

CDC Committee on English Language Education 2015 - 2017
Gist of the First Meeting

Date: 23 October 2015
Time: 4:30 p.m. – 7:30 p.m.
Venue : E304, 3/F, East Block, Education Bureau Kowloon Tong Education Services Centre, 19
Suffolk Road, Kowloon Tong

1. Welcoming and introducing the members

- The Vice-chairperson welcomed all the members to the first meeting of the 2015-2017 CDC Committee (CDCC) on English Language Education (ELE) and introduced the members.

2. Terms of reference, roles and functions of the CDCC on English Language Education

- The Vice-chairperson explained the terms of reference, composition, roles and functions, and working procedures of the CDCC on ELE. Members' attention was specifically drawn to issues related to the term of office and eligibility, quorum of meetings and need for declaration of interests and for confidentiality.

3. Election of Chairperson (2015-2017)

- Dr Anson YANG was elected the Chairperson of the CDCC on ELE for 2015-2017.

4. Members serving on the Hong Kong Diploma of Secondary Education (HKDSE) Subject Committees for English Language and Literature in English (2015-2016)

- The Vice-chairperson informed the Committee that two nominations from the CDCC had been made to serve on the HKDSE Subject Committees for English Language and Literature in English for 2015-2016.

5. Report on the incorporation of the New Academic Structure (NAS) Review recommendations into the English Language Curriculum and Assessment Guide (S4-6) and Literature in English Curriculum and Assessment Guide (S4-6)

- The Committee was briefed on the short-term and medium-term recommendations on the curriculum, public examination, School-based Assessment (SBA) and support measures for English Language and Literature in English. The updated sections in the English Language Curriculum and Assessment Guide (S4-6) and the Literature in English Curriculum and Assessment Guide (S4-6), which had been circulated to members, were also introduced. Members had no further comments on the two updated curriculum and assessment guides.

6. Report on the progress in the updating of the English Language Education Key Learning Area Curriculum Guide (ELE KLACG) (P1-S6)

- Members' comments on Chapter 2 "Curriculum Framework", Chapter 3 "Curriculum Planning", Chapter 4 "Learning and Teaching", Chapter 5 "Assessment" and Chapter 6 "Learning and Teaching Resources" made in the meeting held on 5 June 2015 were recapped, and further updates for the ELE KLACG, where appropriate, were suggested accordingly.
- Members were invited to express their views on the updating of the ELE KLACG and the following were noted:
 - The introduction of rhetorical functions was welcomed, but more advanced examples in context should be provided and the examples should be drawn from a greater variety of subjects.
 - It was suggested that the level of students (i.e. junior secondary or senior secondary) the rhetorical functions were intended for should be specified.
 - As the rhetorical functions for academic purposes were more intended for non-language subjects, it was considered important to raise non-language subject teachers' awareness of rhetorical functions.

- It was suggested that resources for the learning and teaching of rhetorical functions should be provided.

7. Feedback Collection on the major updates in the ELE KLACG (P1-S6)

- Members were informed that a two-month consultation would be launched in Dec 2015 to collect feedback on the updating of the ELE KLACG as presented in the Brief on Major Updates in the ELE KLACG. There would be consultation seminars for schools, meetings with academics and focus group interviews with teachers and students. A questionnaire survey would also be conducted to collect views from schools on the general direction of the ongoing renewal of the ELE KLA curriculum. Upon completion of the two-month consultation, the six chapters in the ELE KLACG would be finalised based on the feedback collected.
- The Vice-chairperson presented the Brief on Major Updates in the ELE KLACG, which would consist of six chapters:
 - Preamble
 - Why and how are updates to be made?
 - What are the major updates?
 - What are the supporting strategies?
 - Frequently asked questions
 - Appendices
- Members were briefed on the outline of the six chapters as well as the major updates of the ELE KLACG (P1 – S6), including:
 - Learning and Teaching of Text Grammar
 - Catering for the Needs of Learners with Special Educational Needs and Gifted Learners in the Mainstream English Classroom
 - Extending Formative Assessment from Assessment for Learning to Assessment as Learning
 - Integrative Use of Generic Skills
 - Literacy and Reading across the Curriculum
 - e-Learning and Information Literacy
 - Values Education
 - STEM Education (including entrepreneurial spirit)
- The supporting strategies for the updating of the ELE KLACG, such as quality learning and teaching resources, partnership and professional development of curriculum leaders and teachers, were introduced.
- Members were invited to express their views on the Brief on the Major Updates in the ELE KLACG and the following were noted:
 - Members generally agreed with the content of the Brief on Major Updates in the ELE KLACG.
 - There was concern on English Language teachers' ability to use e-learning resources, and it was suggested that exemplars on e-learning should be provided.

8. Empowerment Workshop on Effective English Language Learning at Junior Secondary Level

- Members were informed that about 200 secondary schools with different MOI arrangements were invited to the Empowerment Workshop, which aimed to enhance curriculum leaders' understanding on effective English Language curriculum planning at the junior secondary level with four key messages:
 - Setting reading and writing across the curriculum as a key task
 - Leveraging e-learning to enhance English learning and teaching
 - Promoting self-directed learning
 - Strengthening assessment literacy
- 21 workshops were scheduled for Jun to Dec 2015.

9. A.O.B.

- Members were informed that the SBA rubrics for the 2018 trial for Literature in English and the possible replacement of set texts for Literature in English in the 2019 HKDSE Examination had been discussed and supported in the HKDSE Subject Committee on Literature in English and the CDC-HKEAA Committee on Literature in English. The proposed rubrics and set texts were endorsed in the meeting.
- As the Vice-chairperson would retire by the end of Dec 2015, the Chairperson, on behalf of the Committee, expressed gratitude for her service, dedication and contribution to the CDCC on ELE over the past few years.
- There being no other business, the meeting ended at 7:30 p.m.