

Education Bureau
Language Learning Support Section
English Language (Primary)

**About our
support focuses**

Examples of support focuses

Values Education

Life Planning Education

**Reading across the
Curriculum (Including in the
Context of STEM/STEAM
Education)**

Assessment Literacy

Self-directed Learning

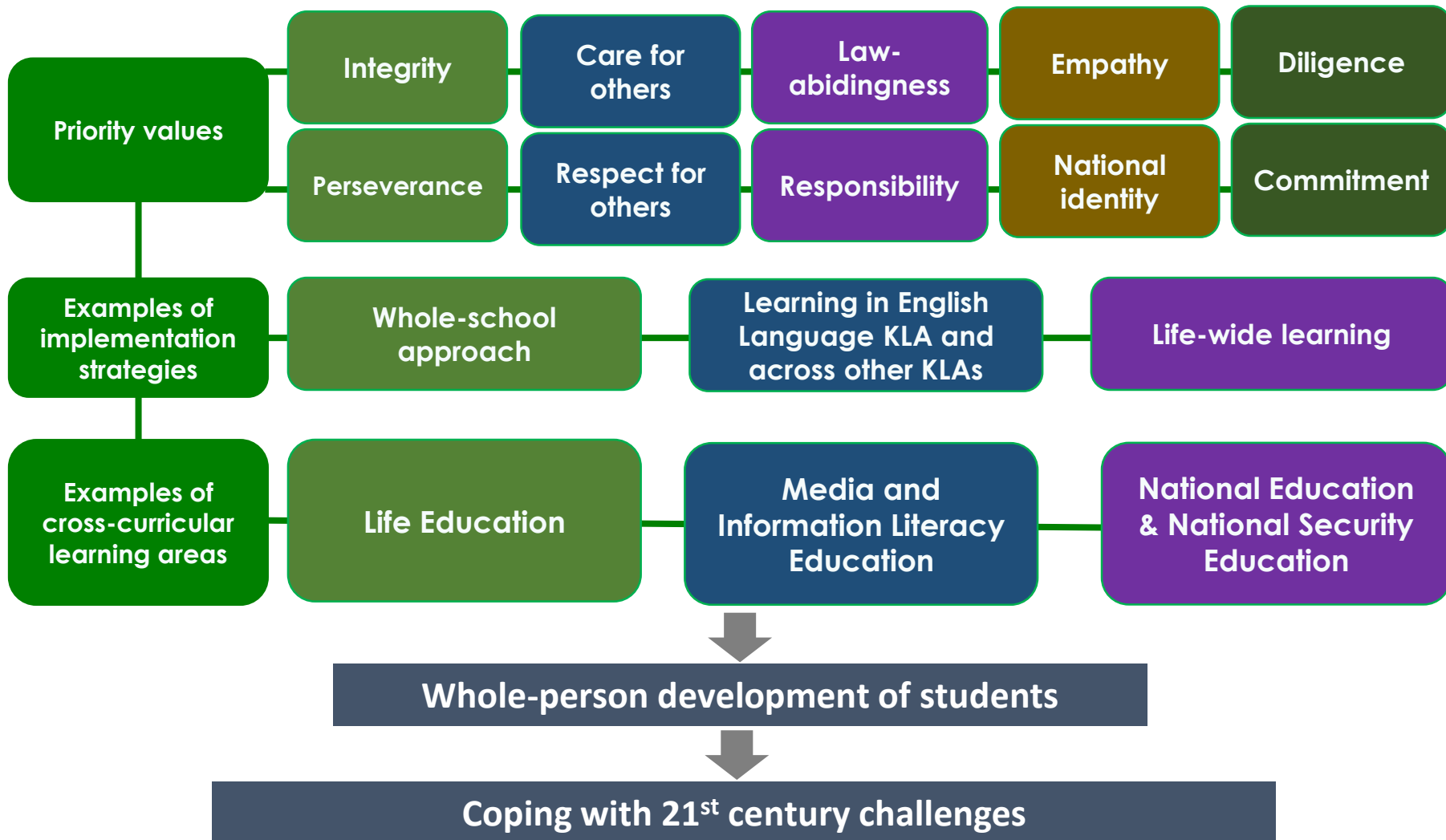
e-Learning

**Grammar Learning
and Teaching**

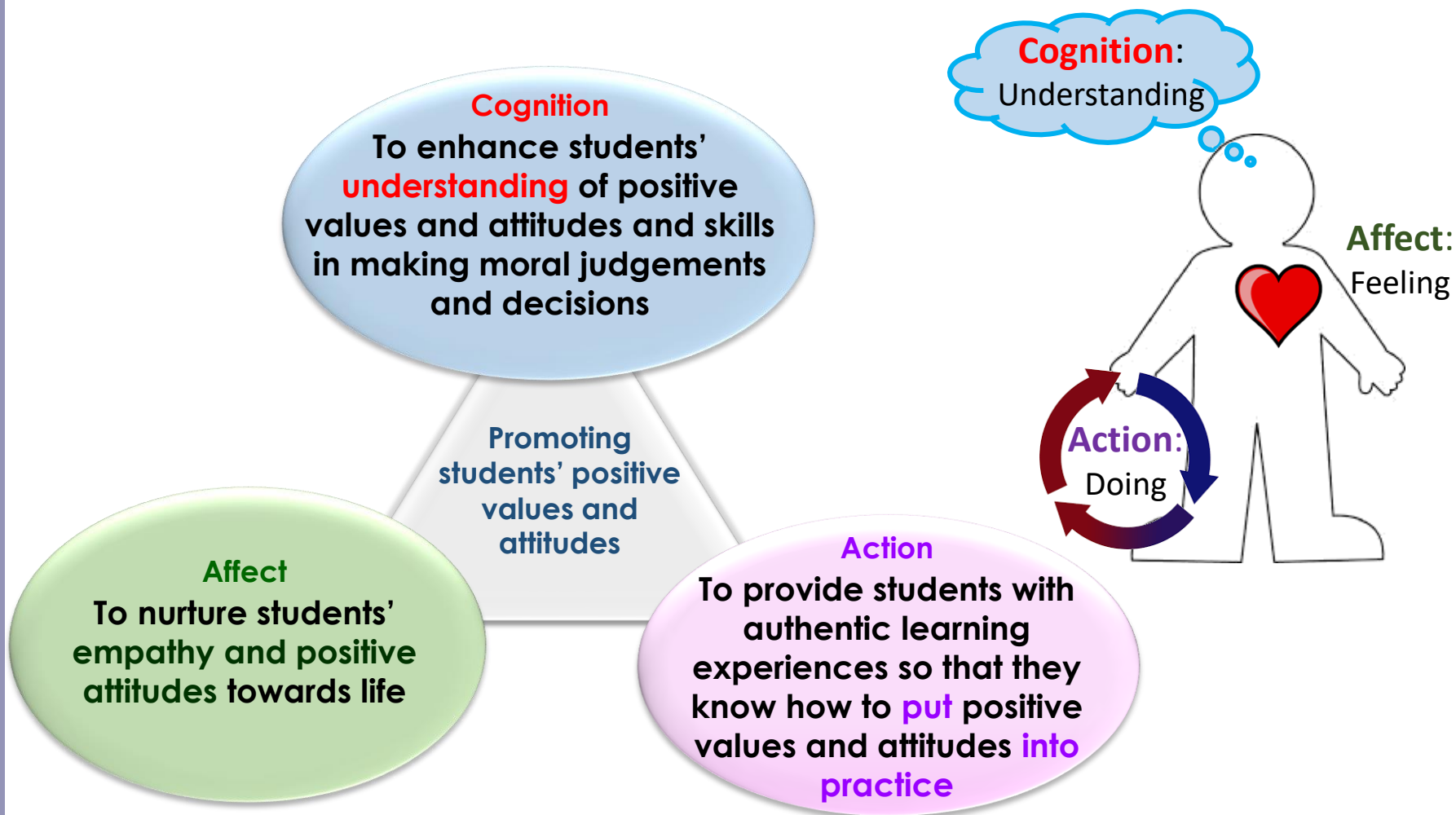
**Interface between Key
Stages**

Values Education

Infusing values education into the school English Language curriculum



Integrating values education at cognition, affect and action levels into unit planning



Designing an array of activities inside and outside the classroom to develop students' positive values and attitudes



Including value-laden materials and issues in activities in class to foster students' positive values and attitudes



Using life-wide and experiential learning activities to help students reflect on positive values and attitudes

An example of adopting the life event approach in unit planning

Unit themes	Writing tasks	Target values	Life events
Making improvements	Make a pledge to realise a resolution	Commitment	Making self-improvement: Achieving a resolution
Be considerate	Write an article to give advice on behaving well on public transport	Care for others	How to behave at school and in public places
Fun with plays (Lost & found)	Write a story about finding a lost bag	Integrity	Handling lost property found
Out & about in HK	Write an interview report about visits to different places in HK	Respect	Disputes caused by noise pollution in Tung Chung
News & events	Report an accident	Responsibility	News about a school bus accident in North Point



Details of this school-based practice on LLSS's website

Life Planning Education

Infusing Life Planning Education into the school English Language curriculum

Three core elements of Life Planning Education in primary schools



Enable students to understand their interests, abilities and aspirations



Equip students with career-related knowledge and values (e.g. work ethics, good attitudes needed in the workplace)



Engage students in fun activities to help them learn about different study pathways and workplaces

Examples of infusing Life Planning Education elements into the upper primary English Language curriculum

Level	Content
P6	<p>Module 1 – Fairy Tales ‘Paper Bag Princess’ Final task: Writing a fairy tale</p> <p>Life planning elements:</p> <ol style="list-style-type: none"> 1. Qualities to be a writer 2. Gender stereotype of leaders <ol style="list-style-type: none"> (i) Discuss the heroine in the story – Paper bag princess (ii) Think about if men in general have a stronger leader figure in the society (iii) Research for some female leaders and tell what their jobs are (e.g. ex-Chancellor of Germany Angela Merkel, ex-HKSAR Chief Executive Carrie Lam, Liza Wang Ming-chun from TVB...)

P5 (RaC)	<p>Inventors</p> <p>Final task – Creating an invention to solve a problem in one’s daily life (description; problem and solution; sequence)</p> <p>Life planning elements:</p> <p>Career exploration -</p> <ol style="list-style-type: none"> 1. Reading biography of famous inventors (e.g. Thomas Edison, Alexander Graham Bell) (RaC – General Studies) 2. Discussing qualities to be an inventor (values education) <p>Self-understanding & Planning of further studies -</p> <ol style="list-style-type: none"> 3. Completing self-reflection on one’s aspirations for being an inventor and making plans for being one
-------------	---

Examples of infusing Life Planning Education (LPE) elements into the upper primary English Language curriculum

Integrating LPE into an RaC project

Second-term project
P5
Amazing inventors
Famous inventors Amazing kid inventions Characteristics of an inventor
English & General Studies
SDL, e-learning, assessment, LWL, VE & LPE

2. Self-directed learning

- Watching videos of famous inventors, amazing inventions and the problem and solution text structure
- Searching for information about famous inventors and inventions online
- Setting learning goals and making plans to achieve them

1. General Studies

- Light, sound & electricity

3. Vocabulary

- Learning vocabulary related to materials and adjectives describing people's characteristics on Quizlet

5. Reading

- Reading texts
 - Biography of Alexander Graham Bell (sequence)
 - Article on amazing kid inventions (problem and solution)
 - Selected texts from Science A-Z (extended reading)
- Reading skills
 - Recognising the format and language features of different text types
 - Following ideas by recognising simple text structures

4. Grammar

- Using 'used for + gerund' to talk about functions
- Using 'made of' to talk about materials

6. Values education

- Characteristics of an inventor
- Saying of Wisdom: Rome was not built in a day
- Reflection on characteristics of an inventor

7. Life planning education

- Doing a 5-minute personality test
- Matching one's characteristics with those of an inventor
- Exploring what one aspires to be in the future and making plans for achieving that

8. Writing

- Writing a description of one's invention to solve an everyday problem using the problem and solution structure and the grammar items 'used for' and 'made of'

10. Life-wide learning

- Parents assessing their child's characteristics in a parent-child activity (assessment by parents)

9. Speaking

- Making a video to present one's invention
- Providing feedback on classmates' videos (peer assessment)

Examples of infusing Life Planning Education elements into the upper primary English Language curriculum

Students worked as a nutritionist

小小營養學家

大家已於英文課堂學習了營養學家的工作，現在讓我們化身為「小小營養學家」，為身邊的人設計一道健康的菜式。

(1) 想一想

1. 食物含有哪些營養素，它們的名稱是甚麼？

2. 在設計菜式前，讓我們先搜集資料了解有關對象的飲食需要，以幫助他們設計合適的健康菜式。

菜單的對象 ● 孕婦

<https://www.youtube.com/watch?v=aAddzGmcbIQ>

為確保胎兒在最理想的環境發育，及減低孕婦患上貧血和骨質疏鬆的機會，孕婦可在孕期不同階段中，提高鈣質、鐵質、鎂質和維他命D的攝取量。

◎ 搜集資料方法：書本、互聯網、訪問有關對象 ◎

他們特別需要哪些營養素？為什麼？

哪些食物含有這些營養素？

你曾經吃過含有這些食物的健康菜式嗎？

1. Designing a healthy dish based on people's needs in order to help them
(Lessons co-taught by G.S. and English teachers)

A. Do you remember that a nutritionist, Ms. White, introduced a healthy dish in the magazine? Read her description again.

A healthy dish for everyone!

Steamed Fish on Soft Tofu is good for people of all ages because it is easy to chew and swallow. We use tofu and fish to make it. It is a healthy dish because it is not oily. Also, fish and tofu contain a lot of proteins and minerals. Proteins can help us build muscles and bones. Minerals can keep our bones strong. Steamed fish on soft tofu is delicious too!



1. What can you find in Ms. White's description? Write them down in the table below.

Name of the dish:	
Who is the dish good for?	
What ingredients do we use to make the dish?	
What nutrients does it contain?	It contains _____ and _____. (nutrient 1) (nutrient 2)
How can the nutrients help us?	_____ can _____ (nutrient 1) _____ can _____ (nutrient 2)
How does it taste?	

2. What tense did she use in the description?

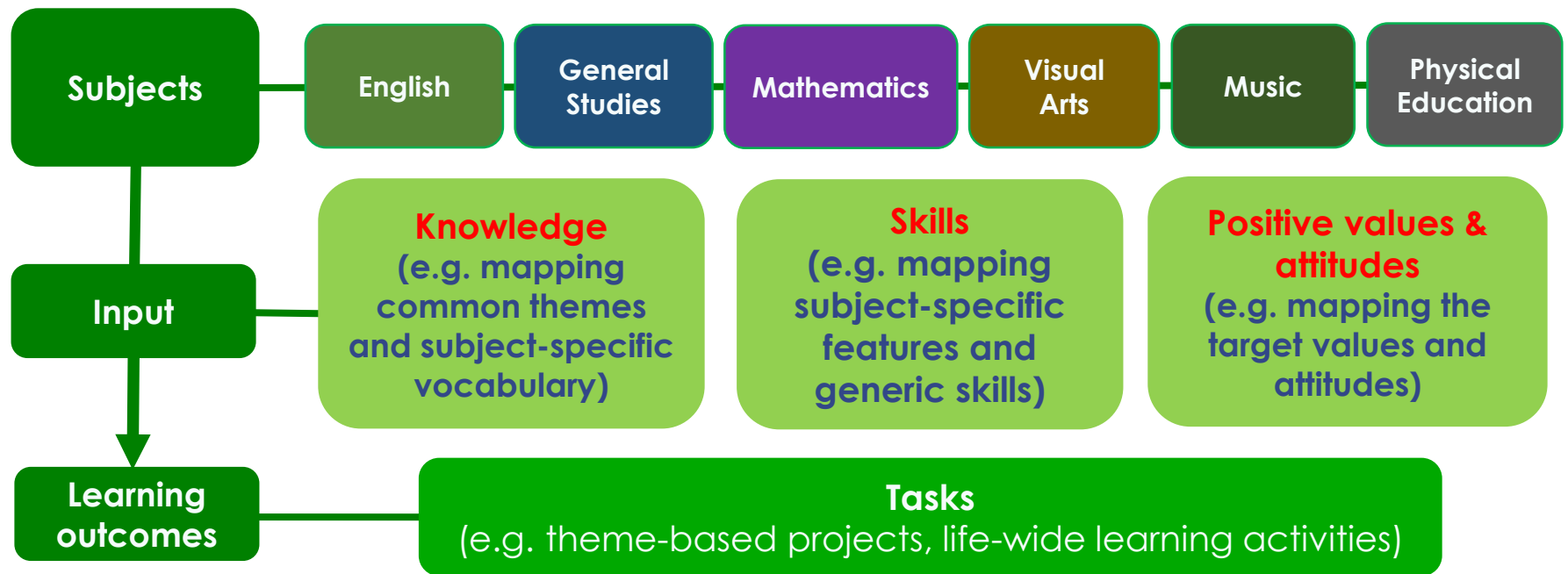
- Present tense
 Past tense
 Future tense

2. Introducing the dish and promoting healthy eating
(English lessons)

3. Putting healthy eating into action at home

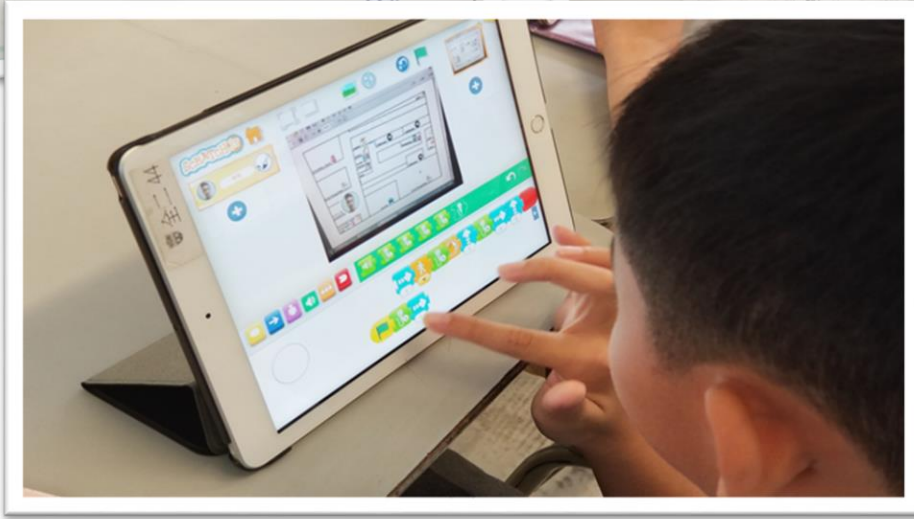
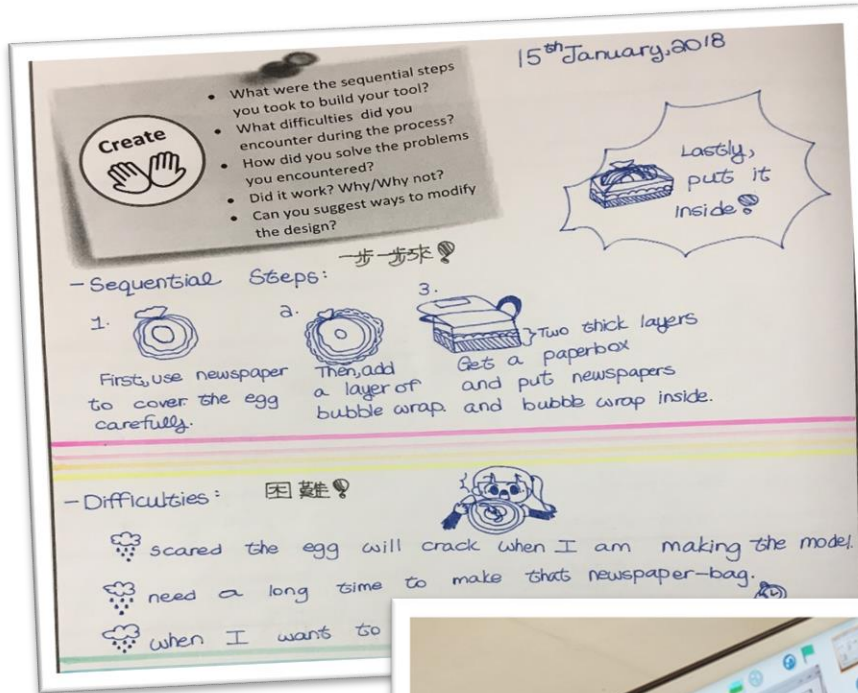
Reading across the
Curriculum (Including in
the Context of
STEM/STEAM Education)

Supporting schools in planning Reading across the Curriculum (RaC) and conducting curriculum mapping to foster inter-disciplinary collaboration



A school case
on RaC on
LLSS's website

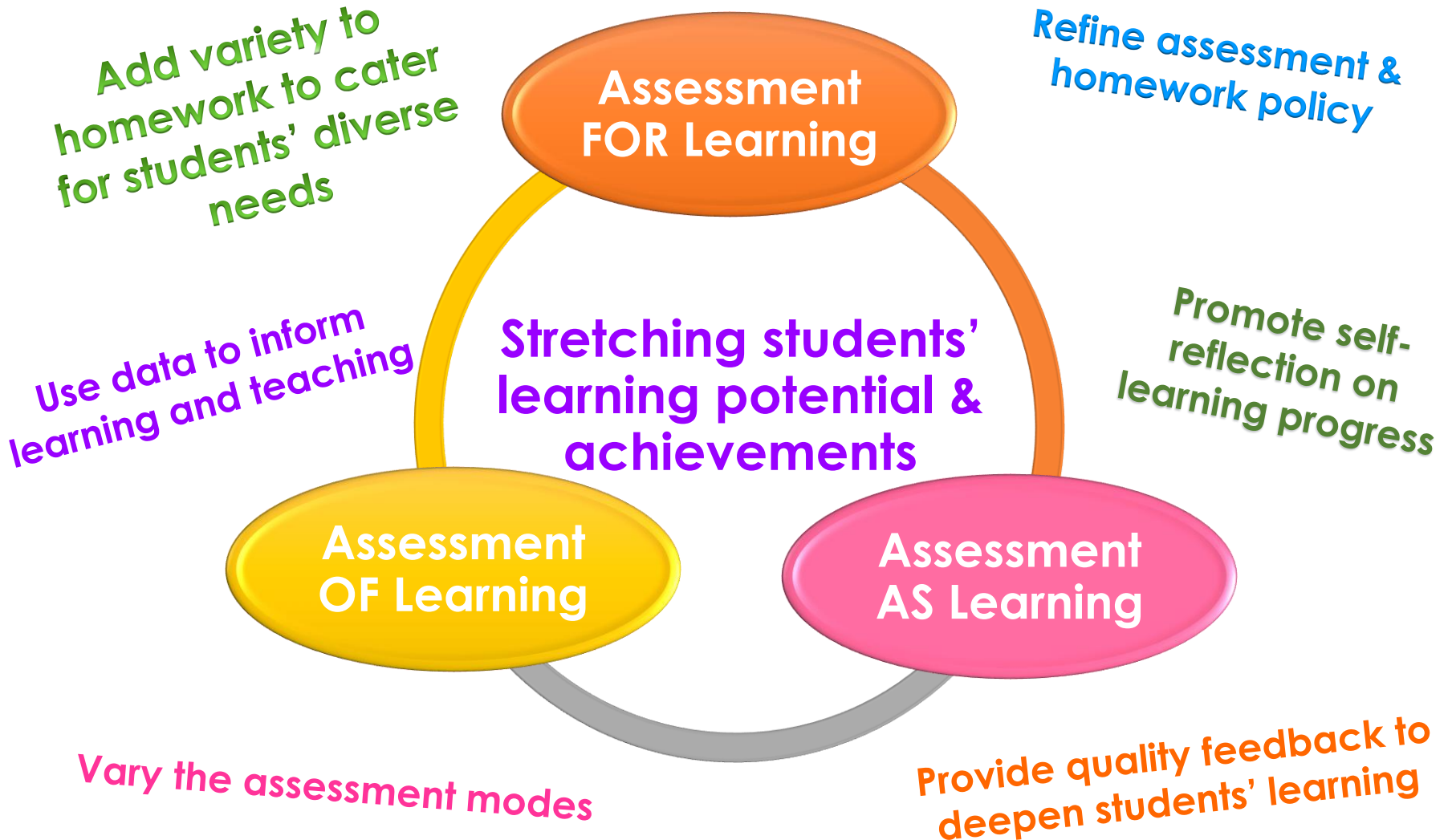
Infusing STEM/STEAM education into RaC projects to develop students' problem solving skills and nurture creativity and an entrepreneurial spirit



Assessment Literacy

Promoting assessment literacy

Effective use of assessment



Developing teachers' assessment literacy and nurturing an assessment-for-learning culture

An example: Giving quality feedback through writing conferences



1. Teacher read the text with the student.



2. Teacher guided the student to think about the mistakes made.



3. The student tried to think of how the mistakes could be corrected.



4. There was constructive discussion between the teacher and student.



Details of this school-based practice on LLSS's website

Promoting assessment as learning among students

An example of a student's **self-reflections**

Topic: <i>Film Review-Zootopia</i>	
Scores: Content (31) Language (32) Organization (7)	
What I did well	What I did well: <i>Use different adjectives to give comments.</i>
What I need to improve	What I need to improve: <i>My spelling need to improve.</i>
	Writing conference with teacher: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Suggestions from teacher	Suggestions from teacher: <i>I can write more clearly about the strengths and weaknesses of the film.</i>
	Corrections done: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	Re-corrections needed? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
My goal	My goal: <i>I need to spell more words and improve my <u>weakness</u>.</i>
My action	My actions: <i>Read more books.</i>

“Use different adjectives to give comments”

“My spelling needs to be improved”

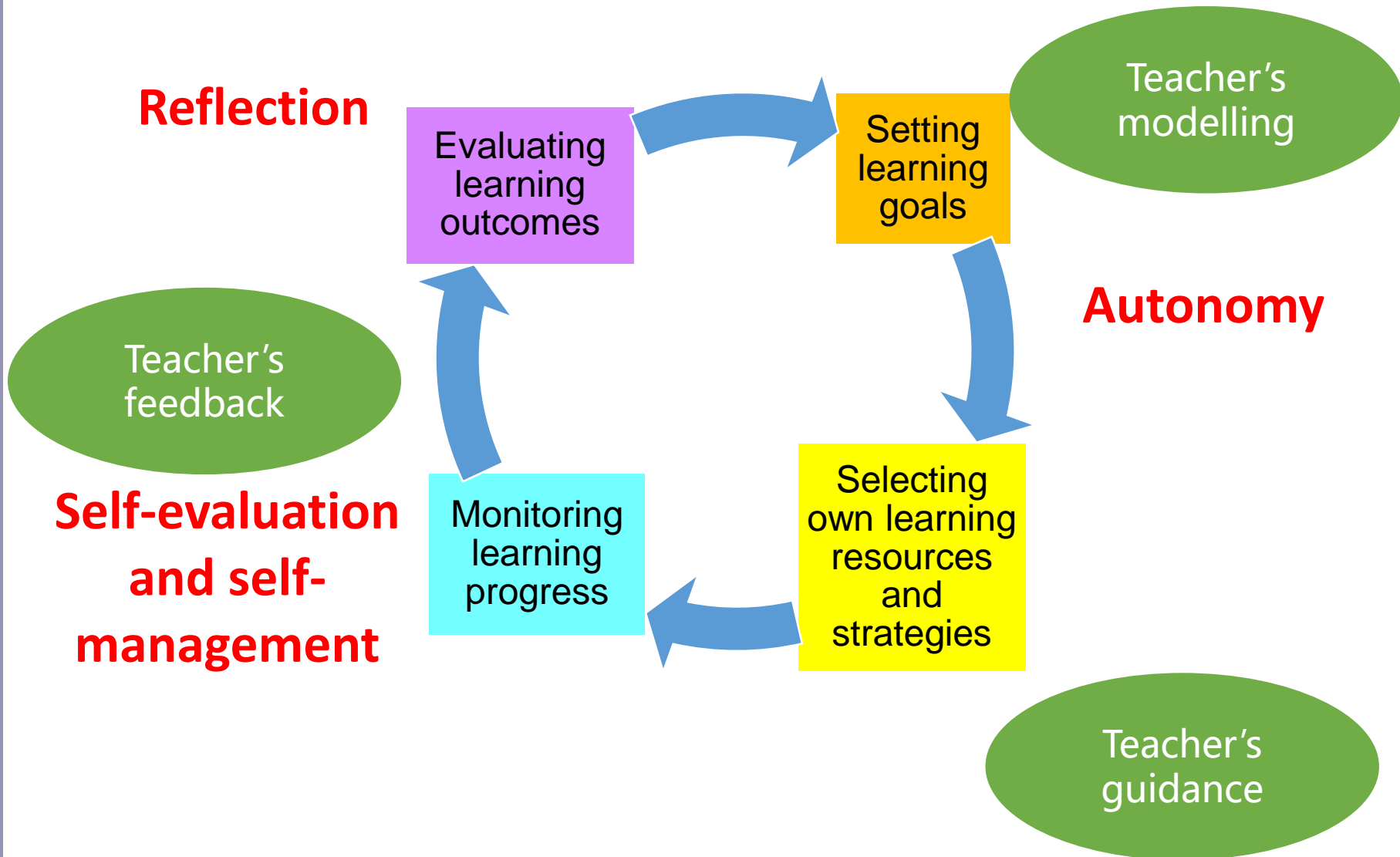
“I can write more about the strength and weakness of the film”

“I need to spell the words more carefully to improve my weaknesses”

“Read more books”

Self-directed Learning

Using a conceptual framework to foster self-directed learning (SDL) in the school English Language curriculum



Supporting teachers in developing students' SDL capabilities through promoting:



An example of infusing SDL into vocabulary learning in KS2

Setting learning goals

Students decide the number of entries to make within the given period of time in their self-directed vocabulary learning journals and the target vocabulary building skills they want to practise.

Selecting own learning resources and strategies

They choose relevant resources, such as the dictionary, the thesaurus or their extensive reading texts, to use to practise the target vocabulary building skill they choose.

Monitoring learning progress

They complete their journal entries according to the goals set, review the new words learnt and demonstrate their learning by explaining the most interesting word learnt in the given period to an adult for his/her feedback.

Evaluating learning outcomes

They reflect on their learning progress and performance with reference to their goals set and resources used so that they can do even better in the next phase of the self-directed vocabulary learning programme.



Details of this school-based practice on LLSS's website

An example of infusing SDL into vocabulary learning in KS2

- Teach, model and guide students to use the target skills for self-directed vocabulary learning
- Let students practise the skills with their Self-directed Vocabulary Learning Journal & provide feedback for them



- ❖ Identify the target skills for self-directed vocabulary learning, e.g.
 - using the dictionary & thesaurus
 - strategies for recording & retaining new words acquired
- ❖ Include the target skills in the scheme of work
- ❖ Incorporate assessment as/for/of learning into daily learning & teaching, e.g.
 - asking questions on target skills in lessons & formal assessments
 - awarding bonus marks to good choice of words in writing
 - observing students' performance in assignments



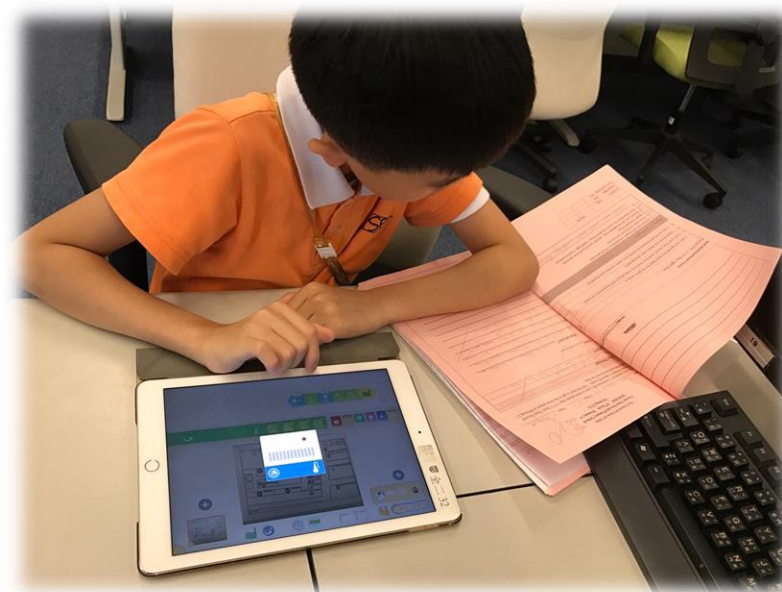
Details of this school-based practice on LLSS's website

Designing different types of tasks that are pitched at students' linguistic level to develop their SDL capabilities

Level	Word bank	Diction
P.1	<ul style="list-style-type: none"> With teacher's or parents' help, find at least 5 vocabulary items related to the topic 	<ul style="list-style-type: none"> Learn about different parts of speech (nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections) Learn about different parts of speech (verbs, nouns and adjectives) Pronouns (Subject, Object)
P.2	<ul style="list-style-type: none"> With teacher's or parents' help, find at least 8 vocabulary items related to the topic Use a table to organize the words or phrases they have found 	<ul style="list-style-type: none"> Learn about different parts of speech (verbs, nouns and adjectives) Pronouns (Subject, Object, Possessive)

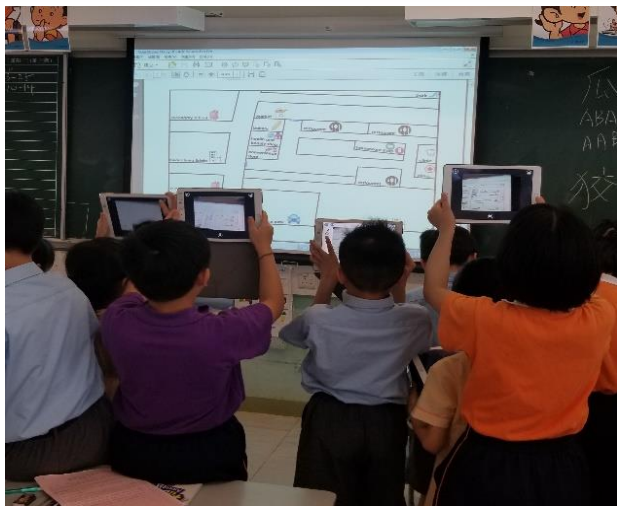
P1: With teachers' or parents' help, find at least 5 vocabulary items related to the topic

P2: Find at least 8 vocabulary items related to the topic and use a table to organise the words learnt on their own



e-Learning

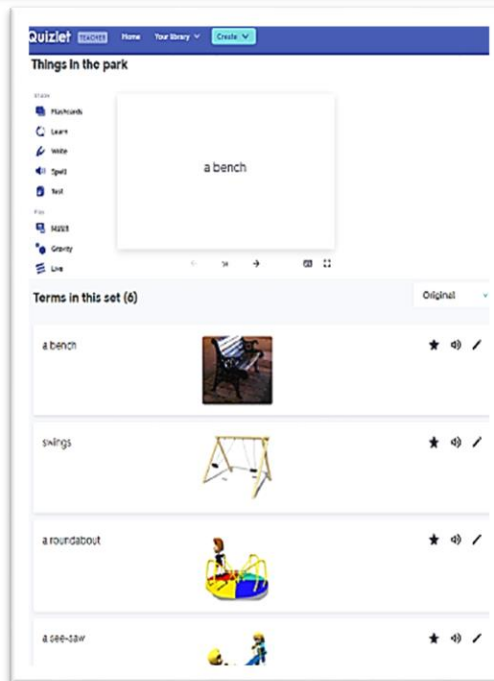
Designing a variety of e-learning activities to enhance learning and teaching and cater for learner diversity



Use of mobile devices to support interactive learning/peer learning



Incorporating coding into English learning tasks



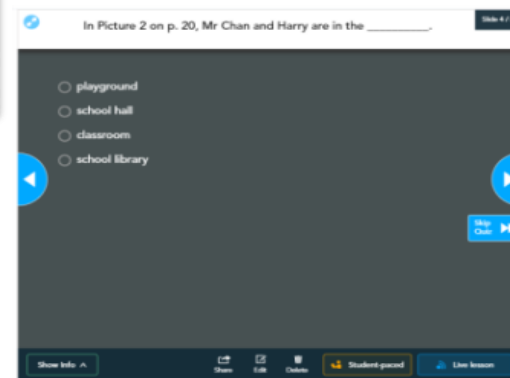
Use of e-tools such as “Quizlet” to help students learn new words



A school case on e-learning on LLSS’s website



Recording dialogues and AirPlaying them in class to promote peer assessment



Attempting reading questions on e-platforms after class to promote self-assessment

Supporting students in evaluating online resources and developing media and information literacy skills

What is a search engine?

A search engine is a platform that helps you search a **bank of information** according to the user's **commands/ queries**.

Using a search engine

A search engine is like a well-trained dog. When you give it the right commands, it can fetch what you want.



Catch!

A. Using a search engine to find information

In some way, a search engine is like a partner. You use the right commands. Although words are better for search engines.

Locating and accessing relevant information

Our research question:

Where can we find Chinese White Dolphins in Hong Kong?

Number of key words/ phrases used	Keywords you used	Number of search results	Did you find the answer in the first three results? ('Yes' or 'No?')
1			
2			
-			

Evaluating information in terms of authority, credibility and current purpose on the Internet

Think about it!

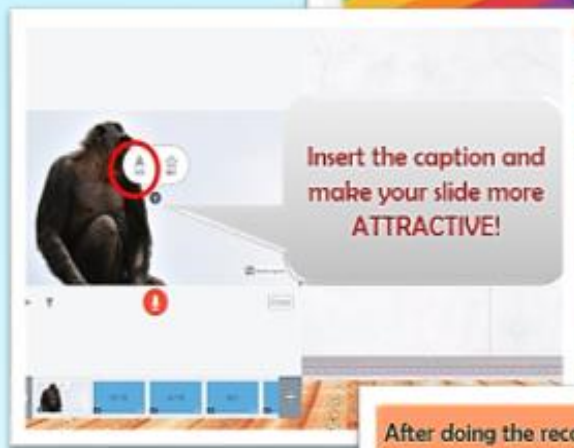
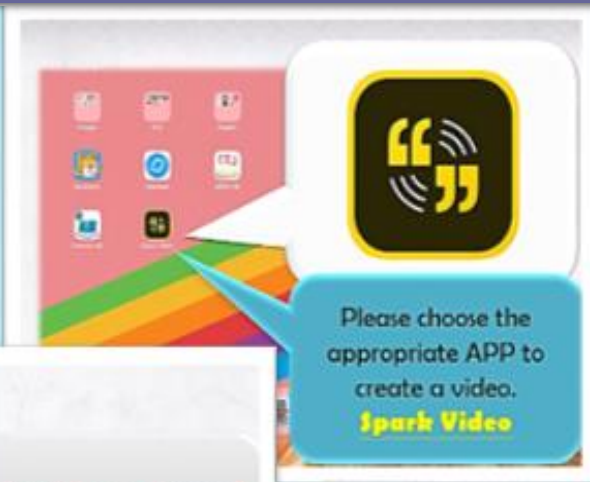
Why should we always read at least **2 sources** to find the information we need on the internet?



2. Match the endings of the following URL domains with the kind of organisations they stand for by writing the letters (A, B or C) in the third column of the table below.

	URL domains	Answer	Types of organisation	The type we can trust <u>least</u> (✓ one)
1.	.com		A. Government	
2.	.org		B. School or university	

Using multimodal texts to actively engage students in learning English and nurture their creativity



Applying IT skills to process information and produce content creatively

Worksheet 6: Conducting a research on an endangered species
 Name: _____ () Class: _____ Date: _____

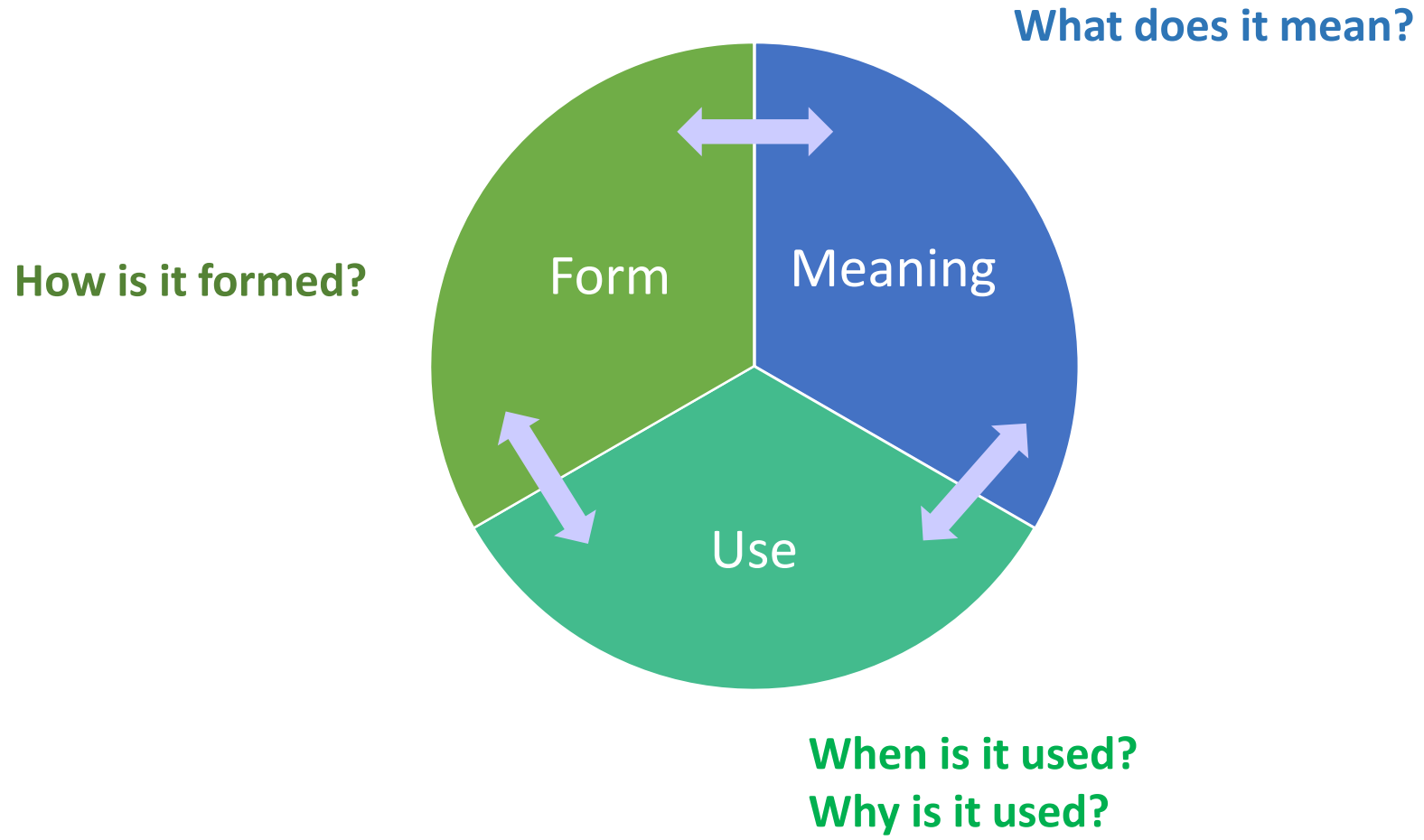
You and your classmates are going to help your schoolmates learn more about different kinds of endangered animals. Your teacher will let you know how to decide the animal you are going to focus on.

Look for the information about the animal from books or websites and take notes in the following table. You will share the information about the animal in the coming lesson.

Name of species	_____
Colour(s)	_____
Maximum length & weight	_____ cm _____ kg
Diet	_____
Habitat	_____
Which countries/cities you can find them	_____ _____ _____
Their problems	_____ _____ _____
How we can help them	_____ _____ _____

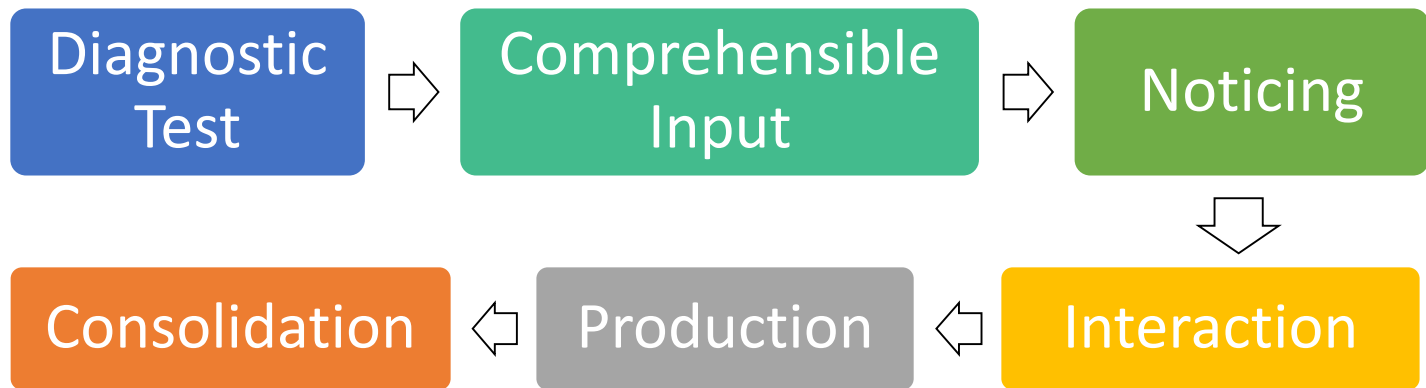
Grammar Learning and Teaching

What is grammar learning and teaching about?



How can we teach grammar more effectively?

Adopt the **grammar teaching framework** to teach grammar:



Reference: : Lee, F. K. (2016, May 24). Knowledge Transfer Sharing Grammar Teaching Resources for School Teachers [Slides]. The Education University of Hong Kong.
https://www.eduhk.hk/rdo/KnowledgeTransfer/kt_upload/userfiles/Dr%20LEE_PowerPoint.pdf

Using a systematic grammar teaching framework and making grammar learning fun for students

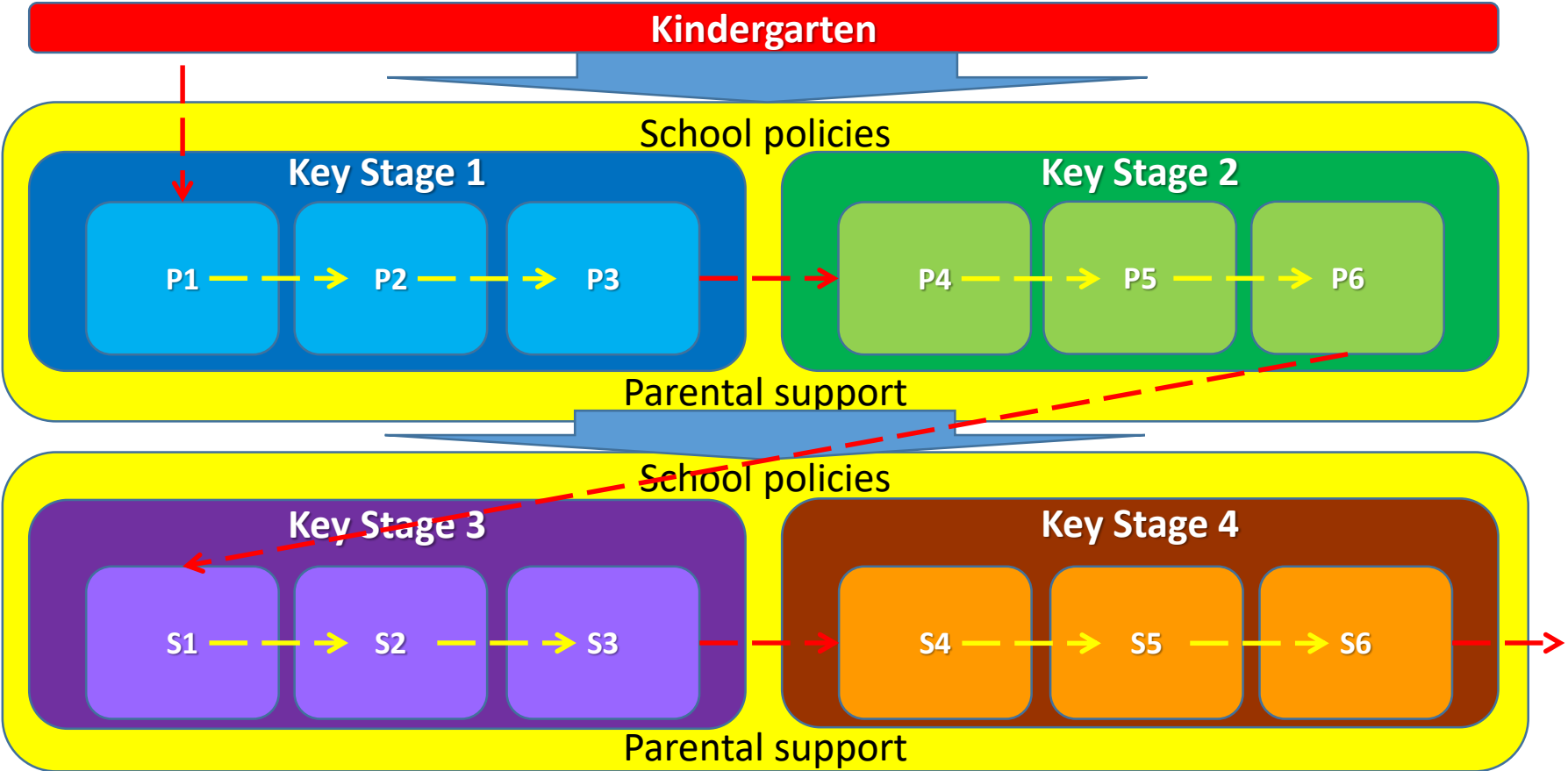
	Teaching flow	Purpose	Example
			<i>Theme of the unit: Different Life Experiences</i> <i>Focus: The teaching of present perfect tense</i>
1	Diagnostic test	To check students' prior knowledge on the target grammar item → adjust teaching pace and select relevant teaching materials	Students share with classmates what they have and have not done in their lives
2	Comprehensible input	To engage students in self-directed and level-appropriate tasks to get an idea of the target grammar item	Students read a level-appropriate biography with the use of the present perfect tense
3	Noticing	To enable students to work out the form and meaning and to see how grammar is used in specific contexts	a. Sentence level – Students segment present perfect tense sentences b. Text level – Students explore the relationship between the use of the present perfect tense and the text type
4	Interaction	<ul style="list-style-type: none"> To engage students in using the target structures learnt orally To increase students' learning motivation and make grammar learning fun 	Students set present perfect tense questions for a real interview with the principal
5	Production	To put the target grammar items learnt in use in writing	Students apply the use of the present perfect tense to write a biography for the principal
6	Consolidation	To promote Assessment as Learning by encouraging students to do self-assessment to check their understanding of the grammar items	Students do both online and paper-and-pencil self-assessment exercises



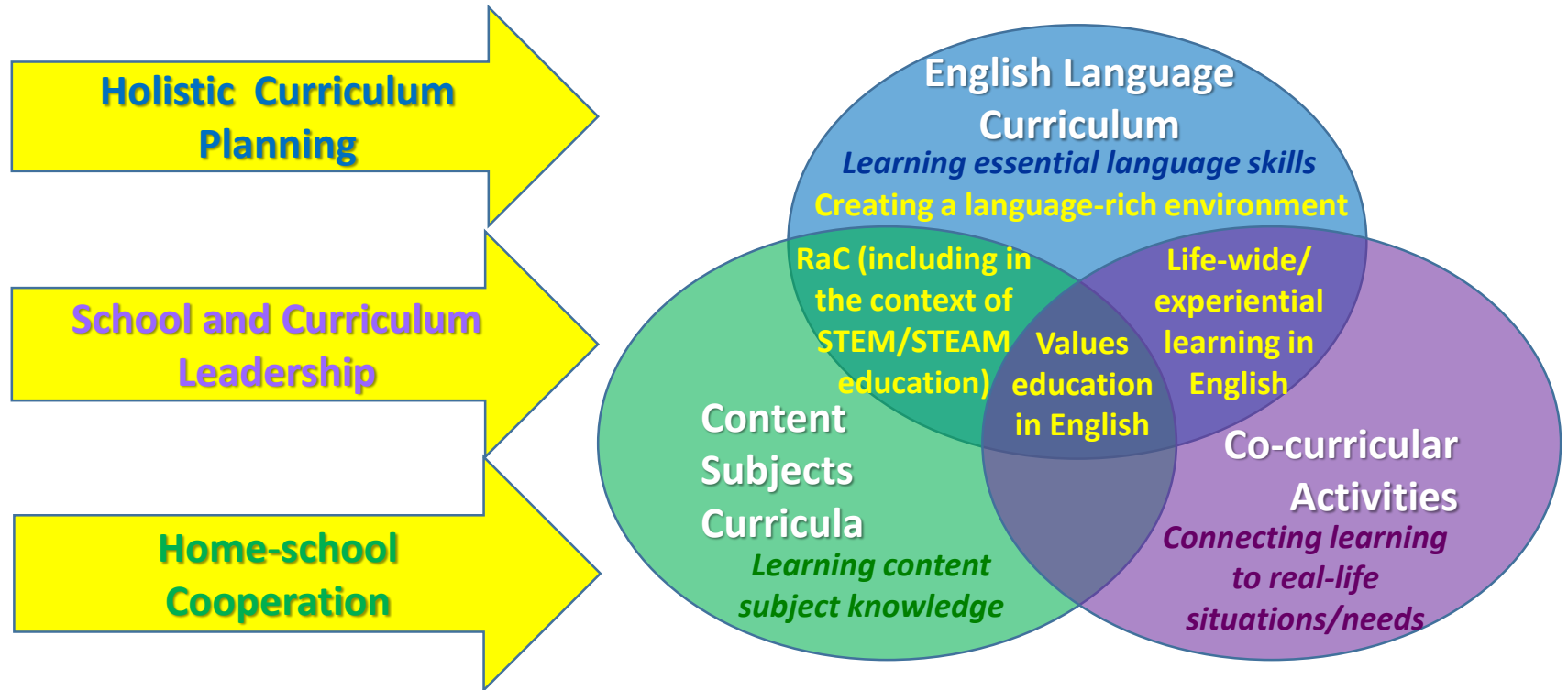
A school case on grammar teaching and learning on LLSS's website

Interface between Key Stages

Enhancing a smooth interface between key stages



Adopting a holistic approach in enhancing a smooth interface between key stages



An example of enhancing a smooth interface between KS2 and KS3 by promoting RaC (including in the context of STEM/STEAM education)

Adding elements of RaC (including in the context of STEM/STEAM education) in units of work

L/T activity	P3	P4	How to enhance a smooth interface
Integrated task	Listening and writing	Reading, listening and writing	Promote integrative language use
STEM activity <i>Discovery</i>	Bread test <i>Observation</i>	Drink/egg test <i>Broadening knowledge base</i>	<ul style="list-style-type: none"> - Encourage different learning modes - Increase task complexity
Reading materials	Home reading booklets	Extended reading	Increase reading exposure



A school case on enhancing a smooth interface between key stages on LLSS's website