

CDC Committee on English Language Education 2015 - 2017

Gist of the Second Meeting

Date: 29 February 2016
Time: 4:30 p.m. – 6:45 p.m.
Venue: E306, 3/F, East Block, Education Bureau Kowloon Tong Education Services Centre,
19 Suffolk Road, Kowloon Tong

1. Opening remarks

- The Chairperson extended his welcome to Mr Kevin CHAN, Chief Curriculum Development Officer of the English Language Education (ELE) Section, as the Vice-chairperson; Mr Louis FU, Chief Quality Assurance Officer of the Quality Assurance Sections, as an ex-officio member; and Professor CHUNG Kien-hoa Kevin, Chair Professor and Head of Department of Early Childhood Education, Hong Kong Institute of Education, who joined the meeting in his capacity as a member of the CDC Committee on Early Childhood Education.

2. Confirmation of the minutes of the first meeting of the CDCC on ELE (2015-17) held on 23 October 2015

- The minutes of the first meeting of the CDCC on ELE were confirmed with some amendments on Item 9.

3. Matters arising from the meeting minutes

- Members were informed of the progress on matters related to public assessment and the provision of resources on rhetorical functions as a support measure for the updated ELE Key Learning Area Curriculum Guide (KLACG).

4. Report and discussion on the findings of the consultation on the updating of the English Language Education Key Learning Area Curriculum

- Findings of school questionnaire survey
 - The findings of the school questionnaire survey were presented. It was reported that there was general support for the various updates proposed in the consultation exercise conducted from 7 December 2015 to 15 February 2016.
 - There was also general agreement that the examples in the Consultation Brief could help illustrate how the major updates could be integrated into the school-based ELE curriculum.
 - Regarding support required, the top two areas requiring support for schools were ‘Catering for the needs of SEN and gifted learners’ and ‘e-Learning and information literacy’ while the most preferred forms of support were learning and teaching resources and professional development programmes (PDPs).
 - Members raised questions about the data collected from the school questionnaire survey and made suggestions on the presentation of the findings.
- Qualitative findings
 - The qualitative findings on the major updates collected from the meetings with academics of local tertiary institutions and focus group interviews with teachers were

presented. In general, the participants supported the major updates.

- Members raised questions on teachers' concerns about some of the proposed major updates such as catering for the needs of learners with special educational needs (SEN), the implementation of e-learning and STEM education in the ELE curriculum.

➤ Implications of findings

- With regard to the timeline of implementing the major updates, it would be clarified that the major updates were proposed for use in the next five to ten years.
- Regarding the extended coverage of the ELE KLACG to 12 years, it would be emphasised that the interface across different Key Stages was important and teachers should ensure the vertical continuity in language development.
- To address the concern about catering for learner diversity, in particular, the needs of very weak and SEN learners, it would be clarified that teachers were not expected to help every learner attain the same academic standard. More feasible suggestions on how to support very weak students and SEN students would be given.
- Different suggestions on promoting e-learning and examples or exemplars illustrating how to enhance learning and teaching through e-learning would be included.
- To address the concern over the promotion of STEM education in the English classroom, the section on STEM education would be fine-tuned and examples on how it could be promoted in the English classroom would be provided.
- As regards the requests for resource materials or support on the major updates, a variety of support measures would be provided, for example, resource packages, online resource materials, PDPs and networking activities.
- Members' observations and views on the incorporation of various major updates into the updated ELE KLACG were noted, such as e-learning, the use of the Learning Progression Framework, STEM education and catering for learner diversity.

5. A.O.B.

- Members were briefed on details of the 2016 World Book Day Fest, co-organised by the Standing Committee on Language Education and Research and the Education Bureau, to be held on 23 April 2016 (Saturday). Members were encouraged to attend the event.
- Members were briefed on the major recommendations of the Working Group on Papers and Question Design (one of the two working groups under The Coordinating Committee on Basic Competency Assessment and Assessment Literacy) on refining the P3 TSA English Language paper for the tryout later in the year.
- The findings of the Cambridge International Examinations benchmarking exercise were reported.
- Members were reminded that when making reference to their CDC Committee membership on certain occasions, they should be mindful of whether such referencing might generate the impression that the views they expressed represented those of the CDC Committee.
- There being no other business, the meeting ended at 6:45 p.m.