

CDC Key Learning Area Committee on English Language Education 2000-2001  
Minutes of the First Meeting

Date: 14 September 2000

Time: 2.00 p.m.

Venue: Rm 105/106, 1/F., Hong Kong Teachers Centre, Pak Fuk Road, North Point

Present: Mr. Stephen Chan (Chairperson)  
Ms Chan Wai-ming (Vice-Chairperson)  
Mr Chan Sai-ho  
Ms Chan Wai-han  
Ms Shirley Chuang  
Mr Lam Cho-ki, Luke  
Mrs Christina Lee  
Professor William Littlewood  
Ms Catherine Lui  
Mr Lindsay Miller  
Dr Angela Mok  
Ms Truely Siu  
Mr Derek Rodney Too  
Ms Mellissa Yam  
Ms Moira Yuen  
Mr Raymond Ng (Secretary)

Apologies: Mrs Catherine Li  
Ms Mok Fung-yee  
Dr Gordon Slethaug  
Mr Simon Tham

In attendance: Ms Cindy Chan  
Mr Kevin Chan  
Mrs Helen Kung  
Ms Amy Shu

Documents tabled:

1. Key Learning Area Curriculum Framework: English Language Education (revised version)
2. Membership list of the CDC Committee on English Language Education (2000-2001)
3. Declaration of Interests, Undertaking to Curriculum Development Council and Reply Slip
4. Authority for Payment to a Bank form

## 1 Election of Chairman for CDC Key Learning Area Committee on English Language Education

Mr Stephen Chan was elected Chairman.

## 2 Minutes of the last meeting

The minutes of the last meeting were adopted without amendment.

## 3 Revised Draft of the English Language Education Curriculum Framework

3.1 The Vice-Chairman explained why a condensed version of the revised draft English Language Education consultation document was sent in replacement of the longer version forwarded to members two weeks prior to the meeting. This was the outcome of the recommendation of Professor John Elliot, consultant for the CDC Holistic Review of the School Curriculum, that the consultation document be edited down.

3.2 Members examined and discussed the revised draft of the English Language Education consultation document, and suggested the following changes:

Section	Page	Suggested amendments
Background	1	The first sentence of the second last point is to read as: It is founded upon the basic tenet that there should be one coherent language curriculum for all levels of school education&.
Rationale for Change	2	The heading Rationale for Change is to be replaced by Rationale for the Framework .  The last sentence of the second paragraph is to read as: In this regard, the following developments are proposed&.
Aims and Structure of the English Language Education Curriculum	2-3	The aims are to read as: to offer&including opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and ✍ to enable every learner to prepare for the challenging 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.
	4	The first bullet point under Dimensions - Organizers of

Learning in the Subject/Strand A column is to read as: ability to establish and maintain relationships; to exchange ideas and information; and to get things done (Interpersonal Dimension) .

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|  | 5  | The first sentence of the second last paragraph will be rewritten to read: Language development strategies, literary competence development strategies and attitudes form part of the specific interdependent learning focuses for English Language and English Literature. These are what learners need to develop in order to become motivated and independent in the learning of these two strands. |
| How can Teachers Facilitate Effective Language Learning? | 6  | The idea of encouraging learners to contribute to the learning process should be included under Learner-centred Instruction .  |
|  | 7  | The idea that teachers should be encouraged to integrate self-access language learning into classroom instruction should be added to Learner Independence .<br><br>The term, life-wide learning , should be glossed.   |
|  | 8  | The last bullet point under Assessment for Timely Feedback and Support is to read as: help learners develop the necessary skills to assess and monitor their own learning, and to give feedback&.  |
| What can Teachers Gain?                                  | 16 | The first two sentences are to read as It is firmly believed that&teachers themselves will gain in terms of professional development. The benefits include&.   |
| Way Forward  | 17 | The second sentence is to read as: A list of short (2000-2005), medium (2005-2010) and long (2010+) term focuses for curriculum development in English Language Education is presented below.  |

3.3 It was agreed that all etc s be removed from expressions with e.g. s in the text. For example, in an expression such as development of generic skills (e.g. critical thinking skills, creativity, IT skills, etc.) , the etc will be deleted.

3.5 It was also agreed that a paragraph be added, preferably at the beginning of the consultation document, to indicate clearly the relationship between the document and the Primary, Secondary and Sixth Form English Language syllabuses.

- 3.5 Members also considered a separate list of short-term (2000-2005) focuses of English Language Education curriculum development. Its only difference with the list of short-term focuses under *Way Forward* in the revised draft consultation document was that it listed items for English Language Education curriculum development in two stages, i.e. 2000-2003 and 2003-2005. The separate list was prepared in case there was the need to identify the items of curriculum development to be given priority within the next five years. Members agreed to what had been proposed on the list.
- 3.6 The Chairman asked members to spend time after the meeting to examine carefully the two exemplars of language tasks that teachers could use to promote effective language learning on pp. 8-15. Should members have any comments and suggestions regarding the exemplars or any other parts of the revised draft consultation document, they were requested to forward them to the Secretary no later than 18 September 2000.  
(Post-meeting Note: No comments have been received.)
- 3.7 All members endorsed the draft consultation document in principle.

#### **4 Any Other Business**

The Secretaries of the CDC Ad Hoc Committee on English Literature (S4-5), CDC Ad Hoc Committee on English Language (P1-S3) and CDC Ad Hoc Committee on English Language (S1-7), reported on the work progress of their respective committees.

##### **4.1 CDC Ad Hoc Committee on English Literature (S4-5)**

- 4.1.1 Mr. Kevin Chan reported that members of the committee had been developing activities for the texts they had chosen for the poetry resource package for KS3, and that a meeting would soon be arranged for members to discuss them.
- 4.1.2 He also reported on an opinion survey conducted by the English Section regarding the issue of changing the subject name of English Literature to Literature in English. The findings are summarized as follows:
- ✍ Of the 117 questionnaires sent to tertiary academic staff, 39 were returned. Of the 31 questionnaires sent to schools that offer the subject of English Literature, 14 were returned.
  - ✍ 32 (82%) of the tertiary respondents were for the name change, 5 (13%) were against, and 2 (5%) remained neutral.
  - ✍ 9 (64%) of the schools were for the name change, 4 (29%) were against, and 1 (7%) remained neutral.
- 4.1.3 Mr. Chan said that the English Section would do an information search on how commonly the title, Literature in English, was used in both local and

overseas universities. With such information and the opinion survey findings, members of the CDC KLA Committee on English Language Education would be invited to consider in their next meeting whether to support the change of subject name.

#### 4.2 CDC Ad Hoc Committee on English Language (P1-S3)

- 4.2.1 Ms Cindy Chan reported that three meetings had been held to discuss the draft English Language Education curriculum framework and the consultation document on CDC Holistic Review of the School Curriculum, and to identify worthwhile tasks to work on in support of these documents.
- 4.2.2 Members of the committee had collaborated with members of the English Section to prepare a list of photocopiable resource materials for English Language Education. The list had been put on the homepage of the English Section (<http://www.cdccdi.hk.linkage.net/cdi/english>) to facilitate wide user access.
- 4.2.3 Ms Chan said that in the coming year, committee members would focus on developing various ways of organizing learning contents or experiences that encourage learners to play an active part in the learning process.

#### 4.3 CDC Ad Hoc Committee on English Language (S1-S7)

##### Resource Package on Self-access Language Learning (SALL)

- 4.3.1 Ms Amy Shu reported that development work on a total of 27 tasks based on materials produced by teacher participants in the Materials Development Workshops on SALL conducted in January 2000 had been completed.
- 4.3.2 She also reported that the Task Group on SALL had collected and developed supplementary materials for some of the generic tasks in the SALL resource package, and that work was also in progress in seeking copyright clearance for materials taken or adapted from various sources.
- 4.3.3 It was proposed that Mrs. Maida Kennedy Xiao, former member of the CDC Ad Hoc Committee on English Language (S1-S7), be invited to be Editor-in-Chief of the package. Members of the CDC KLA Committee on English Language Education endorsed the invitation.

##### Resource Package on Task-based English Language Learning (KS4)

- 4.3.4 Three tasks for the unit of Fashion under the module Teenage Life were being developed based on materials produced by teacher participants in the Workshops on Task-based Language Teaching/Learning for Teachers of Senior English Classes conducted between January and March 2000. They would be compiled into a booklet as the first phase of the resource package on Task-based English Language Learning for KS4, and would be

disseminated to all secondary schools in Hong Kong when ready.

Resource Package on Task-based English Language Learning (KS3)

4.3.5 It was reported that the teacher participants had produced a number of language learning tasks in the Teacher Development Course on Task-based Language Teaching/Learning conducted between January and July 2000. Selection of appropriate works was currently in progress. These would then be edited/developed and compiled into a resource package on Task-based English Language Learning for KS3 for dissemination to secondary schools.

Workshops on Between Examination Papers and Tasks

4.3.6 Two identical 3-hour workshops, with each capable of accommodating up to 80 participants, had been organized to help teachers make use of past Certificate of Education English Language Examination papers to develop language learning tasks.

4.3.7 Mrs. Christina Lee and Mr. John Fullilove, Subject Officers (English) of the Hong Kong Examinations Authority, had agreed to be workshop leaders. Six secondary school teachers (including Mr Stephen Chan and Ms Truly Siu, Chairman and member of the CDC KLA Committee on English Language Education respectively), as well as members of the English Section, would help at the workshops as facilitators.

4.3.8 The workshops would be held at the Hong Kong Teachers Centre in North Point, and had been scheduled for November 10, 2000 (Friday, 2-5pm) and November 11, 2000 (Saturday, 9.30am – 12.30pm).

4.4 Undertaking to Curriculum Development Council and Attendance Claim

Members were requested to complete the Undertaking to Curriculum Development Council and return it to the Secretary of the CDC KLA Committee on English Language Education. They were also asked to fill out the Authority for Payment to a Bank form for attendance claim and return it to the secretary.

4.5 There being no other business, the meeting adjourned at 4.30pm.

Confirmed on \_\_\_\_\_

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Mr Stephen CHAN  
(Chairman)

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Mr Raymond NG  
(Secretary)