

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

Date: 11 May 2007  
Time: 4:30 p.m.  
Venue: Room 1419A, Wu Chung House, Wan Chai, Hong Kong

**1. Confirmation of the minutes of the meeting held on 19 December 2006**

The minutes of the last meeting were confirmed.

**2. Matters arising from the minutes**

There were no follow-up matters arising from the last minutes.

**3. Learning Outcomes Framework for the four language skills and the related exemplars**

- The Chairperson informed members that the Draft Learning Outcomes Framework (LOF) for Levels 1-4 was endorsed in principle in the CDCC meeting held on 26 March 2003 and LOF for Levels 5-8 on 3 October 2003.
- The Chairperson invited CDI officers to explain the LOF to the members.

Background information about the LOF

- The LOF is derived from the English Language curriculum framework. It outlines the progress of learners on a developmental continuum of learning English as they work towards the Learning Targets and Objectives of the English Language curriculum from Primary One to Secondary Six.
- The LOF is notionally divided into eight levels of LOs. It runs from a low and rudimentary level to increasingly higher and more sophisticated levels, with each exemplifying a learning development milestone.
- The LOF provides a framework to help teachers understand students' strengths and weaknesses, and make planning for learning, teaching and assessment.
- Seed Projects were conducted in 2003-06 to validate the LOF and to collect evidence of student learning. In the reaching-out stage in 2007-09, schools will be identified to try out the whole LOF to enhance learning and teaching.

Relationship between the curriculum framework, LOF and BC

- Basic Competency (BC), which is a subset of the LOF, represents what learners should attain in relation to the Learning Targets and Objectives as set out in the curriculum by the end of Key Stages One, Two and Three. Therefore, BC should not be viewed as the ultimate set of expected levels of performance for all learners.
- The LOF should neither be used as a checklist for language development nor for setting benchmarks. The focus of the LOF is on "Assessment for Learning" and it is not related to public assessment.

Structure of LOF

- The LOs are organised and presented under the four language skills of listening, speaking, reading and writing.
- The LOs give a general description of learner performance and they are supported by pointers which give specific examples of what learners are able to do in demonstrating the LOs.
- Exemplars will also be provided to illustrate the expected performance of learners at different levels for teachers' reference. Teachers could develop additional pointers or exemplars to further describe learner achievement within their learning and teaching contexts.
- Some of the learning objectives which do not readily lend themselves to the description in terms of 8 levels of performance but are essential to English language learning are elucidated in "Underlying principles".

- For the productive skills, the LOs are put under 3 categories. For Speaking, the 3 categories include “Content, organisation and communication strategies”, “Language” and “Pronunciation, stress, rhythm and intonation” while for Writing, the 3 categories include “Content”, “Organisation” and “Language”.
- Unlike the productive skills, the LOs for the receptive skills are not put into separate categories as it involves the interplay between the text and task when learners work on the listening/reading tasks. The LOs show the progression in terms of the depth of processing of information, ideas and feelings, the text complexity and range and application of strategies.

#### Exemplars

- Exemplars on all the four language skills include “Task description” and “Preparation”. “Task description” describes what learners were asked to do while “Preparation” tells teachers in what ways learners were prepared for the task.
- For the exemplars on Speaking and Writing, students’ authentic work will be shown to demonstrate learner performance and annotations on various aspects will be provided to show what learners were able to do. For the exemplars on Speaking, the transcript and the audio/video clips will also be included.
- For the exemplars on Listening and Reading, the questions shown will only be targeted at 1-2 levels though in reality, a range of questions are designed to assess students’ understanding of the listening/reading texts.
- Members were invited to give feedback on the LOF and the following were noted.
  - The LOF gives teachers a clear idea of what to teach and assess.
  - The LOF can serve as a diagnostic tool and help teachers design appropriate tasks based on the weaknesses of students identified.
  - The LOF can help teachers cater for learner diversity.
  - The LOF can help teachers reflect on language teaching and see the longitudinal development of students’ English learning.
  - The LOF can help primary and secondary English teachers enhance the interface between the primary and secondary levels.
  - The LOF requires a paradigm shift for teachers from “Assessment of Learning” to “Assessment for Learning”.
  - It is very likely for teachers to map the levels of the LOF to the level descriptors in the public examinations and set benchmarks for different key stages.
  - As it is difficult for parents to understand the LOF and how to use it, it is suggested that the LOF need not be shown to parents.
  - The samples of student work make teachers think that the LOF is assessment-related.
- While acknowledging the use of LOF as a useful diagnostic tool, members expressed worries and concern about the dissemination of the LOF. They thought that territory-wide dissemination was not appropriate at the present moment and suggested that the dissemination strategies should be carefully planned. In response to the suggestions, it was replied that there would be a “reaching-out” stage in 2007-09 and schools would be invited to try out the whole set of LOF.

#### 4. A.O.B.

On behalf of the Curriculum Development Council, the vice-chairperson thanked all the members for their valuable contributions in formulating the Curriculum and Assessment Guides (S4-6).

There being no other business, the meeting was adjourned at 6:45 pm.