

CDC Committee on English Language Education 2013-2015
Gist of the Fifth Meeting

Date: 5 June 2015
Time: 4:30 p.m. – 7:05 p.m.
Venue: Room 1422, 12/F, Wu Chung House, 213 Queen’s Road East,
Wan Chai, Hong Kong

1. Confirmation of the minutes of the meeting held on 5 March 2015

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

2. Matters arising from the last meeting

- There were no matters arising from the last meeting.

3. Endorsement of the nominations for the 2015-2017 CDC-HKEAA Committees for English Language and Literature in English

- Members were briefed about the appointment and reappointment mechanism of the CDC-HKEAA Committees for English Language and Literature in English. A total of 7 new nominations were made for the Committees for members’ consideration. The breakdown of the 7 nominations is as follows:

	Tertiary sector	School sector
CDC-HKEAA for Eng Lang	1	2
CDC-HKEAA for Lit in Eng	1	3

- Members endorsed the nominations unanimously.

4. Brief update on the revised Chapters 1-3 of the draft English Language Education Key Learning Area Curriculum Guide (KLACG) (P1-S6)

- Additional revisions in response to members’ further comments as well as revisions based on internal discussions within CDI were incorporated into the three chapters.
- The CDI officers presented to members further revision to Chapters 1-3:

Chapter 1

- The “New Emphases” of STEM Education, Entrepreneurial Spirit, Humanistic Qualities and Information Literacy was added in Section 1.3 with a view to facilitating the integration of relevant knowledge, skills and attitudes in learning and teaching.
- The Major Challenges was incorporated in Section 1.4 so that the major challenges and the strategies to address them were presented more coherently.

Chapter 2

- A new sub-section on “Literacy” was added in Section 2.2.2 to highlight the importance of “Literacy” in language development, reinforcement in other KLAs and relationship with new literacy practice.
- In Section 2.2.3, the terminology of “Numeracy Skills” was changed to “Mathematical Skills”. The nine generic skills were presented under the categories of Fundamental Skills, People Skills and Thinking Skills to show their application in a complementary manner and two examples were developed to illustrate their application.
- The definition of “Values and Attitudes” was provided and the seven priority values and attitudes were highlighted in Section 2.2.4.

Chapter 3

- A section on Promoting STEM Education and Information Literacy and Nurturing Entrepreneurial Spirit and Humanistic Qualities was added as Section 3.2.7.
- The roles of curriculum leaders in respect of English Language Education were re-grouped, and curriculum evaluation as one of the duties of the curriculum leaders was highlighted.

➤ Members' observations and views were summarised as follows:

Chapter 1

- The part on the “New Emphases” in Section 1.3 was considered rather loaded. It could be resolved by making reference to Section 3.2.7, where concrete examples on how these new emphases could be promoted were provided.

Chapter 2

- The position of the footnotes on “Mathematical Skills” could be improved in Section 2.2.3.
- The Generic Skills grouping appeared arbitrary, as was the case with grouping “Self-management Skills” under “People Skills”. The term “People Skills” should be clearly defined.
- Members opined that “Literacy” in Section 2.2.2 could be further defined.

Chapter 3

- To avoid the impression that “Other Key Players” were of lesser importance, it was suggested removing the heading “Other Key Players” and having the Primary School Curriculum Leaders and Teacher-librarians mentioned immediately after Principals in Section 3.2.9.
- Regarding the query on the suggestion on integrating curriculum components for “Senior Secondary (Key Stage 4)” in Section 3.4, it was suggested that relevant professional development programmes could be provided for teachers to enhance their understanding about the integration through modules and themes.

5. Discussion on the revised Chapters 4-6 of the draft English Language Education Key Learning Area Curriculum Guide (KLACG) (P1-S6)

➤ In light of the comments from members, further revision was made to Chapters 4-6, together with further amendments based on CDI's internal discussions.

➤ The CDI officers presented to members further revision to Chapters 4-6:

Chapter 4

- “Guiding Principles for Learning and Teaching” in Section 4.1 was enriched with more elaboration.
- “e-Learning” in Section 4.2.3 was enriched and given substantial emphases. The examples on the use of e-learning resources were incorporated.
- The pedagogical principles of task-based learning (TBL), the difference between the learning and teaching of sentence grammar and text grammar, and related teaching methodology and useful e-resources had been added in the section.

Chapter 5

- Elaborations on the concepts of “Assessment of Learning”, “Assessment for Learning” and “Assessment as Learning” were added.
- Further explanation and examples were provided on performance tasks for illustration.
- The part related to the formative use of data from public assessments had been moved from Section 5.4 to Section 5.5.

Chapter 6

- Some sections in Chapter 6 had been re-sequenced to enhance the coherence of the chapter.

- The point about “Textbooks” referring generally to not only language textbooks but also the learning and teaching resources selected or developed for classroom use was removed to avoid giving the impression that other learning and teaching materials could replace an English textbook.

➤ Members’ observations and views were summarised as follows:

Chapter 4

- Members recognised the importance of implementing “Reading across the Curriculum (RaC)” in Chapter 4 but considered this very challenging to English teachers, while creating opportunities for students to use English was equally difficult to content subject teachers. It was suggested that schools’ MOI coordinating teams might see if it was possible to arrange for English teachers to observe content subject lessons and give advice/exchange ideas. It was necessary for a whole-school approach to be adopted, which could be incorporated in the Curriculum Guides of other KLAs.

Chapter 5

- Members expressed concerns over teachers’ use of assessment data to inform learning and teaching. It was suggested that tertiary institutes should enhance teachers’ assessment literacy by reinforcing related components in their programmes, and some assessment tools, in particular the STAR platform and Learning Progression Framework (LPF), could be provided as appendices so that teachers learn about their functions and benefits.
- Members considered Assessment as Learning quite new, especially to teachers.

Chapter 6

- As schools usually did not adopt textbooks but rather adopt learning and teaching resources at the senior secondary level, the previous point giving the term “textbooks” a broader sense still applied and should be kept.
- Sections 6.2 and 6.3 could be integrated as the criteria for choosing textbooks applied equally to choosing learning and teaching resources.
- Some elaboration on how teachers could make use of the outcomes of the Seed Projects could be provided in Section 6.6. It was also pointed out that Seed Projects were just one type of curriculum development projects and other related projects could also be mentioned.
- The obsolete or broken web links of suggested online resources could be removed.

➤ At the Chairperson’s request, members endorsed the revised Chapters 1-6.

6. Consultation on the draft ELE KLACG (P1-S6)

➤ The Vice-chairperson informed members that the consultation on the draft ELE KLACG (P1-S6) would take place from September to November 2015 to collect the views of primary and secondary school English teachers and tertiary academics, through means such as questionnaire surveys, consultation seminars and focus group interviews. Subsequent to the Consultation exercise, the provisional final draft would be prepared before the launch of the KLACG.

7. Brief report on the progress of the Medium-term Review of the Senior Secondary Curriculum and Assessment

➤ The CDI officer briefed members on the progress of the Medium-term Review (MTR) of the Senior Secondary Curriculum and Assessment. At the Joint Curriculum Development Council-Public Examination Board (CDC-PEB) Meeting held on 16 April 2015, the MTR recommendations for English Language and Literature in English were endorsed, followed by a press release and updates on the New Academic Structure (NAS) Web

Bulletin. The last batch of MTR recommendations, which were endorsed in April and June 2015, would be announced in early July 2015.

8. Expression of thanks to members of the 2013-2015 CDCC on ELE

- The Chairperson expressed her thanks to the members of the 2013-15 CDCC on ELE for their contributions over the past two years.
- The Vice-chairperson informed members that four of the members had served on the CDCC on ELE for six years and hence would retire after the current term of office. Their contributions for the past six years were highly appreciated.

9. A.O.B.

- A copy each of the new resource package on “Using Storytelling to Develop Students’ Interest in Reading” and the poster on “Effective English Language Learning and Teaching at Primary Level” was given to members.

There being no other business, the meeting was adjourned at 7:05 p.m.