

CDC Committee on English Language Education 2009 - 2011
Gist of the Third Meeting

Date: 19 April 2011
Time: 4:30 p.m.
Venue: Rooms 1419A and B, 14/F, Wu Chung Building, 213 Queen's Road East, Wan Chai, Hong Kong

1. Confirmation of the minutes of the meeting held on 8 July 2010

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

2. Matters arising from the minutes

- The progress of the development of HKDSE for the subjects of English Language and English Literature would be reported by Mr Graham KENNENDY in the fourth CDCC meeting.

3. Presentation of the findings of the Evaluation Study on the Implementation of the Revised English Language Curriculum at Primary Level (The Study) by The University of Hong Kong

- The research team members from The University of Hong Kong reported on the findings of the Evaluation Study on the Implementation of the Revised English Language Curriculum at Primary Level (The Study). Members gave comments on the findings and the recommendations made. The following areas were discussed:
 - teachers' understanding of the Revised English Language Curriculum (RELC)
 - implementation and impact of the RELC
 - successes from the RELC
 - problems encountered and opinions on further improvement of the RELC
- It was reported that the majority of the panel chairs and English teachers had a fairly good understanding of the RELC.
- It was reported that schools had adopted various strategies to support the implementation of the RELC. They included the provision of a language-rich environment in schools; differentiated instruction at KS1 and KS2, teacher collaboration; more varied assessment modes; and effective deployment of the NETs.
- It was noted that the majority of the schools reported improvement in students' speaking skills, followed by reading, listening and writing skills.
- It was commented that schools should engage students in meaningful learning tasks and avoid conducting excessive drilling practices. Teachers were advised to adapt the tasks provided by textbooks flexibly to suit the needs, interests and abilities of their students. Also, authentic texts should be introduced to students to maximise their exposure to various text types.
- It was remarked that curriculum leadership was important for the successful implementation of the RELC. Greater emphasis should be given on promoting the language across the curriculum and students' progressive development of language skills from KS2 to KS3.
- While it was encouraging to see that a variety of assessments were being used in schools under the RELC, it was agreed that there should be greater use of formative and criterion-referenced assessments to help students further progress in their learning.
- Learner diversity in the classroom was considered by teachers as being the main source of workload and pressure.

4. A.O.B

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

