

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

Date: 29 October 2014  
Time: 4:30 – 7:05 p.m.  
Venue: Room 1419B, 14/F, Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong

**1. Confirmation of the minutes of the meeting held on 8 May 2014**

- The minutes of the last meeting were confirmed with some amendments made on Items 3 and 4.

**2. Matters arising from the minutes**

- The Vice-chairperson informed members that the updated BECG (P1-P6) would be renamed upon the launch of the Secondary Education Curriculum Guide in late 2015.

**3. Discussion of draft Chapters 1-3 of the English Language Education Key Learning Area Curriculum Guide (KLACG) (P1-S6)**

- The Vice-chairperson elaborated on the background information of the updating of the ELE KLACG and presented the road map of consultation and reality checks.
- Focus group interviews (FGIs) were in progress to collect views on the NAS Medium-term Review (MTR) for both English Language and Literature in English. Teachers' views would be further collected through a questionnaire survey.
- The Vice-chairperson further explained to members that exemplars in the ELE KLACG with outdated content would be revised, and new exemplars on innovative teaching strategies and good practices revised would be added. Members agreed that the exemplars served to illustrate certain aspects of the curriculum objectives or key emphases in question. They opined that the exemplars could be launched as an online version or in the form of a CD-ROM.
- The CDI officers presented the main points of draft Chapters 1-3 of the ELE KLACG, highlighting the following changes and new emphases:
  - Existing good practices would be sustained while e-learning, interface between key stages, promoting self-directed learning and Assessment as Learning, a whole-school language policy and the development of the generic skills of collaboration, self-management and IT skills would be emphasised.
  - Major challenges included catering for the learning needs of students with special education needs (SEN), newly arrived children (NACs), and issues related to media literacy.
  - The aims and learning objectives for Literature in English and those of English Language at all four key stages, and a section elaborating on the smooth transition across year levels and key stages to facilitate coherent planning would be included.
  - Key emphases such as reading across the curriculum (RaC), language across the curriculum (LaC), self-directed learning and the use of multi-modal texts to develop students' literacy skills would be covered.
  - Suggestions would be provided on how to make good use of the time outside class time for English learning.
  - The roles of curriculum leaders would be defined.
- Members discussed the following issues:
  - the provision of a hyperlink to sections on the learning of English in the pre-primary curriculum guide

- combining the interrelated sections about enhancing smooth transition across key stages of learning
- the relevancy of the new competence of entrepreneurship to young learners and the responsibility English teachers should assume in its promotion
- the justification for enhancing students' self-management skills
- the provision of suggestions on addressing SEN students' learning needs
- the incorporation of e-learning in the English classroom
- the promotion of self-directed learning
- the need for pre-service and in-service teacher training programmes to accommodate the new emphases and the qualities expected of English teachers/curriculum leaders
- more teacher professional development on the implementation of RaC and/or LaC
- the assessment on creativity
- some of the curriculum leaders' roles such as conducting action research
- the presentation of the roles of English Language/Literature in English teachers and NETs
- the inclusion of the school head's role in giving support to promote cross-KLA collaboration

➤ The Vice-chairperson informed members that the last three chapters of the draft ELE KLACG would be tabled for discussion at the next CDCC meeting. The entire ELE KLACG with finetuned content together with the exemplars would then be ready for consultation in the summer months. The finalised version would be presented to the CDCC on ELE for endorsement in October 2015.

#### **4. Progress of the Medium-term Review recommendations of the Senior Secondary Curriculum and Assessment for English Language and Literature in English**

➤ The CDI officer briefed members that the NAS MTR followed up on unresolved issues of the Short-term Review. Since August 2013, several FGIs had been conducted with different stakeholders to collect their views to formulate MTR recommendations. Questions on the major areas of concern had been incorporated into the MTR questionnaire survey to schools, which would be launched in mid to late November 2014, with a briefing session each for Literature in English and English Language respectively.

#### **5. Progress of the development of the Secondary Education Curriculum Guide (SECG) (S1-S6)**

➤ The CDI officer reported that the drafting of the SECG was underway and the ELE Section was responsible for drafting Chapter 3B "Reading to Learn". The final draft of the SECG would be submitted to the CDC for comments and endorsement around Jun 2015.

#### **6. A.O.B.**

➤ The Vice-chairperson informed members that the next CDCC meeting would be a joint meeting with the CDC-HKEAA Committees and HKDSE Subject Committees for English Language and Literature in English.

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