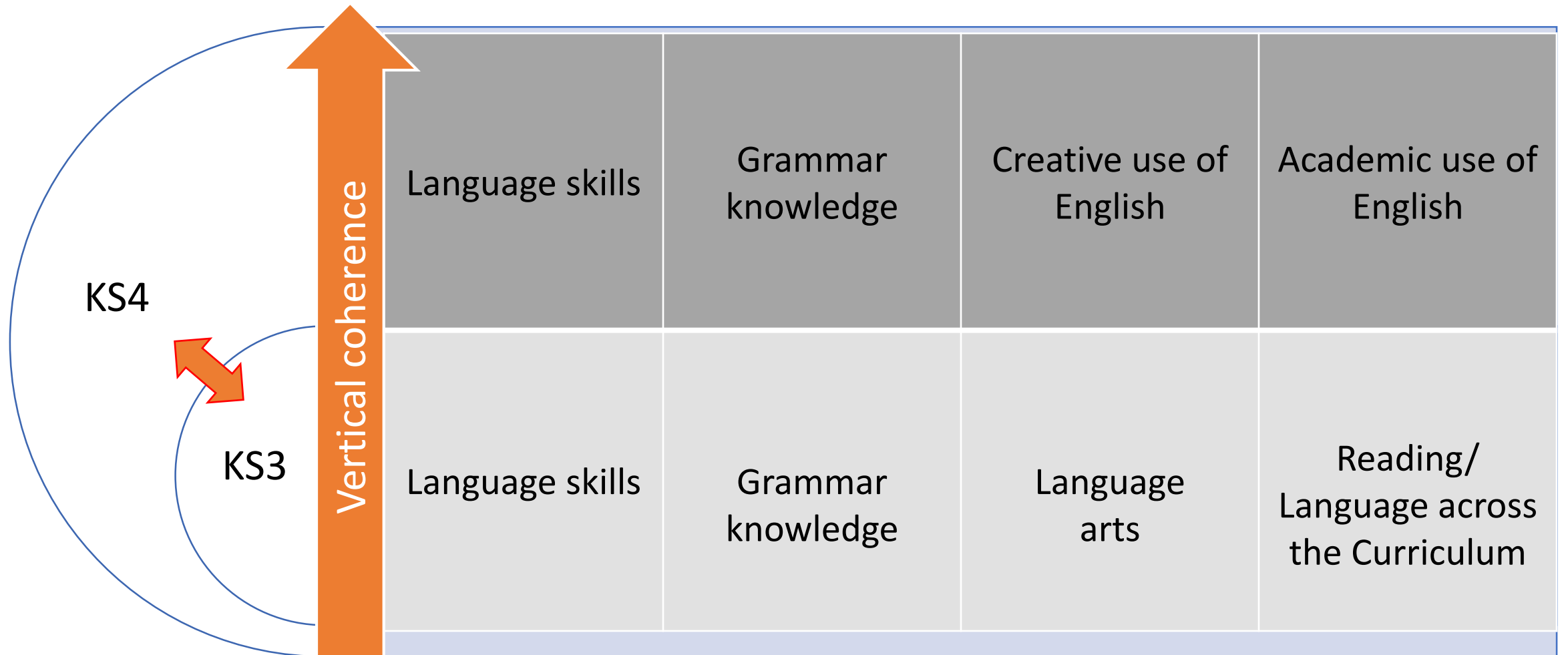
Connecting the learning and teaching of different modules

Enhancing the vertical coherence of the curriculum
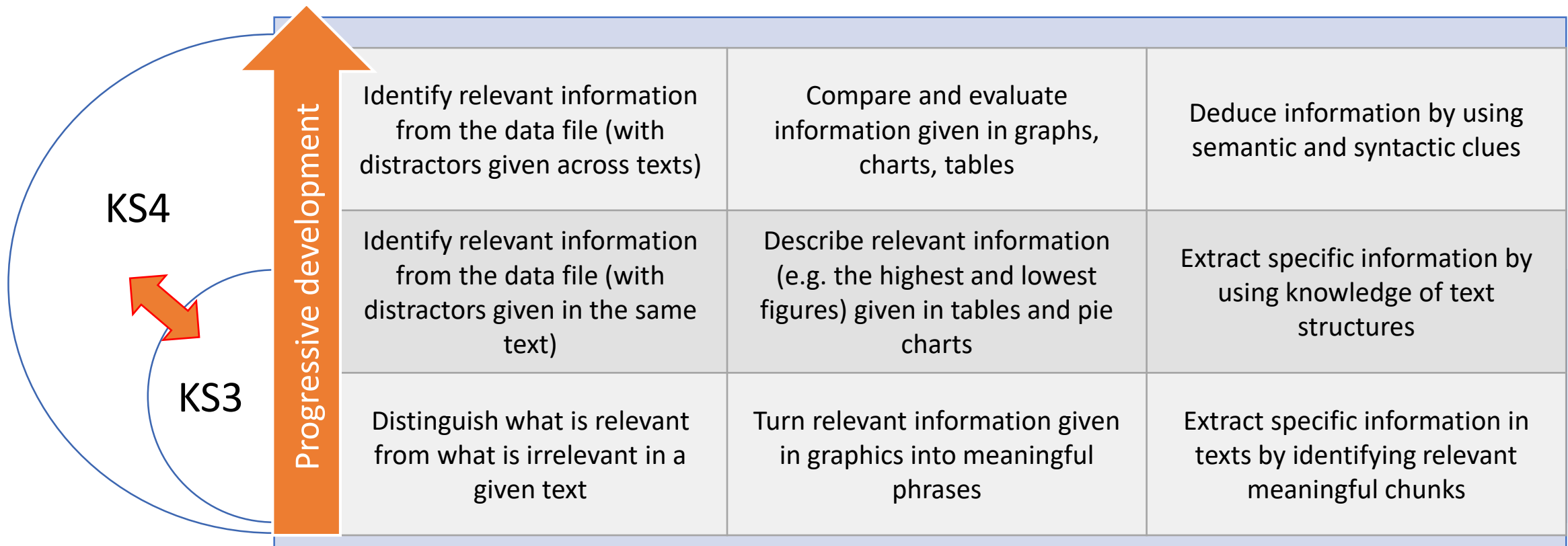
Strengthening cross-curricular links and collaboration

Making good use of learning time beyond the classroom

Making Connections (2) - Connecting Different Modules

TRANSFER OF LEARNING:
Extension, application and consolidation of what has been learnt

Module	Module

Unit	Unit	Unit	Unit

Task	Task	Task	Task	Task	Task	Task	Task

Making Connections (2) – Connecting Different Modules

For example, what similarities can you identify in these two ==text types==?

Compulsory Part	Elective Part	Integration activities
Study, School Life and Work • Study and related pleasure/problems • Occupations, careers and prospects	Language Arts • Popular Culture Non-Language Arts • Workplace Communication	Writing a ==letter for a newspaper column to offer advice== on teenage problems
Wonderful Things • Successful people and amazing deeds • Great stories	Language Arts • Short Stories Non-Language Arts • Sports Communication	1. Listening to and analysing ==speeches== made by successful people 2. Reading biographies/watching documentaries of famous athletes

Making Connections (2) – Connecting Different Modules

Encourage students to apply their early knowledge to later learning

	Letters of advice	Speeches
Purposes	• To express opinion • To give suggestion • To call for action	
Language Features/ Items	• Vocabulary to express opinions (e.g. It is desirable/crucial to…) • Modals to give suggestions (e.g. Could you…/ We shall…) • Imperatives to call for action (e.g. Think twice before you act!)	

Strategies for Integrating Different Curriculum and Assessment Components

Developing a coherent school English Language curriculum that helps **connect** and **extend** students' learning experiences

CONNECT

- Integrating the Compulsory and Elective Parts
- Connecting the learning and teaching of different modules
- Enhancing the vertical coherence of the curriculum

EXTEND

- Strengthening cross-curricular links and collaboration
- Making good use of learning time beyond the classroom

Making Connections (3) – Enhancing Vertical Coherence of the Curriculum

	Language skills	Grammar knowledge	Creative use of English	Academic use of English
KS4	Language skills	Grammar knowledge	Language arts	Reading/ Language across the Curriculum

Vertical coherence

KS3

Making Connections (3) – Enhancing Vertical Coherence of the Curriculum

For example, how could we help students develop these skills progressively?

KS4

KS3

Progressive development

Identify relevant information from the data file (with distractors given across texts)	Compare and evaluate information given in graphs, charts, tables	Deduce information by using semantic and syntactic clues
Identify relevant information from the data file (with distractors given in the same text)	Describe relevant information (e.g. the highest and lowest figures) given in tables and pie charts	Extract specific information by using knowledge of text structures
Distinguish what is relevant from what is irrelevant in a given text	Turn relevant information given in graphics into meaningful phrases	Extract specific information in texts by identifying relevant meaningful chunks

| 1 | Reading on the lines: Locate specific information | | Enabling skills | 2 | Reading between the lines: Infer main ideas |

Designing bridging questions to support students in the development of ==enabling skills==

	Fill in the blanks.
Beef, pork and lamb are rich in protein.	==Summarising== Meats are rich in protein.
I got 30 marks for the English test last time. I got 80 marks for the English test this time.	==Synthesising== I am happy with my improvement / achievement / progress.
The social distancing measures, including the closure of café, restaurants, gyms and entertainment venues, are effective in combating COVID-19.	==Identifying main ideas== The social distancing measures are effective in combating COVID-19.

Reading Skills

Listening Skills

THE LEARNING PROGRESSION FRAMEWORK (LPF)

ENGLISH LANGUAGE

Writing Skills

Speaking Skills

Strategies for Integrating Different Curriculum and Assessment Components

Developing a coherent school English Language curriculum that helps **connect** and **extend** students' learning experiences

CONNECT

- Integrating the Compulsory and Elective Parts
- Connecting the learning and teaching of different modules
- Enhancing the vertical coherence of the curriculum

EXTEND

- Strengthening cross-curricular links and collaboration
- Making good use of learning time beyond the classroom

Extending Students' Language Learning Experiences (1) – Strengthening Cross-curricular Links and Collaboration
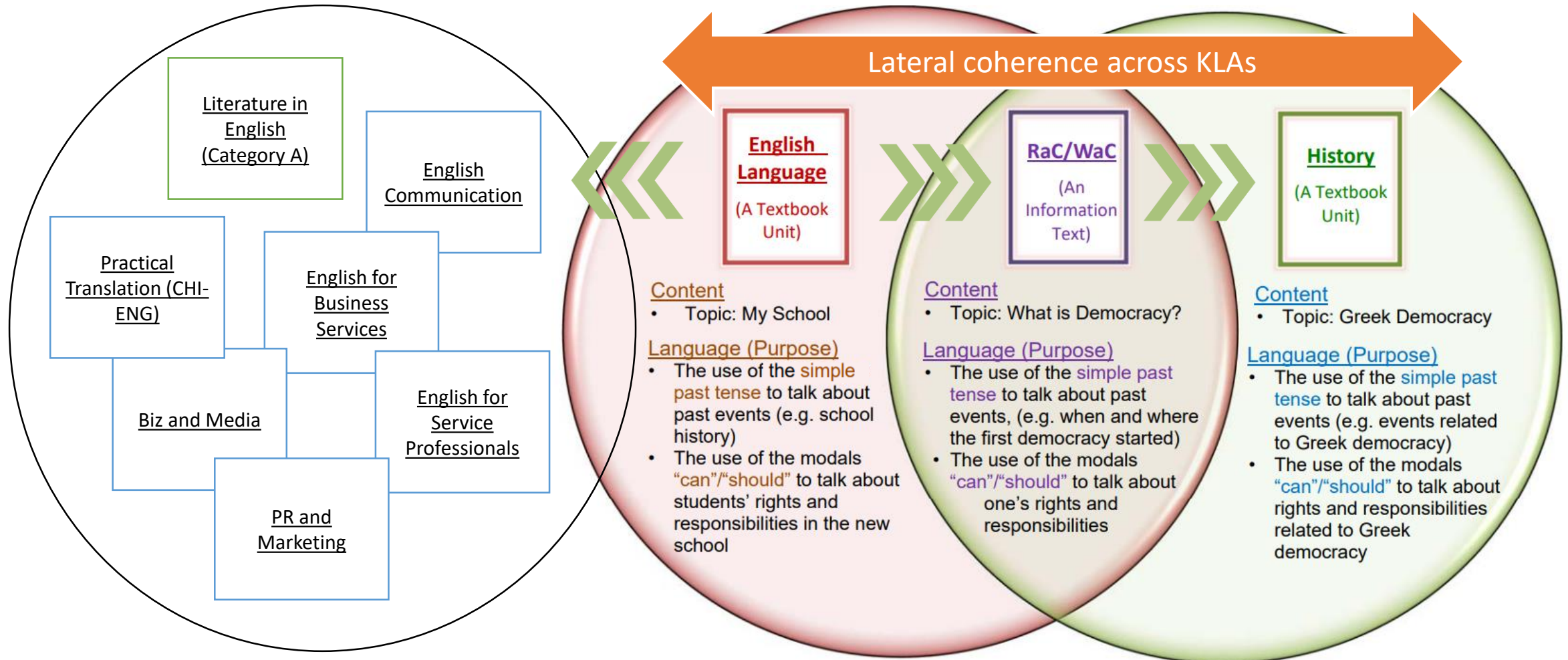
ENGLISH-RELATED APPLIED LEARNING COURSES
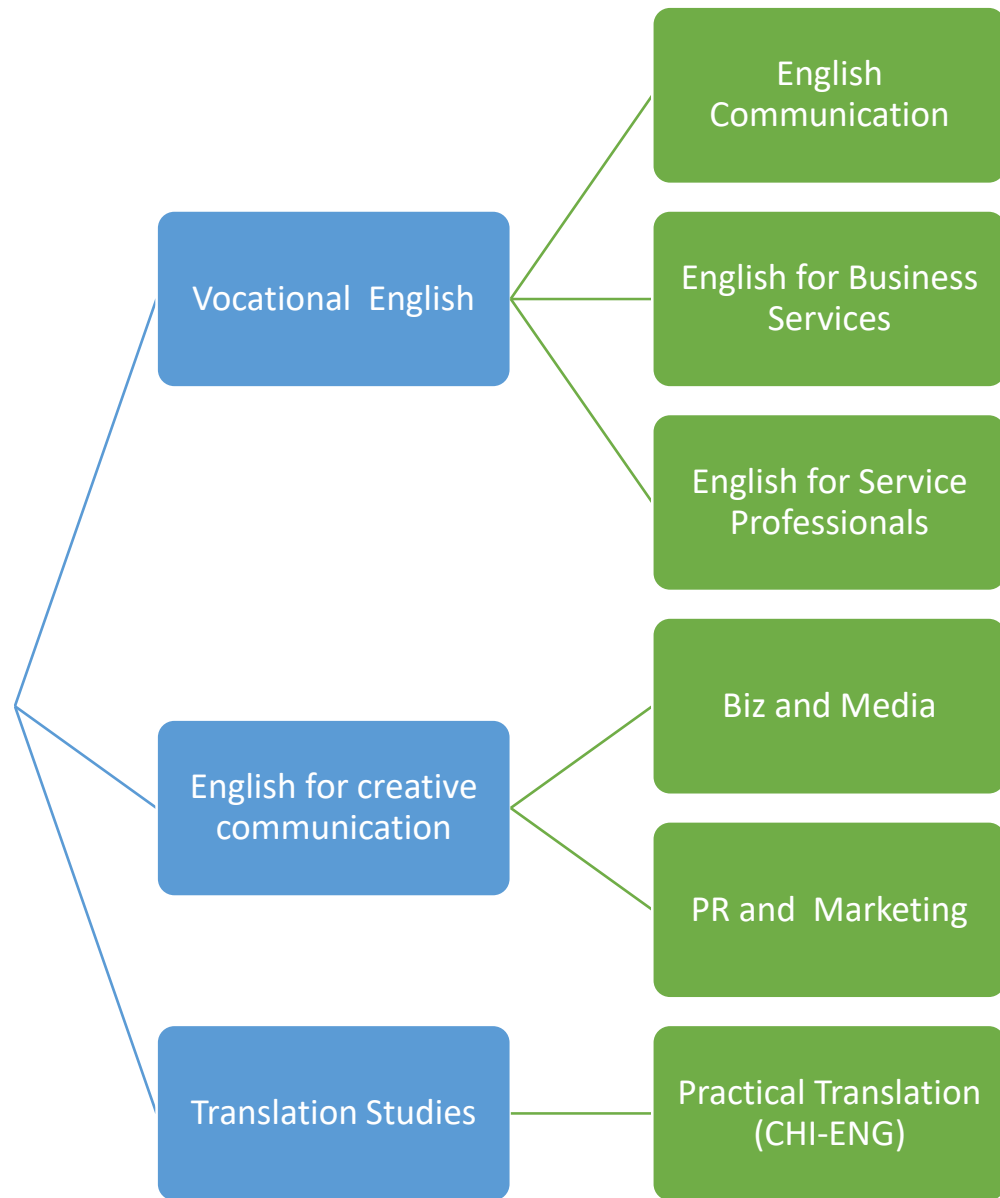
Vocational English
- English Communication
- English for Business Services
- English for Service Professionals

English for creative communication
- Biz and Media
- PR and Marketing

Translation Studies
- Practical Translation (CHI-ENG)

學好職業英語，多一份信心、多一份認同（應用學習（職業英語）課程）（中、英文字幕可供選擇）

應用學習 (職業英語) 課程

學好職業英語
多一份信心
多一份認同

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Strategies for Integrating Different Curriculum and Assessment Components

Developing a coherent school English Language curriculum that helps **connect** and **extend** students' learning experiences

CONNECT

Integrating the Compulosry and Elective Parts

Connecting the learning and teaching of different modules

Enhancing the vertical coherence of the curriculum

EXTEND

Strengthening cross-curricular links and collaboration

Making good use of learning time beyond the classroom

Extending Students' Language Learning Experiences (2) – Making Good Use of Learning Time
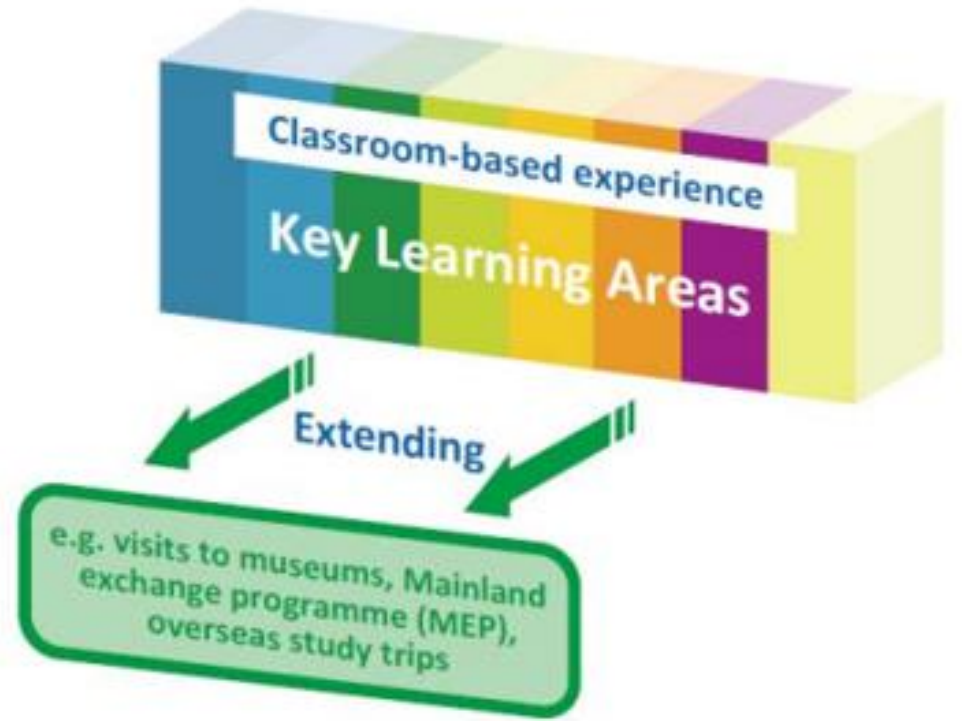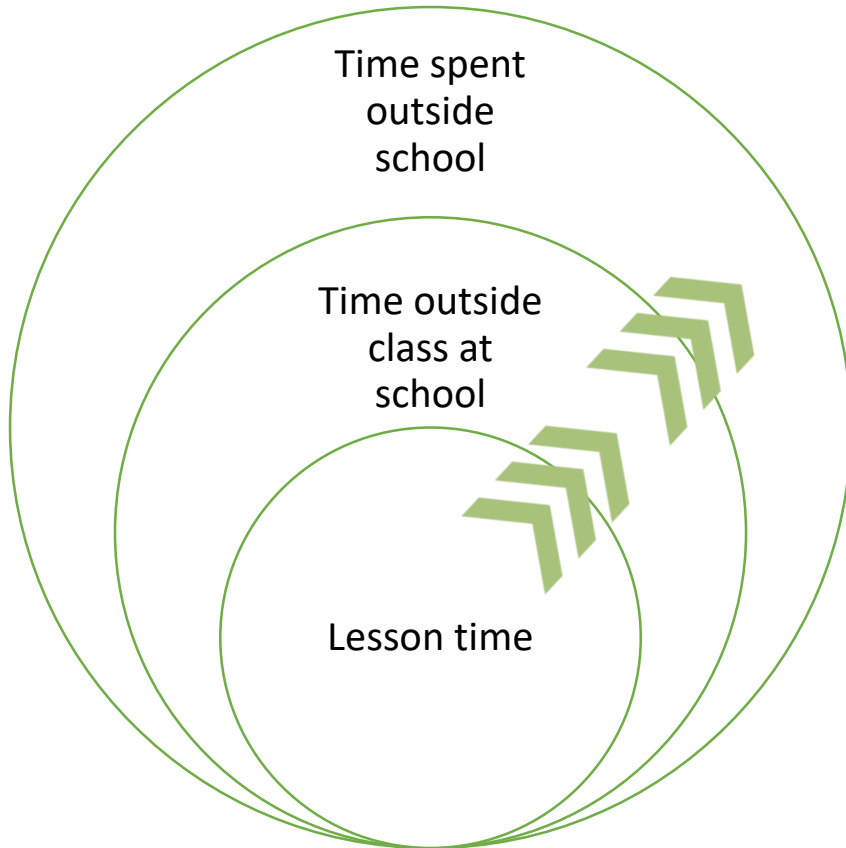
Extending Students' Language Learning Experiences (2) – Making Good Use of Learning Time

Compulsory Part	Elective Part	Integration activities (within the classroom)	(beyond the classroom)
Study, School Life and Work • Study and related pleasure/problems • Occupations, careers and prospects	**Language Arts** • Popular Culture **Non-Language Arts** • Workplace Communication	Writing a letter for a newspaper column to offer advice on teenage problems	Conducting a mock job interview on Careers Day
Wonderful Things • Successful people and amazing deeds • Great stories	**Language Arts** • Short Stories **Non-Language Arts** • Sports Communication	1. Listening to and analysing speeches made by successful people 2. Reading biographies/watching documentaries of famous athletes	Interviewing distinguished alumni on Careers Day

TRANSFER OF LEARNING:
Extension, application and consolidation of what has been learnt

Module	Module

| Unit | Unit | Unit | Unit |

| Task | Task | Task | Task | Task | Task | Task | Task |
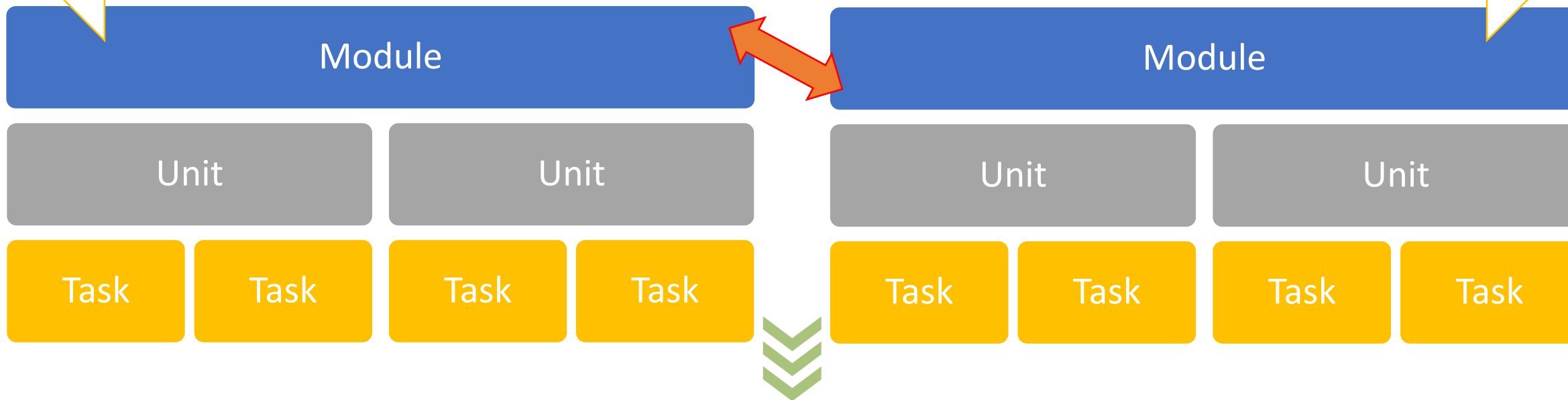
Life-wide learning/co-curricular activities (e.g. School-based Life Planning Education programme)

Strategies for Integrating Different Curriculum and Assessment Components

Developing a coherent school English Language curriculum that helps **connect** and **extend** students' learning experiences

CONNECT

- Integrating the Compulsory and Elective Parts
- Connecting the learning and teaching of different modules
- Enhancing the vertical coherence of the curriculum

EXTEND

- Strengthening cross-curricular links and collaboration
- Making good use of learning time beyond the classroom

Infusing Elements of Academic and Creative Uses of English into Daily Teaching
(Part 3)

Objectives

- To **explore ways** and **provide examples** of how to integrate the **academic** and **creative** uses of English into the school senior secondary English Language curriculum

- To introduce the **learning and teaching resources provided by the EDB** to support the promotion of the **academic** and **creative** uses of English

Purposes of Learning and Teaching Academic Use of English

> **When do students encounter academic English?**

- attending lessons, lectures and seminars

- reading and understanding study materials of other subjects

- doing assignments and assessments of other subjects

> **What is/are the purpose(s) of promoting academic use of English?**

- to support students in learning other subjects through English

- to prepare students for further studies

Characteristics of Academic Texts

Formal

Objective

Technical

Precise

Some Language Features to Help Achieve an Academic Style

Complex sentences

The passive voice

Nominalisation

Hedging words

Academic vocabulary

Cohesive devices

How to Promote and Implement Academic Use of English

School context

Subject choice

Time/schedule

Language across the Curriculum (LaC)	Reading across the Curriculum (RaC)	Co-curricular or life-wide learning activities	Other Learning Experiences (OLE)

Students' needs

Collaboration and communication with other departments/committees

Academic
Use of English

Promoting Academic Use of English with the Task-based Approach and LaC Learning Modules

Module: Technology
Unit: It's a Cyber World

Situation

Seeing that teens' falling victim to Internet scams is on the rise, the school has set "*Be vigilant, Be smart*" as the theme of this year's civic education week. Your teacher Ms Li has assigned a few tasks related to cybersecurity for you to complete.

Promoting Academic Use of English with the Task-based Approach and LaC Learning Modules

An Example from the Collaborative Research and Development "Seed" Project - Nurturing Digital Citizenship: Enhancing Students' Media Literacy in the Secondary English Classroom

Final Task:

Writing a 2-sided argumentative essay

Topic: Seeing that teens' falling victim to Internet scams is on the rise, the school has set "*Be vigilant, Be smart*" as the theme of this year's civic education week. Write an essay on the pros and cons of online purchase for the school magazine. End by suggesting some tips on online shopping scam prevention.

Task 1	**Understanding online scams**
Task 2	**Conducting a class survey**
Task 3	**Conducting a tennis debate**

Task 1:

Understanding online scam

- Analysing a case to understand what online scam is and why people fall victim to it
- Reflecting on your own online shopping experience

(Language foci: vocabulary and idea input)

Task 2:

Conducting a class survey

Inviting classmates to complete the questionnaire and learn how to describe the data collected
(Language foci: describing and comparing data)

Task 3:

Conducting a tennis debate

Carrying out a mini-research on both the advantages and drawbacks of online purchase and then participate in a tennis debate
(Language foci: phrases to put forward/rebut/ elaborate an idea)

2. Study the chart below and describe the survey findings.

STUDENTS' FAVOURITE ENGLISH ACTIVITY

Film Appreciation, 5%

Treasure Hunt, 11%

Singing Contest, 52%

Drama, 32%

- Singing Contest
- Drama
- Treasure Hunt
- Film Appreciation

Number of students interviewed: 160
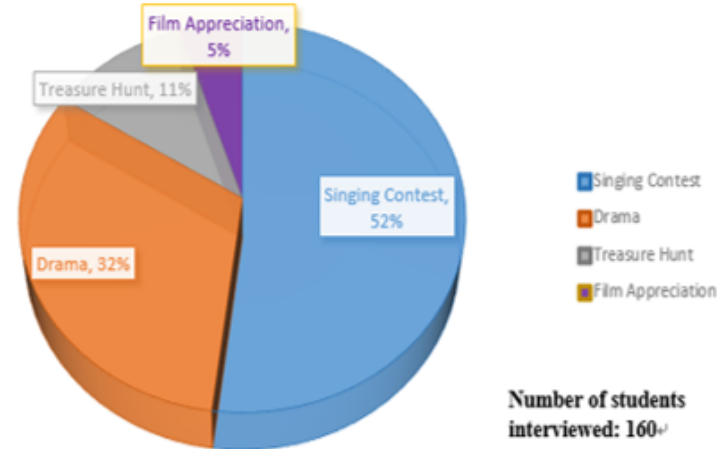
The most popular English activity with the students was **the Singing Contest**, with **over half** of the students interviewed choosing it as their favourite English activity. The second most popular English activity was **Drama**, **with about one-third of the students voting for it**. Treasure Hunt and Film Appreciation came **third** and **fourth**, with **11**% and **5**% of the votes respectively.

Task 2 Comparing data

Study the following chart. How do you compare boys' and girls' favourite types of movies? Use the words/phrases above to help you complete the following description.

Favourite Types of Movies

Number of students

Horror Romance Comedy Action

Different types of movies
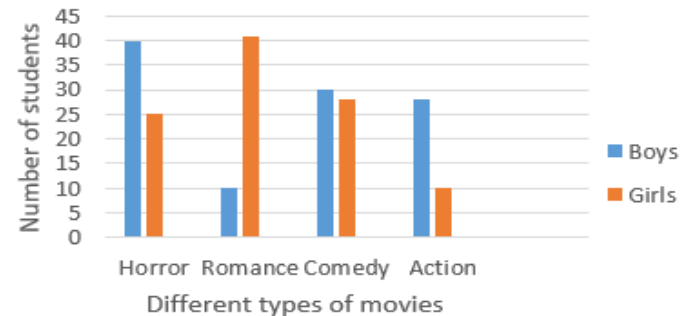
- Boys
- Girls

According to a survey about favourite types of movies, it is observed that there is a gender difference for different genres. For example, horror and action movies are **far more popular** with boys than girls. While for romance films, the number of girls who voted for them is **much higher** than that of boys. For comedies, the numbers of boys and girls voting for them are **very similar**, suggesting that comedies are equally popular with boys and girls.

What to do in the Senior Secondary English Language Classroom

- ✓ **Identify Academic Text Processing and Production Skills Common to Subjects**

- ✓ **Provide Opportunities for Practice and Transfer**
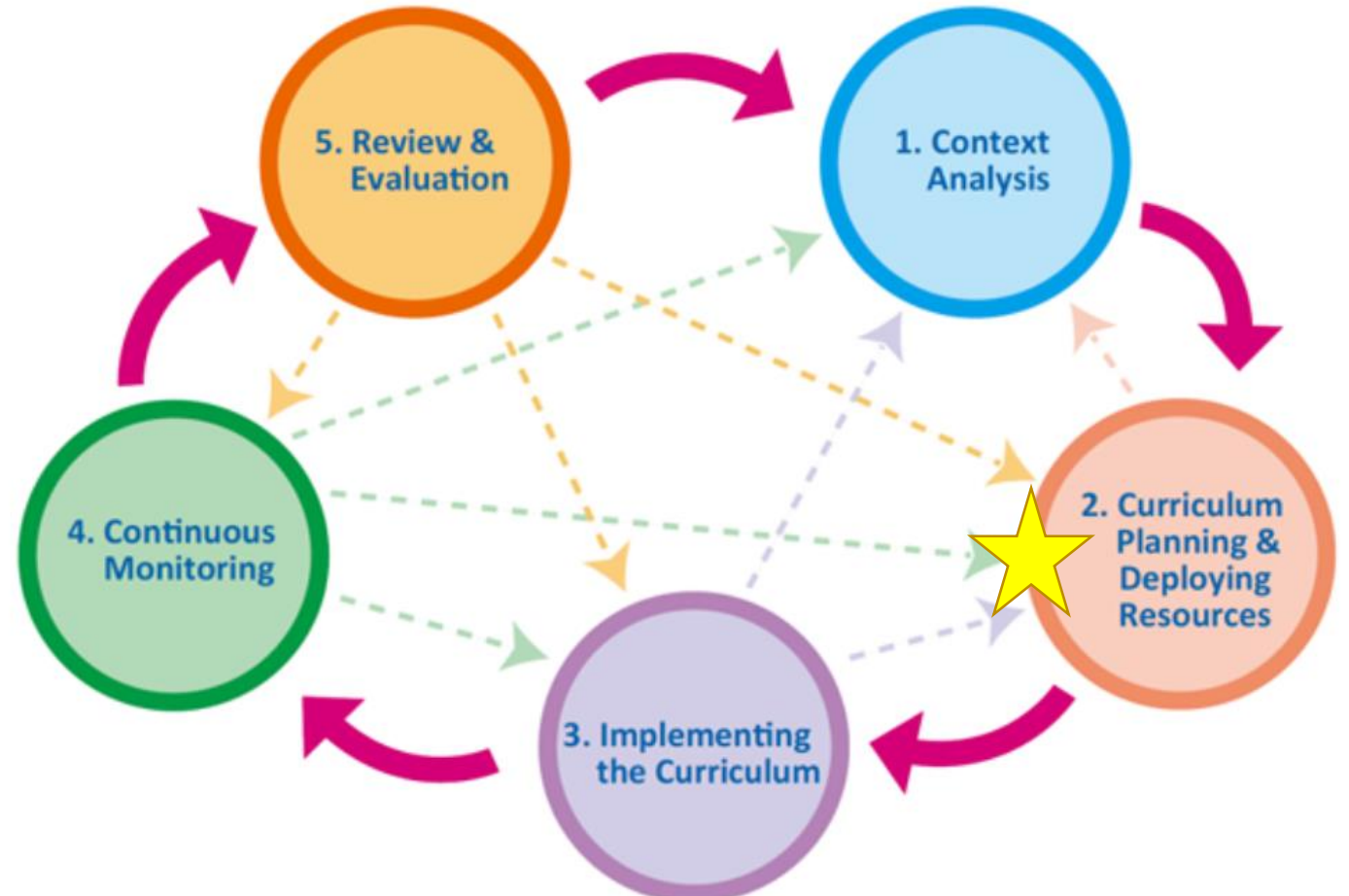
5. Review & Evaluation

1. Context Analysis

4. Continuous Monitoring

2. Curriculum Planning & Deploying Resources

3. Implementing the Curriculum

Five-stage Cycle for Whole-school Curriculum Planning

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What to do in the Senior Secondary English Language Classroom

A. Identify Academic Text Processing and Production Skills Common to Subjects

1(i). Describing statistics
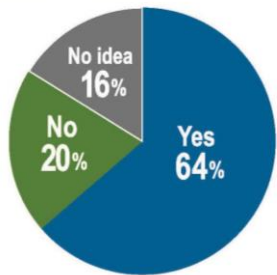
Example

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 (64%) like the new movie.

✓ **Well over half** of the respondents like the new movie.

No idea 16%
No 20%
Yes 64%

Do you like the new movie?

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%	22%	25%	33%
a/one fifth (1/5)	slightly over one fifth	a/one quarter (1/4)	about a/one third
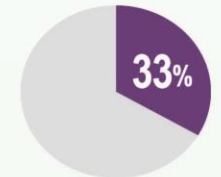
Percentage	Expressions to paraphrase percentages or show approximation and proportion
90%	a vast majority
73%	a significant majority // **approximately three quarters**
66%	a large proportion // **around two thirds**
60%	**well over** half
39%	**about/nearly/slightly under/almost two-fifths**
35%	**just over a third**
25%	**exactly/precisely a quarter**
18%	(only) a small minority // **slightly less than a fifth**
10%	a small proportion/number // **one in ten**

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A. Identify Academic Text Processing and Production Skills Common to Subjects

1(ii). Describing trends

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.

Hong Kong Book Sales 2021
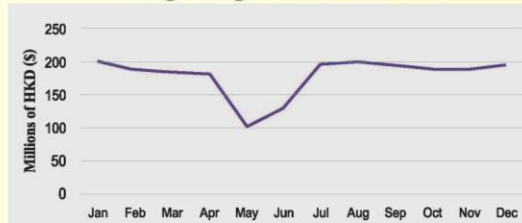
Describing Trends

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/sharply
considerably/substantially
moderately/steadily
mildly/slightly
DEGREE
SPEED
rapidly/swiftly
gradually
slowly

No Change
stay the same
remain stable/steady
maintain (its level)

Constant Changes over Time
The numbers **fluctuated/seesawed**.

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What to do in the Senior Secondary English Language Classroom

A. Identify Academic Text Processing and Production Skills Common to Subjects

2. Making comparison

"Graph-to-text" skill

Venn diagrams

What to do in the Senior Secondary English Language Classroom

A. Identify Academic Text Processing and Production Skills Common to Subjects

3. Other academic text processing & production skills

- Vocabulary building skills: essential skills for working out word meaning, spelling and reading

  e.g. prefixes and suffixes

- Elaboration skills: essential skills for writing and speaking

- Paraphrasing and summarising skills: essential skills for academic studies, reading and writing

  e.g.
  - Types of adjectives (e.g. opinion, size, age, shape, colour, origin, material, purpose)
  - Word relations (e.g. synonymy, antonymy, hyponymy, part-whole relation)

Academic
Use of English

What to do in the Senior Secondary English Language Classroom

**A. Identify Academic Text Processing and Production Skills Common to Subjects**

E.g. Paraphrasing skill

Example 1

I got 30 marks for the English test last time.

I got 80 marks for the English test this time.

➡️
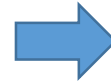
My teacher is happy with my improvement / achievement / progress.

X My teacher is happy with my from 30 marks to 80 marks.

Example 2

I could only run 1km before I started training for running.

After training for 6 months, I could finish a half-marathon in 3 hours.

➡️

I am satisfied with my improvement / achievement / progress.

X I am satisfied with my from only 1km to a half-marathon in 3 hours.

What to do in the Senior Secondary English Language Classroom

B. Provide Opportunities for Practice and Transfer

e.g. Awareness-raising and Noticing Activities Embedded in Reading

Paraphrasing skill

"Text-to-graph" skill

HKDSE 2022 Paper Reading (Part B2)
- *Paragraph 4*
- *Question 57 (vii & viii)*

57 (vii & viii).
- Warm<u>er</u> / high<u>er</u> temperature
- High<u>er</u> oxygen
- Thick<u>er</u> atmosphere

Academic Use of English

Example: Citizenship and Social Development

(A text) → (A fishbone diagram)

Identifying the causes of labour shortage
"What are the causes of the problem? Use the fishbone diagram to present/organise the reasons why it is difficult for the catering industry to hire employees. Giving hints to students as necessary (e.g. wages / demographic structures / social support)."

Source: https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/life-and-society/index.html

Academic Use of English: L&T resources

- e-Learning platform
- Printable resource pack
- Posters
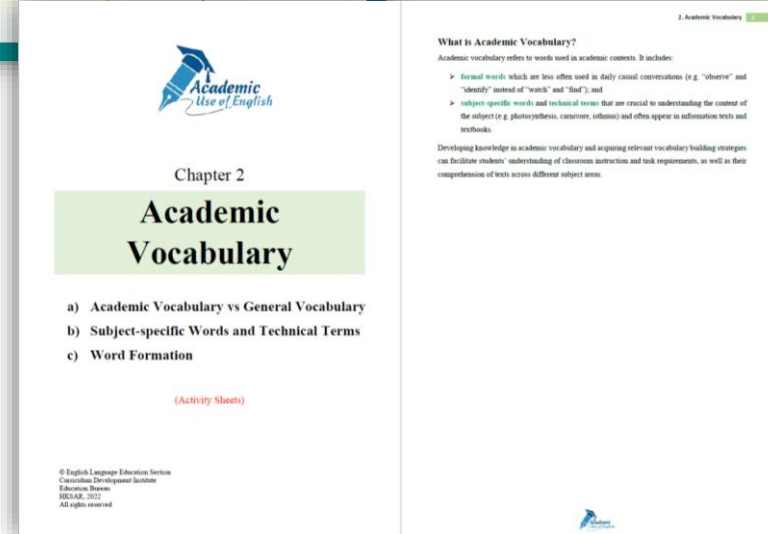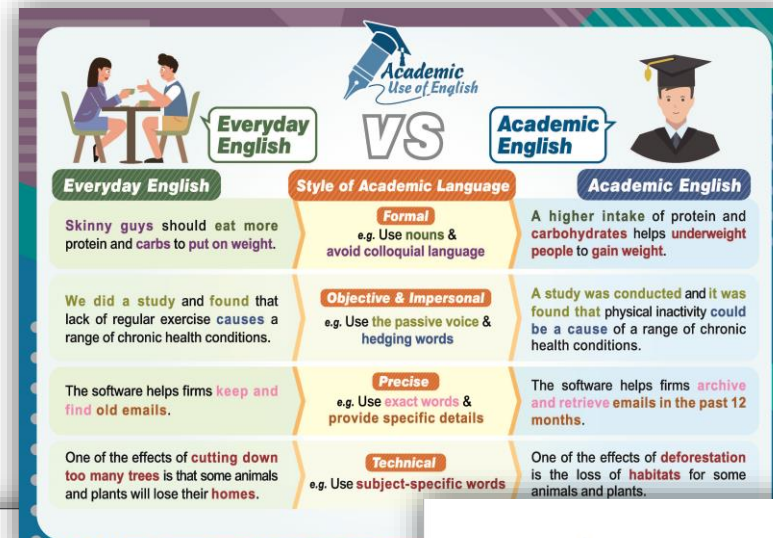
Purposes of Learning and Teaching Creative Use of English

When do students need creative use of English?

- engaging with imaginative texts such as poems, novels, short stories, dramas, films, film scripts, advertisements, song lyrics, and radio and television programmes

What is/are the purpose(s) of promoting creative use of English?

- to develop language sensitivity and cultural awareness, as well as creative and critical thinking

- to develop capability to appreciate language use, and respond and give expression to real and imaginative experience

What is Creativity?

'Creativity brings in changes or transformations and is manifested in new ideas, acts or products.'

(A73, *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*)

- **novelty** and **innovation**

- **think out of the box**

Must students create or invent something new?

e.g. writing a poem or short story

How to Promote and Implement Creative Use of English

Demystifying Creativity

Discovery
- New knowledge and understanding (awareness & sensitivity)
- Realise or find out something unnoticed before

Transformation
- Refreshing change (new perspective/ presentation)
- Re-create old things to add a breath of freshness and break conventions

Invention
- Imaginative ideas + practical know-how
- Come up with new ideas and present them in original ways

Close reading and textual analysis (comprehension to appreciation)

Adaptation into another form and rewriting of existing texts (re-creation and re-presentation)

Generation of ideas and presentation in engaging ways (production of written and multimodal texts)

What to do in the Senior Secondary English Language Classroom?

Encourage students to play and experiment with the language (fun and risk taking vs. rules and accuracy)

Help students see things and present ideas from fresh perspectives (developing thinking and language skills)

Design learning activities to heighten awareness and sensitivity to creative use of language and provide opportunities for application

Creative Use of English

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What to do in the Senior Secondary English Language Classroom?

Map writing techniques to each writing topic.

Provide opportunities for students to **practise** writing techniques.

Equip students with skills that are **transferable** to different learning tasks.

Creative Use of English

5. Review & Evaluation

1. Context Analysis

2. Curriculum Planning & Deploying Resources

3. Implementing the Curriculum

4. Continuous Monitoring

Five-stage Cycle for Whole-school Curriculum Planning

23
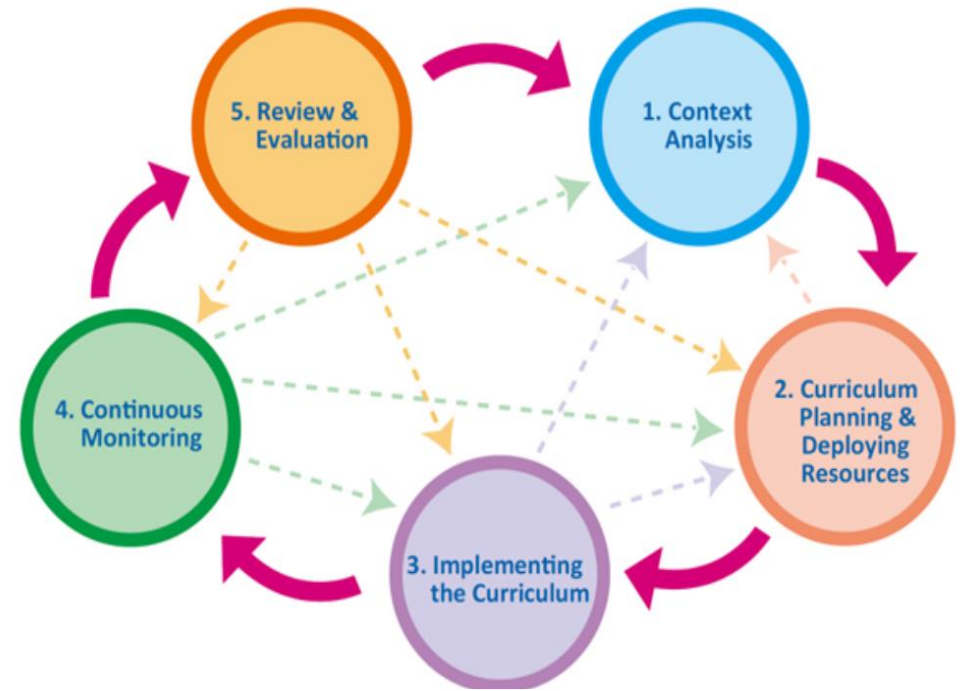
Common Techniques in Creative Writing

Narrative Techniques
(Fictional narratives)

- Strategies for opening (e.g. into the middle or from the end of the event) and closing (e.g. resolution, twist, enigma, cliff-hanger)
- Characterisation (e.g. round or flat characters, portrayal of their look, thoughts, speech and actions)
- Use of setting
- Dialogue
- Narrative perspectives and point of view (e.g. 1st or 3rd person)
- Plot development (e.g. conflict, climax)
- Narrative sequence (e.g. foreshadowing, flashback and flashforward)

Literary Devices

- Imagery (vivid & sensory descriptions)
- Similes and metaphors
- Personification
- Symbolism
- Contrast
- Repetition of words / sentence structures (e.g. parallel structure)
- Pun
- Repetition of sounds (e.g. alliteration, assonance, rhyming words)
- Rhythm (patterns of intonation and stress)

Creative Use of Language is Not Only for Story Writing

Use of language in focus ?

- Parallelism (e.g. The lion dance is performed to bring prosperity, good luck and joy.)
- Alliteration (e.g. Calligraphy calls for concentration, calmness and control.)
- Rhetorical questions (e.g. Don't you want to preserve such precious cultural heritage?)
- Comparison (simile & metaphor) (e.g. Art is the best medicine.)

2022 HKDSE Writing Question 5:

The following comment appeared in the editorial of Hong Kong post.

Young people today lack interest in traditional art forms such as lion dance, calligraphy or the art of tea drinking.

You are the chairperson of your school's Heritage Club. Express your views by writing a letter to the editor of Hong Kong Post.

Writing technique in focus ?

Use of literary devices

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Examples of Application of Academic and Creative Uses of English in English Language Learning

Topic

You work for Planet Smart, a company that sells eco-friendly products. Your company wants to set up a pop-up shop inside a shopping centre for three months to promote your products to new customers. Complete the application form below. Write about 200 words.

- Pop-up Shop Application Form
- Company Name: Plant Smart
    A. Company Profile
    B. Best-selling Product
    C. In-store Event

Writing

Company profile

- **Plant Smart,** <u>with the belief in "growing a green globe",</u> was founded in 2022.

- We show our support for local industries by adopting **ingredients** <u>from local farms to reduce the carbon footprint caused by transportation</u>.

- Our **pop-up shop** <u>with rustic wooden furniture and aromatic candles</u> will create a vintage and inviting ambiance.

Use prepositional phrases

Best-selling product

- The 3oz Sweet-scented Travel Tin<u>, which is perfect for travellers are always on the go,</u> is our best-selling product.

- The fruity aroma of figs and apricots blended with the floral notes of acacia and edelweiss form a sweet base <u>conjures up the dream of a garden</u>.

- We strive to create handy scented candles <u>that are good for travellers, good for the earth, and good for the old and the young</u>.

Use relative clauses/ reduced relative clauses

The company's belief

Founded in 2022, Planet Smart believes in **making our planet green**.

↓

Founded in 2022, Plant Smart believes in **"growing a green globe"**.

Alliteration

Slogan

"If you buy a scented candle, it will give you a relaxing night. You may also give your home a joyful vibe by decorating it with our one-of-a-kind candle warmer."

↓

"Buy yourself a scented candle for a relaxing **night**; decorate your home with our one-of-a-kind candle warmer for a real **delight**."

Rhyming

Functions of the organic scented candles

We strive to create organic scented candles because we want to give our customers a pleasant fragrance experience and reduce pollution to the environment, so that our next generation can lead an enjoyable life on this planet.

↓

We strive to create organic scented candles to give a pleasant fragrance experience to our customers, to reduce pollution to the environment, and to protect our planet for our next generation.

Parallelism

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Reading

HKDSE Practice Paper
(Paper 1 Part A: An Ocean Apart)
- *Paragraph 10*
- *Question 18*

# To Bring Academic and Creative Uses of English into your Senior Secondary English Language Classroom

✓ **Exploit the potential of existing materials used for the learning and teaching of four skills, vocabulary and grammar ➡ extend and deepen learning from there**

✓ **Highlight the academic and creative elements in reading texts and design appropriate noticing or awareness raising activities**

✓ **Provide opportunities for application and practice of target academic and creative writing skills**

Creative Use of English: L&T materials

- Animated Videos
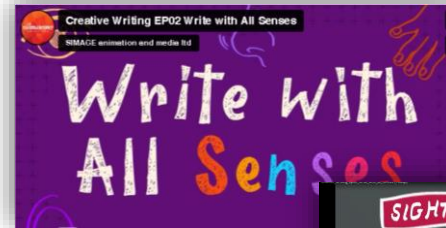
- Posters
- Activity sheets

An example: Posters

32
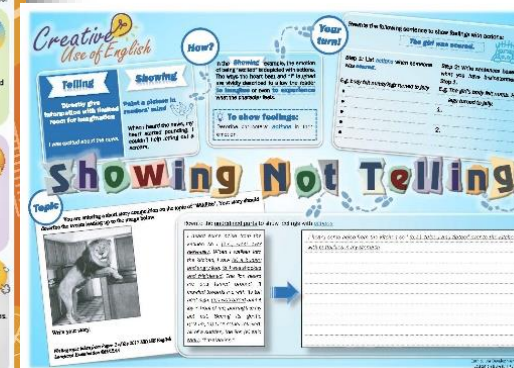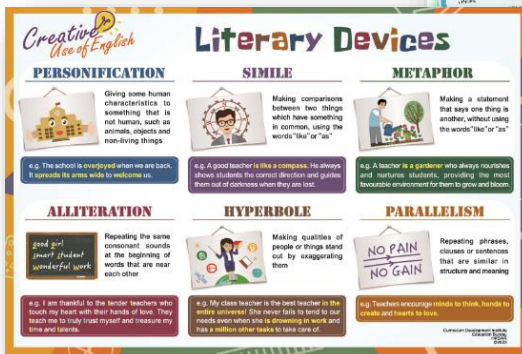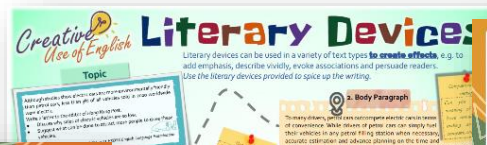
An example:
Activity Sheets

Using topics from HKDSE writing paper to illustrate effective learning, teaching and assessment practices

Integrating Values Education into the School English Language Curriculum

Part 4

Objectives

- To provide updates on the latest developments of values education

- To provide examples of how to integrate values education into the school English Language curriculum

- To introduce the EDB's learning and teaching resources and student activities to support schools' promotion of values education

Latest Developments of Values Education
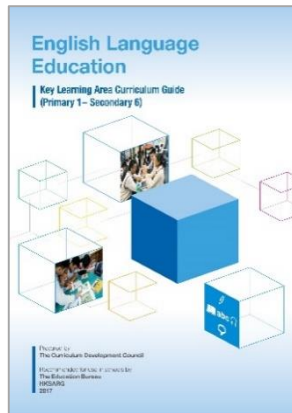
ELE KLACG (2017)
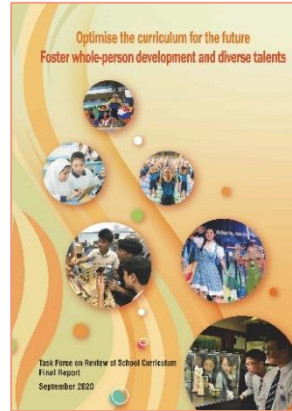
Final Report of Task Force on Review of School Curriculum (2020)

Values Education Curriculum Framework (Pilot Version) (2021)

EDBCM No. 183/2023

Strengthening values education as one of the Major Renewed Emphases

According higher priority to values education as one of the six directional recommendations

Set out the expected learning outcomes and provided recommendations for promoting values education

Enriched the *Values Education Curriculum Framework (Pilot Version)* (2021) and optimised the priority values and attitudes

3

Optimisation of Priority Values and Attitudes

- Emphasising further the role of Chinese culture as the backbone

- Extending "Care for Others" to "Benevolence"

- Adding "Filial Piety" and "Unity"

School-based priority values and attitudes in accordance with the school's vision and mission, school's characteristics, students' developmental needs, etc. could be added

Added in 2023

Extended from "Care for Others" to "Benevolence" in 2023
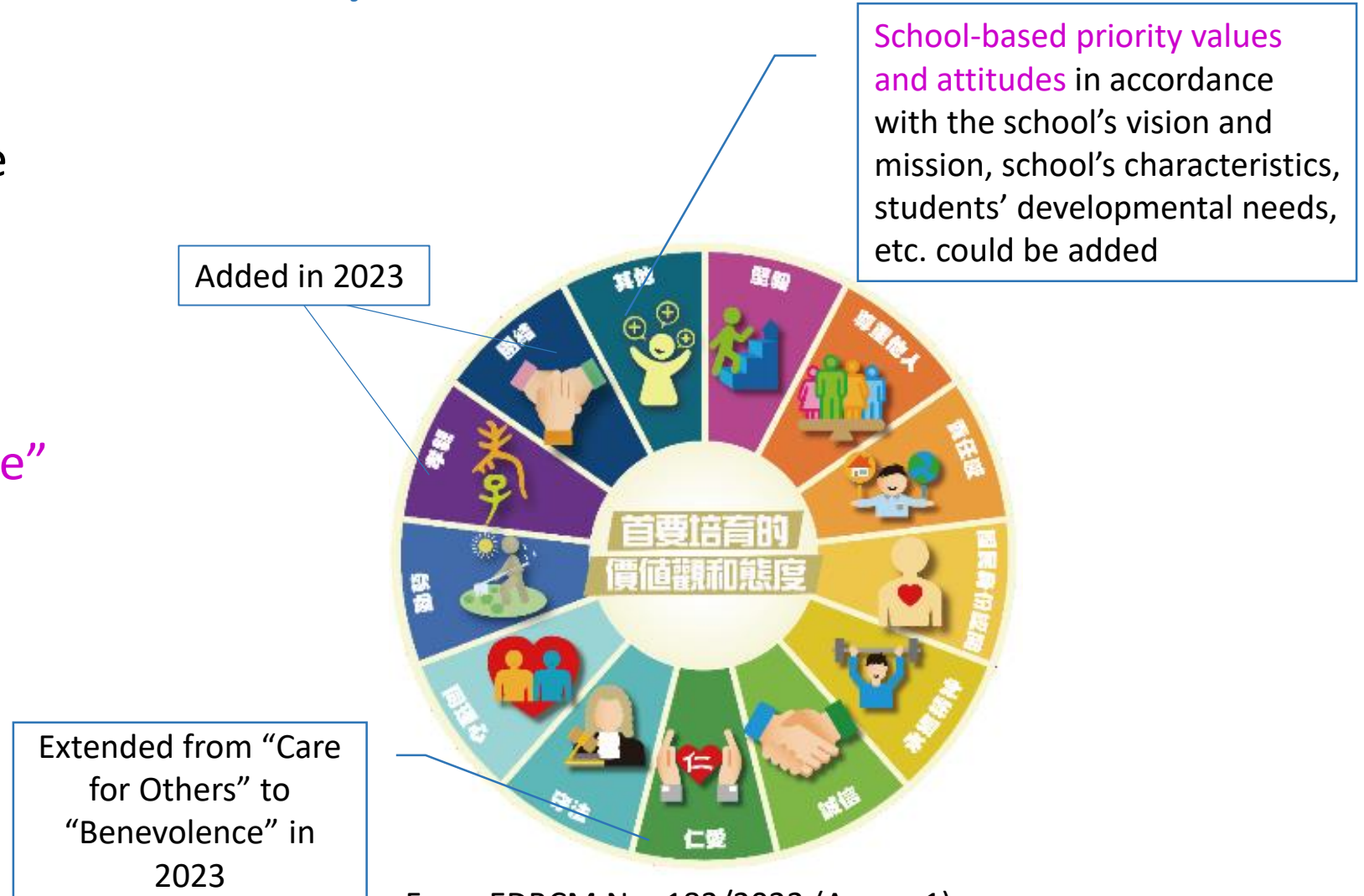
From EDBCM No. 183/2023 (Annex 1)

4

Approaches to Promoting Values Education

Diversified Strategies	Mutual Co-ordination	Organic Integration
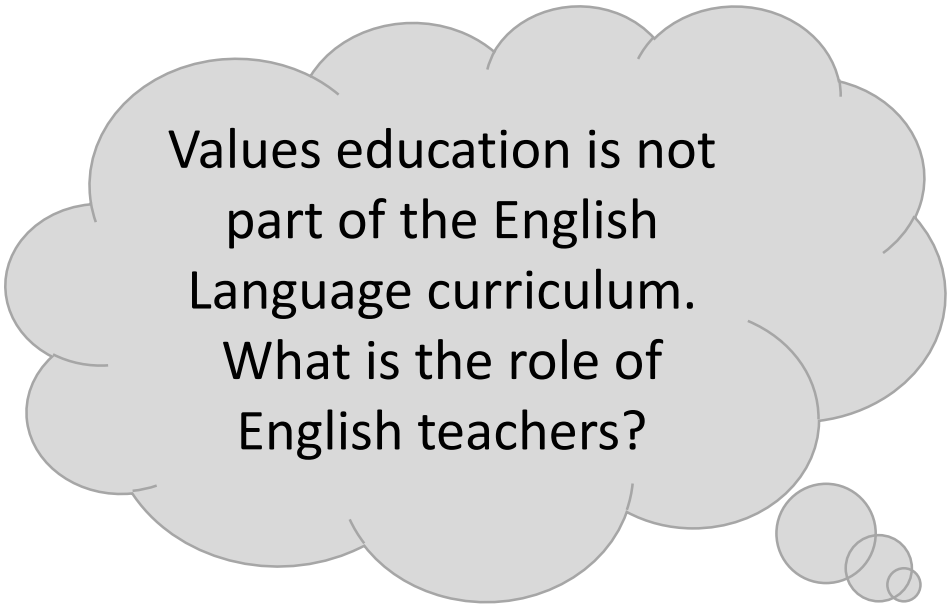
Natural Connection	Learning Within and Beyond the Classroom	Whole-school Participation
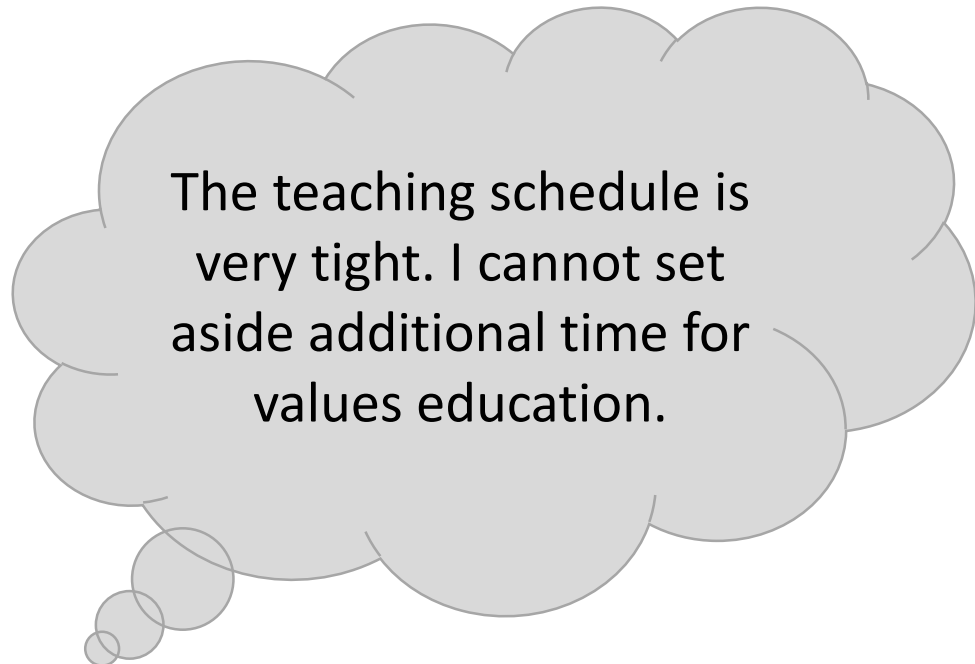
Implementation Strategy for Values Education

Balanced integration of cognition, affection and action to provide holistic learning experiences

Cognition

To enhance students' understanding of proper values and attitudes and skills in making moral judgements and decisions

Promoting proper values and attitudes

To nurture students' empathy and proper attitudes towards life

Affection

Action

To provide students with authentic learning experiences so that they know how to put proper values and attitudes into practice

Myths about Promoting Values Education

Values education is not part of the English Language curriculum. What is the role of English teachers?

The teaching schedule is very tight. I cannot set aside additional time for values education.

Integration of Values Education into the School English Language Curriculum

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017
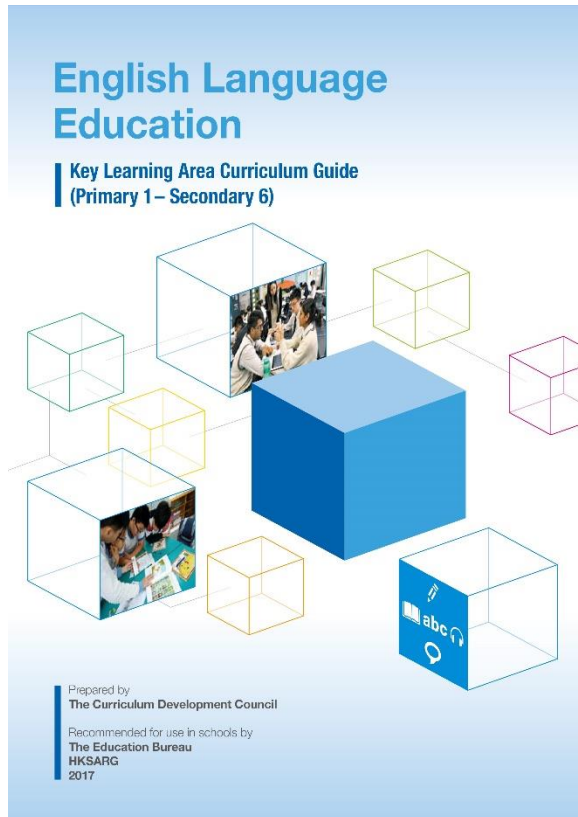
ELE KLACG (2017)

- Values & Attitudes is one of the three interconnected components of the curriculum framework:

Knowledge in Key Learning Areas

Generic Skills
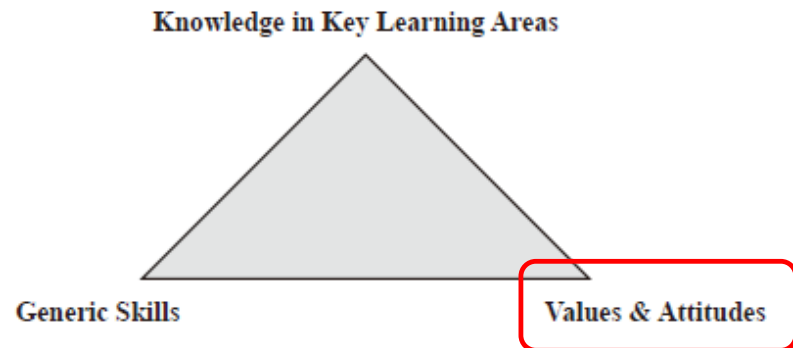
Values & Attitudes

✓integration
✗ addition

- The English Language Education curriculum provides a flexible framework for promoting a wide range of positive values and attitudes

- Teachers can flexibly use, adapt and develop a wide array of learning and teaching resources which provide contexts for students to explore a wealth of value-laden issues and stimuli for critical and imaginative responses

8

Two Ways of Integration

At the subject level

- Connect the 12 priority values and attitudes with the themes/topics of the modules in the English Language Curriculum

- Organic integration
- Natural connection

At the cross-curricular level

- Collaborate with other subjects/departments
- Organise cross-curricular (e.g. RaC and LaC) and life-wide learning activities within and beyond the classroom to enrich students' learning experiences

- Mutual co-ordination

- Learning within and beyond the classroom

At the Subject Level – Example

Cleanliness – Marine Littering
Live here, love here

Curriculum Development Institute, Education Bureau © 2023
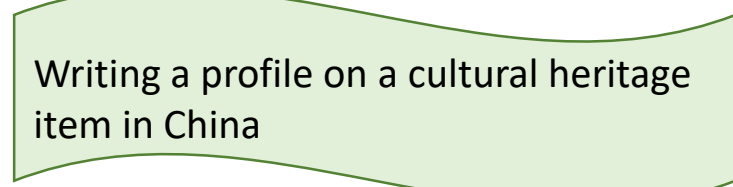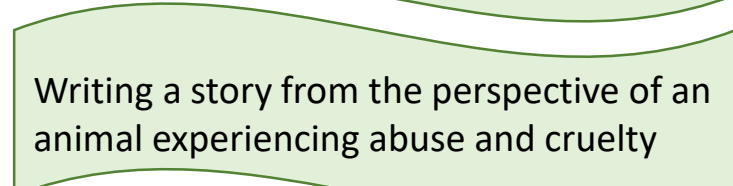
- Module: Nature and Environment

- Unit: Protecting the environment

- Topic: Marine littering

- Priority values and attitudes:
  responsibility, law-abidingness, empathy, benevolence
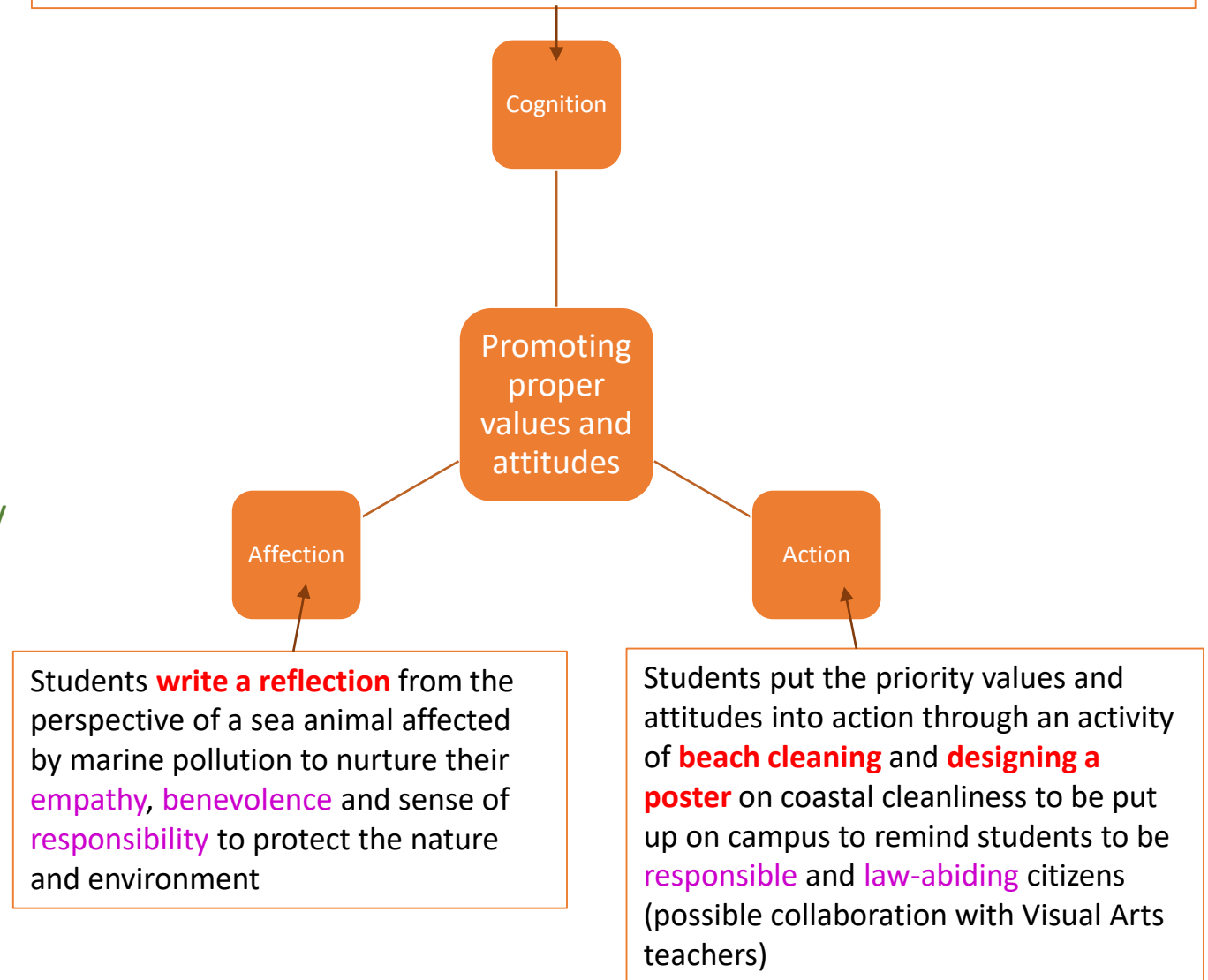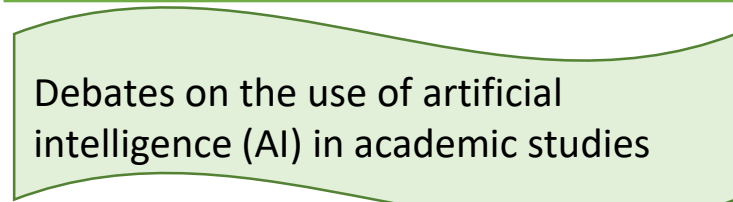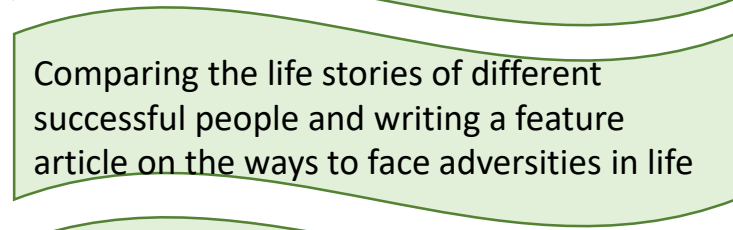
} tied in naturally

- English Language learning objectives:
  - How to use appropriate language and text features to create an effective and persuasive poster
  - How to use and present statistical findings to enhance persuasion

---

- Students **read an information sheet** on marine littering and **an extract of a report** on marine refuse to understand:
  ➢ the importance of marine and coastal cleanliness
  ➢ their responsibility as a Hong Kong citizen to abide by the law
- Students **watch a video** on marine pollution and the affected sea animals in HK to understand the severity of the problem

Cognition

Promoting proper values and attitudes

Affection

Action

Students **write a reflection** from the perspective of a sea animal affected by marine pollution to nurture their empathy, benevolence and sense of responsibility to protect the nature and environment

Students put the priority values and attitudes into action through an activity of **beach cleaning** and **designing a poster** on coastal cleanliness to be put up on campus to remind students to be responsible and law-abiding citizens (possible collaboration with Visual Arts teachers)

10

At the Subject Level – More Examples

Modules and Units in English Language Curriculum	Priority Values and Attitudes		Learning and Teaching Activities
Module: Technology **Unit:** Changes Brought about by Technology	Integrity, Law-abidingness	=	Debates on the use of artificial intelligence (AI) in academic studies
Module: Wonderful Things **Unit:** Successful People and Amazing Deeds	Perseverance, Diligence	=	Comparing the life stories of different successful people and writing a feature article on the ways to face adversities in life
Module: Cultures of the World **Unit:** Customs, Clothing and Food of Different Places	National Identity	=	Writing a profile on a cultural heritage item in China
Module: Nature and Environment **Unit:** Animal Protection	Empathy, Law-abidingness	=	Writing a story from the perspective of an animal experiencing abuse and cruelty

At the cross-curricular level – Example

English Language | Values Education
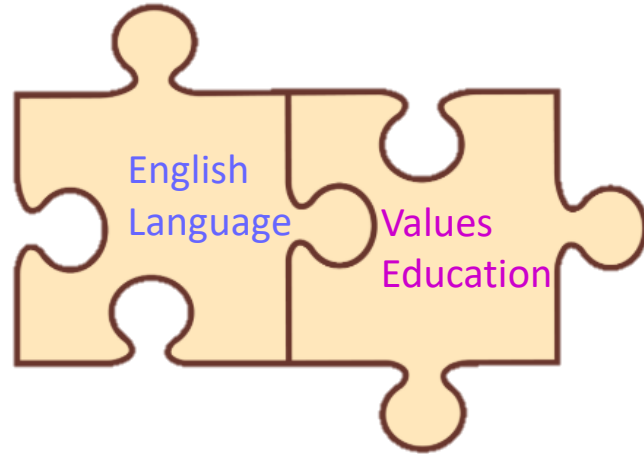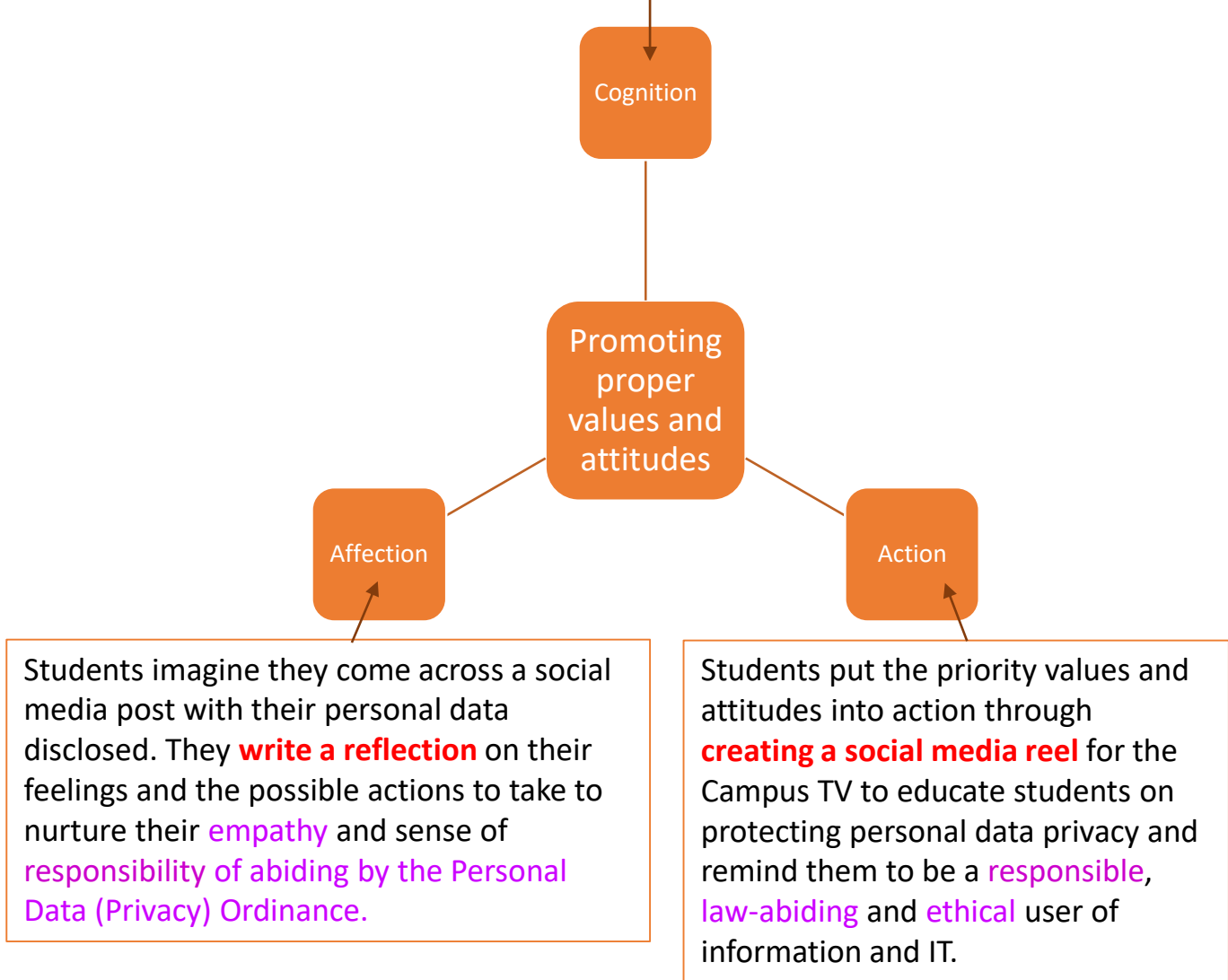
- Module: Communicating
- Unit: The Internet
- Topic: Combatting doxxing
- Priority values and attitudes: empathy, responsibility, law-abidingness
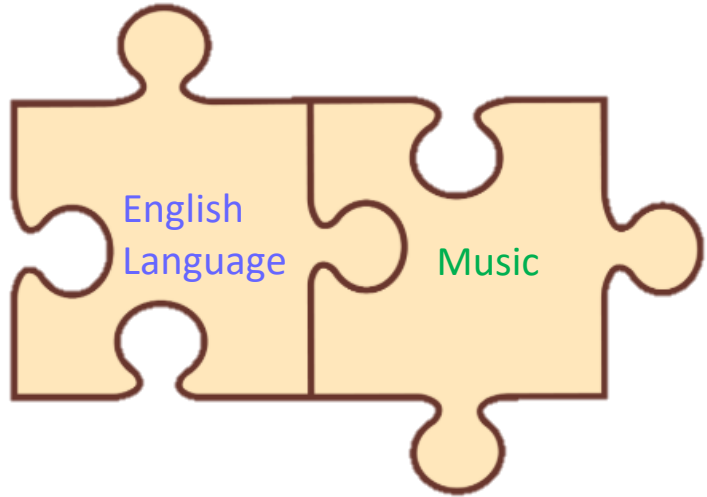
  } tied in naturally

- Learning objectives:

Values Education:	To develop students' media and information literacy
English Language:	To use literary techniques to enhance persuasion

Students **watch a video** produced by the Office of the Privacy Commissioner for Personal Data, Hong Kong to understand:
- the meaning of doxxing
- the legal consequences of contravening the Personal Data (Privacy) Ordinance

Cognition

Promoting proper values and attitudes

Affection

Action

Students imagine they come across a social media post with their personal data disclosed. They **write a reflection** on their feelings and the possible actions to take to nurture their empathy and sense of responsibility of abiding by the Personal Data (Privacy) Ordinance.

Students put the priority values and attitudes into action through **creating a social media reel** for the Campus TV to educate students on protecting personal data privacy and remind them to be a responsible, law-abiding and ethical user of information and IT.

At the Cross-curricular Level – More Examples

English Language — Music

English Language — Mathematics

Learning objectives:

- To listen to songs with proper values and attitudes, and analyse the use of literary devices in lyrics
- To understand song structure (e.g. verse, chorus)
- To rewrite the lyrics of a song using literary devices (for more able students)
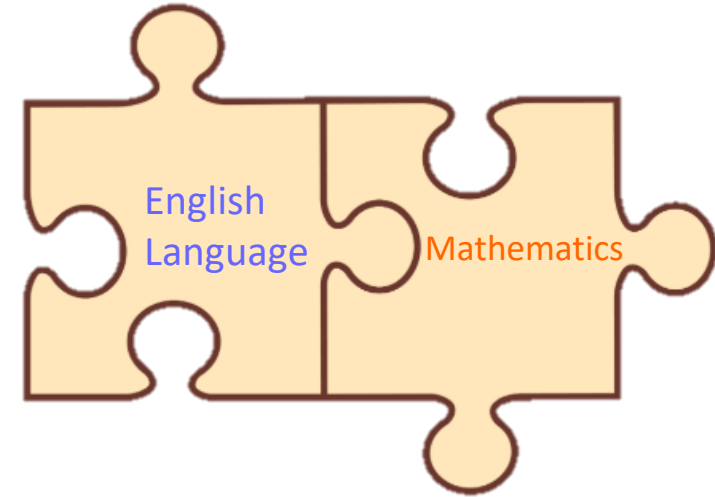
Learning objectives:

- To understand the key elements and organising structure of biographies
- To know more about the famous mathematicians in China, their major achievements and the proper values and attitudes they uphold
- To write a biography of a Chinese mathematician for the school's Chinese Culture Week

Implementation of NE, including NSE, in the School English Language Curriculum

- National Education aims to deepen students' understanding of our country's history, culture and development, the Constitution and the Basic Law, and the concepts and aspects of national security education

- Major fields of national security education include:

Guide students to reflect on:
- their responsibility to safeguard our country's security
- the contribution they can make in the respective field

Implementation of NE, including NSE, in the School English Language Curriculum – Example

- Module: Nature and Environment
- Unit: Protecting the Environment
- Topic: Reducing Our Carbon Footprint
- Major Field of National Security: Ecological Security

tied in naturally

- English Language learning objectives:
  - How to use graphic organisers to organise and summarise information
  - How to use a variety of language items to make comparison and suggestions

- Students **read a fact sheet** to understand the impact of human activities on the ecological environment and the threats to ecological security facing our country.
- Students **read a leaflet** and **watch a video** to understand the latest developments of EVs in HK and the Mainland to reduce carbon footprint.

Cognition

Promoting proper values and attitudes

Affection

Action

Students **write a feature article** to reflect on the importance of safeguarding the ecological security of our country and their responsibility of safeguarding it, and suggest ways to further promote EVs in HK to reduce carbon footprint.

Under the collaboration between English teachers and teachers of Geography and/or CS, students **visit an education centre** to understand the importance of adopting a low-carbon lifestyle. After the visit, students **make a presentation** to appeal to their schoolmates to contribute to safeguarding the ecological security of our country by adopting a low-carbon lifestyle.

15

Steps of Integrating Values Education into the School English Language Curriculum

Review the curriculum and identify suitable modules and units for integration of values education

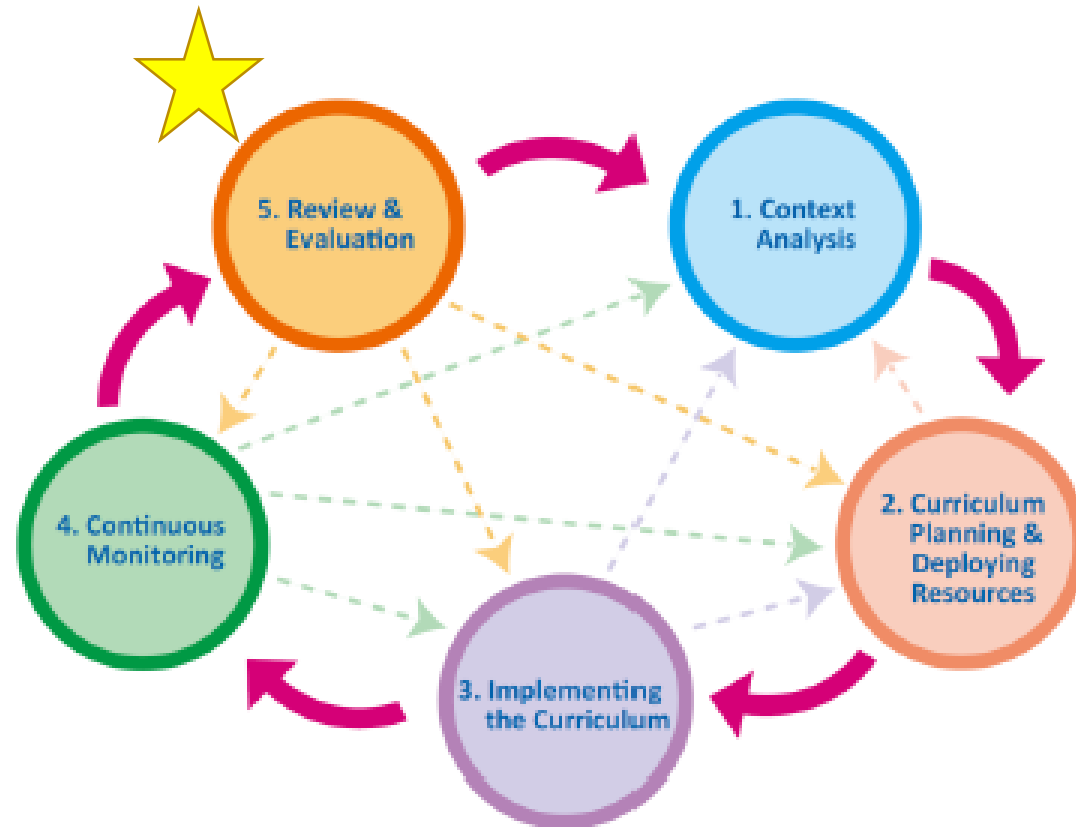Map the modules and units with relevant proper values and attitudes for integration

Select appropriate texts to provide authentic contexts for learning tasks

Design purposeful learning tasks with balanced integration of cognition, affection and action, and English Language learning objectives to provide holistic learning experiences

Points to Consider when Integrating Values Education into the School English Language Curriculum

Possible modes of assessment:
- ✓ Observation of students' attitude and behaviour
- ✓ Review of students' work in learning and teaching activities
- ✓ Discussion/Interviews with students
- ✓ APASO-III and/or school-based questionnaires
- ✓ Portfolios or tools and platforms for recording e.g. "My Pledge to Act" Handbook
- ✓ Parents' feedback

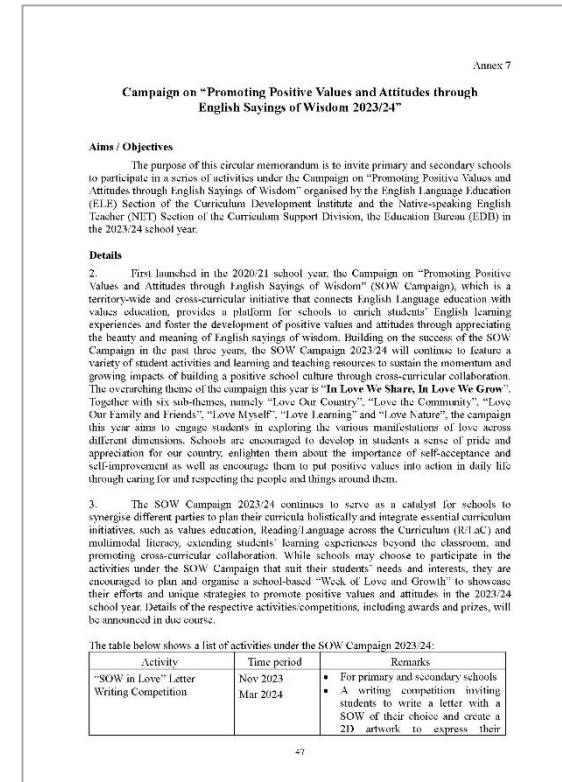# Resources and Student Activities for Promoting Values Education

For More Details of the SOW Campaign

- SOW Webpage

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/home/index.html
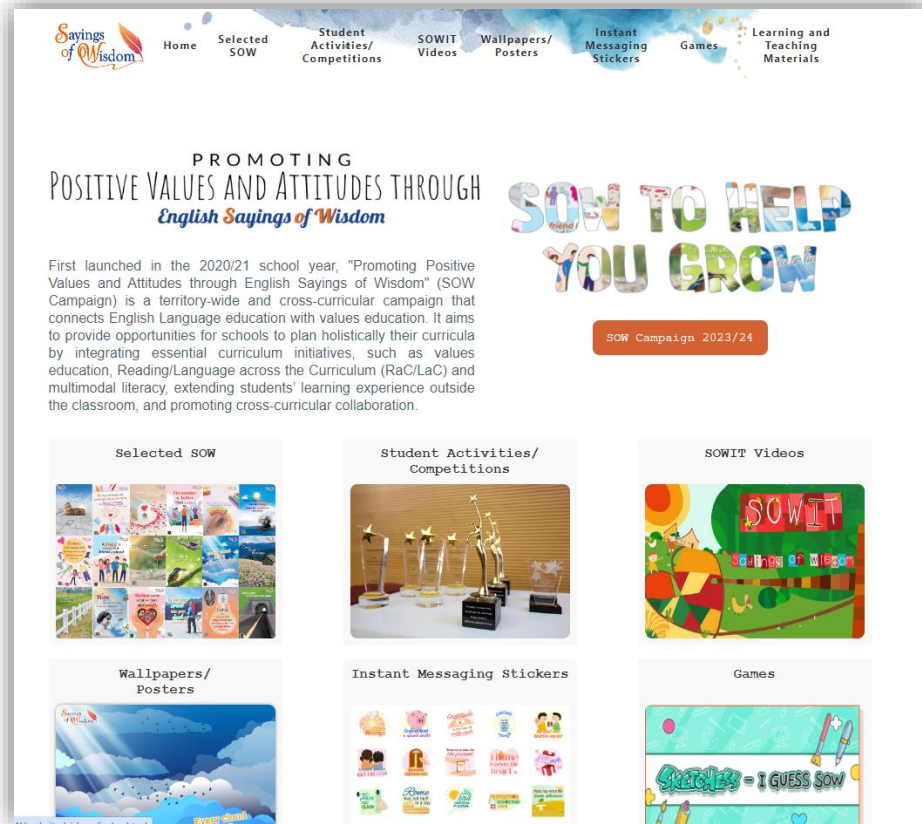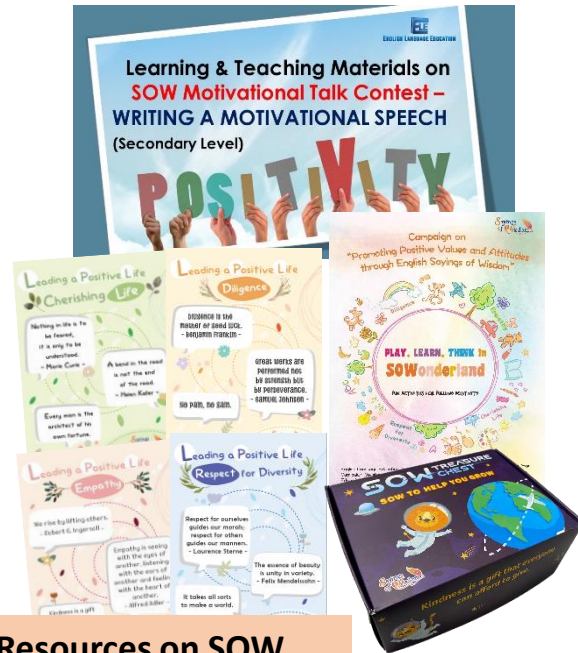
- EDBCM No. 180/2023 (Annex 7)

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/document/Pages%20from%20EDBCM23180E_SOW2324.pdf
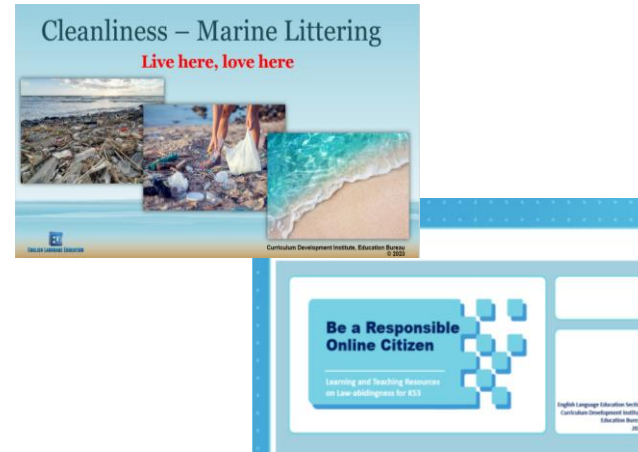
Resources for Promoting Values Education

SOW and language skills development

L&T Resources on SOW

Featured values and attitudes

L&T Resources on Promoting Values Education in English Language Curriculum

Students' works and schools' good practices

Learning units and presentation slides on NSE