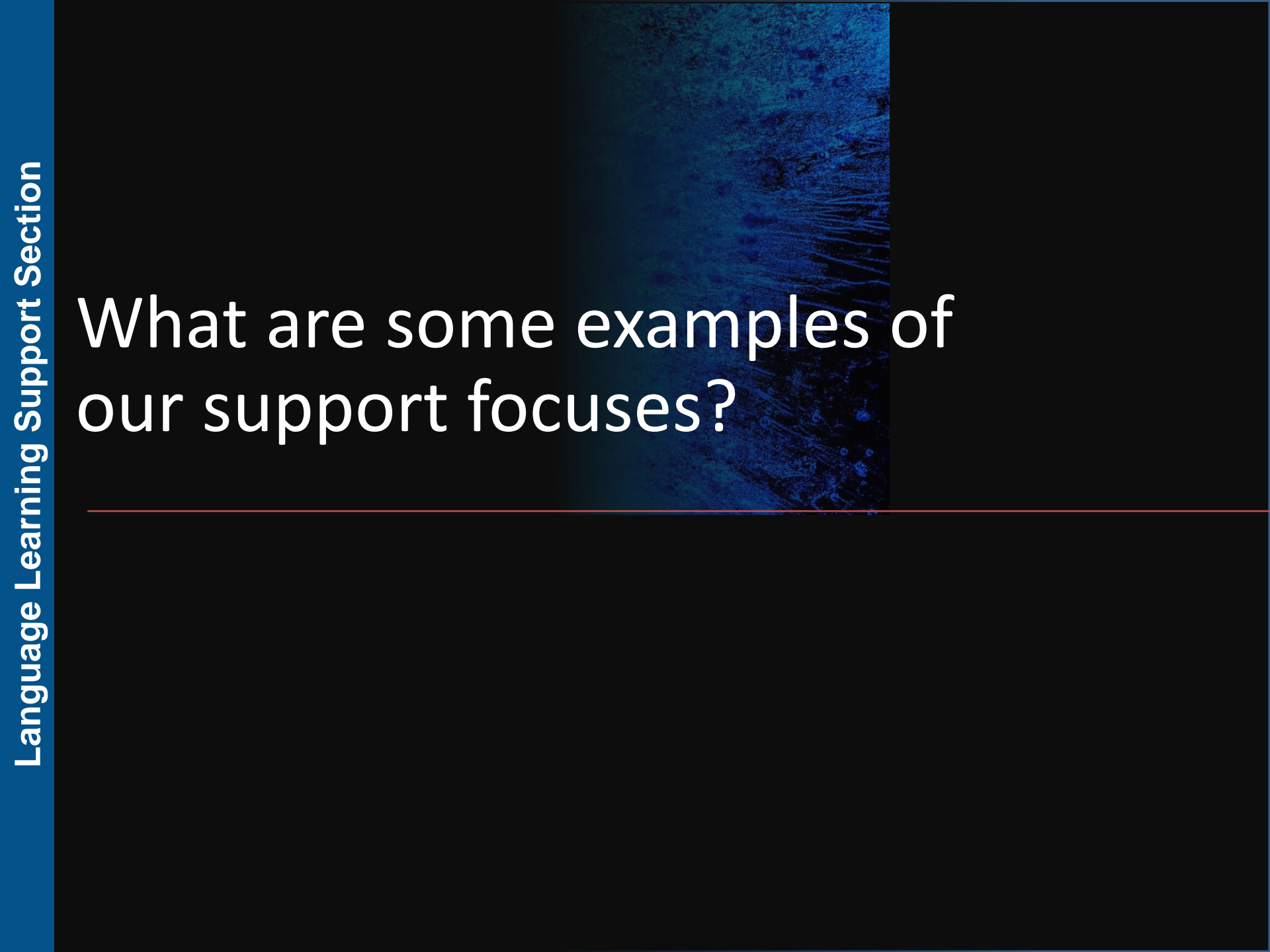




**Education Bureau
Language Learning Support Section**

English Language (Secondary)

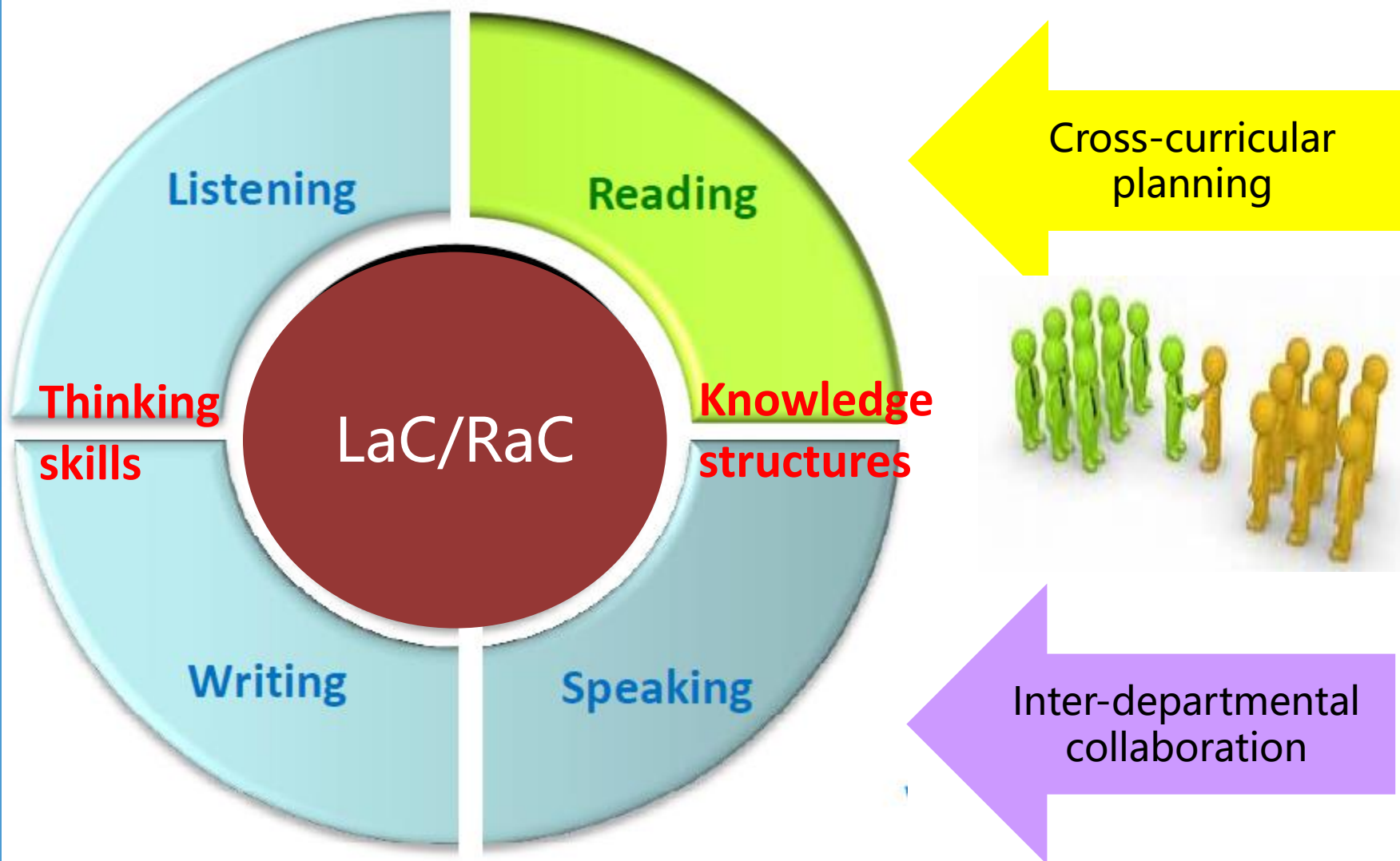
**About our
support focuses**



What are some examples of our support focuses?

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

Promoting Language/Reading across the Curriculum (LaC/RaC) at KS3 and KS4



An example of a STEAM Project design

Pre-task
(input stage)

Science
(electric circuit)

ICT
(coding+ programming)

Maths
(mathematical concepts)

English
(reading input)

Arts
(design & decoration)

While-task

Science:

- Concepts of electric circuit required
- Building a close circuit with LilyPad and LEDs

ICT:

- Input-process-output
- Coding: programming with mBlock car
- Controlling the device (e.g. LEDs)

Maths:

- Application of some basic mathematical concepts /computational thinking

Arts & Design:

- Designing & decorating the product



LilyPad LEDs wearable

English:

- Reading some product information as input
- Discussion skills in the Engineering Design Process (EDP)
- Writing product presentation & self-reflection

Thinking skills: problem-solving, creativity

Text structure: problem & solution

Post-task

Presentation



Reflection

LaC/RaC activities

Bridging programmes

Cross-curricular units

Cross-curricular projects

**Extensive reading
of non-fiction**

RaC showcases

LaC/RaC Days



Promoting Values Education

Holistic curriculum planning on values education



An Example of Curriculum Planning

Mapping priority values and attitudes into self-directed learning (SDL) projects designed alongside existing textbook units and themes to provide students with opportunities to apply their learning in meaningful contexts and enrich their learning experiences.

S1-3 Self-directed Learning Projects

Level and term	Textbook themes	SDL project topics	Values and attitudes
S1 Term 1	We care	Green living	<ul style="list-style-type: none"> Responsibility Care for others
S1 Term 2	Amazing people, amazing deeds	Role models	<ul style="list-style-type: none"> Perseverance Diligence
S2 Term 1	Growing up	Growth mindset	<ul style="list-style-type: none"> Empathy Commitment
S2 Term 2	All about Science	Science for better living	<ul style="list-style-type: none"> Responsibility Care for others
S3 Term 1	Performance	Musicals/Films with positive messages	<ul style="list-style-type: none"> Respect for others Integrity
S3 Term 2	Well-being	Healthy living	<ul style="list-style-type: none"> Law-abidingness National identity

Integrating life-wide learning and values education

Cognition

Prepare for an interview with blind volunteers

Part 1: What difficulties will a blind person encounter in his daily life?

If you need more help, you may scan the following QR code for more information.

Pre-interview preparation: Task 1

Think of some difficulties that a blind person may encounter in everyday living. Brainstorm the problems with your partner.

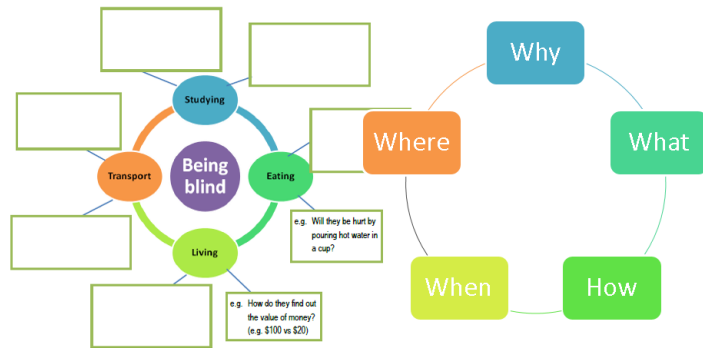
Livestrong.com



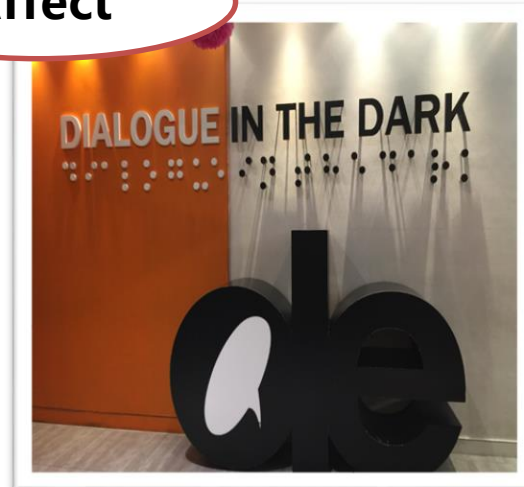
HKBFA



Chen Liangbin



Affect



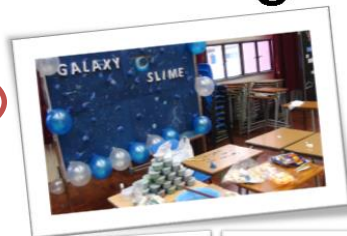
Experience how visually-impaired people live and interview them

Care for others

Empathy

Fundraising for a good cause

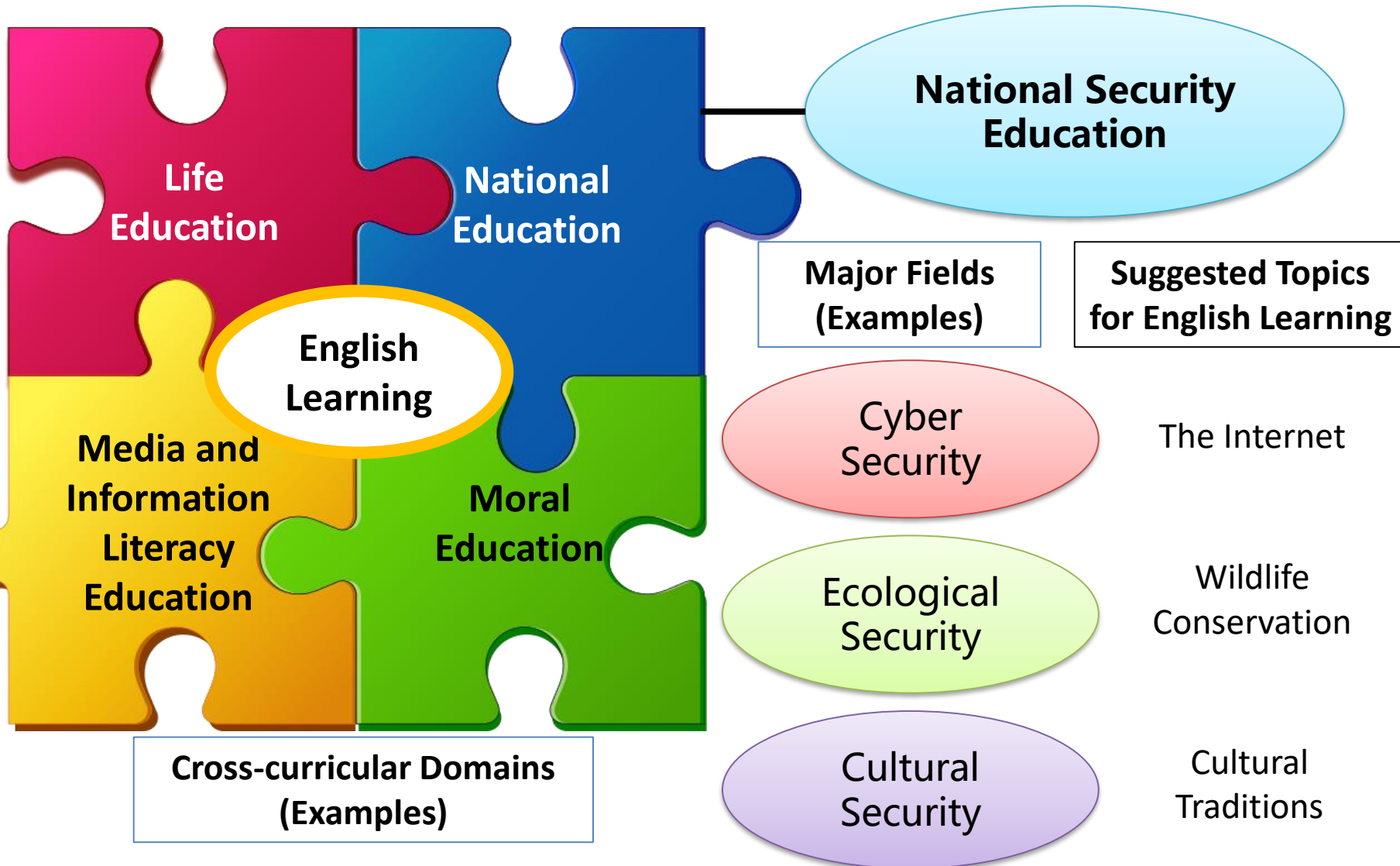
Action



Commitment

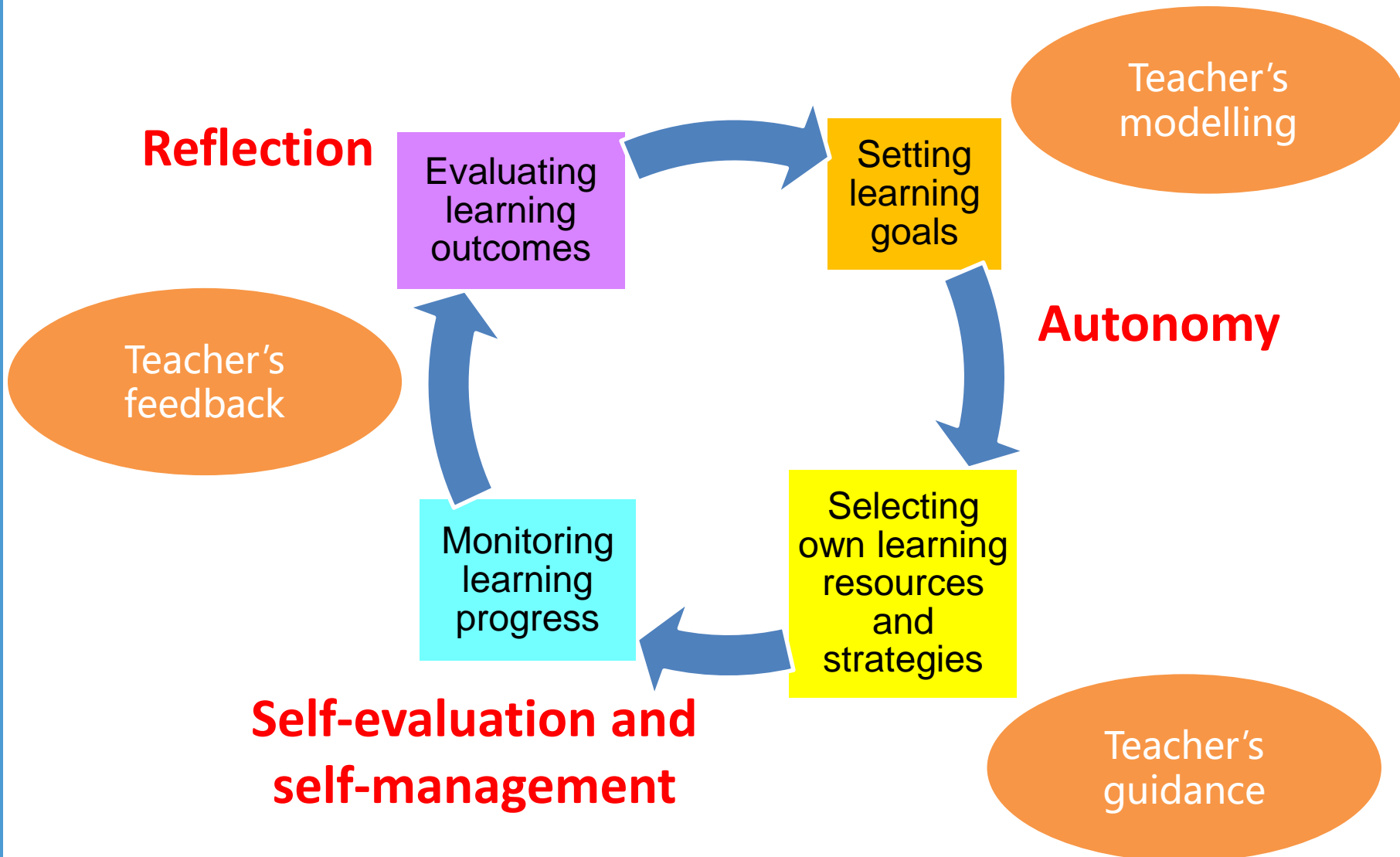
Perseverance

Integrating cross-curricular domains into the school English Language curriculum to connect students' learning experience



Promoting Self-directed Learning (SDL)

Conceptual framework of developing students' SDL capabilities



Selecting learning resources and strategies

A collection of carefully curated online learning resources to support SDL

English Language Education

New



Famous Scientists ⓘ

Topic: famous scientists, positive values, positive

🏠 Preface 📖 Reading Tasks 📝 Writing Tasks 📄 Download

Choose a scientist below and learn more about him/her



Exploring Text Types - Persuasive Writing

This programme introduces to students how to write persuasive writing, such as advertisements and argumentative speech, etc. Self-access student learning materials are...



Start Your Own Newspaper

1. Seek information and respond to enquiries about how a newspaper is made 2. Invite, make and refuse suggestions and proposals in group work such as discussions and...



Chinese Festivals and Culture

This is a documentary programme that explores the culture and customs related to two Chinese festivals: the Mid-Autumn Festival and Dragon Boat Festival. 1. Customs...



English Sayings of Wisdom

English Language Education Section
Curriculum Development Institute, The Education Bureau

About SOW

Student Activities / Competitions

SOWIT - Videos

Wallpapers and Posters

Games

Learning and Teaching Materials



SOWIT - Videos

Find out more about the messages conveyed by the English Sayings of Wisdom (SOW). Click to view the videos and download the lesson plans and activity sheets.

SOW a grateful heart



Students making their **OWN CHOICES** of materials for practice

Monitoring learning progress

Students recording and reflecting on their learning process

Self-directed Listening & Speaking Practice Portfolio

Name: _____ Class: 2A


Date	Skills Practised	Titles	Materials Used	Time Spent
15/10/16	Listening	The True Colour of Animals	Recorded ESL Listening Lab	30 minutes
25/12/16	Listening	¹ Holiday Traditions	Randall ESL Listening Lab	30 mins
8/3/16	Listening	² A Japanese Bath	Randall ESL Listening Lab	30mins
8/4/16	Listening	³ Where are you from?	Randall ESL Listening Lab	5 mins
8/4/16	Listening	⁴ Happy Birthday!	Randall ESL Listening Lab	5 mins
8/4/16	Listening	⁵ Dinner Time	Randall ESL Listening Lab	5 mins
8/4/16	Listening	⁶ Airline Safety	Randall ESL Listening Lab	5 mins
8/4/16	Listening	⁷ Smart Phones	Randall ESL Listening Lab	5 mins

Self-directed English Learning Portfolio

Name: _____ Class: 2A(18)

Entry Number: Now 6

Listening Practice



Date of Practice: 8/4/2016 Time Spent: 5 mins

1. Where did this practice come from? (Please tick the appropriate box)

Randall ESL Listening Lab ELLLO

1-language British Council: learning English Teens - Listening

Englishstore LearningEnglishfeelgood - movie clips

Other: (please specify) _____

2. What is the title of this listening practice:
The title of this listening practice is 'Airline Safety'.

3. What is it about?
It is about a man is going to get on an aeroplane but before getting on, He walk through the body scans and his dialogue should for check with the staff

4. New Words or Phrases you have learnt (Not more than 3)

a. cigarette 香烟

b. illegal 非法的

c. _____

5. Are you satisfied with your performance in this practice? Why?
Yes, I am because I get full mark this time!

6. How can you do better in your next practice?
I will be more focus and careful during the next listening.

Google Drive

Shared with me > 2E33 Jacky Wong 2016-2017 > Self-directed Learning

Name	Owner	Last modified	File size
Entry 1	SI HAM (SI)WONG	Nov 11, 2016	SI HAM (SI)WONG
Entry 10	SI HAM (SI)WONG	Feb 5, 2017	SI HAM (SI)WONG
Entry 2	SI HAM (SI)WONG	Nov 11, 2016	SI HAM (SI)WONG
Entry 3	SI HAM (SI)WONG	Nov 18, 2016	SI HAM (SI)WONG
Entry 4	SI HAM (SI)WONG	Nov 18, 2016	SI HAM (SI)WONG
Entry 5	SI HAM (SI)WONG	Nov 18, 2016	SI HAM (SI)WONG
Entry 6	SI HAM (SI)WONG	Nov 18, 2016	SI HAM (SI)WONG
Entry 6	SI HAM (SI)WONG	Jan 24, 2017	SI HAM (SI)WONG
Entry 7	SI HAM (SI)WONG	Feb 5, 2017	SI HAM (SI)WONG
Entry 8	SI HAM (SI)WONG	Feb 5, 2017	SI HAM (SI)WONG
Entry 9	SI HAM (SI)WONG	Feb 5, 2017	SI HAM (SI)WONG

5. From the conversation, what does the cust purchase from the merchant in the end?

A. only records

B. only a vase

C. some records and a vase

D. nothing

Final Score: Reset

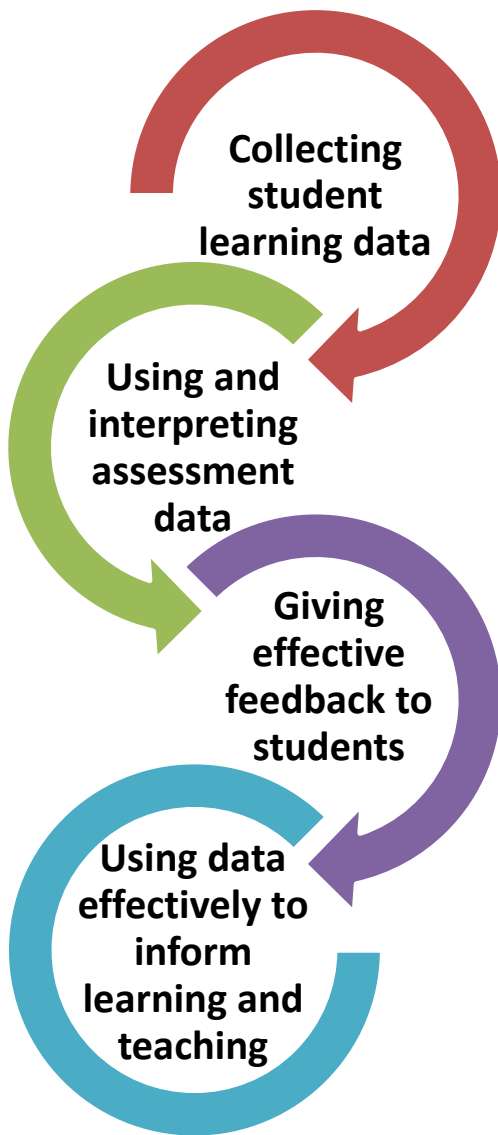
Score =

Correct answers:

1. He has no need for a ring.
2. The handle is damaged.
3. it is stained.
4. \$25
5. only records

Enhancing Assessment Literacy

Assessment Literacy

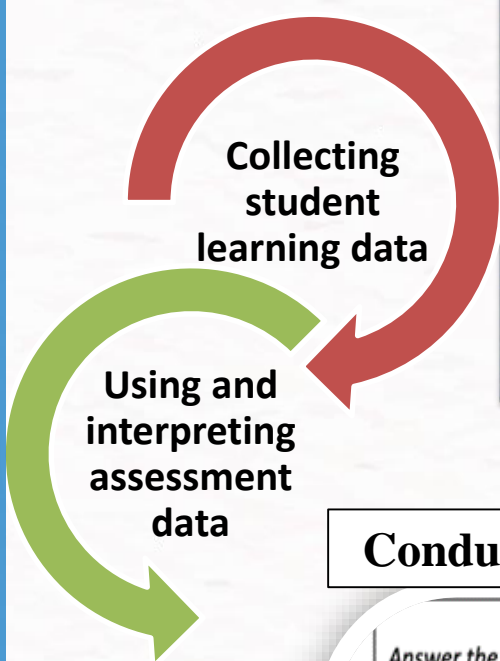


- Develop **quality assessment activities/tasks** and **assessment criteria/rubrics** which are appropriate for a range of purposes
- Collect student **learning evidence** through different modes of assessment

- Identify students' **strengths, weaknesses, learning difficulties** and factors that lead to the observed performance

- Help students **understand the assessment criteria**
- **Provide feedback** on how they can do better
- Develop more **effective feedback practices** to support less confident learners and engage more able learners, so all are able to take responsibility for their learning and achieve their best

- Adjust the **design of learning, teaching and assessment tasks/strategies** according to students' learning needs



Performance tasks, e.g.

- ❖ e-assignments
- ❖ oral presentations
- ❖ role-plays/radio dramas
- ❖ debates
- ❖ SBA/SBA-type tasks

Learning products, e.g.

- ❖ writing portfolios
- ❖ projects
- ❖ STEM/STEAM products

Assessment tasks, e.g.

- ❖ dictations
- ❖ quizzes/tests
- ❖ exams

Conducting pre-learning self-assessment

Answer the questions by putting a '✓' in the appropriate boxes.

	Strongly disagree	disagree	Neutral	Agree	Strongly agree
1. I know how to take notes while listening by using abbreviations and symbols when necessary.					
2. I know how to scan the Data File for 'hidden' information.					
3. I know how to skim to get the main ideas by looking at headings and sub-headings.					
4. I know how to write a formal letter by using appropriate format, conventions and language features.					
5. I know how to write effective opening and closing paragraphs of formal letters.					
6. I know how to agree or disagree with reasons in a group discussion.					



Giving effective feedback to students

Using data effectively to inform learning and teaching

Marking criteria	Mark	Success Criteria (*learning outcomes of this unit)
Content:	/10	Please refer to the marking scheme.
Language:	/5	You did well in: a. ____ grammatical accuracy b. ____ spelling c. ____ punctuation d. ____ *the use of formal language
Coherence and organization:	/2	You did well in: a. ____ writing paragraphs with a b. ____ clarity of topic sentences
Appropriacy:	/2	You did well in: a. ____ *the use of appropriate format and conventions of a formal letter b. ____ *the use of a formal, polite and sincere tone c. ____ *writing effective opening and closing paragraphs of formal letters
Bonus:	/2	You did well in: a. ____ including no / very little irrelevant information b. ____ *adapting information from the Data File to match the grammar and style of the text in the writing task

Marking criteria with assessment items that match the learning objectives and expected learning outcomes

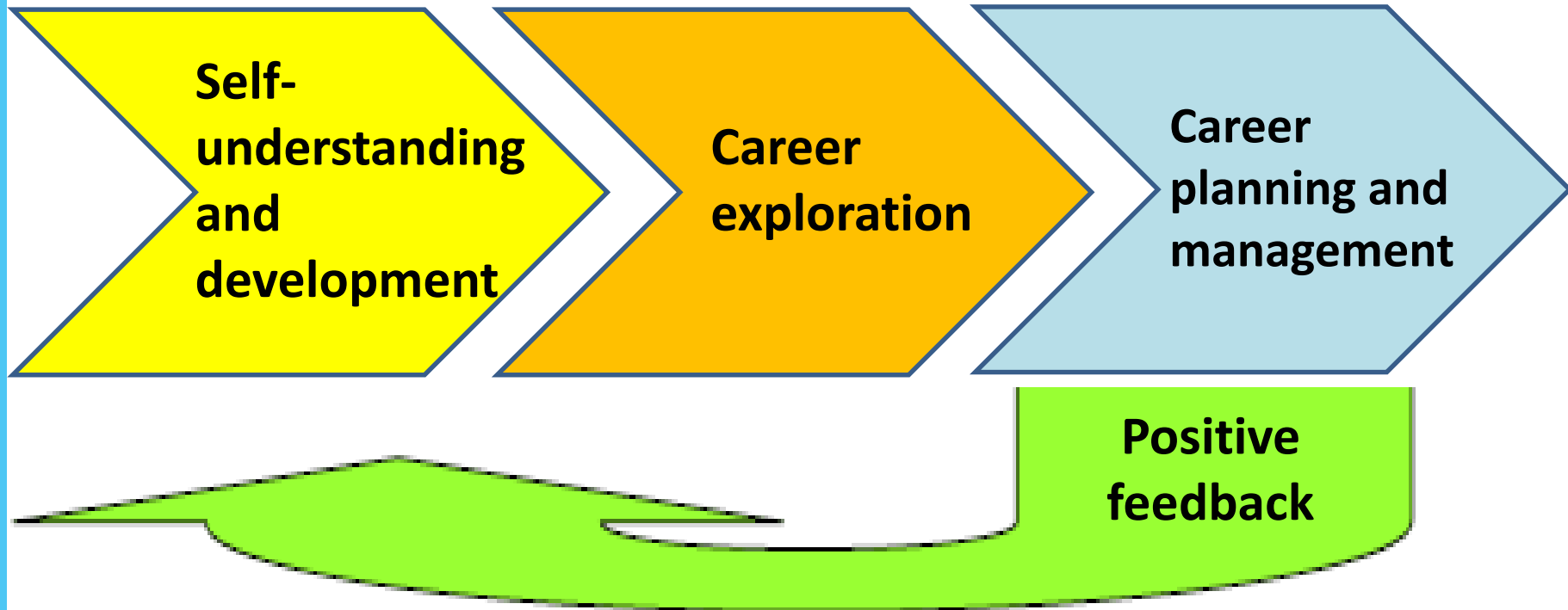
What will you do to improve that area / those areas?

- to practise taking notes using abbreviations and symbols whenever I have the chance
- to practise scanning and skimming when I read
- to read more sample writing to familiarize myself with the format, conventions and language features of formal letter
- to memorise some of the useful phrases to help me write effective opening and closing paragraphs of formal letters
- to practise agreeing and disagreeing with reasons when speaking with others in English
- to remind myself to follow task instructions when doing integrated tasks
- to practise the study skills of underlining important information and making appropriate marking in the Data File as much as I can

An excerpt of the post-learning self-assessment form where students plan how they can improve

Infusing Life Planning Education into the English Language Curriculum

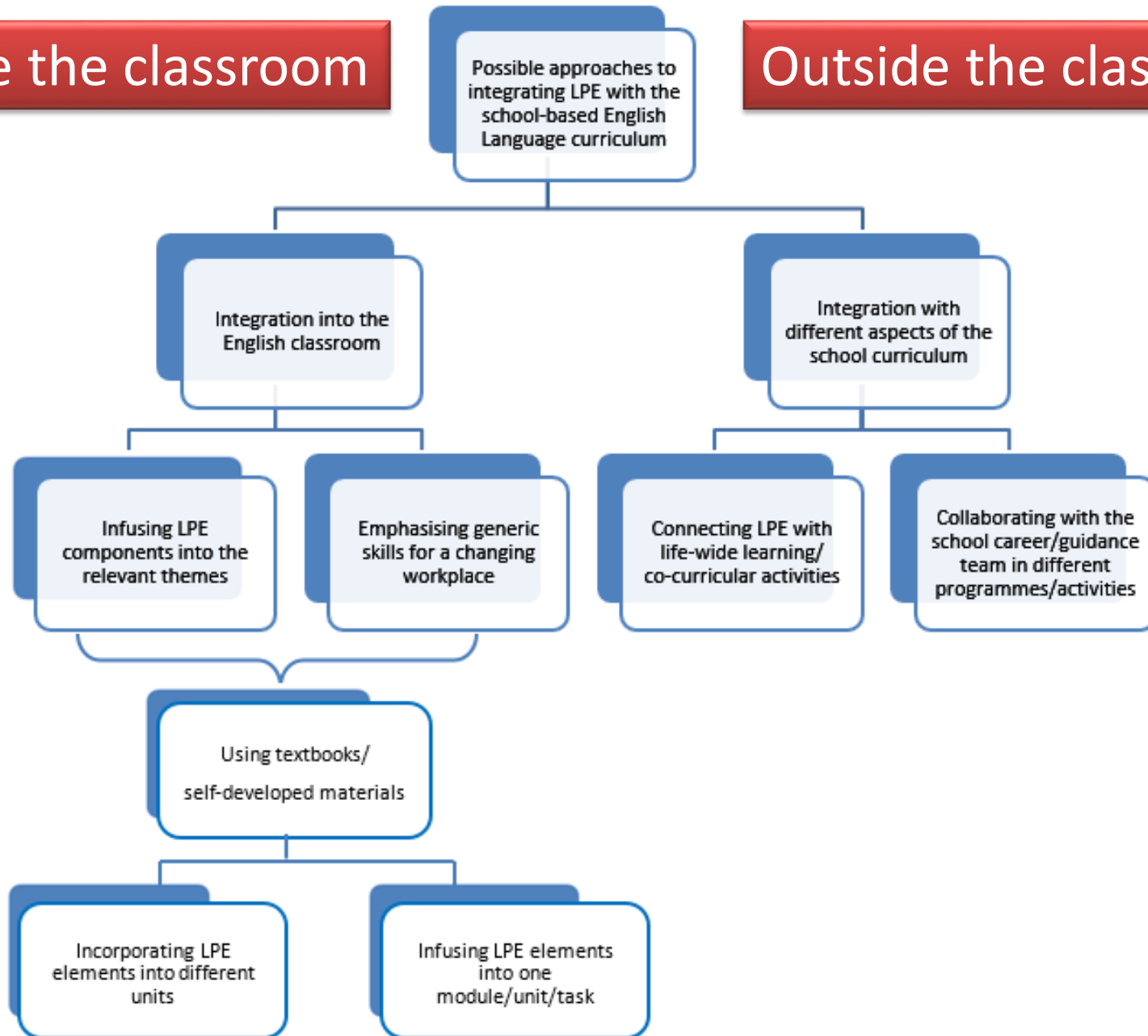
Infusing the three core elements of Life Planning Education into the school English Language curriculum



Flexible modes of conducting Life Planning Education (LPE)

Inside the classroom

Outside the classroom



Life Planning Education activities at different workplaces

Civil Aviation Department Education Path



Hotel and Tourism Institute



Society for the Prevention of Cruelty to Animals



An insurance company



Hong Kong International Airport



Supporting a Smooth Interface between Key Stages

Foster students' progressive literacy development

Monitor students' performance through analysis of their work

Build a Firm Language Foundation

Conduct vertical & lateral curriculum planning

Make use of the Learning Progression Framework & Basic Competency Descriptors

Develop students' integrated/ literacy skills progressively

Design bridging courses and make links between key stages

Support a Smooth Interface between Key Stages

Bridge students' learning gaps

Enrich students' English learning experiences