

Primary School

To be filled in by

English Language Education KLA Teacher

Survey on the Implementation of Key Learning Area Curricula in Schools 2003

The Curriculum Development Institute (CDI) of the Education and Manpower Bureau has commissioned the Division of Social Studies of City University of Hong Kong to conduct the captioned Survey. The information collected will be used to make decisions on how to support teachers and heads better in the implementation of the curriculum reform. Please fill out the questionnaire and pass it on to the School Head or the representative of your school on or before 28 July 2003.

The survey will be conducted in an anonymous manner. All the information collected will be **kept in strict confidence** and will be used only for the evaluation of the curriculum implementation. If you have any questions, please contact our Research Assistant, Ms Flora Fu, at 2788 9034. Thank you for your cooperation!

Please read the statements in this questionnaire carefully. Then check the appropriate box for your chosen answer or write down your answers in the space provided.

Section A Aims and Strategies of School Curriculum Development

| 1. The statements below refer to the aims of the current school curriculum reform that schools should achieve within 10 years. To what extent do you agree with these aims? | Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree | Don't Know |
|--|-------------------|----------|------------|-------|----------------|------------|
| <p>Students will</p> <ul style="list-style-type: none"> • recognize their roles and responsibilities as members of the family, society and the nation; and show concern for their well-being • understand their national identity and be committed to contributing to the nation and society • develop a habit of reading independently • engage in discussion actively and confidently in English and Chinese (including Putonghua) • develop creative thinking and master independent learning skills (e.g. critical thinking, information technology, and self-management) • possess a breadth and foundation of knowledge in the eight Key Learning Areas • lead a healthy lifestyle and develop an interest in, and appreciation of, aesthetic and physical activities | | | | | | |

| 2. The statements below refer to the aims of the English Language Education Key Learning Area curriculum. To what extent do you agree with these aims? | Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree | Don't Know |
|--|-------------------|----------|------------|-------|----------------|------------|
| <p>Every learner</p> <ul style="list-style-type: none"> • of a second language should be provided with further opportunities for extending their knowledge and experience of the cultures of other people, as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium • should prepare for changing socio-economic demands | | | | | | |

| | | | | | | |
|--|-------------------|----------|------------|-------|----------------|------------|
| 3. The statements below refer to the short-term (2002-06) focuses of curriculum development in the English Language Education Key Learning Area. To what extent do you agree with these focuses of development? | Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree | Don't Know |
| Schools and teachers focus on <ul style="list-style-type: none"> • increasing motivation in learning • enhancing learning and teaching • fostering independent and lifelong learning • developing their school-based English Language Education curriculum | | | | | | |

| | | | | | | |
|---|-------------------|-------------|------------------|---------|--------------|------------|
| 4. Have you read the following key curriculum documents? If you have, to what extent do you find the documents helpful in implementing the English Language Education Key Learning Area curriculum reform in your school? | Have not yet read | Have read | | | | |
| | | Not Helpful | Slightly Helpful | Helpful | Very Helpful | No Opinion |
| a) <i>Basic Education Curriculum Guide (Primary 1 – Secondary 3)</i> | | | | | | |
| b) <i>English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)</i> | | | | | | |

5. Other views and suggestions for this section (Aims and Strategies of School Curriculum Development):

Section B Confidence and Competence in Implementing Curriculum Reform

| 6. As a teacher of the English Language Education Key Learning Area, - how confident are you in implementing the following strategies in your school? - how competent are you in implementing these strategies? | Confidence Level | | | | | Competence Level | | | | |
|---|--------------------|---|---|---|---|--------------------|---|---|---|---|
| | Low < ----- > High | | | | | Low < ----- > High | | | | |
| | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| a) Help plan a school-based curriculum to facilitate continuity across Kindergarten to Primary One | | | | | | | | | | |
| b) Help plan a school-based curriculum to facilitate continuity across Primary Six to Secondary One | | | | | | | | | | |
| c) Design appropriate learning tasks and activities to help students work towards the learning targets and objectives | | | | | | | | | | |
| d) Design a variety of learning materials | | | | | | | | | | |
| e) Collaborate with other subject teachers in designing projects to develop students' language ability | | | | | | | | | | |
| f) Encourage students to read a wide variety of materials to enhance their learning | | | | | | | | | | |
| g) Collaborate closely with the school librarian and other subject teachers in promoting a reading culture in school | | | | | | | | | | |
| h) Provide students with opportunities to reflect on their values and attitudes | | | | | | | | | | |
| i) Promote interactive learning through the use of information technology | | | | | | | | | | |
| j) Use effective strategies to cater for learner diversity (e.g. adapting the learning, teaching and assessment materials) | | | | | | | | | | |
| k) Use assessment as a basis for providing feedback to students to enhance their learning | | | | | | | | | | |
| l) Use diversified modes of assessment to assess the learning process and its effectiveness | | | | | | | | | | |
| m) Assign quality homework that helps reinforce students' learning | | | | | | | | | | |

| | Confidence Level | | | | | Competence Level | | | | |
|--|------------------|---|---|---|---|------------------|---|---|---|---|
| | Low <-----> High | | | | | Low <-----> High | | | | |
| | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| n) Create a language-rich environment to support life-wide learning (e.g. provide greater exposure to authentic use of English and promote learning through formal and informal curricular activities) | | | | | | | | | | |

7. Other views and suggestions for this section (Confidence and Competence in Implementing Curriculum Reform):

Section C Teachers' Professional Development

| | Very Inadequate | Inadequate | Adequate | Very Adequate | No Opinion |
|---|-----------------|------------|----------|---------------|------------|
| 8. Opportunities for teachers' professional development in different domains of curriculum development have been provided. To what extent do you find them adequate ? | | | | | |

| 9. Below are some ways to promote teachers' professional development in relation to curriculum reform. In your opinion, how effective are they in enhancing your professionalism? | Not Effective | Slightly Effective | Effective | Very Effective | No Opinion |
|---|---------------|--------------------|-----------|----------------|------------|
| a) Discussion among colleagues | | | | | |
| b) Collaborative lesson planning | | | | | |
| c) Peer observation | | | | | |
| d) Action research | | | | | |
| e) Attending seminars and workshops | | | | | |
| f) Attending in-service teacher development courses | | | | | |
| g) Independent study | | | | | |
| h) Others (Please specify the way and extent of effectiveness): _____ | | | | | |

10. Other views and suggestions for this section (Teachers' Professional Development):

Section D Effectiveness of Learning and Teaching Strategies

| 11. Has your school implemented the following strategies in the learning and teaching of English? If yes, how effective do you think they are in enhancing student learning? | Not yet Implemented | Implemented, and it is | | | | |
|--|---------------------|------------------------|--------------------|-----------|----------------|------------|
| | | Not Effective | Slightly Effective | Effective | Very Effective | No Opinion |
| a) Design learning tasks and activities to help learners work towards the learning targets and objectives | | | | | | |
| b) Design a school-based curriculum following the direction of the central curriculum framework | | | | | | |
| c) Provide appropriate learning experiences to help students work towards the learning targets in the 3 strands, develop the generic skills, and positive values and attitudes | | | | | | |
| d) Adopt task-based learning and teaching (e.g. teach grammar in context, provide learner-centred instruction, facilitate integrative and creative language use) | | | | | | |
| e) Use effective strategies to cater for learner diversity (e.g. adapting the learning, teaching and assessment materials) | | | | | | |
| f) Adopt diversified modes of assessment to provide feedback for improving student learning | | | | | | |
| g) Design appropriate assessment activities to replace some of the tests and examinations | | | | | | |
| h) Use a wide variety of quality print and non-print resources to enhance language learning | | | | | | |

12. Other views and suggestions for this section (Effectiveness of Learning and Teaching Strategies):

Section E Factors Affecting the Curriculum Reform

| 13. To what extent are the following factors helpful in implementing the English Language Education curriculum reform in your school? | Not Helpful | Slightly Helpful | Helpful | Very Helpful | No Opinion |
|--|-------------|------------------|---------|--------------|------------|
| a) Societal expectations to enhance learners' ability and skills in using English for communication | | | | | |
| b) Parents' high expectations of quality language education for their children | | | | | |
| c) Recent curriculum reform experiences from other countries for reference | | | | | |
| d) Recent experiences in curriculum development of the English Language Education curriculum (e.g. TOC) for reference | | | | | |
| e) Recent experiences in the implementation of curriculum initiatives (e.g. activity approach, TOC, curriculum integration, curriculum adaptation) | | | | | |

| 14. Have the following factors hindered, helped or not affected the implementation of the English Language Education curriculum reform in your school? | Serious Hindrance | Slight Hindrance | No Effect | Of Some Help | Of Great Help | No Opinion |
|--|-------------------|------------------|-----------|--------------|---------------|------------|
| a) Understanding among teachers about the aims of the curriculum reform | | | | | | |
| b) Coordination among various reforms implemented in schools in recent years | | | | | | |
| c) The pace of curriculum change/reform | | | | | | |
| d) Resources (e.g. manpower, funding) | | | | | | |
| e) Leadership of the School Head | | | | | | |
| f) Attitudes of parents | | | | | | |
| g) Teachers' workload | | | | | | |
| h) Students' adjustment to the teaching approaches promoted in the curriculum reform | | | | | | |

15. Other views and suggestions for this section (Factors Affecting the Curriculum Reform):

Section F Impact of the Implementation of the English Language Education Curriculum Reform

| 16. To what extent do the students benefit from the implementation of the English Language Education curriculum reform in your school? | Not Significant < ----- > Very Significant | | | | |
|--|--|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 |
| a) Students' motivation and interest in learning English are enhanced | | | | | |
| b) Students' creativity is enhanced | | | | | |
| c) Students' critical thinking skills are enhanced | | | | | |
| d) Students' communication skills are enhanced | | | | | |
| e) Students' language skills (listening, speaking, reading, writing) are enhanced | | | | | |
| f) Students communicate effectively by using suitable grammar structures | | | | | |
| g) Students' phonics skills are enhanced | | | | | |
| h) Students' vocabulary-building skills are enhanced | | | | | |
| i) Students' dictionary and information skills are enhanced | | | | | |
| j) Students show respect for different cultures | | | | | |

| | | | | | |
|--|--|---|---|---|---|
| 17. How far have you benefited in your own professional development from implementing the English Language Education curriculum reform in your school? | Not Significant < ----- > Very Significant | | | | |
| | 0 | 1 | 2 | 3 | 4 |
| a) Subject knowledge is enhanced | | | | | |
| b) Teaching strategies are enhanced | | | | | |
| c) Knowledge about curriculum development is enhanced | | | | | |
| d) Skills for developing and evaluating the school-based curriculum are enhanced | | | | | |
| e) Skills for developing assessment strategies are enhanced | | | | | |

18. Other views and suggestions for this section (Impact of the Implementation of the English Language Education Curriculum Reform):

Section G Personal Particulars

| | | | | |
|--|---|----------------|----------------------------------|---------------|
| 1. a) Total number of years of teaching: | | | | |
| 0 –5 years | 6 – 10 years | 11 – 15 years | 15 years or above | |
| b) Total number of years of teaching in this school: | | | | |
| 0 –5 years | 6 – 10 years | 11 – 15 years | 15 years or above | |
| c) Total number of years of teaching in the subject: | | | | |
| 0 –5 years | 6 – 10 years | 11 – 15 years | 15 years or above | |
| 2. Qualifications (multiple options acceptable) | | | | |
| Teacher’s Certificate | Advanced Certificate in Teacher Education | | Bachelor’s Degree | |
| Postgraduate Diploma/ Certificate of Ed | Master’s Degree | | Doctoral Degree | |
| Others(Please specify): _____ | | | | |
| 3. Teacher training (multiple options acceptable) | | | | |
| Chinese Lang Ed | English Lang Ed | Mathematics Ed | Science Ed | Technology Ed |
| General Studies | Arts Ed | Physical Ed | Personal, Social & Humanities Ed | |

Section H Additional Comments

1. In your opinion, what additional measures will facilitate the implementation of the English Language Education curriculum reform?

2. In your opinion, what other obstacles will hinder the implementation of the English Language Education curriculum reform?

3. With regard to the implementation of the English Language Education curriculum reform, what insights would you like to share?

4. Other comments/recommendations:

~ End of Questionnaire. Thank you ! ~