Learning To Learn

Key Learning Area

ENGLISH LANGUAGE EDUCATION

Consultation Document

CONTENTS

1   INTRODUCTION

This document on the Key Learning Area (KLA) of English Language Education is written in support of the consultation document, ***Learning to Learn,*** prepared by the Curriculum Development Council (CDC) (Nov 2000) and should be read together with it. The ***Learning to Learn*** document is the outcome of the 3rd stage of the Holistic Review of the School Curriculum conducted by CDC beginning in 1999, which is done in parallel with the Education Commission's Education System Review.

2 BACKGROUND

- The overall aims of education as proposed by the Education Commission (EC) recognize the importance of enabling our learners to cope effectively with the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.

- Specifically, the aims underscore, inter alia, the need for every learner to attain all-round development through being empowered with the capabilities for lifelong learning, critical and exploratory thinking, innovation and adaptation to change.

- As a KLA, English Language Education seeks to facilitate the accomplishment of this principal EC goal by providing an open, flexible and coherent framework that suits learners' varied needs, interests and abilities.

- Further, it seeks to provide a curriculum framework that contributes to enhancing the language proficiency of our young people for the following major reasons:

    - to enhance the competitiveness of Hong Kong so that it will be able to maintain its position as an international business centre and a knowledge-based economy, capable of rising to the challenges of global competition;
    - to help our young people develop a worldwide outlook through broadening their knowledge and experience;
    - to enable our young people to use English proficiently for study, work, leisure and effective interaction in different cultural environments; and
    - to help our young people succeed in life and find greater personal fulfilment.

- The design of the English Language Education curriculum as presented in this document seeks to provide the basis for continuity and coherence in learners' education.

    - It is founded upon the basic tenet that there should be one coherent language curriculum for all levels of school education, from junior primary to senior secondary, with a

view to providing language preparation for personal and intellectual development, and further studies/work.

- It seeks to strengthen the ties between the subjects of English Language and English Literature, with both aspiring to providing learners with pleasurable learning experiences and developing their language abilities, critical thinking skills, creativity, strategies of learning to learn, and positive values and attitudes conducive to lifelong learning.

- The major purpose of the curriculum framework for the KLA of English Language Education is to facilitate English language teaching and learning in Hong Kong by:

  - informing teachers of the rationale for the proposed curriculum developments, the aims of the English Language Education curriculum (comprising the subjects of English Language and English Literature), areas of study, the essential learning elements and how schools and teachers can facilitate effective language learning;
  - providing a common basis for planning, implementing, assessing and evaluating English programmes in schools from Key Stage 1 (KS1) to Key Stage 4 (KS4); that is, from basic education (primary 1 to secondary 3) to post-basic education (secondary 4 to secondary 5);
  - encouraging flexibility, experimentation and innovation so that learners have a pleasurable learning experience in English; and
  - promoting the development of the essential skills and positive values and attitudes conducive to learning how to learn.

- The curriculum framework is closely related to the *CDC Syllabus for English Language (Primary 1-6) 1997; CDC Syllabus for English Language (Secondary 1-5) 1999; and CDC Syllabus for Use of English (Sixth Form) 1999* in setting the main direction for the teaching and learning of English. It reinforces the pedagogical principles and teaching ideas promoted in these syllabuses. In addition, it makes suggestions for further language curriculum development which aims at bringing about effective language learning. The three English Language syllabuses play a supportive role in elaborating many of the teaching ideas and suggestions presented in this document.

3   RATIONALE FOR DEVELOPMENT

The English Language Education curriculum framework seeks to build on the existing good practices in English language teaching in Hong Kong. It also makes suggestions on ways to provide students with wider access to meaningful and effective language learning experiences that will enable them to meet the needs and challenges of society.

In many local English language classrooms, considerable emphasis has been placed on helping learners master the language forms (including vocabulary, text-types and grammar items and structures), communicative functions, and skills of listening, speaking, reading and writing. Mastery of these learning elements is no doubt important and should continue to be promoted in the language classroom. However, mechanical drilling of these elements in isolated contexts is unmotivating and can hardly bring about effective language learning. This, together with the lack of a language-rich environment in Hong Kong, presents challenges for teachers of English. To help address these problems and to better meet learners' needs, the following developments are proposed:

- provision of greater opportunities for learners to use English (i.e. the language skills, vocabulary, and grammar items and structures they have learnt) for purposeful communication both inside and outside the classroom through, for example, language learning tasks and projects;
- use of learner-centred instruction so as to facilitate the use of English for purposeful communication, and to encourage learner independence and risk taking in language learning;
- greater use of literary/imaginative texts as a means to develop learners' creativity and promote purposeful communication in English by encouraging learners to freely express their responses; and
- promotion of language development strategies (e.g. self-motivation, thinking skills, reference skills, information skills) and positive attitudes (e.g. confidence in using English, enjoyment of reading) conducive to effective, independent and lifelong learning.

4 PHASES OF DEVELOPMENT

In view of the crucial need to prepare our learners to effectively meet the challenges and demands of the 21st Century, schools are encouraged to:

- continue with the good practices that are already in line with the recommended curriculum developments; and
- adopt an incremental approach to experimenting with and innovating curriculum practices, so that learners have a pleasurable learning experience in English and develop the essential skills and attitudes conducive to lifelong learning.

To help schools achieve these goals, the government is firmly committed to providing resources and assistance in the form of financial support, collaborative research and development projects, teacher development programmes, etc. With such support, schools are encouraged to plan and further develop their own English Language Education curriculum. A proposed schedule is presented below, outlining focuses for English Language Education curriculum development in the short (2000 – 2005), medium (2005 – 2010) and long (2010+) term phases:

4.1 Short-term (2000 – 2005)

Schools and teachers focus on:

- increasing motivation in learning through
  - the promotion of reading (e.g. shared reading of Big Books, story-telling, reading campaigns and awards)
  - information technology (IT) (e.g. writing e-greetings cards, interactive story-reading and games)
  - a diversity of activities such as show-and-tell, puppet shows, language games, tasks/projects, etc.

- enhancing teaching and learning through
  - greater use of language arts (e.g. songs and rhymes, short stories, drama, poems, advertisements) to promote creativity
  - greater use of IT (e.g. resources on the Web, Web publications, global school projects on the Internet)

- – the use of formative assessment
- – collaboration in developing teaching/learning/assessment plans and materials
- – the promotion of quality teaching, learning and assessment through flexibility, experimentation and innovation

- • fostering independent and lifelong learning through
  - – the promotion of a culture of reading among learners
  - – the promotion of language development strategies, IT, self-access language learning (SALL) and project learning
  - – the development of generic skills, values and attitudes to promote learning how to learn
  - – the development of a positive, open-minded attitude towards and respect for different points of view and cultures
  - – the provision of more opportunities for learners to extend their language learning experiences beyond the classroom by participating in activities which involve the use of community resources (i.e. life-wide learning[*])

- • developing their school-based English Language Education curriculum which
  - – is in line with the framework
  - – suits the needs of learners and society
  - – makes cross curricular links and encourages collaboration among language teachers, school librarians and teachers of other KLAs

4.2 Medium-term (2005 – 2010)

Schools and teachers continue to work on the focuses listed in the short-term phase and

- • strengthen the teaching-learning-assessment cycle by using criterion-referencing principles in judging and describing learners' achievement

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[*] Life-wide learning refers to the learning experiences that take place beyond the classroom, in authentic environments such as the community and workplace. The learning experiences gained in these different environments complement those gained in school.

- further enhance team-building and experience-sharing among teachers
- develop modules of learning to foster closer links across KLAs and to encourage a flexible, coherent and integrated organization of learning experiences
- develop different modes of curriculum planning and ways of implementation
- develop a balanced and coherent school-based English Language Education curriculum that caters for the diverse needs of learners and society

4.3　Long-term (2010+)

Schools and teachers continue to work on the focuses listed in the short- and medium-term phases and

- attain proficiency in designing quality teaching, learning and assessment materials and activities
- build a good network among schools for sharing of resources and good practices
- formulate and implement a comprehensive and effective school-based assessment policy

5 THE FRAMEWORK

5.1 Overall Aims

The overall aims of the English Language Education curriculum are:

- to provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and

- to enable every learner to prepare for the changing socio-economic demands resulting from advancement in information technology; these demands include the interpretation, use and production of materials for pleasure, study or work in the English medium.

5.2 Learning Targets

The English Language Education curriculum comprises two closely related subjects: English Language and English Literature. English Language is the core subject; English Literature is the extended and optional subject. Each of these subjects has its own specific target. The main function of the learning targets of the English Language and English Literature is to set the main direction for the teaching and learning of these two subjects.

The subject target of English Language is for learners to develop an ever-improving capability to use English

- to think and communicate;
- to acquire, develop and apply knowledge;
- to respond and give expression to experience;

and within these contexts, to develop and apply an ever-increasing understanding of how language is organized, used and learned.

The subject target of English Literature is to develop learners' ability to:

- understand, enjoy and appreciate literary/creative works in English by writers from different cultures;
- respond freely and imaginatively to literary/creative works;
- critically interpret, discuss and evaluate literary/creative works; and
- improve their proficiency in English.

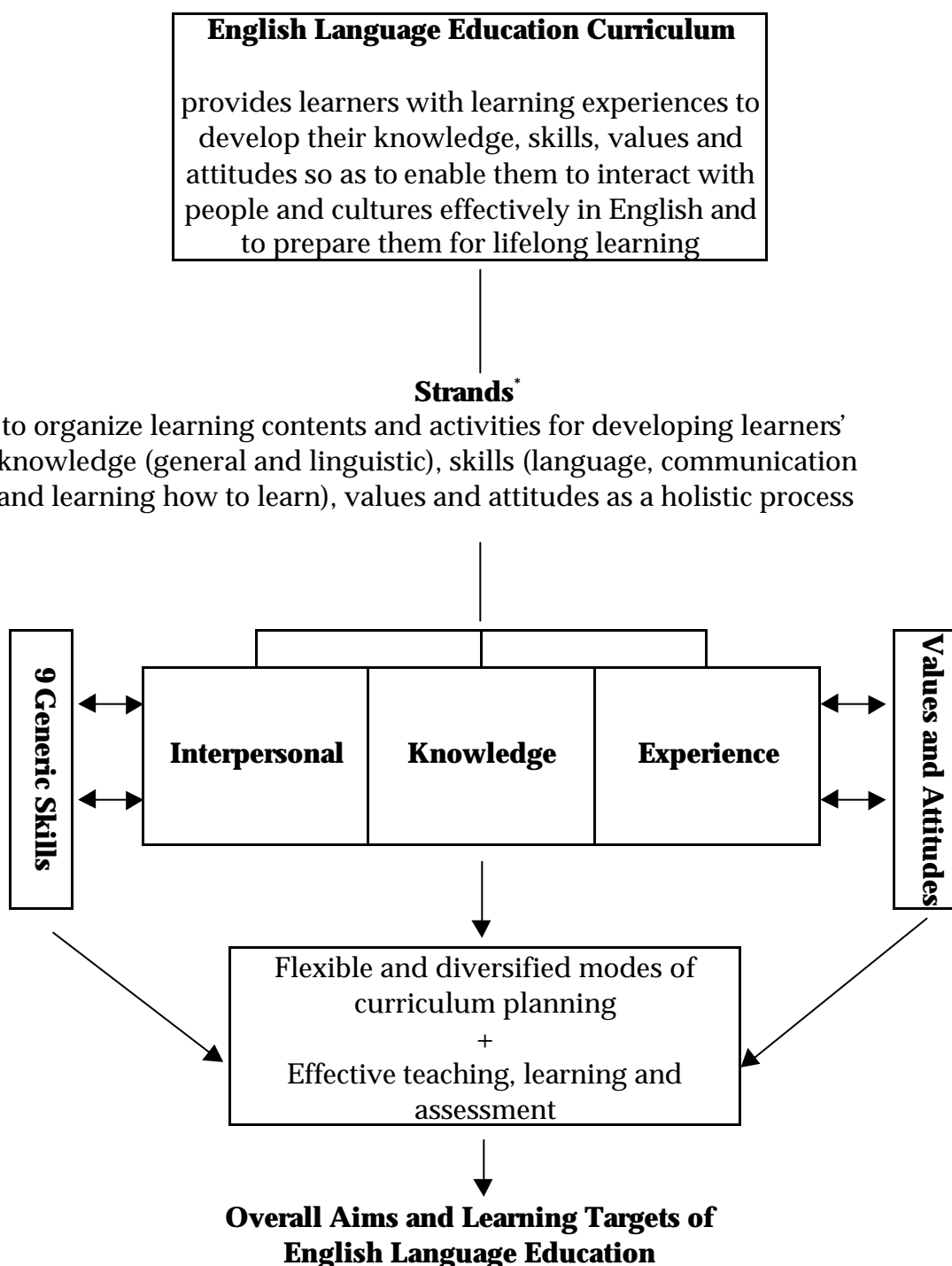In general, the relationship between the subjects of English Language and English Literature lies in:

- the affinity they share in raising learners' language proficiency, critical thinking skills, problem-solving skills, creativity and cultural awareness; and
- the complementary role of the subject of English Literature in that it reinforces the subject of English Language by seeking to strengthen the emotional and cultural content that is part of language learning.

A table highlighting the major components of the English Language Education curriculum is provided in Appendix 1. A more detailed proposed list of learning targets for each key stage is in Appendix 2.

The learning objectives describe more explicitly the essential focuses of learning. Lists of them for the subject of English Language can be found in the *CDC Syllabus for English Language (Primary 1-6) 1997* (pp. 22-48) and *CDC Syllabus for English Language (Secondary 1-5) 1999* (pp. 12-30). Lists of them for the subject of English Literature are provided in Appendix 2. Together they serve to help teachers in English Language Education curriculum planning.

5.3   Components of the Framework

Diagrammatic Representation
of the English Language Education KLA Framework

English Language Education Curriculum

provides learners with learning experiences to develop their knowledge, skills, values and attitudes so as to enable them to interact with people and cultures effectively in English and to prepare them for lifelong learning

Strands[*]

to organize learning contents and activities for developing learners' knowledge (general and linguistic), skills (language, communication and learning how to learn), values and attitudes as a holistic process

9 Generic Skills	Interpersonal	Knowledge	Experience	Values and Attitudes

Flexible and diversified modes of curriculum planning
+
Effective teaching, learning and assessment

Overall Aims and Learning Targets of English Language Education

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[*] Strands are referred to as "Dimensions" in earlier English Language curriculum documents such as the *CDC Syllabus for English Language (Primary 1-6) 1997* and *CDC Syllabus for English Language (Secondary 1-5) 1999.*

5.3.1 Strands

Strands are categories for organizing the curriculum. Their major function is to organize contents for the purpose of developing skills, knowledge, values and attitudes as a holistic process.

Strands are referred to as "Dimensions" in earlier English Language curriculum documents such as the *CDC Syllabus for English Language (Primary 1-6) 1997* and *CDC Syllabus for English Language (Secondary 1-5) 1999*.

In the English Language Education KLA, three interrelated strands/dimensions – Interpersonal, Knowledge and Experience – have been employed as content organizers to reflect its major scope of learning. The inclusion of the Experience Strand in the subject of English Language serves the following purposes:

- to emphasize English as a source of pleasure and aesthetic experience by encouraging free and creative personal responses and expression;
- to contribute to the provision of a broader and more balanced language curriculum, along with the Interpersonal Strand and the Knowledge Strand; and
- to offer learners insights into the nature of English Literature and prepare them for this subject, should they decide to opt for it at the senior secondary level.

For details about the learning targets within and across the various strands/dimensions of the two subjects, English Language and English Literature, please refer to Appendix 2.

5.3.2 Generic Skills

The component of generic skills is fundamental in helping students learn how to learn and it is common to all KLAs. Altogether, nine types of generic skills have been identified:

- collaboration skills;
- communication skills;
- creativity;
- critical thinking skills;
- information technology skills;
- numeracy skills;

- problem solving skills;
- self-management skills; and
- study skills.

These skills are to be developed through the learning and teaching in all the KLAs. Among the nine generic skills, the English Language Education KLA provides greater opportunities for the development of collaboration skills, communication skills, creativity, critical thinking skills, problem-solving skills and study skills. Appendix 3 gives examples of how the English Language Education KLA contributes to the development of the generic skills conducive to lifelong learning. The examples are by no means exhaustive, but will adequately serve the purpose of illustration.

5.3.3 Values and Attitudes

Values are qualities that students should develop as principles for conduct and decision. Examples of personal values include honesty, self-esteem and perseverance. Examples of social values include equality, interdependence, and tolerance. Attitudes are personal dispositions needed to perform a task well, for example, responsibility, open-mindedness and co-operativeness.

Values and attitudes can be developed through learning activities. For example, teachers can help students learn to be independent by allowing them to choose a topic that they regard as interesting and appropriate for them to work on. They can also help students learn to be open-minded and tolerant by encouraging them to accept different points of view and different ways of doing things.

Among the learning objectives of the English Language Education KLA, there are language development strategies, literary competence development strategies and attitudes related to language and literature learning. They are especially relevant to the development of the generic skills, and the personal and social values and attitudes broadly recognized and valued by all KLAs.

For a full list of the personal and social values and attitudes deemed essential for learners' all-round development, please refer to Appendix 4. The Appendix also gives examples of how the English Language Education KLA can facilitate the development of these personal and social values and attitudes.

5.4   Modes of Curriculum Planning

The open framework allows greater flexibility and innovation in curriculum planning.   In order to provide different learning experiences, a balanced and coherent school-based curriculum which emphasizes the active role of learners in the learning process should be developed.   To help schools achieve this goal, below are some possible modes of curriculum planning for their consideration when devising and implementing their own curriculum.

Developing Modules of Learning

Organizing the content of learning into modules helps learners make better connections in what they learn.   By using a wide range of resources (e.g. authentic materials, the media, the Web) rather than relying solely on textbooks, teachers can help develop learning modules to suit the interests, needs and abilities of their students. The modular approach can also make it easier to link classroom learning to real life experiences.   For example, events that take place in the local and international communities can be drawn upon in developing the modules to broaden learners' perspectives and to develop their language proficiency and world knowledge.

Learning can be sustained if it stems from first hand experience. Teachers are therefore encouraged to include in the modules activities or projects which can motivate and involve (even very young) learners in "learning by doing", creativity and experimentation, inquiring, problem-solving and decision-making, so that they can develop enjoyment, ownership and commitment in learning.   For example, in one of the exemplar modules for Key Stage 1 "Me, My Family and Friends", young learners can be involved in the task of using English to organize and take part in a party.

For the more able learners, learning modules can be enriched by designing activities that can extend and deepen their learning experiences.   Similarly, learning modules for remediation purposes can be designed for the less able learners to help them progress.

Integrating Classroom Learning and Independent Learning

Learning is most effective when learners play an active role in the learning process and when they take charge of their own learning.

Learner autonomy and independence should start at an early age. Teachers should see self-access learning as an integral part of students' learning experience. Therefore, they should make an effort to integrate classroom and independent learning when planning and designing their English programmes. In the learning process, teachers can help learners to:

- learn how to learn;
- make choices as to what, when, how and how long they want to learn;
- use a range of language development strategies;
- carry out self-assessment and reflection;
- think and act independently; and
- develop the knowledge, skills and strategies, attitudes and perseverance to take on language learning as a lifelong process.

Flexible Time-tabling

Schools can make flexible use of class time to facilitate teaching and learning. It is not advisable to make students' learning experience fragmented, for example, by designating lessons as dictation, listening, etc. in a rigid manner. Instead, schools can:

- arrange for more double-period sessions per week/cycle and include half-day activity sessions shared among different KLAs in the school time-table to allow for continuous stretches of time to facilitate action learning, tasks/projects as well as field trips/visits, etc.;
- set regular time per day for reading, to help learners build up their reading skills for lifelong learning; and
- plan their time-table and school calendar flexibly, e.g. adjusting the number and arrangement of lessons (e.g. double-period sessions) in each term to cater for the special requirements of the learning programmes, and exploring the use of Saturdays and long holidays to provide a greater range of learning experiences.

Integrating Formal and Informal Curricula

Integrating the formal and informal curricula is a way to provide relevant, pleasurable and meaningful learning experiences.

Language learning can take place within and beyond the confines of the classroom. Schools can:

- encourage learners to interact in English not only during but also outside class time;
- utilize their resources to enhance the language environment so as to provide learners with enjoyable experiences in the use of the language through various types of extra-curricular activities (e.g. language games, puppet shows, drama activities, choral speaking, designing slogans or greetings cards for special occasions, and recording short radio plays); and
- explore opportunities for experiential learning in the community (e.g. attending talks, dramas and story-telling sessions delivered in English, and inviting English-speaking guests to exchange ideas and share experiences) to widen learners' exposure to the authentic use of the language.

Cross-curricular Planning

To enable learners to explore knowledge and gain experience in a more comprehensive and coherent manner, teachers can adopt a cross-curricular approach when planning their school-based curriculum. When learners make connections among ideas and concepts, their motivation will be enhanced. The knowledge they acquire, and the skills and attitudes they develop in each KLA, will also be deepened. To develop cross-curricular modules of learning, teachers can:

- collaborate with teachers of other KLAs to set realistic goals and draw up a plan/schedule of work; and to develop and evaluate the teaching, learning and assessment materials and activities;
- provide learners with opportunities to develop a broad range of generic skills that they can apply in the other KLAs, e.g. study skills, critical thinking skills; and
- reinforce students' learning experiences by encouraging them to read about/discuss the topics they are working on in English.

For more details on adopting a cross-curricular approach in planning and making significant links with the other KLAs, please refer to Section 5.8.

Flexible Grouping

Depending on their nature and purposes, teaching and learning activities can be carried out in groups of varying sizes. For example, a year level of 4 classes can be split into 5 – 6 groups, or students from different year levels can be grouped together, to cater for a range of learners' needs and abilities, and to facilitate collaborative learning. Some activities, such as group projects and board games, work well with smaller groups of learners to better cater for their needs and create an atmosphere of trust, to encourage them to make choices and pursue their own interests. Other activities, such as watching videos and dramatization, can be conducted in larger groups to maximize the use of the resources and manpower available and facilitate the sharing of ideas among more people.

5.5　Teaching, Learning and Assessment

The teacher plays an important role in facilitating effective language teaching, learning and assessment. To carry out this role, he/she can make use of this open and flexible curriculum framework to develop language teaching/learning and assessment tasks and activities that contribute to enriching students' learning experiences. These experiences, which are essential to their whole person development, include:

- intellectual development;
- moral and civic education;
- community service;
- physical and aesthetic development; and
- career-related experiences.

Effective Language Teaching/Learning Activities and Tasks

In designing language activities and tasks to facilitate teaching and learning, teachers are encouraged to consider and apply the following:

Learner-centred Instruction
Students learn most effectively when teachers treat them and their learning as the focus of attention. Learner-centred instruction may be provided through:

- designing learning tasks/activities that cater for learners' age, needs, interests, abilities, experiences and learning styles;
- engaging learners in group work or pair work for genuine communication;
- suitable questioning techniques to stimulate thinking, encourage experimentation and facilitate knowledge construction; and
- encouraging learners to contribute to the learning process by:
    - sharing their views and learning experiences;
    - playing an active role in consulting the teacher; and
    - negotiating with him/her on the learning objectives, along with making decisions in selecting learning materials and carrying out language learning activities such as role-plays, games, debates, projects, etc.

Target-oriented English Learning

Setting clear and appropriate targets and objectives will enable learners to know what they should strive for. Teachers are advised to:

- work as a team to select appropriate learning targets and objectives to focus on for each learning task; and
- ensure that there is a progression and a balanced, comprehensive coverage of the learning targets and objectives for all the strands/dimensions within and across year levels.

Five Fundamental Intertwining Ways of Learning and Using Knowledge

To help learners achieve the dual goals of language proficiency and lifelong learning, five fundamental intertwining ways of learning and using knowledge – communicating, conceptualizing, inquiring, problem solving and reasoning – have been identified. Teachers are encouraged to provide opportunities for learners to practise these five ways of learning and using knowledge in a balanced manner through meaningful and authentic learning materials and tasks/activities such as problem-solving tasks/activities, role-plays, etc.

Task-based Learning

Students learn best through purposeful and contextualized learning tasks. Effective tasks enable students to seek and process information, formulate questions and responses, and make connections. They also provide meaningful and purposeful contexts in which students learn

and apply target grammar items and structures. Using theme-based projects is a good way of providing an organizing focus for students' integrated use of knowledge, skills and strategies as well as an opportunity for generating deep learning.

Integrative and Creative Language Use
Language use in real life situations is almost always integrative and creative. Such important characteristics of authentic language use should be stressed in English classrooms. In this regard, the use of tasks, projects or imaginative/literary/information texts is encouraged to facilitate the integrative and creative use of an extensive range of language knowledge, skills and strategies. In the learning process, teachers should:

- stimulate learners' imagination, promote the sharing of experiences and foster intercultural awareness and understanding; and
- encourage learners to use English creatively to respond and give expression to real and imaginative experience.

Learner Independence
To enable students to become motivated and independent language learners, teachers should promote self-access learning both inside and outside the classroom. This mode of learning has the benefit of helping learners develop the essential skills, strategies and attitudes for lifelong learning. To facilitate self-access language learning, teachers should:

- create opportunities for learners to make choices or decisions in their learning by providing a wide range of information and creative texts, learning materials and activities such as portfolios, dramas, debates, projects, etc.;
- enable learners to monitor, review and assess their own performance by building self/peer assessment procedures (e.g. answer keys, evaluation checklists) into the learning materials and activities; and
- develop language learning activities/tasks that encourage learners to make meaningful use of the self-access corner/centre in school.

Further, to enhance learners' skills, interest and confidence in reading on their own, teachers should help them develop enabling skills such

as phonics skills, vocabulary building skills, reference skills, etc., through meaningful and purposeful games and activities.

Apart from independent reading, it is also important for learners to develop the ability to work out the pronunciation of new or unfamiliar words on their own. Towards this end, teachers are encouraged to make use of language learning activities/tasks that promote the development of phonics skills at primary level as well as the mastery of phonetic symbols at secondary level.

Information Technology (IT)
Effective use of IT can facilitate both classroom and self-access language learning. Through surfing the Internet or using word processors and computer-assisted language learning (CALL) software such as concordancers and educational CD-ROMs, teachers should:

- enable learners to gain quick and easy access to information;
- enhance learning motivation;
- enhance learners' language skills;
- provide opportunities for learners to exercise control of their own learning, think critically and evaluate the data or information on the Internet; and
- develop learners' knowledge management skills and prepare them for future study/work and lifelong learning.

Assessment for the Purpose of Enhancing Language Teaching/Learning

Assessment should be considered and planned as an integral part of effective teaching and learning. To facilitate both teaching and learning, teachers should:

- adopt different modes of assessment, e.g. observation, conferencing, projects and journals, to collect information about learners' knowledge, skills, strategies and attitudes;
- use criterion-referenced principles in judging and describing learners' achievements;
- provide timely feedback and support after assessment to enable learners to identify their own strengths and weaknesses, and help them progress towards the learning targets; and

- help learners develop the necessary skills to assess and monitor their own learning, and to give feedback to their peers through collaborative small group learning.

For illustration of how teachers can make use of this curriculum framework to facilitate effective teaching, learning and assessment, please refer to two exemplars, one for primary and one for secondary, provided in Appendix 5.

5.6   School-based Curriculum Development

When planning and developing their own English Language curriculum, schools and teachers are encouraged to consider the following:

- aim for a balanced and comprehensive coverage of the learning targets and objectives within and across year levels, ensuring that the activities or tasks that learners are to participate in stress the integration of skills and a balance of learning experiences in the three strands/dimensions – Interpersonal, Knowledge and Experience – rather than focusing on isolated skills or just one strand/dimension at the expense of the others;

- plan and devise appropriate and purposeful language learning materials, activities, tasks and projects to develop learners' language abilities, critical thinking skills, creativity, strategies of learning to learn, and positive values and attitudes conducive to lifelong learning;

- make greater use of formative assessment (e.g. observation, conferencing, journals, portfolios) to inform teaching and learning, and avoid over-reliance on pen-and-paper tests;

- make flexible use of class time to facilitate a task-based approach and life-wide learning (e.g. the inclusion of more double or even triple periods per week/cycle in the school time-table to allow for continuous stretches of time for English language tasks/projects as well as field trips/visits);

- work closely together as a team to plan the English Language curriculum, to develop learning materials and activities/tasks,

and to collaborate with teachers of other KLAs on cross-curricular projects;

- set and work on clear and manageable curriculum goals or focuses (e.g. pleasurable reading, creative writing, enhancing classroom interaction) over a specific period for the whole school or a particular year level; in the process, teachers will generate knowledge and gain experience of developing a progressive curriculum that serves to bring about pleasurable, meaningful and productive language learning experiences; and

- collect and reflect on evidence of effective teaching and learning experiences to inform curriculum development.

What Can Learners Gain?

School-based language curricula developed on the basis of this framework will benefit learners in many ways, including:

- increased motivation in learning English through the use of IT, imaginative/literary texts as well as tasks or activities which involve meaningful and authentic use of the language;
- greater confidence in using English as a result of an increase in opportunities to use the language both inside and outside the classroom;
- an increase in English proficiency as a result of greater opportunities to use the language for purposeful communication;
- collaboration among learners through engaging in projects, discussions, role plays, etc.;
- learner independence through self-access language learning, project work or tasks that encourage learners to take responsibility for their own learning;
- development of generic skills (e.g. critical thinking skills, creativity, IT skills), values and attitudes (e.g. self-reflection, affectivity, open-mindedness) conducive to lifelong learning; and
- access to life-wide learning experiences as they are encouraged to move out of the classroom into society and put what they have learned to use.

What Can Teachers Gain?

It is firmly believed that through adopting the English Language Education curriculum framework as a basis for planning and designing their own English curricula, teachers themselves will gain in terms of professional development. The benefits include:

- growth in professional knowledge – the teachers are able to understand learners' progress towards the learning targets and objectives, and to improve teaching and learning by designing or adopting appropriate activities or tasks to help learners make further progress;
- networking with other teachers of English as well as teachers from other KLAs – this is the result of collaboration or team work, as often required in the promotion of language learning or cross-curricular tasks/projects;
- greater sharing of teaching resources and good practices – as a result of greater cooperation among teachers for the purpose of teaching and materials development; and
- an increase in teachers' confidence and professional satisfaction when learners show greater motivation in learning English.

5.7   Life-wide Learning

Learning is by no means limited to the classroom. It can take place at any time, in any place (including the home and the community) and in any form.   To help create a language-rich environment to support life-wide learning, teachers are encouraged to:

- interact with learners in English both within and outside class;
- provide opportunities for learners to interact with one another in English;
- provide greater exposure to authentic use of English (e.g. inviting English-speaking people to give talks/take part in school activities, using the media as language learning resources, visiting international schools or business/charity organizations);
- encourage learners to seek and create opportunities to learn and use English in natural and realistic settings (e.g. searching for information on the Internet, watching movies/TV

programmes in English, and interacting with people from non-Chinese speaking backgrounds);

- maximize the use of space and resources in school, e.g. ensuring learners' easy access to computer facilities for language learning, setting up an English Corner or posting authentic materials and learners' work on the bulletin boards/the walls/the Internet to facilitate wide reader access; and

- provide learners with enjoyable and life-wide learning experiences by promoting learning through formal and informal curricular activities such as essay competitions, drama activities, verse speaking, debates, short radio plays, visits and community services.

For illustration of how teachers can provide for life-wide learning in planning and designing language learning tasks and activities, please refer to the primary and secondary exemplars in Appendix 5.

5.8 Connections with Other Key Learning Areas

English Language Education helps to:

- promote and facilitate learning in the other KLAs;
- further develop learners' language skills and world knowledge, which enables them to better meet the specialized demands of the other KLAs;
- provide learners with the chance of developing a broad range of generic skills that they can apply in the other KLAs, e.g. study skills, critical thinking skills, creativity;
- reinforce learners' ability in learning English through the knowledge, skills and learning experiences that they gain in the other KLAs; and
- broaden learners' experience through language learning activities or tasks that are related to one or more of the other KLAs.

The following table presents some examples showing the links between English Language Education and the other KLAs. They are by no means exhaustive but will adequately serve the purpose of illustrating such connections.

Key Learning Area	Examples of Links Links are made to each of the KLAs listed on the left hand column when, for example, learners of English:
Chinese Language	• compare and discuss the cultural events, literary works, life-styles and values of Chinese and Westerners.
Mathematics	• plan surveys, present research findings, and prepare arguments using statistics.
Science	• discuss ideas and clarify purposes prior to and in the process of an investigation; and • read or research information on science-related topics (e.g. energy, the earth, the solar system) or works of science fiction.
Technology	• explore and communicate ideas and information on or about the development or impact of modern technology.
Personal, Social and Humanities	• read and discuss texts that examine issues or topics such as interpersonal relationships, the relationship between the individual and society, civic education, environmental protection, etc.
Arts Education	• engage in different forms of creative writing (e.g. poems, short stories, play/film scripts) or give a dramatic presentation of a short play or a scene from a play; and • discuss or critique an advertisement, a poster, a film or the illustrations in a text.
Physical Education	• engage in learning tasks or activities that examine the pros and cons of various health and physical activities.

6   CONCLUSION

To enable students to be effective learners of English capable of meeting the challenges and demands of the 21st Century, teachers play an important role in providing the impetus for learning. To do so, they need to provide a wide and varied range of learning experiences that serve to deepen students' interest in developing not only their language proficiency, but a broad range of generic skills, as well as values and attitudes conducive to their all-round development. It is essential that teachers work closely together to engage in the continuous process of developing and renewing their own school-based English Language Education curriculum, taking into account the short-term, medium-term, and long-term curriculum development focuses proposed in this framework. According to the proposed schedule (or phases) of curriculum development, there are a number of initiatives for teachers to work on now and in the years to come, notably helping students to become motivated learners of English equipped with the skills of learning to learn, developing independence and creativity, and fostering life-wide and lifelong learning.   The government is firmly committed to providing resources and support to help schools to develop their own curriculum. They are encouraged to build on their existing strengths and devise for their learners a progressive and appropriate language curriculum at their own pace.

You are welcome to send your views to the Curriculum Development Council Secretariat by post, by fax or by e-mail on or before 15 February 2001.

Address: Curriculum Development Council Secretariat
Room 1329, Wu Chung House
213 Queen's Road East
Wan Chai
Hong Kong
Fax Number: 2573 5299 / 2575 4318
E-mail Address: cdchk@ed.gov.hk

Appendix 1

Major Components
of the English Language
Education Curriculum

Major Components of the English Language Education Curriculum

The following table highlights the major components of the English Language Education curriculum:

English Language Education Curriculum

English Language (Core Subject – KS1 to KS4)	English Literature (Extended and Optional Subject – KS4)
Strands$^\diamond$/Dimensions – Organizers of Learning$^\#$ Language learning for the purposes of developing learners' • ability to establish and maintain relationships; to exchange ideas and information; and to get things done (Interpersonal) • ability to provide or find out, interpret and use information; to explore, express and apply ideas; and to solve problems (Knowledge) • ability to respond and give expression to real and imaginative experience (as presented largely through literary/creative texts) (Experience)	*Strands$^\diamond$/Dimensions – Organizers of Learning$^\#$* Literary studies for the purposes of developing learners' • ability to converse, argue, justify and discuss ideas, feelings, and points of view about literary/creative works (Interpersonal) • ability to develop and apply literary knowledge through interacting with a wide range of literary/creative texts (Knowledge) • ability to understand, enjoy and appreciate literary/creative works and to respond freely and imaginatively to such works (Experience)
Learning Objectives* – Focuses • Forms and Functions (vocabulary, text types, grammar items and structures, and communicative functions) • Language Skills (listening/speaking/reading/writing) • Language Development Strategies (e.g. thinking skills, information skills, skills of planning, managing and evaluating one's own learning) • Attitudes (e.g. confidence in using English, sensitivity towards language use in the process of communication, respect for different cultures)	*Learning Objectives* – Focuses* • Literary/Creative Works (focusing mainly on poetry, prose and drama) • Skills of Literary Comprehension and Appreciation • Literary Competence Development Strategies (e.g. inference skills, analytical and critical thinking skills, creativity) • Attitudes (e.g. enjoyment of reading literary works, appreciation and respect for different cultures of the world)

$^\diamond$ Strands are referred to as "Dimensions" in earlier English Language curriculum documents such as the *CDC Syllabus for English Language (Primary 1 - 6) 1997* and *CDC Syllabus for English Language (Secondary 1 - 5) 1999*.

$^\#$ See Appendix 2 for details.

* Lists of the Learning Objectives can be found in the *CDC Syllabus for English Language (Primary 1 - 6) 1997* (pp. 22 – 48) and *CDC Syllabus for English Language (Secondary 1 - 5) 1999* (pp. 12 – 30).

Appendix 2

Learning Targets for Key Stages 1 – 4

English Language The Learning Targets for Key Stage 1 (P1-3)		
Interpersonal Strand/Dimension	**Knowledge Strand/Dimension**	**Experience Strand/Dimension**
a. to establish and maintain relationships and routines in carrying out classroom activities b. to converse about feelings, interests and experiences c. to exchange short simple messages such as writing greeting cards and notes d. to express preferences in making simple arrangements with others for carrying out events e. to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role-play	a. to provide or find out and present simple information on familiar topics b. to interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions c. to state opinions using information and ideas in simple spoken and written texts d. to recognize and solve simple problems in given situations e. to clarify one's own written expression with support from the teacher f. to recognize some obvious features of the English Language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one's initial learning and use of the language	a. to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking b. to respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: • making predictions • making simple evaluative remarks • drawing pictures, making simple models or objects • creating captions • describing one's related experiences • participating in the telling of stories c. to give expression to imaginative ideas through oral, written and performative means such as: • supplying captions to and/or describing sequences of pictures that tell a story • supplying captions to and/or describing pictures that depict a scene, object or character • experimenting with simple sound and word patterns in creating rhymes and poems based on given models d. to give expression to one's experience through activities such as making illustrations of selected events and describing and/or providing captions for them

English Language The Learning Targets for Key Stage 2 (P4-6)		
Interpersonal Strand/Dimension	**Knowledge Strand/Dimension**	**Experience Strand/Dimension**
a. to establish and maintain relationships and routines in **school and other familiar situations** b. to converse about feelings, interests, **preferences**, **ideas**, experiences and **plans** c. to exchange messages such as writing **simple letters**, **making telephone calls and sending postcards and invitations** d. to participate with others in **making choices and decisions** for carrying out events e. to obtain and provide objects, **services** and information in classroom situations and through activities such as interactive games and **simple open-ended** role-play	a. to provide or find out, **organize** and present information on familiar topics b. to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, **comparing**, **explaining**, **predicting**, **drawing conclusions**; and to follow instructions c. to **identify ideas** in simple spoken and written texts, **form opinions and express them** d. to recognize and solve simple problems in given situations, and **describe the solutions** e. to **see the need** for clarifying one's own written expression and then **make changes** with support from the teacher and **classmates** f. to **understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts are organized**; and apply this **understanding** to one's learning and use of the language	a. to develop an awareness of the basic sound patterns of English and **an enjoyment** of imaginative texts through activities such as **reciting poems and rhymes**, singing songs and **presenting short simple plays** b. to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: • making predictions • **making inferences** • making evaluative **comments** • **describing one's feelings towards characters and events** • **relating to** one's experiences • **imagining oneself to be a character in the story and describing one's feelings and reactions** • **participating in dramatic activities** c. to give expression to imaginative ideas through oral, written and performative means such as: • **constructing with appropriate support simple stories that show some understanding of "setting" and events** • **providing simple oral and written descriptions of a situation**, object or character • creating simple rhymes and poems **with support from the teacher** d. to give expression to one's experience through activities such as **providing simple oral and written accounts of events and one's reactions to them**

English Language The Learning Targets for Key Stage 3 (S1-3)		
Interpersonal Strand/Dimension	**Knowledge Strand/Dimension**	**Experience Strand/Dimension**
a. to establish and maintain relationships and routines in school and **community situations** b. to converse and **exchange points of view** about feelings, interests, preferences, ideas, experiences and plans c. to **produce** or exchange **a range of formal and informal messages both oral and written** d. to participate with others in **planning, organizing** and carrying out events e. to obtain and provide objects, services and information in **real and simulated situations**	a. to provide or find out, **select**, organize and present information on familiar and **less familiar topics** b. to interpret and use **more extensive** information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, **inferring**, **summarizing** and drawing conclusions c. to identify and **discuss** ideas in spoken and written texts, form opinions and express them d. to **identify and define** problems from **given information**, **consider related factors**, solve the problems and **explain** the solutions e. to clarify and **develop ideas by making revisions to one's own written texts through personal reflection and talk with others** f. to understand how the English Language works in relation to **basic differences between formal and informal contexts** and how **different** texts are organized and **expressed**; and apply this understanding to one's learning and use of the language	a. to develop **a response to imaginative literature** including poems, songs and **dramatic texts** through activities such as: • **participating in the presentation of texts** • **identifying and discussing themes** • **understanding and appreciating the effect of** sound patterns including rhythm and rhyme b. to respond to characters, events and **issues** in imaginative and other narrative texts through oral, written and performative means such as: • making predictions and inferences • making evaluative comments • **explaining** one's feelings towards characters and events • **expressing one's reactions to issues** • relating to one's experiences • **putting oneself in the imaginary roles and situations in the story** • participating in dramatic **presentations** c. to give expression to imaginative ideas through oral, written and performative means such as: • **writing stories with a clear sequence of events and some description of characters** • providing oral and written descriptions of a situation, object or character • creating simple poems and **lyrics using given models** • **creating short dramatic episodes based on given situations** d. to give expression to one's experience through activities such as providing oral and written **descriptions of feelings and events**

English Language The Learning Targets for Key Stage 4 (S4-5)		
Interpersonal Strand/Dimension	**Knowledge Strand/Dimension**	**Experience Strand/Dimension**
a. to establish and maintain relationships and routines in school and community and **work situations** b. to converse, **compare**, **argue** and **justify** points of view about feelings, interests, preferences, ideas, experiences and plans c. to produce or exchange a range of **more complex messages** both oral and written d. to participate with others in planning, organizing and carrying out **more complex and extended events** e. to obtain and provide objects, services and information in **a wider and more complex range** of real and simulated situations	a. to provide or find out, select, **analyze**, organize and present information on familiar and **unfamiliar** topics b. to interpret and use more extensive and **complex** information through processes or activities such as **ordering**, describing, classifying, comparing, explaining, **justifying**, predicting, inferring, summarizing, **synthesizing** and drawing conclusions c. to identify and discuss ideas in spoken and written texts, **make connections**, **refine or generate ideas**, express or **apply** them d. to identify and define **more complex** problems from given information, consider related factors, **explore options**, solve the problems, explain and **justify** the solutions e. to develop and **refine** ideas by making appropriate revisions to one's own written texts **independently and collaboratively** f. to understand how the English Language works in **a wide range of contexts** and how **more complex** texts are organized and expressed; and apply this understanding to one's learning and use of the language	a. to develop a response to **a wider range** of imaginative literature through activities such as: • participating in the presentation of texts • identifying and **interpreting** themes • **appreciating the use of language** including rhythm and rhyme, **other** sound patterns and **rhetorical devices** b. to respond to characters, events and issues and **themes** in imaginative and other narrative texts through oral, written and performative means such as: • making predictions and inferences • **analyzing the actions and motivations of characters and the significance of events** • relating to one's experiences • putting oneself in the imaginary roles and situations in the story • participating in dramatic presentations and **reflecting on the way in which authors use language to create effects** c. to give expression to imaginative ideas through oral, written and performative means such as: • writing stories **with a clear awareness of purpose and some development of plot and character** • providing oral and written descriptions **interpreting** a situation, object or character • creating poems and lyrics • creating short dramatic episodes d. to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events, **incorporating where appropriate reflections on their significance**

English Literature Learning Targets for KS4 (S4-5)			
Interpersonal Strand/Dimension	**Knowledge Strand/Dimension**	**Experience Strand/Dimension**	**Language Strand/Dimension**

• to discuss set texts in the genres of prose, poetry and drama by writers in English from a variety of cultural backgrounds
• to discuss unseen poems in terms of themes, issues, language and style
	• to recognize the major features of literary/creative forms such as prose, poetry and drama
	• to understand literary terms and concepts and to apply them appropriately in response to literary/creative texts
		• to enjoy reading literary/creative texts
		• to respond and give expression to, inter alia, characters, events, themes and issues in literary/creative texts through
		  – engaging in tasks or activities which encourage learners to make predictions and inferences
		  – offering one's own views or responses in group discussion
		  – role plays or dramatic presentation/reading of texts
		  – debate
		  – creative writing
		  – journal/diary writing
			• to enhance interpretative skills through reading and interacting with a variety of literary/creative works covering a broad range of themes and topics
			• to increase competence in language developed through
			  – close reading of literary/creative texts
			  – free and imaginative spoken/written responses
			  – oral/written discussion

English Literature Learning Objectives for Key Stage 4 (S4-5)			
Literary/Creative Works	**Skills of Literary Comprehension and Appreciation**	**Literary Competence Development Strategies**	**Attitudes**
• to understand and appreciate – prescribed literary/creative texts in the genres of prose, poetry and drama (including the major features of these literary/creative forms); and – unseen poems	• to examine and discuss form and content, showing – comprehension of the thoughts and feelings conveyed in the texts – appreciation of the language and style through which these thoughts and feelings are expressed	• to develop analytical and critical skills through understanding and interpreting a broad range of literary/creative texts • to develop inference skills through negotiating the possible meanings of literary/creative texts • to develop skills in communicating ideas clearly and precisely in both oral and written forms, and in presenting thoughts and feelings with colour and emotion • to develop negotiation skills through discussing and debating literary/creative works • to develop skills in expressing oneself freely and imaginatively through responding to literary/creative texts	• enjoyment of reading literary/creative works and responding to them through oral, written and performative means • appreciation of the beauty of the language • increased awareness of human relationships and the interaction between the individual and society • appreciation of different cultures and societies at different times

Appendix 3

Developing Generic Skills
in the English Language Education
Key Learning Area

Developing Generic Skills in the
English Language Education Key Learning Area

Collaboration Skills

Problem solving, planning and making decisions in a small group require the necessary collaboration skills, namely the skills of listening, appreciation, communication, negotiation, making compromises, asserting leadership, making judgement, as well as influencing and motivating others. Learners with these skills will be able to effectively engage in tasks and teamwork as well as working with others. Ultimately, learners will be able to form relationships that are mutually beneficial.

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Understanding working relationships Learners will learn to - clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules - recognize that individuals as well as the team have to take the consequences for their own actions	Learners 1. clarify information and seek correction 2. recognize rules and regulations in and outside the school setting 3. identify and accept different roles in collaborative work
Developing attitudes which contribute to good working relationships Learners will learn to - be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others - be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas - recognize and avoid stereotypes; withhold premature judgement until the facts are known - be willing to adjust their own behaviour to fit the dynamics of various groups and situations	Learners 1. appreciate the use of English by others 2. respect others' views in a class discussion 3. assume different roles in group work and role-play 4. work cooperatively with others and treat others' suggestions positively to complete a task 5. employ different negotiation skills to reach consensus, compromise or bargain 6. offer help to others in English learning situations when appropriate

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Achieving effective working relationships Learners will learn to ♦ select a strategy and plan cooperatively to complete a task in a team ♦ understand the strengths and weaknesses of members and build on the strengths to maximize the potential of the team ♦ liaise, negotiate and compromise with others ♦ reflect on and evaluate the group work strategy and make necessary adjustments	Learners 1. appreciate the use of English by others 2. respect others' views in a class discussion 3. assume different roles in group work and role-play 4. work cooperatively with others and treat others' suggestions positively to complete a task 5. employ different negotiation skills to reach consensus, compromise or bargain 6. offer help to others in English learning situations when appropriate

Communication Skills

Communication is a dynamic and ongoing process in which two or more people interact in order to achieve a desired outcome or goal. In learning to communicate effectively, learners should learn to speak, listen, read and write effectively. They should learn to select the most appropriate means to convey a message in accordance with the purpose and context of the communication. They should use accurate and relevant information and organize it systematically and coherently for their audience. They should also evaluate the effectiveness of their communication and identify areas of improvement for action.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage One (Junior Primary) Learners will learn to ♦ comprehend and act appropriately on spoken instructions ♦ use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings ♦ read and write simple texts	Learners 1. interact with teachers and classmates in classroom situations and activities (e.g. understanding and responding to simple instructions∕ a short sequence of simple instructions, and participating in action rhymes and shared reading) 2. understand, respond to and make short simple requests and instructions 3. use appropriate expressions to exchange greetings 4. use short expressions to establish and maintain routines and relationships in the classroom context 5. provide, use and exchange simple information on familiar topics 6. converse about feelings, interests, experience and ideas on familiar topics 7. enjoy and respond to short, simple imaginative texts and give expression to one's experiences and imaginative ideas by simple means and based on models (e.g. completing simple stories, poems and rhymes)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Two (Senior Primary) Learners will learn to ♦ comprehend and respond to different types of texts ♦ use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas ♦ work and negotiate with others to develop ideas and achieve goals	Learners 1. understand, enjoy and respond to short imaginative texts, and give expression to one's experiences in short descriptions, simple stories, plays, rhymes and poems based on models 2. use short notes and short personal letters to exchange information with others on a range of familiar topics 3. make and respond to simple requests for information on familiar topics 4. find out, interpret, organize and present simple information with others on a wider range of familiar topics including family and friends (e.g. constructing short texts such as simple instructions, rules, and regulations) 5. express opinions and converse about preferences, ideas and plans 6. participate with others meaningfully in games, structured situations, simulation and role-play activities including planning and carrying out events and in making simple choices and decisions to get things done 7. understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts are organized; and apply this understanding to their learning and use of the language to convey meaning (e.g. text types such as conversations, notices, posters, advertisements, recipes and stories)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Three (Junior Secondary) Learners will learn to • understand, analyze, evaluate and respond to a range of different types of texts • use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings • reflect and improve on the effectiveness of their own communication • work and negotiate with others to solve problems and accomplish tasks	Learners 1. acquire, extract, organize and present relevant information in different text types (e.g. newspaper articles, speeches, reports, brochures, formal letters) 2. identify the sequence of events, causes and effects 3. differentiate fact from opinion 4. relate facts, opinions and information from a variety of sources such as reports, interviews, newspaper/magazine articles, letters, etc. 5. understand levels of formality and informality in spoken texts 6. understand, converse or exchange points of view about different feelings, opinions and attitudes 7. identify and discuss ideas in spoken and written texts, form opinions and express them 8. plan and organize information and ideas, and use appropriate cohesive devices, correct pronunciation, intonation and register in presenting them for different purposes 9. describe, express or explain ideas, feelings and experiences clearly and logically, using a wide range of language patterns, appropriate tone, style and register for various specific purposes 10. draft and revise texts according to their purposes for improved effectiveness 11. use simple repetitions and examples to clarify meaning in speech 12. clarify and develop ideas by making revision to their own written texts through personal reflection, peer feedback and teacher-student conferencing 13. understand how the English language works and how different texts are organized and expressed, and apply this understanding to their learning and use of language

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Four (Senior Secondary) Learners will learn to ♦ listen and read critically, and speak and write fluently for a range of purposes and audiences ♦ use appropriate means of communication to inform, persuade, argue and entertain and achieve expected outcomes ♦ critically evaluate the effectiveness of their communication ♦ resolve conflicts and solve problems with others to accomplish tasks	Learners 1. present information, feelings, views and arguments with suitable reasoning, illustrations, suggestions and strategies 2. use persuasive techniques effectively, such as those in explanations, arguments, requesting services, etc. 3. use strategies (e.g. using appropriate pauses and stress) and produce expressions that arouse and sustain the audience's/readers' interest 4. plan and produce coherent and structured texts for various specific purposes (e.g. notes, formal and informal letters, reports, stories, poems) 5. use language appropriate to situations of different levels of formality (e.g. class discussions, meetings, debates) 6. use appropriate linguistic and structural devices, a variety of structures and range of vocabulary to achieve desired purposes 7. organize and integrate information and ideas, and write texts appropriate to the purpose and context (e.g. research reports, projects, analytical essays) 8. understand how the English language works and how different texts are organized and expressed, and apply this understanding to their learning and use of language in oral and written modes 9. present different views and arguments clearly and logically 10. solicit sharing of experiences, views, attitudes and values when working with others to accomplish tasks 11. make judgements and suggestions, support and develop one another's views, disagree and offer alternatives, reply and ask relevant questions, explain and give examples, using appropriate expressions (e.g. group discussions) 12. identify and define problems, consider related factors, explore options, solve the problems, explain and justify the solutions (e.g. projects which include the writing of proposals or reports)

Creativity

Creativity is an important but elusive concept. It has been defined in a variety of ways. Some people define it as an ability to produce original ideas and solve problems, others see it as a process, and yet others take it as certain personal qualities. In fact, creativity is a complex and multifaceted construct. Within the individual, creative behaviour is the result of a complex of cognitive skills/abilities, personality factors, motivation, strategies, and metacognitive skills. A person's creative performance may not correspond to his/her developmental stages.

Although the demanding process of teaching for creativity is hard to make routine, some principles apply in general. To develop students' creativity, we ask them to go beyond the given information, allow them time to think, strengthen their creative abilities, reward their creative efforts, value their creative attributes, teach them creative thinking techniques and the Creative Problem Solving model, and create a climate conducive to creativity[1]. These principles can be employed in all key learning areas (KLAs).

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Learners will learn to	Learners
• strengthen creative abilities: fluency[2], flexibility[3], originality[4], elaboration[5], sensitivity to problems[6], problem defining[7], visualization[8], imagination, analogical thinking[9], analysis, synthesis, evaluation, transformation[10], intuition, logical thinking, etc. • develop creative attitudes and attributes: imagination, curiosity, self-confidence, independent judgement, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/methods/approaches, deferment of judgement, adaptability, willingness to take sensible risks, etc. • use and apply the Creative Problem Solving (CPS) Model and creative thinking techniques: brainstorming, 6W thinking technique, 6 hats method, attribute listing[11], idea checklists, synectics[12], mind mapping, etc.	1. respond and give expression to experiences, events, characters or issues through creative writing (e.g. writing a poem or a play about the effects of TV on children) 2. express freely ideas, views or feelings about a range of topics (e.g. giving one's personal response to a certain news event in class discussion) 3. strengthen their creative abilities through reading/listening to a broad range of imaginative texts including poems, novels, short stories, plays, films, jokes, advertisements, songs, radio and television programmes, etc., and demonstrate sensitivity in their critical appreciation of these texts 4. cultivate and demonstrate free and open attitudes towards different opinions, ideas, values and cultures 5. use and apply different creative thinking and problem-solving techniques to explore alternatives and speculate on consequences before deciding on the best approach to undertaking an activity or resolving a problem (e.g. discussing the pros and cons of different proposed ways of celebrating the last day of the school term) 6. exercise their creative imagination and independent judgement to set their own learning agenda (e.g. learners propose their own topic for a language learning project, and when approved, they plan, research and carry out the project)

Notes:

1. Climate conducive to creativity: Respecting the novel and unusual, providing challenges, appreciating individuality and openness, encouraging open discussion, absence of conflicts, allowing time for thinking, encouraging confidence and a willingness to take risks, appreciating and supporting new ideas, etc.
2. Fluency: The ability to produce many ideas in response to an open-ended problem, question or task.
3. Flexibility: The ability to take different approaches to a task or problem, to think of ideas in different categories, or to view a situation from several perspectives.
4. Originality: Uniqueness, nonconformity in thought and action.
5. Elaboration: The ability to add details to a given idea, such as to develop, embellish, and implement the idea.
6. Sensitivity to problems: The ability to identify problems, list out difficulties, detect missing information, and ask good questions.
7. Problem defining: The capability to 1) identify the "real" problem, 2) isolate the important aspects of a problem, 3) clarify and simplify a problem, 4) identify subproblems, 5) propose alternative problem definitions, and 6) define a problem broadly.
8. Visualization: The ability to fantasize and imagine, "see" things in the "mind's eye" and mentally manipulate images and ideas.
9. Analogical thinking: The ability to borrow ideas from one context and use them in another; or the ability to borrow the solution to a problem and transfer it to another.
10. Transformation: The ability to adapt something to a new use, to "see" new meanings, implications, and applications, or to change an object or idea into another creatively.
11. Attribute listing: A creative thinking technique that involves listing out all the important characteristics of an item and suggesting possible changes or improvements in the various attributes.
12. Synectics: The joining together of apparently unrelated elements. This technique utilizes analogies and metaphors to help the thinker analyze problems and form different viewpoints.

Critical Thinking Skills

Critical Thinking is drawing out meaning from given data or statements. It is concerned with the accuracy of given statements. It aims at generating and evaluating arguments. Critical thinking is the questioning and inquiry we engage in to judge what to and what not to believe.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage One (Junior Primary) Learners will learn to • extract, classify and organize information from a source • identify and express main ideas, problems or central issues • understand straightforward cause-and-effect relationships • distinguish between obvious fact and opinion • recognize obvious stereotypes, assumptions, inconsistencies and contradictions • formulate questions, make predictions / estimations and hypotheses • draw simple but logical conclusions not contradictory to given evidence and data	Learners 1. provide, use, interpret and present simple information on familiar topics (e.g. preparing a simple class project on animals) 2. identify main ideas in simple spoken and written texts and state opinions (e.g. listening to a conversation about what children are doing at recess in the playground and expressing opinions towards their behaviours) 3. understand cause-and-effect relationships conveyed in simple texts (e.g. cause and consequence in stories) 4. distinguish between positive and negative values and recognize inconsistencies in behaviours (e.g. recognizing the moral of a simple story with teacher support) 5. ask questions, make predictions and draw logical conclusions with the aid of objects, pictures or other visual devices about development of events and characters based on information given in simple narrative texts

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Two (Senior Primary) Learners will learn to ♦ understand and make deductions/ inferences from sources ♦ cross reference other sources to determine the reliability of a source ♦ understand the concepts of relevance and irrelevance ♦ distinguish fact and opinion as well as source and evidence ♦ question obvious bias, propaganda, omissions, and less obvious fallacies ♦ formulate appropriate questions, make reasonable predictions and hypotheses ♦ draw logical conclusions based on adequate data and evidence, and make predictions about consequences	Learners 1. interpret and use information in spoken and written texts, and make deductions and inferences from different sources (e.g. listening to a telephone conversation about arrangements of activities and reading about the likes and dislikes of the people involved to decide on the best activity for the group) 2. understand different versions (spoken or written) of a news story (e.g. an accident or a theft), identify main ideas, decide on relevance, distinguish fact and opinion, compare and connect ideas to find similarities and differences and re-construct the event or form views about its cause or who the suspect is 3. make predictions, inferences and evaluative comments about characters and events in simple narrative texts (e.g. expressing their own ideas to complete a story with illustrations or providing a different ending to a story) 4. identify values, attitudes and beliefs expressed in texts (e.g. reading an article about shoplifting and expressing personal views with teacher support) 5. identify and question bias and omissions in texts such as posters and advertisements 6. formulate hypothesis, and develop simple reasoning as a basis for action (e.g. suggesting some measures to prevent pollution) 7. review and revise ideas in the light of new information or evidence (e.g. revising one's writing after discussing with classmates/teacher)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Three (Junior Secondary) Learners will learn to • compare different sources, note contrasts and similarities, and determine their reliability • distinguish fact, opinion and reasoned judgment • be aware that value orientations and ideologies would affect the perspective of a source • recognize and challenge stereotypes, inconsistencies, emotional factors, and propaganda • draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable consequences	Learners 1. identify, interpret and relate information, facts, opinions and intentions presented in a range of text-types (e.g. preparing a report making use of information from news articles, speeches, brochures) 2. employ contextual clues to analyze and interpret the meaning of sentences and words, and to recognise stereotypes, emotional factors, etc. 3. understand the use of connectives and sequencing for logical deduction 4. predict the development and outcome of a variety of stories and dramatic episodes based on reasoning 5. note similarities and differences between a variety of text types by recognizing their features and styles of language use (e.g. the greater emphasis on factual presentation in information texts than expression of personal feelings, the use of reported speech in news articles, the use of personification in fables), and based on such knowledge, produce various texts effectively for specific purposes (e.g. a letter of appreciation/complaint or an advertisement for a product) 6. express personal response to descriptions of experiences with attempts to give some evaluative comments based on reasoned judgement 7. make hypotheses, explore alternatives, predict probable consequences or test the conclusion and evaluate the effectiveness of their attempt when doing project work in English
Key Stage Four (Senior Secondary) Learners will learn to • distinguish real and stated issues, false and accurate images, and relevant and irrelevant evidence • recognize and challenge subtle consistencies and inconsistencies, unstated fundamental assumptions, permeating value orientations and ideologies • distinguish among sophisticated fact, opinion and reasoned judgment • be aware that the selection and deployment of information/ facts is affected by personal perspective • draw warranted conclusions, predict and assess probable consequences and make reasoned judgment in reading, writing, and speech	Learners 1. identify, interpret, relate, organize and evaluate ideas and information, facts, opinions and intentions presented in a range of text-types (e.g. preparing a project making use of survey findings, Web information) 2. form judgement about the effectiveness of different speakers and writers by discriminating between their styles, tones, etc., when they address different audiences (e.g. comparing the style of a letter from a parent to his/her daughter and that of a letter from the daughter to her parents) 3. distinguish points of view, value judgements, or informed arguments, by recognizing the strategies employed by speakers or writers (e.g. humour, sarcasm, figurative speech, quotations, references, comparisons) 4. interpret meaning between the lines (e.g. deducing underlying/hidden meaning and intention in a short story through linguistic clues) 5. identify false information and bias through reasoning in both spoken and written discourse 6. form evaluative judgements of a range of literary/imaginative texts based on an analysis of their structure, plot development, character portrayal, setting, treatment of themes and messages, and the ways these are expressed (e.g. assessing the effectiveness of the use of setting in a short story)

Information Technology Skills

> IT skills are the ability to use IT to seek, absorb, analyze, manage and present information critically and intelligently. In addition, IT will motivate and empower our learners to learn at their own pace and help them develop habits of self-learning, which will benefit them for life.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage One (Junior Primary) Learners will learn to • operate computers in schools • input Chinese characters with a handwriting recognition device • use multimedia resources to support learning with the help of teachers • communicate and handle information with IT tools in learning activities	Learners use IT tools to 1. provide, sort, classify and use simple information (e.g. using a drawing device to make a picture dictionary) 2. state opinions and solutions to simple problems (e.g. using a word processor to list the food items for a school picnic) 3. give expression to imaginative ideas or their own experiences (e.g. using a word processor to supply captions or labels to their own drawing based on an imaginative text) 4. initiate and respond to simple requests (e.g. using a software package to prepare a greetings card or an invitation card) 5. enjoy and respond to short, simple imaginative texts; and to participate in games and role-plays in software packages (e.g. listening to and reading an electronic storybook and completing related tasks)
Key Stage Two (Senior Primary) Learners will learn to • use a number of software packages for different purposes • input Chinese characters with devices and the aid of an input method • access information via computer networks and other media • process information using IT tools	Learners use IT tools (including the Internet) to 1. provide, find out, organize, interpret, use and present information (e.g. using the Internet to search for relevant information for a project and present the product with IT tools) 2. state and express opinions based on information and ideas (e.g. using an online communication tool to respond to and exchange opinions on given topics) 3. solve problems and present the solutions (e.g. using an electronic dictionary or encyclopedia to find out relevant information and using a presentation software to organize and present the solution) 4. give expression to imaginative ideas or their own experience (e.g. using word processing software to make a multimedia storybook, present poems or class publications of different text types, etc.) 5. initiate and respond to a range of messages such as simple letters, post cards, invitations and requests (e.g. using e-cards to send greetings and wishes to friends, or e-mail to invite schoolmates to join a school function) 6. enjoy and respond to short imaginative texts; and to participate in simulations and role-plays in software packages and on the Internet (e.g. listening to and reading an electronic storybook and rewriting the story into a short play, or reading a poem on the Internet and writing their own poem based on it)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Three (Junior Secondary) Learners will learn to • use appropriate IT tools to facilitate learning • use IT tools and strategies for processing and presenting information • communicate with others via e-mails • verify and evaluate the accuracy and reliability of information	Learners use a range of IT tools (including the Internet) to 1. find out, select, organize, interpret and present information on a range of topics (e.g. giving a presentation using information gathered by means of electronic/online search and reference tools) 2. identify and develop ideas, and express opinions (e.g. engaging in process writing using the editing, viewing, inserting and formatting functions of a word processor) 3. clarify meaning (e.g. editing their own writing using an online/electronic dictionary) 4. solve problems and describe the solutions (e.g. doing a group project which involves using information gathered from a variety of sources, including electronic and non-electronic media) 5. identify, define and discuss problems, consider related factors, form opinions, solve problems and explain solutions (e.g. obtaining information about a topic or a news item from a variety of sources on the Internet for comparison and contrast, differentiation of facts and opinions, etc.) 6. establish and maintain relationships in and outside the school setting (e.g. sending e-greetings or e-messages to a friend through the Internet or an intranet) 7. respond and give expression to their own experiences and imaginative ideas, or a range of imaginative texts (e.g. producing a Web publication such as a poem or a short story, using the word-processor to create a song/film review or journal describing and explaining feelings about characters and events, etc.) 8. undertake self-access language learning (e.g. using multi-media resources and participating in IT-supported language learning games and activities)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Four (Senior Secondary) Learners will learn to • improve self productivity • use and analyze information • produce multimedia presentations • integrate the uses of a wide range of IT tools to fulfill specific purposes • select and apply appropriate IT tools in different aspects of study, like research, etc	Learners use a wide range of IT tools (including the Internet) to 1. find out, interpret, select, synthesize, research, analyze, organize and present extensive information (e.g. making a Powerpoint presentation using information from a variety of sources, including those gathered by means of electronic/online search, reference and data-processing tools) 2. identify, refine, develop and make connections between ideas (e.g. doing process writing using the editing, viewing, inserting and formatting functions of a word processor) 3. explore, express, explain and justify opinions (e.g. engaging in discussions, debates, etc. on a specific topic in an online discussion group/chatroom) 4. solve problems and justify/evaluate solutions (e.g. doing a group project which involves sharing, discussing and applying information gathered from a variety of sources, including those in the electronic media to justify a proposed course of action) 5. develop and clarify meaning (e.g. editing their own writing using an online/electronic dictionary or concordancer) 6. establish and maintain relationships in a variety of contexts (e.g. sharing experiences with a friend through the Internet or an intranet) 7. respond to a range of increasingly complex imaginative texts with insight and critical appreciation (e.g. having an online discussion on a poem from a CALL software programme or a web site consisting of literary writing) 8. give expression to and reflect on their own experiences and imaginative ideas (e.g. portraying and reflecting on real/imaginative experiences through an electronic journal, portfolio work or a Web publication such as a poem, a short story, etc.) 9. undertake self-access language learning (e.g. using multimedia resources and participating in IT-supported language learning games and activities in a self-access language learning corner) 10. obtain services or information in a variety of situations (e.g. approaching organizations for information or services on the Internet) 11. produce or exchange messages/information in a variety of contexts, including work situations (e.g. participating in planning and organizing joint school events through e-mail)

Numeracy Skills

Numeracy skills include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in languages, to manage data, to handle money and do stock inventories.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage One (Junior Primary) Learners will learn to • perform basic computations • recognize and describe shape, position and direction • develop an intuitive knowledge of measurement and measuring units, and use appropriate tools for measurements e.g. ruler, thermometer • formulate and solve simple problems arising from collected data and constructed graphs • read and use simple quantitative information	Learners 1. provide or find out and present simple information on familiar topics such as their weight and height, the quantity of objects in their classroom, the measurement of objects or places (e.g. the length and width of a blackboard), or tell time by the hour, etc. 2. understand, interpret and use simple information which involves numerical, graphic forms or spatial concepts through processes or activities such as labelling, matching, describing, classifying (e.g. classifying and labelling the shapes of various food items such as cookies, sandwiches, hamburgers, etc.)
Key Stage Two (Senior Primary) Learners will learn to • perform numerical computations, calculate mentally and provide quick estimates of the accuracy of a calculation • understand intuitively the properties of shape, position and direction • extend measurement skills to concept areas such as volume • collect, process, present and evaluate quantitative information • use mathematical concepts to solve simple real-life problems	Learners 1. provide or find out, organize and present simple information on familiar topics such as telling time by the quarter or the minute, presenting in graphic forms the results of surveys, etc. 2. understand, interpret and use simple information through processes or activities such as describing, classifying, comparing, explaining, predicting and drawing conclusions to solve simple real life problems (e.g. what and how much food to buy for the school outing, to ask for/give directions, etc.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Three (Junior Secondary) Learners will learn to • perform numerical manipulations and quick estimates of the accuracy of a calculation • understand properties of shape, position, direction and movement • apply formulae or choose the appropriate tools and strategies to find measures and note the approximate nature of measurement • use appropriate tools and strategies for collecting, processing and presenting quantitative information • estimate risks and chances through the use of elementary probability • solve real-life problems utilizing quantitative information	Learners 1. provide or find out, select, organize and present quantitative information on topics using appropriate tools and strategies such as surveys, questionnaires, interviews, tables and charts, etc. 2. understand, interpret and use quantitative information through processes or activities such as describing, classifying, comparing, explaining, predicting, inferring and drawing conclusions to solve real life or simulated problems (e.g. calculating and making estimation regarding class/school library resources, services and facilities)
Key Stage Four (Senior Secondary) Learners will learn to • solve problems involving numbers and symbols by using quantitative evidence and appropriate devices • evaluate the appropriateness of tools and strategies for collecting, processing and presenting quantitative information • adapt to new mathematical demands in various circumstances as needed • use quantitative information for personal organization and planning, and for understanding social problems	Learners 1. provide/find out, select, analyze, organize and present quantitative information on topics using appropriate tools and strategies such as surveys, questionnaires, interviews, tables and charts, etc. 2. understand, interpret and use quantitative information through processes or activities such as ordering, describing, classifying, comparing, explaining, justifying, predicting, inferring and drawing conclusions to solve real life or simulated problems (e.g. drawing up a proposal to request assistance or contribution with the support of quantitative evidence) 3. participate with others in estimating risks and chances in the process of planning, organizing and carrying out class/club activities

Problem Solving Skills

Problem solving involves using thinking skills to resolve a difficulty. It assembles facts about the problem and determines the best course of action.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage One (Junior Primary) Learners will learn to • develop ideas about the problem and identify sources of information and help • identify, under guidance, different ways of tackling the problem • choose and implement a solution plan, using support and advice given • follow the given step-by-step methods to check and describe the outcomes	Learners 1. recognize and solve simple problems in given situations (e.g. choosing an appropriate present for a classmate) 2. plan and make simple arrangements with others for carrying out events (e.g. preparing a duty roster for a class picnic) 3. use, locate and organize information with teacher support (e.g. classifying the materials and putting them into files of different topics/themes to check spelling or meaning)
Key Stage Two (Senior Primary) Learners will learn to • identify the problem and describe its main features • propose alternative courses of action for solving it • plan and try out the selected option, obtain support and make changes when needed • develop an appropriate method to measure the outcomes and examine the approach chosen	Learners 1. recognize and solve simple problems (e.g. figuring out the rules of a game) 2. make and respond to simple requests and describe the solutions (e.g. in groups, suggesting a series of activities for a visitor to the school and comparing and selecting activities to draw up a schedule) 3. find out, organize and classify information on familiar topics, recommend action and evaluate results (e.g. comparing descriptions of books, working out a shopping list and developing ways to find out whether they have made good choices) 4. use directories for purposes such as locating places, services and addresses (e.g. studying brochures to identify appropriate activities and venues for a visit)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Three (Junior Secondary) Learners will learn to • explore the problem and identify the issue(s) at stake • suggest and compare the possible outcomes of each alternative course of action and justify the option selected • execute the planned strategy, monitor progress and revise the approach when necessary • evaluate against established criteria the quality of outcomes, and review the effectiveness of the solution process	Learners 1. analyze data, information and situations given in various texts systematically for better understanding or solving problems 2. explain what information they require in solving a problem and why, rephrase their questions when necessary, sum up points made and redirect the discussion when the need arises 3. explore alternatives in obtaining and organizing information relevant to specific tasks (e.g. through further reading, interviews, visits or search on the Internet) 4. identify and define problems from given information, consider related factors, and make use of the information to solve the problems 5. explain the solutions and evaluate the processes and product (e.g. at the end of a project such as organizing a fund-raising function or writing and staging a play)
Key Stage Four (Senior Secondary) Learners will learn to • recognize the complexity of the problem and search for appropriate information required to solve it • formulate feasible strategies to achieve optimal results, considering both long term as well as short term objectives • monitor and critically reflect on the progress in solving the problem • evaluate the overall strategy and anticipate possible future problems related to the solution	Learners 1. analyze data, information and situations systematically for the prediction of the possible effectiveness of a proposed course of action (e.g. organizing an English Week for a particular year group of students in the same school) 2. anticipate problems and employ negotiation skills to solicit support, reach agreement or solve problem (e.g. when carrying out a group project in English) 3. identify and define more complex problems from given information, consider related factors, explore options, solve the problems, explain and justify the solutions (e.g. making sound recommendations based on a logically derived conclusion in a report on the best way to keep fit) 4. use and process information in texts to develop problem solving strategies or solutions for various purposes (e.g. using linguistic and contextual clues and general knowledge to help solve a problem) 5. evaluate the effectiveness of their learning plan and action and suggest ways for improvement in future (e.g. after doing some self-access language learning activities)

Self Management Skills

Self-management skills are essential for the building up of self-esteem and the accomplishment of goals. Learners who have mastered self-management skills understand their own feelings and preserve emotional stability. They are positive and proactive towards work. They set appropriate goals, make plans and initiate actions to achieve them. They manage time, money and other resources well. They are able to handle stress and tolerate ambiguities.

Learners will learn to

1. evaluate their own feelings, strengths, weaknesses, progress and objectives (self-assessment)
2. consider aspects of their performance, attitudes and behaviour in order to change or enhance future outcomes (self-reflection)
3. be confident in their own judgements, performance and capabilities (self-confidence)
4. make informed decisions and safe choices in reaching goals and carrying tasks, develop good habits and maintain a healthy life style (self-discipline)
5. work under unfamiliar, stressful or adverse conditions, accept changes and new ideas and be able to handle diversity and tolerate ambiguity (adaptability)
6. make decisions and initiate actions on their own and draw satisfaction from their own effort (self-motivation)
7. keep promises and fulfill obligations (responsibilities)
8. control their own emotions and impulses and maintain emotional balance (emotional stability)

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages.)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
• Self assessment • Self reflection • Self confidence • Self discipline • Adaptability / Ability to work with diversity • Responsibility • Emotional stability • Self motivation	Learners 1. set meaningful and realistic goals for their own learning of English/English Literature 2. plan studies and make preparations for completing tasks such as practising the necessary language elements and functions, gathering information, data and ideas in support of their learning 3. reflect positively on their learning experiences and evaluate their own progress or achievements against set goals and through means such as reviewing samples of their own work over time and noting the improvement in areas including content, organization of ideas, tone, accuracy and style 4. show confidence in using English such as performing tasks through working in groups or individually and making judgements independently 5. seek or create opportunities to learn and use English in natural, realistic settings such as selecting materials of interest and increasing challenge to read for pleasure, joining an international pen-pal club, watching English TV programmes, listening to radio programmes or making use of community resources 6. participate actively in English learning tasks although there are risks of making mistakes or encountering difficulties 7. discover and express their own feelings, attitudes and motivation concerning English learning in general and specific language tasks through means such as discussing with others including the teacher, sharing their own English learning experiences with others 8. appreciate the use of English by others 9. participate actively in English learning tasks although there are risks of making mistakes or encountering difficulties 10. discover and express their own feelings, attitudes and motivation concerning English learning in general and specific language tasks through means such as discussing with others including the teacher, sharing their own English learning experiences with others 11. appreciate the use of English by others 12. work cooperatively with others and treat suggestions positively in carrying out English language learning tasks/activities 13. identify and assume different roles in group activities (e.g. in language games or project work), such as leader, partner, etc.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
	14. become aware of and capitalize on the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking to reach consensus
	15. identify and accept their own strengths and weaknesses in learning and maintain sufficient self-esteem
	16. show respect for different cultures through appreciating texts and films originating from different countries and cultures
	17. cultivate perseverance and develop endurance, e.g. making positive statements to themselves as an encouragement before and while engaging in a language task

Study Skills

Study skills are the basic techniques that help to improve the effectiveness and efficiency of learning. They are crucial to the development of the basic learning habits, abilities and attitudes of the learners that form the essential foundation for lifelong learning.

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage One (Junior Primary) Learners will learn to • identify the main points and ideas in different types of straightforward reading materials • use different forms of writing to present main ideas clearly • collect information from given sources, organize them into predetermined categories and analyze them according to preset guidelines • understand the need to set up a study plan and follow a given plan to meet short-term targets	Learners 1. locate and extract specific information and main ideas from short given texts such as charts, tables and posters 2. develop written texts using appropriate format and conventions when a model or framework is provided (e.g. writing simple greetings cards based on given models) 3. organize words into alphabetical order and refer to them as a resource for spelling help (e.g. making vocabulary cards and classifying them into files of different topics/themes with teacher support) 4. use a simple coding system in the class library to find books of interest (e.g. recognizing and using different colours or labels for different topics) 5. plan, manage and evaluate their own learning (e.g. reviewing their own work over time and noting the improvements in areas such as handwriting and spelling)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Two (Senior Primary) Learners will learn to • identify main lines of reasoning, skim materials to gain general ideas of content and scan text to obtain main points • use different forms and styles of writing for different purposes and present main ideas coherently in a given form and style of writing • locate required information from a variety of sources, organize them into self-defined categories and assess them for completeness, accuracy and relevance • develop short-term and intermediate study plans to meet targets and purposes of study identified by oneself	Learners 1. skim and scan through texts or listen to locate relevant information and main ideas 2. obtain information from the different parts of a publication (e.g. making use of the book cover, title, table of contents and blurb) 3. develop written texts using appropriate format, contexts and language features to express their own ideas and feelings and to present main and supporting ideas (e.g. writing simple letters with some language support) 4. use a variety of emphasis techniques to focus on important information in reading materials (e.g. underlining, starring or colour-coding the key words or key points) 5. organize words and expressions into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning 6. use library classification systems to find specific reading materials 7. develop a timetable for study and test/examination revision and practise the necessary language elements and functions for a task 8. evaluate their own progress in learning English (e.g. reviewing their own work over time and noting the improvement in areas such as accuracy and organization of ideas) 9. seek or create opportunities to learn and use English in natural, realistic settings (e.g. listening to English songs)

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Three (Junior Secondary) Learners will learn to ♦ identify accurately complex lines of reasoning and hidden ideas and distinguish facts from opinions ♦ select an appropriate form and style of writing for a specific purpose and develop a writing strategy for organizing ideas and information clearly and coherently ♦ define purposes of collecting information, critically investigate sources to distil relevant information and evaluate the quality and validity of information ♦ review and revise study plans developed for short-term, intermediate and long-term targets to meet new demands and to improve study performance	Learners 1. employ contextual and syntactic cues to identify implied meanings 2. differentiate fact from opinion 3. identify apparent relationships between materials, data, ideas, events, etc. 4. recognize the salient features of various text-types (e.g. maps and legends, brochures, reports, stories, poems) and use them efficiently for locating information and ideas 5. use the library system and the Internet for locating information and ideas for language work / projects 6. use a dictionary to find out about pronunciation, usage and grammar to discover meaning and shades of meaning 7. take notes from both spoken and written texts 8. employ graphic forms (e.g. charts, tables) to present information and ideas for various purposes (e.g. producing simple projects, recipes, itineraries) 9. draft and revise texts for improved effectiveness (showing organization, coherence, some awareness of tone, style and register) according to the purposes of the texts 10. set meaningful and realistic goals and determine what information or resources are necessary for various purposes (e.g. organizing and integrating information and ideas and producing texts appropriate to the purpose and content of a project) 11. make arrangements for gathering information, data and ideas in support of their learning of English/English Literature 12. schedule their study and maximize the fruitfulness of their time and efforts 13. assess their achievements against the goals and targets of learning English/English Literature

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
Key Stage Four (Senior Secondary) Learners will learn to ♦ evaluate key ideas, opinions and arguments identified from reading materials and synthesize them to construct and develop their own interpretation and reflections ♦ assess their own writing strategy to ensure relevant information, ideas and arguments are structured and presented in a logical sequence and the writing is in an appropriate form and style ♦ explore alternative lines of inquiry, refine and integrate information into specific formats and evaluate an overall strategy for refinement and new requirements ♦ evaluate an overall strategy for effectiveness and quality and adapt the strategy and seek alternatives as necessary, based on reflections and feedback	Learners 1. acquire, relate and evaluate ideas and information in both spoken and written discourse 2. understand and evaluate different views and attitudes in both spoken and written discourse 3. identify relations (grouping/ differentiating, cause/effect, priority/ sequence/order, similarities/differences) between the content of materials, the background and interpretation of ideas and concepts, attitudes, motives 4. extract information from various reference books such as an encyclopedia to carry out language learning activities 5. use strategies such as seeking information through a variety of media and planned discussion in preparation for writing 6. express experiences, views, observations and imaginative ideas through descriptive and narrative texts, stories, playlets, simple poems, etc. with attempts to make good use of the salient features of these text-types 7. evaluate and review their own writing for a well-balanced structure and appropriate tone, style and register (e.g. formal letters, editorials, feature articles, stories) 8. employ graphic forms (e.g. charts, tables, maps, etc.) for support and illustration in organizing and presenting information and ideas on various topics (e.g. presenting survey findings, reporting on different views and attitudes) 9. seek or create opportunities to learn and use English in natural, realistic settings such as making use of community resources and support 10. reflect on their process and style in learning language and literature and evaluate the outcomes against the goals and targets 11. identify specific goals for work and/or further studies

Appendix 4

A Proposed Set of Values and Attitudes for Incorporation in the School Curriculum

A Proposed Set of Values and Attitudes for Incorporation in the School Curriculum

Core Values: Personal	Sustaining Values: Personal	Core Values: Social	Sustaining Values: Social	Attitudes

- sanctity of life
- truth
- aesthetics
- honesty
- human dignity
- rationality
- creativity
- courage
- liberty
- affectivity
- individuality
	- self-esteem
	- self-reflection
	- self-discipline
	- self-cultivation
	- principled morality
	- self-determination
	- openness
	- independence
	- enterprise
	- integrity
	- simplicity
	- sensitivity
	- modesty
	- perseverance
		- equality
		- kindness
		- benevolence
		- love
		- freedom
		- common good
		- mutuality
		- justice
		- trust
		- interdependence
		- sustainability
		- betterment of humankind
			- plurality
			- due process of law
			- democracy
			- freedom and liberty
			- common will
			- patriotism
			- tolerance
			- equal opportunities
			- culture and civilization heritage
			- human rights and responsibilities
			- rationality
			- sense of belonging
			- solidarity
				- optimistic
				- participatory
				- critical
				- creative
				- appreciative
				- empathetic
				- caring
				- positive
				- confident
				- cooperative
				- responsible
				- adaptable to changes
				- open-minded
				- with a respect for
				  • self
				  • others
				  • life
				  • quality and excellence
				  • evidence
				  • fair play
				  • rule of law
				  • different ways of life,
				  • beliefs and opinions
				  • the environment
				- with a desire to learn
				- diligent
				- committed to core and sustaining values

Learning objectives contributing to the development of values and attitudes

Values and attitudes			English Language Education KLA
			Key Stage One

Core Values: Personal
 	
- sanctity of life
- truth
- aesthetics
- honesty
- human dignity
- rationality
- creativity
- courage
- liberty
- affectivity
- individuality
	Sustaining Values: Personal
	
	- self-esteem
	- self-reflection
	- self-discipline
	- self-cultivation
	- principled morality
	- self-determination
	- openness
	- independence
	- enterprise
	- integrity
	- simplicity
	- sensitivity
	- modesty
		Attitudes:
		
		- optimistic
		- participatory
		- critical
		- creative
		- appreciative
		- empathetic
		- caring and concerned
		- positive
		- confident
		- cooperative
		- responsible
		- adaptable to changes
		- open-minded
		- with a respect for
		   self
		   life
		   quality and excellence
		   evidence
		   fair play
		   rule of law
		   different ways of life, beliefs
		   and opinions
		   the environment
		- with a desire to learn
		- diligent
		- committed to core and sustaining values
			Learners
			
			1. develop confidence in using English through performing tasks individually or in groups, etc.
			2. show keenness to participate in activities leading to improvement of knowledge and skills in the language although there is a possibility of making mistakes
			3. develop sensitivity towards language use in the process of communication
			4. appreciate the beauty of the language through enjoying singing English songs and reading simple rhymes, etc.
			5. show care and concern towards others through expressing good wishes
			6. participate actively and work with others in cooperation to complete a task, respecting their rights
			7. develop self-motivation through telling the teacher their feelings concerning English learning in general and specific tasks
			8. evaluate their own learning through reviewing samples of their writing over time and note the improvement in areas such as accuracy and organization of ideas
			9. distinguish between positive and negative values

Core Values: Social - equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - interdependence - sustainability - betterment of human kind	**Sustaining Values: Social** - plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilization heritage - human rights and responsibilities - rationality - sense of belonging - solidarity		

Values and attitudes			English Language Education KLA
			Key Stage Two

Core Values:
Personal
 	
- sanctity of life
- truth
- aesthetics
- honesty
- human dignity
- rationality
- creativity
- courage
- liberty
- affectivity
- individuality
	Sustaining Values:
	Personal
	
	- self-esteem
	- self-reflection
	- self-discipline
	- self-cultivation
	- principled morality
	- self-determination
	- openness
	- independence
	- enterprise
	- integrity
	- simplicity
	- sensitivity
	- modesty
		Attitudes:
		
		- optimistic
		- participatory
		- critical
		- creative
		- appreciative
		- empathetic
		- caring and concerned
		- positive
		- confident
		- cooperative
		- responsible
		- adaptable to changes
		- open-minded
		- with a respect for
		    self
		    life
		    quality and excellence
		    evidence
		    fair play
		    rule of law
		    different ways of life, beliefs
		    and opinions
		    the environment
		- with a desire to learn
		- diligent
		- committed to core and sustaining
		values
			Learners
			1. develop confidence in using English through working individually and in groups, making judgements independently, etc.
			2. appreciate the use of English by others and offer help to others when appropriate
			3. work cooperatively with others and treat others' suggestions positively to complete a task
			4. develop enjoyment of reading through reading children stories and poetry, etc.
			5. appreciate the beauty of the language through performing plays and choral speaking, etc.
			6. show care towards others through expressing concern, sympathy and offering help to others in English learning situations when appropriate, etc.
			7. develop self-motivation through encouraging themselves by making positive statements, participating in activities although there is the possibility of encountering difficulties, discovering and expressing their own feelings and attitudes concerning English learning through discussing with others including the teacher, etc.
			8. evaluate their own progress in learning English, reviewing samples of their own work over time and noting the improvement in areas such as accuracy, organization of ideas and social appropriateness
			9. develop simple and valid rules as a basis for action
			10. identify values, attitudes and beliefs expressed in texts
			11. show awareness of English as an international language of communication
			12. show understanding and respect for the different cultures of the English speaking world through participating in learning activities concerning themes of other places e.g. Halloween, Mother's Day, etc.
			13. recognize and value that there are different types of work in the community through learning the names of occupations and types of work in English

Core Values:
Social
 	
- equality
- kindness
- benevolence
- love
- freedom
- common good
- mutuality
- justice
- trust
- interdependence
- sustainability
- betterment of human
  kind
	Sustaining Values:
	Social
	
	- plurality
	- due process of law
	- democracy
	- freedom and liberty
	- common will
	- patriotism
	- tolerance
	- equal opportunities
	- culture and civilization
	  heritage
	- human rights and
	  responsibilities
	- rationality
	- sense of belonging
	- solidarity		

Values and attitudes			English Language Education KLA
			Key Stage Three
Core Values: **Personal** - sanctity of life - truth - aesthetics - honesty - human dignity - rationality - creativity - courage - liberty - affectivity - individuality	**Sustaining Values:** **Personal** - self-esteem - self-reflection - self-discipline - self-cultivation - principled morality - self-determination - openness - independence - enterprise - integrity - simplicity - sensitivity - modesty	**Attitudes:** - optimistic - participatory - critical - creative - appreciative - empathetic - caring and concerned - positive - confident - cooperative - responsible - adaptable to changes - open-minded - with a respect for 　self 　life 　quality and excellence 　evidence 　fair play 　rule of law 　different ways of life, 　beliefs and opinions 　the environment - with a desire to learn - diligent - committed to core and sustaining values	Learners 1. reflect positively on their learning experiences with the aim of increasing their language proficiency (e.g. keeping a journal or diary to express their feelings about the texts that they have produced, or texts that they have read/listened to, and see how they can further improve themselves) 2. identify and accept their own strengths and weaknesses in language learning, and take action to address their weaknesses 3. develop self-motivation by cultivating their perseverance and the power of innovativeness in doing language learning tasks or projects 4. develop independence and a commitment to life-long learning through undertaking self-access language learning both inside and outside the classroom 5. develop an awareness of the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking (through, for example, being exposed to and producing their own spoken and written persuasive discourse) 6. develop cultural interest and appreciation through being exposed to art forms such as music, painting and literature when learning language 7. develop an open-minded attitude, showing understanding and respect for different cultures, ways of life, beliefs and points of view through exposure to a wide variety of texts, both spoken and written, or through direct communication with people from different cultural backgrounds (e.g. fellow students in international schools or guest speakers from different ethnic groups in Hong Kong) 8. develop leadership and partnership qualities through assuming different roles in group language activities such as games, meetings, dramas and projects
Core Values: **Social** - equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - interdependence - sustainability - betterment of human 　kind	**Sustaining Values:** **Social** - plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilization 　heritage - human rights and 　responsibilities - rationality - sense of belonging - solidarity		

Values and attitudes			English Language Education KLA
			Key Stage Four
Core Values: **Personal**	**Sustaining Values:** **Personal**	**Attitudes:**	Learners

- sanctity of life
- truth
- aesthetics
- honesty
- human dignity
- rationality
- creativity
- courage
- liberty
- affectivity
- individuality
	- self-esteem
	- self-reflection
	- self-discipline
	- self-cultivation
	- principled morality
	- self-determination
	- openness
	- independence
	- enterprise
	- integrity
	- simplicity
	- sensitivity
	- modesty
		- optimistic
		- participatory
		- critical
		- creative
		- appreciative
		- empathetic
		- caring and concerned
		- positive
		- confident
		- cooperative
		- responsible
		- adaptable to changes
		- open-minded
		- with a respect for
		   self
		   life
		   quality and excellence
		   evidence
		   fair play
		   rule of law
		   different ways of life,
		   beliefs and opinions
		   the environment
		- with a desire to learn
		- diligent
		- committed to core and
		sustaining values
			1. reflect on their language learning process and style, and evaluate the learning outcomes against the goals and targets
			2. motivate themselves by developing endurance and tolerance in the face of hardships (such as when carrying out challenging language learning tasks or projects)
			3. develop independence and a commitment to life-long learning through undertaking self-access language learning both inside and outside the classroom
			4. develop a critical attitude in analyzing and discriminating the different meanings or shades of meaning of words/texts, and in using language to achieve the desired effects (e.g. influencing other people's feelings and their direction of thinking)
			5. develop a critical attitude towards the ideas and values in spoken and written English texts
			6. appreciate the value and power of language through being exposed to and producing a wide range of texts, both literary and non-literary
			7. develop an awareness of the relationship between literature and society through relating themes represented in literary texts to contemporary social issues

Core Values: **Social**	**Sustaining Values:** **Social**		8. develop through language learning activities (such as debates, group discussions and projects) an open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people 9. develop, through interacting with a wide range of texts and people from different cultural backgrounds, an appreciation of the relationship of Hong Kong to other countries and cultures, and the interdependent nature of the modern world 10. develop leadership and partnership qualities through assuming different roles in group language activities such as discussions, role-plays, simulations and projects 11. identify specific goals for work and/or further studies so as to set directions for language learning work (notably, when choosing topics for project learning or optional courses)
- equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - interdependence - sustainability - betterment of human kind	- plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilization heritage - human rights and responsibilities - rationality - sense of belonging - solidarity		

Appendix 5

Exemplars for
Flexible Language Curriculum Planning
at Primary and Secondary Level

Exemplars for Flexible Language Curriculum Planning
at Primary and Secondary Level

Making Use of IT and Project Learning for Language Development:
An Exemplar at Primary Level[*]

Level: KS2 / P.5

Description

Learners work collaboratively to set up their school's cyber zoo. This project seeks to enhance quality teaching and learning through:
- using innovative and authentic teaching/learning resources
- using IT
- using cross-curricular organization of learning experiences in the KLAs of English Language Education, Personal, Social and Humanities Education, Arts Education, Mathematics and Technology Education
- flexible time-tabling
- whole school participation
- life-wide learning
- catering for learners' needs, interests, pace and abilities
- developing learners' language proficiency
- developing in learners a broad range of generic skills, values and attitudes

The following suggestions for the project are for teachers' reference. Teachers can exercise their professional judgement to select any or part of the suggestions to align with what they would like to focus on. Adjustments and modifications can be made according to the interests, needs and abilities of the learners.

Learning Targets/Objectives

This project aims to

- develop learners' capabilities to use English to:
  - find out, organize and present information through a questionnaire survey, interviews, e-mails, making appropriate use of community resources, etc. (KD)
  - interpret and use given information from various sources e.g. web sites, to compile a booklet for display to introduce the features of the selected animals by using IT (KD)
  - see the need for clarifying their own written expression and then improve their project after receiving feedback from teachers, schoolmates and others (KD)

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[*] Some of the activities have been tried out in Buddhist Wong Cho Sum School.

- converse about feelings, preferences, ideas through planning and setting up their school's cyber zoo (ID)
- exchange messages by sending e-cards to invite others to their school's cyber zoo (ID)
- participate with others in making choices and decision by sharing ideas, making suggestions and solving problems in the process of the project work (ID)
- give expression to imaginative ideas through participating in writing competitions and designing posters/e-posters (ED)

- develop in learners the generic skills, values and attitudes as follows:

Generic Skills	*Personal and Social Values and Attitudes*
– Collaboration Skills	– Aesthetics
– Communication Skills	– Independence
– Creativity	– Appreciative Spirit
– Critical Thinking Skills	– Care and Concern
– IT Skills	– Open-mindedness
– Problem solving Skills	– Co-operativeness
– Self-management Skills	
– Study Skills	

- develop in learners the specific language development strategies and attitudes as follows:
  - comparing and connecting ideas to find similarities and differences
  - finding out, organizing and classifying information on familiar topics
  - extracting relevant information and ideas and recording them by making simple notes
  - classifying and reclassifying information and ideas into meaningful groups, in drawing or in writing
  - evaluating their own work, noting the areas for improvement and making necessary amendments
  - seeking opportunities to learn and use English in natural, realistic settings such as selecting materials of interest
  - asking questions to clarify information and seek correction
  - working cooperatively with others and treating others' suggestions positively to complete a task
  - confidence and keenness in using English in the project work
  - enjoyment of reading
  - appreciation of the beauty of the language
  - awareness of English as an international language for communication

Tasks and Activities

In the process of the project work, learners develop language abilities, as well as skills and strategies in learning to learn, through the following tasks/activities:

- visiting a zoo (e.g. Hong Kong Zoological and Botanical Gardens or Ocean Park) to find out the names and physical characteristics of some animals
- recording the physical characteristics of the zoo animals through various means e.g. taking photographs, drawing pictures, and jotting notes
- interviewing the zookeepers or animal trainers to find out information on the diets of the animals in the zoo
- attending a vet's talk on animals' favourable living environments
- compiling short descriptions of the zoo animals' main features e.g. their physical characteristics, diet and favourable living environments
- preparing a booklet for display in the school library to introduce the main features of some zoo animals to other schoolmates
- planning and setting up their school's cyber zoo in which 10 animals not usually found in local zoos are kept
- suggesting, discussing, explaining and arguing about which 10 animals to keep in the school's cyber zoo
- compiling in groups short descriptions of the main features of animals in the cyber zoo, e.g. their physical characteristics, diets and living environments
- using the word processor to draft, review, edit and rewrite their piece of work
- extracting relevant information concerning the main features of the animals from a few given web sites
- finding out more information about the animals in the cyber zoo through various means such as visiting the school/public libraries or surfing the Internet
- studying, exchanging, discussing and comparing the information gathered from different web sites
- reporting orally on what is extracted from given web sites concerning the main features of the animals they work on
- using multimedia skills to enhance the quality of presentation
- designing the layout and posting up their work on their school homepage
- designing a simple questionnaire survey to put on the school homepage to find out the most popular animal in the cyber zoo
- collecting and compiling data to find out the most popular animals in the cyber zoo and reporting it on the school homepage
- sending and receiving e-mails concerning their favourite animals in the cyber zoo to and from their schoolmates, teachers or headmaster/headmistress
- imagining themselves to be one of the animals in the cyber zoo and sending e-mails to the whole school, inviting the students to visit the cyber zoo
- participating in a writing competition and describing their feelings, likes and dislikes as one of the animals in the cyber zoo
- designing and sending e-cards, with picture/photo clips of the most popular animal, to invite pupils in other Hong Kong schools to visit their cyber zoo
- designing and sending e-posters to all Hong Kong primary schools, inviting them to visit their school's cyber zoo
- sending the project via e-mail to relevant web sites to share their work with other

children in the world

- reviewing and improving their project based on feedback from people who have visited their cyber zoo
- designing a poster to invite everybody to love and care for all animals

Planning for the Project

In planning for this project, teachers may consider and, as far as possible, apply the following:

Learner-centred Instruction
Examples:

- Learners' motivation is raised when they suggest, discuss, explain and argue about which 10 animals to keep in the school's cyber zoo.
- Learners study, exchange, discuss and compare the information gathered from different web sites according to their interests and pace.

Target-oriented English Learning
This project aims to cover a range of learning targets and objectives in the Knowledge, Interpersonal and Experience Strands/Dimensions, language development strategies and attitudes specific to the subject of English Language, as well as generic skills, and personal and social values and attitudes common to all KLAs.

Five Fundamental Intertwining Ways of Learning and Using Knowledge
Examples:

- Learners **communicate** and **inquire** about information on the diets of the animals in the zoo through interviewing the zookeepers or animal trainers.
- Learners **conceptualize** animals' favourable living environments through attending a vet's talk and gathering information from the web sites on this topic.
- Learners are engaged in **reasoning** and **problem-solving** activities when planning and setting up their school's cyber zoo.

Task-based Learning
Examples:

- Learners prepare a booklet for display in the school library to introduce the main features of some zoo animals to other schoolmates.
- Learners plan and set up their school's cyber zoo in which 10 animals not usually found in local zoos are kept.

Integrative and Creative Language Use
Examples:

- Learners actively engage in exercising an extensive range of language knowledge, skills and strategies in preparing a booklet for display in the school library to introduce the main features of some zoo animals to other schoolmates.
- Learners creatively present their work on their school homepage.

Learner Independence
Examples:

· Learners exercise self-directed learning when finding out more information about the animals in the cyber zoo through various means such as visiting the school/public libraries or surfing the Internet.

· Learners are self-motivated when suggesting, discussing, explaining and arguing about which 10 animals to keep in the school's cyber zoo.

Information Technology
Examples:

· Learners extract relevant information concerning the main features of the animals from a few given web sites.

· Learners use the word processor to draft, review, edit and rewrite their piece of work.

· Learners send the project via e-mail to relevant web sites to share their work with other children in the world.

Assessment for the Purpose of Enhancing Language Teaching/Learning
Examples:

· Learners are engaged in self-assessment by using the word processor to draft, review, edit and rewrite their piece of work.

· Learners review and improve their projects based on the feedback from people who have visited their cyber zoo.

· Teacher gives feedback and support while learners are working on their projects.

Life-wide Learning
Examples:

Learners move beyond the confines of the classroom, make use of community resources and learn through real-life experiences by

· visiting a zoo (e.g. Hong Kong Zoological and Botanical Gardens or Ocean Park) to find out the names and physical characteristics of some animals;

· attending a vet's talk on animals' favourable living environments;

· participating in a writing competition and describing their feelings, likes and dislikes as one of the animals in the cyber zoo; and

· designing and sending e-posters to all Hong Kong primary schools, inviting them to visit their school's cyber zoo.

**Making Use of Community Resources and
Making Connection between Formal and Informal Curricula:
An Exemplar at Secondary Level**[*]

Level: KS3 / S.2

Description

The following two cross-curricular tasks seek to enhance quality teaching and learning through:
- using innovative and authentic teaching/learning resources
- using cross-curricular organization of learning experiences in the KLAs of English Language Education and Personal, Social and Humanities Education
- life-wide learning
- flexible time-tabling
- catering for learners' needs, interests, pace and abilities
- developing learners' language proficiency
- developing in learners a broad range of generic skills, values and attitudes

The activities for the tasks are for teachers' reference. Teachers can exercise their professional judgement to select any or part of the tasks to align with what they would like to focus on. Adjustments and modifications can be made according to the interests, needs and abilities of the learners.

Learning Targets/Objectives

The tasks seek to

- develop learners' capabilities to use English to:
  - converse and exchange points of view about feelings and experiences (ID)
  - find out, interpret, organize and present information (KD)
  - respond to characters, events and issues in imaginative and other types of texts through oral, written means such as participating in discussion, completing worksheets or doing personal reflection (ED)

- develop in learners the generic skills, values and attitudes as follows:

Generic Skills	*Personal and Social Values and Attitudes*
– Collaboration Skills	– Independence
– Communication Skills	– Co-operativeness
– Creativity	– Open-mindedness
– Critical Thinking Skills	– Cultural Awareness
– Self-management Skills	– Respect for Different Ways of Life, Beliefs and Opinions
– Study Skills	– Human Dignity

- develop in learners the specific language development strategies and attitudes as follows:
  - creative thinking through reading/listening to a broad range of imaginative texts such as films and stories, and demonstrating sensitivity in their appreciation of these texts
  - active participation and collaboration with others in accomplishing tasks
  - respect for different cultures

Tasks and Activities

In Task A, learners

- learn about the formation of mountains as explained by a geography teacher
- engage in discussions and listen to stories about explorers who struggled to conquer the summit of Mount Everest and how difficulties were overcome
- develop cultural awareness through discussion of the different attitudes towards Mount Everest between Tibetans and Westerners
- see the film about Mount Everest in the Space Museum
- do follow-up activities including a quiz on the film and an inter-class gap-filling activity practising question forms
- listen to and sing the song "Climb Every Mountain"
- initiate self-learning, write creatively on a voluntary basis and share their works

In Task B, learners

- take part in discussions on important events and historical figures of modern China
- visit the exhibition "Hundred Years of Self-strengthening" at the Museum of History
- complete worksheets on facts and personal reflection during the visit
- check worksheets and read information leaflets collected at the exhibition
- collaborate in completing an inter-class gap-filling activity after the visit

Planning for the Tasks

In planning for these tasks, teachers may consider and, as far as possible, apply the following:

Learner-centred Instruction
- Learners' motivation is raised when they are actively involved in finding out, organizing and sharing information on the conquest of Mount Everest and the development of modern China.
- Learners see the relevance and applicability of the English language to what they learn in Geography and History.
- The visits to the museums, supported by meaningful learning activities, make learning an enjoyable experience.

Target-oriented English Learning
The tasks aim to cover learning targets and objectives in the Interpersonal, Knowledge and Experience Strands/Dimensions, language development strategies and attitudes specific to the subject of English Language, as well as generic skills, and personal and social values and attitudes common to all KLAs.

Five Fundamental Intertwining Ways of Learning and Using Knowledge
The two tasks provide learners with the opportunities to develop some of these ways of learning and using knowledge:
- Learners **communicate** when they discuss the important events and historical figures of modern China, or how explorers struggled to overcome difficulties in conquering Mount Everest.
- Learners **communicate** and **inquire** when they complete the gap-filling activities and the worksheet on facts.
- Learners **reason** when they reflect on questions like "What makes you proud of China? What are your hopes for China?"
- Learners **conceptualize**, through discussion, the different attitudes towards Mount Everest between Tibetans and Westerners.

Task-based Learning
In accomplishing the tasks, learners have to engage in discussions and gap-filling activities which enable them to use language for purposeful communication.

Integrative and Creative Language Use
Learners actively engage in exercising an extensive range of language knowledge, skills and strategies when
- they are exposed to stories, a film, a song and an exhibition;
- they reflect on issues related to modern China; and
- they creatively write stories about the conquest of Mount Everest.

<u>Learner Independence</u>

- Learners exercise self-directed learning when they choose to find out information on Mount Everest or modern China individually or in collaboration with peers.
- Learners are self-motivated when they write creatively or contribute to the topics on a voluntary basis.

<u>Assessment for the Purpose of Enhancing Language Teaching/Learning</u>

- Learners monitor and evaluate their own learning when they check worksheets on the exhibition, do the quiz on the film and reflect on issues relevant to modern China.
- Learners provide feedback and support to their peers during discussions and gap-filling activities.
- All learning activities allow for teacher observation and evaluation and form the basis of feedback and support.

<u>Life-wide Learning</u>

When learners see a film at the Science Museum and visit an exhibition at the Museum of History, they are moving beyond the confines of the classroom, making use of community resources and learning through real-life experiences.