

CDC Key Learning Area Committee on English Language Education 2002-2003
Minutes of the Fourth Meeting

Date: 12 May 2003

Time: 4.30 p.m.

Venue: Rm 1419B, 10/F Wu Chung House, Wan Chai, Hong Kong

Present: Mr Stephen CHAN (Chairperson)
Ms CHAN Wai-ming (Vice-Chairperson)
Ms CHENG Woon-kai
Mr CHEUNG Man-biu, Robin
Mrs FUNG Sin Lai-wan
Mr KUAN Yuk-kin
Mrs LIU LU Lee-Ching
Dr Lindsay MILLER
Professor William LITTLEWOOD
Dr Angela MOK
Ms Truely SIU
Dr Gordon SLETHAUG
Mr Derek TOO
Mr Raymond NG (Secretary)

Apologies: Mrs Shirley DUTHIE
Mrs Christina LEE
Ms MOK Fung-ye, Emily
Mrs Catherine LI
Ms WAN Koon-Har

In attendance: Mrs Helen KUNG
Mrs Belinda CHENG
Mrs Rosana CHONG

Documents tabled:

- Summary of Literature Review on “Reading Aloud”
- “Reading Aloud”: Experiences of Other Countries
- Draft Proposed Learning Outcomes (LO) Levels 5-8 (Tryout Version)
- Summary of Listening Skill Descriptors for KS3 & 4
- Draft CDC English Language Curriculum Guide (Primary 1-6), including
 - 2.2.2 Language Items/Grammatical Structures
 - 4.3.1 Integrated Use of Skills

1. Confirmation of Meeting Minutes

The minutes of the meeting held on 26 March 2003 were confirmed without amendment.

2. Matters Arising from the Minutes of the Previous Meeting

The Vice-chairperson referred to paragraph 4.2 of the minutes of the previous meeting. She reported that according to the literature review, “reading aloud” is classified as both a reading skill and a speaking skill in the United Kingdom and New Zealand, whereas it is considered a reading skill in a number of places such as Australia, the United States, China and Singapore.

One member observed that “reading aloud” pedagogically comes with reading lessons, though how one would classify it depends on one’s perception. It was finally agreed that “reading aloud” be put under the skill of reading in the draft Learning Outcomes Framework (LOF).

3. The draft “Proposed Learning Outcomes (LO) Levels 5- 8 (Tryout Version)” for the skill of listening

3.1 The Secretary explained the background to the draft “Proposed Learning Outcomes (LO) Levels 5- 8 (Tryout Version)” for the skill of listening tabled for discussion. The descriptors were developed on the basis of:

- a careful consideration of the “Proposed Learning Outcomes (LO) Levels 1-4 (Tryout Version 1)”; and
- a re-organizing and synthesizing of the descriptors for listening in the “Proposed Descriptions for Learning Outcomes (LO) and Basic Competency (BC) at the end of Key Stages 3 (S3) and 4 (S5) (Tryout Version 1)” submitted to the Hong Kong Examinations and Assessment Authority in December 2002.

3.2 Members discussed two of the examples for the descriptor regarding the use of strategies to understand the meaning of texts: “making connections between ideas with the help of discourse markers” and “understanding the connection between ideas by identifying a range of cohesive devices”. As the former example represents a language learning skill whereas the latter aims to increase students’ metalinguistic awareness of cohesive devices, it was felt that both examples are not mutually exclusive and should therefore be kept.

3.3 Members generally considered the three descriptors presented in the draft appropriate and were invited to forward any further comments they might have to the Secretary within a week from the date of the meeting.

[Post-meeting note: No further comments/suggestions from members had been received.]

4. Draft chapters of the English Language Curriculum Guide (Primary 1-6) for initial consultation

4.1 Members' attention was drawn to the features of the draft English Language Curriculum Guide (Primary 1-6), which distinguish it from the CDC English Language Syllabus (Primary 1-6), 1997. The following features were highlighted and discussed:

- **Text types** (Chapter 2.2.2), an enhanced version of a similar section in the 1997 syllabus, comprises a richer list of text types which are put under six categories and to which teachers are encouraged to expose their learners
- **Language Items** (Chapter 2.2.2), a revised and expanded section compared to its counterpart in the 1997 syllabus, includes a comprehensive list of examples for the use of pronouns and a new list on the use of punctuation
- **Generic Skills, and Values and Attitudes** (Chapter 2.2.2), which was not previously included in the 1997 syllabus
- **Writing Skill** (Chapter 2.2.2), a considerably revised version of the section with the same title in the 1997 syllabus, covers the use of basic conventions of written English and presenting information, ideas and feelings clearly and coherently
- **Developing and Organizing the School-based English Language Curriculum** (Chapter 3.2), with reference to:
 - General English Programme
 - Reading Workshops (where reference is made to an Appendix which contains detailed information about how to conduct workshops to promote a reading culture in schools)
 - Intervention Programme
 - Enrichment Programme
 - Cross-curricular Learning;
 - Extra-curricular, Co-curricular and Life-wide Learning
- **The Teaching of Grammar in Context** (Chapter 4.4), illustrating:
 - how teachers can teach grammar effectively, encouraging learners to use the grammar items and structures they have learnt for purposeful communication
 - grammar learning and teaching could be facilitated through exposing learners to a variety of text types as well as grammar rules and terms at appropriate stages of learning
- An enriched section on **Vocabulary** (Chapter 4.5)
- **The Teaching of Phonics** (Chapter 4.6), an enhanced version of the "Phonic Skills" section in the 1997 syllabus
- **Dictation** (Chapter 4.7) as a teaching rather than testing strategy is treated as a separate section in the draft Guide rather than being part of the "Writing Skills" section in the 1997 syllabus,
- **IT for Interactive Language Learning** (Chapter 4.9), which is a more detailed and informative section than its counterpart, "Computer-assisted Learning" in the 1997 syllabus
- **Learning Outcomes Framework and Basic Competency** (Chapter 5.4), which was not previously included in the 1997 syllabus
- **Choosing Textbooks** (Chapter 6), a new section

4.2 The following is a summary of the comments and suggestions on the draft Guide

- Figure 1 in Chapter 3 ("Components of a school-based English Language Curriculum") is a useful diagram, emphasizing the connection between

reading and the General English Programme.

- It was suggested that a bit more emphasis be given to the discussion of Task-based language learning in the paragraph on the General English Programme (Chapter 3).
- It was not sure whether it is entirely appropriate to recommend to teachers to adopt the task-based approach in conducting the intervention programme (Chapter 3), when the support which learners in the programme most need is grammar work.
- It was pointed out that the task-based approach as exemplified in Chapter 4 does include the teaching of grammar in context, and so it is reasonable to suggest to teachers to adopt this approach when implementing the intervention programme.
- The reason for fronting “Integrated use of skills” before the discussion of each of the four language skills is to highlight the importance of skill integration (Chapter 4).
- The various chapters presented in the draft Guide were, on the whole, useful.

4.3 Members endorsed the draft English Language Curriculum Guide (Primary 1-6) in principle. They were requested to forward any further comments and suggestions they might have to the Secretary by 15 May 2003.

[Post-meeting note: No further comments/suggestions from members had been received.]

4.4 Members were informed that:

- The web version of the draft Guide would be uploaded for public consultation by the end of May 2003; and
- Three identical consultation seminars on the draft English Language Curriculum Guide (Primary 1-6) would be held for teachers on 14th, 16th and 17th June 2003; publishers would also be invited to the session on 16th June 2003.

4.5 There being no other business, the meeting adjourned at 7.20pm.

Confirmed on: _____

Mr Stephen CHAN
(Chairperson)

Mr Raymond NG
(Secretary)