

Catering for learner diversity in the context of the NSS

Background

Learner diversity in the context of the NSS has become an acute issue to be resolved by teachers at senior secondary level. In the old “3+3+2” system with about a third of students proceeding to the matriculation level, the ability range was narrower and senior students in general were more motivated. Now that all students receive six years of secondary education, some teachers are facing a big challenge – addressing diversity in students’ motivation and ability.

This article shares the experience of two schools in coping with the challenges of learner diversity. STFA Seaward Woo College focusses on the strategies which the English Department has adopted to stretch the potential of average and higher ability students. Yuen Long Catholic Secondary School focusses on how teachers have motivated and improved their students’ English standards.

Levels

S4-5

Strategies used and what happened

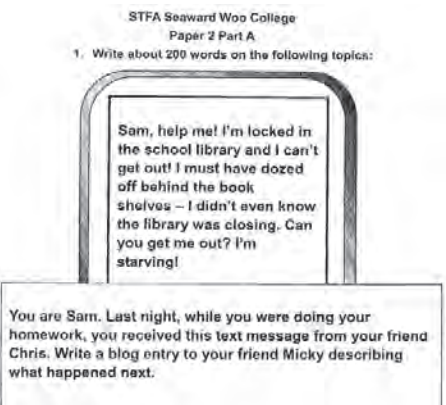
Differentiated instruction

Tomlinson (1999) suggests that the key content and skills students learn should remain steady. Trimming down the curriculum may deprive less proficient students’ right to learn the essentials. Instead, it is necessary for teachers to differentiate their instruction according to students’ readiness, interest and learning profile to help them achieve the learning targets. Clear learning targets allow teachers and students to see where the destination is.


School Case 1: STFA Seaward Woo College

1. Holistic Planning to create space for differentiated instruction

Related components in the Compulsory and Elective Parts were aligned. Elective components were infused into each module or textbooks to create time and space for teachers to differentiate their instructions.

Compulsory Part	Elective Part
<p>1. Reading a sci-fi “The Diminisher” (Anthology)</p> <p>2. Writing a blog entry – Your friend was locked in the school library and he sent you a message to ask you to rescue him</p> 	<p>Learning English through Short Stories</p> <p>Using the sci-fi “The Diminisher” as the context to introduce</p> <ul style="list-style-type: none">• ways of narration• functions of dialogues• rules of writing good dialogues

2. Differentiating instruction flexibility to help individual students achieve different learning targets

Strategy used	What happened
<ul style="list-style-type: none"> • Providing opportunities for students to apply the knowledge and skills • Teaching in small steps • Using a variety of strategies to help students tackle the writing questions <ul style="list-style-type: none"> - graphic organisers - repetition - explicit teaching • Establishing routines • Adjusting teacher support according to students' readiness • Making use of scaffolding tasks which help students who require extra help • Providing students with clear learning targets and clear assessment criteria 	<p>Pre-writing stage</p> <ol style="list-style-type: none"> 1. The writing questions were carefully chosen. Students were able to apply the knowledge and skills of the Elective Part which were introduced right before they were given the writing tasks. 2. Teachers did task analysis and broke the writing tasks into 8 steps. Teachers demonstrated the steps until the students could eventually pick them up and use them as routine. As the goal was to develop students into independent learners, teachers gradually removed the amount of support given to students. The same steps and graphic organisers (different graphic organisers for social issues & short stories) were given to students every time they did their writing. 3. For weaker groups, more scaffolding tasks were given to them to prepare them for the writing. Each group might have different scaffolding tasks as students' weaknesses and strengths differed. 4. A Feedback Form (designed by teachers) was given to students before they started writing. Assessment criteria were clearly listed. Elective elements were included. There were different criteria for writing questions on different electives. Students knew that was expected of them and what they could do to achieve higher levels. 
<ul style="list-style-type: none"> • Providing students with vocabulary of different levels of difficulty • Making use of elective related materials to create contexts for provoking thinking with regard to language use • Allowing students to make choices to pursue their own interests • Using students' work to help them appreciate good ideas/work and motivate students to make improvement 	<p>Post-writing stage</p> <p>In the feedback session, teachers used the feedback form to give constructive feedback. By reading teachers' rating and comments, students knew their strengths and weaknesses and the areas they could improve. Bonus marks were given to students who were able to apply the focus elective components in their writing.</p> <p>Task 1: Students proofread the verb forms to improve their language (L)</p> <ul style="list-style-type: none"> • Students were given a table with different categories of common mistakes (verbs) and a piece of writing of their classmates to spot one mistake for each category from the writing. More able groups worked individually whereas average students worked in pairs or groups. <u>OR</u> • Students filled in the blanks with correct forms of verbs. They showed the teachers the answers once they had finished. Teachers told them which answers were wrong and they went back to correct the mistakes. This was done until five students got the answers all correct. (A boring grammar exercise was turned into a competition/game. Students also got chances to correct their own mistakes.)

- Using a variety of activities to cater for students with different learning styles (visual, auditory and kinesthetic)
- Providing students with clear expectations by giving different exemplars of good writing

A. Use of dialogues (feeling / tone)

Dialogue 1
 "Don't you know that the only way to help you out is to call the police?" I told Chris calmly.
 What was the feeling of the speaker?

Dialogue 2
 "It was certainly a lesson I will never forget..." Chris said.
 What is the tone of the narrator?

Dialogue 3
 "Oh! Thank God! You're finally here," screamed Chris.
 What was the feeling of the speaker?

Dialogue 4
 "If I had believed Chris and had brought him some food, he would not have to be in hospital."
 What is the tone of the speaker?

Dialogue 5
 "I should have believed him! I should have brought him some food! I should have got him out of the library..."
 What is the feeling of the speaker?

Dialogue 6
 "I'm so sorry that I didn't believe you... It's inexcusable!"
 What is the tone of the speaker?

Dialogue 7
 "Suddenly, something grasped my shoulder! I clenched my fists and turned around. Gosh! She was our justice!"
 What is the emotion of the speaker? (underline the correct option(s))
 (amused thrilled angry relieved)

Dialogue 8
 "Ready? 1, 2, 3! Bump! Hurray! We did it!"
 What is the tone of the speaker?

B. Use of dialogues (personality)

Dialogue 1
 "Well, I'll bring you 100 hamburgers! But you have to pay me back." I laughed.
 What was the personality of the speaker?
 What was the relationship between the two characters?
 (family / business / friends)

Dialogue 2
 "Hey, it's no big deal. Come on! Take it easy!"
 What is the personality of the speaker?

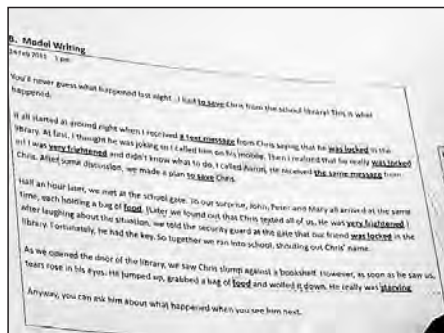
Adjectives

helpful	willing to help	thrilled	uncertain
sarcasmic	serious	reflective	humorous
angry	relieved	bad	amused
condemning	apologetic	obedient	sorry
guilty	nervous	excited	

Dialogues (Students' work)

Task 2: Replacing words with synonyms to avoid repetition

(i) Students were given a piece of sample writing to read. For weaker groups, the writing was divided into chunks and students were asked to sequence the chunks. (kinesthetic)



(ii) The repeated words were highlighted (was locked, mobile, starving, food). Students replaced them with synonyms. The sophistication of vocabulary varied according to students' ability.

Task 3: Using dialogues to improve content (C) and language (L)

- (i) Functions of dialogues were revised.
- (ii) Students identified the speakers' tone, feelings and personality in some dialogues (including some students' work). (Pre-taught/revised the adjectives describing tone, feelings and personality if necessary.)

Variation of the task:

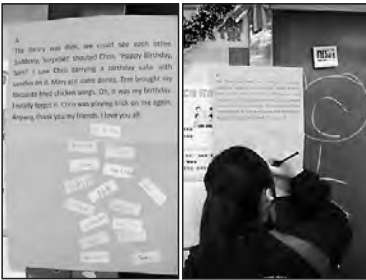
- Students were invited to read aloud/act out the dialogue with appropriate tone and emotions. (kinesthetic)
- The dialogues were recorded and played in class for students to identify the speakers' tone, feelings and personality. (auditory)
- Students were asked to visualise the dialogues. (visual)
- (iii) Students were asked to select at least one dialogue and inserted it/them into the sample writing.

Task 4: Working out a surprising ending to improve content (C) and organisation (O)

- Posters with different endings were stuck around the classroom. Students read all the endings and put a sticker on the poster with their favourite ending. (kinesthetic) OR
- Discussion: Each group came up with their favourite ending with justification.

Some of the endings:

- ~ It was the April Fool's Day...
- ~ The library was dark. We could not see each other. Suddenly, 'Surprised!' shouted Chris. 'Happy Birthday, Sam!' I saw Chris carrying a birthday cake with candles on it. Mary got some drinks. Tom brought my favourite fried chicken wings. Chris was playing a trick on me again. Anyway, thank you my friends. I love you all.
- ~ When I woke up the next day, I received a message from Chris again, 'A friend in need is a friend indeed'.
- ~ I was so happy to see Chris in the library. Suddenly, BANG! The library door closed again with the key staying outside. Both Chris and I were locked again. Who should we call now?



For weaker classes

Teachers could pick a few endings and polish them with students before showing them to other students. (E.g. if ideas could be further developed, teachers could guide the writers to do so; if language was the problem, teachers could guide the writer to proofread.)

e.g. A student's work:

"Mary was locked in the library. She found a mobile phone. Sam's number was the only number she could find in the phone and so Mary sent him a message."

The teacher discussed with the student whether the idea was logical and finally the student came up with the following ending:

"When I arrived at the library, I couldn't find Chris but Mary, who kept dating me out in the previous weeks. Have been rejected by me several times, Mary borrowed my friend Chris' phone and made up such "a rescue plan". Oh! My God! Will anyone save me?"

Extended task for higher ability students

- Using more complex sentence structure: present participle phrases

- Revisiting the knowledge and skills to allow students to learn at their own pace

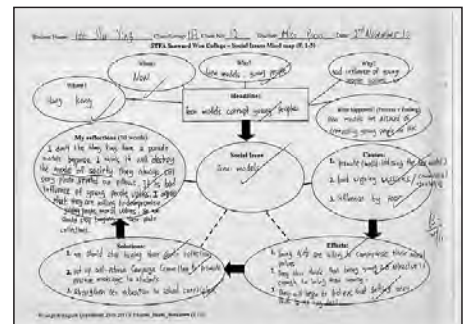
Assignment

Effective use of assignments can enhance and consolidate classroom learning and teaching (develop knowledge, skills and attitudes, foster students' ability and self-discipline to work independently).

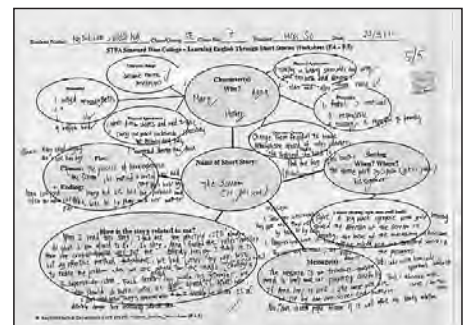
Instead of doing newspaper cutting exercises like writing a summary and feelings about the news and checking meanings for a few new vocabulary items, students completed the social issues worksheets after reading the news articles.

Instead of writing book reports, students completed the short stories worksheets after reading stories.

If students missed out or were not ready for some parts, they always had a chance to revisit the knowledge and skills when they were ready.



A social issues worksheet: headline, using 5W questions to summarise the news, related social issues, causes, effects, solutions of the issues and reflections



A short stories worksheet: characters (personality, appearance, character change); setting (when, where, 5 senses); plot (climax, ending); message(s); how is the story related to me?



Facilitating factors and impact

1. The curriculum team worked with concerted efforts in creating curriculum space and time for effective teaching and learning by aligning related components in the Compulsory and Elective Parts.
2. Each S4 & S5 English teacher took up a part in each module. Their passion and commitment is the key to cope with the workload brought by differentiated instructions. Collaborative lesson planning lessons allowed teachers to plan, evaluate the curriculum together and share their teaching strategies to stretch the students' potentials. Through lesson observation, teachers were able to see how different strategies worked on different groups of students.
3. Students got the direction and entry points (components in the Elective Part) of improving their own performance by referring to the HKDSE rubrics, marking scheme and the feedback forms designed by teachers. Most of them knew how to improve a piece of writing by working on three domains: content, language and organisation. Most students showed improvement in the content and organisation domains. This was reflected in students' work, internal assessment results and learning attitude in class.

School Case 2: Yuen Long Catholic Secondary School

1. Selection of elective modules

Based on students' readiness and interests, elective modules Learning English through Short Stories, Drama and Workplace Communication were selected following the principles below:

- i) Strong links with the Compulsory Part
- ii) Alignment with the HKDSE requirements
- iii) Relevance to students' life
- iv) Students' interest
- v) Manageable for students



2. Rationale for curriculum and learning/teaching design

The curriculum was designed in a way that adaptations could be made to support struggling learners (with more scaffolding tasks) and stretch the potential of more able learners (with challenging part). Weaker ones could also be exempted from some parts. The materials, activities and tasks were designed in a way to arouse the learners' interests. The knowledge and skills covered were the essential ones.

Some strategies were adopted:

- Curriculum tailoring: choice of materials of different levels of difficulties
- Systematic instructions
- Breaking down of teaching processes into smaller steps
- Progression of difficulty
- Use of multi-sensory activities and/or resources

Some samples:

Learning English through Drama	Learning English through Short Stories
 <p>What would you do? Think about what you would do when you are encountering the following situations. Write simple dialogues that do it up in front of the class with actions and facial expressions!</p> <p>Study with your story!</p> <p>The Man:</p> <p>The Lady (Trudy):</p> <p>Other customers in the restaurant:</p> <p>The Boy:</p> <p>The Lady (Mary):</p> <p>Superhero:</p> <p>The Boy:</p>	<p>Unit 4 Writing Short Stories</p> <p>How do you like to spend your leisure time? (Reading and performing short stories. The following writing plan may help you brainstorm your ideas.)</p> <p>Writing Center You are required to write a story in about 100 words to enter an English story writing competition. You can use the following writing plan to help you write the story.</p> <p>Writing Plan</p> <p>Types of story: <input type="checkbox"/> Realistic story <input type="checkbox"/> Science fiction <input type="checkbox"/> Camp story</p> <p>Character: <input type="checkbox"/> Friendly <input type="checkbox"/> Mysterious <input type="checkbox"/> Polite <input type="checkbox"/> Naive <input type="checkbox"/> Kind <input type="checkbox"/> Brave <input type="checkbox"/> Intelligent <input type="checkbox"/> Confident <input type="checkbox"/> Shy <input type="checkbox"/> Nervous <input type="checkbox"/> Humorous <input type="checkbox"/> Serious <input type="checkbox"/> Mysterious <input type="checkbox"/> Polite <input type="checkbox"/> Naive <input type="checkbox"/> Kind <input type="checkbox"/> Brave <input type="checkbox"/> Intelligent <input type="checkbox"/> Confident <input type="checkbox"/> Shy <input type="checkbox"/> Nervous <input type="checkbox"/> Humorous <input type="checkbox"/> Serious</p> <p>Point of View: <input type="checkbox"/> First person <input type="checkbox"/> Second person <input type="checkbox"/> Third person</p> <p>Character: <input type="checkbox"/> Hero <input type="checkbox"/> Villain <input type="checkbox"/> Supporting Character <input type="checkbox"/> Antagonist</p> <p>Setting: <input type="checkbox"/> Time <input type="checkbox"/> Place</p> <p>Relationship between Characters: <input type="checkbox"/> Love <input type="checkbox"/> Hate <input type="checkbox"/> Friendship <input type="checkbox"/> Rivalry <input type="checkbox"/> Family <input type="checkbox"/> Stranger</p> <p>Plot: <input type="checkbox"/> Rising Action <input type="checkbox"/> Climax <input type="checkbox"/> Falling Action <input type="checkbox"/> Resolution</p> <p>Video:  ScaryForKids.Com</p> <p>videos</p>

The following shows an example of how an elective module was implemented in this school.

Strategy used	What happened																														
<ul style="list-style-type: none"> Selecting materials related to students' everyday life and students' future career to cater for individual students' interests Designing activities and tasks to meet the needs of students with different learning styles (visual, auditory, kinesthetic, etc.) Learning through activities Allowing learner autonomy that could cater for their needs and interests 	<p>Part I Industries and Companies</p> <p>These are companies which students come across in their everyday life. Students were keen on learning how to pronounce these companies' names.</p> <p>Students loved this activity. Learner autonomy was involved. Teachers made use of this activity to introduce countries, cities, workplaces, jobs, working hours and salary.</p> <div data-bbox="491 1377 813 1848"> <p>COMPANIES AND INDUSTRIES</p> <p>Write down the correct product for the following global companies. Then choose the correct industry from the text box below. (Industry: a field of business activity)</p> <p>Food and Beverage Electronics Automobile Airline Luxury Goods Textiles Building</p> <table border="1"> <thead> <tr> <th>COMPANY</th> <th>PRODUCT</th> <th>INDUSTRY</th> </tr> </thead> <tbody> <tr><td>1. PIPER</td><td></td><td></td></tr> <tr><td>2. ROLEX</td><td></td><td></td></tr> <tr><td>3. TOYOTA</td><td></td><td></td></tr> <tr><td>4. Apple</td><td></td><td></td></tr> <tr><td>5. SAPPHIRE</td><td></td><td></td></tr> <tr><td>7. SONY</td><td></td><td></td></tr> <tr><td>8. NIKE</td><td></td><td></td></tr> <tr><td>9. HUGO BOSS</td><td></td><td></td></tr> <tr><td>10. GAP</td><td></td><td></td></tr> </tbody> </table> </div> <div data-bbox="837 1288 1149 1724"> <p>Create your Dream Job!</p> <p>What are your favorite school subjects? (Ex: English, Math, History, Science, etc.)</p> <p>1. Choose a country and a city:</p> <p>Country: _____ City: _____</p> <p>2. Choose a workplace:</p> <p>Office, Bank, Court, Shop, Post Office, School, Magazine, Hospital, Restaurant, Star, Company, Bakery, Police Station</p> <p>3. Choose a job:</p> <p>Plumber, Baker, Nurse, Accountant, Scientist, Receptionist, Teacher, Doctor, Artist, Lawyer, Photographer, Judge, Writer, Announcer, Conductor, Director, Chef, Teacher, Nurse, Electrician, Politician, Doctor, Receptionist, Receptionist</p> </div> <div data-bbox="1165 1288 1476 1724"> <p>4. Choose your hours:</p> <p>7:00-12:00, 12:00-05:00, 17:00-03:00, 8:00-18:00, 11:00-03:00, 22:00-04:00, 18:00-21:00, 15:00-21:00, 00:00-6:00</p> <p>Shift: _____ Regular Working Hours</p> <p>5. How much money do you want to make? USD: _____</p> <p>6. Why do you like this job? (Write three sentences below): _____ _____ _____</p> <p>7. Draw a picture of your dream job below. Where do you work? What do you need? _____</p> </div> <div data-bbox="630 1769 997 2094"> <p>Workplace conversations</p> <p>Below are scripts for common conversations that a taxi driver, security guard, waiter/waitress, receptionist, hairdresser and cashier may have in their workplace with customers.</p> <p>Practice reading them through in your group. Underline your lines and translate words you don't understand. Read loudly and clearly. Then perform them to the class, with some actions. If you can't remember the words, you can read from the script.</p> <p>1) Taxi driver and passenger in a taxi</p> <p>Taxi driver: Where do you want to go? Passenger: Blue Road, Mong Kok please. Taxi driver: Okay, tell me where to stop. Passenger: Stop here please! Taxi driver: That is \$25. Passenger: Here is \$30. Taxi driver: Here is \$5 change. Thank you! Passenger: Thank you. Bye!</p> </div>	COMPANY	PRODUCT	INDUSTRY	1. PIPER			2. ROLEX			3. TOYOTA			4. Apple			5. SAPPHIRE			7. SONY			8. NIKE			9. HUGO BOSS			10. GAP		
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- Selecting materials related to students' everyday life and students' future career to cater for individual needs
- Learning through activities
- Linking the knowledge and skills covered in the Elective Part to those in the Core Part

Part II Job hunting

Students were interested in the job hunting part. They knew that they would have to look for one sooner or later. The following topics were covered:

- Job advertisements
- Application forms
- Cover letters (optional)
- Resumes
- Interviews

Students did not have public exam results, testimonials or work experience. This made it difficult for them to write their own resumes, cover letters or fill in the job application forms. Teachers decided to link this activity with Paper 3 in the Compulsory Part in which students were required to read the data file, locate and draw relevant information to fill in forms or write letters. They gave the students a situation:

Your friend, Raymond Lam is going to apply for the job of Customer Service Assistant at Yuen Long Plaza. Read the information and documents below and help him fill in the application form and write his CV and cover letter.

The template of ID card, job advertisement, public exam result slip, school testimonial, certificate and application form looked authentic. Students were thrilled to read Raymond's documents and were curious about his background. They were engaged in reading the documents.

Example
Raymond is going to apply for a job of Customer Service Assistant at Yuen Long Plaza. Read the information and documents below. Fill in the application form, draw up a CV and cover letter for Raymond Lam.

Raymond Lam's Identity Card

Job Advertisement from Ming Pao

Application Form
Position Applied For:

Personal Particulars

Name (English): _____
Name (Chinese): _____
Date of Birth: _____
Sex: Male / Female
Address: _____
E-mail: _____
Phone: _____

Educational Background

School Attended:

From	To	Name of School	Major Award / Achievement

Public Examination
HKCEE / HKCEE / HKALE Results

Subject	Grade	Subject	Grade

Other Skills
Computer Skills: None MS Word MS Excel MS PowerPoint Other (specify): _____
Languages Spoken: Cantonese English Putunghese Other (specify): _____

Raymond Lam's Public Examination Result Slip
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION RESULTS NOTICE

Subject	Subject Grade	Component Grade	School
CHINESE LANGUAGE	2 (77%)	2 (77%)	YUEN LONG CATHOLIC SECONDARY SCHOOL
ENGLISH	4 (58%)	4 (58%)	
MATHEMATICS	4 (58%)	4 (58%)	
INTEGRATED SOCIAL SCIENCES	2 (77%)	2 (77%)	
SCHOOL-BASED ASSESSMENT	2 (77%)	2 (77%)	
ENGLISH LANGUAGE	3 (70%)	3 (70%)	
READING	2 (77%)	2 (77%)	
WRITING	4 (58%)	4 (58%)	
LITERARY AND INTEGRATED SKILLS	3 (70%)	3 (70%)	
SPRINKLING	2 (77%)	2 (77%)	
SCHOOL-BASED ASSESSMENT	2 (77%)	2 (77%)	
LIBERAL STUDIES	3 (70%)	3 (70%)	
GEOGRAPHY	3 (70%)	3 (70%)	
INFORMATION AND COMMUNICATION TECH	4 (58%)	4 (58%)	

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and attained the result of
Excellence

Johny Chan, 30 June 2012
Head of Hong Kong Computer Institute

Raymond Lam's Testimonial

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TESTIMONIAL

Name: Lam Fung Raymond
Registration Number: 20601952
Admission Date and Level: 01/09/2005, Secondary One
Graduation Date and Level: 31/07/2012, Secondary Five

LEARNING PERFORMANCE

	Excellent	Good	Average	Below Average
Analytical Ability			X	
Co-operation	X			
Diligence		X		
Independent Thinking			X	
Leadership	X			

EXTRA-CURRICULAR ACTIVITIES AND RESPONSIBILITIES HELD

1. Vice-chairman of Student Union (2010-2011)
2. House Captain of Shingwui House (2010-2011)
3. Member of English Debate Team (2009-2011)
4. Member of Mixed Voice Choir (2007-2010)
5. Monitor (2005-2006) ***

AWARDS AND ACHIEVEMENTS

1. Best Teacher Award (2010-2011)
2. Best Debater in the Yuen Long Joint-school English Debate Competition 2010
3. Best Actor in the Hong Kong Schools Drama Festival 2009
4. Champion of Joint-School Singing Contest 2008 and 2007 ***

School Chop: _____ School Principal: _____ Date: 31 August 2012

<ul style="list-style-type: none"> • Selecting materials related to students' everyday life and students' future career to cater for individual needs • Designing activities and tasks to meet the needs of students with different learning styles • Linking the knowledge and skills covered in the Elective Part to the Compulsory Part • Learning through activities • Allowing learner autonomy that could cater for their needs and interests 	<p>Part III Project (to be implemented in May – September 2011)</p> <p>Part A: Setting up a company</p> <ul style="list-style-type: none"> ☛ company name ☛ company logo ☛ motto ☛ information (telephone number, fax, address, email, website...) <p>Part B: Designing a product and packaging</p> <p>Part C: Preparing promotional materials</p> <ul style="list-style-type: none"> ☛ poster ☛ leaflet ☛ TV commercial (product: storyboard <u>OR</u> video clip of TV commercial) <p>Part D: Making sales presentation</p> <p>Each company introduces their company and sells their products. Students will then “buy” one product. The company which sells the largest amount of goods is the winner.</p> <p>Part E: Handling a complaint from customers</p> <p>The product each group “bought” from another company got some problems. Students have to write a letter of complaint to the company. The companies have to respond to the complaints.</p> <p>★Teacher provides all students in the class with the same task or exercise but varies the output or the amount and form of support that he/she gives.</p>
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Facilitating factors and impact

1. The school used the English Enhancement Grant (EEG) to release the two members of NSS team to design the school-based curriculum and materials for Elective Parts and try out different strategies to cater for learner diversity.
2. Even weaker students loved the elective modules. They were engaged in the lessons. Some of them were more willing to read, write and to speak. They found reading longer texts and writing more manageable and became less reluctant to read and write. This encouraged the teachers to adopt different strategies to cater for learner diversity.
3. Teachers rounded up each elective with HKDSE writing questions. They demonstrated how to use the things learned in the Elective Part to tackle different types of HKDSE Paper 2 questions. The Elective Part and the Compulsory Part were aligned.

Difficulties and suggestions

Teachers of both schools spent a lot of time on planning the new curriculum. As suggested by Curriculum Development Council (2007), schools should leave a clear record of how the English Language curriculum has been adapted in a particular year. The record must be passed on to the teachers in the following years so that they know the needs of the students, and continuity in the school curriculum can be achieved.



Conclusion

Successful teaching requires two elements: students' understanding and engagement (Tomlinson, 1999). The two school cases demonstrated using high level of classroom interaction to engage students in active learning and providing opportunities for students to think about, apply and demonstrate what they have learned to deepen their understanding of the knowledge and skills. It is advisable for teachers at both schools to document all the changes made in adapting the school-based curriculum in a systematic manner to sustain the impact on learning and teaching in the future.

References

The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. (2007). English Language Education KLA: English Language Curriculum and Assessment Guide (S4-6). HKSARG: The Education and Manpower Bureau.

Tomlinson, C. A. (1999). Mapping a Route Toward Differentiated Instruction. Education Leadership, 57(1), 12-16.

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Maria CHAN (Language Support Officer)