

CDC Committee on English Language Education 2005-2007
Gist of the First Meeting

Date: 5 November 2005
Time: 9:30 a.m.
Venue: Room 1023B, 10th Floor, Wu Chung House, Wan Chai, Hong Kong

1. Terms of reference, roles and functions of the CDC Committee on English Language Education

- Members' attention was drawn to the terms of reference, roles and functions, and working procedures of the CDC Committee on English Language Education in the Curriculum Development Council Handbook 2005.
- The Vice-chairperson explained that to ensure the smooth implementation of the New Senior Secondary Curriculum, Mr Stephen CHAN, the ex-chairperson, was recommended for reappointment with special permission from the Chairperson of the CDC.

2. Election of chairperson

Mr Stephen CHAN was elected chairperson.

3. Confirmation of the minutes of the meeting held on 26 April 2005

The minutes of the meeting were confirmed with some amendments.

4. Matters arising from the minutes

Matters related to the development of the New Senior Secondary English Language Curriculum and Literature in English Curriculum would be discussed in Agenda Items 5 and 6.

5. Latest development of the New Senior Secondary English Language Curriculum and Assessment Framework

- A report was given on the feedback received from the following sources: a) findings from the school questionnaires and seminar questionnaires; b) feedback gathered from university colleagues; and c) results from the benchmarking exercise.
- In response to the feedback obtained, the following remarks were made:

Curriculum

- The Compulsory Part has been strengthened. The Vocabulary Section has been updated and the Section on the Teaching of Films and Documentaries has been revised with suggestions on conducting independent learning.
- More details have been provided for the Elective Part. The Section on Developing the Modules has been revised, and detailed schemes of work for four modules have been developed.
- The schemes of work of the remaining modules and the teaching resources for all modules would be provided in the form of a supplementary document in due course.
- Despite the low rating for the module on Sports Communication, it was agreed that the module be retained so as to cater for the needs and interests of different learners.

Assessment

- Changes regarding assessment would be made with input from HKEAA.
- Mrs Christina LEE expressed the view that the underlying skills of the elective modules would be identified and assessed in the form of a written paper in the public exam. Students could choose to answer the sections related to the elective modules they have selected. Examples of the exam paper would be provided in due course.
- Mrs Christina LEE stressed that the SBA component for the Elective Part would be based on the students' oral performance. Schools would be encouraged to increase the variety of oral task types in conducting SBA, e.g. simulation and role play in addition to group interaction and individual presentation for the 2007 CE Exam.

- Samples of performance would be provided to schools for reference.
 - To address members' concern over the change in the SBA and public oral exam, Mrs Christina LEE explained that the SBA marks would be moderated against other public exam papers. Also, as the SBA component is not a one-off activity, it could improve the reliability of oral language assessment.
 - To cater for the ability range of the students, a graded approach might be adopted for the part on Reading. Three sections of different difficulty levels might be given and candidates could choose to attempt two of them.
 - In response to members' concern about support given to teachers, Mrs Christina LEE pointed out that there was a forum for teachers on SBA on the website of the EduCity and about 350 schools had registered for the forum. The Vice-chairperson mentioned that the South China Morning Post also provided learning support for the NSS English Language Curriculum through the Young Post.
- The Committee endorsed the direction of the NSS English Language Curriculum and Assessment Framework. Revised materials would be sent to members for comment.

6. Latest development of the New Senior Secondary Literature in English Curriculum and Assessment Framework

- A report was given on the feedback received from the following sources: a) findings from the school questionnaires and seminar questionnaires; and b) results from the benchmarking exercise.
- In response to the feedback obtained, the following remarks were made:
 - Curriculum
 - Chapter 2 of the curriculum document has been revised to prioritise the learning objectives and outcomes.
 - The pedagogical advice on preparing the students for the exam papers has been relegated to the appendices so that Chapter 5 will focus more clearly on assessment requirements.
 - A rationale for the study of films has been included in the curriculum framework.
 - Work by local writers is being considered for inclusion in the list of texts to be studied.
 - The range of texts to be studied are deemed appropriate by the CDC-HKEAA Committee. The sets include works in English by writers from around the world, covering different literary periods and a variety of themes and genres.
 - The outcomes (interplay between text and reader) has been incorporated into the learning objectives and learning outcomes.
 - The outcome concerning comparing and evaluating the role of sociocultural contexts is not adopted as it is too demanding for Hong Kong students.
 - Assessment
 - Sample papers would be produced to ease teachers' concern about the duration, number of questions and weighting of the exam papers.
 - Based on the sample papers, assessment requirements, assessment criteria and performance descriptors would be developed.
 - The portfolio allows students the choice of producing creative work, which could be written or spoken.
 - Taking into account the feedback from teachers in the second consultation, it was decided that the proposed weighting and requirements of SBA were appropriate and should be maintained.
- The Committee endorsed the direction of the NSS Literature in English Curriculum and Assessment Framework.

7. Implementation of the CDC English Language Curriculum Guide (Primary 1-6) 2004

- A brief report was made regarding the Implementation of the CDC English Language Curriculum Guide (Primary 1-6) 2004.
 - Schools are expected to implement the suggestions in the Guide at Primary 1 from September 2005.
 - To support schools for the implementation of the Curriculum Guide, a series of seminars and workshops were organized for primary school heads and English school teachers in October 2004. To address teachers' concern regarding the incorporation of Reading Workshops into the school-based English Language curriculum, a set of materials, including two sets of teaching plans, activity sheets, assessment tasks and video clips, was distributed to all participants of the seminars.
 - To further support schools in their implementation of Reading Workshops, teaching plans, activity sheets and assessment tasks developed in collaboration with the Seed Schools have been uploaded onto the ELE Homepage for teachers' reference. A resource package on the design and implementation of Reading Workshops will be distributed to all primary schools in the 2005/06 School Year.
 - Regarding the professional development programmes, 13 events of a 4-day Facilitators' Workshop and 6 events of a 3-hour Seminar on Literacy Instruction for Teachers were run in 2003/04 and 04/05. In 2005/06, there will be 2 events of a one-day Seminar on Literacy Instruction for Teachers.
- Members generally expressed the view that students' interest and skills in reading were enhanced through reading books of different text types.
- The impact of the Territory-wide System Assessment (TSA) on learning and teaching was discussed. Some members expressed the view that as the TSA assessment paper adopted the task-based approach, teachers would adopt the same approach in learning and teaching.

8 A.O.B.

There being no other business, the meeting adjourned at 11:50 a.m.