

CDC Committee on English Language Education 2007-09
Gist of the Second Meeting

Date: 12 June 2008
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 8 November 2007

The minutes of the last meeting were confirmed without any amendments.

2. Matters arising from the minutes

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

3. Report on the Assessment Framework for the Hong Kong Diploma of Secondary Education (HKDSE) English Language Examination and the progress of developing related level descriptors and sample papers

- The HKEAA Officer reported that the third consultation on the 2012 HKDSE English Language Assessment Framework was conducted in late 2006. Further consultation was made in the light of the 2007 HKCEE experience where the new public assessment was first implemented. A questionnaire survey was conducted in January 2008 and two briefing sessions on the 2012 HKDSE English Language Assessment Framework were conducted in March 2008.
- The questionnaire focused on 4 areas: (a) the assessment of the modules in the Elective Part; (b) replacing the speaking exam with the School-Based Assessment (SBA); (c) teachers' satisfaction with the level of support provided by the HKEAA and the EDB; and (d) the need for strategic implementation of the SBA in the 2012 HKDSE.
- The HKEAA Officer reported on the revised HKDSE English Language Assessment Framework, explained the rationale for the revised framework and provided the schedule for the HKDSE development. It was further reported that two Working Groups had been formed, one on School-Based Assessment and the other on Standards-referenced Reporting.

4. Report on the latest development of the Learning Progression Framework (LPF)

- The CDI officer explained the LPF, its relationship with the curriculum framework and its use to enhance learning, teaching and assessment in English Language. Amendments made to the draft LPF based on the suggestions of members in the CDCC meeting held on 11 May 2007 were highlighted.
- It was decided that the LPF would be disseminated in the "reaching-out stage" in 2007-09 where schools would be invited to try out the LPF to facilitate learning, teaching and assessment.
- In response to the enquiry about the dissemination of the tryout experience, it was responded that based on the teachers' feedback, the LPF would be refined and more exemplar tasks would be developed. It was also reported that the ELE Section was developing an e-version of the LPF and exemplars would be provided for teachers' reference. Some video clips on classroom learning and teaching would be included to illustrate how teachers gave effective feedback to enhance learning and teaching. Schools would also be encouraged to develop their own exemplars taking into consideration their particular school contexts.
- It was reported that professional development programmes on using the LPF to enhance English learning, teaching and assessment had been conducted for secondary English teachers in 2007/08 school year to help them better understand how to make effective use of the LPF. Professional development programmes would continue to be run for primary and secondary English teachers in the 2008/09 school year.

5. Discussion on the development and dissemination of the wordlists for KS1-KS4

- The CDI officer explained the background for the development of the wordlists, the procedures and the principles for word selection, the vocabulary targets for different Key Stages and the presentation of the wordlists.
- It was planned that the wordlists for KS1 and KS2 would be disseminated through the resource package on 'Enhancing Vocabulary Learning and Teaching at Primary Level'. The resource package would include tryout materials developed during the Seed project, highlighting the strategies for helping students develop their vocabulary building skills rather than focusing on the wordlists.
- It was reported that workshops on 'Enhancing Vocabulary Learning and Teaching at Primary Level' had been conducted in 2007/08 and would continue to be conducted in 2008/09 to disseminate effective approaches in helping students with the development of vocabulary building skills.
- Members were invited to give suggestions and it was suggested that video clips from the Seed project at primary level would be included in the resource package to illustrate how to implement the effective vocabulary building strategies in the classroom.

6. Discussion on the development of Children's Radio Programme

- The CDI officer reported that the EDB was planning to develop a Children's Radio Programme in collaboration with the RTHK to provide primary school students with more exposure to authentic English. It was proposed that the programme would be broadcast on Sunday mornings on RTHK3 so that children could listen to the radio programme together with their parents. The radio programme would be put on archive and the public could access the programme at a time convenient to them. Also, teachers could make use of the programme materials during the English lessons.
- The CDI officer reported on the suggested content for the radio programme and support for children. Members were invited to give suggestions on the content and ways of publicising the programme.

7. Discussion on the Evaluation Study on the Implementation of the Revised English Language Curriculum at Primary Level

- It was reported that the CDI would conduct an evaluation study to see how well the revised English Language curriculum is being implemented in schools. The Study also aims to identify good practices for dissemination to other schools, and collect data to facilitate planning for professional development programmes and resources development to support the implementation of the revised curriculum.
- It was explained that the suggested focus questions of the Study would cover the following areas: (a) Understanding of the revised English Language curriculum as recommended in the English Language Curriculum Guide (Primary 1-6)(2004); (b) Impact of the revised curriculum on teachers' practice in planning and implementing the English Language curriculum; (c) Effective strategies used to enhance English learning and teaching; (d) Impact on student learning; (e) Problems and solutions; and (f) Areas for further support.
- It was suggested that questionnaire survey, focus group interviews and lesson observations would be conducted to collect both qualitative and quantitative data.

8. A.O.B

- The Vice-chairperson reported that the two resource packages, *Literacy Instruction for Teachers* and *The Splendour of Writing Poems: Inspiring Students' Imaginations*, were disseminated to schools and sent to members in April 2008.

There being no other business, the meeting adjourned at 6:35 p.m.