

CDC Committee on English Language Education 2011 - 2013
Gist of the Fourth Meeting

Date: 29 January 2013
Time: 3:00 p.m. – 7:10 p.m.
Venue: Room 306, 3rd Floor, East Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong

1. Confirmation of the minutes of the meeting held on 7 Nov 2012

(Attended by members of the CDC Committee on ELE only)

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

2. Discussion on support to teachers in implementing the English Language curriculum at the junior secondary level

(Attended by members of the CDC Committee on ELE only)

- The Secretary presented key emphases of the English Language curriculum as suggested in English Language Curriculum Guide (P1-6) (CDC, 2004) and elaborated on the implementation of the Reading Workshops, which takes up 40% of the total lesson time.
- The importance to ensure the progression of reading skills development at different Key Stages was emphasised and the need to build on the reading experience of primary students to further develop their reading skills at KS3 was highlighted.
- Members were invited to express their views on the ways to enhance KS 3 students' reading skills development and the following were noted:
 - The Vice-chairperson remarked that the promotion of developing students' reading skills was particularly satisfactory at the primary level due to the implementation of the Reading Workshops. Members from primary schools expressed that their schools had adopted different reading programmes for Key Stage 1. They also expressed that most schools would devise school-based reading programmes at Key Stage 2.
 - The two members pointed out that the development of vocabulary building skills, grammar knowledge, and parents' support were crucial in strengthening students' reading and writing skills.
 - A member remarked that the role of secondary school English teachers was important in maintaining students' interest in English Language learning and enhancing their development of language skills through a variety of reading materials. Members also expressed their concern for helping students with special education needs (SEN) to progress in English Language learning.
 - The Vice-chairperson remarked that the use of the Learning Progression Framework (LPF) for English Language at primary and secondary levels could help teachers better understand and articulate learners' performance and plan strategically.

3. Presentation on the findings of the school survey on the NSS Curriculum & Assessment for English Language and discussion on the proposed recommendations for CDC/PEB's consideration

(Jointly attended by members of the CDC Committee on ELE, CDC-HKEAA on Eng Lang and HKDSE Subject Committee on Eng Lang)

- The representatives of the EDB and HKEAA presented the findings of the school survey on the NSS Curriculum & Assessment for English Language.

Background

- A questionnaire was distributed to all secondary schools in late November 2012 and a total of 478 secondary schools responded to the school survey. The proposed initial recommendations were based on the views and suggestions collected from different stakeholders in the focus group interviews, consultation and discussion forums as well as meetings of the CDC-HKEAA Committee and HKDSE Subject Committee.

Summary of survey findings on the NSS English Language Curriculum

- The majority of schools supported that the curriculum framework should remain unchanged.
- The vast majority of schools supported the following:
 - providing supplementary notes on how to enhance the interface between the junior

and senior secondary curricula and cater for learner diversity, and on promoting assessment for learning;

- providing more exemplars on the good practices in integrating different curriculum and assessment components, and how to provide quality feedback on students' performance and use assessment data to improve learning and teaching.
- The majority of schools agreed that more professional development programmes (PDP) on curriculum leadership and curriculum planning should be organised and quite many schools agreed that networks among panel heads and teachers for the sharing of good practices in planning and implementing the senior secondary English Language curriculum should be set up.
- Some teachers indicated that there was not sufficient lesson time to cover the compulsory part, the elective modules and the SBA and suggested reducing the number of elective modules and the time allocated for covering the elective modules.

Proposed recommendations for the NSS Curriculum for English Language

- The curriculum framework (including the Compulsory Part and the Elective Part) remaining unchanged
- Providing supplementary notes to the English Language Curriculum and Assessment Guide (Secondary 4-6) (CDC-HKEAA, 2007) for the sections related to the interface between the junior and senior secondary curricula, catering for learner diversity, assessment for learning and disseminating exemplars on how to provide quality feedback and the use of assessment data to improve learning and teaching
- Disseminating exemplars on good practices in integrating different curriculum and assessment components
- Organising PDPs on curriculum leadership and whole-school English Language curriculum planning for panel heads and teachers and setting up networks for the sharing of good practices

Summary of findings on the HKDSE English Language Examination Framework

- The majority of schools (72%) agreed that there should be no change to the 2016 HKDSE English Language public examination papers, subject to regular reviews and continuous improvement in light of feedback from live examinations.
- Divided views on the Graded Approach were obtained from schools and different views were collected on the roles of SBA and Public Speaking Examination.
- Teachers thought that there was no direct link between Paper 2 Writing and the Elective Part of the curriculum. They suggested reducing the choice of questions in Part B and include a choice of questions in Part A.
- The opinions of schools on the level of difficulty of the HKDSE English Language Examination were divided. While some schools considered it to be too challenging for their students, some found the level of difficulty appropriate for their students.

Proposed Recommendations for the HKDSE English Language Examination Framework

- The number of SBA tasks would be reduced from three to two. Schools would only be required to report one mark from Part A and one mark from Part B. The above recommendations would be implemented in the 2014 HKDSE Examination.
- Members' views and proposed recommendations are summarised below:
 - The representative of the HKEAA remarked that the papers using the Graded Approach were designed to cater to the wide ability range of candidates taking the examination.
 - The issue on how to cater to the needs of students with special educational needs was raised. It was suggested that ways of helping the less able students to complete their secondary education successfully should be explored.
 - There were misconceptions about rationale of SBA among some teachers. It was agreed that support measures in the form of PDPs, exemplars and networking activities were useful in helping teachers to implement the NSS Curriculum and Assessment.

4. Presentation on the findings of the school survey on the NSS Curriculum & Assessment for Literature in English and discussion on the proposed recommendations for CDC/PEB's consideration

(Jointly attended by members of the CDC Committee on ELE, CDC-HKEAA on Eng Lit and HKDSE Subject Committee on Eng Lit)

- The representatives of the EDB and HKEAA presented the findings of the school survey on the NSS Curriculum & Assessment for English Language.

Background

- A questionnaire was distributed to secondary schools in late November 2012 and a total of 30 secondary schools responded to the school survey. The initial recommendations were proposed based on the views and suggestions collected from different stakeholders in the focus group interviews, consultation and discussion forums as well as meetings of the CDC-HKEAA Committee and HKDSE Subject Committee.

Summary of the quantitative and qualitative data of the Survey on the NSS Literature in English Curriculum

- The majority of schools agreed that the two lists of set texts be reduced to one.
- The vast majority of schools agreed to the provision of teaching plans and supported that more exemplars and good portfolio work should be provided. They also agreed that more PDPs should be organised, with more than two-thirds of schools in favour of setting up a teachers' network.

Proposed recommendations for the NSS Curriculum for Literature in English

- The two lists of set texts to be merged into one to provide two choices for each of the three genres: novel, play and film, while adopting a single list of 15 poems and 8 short stories
- Providing more teaching plans to illustrate the good use of lesson time through effective teaching strategies, disseminating exemplars and portfolio work to illustrate the assessment requirements, and setting up a teachers' network to facilitate sharing

Proposed recommendations for the HKDSE Literature in English Examination Framework

- The majority of schools supported the following:
 - offering optional questions in Part 1 of Paper 1 so that candidates could choose between two novels, two plays and two films;
 - generalising questions in Part 2 of Paper 1 to avoid restricting candidates to specific texts;
 - reducing the duration of Paper 2 from 2.5 to 2 hours;
 - no further changes to the SBA requirements (with two-thirds indicating preference for deferring the full implementation of SBA to 2019).

Medium-/Long-term recommendations for the HKDSE Literature in English Examination Framework

- To make regular and gradual changes of set texts, to allow some texts of teachers' own choice and to include texts from different literary periods
- To put more emphasis on the creative aspect, to set examination questions catering to a wide range of ability levels, and to provide exemplars on the implementation of SBA
- Members' views and schools' feedback reported are summarised below:
 - It was agreed that the merged list of texts was acceptable and appropriate in terms of the range of themes and literary periods, number and level of difficulty.
 - Members considered the titles and number of texts proposed appropriate.
 - It was agreed that SBA would be implemented in the 2019 HKDSE Examination with an optional trial in 2018.
 - It was suggested that more PDPs should be organised to provide more support for teachers on how to prepare students for the HKDSE.

5. A.O.B.

There being no further business, the meeting adjourned at 7:10 p.m.